

## ACKNOWLEDGMENTS

---

The Focus on Youth (FOY) Evaluation Field Guide was developed with funding by the Centers for Disease Control and Prevention (CDC). Dr. Winifred King of the Capacity Building Branch, Division of HIV/AIDS Prevention (DHAP), CDC, provided leadership in the conceptualization and development of this document. Dr. Aisha Gilliam participated in the development, reviewed the guide, and provided valuable recommendations to the content. ETR Associated provided the intervention materials, guidance on the intervention, and developed several of the monitoring and evaluation tools included herein.

We wish to acknowledge the efforts of the development team of Macro International Inc. and the support of Macro's HIV Project Director, Dr. David Cotton.

It is hoped that this guide will prove useful to those implementing the FOY program across the nation. It is our goal to keep this guide and its information as current as possible. To achieve this, we welcome your comments. Please contact Dr. Gilliam, DHAP, CDC, via electronic mail at [aisha.gilliam@cdc.hhs.gov](mailto:aisha.gilliam@cdc.hhs.gov) with any comments or concerns.

## TABLE OF CONTENTS

---

<b>INTRODUCTION.....</b>	<b>1</b>
Purpose .....	1
Modifying Materials .....	2
Organization of Document .....	2
Theoretical Basis and Core Elements .....	3
<b>SECTION 1: REPORTING HIV PREVENTION PROGRAM INFORMATION TO CDC.....</b>	<b>7</b>
NHM&E Program Planning Data .....	8
NHM&E Client Services Data .....	22
<b>SECTION 2: FOCUS ON YOUTH OBJECTIVES AND EVALUATION QUESTIONS .....</b>	<b>23</b>
Focus on Youth Program Objectives.....	23
Formative Evaluation Questions.....	23
Process Monitoring and Evaluation Questions .....	25
Outcome Monitoring Questions .....	28
<b>SECTION 3: DATA COLLECTION SCHEDULE AND ACTIVITIES.....</b>	<b>32</b>
Data Collection Schedule .....	32
Data Collection Activities.....	33
<b>SECTION 4: DATA COLLECTION PROTOCOLS.....</b>	<b>36</b>
Pre-Implementation Data Collection Forms .....	37
Focus Group Guide.....	38
Key Informant Interview Guide.....	40
Community Observation Form.....	41
Recruitment Log.....	42
Implementation Data Collection Forms.....	44
ImPACT Session.....	44
Focus on Youth Sessions.....	44
Enrollment Form.....	45
IMPACT Parent/Guardian Feedback Survey.....	47
ImPACT Youth Feedback Survey .....	49
ImPACT Implementation Log .....	50
ImPACT Observation Log.....	51
Focus on Youth Sign-in Sheet.....	52
Facilitator Implementation Logs.....	53
Observation Log.....	54
<i>Holla Back!!</i> Feedback Survey.....	55
Referral Tracking Form.....	56
<b>APPENDICES</b>	
A. Focus on Youth Behavioral Risk Analysis	
B. Focus on Youth Conceptual Framework	
C. Focus on Youth Logic Model	
D. 2008 National HIV Prevention Program Monitoring and Evaluation Data Set (NHM&E DS) Variable Requirements	
E. References	

## INTRODUCTION

---

### PURPOSE

The *Focus on Youth Evaluation Field Guide* was developed to provide community-based organizations implementing Focus on Youth with Informed Parents and Children Together (ImPACT)—hereafter referred to as FOY—with systematic methods to conduct evaluation processes and activities that will inform, guide, and assess their FOY activities and their effectiveness. This evaluation field guide recommends staff responsibilities, indicates how an agency should track intervention activities and collect and manage data, states how data could be analyzed, and suggests plans for the dissemination of the data to FOY stakeholders. This field guide is designed as a supplement to the *Evaluation Capacity Building Guide* developed for the Capacity Building Branch (CBB), Division of HIV/AIDS Prevention (DHAP), National Center for HIV, Hepatitis, STD, and TB Prevention (NCHHSTP), Centers for Disease Control and Prevention (CDC), under a contract with Macro International (CDC, 2008a).

This field guide is one of several documents disseminated by DHAP to provide information and guidance on HIV prevention program evaluation, data collection and utilization, and use of the variables included in CDC's National HIV Prevention Program Monitoring and Evaluation Data Set (NHM&E DS). Related documents include:

- ***Evaluation Capacity Building Guide.*** This guide provides an overview of monitoring and evaluating evidence-based interventions, with a particular focus on process monitoring and evaluation activities, tools, and templates (CDC, 2008a).
- ***National Monitoring and Evaluation Guidance for HIV Prevention Programs (NMEG).*** This manual provides a framework and specific guidance on using NHM&E DS variables to monitor and evaluate HIV prevention programs (CDC, 2008b).
- ***Program Evaluation and Monitoring (PEMS) User Manual.*** This how-to manual describes the functionality within the application and provides step-by-step instructions for each module within the Web-based software tool. Screenshots, example extracts, and reports are used to illustrate key features included in the PEMS software. You can download this manual at the PEMS Web site (<http://team.cdc.gov>) under Trainings/PEMS User Manual (CDC, 2008c).
- ***National HIV Prevention Program Monitoring and Evaluation Data Set.*** The complete list and description of all monitoring and evaluation (M&E) variables required for reporting to CDC and optional for local M&E and specific to certain interventions (CDC, 2008d).

**Disclaimer:** The reporting requirements for the National HIV Prevention Program Monitoring and Evaluation Data Set presented in this document are current as of September 2008. Please refer to the PEMS Web site (<https://team.cdc.gov>) for the most current reporting requirements.

## MODIFYING MATERIALS

The evaluation questions and data collection forms contained in this document are very general in nature. These questions and data collection forms reflect the reporting requirements of CDC<sup>1</sup> and the basic monitoring and evaluation (M&E) requirements of FOY. Your agency may have additional reporting requirements or you may have information needs within your organization that are not reflected in the evaluation questions or data collection forms. The data collection forms and questions can be modified to reflect the needs of your organization. The *Evaluation Capacity Building Guide* provides additional information on developing an agency-specific evaluation plan (CDC, 2008a).

## ORGANIZATION OF DOCUMENT

Section 1 of the document contains an overview of CDC's reporting requirements for FOY. Section 2 contains the evaluation objectives, followed by evaluation questions. A brief narrative that describes the relevance of the question follows each question. The table below each question provides a list of data that would answer the question, methods that can be used to obtain the data, and recommendations on how to analyze the data and use that information to enhance your implementation of FOY. Section 3 includes tables that recommend data collection schedules, summarize the data collection activities, provide a brief description of agency resources needed, and suggest ways to use the data. Section 4 includes all the required and optional instruments for FOY arranged by FOY activity. The appendices consist of the FOY behavioral risk analysis (Appendix A), conceptual framework (Appendix B), logic model (Appendix C), and a list of the NHM&E DS variables (not all of which are required for this intervention) (Appendix D).<sup>2</sup>

The development of the *FOY Evaluation Field Guide* was guided by the development of a behavioral risk analysis, conceptual framework, and logic model. The risk analysis explores possible circumstances that may place members of the target population at risk for acquiring or transmitting HIV and factors that may contribute to that risk. The conceptual framework links the types of intervention activities to the risk and protective factors identified in the behavioral risk analysis. The logic model describes the relationships between risk behaviors, the intervention activities, and the intended outcomes. These appendices are based on program materials and consultations with members of the Science Application Team within the Capacity Building Branch.

---

<sup>1</sup> NHM&E DS program planning, HIV testing, and agency data variables were finalized for January 1, 2008, reporting per the Dear Colleague Letter. The evaluation instruments in this guide are templates designed to capture data for evaluating the FOY in its entirety. They are also designed to capture most program planning and client services NHM&E DS variables. Agencies should check with their CDC Project Officer or other contract monitor's specific reporting requirements for FOY.

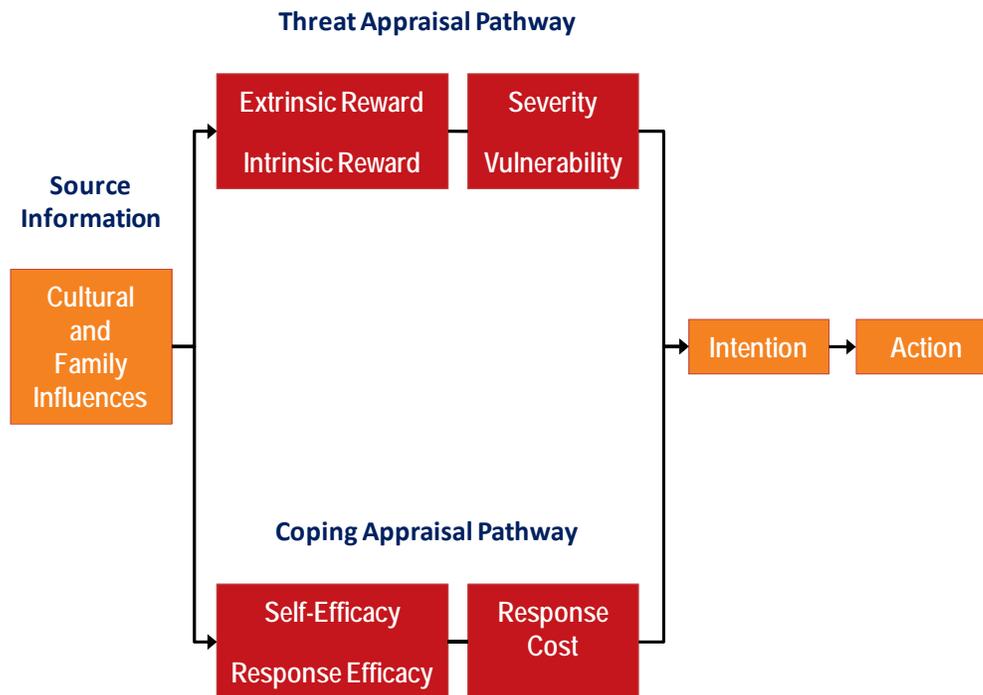
<sup>2</sup> The variable requirements in Appendix D are for the January 1 and July 1, 2008 data collection periods, excluding variable requirements for HIV Testing and Partner Counseling and Referral Services (PCRS). Since this document only provides a summary of the requirements, please refer to the NHM&E DS (CDC, 2008d) for a more detailed description of definitions and value choices.

## THEORETICAL BASIS AND CORE ELEMENTS

FOY is an eight-session, community-based, group-level intervention that was designed to reduce the risk of HIV/STD infection and unplanned pregnancy among African American urban youth. ImPACT (Informed Parents and Children Together) is a single session on parental monitoring and evaluation that is delivered to each youth and his or her guardian/parent at their home or other community-based setting. The goal of FOY with ImPACT is to provide youth the knowledge and skills they need to protect themselves. FOY is an adaptation of Focus on Kids (ETR Associates, 2007).

The intervention is based on a social cognitive model called Protection Motivation Theory (PMT) (Stanton et al., 2004). According to PMT (Figure 1), the combined influences of environmental and personal factors can create a potential health threat. The perceived threat initiates two cognitive pathways—a threat appraisal pathway and a coping appraisal pathway. The threat appraisal pathway examines the factors associated with perceived intrinsic (i.e., internal) and extrinsic (i.e., external) rewards for performing the specified behavior minus the perceived severity of the threat and one’s vulnerability to the threat. The coping appraisal pathway examines one’s ability to avoid the threat (e.g., self-efficacy and response efficacy) against the cost of the response (or behavior). Combined, these two appraisal pathways produce protection intention or motivation, which, if high enough, may result in protective action.

**Figure 1. Protection Motivation Theory**



More simply, PMT looks at the pressures from family and friends to engage in risk behaviors and protective behaviors, the personal and social costs associated with risk versus protective behaviors, and one’s capacity to engage in the protective behavior. The combined influences of these factors affect one’s intention, or motivation, toward action.

The activities in FOY are designed to increase knowledge about the threat of HIV, modes of transmission, and behaviors that reduce the risk of infection. The activities build the youths' communication and negotiation skills and risk reduction strategies. Youth learn by receiving information, watching facilitators demonstrate these skills, and then practicing these skills. By changing youths' knowledge and skills base, FOY aims to increase their sense of vulnerability to and severity of HIV; FOY also influences their perceived benefits of engaging in safer sex behaviors versus the negative consequences of risky behavior. Focus on Youth activities build youths' capacity and self-confidence to engage in safer behaviors. The environment of a small group of members of a natural friendship group fosters peer support for engaging in safer behaviors. The ImPACT session with parents promotes family support for safer behaviors. The information, skills building, and social support influence youths' motivation to protect themselves against HIV, STDs, and unintended pregnancy. The PMT constructs and how they are linked to program activities are outlined in the FOY curriculum (ETR Associates, 2007).

FOY has been shown to be effective in reducing HIV risk behaviors among 12- to 15-year-old African American youth. More specifically, youth enrolled in the original program were more likely to use condoms if they were sexually active (85%) compared with those in a control group (61%). FOY participants reported more intention to use condoms after completing the intervention than at baseline. In addition, after receiving the intervention, more than 80% of young people who were using oral contraceptives also used condoms, and the program appeared to lower truancy, drug dealing, and fighting (Stanton et al., 2004).

There are eight core elements of FOY (Table 1) and eight core elements of ImPACT (Table 2). "Core elements are those parts of an intervention that must be done and cannot be changed. They come from the behavioral theory upon which the intervention or strategy is based; they are thought to be responsible for the intervention's effectiveness. Core elements are essential and cannot be ignored, added to, or changed" (CDC, 2006).

**TABLE 1: THE CORE ELEMENTS OF FOCUS ON YOUTH**

IMPLEMENTATION	
1.	<p>Deliver FOY to youth in community-based settings</p> <ul style="list-style-type: none"> <li>■ Community-based venues will capture high-risk youth who may be chronically truant from school and/or do not access services at health clinics, and will be closer to the social context in which youth risk taking occurs.</li> </ul>
2.	<p>Use at least two skilled facilitators to model communication, negotiation, and refusal skills for the youth</p> <ul style="list-style-type: none"> <li>■ Facilitators can model communication, negotiation, and refusal skills for youth, and one facilitator can deal with individual issues, if necessary, without disrupting the group. (Note: Use of more than two facilitators is permitted and constitutes "fidelity," as it still meets the intent of the core element.)</li> </ul>
3.	<p>Use "friendship" or venue-based groups (e.g., youth choir, Girl Scout troop, basketball team) to strengthen peer support</p> <ul style="list-style-type: none"> <li>■ Naturally formed friendship groups or established venue-based groups provide an opportunity for youth to support each other in the development of new skills and may also facilitate peer norms in support of healthy behaviors.</li> </ul>

**TABLE 1: THE CORE ELEMENTS OF FOCUS ON YOUTH (CONTINUED)**

**PROGRAMMATIC CONTENT**

4. Use culturally appropriate, interactive activities proven as effective learning strategies to help youth capture the important constructs in the theory
  - It is believed that youth will learn more quickly if they enjoy what they are doing and are having fun. A lot of practice exercises are included in FOY with the belief that the more youth practice new skills, the more developed the skills become.
5. Include a “family tree” to contextualize and personalize abstract concepts, such as decision making and risk assessment
  - The characters in the family are used throughout the curriculum to put decision making into a personal context for the youth. The “family tree” should be culturally appropriate for the target audience (originally urban, African American youth); instructions are provided in the FOY manual to address modifying this activity to match the target audience while maintaining fidelity.
6. Enable participants to learn and practice a decision-making model, such as “SODA”
  - Because an important skill for HIV prevention is making sound decisions, it is important for youth to learn an easy decision-making model that enables them to choose healthy behaviors, such as SODA (Stop, Options, Decide, Action). In explaining these decision-making steps, youth must have the opportunity to practice various skills to increase their self-efficacy and response efficacy. It is a violation of fidelity to simply explain decision making to youth without them practicing each of the four SODA steps.
7. Train participants in assertive communication and refusal skills specifically related to negotiation of abstinence or safer sex behaviors
  - Youth need communication and negotiation skills to carry out healthy choices. Four specific activities must be completed to implement this core element with fidelity: communication game; communication styles (aggressive, assertive, and nonassertive); sex: a decision for two; and role play: saying “no” or asking to use a condom. These activities must be implemented in such a way that youth have the opportunity to practice new communication/negotiation skills. It is a violation of fidelity to simply discuss communication/negotiation without interaction or the opportunity for youth to internalize messages.
8. Teach youth proper condom use skills
  - Using condoms is another skill needed to carry out healthy choices, and FOY was designed to foster positive attitudes and norms toward consistent condom use for sexually active youth and provide appropriate instructions for condom use. Two activities made up this core element: condom demonstration and condom race.

**TABLE 2: THE CORE ELEMENTS OF IMPACT**

1. Delivering intervention one-on-one to parent/guardian and youth in the home or other community-based setting
2. Using a facilitator whom parents find credible
3. Delivering intervention prior to youth beginning FOY or no later than Session 3
4. Use of an entertaining documentary that shows the challenges and importance of parents monitoring and talking to their children, ages 12–15, about sex, abstinence, STDs, HIV, and condoms
5. Facilitator must sit down and watch the video with the parent/guardian and youth. Youth and parent/guardian must watch the video together
6. Enabling parent/guardian and youth to learn and practice communication skills
7. Teaching parent/guardian and youth proper condom use skills
8. Distributing and guiding parent/guardian and youth through a Resource Guide that discusses communication, parental monitoring, proper condom use, and STD/HIV among young African Americans

In addition to the core elements, there are seven key characteristics of FOY (Table 3). Key characteristics are activities and delivery methods for conducting an intervention that, while considered of great value to the intervention, can be altered without changing the outcome of the intervention. They can be adapted and tailored for your agency or target populations (CDC 2003).

**TABLE 3: KEY CHARACTERISTICS OF FOCUS ON YOUTH**

1. Implementation with 6–10 youth
2. New members should not join once the series of sessions has begun
3. Participants meet for at least 100–145 minutes
4. Embedding culturally and linguistically based activities for your target population
5. Groups contain members of the same gender and age group
6. Parents must be told what the program is about and should sign a parental permission slip
7. At least one facilitator matches the ethnicity of the majority of the participants

## SECTION 1: REPORTING HIV PREVENTION PROGRAM INFORMATION TO CDC

---

CDC has undertaken significant efforts to ensure that the HIV prevention programs it funds are effective in preventing the spread of HIV (Thomas, Smith, & Wright-DeAgüero, 2006). One strategy employed by CDC to strengthen HIV prevention is improving organizational capacity to monitor and evaluate prevention programs (CDC, 2007). The National HIV Prevention Program Monitoring and Evaluation Data Set (NHM&E DS) is a major component of this strategy.

The NHM&E DS is the complete set of CDC's HIV prevention monitoring and evaluation (M&E) variables, including required variables for reporting to CDC and optional variables specific to an intervention or for local M&E. Implementation of NHM&E DS makes it possible for CDC to answer critical national questions about the following:

- Demographic and risk behavior of clients being served by its grantees
- Resources used to provide these services
- Effectiveness of these services in preventing HIV infection and transmission

All HIV prevention grantees funded by CDC are required to collect and report data using the NHM&E DS. CDC has provided various M&E resources to assist grantees in this effort, including the following:

- ***National Monitoring and Evaluating Guidance for HIV Prevention Programs (NMEG)***—describes how to use the NHM&E DS to improve the program, inform programmatic decisions, and answer local M&E questions (CDC, 2008b).
- ***Program Evaluation and Monitoring System (PEMS) software***—an optional, secure, browser-based software that allows for data management and reporting. PEMS includes all required and optional NHM&E DS variables (CDC, 2008c).

**Disclaimer:** The reporting requirements for the National HIV Prevention Program Monitoring and Evaluation Data Set presented in this document are current as of September 2008. Please refer to the PEMS Web site (<https://team.cdc.gov>) for the most current reporting requirements.

The NHM&E DS is organized into a series of data tables with specific variables. Variables from these tables are captured in the PEMS software in different modules according to categories (e.g., information about your agency, your HIV prevention programs, and the clients you serve). You should be familiar with the following key elements in the NHM&E DS:

- Variables required for reporting to CDC and optional variables needed for FOY or for local M&E
- Variable name
- Variable number
- Definition of each variable

This evaluation field guide is designed to help your agency monitor and evaluate your day-to-day implementation of FOY. Collecting and analyzing FOY data will help you improve your implementation of FOY and provide you with information to guide future planning. This section details only those tables and associated NHM&E DS modules you will use to collect and report information specific to FOY. Though the data you collect will include NHM&E DS variables, you will collect and use more data than actually submitted to CDC. Please refer to the NHM&E DS for the complete list and description of all M&E variables required for reporting to CDC and optional variables for local M&E (CDC, 2008d).

## NHM&E PROGRAM PLANNING DATA

Program planning data provide information about what you intend to do. Your program plan describes the following:

- The population you will serve with FOY
- The name you will use for FOY within your agency
- The intervention type of FOY
- The funds available to support delivery of the intervention
- Staff who will deliver the intervention
- How the intervention will be delivered
- How many times the intervention will be delivered

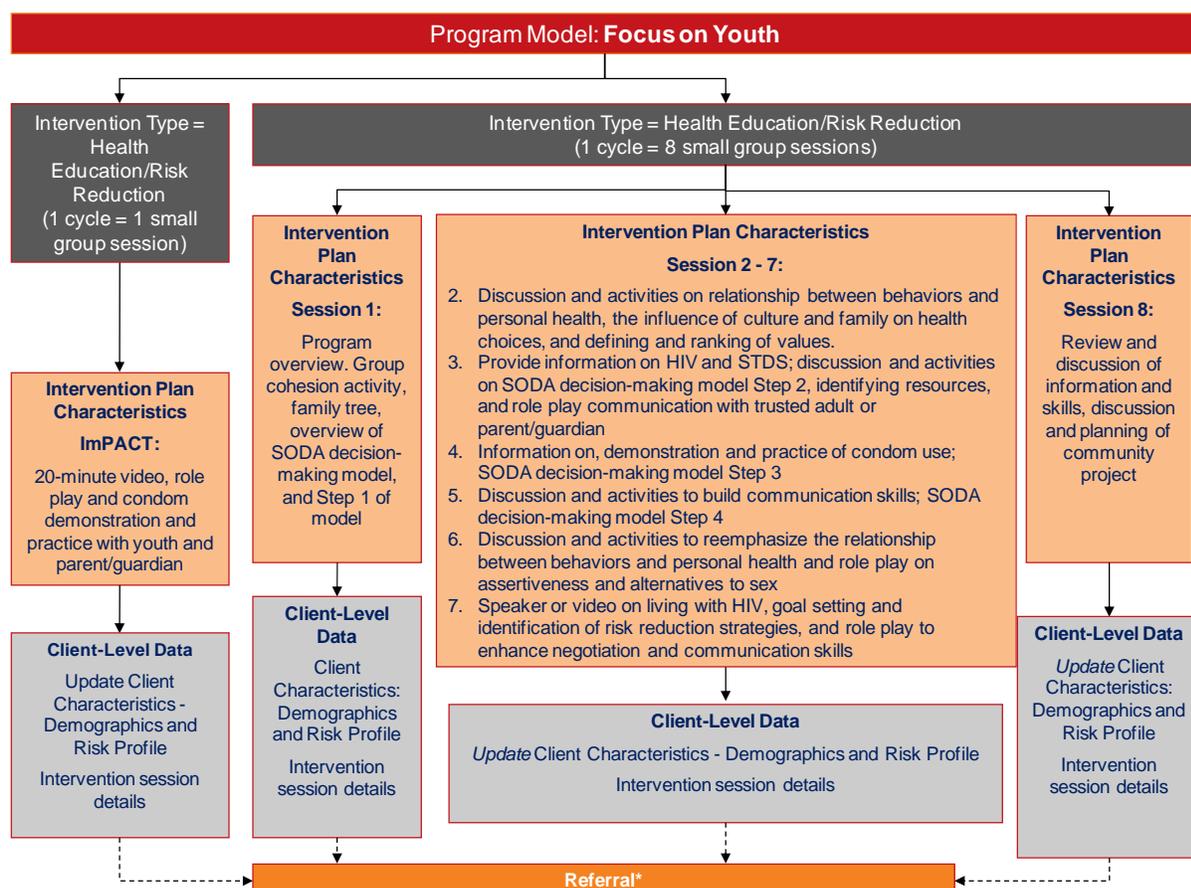
Carefully describing your program is a process that will help your agency determine how to best implement and monitor FOY. A clearly described and well thought out program plan will allow you to use your process monitoring data to conduct process evaluations. Please refer to CDC's *Evaluation Capacity Building Guide* (CDC, 2008a) for additional information to conduct process evaluations, and use that information to plan and improve your implementation of FOY.

