

Wise Guys Evaluation Toolkit













Wise Guys Evaluation Toolkit

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Introduction

I. Introduction

Despite continuous declines over the past twenty years, teen pregnancy rates in the United States remain substantially higher than those of other countries, such as England and Canada.¹ Teen pregnancies not only impact the lives of the parents and their children, but also involve considerable economic and social costs to the country.² In these ways, effective teen pregnancy prevention programs remain a significant need. The lens of teen pregnancy prevention has often focused on the female adolescent, with many intervention programs disregarding their male partners. The Wise Guys program takes an innovative approach to this issue by shifting the focus to the male adolescent.



Developed in 1990 by the Children's Home Society (CHS) of North Carolina, Wise Guys is a multi-session health education program for adolescent males that aims to prevent teen pregnancy, sexually transmitted infections, and dating violence, and to promote healthy concepts of masculinity, manhood and fatherhood. The Wise Guys program includes the following objectives:

- Empower adolescent males with the knowledge they need to make effective decisions.
- Encourage adolescent males to respect themselves as well as others.
- Help adolescent males understand the importance of male responsibility, particularly sexual responsibility.
- Help adolescent males improve communication with parents, educators, peers, and others.



The program consists of eight to twelve content sessions that are approximately 45 minutes each. For the purposes of this project, sessions were delivered to male high school students in the 9th-12th grades. The number of sessions depends on the scheduling flexibility of each school of group of students. Topics addressed include reproductive anatomy and pregnancy, values, fatherhood, goal-setting, decision-making, communication, healthy relationships, intimate partner violence, HIV and other STDs, contraception, and abstinence. Lessons employ a variety of interactive methods including games and quizzes, role play, small group projects, guided discussions, brainstorming, and ranking exercises. Intervention activities are based on the body of research concerning male cognitive development and

socialization issues. The curriculum has been affirmed by the Office of Adolescent Health's Teen Pregnancy Prevention Program in meeting the requirement for scientific or medical accuracy for federally funded sexuality education and HIV prevention programs. To date, Wise Guys has been implemented in 350 communities in 32 states.

a. Origins of this Toolkit

On July 1, 2015, CHS in partnership with Abt Associates, Inc. was awarded a five year cooperative agreement by the Department of Health and Human Services, Office of Adolescent Health (OAH) to conduct a rigorous evaluation of the Wise Guys curriculum. Abt Associates, the lead evaluator, designed an individual randomized controlled trial (RCT) study that was conducted in a school-based setting. The purpose of the evaluation was to examine the

¹ Sedgh G, Finer LB, Bankole A, Eilers MA, Singh S. Adolescent pregnancy, birth, and abortion rates across countries: levels and recent trends. J Adolesc Health. 2015;56(2):223-30.

² Hoffman SD. Kids Having Kids: Economic Costs and Social Consequences of Teen Pregnancy. Washington, DC: The Urban Institute Press; 2008.

impact of implementing the Wise Guys curriculum on the sexual health decision-making, behaviors, and attitudes of 9th-12th grade males in Iredell County, North Carolina. To assess whether the program was effective in reducing pregnancy rates among adolescents, the Wise Guys Logic Model (*Figure 1*) was developed to guide the evaluation. This logic model provided a framework for understanding how the intervention activities, determinants, and behavioral and non-behavioral outcomes could potentially reduce teen pregnancy rates.

A series of data collection instruments was developed for the evaluation, which is the focus of this toolkit. The purpose of the toolkit is to serve as a helpful resource for future evaluation work in the content area targeting adolescent males and teen pregnancy prevention. For the purposes of the current project, all evaluation activities were conducted in a school-based setting since this proved to be a viable environment to engage with large numbers of adolescent males upon approval from their parents and participating Iredell-Statesville county schools. It is important to note that components of the evaluation can also be adapted to suit other non-school-based settings (e.g., youth centers, after-school clubs, etc.) as well, to accommodate other adolescent male focused projects.

b. How to Use this Toolkit

The toolkit consists of four sections to provide a step-by-step guide in the execution of an RCT evaluation of the Wise Guys Teen Pregnancy Prevention Curriculum. The sections include the following topic areas:

- Needs Assessment & Pilot Study
- Recruitment
- Evaluation Design
 - Process Data Collection
 - Outcome Data Collection
 - Data Management and Analysis
- Lessons Learned

A summary description is provided to demonstrate the practical application of each component, along with templates of actual instruments used for data collection at the end of each section. This toolkit was designed for evaluators assessing the impact of community-based programs in the area of teen pregnancy prevention with a focus on the adolescent male. Because our approach and the tools provided were developed for the evaluation of the Wise Guys Curriculum, it is important for other users of similar male-focused programs to develop approaches and tools that are specific to the objectives and outcomes of the program for which it will be used (e.g. logic



models, questions aligned with short and long term outcomes, etc.). These tools can be adapted to meet other evaluators' needs, and it is our hope that this resource fills the gap in the assessment of the underrepresented population of adolescent males in pregnancy prevention.

Figure 1. Wise Guys Logic Model

INTERVENTION ACTIVITIES

During each program semester 150 teen males will engage in:

Self-esteem (3 lessons)

- 1 group discussion
- 1 small group exercise
- 1 individual exercise

Decision-making (3 lessons)

- 1 group activity,
- 1 role play
- 1 small group exercise)

Personal and family values (3 lessons)

- 1 forced choice exercise
- 1 group activity
- 1 individual exercise

Communication and masculinity (3 lessons)

- 1 group activity
- 1 role play
- 1 small group exercise

Reproductive anatomy (3 lessons)

- 1 lecture
- 1 video
- 1 group exercise

Healthy relationships (3 lessons)

- 1 group activity
- 1 role play.
- 1 group discussion

Sexually Transmitted Infections (3 lessons)

- 2 group exercises
- 1 lecture

Abstinence and contraception (5 lessons)

- 1 group exercises
- 1 lecture.
- 1 role play
- 1 small group exercise

Fatherhood (3 lessons)

- 1 group activity
- 1 small group exercise
- 1 group discussion

2 homework assignments to complete with their parents regarding topics discussed in class

DETERMINANTS

Increase perception of male

responsibility for pregnancy

Increase perception of gains from communicating about

sexual decision-making with

Increase support for choosing

Increase knowledge of

STIs, reproductive anatomy,

Increase

consistency of

contraceptive use

for those who

active

Increase ability

to discuss sexual

decision-making,

including values.

Increase ability to respond to

negative sexual pressure from

Greater Internal focus of control

Parent Communication:

with partner

peers

are sexually

and prevention, including

Beliefs & Attitudes:

condom use

partner

abstinence

Knowledge:

pregnancy, and

contraception

Skills:

OUTCOMES

Have Had Sex (Behavioral Outcomes)

Increase condom use as compared to comparison group

Increase delay of sexual initiation as compared to comparison group

Increase use of contraceptives as compared to comparison group

Decrease unprotected vaginal/penile sex as compared to comparison group

> Decrease frequency of sex as compared to comparison group

Decrease number of sexual partners as compared to comparison group

Have Not Had Sex (Non-Behavioral Outcomes)

Intention for condom use

Intention to delay sexual initiation

Intention for contraceptive use

HEALTH GOAL

Reduce & prevent pregnancy rates among Iredell County adolescents



Improve parent/child communication about sex, abstinence, condoms, related values and relationships

Needs Assessment & Pilot Study

II. Needs Assessment & Pilot Study

Prior to the full implementation and evaluation of the Wise Guys program across multiple school sites, the Abt Evaluation Team conducted a needs assessment to better understand the community, as well as a pilot study to test processes and tools. Information gathered from these steps provided valuable insight for planning the full implementation and finalizing data collection instruments for the evaluation study.

a. Needs Assessment

The Abt Evaluation Team first conducted a needs assessment (NA) to gain a better understanding of the Iredell-Statesville School (ISS) community and targeted schools serving as the sites for implementation. The NA identified potential gaps or challenges that could affect intervention and evaluation implementation as planned, and information gathered from the NA informed the development of data collection tools.

In order to determine the landscape of the ISS school system, a Needs Assessment Framework (NAF) was first developed as a guide to our systematic approach in gaining insight to this community. The NAF is illustrated as a matrix in *Figure 2*. Benefits of Conducting a Needs Assessment prior to Implementation and Evaluation Activities:

- Gain a better understanding of the target community
- Identify gaps and challenges that may impact the evaluation
- Inform data collection

The NA consisted of key informant interviews with School Principals/Assistant Principals, a listening session with area teens attending local high schools, a review of school profiles, and discussions with CHS staff.

Key Informant Interviews

The Abt Evaluation Team conducted key informant interviews with Principals/Assistant Principals and other support staff across the five target high schools in Iredell-Statesville County. These discussions proved to be fruitful by providing insight into school policy, practices, and protocol on sexual health education. Having the opportunity to speak one-on-one with those individuals who are on the front line in the school system helped to establish community buy-in and trust with our evaluation team.

The Key Informant Interviews were designed as open-ended questions to gauge attitudes and beliefs about teaching sexual health in school; identify stakeholders and community partners; determine ideal times to implement the Wise Guys curriculum



during the regular school day; and pinpoint any challenges or obstacles that may arise with implementation. The Key Informant Interview Guide and the accompanying consent form are shown in *Appendices 1* and *2* respectively.

Listening Session Questions

Prior to conducting an intervention or evaluation with a target population, it is important to "listen" to the community. Establishing a collaborative role with prospective participants is crucial to instilling some level of trust at the outset, while creating an environment where the community feels valued and free to share recommendations and provide a greater sense of the beliefs and culture where they reside.

The decision to convene a Listening Session with teens from the ISS System provided the Evaluation Team with an inside look into how teens felt about participating in a sexual health program, general thoughts on how their

parents/caregivers and community at large may react to this information being implemented within the school system, and invaluable recommendations on the best way to recruit teens and the types of incentives that may be attractive to assist with encouraging their participation. As researchers, we often "think" we know what a community or group of participants may want or like but taking a more practical approach of asking and listening to the target population proves to be most effective and efficient in determining the needs of the community. To drive these discussions, the Listening Session Guide includes questions to ask teens that will elicit their thoughts and opinions (*Appendix 3*). A flyer was also used to promote the listening session and recruit teens to participate (*Appendix 4*).

School Profiles

To complement the rich data received from qualitative interviews with school staff and student participants, it is helpful to capture demographic information for each school in a matrix format to provide a snapshot overview of each school at a glance. This tool served as a quick reference in identifying schools with the largest census of adolescent boys, geographic location within ISS, and racial/ethnic makeup for each community with high teen pregnancy rates. The School Profiles Matrix is shown in *Appendix 5*.



CHS Staff

CHS staff members had collectively been in the field of adolescent reproductive health for over thirty years and were themselves members of the community that we served, so forging a partnership with the dedicated staff helped to establish a solid, cohesive foundation for the programming and evaluation team. Oftentimes, the introduction of an Evaluation Team to a new community is met with some degree of reticence due to the unknown; however, involving programming staff who are well-known and respected by the community aids in facilitating the initiation of evaluation processes. To solidify this partnership, the Abt Evaluation Team met regularly with the CHS Staff to discuss the overall planning and coordination of the implementation and evaluation activities. With guidance and feedback from CHS staff, the Abt Evaluation Team gained valuable insight for the development of a tailored process to achieve the best possible outcomes for the ISS community.

| ISS School District/Selected S | chools (Lake Normai | n High; North High; South High; Stat | esville High; West High) | |
|---|--|---|---|---|
| Questions | Sample | Indicators | Data Sources | Methods |
| a. What are the requirements related to sex education across the 5 schools? | Wise Guys Program Coordinator/ISS staff | Description of protocols or guidelines for ISS and/or for each of the 5 schools | Interviews with ISS staff ISS documents and other materials (e.g., related policy documents, curriculum) | Teleconference or site visit Systematic review of school documents and other materials Key informant interviews |
| b. What is the composition of the 5 schools? | Wise Guys Program Coordinator /ISS staff | Total student body #/% of male and female students # of teachers/staff Race/ethnicity of males and female students Geography/setting: urban, rural, suburban, other, charter, public, magnet SES proxies: #/% free/reduced lunch (male/female), truancy/absenteeism (male/female); Census, school demographic records Academic/Trade specialization(s) Primary/Preferred language for male and female students: #/% English, Spanish, other #/% in special education by gender #/% of 9th, 10th and 11th grade students who participate in afterschool activities (total and by gender) Difference between students who participate in after school activities vs similar students who do not. #/% of males who identify as gay or bisexual | ISS documents and enrollment or student body demographic database Other ISS data sources National Center for Education Statistics data Census for household information by zip code(s) Data extraction tool | Systematic review of documents and other materials Secondary data extraction |

| Questions | Sample | Indicators | Data Sources | Methods |
|---|---|---|---|--|
| c. What is the average class size? | Wise Guys Program Coordinator /ISS staff | # (average) of students enrolled in a class per school #/% male and female students | ISS documents and other materials Data extraction tool | Systematic review of documents and other materials Secondary data extraction |
| d. When do students register for classes? e. When are students assigned to classes? f. After what point are students no longer allowed to change classes? g. When are free periods scheduled? h. When and how do students register for free periods? i. Are free periods used for other purposes (e.g., test prep, extracurricular activities) | Wise Guys Program Coordinator /ISS staff | Description of registration and enrollment guidelines for students for each of the 5 schools Description of the course schedule and structure, including free periods, for each of the 5 schools | Interviews with ISS staff ISS documents and other materials (e.g., protocols or guidelines) | Teleconference or site visit Systematic review of documents and other materials |
| j. How are issues related to sex education and TPP addressed within the current curriculum for each school? k. What is the "culture" of each school? l. What has worked/not worked, particularly for male students? | ISS staff ISS students or student groups | Description of how sex education and TPP information is communicated to students at each school (e.g., protocols and guidelines) Description of the culture and attitudes about sex education and TPP Description of successful approaches for teaching (male) students about sex education and TPP | Interviews with ISS staff ISS documents and other materials (e.g., protocols or guidelines) Focus groups, or listening sessions | Systematic review of program documents and other materials Key informant interviews (teleconference or site visit) Focus groups or listening sessions with male students or representatives from a student group |

| Questions | Sample | Indicators | Data Sources | Methods |
|--|-------------------------------|--|--|---|
| m. Does ISS operate on a semester or quarter system? n. What is the start and end of the 2016 semester/quarter? o. When are the testing period(s)? | • N/A | Description of the ISS school calendar and important testing periods | Wise Guys Program Coordinator ISS website ISS staff, only if necessary KII data collection tool | Data extraction and analysis Systematic review of program documents Key informant interviews (teleconference or site visit) |
| p. Who are the key stakeholders, champions, community partners, or opponents for issues related to sex education and TPP within the district and each of the 5 schools? q. How has their role/involvement impacted the implementation of issues related to sex education and TPP within ISS or at each school? r. What is the best way to engage them to obtain their input about the impact of the WG curriculum? | ISS staff | Identify key stakeholders/opponents related to sex education and TPP within ISS Description of their roles and impact on the implementation of any current or future sex education and TPP curriculum. For example: Staffing Infrastructure/space Technology or materials Funding Time Communication/recruitment Partnerships Others as identified by interviewee | Wise Guys Program Coordinator Interviews with ISS staff / administrators KII data collection tool | Systematic review of program documents Key informant interviews (teleconference or site visit) |

| Intervention | | | | |
|--|-------------------------------|---|---|---|
| Questions | Sample | Indicators | Data Sources | Methods |
| a. Will the targeted population received some type of training or education about TPP prior to entering into the 9th grade, or concurrently? b. If so, what has been provided and how often (e.g., 9th grade only)? (weekly, monthly, quarterly)? c. How is the existing training/content delivered to students (e.g., in class, electronically, virtually, after school)? d. For how long has the existing curriculum been administered? e. How are parents informed about or involved in the existing TPP curriculum? f. Has the content been changed or revised within the past 3-4 years? g. If so, in what way? h. How is sex education and TPP discussed/taught with gay males? | ISS staff | Documentation of and details about existing sex education and/or TPP materials that are offered within ISS, particularly to 9th, 10th, and 11th grade students Description of how the existing sex education and/or TPP are delivered to students (e.g., frequency, mode) Description of how parents are informed about and involved Description or documentation of any revisions within the past 3-4 years Description of how the content is provided to gay males | Wise Guys Program Coordinator Interviews with ISS staff / administrators KII data collection tool | Systematic review of program documents Key informant interviews (teleconference or site visit) |

