



A Program Evaluation of the Community Dispute Resolution Program

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Michael Moffitt
Dean

May 5, 2017

To Whom It May Concern:

Oregon's Community Dispute Resolution Program plays an important role in the lives of thousands of Oregonians each year. The Community Dispute Resolution Program is housed within the University of Oregon's School of Law and administered by the Oregon Office for Community Dispute Resolution. This Program supports a network of 16 community dispute resolution centers across the state of Oregon. Through these centers, experts provide mediation, facilitation, education, restorative justice, and other programs designed to provide conflict resolution skills to individuals and groups.

Community dispute resolution centers help to move us beyond conflict. They reunite families, rebuild friendships, mend neighborly fences, and create spaces within which those burdened with conflict can discover personal enrichment, renewed connections, and mutual understanding. These centers keep our communities moving forward through conflicts that are often complex, emotional, technical, and enduring. Community dispute resolution centers help disputants to find paths toward progress.

As the only public law school in the state of Oregon, and as the home to a nationally ranked program in dispute resolution, the University of Oregon School of Law and its students are pleased to partner with community dispute resolution centers. These centers provide opportunities to put theory into practice, in contexts that also demonstrate the importance of having those with legal training engaged in service.

This evaluation examines existing community dispute resolution programs and the dialogues surrounding the future of community dispute resolution. We are honored to serve the dedicated professionals and volunteers engaged in dispute resolution by providing this evaluation for their use, and we hope you find it informative and promising. We are indebted to Professor Kevin

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UNIVERSITY OF OREGON

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Alltucker and his team of University of Oregon students who volunteered their time to make this evaluation possible. We thank you for your review of this important work, for your continued support of this field and its vast promise, and for all you do to help your neighbors, your families, and your communities.

Sincerely,

Michael Moffitt
Dean
Philip H. Knight Chair in Law
University of Oregon School of Law



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EXECUTIVE SUMMARY

This is a program evaluation of the University of Oregon Community Dispute Resolution Program (CDRP), which is part of the Oregon Office of Community Dispute Resolution (OOCDR) that is physically located within the University of Oregon Law School. The project was completed during the 2016-17 academic year by Professor Kevin Alltucker and a group of graduate students. All of the work was done on a volunteer basis. This evaluation focused primarily on the CDRP and its role as a grant administrator, not the 16 Community Dispute Resolution Centers (CDRCs) that actually deliver the dispute resolution programs.

The report is organized to help audiences quickly find information. We included background information describing the academic theories behind program evaluation in the front of the report. Readers can gain insight into the design and practice aspects of evaluation-which differs from scientific research. In these preliminary sections, readers will discover the purpose of this evaluation was to find value in the CDRP.

We also included a section describing the history of the CDRP, which is important because of the strong tradition of state support for community dispute resolution. This institutional DNA is important to consider as budget decisions are made.

Here are the four evaluation questions, and a brief summary of the findings. For more details, readers should turn to the specific sections of the evaluation report. Recommendations for improving the CDRP are found on page 79.

1

Evaluation Question #1: How does the CDRP help achieve the University of Oregon's mission statement and the governor's long term vision?

We found the CDRP helps achieve the University of Oregon's mission and Governor Kate Brown's vision for a healthier state. The CDRP accomplishes this mostly by acting as the grant administrator for the 16 CDRCs located in 24 of Oregon's 36 counties. Grant funds are appropriated to the CDRP (via OOCDR) from Oregon's General Fund by the Higher Education Coordinating Committee. The CDRP then administers grants to the CDRCs. Through these grants, and the grant matching requirement, the CDRCs provide important community dispute resolution services (also known as Alternative Dispute

Resolution, or ADR) for Oregon residents. The CDRCs utilize trained volunteers and interns to further leverage the grant funding. The ADR processes are typically lower cost, faster, and the outcomes are more durable, compared to traditional court-based resolutions. In a survey given to a small sample of CDRC personnel, most respondents reported the CDRP grant funding helped efforts to increase equity, diversity, and inclusion at their center.

2 Evaluation Question #2: How does the CDRP leverage outside funding sources and maximize program investments and return on investment?

We found strong evidence that the CDRP leverages outside funding and maximizes program investments, mostly through their role as grant administrators for the CDRCs. For example, during the 2015-17 biennium, CDRCs requested \$1.2 million in grants from the CDRP (via OOCDR). In total, the grants represent an average of 29% of the CDRCs budgets. All 16 CDRCs were required to match 100% of these grants, meaning they must obtain \$1.2 million from outside funding. In 2016, the CDRCs used 2,693 volunteers, with an economic value of \$568,950. During 2015-17, the CDRCs forecasted they would handle 7,105 cases, including neighbor-to-neighbor, foreclosure avoidance, small claims, school based referrals, juvenile justice, and many more. Clearly, the grant funding from the CDRP to the CDRCs supports important community dispute resolution programs that run efficiently by leveraging state dollars with matching funds, and by the extensive use of volunteers.

3 Evaluation Question #3: How does the CDRP provide evidence that shows the effectiveness, integrity, and applicability of dispute resolution services provided by the community dispute resolution centers?

We found evidence supporting the effectiveness, integrity, and applicability of dispute resolution services provided by the CDRCs. For example, between August 2015 and December 2016, the CDRCs handled 13,849 mediation cases. During 2013-15, the CDRCs reported 90% of their clients were satisfied with their mediation cases. A qualitative analysis of selected cases suggested the

CDRCs community dispute resolution services are addressing important issues of empathy, and its role in addressing stereotypes involving race, ethnicity, language, age, and veteran status. These cases also provided support for alternative dispute resolution's ability to reduce subsequent police involvement in neighbor-to-neighbor disputes.

4

Evaluation Question #4: How does the CDRP insure that citizen education in conflict resolution skills is available and community mediation services, using at least, in part, volunteer mediators are available to the state of Oregon?

We found supportive evidence addressing this question. Respondents to our survey replied that the CDRP (via OOCDR) helped their centers deliver citizen education in conflict resolution skills, and provide community mediation services by trained volunteers, mostly by the CDRP administering the grant funding to their center. Several respondents highlighted the importance of grant funding in supporting their center's outreach efforts in their communities.

Overall, we found the CDRP is an effective program that is addressing both the University of Oregon's mission statement, and Governor Brown's vision. The CDRP can be thought of as a grant administrative program that facilitates state grants totalling more than \$1 million each biennium. These grants support 16 Community Dispute Resolution Centers (CDRCs) who deliver important community dispute resolution services to thousands of Oregonians. The CDRCs are required to match the state funds received from the CDRP, which greatly leverages the public dollars. In addition, the CDRCs use trained volunteers to help administer and deliver mediation services, thus leveraging their state funding even more.

As with any program, our investigation uncovered several areas of improvement, and we make seven recommendations for the CDRP to consider as they move forward.

ACKNOWLEDGEMENTS

This program evaluation would not have been possible without the assistance of the University of Oregon students who put their shoulders to the wheel, rolled their sleeves up, and did a lot of the important work for this report. Specifically, I would like to thank Mariah Acton, Bryson Lee, Bryn Goldberg, Joze Moreno Pelayo, Sigride Asseko, Timothy Conbere, Jennifer Smith, and Thomas McGregor. It was an honor and a privilege to guide these talented students through the process of completing the evaluation.

I also need to thank Mark Quinlan, Executive Director of the University of Oregon Community Dispute Resolution Program (CDRP), for his vision in proposing this evaluation to be completed. It's not often that a leader of an organization requests an evaluation, and his leadership was greatly appreciated.

Thanks also go to John English, who took over the helm of the University of Oregon Conflict Resolution program. His enthusiasm and support for the evaluation was important. Charles Ikard, Interim Executive Director of the CDRP, was also very supportive and helpful in the final stages of completing the evaluation.

Finally, gratitude for University of Oregon School of Law Dean Michael Moffitt, who gave his full support for this project. His advocacy for community dispute resolution provided an important foundation for this evaluation.

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THE FOUR EVOLUTIONS OF PROGRAM EVALUATION

WHAT IS A PROGRAM EVALUATION?

“Evaluation determines the merit, worth, or value of things”

Scriven, 1991

The primary function of a program evaluation is to determine the merit, worth or value of a program (Scriven, 1991). That’s a bold statement for most people to consider because most folks think that program evaluation and research are the same thing—they’re not. The Encyclopedia of Evaluation defines it this way:

Evaluation is an applied inquiry process for collecting and synthesizing evidence that culminates in conclusions about the state of affairs, value, worth, significance, or quality of a program, product, person, policy proposal, or plan. Conclusions made in evaluations encompass both an empirical aspect (that something is the case) and a normative aspect (judgement about the value of something). It is the value feature that distinguishes evaluation from the types of inquiry, such as basic science research, clinical epidemiology, investigative journalism, or public polling (Fournier, 2005, p. 140)

The differences between program evaluation and research are not well understood by most people. One reason is the persistence of the “value-free” doctrine that existed in the social sciences for decades. This was the idea that the only valid method of inquiry was an objective quantitative scientific experiment conducted by researchers wearing white lab coats, holding clipboards and conducting randomized controlled trials. The “value-free” folks believed that since program evaluation was not objective, it held no place in academic debate.

Another reason for misunderstanding program evaluation is the evolutionary process of becoming a discipline (Scriven, 1991). Program evaluation is now widely recognized as a profession and is maturing into a discipline, complete with professional organizations, standards, and recognition to the “value-added” possible with qualitative methods (Weiss, 2004).

As the program evaluation profession continues to evolve, it will be important to recognize the potential utility of program evaluation. Building on Scriven’s foundational definition, evaluators should consider how their work can empower, enlighten,

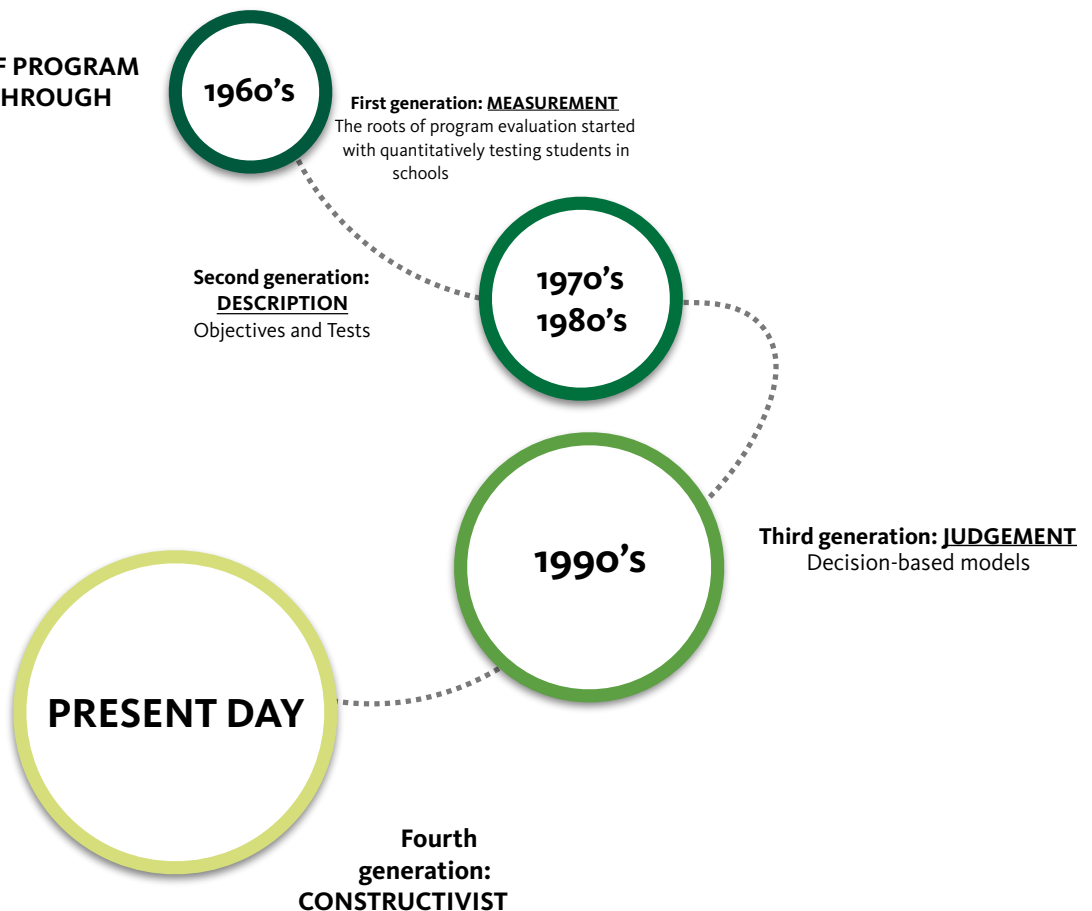
“One cannot say that evaluation is the application of social science methods to solve social problems. It is much more than that”

Scriven (1991)

emancipate, liberate and illuminate the people and processes being evaluated (Worthen, Sanders, & Fitzpatrick, 1997).

This program evaluation of the University of Oregon's Community Dispute Resolution Program followed Scriven's basic tenet of finding value, and reflects the fourth generation of program evaluation perspectives.

**EVOLUTION OF PROGRAM
EVALUATION THROUGH
THE YEARS**



METHODOLOGY OF THIS PROGRAM EVALUATION

HOW DID THIS EVALUATION START?

During the fall of 2016, Executive Director Mark Quinlan contacted Kevin Alltucker, Assistant Professor (adjunct) at the University of Oregon and asked about his interest in completing a program evaluation of the University of Oregon Community Dispute Resolution Program (CDRP). Quinlan had heard that Alltucker recently completed a program evaluation of the City of Eugene Teen Court program, and was interested in a similar project for the CDRP.

Quinlan and Alltucker communicated several times over the course of a month to discuss the project. Quinlan explained he wanted an evaluation of the program to document the good work being done, and to have a document for Oregon legislators, who would be making budget decisions during the 2017 legislative session. Alltucker explained how the project would be completed on a volunteer basis, with him acting as the project manager, and mentoring a small group of students to help him complete the evaluation. Quinlan and Alltucker agreed to the basic framework of the project, and Alltucker began announcing the project in his PPPM 4/565 Program Evaluation class for the purpose of recruiting students to work on the evaluation project.

WHO WAS INVOLVED?

There were many people ("stakeholders") in this program evaluation:

- Mark Quinlan, Executive Director, University of Oregon Community Dispute Resolution Program (until May 2017)
- Patrick Sponsler, Assistant Executive Director, University of Oregon Community Dispute Resolution Program (until February 2017)
- Kevin Alltucker, Assistant Professor (adjunct), University of Oregon (until June 2017)
- John English, Program Director for the Conflict and Dispute Resolution master's degree program,
- Charlie Ikard, Interim Executive Director, University of Oregon Community Dispute Resolution Program (beginning May 2017)

University of Oregon students:

- Mariah Acton
- Bryson Lee
- Bryn Goldberg
- Joze Moreno Pelayo
- Sigride Asseko
- Timothy Conbere
- Jennifer Smith
- Thomas McGregor

SOURCES OF INFORMATION

The following sources of information were used to complete this program evaluation:

Existing Documents:

- State of Oregon historical records and online information
- University of Oregon online information
- Community Dispute Resolution Program documents
- Existing Academic Literature

New Data Sources:

- Interviews with Key Personnel
- On-line Survey

Description of Survey

A 24-question on-line survey was designed by students, Professor Alltucker, and Quinlan, beginning in April 2017. We followed the five steps of designing and implementing a survey as described by Thayer-Hart, Dykema, Elver, Schaeffer, and Stevenson (2010): 1. Design, 2. Develop questions, 3. Test and Train, 4. Collect data, and 5. Analyze data. We constructed the survey using the University of Oregon Qualtrics survey program.



The survey went live (on-line) on May 15, 2017, and closed on June 1. A total of 29 people completed the survey. All survey responses were anonymous. A summary of the survey design is in the Appendix section of this report. We originally designed the survey to identify the respondents' CDRC name, but after discussing the question with John English and Charles Ikard, we decided to eliminate the question to ensure the respondents' anonymity.

HUMAN SUBJECTS PROTOCOL

This project did not fall within the jurisdiction of the Office for Human Subject Protection for several reasons. This project was a program evaluation for the purposes of determining the value of the CDRP, and was not a research project designed to create generalizable knowledge. All the data used in this report were either existing, or if new, contained no personally identifying information. This report is intended for the use of the CDRP stakeholders, and will not be published in an academic journal. The purpose of this report was to document the existing CDRP, and highlight its numerous values to both the University of Oregon, and to the residents of Oregon who participate in alternative dispute resolution.

TYPICAL STEPS TO COMPLETE A PROGRAM EVALUATION (McDavid & Hawthorn, 2006)

- | | |
|--|--|
| ▶ Who are the clients for the evaluation? | program structure and the environment in which the program operates? |
| ▶What are the questions and issues driving the evaluation? | ▶Given all the issues raised in points 1-8, which evaluation strategy is least problematical? |
| ▶What resources are available to do the evaluation? | ▶Should the program evaluation be undertaken? |
| ▶What has been done previously? | ▶Steps in conducting an evaluation study: Discuss possible challenges and opportunities for each of these steps. |
| ▶What is the program all about? | ▶Develop the measures and collect the data |
| ▶What kind of environment does the program operate in and how does that affect the comparisons available to the evaluator? | ▶Analyze the data |
| ▶Which research design alternatives are desirable and appropriate? | ▶Write the report |
| ▶What information sources are available/ appropriate, given the evaluation issues, the | ▶Disseminate the report |

EVALUATION DESIGN

The Program Evaluation profession recognizes many different evaluation designs. Perhaps the first design question that any program evaluator must consider is if the evaluation will be *formative* or *summative*. Scriven (1967) was one of the first evaluation theorists who described these perspectives. He

described a Formative evaluation as providing information to program staff for the purposes of improving the program. A Summative evaluation is conducted and made available to not only program staff, but also to decision makers, potential consumers, and funders, for the purpose of making decisions about program continuation, termination, expansion, or adoption (Worthen, Sanders, & Fitzpatrick, 1997). It is important to note that although

these two perspectives are very different from one another, it is common for programs to utilize both types of evaluations during the course of their operations.

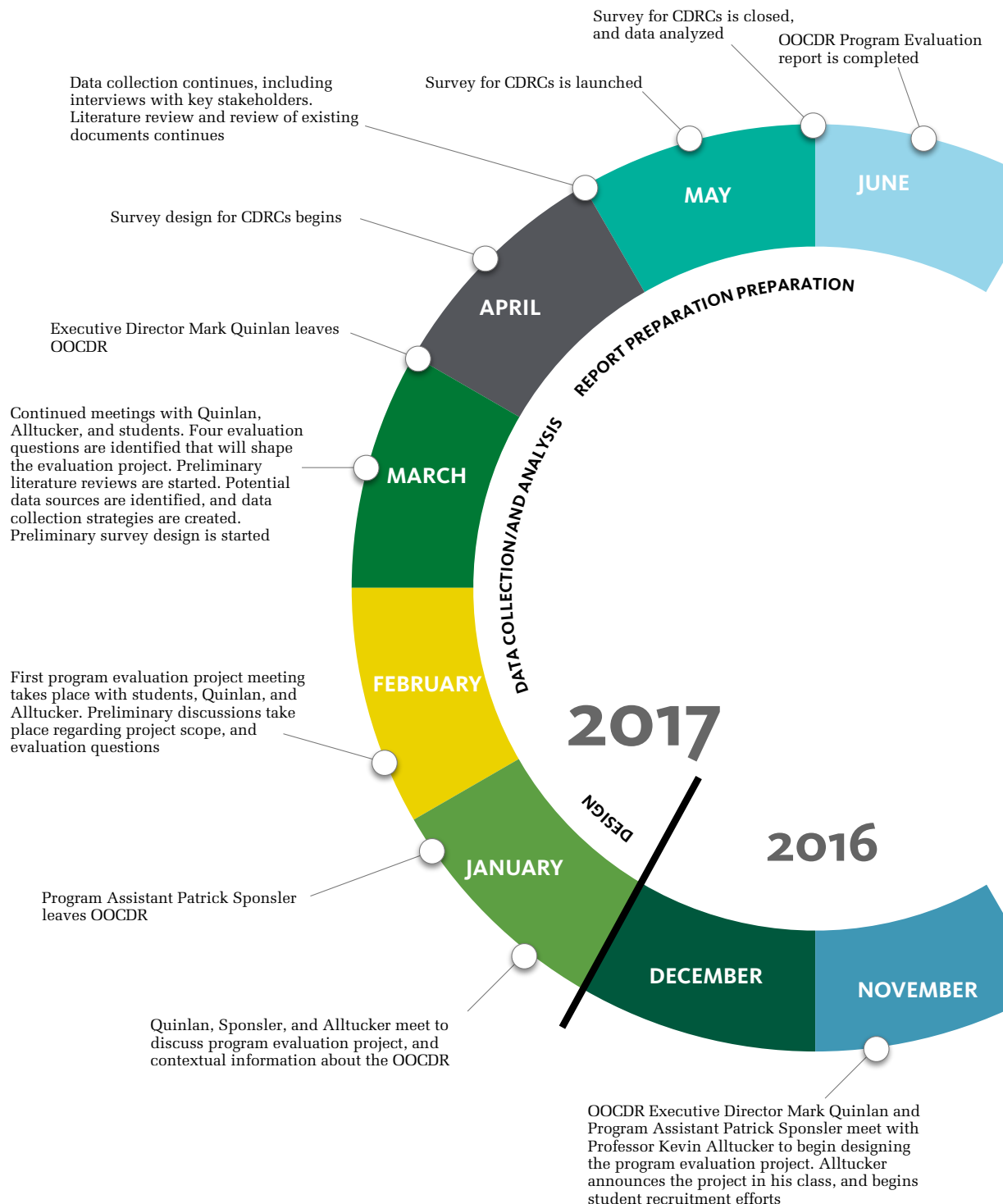
**THIS
PROGRAM
EVALUATION WAS
A COMBINATION OF
FORMATIVE AND
SUMMATIVE
DESIGN**

The next important perspective that a program evaluator should consider is whether the evaluation activities will be conducted by an *Inside* evaluator, or an *Outside* evaluator. An Inside evaluator is typically a person employed by the agency or program that is being evaluated. An Outside evaluator is typically a person not financially or administratively connected to the agency or program being evaluated (Worthen, Sanders, & Fitzpatrick, 1997). There are advantages and disadvantages to both types of evaluators. An Inside evaluator usually knows the agency or program very well, and does not have to spend a lot of time learning about the intricacies of the operation. At the same time, an Inside evaluator's objectivity could be affected by their closeness to the program. Interestingly, "objectivity" is not a characteristic that is included in the professional standards for Program Evaluation. An Outside evaluator's objectivity is usually not questioned, but their learning curve can be steep, and they can spend a lot of time getting to know the agency or program. Generally, it is recognized that there is a continuum between Inside and Outside evaluators, and that they are not binary categories (Worthen, Sanders, & Fitzpatrick, 1997).

For this evaluation, we used a combination of Formative and Summative, and a combination of Inside and Outside evaluators.