### Recommended Activity

Review your client intake and session record forms to ensure that you are gathering all the required NHM&E DS variables and the optional variables specific to FOY.

Figure 2 illustrates how FOY is organized in NHM&E.

**Figure 2: Organization of Focus on Youth in NHM&E**



\* In NHM&E DS, reporting on referral information is required when agency staff provide a formal referral for which they intend to conduct a referral follow up.

Table 4 provides guidance in selecting NHM&E DS variables to describe your intervention as you develop your program plan. The table depicts program information variables that are applicable to FOY, including the data variable system NHM&E DS number, the variable code, and guidance related to FOY. For instance, Program Model Name (NHM&E DS E101) is labeled “Agency Determined” because the name of your Program Model can be FOY or any other name determined by your agency. The Evidence Base (NHM&E DS E102) variable, however, specifies a particular variable code (“1.17”) because of what you have named your program.

Note that the variables presented in the table include only those specific to monitoring FOY; additional, agency-specific variables are required. Please refer to the National HIV Prevention Program Monitoring and Evaluation Data Set (CDC, 2008d), the complete list and description of all M&E variables required for reporting to CDC and optional variables for local M&E, or the 2008 National HIV Prevention Program Monitoring and Evaluation Data Set Variable Requirements (Appendix D).

TABLE 4: PROGRAM INFORMATION			
VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
Program Model Name	E101	Agency determined	The name of the Program Model can be “FOY” or any other name determined by the agency. See the National Monitoring and Evaluation Guidance for HIV Prevention Programs (CDC, 2008b) additional information if you are implementing more than one FOY intervention within the same program.
Evidence Base	E102	1.17	FOY (variable value code: 1.17).*
Target Population	E105	Agency determined	FOY was designed for African American youth, ages 12 to 15. If you are targeting a different population with FOY, select the appropriate variable code.

\* Organizations funded directly by CDC to implement FOY are required to adhere to the core elements of the intervention. Other organizations may alter or not follow the core elements at the discretion of their funding agency; however, the program can no longer be called FOY. If you intend to drop or change a core element of FOY to meet the needs of your priority populations, use the fields provided in E104 to describe the changes to the core elements.

Intervention plan characteristics provide information about what you plan to do in your implementation of FOY. They describe the activities you intend to implement, the planned number of cycles and sessions, the duration of the cycles, whether client services data will be collected at the aggregate or individual client level, and whether or not detailed client information will be collected from FOY participants. Tables 5 and 6 below list NHM&E DS intervention plan variables with the data variable system (NHM&E DS) number, the variable code, and guidance to help you understand how to apply these variables when implementing FOY. Table 5 lists the intervention details for the small group FOY sessions; Table 6 provides intervention details for ImPACT.

The NHM&E DS variables presented in Tables 5 and 6 include only those specific to monitoring FOY; additional, agency-specific variables are required. Please refer to the 2008 National HIV Prevention Program Monitoring and Evaluation Data Set Variable Requirements (Appendix D) for the complete list and description of all M&E variables required for reporting to CDC and optional variables for local M&E, or to the National HIV Prevention Program Monitoring and Evaluation Data Set (CDC, 2008d) for additional information and updates.

TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH			
VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
Intervention Type	F01	06	FOY is a Health Education and Risk Reduction (HE/RR) intervention (variable value choice: 06).
Total Number of Clients	F05	Agency determined	The total number of clients is equal to the planned number of cycles (F07) multiplied by the number of individuals expected to be served in each intervention cycle.  Program materials recommend that groups consist of 6 to 10 youth.

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
Planned Number of Cycles	F07	Agency determined	<p>A cycle is the complete delivery of an intervention to its intended audience. For FOY, eight sessions = one cycle.</p> <p>Calculate the number of times you intend to implement a complete cycle of FOY within the period reflected in your plan.</p>
Number of Sessions	F08	8	<p>Enter the total number of sessions you intend to deliver.</p> <p>FOY is designed as an eight-session intervention.</p>
Unit of Delivery	F09	03	FOY is delivered to small groups; intervention materials recommend implementing FOY with small groups of 6 to 10 youth (variable value code: 03).
Activity	F10	08.15 11.19 11.66 89	<b>SESSION ONE</b>
			<p>Group members play a game by working together and problem solving. Lead a discussion about the activity.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) - establishing group cohesion</li> <li>■ 11.66 Discussion - others</li> </ul>
			<p>Tell the family tree story and help the group fill in the details. Discuss the characters in the family tree story.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) - "Family Tree" activity</li> <li>■ 11.19 Discussion - decision making</li> <li>■ 11.66 Discussion - other</li> </ul>
			<p>Introduce the steps of the SODA decision-making model. Explain Step 1 of SODA decision-making model: Stop.</p> <ul style="list-style-type: none"> <li>■ 08.15 Information - decision making</li> </ul>
			<p>Ask the group to give an example of a recent decision or problem they have been trying to solve.</p> <ul style="list-style-type: none"> <li>■ 11.19 Discussion - decision making</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
Activity (continued)	F10	05.00	<p style="text-align: center;"><b>SESSION TWO</b></p> <p>Hand out the “HIV/AIDS Facts” fact sheets. Participants identify a variety of behaviors that do and do not put young people at risk for HIV and STD infection through reading fact sheets and participating in a risk continuum activity. Brainstorm a list of safe and safer sex guidelines.</p> <ul style="list-style-type: none"> <li>■ 08.01 Information – HIV/AIDS transmission</li> <li>■ 08.02 Information – abstinence/postpone sexual activity</li> <li>■ 08.03 Information – other sexually transmitted diseases</li> <li>■ 08.10 Information – sexual risk reduction</li> <li>■ 08.13 Information – condom/ barrier use</li> <li>■ 08.21 Information – alcohol and drug use prevention</li> <li>■ 11.01 Discussion – sexual risk reduction</li> <li>■ 11.08 Discussion – abstinence/postpone sexual activity</li> <li>■ 11.10 Discussion – HIV/AIDS transmission</li> <li>■ 11.17 Discussion – condom/ barrier use</li> <li>■ 11.21 Discussion – alcohol and drug use prevention</li> <li>■ 13.06 Distribution – education materials</li> </ul>
		08.01	
		08.02	
		08.03	
		08.05	
		08.10	
		08.13	
		08.21	
		08.66	
		11.01	
		11.08	
		11.10	
		11.17	
		11.21	
		11.22	
		11.66	
		13.06	
		89	

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE	
			<p>Have participants create a personal list of safer sex behaviors on the My Safer Sex Guidelines worksheet.</p>	<ul style="list-style-type: none"> <li>■ 05.00 Personalized risk assessment</li> <li>■ 89 Other (specify) – personal risk reduction plan</li> </ul>
			<p>Hand out the “STD Facts” fact sheet and have group members read aloud. Talk about the importance of taking steps to prevent other STDs as well.</p>	<ul style="list-style-type: none"> <li>■ 08.03 Information – other sexually transmitted diseases</li> <li>■ 11.01 Discussion – sexual risk reduction</li> <li>■ 11.08 Discussion – abstinence/postpone sexual activity</li> <li>■ 11.17 Discussion – condom/barrier use</li> <li>■ 13.06 Distribution – education materials</li> </ul>
			<p>Hand out the “HIV and STD Testing Facts Sheet.” Review key facts. Provide group members with local testing information.</p>	<ul style="list-style-type: none"> <li>■ 08.66 Information – other</li> <li>■ 08.05 Information – availability of HIV/STD counseling and testing</li> </ul>
			<p>Mention that participants can get more information about HIV and STD testing by calling the CDC-INFO Hotline.</p>	<ul style="list-style-type: none"> <li>■ 08.66 Information – other</li> <li>■ 13.06 Distribution – education materials</li> </ul>
			<p>Lead a discussion on the reasons teens may feel invulnerable or invincible and therefore put themselves at increased risk for infection. Have the group think about decisions they made in the past that could have put them at risk for HIV infection.</p>	<ul style="list-style-type: none"> <li>■ 11.66 Discussion-other</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE	
			Discuss some of the influences on personal values.	<ul style="list-style-type: none"> <li>■ 11.66 Discussion – other</li> </ul>
			Have group members rank values. Lead a discussion about how values affect decision making.	<ul style="list-style-type: none"> <li>■ 89 Other (specify) identify personal values</li> <li>■ 11.66 Discussion – other</li> </ul>
			Group members identify personal values about relationships and sexuality and discuss them with others. Discuss how understanding values might help them make decisions to prevent getting infected with HIV or another STD.	<ul style="list-style-type: none"> <li>■ 89 Other (specify) identify personal values</li> <li>■ 11.22 Discussion – sexual health</li> <li>■ 11.66 Discussion - other</li> </ul>
Activity (continued)	F10	08.15 10.66 11.19 11.66 13.06 89	<b>SESSION THREE</b>	
			Explain Step 2 of SODA decision-making model: Options.	<ul style="list-style-type: none"> <li>■ 08.15 Information – decision making</li> </ul>
			Read two scenarios and ask group members to brainstorm and create a list of information needed to make an informed decision.	<ul style="list-style-type: none"> <li>■ 11.19 Discussion – decision making</li> </ul>
			Have youth brainstorm how and where they might get information to make an informed decision. Distribute Internet Safety Guidelines and Resource Guide for Teens.	<ul style="list-style-type: none"> <li>■ 11.66 Discussion-other</li> <li>■ 11.19 Discussion – decision making</li> <li>■ 13.06 Distribution – education materials</li> </ul>
			Have participants identify a trusted adult they can talk to for information about sexual health.	<ul style="list-style-type: none"> <li>■ 89 Other (specify) identify trusted adults</li> </ul>
			Group members form pairs and conduct a role-play of an adult/ teen discussion, discuss the positive aspects of each role-play, and give suggestions to make communicating with parents, guardians, other adults easier.	<ul style="list-style-type: none"> <li>■ 10.66 Practice – other</li> <li>■ 11.66 Discussion - other</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
			<p>Distribute fact sheets: “A Time of Change,” “Tips About Women’s Bodies,” and “Tips About Men’s Bodies.”</p> <ul style="list-style-type: none"> <li>■ 13.06 Distribution – education materials</li> <li>■ 11.66 Discussion – other</li> </ul>
			<p>Offer group members a challenge to complete before the next session.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) – challenge</li> </ul>
Activity (continued)	F10	08.13 08.15 08.66 09.01 09.66 10.01 11.66 13.06 89	<b>SESSION FOUR</b>
			<p>Have group members participate in activity and discussion on what HIV risks young people are taking.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) “Risks Young People are Taking” activity</li> <li>■ 08.66 Information – other</li> <li>■ 11.66 Discussion – other</li> </ul>
			<p>Tell group members that condoms significantly protect against HIV/STD and pregnancy.</p> <ul style="list-style-type: none"> <li>■ 08.13 Information – condom/barrier use</li> </ul>
			<p>Demonstrate the correct way to use a condom.</p> <ul style="list-style-type: none"> <li>■ 09.01 Demonstration – condom/barrier use</li> </ul>
			<p>Demonstrate the strength of condoms, how large they can get, and the effect of oil-based lubricants.</p> <ul style="list-style-type: none"> <li>■ 09.66 Demonstration – other</li> </ul>
			<p>Discuss the importance of lubricants.</p> <ul style="list-style-type: none"> <li>■ 08.13 Information – condom/barrier use</li> <li>■ 08.66 Information – other</li> </ul>
			<p>Demonstrate the importance of only using water-based lubricants.</p> <ul style="list-style-type: none"> <li>■ 09.01 Demonstration – condom/barrier use</li> </ul>
			<p>Have group members arrange Condom Cards to show the correct order of steps for condom use. Provide additional important details.</p> <ul style="list-style-type: none"> <li>■ 08.13 Information – condom/barrier use</li> <li>■ 89 Other (specify) – “Condom Card” activity</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
			<p>Distribute the How to Use a Condom handout. Have group members practice the proper way to put on a condom through Condom race.</p> <ul style="list-style-type: none"> <li>■ 10.01 Practice – condom/barrier use</li> <li>■ 13.06 Distribution – education materials</li> </ul>
			<p>Explain Step 3 of SODA decision-making model: Decide.</p> <ul style="list-style-type: none"> <li>■ 08.15 Information – decision making</li> </ul>
			<p>Offer group members a challenge to complete before the next session.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) – challenge</li> </ul>
Activity (continued)	F10	08.14 08.15 09.03 10.03 11.18 11.66 13.06 13.66 89	<b>SESSION FIVE</b>
			<p>Explain Step 3 of SODA decision-making model: Action.</p> <ul style="list-style-type: none"> <li>■ 08.15 Information – decision making</li> <li>■ 08.14 Information – negotiation/communication</li> </ul>
			<p>Play the communication game: Communicating without words. Lead a discussion on communicating without words.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) – communication game</li> <li>■ 11.18 Discussion – negotiation/communication</li> </ul>
			<p>Play the communication game: Changing messages. Lead a discussion on the consequences of miscommunication, gossiping, and the importance of not making assumptions.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) – communication game</li> <li>■ 11.18 Discussion – negotiation/communication</li> </ul>
			<p>Demonstrate a nonassertive or passive person, an aggressive person, and an assertive person. Ask youth follow-up questions and which method gives desired results.</p> <ul style="list-style-type: none"> <li>■ 09.03 Demonstrate – negotiation/communication</li> <li>■ 11.18 Discussion – negotiation/communication</li> </ul>
			<p>Distribute and review the Communication Styles Handout.</p> <ul style="list-style-type: none"> <li>■ 13.06 Distribution – education materials</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE	
			Have youth break into groups and role-play aggressive, assertive, and nonassertive characters. Discuss the role-play.	<ul style="list-style-type: none"> <li>■ 10.03 Practice – negotiation/ communication</li> <li>■ 11.18 Discussion – negotiation/ communication</li> </ul>
			Talk about importance of using assertive communication when confronted with unwanted sexual advances. Lead a discussion.	<ul style="list-style-type: none"> <li>■ 08.14 Information – negotiation/ communication</li> <li>■ 11.18 Discussion – negotiation/ communication</li> </ul>
			Provide resources on sexual assault.	<ul style="list-style-type: none"> <li>■ 13.66 Distribution – other</li> </ul>
Activity (continued)	F10		<b>SESSION SIX</b>	
			Ask the group to brainstorm reasons people mess around and have sex and reasons to be abstinent. Ask youth to brainstorm ways to be close without having sex.	<ul style="list-style-type: none"> <li>■ 11.08 Discussion – abstinence/ postpone sexual activity</li> <li>■ 11.66 Discussion - other</li> </ul>
			Have pairs role-play scenarios to show they care without having sex. Lead a discussion on role-play activity.	<ul style="list-style-type: none"> <li>■ 10.66 Practice – other</li> <li>■ 11.66 Discussion - other</li> </ul>
		08.01 08.02 08.13 08.66 10.66 11.08 11.66 13.06 89	Play the HIV transmission game. Lead a discussion on the game.	<ul style="list-style-type: none"> <li>■ 89 Other (specify) – HIV transmission game</li> <li>■ 08.01 Information – HIV/AIDS transmission</li> <li>■ 11.10 Discussion – other</li> </ul>
			Explain various methods of contraception including abstinence, male condom, female condom, spermicides, birth control pills, the patch, the ring, and emergency contraception.	<ul style="list-style-type: none"> <li>■ 08.02 Information – abstinence/ postpone sexual activity</li> <li>■ 08.13 Information – condom/barrier use</li> <li>■ 08.66 Information – other</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE	
			Distribute fact sheets.	<ul style="list-style-type: none"> <li>13.06 Distribution – education materials</li> </ul>
			Challenge youth to talk to two parents about changes having a baby made to their lives.	<ul style="list-style-type: none"> <li>89 Other (specify) – “Being-a-Parent” interviews</li> </ul>
Activity (continued)	F10		<b>SESSION SEVEN</b>	
			Group members hear first-hand experience of a person affected by HIV/AIDS or review a video featuring HIV-positive people.	<ul style="list-style-type: none"> <li>13.08 Distribution – role model stories</li> </ul>
		10.03 13.08 11.18 11.66 89	Group members identify long-term goals and short-term goals (including making safer sex decisions) to get them there. Have the group discuss what they have learned in this activity.	<ul style="list-style-type: none"> <li>89 Other (specify) - personal goal setting</li> <li>11.66 Discussion - other</li> </ul>
			Lead a discussion on how to avoid possible obstacles to achieving goals.	<ul style="list-style-type: none"> <li>11.66 Discussion – other</li> </ul>
			Have group members pair up and role-play telling a partner they don’t want to have sex or refuse to have sex without a condom. Lead a discussion about role-plays.	<ul style="list-style-type: none"> <li>10.03 Practice – Negotiation/ communication</li> <li>11.18 Discussion – negotiation/ communication</li> </ul>
Activity (continued)	F10		<b>SESSION EIGHT</b>	
		08.01 08.02 08.10 08.13 08.14 08.66 09.04 11.66 89	Have group members identify areas of personal concern and share one concern with group.	<ul style="list-style-type: none"> <li>11.66 Discussion -other</li> <li>89 Other (specify) – “Personal Concerns” activity</li> </ul>
			Have group members identify how they can take responsibility for addressing their concerns.	<ul style="list-style-type: none"> <li>11.66 Discussion -Other</li> <li>89 Other (specify) – “What Youth Can Do” activity</li> </ul>

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
			<p>Play Knowledge Feud game to review their knowledge of HIV/STD prevention.</p> <ul style="list-style-type: none"> <li>■ 08.14 Information – negotiation/ communication</li> <li>■ 09.04 Demonstration – decision making</li> <li>■ 08.02 Information – abstinence/ postpone sexual activity</li> <li>■ 08.10 Information – sexual risk reduction</li> <li>■ 08.13 Information – condom/ barrier use</li> <li>■ 08.01 Information – HIV/AIDS transmission</li> <li>■ 08.66 Information – other</li> <li>■ 89 Other (specify) – “Knowledge Feud” game</li> </ul>
			<p>Have group members give each other compliments.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) – “Pat on the Back” activity</li> </ul>
			<p>Share examples of possible community projects and have youth fill out Activity Planning Sheet.</p> <ul style="list-style-type: none"> <li>■ 89 Other (specify) – “Community Projects” activity planning</li> </ul>
Delivery Method	F11	1.00	FOY is delivered in person (variable value code: 1.00).
Detailed Behavior Data Collection	F13	1	Detailed behavioral data are collected for the youth enrolled in FOY (variable value code:1)
Level of Data Collection	F14	1	FOY involves collecting and reporting of individual-level data for the child enrolled (variable value code: 1).
Duration of Intervention Cycle	F15	2	The duration of the intervention cycle will be the time period your agency needs to implement your intervention. FOY was designed as a weekly, eight-session intervention (approximately 2 months).

**TABLE 5: PROGRAM INFORMATION – INTERVENTION DETAILS FOR FOCUS ON YOUTH (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
Unit of Duration	F16	1	FOY was designed as a weekly, eight-session intervention (variable value code: 1 = months)
Specified Recall Period	F17	1	The behavioral data included on the instruments in this field guide use a local recall period of 6 months (variable value code: 1)

**TABLE 6: PROGRAM INFORMATION – INTERVENTION DETAILS FOR IMPACT**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
Intervention Type	F01	06	ImpACT is a Health Education and Risk Reduction (HE/RR) intervention (variable value choice: 06).
Total Number of Clients	F05	Agency determined	<p>The total number of clients is equal to the planned number of cycles (F07) multiplied by the number of individuals expected to be served in each intervention cycle.</p> <p>Program materials recommend that FOY groups consist of 6 to 10 youth. The total number of clients for ImpACT should be the same as the number of clients planned for FOY (NHM&amp;E DS F05 in Table 5).</p>
Planned Number of Cycles	F07	Agency determined	<p>A cycle is the complete delivery of an intervention to its intended audience. For ImpACT, one session is equal to one cycle.</p> <p>The planned number of ImpACT cycles within the period reflected in your plan should be the same as the number of clients planned for FOY (NHM&amp;E DS F05 in Table 5).</p>
Number of Sessions	F08	1	<p>Enter the total number of sessions you intend to deliver for each cycle of ImpACT.</p> <p>ImpACT is a single session.</p>
Unit of Delivery	F09	03	ImpACT is delivered to the child enrolled in FOY and his or her parent/guardian. For the purpose of NHM&E DS, ImpACT is described as a small group session (variable value code: 03). <i>(Note: ImpACT does not meet criteria for the individual or couple session.)</i>
Activity	F10	08.66 09.01 10.01 10.03 13.06	<p>View 20-minute video emphasizing parental monitoring and communication.</p> <ul style="list-style-type: none"> <li>■ 08.66 Information – other</li> </ul>
			<p>Parent-child role play to learn and practice communication skills.</p> <ul style="list-style-type: none"> <li>■ 10.03 Practice – negotiation /communication</li> </ul>

**TABLE 6: PROGRAM INFORMATION – INTERVENTION DETAILS FOR IMPACT (CONTINUED)**

VARIABLE	NHM&E DS NUMBER	VARIABLE CODE	GUIDANCE
			<p>Condom demonstration and practice.</p> <ul style="list-style-type: none"> <li>■ 09.01 Demonstration – condom/barrier use</li> <li>■ 10.01 Practice – condom/barrier use</li> </ul>
			<p>Provide and discuss parent workbook or pamphlet that includes information about:</p> <p>Facts about STDs and HIV, including prevalence data among young African American youth.</p> <p>Basic components of good communication and how to talk to your kids.</p> <p>Importance of parental monitoring.</p> <p>Condom use steps.</p> <ul style="list-style-type: none"> <li>■ 13.06 Distribution-education materials</li> </ul>
Delivery Method	F11	1.00	ImPACT is delivered in person (variable value code: 1.00).
Detailed Behavior Data Collection	F13	0	Detailed behavior data is not collected for ImPACT (variable value code: 0).
Level of Data Collection	F14	1	ImPACT involves collecting and reporting of individual-level data for the enrolled child (variable value code: 1). <sup>3</sup>
Duration of Intervention Cycle	F15	2	The duration of the intervention cycle will be the time period your agency needs to implement your intervention. FOY with ImPACT was designed as a weekly, eight-session intervention (approximately 2 months).
Unit of Duration	F16	1	FOY was designed as a weekly, eight-session intervention (variable value code: 1 = month)

<sup>3</sup> FOY involves collecting and monitoring client-level data for the youth enrolled in the program and the parents/guardians who participate in ImPACT. However, client-level data on the parents/guardians do not need to be reported for NHM&E DS. CDC project officers or contract monitors from the funding agency may request aggregate level data on parents.

## NHM&E CLIENT SERVICES DATA

Client services data provide information about the clients who are receiving services and information about each service session or encounter in which the client participates. Client services data describe the demographic and risk characteristics of individuals who participated in FOY, the sessions that clients participated in, and the activities implemented during each session. The client services data for FOY involve the collection of client-level data for NHM&E DS Tables H, G1, and G2.

### **Client-Level Data**

Specific information is gathered about each client enrolled in Focus on Youth (e.g., the client was a 14-year-old African American female).

Client services data provide your agency with process monitoring data. These data allow you to monitor who you are serving and what you are doing. You compare information from your implementation of FOY to what you included in your plan. This will help ensure that your activities and your participants are consistent with your plan.