| | Questions | Sample | Indicators | Data Sources | Methods |
|----------------------|---|-------------------------------|---|--|--|
| j. k. I. n. | Are there any concerns about the Wise Guys intervention and implementation protocol (e.g., content and mode and frequency of delivery)? If so, what are the recommended changes? If we were to offer the WG curriculum after school, what are the recommendations for implementation? What would be some of the competing factors for 9 th , 10 th , and 11 th grade males (e.g., employment, family, extracurricular activities)? Are condoms or other TPP materials available to students? If so, how is this information available (e.g., school-based clinics, partnerships with local pharmacies, local health departments, planned parenthood)? | ISS staff | Description of concerns and recommendations for improvement and implementation for the WG curriculum Description of key competing factors for 9th, 10th, and 11th grade male students: Employment Timing Family obligations Extracurricular activities Personal/religious beliefs/cultural conflicts Others identified by interviewee | Interviews with ISS staff /administrators KII data collection tool Focus groups or listening sessions with a sample of ISS staff | Key informant interviews (teleconference or site visit) Focus groups, or listening sessions |

| Evaluation | | | | | | | |
|---|--|--|---|---|--|--|--|
| Questions | Sample | Indicators | Data Sources | Methods | | | |
| a. What is the best way to engage the key stakeholder to learn about the impact of the WG curriculum on 9th, 10th and 11th grade male students? | Wise Guys Program Coordinator /ISS staff | Recommendations on how to engage key stakeholders | Teleconference with Wise Guys Program Coordinator Interviews ISS staff | Teleconference Key informant interviews (teleconference or site visit) | | | |
| b. What is the best way to obtain consent from parents to recruit their children into this project? c. What is the best way to obtain assent from the students? d. What is the recommendation for providing incentives within each of the 5 schools (e.g., cash, gift cards)? | Wise Guys Program Coordinator /ISS staff | Recommendations on how to obtain consent and assent and on how to disseminate incentives | Teleconference with Wise Guys Program Coordinator Interviews with ISS administrator ISS documents and other materials (e.g., protocols or guidelines) | Teleconference Key informant interviews (teleconference or site visit) Systematic review of documents and other materials | | | |
| e. Do we need to submit the evaluation protocol to an ISS IRB or other clearance forum? f. If so, to whom and what information/documents need to be submitted? g. In addition to an IRB, should we also obtain a Certificate of Confidentiality? | Wise Guys Program Coordinator /ISS staff | Description of how to submit to the ISS IRB or other clearance process | Teleconference with Wise Guys Program Coordinator Interviews with ISS administrator ISS documents and other materials (e.g., protocols or guidelines) | Teleconference Key informant interviews (teleconference or site visit) Systematic review of documents and other materials | | | |

| h. Do students own or have regular access to laptops? i. Are students able to use laptops during classes, including their free periods? j. Is there a secure Wi-Fi connection available at each of the 5 schools? k. Are there particular sites, or types of sites) that are blocked or have restricted access? | Wise Guys Program Coordinator /ISS staff | #/% of students (by gender) who own or have regular access to laptops Description of the protocol or guidelines for laptop use and internet access | Teleconference with Wise Guys Program Coordinator Interviews with ISS staff ISS documents and other materials (e.g., protocols or guidelines) | Teleconference Key informant interviews (teleconference or site visit) Systematic review of documents and other materials |
|--|--|---|---|---|
|--|--|---|---|---|

b. Pilot Study

After the needs assessment was completed, a pilot study was conducted to inform implementation and evaluation procedures. A pilot study is a small-scale trial of the full study, and this crucial step helps to identify potential issues and allows for the possibility of making changes before full implementation and evaluation begin. As part of the pilot study, the Abt Evaluation Team conducted an abbreviated intervention at one school, as well as cognitive interviews with a group of teen males to pilot test the data collection instruments.

Abbreviated Intervention

Implementing an abbreviated intervention provides a valuable opportunity to pilot test processes and materials related to recruitment, intervention implementation, and data collection. Ideally, an abbreviated intervention should be conducted at one of the planned school sites and with the program staff to mirror the realities of full implementation and evaluation.



The Abt Evaluation Team implemented an abbreviated intervention at one ISS school. CHS staff communicated with the school site to schedule and deliver six Wise Guys sessions, and CHS staff practiced recruiting teen males for these sessions. The teen males, as well as the Wise Guys Program Facilitator and Program Coordinator, tested the various data collection tools. At the end of the abbreviated intervention, debriefing meetings were held with the teen males and CHS staff to gather feedback and recommendations for improvement, as well as to consider lessons learned. This process provided insight into the feasibility, timing, and alignment of the draft data collection

tools with the intervention activities. Revisions to recruitment, implementation, and data collection plans and tools were made based on these findings.

Cognitive Interviews

Another important step in any good pilot study is to have a sense of whether your audience has a clear understanding and comprehends the questions that are being asked of them. As researchers, what may seem intuitive in the wording of a question may actually be too technical and confusing to the audience and not get the information that you need. This may result in blank or incorrect responses in a survey.

The practice of conducting Cognitive Interviews is extremely helpful to the evaluator because it provides the necessary feedback to make



changes prior to starting the study. Cognitive Interviews consist of qualitative interviews with a sub sample of participants who resemble the profile of the actual study participants. Participants are asked to "think aloud" about their responses as they reviewed the data collection instruments. Challenges such as: unclear questions, awkward flow in the order of questions, and excessive time needed to complete a survey are all obstacles that can be addressed prior to your study to better facilitate and obtain the information that you need.



In our assessment of the Wise Guys curriculum, Cognitive Interviews were conducted with a diverse group of five teen males whose feedback on our survey questions proved to be invaluable. The Cognitive Interview Guide and the accompanying permission forms for both parents/caregivers and the teen participants can be found in *Appendices 6* and 7 respectively. Information gathered through these interviews provided us with the recommendations and guidance to revise our survey instrument into a more teen friendly tool that could be used for the full evaluation.

Appendix 1. Wise Guys Key Informant Interview Guide

We have contacted you because you were identified as an important person who can help us learn how best to implement and evaluate the Wise Guys program at your school. This project specifically focuses on teaching the program to 9th, 10th, 11th and 12th grade males at Lake Norman, North, South, Statesville, and West high schools during the school year. The program has 12-sessions that concentrate on reducing and preventing teen pregnancy and STDs, healthy sexual decision-making, behavior, attitudes, and strengthening sexual health-related communication with parents, caregivers or guardians.

This interview will take approximately 90 minutes to complete. Your participation is voluntary and your name will be kept private. We will **<u>never</u>** associate your name with any of the information you share.

You may choose not to answer some questions, or you may choose not to participate at all without any negative consequences. You can choose to stop the interview at any time, for any reason. There are no right or wrong answers. We consider you the expert and look forward to learning from you.

As a reminder, this interview will be audio recorded for information gathering and analysis purposes.

If you have questions about your rights as a participant, or about this project in general, contact the project director, [PROJECT DIRECTOR NAME] at [PHONE NUMBER], or by e-mail at [EMAIL ADDRESS].

Do you have any questions before we get started?







| articipant Information <internal abt="" chs="" evaluation="" for="" only="" team="" use=""></internal> | | | |
|--|--|-----------|--|
| Participant name: | | | |
| Iredell-Statesville school: | | | |
| Interview location and date: | | | |
| Start time: | | End Time: | |
| Participant description: Include any background or contextual information about the participant that might be helpful for analysis (e.g., their professional title, role within the ISS school district, special requests re: this interview) | | | |
| Primary interviewer: | | | |
| Secondary interviewer: | | | |

Telephone/On-Site Observations:

Include information here that provides context about the interview (e.g., environment such as room set-up; late starting the interview; multiple individuals participating in the interview; consent requests/concerns)







Iredell-Statesville School Staff Interview Guide

Interviewer Note:

Interviewees should receive a copy of their signed consent form prior to starting the interview.

I. Sexual Health/Teen Pregnancy Prevention

1. What are the curriculum **requirements** for teaching topics like sexual health and teen pregnancy prevention at **[school name]**? If so, could you describe the requirements?

a. Could I get a copy of any written materials that describe the requirements?

b. [Probe] Does your school teach the Making Responsible Life Choices (MRLC) program?

c. [If Yes] For how long has this curriculum been taught at this school?

d. [Probe] How often is it taught?







2. Are there other sexual health programs taught to students?

a. **[If Yes]** Please describe these programs.

- b. [If Yes] For how long have these programs been taught at this school?
- c. [If Yes] How often are they taught?
- 3. How is the current sexual health or reproductive health and safety curriculum taught to students? For example, **[READ OPTIONS]**

| In Class | Electronically | Virtually | After School | Homework/ Outside of School | Other |
|----------|----------------|-----------|--------------|--------------------------------|-------|







- 4. What has worked or not worked well, particularly for 9th, 10th, 11th, and 12th grade male students?
- 5. How are parents, caregivers or guardians informed about the sexual health content that's being taught at **[school name]**?

6. In what ways are they involved in the program?

7. How have parents, caregivers or guardians reacted to having their youth participate in sexual health programs?

8. Could you describe the "culture" or attitudes about teaching sexual health to students at this school?

9. What should we consider as we plan to talk with others about implementing a sexual health program at this school?







II. Course Schedule, Registration and Enrollment

10. When does the 2016 Spring and Fall semesters **begin and end** for this school?

11. When are the major testing periods?

12. When do students register for Spring and Fall classes?

13. When are students assigned to classes?

14. Do you have club time or free periods? [If no, skip to the next section]

a. If so, when are they scheduled?







15. How are club time/free periods normally used at your school?

 Image: Constraint of the straint o







III.Wise Guys Program Implementation

16. If Wise Guys was offered **after school hours**, what are some of the issues that might prevent 9th, 10th, 11th, and 12th grade male students from participating?

| Employment | Family obligations | Extracurricular activities | Personal beliefs and values | Schedule/ Timing | Other |
|------------|--------------------|-------------------------------|--------------------------------|---------------------|-------|

17. If we were able to offer the Wise Guys program **during club time/free periods**, what might prevent 9th, 10th and 11th grade male students from participating?

18. What could we do to work around these challenges?

19. Who are the key stakeholders, champions, or community partners for issues related to sexual health for **this** school?

20. What is the best way for our team to get input from key stakeholders about implementing the Wise Guys program at this school?







IV.Conducting the Evaluation

21. What information should we share with parents, caregivers or guardians to help them determine whether they should allow us to invite their children to participate in the Wise Guys program?

22. What is the best way to commuicate with students to get their assent to participate in this project?

23. What types of incentives do you recommend that we provide to the students who agree to participate?

24. We would like to stay in touch with the participants for at least 1 year after the program ends. How do you suggest that we do this?

a. Is there anything that we should know as we prepare for implementation? Are there any limitations?







V. Closing

25. Before we end, is there anything else that you'd like to share?

26. Do you have other questions for me? [Address any comments or questions]

[Read at the end of the interview]

Thank you for your time and participation. As a reminder, your name will never be associated with the information you provided. We appreciate the information that you shared and look forward to staying in touch as the project develops.







Appendix 2. Wise Guys Key Informant Interview Consent Form

On behalf of the Office of Adolescent Health's Teen Pregnancy Prevention Program, the Children's Home Society (CHS) and Abt Associates (Abt) are conducting a needs assessment to identify potential "gaps" or challenges that could affect future implementation and evaluation of the Wise Guys program in specific high schools in the Iredell-Statesville area. Wise Guys consists of a 12-session prevention education approach that specifically targets 9th, 10th 11th, and 12th grade male students. The sessions focus on teen pregnancy and STD(I) prevention, sexual health and sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes.

You have been identified as an important person who could help us learn more about your school. Therefore, we are inviting you to participate in a face-to-face interview. The interview will take up to one hour to complete. Conducting these interviews will provide information and recommendations that will allow us to tailor upcoming implementation and evaluation activities accordingly.

There are no right or wrong answers. This interview is not meant to evaluate you or your school; rather it is an opportunity for us to become more informed about what would work best at your school, in particular; and within Iredell-Statesville, overall. We consider you an expert and look forward to your input, thoughts and opinions.

Your participation is voluntary. You may choose not to answer some of the questions or you may choose not to participate without penalty. You can choose to discontinue the interview at any time for any reason. The information that you share will be kept private and only available to our project team. We will not directly associate your name or your position with any of the information that you shared in future reports or presentations. In addition to written notes, with your permission, the interview will be audio-recorded to help our team accurately capture the discussion during data analysis. If you have questions about the project, please contact the Project Director, [PROJECT DIRECTOR NAME], at [PHONE NUMBER]. For questions about your rights as a study participant, call the [INSTITUTIONAL REVIEW BOARD] at [PHONE NUMBER].

Interview Consent. Please indicate below whether you would like to participate in a needs assessment interview.

_____Yes, I reviewed this form and **agree** to participate in a needs assessment interview.

_____ No, I reviewed this form and **do not agree** to participate in a needs assessment interview.

Audiotape Permission. I have been told that the interview will be recorded and understand that I can ask for the audiotape to be turned off at any time.

I agree to be audiotaped ____Yes ____No

Recontact Permission. Later, we may need to contact you to clarify parts of the interview or to ask additional questions. This would not take more than one hour of your time. Please indicate if you will allow us to contact you in the future.

I agree to be contacted in the future ____Yes ____No

Name: _____

Signature: _____

Date: _____

Thank you. Please keep a copy for your records.







Appendix 3. Wise Guys Listening Session Guide



The Children's Home Society (CHS) was awarded a grant to work with the Office of Adolescent Health (OAH) to implement and evaluate the Wise Guys teen pregnancy prevention program. CHS has partnered with, my company, Abt Associates Inc. in Atlanta Georgia to design and implement an impact evaluation. We wanted to meet with you because you were identified as an important group who can help us learn as we work on a plan to offer a teen pregnancy prevention program called Wise Guys[®] to students in the 9th, 10th, 11th, and 12th grades. We are hoping to offer the program at Lake Norman, North, South, Statesville, and West high schools. The program meets 10 times and covers topics like teen pregnancy and sexually transmitted diseases or STDs, making healthy decisions about sex, and talking with parents, caregivers or guardians.

This conversation will take about one hour. Your participation is voluntary and your names will be kept private. We will **<u>never</u>** associate your names with any of the information you share. We will also ask other participants to keep what we talk about private, but this cannot be guaranteed.

You may choose not to answer some questions, or you may choose not to participate at all without any penalties. You can choose to leave this meeting at any time, for any reason. There are no right or wrong answers. You are considered the experts and we look forward to learning from you.

This meeting will be audio recorded for information gathering and analysis purposes.

If you have questions about the Wise Guys program in general, you can contact me, [PROJECT MANAGER NAME], at [PHONE NUMBER], or by e-mail at [EMAIL ADDRESS]. For questions about your rights as a study participant, call the [INSTITUTIONAL REVIEW BOARD] at [PHONE NUMBER].

Are there any questions before we get started?







| Listening Session Information <internal fo<="" th=""><th colspan="3"><internal abt="" chs="" evaluation="" for="" only="" team="" use=""></internal></th></internal> | <internal abt="" chs="" evaluation="" for="" only="" team="" use=""></internal> | | |
|--|---|--|--|
| Meeting location and date: | | | |
| Start time: | End Time: | | |
| Session Facilitator: | | | |
| Other CHS/Abt Staff: | | | |

Meeting and participant group description:

Include any background or contextual information about the participants or about the meeting space that might be helpful for analysis (e.g., number of participants, males, females, grade levels, adults in attendance, ISS schools represented, special requests, questions)







Iredell-Statesville Youth Listening Session Guide

Sexual Health/Pregnancy Prevention

- 1. Raise your hand if you have participated in a sexual health program within the past 2 years.
 - a. Okay, how many of you took the in-school sexual health program during middle or high school as a part of your PE classes?
 - b. How many of you took the PARC sexual health classes after school or on the weekend?
- 2. For those who raised your hands, what did you like?

a. What didn't you like?

- b. What could have been done to make the program better?
- 3. Does anyone remember if your parents, caregivers or guardians reacted a certain way when they learned that you would be involved in a sexual health program? If so, would you mind sharing?
- 4. Help me understand what it is like living in this area. How would you describe the "culture" or attitudes about teaching sexual health to high school students?







VI.Wise Guys Program Implementation

- 5. What advice would you give my team as we start planning to offer a program that focuses on sexual health and teen pregnancy prevention to male high school students?
 - a. Do you think that it could work?
 - b. [If Yes] Thanks, could you explain why you think this way?