PROGRAM EVALUATION TIMELINE

OOCDR PROGRAM EVALUATION TIMELINE



EVALUATION QUESTIONS

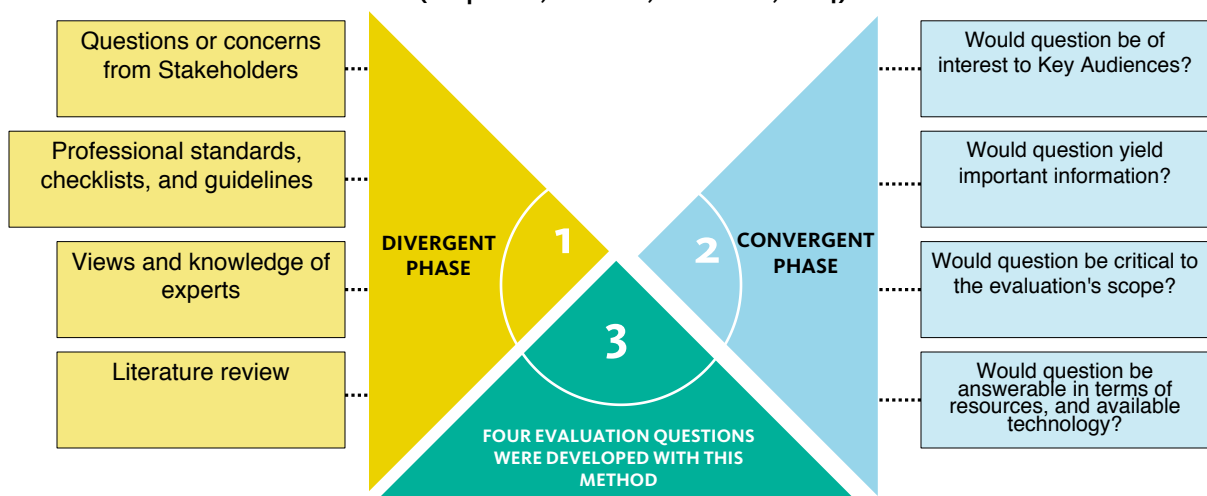
The program evaluation questions were developed during the early stages of the evaluation process, and reflected Executive Director Mark Quinlan's desire to construct evaluation questions that addressed the needs of OOCDR stakeholders. The process of developing the evaluation questions was collaborative, and iterative, which was consistent with best practices as discussed in Newcomer, Hatry, and Wholey (2015). The discussions about the evaluation questions were closely associated with project scoping issues.

For example, Quinlan was naturally interested in widening the project scope as much as possible, to help ensure the maximum depth and breadth of the evaluation. Alltucker was interested in scoping the evaluation work to align with the volunteer resources available to complete the evaluation work.

In keeping with best practices, the process of developing the evaluation questions had two distinct phases: Divergent and Convergent. The Divergent phase was characterized by a handful of informal conversations amongst the evaluation team members, with the purpose of determining the scope of the evaluation. The Convergent phase took place in a March 2017 meeting with the evaluation team, where the evaluation questions were finalized.


DEVELOPING EVALUATION QUESTIONS

(Fitzpatrick, Simmons, & Worthen, 2004)



In the end, the following four questions were agreed upon, and the questions provided an organizing structure for the data collection, data analysis, and report formatting.

CDRP PROGRAM EVALUATION QUESTIONS




How does the CDRP help achieve the University of Oregon's mission statement and the governor's long term vision?

1




How does the CDRP leverage outside funding sources and maximize program investments and return on investment?

2



How does the CDRP provide evidence that shows the effectiveness, integrity, and applicability of dispute resolution services provided by the community dispute resolution centers?

3



How does the CDRP insure that citizen education in conflict resolution skills is available AND community mediation services using, at least in part, volunteer mediators are available to the State of Oregon?

4

MEMORANDUM OF AGREEMENT

A Memorandum of Understanding (MOU) was created according to best practices (Better Evaluation, 2017) in order to identify the roles and responsibilities of each party, and to describe the major features of the evaluation project.

Memorandum of Understanding
Between UO Community Dispute Resolution Program
and
Kevin Alltucker

A. PURPOSE OF MOU: The purpose of this MOU is to describe the roles and responsibilities of each party during the process of completing a program evaluation of the University of Oregon Community Dispute Resolution Program (CDRP). The two parties are the CDRP, headed by Mark Quinlan (until April 30, 2017), and the Evaluation Team, headed by professor Kevin Alltucker.

B. MOU PROGRAM/PROJECT/OPERATION BACKGROUND: CDRP Program Administrator Mark Quinlan contacted Kevin Alltucker on September 30, 2016 and asked if he would be willing to conduct a program evaluation on the CDRP. Kevin agreed, and met with Mark and then CDRP Assistant Administrator Patrick Sponsler to agree on the scope of the evaluation. Kevin recruited Public Planning Policy and Management (PPPM) and Conflict Resolution (CRES) students to work on the evaluation, and the first team meetings were held in November 2016. The completion date of the evaluation was agreed to be June 15, 2017. Stakeholders were identified as University of Oregon School of Law, the 16 Community Dispute Resolution Centers (CDRCs), and the Oregon Legislature. It was determined that the program evaluation project would be completed as a volunteer project, with University of Oregon PPPM students, CRES students, and Kevin Alltucker providing volunteer labor. Several students were interested in receiving academic credit for their work, and Kevin agreed to serve as their faculty advisor for the academic work. The major constraints of the program evaluation were identified as resources (labor), and time. The key assumptions were that the evaluation would be completed on a volunteer basis, the evaluation would be

completed according to the American Evaluation Association (AEA) Professional Standards, the scope of the evaluation would be sized to match the available resources, the purpose of the evaluation was to find value in the CDRP, and that significant shifts in the evaluation would invariably occur, and that the evaluation project would adapt accordingly.

C. MOU PROGRAM/PROJECT/OPERATION GOAL: The goal of the CDRP program evaluation is to complete the project according to AEA standards, by June 15, 2017.

D. CONDITIONS OF MOU: There are no known pre-existing conditions or circumstances that must occur or be resolved before the MOU can take effect.

E. OBLIGATIONS & EXPECTATIONS OF MOU Party 1: Party 1 is Mark Quinlan, as Program Administrator of the CDRP. Mark will provide guidance and leadership for the program evaluation, and will work with Kevin Alltucker and students to complete the project. Mark will provide access to existing information, will act as the liaison with CDRP's and other outside stakeholders, will keep the evaluation team apprised of significant shifts in project scope, goals, completion timeline, and changes in administration.

F. OBLIGATIONS & EXPECTATIONS OF MOU Party 2: Party 2 is Kevin Alltucker. Kevin will provide supervision of students working on the program evaluation project, will provide program evaluation management services, will work to ensure the evaluation is completed according to AEA standards, will facilitate evaluation team meetings, will coordinate evaluation work, and will perform the final editing and production of the program evaluation document.

G. EXCLUSIONS FROM MOU: The CDRP program evaluation will not include any work to evaluate the CDRC's.

H. OVERALL TIME PERIOD & TIMETABLE: The CDRP program evaluation is scheduled to be completed by June 15, 2017. Kevin Alltucker will provide interim drafts to Mark Quinlan for review and approval before final draft is completed.

I. ALLOCATION OF RESOURCES: Kevin Alltucker and the University of Oregon students will complete the CDRP program evaluation work on a

voluntary basis. There will be no financial charges to the CDRP. Some students will receive academic credit for their work on the project.

J. DISPUTE RESOLUTION: MOU Party 1 & MOU Party 2 will use the consensus decision-making process for decisions on matters about which the parties may disagree. Consensus decision-making shall mean that each party has had the opportunity to be heard, understands what is being decided, and can support the decision without complete agreement. Consensus occurs when all parties agree with or can support the decision.

MOU Party 1 University of Oregon Community Dispute Resolution Program

By: _____

Mark Quinlan (Former CDRP Program Administrator)

Date: 4-6-17

MOU Party 2 Kevin Alltucker

_____
Kevin Alltucker

Date: 4/5/17

LOGIC MODELS

Logic models are used to graphically represent how a program works (McDavid, Huse, & Hawthorne, 2013; W.K. Kellogg Foundation Evaluation Handbook, 1998). The logic model for the OOCDR was developed by students Acton, Cannon, and Lee, as part of their fall term 2016 University of Oregon PPPM 4/565 Program Evaluation course taught by Professor Kevin Alltucker.

Acton, Cannon, and Lee (2016) used a "Program" logic model that highlights the relationships between program resources (inputs), short term outputs, and longer term outcomes (Knowlton & Phillips, 2013). In this style of operational logic model, the program's resources, planned activities, short-term measurable outputs, and longer term outcomes are shown. It should be noted that outputs are easily quantifiable, and the outcomes are much more difficult to measure.

Inputs

Inputs include the OOCDR staff, collective knowledge and expertise, facilities, technology and equipment, funding from state of Oregon, relationships with community partners, including Portland State University Oregon Consensus, Oregon Judicial department, and the Oregon Mediation Association.

Activities

Activities include actions required to uphold the basic charter of OOCDR (ORS Chapter 36), administering grants to the community based dispute resolution centers (CDRCs), evaluating and monitoring the CDRC's to ensure compliance, and evaluating and monitoring the mediation services provided by the CDRC's.

Outputs

Outputs are easily quantifiable actions that are related to the activities required to operate the OOCDR. Outputs include funding amounts, number of grants awarded, matching funds, volunteer training hours, number of volunteers, number of cases, number of clients, settlement rates, and client satisfaction rates.

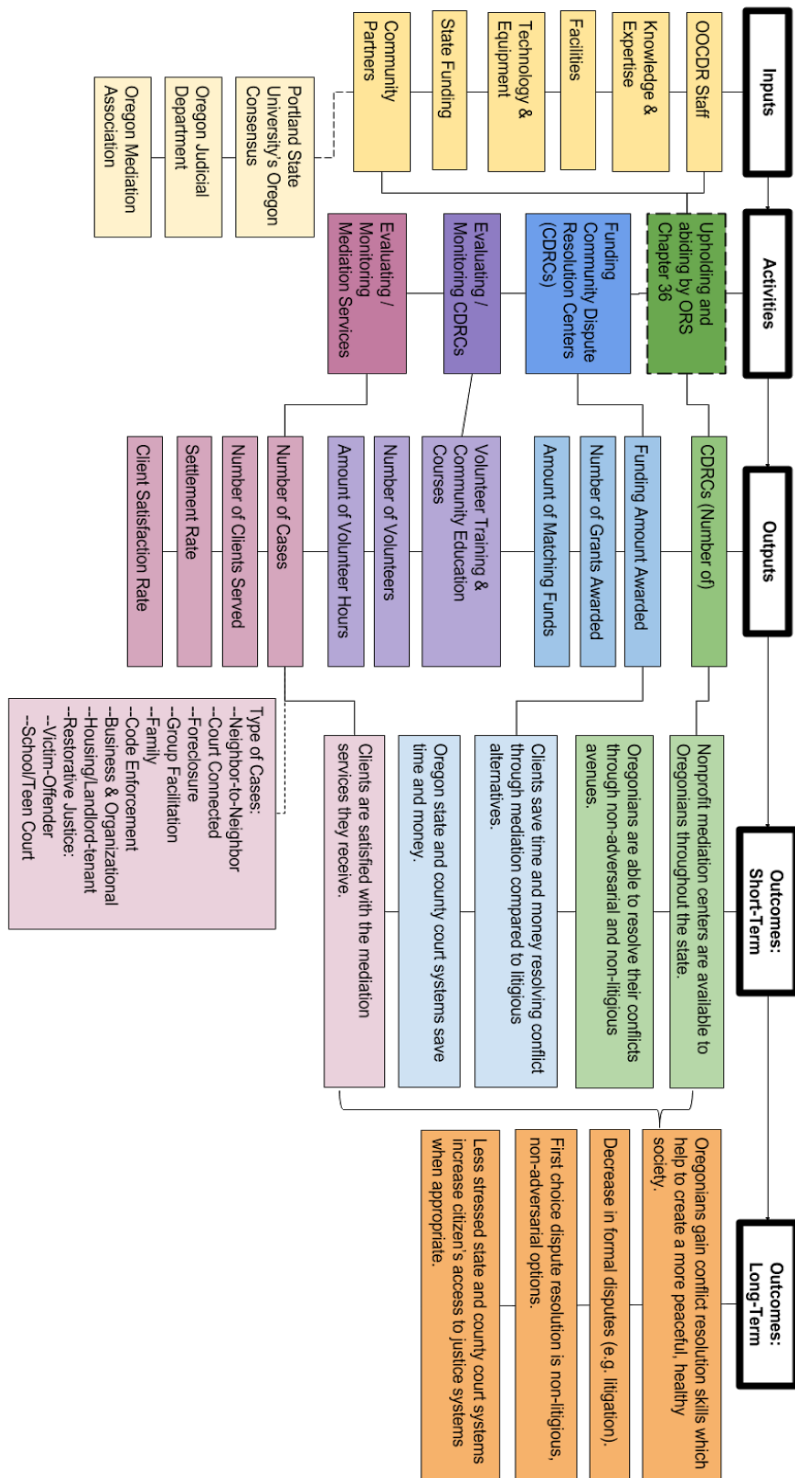
Outcomes: Short Term

Short term outcomes are the intended results from Activities and Outputs (Knowlton & Phillips, 2003). The short term outcomes include CDRCs available to Oregonians, resolution of conflicts by utilizing the CDRCs, client cost savings resulting in solving conflicts via mediation versus court systems, reduced costs to public entities, and client satisfaction.

Outcomes: Long- Term

The long term outcomes are the desired results from the entire OOCDR program, and are generally thought to be realized in a larger community and statewide context. The long term outcomes are also connected to the basic underlying theory of alternative dispute resolution services that purports lower costs, higher satisfaction, and healthier communities. The long term outcomes are difficult to quantify because of their longitudinal aspects--that is, the outcomes happen a year or more after the dispute resolution process.

OOCDR LOGIC MODEL



Acton, Cannon., & Lee (2016)

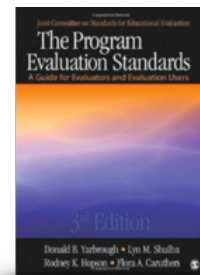
QUALITY CONTROL

WHAT STANDARDS INFORMED THIS PROGRAM EVALUATION?



Program evaluation standards guide evaluators' work to increase the quality of work and to establish professional standards of quality. There are two program evaluation standards: American Evaluation Association (AEA) and the Joint Committee on Standards for Educational Evaluations ("Joint Committee"). Each standard helps evaluators make sure their evaluation work is well designed and meets the needs of their clients (Center for Disease Control, 2017).

After reading the standards, most people are surprised to discover that the words "objective," "unbiased," or "scientific research" are not included. Instead, the standards highlight the need for systematic inquiry, accuracy, credibility, communication, competence, respect for people, and concern for consequences (American Evaluation Association, 2017; The Committee, 2015). The full text of AEA and Joint Committee standards are included in the Appendix of this report



THE PROGRAM EVALUATION OF THE COMMUNITY DISPUTE RESOLUTION PROGRAM

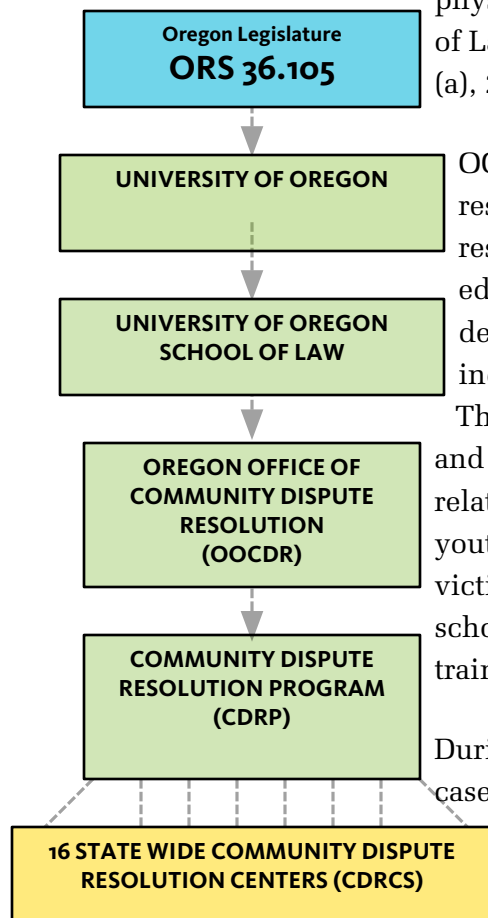
OVERVIEW AND HISTORICAL CONTEXT

This program evaluation examined the Community Dispute Resolution Program (CDRP). The primary function of the CDRP is to administer biennium grant funding to support the 16 Community Dispute Resolution Centers

(CDRCs) that serve 24 of Oregon's 36 counties. The CDRP is administered by the Oregon Office for Community Dispute Resolution (OOCDR) and is

physically located within the University of Oregon School of Law (Acton, Cannon, & Lee, 2016; University of Oregon (a), 2017).

CURRENT ADMINISTRATIVE STRUCTURE DISPUTE RESOLUTION IN OREGON



OOCDR supports a network of 16 community dispute resolution centers across the state that offer dispute resolution experts who provide mediation, facilitation, education, restorative justice, and other programs designed to provide conflict resolution skills to individuals and groups (University of Oregon (a), 2017).

The types of disputes handled by the CDRCs are diverse, and include neighbor-to-neighbor conflict, workplace relations, landlord-tenant issues, foreclosure avoidance, youth criminal offenses, divorce, foster family issues, victim-offender mediation, small claims, restorative justice, school conflict, probate issues, and group facilitations and trainings.

During the biennium 2013-15, the CDRCs processed 14,673 cases, with a 78% settlement rate, and a 90% satisfaction rate. According to the OOCDR biennial report, the CDRCs provided the equivalent of \$1.3 million worth of volunteer mediator services statewide. During the

same time period, 483 volunteer mediators were trained and certified (University of Oregon (a), 2017).

WHAT IS THE HISTORY OF THE CDRP?

1989

**John
Kitzhaber played
pivotal roles in
creating systems for
alternative dispute
resolution in
Oregon**

The CDRP, as administered by OOCDR is the current incarnation of a nearly 30-year effort to bring alternative dispute and problem solving processes to Oregon (Acton, Cannon, & Lee, 2016). Statewide efforts to encourage and support dispute resolution as an alternative to more expensive court processes came together in 1989 under the leadership of then Oregon Senate president John Kitzhaber. That year, the Oregon Legislature created the Oregon Dispute Resolution Commission (the "Commission"). One of the Commission's charges was to promote and assist community mediation programs throughout the State (Graunke, 2015). Funding for the Commission came from general funds, and from surcharges generated from county court fees. The Commission also set standards of mediator training for community-based programs (Neighbor to Neighbor Link, 2017). The Commission's framework was codified in the Oregon Revised Statutes (ORS) 36.105. During the period 1989 to 2003, the Commission's working title was changed to "LINKS" (Leadership, Innovation, Networking, Knowledge, and Support) (Graunke, 2015).

In 1991, the Commission (or LINKS) further solidified itself as the primary grant-making entity to community based mediation centers, and adopted rules relating to the administration of community grant funds, and to the administration of dispute resolution programs receiving grant funds. The rules were placed in the Oregon Administrative Rules (OAR) Chapter 718, Division 20. Despite the many changes to the original system that would occur, including the elimination of the Commission, the original vestiges of grant-making, and grant administration still exist today in the OOCDR.

**The Oregon
Legislature recognized
the economic and social
benefits of alternative
dispute resolution**

In 2003, the Oregon Legislature acted on the recommendations of then Governor John Kitzhaber, and eliminated the Commission (LINKS), and divided the alternative dispute resolution administration into two camps: the University of Oregon School of Law was given the responsibility to administer

community dispute resolution processes via the newly created Oregon Office of Community Dispute Resolution (OOCDR); Portland State University was given the responsibility to administer public policy disputes via the newly created Oregon Consensus (OC) program. OAR 715-013-0066 was adopted to allocate funds to each entity, with the OOCDR receiving 65%, and OC receiving 35% of the line item in the Governor's budget (Sponsler, 2016).

In 2006, members of OOCDR and OC convened in Eugene for a series of seven full day meetings during the spring, summer, and fall, and developed the rule-making process to govern administration of grant funds to community dispute resolution centers located throughout the state (Gruanke, 2015). The recommendations were forwarded to the University of Oregon, and administrative rules were created. At some point, these rules were codified into OAR Chapter 571, Division 100.



In 2013, the Oregon Legislature created two categories within the Education and General Fund appropriated funding streams: the Public University Support Fund (direct operational support for students and institutions), and the Public University State Programs (PUSP) (institutes, centers, and programs that address economic development, natural resources, and other issues providing public service across the state) (State of Oregon, 2017). Funding for OOCDR was attached to the PUSP, which distributes funding to 12 programs located within seven state universities. These 12 programs are diverse, and include programs such as the Engineering and Technology Industry Council, Oregon Solutions, Signature Research, Oregon Metals Initiative, Labor Education Research Center, Population Research Center, and Oregon State University's Oceangoing Research Vessel. For a full list of the 12 programs, and their descriptions, see olis.leg.state.or.us, 2017.

The latest chapter in the history of the OOCDR happened in 2014, when the Oregon Legislature eliminated the Oregon University System, in an effort to disentangle the seven state universities from a central governing body, and to allow for independent governing boards. Practically, this meant negating the

original OAR Chapter 718, Division 20 (as well as the subsequent OAR Chapter 571, Division 100) that codified the role and responsibility of the state's administrative agency overseeing the community based dispute resolution centers (originally the Commission, then LINKS, then OOCDR).

On July 14 2014, the University of Oregon adopted the OARs as official University of Oregon policy, assigning it policy number 1.03.02. This policy currently governs the OOCDR, and more specifically, the Community Dispute Resolution Program (CDRP) that serves as the administrative arm of the OOCDR (University of Oregon, 2016).

An Interview with Jane Gordon

Jane Gordon was the Associate Dean of the University of Oregon Law School in the early 2000's, during the time when the Oregon Legislature was looking for a home for the OOCDR (previously the Oregon Dispute Resolution Commission). Bryn Goldberg, one of the graduate students working on this current program evaluation, interviewed Jane in April 2017 to get her perspectives on the OOCDR. The following is a summary of that interview.

The legislators recognized the benefits of placing the OOCDR within an academic setting, and specifically within the University of Oregon Law school. Students and faculty could be involved with the program, as well as community partners. During the early years of the OOCDR, efforts were made to collaborate with law students, conflict resolution students, faculty, and local alternative dispute resolution programs. Jane sees the greatest cost efficiency bonus, and the heart of the value of the OOCDR is the fact that it is physically located within the university, making it an ideal vehicle for student internships or volunteer work. Also, the potential for the university to promote statewide collaborations is significant. The biggest benefit is the student learning, which was one of the reasons why legislators chose to house the OOCDR within an educational setting.

The OOCDR was (and is) the grant administrator for a network of statewide Community Dispute Resolution Centers, that utilize a significant number of volunteers to help deliver the community dispute resolution programs that add value to the state of Oregon by increasing cooperation through sustainable dispute resolution processes, and decrease costs from law enforcement, and the court system.

Looking ahead, Jane suggested the OOCDR consider playing a leadership role in creating greater connections with students, and student organizations on the University of Oregon campus, as well as other universities such as Portland State University. For Jane, the OOCDR's relationship with students and student organizations, will be important moving forward.

TIMELINE OF MAJOR EVENTS

TIMELINE OF MAJOR EVENTS

OREGON OFFICE OF COMMUNITY DISPUTE RESOLUTION ADMINISTERED BY UNIVERSITY OF OREGON SCHOOL OF LAW

1989

State of Oregon Legislature creates Oregon Dispute Resolution Commission (ODRC)

Under the leadership of then Senate President John Kitzhaber, the Oregon legislature created the ODRC, with the purpose of supporting “the beneficial and effective use of conciliations, negotiation, mediations, and other collaborative problem solving processes” (Gruanke, 2015). Funding sources were general funds, and court filing surcharge fees. ODRC framework contained in Oregon Revised Statutes (ORS) 36.105

1991

ODRC adopts rules for administration of community dispute resolution

ODRC adopted rules relating to the administration of community dispute resolution grant funds, and the administration of dispute resolution programs receiving grant funds. Rules were placed in Oregon Administrative Rules (OAR) Chapter 718, Division 20

2003

Oregon Legislature eliminates ODRC, and creates Oregon Office of Community Dispute Resolution (OOCDR)

The Oregon Legislature, acting on the recommendation of then Governor John Kitzhaber, eliminated the ODRC, and created two entities to handle dispute resolutions in the state. The University of Oregon School of Law was given the responsibility to administer community dispute resolution processes via the newly created Oregon Office of Community Dispute Resolution (OOCDR). Portland State University was given the responsibility to administer public policy disputes via the newly created Oregon Consensus (OC) program. OAR 715-013-0066 was adopted to allocate these funds

2006

Administrative rules regarding grant administration created

OOCDR and OC members convened in Eugene for seven full-day meetings during the spring, summer, and fall of 2006 to develop a rule making process to govern the administration of grant funds to the community dispute resolution centers located throughout the state. (Graunke, 2015)

2013

State of Oregon Legislature separates funding source for OOCDR

The State of Oregon Legislature separated the Educational and General Fund appropriation funding stream into two categories: Public University Support Fund, and Public University State Programs (PUSP). Funding for OOCDR was allocated to the PUSP, which distributes funding to 12 programs located at seven public university state programs. Other programs include the Labor Education Research Center at the University of Oregon, and Oregon State University’s Ocean Vessel Research program (www.oregon.gov/highered/Documents/HECC/Resources/Finance/HECCBRS-030716-Final.pdf)

2014

State of Oregon Legislature eliminates the Oregon University System (OUS)

In an effort to disentangle the seven state universities from a central governing body, and allow for independent governing boards, the Oregon legislature eliminated the Oregon University System (OUS). At the same time OAR Chapter 718, Division 20 were eliminated, the University of Oregon adopted the same rules as University of Oregon policy (uopolicy@uoregon.edu). The policy applies to the Community Dispute Resolution Program (CDRP)

ANSWERING THE EVALUATION QUESTIONS

How does the CDRP help achieve the University of Oregon's mission statement and the governor's long term vision?