## SECTION 2: FOCUS ON YOUTH OBJECTIVES AND EVALUATION QUESTIONS

---

This section includes objectives relative to the intervention and related evaluation questions. The objectives and evaluation questions are organized by stage of evaluation—formative, process monitoring and evaluation, and outcome monitoring. Below each question is a brief rationale for why the question is important. Following the rationale is a table that describes the types of data needed, potential data sources, and how data may be analyzed to answer the question.

These questions are designed to help your agency collect data that can be used for program planning and improvement. Your agency may choose to ask additional questions. As your agency and stakeholders develop and prioritize questions, it may be beneficial to prioritize the importance of the questions and use the table to identify data sources needed to answer these questions. This will help your agency determine the feasibility of answering questions.

### FOCUS ON YOUTH PROGRAM OBJECTIVES

The objectives addressed as part of this *Focus on Youth Evaluation Field Guide* are listed below.

- To implement FOY in a community setting with natural friendship groups of African American youth, ages 12–15, at high risk for HIV infection.
- To implement the eight weekly FOY sessions as outlined in the implementation manual with fidelity to the core elements.
- To implement the ImPACT session with the parents of FOY participants as outlined in the ImPACT Facilitator’s Guide.

### FORMATIVE EVALUATION QUESTIONS

Formative evaluation questions are used to understand the needs of the population and/or community targeted by the intervention and to guide the development of your program plan. Formative evaluation questions address issues such as “What are youths’ attitudes about condom use?” “Where do members of the target population go to receive HIV prevention information?” “What factors influence the risk behaviors of the target population?”

FOY recommends a formative evaluation as one of the pre-implementation activities. Examples of formative evaluation questions are listed on the next page.

**1. What are the knowledge levels, attitudes, and beliefs of the target population regarding HIV, STDs, and drug use, as well as the behaviors that place them at high risk for HIV or other STDs?**

It is important to understand what the target population knows about HIV and STD prevention, and their attitudes and beliefs regarding the behaviors that place them at high risk for HIV and STDs. Information may be collected from youth, their parents, and key informants within the community (e.g., teachers, coaches, recreation center staff member). Agencies can use this information to make decisions about adapting the curriculum so that it is more specific to the needs of their particular target population.

DATA	DATA COLLECTION METHODS	ANALYSIS
Youths': <ul style="list-style-type: none"> <li>■ knowledge of HIV, STDs, and drug use</li> <li>■ Attitudes toward HIV, STDs, and drug use</li> <li>■ Beliefs about HIV, STDs, and drug use</li> <li>■ Knowledge, attitudes, and beliefs about protective behaviors</li> </ul>	<ul style="list-style-type: none"> <li>■ Community observation</li> <li>■ Key informant interviews</li> <li>■ Focus groups</li> </ul>	<ul style="list-style-type: none"> <li>■ Review data for trends about youths' knowledge, attitudes, and beliefs regarding HIV, STDs, and drug use</li> <li>■ Identify gaps in what youth need to know and what is covered in the FOY curriculum and summarize findings</li> </ul>

**2. When and where do members of the target population congregate?**

Knowing where and when members of the target population congregate will facilitate recruitment into FOY. This information may also help staff organize times for observing the target population and identifying natural friendship groups.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Locations where members of target population congregate</li> <li>■ Days and times of day members of target population congregate</li> </ul>	<ul style="list-style-type: none"> <li>■ Community observation</li> <li>■ Key informant interviews</li> </ul>	<ul style="list-style-type: none"> <li>■ Review data collected from community observations and key informant interviews</li> <li>■ Identify and summarize the range of locations (most – least popular) where members of the target population congregate and the high-traffic days and times of day</li> </ul>

**3. What are the natural friendship groups of the target population?**

Focus on Youth uses “natural friendship groups” or youth who already spend time together. The existing social support of a natural friendship group helps to promote and reinforce the information and skills taught during the sessions. Natural friendship groups also encourage retention in the program.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Number of natural friendship groups within the target population</li> <li>■ Number of youth in each friendship group</li> <li>■ Sociodemographic characteristics (age, race, ethnicity, gender) of each friendship group</li> </ul>	<ul style="list-style-type: none"> <li>■ Key informant interviews</li> <li>■ Community observation</li> </ul>	<ul style="list-style-type: none"> <li>■ Establish criteria to distinguish one friendship group from another</li> <li>■ Count the number of friendship groups identified through observations and key informant interviews</li> <li>■ Map the friendship groups within the target population and count the number of individuals within each group</li> </ul>

#### 4. Who are the key leaders of the friendship groups?

FOY uses key leaders as spokespersons for the intervention in hopes of bolstering recruitment efforts.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Names or description of key leaders of the friendship groups</li> <li>■ Description of what makes each youth a key leader of his or her friendship group</li> </ul>	<ul style="list-style-type: none"> <li>■ Community observation</li> <li>■ Key informant interviews</li> </ul>	<ul style="list-style-type: none"> <li>■ Organize information from various sources about the potential key leaders of each friendship group</li> <li>■ Review information to validate whether the individual is a key leader within his or her friendship group</li> </ul>

### PROCESS MONITORING AND EVALUATION QUESTIONS

The following are potential process monitoring and evaluation questions that stakeholders may ask about your agency’s implementation of FOY. Process monitoring information allows you to get a picture of the activities implemented, populations served, services provided, or resources used. This information can be used to inform program improvement and to conduct process evaluation. Process monitoring information often answers questions such as “What are the characteristics of the population served?” “What intervention activities were implemented?” “What resources were used to deliver those activities?”

Process evaluation involves an analysis of process data that facilitates comparison between what was planned and what actually occurred during implementation. Process evaluation allows you to determine if your process objectives can be met and provides information that guides planning and improvement. Process evaluation questions address issues such as “Was the intervention implemented as planned?” “Did the intervention reach the intended audience?” “What barriers were experienced by clients and staff during the course of the intervention?”

## 1. Which of the core elements were implemented with fidelity?

It is important to know if an agency's implementation of the core elements matches that described in the implementation manual. An agency's implementation of the core elements will affect the outcomes.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Number and types of sites where FOY was implemented</li> <li>■ Number of facilitators leading each session</li> <li>■ Type of FOY group convened (e.g., Girl Scout troop, basketball team)</li> <li>■ Number and type of interactive activities implemented</li> <li>■ Details about implementation of the "Family Tree" activity</li> <li>■ Type of decision-making model (e.g., SODA) utilized</li> <li>■ Number and type of communication and negotiation skills taught</li> <li>■ Number and type of condom skills-building activities implemented</li> </ul>	<ul style="list-style-type: none"> <li>■ ImPACT Implementation Log</li> <li>■ ImPACT Observation Log</li> <li>■ FOY Sign-in Sheets</li> <li>■ FOY Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare the number of core elements identified in the FOY manual (n=8) with the number your agency implemented per intervention cycle</li> <li>■ Compare your agency's implementation of the core elements with how they are operationally defined in the intervention materials. For example, core element 2 dictates using at least two facilitators per session, but your agency only used one facilitator for half of the sessions, thus fidelity to core element 2 was not maintained.</li> </ul>

## 2. How and why were program activities modified?

Agencies may modify program activities based on agency resources, priorities, etc. as long as core elements are maintained. For example, intervention activities may be tailored or modified to accommodate characteristics, preferences, or cultural considerations of the target population.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Characteristics of the FOY participants (e.g., age)</li> <li>■ Details about the 'Family Tree' activity (e.g., culturally appropriate characters)</li> <li>■ Details about the decision making model employed (e.g., steps taught, name employed, delivery method)</li> <li>■ Details about communication skills building activities (e.g., activities employed, materials used, delivery method)</li> </ul>	<ul style="list-style-type: none"> <li>■ ImPACT Implementation Log</li> <li>■ ImPACT Observation Log</li> <li>■ FOY Sign-in Sheets</li> <li>■ FOY Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare implementation of FOY session activities to the curriculum or intervention plan</li> <li>■ Identify activities which were not implemented as described in the curriculum or implementation plan</li> <li>■ Examine data to learn if intervention activities were tailored because of the characteristics of the target population, resources, etc.</li> </ul>

### 3. What were the demographic characteristics of FOY participants?

FOY was intended for African American youth, aged 12–15 years. A demographic profile of FOY participants highlights the degree to which the intended target population is being reached. The information also provides information that can be used to inform the development of other prevention activities.

DATA	DATA COLLECTION METHOD	ANALYSIS
<ul style="list-style-type: none"> <li>■ Age</li> <li>■ Race</li> <li>■ Ethnicity</li> <li>■ Gender</li> <li>■ Education level</li> </ul>	<ul style="list-style-type: none"> <li>■ Enrollment Form</li> </ul>	<ul style="list-style-type: none"> <li>■ Summarize data across each of the variables (e.g., age, race) to develop a demographic profile of FOY participants</li> </ul>

### 4. What was the risk profile of FOY participants?

FOY was designed for high-risk African American youth, ages 12–15 years. High-risk behaviors many of these youth include unprotected sex (oral, vaginal, or anal); multiple partners, especially of unknown HIV status; high frequency of sexual encounters; engaging in sexual activity while high on drugs; and lack of internalization of risk for contracting HIV/STDs or becoming pregnant/impregnating partner. A risk profile of FOY participants highlights the degree to which the intended target population (i.e., high-risk youth) is being reached. The information provided can also be used to inform the development of other prevention activities.

DATA	DATA COLLECTION METHOD	ANALYSIS
<ul style="list-style-type: none"> <li>■ Sexual risk-taking behaviors</li> <li>■ Serostatus</li> <li>■ Pregnancy status</li> </ul>	<ul style="list-style-type: none"> <li>■ Initial Interview</li> </ul>	<ul style="list-style-type: none"> <li>■ Summarize data across each of the variables to develop a risk profile of FOY participants</li> </ul>

### 5. What were the barriers to and facilitators of implementation?

Identifying barriers (what made it difficult) to implement FOY can help and enhance or improve strategies used to implement the intervention. It is also important to identify facilitators (what made it easy) to recognize/articulate successful implementation, especially if the intervention will be implemented again in the future.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Challenges/facilitating factors identified by group session facilitators</li> <li>■ Challenges/facilitating factors identified by other agency staff</li> <li>■ Challenges/facilitating factors identified by FOY participants</li> </ul>	<ul style="list-style-type: none"> <li>■ ImPACT Implementation Log</li> <li>■ ImPACT Observation Log</li> <li>■ ImPACT Parent/Guardian Feedback Survey</li> <li>■ ImPACT Youth Feedback Survey</li> <li>■ FOY Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Identify and summarize barriers/facilitating factors</li> <li>■ Identify themes and areas of improvement and/or facilitators to continue or enhance</li> </ul>

## OUTCOME MONITORING QUESTIONS

The following are potential outcome monitoring questions that your agency’s stakeholders may ask about Focus on Youth. Outcome monitoring involves reviewing and assessing changes that occurred after exposure to the intervention, such as changes in the knowledge, attitudes, behaviors, or services accessed by individuals who participated in the intervention; or changes in community norms or structural factors. Answers to outcome monitoring questions allow you to determine if your outcome objectives were met. Outcomes include changes in knowledge, attitudes, skills, or behaviors. Outcome monitoring answers the question, “Did the expected outcomes occur?”

### 1. What changes occurred in participants’ knowledge about HIV, STDs, and unplanned teen pregnancy, including modes of transmission and prevention?

Some of the expected outcomes of FOY participants include increased understanding of HIV/STDs, how infections are transmitted, signs and symptoms of infection, and prevention methods. Increased knowledge about contraceptive options, including using condoms; and consequences associated with unplanned teen pregnancy are also expected immediate outcomes of the FOY intervention. Information about the extent to which these outcomes were realized will help inform decisions about implementation. For example, if an organization changed the activities in session 2 and participants’ knowledge did not increase, the organization will want to re-examine its adaptation and/or refinement of the activities. Depending on the results, your agency may want to implement the activities as described in the curriculum.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"><li>■ Participants’ responses to standardized questions about HIV, STDs, and pregnancy</li><li>■ Observational data from group sessions</li><li>■ Self-reported change in knowledge</li></ul>	<ul style="list-style-type: none"><li>■ Initial Interview</li><li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li></ul>	<ul style="list-style-type: none"><li>■ Compare knowledge among youth before participating in the FOY intervention with after completion of sessions to determine change in knowledge about HIV, STDs, and pregnancy</li></ul>

## 2. What changes occurred in FOY participants' decision-making skills?

An increased understanding of typical decision-making steps (e.g., Stop, Options, Decide, and Action [SODA]), improved ability to apply these steps to different situations, and increased utilization of a systematic decision-making process to address problems or issues related to sexual activity are expected outcomes for FOY participants. Agencies that do not see an increase in these outcomes will want to re-examine their implementation and any modifications made, and consider refining their protocols.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Participants' responses to standardized questions about the decision-making process</li> <li>■ Observational data from group sessions</li> <li>■ Self-reported change in decision-making skills</li> <li>■ Self-report of self-efficacy in making decisions</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilitator Implementation Logs</li> <li>■ Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare decision-making skills among youth before participating in the FOY intervention to after completion of sessions to determine change in decision-making ability and self-efficacy</li> </ul>

## 3. What changes occurred in FOY participants' communication and/or negotiation skills?

Expected outcomes of FOY include an increased understanding of verbal and nonverbal messages and respective communication channels; enhanced understanding of the consequences of gossiping, making assumptions, or practicing poor communication; and improved knowledge of different communication styles (e.g., aggressive, assertive, nonassertive) and how to use them effectively. Agencies that do not see an increase in these outcomes will want to re-examine their implementation and any modifications made, and consider refining their protocols.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Participants' responses to standardized questions about communication and negotiation</li> <li>■ Observational data from group sessions</li> <li>■ Self-reported change in communication and/or negotiation skills</li> <li>■ Self-report of self-efficacy in communicating and/or negotiating</li> </ul>	<ul style="list-style-type: none"> <li>■ ImPACT Youth Feedback Survey</li> <li>■ ImPACT Implementation Log</li> <li>■ FOY Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare communication and negotiation skills among youth before participating in the FOY intervention to after completion of sessions to determine change in decision-making ability and self-efficacy</li> </ul>

#### 4. What changes occurred in FOY participants' condom use skills?

Expected outcomes of FOY include improved ability to identify condom use steps and ability to demonstrate correct use of a condom (e.g., demonstration on penile model or banana). Agencies that do not see an increase in these outcomes will want to re-examine their implementation and any modifications made, and consider refining their protocols.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Participants' responses to standardized questions about condoms, including correct condom use</li> <li>■ Observational data from group sessions</li> <li>■ Self-reported change in condom use knowledge and skills</li> <li>■ Self-report of self-efficacy in using a condom correctly</li> </ul>	<ul style="list-style-type: none"> <li>■ ImPACT Youth Feedback Survey</li> <li>■ ImPACT Implementation Log</li> <li>■ FOY Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare condom use skills among youth before participating in the FOY intervention to after completion of sessions to determine change in decision-making ability and self-efficacy</li> </ul>

#### 5. What changes occurred in FOY participants' intention to use condoms more often?

Expected outcomes of FOY include a more favorable view of condoms, increased understanding regarding their efficacy and ability to prevent HIV transmission, self-reported intention to start using condoms, and increase in the number of condoms acquired by FOY participants. Agencies that do not see an increase in these outcomes will want to re-examine their implementation and any modifications made, and consider refining their protocols.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Participants' responses to standardized questions about condom use intention</li> <li>■ Observational data from group sessions</li> <li>■ Self-reported change in intention to use condoms</li> <li>■ Condom attainment during/after group sessions (i.e., number of condoms acquired by FOY participants)</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare responses and observations regarding intention to use condoms before and after participating in FOY intervention</li> <li>■ Document change in number of condoms attained by FOY participants (i.e., was there an increase in the numbers of condoms youth acquired from the beginning to the end of the intervention cycle?)</li> </ul>

**6. What changes occurred in FOY participants' intention to practice safer sex with partners?**

Expected outcomes of FOY include an improved understanding of ways to express romantic or sexual feelings without having intercourse, increased knowledge about the various contraception options available, and increase in intention to use condoms consistently with all sexual partners. Agencies that do not see an increase in these outcomes will want to re-examine their implementation and any modifications made, and consider refining their protocols.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Participants' responses to standardized questions about safer sex</li> <li>■ Observational data from group sessions</li> <li>■ Self-reported change in intention to practice safer sex with partners</li> <li>■ Condom attainment during/after group sessions (i.e., number of condoms acquired by FOY participants)</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare responses and observations regarding intention of practicing safer sex (e.g., use condoms, practice mutual masturbation) before and after FOY intervention implementation</li> <li>■ Document change in number of condoms attained by FOY participants (i.e., was there an increase in the number of condoms youth acquired from the beginning to the end of the intervention cycle?)</li> </ul>

**7. To what degree was peer support strengthened and/or peer norms changed around engaging in safer sex activities?**

Expected outcomes of FOY include an increase in conversation among FOY participants about condoms and safer sex practices; change in perceptions of peers' sexual activities and intention to change behavior; and increased sense of social support among peers to engage in safer sex activities, including using condoms more often and consistently with all partners. Agencies that do not see an increase in these outcomes will want to re-examine their implementation and any modifications made, and consider refining their protocols.

DATA	DATA COLLECTION METHODS	ANALYSIS
<ul style="list-style-type: none"> <li>■ Participants' responses to standardized questions about social norms, peer support, and safer sex intentions (self and peers)</li> <li>■ Observational data from group sessions</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilitator Implementation Logs</li> <li>■ FOY Observation Logs</li> <li>■ FOY <i>Holla Back!!</i> Youth Feedback Surveys</li> </ul>	<ul style="list-style-type: none"> <li>■ Compare responses and observations regarding peer support before and after participation in the FOY intervention</li> </ul>

## SECTION 3: DATA COLLECTION SCHEDULE AND ACTIVITIES

### DATA COLLECTION SCHEDULE

This section describes the data collection activities for Focus on Youth. Table 7 is a summary of when each instrument should be administered, who administers the instruments, and who should complete the instrument. The subsequent tables (Tables 8 and 9) provide more detail regarding data collection activities and schedules for each phase of FOY.

<b>INSTRUMENT</b>	<b>WHEN TO USE</b>	<b>ADMINISTERED BY</b>	<b>COMPLETED BY</b>
Focus Group Guide	During the formative evaluation phase (approximately 3 – 6 months before implementing FOY)	<ul style="list-style-type: none"> <li>■ Program staff</li> <li>■ (one moderator and one recorder)</li> </ul>	<ul style="list-style-type: none"> <li>■ Parents and guardians of youth</li> </ul>
Key informant interviews	During the formative evaluation phase (approximately 3 – 6 months before implementing FOY)	<ul style="list-style-type: none"> <li>■ Program administrator</li> <li>■ Session facilitators</li> </ul>	<ul style="list-style-type: none"> <li>■ Parents and guardians of youth</li> <li>■ Teachers</li> <li>■ School administrators</li> <li>■ Other adults working with youth</li> </ul>
Community Observation Guide	During the formative evaluation phase (approximately 3 – 6 months before implementing FOY)	<ul style="list-style-type: none"> <li>■ Program staff</li> </ul>	<ul style="list-style-type: none"> <li>■ Program staff</li> </ul>
Recruitment Log	During recruitment	<ul style="list-style-type: none"> <li>■ Program staff</li> </ul>	Program staff
Enrollment Form	During recruitment	<ul style="list-style-type: none"> <li>■ Program staff</li> </ul>	<ul style="list-style-type: none"> <li>■ Parents and guardians of youth</li> <li>■ FOY participants</li> </ul>
Initial Interview	During recruitment or at the beginning of the first session	<ul style="list-style-type: none"> <li>■ Session facilitator</li> </ul>	<ul style="list-style-type: none"> <li>■ FOY participants</li> </ul>
ImPACT Parent/Guardian Feedback Survey	At the conclusion of each ImPACT session	<ul style="list-style-type: none"> <li>■ Session facilitator</li> </ul>	<ul style="list-style-type: none"> <li>■ Parents and guardians of youth</li> </ul>
ImPACT Youth Feedback Survey	At the conclusion of each ImPACT session	<ul style="list-style-type: none"> <li>■ Session facilitator</li> </ul>	<ul style="list-style-type: none"> <li>■ FOY participants</li> </ul>
ImPACT Implementation Log	At the conclusion of each ImPACT session	<ul style="list-style-type: none"> <li>■ Session facilitator</li> </ul>	<ul style="list-style-type: none"> <li>■ Session facilitator</li> </ul>
ImPACT Observation Log	Periodically during the implementation phase during the ImPACT session	<ul style="list-style-type: none"> <li>■ Program managers</li> <li>■ Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>■ Program managers</li> <li>■ Supervisors</li> </ul>
FOY Session Sign-in Sheets	At the beginning of each session	<ul style="list-style-type: none"> <li>■ Session facilitators</li> </ul>	<ul style="list-style-type: none"> <li>■ FOY participants</li> </ul>

TABLE 7: FOCUS ON YOUTH DATA COLLECTION SCHEDULE			(CONTINUED)
INSTRUMENT	WHEN TO USE	ADMINISTERED BY	COMPLETED BY
FOY Facilitator Implementation Logs	Immediately after each session	<ul style="list-style-type: none"> <li>■ Session facilitators</li> </ul>	<ul style="list-style-type: none"> <li>■ Session facilitators</li> </ul>
FOY Observation Logs	Periodically during the implementation phase during sessions	<ul style="list-style-type: none"> <li>■ Program managers</li> <li>■ Supervisors</li> </ul>	<ul style="list-style-type: none"> <li>■ Program managers</li> <li>■ Supervisors</li> </ul>
FOY <i>Holla Back!!</i> Youth Feedback Surveys	At the end of the intervention cycle	<ul style="list-style-type: none"> <li>■ Session facilitators</li> </ul>	<ul style="list-style-type: none"> <li>■ FOY participants</li> </ul>
Referral Tracking Form	As needed	<ul style="list-style-type: none"> <li>■ Session facilitators</li> </ul>	<ul style="list-style-type: none"> <li>■ Session facilitators</li> </ul>

## DATA COLLECTION ACTIVITIES

Tables 8 and 9 are arranged by phase of implementation. Each table indicates when data should be collected, resources needed to collect data, data provided by the instruments located later in this field guide, how the data can be analyzed, the evaluation questions the data will answer, and ways to use the data to plan, implement, and improve your implementation of Focus on Youth with ImPACT.