- c. [If No] Okay, could you explain why you think this way?
- 6. If we offered the program **after school hours**, what are some of the issues that might prevent 9th, 10th, 11th, and 12th students from participating?

 \Box \Box Family Personal beliefs Schedule/ Employment Extracurricular Other obligations activities and values Timing







7. If we were able to offer the program **during club time/free periods**, what might prevent 9th, 10th, 11th, and 12th grade students from participating?

8. What could we do to work around these challenges?

9. If a student wanted to get information about sexual health or pregnancy prevention resources, like condoms, books, or counseling, where would they go? **[READ OPTIONS]**

| School-based clinics | Local pharmacies | Local health department | Planned Parenthood | Other |
|----------------------|------------------|-------------------------|-----------------------|-------|







VII. Conducting the Evaluation

10. What is the best way to get high school students to want to participate in a program that lasts for 45 mintues and meets 12 times during the school year?

11. What kinds of incentives do students want? Be realistic, please. What could we offer that would make someone like you want to participate for the whole 12-session program?

12. We're almost finished. One more question. If we wanted to stay in touch with the students for at least 1 year after the program ends, what should we do?







VIII. Closing

13. Before we end, is there anything else that you'd like to share?

14. Okay, are there any other questions for me? [Address any comments or questions]

[Read at the end of the session]

This was great. I want to thank all of you for participating. I enjoyed today's conversation and really appreciate the information that was shared. As a reminder, your names will not be linked to the information that we discussed. I also need everyone to remember to not share something that was shared by one of your peers during this meeting. That information needs to be kept private. Again, if you have questions, do not hesitate to contact me. I can be reached at [PROVIDE CONTACT INFORMATION].







Appendix 4. Wise Guys Listening Session Flyer

CALLING ALL TEEN LEADERS!

Join a conversation where your ideas, opinions and suggestions will help us work towards preventing teen pregnancy in your community



Promoting Male Responsibility While Helping Prevent Teen Pregnancy

The Wise Guys Team have been working with staff from the Iredell-Statesville school district to come up with a plan to offer a teen pregnancy prevention program called Wise Guys[®] to students in the 9th, 10th, 11th, and 12th grades. As we begin this work, we would love to learn from you because we believe that you really understand what will work for you and your friends. Wise Guys[®] focuses on teen pregnancy and STD prevention, with a strong emphasis on male responsibility and sexual decision-making.

Who: Local Teens in the Iredell and Statesville Areas

When: DATE

Where: ADDRESS

Got Questions? Contact XXXX at XXX-XXX-XXXX or [email]

Your Input Counts!







Appendix 5. Wise Guys School Profiles Matrix

Wise Guys Needs Assessment – ISS Background Information

| | Lake Norman High (N=) | | | N | North High (N=) | | | | South High (N=) | | | |
|--|-----------------------|---|----------|---|-----------------|---|----------|-----|-----------------|---|----------|-----|
| | Male (N=) | |) Female | |) Male (N | | Female (| N=) | Male (N=) | | Female (| N=) |
| | N | % | N | % | N | % | N | % | N | % | N | % |
| General | | | | | | | | | | | | |
| Average number of students in a class | | | | | | | | | | | | |
| Geography (e.g., rural, urban, suburban) | | - | | | | _ | | | | | | |
| Setting (e.g., public, private, charter, magnet) | | | | | | | | | | | | |
| Number of teaching staff | | | | | | | | | | | | |
| Number of non-teaching staff | | | | | | | | | | | | |
| Age | | | | | | | | | | | | |
| 13-15 | | | | | | | | | | | | |
| 16-18 | | | | | | | | | | | | |
| 18+ | | | | | | | | | | | | |
| Education Level | | | | | • | | | | | | | |
| 9 th grade | | | | | | | | | | | | |
| 10 th grade | | | | | | | | | | | | |
| 11 th grade | | | | | | | | | | | | |
| Ethnicity | | | | | | | | | | | | |
| Hispanic/Latino | | | | | | | | | | | | |
| Race | | | | | | | | | | | | |
| Black/African American | | | | | | | | | | | | |
| White/Caucasian | | | | | | | | | | | | |
| American Indian/Alaskan Native | | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | | |
| Sexual Orientation | | | | | | | | | | | | |
| Gay | | | | | | | | | | | | |
| Bisexual | | | | | | | | | | | | |
| Lesbian | | | | | | | | | | | | |
| Transgendered | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |







| | Lake Norman High (N=) | | | North High (N=) | | | South High (N=) | | |) | | |
|----------------------------------|-----------------------|---------|-------------|-----------------|-----------|---|-----------------|---|-----------|---|-------------|---|
| | Male (N=) | | Female (N=) | | Male (N=) | | Female (N=) | | Male (N=) | | Female (N=) | |
| | N | % | N | % | N | % | Ν | % | N | % | N | % |
| Annual Household Income | | | | | | | | | | | | |
| \$0-\$14,999 | | | | | | | | | | | | |
| \$15,000-\$34,999 | | | | | | | | | | | | |
| \$35,000-\$74,999 | | | | | | | | | | | | |
| \$75,000+ | | | | | | | | | | | | |
| Free or reduced lunch | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | |
| Truancy | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | |
| Preferred Language | | | | | | | | | | | | |
| English | | | | | | | | | | | | |
| Spanish | | | | | | | | | | | | |
| Other | | | | | | | | | | | | |
| Special Education | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | |
| After School Programs/Activities | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | |
| Employed | | | | | | | | | | | | |
| Yes | | | | | | | | | | | | |
| Own or Have Access to Laptops [| During Sc | hool Ho | urs | | | | | | | | | |
| Yes | | | | | | | | | | | | |







Wise Guys Needs Assessment – ISS Background Information (cont.)

| | | Statesville High | gh (N= |) | West High (N=) | | | | | | |
|--|---------|------------------|----------|------|----------------|---|----------|-----|--|--|--|
| | Male (N | | Female (| [N=) | Male (N=) | | Female (| N=) | | | |
| | N | % | N | % | N | % | N | % | | | |
| General | | | | | | | | | | | |
| Average number of students in a class | | | | | | | | | | | |
| Geography (e.g., rural, urban, suburban) | | | | | | | | | | | |
| Setting (e.g., public, private, charter, magnet) | | | | | | | | | | | |
| Number of teaching staff | | | | | | | | | | | |
| Number of non-teaching staff | | | | | | | | | | | |
| Age | | | | | | | | | | | |
| 13-15 | | | | | | | | | | | |
| 16-18 | | | | | | | | | | | |
| 18+ | | | | | | | | | | | |
| Education Level | | | • | | · | • | • | • | | | |
| 9th grade | | | | | | | | | | | |
| 10th grade | | | | | | | | | | | |
| 11th grade | | | | | | | | | | | |
| Ethnicity | | | | | | | | | | | |
| Hispanic/Latino | | | | | | | | | | | |
| Race | | | | | | | | | | | |
| Black/African American | | | | | | | | | | | |
| White/Caucasian | | | | | | | | | | | |
| American Indian/Alaskan Native | | | | | | | | | | | |
| Asian/Pacific Islander | | | | | | | | | | | |
| Sexual Orientation | | | | | | | | | | | |
| Gay | | | | | | | | | | | |
| Bisexual | | | | | | | | | | | |
| Lesbian | | | | | | | | | | | |
| Transgendered | | | | | | | | | | | |
| Other | | | | | | | | | | | |







| | | Statesville Hi | gh (N= | | West High (N=) | | | | |
|---|--------------|----------------|-------------|---|----------------|---|----------|-----|--|
| | Male (N=) | | Female (N=) | | Male (N=) | | Female (| N=) | |
| | N | % | N | % | N | % | N | % | |
| Annual Household Income | | | | | | | • | | |
| \$0-\$14,999 | | | | | | | | | |
| \$15,000-\$34,999 | | | | | | | | | |
| \$35,000-\$74,999 | | | | | | | | | |
| \$75,000+ | | | | | | | | | |
| Free or reduced lunch | | | | | | | | | |
| Yes | | | | | | | | | |
| Truancy | | | | | | | | | |
| Yes | | | | | | | | | |
| Preferred Language | | | | | | | | | |
| English | | | | | | | | | |
| Spanish | | | | | | | | | |
| Other | | | | | | | | | |
| Special Education | | | | | | | | | |
| Yes | | | | | | | | | |
| After School Programs/Activities | | | | | | | | | |
| Yes | | | | | | | | | |
| Employed | | | | | | | | | |
| Yes | | | | | | | | | |
| Own or Have Access to Laptops Duri | ng School Ho | ours | | | | | | | |
| Yes | | | | | | | | | |







Appendix 6. Wise Guys Cognitive Interview Guide



Introduction

Thank you for agreeing to participate. My name is _____ and I work for a company called Abt Associates in Atlanta, Georgia. For this project, my colleagues and I work with the Children's Home Society (CHS) in Greensboro. CHS was awarded a grant from the Office of Adolescent Health to offer a teen pregnancy prevention program to adolescent males. I'm here today because we are interested in getting your views on a survey that we developed.

The purpose of the survey is to learn how participating in our teen pregnancy prevention program impacts the sexual health-related decisions, attitudes and beliefs of 9th, 10th, 11th, and 12th grade males. As a participant, we would like you to pretend to take the survey and then together, you and I will talk about whether the questions were clear and understandable. When you take the survey, we want you to make up answers based on how you think other adolescent males might respond. In other words, we do not want you to respond based on your personal experiences, attitudes or beliefs. We still want you to answer the questions, just not from your perspective.

Since we don't want to lose or forget anything that we discuss, if you agree, the interview will be recorded. If you don't want the interview to be recorded, I will take notes. Either way, your name will not be included with any of the information that we discuss. You can choose not to answer any questions without penalty. We're just thankful for your participation. This interview will take about 90 minutes. At the end, you will receive a \$25 gift card as a token of appreciation for your time and participation.

Do you have any questions before we begin? [Address all questions before starting]

[INTERVIEWER: Record the time that it takes the participant to complete each section and document interruptions or other observations]







I. Introduction and Consent

Start time:_____

End time:_____

Discussion Questions:

- 1. What is being asked in this section?
- 2. Was there anything that was unclear or hard to follow?
- 3. Should anything be changed to make this section easier to understand?
- 4. Would you be willing to continue with the survey after reading this section?
 - a. **[If no**] What could be done to make you want to continue with the survey?







II. Behaviors and Beliefs

Start time:___

End time:_____

Discussion Questions:

Please take a moment to review the instructions again.

- 1. Were the instructions clear and easy to understand?
- 2. [If no] What can we do to make them clearer and easier to understand?
- 3. As you read the instructions, what comes to mind?
- 4. Does anything make you feel uncomfortable as you read over it?

Questions 1-10

Let's start by talking about questions 1 through 10.

- 1. Were the questions clear and easy to understand?
 - a. **[If no]** Which questions were not clear or easy to follow?
 - b. How can we make them easier to understand?
- 2. Did you understand how to follow the response options?
 - a. [If no] what would make them easier to understand?
 - b. [For questions with multiple response options] What do you think about the multiple choice answers? Were there too many, too few, or were they okay?
- 3. Were there any words or questions that might be difficult, uncomfortable, or embarrassing to answer? **[Probe** *about the use of STI, vaginal, vaginal intercourse, penis, anal and oral]*
 - a. [If yes] Help me understand why you think this way?
 - b. What is an example of a better way to ask these questions?
- 4. Do you think that adolescent males would answer these questions truthfully?
 - a. [If no] which questions might lead to false answers?
- 5. Do you think they might answer in a way that they think would make them look better or more experienced?
 - a. [If yes] Help me understand why you think this way?
- 6. In general, were there questions in this part of Section II that should be asked in a different order? If so, please explain?







Questions 11-23

Now, let's talk about questions 11 through 23.

- 1. Were the questions clear and easy to understand?
 - a. **[If no]** Which questions were not clear or easy to follow?
 - b. How can we make them easier to understand?
- 2. Did you understand how to follow the response options?
 - a. [If no] what would make them easier to understand?
 - b. **[For questions with multiple response options]** What do you think about the multiple choice answers? Were there too many, too few, or were they okay?
- 3. Looking at the response options for question 13, 18 and 21, if the participant selects no, what are the instructions asking him to do next? *[Probe to see if the skip patterns are clear]*
- 4. For question 13, 18 and 21, was it clear that we want the participant to think about the **past 3 months** as they respond?
 - a. [If no] What is an example of a better way to ask these questions?
- 5. Were there any words or questions that might be difficult, uncomfortable, or embarrassing to answer? **[Probe** *about the use of vaginal intercourse, penis, the different types of birth control]*
 - a. [If yes] Help me understand why you think this way?
 - b. What is an example of a better way to ask these questions?
- 6. Do you think that adolescent males would answer these questions truthfully?
 - a. [If no] which questions might make lead to false answers?
- 7. Do you think that they might answer in a way that they think would make them look better or more experienced?
 - a. [If yes] Help me understand why you think this way?
- 8. In general, were there questions in this part of Section II that should be asked in a different order? If so, please explain?







Questions 24-34

Let's look at questions 24 through 34.

- 1. Were the questions clear and easy to understand? [Probe about questions 24-29, in particular]
 - a. **[If no]** Which questions were not clear or easy to follow?
 - b. How can we make them easier to understand?
- 2. Did you understand how to follow the response options?
 - a. [If no] what would make them easier to understand?
 - b. **[For questions with multiple response options]** What do you think about the multiple choice answers? Were there too many, too few, or were they okay?
- 3. For questions 30 and 31, was it confusing to see that we asked if the person has ever been tested for sexually transmitted diseases in one question and then ask if they've also been tested for HIV or AIDS?
 - a. [If yes] What is an example of a better way to ask these questions?
- 4. Were there any words or questions that might be difficult, uncomfortable, or embarrassing to answer?
 - a. [If yes] Help me understand why you think this way?
 - b. What is an example of a better way to ask these questions?
- 5. Do you think that adolescent males would answer these questions truthfully?
 - a. [If no] which questions might lead to false answers?
- 6. Do you think they might answer in a way that they think would make them look better or more experienced?
 - a. [If yes] Help me understand why you think this way?
- 7. In general, were there questions in this part of Section II that should be asked in a different order? If so, please explain?







Questions 35-45

Let's finish Section II by talking about questions 35 through 45.

- 1. Were the questions clear and easy to understand? [Probe about questions 36-42, in particular]
 - a. **[If no]** Which questions were not clear or easy to follow?
 - b. How can we make them easier to understand?
- 2. Did you understand how to follow the response options?
 - a. [If no] what would make them easier to understand?
 - b. **[For questions with multiple response options]** What do you think about the multiple choice answers? Were there too many, too few, or were they okay?
- 3. Were there any words or questions that might be difficult, uncomfortable, or embarrassing to answer?
 - a. [If yes] Help me understand why you think this way?
 - b. What is an example of a better way to ask these questions?
- 4. Do you think that adolescent males would answer these questions truthfully?
 - a. [If no] which questions might make lead to false answers?
- 5. Do you think that they might answer in a way that they think would make them look better or more experienced?
 - a. [If yes] Help me understand why you think this way?
- 6. In general, were there questions in this part of Section II that should be asked in a different order? If so, please explain?







III. Partner Communication

Start time:___

End time:_____

Discussion Questions:

Please take a moment to review the instructions.

- 1. Were the instructions clear and easy to understand?
- 2. [If no] What can we do to make them clearer and easier to understand?
- 3. As you read the instructions, what comes to mind?
- 4. Does anything make you feel uncomfortable as you read over it?

Questions 46-60

This time we'll discuss all of the questions in this section.

- 1. Were the questions clear and easy to understand? [Probe about questions 24-29, in particular]
 - a. [If no] Which questions were not clear or easy to follow?
 - b. How can we make them easier to understand?
- 2. Did you understand how to follow the response options?
 - a. [If no] what would make them easier to understand?
 - b. **[For questions with multiple response options]** What do you think about the multiple choice answers? Were there too many, too few, or were they okay?
- 3. Were there any words or questions that might be difficult, uncomfortable, or embarrassing to answer?
 - a. [If yes] Help me understand why you think this way?
 - b. What is an example of a better way to ask these questions?
- 4. Do you think that adolescent males would answer these questions truthfully?
 - a. [If no] which questions might make lead to false answers?
- 5. Do you think they might answer in a way that they think would make them look better or more experienced?
 - a. [If yes] Help me understand why you think this way?
- 6. In general, were there questions in this part of Section II that should be asked in a different order? If so, please explain?