EVALUATION QUESTION #1

To answer this question, two existing data sources were used to contextualize the question: The University of Oregon Mission statement; and Oregon Governor Kate Brown's vision of "Moving Oregon Forward." The University of Oregon's policy regarding the CDRP was also reviewed. Finally, a content analysis was completed of these documents, and a comparison matrix was developed showing how the CDRP policy addresses the key words in the University of Oregon Mission Statement, and Governor Brown's Vision Statement.

In addition, a survey was administered to CDRC Executive Directors, board members, paid staff, and key volunteers. Of the 24 survey questions, 10 questions were directly related to Evaluation Question #1.

University of Oregon Mission Statement

The University of Oregon is a comprehensive public research university committed to exceptional teaching, discovery, and service. We

work at a human scale to generate big ideas. As a community of scholars, we help individuals question critically, think logically, reason effectively, communicate clearly, act creatively, and live ethically.

Purpose

We strive for excellence in teaching, research, artistic expression, and the generation, dissemination, preservation, and application of knowledge. We are devoted to educating the whole person, and to fostering the next generation of transformational leaders and informed participants in the global community. Through these pursuits, we enhance the social, cultural, physical, and economic wellbeing of our students, Oregon, the nation, and the world.

Vision

We aspire to be a preeminent and innovative public research university encompassing the humanities and arts, the natural and social sciences, and the professions. We seek to enrich the human condition through collaboration, teaching, mentoring, scholarship, experiential learning,

creative inquiry, scientific discovery, outreach, and public service.

Values

We value the passions, aspirations, individuality, and success of the students, faculty, and staff who work and learn here.

We value academic freedom, creative expression, and intellectual discourse.

We value our diversity and seek to foster equity and inclusion in a welcoming, safe, and respectful community.

We value the unique geography, history and culture of Oregon that shapes our identity and spirit.

We value our shared charge to steward resources sustainably and responsibly.

(University of Oregon (b), 2017)

Governor Kate Brown's vision of "Moving Oregon Forward"

According to information posted on Governor Brown's state website, "state government will be open,

accessible and accountable; reflect the diverse experiences and communities of all Oregonians; and deliver services effectively and efficiently."

Governor Brown has delineated four subcategories: Healthy Communities, Responsible Environmental

Stewardship, A Seamless System of Education, and A Thriving Statewide Economy.

(State of Oregon, 2016)

KEY WORDS IN UNIVERSITY OF OREGON'S MISSION STATEMENT

Enhance the social, and economic wellbeing for Oregonians

Enrich the human condition through collaboration, outreach, and public service

Steward resources sustainably and responsibly

Applicable Components from University of Oregon Mission Statement and Governor Brown's Vision

Most of the University of Oregon's Mission statement is written concerning students, and the desired educational environment on campus. There are several components that are relevant to this program evaluation of the CDRP, and they are shown in bold below:

-we **enhance the social, cultural, physical, and economic wellbeing** of our students, **Oregon**, the nation,

and the world

● We seek to **enrich the human condition through collaboration**, teaching, mentoring, scholarship, experiential learning, creative inquiry, scientific discovery, **outreach**, and **public service**

● We value our **shared charge to steward resources sustainably and responsibly**

where there are justice and accountability; access to health care; and opportunities to overcome hardship

CURRENT DESCRIPTION OF THE CDRP

KEY WORDS IN GOVERNOR'S VISION STATEMENT

Deliver services Effectively and Efficiently
Communities are healthy and safe.....where there are Justice and Accountability

In order to address the relevant components in the University of Oregon's mission statement,

There are several components of Governor Brown's vision that are applicable to this program evaluation of the CDRP, and they are shown in bold below:

● ...state government will be open, accessible and accountable; reflect the diverse experiences and communities of all Oregonians and **deliver services effectively and efficiently**

Within the subcategory of Healthy Communities, there are several items pertinent to this program evaluation of the CDRP:

● *Communities are healthy and safe when all can live independently and with dignity;*

and Governor Kate Brown's vision of moving forward, a description of the CDRP as it currently operates is needed.

The CDRP is physically housed within the University of Oregon Law School building, with offices residing in the Conflict Resolution program. The CDRP is the operational arm of the OOCDR, and is the subject of this program evaluation. The CDRP operates under the guidelines of University of Oregon Policy 1.03.02.

At the start of this evaluation, Mark Quinlan was the CDRP Program Administrator, and Patrick Sponsler was the Administrative Assistant.

One of the adages of any program evaluation is "Shift Happens," implying that change is inevitable.

LIST OF COMMUNITY DISPUTE RESOLUTION CENTERS IN OREGON

Community Dispute Resolution Programs in Oregon
February 2016

CDRC Name	County(ies)	Contact Name	Title	Street Address	E-mail	Phone	Website
1 Beaverton Dispute Resolution Center	Washington	Jim Brooks	Program Manager	City of Beaverton P.O. Box 4755 Beaverton, OR 97076	jbrooks@beavertonoregon.gov	503-526-2791 (Jim) 503-526-2523 (Center)	www.BeavertonOregon.gov/DisputeResolution
2 Community Solutions of Central Oregon	Crook, Deschutes, Jefferson	Gary Winterstein	Executive Director	1029 NW 14th Street Suite 104 Bend, OR 97703	director@solutionsco.org	541-383-0187	http://www.solutionsco.org/
3 Center for Dialogue and Resolution	Lane	Chip Coker	Executive Director	93 Van Buren St Eugene, OR 97402	Chip@lanecdr.org	541-344-5366	http://www.lanecdr.org/
4 Clackamas County Resolution Services	Clackamas	Amy Chase Herman	CDRS Supervisor	2051 Kaen Road, Suite 210 Oregon City, OR 97045	aherman@clackamas.us	503-655-8700	www.clackamas.us/ccrs
5 Community Mediation Services of Polk County	Polk	Ken Braun	Executive Director	320 SE Fir Villa Road P.O. Box 1194 Dallas, OR 97338	vorpcmsfms@gmail.com	503-623-3111	www.vorpcms.org
6 Conflict Solutions for Tillamook County	Tillamook	Marie Heimburg	Coordinator	201 Laurel Ave Tillamook, OR 97141	mheimbur@co.tillamook.or.us	503-842-1812 ext 6	www.co.tillamook.or.us/gov/jc/mediationservices
7 Coos/Douglas Neighbor to Neighbor Mediation Svcs.	Coos, Douglas	Barbara Miles/ Tom Singer	Executive Director/ Program Coordinator	P.O. Box 635 North Bend, OR 97459	cdn2n@n2nmediation.com	541-751-9666 (Coos) 541-530-2578 (Douglas)	www.n2nmediation.com
8 East Metro Mediation	Multnomah	Tera Cleland	Mediation Specialist	City of Gresham 1333 NW Eastman Pkwy Gresham, OR 97030	Tera.Cleland@GreshamOregon.gov	503-618-3247	www.GreshamOregon.gov/mediation
9 Eastern Oregon Mediation Center	Union	Nancy Gromen	Executive Director	Union County Sheriff's Office 1109 K Avenue La Grande, OR 97850	ecomdirector@gmail.com	541-786-0270	www.eomediation.org
10 Hillsboro Mediation	Washington	Julie Keys	Program Coordinator	250 SE 10th Avenue Hillsboro, OR 97123	julie.keys@hillsboro-oregon.gov	503-615-6651 503-681-5351	www.hillsboro-oregon.gov/mediation
11 Lincoln Community Dispute Resolution	Lincoln	Patrick McGovern	Executive Director	404 NE 2nd Street P.O. Box 2157 Newport, OR 97365	lcmdr1997@gmail.com	541-574-9846	www.lincolncommunitydisputeresolution.com/
12 Neighbor to Neighbor	Benton, Linn, Marion	Charlie Ikard Kevin Grant	Executive Director/ Program Manager	945 Columbia St N.E. Salem, OR 97301	n2nmediation@gmail.com N2NBentonLinn@gmail.com	503-585-0651 (Marion) 541-223-4189 (Benton/Linn)	www.n2nmediation.org
13 Resolutions Northwest	Multnomah	Debra Kolodny	Executive Director	1827 NE 44th Ave, Suite 230 Portland, OR 97213	Debra@resolutionsnorthwest.org	503-595-4890 ext 102	www.resolutionsnorthwest.org
14 Resolve	Jackson, Josephine	Deltra Ferguson Brian Graunke	Executive Director/ Coordinator	1237 N. Riverside Ave Suite 25 Medford, OR 97501	Deltra@resolvecenter.org Brian@resolvecenter.org	541-770-2468 ext 301	www.resolvecenter.org
15 Six Rivers Dispute Resolution Services	Gilliam, Hood River, Sherman, Wasco, Wheeler	Marti Dane	Executive Director	PO Box 1594 Hood River, OR 97031	marti@rivers.org	541-386-1283	www.rivers.org
16 Your Community Mediators	Yamhill	Marlena Bertram	Executive Director	P.O. Box 444 McMinnville, OR 97128	ycm@onlineyw.com	503-435-2835	www.ycmediators.org



UNIVERSITY OF OREGON
School of Law

OREGON OFFICE FOR COMMUNITY DISPUTE RESOLUTION (OOCDR)
1515 Agate Street, 1221 University of Oregon, Eugene, OR 97403-1221
541-346-1823 http://oocdr.uoregon.edu

That was the case for this evaluation, as both Sponsler and Quinlan left their positions while the evaluation was underway. Quinlan remained engaged with the evaluation after leaving the CDRP, and was available for questions and guidance.

Outputs

During the 2013-15 biennium, the OOCDR via the CDRP supported a network of 16 CDRC's throughout the state that offered dispute resolution experts who provided mediation, facilitation, education, restorative justice, and other programs designed to provide conflict resolution skills to individuals and groups (University of

Oregon School of Law, OOCDR 2013-15 Biennial Report, 2016).

The OOCDR reported these outputs:

- 483 volunteer mediators trained
- \$1.3 million dollars worth of volunteer services statewide
- 14,673 cases
- 78% settlement rate
- 90% satisfaction rate
- 5,127 Oregon Foreclosure Avoidance Program conferences

Table 1 shows the breakdown of the different types of

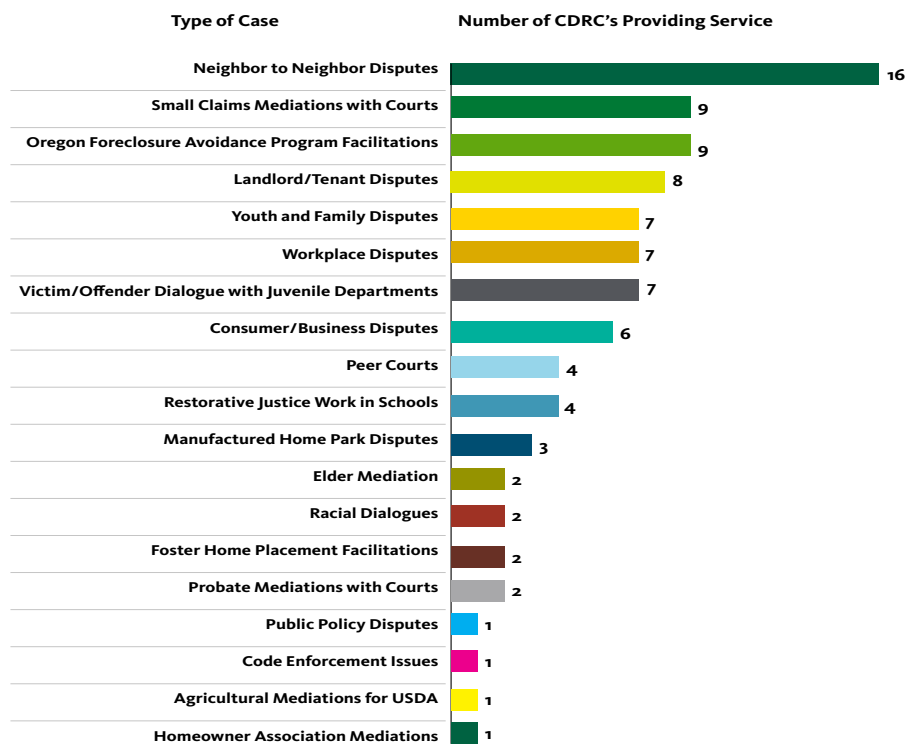
2005 - 2017

**TOTAL
\$6.4 MILLION
GRANTS TO
CDRC'S**

Source: OOCDR Grant Summary

cases that the CDRCs handled during 2013-15.	2005-07	\$1,002,470
	2007-09	\$986,666
Funding Streams	2009-11	\$1,071,802
According to Sponsler, since 2005, the CDRP has administered grants totaling \$6,432,576 to CDRCs.	2011-13	\$1,071,791
	2013-15	\$1,071,799
Here is a summary of the biennium base grant amounts since 2005:	2015-17	\$1,228,048
	Total	\$6,432,576

TABLE 1: SUMMARY OF CDRC CASE TYPES 2013-15



Source: CDRC Grant Applications 2013-15

University of Oregon Policy Governing the CDRP

The University of Oregon adopted Policy 1.03.02 on July 1, 2014 (University of Oregon Policy Library, 2017).

In 2013, the Oregon legislature enacted Senate Bill 558 (Oregon Laws 2013, chapter 304) to govern the operation of the Oregon Foreclosure Avoidance Program. This legislation has been effective since August 4, 2013

(http://www.doj.state.or.us/consumer/pages/foreclosure_mediation.aspx)

The policy describes the roles and responsibilities of all parties interacting with the CDRP, including the CDRCs.

Specifically, the policy includes minimum eligibility requirements for CDRCs, fee structures, matching fund requirements, participation by counties, termination of participation by counties, CDRC program coordinator requirements, the application process to be eligible for OOCDR grant funds, contract guidelines between the University of Oregon and CDRCs, evaluation requirements of CDRC's, referral procedures, and minimum training requirements for volunteer mediators working with CDRCs.

How the Policy Addresses Evaluation Question #1

The policy clearly addresses key words in the University of Oregon's Mission Statement, and Governor

Brown's Vision Statement. Ten out of the 17 policy sections directly relate to the University of Oregon's Mission Statement, and to Governor Brown's Vision Statement. Table 2 on the next page shows the relationships.

5,127 Foreclosure Avoidance conferences facilitated by CDRC's 2013-15

Access to Justice: In his review of evaluation of community justice programs, Lowry (1995) suggested that access is increased because of low/minimal fees, not requiring lawyers, convenient hearing scheduling, clear rules, and bilingual mediators/staff. Lowry also provided data from Kansas City, Atlanta and Brooklyn supporting the fact that community justice programs in those urban areas were more likely to attract low socioeconomic and ethnic minority clients. But Lowry also asked a provocative question that has not been fully addressed since then: What if community justice programs are dealing with an unmet demand for disputes that are not dealt with by the courts, or by other dispute resolution services? In other words, is it possible that in the absence of community justice programs, would disputants avoid seeking solutions?

**TABLE 2: HOW CDRP POLICY APPLIES TO UNIVERSITY OF OREGON
MISSION STATEMENT AND GOVERNOR BROWN'S VISION**

Section	University of Oregon CDRP Policy (1.03.02)	University of Oregon Mission	Governor Brown's Vision
C	Minimum Eligibility Requirements (a) governmental agency with....a dispute resolution program advisory committee of at least five representative members of the community; or (b) A nonprofit organization registered in Oregon with a board of directors of at least five representative members of the community	✓	✓
D	Fees for Service (1) A Grantee is not required to charge fees to disputants for dispute resolution services. If a Grantee charges fees....a sliding fee scale or waiver or deferment based on income must be offered (2) A Grantee shall not charge the following fees: (a) Fees contingent on outcome; or (b) Fees calculated on the bases of the amount in controversy	✓	✓
E	Matching (Participating) Fund Requirements (1) Grantees shall be required to match the funding granted to them pursuant to ORS 36.155 at the following levels: (a) First grant year: 10 percent; (b) Second grant year: 25 percent; (c) Third grant year: 50 percent (d) Fourth grant year: 75 percent (e) Fifth grant year: 100 percent (2) Matching funds may be generated through fees for services, grants, donations, fundraising, in-kind donations, and other efforts	✓	✓
H	County Dispute Resolution Program Coordinator (2) The Coordinator shall maintain public information on any dispute resolution services within the county including name and telephone number of the coordinator, availability of grant monies to fund local programs, the grant solicitation and award process, and the program names and services provided by grantees in that county	✓	✓
J	Application Requirements (2) A description of community problems to be addressed, the proposed geographical area of service, the service population, and the number of persons the applicant will have the capacity to serve on an annual basis; the types of disputes to be handled; the types of dispute resolution services to be offered; and any access restrictions to be imposed by the applicant (3) A plan for recruiting, selecting and using volunteer mediators (4) A description of any training activities including the mediation curriculum and apprenticeship (5) A plan for publicizing its services and resources to potential referral agencies, individuals, civic groups, courts and agencies of the judicial system (7) A proposed budget including the amount and sources of matching funds for the grant period, and any fee schedule to be used by the applicant. If available, audited financial statements shall also be submitted for the previous two years. An applicant's request for funding shall not exceed the Dean's grant projection made pursuant to this policy (9) Letters of support from community organizations, judicial and legal system representatives, administrative agencies, or other appropriate public service organizations in the proposed area of service (10) Affirmative Action statement (11) A discussion of the potential for collaboration with other applicants and, if there might be other applicants, a plan for such collaboration	✓	✓
K	Selection Process (3) Criteria for the selection of funding shall be as determined by the Dean....Criteria may include, but need not be limited to: (a) The ability of the applicant to address unmet community needs in the proposed geographical area of service; (b) The structure and scope of the services to be provided by the applicant; (c) The applicant's experience and qualifications in dispute resolution services; (d) The amount of the requested grant and the reliability of the applicant's other funding sources; and (e) The adequacy and cost of personnel, services, and supplies, and	✓	✓
N	Evaluation of Grantees Each Grantee shall work cooperatively with the Dean or designee to facilitate the collection of data to measure the effectiveness, integrity, and applicability of dispute resolution services provided by the Grantee. In addition, each Grantee shall: (1) Perform an annual evaluation to measure program effectiveness; (2) Measure client satisfaction; (3) Conduct annual board and director performance evaluations; and (4) Cooperate with the Dean in providing aggregate data to analyze the effectiveness of community dispute resolution efforts and to track trends throughout the state	✓	✓
O	Reporting Requirements (1) Each Grantee shall provide to the Dean such data as the Dean may request, including but not limited to data concerning the Grantee's operating budget, the number and kinds of educational programs, staff and volunteer qualifications, training activities, the number and source of referrals, types of disputes referred, dispute resolution services provided, number of persons served, case outcome	✓	✓
P	Referrals; Confidentiality Agreements (1) Although Grantees may accept mandatory referrals to mediation, they shall provide the referred parties with written notice specifying that participation in the mediation session is voluntary (2) A written agreement to maintain the confidentiality of mediation communications shall be offered to participants for their acceptance...	✓	✓
Q	Qualifications and Minimum Training Requirements for Mediators in Community Dispute Resolution Programs (1) Qualifications: Mediators shall possess good communication skills, an ability to repeat diversity and differences, and an ability to maintain confidentiality and impartiality (2) Training: Mediators shall complete a basic mediation curriculum and an apprenticeship	✓	✓

Survey Results

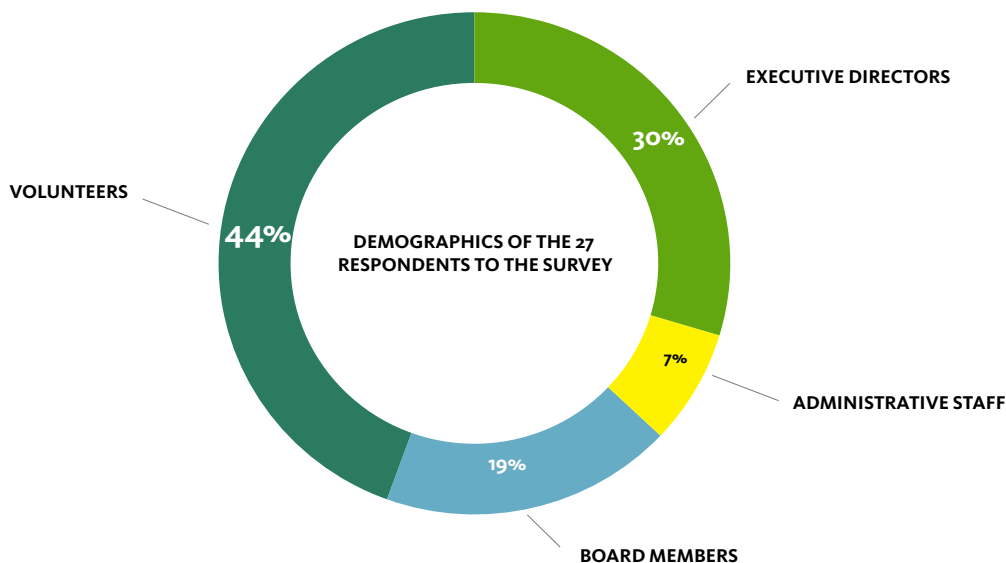
A 24-question on-line survey was administered to CDRC Executive Directors, Administrative staff, key volunteers, and board members, starting on May 9 and ending on June 1. Charles Ikard, Interim OOCDR Program Administrator emailed the survey link to CDRC Executive Directors and asked them to complete the survey, and to distribute to staff, key volunteers, and board members. The survey questions were a combination of Likert scale, and qualitative written responses (short answer). The survey responses were anonymous.

Of the 27 respondents, eight were Executive Directors, two Administrative Staff, five Board Members, and 12 Volunteers. Almost half (48.2%) had held their position for more than five years.

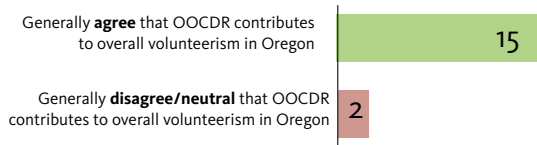
Because the survey responses were anonymous, there was no way to determine the number of CDRCs represented by the survey, or to correlate survey responses to specific CDRCs, or to determine trends specific to CDRCs, or geographic regions.

Ten of the 24 survey questions directly mapped onto Evaluation Question #1, and the results are shown below.

Survey Demographics:



Survey Q3: "In your opinion, how does the OOCDR increase the overall level of volunteerism in the state of Oregon?"