TABLE 8: PRE-IMPLEMENTATION DATA COLLECTION ACTIVITIES	
DATA COLLECTION METHODS	<ul style="list-style-type: none"> <li>■ Focus groups</li> <li>■ Surveys</li> <li>■ Interviews</li> <li>■ Observation</li> </ul>
INSTRUMENTS	<ul style="list-style-type: none"> <li>■ Focus Group Guide</li> <li>■ Key Informant Interview Guide</li> <li>■ Community Observation Guide</li> </ul>
WHEN TO COLLECT THE DATA	<ul style="list-style-type: none"> <li>■ During planning phase</li> </ul>
RESOURCES NEEDED	<ul style="list-style-type: none"> <li>■ Access to recruitment venues (e.g., recreation centers, clubs)</li> <li>■ Recruitment materials (e.g., program brochures)</li> <li>■ Staff time to recruit youth to participate in FOY and record recruitment activities</li> <li>■ Staff time to organize and analyze data</li> <li>■ Database to manage data</li> </ul>
DATA PROVIDED	<ul style="list-style-type: none"> <li>■ Number of interested youth participating in FOY</li> <li>■ Demographic and risk profiles of potential FOY participants</li> <li>■ Knowledge about HIV, STDs, and pregnancy among FOY participants</li> <li>■ Behavioral intentions regarding sexual risk, safer sex, and condom use among FOY participants</li> <li>■ Social/cultural norms among FOY cohort</li> </ul>
ANALYSIS	<ul style="list-style-type: none"> <li>■ Descriptive and theme analysis of recruitment activities</li> <li>■ Frequency analysis of enrollment information and pre-implementation survey data</li> </ul>
RELATED EVALUATION QUESTIONS	<ul style="list-style-type: none"> <li>■ What are the knowledge levels, attitudes, and beliefs of the target population regarding HIV, STDs, and drug use, as well as the behaviors that place them at high risk for HIV or other STDs?</li> <li>■ When and where do members of the target population congregate?</li> <li>■ Who are the key leaders of the friendship groups?</li> </ul>
POSSIBLE USES OF DATA	<ul style="list-style-type: none"> <li>■ Ensure access to the target population</li> <li>■ Ensure that target population is being reached</li> <li>■ Improve implementation</li> <li>■ Baseline data to compare against post-implementation data</li> </ul>

**TABLE 9: IMPLEMENTATION DATA COLLECTION ACTIVITIES**

<b>DATA COLLECTION METHODS</b>	<ul style="list-style-type: none"> <li>■ Logs</li> <li>■ Forms</li> <li>■ Surveys</li> <li>■ Interviews</li> </ul>
<b>INSTRUMENTS</b>	<ul style="list-style-type: none"> <li>■ Enrollment Form</li> <li>■ Initial Interview</li> <li>■ FOY Sign-in Sheets</li> <li>■ ImPACT and FOY facilitator implementation logs</li> <li>■ ImPACT and FOY observation logs</li> <li>■ ImPACT and FOY participant feedback forms</li> <li>■ Referral tracking form</li> </ul>
<b>WHEN TO COLLECT THE DATA</b>	<ul style="list-style-type: none"> <li>■ Initial interviews before the first session of each cycle</li> <li>■ Enrollment form at the beginning of the first session (only if participants did not complete it during recruitment)</li> <li>■ Session sign-in sheets at the beginning of each FOY session</li> <li>■ Observation logs during each FOY or ImPACT session</li> <li>■ Session implementation logs immediately after each FOY or ImPACT session</li> <li>■ Participant feedback forms at the end of each session</li> <li>■ Referral form information as necessary</li> </ul>
<b>RESOURCES NEEDED</b>	<ul style="list-style-type: none"> <li>■ FOY participants</li> <li>■ Staff time to administer FOY enrollment forms</li> <li>■ Staff time to distribute/collect FOY initial interviews</li> <li>■ Program time and expertise to facilitate and document sessions</li> <li>■ Staff to observe and document sessions</li> <li>■ Referral information</li> <li>■ Staff time to organize and analyze data</li> <li>■ Database to manage data</li> </ul>
<b>DATA PROVIDED</b>	<ul style="list-style-type: none"> <li>■ Demographic and risk profiles of FOY participants (if not already obtained/known from pre-implementation data collection)</li> <li>■ Session implementation information (e.g., day, time, activities conducted, materials distributed, observations made)</li> <li>■ Participant feedback regarding FOY curricula, facilitators, activities, etc.</li> <li>■ Frequently requested referral information (e.g., STD clinics, free condom locales)</li> <li>■ Challenges and/or facilitating factors of implementing FOY</li> </ul>
<b>ANALYSIS</b>	<ul style="list-style-type: none"> <li>■ Frequency analysis of enrollment information (if not already analyzed during pre-implementation)</li> <li>■ Frequency analysis of sign-in sheets</li> <li>■ Frequency and descriptive analysis of session logs and referral forms</li> <li>■ Thematic analysis of observation data, facilitator notes, participant feedback forms, and interviews</li> </ul>

**TABLE 9: IMPLEMENTATION DATA COLLECTION ACTIVITIES (CONTINUED)**

<b>RELATED EVALUATION QUESTION</b>	<ul style="list-style-type: none"><li>■ What were the demographic characteristics of the FOY participants served?</li><li>■ What was the risk profile of the FOY participants served?</li><li>■ Which of the core elements were implemented?</li><li>■ Which of the core elements were implemented with fidelity?</li><li>■ How and why were program activities modified?</li><li>■ What were the barriers to, and facilitators of, implementation?</li><li>■ What changes occurred in FOY participants' knowledge about HIV, STDs, and unplanned teen pregnancy?</li><li>■ What changes occurred in FOY participants' decision-making skills?</li><li>■ What changes occurred in FOY participants' communication and/or negotiation skills?</li><li>■ What changes occurred in FOY participants' condom use skills?</li><li>■ What changes occurred in FOY participants' intention to use condoms more often?</li><li>■ What changes occurred in FOY participants' intention to practice safer sex with partners?</li><li>■ To what degree was peer support strengthened and/or peer norms changed around engaging in safer sex activities, including using condoms more often and consistently with all partners?</li></ul>
<b>POSSIBLE USES OF DATA</b>	<ul style="list-style-type: none"><li>■ Improve implementation</li><li>■ Ensure that target population is being reached</li><li>■ Determine if tailoring (if applicable) achieves similar outcomes</li><li>■ Determine intervention efficacy (i.e., degree of expected change among FOY participants)</li><li>■ Justification for additional/future funding</li></ul>

## SECTION 4: DATA COLLECTION PROTOCOLS

---

This section includes the framework for each of the data collection activities previously described. The data collection and reporting requirements of CDC are incorporated in the data collection forms. This field guide includes forms from the FOY Implementation Manual that have been modified to include NHM&E DS variables. These forms can be modified to meet your agency's specific information needs. There is no requirement to use the data collection forms included in this evaluation plan. However, it is important to make sure that any modifications to the instruments maintain the basic integrity of the original forms in order to fulfill the reporting requirements of your funding agency. In other words, do not remove questions that provide information you will need to report to your funding agency or use in implementing your intervention. You may, however, rephrase the question so that your participants better understand what you want to know.

The instruments and data collection forms in this section are organized by phase (i.e., pre-implementation, implementation, and post-implementation). If a form may be used in more than one phase, it is presented only once and in the first applicable phase. Each form includes instructions and recommendations for administration and completion. Additionally, certain forms include items that collect NHM&E DS variables that will be submitted to CDC.<sup>4</sup> After the instructions for these forms is a table listing the NHM&E DS variables and the item on the form that corresponds to that variable.

---

<sup>4</sup> NHM&E DS program planning, HIV testing, and agency data variables were finalized for January 1, 2008, reporting per the Dear Colleague Letter. The evaluation instruments in this guide are templates designed to capture data for evaluating FOY in its entirety. They are also designed to capture most program planning and client services NHM&E DS variables. Agencies should check with their CDC Project Officer or other contract monitor's specific reporting requirements for FOY.

## PRE-IMPLEMENTATION DATA COLLECTION FORMS

The following instruments are used during the pre-implementation phase to help you plan for your implementation of Focus on Youth.

- Focus Group Guide
- Key Informant Interview Guide
- Community Observation Form
- Recruitment Log

## FOCUS GROUP GUIDE

### ***When to Use:***

- During each focus group conducted during the pre-implementation phase

### ***Administered by:***

- FOY program staff—moderator

### ***Completed by:***

- FOY program staff—recorder (i.e., note taker)

### ***Instructions:***

The following is an example of a focus group guide designed for collecting information from parents and guardians about the youth you intend to target with FOY. It is important to conduct focus groups before implementing FOY in your community because you can use the information to modify your implementation of FOY so it meets the needs of the youth in your community in a way that is acceptable and culturally appropriate. This process will also foster support and buy-in from the guardians/parents in the community.

You can conduct focus groups on many different topics for different purposes (e.g., get feedback about activities; perceptions of FOY; ideas for improving marketing materials) and with different audiences (e.g., parents/guardians, community advisory board, youth). You may modify, delete, or add questions to suit your needs. If conducting focus groups with any individual under the age of 18, you must obtain permission from his or her parent or legal guardian.

### ***Before You Begin***

You should modify this guide to suit the focus group participants. You may need to change the phrasing of questions if conducting focus groups with youth or other stakeholders or gatekeepers (e.g., school counselors, coaches, troop leaders). You should also change any terminology in this guide to best resonate with your participants. You may also choose to ask some different or additional questions of other participants.

You will also need to develop a recruitment strategy for your focus groups. It is recommended that you conduct at least two focus groups with 8–10 parents or guardians of the youth you plan to serve. This process will provide information that can inform any modifications to FOY materials and activities.

### ***Conducting the Focus Group***

Two staff members are needed when conducting a focus group—one person to moderate the group and one to record participants' remarks. A note taker allows the moderator to focus on what is being said and probe with additional questions as needed. The moderator should introduce the note taker to participants.

The moderator should begin the focus group by welcoming participants and explaining the purpose and process of the group (see the next page for instructions). In addition to the guide, you will need copies of informed consent forms to share with your focus group participants—two for each participant. The moderator should collect a signed copy from each participant and let each one know that the other copy is for his or her records.

After establishing the ground rules, the moderator should ask the questions of the participants, allowing adequate time for participants to respond appropriately. The moderator may need to probe for explanations to certain responses. Be prepared, but be flexible. The participants may bring up topics for discussion before they appear on your outline, and unanticipated topics may come up that need to be explored.

Do not forget to thank the participants for their time and insight.

Additional information on planning for and moderating focus groups is available in the *Evaluation Capacity Building Guide* (CDC, 2008a) and the Focus on Youth implementation manual (ETR Associates, 2007).

# Focus Group Guide

## Instructions for the Facilitator

### Welcome Participants

- Introduce yourself
- Thank them for their participation in the group
- Distribute and review consent form
- Discuss payment (if participants will receive a monetary incentive)
- Ask participants to complete name tents or tags with any desired name

### Provide a Summary of the FOY Intervention

Focus on Youth is a community-based, eight-session group intervention that provides youth with the skills and knowledge they need to protect themselves from HIV and other STDs. The curriculum uses fun, interactive activities such as games, role plays, and discussions to convey prevention knowledge and skills. FOY targets 12- to 15-year-old African American youth. There is also a short component for parents, Informed Parents and Children Together (ImPACT), that emphasizes parental monitoring and effective communication.

### Explain Focus Group Purpose

- Gather information about the appropriateness of the curriculum specific to the youth targeted with this program in this community
- Identify ways to market the intervention to parents and guardians

### Explain Focus Group Process

- Facilitator asks questions of the group, clarifies terms, and summarizes
- Recorder takes notes, but does not directly participate in the group
- If the process will be audiotaped, explain that the focus group will be recorded on an audiotape and that it will be erased after the information has been compiled

### Establish Ground Rules

- Allow/encourage everyone to participate
- Remember that disagreement is OK
- Please turn cell phone ringers off or to vibrate
- Speak one at a time
- Speak loudly and clearly
- There are no right or wrong answers
- Please be respectful of the other participants
- Respect confidentiality of the group
- Free to leave at any time if needed

## Informed Consent Form

**Title:** Focus Group for the Focus on Youth project

**Description:** The purpose of this project is to provide youth with the skills and knowledge they need to protect themselves from HIV and other STDs. The curriculum uses fun, interactive activities such as games, role plays, and discussions to convey prevention knowledge and skills. Focus on Youth targets 12- to 15-year-old African American youth. There is also a short component for parents, Informed Parents and Children Together (ImPACT), that emphasizes parental monitoring and effective communication.

To do this, we need to know more about you and the children in this community. You have been asked to take part in this group discussion because you live here in the community and are a parent or guardian of a 12- to 15-year-old child. The discussion group should take about 90 minutes.

Although we are tape-recording the discussion with audiotape, the recording is anonymous. For that reason, we will ask you to use first names only. Your name and identity will not be associated with the information you give. The tapes will be reviewed only by our staff members who want to improve the program. After listening to the tapes, the tapes will be destroyed.

**Risks and Benefits:** There is no known risk in participating. The benefit to you from participating is contributing to our ability to develop an HIV prevention program that is accepted here in the community.

**Costs and Payments:** You will receive \$\_\_\_\_\_ for taking part in the discussion group today. The cost of participating is time lost from your other activities.

**Confidentiality:** I understand that any information obtained about me because of this discussion will be kept confidential. Such information carrying personal identifying material will be kept in locked files. It has been explained to me that my identity will not be revealed in any description, publication, or research. Therefore, I consent to such publication for scientific purposes.

**Right to Refuse or End Participation:** I understand that I am free to refuse to participate in this study or to end my participation at any time and that my decision will not cause a loss of benefits to which I might otherwise be entitled.

**Voluntary Consent:** I certify that I have read this form or it has been read to me and that I understand its contents. Any questions I have pertaining to the project have been or will be answered. A copy of this consent form will be given to me. My signature below means that I have freely agreed to participate in this discussion.

\_\_\_\_\_  
Participant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
(Organization) Staff Signature

\_\_\_\_\_  
Date

## **Focus Group Guide**

### **Opening Question (Round Robin)**

Tell us the name that you would like to be called and how long you have lived in this community.

### **Introductory Questions**

1. Do you believe that the choices kids make today can impact them in their adult lives?
  - a. If yes, why? If no, why not?
2. What are your biggest concerns regarding the decisions kids face today?
3. What do you think are the beliefs, attitudes, and/or social norms that influence kids to make a bad decision?

### **Transition Questions**

4. Do you believe that the beliefs, attitudes, and/or social norms you mentioned also put your kids at risk for unintended pregnancy, sexually transmitted infections, or even HIV?
  - a. If yes, why? If no, why not?

### **Key Questions**

The Focus on Youth program emphasizes the importance and positive aspects of family and community that help youth make positive health choices.

5. What are some of the strengths of families in this community?
6. What are some of the challenges that families in this community face?
7. What values are most important to families in this community?
8. What are the ways in which families in this community are similar to, or different from, families in other communities?
9. What are some of the influences in your families or community that can help young people make positive health choices?
10. What are some of the influences that might lead young people to make negative health choices?
11. How can parents and guardians influence youth to make positive health choices?

As stated earlier, ImPACT is a single session on parental monitoring and evaluation. A FOY staff member facilitates a session between the youth and his or her guardian/parent at their home or other community-based setting. During the session, the youth and parent/guardian watch a video on the importance of parental monitoring. The video is followed by a role-play session and then a condom demonstration.

12. What are your thoughts on participating in a facilitated session with your child? (Explain that the FOY facilitator meets with the child and parent/guardian in a safe environment.)
13. If there is something, or some things, that are cause for concern, is there a way to make the session more comfortable for you?
14. What type of setting would you prefer to be in for this session (e.g., at home, private room in community center)?

### **Closing Question**

15. What else might make this intervention more appealing to the parents and guardians of young people in this community?

## KEY INFORMANT INTERVIEW GUIDE

### ***When to Use:***

- During each key informant interview conducted during the pre-implementation phase

### ***Administered by:***

- FOY program staff

### ***Completed by:***

- FOY program staff

### ***Instructions:***

Key informant interviews may be conducted with individuals who can provide detailed information about the youth your agency intends to target. Such individuals may include youth key leaders of natural friendship groups; a school counselor, sports coach, or troop leader; president of a Parent-Teacher/Faculty Association; or community advisory board members.

This key informant interview guide is designed for youth. If you want to administer this survey with other stakeholders, you will need to tailor the language and/or questions to get the information.

Greet the key informant. Introduce yourself if you have not had previous personal contact with him or her. Thank the key informant for taking the time to talk with you about his or her knowledge of the target community. Provide a brief overview of FOY and why the interview is being conducted.

Observe the demographic characteristics of the key informant. Clarify information as necessary with him or her, asking only for information that cannot be determined from observation. Do not use a checklist with the informant.

# Key Informant Interview Guide

## General Information

Staff name: \_\_\_\_\_

Staff ID: \_\_\_\_\_

Date of interview: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

## Place where respondent was contacted/recruited:

Interview site/setting: \_\_\_\_\_

## Demographic Information

### Gender:

- Male
- Female
- Transgender: male to female
- Transgender: female to male
- Don't know

### Age:

- 12 or younger
- 13–18 years
- 19–24 years
- 25–34 years
- 35–44 years
- 45 years and older
- Don't know

### Ethnicity:

- Hispanic or Latino
- Not Hispanic or Latino
- Don't know

### Language spoken during interview:

- English
- Spanish
- Other (Specify: \_\_\_\_\_)

### Race (check all that apply):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White
- Don't know

### Type of respondent:

- Community member
- Coach
- Parent or guardian
- School counselor
- Teacher
- Troop leader
- Other (Specify: \_\_\_\_\_)

**[INTERVIEW QUESTIONS START ON NEXT PAGE]**

**Interviewer Instructions:** Read the following statement to the key informant, or provide the information in your own words, before asking interview questions.

*Thank you again for taking the time to talk to me today. As indicated when this interview was arranged, we are interested in learning more about the youth in your community.*

*Focus on Youth is a group-level intervention designed to reduce the risk of HIV/STD infection and unplanned pregnancy among African American urban youth. ImPACT is a single session on parental monitoring and evaluation that is delivered to each youth and his or her guardian/parent at their home or other community-based setting.*

*All of your answers will be kept confidential and will only be used to inform future planning, tailoring, implementation, and monitoring of the program. If you are uncomfortable with any of the questions, you do not have to answer them or can choose to leave the interview at any time.*

1. What are the various cliques or natural friendship groups of youth in your community?

*For each friendship group, ask:*

2. What are some of the distinguishing characteristics of this group/clique (e.g., what are their likes, dislikes)?

3. What do you think are the beliefs, attitudes, and/or social norms that influence the youth in this group to make a bad decision?

4. Do you believe that these beliefs, attitudes, and/or social norms you mentioned also put the group at risk for unintended pregnancy, sexually transmitted infections, or even HIV?

a. If yes, why? If no, why not

5. Where do the members of this group hang out?

6. In general, what are some major concerns of these friendship groups?
7. What are the major health concerns in this network of friendship groups?
8. Where do people go to get information about the major health issues affecting this network of friendship groups?
9. Who do members of this network of friendship groups trust and get advice from?
10. Do you think these trusted individuals would support a program like FOY?
11. Where can we find these individuals?

*Ask of friendship groups, overall:*

12. Which of these networks of friendship groups do you think would most benefit from a program such as FOY?
13. Have there been past attempts to promote HIV risk reduction among youth in this community?

14. What succeeded and what failed in the prior program(s)?

15. What made the efforts successful in the prior program(s)?

16. What failed or made the efforts unsuccessful?

17. Based on your knowledge of this community, in which community-based settings might youth be most likely to engage in FOY?

ImPACT is a single session in which a FOY staff member facilitates a private discussion between a youth and his or her parent/guardian. During the session, the youth and his parent/guardian watch a 20-minute video and then engage in a role play. The session ends with a condom demonstration.

18. Would parents/guardians be comfortable participating in this session in the places you mentioned?

a. If not, in what settings might parents/guardians be more comfortable?

b. Why?

19. Could you recommend other people that I could interview about implementing FOY in this community?

20. Is there anything else that you would like to add?

**Thank you for your participation!**

## COMMUNITY OBSERVATION FORM

### **When to Use:**

- During each community observation event conducted during the formative evaluation process
- Ongoing and as needed to refine program

### **Administered by:**

- FOY program staff

### **Completed by:**

- FOY program staff

### **Instructions:**

Observe community members and their interactions for 10–30 minutes at a specific setting in the targeted community. Complete a form for each location. Note observations about the target community and their interactions. Keep in mind that staff members are there to observe. Their presence should not disrupt the normal interactions between community members. They should not be speaking or interviewing community members during the observation period. Staff members should participate in debriefing sessions on a regular and as-needed basis.

Items on this form may be modified or others added to meet the information needs of your agency or other stakeholders. For additional information on direct observation techniques, please refer to the *Evaluation Capacity Building Guide* (CDC, 2008a).

## Community Observation Form

Staff name: \_\_\_\_\_

Staff ID: \_\_\_\_\_

Date of the observation: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m. (circle one)

End time: \_\_\_\_\_ a.m./p.m. (circle one)

### SETTING TYPE:

Street/hangout

Business

Church/religious institution

Agency

Recreational facility (e.g., YMCA)

Residence

Community event

Other, specify: \_\_\_\_\_

Please list specific location: \_\_\_\_\_

Vehicle Traffic in Area:

Light

Moderate

Heavy

Pedestrian Traffic in Area:

Light

Moderate

Heavy

### DEMOGRAPHIC INFORMATION:

Enter the total number of individuals you observe with each demographic characteristic. For example, if 8 of the 15 youth are male, note: 8 Males 7 Females

#### Gender:

\_\_\_\_ Male

\_\_\_\_ Female

\_\_\_\_ Transgender

\_\_\_\_ Unknown

#### Race:

\_\_\_\_ American Indian/Alaska Native

\_\_\_\_ Asian

\_\_\_\_ Black/African American

\_\_\_\_ Native Hawaiian/Pacific Islander

\_\_\_\_ White

\_\_\_\_ More than one race

\_\_\_\_ Unknown

#### Ethnicity:

\_\_\_\_ Hispanic or Latino

\_\_\_\_ Not Hispanic or Latino

#### Age:

\_\_\_\_ 12 or younger

\_\_\_\_ 13–18 years

\_\_\_\_ 19–24 years

\_\_\_\_ 25–34 years

\_\_\_\_ 35–44 years

\_\_\_\_ 45 years and older

\_\_\_\_ Unknown

***OBSERVATION NOTES:***

1. Describe what the people are doing (e.g., sitting, talking, playing sports, exchanging money for drugs).
  
2. Describe the attitudes you observe (e.g., relaxed, stressed, happy, anxious).
  
3. What languages do you hear the community members speak?
  
4. Describe the setting itself (e.g., residential or commercial? If residential, what type of setting is it? If commercial, what types of businesses or service agencies are in the area?).
  
5. Is there a place to post flyers?       Yes       No
  
6. Does the venue or event have a newsletter, e-mail, or some other way by which to communicate with the attendees?       Yes       No
  
7. Who do you contact to find out more information about the venue or event?  
*Name:* \_\_\_\_\_ *Phone:* \_\_\_\_\_  
*E-mail:* \_\_\_\_\_
  
8. Other observations:



## RECRUITMENT LOG

### ***When to Use:***

- Every 3 months beginning with the first cycle of recruitment through implementation

### ***Administered by:***

- Program managers or supervisors

### ***Completed by:***

- Program managers or supervisors

### ***Instructions:***

This form is designed to help program managers and supervisors monitor recruitment of youth from specific friendship groups. This form is also designed to help monitor completion rates. Information for this form comes from the sources listed below.

### ***Goal***

- Program application
- Formative evaluation process
- Enter the number of individuals from each friendship group your agency plans to serve each quarter and annually

### ***Number enrolled/recruited***

- Enrollment forms (see implementation phase)
- Enter the total number completed for each friendship group

### ***Number attending first session***

- Session 1 sign-in sheet
- Enter the number of youth from each friendship group

### ***Number completing ImPACT session with their parent or guardian***

- ImPACT implementation log
- Enter the number of youth from each friendship group

### ***Number completing all eight Focus on Youth sessions***

- Session sign-in sheets
- For each cycle, count the number of youth completing all eight sessions
- Enter the number of youth from each friendship group

### ***Number completing Focus on Youth with ImPACT***

- ImPACT implementation log
- Session sign-in sheets
- Count the number of youth participating in both the ImPACT session and all eight FOY sessions
- Enter the number of youth from each friendship group

Program managers or supervisors should collect recruitment and enrollment information from program staff and facilitators on a regular basis. Information on barriers to and strategies for recruitment and retention can be collected from staff during staff meetings, formal and informal discussions, or the implementation logs.

Program managers or supervisors can use this information to make decisions for improving recruitment and retention within their FOY program.

## Recruitment Log

Friendship group: \_\_\_\_\_

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Number enrolled/recruited					
Number attending first session					
Number completing ImPACT session with their parent or guardian					
Number completing all eight FOY sessions					
Number completing FOY					
<b>Goal</b>					

**What challenges were experienced in trying to recruit and enroll members of this group?**

**What strategies worked to recruit and enroll members of this group?**

**Other comments or observations:**

## IMPLEMENTATION DATA COLLECTION FORMS

The following instruments are used during the implementation phase of Focus on Youth.