IV.Social Relationships

Start time:___

End time:_____

Discussion Questions:

Please take a moment to review the instructions.

- 1. Were the instructions clear and easy to understand?
- 2. [If no] What can we do to make them clearer and easier to understand?

Questions 61-72

We are almost done, what you've shared has been very helpful. This is the next to last section.

- 1. Were the questions clear and easy to understand? [Probe about questions 24-29, in particular]
 - a. [If no] Which questions were not clear or easy to follow?
 - b. How can we make them easier to understand?
- 2. Did you understand how to follow the response options?
 - a. **[If no]** what would make them easier to understand?
 - b. [For questions with multiple response options] What do you think about the multiple choice answers? Were there too many, too few, or were they okay?
- 3. Did any questions make you feel embarrassed or uncomfortable to answer?
 - a. [If yes] Help me understand why you think this way?
 - b. What is an example of a better way to ask these questions?
- 4. Do you think that adolescent males would answer these questions truthfully?
 - a. [If no] which questions might make lead to false answers?
- 5. Do you think that they might answer in a way that they think would make them look better or more experienced?
 - a. [If yes] Help me understand why you think this way?
- 6. In general, were there questions in this section that should be asked in a different order? If so, please explain?







V. CLOSING

Discussion Question(s):

1. Do you have any comments or suggestions for the closing section?







General Discussion Questions

- 1. Overall, were there sections of this survey that should be ordered differently?
- 2. What would be the most comfortable way for an adolescent male to take this survey? [Probe for web-based, in a classroom setting, at home in private, or web-based in a group setting]

Interviewer Comments/Observations:







Appendix 7. Wise Guys Cognitive Interview Consent and Assent Forms

Wise Guy Cognitive Interview Parent/Caregiver Consent (Permission) Form

Purpose: The Children's Home Society (CHS) in Greensboro, North Carolina was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teenage males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th, 10th, 11th, and 12th grades. The sessions focus on teen pregnancy and sexually transmitted disease/infection prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. CHS has collaborated with Abt Associates Inc. in Atlanta, Georgia to evaluate the program, which will be offered in North Carolina over the next two years.

The purpose of this interview is to test survey items to make sure questions are clear and interpreted as intended. The survey is going to be given to teenage males. We are asking your permission to invite your son or young male for whom you provide care to be one of the individuals to share his thoughts and opinions about how he thinks other teenage males will respond to the survey items.

Each teenage male participant will be asked questions by a trained interviewer who would like audio-tape his responses. This is done so we can make sure we understand everything that each participant has to say about our survey. Participation is voluntary. The interview will take approximately 90 minutes and will be scheduled at a time and location that is convenient to you and the teenage male.

Risks and Benefits: It is possible that participants could feel uncomfortable answering questions about how other teenage males might respond to questions related to their sexual health behaviors, attitudes and beliefs. Please note that we are not asking participants to answer the questions based on their own personal experiences, behaviors or beliefs. That is neither the intent of the interview nor our expectation. We are only interested in feedback on their perceptions of how the questions would be received by other teenage males, like the participant. We will ask each participant to provide information about 1) whether the questions and instructions are clear and easy to follow, 2) how he thinks another male might feel or think when responding to questions, 3) whether a teenage male would be honest and comfortable responding to the questions, and 4) his overall thoughts about the design of the survey. We will ask him to provide hypothetical, or made up, responses to the survey questions and will not use this information to inform our findings. Participants will also be given the option of choosing not to respond to any question without penalty.

Compensation: If you grant us permission to contact your son, or teenage male for whom you provide care, and he agrees to participate, he will receive a \$25.00 gift card as a token of our appreciation for his time and feedback.

Protection of Information: All the information collected during the interview will be kept secure by the individual who conducts the interview. The information will be transferred to secure computer systems at the main study office in Atlanta, Georgia. The information provided will not be shared outside the project and the participant's name will not appear on any documents. All results will be presented as a group with other teenage males who decide to participate. No one will be able to associate the information he shares with any individual participant.

Participant Rights: You are not obligated to grant us permission and your son, or teenage male for whom you provide care, will not be obligated to participate if you agree to allow us to contact him. If he voluntarily agrees to participate, he will have the right to change his mind and withdraw at any time without penalty.

Contact Information: If you have questions about the project, please contact the Project Manager and Evaluation Team Lead, [NAME], at [PHONE NUMBER]. For questions about his rights as a study participant, call the [INSTITUTIONAL REVIEW BOARD] at [PHONE NUMBER].







Parental/Caregiver Permission

_____, has my permission to participate (please print name clearly)

My son, ____

in a cognitive interview to provide feedback on the Youth Outcomes Survey.

□ Please check here to indicate that you are okay with your son, or teenage male for whom you provide care, reviewing questions that include content related to teen pregnancy prevention and sexual health decision-making, behaviors, attitudes and beliefs.

(Parent/Caregiver Signature)

(Date)

Participant Contact Information:

Please provide the male's contact information so that we can invite him to participate.

Participant Name: _____

Phone:_____

Email: _____







Cognitive Interview Youth Assent (Agreement) Form

Purpose: The Children's Home Society (CHS) in Greensboro, North Carolina was recently awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teenage males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th, 10th, 11th, and 12th grades. The sessions focus on teen pregnancy and sexually transmitted disease/infection prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. CHS has collaborated with Abt Associates Inc. in Atlanta, Georgia to evaluate the program, which will be offered in North Carolina over the next two years.

We are contacting you because we would like your feedback on a survey that we developed. We want to make sure the questions are clear interpreted as intended by 9th, 10th, 11th, and 12th grade males. If you agree to participate, you will be asked to take the survey and then talk with a trained interviewer. When you take the survey, we want you to make up answers based on how you think other teenage males in your community might respond. In other words, we do not want you to respond based on your personal experiences, attitudes or beliefs. We still want you to answer the questions, just not from your perspective.

Your participation is voluntary. You may choose not to answer some of the questions or you may choose not to participate without penalty. You can also choose to discontinue the interview at any time for any reason. Although your parent/caregiver gave us permission to contact you about this program, you can still decide not to participate without any penalty. The information that you share will be kept private and only available to our project team. Also, since we don't want to lose or forget anything that is discussed during the interview, with your permission we would like to audio-recorded the interview. If you don't want the interview to be recorded, we will take notes. Either way, your name will not be included with any of the information that is discussed.

The interview will take about 90 minutes. Although you might not directly benefit from participating, the information that you share will help us improve the survey for others. At the end, you will receive a \$25 gift card as a token of appreciation for your time and participation.

Contact Information: If you have questions about the project, please contact the Project Manager and Evaluation Team Lead, [NAME], at [PHONE NUMBER]. For questions about your rights as a study participant, call the [INSTITUTIONAL REVIEW BOARD] at [PHONE NUMBER].

Interview Consent. Please indicate below whether you would like to participate in a cognitive interview.

_____ Yes, I read this form and **agree** to participate in a cognitive interview.

_____ No, I read this form and **do not agree** to participate in a cognitive interview.

Audio Recording Permission. I agree to be audiotaped ____Yes ____No

Printed Student Name

Student Signature

Date







Recruitment

III. Recruitment

After the needs assessment and pilot study were completed, the full evaluation study began, starting with recruitment. The recruitment strategy fostered by CHS capitalized on long-standing relationships that were cultivated over the years with the ISS School System. CHS staff met with key school officials which included the School Superintendent, Principals, and Assistant Principals to gain buy-in and entry into the designated schools that were a part of this study. The CHS Team also participated in a School Town Hall meeting with parents to introduce themselves and to share general information with the community about the Wise Guys project. This level of community engagement is a crucial first step of the recruitment



process in the involvement of minors in a school-based intervention to ensure that all key parties are in agreement with the project.

In conjunction with the activities facilitated by the CHS Team, the Abt Evaluation Team developed and executed the necessary documents that were mandatory for recruitment in keeping in line with the processes and procedures for the Institutional Review Board (IRB). The Recruitment Forms consisted of the following:

- MOU Template A formal agreement between CHS and ISS to implement and evaluate the Wise Guys curriculum in five designated schools was established. The memorandum of understanding (MOU) agreement included a detailed outline of the scope of work and terms of the project. All parties in agreement of this project included the School Superintendent, School Principals for each school, and CHS Project Director. A template for the MOU agreement is shown in *Appendix 8*.
- Wise Guys Recruitment Script & Flyer A teen friendly recruitment script and flyer were used as ways to spread the word and reach out to teen males across the five ISS schools for participation (*Appendices 9* and 10). The Wise Guys Program Facilitator talked to the teens about the project, and the flyer was distributed throughout the schools. It is important when engaging youth to use language that is clear and concise, with a positive tone that comes across as interesting in recruitment materials. In addition, the use of incentives as a means of thanking the participant for their time is beneficial in the recruitment process. Popular incentives for our group of teen male participants included: gift cards, Beats by Dre Headphones, and Wise Guys T-Shirts and Caps. Teens love logos on apparel especially if they think it is "cool" or if they have the opportunity to develop a logo that the group agrees on.
- **Project Interest Sheet** The Project Interest Sheet provided a way to document the names, phone numbers, and email addresses of those who were interested in the Wise Guys program (*Appendix 11*). This form could be taken to recruitment events, and interested parents/caregivers or teens could provide their contact information. After the recruitment events, the Program Facilitator and Program Coordinator could

reach out to those who expressed interest to communicate more information about Wise Guys.

• **Consent Forms for Parents/Caregivers** – A formal agreement with parents granting their permission to allow their child to participate in any project or study is typically required by the IRB. The consent form documents what the project is about and clearly outlines what will be asked of the minor participant (under 18 years old). The consent form is an assurance to the parent/caregiver that the project/study will not intentionally harm the minor participant in any way and identifies a point of



contact in the study from the Evaluation Team to reach out to if any issues arise. Both an English and Spanish version were provided to parents and caregivers (*Appendices 12* and 13).

- Assent/Consent Forms for Youth Another important piece to recruitment included a formal agreement with the youth to gain their permission to voluntarily participate in the project/study. Similar to the parental consent form, the assent/consent form documents what the project is about and what will be asked of the participant. An assent form is typically used for minor participants under 18 years old, and a consent form is used for youth 18 years or older (*Appendices 14* and *15*).
- Consent Tracking Form Upon the completion and return of consent forms, a Consent Tracking Form (*Appendix 16*) was attached to each assent/consent form where the participants' Study ID number was assigned and administrative information for each participant was documented. Information from this tracking form was also entered into the study's database management system. Permission provided in both the parent/caregiver consent form and the youth assent/consent form was needed before youth could sign up for Wise Guys.



• Youth Ambassador Talking Points – The use of teen peers in the recruitment process who have completed the project have proven to be successful since teens are more responsive to their peers who have already participated in the project and have a better sense of trust. Youth Ambassadors proved to be valuable allies in the recruitment process since they had the ability to reach out to more teens and could share first-hand stories of their experiences in the project. Youth Ambassadors were provided with talking points about the project to guide their discussions with their peers (*Appendix 17*).

To determine how many participants needed to be recruited, power calculations were performed. Power calculations provide a rough estimate of the number of participants that will need to be enrolled in the study in order to detect a significant difference in outcomes. Sample size calculations are also completed to ensure the number of needed participants is within the budget of the study. While power calculators are available online at no cost and can be useful tools in some circumstances, they can provide misleading results depending on the particulars of your study. We recommend consulting with a statistician or other researcher experienced in doing power calculations to ensure the projected sample size needs accurately reflect your study design.



Appendix 8. Wise Guys MOU Template





April 13, 2016

MEMORANDUM OF UNDERSTANDING

Between (select) Iredell-Statesville Schools

& Children's Home Society of North Carolina Wise Guys Male Responsibility Project

This agreement is between Iredell-Statesville Schools (ISS) High Schools' Principals and the Children's Home Society of North Carolina (CHSNC) in order to complete the Office of Adolescent Health (Tier 2B)—funded Teen Pregnancy Prevention project as previously committed to on March 27th, 2015.

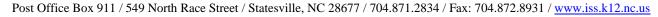
ISS and CHSNC agree to collaborate to provide the Wise Guys (WG) program to teen males enrolled in ISS high schools as well as to rigorously evaluate the program in order to reduce the teen birth rate in Iredell County.

The following is an addendum to the previously signed MOU by the ISS Superintendent and designed to be specific to the program sites.

Responsibilities of parties:

ISS will participate in the WG program in the following ways:

- 1) Offer programming at 5 specified High Schools in addition to alternative High School sites
 - a. Principals/Assist. Principals/School Staff will assist WG staff with finding the best times/classes/blocks where WG could be offered during their school day;
- 2) Provide classroom/meeting space;
- 3) Update WG staff on any scheduling changes that would impact the WG program (such as block schedule changes, lunch time changes, club time changes, remediation schedule/requirement changes, etc.)
- 4) Assist with evaluation activities as set forth by the Office of Adolescent Health (OAH) and Lead Evaluator, Abt Associates (Abt), Inc. in a 3 phase approach consisting of a needs assessment, pilot study, and full implementation. ISS will participate in the following evaluation activities:
 - a. Participate in needs assessment interviews (by five principals or assistant principals) administered by the Abt Evaluation Team. The needs assessment will help identify any gaps or challenges that could affect the intervention and evaluation implementation as planned. Interviews will be audio-recorded accompanied by hand written notes to capture information shared by ISS staff;
 - b. Allow consented ISS youth to participate in a 12-session WG program pilot study, along with the completion of survey questions to enable the CHS/Abt team to test tools prior to full implementation;
 - c. Allow consented ISS youth to participate in the full implementation of the WG program consisting of the completion of electronic surveys at baseline, 3 months, and 9 months post-intervention;
 - d. Prevent the reassignment of class periods after study participants have been randomized to intervention and comparison groups;
 - e. Provide support in the recruitment efforts of ISS youth participants in both intervention and evaluation activities;
 - f. It is important to note that in the event of a school making the decision to discontinue participation in this project, Abt has ownership of all data previously collected up to the time of exit.













<u>CHSNC</u> will participate in the WG program in the following ways:

- 1) Provide all implementation/evaluation materials and evaluation items as needed throughout the duration of the project (June, 2020);
- 2) Provide trained professional staff to conduct the implementation of the Wise Guys program;
- 3) Provide funds to underwrite ISS's Wise Guys Site Coordinator position, pending OAH approval and continued funding for same.

| ISS Deputy Superintendent of Curriculum & Instruct | tion Da | ate CHS of NC Vice President of Family Education | Date |
|--|---------|--|------|
| ISS High School Principal Signatures: | | | |
| Principal of Lake Norman High School | Date. | | |
| Principal of North Iredell High School | Date | | |
| Principal of South Iredell High School | Date | | |
| Principal of Statesville High School | Date | | |
| Principal of West Iredell High School | Date | | |

Post Office Box 911 / 549 North Race Street / Statesville, NC 28677 / 704.871.2834 / Fax: 704.872.8931 / www.iss.k12.nc.us











Appendix 9. Wise Guys Recruitment Script

Hello, my name is [**CHS staff**] and I work for a company called the Children's Home Society, or CHS for short. We have several offices in North Carolina, but I work here in the Iredell-Statesville area. We recently got a grant from the Office of Adolescent Health, or OAH to offer a teen pregnancy prevention program called Wise Guys. Wise Guys is designed specifically for teenage males in the 9th-12th grades. Also, we have collaborated with a team from a company called Abt Associates to conduct an evaluation. If you decide to participate, you will meet staff from Abt when we ask you to complete surveys.