Selected Generally Agree comments:

"The OOCDR is our primary funder, so pretty much everything we do is attributable to the OOCDR, that is, our volunteers would not be volunteering without that funding"

"By providing a small amount of grant funding, we are able to train and utilize volunteer mediators to provide ADR services to our community. It is also a requirement of our grant funding to have services delivered by volunteers"

"Our volunteers are the heart of our programs and services. I imagine as the grantor, they (OOCDR) are supporting all the state CDRC's which rely heavily on volunteers for their programs, thus indirectly supporting volunteerism"

"I suppose the grant requirements that specify matching funds encourages the centers to maximize volunteers to help meet those matching funds"

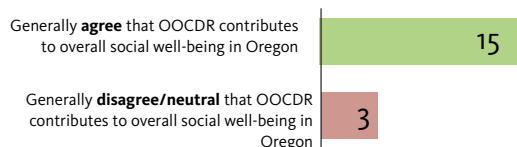
"Provides training for volunteer mediators to offer unpaid services to the public"

Generally Disagree/Neutral comments:

"OOCDR does not impact the level of volunteerism at my center because the grant we receive amounts to only 7% of our funding. I imagine that for centers whose grant funding is a larger percentage of their overall funding, the grants would probably enable centers to attract and mentor more volunteers than they would otherwise be able to. Other than grant funding, I don't see that OOCDR has any impact on volunteerism"

"Who is the OOCDR?"

Survey Q4: "In your opinion, how does the OOCDR increase the overall level of social well-being in the state of Oregon?"



Selected Generally Agree comments:

"The services that we provide because of the funding from OOCDR help people live/work/learn together, reduce conflict, and learn how to manage the conflict that will inevitably arise in their lives"

"Living in peace with people generally does increase social well-being and often participants learn valuable skills to use on their own"

"I've seen that OOCDR oversees the grant that the centers receive. They aren't specifically affecting the social well-being of Oregon residents, but through managing the grant, helping make sure it is available year after year, they ensure our centers can operate, and the centers increase social well-being through mediation and conflict resolution services"

"I have had disputing parties—divorcing parents—thank me for saving them possibly 10 or more thousands of dollars"

"Effective conflict resolution and positive communication modalities within the fabric of society tends to more peace and social health—physical, emotional, psychological, and environmental"

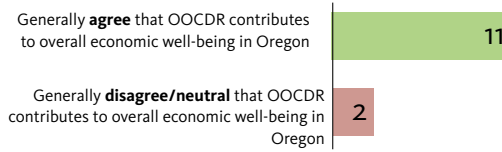
Generally Disagree/Neutral comments:

"No knowledge of the OOCDR and how it relates to our group"

"This is a stretch. OOCDR administers our grant funding. It is the CDRC's that increase the overall level of social well-being in our communities through the work that we do"

"The OOCDR manages the money to the centers and provides resources to the centers that provide the service. Other than hosting the program manager, the OOCDR does not increase social well-being"

Survey Q5: “In your opinion, how does the OOCDR increase the overall level of economic well-being for Oregon residents?”



Selected Generally Agree comments:

“By managing the grant funds”

“OOCDR helps the CDRCs host foreclosure mediations, and these mediations serve the economy by keeping people in their homes, and homeowners pay property taxes”

“By reducing attorney and court costs, through mediation”

“The program that comes to mind is our dedication of court-connected evictions, and many small claims cases. Through funding our program, OOCDR helps landlord/tenants structure the tenant(s) remaining or moving out in a way that works best for them given the circumstances. This is almost always a very difficult (often desperate) financial situation for the parties, and giving them some control of the outcome is very helpful”

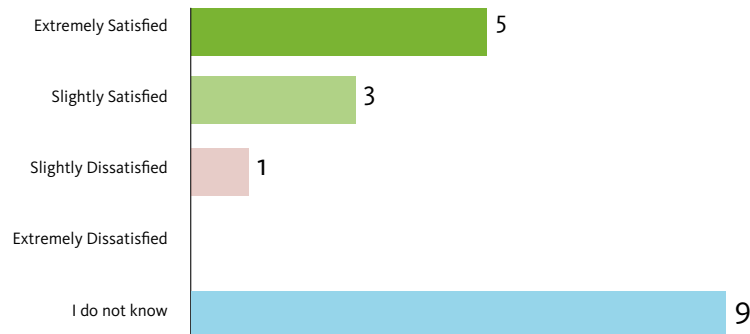
“When conflict are resolved before they escalate into major altercations, the costs remain minimal and don’t involve the legal and justice systems to deal with. Criminal activity, jail, and legal recourse lead to high economic costs for individuals and all taxpayers”

Generally Disagree/Neutral comments:

“Again, I’m not sure how these questions relate to OOCDR’s primary role as grant administrator of our grant funding”

“I suppose the same answer applies from my last answer. By supporting the centers, the centers can provide free services to community members preventing them from having to seek legal council and go through an expensive and lengthy legal process”

Survey Q6: “Please rate your satisfaction with the OOCDR’s collaboration efforts with your center”



Additional Comments:

“Most satisfied with Carrie's tenure”

“My center is small. Without the OOCDR's collaboration and support, it would not have survived the 20 years it has been serving its citizens”

“I don't mean to rush through this but I don't know anything about OOCDR and how it impacts Oregon residents”

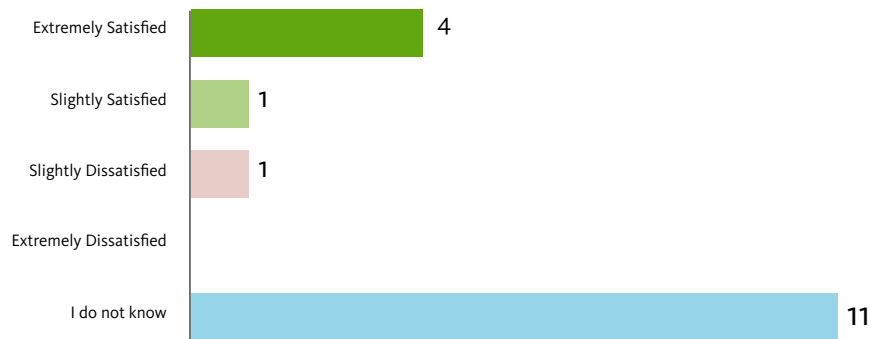
“With the last program director he lacked basic understanding or interest in the collaborative process, while his predecessor was master at collaboration”

“When Carrie Heltzel was our grant administrator I would have rated my satisfaction with OOCDR as 'extremely satisfied'. I would also rate our working relationship with Patrick Sponsler over the years as 'extremely satisfied”

“Since our current administrator came on board, over two years ago, I have spent a good deal of time working to keep OOCDR from violating the Oregon Administrative rules (now UofO Policy) that govern our programs and the Oregon Revised Statutes, Chapter 36, that protect our confidentiality. I have also been 'extremely unsatisfied with the level of oversight of the administrator during this period. I would rate it as nonexistent”

“My satisfaction level varies through the years, though it has on average been very satisfied”

Survey Q7: "Please rate your satisfaction with the OOCDR's mentoring efforts with your center"



Additional Comments:

"Very satisfied with Carrie's tenure, not with Jenny's or with Mark's"

"Have not had a great need for mentoring from OOCDR"

"Not sure of the level of mentoring which takes place over the course of a calendar year"

"Recently there has not been any. When Carrie Heltzel was in charge, I was extremely satisfied with her level of engagement"

"With the last program director he lacked basic understanding or interest in the ADR field and was not a mentor, while his predecessor was master of mediation, NP leadership and facilitation and mentored all centers"

"We don't look to OOCDR for any mentoring for our CDRC. We have 3 staff members who mentor our volunteers. We look to OOCDR to do a credible job of administering our grant funding and to help us advocate for our funding"

"We are pretty self reliant over here for the most part so have not had to rely on the OOCDR for much other than funding, but when we needed help from the OOCDR, historically I have been extremely satisfied"

Survey Q8: “Please describe how you believe the OOCDR helps your center provide outreach services in your community”



Selected Generally Positive comments:

“OOCDR provided a mini-grant a couple years ago that allowed us to do a concentrated outreach effort. Generally, the regular funding allow for marketing. I would like to see some of the marketing be centralized (e.g. advertising) in order to consolidate costs and efforts, while still providing local centers ability to tailor to their communities”

“The funding supplied allows the ED to have flexibility in what activities are pursued, including those that take place outside the regular work day”

“Provides funding to enable staff and volunteers to provide outreach services. Provides annual report compiling statistics of all centers to use for outreach”

Generally Negative/Neutral/Don't Know comments:

“I cannot recall any specific instance where we needed help from the OOCDR for outreach services, but since OOCDR is our primary funder, what we do, including our outreach services, would not happen without the OOCDR”

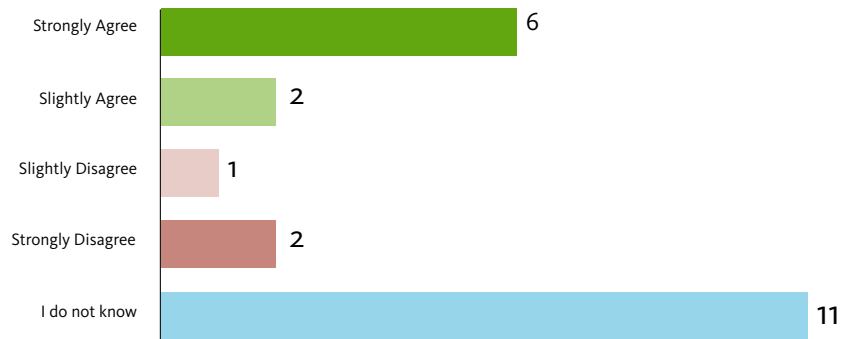
“Besides having a link to our website, I would say the OOCDR does not play a role in helping us with outreach services. I can't think of anyone who has ever said that they found our services through that link”

“Beyond the basic support I have already mentioned, I am not sure that it does”

“I don't know”

“Again, I would be happy if OOCDR would do a credible job of administering and advocating for our grant funding”

Survey Q13: “Please rate your agreement with this statement: The OOCDR clearly communicates expectations and requirements to increase equity, diversity, and inclusion at my center”

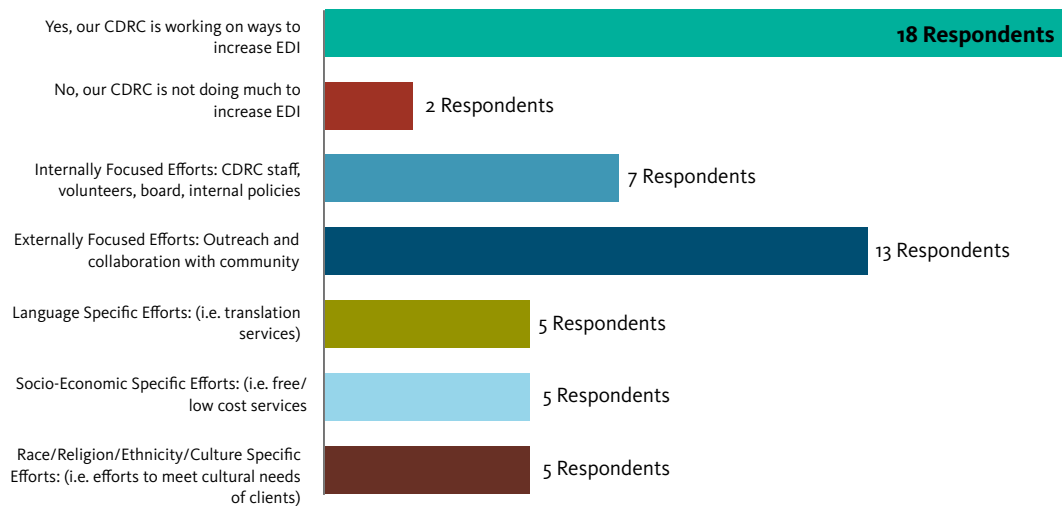


Additional comments:

"I have never had a discussion regarding this topic with OOCDR. It is certainly, however, an emphasis for our City and program"

"I cannot think of an instance where that message was explicitly communicated other than it's a requirement of the grant"

Survey Q14: “Please explain what your center is doing to increase equity, diversity, and inclusion (EDI) in your community”



SUMMARY OF EVALUATION

QUESTION #1

We compared the existing CDRP policies to the University of Oregon's Mission Statement (UO), and also to

Oregon Governor Kate Brown's vision of "Moving Forward," in order to answer Evaluation

Question #1. We

performed a content analysis on the policies, then created a comparison table to visually depict the congruity with the University of Oregon Mission Statement, and Governor Brown's Vision.

In addition, we administered a 24 question survey to CDRC Executive Directors, administrative staff, key volunteers, and board members. Ten of the survey questions were specifically designed to map onto the constructs found in the UO's Mission Statement, and Governor Brown's Vision.

We found that the CDRP (and its administrative arm OOCDR) currently addresses many of the pertinent constructs found in the UO's Mission Statement. Specifically, "Enhancing the social, and economic

wellbeing for Oregonians," "Enrich the human condition through collaboration, outreach, and public service," and "Steward resources sustainably and responsibly."

Similarly, we found the CDRP addresses key words in Governor Brown's Vision, namely "Deliver services effectively and efficiently," and

"Communities are healthy and safe.....where there are justice and accountability."

The CDRP, via the OOCDR, is the grant administrator for the 16 statewide CDRCs. The CDRCs deliver important, effective, and sustainable community conflict resolution services that increase the overall health of many communities.

These CDRCs deliver 19 different types of dispute resolution services, including neighbor to neighbor, small claims, Oregon Foreclosure Avoidance, Landlord/Tenant, Youth and Family, and many more.

The CDRP (via OOCDR) addresses many components of the University of Oregon's Mission Statement and Governor Kate Brown's Vision for the state of Oregon

GRANT FUNDING FROM THE OOCDR HELPS THE CDRC'S TO DO THEIR WORK

The survey provided data that suggests the CDRP increases the overall volunteerism, social well-being, and economic well-being for Oregon residents primarily by supporting the CDRCs with grant funding. Without the grant funding, the CDRCs would not be able to provide the level of dispute resolution services throughout the state.

The survey also provided evidence suggesting that the amount of collaboration and professional mentoring by OOCDR is generally perceived by the CDRCs as satisfactory, although a few respondents pointed out the previous OOCDR Program Administrator did a better job of collaborating and mentoring.

Survey question #8 asked about how the OOCDR helps with outreach services at the CDRC's. This was the

Most survey respondents reported significant efforts to address Equity, Diversity, and Inclusion at their CDRC

only question where negative/neutral/don't know comments outweighed the positive comments.

Regarding issues of equity, diversity,

and inclusion, most respondents agreed that the OOCDR clearly communicates expectations, although two responses strongly disagreed.

CDRC'S ARE ADDRESSING EQUITY, DIVERSITY, AND INCLUSION

Most of the respondents documented the many ways in which the CDRCs are working in their communities to increase equity, diversity, and inclusion. These efforts are focused internally, towards staff, board, and volunteers, and also outward to the broader community in which the CDRCs operate. The internal activities include efforts to increase knowledge about equity, diversity, and inclusion amongst staff, board members, and volunteers, and also efforts to recruit diverse staff, board members, and volunteers.

The outward activities include addressing language barriers, socio-economic barriers, and efforts to address race, religion, ethnicity, and culture. Two respondents said they were not satisfied with the level of efforts being put forth by their CDRC.

EVALUATION QUESTION #2

How does the CDRP leverage outside funding sources and maximize program investments and return on investment?

EVALUATION QUESTION #2

To answer this question, two sources of existing data were reviewed to determine how the CDRP addresses the important issues of cost efficiencies, and overall returns on investment, both in terms of costs, and also social benefits. The two existing data sources were the University of Oregon policy governing the CDRP, and the existing academic literature regarding alternative dispute resolution. An additional thread within the literature was explored regarding best practices for grantors, and relationships between grantors and grantees.

One source of new data was also used. Results from an on-line survey were analyzed to determine how the CDRP addresses Evaluation Question #2.

University of Oregon Policy

The University of Oregon enacted the current policy regarding the administration of the CDRP on July 1, 2014 (policy 1.03.02). In particular,

Section E Matching (Participating) Fund Requirements is germane to the question:

(1) Grantees shall be required to match the funding granted to them pursuant to ORS 36.155 at the following levels:

(a) First grant year: 10 percent;

(b) Second grant year: 25 percent

(c) Third grant year: 50 percent;

(d) Fourth grant year: 75 percent;

(e) Fifth grant year: 100 percent

(2) Matching funds may be generated through fees for services, grants, donations, fundraising, in-kind donations, and other efforts. The University, acting through the Dean, shall retain discretion to waive or modify the matching fund requirements based upon the Grantee's good faith efforts and substantial compliance with such requirements.

(3) In-kind donations may be reported or credited as revenue or expenditures if such donations:

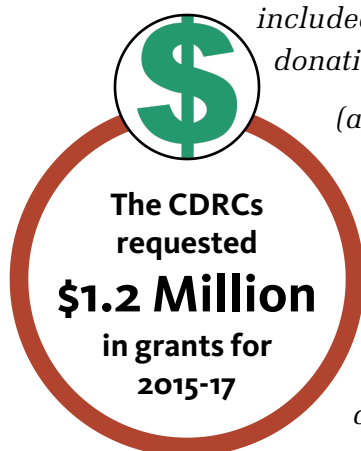
(a) Will be received during the proposed budgetary period; and

(b) Represent necessary and ordinary expenses or services related to the operation and management of the Grantee.

(4) Documentation of in-kind donations shall include descriptions of the services or materials donated, the dates received, and the names and addresses of the donors. Volunteer services shall be documented by means of time sheets signed by the volunteer and verified by the program manager.

(5) In-kind donations and services, such as office space and administrative, clerical, and professional services, shall be valued at the prevailing market rate.

(6) The following may not be included as in-kind donations:



or committee.

(a) Volunteer time by members of the Grantee's board of directors or advisory committee while serving in the capacity as members of the board

Matching Grants

The University of Oregon policy describes one of the key reasons how the CDRP leverages outside funding sources and maximizes program

investments--through the grant matching formula found in Section 1. The graduated matching formula starts in year one at 10% match, and increases to 100% match in the fifth year.

Section 2 describes how the matching funds can be generated by means of fees for service, grants, donations, fundraising, in-kind donations, and other efforts. These techniques essentially force the CDRCs to engage with their communities and strengthen relationships, which in turn, increase the "buy -in" (engagement) from the community to support their local CDRC.

Table 3 below summarizes the 2015-17 grant requests by the CDRCs, the number of people in their service area, the grant percentage of total budget, required match, and the number of cases per year.

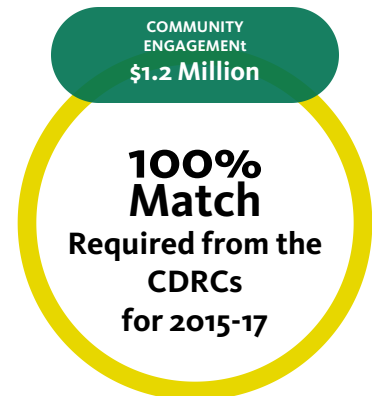


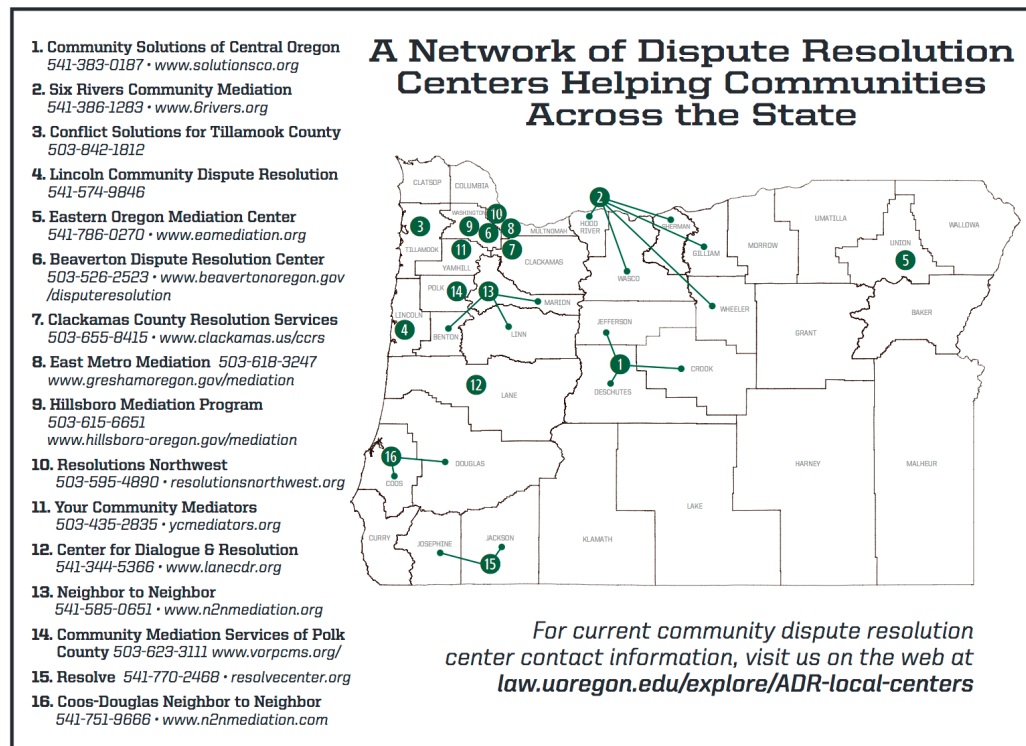
TABLE 3: SUMMARY OF CDRC INFORMATION 2015-17

SUMMARY OF CDRC INFORMATION 2015 - 2017							
Name of CDRC	Counties Served	Number of People in Service Area	Grant Request	Percent of Total Budget	2015-16 Required Match %	2016-17 Required Match %	Number of Cases per Year
Resolutions Northwest	Multnomah	766,135	\$189,801	8%	100%	100%	400
Beaverton Dispute Resolution Center	Washington	300,000	\$69,653	7.7%	100%	100%	2,250
Resolution Services/ Community Dispute Resolution Services	Clackamas	388,263	\$98,389	12%	100%	100%	250
Resolve Center for Dispute Resolution and Restorative Justice	Jackson and Josephine	289,324	\$94,000	12%	100%	100%	1,000
Center for Dialogue and Resolution	Lane	356,212	\$93,040	22%	100%	100%	400
Six Rivers Dispute Resolution Center	Gilliam, Hood River, Sherman, Wasco	53,547	\$50,000	19%	100%	100%	85
East Metro Mediation	Multnomah	140,000	\$94,904	40%	100%	100%	125
Hillsboro Mediation Program	Washington	277,498	\$50,000	25%	100%	100%	45
Coos Douglas Neighbor to Neighbor Mediation Services	Coos and Douglas	62,475	\$51,905	30%	100%	100%	600
Central Oregon Mediation	Crook, Deschutes, and Jefferson	204,755	\$50,000	30%	100%	100%	250
Conflict Solutions for Tillamook	Tillamook	25,845	\$50,000	31%	100%	100%	70
Community Mediations for Polk County	Polk	79,122	\$50,000	36%	100%	100%	150
Lincoln Community Dispute Resolution	Lincoln	470,038	\$50,000	50%	100%	100%	200
Eastern Oregon Mediation Center	Union	25,600	\$50,000	50%	100%	100%	40
Your Community Mediators of Yamhill County	Yamhill	100,255	\$50,000	50%	100%	100%	240
Neighbor to Neighbor, Inc.	Benton, Linn, and Marion	531,782	\$136,356	49%	100%	100%	1,000
Totals		4,070,851	\$1,228,048	29%	100%	100%	7,105

Note: Information obtained from OOCDR Caseload Manager database

Figure 1: Map of Community Dispute Resolution Centers

Source: https://law.uoregon.edu/images/uploads/entries/2013-15_Biennial_Report.pdf



Unserved counties: Baker, Clatsop, Columbia, Curry, Grant, Harney, Klamath, Lake, Malheur, Morrow, Umatilla, Wallowa

The 16 CDRCs serve a geographical area that includes 24 of the 36 Oregon counties, and 4,047,851 people (there are overlapping service areas in Washington and Multnomah counties). The CDRCs requested \$1,228,048 in grants, which represented an average of 29% of their total budgets. All 16 CDRCs reported a 100% required match for the grant requests, which suggests that all of the CDRCs are in their fifth year (or more) of grants from OOCDR.