- Enrollment form
- Initial interview

## IMPACT SESSION

- ImPACT Parent/Guardian Feedback Survey
- ImPACT Youth Feedback Survey
- ImPACT Implementation Log
- ImPACT Observation Log

## FOCUS ON YOUTH SESSIONS

- Focus on Youth Sign-in Sheets
- Focus on Youth Facilitator Implementation Logs
- Focus on Youth Observation Logs
- Focus on Youth *Holla Back!!* Youth Feedback Surveys

## ENROLLMENT FORM

### When to Use:

- Prior to the first FOY session of each cycle (either during recruitment or at the beginning of the first session)

### Administered by:

- FOY program staff

### Completed by:

- FOY participants and/or parent(s) or guardian(s)

### Instructions:

This form should be completed for each FOY participant. Before recruiting youth, check local laws and your funding agency for requirements related to parent or guardian approval to enroll a youth in FOY. The Enrollment Form should not be used in a group setting, and it is unsuitable for self-administration by clients. The one-on-one interview ensures privacy and confidentiality.

Briefly explain to the participants the reasons for wanting personal information and how it will be used. Instruct participants to answer the questions as honestly and thoroughly as possible. It is important that the respondent be reminded that all answers will remain confidential to the extent allowed by law.

The NHM&E DS variables listed in the table below are collected on the Enrollment Form. Note that the variables presented in the table include only those required variables captured on this instrument. Please refer to the National HIV Prevention Program Monitoring and Evaluation Data Set (CDC, 2008d) for the complete list and description of all M&E variables required for reporting to CDC, optional variables for local M&E, or the 2008 National HIV Prevention Program Monitoring and Evaluation Data Set Variable Requirements (Appendix D).

CDC'S NATIONAL HIV PREVENTION PROGRAM MONITORING AND EVALUATION DATA SET VARIABLES			
NHM&E DS TABLE	NHM&E DS NUMBER	VARIABLE NAME	ITEM # OR NAME
Client Characteristics	01	Date collected	Date
	02	PEMS client unique key (generated by PEMS software)	
Demographics	12	Date of birth – year	1
	13	Calculated age (generated by PEMS software)	
(NHM&E DS Table G1)	14	Ethnicity	4
	16	Race	3
	20	State/territory of residence	State
	23	Assigned sex at birth	2

## Enrollment Form

Staff ID: _____	Date: ____ / ____ / ____
Location: _____	Time: _____ a.m. /p.m.

### Contact Information:

Name of youth: \_\_\_\_\_ Participant ID: \_\_\_\_\_

Friendship group: \_\_\_\_\_

Name of parent(s) or guardian(s):

1.	_____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian
2.	_____	<input type="checkbox"/> Parent <input type="checkbox"/> Guardian

Home address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ ZIP code: \_\_\_\_\_

Home phone #: \_\_\_\_\_ Alt. phone #: \_\_\_\_\_

Youth's e-mail: \_\_\_\_\_

Parent or guardian's e-mail:

1.	_____
2.	_____

Parent or guardian's alt. phone #:

1.	_____	<input type="checkbox"/> Work <input type="checkbox"/> Cell
2.	_____	<input type="checkbox"/> Work <input type="checkbox"/> Cell

### Demographic Information

1. Date of birth: \_\_\_\_ / \_\_\_\_ / \_\_\_\_      2. Gender:  Boy (male)  Girl (female)

3. Race (check all that apply):

- American Indian or Alaska Native
- Asian
- Black or African-American
- Native Hawaiian or Pacific Islander
- White

4. Ethnicity:

- Hispanic or Latino
- Not Hispanic or Latino

## INITIAL INTERVIEW

### **When to Use:**

- Prior to the first FOY session of each cycle (during recruitment)\*

### **Administered by:**

- FOY program staff

### **Completed by:**

- FOY participants

### **Instructions:**

This form should be completed by each FOY participant. If the participant is illiterate, you may read the questions and record his/her responses.

Briefly explain to the participant the reasons for wanting personal information and how it will be used. Instruct participant to answer the questions as honestly and thoroughly as possible. It is important that the respondent be reminded that all answers will remain confidential to the extent allowed by law.

The Initial Interview may be administered as a structured interview, conducted individually with each client, or as a survey completed by the youth.

When administering the form, the service provider or facilitator should explain to the client the reasons for wanting such personal information and how it will be used to provide services. For example, *“This information will be used by program staff to understand what is working and how our program can be improved. Some of the information will be shared with our funding agency to help them better understand what we are doing.”*

All respondents should be instructed to answer the questions as honestly and thoroughly as possible. It is important that the respondent be reminded that all answers will remain confidential to the extent allowed by law. Your agency may require clients to sign a Health Insurance Portability Accountability Act (HIPAA) waiver or consent form prior to participating in FOY. It is important for your agency to consider the appropriateness of the sexual behavior questions for the targeted youth and the context in which the interview will be administered (e.g., school versus community-based setting) before administering the interview.

**\* Note:** If you plan to have participants complete this form during the first session, you will need to add approximately 45 minutes to the beginning of session one.

The NHM&E DS variables listed in the table below are collected on the Initial Interview. Note that the variables presented in the table include only those required variables captured on this instrument. Please refer to the National HIV Prevention Program Monitoring and Evaluation Data Set (CDC, 2008d) for the complete list and a description of all M&E variables required for reporting to CDC, optional variables for local M&E, or the 2008 National HIV Prevention Program Monitoring and Evaluation Data Set Variable Requirements (Appendix D).

**CDC'S NATIONAL HIV PREVENTION PROGRAM MONITORING AND EVALUATION DATA SET VARIABLES**

NHM&E DS TABLE	NHM&E DS NUMBER	VARIABLE NAME	ITEM # OR NAME
Client Characteristics – Risk Profile  (NHM&E DS Table G2)	00	Date collected	Date
	04	Previous HIV test	28
	05	Self-reported HIV test result	28a
	08	In HIV medical care/treatment ( <i>only if HIV+</i> )	28b
	09	Pregnant (only if female)	27
	10	In prenatal care ( <i>only if pregnant</i> )	27a
	11	Client risk factors	21
	13	Recent STD (not HIV)	27b



**4. Compared with other students in your class, what kind of student are you?**

One of the best  
Above the middle  
In the middle

Below the middle  
Near the bottom

**5. In the last 6 months, were you on the honor roll or did you receive any special rewards?**

Yes

No

Not sure

**6. During the last 6 months, have you been in a physical fight with a friend, including a boyfriend or girlfriend?**

Yes

No

Not sure

**7. During the last 6 months, did you carry a bat or a stick to protect yourself or to use as a weapon?**

Yes

No

Don't know

**8. During the last 6 months, did you ever carry a knife or a razor to protect yourself or to use as a weapon?**

Yes

No

Don't know

**9. During the last 6 months, did you ever carry a gun to protect yourself or to use as a weapon?**

Yes

No

Don't know

**10. During the last 6 months, have you won an award in sports or in any other activity?**

Yes

No

Don't know

**11. During the last 6 months, did you ever stay out all night and not tell your parents where you were?**

Yes

No

Don't know

**12. During the last 6 months, did you smoke a cigarette?**

Yes

No

Don't know

**13. During the last 6 months, have you had a drink of beer, wine, cisco, or other liquor?**

Yes

No

Don't know

**Section B**

The next set of questions asks about other drugs.

**14. In the last 6 months, have you used marijuana (also called grass, pot, or weed)?**

Yes No Don't know

**15. In the last 6 months, have you been approached and asked to run or sell drugs?**

Yes No Don't know

**16. In the last 6 months, have you sold drugs?**

Yes No Don't know

**17. In the last 6 months, have you delivered drugs?**

Yes No Don't know

**Section C**

**18. Do you currently have a boyfriend/girlfriend?**

Yes No Don't know

*If "yes," please complete 18a and 18b. If "no" or "don't know," skip to #19.*

**18a. For how long have you been "going out" with this person? (Circle one)**

Less than 1 month  
More than 1 month but less than 3 months  
More than 3 months but less than 6 months  
More than 6 months but less than 1 year  
More than 1 year

**18b. How old is he or she? (Circle one)**

9 10 11 12 13 14  
15 16 17 18 19 older than 19

**19. Have you ever talked with your family or other adults about AIDS/HIV infection?**

Yes No Not sure

The next set of questions is very personal. Please remember that your answers are confidential—in other words, no one will know how you answer them. If any question makes you feel very uncomfortable or you don't feel you can answer honestly, you may skip the question.

To have sex (sexual intercourse) is when a male's penis is placed into a female's vagina. This is sometimes called "making love," "getting laid," "doing it," "the wild thing," or "going all the way."

**20. Have you ever had sex?**

Yes (continue)

No (skip to section D)

**20a. In the past 6 months, with how many people did you have sex? \_\_\_\_\_**

**20b. How old was your most recent sex partner? (Circle one)**

9 or younger    10                    11                    12                    13  
14                    15                    16                    17                    18  
19                    20                    21                    older than 21

**20c. How many times did you have sexual intercourse in the past 6 months?**

0 to 5 times (less than once a month)  
5 to 10 times (once a month)  
10 to 20 times (2–3 times a month)  
20 to 40 times (1–2 times a week)  
41 or more (2 or more times a week)

**20d. Did you ask your most recent sexual partner how many people they have had sex with?**

Yes

No

**20e. Did you ask your most recent sexual partner if they always use a condom when they have sex?**

Yes

No

~ Continued on next page ~

**21. In the past 12 months, did you partake in any of the following activities?**

- |  |                              |                             |                                     |
|--|------------------------------|-----------------------------|-------------------------------------|
| Oral sex with a boy  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Oral sex with a girl   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Sex with a boy   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Sex with a girl  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Sex with a transgender (a boy who feels like a girl or a girl who feels like she is a boy) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Injection drug use   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Shared injection drug equipment  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

**22. Do you have any children?**

Yes (continue to 22a)

No (skip to #23)

**22a. How many children do you have? (Circle one)**

1

2

3

4 or more

Don't know

**23. The last time you had sex did you (or the boy/girl) use:**

- |                          |                              |                             |                                     |
|--------------------------|------------------------------|-----------------------------|-------------------------------------|
| Birth control pills      | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Condom                   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Withdrawal (pulling out) | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Diaphragm                | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Foam/jelly               | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Norplant                 | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Depo Provera (the shot)  | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |
| Other (specify: _____)   | <input type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> Don't know |

**24. How often will you use a condom to protect yourself in the next 6 months?**

Always

Sometimes

Most of the time

Never

**25. In the last 6 months, have you been pregnant or gotten a girl pregnant?**

Yes

No

Don't know

*If yes, continue, otherwise go to #26.*

**25a. Did you (or the girl) see a doctor or nurse about the pregnancy?**

Yes

No

Don't know

**26. Are you currently pregnant?**

Yes (*continue to 23a*)

No (*skip to #24*)

*If yes, continue, otherwise go to #27.*

**26a. Are you currently receiving prenatal care?**

Yes

No

Don't know

**27. Have you had a sexually transmitted disease such as genital herpes, genital warts, chlamydia, syphilis, gonorrhea, AIDS, or HIV infection in the past 6 months?**

Yes

No

Don't know

*If yes, continue, otherwise go to #28.*

**27a. Did you go for treatment?**

Yes

No

Don't know

**27b. In the past 12 months, have you been diagnosed with an STD (not including HIV)?**

Yes

No

Don't know

**27c. With which STD(s) were you diagnosed?**

Syphilis  
Gonorrhea

Chlamydia  
Other (specify) \_\_\_\_\_

**28. Have you ever been tested for HIV?**

Yes

No

Don't know

*If yes, continue, otherwise go to #29.*

**28a. What was your test result?**

HIV negative

HIV positive

Don't know

*If yes, continue, otherwise go to next section.*

**28b. If HIV positive, are you currently receiving medical care or treatment for your HIV?**

Yes

No

Don't know

## Section D

Here are some statements about AIDS. Please answer as best you can, but do not worry about getting the questions wrong because many of them are confusing. After you finish, we will go over the questions so that you know what the right answers are.

	True	False
AIDS is caused by a virus	<input type="checkbox"/>	<input type="checkbox"/>
If you touch someone with AIDS you can get AIDS	<input type="checkbox"/>	<input type="checkbox"/>
What you eat can give you AIDS	<input type="checkbox"/>	<input type="checkbox"/>
Anybody can get AIDS	<input type="checkbox"/>	<input type="checkbox"/>
You can get AIDS from sharing needles with someone who is infected with the AIDS virus	<input type="checkbox"/>	<input type="checkbox"/>
People who get AIDS eventually die from sicknesses due to the AIDS virus	<input type="checkbox"/>	<input type="checkbox"/>
Using a condom during sex is a way to protect yourself from getting AIDS	<input type="checkbox"/>	<input type="checkbox"/>
AIDS can be cured if treated early	<input type="checkbox"/>	<input type="checkbox"/>
You can tell if someone does not have AIDS just by looking at them	<input type="checkbox"/>	<input type="checkbox"/>
A boy does not need to use a condom if he pulls out before he comes	<input type="checkbox"/>	<input type="checkbox"/>
Going to the bathroom after sex is one way to reduce the chances of becoming infected with the AIDS virus	<input type="checkbox"/>	<input type="checkbox"/>
Taking birth control pills is one way to protect yourself from becoming infected with the AIDS virus	<input type="checkbox"/>	<input type="checkbox"/>
You can get AIDS the first time you have sex	<input type="checkbox"/>	<input type="checkbox"/>
Clean people (people who bathe everyday) are not likely to become infected with the AIDS virus	<input type="checkbox"/>	<input type="checkbox"/>
You can get AIDS even if you are only having sex with one person	<input type="checkbox"/>	<input type="checkbox"/>
You can get pregnant the first time you have sex	<input type="checkbox"/>	<input type="checkbox"/>
If a condom breaks while you're having sex, you can get pregnant	<input type="checkbox"/>	<input type="checkbox"/>
If a condom breaks while you're having sex, you can get a STD	<input type="checkbox"/>	<input type="checkbox"/>
If a condom breaks during sex, you can become infected with HIV	<input type="checkbox"/>	<input type="checkbox"/>
When used correctly, condoms almost never break	<input type="checkbox"/>	<input type="checkbox"/>

**29. Have you ever known anybody who has AIDS or is infected with HIV?**

Yes

No

Don't know

**30. Where do or would you go to get information about HIV/AIDS and other STDs?**

**That is it! Thank you for taking the time to answer our questions!**

## IMPACT PARENT/GUARDIAN FEEDBACK SURVEY

### ***When to Use:***

- Part I: before or at the beginning of the ImPACT session
- Part II: at the end of the session

### ***Administered by:***

- FOY Facilitator

### ***Completed by:***

- Parent/guardian

### ***Instructions:***

Have parents/guardians complete the relevant questions at the end of the ImPACT session. Work to ensure privacy of responses so the parents/guardians feel comfortable sharing any concerns or issues they have. You might want to tell parents/guardians they can put the forms in a manila envelope and you will look at the forms only after you've completed all ImPACT sessions. Review results to determine if there was a pattern of negative responses or erroneous responses to retention items. Use these to determine what changes can be made to improve engagement or learning.

## ImPACT Parent/Guardian Feedback Survey

### Part 1: Before the Session

Please tell us how you feel about the following.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. It is important for parents to talk to their children about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I feel comfortable talking to my child about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I am likely to talk to my child about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. It is important to know who your child is with as much as you can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. If I cannot talk to my child about sex, I am willing to find someone who shares my values to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Parents should talk to their kids about proper condom use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I feel comfortable talking to my child about proper condom use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. It is important to be honest when talking to your child about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. It is important to keep what your child says confidential when talking about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### We want to know what you already know.

10. Which of the following behaviors can transmit HIV?

- Unprotected vaginal sex
- Sharing drinking glasses
- Unprotected oral sex
- Sharing needles for body piercing
- Kissing
- Mosquito bites

11. What is the ONE best way to prevent unwanted pregnancy, STDs, and HIV/AIDS?

12. What 2 things should you always check before using a condom?

13. What type of lubricant should you always use with a condom?

**Part 2: After the Session**

Please tell us your opinion of this session.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I enjoyed this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I learned something new today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I will use what I learned today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think sessions like these are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I felt comfortable with the location of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I felt comfortable with the facilitator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt comfortable with my child present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I enjoyed the video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I learned something new from the video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please tell us how you feel about the following.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
10. It is important for parents to talk to their children about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel comfortable talking to my child about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am likely to talk to my child about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. It is important to know who your child is with as much as you can.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. If I cannot talk to my child about sex, I am willing to find someone who shares my values to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Parents should talk to their kids about proper condom use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. I feel comfortable talking to my child about proper condom use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. It is important to be honest when talking to your child about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. It is important to keep what your child says confidential when talking about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Show us how we did.**

19. Which of the following behaviors can transmit HIV?

- Unprotected vaginal sex
- Sharing drinking glasses
- Unprotected oral sex
- Sharing needles for body piercing
- Kissing
- Mosquito bites

20. What is the ONE best way to prevent unwanted pregnancy, STDs, and HIV/AIDS?

21. What 2 things should you always check before using a condom?

22. What type of lubricant should you always use with a condom?

**You're almost finished.**

23. What did you like about the session?

24. What didn't you like about the session and how would you make it better?

25. Is there anything else you'd like us to know?

## **ImPACT Parent/Guardian Feedback Survey Answer Key**

*Participants can score up to 7 points on the knowledge portion of the Feedback Survey.*

**Which of the following behaviors can transmit HIV? (select all that apply) (3 points)**

- Unprotected vaginal sex
- Sharing drinking glasses
- Unprotected oral sex
- Sharing needles for body piercing
- Kissing
- Mosquito bites

**What is the ONE best way to prevent unwanted pregnancy, STDs, and HIV/AIDS? (1 point)**

Abstinence

**What 2 things should you always check before using a condom? (2 points)**

Expiration date  
Damage

**What type of lubricant should you always use with a condom? (1 point)**

Water-based

## IMPACT YOUTH FEEDBACK SURVEY

### ***When to Use:***

- After the ImPACT session

### ***Administered by:***

- FOY Facilitator

### ***Completed by:***

- Youth participants

### ***Instructions:***

Have youth complete the relevant questions at the end of the ImPACT session. Work to ensure the privacy of responses so the youth feels comfortable sharing any concerns or issues he or she has. You might want to tell the youth he or she can put the forms in a manila envelope and you will look at the forms only after you have completed all ImPACT sessions. Review results to determine if there was a pattern of negative responses. Use these to determine what changes can be made to improve engagement and attitudes.

## ImPACT Youth Feedback Survey

**Please tell us your opinion of this session.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. I enjoyed this session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I learned something new today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I will use what I learned today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I think sessions like these are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I felt comfortable with the location of the session.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. I felt comfortable with the facilitator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I felt comfortable with my parent/guardian present.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I enjoyed the video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I learned something new from the video.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please tell us how you feel about the following.**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
10. It is important for youth to talk to their parents/guardians about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. I feel comfortable talking to my parents/guardians about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. I am likely to talk to my parents/guardians about sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. If I cannot talk to my parents/guardians about sex, I am willing to find someone who shares their values to talk to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Youth should talk to their parents/guardians about proper condom use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. I feel comfortable talking to my parents/guardians about proper condom use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**You are almost finished.**

What did you like about the session?

What did you not like about the session?

Is there anything else you would like us to know?

## IMPACT IMPLEMENTATION LOG

### **When to Use:**

- After each session. One sheet is filled out for each youth/parent session.

### **Administered by:**

- FOY Facilitator

### **Completed by:**

- Facilitator

### **Instructions:**

Facilitators should use implementation log to document fidelity during the parent session, as well as youth and guardian engagement and comfort. This information can help to determine if modifications need to be made in training or the guide.

**Fill out each section of the log.** This log includes an “activity grid,” which provides an opportunity for you to provide feedback on each activity within the session. Fill in the session information on the first page of the log. Describe any general information about the session (e.g., room cold/warm, outside noise, environmental distractions, a lot of off-topic side discussions, etc.) as well as any activities or materials that were added to the session. For each session activity, indicate whether you *presented* the activity *as suggested*, *presented* the activity *with changes*, or *did not do* the activity. Please explain any changes made to the session (e.g., to simplify, did not understand as written, forgot, time constraints, to make more suitable for the participants, youth resistance, size of group, etc.) or other relevant notes for each activity in the spaces. Additionally, indicate the order of each activity and then answer the questions about engagement and comfort teaching the session.

**Review your guide as you complete the log.** To ensure that you are aware of when you modified activities, read through each activity in the guide before providing your rating.

**Complete the form promptly.** Complete the form as soon as possible after the end of a session.

**Provide as much feedback as possible.** The more feedback you provide, the more helpful this evaluation tool will be in future implementations of the program.

## ImPACT Implementation Log

Facilitator 1: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Youth name/ ID: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

Session location: \_\_\_\_\_

End time: \_\_\_\_\_ a.m./p.m.

Youth's gender (circle one): Male Female

Who attended in addition to the program's youth?

Mother

Father

Other (list): \_\_\_\_\_

**General Session Comments** (e.g., room cold/warm, outside noise, environmental distractions, interruptions, relationship among youth and guardians, a lot of off-topic side discussions, how difficult it was to schedule session, willingness of participants to be there, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc. Note the order in which activities were presented.

<b>ImPACT Session</b>	
<p><b>Activity 1: Introduction</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>	<p><b>Activity 2: HIV 101</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>
<p><b>Activity 3 Parent Video</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>	<p><b>Activity 4 Effective Communication</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>
<p><b>Activity 5: Condom Demonstration/Card Activity</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes: (Indicate which activity you did.)</p>	<p><b>Activity 6: Role Play</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>

<b>ImPACT Session (continued)</b>		
<b>Youth engagement:</b> <input type="checkbox"/> Very engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Not engaged	<b>Parent 1 engagement:</b> <input type="checkbox"/> Very engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Not engaged	<b>Parent 2 engagement:</b> <input type="checkbox"/> Very engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Not engaged
<b>Youth comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Not comfortable	<b>Parent 1 comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> Not comfortable	<b>Parent 2 comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> Not comfortable
<b>Facilitator comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> Not comfortable		

## IMPACT OBSERVATION LOG

### **When to Use:**

- During the ImPACT session

### **Administered and Completed by:**

- Program manager or supervisor
- Program evaluator
- Other trained and unbiased observer

### **Instructions:**

The observation log is to be used by staff other than the facilitators to evaluate youth engagement, as well as facilitator fidelity and skill to determine if modifications need to be made in training sessions or the curriculum.

### **Conducting Observations**

Keep in mind that often observers are a distraction to the youth, parents, and the facilitator and can contribute to discomfort, so you should keep the number of observers to a minimum. If more than one observer attends a session, both observers should rate the entire session separately and then discuss any discrepancies in their observations. Observation findings should be discussed with the facilitator so that he/she can make any adjustments needed.

### **Directions for Observation Log**

Fill out front of sheet prior to session. If there is more than one observer, be sure that you all have the same “Parent 1” and “Parent 2.” Note prior to session and throughout any general observations (e.g., room cold/warm, outside noise, environmental distractions, interruptions, relationship among youth and guardians, a lot of off-topic side discussions, how difficult it was to schedule session, willingness of participants to be there, etc.). At the end of the session, describe any activities or materials that were added to the session. For each activity, indicate the order and facilitator’s fidelity in implementing the curriculum as written in the manual. Follow along with the curriculum manual as you complete the observation log. Also, for the session as a whole, indicate youth and parent engagement and comfort and facilitator skill (i.e., familiarity with curriculum, group management skills, and perceived comfort with topic). Then, write notes on the activity in the space provided. These could include general notes related to facilitator skill with the activity or youth reaction; a description of any adaptations; and reasons for eliminating, adding, or modifying (e.g., to simplify, did not understand as written, forgot, time constraints, to make more suitable for the participants, youth resistance, size of group, etc.) activities, based on an interview with the facilitators after the session.