I will now go over some frequently asked questions:

- Wait, I wasn't listening. What is Wise Guys again? Wise Guys is a teen pregnancy prevention program that is for teen males in the 9th, 10th, 11th, and 12th grades.
- What kind of topics will be covered with Wise Guys? A lot of things! Teen pregnancy, sexually transmitted diseases or infections, sexual health behaviors and attitudes, decision-making, and perceptions of being a man. There will be some, but not a lot of lecture. Unlike some of your classes, these sessions will be fun! There will be interactive activities and opportunities to talk, as a group, in a safe and trusting environment.
- **How long are the Wise Guys sessions?** There will be at least one 45-minute session each week, and there will be a total of 10 sessions of content.
- **Am I eligible to participate in this project?** You are if you're a guy and you're in the 9th, 10th, 11th, or 12th grade.
- **Do I have to participate?** This program is totally voluntary, and you can participate in the sessions, surveys, and group discussions as much as you want. This project is all about you and what you want to get out of it. You can choose not to participate if you're not comfortable.
- What is involved if I decide to sign up? You will be asked to fill out one permission form, and your parent/guardian will be asked to fill out another permission form. Then, you will take a brief survey during school. After this survey, you will be randomly assigned to either the group that participates in the 10 Wise Guys sessions or the group that does not participate in any Wise Guys sessions at all. If you are in the group that has the Wise Guys sessions, you will be asked to attend the sessions, fill out 2 feedback surveys during the sessions, and fill out 2 other surveys throughout the year. If you are in the group without the Wise Guys sessions. But since this program is so important, you'll be able to participate in the sessions during the next school year if you want.
- Are there any risks to participating? You might feel uncomfortable sharing personal information and answering questions, but there are steps in place to keep your information private. You are also free to choose to not participate at any time for any reason.
- What do I get if I agree to participate? You will get up to \$75 in gift cards for your time when you complete 3 surveys over 12 months. If you're in the group that does the Wise Guys sessions, you'll also get a \$50 gift card for your time when you attend at least 8 of the 10 sessions.
- **How do I sign up?** See me for the permission forms. There is one for you to sign, and there is another one for your parent/guardian to sign. Both have to be turned in before you are officially signed up for the program.
- Who do I go to if I have more questions? Come find me! I can answer any questions you have.







WISE GUYS SESSION PLANNER

Our program usually lasts between eight and twelve sessions, depending on the scheduling flexibility of each school or group. Listed below is a session-by-session breakdown of what occurs in each class:

INTRODUCTION: On the first day, we give an overview of what the program is about and stress the dilemmas of teen pregnancy and early sexual involvement. We also lay down the ground rules for the workshop: discipline, maturity, promptness, and total respect for the instructors and peers. For the majority of our programs within the school system, we also issue the first of three evaluations the participants will take. The evaluations measure the attitudes, knowledge, and if applicable, the behavior of the participants. These surveys are vital to our program because they allow us to measure its effectiveness.

MASCULINITY: This session provides the foundation for the rest of the sessions that follow. Masculinity can be portrayed by some elements of our culture as being tough, dominant, aggressive and violent. Boys examine the cultural stereotypes of masculinity and their potential consequences, as well as identify what masculinity truly means to them. The focus then turns to healthier concepts of masculinity based on respect and responsibility.

PERSONAL/FAMILY VALUES: In this session, we try to get the young men to understand exactly what a value is, both of a personal and family nature. The purpose is not to place the values of the instructors into the students; it is intended to get them to identify the things that are important to them and their family. The young men must understand that if they have no values system, they then become susceptible to acting on the values of others. We use several class participation exercises to illustrate how important values are to personal development.

COMMUNICATION: At this age, there are often communication breakdowns between adults and adolescents. This session focuses on the importance of being able to communicate ideas and listen to other ideas effectively. We want participants to understand the importance of communicating well with each person they come in contact with, especially with family and in dating relationships. We close with an activity showing how vital communication is to maintaining everyday relationships.

PUBERTY/SEXUALITY: In this session, the goal is to get young men to understand that there are several different levels of sexuality -- physiological, emotional, and intellectual. The students are told what they can expect during their pubescent development and are instructed in both male and female reproductive anatomy.

ABSTINENCE/CONTRACEPTION: The discussion is prefaced by explaining that there is no such thing as "safe sex." The only real safe sex is no sex. Abstinence is the only 100 percent effective method of birth control. Other types of contraception are discussed, but no demonstrations are done.

SEXUALLY TRANSMITTED INFECTIONS: In this session, students are made aware of the problems of Sexually Transmitted Infections (STIs). Several of the more common infections are explained -- how they work, what kind of damage they can cause, and most importantly, how to avoid contracting them.

GOAL-SETTING/DECISION-MAKING: Participants are provided with tools for establishing a clearer picture of what goals are and the difference between short-term and long-term goals. Students are also provided with skills for gathering information and making informed choices about life in general, and in particular, sexuality.

FATHERHOOD: This session outlines the responsibilities of fatherhood, the cost involved, the problems teenage fathers face, and how teenage fatherhood can harm their economic, social, and emotional development.

DATING VIOLENCE/HEALTHY RELATIONSHIPS: Adolescence is an important time to understand the characteristics of a healthy relationship. The attitudes that can lead to the problems of verbal and sexual harassment often begin around this time. Topics ranging from harassment to date rape are also discussed.

Updated 2016







Appendix 10. Wise Guys Recruitment Flyer





🔇 (123) 456-7890

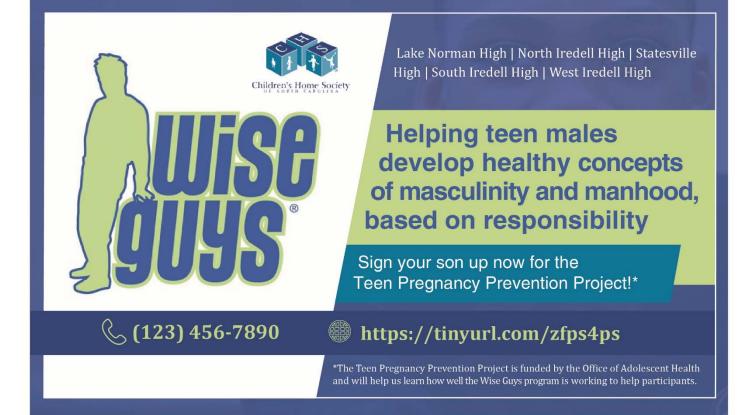
Lake Norman High | North Iredell High | Statesville High | South Iredell High | West Iredell High

Helping teen males develop healthy concepts of masculinity and manhood, based on responsibility

Sign your son up now for the Teen Pregnancy Prevention Project!*

https://tinyurl.com/zfps4ps

*The Teen Pregnancy Prevention Project is funded by the Office of Adolescent Health and will help us learn how well the Wise Guys program is working to help participants.









Appendix 11. Wise Guys Project Interest Sheet



Project Interest Sheet



Promoting Male Responsibility While Helping Prevent Teen Pregnancy

| Name/Nombre | Number/Teléfono | Email |
|-------------|-----------------|-------|
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Appendix 12. Wise Guys Consent Form for Parent-Caregiver: English

Introduction: The Children's Home Society (CHS) was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teen males. The Wise Guys program includes 12-sessions that are designed specifically for males in the 9th-12th grades. There will be at least one 45-minute session each week. The sessions focus on teen pregnancy and sexually transmitted disease and infection (STD/I) prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. **See page 3 for a brief description of each session**.

In addition to the 12 sessions, CHS has collaborated with Abt Associates Inc. to conduct an evaluation. The evaluation includes asking the participants to complete 4 surveys to help determine the effectiveness of the program. This project will be offered at five high schools in the Iredell-Statesville area starting in the fall of 2016 and will continue over the next three years.

Why We're Contacting You: To request your permission to invite your son(s), or the teen males for whom you provide care, to participate in the project. Below, we describe what we are asking of you and of the participants.

What We're Asking You To Do:

- 1. Read this form and indicate, with your name and signature, whether we have your permission to contact your son(s), or the teen male(s) for whom you provide care to invite them to participate.
 - a. <u>If you do not grant us permission, there will not be any penalty to you or your teen male(s).</u>
- 2. Have your son(s), or teen male(s) in your care, return this back to a member of our team.
 - a. <u>Please sign and return even if you do not want him/them to participate.</u>

What We're Asking Potential Participants To Do:

- 1. Read an assent form and indicate, with their name and signature, whether they want to voluntarily participate in the project.
 - a. <u>If they do not want to participate, there will not be any penalty.</u>
- 2. Complete three electronic surveys within a year (12 months) and possibly two paper surveys that asks them to share their opinions and provide feedback for future programs.
- 3. Attend at least 9 of the 12 sessions. Again, there will be at least one 45-minute session each week.

There is also a chance that your son(s), or the teen males for whom you provide care, will be assigned to a group that will only be asked to take the three electronic surveys. If this is the case, there is no expectation or requirement to participate in the 12-session teen pregnancy program. However, the program is very important and will be offered to him/them during the following school year.

Risks and Benefits to Participants: There are minimal risks to participating in this project. It is possible that participants might feel uncomfortable responding to survey questions related to their sexual health behaviors, attitudes and beliefs. It is important that you know that participants have the right to choose not to respond to any survey questions, or to end the survey, without any penalty. Their participation is voluntary.

You should also know that participants will not be asked to provide their names on any of the surveys. They will be given a unique number that does not include their personal information. Yet still, there is a small risk of loss of confidentiality.

In addition, to help us protect the participants' privacy, we have obtained a Certificate of Confidentiality from the National Institutes of Health (NIH). This Certificate allows us to legally refuse to disclose information that may identify them if there is a court subpoena. Although we do not anticipate any issues, if necessary, we will use the Certificate to resist any demands for information that would identify a participant. However, you should understand that the Certificate does not prevent participant or a member of his family from voluntarily releasing information himself or his involvement in this project.







Incentives for Participants: If you grant us permission to contact your son, or teen male for whom you provide care, and they agree to participate, compensation for his/their time is as follows:

- Participants will receive a \$25 gift card for each of the three electronic surveys that they complete over a 12-month period of time.
- Participants will also receive a \$50 gift card for attending at least 9 of the 12 sessions. If a participant is assigned to the group that is not required to attend the 12-sessions, they will not receive the \$50 gift card.

Protection of Information: All information collected during this project will be protected and securely stored. The information provided will not be shared outside the project and the participant's name will not be known to anyone other than the project staff. No one will be able to associate the information with any individual participant.

Participant Rights: You are not obligated to grant us permission and your son(s), or teen male(s) for whom you provide care, will not be obligated to participate even if you agree to allow us to contact him/them. If the male(s) agrees to participate, he/they will have the right to change his/their mind and withdraw at any time without penalty.

Project-Related Contact Information: If you have questions about the project, please contact the Program Coordinator, [NAME], at [PHONE NUMBER] or the Program Facilitator, [NAME] at [PHONE NUMBER]. For questions about the rights of study participants, call the [INSTITUTIONAL REVIEW BOARD] toll-free at [PHONE NUMBER].

PARENT/CAREGIVER PERMISSION

____Yes, I give permission for my son(s), or males for whom I provide care, to participate in the teen pregnancy prevention project.

____No, I do not give permission for my son(s), or teen males for whom I provide care to participate in the teen pregnancy prevention project.

<u>If no</u>, please share your reason for not giving permission: _____

PARENT/CAREGIVER NAME & SIGNATURE

(Name)

(Signature)

(Date)

Participant(s) Contact Information:

Please provide the contact information of your teen male(s) in the 9th-12th grades so that we can invite him/them to participate.

| Full Name: | Full Name: |
|------------|------------|
| Phone: | Phone: |
| Email: | Email: |







WISE GUYS SESSION PLANNER

Our program usually lasts between eight and twelve sessions, depending on the scheduling flexibility of each school or group. Listed below is a session-by-session breakdown of what occurs in each class:

INTRODUCTION: On the first day, we give an overview of what the program is about and stress the dilemmas of teen pregnancy and early sexual involvement. We also lay down the ground rules for the workshop: discipline, maturity, promptness, and total respect for the instructors and peers. For the majority of our programs within the school system, we also issue the first of three evaluations the participants will take. The evaluations measure the attitudes, knowledge, and if applicable, the behavior of the participants. These surveys are vital to our program because they allow us to measure its effectiveness.

MASCULINITY: This session provides the foundation for the rest of the sessions that follow. Masculinity can be portrayed by some elements of our culture as being tough, dominant, aggressive and violent. Boys examine the cultural stereotypes of masculinity and their potential consequences, as well as identify what masculinity truly means to them. The focus then turns to healthier concepts of masculinity based on respect and responsibility.

PERSONAL/FAMILY VALUES: In this session, we try to get the young men to understand exactly what a value is, both of a personal and family nature. The purpose is not to place the values of the instructors into the students; it is intended to get them to identify the things that are important to them and their family. The young men must understand that if they have no values system, they then become susceptible to acting on the values of others. We use several class participation exercises to illustrate how important values are to personal development.

COMMUNICATION: At this age, there are often communication breakdowns between adults and adolescents. This session focuses on the importance of being able to communicate ideas and listen to other ideas effectively. We want participants to understand the importance of communicating well with each person they come in contact with, especially with family and in dating relationships. We close with an activity showing how vital communication is to maintaining everyday relationships.

PUBERTY/SEXUALITY: In this session, the goal is to get young men to understand that there are several different levels of sexuality -- physiological, emotional, and intellectual. The students are told what they can expect during their pubescent development and are instructed in both male and female reproductive anatomy.

ABSTINENCE/CONTRACEPTION: The discussion is prefaced by explaining that there is no such thing as "safe sex." The only real safe sex is no sex. Abstinence is the only 100 percent effective method of birth control. Other types of contraception are discussed, but no demonstrations are done.

SEXUALLY TRANSMITTED INFECTIONS: In this session, students are made aware of the problems of Sexually Transmitted Infections (STIs). Several of the more common infections are explained -- how they work, what kind of damage they can cause, and most importantly, how to avoid contracting them.

GOAL-SETTING/DECISION-MAKING: Participants are provided with tools for establishing a clearer picture of what goals are and the difference between short-term and long-term goals. Students are also provided with skills for gathering information and making informed choices about life in general, and in particular, sexuality.

FATHERHOOD: This session outlines the responsibilities of fatherhood, the cost involved, the problems teenage fathers face, and how teenage fatherhood can harm their economic, social, and emotional development.

DATING VIOLENCE/HEALTHY RELATIONSHIPS: Adolescence is an important time to understand the characteristics of a healthy relationship. The attitudes that can lead to the problems of verbal and sexual harassment often begin around this time. Topics ranging from harassment to date rape are also discussed.

Updated 2016







Appendix 13. Wise Guys Consent Form for Parent-Caregiver: Spanish



Proyecto de Prevención de Embarazo Adolescente: Permiso Paterno/Persona a Cargo

Introducción: Children's Home Society (CHS) recibió una subvención para ofrecer un programa de prevención de embarazo en la adolescencia dirigido a barones adolescentes llamado Wise Guys. Este programa es de 12 sesiones diseñadas específicamente para barones en los grados 9, 10, 11, y 12. Las sesiones semanales durarán 45 minutos. El proyecto se enfoca en el embarazo en la adolescencia, transmisión y prevención de enfermedades transmitidas sexualmente, salud sexual, como tomar decisiones saludables sobre sexualidad, la percepción de masculinidad, y el comportamiento y actitud relacionada con salud sexual. Vea la pagina 3 para una breve descripción de cada sesión.

Además de las 12 sesiones, CHS ha colaborado con Abt Associates Inc. para llevar a cabo una evacuación. Esta evaluación incluye 4 encuestas que cada participante llenará para determinar la efectividad del programa. Este proyecto será ofrecido a cinco escuelas secundarias en el área de Iredell-Statesville en el otoño del año escolar de 2016 y continuará por tres años.

¿Porque lo estamos contactando?: Para pedirle permiso para que sus hijos o barones adolescentes bajo su cargo puedan participar en el proyecto.

Lo que se le pide:

- 1. Lea este formulario y denos permiso al escribir su nombre y firmar para contactar a sus hijos o barones adolescentes bajo su cargo para invitarlos a participar en este proyecto.
- a. En caso de que no nos dé permiso, no habrá castigo ni penalización contra usted o los jóvenes adolescentes.
- Haga que sus hijos o los jóvenes bajo su cargo entreguen este formulario a un miembro de nuestro equipo.
 a. Por favor firme y entregue el formulario, aunque no dé permiso para que participen.

Lo que se les pide:

- 1. Si ellos desean participar, que lean y escriban sus nombres y firmen el formulario.
- a. Si no desean participar no habrá castigo ni penalización contra ellos.
- 2. Completen tres encuestas electrónicas dentro de un año (12 meses) y uno en papel al final de la sesión ofreciéndonos sus opiniones y comentarios para futuros programas
- 3. Estar presente en por lo menos 9 de las 12 sesiones. Para recordar, habrá por lo menos una sesión de 45 minutos cada semana.

Existe la posibilidad de que se les pida a sus hijos o jóvenes bajo su cargo que solamente contesten las tres encuestas electrónicas. Si esto sucede, no habrá necesidad ni obligación de que ellos participen en las 12 sesiones. El programa es muy importante y se les será ofrecido durante el próximo año escolar.