The CDRCs predicted 7,105 cases handled for 2105-17 biennium.

Volunteers

The CDRP grants to the CDRCs leverage outside funding through the use of volunteers and interns. For example, during 2016, the CDRCs reported utilizing 2,693 volunteers, who contributed 10,250 hours of administrative duties, and 13,309 hours of mediation services. According to Independent Sector, a

national organization for nonprofits, the value of volunteer time was \$24.14 per hour in 2016 (Independent Sector, 2016). Using this figure to calculate the overall value of CDRC volunteers produces this equation: (10,250 hours + 13,309 hours) x \$24.15/hour = \$568,950 total value of volunteers in 2016.

Existing Literature

The literature provides additional perspectives that can be utilized to more fully describe the known benefits of community dispute resolution services in addition to the value provided by volunteers, including cost savings, time savings, improved settlement outcomes, longer term compliance, and increased satisfaction. There are few studies that have measured return on investment. There is general consensus within the literature that more research and evaluation is needed to better understand the benefits of community dispute resolution processes (i.e. Charkoudian & Bilick, 2015).

The literature highlights best

practices for grantors, grant administration, and relationships between grantors and grantees. This information is germane to the evaluation because one way to look at the CDRP is that it operates much like a granting organization, or a

foundation. Taking this perspective provides an avenue of comparison of the major themes found in the literature, with the CDRP

practices.

Cost Savings: One of the prominent themes in the literature is that community dispute resolution (also referred as Alternative Dispute Resolution, and Community Mediation) results in significant cost savings to the disputants, compared with traditional court-based processes, including litigation (e.g. Hedeem, 2004; Esterman, Kenneally, & Protter, 2011; California Courts, 2017; Philbin, 2017; Roberts, 2000). These savings are generally realized by the use of volunteer mediators, and the avoidance of attorney fees, court costs, experts' fees, and other court-related costs (California Courts, 2017). It should be noted that



relatively few studies have actually quantified the cost savings of Alternative Dispute Resolution

Community dispute resolution is much less expensive for the disputants, because of the use of volunteer mediators

(Baron, 2004; Heeden, 2004), or perhaps more importantly, calculated overall cost savings to society stemming from the use of community dispute resolution. There is little argument that community dispute resolution is cheaper for the disputants in most instances (most community dispute resolution centers offer free, reduced, or sliding scale fees for service), but there is scant evidence that measures the cost benefits to the larger society (Dye, 2006).

In one of the few published studies on costs per case, the Office of Neighborhood Involvement in Portland, Oregon, found that in a sample of 57 community mediation programs nationwide, the costs-per-case of an aggregated 47,357 cases ranged from \$50 to \$1,500, with an average of \$274 per case (2002).

Similarly, in their 2002-03 annual

report, the New York Community Dispute Resolution Centers Program (NYCDRCP) found the average cost per resolved case was \$239.

Time Savings: It can be reasonably assumed that some of cost savings achieved by community dispute resolution comes from faster case processing, compared to typical court related resolutions. For example, the 2002-03 NYCDRCP annual report found an average 18 day processing time for cases concluded in a single



session. The same report stated the Michigan Community Dispute Resolution program found an average of 24 days processing time.

These average case processing times were considerably shorter, compared to the National Center for State Courts model standards adopted in 2011. For example, the model standards for time to disposition for Criminal Misdemeanor cases was 98% within 365 days. Similarly, the

model standards for time to disposition of Traffic and Local Ordinance cases was 98% within 90 days; for General Civil cases 98% within 540 days; for Juvenile Delinquency and Status Offenses, 98% within 150 days. While these types of cases do not map precisely onto the types of cases processed by community dispute resolution centers, they do lend evidence that the court process is much more lengthy compared to the community dispute resolution process.

Improved Settlement

Outcomes: The literature discusses two main facets of

settlement outcomes: Satisfaction with the mediation resolution, including perceived fairness; and durability of resolutions (Esterman, Kenneally, & Protter, 2011; Hedeon, 2004; Lowry, 1995).

Satisfaction is a broad term that can include the participants' general perception of satisfaction with the process, the mediators, the decision, and the outcomes (Lowry, 1995). There are several older studies that attempted to measure satisfaction (i.e. Cook, Roehl, & Sheppard, 1980;

McEwen & Maiman, 1984), and satisfaction rates for mediation participants were consistently higher compared with satisfaction rates of court participants. Similarly, Davis (1982) found higher rates of satisfaction with mediation participants compared with court participants, for similar types of cases. Davis (1982) also found higher rates of perceived fairness in the mediation group.

More recently, Hann and Barr (2001), and Shack (2003) found most participants in alternative dispute resolution cases reported high levels of perceived fairness.



Durability of outcome, or decision is another significant benefit of community dispute resolution, and several studies have documented higher rates of compliance compared to adjudicated court decisions (Hedeon, 2004; Wissler, 2004). In an earlier study however, Wissler (1995) found less robust rates of compliance with mediated decisions compared to court decisions.

In their study that compared outcomes between alternative dispute resolution (ADR) participants with small claims court participants,

Charkoudian, Eisenberg, and Walter (2017) found ADR participants were "more likely than trial participants to report that the outcome was working" (p.35), and that they were "more satisfied with the outcome" (p. 35).

The OOCDR 2013-15 Biennial Report summarized 14,673 cases handled during the biennium, and found that 78% of the cases were settled, with a 90% satisfaction rate.

Return on Investment: In recent years, there has been an increased interest in applying financial metrics traditionally reserved for analyzing for-profit businesses, to nonprofits

Although the term "Return on Investment" (ROI) is used extensively in the for-profit business sector, there is little agreement on how to apply ROI appropriately in the nonprofit sector, including Alternative Dispute Resolution

and other human service providers, including ADR programs. The idea is to demonstrate the value of a social service program in simple financial ratios that are easily understood by funders, policy-makers, and the general public. The metric "Return on Investment" (ROI) is a commonly

used calculation for profit enterprises that has seen increased use in the social service sector, including community dispute resolution programs (Dye, 2006). Baum, Gluck, Smoot, and Wubbenhorst (2010) went so far as to propose a refined ROI formula specifically designed for social service programs, called "Program Return on Investment (PROI)."

While there is general agreement that ROI or PROI calculations can help determine the effectiveness of a program, there is little agreement regarding how to apply for-profit ROI calculations to social service programs, including alternative dispute resolution programs (Dye, 2006).

Dye (2006) proposed eight models for demonstrating ROI for ADR services, with each model assuming different ways to assign value to ADR services. Dye recognized the difficulties in both naming the potential benefits of ADR, and quantifying those benefits in terms of dollars. In each model, he essentially compared how the ADR process could potentially save public dollars. His eight models were:

1. ADR services proposed as outsourced contractual services. Public dollars could be saved

because any cost overruns would be absorbed by the ADR.

2. ADR services proposed as internal court function--that is, ADR integrated within the court system.

Public dollars would be saved by increased efficiencies gained by ADR.

3. ADR services as a function of court efficiency. This is closely related to model 2 above, and proposes that public dollars could be saved because ADR cases are less expensive than traditional court cases.

4. ADR services as Quality Improvement--mostly from improved client satisfaction. Public dollars could be saved by preventing future court costs associated with ongoing disputes.

5. ADR services reducing lifespan of cases. Public dollars could be saved by the shorter case times associated with ADR.

6. ADR services viewed as Risk Management. The idea here is that public dollars could be saved by preventing larger, and more complex court cases in the future--that is, ADR prevents expensive court involvement in the future.

7. ADR services viewed as Leveraged Funding Portfolios. Public dollars could be saved because of the

leveraging effect stemming from ADR programs using volunteers, and obtaining other forms of community support.

8. ADR services viewed as Investments in Social Capital. Public dollars would be saved because ADR helps provide healthier communities, with less violence, less homelessness, and improved relationships within the community.

Both Dye (2006), and Baum, Gluck, Smoot, and Wubbenhorst (2010) recognized the difficulty in quantifying the benefits of ADR precisely enough to include in ROI calculations.

Best Practices for Grantors: One way to think about the CDRP is that it functions as a grantor, or a small foundation. There are flaws in this logic because the CDRP is essentially a pass-through organization that makes grants to a set group of CDRC's around the state, and the community dispute resolution services within the CDRC's remain fairly consistent from year to year--that is, the nature of the grant requests remains fairly constant. But, there are enough similarities to traditional foundations to warrant a review of best practices for grantors.

The section of the literature germane

to this evaluation is categorized by two main themes: internal processes, and external processes. The relevant internal processes include alignment with intentions, and efficiencies. The relevant external processes include communication, grant application process, non-grant support, collaboration, and reporting requirements (Grant Managers Network, 2017c ; ORSImpact, 2015, Backer, 1999; Boris & Kopczynski, 2013).

Internal Processes: The Grant Manager Network, part of The Council on Foundations, is the nation's only organization dedicated to serving grants management

Best practices for Grantors include clear and open communication with Grantees

professionals (Grant Manager Network, 2017). One of the most important issues for grant makers is determining if their grants align with strategy. Grantors should be able to answer basic questions about who are the grantees, and how grant monies are used. Internal efficiencies (costs of administering grants) are also important. For example, grantors should know the costs to make each

grant, the elapsed time from application to grant payment, and if the work required to complete a grant application is commensurate with the grant award. The overall grant making process should ensure that grant monies (to the fullest extent) should be expended on providing services, and not focused on completing grant reporting requirements (Grant Managers Network, 2017).

External Processes:

Communications with grantees should be clear, intentional, appropriate, and courteous (Grant Managers Network, 2017). Grantees should be clear about the funding criteria, and their questions should be answered quickly and effectively. Burd (2009) stressed the importance of "listening to grantees" (p.17) to better understand grantee's daily financial and operational challenges. Part of the listening process should include feedback loops with grantees for the purpose of improving the grant making process. For example, Burd suggested that grantors listen to their grantees on ways to streamline the grant process in ways that make it more efficient and still provide the necessary information for the grantor. Burd (2009) also suggested that grantors consider non-grant related

support services, such as capacity-building support, technical support, and mentoring to increase grantee understanding of financial and business planning.

It is interesting to note that the Council on Foundations' "Principles and Practices for Effective Grant making" (1980) proposed many of the basics of best practices that remain today, including the clear and effective communications suggested by Burd (2009) and others. In addition, the Council on Foundations suggested that grantors consider ways to inform the general public about their grant making activities, and to periodically review the results of their grant making. The Council on Foundations also suggested that grant makers seek out communities and organizations of other grant makers for the purpose of sharing knowledge and addressing common challenges. One common theme was to review the grant process to uncover ways that make it more efficient and still provide the necessary information for the grantor.

It is interesting to note that the Council on Foundations' "Principles



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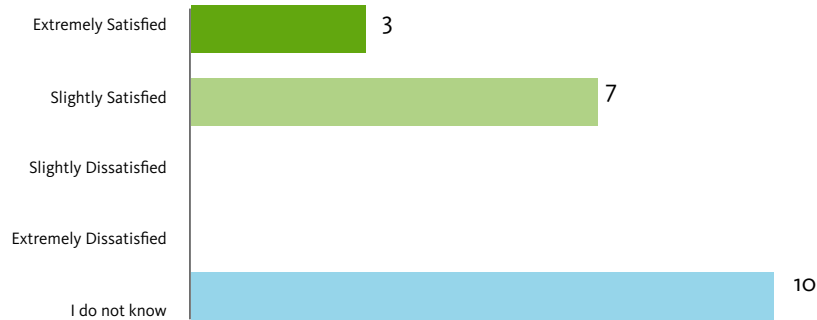
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making activities, and to periodically review the results of their grant making. The Council on Foundations also suggested that grant makers seek out communities and organizations of other grant makers for the purpose of sharing knowledge and addressing common challenges.

Survey Results

Nine of the 24 survey questions mapped directly onto Evaluation question #2. The results are presented below.

Survey Q9: “Please rate your satisfaction with the OOCDR’s grant application process”



Additional Comments:

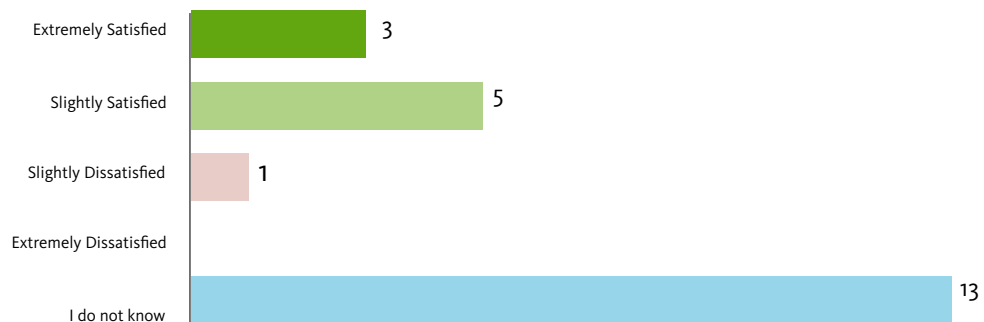
“Simple and straight-forward”

“Grant applications are always a chore, but a necessary one. The OOCDR process is lengthy and I am grateful that is not annual. But I can think of no way to streamline it. Though I am sure other directors have suggestions”

“It’s long, especially for those with only one center eligible to apply or those renewing the grant. Does any county have competition for the grant monies?”

“I think that most centers who have been a part of the grant process through the years would say that it is too cumbersome. As long as our programs are in compliance from the previous funding period I think the application for continued funding should be shortened to include updates in the program, accomplishments from the previous biennium and our goals for the upcoming biennium. For counties that have more than one program more objective criteria should be developed to determine the funding that is provided to each program”

Survey Q10: “Please rate your satisfaction with the OOCDR’s grant review process”

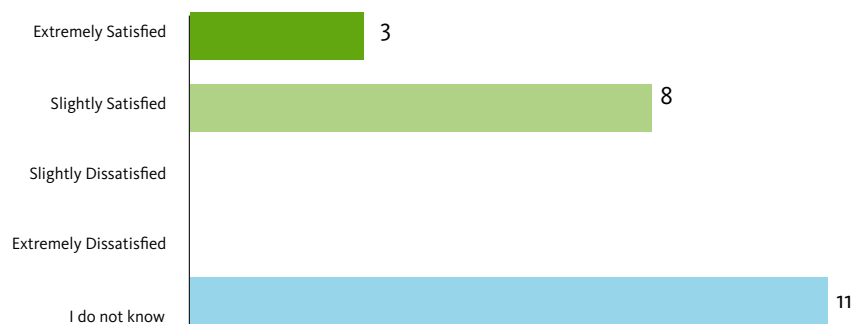


Additional Comments:

“I have no experience here. I have applied at least five times in my tenure as ED and have always gotten the support I needed to complete the application. And I have never had difficulty in the process -- and no experience with the review process”

“We usually move through the grant review process pretty easily. When there have been issues, representatives from OOCDR have been helpful in assisting us in resolving any issue”

Survey Q11: “Please rate your satisfaction with the OOCDR’s grant award process”

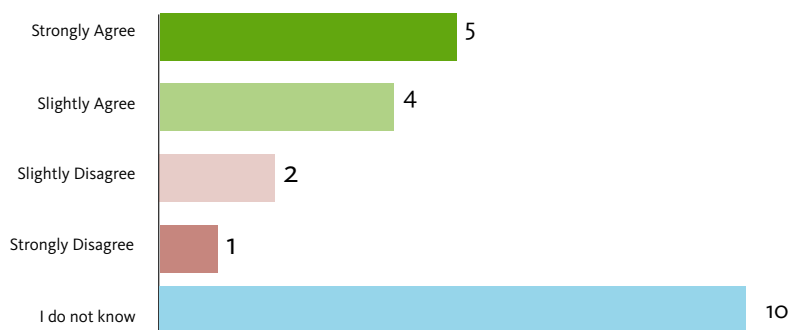


Additional Comments:

“I have never questioned the amount of funding my center was eligible for. There may be other ways of distributing the funding but I am leery of introducing competition into a collaborative situation”

“My opinion is that there is a need to review the grant award process since the last time we accomplished this was through the OAR process in 2005-06. I think that we need to develop objective criteria around just what the grant funding should be accomplishing for CDRCs and then develop an award process that meets these objectives. This should involve all the centers in a collaborative process that includes as many stakeholders as we can. I also think that any new criteria that might be developed would need to be phased in over time as individual centers have come to rely on the this funding to sustain their programs”

Survey Q12: “Please rate your agreement with this statement: The OOCDR reporting and compliance expectations for my center are clearly articulated and understood”

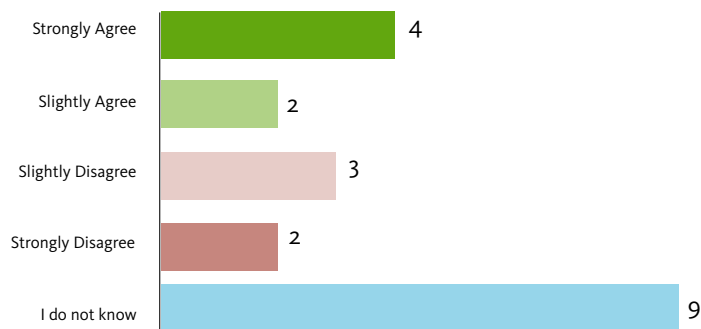


Additional Comments:

“We have never really had an issue regarding compliance. When we have had questions, administrators have been helpful in assisting us. The only time we have had issues with OOCDR is when steps are taken without our knowledge without working with us (example - the attempt to get CRES students to do our 30-day follow-up surveys - clearly violating our statutory confidentiality requirements)”

“Except for the last couple of years, I would say strongly agree. For the last couple of years, I would say slightly/more than slightly disagrees”

Survey Q19: “Please rate your agreement with this statement: The OOCDR clearly understands my center’s needs to provide effective dispute resolution services”

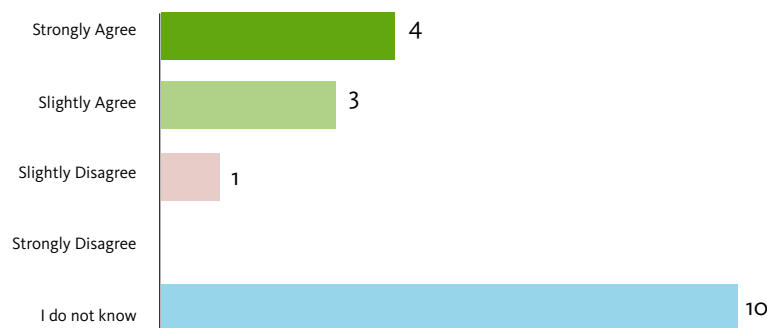


Additional Comments:

“I really don’t know what this question is asking. This should be the mission for all of our centers. I think OOCDR spends too much time trying to justify its existence within the University of Oregon School of Law when it should be focused on it’s support of CDRCs”

“Historically, I would strongly agree. The recent director of the OOCDR did not have a background with community mediation and I did not feel that there was as much of an understanding and I would say somewhere between slightly and strongly disagree”

Survey Q20: “Please rate your agreement with this statement: The OOCDR provides my center with adequate non-technical support” (Nontechnical support can include problem solving, collaboration, and advocacy)



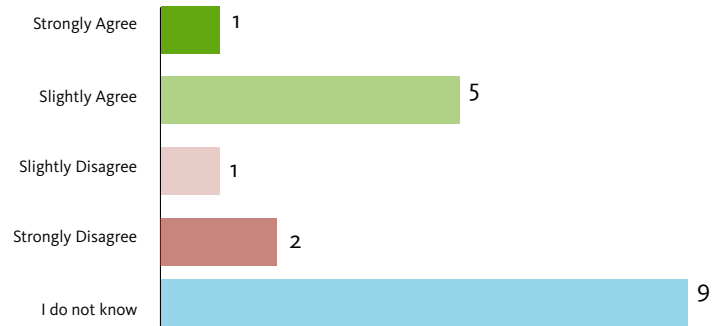
Additional Comments:

“I assume, “yes.” However, am unable to confirm”

“Wish it did”

“We rarely have nontechnical issues that require nontechnical support”

Survey Q21: “Please rate your agreement with this statement: The OOCDR provides opportunities and support for professional development for myself, staff, and volunteers”



Additional Comments:

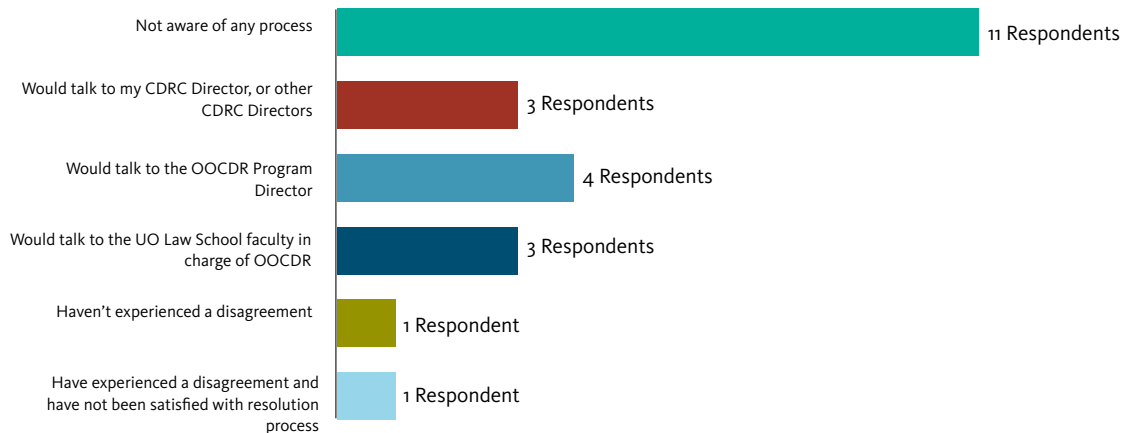
“Agree, but not sure to what extent”

“None have been offered recently, professional development only comes from the other centers”

“travel grant”

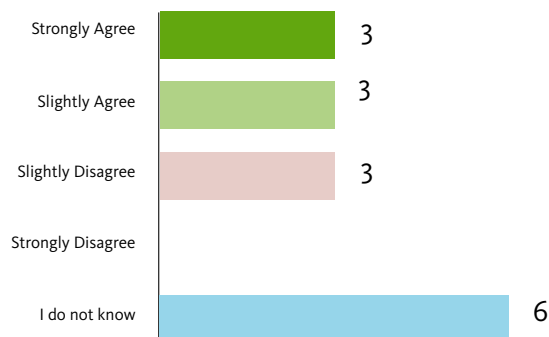
“OOCDR has occasionally provide grant opportunities for projects or training, such as grant funding training, over the years. We don't rely on OOCDR for these opportunities”

Survey Q22: “If you have a disagreement with the OOCDR administration of your grant funding, or other support for your center, what processes for resolution are you aware of?”



Note: Several responses included more than one theme

Survey Q23: “Please rate your agreement with this statement: The OOCDR helps my center to leverage outside funding sources, and maximize program investments”



Additional Comments:

“Not in my memory. However, we haven’t asked for much”

“No referrals have been made other than what comes from NAFCM and then it isn’t applicable to this center” (Note to reader—NAFCM is National Association for Community Mediation)

“Mark had let me know what other centers were doing to leverage outside funding sources. He did try to start an ODR program with our center in hopes of creating more funding, but it wasn’t as much as we need for it to really flourish”

The Oregon Foreclosure Avoidance Program is the most recent example of this assistance and organizational support of the OOCDR”

“I know that we do, but do not know if the OOCDR provides that help”

SUMMARY OF EVALUATION QUESTION #2

We examined the University of Oregon's policy regarding the governance of the CDRP (via OOCDR) to determine how the CDRP addresses important issues of costs, efficiencies, and overall social benefits of alternative dispute resolution, including return on investment.

We also reviewed the existing literature regarding alternative dispute resolution to get a better understanding about the benefits of this type of process that avoids lengthy and expensive court-based procedures. We also examined the literature regarding best practices for grantors, in terms of processes, and relationships with grantees.