**Note about format.** For ease, this log is designed so that it can be copied on one double-sided sheet of paper. If you want more space for notes, you can modify the electronic version to add space and add pages. Otherwise, you can use blank space on the front of the form or attach blank sheets of paper.

## ImPACT Observation Form

Facilitator 1: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Youth name/ ID: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

Session location: \_\_\_\_\_

End time: \_\_\_\_\_ a.m./p.m.

Youth's gender (circle one): Male Female

Who attended in addition to the program's youth?

Mother

Father

Other (list): \_\_\_\_\_

**General Session Comments** (e.g., room cold/warm, outside noise, environmental distractions, interruptions, relationship among youth and guardians, a lot of off-topic side discussions, how difficult it was to schedule session, willingness of participants to be there, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc. Note the order in which activities were presented.

<b>ImPACT Session</b>	
<p><b>Activity 1: Introduction</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>	<p><b>Activity 2: HIV 101</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>
<p><b>Activity 3: Parent Video</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>	<p><b>Activity 4: Effective Communication</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>
<p><b>Activity 5: Condom Demonstration/Card Activity</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes: (Indicate which activity was conducted)</p>	<p><b>Activity 6: Role Play</b></p> <p><input type="checkbox"/> Presented as suggested _____</p> <p><input type="checkbox"/> Presented with changes (order)</p> <p><input type="checkbox"/> Did not do</p> <p>Notes:</p>

<b>ImPACT Session (continued)</b>		
<b>Youth engagement:</b> <input type="checkbox"/> Very engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Not engaged	<b>Parent 1 engagement:</b> <input type="checkbox"/> Very engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Not engaged	<b>Parent 2 engagement:</b> <input type="checkbox"/> Very engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Not engaged
<b>Youth comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Not comfortable	<b>Parent 1 comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> Not comfortable	<b>Parent 2 comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> Not comfortable
<b>Facilitator comfort with session:</b> <input type="checkbox"/> Very comfortable <input type="checkbox"/> A little comfortable <input type="checkbox"/> Comfortable <input type="checkbox"/> Not comfortable		

## FOCUS ON YOUTH SIGN-IN SHEET

### ***When to Use:***

- Before each FOY session

### ***Administered by:***

- Facilitator

### ***Completed by:***

- Participants

### ***Instructions:***

This form will help you gather retention information from the young adults participating in the FOY program. The sign-in sheet should be administered by the facilitator and signed by participants at the beginning of each group session.

## Focus on Youth Sign-in Sheet

**Session number:** \_\_\_\_\_

**Date:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_
12. \_\_\_\_\_

## FACILITATOR IMPLEMENTATION LOGS

### ***When to Use:***

- After each session; there is a separate sheet (front and back) for each session

### ***Administered by:***

- Facilitator

### ***Completed by:***

- Facilitator

### ***Instructions:***

These forms are for use by facilitators to document fidelity as well as youth engagement and facilitator comfort. Use these forms to determine if modifications need to be made in training or the curriculum.

There is an implementation log for each session. Each session implementation log includes an “activity grid,” which provides an opportunity for you to give feedback on each activity within the session. Fill in the session information on the front side of the log. Describe any general information about the session (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.) as well as any activities or materials that were added to the session. For each program activity, indicate whether you taught the activity as suggested, taught the activity with changes, or did not teach the activity. Please explain any changes made to the session (e.g., to simplify, did not understand as written, forgot, time constraints, to make more suitable for the participants, youth resistance, size of group, etc.) or other notes within each activity box. Additionally, indicate the order of each activity and then answer the questions about youth engagement and each facilitator’s comfort teaching the session.

Review the curriculum as you complete the log. To ensure that you are aware of when you modified activities, read through each activity in the curriculum before providing your rating.

Fill out only one log. The logs should represent a consensus between the two facilitators. You should fill out the log together. If you are unable to come to a consensus, please note this on the log.

Complete the form promptly. Complete the form as soon as possible after the end of a session. Provide as much feedback as possible. The more feedback you provide, the more helpful this evaluation tool will be in future implementations of the program.

Note about format: For ease, these logs are designed so that they can be copied on one double-sided sheet of paper. If you want more space for notes, you can modify the electronic version to add space and add pages. Otherwise, you can use blank space on the front of the form or attach blank sheets of paper.

**Facilitator Implementation Log**  
**Session 1: We're All in This Together**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc. Note the order in which activities were presented

<b>Session 1 Activities:</b>	
<p><b>Activity 1: Introduction game</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: Family Tree</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: Program Overview</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: SODA Decision-Making Model</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Group Cohesion Activity</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes: (Please indicate which activity you did)</p>	<p><b>Activity 7: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 4: Establishing Group Agreements</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged</p> <p><input type="checkbox"/> Some engaged</p> <p><input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p>

**Facilitator Implementation Log**  
**Session 2: Risks and Values**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 2 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: Rank Your Values</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: How Risky Is It?</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: Values Voting</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Why Do People Feel Vulnerable?</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 7: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 4: Defining a Value</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged</p> <p><input type="checkbox"/> Some engaged</p> <p><input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p>

**Facilitator Implementation Log**  
**Session 3: Educate Yourself: Obtaining Information**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 3 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: The Advice Columnist: What Teens Want to Know</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: SODA Decision-Making Model Step 2</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: Challenge: Check It Out!</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Resources: Finding Information for Good Decisions</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 7: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 4: Trusted Guardian/Adult Resource</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged  <input type="checkbox"/> Some engaged  <input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable  <input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable  <input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p>

**Facilitator Implementation Log**  
**Session 4: Educate Yourself: Examining Consequences**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 4 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: SODA Decision-Making Model Step 3</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: Number Game: How Many Teens Are Really...?</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: More Challenges!</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Condom Demonstration /Condom Card Activity</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 7: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 4: Hands-On Condom Race/Condom Card Race</b></p> <p><input type="checkbox"/> Taught as suggested _____  <input type="checkbox"/> Taught with changes (order)  <input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged  <input type="checkbox"/> Some engaged  <input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable  <input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable  <input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p>

**Facilitator Implementation Log**  
**Session 5: Build Skills: Communication**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 5 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 4: Communication Styles</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: SODA Decision-Making Model Step 4</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: Sex: A Decision for Two</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Communication Game</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged</p> <p><input type="checkbox"/> Some engaged</p> <p><input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable    <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable        <input type="checkbox"/> Not comfortable</p>	

**Facilitator Implementation Log**  
**Session 6: Sexual Health and Showing You Care Without Having Sex**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 6 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: Safer Sex and Contraception</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: Ways to Show You Care</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: Challenges: Being-a-Parent Interviews</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Resources: “Ways to Show You Care” Role Play</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 7: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 4: HIV Transmission Game</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged</p> <p><input type="checkbox"/> Some engaged</p> <p><input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p>

**Facilitator Implementation Log**  
**Session 7: Attitudes and Skills for Sexual Health**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 7 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 4: Goal Setting: Obstacles and Support</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: HIV Positive Speaker or Video</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: Role Play: Saying NO or Asking to Use a Condom</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: Goal Setting for My Future</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged</p> <p><input type="checkbox"/> Some engaged</p> <p><input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p>	

**Facilitator Implementation Log**  
**Session 8: Review and Community Project**

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**General session comments** (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.):

**Describe any materials or activities added:**

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

<b>Session 8 Activities:</b>	
<p><b>Activity 1: Opening Ritual and Review</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 5: Pat on the Back</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 2: What Are You Concerned About?</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 6: Community Project Discussion</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 3: What Youth Can Do</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Activity 7: Wrap-Up and Closing Ritual</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>
<p><b>Activity 4: The Knowledge Feud</b></p> <p><input type="checkbox"/> Taught as suggested _____</p> <p><input type="checkbox"/> Taught with changes (order)</p> <p><input type="checkbox"/> Did not teach</p> <p>Notes:</p>	<p><b>Youth Engagement:</b></p> <p><input type="checkbox"/> Most engaged</p> <p><input type="checkbox"/> Some engaged</p> <p><input type="checkbox"/> Few or none engaged</p> <p><b>Facilitator 1 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p> <p><b>Facilitator 2 comfort with session:</b></p> <p><input type="checkbox"/> Very comfortable      <input type="checkbox"/> A little comfortable</p> <p><input type="checkbox"/> Comfortable              <input type="checkbox"/> Not comfortable</p>

## OBSERVATION LOGS

### *When to Use:*

- During the FOY sessions

### *Administered and Completed by:*

- Program manager or supervisor
- Program evaluator
- Other trained and unbiased observer

### *Instructions:*

This log may be used to evaluate youth engagement, and facilitator fidelity and skill to determine if modifications need to be made in training sessions or the curriculum.

### *Frequency:*

The observation can be completed as often as needed. Every session can be observed or only selected sessions. Keep in mind that observers can be a distraction to the youth and the facilitator, so you should keep the number to a minimum. If more than one observer attends a session, both observers should rate the entire session separately and then discuss any discrepancies in their observations. Observation findings should be discussed with the facilitator, so that he/she can make any adjustments needed.

### *Directions for Observation Logs:*

Fill out the front of the sheet prior to each session. If there is more than one observer, be sure that you all have the same “Facilitator 1” and “Facilitator 2.” Make notes prior to the session and throughout any general observations (e.g., room cold/warm, outside noise, environmental distractions, youth arriving late or leaving early, relationships among youth, a lot of off-topic side discussions, etc.). At the end of the session, describe any activities or materials that were added to the session. For each activity, indicate the order and facilitator’s fidelity in implementing the curriculum as written in the manual. Follow along with the curriculum manual as you complete the observation log. Also, for the session as a whole indicate youth engagement and facilitator skill (i.e., familiarity with curriculum, group management skills, perceived comfort with topic). Then, write any notes on the activity in the space provided. These could include: general notes related to facilitator skill with the activity or youth reaction; a description of any adaptations, and reasons for eliminating, adding, or modifying activities (e.g., to simplify, did not understand as written, forgot, time constraints, to make more suitable for the participants, youth resistance, size of group, etc.), based on an interview with the facilitators after the session.

## Observation Log

### Session 1: We're All in This Together

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m. /p.m.

End time: \_\_\_\_\_ a.m. /p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Introduction Game	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach  Notes:	<div style="margin-bottom: 10px;">           _____            (order)         </div> <p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged

**Facilitator 1 demonstrated:**

 Familiarity with curriculum  
 Group management skills  
 Comfort with topic
 

**Facilitator 2 demonstrated:**

 Familiarity with curriculum  
 Group management skills  
 Comfort with topic

<b>Activity 2: Program Overview</b>	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach <div style="text-align: right; margin-top: 10px;">             _____              (order)           </div> <p>Notes:</p>	<p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic <p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic
<b>Activity 3: Group Cohesion Activity</b>	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach <div style="text-align: right; margin-top: 10px;">             _____              (order)           </div> <p>Notes: (Please indicate which activity you did)</p>	<p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged <p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic <p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic

### Activity 4: Establishing Group Agreements

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 5: Family Tree

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 6: SODA Decision-Making Model**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 7: Wrap-Up and Closing Ritual**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 2: Risks and Values

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach  Notes:	<div style="text-align: center;">_____</div> (order)  <b>Youth engagement:</b> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged  <b>Facilitator 1 demonstrated:</b> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic  <b>Facilitator 2 demonstrated:</b> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic

**Activity 2: How Risky Is It?**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 3: Why Do People Feel Vulnerable?**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 4: Defining a Value

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 5: Rank Your Values

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 6: Values Voting

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 7: Wrap-Up and Closing Ritual

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 3: Educate Yourself: Obtaining Information

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach  Notes:	<div style="text-align: right; margin-bottom: 10px;">           _____            (order)         </div> <p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged  <p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic  <p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic

**Activity 2: SODA Decision-Making Model Step 2**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 3: Resources: Finding Information for Good Decisions**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 4: Trusted Guardian/Adult as a Resource**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 5: The Advice Columnist: What Teens Want to Know**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 6: Challenge: Check It Out!**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 7: Wrap-Up and Closing Ritual**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 4: Educate Yourself: Examining Consequences

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach	<div style="display: flex; justify-content: space-between; align-items: center;"> <div style="border-bottom: 1px solid black; width: 100px;"></div> <div style="text-align: right;">(order)</div> </div> Notes:
<p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged	
<p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic	
<p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic	

### Activity 2: Numbers Game: How Many Teens Are Really...?

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 3: Condom Demonstration / Condom Card Activity

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 4: Hands-On Condom Race / Condom Card Race**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 5: SODA Decision-Making Model Step 3**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 6: More Challenges!**

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 7: Wrap-Up and Closing Ritual**

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 5: Build Skills: Communication

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach  Notes:	<div style="text-align: right; margin-bottom: 10px;">           _____            (order)         </div> <p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged  <p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic  <p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic

**Activity 2: SODA Decision-Making Model Step 4**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 3: Communication Game**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 4: Communication Styles**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 5: Sex: A Decision for Two**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 6: Wrap-Up and Closing Ritual

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

#### **Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

#### **Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### **Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 6: Sexual Health and Showing You Care Without Having Sex

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach  Notes:	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;">           _____            (order)         </div> <div style="width: 50%;"> <p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged  <input type="checkbox"/> Some engaged  <input type="checkbox"/> Few or none engaged         </div> </div> <div style="margin-top: 10px;"> <p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum  <input type="checkbox"/> Group management skills  <input type="checkbox"/> Comfort with topic         </div> <div style="margin-top: 10px;"> <p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum  <input type="checkbox"/> Group management skills  <input type="checkbox"/> Comfort with topic         </div>

**Activity 2: Ways to Show You Care**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 3: Resources: “Ways to Show You Care” Role Play**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 4: HIV Transmission Game

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 5: Safer Sex and Contraception

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 6: Challenge: Being a Parent Interviews**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 7: Wrap-Up and Closing Ritual**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 7: Attitudes and Skills for Sexual Health

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach	<div style="text-align: right; margin-bottom: 10px;">           _____            (order)         </div> <p><b>Youth engagement:</b></p> <input type="checkbox"/> Most engaged <input type="checkbox"/> Some engaged <input type="checkbox"/> Few or none engaged
<p>Notes:</p>          	<p><b>Facilitator 1 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic
	<p><b>Facilitator 2 demonstrated:</b></p> <input type="checkbox"/> Familiarity with curriculum <input type="checkbox"/> Group management skills <input type="checkbox"/> Comfort with topic

**Activity 2: HIV-Positive Speaker or Video**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 3: Goal Setting for My Future**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity Goal Setting: Obstacles and Support**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 5: Role Play: Saying NO or Asking to Use a Condom**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 6: Wrap-Up and Closing Ritual

- Taught as suggested
- Taught with changes
- Did not teach

\_\_\_\_\_ (order)

Notes:

#### **Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

#### **Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### **Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## Observation Log

### Session 8: Review and Community Project

Facilitator 1: \_\_\_\_\_

Facilitator 2: \_\_\_\_\_

Session date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Session location: \_\_\_\_\_

Start time: \_\_\_\_\_ a.m./p.m.

End time: \_\_\_\_\_ a.m./p.m.

Number of participants: \_\_\_\_\_

Gender (circle one): M F Mixed

**Instructions:** Check one box for each activity. Describe any modifications, reasons for modifications, youth reaction and participation, facilitator confusion, etc.

Activity 1: Opening Ritual and Review	
<input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes <input type="checkbox"/> Did not teach  Notes:	<div style="margin-bottom: 10px;"> <b>Youth engagement:</b>  <input type="checkbox"/> Most engaged  <input type="checkbox"/> Some engaged  <input type="checkbox"/> Few or none engaged         </div> <div style="margin-bottom: 10px;"> <b>Facilitator 1 demonstrated:</b>  <input type="checkbox"/> Familiarity with curriculum  <input type="checkbox"/> Group management skills  <input type="checkbox"/> Comfort with topic         </div> <div> <b>Facilitator 2 demonstrated:</b>  <input type="checkbox"/> Familiarity with curriculum  <input type="checkbox"/> Group management skills  <input type="checkbox"/> Comfort with topic         </div>

**Activity 2: What Are You Concerned About?**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 3: What Youth Can Do**

- Taught as suggested \_\_\_\_\_
- Taught with changes (order)
- Did not teach

Notes: (Please indicate which activity you did)

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 4: The Knowledge Feud**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Activity 5: Pat on the Back**

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

**Youth engagement:**

- Most engaged
- Some engaged
- Few or none engaged

**Facilitator 1 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

**Facilitator 2 demonstrated:**

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 6: Community Projects Discussion

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

### Activity 7: Wrap-Up and Closing Ritual

- Taught as suggested
  - Taught with changes
  - Did not teach
- \_\_\_\_\_ (order)

Notes:

#### Youth engagement:

- Most engaged
- Some engaged
- Few or none engaged

#### Facilitator 1 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

#### Facilitator 2 demonstrated:

- Familiarity with curriculum
- Group management skills
- Comfort with topic

## **HOLLA BACK!! FEEDBACK SURVEY**

### ***When to Use:***

- After each session

### ***Administered by:***

- Facilitator

### ***Completed by:***

- Youth participants

### ***Instructions:***

The *Holla Back!!* Survey will help facilitators gauge youth engagement and determine if modifications need to be made in instructional delivery, including teaching style, emphasis, etc.

Have youth complete the relevant questions at the end of each session. Tell youth they can write their names at the top if they desire. Work to ensure privacy of responses so the youth feel comfortable sharing any concerns or issues they have. Review results to determine if there was a pattern of negative responses or erroneous responses to retention items. Discuss these with the group prior to the next session to determine what changes can be made to improve engagement or learning. It is important for your agency to consider the appropriateness of the sexual behavior questions for the targeted youth and the context in which the survey will be administered (e.g., school versus community-based setting) before administering this instrument.

## *Holla Back!!*

**Session 1** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| 1. I enjoyed this session:<br><br>A lot   Some   A little   Not at all | 3. Overall, how would you rate the group leaders?<br><br>Excellent      Good   Ok      Poor |
| 2. I learned:<br><br>A lot   Some   A little   Not at all              | 4. Overall, how would you rate today's session?<br><br>Excellent      Good   Ok      Poor   |

**Please answer the questions.**

5. What was the most important **NEW** thing you learned today?
  
  
  
  
  
6. What is the main goal of Focus on Youth?
  
  
  
  
  
7. How many sessions must you attend to “graduate”? \_\_\_\_\_
  
8. What does “SODA” stand for?
  
  
  
  
  
9. Are there any concerns or other issues you would like to share?
  
  
  
  
  
10. Other comments on today's session:

**Holla Back!!**  
**Answer Key**

**Session 1** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. What was the most important **NEW** thing you learned today?
6. What is the main goal of Focus on Youth?

**To develop participants' ability to reduce their risk for unplanned pregnancy and HIV infection; to give youth information and skills to make healthy decisions that will prevent unplanned pregnancy, HIV, and other STDs.**

7. How many sessions must you attend to "graduate"?      6
8. What does "SODA" stand for?

**Stop** – Stop and state the problem or decision you need to make  
**Options** – Consider the options or choices and the consequences of those choices  
**Decide** – Decide and choose the best solution from the options  
**Action** – Act on your decision

9. Are there any concerns or other issues you would like to share?
10. Other comments on today's session:

## *Holla Back!!*

**Session 2** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. What do HIV and AIDS stand for?
6. Which of the following behaviors can transmit HIV?
- Unprotected vaginal sex
  - Sharing drinking glass
  - Unprotected oral intercourse
  - Sharing needles for body piercing
  - Kissing
  - Mosquito bites
7. Usually, it takes \_\_\_\_\_ after a person is infected with HIV for the evidence to show up in their body, but sometimes it can take as long as \_\_\_\_\_.
8. How long after engaging in risky behavior should a person get tested for HIV to be sure he/she is not infected?

9. How can feeling invincible or invulnerable place people at risk for HIV/STD or unplanned pregnancy?
10. How does knowing your values decrease your risk for HIV/STD or unplanned pregnancy?
11. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.
12. Are there any concerns or other issues you would like to share?
13. Other comments on today's session.

***Holla Back!!***  
**Answer Key**

**Session 2** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little<br/>Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. What do HIV and AIDS stand for?

**HIV stands for Human Immunodeficiency Virus**  
**AIDS stands for Acquired Immunodeficiency Syndrome**

6. Which of the following behaviors can transmit HIV?

- Unprotected vaginal sex**
- Sharing drinking glass
- Unprotected oral intercourse**
- Sharing needles for body piercing**
- Kissing
- Mosquito bites

7. Usually, it takes **3 months** after a person is infected with HIV for the evidence to show up in their body, but sometimes it can take as long as **6 months**.

8. How long after engaging in risky behavior should a person get tested for HIV to be sure he/she is not infected?

- **6 months after engaging in each risky behavior**

9. How can feeling invincible or invulnerable place people at risk for HIV/STD or unplanned pregnancy?

**May lead them to engage in a behavior that puts them at risk for HIV/STD or unplanned pregnancy. They think, “It won’t happen to me.”**

10. How does knowing your values decrease your risk for HIV/STD or unplanned pregnancy?

11. As a result of last week’s session, I made some positive change in my life. (Circle one)

Yes

No

Did not attend last session

a. If you circled “yes,” please describe changes.

12. Are there any concerns or other issues you would like to share?

13. Other comments on today’s session.

## *Holla Back!!*

**Session 3** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| 1. I enjoyed this session:<br><br>A lot   Some   A little   Not at all | 3. Overall, how would you rate the group leaders?<br><br>Excellent      Good   Ok      Poor |
| 2. I learned:<br><br>A lot   Some   A little   Not at all              | 4. Overall, how would you rate today's session?<br><br>Excellent      Good   Ok      Poor   |

**Please answer the questions.**

5. What are some ways you can get information about HIV/AIDS or other STDs? (Be *specific*. Do not just say “call 411” or “on the Internet.” Tell what you would ask for or look for.)
  
  
  
  
  
  
  
  
  
  
6. What are some ways you can know if the information you get on the Internet is trustworthy?
  
  
  
  
  
  
  
  
  
  
7. What are some ways you can get information to help you make decisions about sexual activity?

8. As a result of last week's session, I made some positive change in my life. (Circle one)

Yes

No

Did not attend last session

a. If you circled "yes," please describe changes.

9. Are there any concerns or other issues you would like to share?

10. Other comments on today's session.

**Holla Back!!**  
**Answer Key**

**Session 3** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. What are some ways you can get information about HIV/AIDS or other STDs? (Be *specific*. Do not just say “call 411” or “on the Internet.” Tell what you would ask for or look for.)
- **Call 411 or use the telephone book to find testing locations, agencies that help people with HIV, agencies that offer youth programs, local clinics**
  - **Go to a clinic**
  - **Use the Internet (look up CDC, local health department, Planned Parenthood, etc.)**
  - **Use the CDC-INFO hotline**
6. What are some ways you can know if the information you get on the Internet is trustworthy?
- **The site is hosted by a government or city organization, such as the Centers for Disease Control and Prevention or the local health department.**
  - **The site is for a respected voluntary organization, such as the American Heart Association, the National Minority AIDS Council, or Planned Parenthood**
  - **The site is an established source for news and information, such as a university or a major newspaper or magazine.**
  - **The site is not trying to sell anything or promote a particular agency.**
  - **The site is up to date and notes when it was last updated(as was updated within the last year).**

7. What are some ways you can get information to help you make decisions about sexual activity?

- **Talk to a trusted adult (parent, teacher, minister, aunt, uncle)**
- **Talk to an older sibling or friend**
- **Call a local hotline**

8. As a result of last week's session, I made some positive change in my life. (Circle one)

Yes

No

Did not attend last session

a. If you circled "yes," please describe changes.