Riesgos y Beneficios para los Participantes: Los riesgos son mínimos si participan en este proyecto. Es posible que algunos participantes se sientan incómodos contestando ciertas preguntas relacionadas con su salud o comportamiento sexual, creencias o actitudes. Es importante que usted sepa que los participantes tienen el derecho de no responder a cualquier pregunta de las encuestas, o a cerrar la encuesta sin terminar de contestar las preguntas sin castigo ni penalización. Su participación es completamente voluntaria.

También debe saber que no se usarán los nombres de los participantes en ninguna de las encuestas. Les daremos un numero confidencial y único que no incluyerá su información personal. Aun así, existe la mínima posibilidad de perder esa confidencialidad.

Además, para ayudarnos a proteger la privacidad de los participantes, hemos obtenido un Certificado de Confidencialidad (Certificate of Confidentiality) del Instituto Nacional de Salud (National Institutes of Health, NIH. En caso de una citación, este Certificado nos permite negarnos legalmente a divulgar información que pueda identificar a un participante. Aunque no anticipamos problemas, usaremos el Certificado para resistir cualquier







demanda para identificar a un participante. Tenga en cuenta de que el Certificado no prohíbe que un participante hable de su participación en este proyecto o que un miembro de su familia ofrezca información.

Para los Participantes: Si nos da permiso para contactar a su hijo o adolescente bajo su cargo y deciden participar, la recompensa que se les dará es la siguiente:

- Los participantes recibirán una tarjeta pre-pagada de \$25 por cada de las tres encuestas que llenen dentro de un período de 12 meses.
- Los participantes también recibirán una tarjeta pre-pagada de \$50 por estar presente por lo menos 9 de las • 12 sesiones. Si el participante no es parte del grupo que debe participar en las 12 sesiones, no recibirá la tarjeta pre-pagada de \$50.

Protección de la Información: Toda información que colectemos durante este proyecto será protegida y archivada con seguridad. Esta información no será compartida con nadie que no sea parte de este proyecto y solamente el personal del proyecto estará enterado del nombre del participante. Nadie podrá conectar la información con algún participante.

Derechos del Participante: Ni usted ni su hijo o adolescente bajo su cargo están bajo ninguna obligación a participar, aunque nos dé permiso de contactar a su hijo o adolescente bajo su cargo. Si el joven esta de acuerdo en participar, tendrá el derecho de retirarse del proyecto sin castigo ni penalización.

En caso de preguntas sobre el Provecto: Si tiene cualquier pregunta sobre el provecto, llame a [NOMBRE], la Coordinadora del Programa al [NÚMERO DE TELÉFONO] o el Facilitador del Programa, [NOMBRE] al [NÚMERO DE TELÉFONO]. Para preguntas sobre los derechos de los participantes, llame a [INSTITUTIONAL REVIEW BOARD] teléfono gratuito al [NÚMERO DE TELÉFONO].

PERMISO PATERNO/PERSONA A CARGO DEL JOVEN

____Si doy permiso a mi hijo(s) o el joven(es) bajo mi cargo para participar en el proyecto de prevención de embarazo de adolescentes.

____No doy permiso a mi hijo(s) o el joven(es) bajo mi cargo para participar en el proyecto de prevención de embarazo de adolescentes.

Si su respuesta es no, por favor díganos la razón por la cual no dió su permiso.

PERMISO PATERNO/PERSONA A CARGO DEL JÓVEN

| (Firma paterna/persona a cargo del jóven) |
|---|
|---|

(Fecha)

Como contactar al Participante(s):

Por favor proporcione la información del joven en el año 9-12 para invitarlo a participar.

Nombre Completo: _____

de Teléfono: _____

Email: _____

| # de Teléfono: | |
|----------------|--|
| Email: | |

Nombre Completo:



(Jóven)







Temas de Wise Guys

Nuestro programa generalmente dura entre 8 y 12 sesiones dependiendo del horario del grupo o la escuela. Las actividades desarrolladas en cada sesión son las siguientes:

INTRODUCCIÓN: El primer día ofrecemos una visión general de lo que trata el programa y enfatizamos los dilemas del embarazo en adolescentes y del involucramiento sexual temprano. También establecemos las reglas del programa: disciplina, madurez, puntualidad y respeto total a los instructores y compañeros. Realizamos la primera de tres evaluaciones que miden las actitudes, conocimientos y el comportamiento de los participantes. Estos cuestionarios nos permiten medir la efectividad de nuestro programa.

MASCULINIDAD: Este tema es el cimiento del resto de las sesiones que siguen. En nuestra cultura, masculinidad se presenta en una forma dura, dominante, agresiva, y violenta. Los jóvenes examinan los etiquetamientos culturales de masculinidad, las posibles consecuencias y examinan lo que masculinidad significa para ellos.

VALORES PERSONALES Y FAMILIARES: En esta sesión intentamos que los jóvenes comprendan exactamente que es un valor, tanto de tipo personal como familiar. No es nuestro propósito trasladar valores de los instructores a los estudiantes. La intención es que ellos identifiquen las cosas que son importantes para ellos y para su familia. Si no tienen un sistema de valores pueden ser susceptible de adquirir los valores de otros, que pueden no ser los apropiados. Usamos varias actividades que les permiten reconocer la importancia que tienen los valores en el desarrollo personal.

COMUNICACIÓN: En estas edades, con frecuencia hay falta de comunicación entre los adultos y los adolescentes. Esta sesión enfoca la importancia de poder comunicar las ideas y escuchar otras ideas en forma eficiente. Queremos que los participantes comprendan la importancia de comunicarse bien con todas las personas con quienes entran en contacto, especialmente con sus padres y sus parejas. Cerramos la sesión con una actividad que demuestra lo esencial que es la comunicación en el mantenimiento de las relaciones cotidianas.

PUBERTAD Y SEXUALIDAD: En esta sesión la meta es hacer que los jóvenes comprendan que hay diferentes niveles de sexualidad: fisiológica, emocional e intelectual. Se les dice lo que pueden esperar durante el desarrollo de la pubertad y se les instruye en cuanto a la anatomía reproductiva masculina y femenina.

ABSTINENCIA Y ANTICONCEPCIÓN: Se les explica que el único sexo seguro es el que no se realiza. La abstinencia es el único método anticonceptivo que es 100% efectivo. Se informa sobre métodos anticonceptivos sin demonstración.

ENFERMEDADES DE TRANSMISIÓN SEXUAL: Se

educa sobre los problemas que surgen al contraer una enfermedad de transmisión sexual (ETS). Se educa sobre varias de las enfermedades más comunes, cómo se adquieren, su desarrollo, el tipo de daño que causan y cómo se evita el contagio.

ESTABLECIMIENTO DE METAS Y TOMA DE

DECISIONES: Se les provee con los elementos necesarios para que identifiquen lo que es una meta y la diferencia entre aquellas de corto y largo plazo. Se les instruye acerca de cómo tomar decisiones apropiadas sobre la vida en general y, en particular, acerca de la sexualidad.

PATERNIDAD: Se discuten las responsabilidades de la paternidad, los costos inherentes, los problemas con los que se enfrentan los padres adolescentes y cómo la paternidad adolescente puede perjudicar su desarrollo económico, social y emocional.

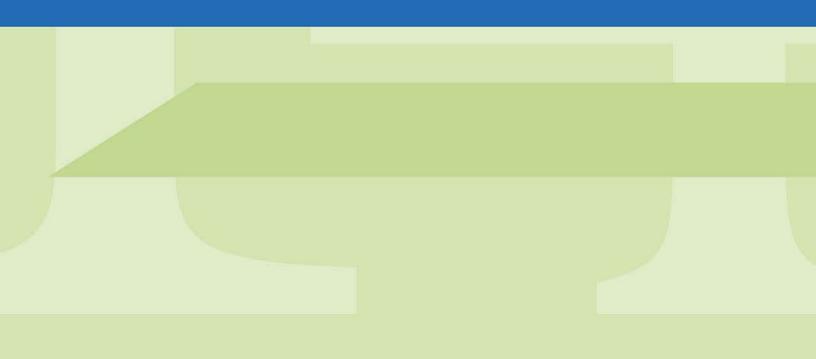
NOVIAZGO Y VIOLENCIA: La adolescencia es un periodo importante para comprender y entender las características de una relación saludable. En estas edades ya existen en los jóvenes las actitudes que pueden conducirlas posteriormente a tener problemas de maltrato verbal y sexual. Se discuten temas que van desde maltrato hasta la violación en el noviazgo.







Appendix 14. Wise Guys Assent Form for Youth



Introduction: On behalf of the Office of Adolescent Health's (OAH) Teen Pregnancy Prevention Program, the Children's Home Society (CHS) was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teen males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th-12th grades. There will be at least one 45-minute session each week. The sessions focus on teen pregnancy and sexually transmitted disease and infection (STD/I) prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. In order to evaluate the effectiveness of the program, CHS has collaborated with Abt Associates Inc. to conduct an evaluation. As part of the evaluation, you will be asked to complete 5 surveys within a year. This project will be offered at five high schools in the Iredell-Statesville area starting in the fall of 2016 and will continue over the next three years. Overall, we plan to offer the program to at least 1500 male students.

Why We're Contacting You: To invite you to participate in the project.

What We're Asking You to Do:

- 1. Read over this form and indicate, with your name and signature, whether you want to voluntarily participate in the project.
 - a. If you don't want to participate, there will not be any penalty.
- 2. Give a signed parent/caregiver form to a member of our team to confirm that you can participate.
- 3. Complete three electronic surveys within a year (12 months) and possibly two paper surveys that asks you to share your opinions and provide feedback for future programs.
- 4. Attend at least 9 of the 12 sessions. There will be at least one 45-minute session each week.

There is also a chance that you will be assigned to a group that will **only** be asked to take the three electronic surveys. If this happens, you **will not** be asked to participate in the 12 weekly sessions. However, since this program is very important, you will have a chance to participate in the following school year.

Your participation is voluntary. You may choose not to answer some, or all, of the survey questions without penalty. You can also choose to stop participating in the project at any time for any reason. If your parent/caregiver gives us permission to contact you, you can still decide not to participate. The information that you share will be kept private and only available to our project team. You will not be asked to provide your name on any of the surveys. Instead, you will be given a unique number that will not include your personal information. Yet still, there is a small risk of loss of confidentiality.

In addition, to help us protect your privacy, we have obtained a Certificate of Confidentiality from the National Institutes of Health (NIH). This Certificate allows us to legally refuse to disclose information that may identify you if there is a court subpoena. Although we do not anticipate any issues, if necessary, we will use the Certificate to resist any demands for information that would identify you. However, you should understand that the Certificate does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this project.

Compensation for Participation: If you agree to participate, you will receive the following for your time:

- Up to \$75—in gift cards—for completing three electronic surveys over a 12-month period of time.
- A \$50 gift card for attending at least 9 of the 12 sessions. If you are assigned to the group that is not required to attend the 12-sessions, you will not receive the \$50 gift card.

Contact Information: If you have questions about the project, please contact the Program Coordinator, [NAME], at [PHONE NUMBER] or the Program Facilitator, [NAME] at [PHONE NUMBER]. For questions about the rights of study participants, call the [INSTITUTIONAL REVIEW BOARD] toll-free at [PHONE NUMBER].







Program Participation: Please indicate below whether you would like to participate in the project.

- _____ Yes, I reviewed this form and **agree** to participate in this project.
- _____ No, I reviewed this form and **do not agree** to participate in this project.

If no, would you mind telling us why not? _____

First/Last Name

Signature

Date

List the email that we should use to send you project information: ______







Appendix 15 Wise Guys Consent Form for Youth



Introduction: On behalf of the Office of Adolescent Health's (OAH) Teen Pregnancy Prevention Program, the Children's Home Society (CHS) was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teen males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th-12th grades. There will be at least one 45-minute session each week. The sessions focus on teen pregnancy and sexually transmitted disease and infection (STD/I) prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. In order to evaluate the effectiveness of the program, CHS has collaborated with Abt Associates Inc. to conduct an evaluation. As part of the evaluation, you will be asked to complete 5 surveys within a year. This project will be offered at five high schools in the Iredell-Statesville area starting in the fall of 2016 and will continue over the next three years. Overall, we plan to offer the program to at least 1500 male students.

Why We're Contacting You: To invite you to participate in the project.

What We're Asking You to Do:

- 1. Read over this form and indicate, with your name and signature, whether you want to voluntarily participate in the project.
 - a. If you don't want to participate, there will not be any penalty.
- 2. Give a signed parent/caregiver form to a member of our team to confirm that you can participate.
- 3. Complete three electronic surveys within a year (12 months) and possibly two paper surveys that asks you to share your opinions and provide feedback for future programs.
- 4. Attend at least 9 of the 12 sessions. There will be at least one 45-minute session each week.

There is also a chance that you will be assigned to a group that will **only** be asked to take the three electronic surveys. If this happens, you **will not** be asked to participate in the 12 weekly sessions. However, since this program is very important, you will have a chance to participate in the following school year.

Your participation is voluntary. You may choose not to answer some, or all, of the survey questions without penalty. You can also choose to stop participating in the project at any time for any reason. If your parent/caregiver gives us permission to contact you, you can still decide not to participate. The information that you share will be kept private and only available to our project team. You will not be asked to provide your name on any of the surveys. Instead, you will be given a unique number that will not include your personal information. Yet still, there is a small risk of loss of confidentiality.

In addition, to help us protect your privacy, we have obtained a Certificate of Confidentiality from the National Institutes of Health (NIH). This Certificate allows us to legally refuse to disclose information that may identify you if there is a court subpoena. Although we do not anticipate any issues, if necessary, we will use the Certificate to resist any demands for information that would identify you. However, you should understand that the Certificate does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this project.

Compensation for Participation: If you agree to participate, you will receive the following for your time:

- Up to \$75—in gift cards—for completing three electronic surveys over a 12-month period of time.
- A \$50 gift card for attending at least 9 of the 12 sessions. If you are assigned to the group that is not required to attend the 12-sessions, you will not receive the \$50 gift card.

Contact Information: If you have questions about the project, please contact the Program Coordinator, [NAME], at [PHONE NUMBER] or the Program Facilitator, [NAME] at [PHONE NUMBER]. For questions about the rights of study participants, call the [INSTITUTIONAL REVIEW BOARD] toll-free at [PHONE NUMBER].







Program Participation: Please indicate below whether you would like to participate in the project.

- _____ Yes, I reviewed this form and **agree** to participate in this project.
- _____No, I reviewed this form and **do not agree** to participate in this project.

If no, would you mind telling us why not? _____

First/Last Name

Signature

Date

List the email that we should use to send you project information: ______







Appendix 16. Wise Guys Consent Tracking Form



FOR CHS TO COMPLETE: When participants return their consent forms, please complete this Consent Tracking Form in REDCap for each participant.

*denotes required field

Study ID:* _

| (School code |) (Semester code) (| Year code) | (Number) | | | |
|--------------|---------------------|------------|----------|------|------|------|
| Schoo | I | Code | Semester | Code | Year | Code |
| Lake N | orman | LN | Fall | F | 2016 | 16 |
| North I | edell | NI | Spring | S | 2017 | 17 |
| South I | redell | SI | | | 2018 | 18 |
| Statesv | ille High | SH | | | | |
| West Ir | edell | WI | | | | |

I. Administrative Information

- 1. CHS Recruitment Staff:* _____
- 2. Recruitment Location:*
 - \bigcirc Lake Norman High School
 - \bigcirc North Iredell High School
 - \bigcirc South Iredell High School
 - Statesville High School
 - West Iredell High School

3. Is the participant in the 9th, 10^{th} , 11^{th} , or 12^{th} grade?*

○ Yes

○ No \rightarrow NOTE: This participant IS NOT ELIGIBLE for enrollment into the project. The participant must be in the 9th, 10th, 11th, or 12th grade to meet the eligibility criteria for participation.

II. Parent/Caregiver Permission Form

- 4. Parent/Caregiver Full Name: _____
- 5. Parent/Caregiver Permission:*
 - \bigcirc Yes \rightarrow Skip to 6
 - \bigcirc No \rightarrow Go to 5a
 - a. [If Parent/Caregiver Permission is NO] Reason for not providing permission for participation in the project:

<u>NOTE:</u> This participant CANNOT be enrolled into the project. Parents/caregivers must provide permission in the Parent/Caregiver Consent, AND the participant must provide permission in the Participant Assent/Consent to continue with the project.