Finally, we designed and implemented eight survey questions that specifically addressed CDRP grant-making processes.

We found strong evidence that the CDRP, through its administration of grants to the CDRCs, leverages outside funding and maximizes program investments. The leveraging is derived primarily from the grant

matching requirement found in the University of Oregon policy. The policy delineates a stepped matching requirement, starting with a 10% required match in the first year, and maxing out with a 100% match requirement in the fifth year. All 16

CDRCs reported they were in their fifth or more year of receiving grants from OOCDR, and therefore

were required to match 100% from community and other outside sources. This is significant, considering that the CDRCs requested a total of \$1.2 million in grants from the OOCDR--which means the CDRCs must secure \$1.2 million from their own communities. The matching requirement requires the CDRCs to obtain community support, which ensures "buy-in"

from their respective communities, thus leveraging the initial grant from OOCDR. The grants from OOCDR represent an average of 29% of the CDRC's budget--the remaining 71% is

The grants that CDRP (via OOCDR) award to the CDRCs are leveraged by the CDRC's obtaining matching funds, and by the extensive use of volunteers

**2016
THE ECONOMIC
VALUE OF
VOLUNTEERS WAS
\$568,950**

obtained from other sources.

Another way in which the CDRP leverages funding sources is through the CDRCs use of volunteers. In 2016, the CDRCs utilized 2,693 volunteers, which equated to more than a half million dollar value.

**ALTERNATIVE
DISPUTE
RESOLUTION IS LESS
EXPENSIVE AND MORE
EFFECTIVE THAN
COURT-BASED
SOLUTIONS**

Overall, the CDRCs provide an impressive array of dispute resolution services. The CDRCs serve 24 of Oregon's 36 counties, and provide dispute resolution for many different kinds of conflicts, including neighbor-to-neighbor, small claims, and foreclosure avoidance.

The literature contained supportive evidence about the benefits of alternative dispute resolution (ADR) services compared to court-based decisions, although there were relatively few studies that quantified the savings associated with ADR. The benefits were classified as cost savings (mostly from faster dispute resolutions), and better and more durable outcomes. The literature was not clear regarding how to apply the concept of "return on investment" to ADR.

**THERE IS LITTLE AGREEMENT
IN THE LITERATURE ABOUT HOW
TO APPLY "RETURN ON
INVESTMENT" TO ALTERNATIVE
DISPUTE RESOLUTION PROGRAMS**

We found that best practices for grantors, such as CDRP (via OOCDR) included internally focused practices (within the organization), and externally focused activities that encourage communication, collaboration, and capacity-building with grantees. The national Council on Foundations provided a deep well of practical guidelines for grant makers. Two of the most prominent themes in the literature highlighted the importance of tailoring the grant application process to be efficient, and for clear communications between grantors and grantees.

The eight survey questions directly addressed best practices for grantors, and explored the relationships between the CDRCs and CDRP (via

OOCDR). The data were rich and complex, with many respondents adding qualitative

comments.

Most respondents indicated they were generally satisfied with their center's relationship with the CDRP, although there was a small but forceful trend that indicated relationships between the CDRCs and

the CDRP have deteriorated in the past several years. With regard to resolving disputes with the CDRP, at least one respondent voiced strong dissatisfaction with

the CDRP (via OOCDR).

**MOST CDRC'S
WERE GENERALLY
SATISFIED WITH
CDRP (VIA OOCDR)
RELATIONSHIP**

THE BENEFITS OF MEDIATION (www.mediate.com)

ECONOMICAL DECISIONS

Mediation is generally less expensive when contrasted to the expense of litigation or other forms of fighting

RAPID SETTLEMENTS

In an era when it may take as long as a year to get a court date, and multiple years if a case is appealed, the mediation alternative often provides a more timely way of resolving disputes

MUTUALLY SATISFACTORY OUTCOMES

Parties are generally more satisfied with solutions that have been mutually agreed upon, as opposed to solutions that are imposed by a third party decision maker

HIGH RATE OF COMPLIANCE

Parties who have reached their own agreement in mediation are also generally more likely to follow through and comply with its terms than those whose resolution has been imposed by a third party decision maker

COMPREHENSIVE AND CUSTOMIZED AGREEMENTS

Mediated settlements are able to address both legal and extra-legal issues. Mediated agreements often cover procedural and psychological issues that are not necessarily susceptible to legal determination. The parties can tailor their settlement to their particular situation

GREATER DEGREE OF CONTROL

Parties who negotiate their own settlements have more control over the outcome other dispute. Gains and losses are more predictable in a mediated settlement than they would be if a case is arbitrated or adjudicated

PERSONAL EMPOWERMENT

People who negotiate their own settlements often feel more powerful than those who use surrogate advocates, such as lawyers, to represent them. Mediation negotiations can provide a forum for learning about and exercising personal power or influence

WORKABLE AND IMPLEMENTABLE DECISIONS

Parties who mediate their differences are able to attend to the fine details of implementation. Negotiated or mediated agreements can include specially tailored procedures for how the decisions will be carried out. The fact often enhances the likelihood that parties will actually comply with the terms of the settlement

AGREEMENTS THAT ARE BETTER THAN WIN/LOSE

Interest-based mediated negotiations can result in settlements that are more satisfactory to all parties than simple compromise decisions

DECISIONS THAT HOLD UP OVER TIME

Mediated settlements tend to hold up over time, and if a later dispute results, the parties are more likely to utilize a cooperative forum of problem-solving to resolve their differences than to pursue an adversarial approach

EVALUATION QUESTION #3

How does the CDRP provide evidence that shows the effectiveness, integrity, and applicability of dispute resolution services provided by the community dispute resolution centers?

EVALUATION QUESTION #3

To answer this question, we examined the data contained in the existing Caseload Manager database. Also, one of the on-line survey questions mapped directly onto this evaluation question. Finally, we reviewed case histories from CDRCs that provided evidence to answer Evaluation Question #3.

Caseload Manager Reports

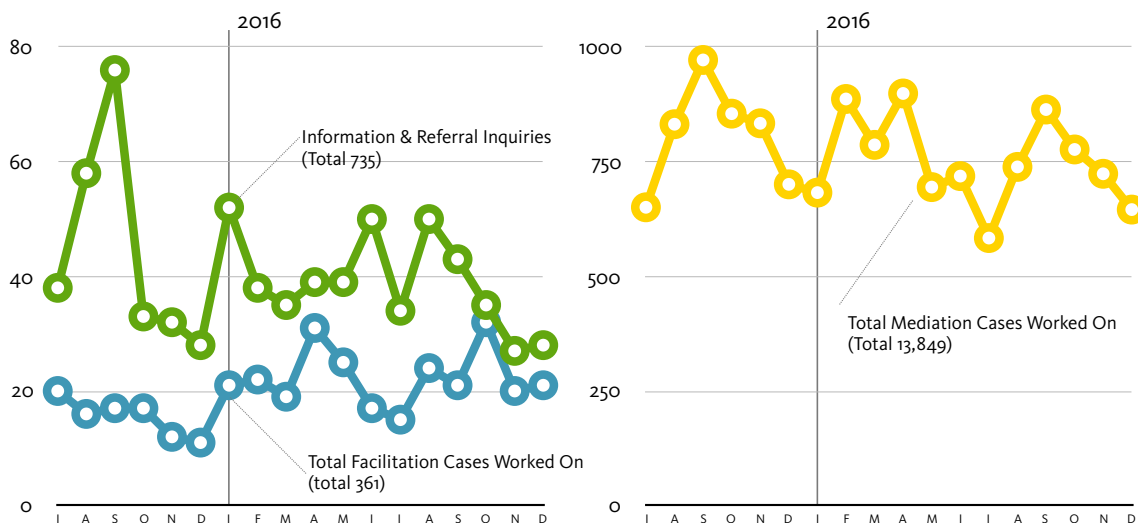
The Caseload Manager database contains information reported by the CDRCs. The categories that pertain to this evaluation are Utilization of

Dispute Resolution Services, Referral Sources for New Mediation and Facilitation Requests, Program Activities, Training and Education Activities, and Evaluation Activities. Data are reported for the period starting July 2015 and ending December 2016. The Caseload Manager system was implemented beginning the spring of 2015, and it wasn't until July 2015 that data were considered valid and reliable (Mark Quinlan, personal communication,

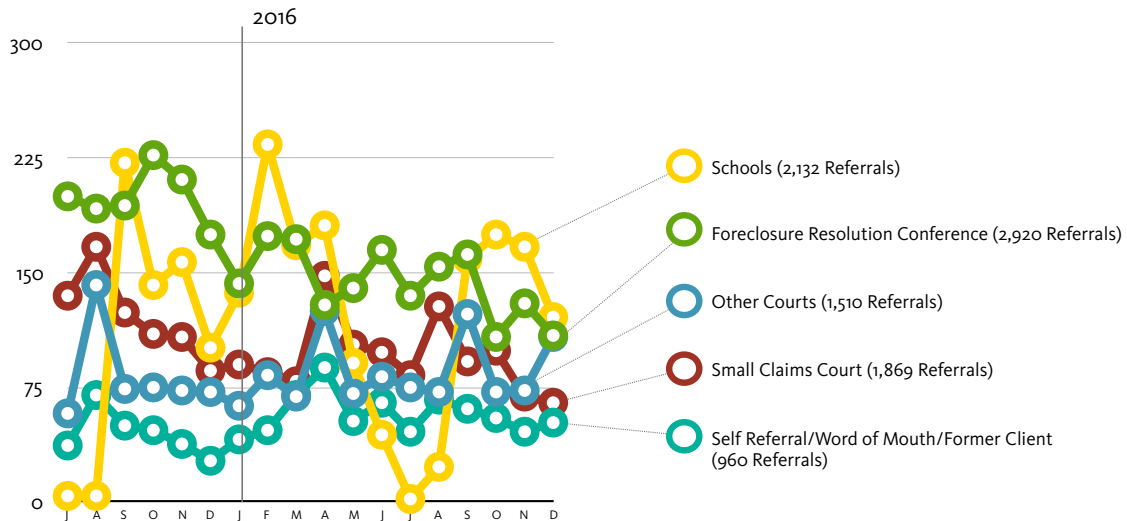
**CDRCS
REPORTED 90%
SATISFACTION BY
MEDIATION CLIENTS**

(2013-15)

UTILIZATION OF DISPUTE RESOLUTION SERVICES (8/15 - 12/16)



TOP FIVE REFERRAL SOURCES FOR NEW MEDIATION AND FACILITATION REQUESTS (8/15 - 12/16)



Note: Other referral sources included Adult Justice (2), Advertising/Media coverage/Internet (141), Code Enforcement (71), District Attorney (58), Government Agency (220), Juvenile Justice (542), Law Enforcement (203), Legal Aid (26), Manufactured Communities Resource Centers (38), Other (93), Other Housing Agency (46), Private Practitioner (52), Social Services (94), Unknown (309)

SUMMARY OF CDRC PROGRAM ACTIVITIES (8/15 - 12/16)

634	Intern Administration Hours
118	Intern Mediation Hours
108	Number of Active Interns
11,436	Number of Active Volunteers
20	Number of Interns Utilized
730	Number of Outreach Activities
50	Number of Press Releases
2,693	Number of Volunteers Utilized
10,251	Volunteer Administrative Hours
13,309	Volunteer Mediation Hours

**CDRCs
INCREASE
EFFECTIVENESS BY
USING
VOLUNTEERS**

Selected Case Histories

The following case histories provide evidence that addresses Evaluation Question #3. Personally identifying

information and geographic information was removed to protect the confidentiality of the disputants.

The Case of the Thrown Rocks



I received a case from the Juvenile Department involving three boys (aged 8 to 10) who had thrown rocks at a car causing damage that included dents and a broken window. Ultimately I was unable to contact one of the boys (whom I found out later had been sent to a relative in _____), so I set up the mediation with the other two boys who happened to be brothers.

It seems that the two older boys were randomly throwing rocks into the street when one of the rocks hit a car parked on the other side of the street. The boys were intrigued by the sound of a rock hitting metal and decided to see how many more times they could hit the car. The youngest boy was a bit hesitant to join in but eventually did. Unbeknownst to the boys, a neighbor who knew the owner of the car was watching them and followed them later to the home of the brothers. He let the owner of the car know where the boys lived. Also unbeknownst to the boys was the fact that the owner of the car was a Stayton Police Department detective and the car was his unmarked city vehicle.

When I spoke to the father of the brothers, he was very interested in having his boys participate in mediation and learn from the experience. Restitution had already been determined and was being paid; however, this father felt the boys needed to explain their behavior and hear the consequences to others of that behavior. I also spoke with the Chief of Police and got his agreement to have the detective participant in the mediation. A time and place were set.

The mediation was set to take place at the _____ City Hall next door to the police station. The boys and their father showed up right on time and we moved next door for the actual mediation. Although the boys were nervous, they readily participated, especially the older brother.

I received a case from the Juvenile Department involving three boys (aged 8 to 10) who had thrown rocks at a car causing

damage that included dents and a broken window.

The detective began by explaining the consequences he suffered from the vandalism; loss of time while arranging for the repair of the vehicle, loss of the use of his computer in the field while the vehicle was being repaired, loss of the ability to help people as fast as possible, etc. The chief explained the cost to the city for the repairs and the loss of time of the detective including the backlog of cases.

The boys explained how the vehicle had become damaged and took full responsibility for what they had done. The older boy was especially articulate and expressed well his understanding of the consequences he had caused. The older boy explained that they had been grounded to the house and from all electronics for a month. He said during that time his birthday occurred and although his family was there and he knew they loved him, he didn't get to do anything special this year for his birthday. His understanding of the consequences to his father particularly impressed me. As a result of the added expense of restitution on a family with a single working parent, the father had to take a second job and the boys did not see him as much. There were also some cuts in expenses that had to be made. Both boys seemed to understand how their behavior had affected the entire family.

The officers explained what they had seen as officers when boys became vandals. The boys listened and seemed to understand. The chief offered to show the jail cells to the boys after the mediation. Their father readily accepted his offer.

This mediation seemed to satisfy all the parties. The father was appreciative of the time spent helping his sons understand the ramifications of their behavior, and the officers felt the boys had an understand of the problems they had caused the police. The boys seemed truly remorseful and I doubt this will be an issue with them in the future. As I left the mediation, the boys and their father were on their way back to the police station for a tour of the "facilities" by the Chief of Police.



The Case of the Burgled Beer

In the fall of 2009 a family owned grocery store located in a small town in ___ County was burglarized on 2 separate occasions. Entry was obtained by breaking a front large window on one occasion and breaking the glass on a mechanical door resulting in several thousand dollars. Items taken were beer and cigarettes. On the evening of the second burglary, two young boys ages 15 and 16 were apprehended by the local police. Both boys lived in the town with their parents who had been patrons of the grocery store. The two boys were placed in juvenile court custody and were eventually recommended to participate in Victim Offender Mediation.

The mediator assigned to the case contacted the owners of the grocery store to see if they would be willing to participate in mediation. Initially, they refused to participate stating that they were very angry and frustrated with the whole matter and weren't concerned what happened to the boys. They indicated that all they wanted was some restitution from the boys for the damage they had done and the items stolen. After extensive discussion with the owners of the store during which the Mediation process was explained and the benefits to both the boys and the store owners was explored including the subject of restitution, and an outlet for the owners to vent their frustrations and anger and most importantly, involving the boys in a face to face encounter with their victims. The boys needed to understand the impact of their actions on themselves, their victims, their parents and the community as a whole.

The mediator also contacted the parents of both boys and again explained the mediation process and the benefits to the boys. The parents had been previously advised by the Juvenile Courts that the boys had been referred to Mediation. Both parents were enthusiastically looking forward to the process and indicated their willingness and their boy's willingness to participate.

On the appointed evening a meeting was held at a local community center. Both boys and their parents and the owner of the grocery store attended. The mediation was facilitated by two trained mediators and a mediator in training observed.

The store owner led off with an emotional explanation of the deterioration of the grocery business brought about by the economic recession affecting everyone in the community. ___ also discussed the impact of "big Box" stores on small mom and pop stores. ___ explained that ___ and ___ have their life savings invested in the store and with the downturns of sales there were many months when they had to decide which bills to pay, the home mortgage, the light and heat bill, or to buy inventory to stock the shelves in the store. They had insurance to help cover the damage and stolen items, but there was a \$1000 deductible on each instance resulting in them paying out of empty pockets \$2000 to repair the door and window damage. This \$2000 would have gone to pay bills or to further stock the dwindling shelves in the store... Because their shelves were getting pretty bare, the community found themselves having to shop for groceries elsewhere, thus causing the owners problems to get worse.

The boys listened intently to the owner's explanation. Both boys expressed tremendous sorrow and embarrassment. They stated that they had no idea that the owners were having difficulty. They thought that the store was part of a big chain located out of state and didn't realize that it was locally owned by a family in town. The boys also stated that they had jobs working through the Juvenile Court system and intended to make restitution for the damages they had caused. The boys and their parents talked about life for young kids growing up in a small town with nothing to do. Boredom took over and their judgment was extremely poor. They broke into the store because there was nothing else to do. Again, the theme of sorrow, embarrassment and disgust with themselves came through loud and clear and a commitment to make restitution and to do whatever the store owners wanted was expressed.

The session ended with handshakes and thankfulness by all parties. The store owners expressed that the evening helped them to get rid of the anger and frustration they felt toward the boys.

The Case of the Feuding Neighbors



continuous disputes that had brought them into his courtroom on numerous occasions over the past few years. Mr. Party One was now facing a fine of \$2500 from the latest incident and the judge advised that he would consider reducing the fine if the two could reach an agreement through mediation to settle their differences sufficiently to assure he wouldn't see them again in his courtroom.

Case Development:

Party One has lived in this residential neighborhood since he moved next door to Party Two about 8 years ago. He struggles with English and speaks with a very heavy Hispanic accent. He says he has been tormented by his neighbor for the past several years and just assumes it's because he is Hispanic. Party Two calls the police nearly once a week over something that is going on in the Party One household or yard and when Party One went over to complain about one such incident, Party Two called the police again and got a restraining order against him – which he doesn't fully understand. He is very willing to take the judge's advice and mediate since he doesn't feel he has a choice and he can't afford the \$2500. He repeatedly says he would like to be friends with his neighbor, but has failed in every attempt.

Party Two is not enthusiastic, but also consents to participate in mediation, making it clear he doesn't think his neighbor will show up. He recounts that "these people" have been nothing but a blot on the neighborhood since they moved in: a very large family, loud music, fixing cars in the front yard and driveway, junker cars in the backyard, excessive noise from a stream of young Hispanics that hang out there constantly, riding loud motorcycles in the backyard . . . and a dog that runs loose and attacked him. A lot of the complaints seem to center on the eldest son -- in his twenties-- that still lives at home and creates most of the commotion.

The Mediation:

Party Two shows up on time. He is __, in his mid-__ with a graying buzz-cut. Party One doesn't show. A phone call

Background: This case came to Neighbor-to-Neighbor when a judge in a neighboring community directed the participants to seek our help in resolving a long series of

gets him on his way; he works nights and has overslept, but says he will be there as soon as possible. Party Two does some positioning: "I told you he wouldn't show," etc. We suggest he go have coffee and come back in half an hour. Then we worry that he may not come back.

Party One does arrive . . . and, finally, so does Party Two and we go through the preliminary process discussion and get the confidentiality agreement signed. Both parties' introductory statements are basically as outlined in the case development paragraphs above.

As each party recounts the confrontations between the two families, it becomes obvious there is a huge cultural gap . . . plus each has their own personal problems. When Party One is asked if perhaps his eldest son may be moving out on his own in the near future, Party One became agitated and replies that he would have nothing to do with his son if he left home before he was married – it would be an unforgivable insult. He has at least six children of various ages, all living in a fairly small house. They have converted the garage into additional living space (obviously one reason why all the car repair activities occur in the driveway) and a noisy washing machine has been installed outside, very close to the kitchen and living room of the Party Two home. Party One makes a point that he is working with his son to improve the situation. The number of old cars in the back yard has been reduced and the piles of tires, fenders, etc are being removed. He explains that the large family, constant flow of visitors and parties with loud music are all part of his culture and isn't sure why that is offensive to his neighbor. He seems sincerely sorry that all attempts to even communicate recently with Party Two seem to make things worse.

Party Two, on the other hand, while initially appearing to be the aggrieved victim, shows signs of having some issues of his own. He appears to have become obsessed with every noise from next door and looks for any reason to call the police. He speaks angrily of one incident after another and appears to be living in a certain state of fear. He tells of the time he walked out to complain to Party One about the loud music playing in his pickup as he rolled up the driveway. While standing face to face with Party One, he says suddenly Mrs. Party One and a daughter "came at him from behind", forcing him to retreat to his house to call the police again. Party One seems totally puzzled by the story and says his family was just walking up to see what was going on. Yet, inconsistently, Party Two then

mentions how he is fond of Party One pre-teen son ____, who is the same age as his own son, and how he enjoys taking both boys to ballgames and other activities. Party Two quickly returns to a confrontational stance and starts making remarks about how he was trained in the Marines to deal with situations like this, "but we don't want to go there." This becomes a theme.

Both eagerly signed the document and both expressed hope that the judge would take it into consideration and reduce or waive the \$2500 judgment against Party One.

Mediator One encourages Party Two to talk more about his military background, careful to let him develop the story on his own terms. He seems anxious and grateful to let it out and starts telling us of his long and continuous treatments at the VA Hospital and how he has made significant progress. He says he is fearful the loud noises and the combative relationship are causing him to regress. Party One, meanwhile hasn't a clue what is going on with Party Two. I ask Party One if he is familiar with PTSD (the first time the actual term is mentioned) – he isn't. I explain that Party Two was a US soldier -- a Marine-- who, while serving his country, was medically damaged by the trauma of battle that still affects him. Party Two is OK with this description, as it paints him honorably, and with his permission I continue to explain to Party One how the noise and commotion may seem exaggerated to Party Two's oversensitive condition; how, in fact, the approach of Party One's family was seen as an "attack" by Party Two. Party One expresses his understanding and sympathy -- and for Party Two, his nightmarish condition is now out in the open, for which he seems relieved.

The mood changes considerably and the two begin constructively discussing how much better the backyard looks, the benefits of Party One's sons learning mechanics and how the Party One lifestyle can be toned down in consideration for Party Two's continuing recovery. Party Two even offers to help Party One reinstall his washing machine in a different location. They start sketching a plan of the adjoining backyards and how Party One's sons can still ride their motorcycle in an area that won't be as bothersome.

Conclusion: We framed a simple agreement around the more concrete items they discussed. For Party One: cleaning up the backyard, riding the motorcycle in a restricted area, working on only one car at one time and not revving the engines and a noise curfew at 10 PM. For Party Two: phoning Party One when a concern arises and not calling the police for noise and nuisance issues while the agreement is given time to show results.

SUMMARY OF EVALUATION QUESTION #3

We reviewed existing data contained in the Caseload Manager database--a system administered by the CDRP (via OOCDR) that uses data reported by the CDRCs.

Specifically, we examined the utilization of dispute resolution services, the top

five referral sources for dispute resolution cases, and a summary of volunteer hours, during the time period August 2015 through December 2016. We also studied three case examples of community dispute resolution to gain a better understanding about the effectiveness, integrity, and applicability of community dispute resolution programs.

The Caseload Manager data highlighted impressive statistics. The CDRCs received 735 inquiries for information and referrals, and worked on 361 facilitation cases, and 13,849 mediation cases, during the time period. The data showed consistent spikes in all three categories, around the month of September.

The top five referral sources for new mediation and facilitation requests were Foreclosure Resolution Conferences (2,920), Schools (2,132), Small Claims Court (1,869), Other Courts (1,510), and Self-Referral/Word of Mouth (960).

**CDRCs WORKED ON 13,849
MEDIATION CASES
BETWEEN AUG 2015 - DEC 2016**

A summary of CDRC program activities that documented intern and volunteer hours was additional

evidence that the CDRCs were increasing their effectiveness by using volunteers. During the time period examined, the CDRCs used 20 interns, and 2,693 volunteers. The interns and volunteers provided administration and mediation services to their communities, as well as assisting with 730 outreach activities.