9. Are there any concerns or other issues you would like to share?

10. Other comments on today's session.

## *Holla Back!!*

**Session 4** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| 1. I enjoyed this session:<br><br>A lot   Some   A little   Not at all | 3. Overall, how would you rate the group leaders?<br><br>Excellent      Good   Ok      Poor |
| 2. I learned:<br><br>A lot   Some   A little   Not at all              | 4. Overall, how would you rate today's session?<br><br>Excellent      Good   Ok      Poor   |

**Please answer the questions.**

5. According to the national survey, most youth are choosing to be sexually responsible (either choosing not to have sex or using a condom if they do).
- True  
 False
6. What is the ONE best way to prevent unwanted pregnancy, HIV, and other STDs?
7. What TWO things should always be checked before using a condom?
8. What type of lubricant should always be used with a condom?
9. What is one short-term (now) good consequence of choosing not to have sex?

10. As a result of last week's session, I made some positive change in my life. (Circle one)

Yes

No

Did not attend last session

a. If you circled "yes," please describe changes.

11. Are there any concerns or other issues you would like to share?

12. Other comments on today's session.

***Holla Back!!***  
**Answer Key**

**Session 4** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. According to the national survey, most youth are choosing to be sexually responsible (either choosing not to have sex or using a condom if they do).
- True**  
 **False**
6. What is the ONE best way to prevent unwanted pregnancy, HIV, and other STDs?
- **Abstinence**
7. What TWO things should always be checked before using a condom?
- **Expiration date**
  - **Damage**
8. What type of lubricant should always be used with a condom?
- **Water-based**
9. What is one short-term (now) good consequence of choosing not to have sex?
- **Feel good about self**
  - **Partner respects you**

10. As a result of last week's session, I made some positive change in my life. (Circle one)

Yes

No

Did not attend last session

a. If you circled "yes," please describe changes.

11. Are there any concerns or other issues you would like to share?

12. Other comments on today's session.

## *Holla Back!!*

**Session 5** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| 1. I enjoyed this session:<br><br>A lot   Some   A little   Not at all | 3. Overall, how would you rate the group leaders?<br><br>Excellent      Good   Ok      Poor |
| 2. I learned:<br><br>A lot   Some   A little   Not at all              | 4. Overall, how would you rate today's session?<br><br>Excellent      Good   Ok      Poor   |

**Please answer the questions.**

5. What can you do to make sure you understand what another person is saying to you?
6. List at least four things you do when you are being assertive.
7. List four ways you can reduce the chance that you will be in a situation where someone will try to rape you?
8. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.

9. Are there any concerns or other issues you would like to share?

10. Other comments on today's session.

***Holla Back!!***  
**Answer Key**

**Session 5** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. What can you do to make sure you understand what another person is saying to you?
- **Repeat what the person said**
  - **Ask questions**
6. List at least four things you do when you are being assertive.
- **Use a clear, strong voice**
  - **Make eye contact**
  - **Clearly state situation**
  - **Suggest solutions**
  - **Avoid yelling or being physical**
  - **Stand up straight**
  - **Be confident**
  - **Show respect**
7. List four ways you can reduce the chance that you will be in a situation where someone will try to rape you?
- **Keep a clear head (avoid alcohol and drugs)**
  - **Go out with a friend who “has your back”**
  - **Travel in groups at night**
  - **Avoid being in a secluded place or alone with the person**

8. As a result of last week's session, I made some positive change in my life. (Circle one)

Yes

No

Did not attend last session

a. If you circled "yes," please describe changes.

9. Are there any concerns or other issues you would like to share?

10. Other comments on today's session.

## *Holla Back!!*

**Session 6** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| 1. I enjoyed this session:<br><br>A lot   Some   A little   Not at all | 3. Overall, how would you rate the group leaders?<br><br>Excellent      Good   Ok      Poor |
| 2. I learned:<br><br>A lot   Some   A little   Not at all              | 4. Overall, how would you rate today's session?<br><br>Excellent      Good   Ok      Poor   |

**Please answer the questions.**

5. What forms of birth control protect against HIV/AIDS?
- The pill
  - Spermicides
  - Male condom
  - Ring
  - Female condom
  - Abstinence
  - Emergency contraception
6. How soon after having sex should emergency contraception be used?
7. Is emergency contraception a good form of regular birth control?
8. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.

9. Are there any concerns or other issues you would like to share?

10. Other comments on today's session.

**Holla Back!!**  
**Answer Key**

**Session 6** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. What forms of birth control protect against HIV/AIDS?
- The pill
  - Spermicides
  - Male condom**
  - Ring
  - Female condom**
  - Abstinence**
  - Emergency contraception
6. How soon after having sex should emergency contraception be used?  
**3–5 days**
7. Is emergency contraception a good form of regular birth control?      **No**
8. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.
9. Are there any concerns or other issues you would like to share?
10. Other comments on today's session.

## *Holla Back!!*

**Session 7** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| 1. I enjoyed this session:<br><br>A lot   Some   A little   Not at all | 3. Overall, how would you rate the group leaders?<br><br>Excellent      Good   Ok      Poor |
| 2. I learned:<br><br>A lot   Some   A little   Not at all              | 4. Overall, how would you rate today's session?<br><br>Excellent      Good   Ok      Poor   |

**Please answer the questions.**

5. Give one example of a long-term goal and something that might get in the way of accomplishing it.
6. What is sexual health?
7. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.
8. Are there any concerns or other issues you would like to share?
9. Other comments on today's session.

**Holla Back!!**  
**Answer Key**

**Session 7** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> | <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> |
|--|---|

**Please answer the questions.**

5. Give one example of a long-term goal and something that might get in the way of accomplishing it.

- **Getting a good job. Not finishing high school**
- **Going to college. Getting pregnant**
- **Living a long, healthy life. Getting HIV**

6. What is sexual health?

**“A state of physical, emotional, mental, and social well-being related to sexuality. It is not merely the absence of disease, dysfunction, and infirmity (i.e., illness). Sexual health requires a positive, respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected, and fulfilled.”**

**(Note: Response should mention being free from disease as well as pleasure/fulfillment /emotional well-being.)**

7. As a result of last week's session, I made some positive change in my life. (Circle one)

Yes                      No                      Did not attend last session

a. If you circled “yes,” please describe changes.

8. Are there any concerns or other issues you would like to share?

9. Other comments on today's session.

## *Holla Back!!*

**Session 8** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> | <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> <p>5. I enjoyed the <i>Focus on Youth</i> program<br/>A lot   Some   A little   Not at all</p> <p>6. Overall, in the sessions I learned:<br/>A lot   Some   A little   Not at all</p> |
|--|---|

**Please answer the questions.**

7. What was the most important **NEW** thing you learned in the whole program?
8. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.
9. Are there any concerns or other issues you would like to share?
10. Other comments on today's session.

***Holla Back!!***  
**Answer Key**

**Session 8** Please take a moment to tell us how we are doing and share what you learned.

**Please circle the answer that best describes your experience.**

- |  |   |
|--|---|
| <p>1. I enjoyed this session:<br/>A lot   Some   A little   Not at all</p> <p>2. I learned:<br/>A lot   Some   A little   Not at all</p> <p>3. Overall, how would you rate the group leaders?<br/>Excellent   Good   Ok   Poor</p> | <p>4. Overall, how would you rate today's session?<br/>Excellent   Good   Ok   Poor</p> <p>5. I enjoyed the <i>Focus on Youth</i> program<br/>A lot   Some   A little   Not at all</p> <p>6. Overall, in the sessions I learned:<br/>A lot   Some   A little   Not at all</p> |
|--|---|

**Please answer the questions.**

7. What was the most important **NEW** thing you learned in the whole program?
8. As a result of last week's session, I made some positive change in my life. (Circle one)
- Yes                      No                      Did not attend last session
- a. If you circled "yes," please describe changes.
9. Are there any concerns or other issues you would like to share?
10. Other comments on today's session.

## REFERRAL TRACKING FORM

### When to Use:

- As formal referrals are made

### Administered by:

- Agency staff providing referral (Note: Only agency staff may make referrals)

### Completed by:

- Agency staff providing referral

### Instructions:

The Referral Tracking Form should be completed for each individual who receives a referral that will be tracked over time. Referral forms should be used to document the provider's efforts and the results of these efforts to follow up on each referral made for a client. Codes and explanations on how to use and complete this form are on the following page.

The NHM&E DS variables listed in the table below are collected on the Referral Tracking Form. For additional information, please refer to CDC's *National Monitoring and Evaluation Guidance* (CDC, 2008b) or the *PEMS User's Manual* (CDC, 2008c). Please refer to the National HIV Prevention Program Monitoring and Evaluation Data Set (CDC, 2008d) for the complete list and description of all M&E variables required for reporting to CDC, optional variables for local M&E, or the 2008 National HIV Prevention Program Monitoring and Evaluation Data Set Variable Requirements (Appendix D).

CDC'S NATIONAL HIV PREVENTION PROGRAM MONITORING AND EVALUATION DATA SET VARIABLES			
NHM&E DS TABLE	NHM&E DS NUMBER	VARIABLE NAME	ITEM #
Referral (NHM&E DS Table X-7)	01	Referral code	(A)
	02	Referral date	(B)
	03	Referral service type	(C)
	05	Referral follow-up	(D)
	06	Referral outcome	(E)
	10	Referral close date	(F)

## Referral Tracking Form

**Instructions:** The following Referral Tracking Form is optional but should be completed by agency staff for each individual who receives a referral that will be tracked over time. Use this form to document your staff's efforts and the results of those efforts to follow-up on each referral made for a client. The codes and explanations on how to use and complete this form can be found on the following page.

<b>A. Referral Code:</b>			
<b>B. Referral Date:</b>	____/____/____ mm dd yyyy		
<b>C. Referral Service Type:</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> HIV testing  <input type="checkbox"/> HIV confirmatory test  <input type="checkbox"/> HIV prevention counseling  <input type="checkbox"/> STD screening/treatment  <input type="checkbox"/> Viral hepatitis screening, treatment, and/or immunization  <input type="checkbox"/> TB testing  <input type="checkbox"/> Syringe exchange services  <input type="checkbox"/> Substance abuse prevention or treatment services  <input type="checkbox"/> IDU risk reduction services  <input type="checkbox"/> General medical care         </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Reproductive health services  <input type="checkbox"/> Prenatal care  <input type="checkbox"/> HIV medical care/treatment  <input type="checkbox"/> PCRS  <input type="checkbox"/> PCM  <input type="checkbox"/> Other HIV prevention services  <input type="checkbox"/> Mental health services  <input type="checkbox"/> Other support services (specify):            _____  <input type="checkbox"/> Other services (specify):            _____         </td> </tr> </table>	<input type="checkbox"/> HIV testing <input type="checkbox"/> HIV confirmatory test <input type="checkbox"/> HIV prevention counseling <input type="checkbox"/> STD screening/treatment <input type="checkbox"/> Viral hepatitis screening, treatment, and/or immunization <input type="checkbox"/> TB testing <input type="checkbox"/> Syringe exchange services <input type="checkbox"/> Substance abuse prevention or treatment services <input type="checkbox"/> IDU risk reduction services <input type="checkbox"/> General medical care	<input type="checkbox"/> Reproductive health services <input type="checkbox"/> Prenatal care <input type="checkbox"/> HIV medical care/treatment <input type="checkbox"/> PCRS <input type="checkbox"/> PCM <input type="checkbox"/> Other HIV prevention services <input type="checkbox"/> Mental health services <input type="checkbox"/> Other support services (specify): _____ <input type="checkbox"/> Other services (specify): _____
<input type="checkbox"/> HIV testing <input type="checkbox"/> HIV confirmatory test <input type="checkbox"/> HIV prevention counseling <input type="checkbox"/> STD screening/treatment <input type="checkbox"/> Viral hepatitis screening, treatment, and/or immunization <input type="checkbox"/> TB testing <input type="checkbox"/> Syringe exchange services <input type="checkbox"/> Substance abuse prevention or treatment services <input type="checkbox"/> IDU risk reduction services <input type="checkbox"/> General medical care	<input type="checkbox"/> Reproductive health services <input type="checkbox"/> Prenatal care <input type="checkbox"/> HIV medical care/treatment <input type="checkbox"/> PCRS <input type="checkbox"/> PCM <input type="checkbox"/> Other HIV prevention services <input type="checkbox"/> Mental health services <input type="checkbox"/> Other support services (specify): _____ <input type="checkbox"/> Other services (specify): _____		
<b>D. Referral Follow-up Method:</b> (Choose only one)	<input type="checkbox"/> None <input type="checkbox"/> Active referral <input type="checkbox"/> Passive referral–agency verification <input type="checkbox"/> Passive referral–client verification		
<b>E. Referral Outcome:</b> (Choose only one)	<input type="checkbox"/> Pending <input type="checkbox"/> Confirmed–accessed service <input type="checkbox"/> Confirmed–did not access service <input type="checkbox"/> Lost to follow-up		
<b>F. Referral Close Date:</b>	____/____/____ mm dd yyyy		
<b>G. Referral Notes:</b>	_____ _____ _____ _____		

## Referral Codes and Explanations

<b>A. Referral Code:</b>	Create and enter a unique code that your agency will use to track the client's referral to another agency.
<b>B. Referral Date:</b>	The date the referral was made.
<b>C. Referral Service Type:</b>	Indicate the type of service to which the client is being referred.
<b>D. Referral Follow-up Method:</b>	<p>Indicate the one method by which the referral will be verified.</p> <p>Options include:</p> <ul style="list-style-type: none"> <li>• <b>Active referral:</b> Direct linkage (access) to a service provider</li> <li>• <b>Passive referral–agency verification:</b> Confirmation that the client accessed services by the receiving agency</li> <li>• <b>Passive referral–client verification:</b> Confirmation by the client that he/she accessed services</li> <li>• <b>None:</b> No plan to verify the completion of this referral</li> </ul>
<b>E. Referral Outcome:</b>	<p>Indicate the current status of the referral at the time of follow-up (choose only one).</p> <p>Options include:</p> <ul style="list-style-type: none"> <li>• <b>Pending:</b> The status of the referral can't be confirmed or denied</li> <li>• <b>Confirmed–accessed service</b></li> <li>• <b>Confirmed–did not access service</b></li> <li>• <b>Lost to follow-up:</b> The provider has been unable to verify the status of the referral within 60 days of the referral date</li> </ul>
<b>F. Referral Close Date:</b>	A date indicating when the referral is confirmed or lost to follow-up.
<b>G. Referral Notes:</b>	<i>(Optional)</i> Additional notes about the referral.

## APPENDIX A: FOCUS ON YOUTH BEHAVIORAL RISK ANALYSIS

---

This appendix provides a generic behavior risk analysis for the populations identified in Focus on Youth (FOY)—African American youth between the ages of 12 and 15 years at high risk for HIV, STDs, and unintended pregnancy. A behavioral risk analysis shows the relationships between the personal, interpersonal, societal, and environmental factors (also referred to as “determinants of risk”) that facilitate high-risk behaviors. This information is used to understand why members of the target population engage in the identified risk behavior, and where FOY intervenes to protect individuals against the determinants of risk. Appendix A-1 describes the factors that influence HIV risk behaviors in the populations in a table format. The flowchart that follows the table (Appendix A-2) is another way to show the relationships between the factors that influence HIV risk and the targeted risk behavior. You should modify the risk analysis to illustrate the influencing factors specific to your target population and local environmental conditions. Use information obtained through a needs assessment of your target population. You may choose to map out the relationships between the determinants of risk in a table format or as a flowchart.

## A-1: FOCUS ON YOUTH BEHAVIORAL RISK ANALYSIS (TABLE FORMAT)

WHO	RISK BEHAVIOR	WHY...			
<b>HIGH-RISK AFRICAN AMERICAN YOUTH IN URBAN SETTINGS</b>	<b>Unprotected sex with one or more partners who are infected with HIV or whose HIV status is unknown</b>	<ul style="list-style-type: none"> <li>← Lack of or low perceived susceptibility of becoming infected with HIV</li> </ul>	<ul style="list-style-type: none"> <li>← Denial or lack of awareness of partner(s)' risk behaviors</li> <li>← Denial or lack of awareness of partner(s)' HIV status</li> </ul>	<ul style="list-style-type: none"> <li>← Partner's lying/not being truthful</li> <li>← Fear of jeopardizing relationship</li> <li>← Lack of knowledge about HIV transmission</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of role models in honest, monogamous relationships</li> <li>← Lack of role models to stress susceptibility to/severity of HIV</li> <li>← Lack of culturally/age-appropriate, targeted HIV prevention messages</li> </ul>
		<ul style="list-style-type: none"> <li>← Lack of or low perceived susceptibility of becoming pregnant/impregnating partner</li> </ul>	<ul style="list-style-type: none"> <li>← Misconceptions about becoming pregnant (e.g., can't get pregnant, or impregnate someone, when high on marijuana)</li> <li>← Overestimation of contraception efficacy (e.g., think oral contraceptives are 100% effective)</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of culturally/age-appropriate, targeted contraception messages</li> <li>← Reliance on misinformation from peers</li> <li>← Abstinence-only school programs</li> </ul>	<ul style="list-style-type: none"> <li>← Policy/legal restrictions regarding human sexuality education in schools</li> </ul>
		<ul style="list-style-type: none"> <li>← Lack of or low perceived severity of HIV (i.e., believe HIV is curable, drugs keep people from dying)</li> </ul>	<ul style="list-style-type: none"> <li>← Perceived social norms about HIV</li> <li>← Lack of knowledge about morbidity/mortality associated with HIV</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of role models to stress severity of HIV</li> <li>← Lack of culturally/age-appropriate, targeted HIV prevention messages</li> </ul>	
		<ul style="list-style-type: none"> <li>← Lack of or low perceived severity of becoming pregnant/impregnating partner (i.e., options such as adoption and abortion)</li> </ul>	<ul style="list-style-type: none"> <li>← Perceived social norms about pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of role models to stress severity of teen pregnancy</li> <li>← Lack of culturally/age-appropriate, targeted pregnancy prevention messages</li> </ul>	
		<ul style="list-style-type: none"> <li>← Do not want to use a condom</li> </ul>	<ul style="list-style-type: none"> <li>← Believe that condoms reduce sexual pleasure</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of knowledge about how to eroticize condoms</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of role models to ascertain condom use can be pleasurable</li> </ul>

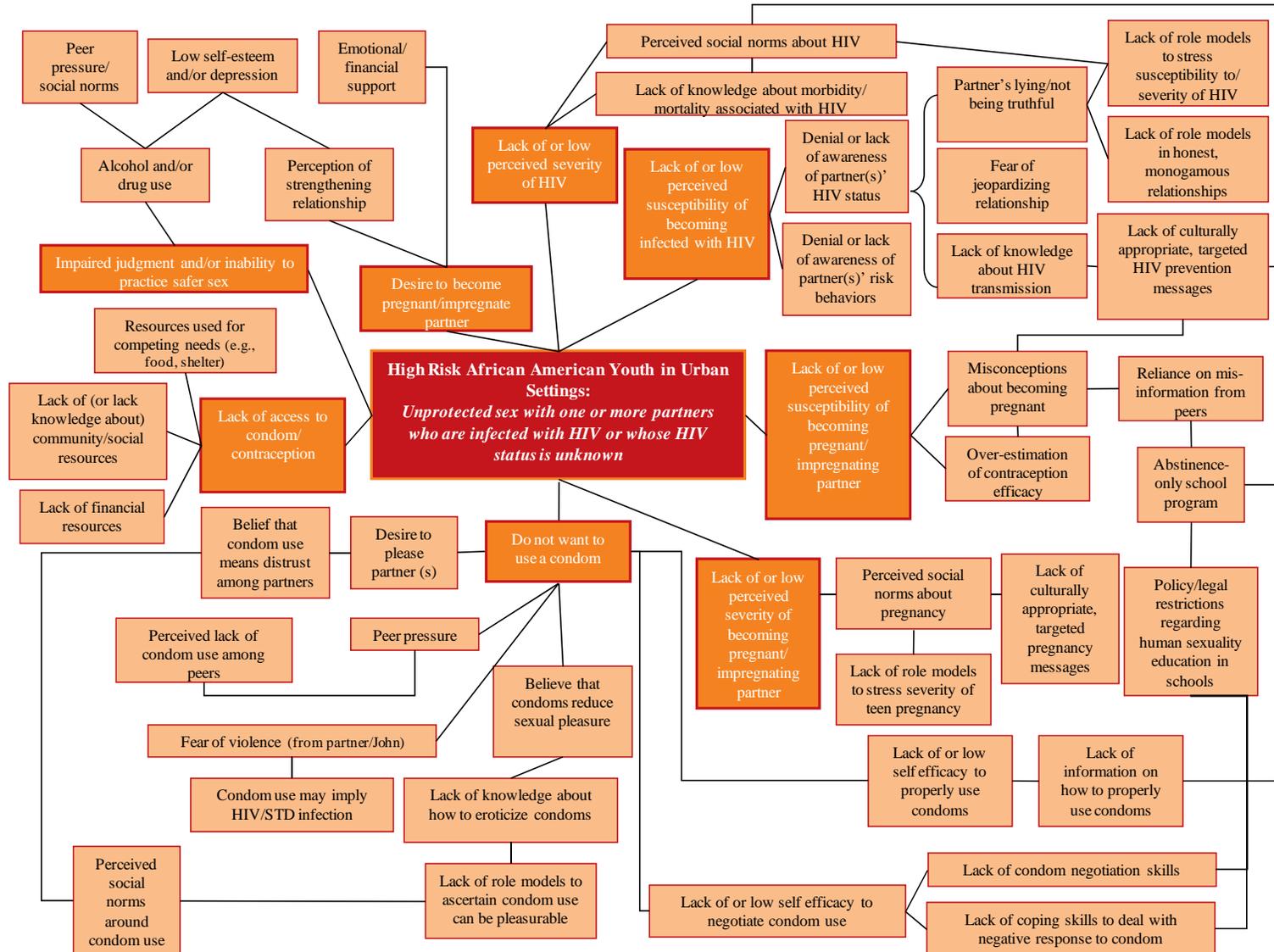
Continued

WHO	RISK BEHAVIOR	WHY...				
<b>HIGH-RISK AFRICAN AMERICAN YOUTH IN URBAN SETTINGS</b>	<b>Unprotected sex with one or more partners who are infected with HIV or whose HIV status is unknown</b>	<ul style="list-style-type: none"> <li>← Do not want to use a condom</li> <li>← (continued)</li> </ul>	<ul style="list-style-type: none"> <li>← Desire to please partner(s)</li> </ul>	<ul style="list-style-type: none"> <li>← Belief that condom use means distrust among partners</li> </ul>	<ul style="list-style-type: none"> <li>← Perceived social norms around condom use</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of role models to encourage condom use</li> </ul>
		<ul style="list-style-type: none"> <li>← Lack of or low self-efficacy to properly use condoms</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of information on how to properly use condoms</li> </ul>	<ul style="list-style-type: none"> <li>← Abstinence-only school programs</li> <li>← Policy/legal restrictions regarding human sexuality education in schools</li> </ul>		
		<ul style="list-style-type: none"> <li>← Lack of or low self-efficacy to negotiate condom use</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of condom negotiation skills</li> <li>← Lack of coping skills to deal with negative response to condom use</li> </ul>			
			<ul style="list-style-type: none"> <li>← Peer pressure and perceived social norms</li> </ul>	<ul style="list-style-type: none"> <li>← Perceived lack of condom use among peers</li> </ul>		
			<ul style="list-style-type: none"> <li>← Fear of violence (from partner or John)</li> </ul>	<ul style="list-style-type: none"> <li>← Condom use may imply HIV/STD infection</li> </ul>		
		<ul style="list-style-type: none"> <li>← Lack of access to condoms/contraception</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of financial resources</li> <li>← Lack of (or lack of knowledge about) HIV/pregnancy prevention resources in community</li> <li>← Resources used for competing needs (e.g., food, shelter)</li> </ul>			
		<ul style="list-style-type: none"> <li>← Impaired judgment and/or inability to practice safer sex</li> </ul>	<ul style="list-style-type: none"> <li>← Alcohol/drug use</li> </ul>	<ul style="list-style-type: none"> <li>← Low self-esteem</li> <li>← Depression</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of coping skills</li> <li>← Familial stressors</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of opportunity to learn coping skills</li> <li>← Lack of social support</li> </ul>
				<ul style="list-style-type: none"> <li>← Peer pressure</li> <li>← Social norms regarding sex and drug/alcohol use</li> </ul>	<ul style="list-style-type: none"> <li>← Curiosity/experimentation</li> <li>← Lack of positive role models or observation of alcohol and/or drug-using role models</li> <li>← Lack of culturally/age-appropriate alcohol and drug prevention messages</li> </ul>	