- 6. Participant Contact Information Provided by Parent/Caregiver:
 - a. Full Name: _____

 - c. Email: _______ ENTER FULL EMAIL, E.G., JOHN.DOES@INSTITUTION.COM

III. Participant Assent/Consent Form

- 7. Participant Name:*
 - a. Participant FIRST Name:*_____
 - b. Participant LAST Name:*_____
- 8. Participant Assent/Consent:*
 - Yes \rightarrow Skip to 9 ○ No \rightarrow Go to 8a
 - a. [If Participant Assent/Consent is NO] Reason for not providing permission for participation in the project:

<u>NOTE</u>: This participant CANNOT be enrolled into the project. Parents/caregivers must provide permission in the Parent/Caregiver Consent, AND the participant must provide permission in the Participant Assent/Consent to continue with the project.

9. Verified Participant Email: _

ENTER FULL EMAIL, E.G., JOHN.DOES@INSTITUTION.COM

If you've entered all information, mark the form status as "<u>Complete</u>" and save the record. If there is information that needs to be updated or verified, mark the form status as "<u>Unverified</u>" and save the record.







Appendix 17. Wise Guys Youth Ambassador Talking Points





Talking Points for Youth Ambassadors

For anything not covered here, please feel free to share your personal experiences!

- What is Wise Guys? Wise Guys is a teen pregnancy prevention program that is for teen males in the 9th, 10th, 11th, and 12th grades.
- What kind of topics will be covered? A lot of things! Teen pregnancy, sexually transmitted diseases or infections, sexual health behaviors and attitudes, decision-making, and perceptions of being a man. There will be some, but not a lot of lecture. These sessions are meant to be interactive and fun.
- **How long are the Wise Guys sessions?** There will be at least one 45-minute session each week, and there will be a total of 10 sessions.
- **Am I eligible to participate in this project?** You are if you're a guy and you're in the 9th, 10th, 11th, or 12th grade.
- **Do I have to participate?** This program is totally voluntary, and you can participate in the sessions, surveys, and group discussions as much as you want. This project is all about you and what you want to get out of it. You can choose not to participate if you're not comfortable.
- What is involved if I decide to sign up? You will be asked to fill out one permission form, and your parent/guardian will be asked to fill out another permission form. Then, you will take a brief survey during school. After this survey, you will be randomly assigned to either the group that participates in the 10 Wise Guys sessions or the group that does not participate in any Wise Guys sessions at all. If you are in the group that has the Wise Guys sessions, you will be asked to attend the sessions, fill out 2 feedback surveys during the sessions, and fill out 2 other surveys throughout the year. If you are in the group without the Wise Guys sessions. But since this program is so important, you'll be able to participate in the sessions during the next school year if you want.
- Are there any risks to participating? You might feel uncomfortable sharing personal information and answering questions, but there are steps in place to keep your information private. You are also free to choose to not participate at any time for any reason.
- What do I get if I agree to participate? You will get up to \$75 in gift cards for your time when you complete 3 surveys over 12 months. If you're in the group that does the Wise Guys sessions, you'll also get a \$50 gift card for your time when you attend at least 8 of the 10 sessions.
- **How do I sign up?** See [PROGRAM FACILITATOR NAME] or [PROGRAM COORDINATOR NAME] for the permission forms. There is one for you to sign, and there is another one for your parent/guardian to sign. Both have to be turned in before you are officially signed up for the program.
- Who do I go to if I have more questions? See [PROGRAM FACILITATOR NAME] or [PROGRAM COORDINATOR NAME]! They are great resources who can answer any questions you have.







Evaluation Design

IV. Evaluation Design

The full evaluation was designed to examine the impact of implementing the Wise Guys intervention on the sexual health decision-making, behaviors, and intentions of males in the 9th through 12th grades. The evaluation design consisted of two components: a process evaluation and an outcome evaluation. Process evaluations provide context for understanding how participant outcomes and program impact are achieved, as well as for program replication. Outcome evaluations provide insight into whether interventions have the intended effects on the target population.



For the process evaluation, the Abt Evaluation Team employed a mixed-methods approach, which consisted of monitoring and observing classes, interviewing CHS staff, tracking participant attendance, and gathering youth feedback through surveys and focus groups. For the outcome evaluation, the Abt Evaluation Team used an individual-level RCT approach to assess the impact of Wise Guys on the behavioral and non-behavioral outcomes outlined in the Wise Guys Logic Model (*Figure 1*). The Wise Guys intervention aimed to improve behavioral outcomes for male youth who have previously had sex, as well as non-behavioral outcomes for those who have not had sex. Therefore, the following outcomes were evaluated:

- **Behavioral Outcomes**: condom use, delay of sexual initiation, use of contraceptives, unprotected vaginal/penile sex, frequency of sex, and number of sexual partners; and
- **Non-Behavioral Outcomes**: intention for condom use, intention to delay sexual initiation, and intention for contraceptive use.

In addition, the Abt Evaluation Team also assessed the impact of Wise Guys on intermediate determinants. These determinants included: knowledge, attitudes, and beliefs about sex, contraception, and pregnancy; skills related to contraceptive self-efficacy and social relationships; and communication with parents and partners.

Once recruitment was completed, data collection for evaluation began. Because the outcomes of interest were related to individual behaviors and intentions, the participants were randomly assigned to either a treatment or control group. Those in the treatment group, about half of the participants, received the Wise Guys intervention. The other half in the control group did not receive the intervention and did not participate in an alternative intervention due to limitations in the school day and other resources. Instead, those in the control group were offered the chance to participate during another semester after data collection was complete. Both the treatment and control groups participated in evaluation data collection activities, including one baseline survey and two follow-up surveys.

The Abt Evaluation Team trained CHS staff on the data collection tools for both the process and outcome evaluations and regularly scheduled check-ins with CHS to provide technical assistance. Data collection processes and instruments for each evaluation component are described in more detail in the subsequent sections.

RECRUITMENT

RANDOMIZATION



a. Process Evaluation Data Collection

For the process evaluation, data were collected from CHS Team members, the Wise Guys Program Facilitator, and the youth participants. These varied data collection methods and sources allowed the Abt Evaluation Team to obtain a clearer picture of the implementation of the Wise Guys program, including information on fidelity, quality, and barriers and facilitators to successful implementation.

The process evaluation involved six data collection tools. The following sections describe the tools and how they were used. As a note, a delivery is considered as one implementation of the ten-session Wise Guys curriculum, and a school may have multiple deliveries during each semester.

1. **Fidelity Monitoring Tool**: This tool was designed to assess the extent to which the Wise Guys program was delivered as intended, otherwise known as fidelity. It is important to monitor and thoroughly document whether Wise Guys was implemented in each of the targeted schools as originally planned since this information provides context for understanding the findings.

The Fidelity Monitoring Tool was modified from the original version to be more user-friendly. The tool



included basic administrative information to document when data was collected, who collected the data, for which delivery, and at which school. The tool also asked whether there were changes in the Wise Guys program related to content, delivery, setting/location, target population, staffing, or other intervention aspects, and if so, what the change was and the reasons for the change. The Wise Guys Program Facilitator completed the tool after every curriculum session and used a separate tool for each delivery. Additionally, the Abt Evaluation Team randomly selected at least 10% of the sessions in each delivery to conduct a fidelity observation. CHS staff (either the Wise Guys Program Director or Program Coordinator) observed these sessions and completed the tool after their observation. These assessments served to corroborate the fidelity data collected by the Program Facilitator and illuminated whether data collection was consistent. The Fidelity Monitoring Tool for the Program Facilitator can be found in *Appendix 18*, and the Fidelity Monitoring Tool for the Program Coordinator is shown in *Appendix 19*.

2. **Observation Form**: This form was designed to measure the quality of implementation of the Wise Guys program (*Appendix 20*). The Observation Form included basic administrative information to document when data was collected, who collected the data, who was delivering the session, for which delivery, at which school, and the number of participants. The form also asked observers to rate the quality of the session and facilitator on a 5-point scale. Additionally, the form included three free-text fields for observers to note challenges/problems, strengths, and other comments about the session. CHS staff acted as observers and completed this form for at least one session for each delivery.



3. Wise Guys Staff Interview Guide: This guide was designed to assess how CHS perceived intervention implementation fidelity and potential barriers or areas of improvement for future deliveries (*Appendix 21*). Staff interviews were conducted after the end of each school year. Using this guide, the Abt Evaluation Team interviewed CHS staff who were closely involved in intervention implementation, including the Wise Guys Facilitator. The Abt Evaluation Team consisted of a facilitator and a note-taker, and interviews were audio recorded upon permission, with written notes serving as backup.

- 4. **Participant Tracking Log**: This log was designed to track participant attendance for each Wise Guys session (*Appendix 22*). The Wise Guys Facilitator used separate logs for each delivery, and the facilitator completed this log at the beginning of every curriculum session.
- 5. Participant Feedback Survey: This survey was designed to gather information from the youth participants about the Wise Guys sessions, including the clarity and perceived usefulness/applicability of the information, as well as any additional feedback that could inform future deliveries (*Appendix 23*). The Wise Guys facilitator handed the survey to participants during the fifth and tenth sessions of each delivery to complete. To ensure confidentiality of the responses, the facilitator instructed participants not to write their names on the surveys, and participants placed their surveys in a closed box or sealable envelope at the front of the classroom.



6. **Participant Focus Group Guide**: This guide was designed to gather in-depth information from the youth participants about perceived usefulness or applicability of the Wise Guys content, strengths and weaknesses of the program, and other thoughts and opinions about their experiences (*Appendix 24*). This rich, qualitative feedback was important to understand whether the program was effective in helping teen males learn about teenage pregnancy, sexually transmitted infections, healthy relationships, and concepts of manhood and masculinity that are healthier than the dominant ones in teen male culture. The focus groups also captured information about what did and did not work well, which informed future deliveries. The Abt Evaluation Team Facilitator and a note-taker conducted the focus groups in-person, using the guide to direct the focus groups. Focus groups were audio recorded upon permission, with written notes serving as backup. Participants had to return signed copies of the Parent/Caregiver Consent Form and Youth Assent or Consent Form specific to the focus group before they could join (*Appendices 25, 26, and 27*).

b. Outcome Evaluation Data Collection

To evaluate outcomes, data were self-reported through youth surveys. Survey items were adapted from the previously validated questions used in the field, including items from the Youth Risk Behavior Survey,³ the North Carolina Department of Health and Human Services Teen Pregnancy Prevention Survey,⁴ the Contraceptive Self-Efficacy Scale,⁵ the National Comorbidity Survey,⁶ and the Office Budget of Management and Budget Racial Categories.⁷ At the recommendation of the Office of Adolescent Health, standard behavioral questions about sexual intercourse used by OAH were also included.



The Abt Evaluation Team traveled to each school to oversee and proctor the survey process. The team administered the surveys electronically or on paper to both intervention and control group participants in one room during the school day. Administering the surveys to youth in the same place during school time helped with reaching more participants, who often juggled busy schedules outside of school. Verbal scripts to welcome youth to the survey sessions can be found in *Appendix 28*.

⁶ Kessler R, Merikangas KR, Koretz D, et al. NCS-R Section 34: Social Networks. <u>https://www.hcp.med.harvard.edu/ncs/replication.php</u>.
 ⁷ Office of Management and Budget. Revisions to the Standards for Classification of Federal Data Race and Ethnicity.

³ Centers for Disease Control and Prevention. Youth Risk Behavior Survey. <u>https://www.cdc.gov/healthyvouth/data/yrbs/questionnaires.htm</u>.

⁴ North Carolina Department of Health and Human Services. Teen Pregnancy Prevention Survey. <u>http://www.teenpregnancy.ncdhhs.gov/ap3proj.htm</u>. ⁵ PerformWell. Contraceptive Self-Efficacy Scale. <u>http://www.performwell.org/index.php/find-surveyassessments/programs/child-a-youth-development/sex-education/contraceptive-self-efficacy-scale-cse</u>.

<u>https://www.whitehouse.gov/omb/fedreg_1997standards</u>. Published October 30, 1997.

Furthermore, sending multiple reminders is helpful for increasing the response rates of participants. Prior to survey administration, emails were sent to participants to remind them about the location and time that the surveys were scheduled to be completed. Examples of emails to notify youth of data collection can be found in *Appendix 29*. Announcements were also made over the school intercom to assemble youth in the schedule location for survey completion. Youth who did not show up for the scheduled survey completion sessions were contacted by the Program Facilitator or Program Coordinator, either in-person or via email. Automatic email reminders were also sent to these participants every two to three days to prompt them to complete the surveys online.

The outcome evaluation involved three data collection tools, and items were consistent across the three surveys so that data could be compared to assess whether there were changes in the outcomes throughout time. The following sections describe the tools and how they were used.

1. **Baseline Youth Outcomes Survey:** This survey was designed to collect demographic and other background information for each participant, as well as baseline outcome information for each participant (*Appendix 30*). The outcome-focused items include topics related to sexual initiation, condom use,



contraceptive use, unprotected vaginal/penile sex, frequency of sex, number of sexual partners, drug and alcohol use during sex, knowledge and attitudes about sex, birth control, pregnancy, STIs, HIV, future intentions regarding sex and birth control, partner communication, and social relationships. It should be noted that the Abt Evaluation Team administered these surveys before Wise Guys sessions were delivered. These surveys confirmed project participation and informed study group assignment, and participants were randomly assigned to the intervention or control groups after the background information was collected. CHS staff notified students of their group assignments and provided follow-up information to the intervention group about the Wise Guys classes, such as the time and location of the classes. The scripts for these group assignment emails can be found in *Appendix 31*.

- 2. **3-month Post-Baseline Youth Outcomes Survey:** This survey was designed to collect immediate followup outcome information from both intervention and control group participants (*Appendix 32*). While this survey does not have a demographic section, the rest of the items in this survey are the same as the ones in the Baseline Youth Outcomes Survey. The Abt Evaluation Team administered the surveys immediately after the Wise Guys intervention was completed at each school, typically occurring three months after the baseline surveys were completed at the school.
- 3. **9-month Post-Intervention Youth Outcomes Survey:** Although the data collection period was shortened due to funding, the Abt Evaluation Team intended to conduct long-term follow-up surveys (*Appendix 33*). This survey was designed to collect outcome information from both intervention and control group participants. The items in this survey were the same as the ones in the 3-month Post-Baseline Youth Outcomes Survey. The Abt Evaluation Team intended to administer the surveys at each school nine months after the baseline surveys were completed, typically occurring six months after the Wise Guys intervention was completed at each school.

c. Data Management and Analysis

Once data collection begins, data management is crucial for delivering accurate and reliable data that can be analyzed. It is important to choose a data management system that has the characteristics and functionality needed to align with evaluation activities. While many different data management systems can be used, the Abt Evaluation Team relied on REDCap for various reasons. For one, REDCap is a secure web application that could be used to build customizable study-related documents that can be quickly updated.⁸ The Abt Evaluation Team also used this

⁸ REDCap. <u>https://projectredcap.org/about/</u>. Accessed December 7, 2017.

application due to its ability to collect data both online and offline, track results in real time, and to send survey reminders to participants. In addition, user access restrictions can be placed to control which members of the study team can see or edit sensitive data.

When data collection ends, data must be cleaned and analyzed to determine whether there are changes in behaviors and intentions. Data analysis also reveals insights that could help improve how the program is delivered



to future groups of participants. For data cleaning and analysis, the Abt Evaluation Team relied on R, which is statistical software that is available at no charge and is widely accessible.⁹ The Abt Evaluation Team also used R to conduct randomization of participants into study groups, so R can be used to meet various data needs.

Through these platforms, the Abt Evaluation Team could analyze the evaluation data to determine whether the Wise Guys intervention had the intended outcomes on adolescent males, with the ultimate goal of preventing teen pregnancies.

⁹ What is R? R. https://www.r-project.org/about.html. Accessed December 7, 2017.

Appendix 18. Wise Guys Fidelity Monitoring Tool – For Program Facilitator



Purpose of this Tool

The purpose of this tool is to monitor and document any changes that were made to the Wise Guys intervention over the course of this project. At the end of the project, it will be important to have monitored and thoroughly documented if Wise Guys was implemented in each of the targeted schools, as originally planned. Having this information will be helpful as we interpret and report findings and make recommendations to those who would like the replicate the intervention in similar settings.

When to Complete this Tool

The <u>Wise Guys Program Facilitator(s)</u> should complete this tool for each delivery of the Wise Guys intervention. If the school has more than one Wise Guys delivery scheduled during a semester, this tool should be completed more than once at that school. In other words, there should be a separate tool for each time the intervention is offered at each of the targeted high schools. The tool should be completed at the end of each session, and the Wise Guys Program Facilitator(s) should continue to update the tool after each session until all sessions in the intervention have been delivered. The evaluation team will collect the completed tool within 2 weeks of the end of a delivery.