The selected case examples provided rich and complex qualitative themes that reinforced the fact that the CDRCs are providing effective and applicable dispute resolution services. The CDRCs are able to provide these services in large part by the grants received from the CDRP

**FORECLOSURE
RESOLUTION
CONFERENCES**

**WERE THE TOP
REFERRAL SOURCE**

(via OOCDR), and their effective use of leveraging by means of matching grants, and the use of volunteers.

Certainly one of the prominent themes in the case examples was Restorative Justice, and the value gained when disputants have the opportunity to increase their understanding of the other person, and to increase empathy. In two of the case examples (The Case of the Thrown Rocks and The Case of the Burgled Beer), the dispute resolution process involved parents of the offenders, which indicates an opportunity for the entire family to benefit from the process. These two cases also highlight the possibility of diverting the youth away from further involvement in the juvenile justice system. The third case (The Case of the Feuding Neighbors) demonstrated the power of empathy, and its role in addressing stereotypes involving race, ethnicity, language, age, and veteran status. This case also provided support for alternative dispute resolution's ability to reduce subsequent police involvement in neighbor-to-neighbor disputes.



**CASE
EXAMPLES
PROVIDED RICH
AND COMPLEX
QUALITATIVE DATA**

EVALUATION QUESTION #4

How does the CDRP insure that citizen education in conflict resolution skills is available AND community mediation services using, at least in part, volunteer mediators are available to the State of Oregon?

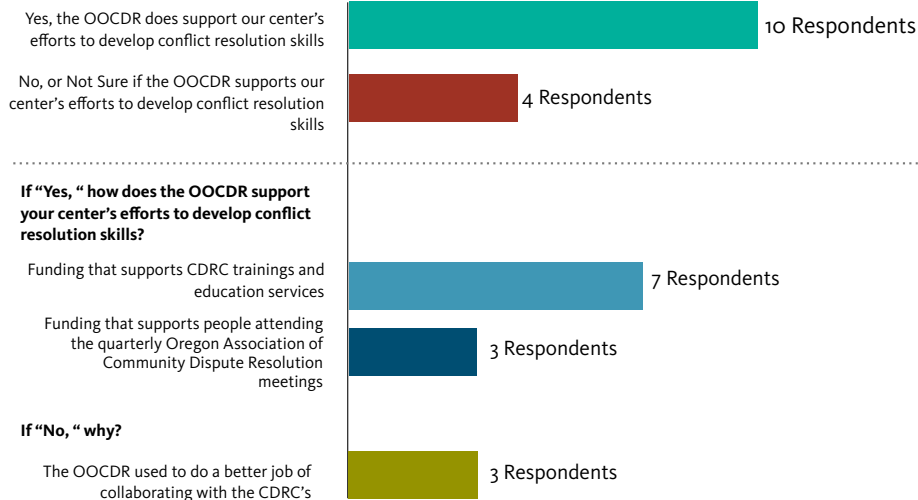
EVALUATION QUESTION #4

To answer this question, we reviewed the answers to four of the survey questions, which mapped directly to this evaluation question. The results are shown below.

Survey Questions

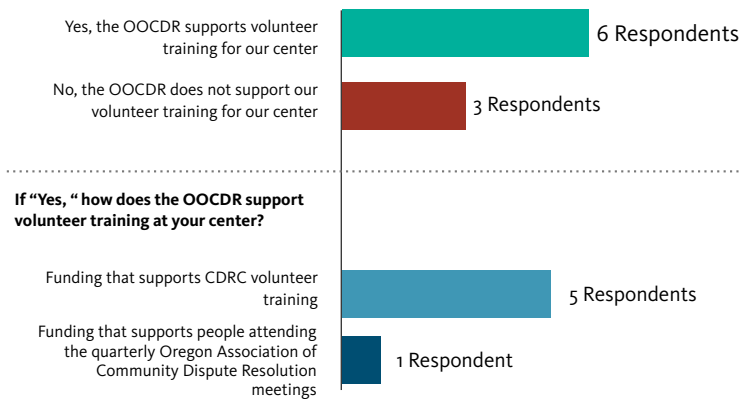
Survey Q15: “Describe the ways in which the OOCDR supports the development of conflict resolution skills at your center”

Basic Themes of Responses: (14 comments total)

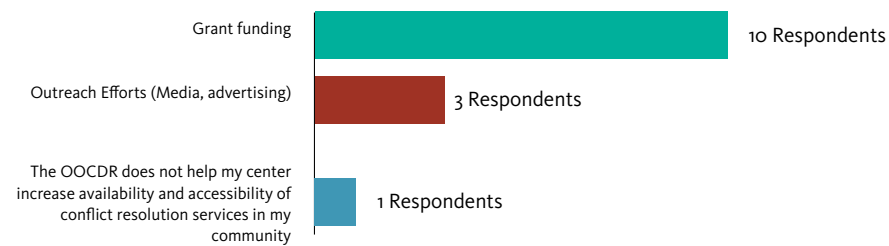


Survey Q16: “Describe the ways in which the OOCDR supports volunteer training skills for your center”

Basic Themes of Responses: (9 comments total)



Survey Q17: “Describe the ways in which the OOCDR helps your center to increase the availability and accessibility of conflict resolution services for your community”



Note: Several of the responses contained more than one theme

SUMMARY OF EVALUATION QUESTION #4

We reviewed the responses to four survey questions that were constructed to address Evaluation Question #4. The answers were qualitative written responses, and we analyzed them using a content analysis process that categorized the responses into prominent themes.

Overall, respondents replied that the CDRP (via OOCDR) helped their centers deliver citizen education in conflict resolution skills, and provide community mediation services by trained volunteers, mostly by administering the grant funding.

Some of the respondents indicated the grant funding also helped to send trained mediators to the quarterly Oregon Association of Community Dispute Resolution meeting.

Several respondents highlighted the importance of grant funding in supporting their center's outreach efforts in their communities.

A small number respondents suggested that the CDRP could do a better job collaborating with the CDRCs, and that the CDRP did not

help to increase the availability and accessibility of conflict resolution services in their community.

**MOST SURVEY RESPONDENTS
SAID CDRP (OOCDR) GRANT
FUNDING HELPED THE CDRC'S TO
SUPPORT CITIZEN EDUCATION AND
DISPUTE RESOLUTION SERVICES**

SUMMARY

**THE
PURPOSE OF THE
EVALUATION WAS
TO FIND VALUE IN
THE CDRP
(SCRIVEN, 1991)**

We completed a program evaluation of the University of Oregon's Community Dispute Resolution Program (CDRP), administered by the Oregon Office of Community Dispute Resolution (OOCDR), which is physically located in the University of Oregon School of Law. The project was completed during the 2016-17 academic year. Professor Kevin Alltucker and a group of graduate students worked with the CDRP Executive Director Mark Quinlan to design, implement, and complete the evaluation.

All of the approximately 450 hours of work was donated by Professor Alltucker and the students (some of the students received academic credit). The program evaluation process was a combination of Scriven's (1967) typology of Formative and Summative, and used a combination of "inside" and "outside" evaluators (Worthen, Sanders, & Fitzpatrick, 1997).

The purpose of this evaluation was to find value in the CDRP (Scriven, 1991). Readers should be clear this evaluation focused on the CDRP, and not the work of the 16 Community Dispute Resolution Centers (CDRCs). This is an important nuance to this project. Readers should also understand this project was not a scientific research endeavor, although we utilized many social science research techniques in completing this evaluation. We followed the professional

SOURCES OF EXISTING DATA
CDRP (OOCDR) RECORDS
CDRC GRANT APPLICATIONS
ON-LINE INFORMATION
ACADEMIC LITERATURE

SOURCES OF NEW DATA
INTERVIEW FORMER ASSISTANT DEAN
ON-LINE SURVEY

guidelines of the American Evaluation Association, and the Joint Committee on Standards for Educational Evaluations to inform our processes of systematic inquiry, accuracy, credibility, communication, and competency.

During the initial stages of the evaluation, we worked with Mark Quinlan to develop four evaluation questions, which served as the organizational foundation of this report. We followed the three step process suggested by Fitzpatrick Simmons, and Worthen (2004) to conceptualize, refine, and finalize the evaluation questions.

To answer the four evaluation questions, we reviewed existing data contained in CDRP records, including grant applications from the 16 CDRCs, and reports

from CDRCs contained in a centralized database entitled the Caseload Manager. We conducted an on-line search for historical data documenting the beginning of the OOCDR and the CDRP. We interviewed the former Associate Dean of the University of Oregon Law School to add context to the historical beginnings of the OOCDR, and the CDRP. We also reviewed the extant literature on the recognized benefits of community dispute resolution (also known as Alternative Dispute Resolution, or ADR), and to gain understanding about best practices between granting organizations and their grantees. We also collected new data from a 24-question on-line survey that we administered to CDRC Executive Directors, paid administrative staff, key volunteers, and board members. The survey questions were designed to map directly onto the four evaluation questions, and new data were revealed that suggested areas of improvement for the CDRP.

The four evaluation questions are shown below, and a brief summary of the findings are presented. More details can be found in the report sections that discuss each evaluation question.

EVALUATION QUESTION #1: How Does the CDRP help achieve the University of Oregon's mission statement, and the Governor's long term vision?

Summary: We found the CDRP helps achieve many components of the University of Oregon's mission statement, and several key points in Governor Brown's vision. Specifically, the CDRP is addressing "Enhancing the social, and economic wellbeing for Oregonians, Enrich the human condition through collaboration, outreach, and public service, and "Steward resources sustainably and responsibly." Similarly, we found the CDRP is meeting many of the Governor's vision, namely "Deliver services effectively and efficiently," and "Communities are healthy and safe.....where there are justice and accountability." The CDRP (via OOCDR) accomplishes these important functions mostly by acting as the grantor to the 16 CDRCs that deliver the community dispute resolution services in many areas of the state.

EVALUATION QUESTION #2: How does the CDRP leverage outside funding sources and maximize program investments and return on investment?

Summary: We found through its grant funding of the CDRCs, the CDRP leverages outside funding because of a matching grant requirement included in the University of Oregon policy that governs the CDRP (and OOCDR). The grants to the CDRCs are an average of 29% of the CDRCs budgets, and the remaining 71% must be raised by alternative funding sources. The matching requirement encourages the CDRCs to work with their respective communities to foster collaboration and support. The CDRCs depend on volunteers and interns to deliver/administer the dispute resolution services, and this is another way that the CDRP (via the OOCDR grant funding) leverages dollars. In 2016, the CDRCs utilized 2,693 volunteers and interns, which equated to an equivalent \$568,950 value.

The academic literature contained abundant evidence that community dispute resolution programs are more efficient, less costly, and have better outcomes compared with typical court-based processes. The literature was less clear on how to apply the concept of "Return on Investment" to community dispute resolution.

The academic literature also contained suggestions for best practices for grantors, and their relationships with grantees. The survey results confirmed many of the common issues that face grantors and grantees, and pointed to several areas for improvement.

EVALUATION QUESTION #3: How does the CDRP provide evidence that shows the effectiveness, integrity, and applicability of dispute resolution services provided by the community dispute resolution centers?

Summary: We found evidence that the CDRP shows the effectiveness, integrity, and applicability of dispute resolution services provided by the CDRCs. During the time period August 2015 through December 2016, the CDRCs reported 735 information and referral inquiries, they worked on 361 facilitation cases, and 13,849 mediation cases. The top five referral sources for new mediation cases were Foreclosure Resolution, Schools, Small Claims Court, Other Courts, and Self Referral. The latest client satisfaction figures are from 2013-15, and the CDRCs reported 90% of their clients were satisfied with the dispute resolution process. Three case examples highlighted some qualitative ways in which the CDRCs demonstrate effectiveness, integrity, and applicability of community dispute resolution. The CDRCs are able to provide dispute resolution programs in large part because of the grants received from the CDRP (via OOCDR), and grant matching requirements that obligate the CDRCs to secure funding from their own communities.

EVALUATION QUESTION #4: How does the CDRP insure that citizen education in conflict resolution skills is available AND community mediation services using, at least in part, volunteer mediators are available to the State of Oregon?

Summary: We found evidence suggesting the CDRP (via the OOCDR) supports citizen education in conflict resolution skills, and that mediation services are in part, delivered by trained volunteers. Data from the survey indicated that most of the respondents believe the grant funding they receive from CDRP (via OOCDR) greatly assists the CDRCs. A small number of respondents suggested areas of improvement for the CDRP.

RECOMMENDATIONS

Whenever an evaluation is completed, there is a tendency for readers to go immediately to the recommendations in an attempt to be efficient consumers of the information. We recognize this habit, and have been guilty ourselves. That said, we hope the reader will take time to review the evaluation in its entirety, because that will increase understanding that the CDRP (via OOCDR) is a healthy and highly effective program that facilitates vitally important dispute resolution programs across the state, and that the overall health and well-being of Oregon residents is improved because of the CDRP's administration of grants to the 16 CDRCs.

We offer the following recommendations based on our investigation and findings resulting from our program evaluation of the University of Oregon Community Dispute Resolution Program:

RECOMMENDATION 1: The CDRP should consider increasing their leadership role in creating greater connections with students, and student organizations on the University of Oregon campus, as well as other universities such as Portland State University. The historical DNA of the CDRP is built upon its physical proximity to students, faculty and staff, and we believe strengthening these relationships will be important moving forward.

RECOMMENDATION 2: A small, but strongly voiced group of survey respondents suggested areas of improvement for the CDRP, namely in collaboration, communication, and professional mentoring (non-technical support). The consistent comments from this small group was that the relationship between the CDRP and their centers had deteriorated in recent years. The CDRP should seek ways to improve their relationship with all the CDRCs. We suggest the CDRP conduct a more in-depth survey with the CDRCs, and have discussions with the CDRCs to better identify points of dissatisfaction, and then move to address those areas.

RECOMMENDATION 3: One of the most important ways the CDRP can address the University of Oregon's mission statement, and Governor Brown's vision, is to emphasize equity, diversity, and inclusion. The CDRP should collaborate with its University of Oregon partners to increase student involvement, with actions that will increase equity, diversity, and inclusion.

The CDRP should do the same with its CDRC partners.

RECOMMENDATION 4: The CDRP should consider that one of the roles it plays is that of a grantor, and therefore should begin to adapt best practices for grantors, as suggested by professional associations such as The Council on Foundations. One of the first areas to examine would be the CDRC grant application and review process. Some of the survey respondents suggested the grant application process be streamlined, especially for CDRCs who have received grants for many years. Other best practices address communication, professional development, and procedures to settle disagreements or misunderstandings between the CDRP (via OOCDR) and the CDRCs.

RECOMMENDATION 5: We recommend reviewing the Caseload Manager database procedures to determine if it can be streamlined, and still provide the necessary data. Also, the CDRP should consider utilizing student interns for data entry and report generating. With the CDRP Executive Director, and the Program Assistant leaving the program, the Caseload Manager system might be neglected.

RECOMMENDATION 6: The University of Oregon School of Law should consider the information and recommendations from this program evaluation as they make employment decisions to fill the CDRP Executive Director position.

RECOMMENDATION 7: The CDRP should conduct periodic program evaluations to document the tremendous value that the CDRP provides, and also to identify areas of program improvement.

APPENDIX

AEA Guiding Principles for Evaluators

A. Systematic Inquiry: Evaluators conduct systematic, data-based inquiries, and thus should:

1. Adhere to the highest technical standards appropriate to the methods they use.
2. Explore with the client the shortcomings and strengths of evaluation questions and approaches.
3. Communicate the approaches, methods, and limitations of the evaluation accurately and in sufficient detail to allow others to understand, interpret, and critique their work.

B. Competence: Evaluators provide competent performance to stakeholders, and thus should:

1. Ensure that the evaluation team collectively possesses the education, abilities, skills, and experience appropriate to the evaluation.
2. Ensure that the evaluation team collectively demonstrates cultural competence and uses appropriate evaluation strategies and skills to work with culturally different groups.
3. Practice within the limits of their competence, decline to conduct evaluations that fall substantially outside those limits, and make clear any limitations on the evaluation that might result if declining is not feasible.
4. Seek to maintain and improve their competencies in order to provide the highest level of performance in their evaluations.

C. Integrity/Honesty: Evaluators display honesty and integrity in their own behavior, and attempt to ensure the honesty and integrity of the entire evaluation process, and thus should:

1. Negotiate honestly with clients and relevant stakeholders concerning the costs, tasks, limitations of methodology, scope of results, and uses of data.

2. Disclose any roles or relationships that might pose a real or apparent conflict of interest prior to accepting an assignment.
3. Record and report all changes to the original negotiated project plans, and the reasons for them, including any possible impacts that could result.
4. Be explicit about their own, their clients', and other stakeholders' interests and values related to the evaluation.
5. Represent accurately their procedures, data, and findings, and attempt to prevent or correct misuse of their work by others.
6. Work to resolve any concerns related to procedures or activities likely to produce misleading evaluative information, decline to conduct the evaluation if concerns cannot be resolved, and consult colleagues or relevant stakeholders about other ways to proceed if declining is not feasible.
7. Disclose all sources of financial support for an evaluation, and the source of the request for the evaluation.

D. Respect for People: Evaluators respect the security, dignity, and self-worth of respondents, program participants, clients, and other evaluation stakeholders, and thus should:

1. Seek a comprehensive understanding of the contextual elements of the evaluation.
2. Abide by current professional ethics, standards, and regulations regarding confidentiality, informed consent, and potential risks or harms to participants.
3. Seek to maximize the benefits and reduce any unnecessary harms that might occur from an evaluation and carefully judge when the benefits from the evaluation or

procedure should be foregone because of potential risks.

4. Conduct the evaluation and communicate its results in a way that respects stakeholders' dignity and self-worth.
5. Foster social equity in evaluation, when feasible, so that those who give to the evaluation may benefit in return.
6. Understand, respect, and take into account differences among stakeholders such as culture, religion, disability, age, sexual orientation and ethnicity.

E. Responsibilities for General and Public Welfare: Evaluators articulate and take into account the diversity of general and public interests and values, and thus should:

1. Include relevant perspectives and interests of the full range of stakeholders.
2. Consider not only immediate operations and outcomes of the evaluation, but also the broad assumptions, implications and potential side effects.
3. Allow stakeholders' access to, and actively disseminate, evaluative information, and present evaluation results in understandable forms that respect people and honor promises of confidentiality.
4. Maintain a balance between client and other stakeholder needs and interests.
5. Take into account the public interest and good, going beyond analysis of particular stakeholder interests to consider the welfare of society as a whole.

WWW.EVAL.ORG

Joint Committee on Standards for Educational Evaluation

Utility Standards

The utility standards are intended to increase the extent to which program stakeholders find evaluation processes and products valuable in meeting their needs.

U1 Evaluator Credibility Evaluations should be conducted by qualified people who establish and maintain credibility in the evaluation context.

U2 Attention to Stakeholders Evaluations should devote attention to the full range of individuals and groups invested in the program and affected by its evaluation.

U3 Negotiated Purposes Evaluation purposes should be identified and continually negotiated based on the needs of stakeholders.

U4 Explicit Values Evaluations should clarify and specify the individual and cultural values underpinning purposes, processes, and judgments.

U5 Relevant Information Evaluation information should serve the identified and emergent needs of stakeholders.

U6 Meaningful Processes and Products Evaluations should construct activities, descriptions, and judgments in ways that encourage participants to rediscover, reinterpret, or revise their understandings and behaviors.

U7 Timely and Appropriate Communicating and Reporting Evaluations should attend to the continuing information needs of their multiple audiences.

U8 Concern for Consequences and Influence Evaluations should promote responsible and adaptive use while guarding against unintended negative consequences and misuse.

Feasibility Standards

The feasibility standards are intended to increase evaluation effectiveness and efficiency.

F1 Project Management Evaluations should use effective project management strategies.

F2 Practical Procedures Evaluation procedures should be practical and responsive to the way the program operates.

F3 Contextual Viability Evaluations should recognize, monitor, and balance the cultural and political interests and needs of individuals and groups.

F4 Resource Use Evaluations should use resources effectively and efficiently.

Propriety Standards

The propriety standards support what is proper, fair, legal, right and just in evaluations.

P1 Responsive and Inclusive Orientation Evaluations should be responsive to stakeholders and their communities.

P2 Formal Agreements Evaluation agreements should be negotiated to make obligations explicit and take into account the needs, expectations, and cultural contexts of clients and other

stakeholders.

P3 Human Rights and Respect Evaluations should be designed and conducted to protect human and legal rights and maintain the dignity of participants and other stakeholders.

P4 Clarity and Fairness Evaluations should be understandable and fair in addressing stakeholder needs and purposes.

P5 Transparency and Disclosure Evaluations should provide complete descriptions of findings, limitations, and conclusions to all stakeholders, unless doing so would violate legal and propriety obligations.

P6 Conflicts of Interests Evaluations should openly and honestly identify and address real or perceived conflicts of interests that may compromise the evaluation.

P7 Fiscal Responsibility Evaluations should account for all expended resources and comply with sound fiscal procedures and processes.

Accuracy Standards

The accuracy standards are intended to increase the dependability and truthfulness of evaluation representations, propositions, and findings, especially those that support interpretations and judgments about quality.

A1 Justified Conclusions and Decisions Evaluation conclusions and decisions should be explicitly justified in the cultures and contexts where they have consequences.

A2 Valid Information Evaluation information should serve the intended purposes and support valid interpretations.

A3 Reliable Information Evaluation procedures should yield sufficiently dependable and consistent information for the intended uses.

A4 Explicit Program and Context Descriptions Evaluations should document programs and their contexts with appropriate detail and scope for the evaluation purposes.

A5 Information Management Evaluations should employ systematic information collection, review, verification, and storage methods.

A6 Sound Designs and Analyses Evaluations should employ technically adequate designs and analyses that are appropriate for the evaluation purposes.

A7 Explicit Evaluation Reasoning Evaluation reasoning leading from information and analyses to findings, interpretations, conclusions, and judgments should be clearly and completely documented.

A8 Communication and Reporting Evaluation communications should have adequate scope and guard against misconceptions, biases, distortions, and errors.

Evaluation Accountability Standards

The evaluation accountability standards encourage adequate documentation of evaluations and a metaevaluative perspective focused on improvement and accountability for evaluation processes and products.

E1 Evaluation Documentation Evaluations should fully document their negotiated purposes and implemented designs, procedures, data, and outcomes.

E2 Internal Metaevaluation Evaluators should use these and other applicable standards to examine the accountability of the evaluation design, procedures employed, information collected, and outcomes.

E3 External Metaevaluation Program evaluation sponsors, clients, evaluators, and other stakeholders should encourage the conduct of external metaevaluations using these and other applicable standards.