Continued

WHO	RISK BEHAVIOR	WHY...			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HIGH-RISK AFRICAN AMERICAN YOUTH IN URBAN SETTINGS</p>	<p><b>Unprotected sex with one or more partners who are infected with HIV or whose HIV status is unknown</b></p>	<ul style="list-style-type: none"> <li>← Sex without a condom may yield more money</li> </ul>	<ul style="list-style-type: none"> <li>← Need to engage in sex for drugs or money</li> <li>← Lack of knowledge about how to eroticize condoms</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of financial resources</li> <li>← Fear of violence (i.e., from partner/John)</li> <li>← Lack of role models to ascertain condom use can be pleasurable</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of community and social support services</li> </ul>
		<ul style="list-style-type: none"> <li>← Desire to become pregnant/impregnate partner</li> </ul>	<ul style="list-style-type: none"> <li>← Perceived way to strengthen and/or guarantee sustainability of relationship</li> <li>← Emotional support</li> <li>← Financial support</li> </ul>	<ul style="list-style-type: none"> <li>← Low self-esteem</li> <li>← Lack of social support</li> <li>← Lack of financial resources</li> </ul>	<ul style="list-style-type: none"> <li>← Lack of role models to stress severity of teen pregnancy</li> <li>← Lack of culturally/age-appropriate, targeted pregnancy prevention messages</li> <li>← Lack of community and social support services</li> </ul>

## A- 2: FOCUS ON YOUTH BEHAVIORAL RISK ANALYSIS (GRAPHIC FORMAT)

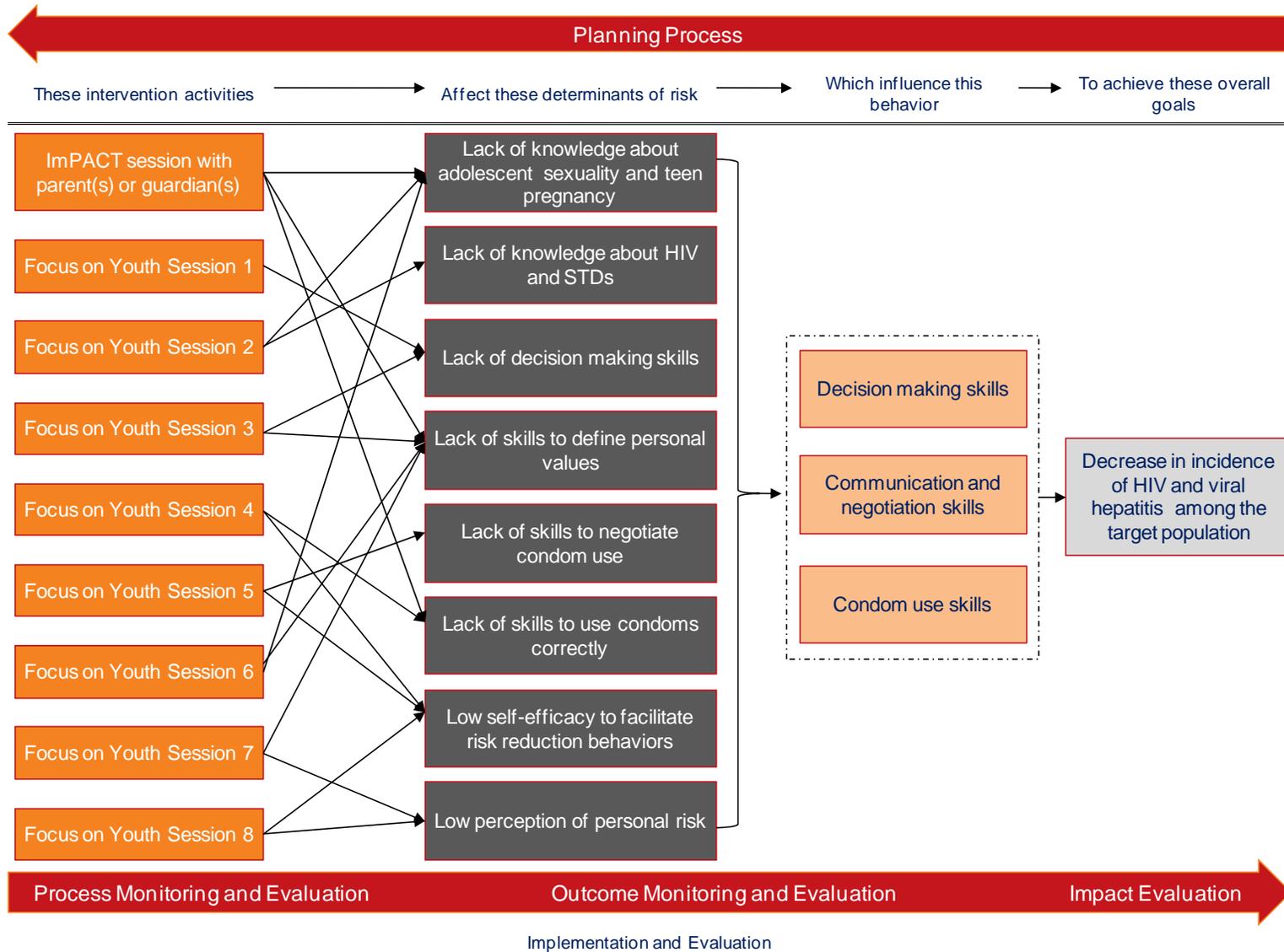


## **APPENDIX B: FOCUS ON YOUTH CONCEPTUAL FRAMEWORK**

---

The conceptual framework on the following page shows the linkage between the types of intervention activities and the risk and protective factors identified in the behavioral risk analysis.

## APPENDIX B: FOCUS ON YOUTH CONCEPTUAL FRAMEWORK

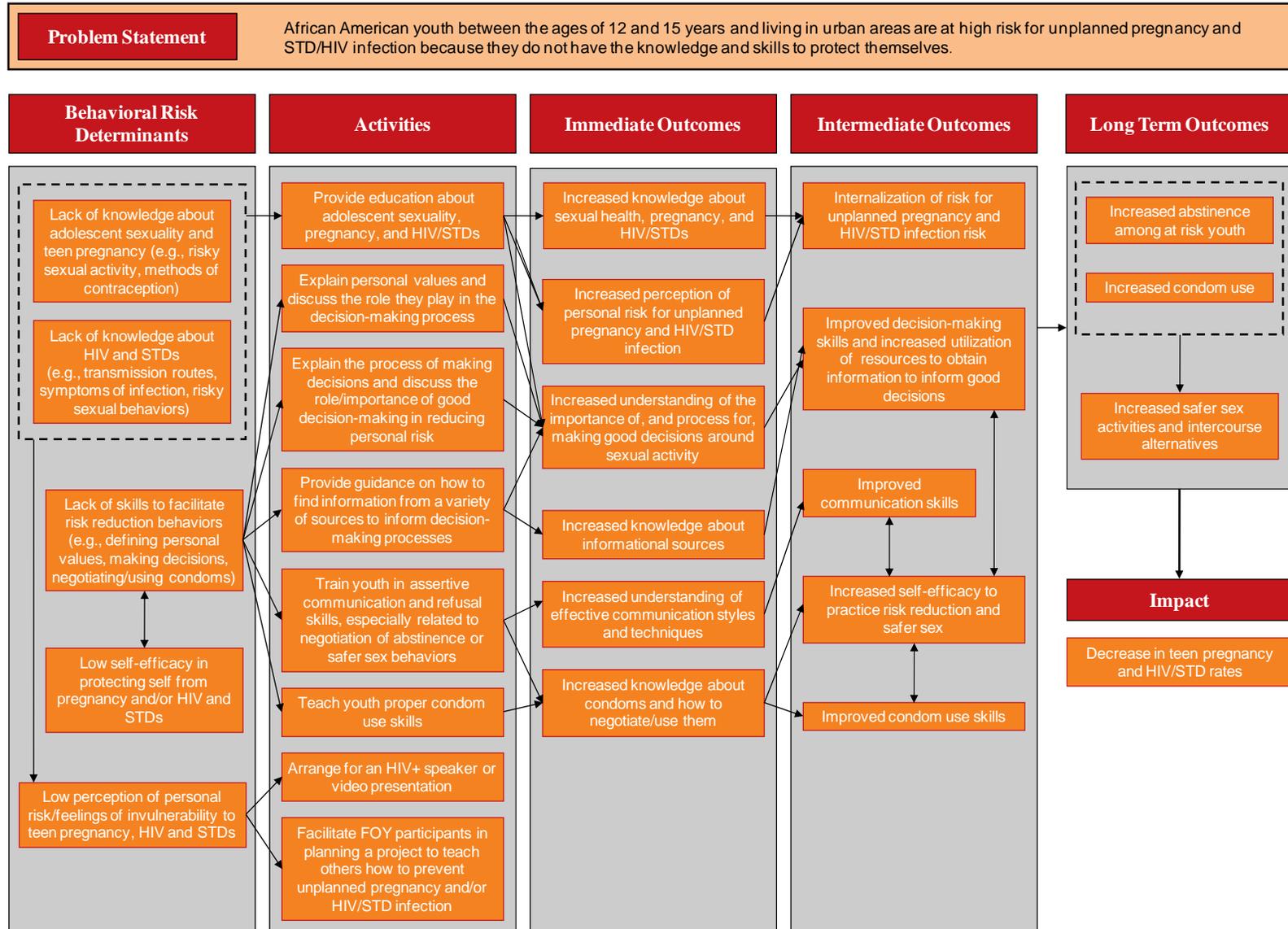


## APPENDIX C: FOCUS ON YOUTH LOGIC MODEL

---

This section provides a generic logic model for Focus on Youth (FOY). The model reflects activities designed to affect the behaviors and attitudes of members of targeted communities and illustrates the relationship between the program's activities and the expected outputs and outcomes as described in the *FOY Implementation Manual* (ETR Associates, 2007). As with the behavioral risk analysis, it is important that you adapt and tailor this logic model to reflect your agency's implementation of FOY.

## APPENDIX C: FOCUS ON YOUTH LOGIC MODEL



## APPENDIX D: 2008 NATIONAL HIV PREVENTION PROGRAM MONITORING AND EVALUATION DATA SET (NHM&E DS) VARIABLE REQUIREMENTS

The table below presents a summary of the variable requirements for the data collection periods of January 1 and July 1, 2008, excluding variable requirements for HIV Testing and Partner Counseling and Referral Services (PCRS). HIV Testing variable requirements are currently specified in the *HIV Testing Form and Variables Manual* and the *CDC HIV Testing Variables Data Dictionary* (both are available on the PEMS Web site, <https://team.cdc.gov>). Requirements for PCRS will be released later in 2008. Since this document only provides a summary of the requirements, please refer to the NHM&E DS (CDC, 2008d) for a more detailed description of definitions and value choices.

VARIABLE NUMBER	VARIABLE NAME	HD & CDC REPORTED REQUIRED
<b>GENERAL AGENCY INFORMATION (TABLE A)</b>		
A01	Agency Name	Required
A01a	PEMS Agency ID	Required
A02	Community Plan Jurisdiction	Required
A03	Employer Identification Number (EIN)	Required
A04	Street Address 1	Required
A05	Street Address 2	Required
A06	City	Required
A08	State	Required
A09	ZIP Code	Required
A10	Agency Web site	Required
A11	Agency DUNS Number	Required
A12	Agency Type	Required
A13	Faith-based	Required
A14	Race/Ethnicity Minority Focused	Required
A18	Directly Funded Agency	Required
A21	Agency Contact Last Name	Required
A22	Agency Contact First Name	Required
A23	Agency Contact Title	Required
A24	Agency Contact Phone	Required
A25	Agency Contact Fax	Required
A26	Agency Contact E-mail	Required

VARIABLE NUMBER	VARIABLE NAME	HD & CDC REPORTED REQUIRED
<b>CDC PROGRAM ANNOUNCEMENT AWARD INFORMATION (TABLE B)</b>		
B01	CDC HIV Prevention PA Number	Required
B02	CDC HIV Prevention PA Budget Start Date	Required
B03	CDC HIV Prevention PA Budget End Date	Required
B04	CDC HIV Prevention PA Award Number	Required
B06	Total CDC HIV Prevention Award Amount	Required
B06a	Annual CDC HIV Prevention Award Amount Expended	Required
B07	Amount Allocated for Community Planning	Required
B08	Amount Allocated for Prevention Services	Required
B09	Amount Allocated for Evaluation	Required
B10	Amount Allocated for Capacity Building	Required
<b>CONTRACTOR INFORMATION (TABLE C)</b>		
C01	Agency Name	Required
C04	City	Required
C06	State	Required
C07	ZIP Code	Required
C13	Employer Identification Number (EIN)	Required
C14	DUNS Number	Required
C15	Agency Type	Required
C16	Agency Activities	Required
C17	Faith-based	Required
C18	Race/Ethnicity Minority Focused	Required
C19	Contract Start Date - Month	Required
C20	Contract Start Date - Year	Required
C21	Contract End Date - Month	Required
C22	Contract End Date - Year	Required
C23	Total Contract Amount Awarded	Required
C25	CDC HIV Prevention Program Announcement Number	Required
C26	CDC HIV Prevention PA Budget Start Date	Required
C27	CDC HIV Prevention PA Budget End Date	Required
<b>SITE INFORMATION (TABLE S)</b>		
S01	Site ID	Required
S03	Site Name	Required
S04	Site Type	Required
S08	County	Required
S09	State	Required
S10	ZIP Code	Required
S16	Use of Mobile Unit	Required

VARIABLE NUMBER	VARIABLE NAME	HD & CDC REPORTED REQUIRED
<b>PROGRAM NAME - PLANNING (TABLE D)</b>		
D01	Program Name	Required
D02	Community Planning Jurisdiction	Required
D03	Community Planning Year	Required
<b>PROGRAM MODEL AND BUDGET - PLANNING (TABLE E1)</b>		
E101	Program Model Name	Required
E102	Evidence Base	Required
E103	CDC Recommended Guidelines	Required
E104	Other Basis for Program Model	Required
E105	Target Population	Required
E107	Program Model Start Date	Required
E108	Program Model End Date	Required
E109	Proposed Annual Budget	Required
<b>INTERVENTION PLAN CHARACTERISTICS (TABLE F)</b>		
F01	Intervention Type	Required
F02	Intervention Name/ID	Required
F03	HIV+ Intervention	Required
F04	Perinatal Intervention	Required
F05	Total Number of Clients	Required
F06	Subtotal Target Population	Required
F07	Planned Number of Cycles	Required
F08	Number of Sessions	Required
F09	Unit of Delivery	Required
F11	Delivery Method	Required
F14	Level of Data Collection	Required
<b>CLIENT CHARACTERISTICS (TABLE G)</b>		
G101	Date Collected	Required
G102	PEMS Client Unique Key	Required
G112	Date of Birth - Year	Required
G113	Calculated Age	Required
G114	Ethnicity	Required
G116	Race	Required
G120	State/Territory of Residence	Required
G123	Assigned Sex at Birth	Required
G124	Current Gender	Required
G200	Date Collected	Required
G204	Previous HIV Test	Required
G205	Self-Reported HIV Test Result	Required
G208	In HIV Medical Care/Treatment (only if HIV+)	Required
G209	Pregnant (only if female)	Required
G210	In Prenatal Care (only if pregnant)	Required

VARIABLE NUMBER	VARIABLE NAME	HD & CDC REPORTED REQUIRED
<b>CLIENT CHARACTERISTICS (TABLE G) (CONTINUED)</b>		
G211	Client Risk Factors ***	Required
G212	Additional Client Risk Factors ^^	Required
G213	Recent STD (Not HIV)	Required
<p>***Note: The recall period for client risk factors is 12 months.</p> <p>^^Note: Additional value choices for risk factors added:</p> <ul style="list-style-type: none"> <li>■ Sex without using a condom</li> <li>■ Sharing drug injection equipment</li> </ul>		
<b>CLIENT INTERVENTION CHARACTERISTICS (TABLE H)</b>		
H01	Intervention Name/ID	Required
H01a	Cycle	Required
H05	Session Number	Required
H06	Session Date - Month	Required
H07	Session Date - Day	Required
H08	Session Date - Year	Required
H10	Site Name/ID	Required
H13	Recruitment Source	Required
H18	Recruitment Source - Service/Intervention Type	Required
H21	Incentive Provided	Required
H22	Unit of Delivery	Required
H23	Delivery Method	Required
<b>REFERRAL (TABLE X7)</b>		
X701	PEMS Referral Code	Required
X702	Referral Date	Required
X703	Referral Service Type	Required
X706	Referral Outcome	Required
X710	Referral Close Date	Required
<b>AGGREGATE HE/RR AND OUTREACH (TABLE AG)</b>		
AG00	Intervention Name	Required
AG01	Session Number	Required
AG02	Date of Event/Session	Required
AG03	Duration of Event/Session	Required
AG04	Number of Client Contacts	Required
AG05a	Delivery Method	Required
AG05c	Incentive Provided	Required
AG06	Site Name/ID	Required
AG08a	Client Primary Risk - MSM	Required
AG08b	Client Primary Risk - IDU	Required
AG08c	Client Primary Risk - MSM/IDU	Required
AG08d	Client Primary Risk - Sex Involving Transgender	Required
AG08e	Client Primary Risk - Heterosexual Contact	Required

VARIABLE NUMBER	VARIABLE NAME	HD & CDC REPORTED REQUIRED
<b>AGGREGATE HE/RR AND OUTREACH (TABLE AG) (CONTINUED)</b>		
AG08f	Client Primary Risk - Other/Risk Not Identified	Required
AG09a	Client Gender - Male	Required
AG09b	Client Gender - Female	Required
AG09c	Client Gender - Transgender MTF	Required
AG09d	Client Gender - Transgender FTM	Required
AG10a	Client Ethnicity - Hispanic or Latino	Required
AG10b	Client Ethnicity - Not Hispanic or Latino	Required
AG11a	Client Race - American Indian or Alaska Native	Required
AG11b	Client Race - Asian	Required
AG11c	Client Race - Black or African American	Required
AG11d	Client Race - Native Hawaiian or Other Pacific Islander	Required
AG11e	Client Race - White	Required
AG12a	Client Age - Under 13 years	Required
AG12b	Client Age - 13–18 years	Required
AG12c	Client Age - 19–24 years	Required
AG12d	Client Age - 25–34 years	Required
AG12e	Client Age - 35–44 years	Required
AG12f	Client Age - 45 years and over	Required
AG14a	Materials Distributed - Male Condoms	Required
AG14b	Materials Distributed - Female Condoms	Required
AG14c	Materials Distributed - Bleach or Safer Injection Kits	Required
AG14d	Materials Distributed - Education Materials	Required
AG14e	Materials Distributed - Safe Sex Kits	Required
AG14f	Materials Distributed - Referral list	Required
AG14g	Materials Distributed - Role Model Stories	Required
AG14h	Materials Distributed - Other (specify)	Required
<b>HEALTH COMMUNICATION / PUBLIC INFORMATION (TABLE HC)</b>		
HC01	Intervention Name	Required
HC02	HC/PI Delivery Method	Required
HC05	Event Start Date	Required
HC06	Event End Date	Required
HC07	Total Number of Airings	Required
HC08	Estimated Total Exposures	Required
HC09	Number of Materials Distributed	Required
HC10	Total Number of Web Hits	Required
HC11	Total Number of Attendees	Required
HC12	Number of Callers	Required
HC13	Number of Callers Referred	Required
HC14	Distribution - Male Condoms	Required
HC15	Distribution - Female Condoms	Required
HC16	Distribution - Lubricants	Required

VARIABLE NUMBER	VARIABLE NAME	HD & CDC REPORTED REQUIRED
<b>HEALTH COMMUNICATION / PUBLIC INFORMATION (TABLE HC) (CONTINUED)</b>		
HC17	Distribution - Bleach or Safer Injection Kits	Required
HC18	Distribution - Referral Lists	Required
HC19	Distribution - Safe Sex Kits	Required
HC20	Distribution - Other	Required
<b>COMMUNITY PLANNING LEVEL (TABLE CP-A/B/C)</b>		
CP-A01	Name of HIV Prevention CPG	HD only
CP-A02	Community Plan Year	HD only
CP-B01	Priority Population	HD only
CP-B02	Rank	HD only
CP-B03	Age	HD only
CP-B04	Gender	HD only
CP-B05	Ethnicity	HD only
CP-B06	Race	HD only
CP-B07	HIV Status	HD only
CP-B08	Geo Location	HD only
CP-B09	Transmission Risk	HD only
CP-C01	Name of the Prevention Activity/Intervention	HD only
CP-C02	Prevention Activity/Intervention Type	HD only
CP-C04	Evidence Based	HD only
CP-C05	CDC Recommended Guidelines	HD only
CP-C06	Other Basis for Intervention	HD only
CP-C07	Activity	HD only

## APPENDIX E: REFERENCES

---

1. Centers for Disease Control and Prevention (2003). *Procedural guidance for selected strategies and interventions for community based organizations funded under program announcement 04064: Draft 9 Dec 03*. Atlanta, GA: Author.
2. Centers for Disease Control and Prevention (2006). *Provisional procedural guidance for community-based organizations: Revised April 2006*. Atlanta, GA: Author. Retrieved March 14, 2007, from [http://www.cdc.gov/hiv/topics/prev\\_prog/AHP/resources/guidelines/pro\\_guidance.pdf](http://www.cdc.gov/hiv/topics/prev_prog/AHP/resources/guidelines/pro_guidance.pdf)
3. Centers for Disease Control and Prevention. (2007). *HIV prevention strategic plan: extended through 2010*. Retrieved April 2, 2008, from <http://www.cdc.gov/hiv/resources/reports/psp/pdf/psp.pdf>.
4. Centers for Disease Control and Prevention (2008a). *Evaluation capacity building guide*. Draft in preparation. Developed for the Centers for Disease Control and Prevention under contract number 200-2006-18987. Atlanta, GA: Author.
5. Centers for Disease Control and Prevention (2008b). *National monitoring and evaluation guidance for HIV prevention programs*. Draft in preparation. Developed for the Centers for Disease Control and Prevention under contract number 200-2003-01926. Atlanta, GA: Author.
6. Centers for Disease Control and Prevention (2008c). *Program evaluation and monitoring system (PEMS) user manual*. Atlanta, GA: Author.
7. Centers for Disease Control and Prevention. (2008d). *National HIV Prevention Program Monitoring and Evaluation Data Set*. Retrieved September 16, 2008, from <http://team.cdc.gov>
8. ETR Associates (2007). *Focus on Youth: A focus on kids intervention. HIV prevention program for African-American youth at risk*. Developed for the Centers for Disease Control and Prevention under Grant/Cooperative Agreement Number U65/CCU924904. Scotts Valley, CA: ETR Associates.
9. Stanton, B., Cole, M., Galbraith, J., Xiaoming, L., Pendleton, S., Cottrel, L., et al. (2004). Randomized trial of a parent intervention: Parents can make a difference in long-term adolescent risk behaviors, perceptions, and knowledge. *Archives of Pediatric and Adolescent Medicine*, *158*, 947–955.
10. Thomas, C. W., Smith, B. D., & Wright-DeAgüero, L. (2006). The Program Evaluation and Monitoring System: A key source of data for monitoring evidence-based HIV prevention program processes and outcomes. *AIDS Education and Prevention*, *18*(Suppl. A), 74–80.