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LIST OF COMMUNITY DISPUTE RESOLUTION CENTERS IN OREGON

Community Dispute Resolution Programs in Oregon

February 2016

CDRC Name	County(ies)	Contact Name	Title	Street Address	E-mail	Phone	Website
1 Beaverton Dispute Resolution Center	Washington	Jim Brooks	Program Manager	City of Beaverton P.O. Box 4755 Beaverton, OR 97076	jbrooks@beavertonoregon.gov	503-526-2791 (Jim) 503-526-2523 (Center)	www.BeavertonOregon.gov/DisputeResolution
2 Community Solutions of Central Oregon	Crook, Deschutes, Jefferson	Gary Winterstein	Executive Director	1029 NW 14th Street Suite 104 Bend, OR 97703	director@solutionsco.org	541-383-0187	http://www.solutionsco.org/
3 Center for Dialogue and Resolution	Lane	Chip Coker	Executive Director	93 Van Buren St Eugene, OR 97402	chip@lanecdr.org	541-344-5366	http://www.lanecdr.org/
4 Clackamas County Resolution Services	Clackamas	Amy Chase Herman	CDRS Supervisor	2051 Kaen Road, Suite 210 Oregon City, OR 97045	aherman@clackamas.us	503-655-8700	www.clackamas.us/cdrs
5 Community Mediation Services of Polk County	Polk	Ken Braun	Executive Director	320 SE Fir Villa Road P.O. Box 1194 Dallas, OR 97338	vorpcmsfms@gmail.com	503-623-3111	www.vorpcms.org
6 Conflict Solutions for Tillamook County	Tillamook	Maie Heimburg	Coordinator	201 Laurel Ave Tillamook, OR 97141	mheimbur@co.tillamook.or.us	503-842-1812 ext 6	www.co.tillamook.or.us/gov/cmediationservices
7 Coos/Douglas Neighbor to Neighbor Mediation Svcs.	Coos, Douglas	Barbara Miles/ Tom Singer	Executive Director/ Program Coordinator	P.O. Box 635 North Bend, OR 97459	cdn2n@n2nmediation.com	541-751-9666 (Coos) 541-530-2378 (Douglas)	www.n2nmediation.com
8 East Metro Mediation	Multnomah	Tera Cleland	Mediation Specialist	City of Gresham 1333 NW Eastman Pkwy Gresham, OR 97030	teracleland@GreshamOregon.gov	503-618-3247	www.GreshamOregon.gov/mediation
9 Eastern Oregon Mediation Center	Union	Nancy Groenen	Executive Director	1109 K Avenue La Grande, OR 97850	ecomdirector@gmail.com	541-786-0270	www.eomediatio.org
10 Hillsboro Mediation	Washington	Julie Keys	Program Coordinator	250 SE 10th Avenue Hillsboro, OR 97123	julie.keys@hillsboro-oregon.gov	503-615-6651 503-681-5351	www.hillsboro-oregon.gov/mediation
11 Lincoln Community Dispute Resolution	Lincoln	Patrick McGovern	Executive Director	404 NE 2nd Street P.O. Box 2157 Newport, OR 97365	lcdr1997@gmail.com	541-574-9846	www.lincolncommunitydisputeresolution.com/
12 Neighbor to Neighbor	Benton, Linn, Multnomah	Charlie Mand Kevin Grant	Executive Director/ Program Manager	945 Columbia St N.E. Salem, OR 97301	n2nmediation@gmail.com N2NBentonLinn@gmail.com	503-585-0651 (Benton) 541-223-4189 (Benton/Linn)	www.n2nmediation.org
13 Resolutions Northwest	Multnomah	Debra Kolodny	Executive Director	1827 NE 44th Ave, Portland, OR 97213	Debra@resolutionsnorthwest.org	503-595-4890 ext 102	www.resolutionsnorthwest.org
14 Resolve	Jackson Josephine	Deltra Ferguson Brian Graulke	Executive Director/ Coordinator	1237 N. Riverside Ave Suite 25 Medford, OR 97501	Deltra@resolvecenter.org Brian@resolvecenter.org	541-770-2468 ext 301	www.resolvecenter.org
15 Six Rivers Dispute Resolution Services	Gilliam, Hood River, Sherman, Wasco, Wheeler	Mart Dane	Executive Director	PO Box 1594 Hood River, OR 97031	mart@6rivers.org	541-386-1283	www.6rivers.org
16 Your Community Mediators	Yamhill	Materina Bertram	Executive Director	P.O. Box 444 McMinnville, OR 97128	ycm@onlinehw.com	503-435-2835	www.ycmediators.org



UNIVERSITY OF OREGON
School of Law

OREGON OFFICE FOR COMMUNITY DISPUTE RESOLUTION (OOCDF)
1515 Agate Street, 1221 University of Oregon, Eugene, OR 97403-1221
541-346-1623 http://oocdf.uoregon.edu

UNIVERSITY OF OREGON POLICY: COMMUNITY DISPUTE RESOLUTION PROGRAM

Community Dispute Resolution Program

Policy Number:

I.03.02

Reason for Policy:

This policy applies to the programs administered by the University of Oregon (through the law school) known as the Community Dispute Resolution Program.

Entities Affected by this Policy:

All members of the public and UO community interacting with the Community Dispute Resolution Program.

Website Address for this Policy:

<https://policies.uoregon.edu/vol-1-governance/ch-3-policies/community-di...>

Enactment & Revision History:

Policy renumbered from 571.100, et seq. to I.03.02.

Technical revisions enacted by the University Secretary on September 4, 2015.

Became a University of Oregon Policy by operation of law on July 1, 2014.

Former Oregon Administrative Rule Chapter 571 Division 100.

Policy:

A. Applicability

This policy applies to the programs administered by the University of Oregon (University), acting through the Dean of its School of Law pursuant to ORS 36.100 et seq.

B. Definitions

- (1) "Applicant" is an entity which has submitted an application for program funding pursuant to ORS 36.155.
- (2) "University" means the University of Oregon acting through the Dean of its School of Law.
- (3) "Dean" means the Dean of the University of Oregon School of Law.
- (4) "Mediation" is defined in ORS 36.110(5) and includes case development and conciliation.
- (5) "Community Dispute Resolution Program" means a program that has been determined eligible for funding under ORS 36.155 and this policy.
- (6) "Grantee" is a community dispute resolution program that has been awarded funding pursuant to ORS 36.155.
- (7) "Policy" refers to University of Oregon Policy I.03.02.

C. Minimum Eligibility Requirements

To be eligible to receive funding under ORS 36.100 et seq. and this policy, a dispute resolution program must:

(1) Be:

(a) A governmental entity with a separate dispute resolution program budget and a dispute resolution program advisory committee of at least five representative members of the community in which the governmental entity is located, which advisory committee meets at least quarterly; or

(b) A nonprofit organization registered in Oregon with a board of directors of at least five representative members of the community or communities in which the organization does business, which board of directors meets at least quarterly. If an applicant is a nonprofit organization established for purposes other than dispute resolution, it shall have a separate dispute resolution program budget and a separate advisory committee of at least five representative members of the community in which the organization does business, which advisory committee shall meet at least quarterly; and

(2) Provide citizen education in conflict resolution skills to assist citizens in resolving their own disputes peacefully and community mediation services. Community mediation services must be provided, at least in part, by volunteer mediators. In addition to these essential services, programs may elect to provide other services in order to respond to local identified needs. Such services may include, but are not limited to:

(a) Methods for addressing the interests of crime victims in criminal cases when those cases are either not prosecuted for lack of funds or could be more effectively handled outside the courts;

(b) Arbitration; and

(c) Training for individuals who resolve disputes

(3) The Oregon Judicial Department shall not be eligible for funding under ORS 36.100 et seq. and this policy.

(4) Municipal, county, and justice courts shall not be eligible for funding under ORS 36.100 et seq. and this policy.

D. Fees for Service

(1) A Grantee is not required to charge fees to disputants for dispute resolution services. If a Grantee charges fees for dispute resolution services, a sliding fee scale or waiver or deferment based on income must be offered. The Grantee shall explain to all disputants, in advance of the services being furnished, the amount of any fees and other costs that may be charged.

(2) A Grantee shall not charge the following fees:

(a) Fees contingent on outcome; or

(b) Fees calculated on the basis of the amount in controversy.

E. Matching (Participating) Fund Requirements

(1) Grantees shall be required to match the funding granted to them pursuant to ORS 36.155 at the following levels:

(a) First grant year: 10 percent;

(b) Second grant year: 25 percent;

(c) Third grant year: 50 percent;

(d) Fourth grant year: 75 percent;

(e) Fifth grant year: 100 percent.

(2) Matching funds may be generated through fees for services, grants, donations, fundraising, in-kind donations, and other efforts. The University, acting through the Dean, shall retain discretion to waive or modify the matching fund requirements based upon the Grantee's good faith efforts and substantial compliance with such requirements.

(3) In-kind donations may be reported or credited as revenue or expenditures if such donations:

(a) Will be received during the proposed budgetary period; and

(b) Represent necessary and ordinary expenses or services related to the operation and management of the Grantee.

(4) Documentation of in-kind donations shall include descriptions of the services or materials donated, the dates received, and the names and addresses of the donors. Volunteer services shall be documented by means of time sheets signed by the volunteer and verified by the program manager.

(5) In-kind donations and services, such as office space and administrative, clerical, and professional services, shall be valued at the prevailing market rate.

(6) The following may not be included as in-kind donations:

(a) Volunteer time by members of the Grantee's board of directors or advisory committee while serving in the capacity as members of the board or committee.

F. Participation by Counties

(1) To qualify for a grant under ORS 36.155 and this policy, a county shall notify the Dean on in accordance with a schedule established by the Dean of its intention to participate in the expenditure of funds for programs funded under ORS 36.155. Such notification shall be by resolution of the appropriate board of county commissioners or, if the programs are to serve more than one county, by joint resolution. A county providing notice may select the dispute resolution programs to receive grants under ORS 36.155 for providing dispute resolution services within the county from among Community Dispute Resolution Programs within the county or, in the case of a joint resolution, counties.

(2) The county's notification to the Dean must include a statement of agreement by the county to engage in a selection process and to select as the recipient of funding an entity capable of and willing to provide dispute resolution services according to this policy. The award of a grant is contingent upon the selection by the county of a qualified entity. The Dean may provide consultation and technical assistance to a county to identify, develop and implement dispute resolution programs that meet the standards and guidelines set forth in this policy.

(3) If a county does not issue a timely notification under subsection (1) above, the Dean may notify a county board of commissioners that the Dean intends to make a grant to a dispute resolution program in the county. The Dean may, after such notification, assume the county's role under subsection (1) above unless the county gives the notice required by subsection (1). If the Dean assumes the county's role, the Dean may contract with a qualified program for a two-

year period. The county may, 90 days before the expiration of such contract, notify the Dean under subsection (1) above that the county intends to assume its role under subsection (1).

(4) All dispute resolution programs identified for funding shall comply with this policy.

(5) All Grantees shall submit informational reports and statistics as required by this policy.

G. Termination of Participation by a County

(1) Any county that receives a grant under ORS 36.155 and this policy may terminate its participation at the end of any month by delivering a resolution of its board of commissioners to the Dean not less than 180 days before the termination date.

(2) If a county terminates its participation, the remaining portion of the grant made to the county shall revert to the University to be used as specified in ORS 36.155.

H. County Dispute Resolution Program Coordinator

(1) Each board of commissioners electing to participate in the expenditure of funds shall designate a person to function as the county dispute resolution program coordinator.

(2) The coordinator shall maintain public information on any dispute resolution services within the county including name and telephone number of the coordinator, availability of grant monies to fund local programs, the grant solicitation and award process, and the program names and services provided by grantees in that county.

(3) A coordinator need not be a resident of the county and may serve as the coordinator for more than one county.

I. Application Process

(1) A board of commissioners, or the University acting through the Dean, if the Dean has assumed the county's role, shall issue a request for applications to provide dispute resolution services under ORS 36.155. The request for applications shall be advertised in a manner reasonably calculated to ensure that those qualified to provide the requested dispute resolution services receive notice of the request. Such advertising may be in a newspaper, on a web site, by electronic mail, or any other means that meets the requirements of this subsection.

(2) An applicant shall submit the original application to the participating county and a copy of the application simultaneously to the Dean, unless the Dean has assumed the county's role in which case the application shall be sent solely to the Dean. Applications may be submitted by mail, hand delivery, express delivery, facsimile machine, website submission, or electronic mail (including in portable document format (pdf)).

(3) The Dean on his or her own behalf or on behalf of a county may in his or her sole discretion accept late or incomplete applications and may seek to clarify any or all portions of applications. The Dean may in his or her sole discretion waive any provisions of the application for sufficient cause.

J. Application Requirements

Unless waived by the Dean, all applications shall include the following:

(1) A statement of the program's goals, objectives, and activities, including citizen education in conflict resolution skills and community mediation services.

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- (2) A description of community problems to be addressed, the proposed geographical area of service, the service population, and the number of persons the applicant will have the capacity to serve on an annual basis; the types of disputes to be handled; the types of dispute resolution services to be offered; and any access restrictions to be imposed by the applicant.
 - (3) A plan for recruiting, selecting and using volunteer mediators.
 - (4) A description of any training activities including the mediation curriculum and apprenticeship.
 - (5) A plan for publicizing its services and resources to potential referral agencies, individuals, civic groups, courts and agencies of the judicial system.
 - (6) The applicant's organizational chart, structure, personnel policies, and resumes of all professional staff members.
 - (7) A proposed budget including the amount and sources of matching funds for the grant period, and any fee schedule to be used by the applicant. If available, audited financial statements shall also be submitted for the previous two years. An applicant's request for funding shall not exceed the Dean's grant projection made pursuant to this policy.
 - (8) A description of program evaluation plans.
 - (9) Letters of support from community organizations, judicial and legal system representatives, administrative agencies, or other appropriate public service organizations in the proposed area of service. Such letters should, if appropriate, attest to the organization's willingness to make referrals to the applicant.
 - (10) An Affirmative Action statement.
 - (11) A discussion of the potential for collaboration with other applicants and, if there might be other applicants, a plan for such collaboration.
 - (12) Any other information required by the Dean.

K. Selection Process

- (1) The Dean shall acknowledge receipt of each application and shall review each application to determine whether the applicant is eligible for funding under this policy as of the date of application. The Dean shall send a notice of eligibility determination to each applicant and to the county dispute resolution coordinator.
- (2) If the county has elected to participate as described in this policy, the county shall review the applications of those applicants determined eligible by the Dean and shall select the program(s) for funding. If the county has not elected to participate, the Dean shall select the program(s) for funding from those applicants the Dean has determined to be eligible.
- (3) Criteria for the selection of funding shall be as determined by the Dean and set forth in the Request for Application. Criteria may include, but need not be limited to:
 - (a) The ability of the applicant to address unmet community needs in the proposed geographical area of service;
 - (b) The structure and scope of the services to be provided by the applicant;

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- (c) The applicant's experience and qualifications in dispute resolution services;
 - (d) The amount of the requested grant and the reliability of the applicant's other funding sources; and
 - (e) The adequacy and cost of personnel, services, and supplies, and capital outlay.

L. Contracts with Grantees

- (1) The University shall enter into a contract with Grantee which specifies the kinds and level of services the grantee shall provide during the designated grant period. The University shall have sole authority to determine the content of the contract.
- (2) Grants shall be available for the period of July 1 of each odd-numbered year through June 30 of the following odd-numbered year. The University shall contract with the Grantee for up to two years.
- (3) The Dean or designee shall have the power to examine the records of any grantee to determine compliance with the contract and applicable law.
- (4) In the event that the Dean determines that a Grantee is not in substantial compliance with the terms of its contract, the Grantee shall be required to come into compliance within a reasonable amount of time as determined by the Dean. If the program continues to be out of compliance, the Dean shall provide written notice to the program and the county that specifies the areas of non-compliance and requires substantial compliance within 30 days. After the 30 day period, the Dean shall take such steps as the Dean deems necessary or advisable, including but not limited to requiring the Grantee to participate in a form of alternative dispute resolution or terminating the contract. The State of Oregon, the University, the Dean and their agents and employees shall have no liability to any Grantee for any actions taken under this policy.

M. Available Funds

Allocation of available funds shall be based upon the need for community dispute resolution services; the availability of funds to create, sustain, and maintain viable programs; the performance of community dispute resolution programs; and innovation and special projects.

N. Evaluation of Grantees

Each Grantee shall work cooperatively with the Dean or designee to facilitate the collection of data to measure the effectiveness, integrity, and applicability of dispute resolution services provided by the Grantee. In addition, each Grantee shall:

- (1) Perform an annual evaluation to measure program effectiveness;
- (2) Measure client satisfaction;
- (3) Conduct annual board and director performance evaluations; and
- (4) Cooperate with the Dean in providing aggregate data to analyze the effectiveness of community dispute resolution efforts and to track trends throughout the state.

O. Reporting Requirements

- (l) Each Grantee shall provide to the Dean such data as the Dean may request, including but not limited to data concerning the Grantee's operating budget, the number and kinds of educational programs, staff and volunteer qualifications, training activities, the number and source of

referrals, types of disputes referred, dispute resolution services provided, number of persons served, case outcome. Each Grantee shall report the information annually and as the Dean shall direct in writing.

(2) Within ninety days of the close of each grant period, the Grantee shall submit to the Dean a final report on revenues and expenses for the grant period.

P. Referrals; Confidentiality Agreements

(1) Although Grantees may accept mandatory referrals to mediation, they shall provide the referred parties with written notice specifying that participation in the mediation session is voluntary.

(2) A written agreement to maintain the confidentiality of mediation communications shall be offered to participants for their acceptance and signature no later than the initial mediation session.

Q. Qualifications and Minimum Training Requirements for Mediators in Community Dispute Resolution Programs

(1) Qualifications: Mediators shall possess good communications skills, an ability to respect diversity and differences, and an ability to maintain confidentiality and impartiality.

(2) Training: Mediators shall complete a basic mediation curriculum and an apprenticeship:

(a) A basic mediation curriculum shall be at least 30 hours and shall include a minimum of six hours' participation by each trainee in no less than three supervised role plays; a trainee self-assessment; and an evaluation of the trainee by the trainer which identifies areas where trainee improvement is needed for the benefit of both the trainee and the program. A basic mediation curriculum shall seek to develop mediation knowledge and skills, including information gathering, relationship skills, communication skills, problem solving, conflict management and ethical practices. The curriculum shall specifically address the following areas:

(A) Active listening, empathy and validation;

(B) Sensitivity and awareness of cross-cultural issues;

(C) Maintaining neutrality;

(D) Identifying and reframing issues;

(E) Establishing trust and respect;

(F) Using techniques to achieve agreement and settlement, including creating climate conducive to resolution, identifying options, reaching consensus, and working toward agreement;

(G) Shaping and writing agreements;

(H) Assisting individuals during intake and case development to resolve their disputes with a minimum of intervention by a third party; and

(I) Ethical standards for mediator conduct adopted by state and national organizations.

(b) The apprenticeship shall include participation in a minimum of two mediation cases under the supervision of an experienced mediator or trainer, with at least one case resulting in a

completed mediation session.

(3) An individual who, prior to the effective date of this policy, has participated in substantially similar training or completed 100 hours as a mediator shall have met the training requirements established by this policy.

(4) An individual who has completed substantially similar training in another state after the effective date of this policy shall have met the training requirements established by this policy.

(5) Each grantee shall ensure that its mediators have received basic curriculum training from a lead trainer who has completed:

(a) Mediation training substantially comparable to that required under this policy;

(b) Fifty hours of mediation experience; and who has

(c) Substantial background as a mediation trainer or an assistant.

(6) A Grantee may establish additional training requirements beyond these minimum training requirements. There shall be no formal academic requirements for mediators in community dispute resolution programs.

(7) An applicant or Grantee may request from the Dean a waiver or modification of training requirements in cases where the application of the policy would place an undue burden on the Grantee.

Chapter/Volume:

Volume I: Governance

Chapter 3: Policies

Responsible Office:

For questions about this policy, please contact the Oregon Office for Community Dispute Resolution at 541-346-1623.

REVISED SURVEY QUESTIONS MAPPED ONTO EVALUATION QUESTIONS

(Date of Revision: Friday, April 21, 2017)

** Please see full text of Evaluation Questions at the end of this table**

SURVEY QUESTIONS	EVAL QUESTION #1* CONSTRUCT THAT SURVEY ADDRESSES	EVAL QUESTION #2* CONSTRUCT THAT SURVEY ADDRESSES	EVAL QUESTION #3* CONSTRUCT THAT SURVEY ADDRESSES	EVAL QUESTION #4* CONSTRUCT THAT SURVEY ADDRESSES
NOTE: This 23 question survey is designed for CDRC (your center) executive directors, key staff, board members, and volunteers				
This series of questions asks about your center, and your position				
1 What is the name of your center? MULTIPLE CHOICE				
2 What is your position/role? MULTIPLE CHOICE				
This series of questions asks about your perception of how the OOCDR helps address large societal issues				
3 In your opinion, how does the OOCDR increase the overall level of volunteerism in the state of Oregon? TEXT BOX ADD "DON'T KNOW" OPTION	Public Service			
4 In your opinion, how does the OOCDR increase the overall level of social well-being of Oregon residents? TEXT BOX ADD "DON'T KNOW" OPTION	Social Well-Being			
5 In your opinion, how does the OOCDR increase the overall level of economic well-being for Oregon residents? TEXT BOX ADD "DON'T KNOW" OPTION	Economic Well-Being			
This next series of questions asks about the OOCDR's relationship with your center				

SURVEY DESIGN AND MAPPING ONTO EVALUATION QUESTIONS

6	Please rate your opinion on how well the OOCDR collaborates with your center LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION	Collaboration			
7	Please rate your opinion on how well the OOCDR provides mentoring to you and your CDRC LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION	Mentoring			
8	Please describe how you believe the OOCDR helps your center to provide outreach services in your community LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION	Outreach			
		Public Service			
	This next series of questions asks about the OOCDR's administration of the CDRP grant funding for your center				
	this construct is addressed in another question	Communication			
	this construct is addressed in another question	Non-technical support			
9	Please rate your satisfaction with the grant application process (add a comment section) LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX	Grant Application Process			
10	Please rate your satisfaction with the grant review process (add a comment section) LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX	Grant Review Process			

11	Please rate your satisfaction with the grant award process (add a comment section) LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX		Grant Award Process		
12	The OOCDR's reporting and compliance expectations are clearly articulated and understood LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX		Evaluation and Monitoring		
	**this construct is addressed in another question **		Professional Development		
	This next series of questions asks about Equity, Diversity, and Inclusion issues				
13	Does OOCDR clearly communicate expectations and requirements to increase equity, diversity, and inclusion at your center? LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX	Equity, Diversity, & Inclusion		Equity, Diversity, & Inclusion	
14	Please explain ways your center increases equity, diversity, and inclusion TEXT BOX ADD "DON'T KNOW" OPTION				
	This next series of questions asks about community mediation services				
15	Describe the ways in which the OOCDR supports the development of conflict resolution skills for your center TEXT BOX ADD "DON'T KNOW" OPTION				Conflict Resolution Skills
16	Describe the ways in which the OOCDR supports volunteer training for your center TEXT BOX ADD "DON'T KNOW" OPTION				Volunteer Training

17	Describe the ways in which the OOCDR increase the availability and accessibility of conflict resolution services offered by your center TEXT BOX ADD "DON'T KNOW" OPTION				Availability/ Accessibility of Services
Finally, this last series of questions asks about your overall satisfaction with the OOCDR					
18	How does OOCDR support the collaboration between your center, and other centers? TEXT BOX ADD "DON'T KNOW" OPTION	Collaboration			
		Mentoring			
19	The OOCDR clearly understands my center's needs to provide effective dispute resolution services LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX		Communication		
20	The OOCDR provides my center with adequate non-technical support (non-technical support can include problem-solving, collaboration, and advocacy) LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX		Non-technical support		
			Evaluation and Monitoring		
21	The OOCDR provides opportunities and support for professional development for myself, staff, and volunteers LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX		Professional Development		

22	How does OOCDR help my center to leverage outside funding sources, and maximize program investments? LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX	Cost Efficiencies		
23	How is your center addressing the specific needs in your community? (Please give examples of specific challenges facing your community, and how your center is addressing those challenges) LIKERT SCALE (EVEN NUMBER OF CHOICES) ADD "DON'T KNOW" OPTION ADD TEXT BOX		Effectiveness, Integrity, and Applicability	
Thank you very much for participating in this survey.				

****KEY TO EVALUATION QUESTIONS****

Question 1

How does the OOCDR help achieve the University of Oregon's mission statement and the governor's long term vision?

Question 2

How does the OOCDR leverage outside funding sources and maximize program investments and return on investment? (this question is important because the Governor stated this yesterday as one of her principles in developing her recommended budget for the 17-19 biennium)

Question 3

How does the OOCDR provide evidence that shows the effectiveness, integrity, and applicability of dispute resolution services provided by the community dispute resolution centers?

Question 4

How does the OOCDR insure that citizen education in conflict resolution skills is available AND community mediation services using, at least in part, volunteer mediators are available to the State of Oregon?

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