How to Complete this Tool

<u>The Wise Guys Program Facilitator should complete the section of the tool for the session he/she led.</u> The tool includes 13 sections. Sections 1-10 correspond to the ten Wise Guys sessions that will be delivered for each intervention. Sections 11-12 should be used for additional Wise Guys sessions during that delivery as needed. Section 13 provides extra space for additional notes on the sessions as needed.

After each Wise Guys session:

- 1. Find the section that corresponds to the session number that you facilitated (sections 1-12).
- 2. Under *Administrative Information*, record the following:
 - a. The name of the Program Facilitator who led the session and is completing the tool (you),
 - b. The school in which the session was delivered,
 - c. Which delivery the session corresponds to (e.g., Delivery A or Delivery B),
 - d. The session topic, and
 - e. The date of the session.
- 3. Under *Reported Changes*, 6 different content areas and examples are provided.
 - a. For each content area, mark whether there was a change or not.
 - b. If there was a change, document (a) what changed, describe (b) what the original content area used to be prior to the change, and explain (c) the reason for the change. Reasons for the change could include, but are not limited to, the following:
 - *Parent/caregiver issues* (e.g., concerns, suggestions or other requests from students and/or their families, etc.)
 - *Staff issues* (e.g., changes with Wise Guys facilitators or other staff who are key to curriculum /intervention implementation, etc.)
 - *School/district issues* (e.g., concerns, suggestions or other requests from teachers, administrators, school board members or other stakeholders, changes to the sexual health-related curriculum requirements for an individual schools or for the entire school district, etc.)
 - *Evaluation/data collection issues* (e.g., changes that are necessary based on guidance from the Abt evaluation team or based on unanticipated data collection challenges, etc.)
- 4. Complete section 13 if you need to record additional notes about the session you facilitated. Write your notes in the space provided, and make sure to include the session number.







| Ac | Administrative Information | | | | | |
|---------|---|---------------------|----------|---|--|--|
| Pr | ogram Facilitator Name: | | | | | |
| School: | | | | Delivery: | | |
| Se | ssion Topic: | | | | | |
| Da | te of Session: | | | | | |
| Re | eported Changes | | | | | |
| Co | ontent Area | Was there a change? | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | |
| | | | | (a) | | |
| 1. | Curriculum Content | No □ | Yes □ | (b) | | |
| | | | | (c) | | |
| 2. | Curriculum Delivery | | | (a) | | |
| | (e.g., duration of session, delivery method/style, session materials, and | No □ | Yes | (b) | | |
| | order/number/ frequency of sessions, etc.) | | | (c) | | |
| 3. | Curriculum | | | (a) | | |
| | Setting/Location (e.g., location type, time | No | Yes □ | (b) | | |
| | of day, during/ after school, etc.) | | | (c) | | |
| 4. | Target Population | | | (a) | | |
| | (e.g., number of participants, grade levels, | No | Yes | (b) | | |
| | type of students, recruitment or retention | | | (c) | | |
| | methods, etc.) | | | | | |
| | . | | | (a) | | |
| 5. | Staffing (e.g. program facilitator | No □ | Yes □ | (b) | | |
| | change) | | | (c) | | |
| 6 | Other | | | (a) | | |
| 0. | (e.g., funding, | No | Yes | (b) | | |
| | stakeholder support, school/district policies, | | | | | |
| | guidelines, etc.) | | | (c) | | |







| Ac | Administrative Information | | | | | |
|---------|---|----------------|----------|---|--|--|
| Pr | ogram Facilitator Name: | | | | | |
| School: | | | | Delivery: | | |
| Se | ssion Topic: | | | | | |
| Da | te of Session: | | | | | |
| Re | eported Changes | - | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | |
| | | | | (a) | | |
| 1. | Curriculum Content | No | Yes | (b) | | |
| | | | | (c) | | |
| 2. | Curriculum Delivery (e.g., duration of session, | | | (a) | | |
| | delivery method/style, | No | Yes | (b) | | |
| | session materials, and order/number/ frequency of sessions, etc.) | | | (c) | | |
| 3. | Curriculum | | | (a) | | |
| | Setting/Location (e.g., location type, time | No □ | Yes □ | (b) | | |
| | of day, during/ after school, etc.) | | | (c) | | |
| 4. | Target Population (e.g., number of | | | (a) | | |
| | participants, grade levels, | No | Yes | (b) | | |
| | type of students, recruitment or retention methods, etc.) | | | (c) | | |
| | | | | (a) | | |
| 5. | Staffing (e.g. program facilitator | No | Yes | (b) | | |
| | change) | | | (c) | | |
| 6. | Other | | | (a) | | |
| | (e.g., funding, stakeholder support, | No | Yes | (b) | | |
| | school/district policies, guidelines, etc.) | | | (c) | | |







| A | Administrative Information | | | | | |
|----|---|--|----------|---|--|--|
| Pr | ogram Facilitator Name: | | | | | |
| Sc | School: | | | Delivery: | | |
| Se | ssion Topic: | | | | | |
| Da | te of Session: | | | | | |
| Re | eported Changes | | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | |
| | | | | (a) | | |
| 1. | Curriculum Content | No | Yes | (b) | | |
| | | | | (c) | | |
| 2. | Curriculum Delivery (e.g., duration of session, | | | (a) | | |
| | delivery method/style, | No | Yes | (b) | | |
| | session materials, and order/number/ frequency of sessions, etc.) | | | (c) | | |
| 3. | Curriculum | | | (a) | | |
| | Setting/Location (e.g., location type, time | No □ | Yes □ | (b) | | |
| | of day, during/ after school, etc.) | | | (c) | | |
| 4. | Target Population (e.g., number of | | | (a) | | |
| | participants, grade levels, | No | Yes | (b) | | |
| | type of students, recruitment or retention methods, etc.) | | | (c) | | |
| | | | | (a) | | |
| 5. | Staffing (e.g. program facilitator | No | Yes | (b) | | |
| | change) | | | (c) | | |
| 6. | Other | | | (a) | | |
| | (e.g., funding, stakeholder support, | stakeholder support, school/district policies, | Yes | (b) | | |
| | school/district policies, guidelines, etc.) | | | (c) | | |







| Ac | Administrative Information | | | | | |
|---------|---|----------------|----------|---|--|--|
| Pr | ogram Facilitator Name: | | | | | |
| School: | | | | Delivery: | | |
| Se | ssion Topic: | | | | | |
| Da | te of Session: | | | | | |
| Re | eported Changes | | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | |
| | | | | (a) | | |
| 1. | Curriculum Content | No | Yes | (b) | | |
| | | | | (c) | | |
| 2. | Curriculum Delivery | | | (a) | | |
| | (e.g., duration of session, delivery method/style, | No | Yes | (b) | | |
| | session materials, and order/number/ frequency of sessions, etc.) | | | (c) | | |
| 2 | Curriculum | | | (a) | | |
| З. | Setting/Location | No | Yes | (b) | | |
| | (e.g., location type, time of day, during/ after | | | | | |
| | school, etc.) | | | (C) | | |
| 4. | Target Population | | | (a) | | |
| | (e.g., number of participants, grade levels, | No | Yes | (b) | | |
| | type of students, recruitment or retention | | | (c) | | |
| | methods, etc.) | | | | | |
| - | 01-15 | | | (a) | | |
| э. | Staffing (e.g. program facilitator | tor | Yes □ | (b) | | |
| | change) | | | (C) | | |
| 6 | Other | | | (a) | | |
| 0. | (e.g., funding, | No | Yes | (b) | | |
| | stakeholder support, school/district policies, guidelines, etc.) | | | (C) | | |







| Ac | Administrative Information | | | | | |
|----|--|----------------|----------|-----|-----------|---|
| Pr | ogram Facilitator Name: | | | | | |
| Sc | hool: | | | | Delivery: | |
| Se | ssion Topic: | | | | | |
| Da | te of Session: | | | | | |
| Re | eported Changes | | | | | |
| Co | ontent Area | Was t a cha | | | | cribe: (a) what changed, (b) reason for the change |
| | | | | (a) | | |
| 1 | Curriculum Content | No | Yes | (b) | | |
| | | | | (c) | | |
| 2. | Curriculum Delivery | | | (a) | | |
| | (e.g., duration of session, delivery method/style, | No | Yes | (b) | | |
| | session materials, and | | | | | |
| | order/number/ frequency of sessions, etc.) | | | (c) | | |
| 3. | Curriculum | | | (a) | | |
| | Setting/Location (e.g., location type, time | No | Yes □ | (b) | | |
| | of day, during/ after school, etc.) | | | (c) | | |
| 4 | • | | | (2) | | |
| 4. | Target Population (e.g., number of | | | (a) | | |
| | participants, grade levels, type of students, | No □ | Yes □ | (b) | | |
| | recruitment or retention methods, etc.) | | | (C) | | |
| | | | | (a) | | |
| 5. | Staffing (e.g. program facilitator | No | Yes | (b) | | |
| | change) | | | (c) | | |
| | | | | | | |
| 6. | Other | | | (a) | | |
| | (e.g., funding, stakeholder support, | No | Yes | (b) | | |
| | school/district policies, guidelines, etc.) | | | (c) | | |







| Ac | Administrative Information | | | | | |
|----|--|----------------|----------|---|--|--|
| Pr | ogram Facilitator Name: | | | | | |
| Sc | hool: | | | Delivery: | | |
| Se | ssion Topic: | | | | | |
| Da | te of Session: | | | | | |
| Re | eported Changes | | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | |
| | | | | (a) | | |
| 1 | Curriculum Content | No | Yes | (b) | | |
| | ournoulum oontent | | | (c) | | |
| 2. | Curriculum Delivery | | | (a) | | |
| | (e.g., duration of session, delivery method/style, | No | Yes | (b) | | |
| | session materials, and order/number/ frequency | | | (c) | | |
| | of sessions, etc.) | | | | | |
| 3. | Curriculum | | | (a) | | |
| | Setting/Location (e.g., location type, time | No □ | Yes □ | (b) | | |
| | of day, during/ after school, etc.) | | | (c) | | |
| 4. | Target Population | | | (a) | | |
| | (e.g., number of participants, grade levels, | No | Yes | (b) | | |
| | type of students, recruitment or retention | | | (c) | | |
| | methods, etc.) | | | | | |
| _ | 0 | | | (a) | | |
| 5. | Staffing (e.g. program facilitator | No | Yes | (b) | | |
| | change) | | | (c) | | |
| 6. | Other | | | (a) | | |
| | (e.g., funding, | No | Yes | (b) | | |
| | stakeholder support, school/district policies, guidelines, etc.) | | | (c) | | |







| A | Administrative Information | | | | | | | |
|---------------------------|--|----------------|----------|-----|-----------|--|--|--|
| Program Facilitator Name: | | | | | | | | |
| Sc | hool: | | | [| Delivery: | | | |
| Se | ssion Topic: | | | | | | | |
| Da | te of Session: | | | | | | | |
| Re | eported Changes | | | | | | | |
| Co | ontent Area | Was t a cha | | | | cribe: (a) what changed, (b) eason for the change | | |
| | | | | (a) | | | | |
| 1. | Curriculum Content | No | Yes | (b) | | | | |
| | | | | (c) | | | | |
| 2. | Curriculum Delivery | | | (a) | | | | |
| | (e.g., duration of session, delivery method/style, | No □ | Yes □ | (b) | | | | |
| | session materials, and order/number/ frequency | | | (c) | | | | |
| | of sessions, etc.) | | | | | | | |
| 3. | Curriculum | | | (a) | | | | |
| | Setting/Location (e.g., location type, time | No □ | Yes | (b) | | | | |
| | of day, during/ after school, etc.) | | | (c) | | | | |
| 4. | Target Population (e.g., number of | | | (a) | | | | |
| | participants, grade levels, | No | Yes | (b) | | | | |
| | type of students, recruitment or retention | | | (c) | | | | |
| | methods, etc.) | | | | | | | |
| E | Staffing | | | (a) | | | | |
| э. | Staffing (e.g. program facilitator | No □ | Yes □ | (b) | | | | |
| | change) | | | (c) | | | | |
| 6 | Other | | | (a) | | | | |
| 0. | (e.g., funding, | No | Yes | (b) | | | | |
| | stakeholder support, school/district policies, | | | | | | | |
| | guidelines, etc.) | | | (C) | | | | |







| A | Administrative Information | | | | | | |
|---------------------------|--|----------------|----------|-----|-----------|---|--|
| Program Facilitator Name: | | | | | | | |
| Sc | hool: | | | | Delivery: | | |
| Se | ssion Topic: | | | | | | |
| Da | te of Session: | | | | | | |
| Re | eported Changes | | | | | | |
| Co | ontent Area | Was t a cha | | | | cribe: (a) what changed, (b) reason for the change | |
| | | | | (a) | | | |
| 1. | Curriculum Content | No | Yes | (b) | | | |
| | | | | (c) | | | |
| 2. | Curriculum Delivery | | | (a) | | | |
| | (e.g., duration of session, delivery method/style, | No □ | Yes □ | (b) | | | |
| | session materials, and order/number/ frequency | | | (c) | | | |
| | of sessions, etc.) | | | (0) | | | |
| 3. | Curriculum | | | (a) | | | |
| | Setting/Location (e.g., location type, time | No | Yes | (b) | | | |
| | of day, during/ after school, etc.) | | | (c) | | | |
| 4. | Target Population | | | (a) | | | |
| | (e.g., number of participants, grade levels, | No | Yes | (b) | | | |
| | type of students, | | | (0) | | | |
| | recruitment or retention methods, etc.) | | | (c) | | | |
| | . , | | | (a) | | | |
| 5. | Staffing | No | Yes | (b) | | | |
| | (e.g. program facilitator change) | | | (c) | | | |
| | | | | | | | |
| 6. | Other | | | (a) | | | |
| | (e.g., funding, stakeholder support, | No | Yes | (b) | | | |
| | school/district policies, guidelines, etc.) | | | (c) | | | |







| A | Administrative Information | | | | | | |
|---------------------------|--|----------------|----------|-----|-----------|---|--|
| Program Facilitator Name: | | | | | | | |
| Sc | hool: | | | | Delivery: | | |
| Se | ssion Topic: | | | | | | |
| Da | te of Session: | | | | | | |
| Re | eported Changes | | | | | | |
| Co | ontent Area | Was t a cha | | | | cribe: (a) what changed, (b) reason for the change | |
| | | | | (a) | | | |
| 1. | Curriculum Content | No | Yes | (b) | | | |
| | | | | (c) | | | |
| 2. | Curriculum Delivery | | | (a) | | | |
| | (e.g., duration of session, delivery method/style, | No □ | Yes □ | (b) | | | |
| | session materials, and order/number/ frequency | | | (c) | | | |
| | of sessions, etc.) | | | (0) | | | |
| 3. | Curriculum | | | (a) | | | |
| | Setting/Location (e.g., location type, time | No | Yes | (b) | | | |
| | of day, during/ after school, etc.) | | | (c) | | | |
| 4. | Target Population | | | (a) | | | |
| | (e.g., number of participants, grade levels, | No | Yes | (b) | | | |
| | type of students, | | | (0) | | | |
| | recruitment or retention methods, etc.) | | | (c) | | | |
| | . , | | | (a) | | | |
| 5. | Staffing | No | Yes | (b) | | | |
| | (e.g. program facilitator change) | | | (c) | | | |
| | | | | | | | |
| 6. | Other | | | (a) | | | |
| | (e.g., funding, stakeholder support, | No | Yes | (b) | | | |
| | school/district policies, guidelines, etc.) | | | (c) | | | |







| Ac | Administrative Information | | | | | | | |
|----|--|----------------|----------|--|--|--|--|--|
| Pr | ogram Facilitator Name: | | | | | | | |
| Sc | hool: | | | Delivery: | | | | |
| Se | ssion Topic: | | | | | | | |
| Da | te of Session: | | | | | | | |
| Re | eported Changes | | | | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | | | |
| | | | | (a) | | | | |
| 1. | Curriculum Content | No | Yes | (b) | | | | |
| | | | | (c) | | | | |
| 2. | Curriculum Delivery | | | (a) | | | | |
| | (e.g., duration of session, delivery method/style, | No □ | Yes □ | (b) | | | | |
| | session materials, and order/number/ frequency | | | (c) | | | | |
| | of sessions, etc.) | | | | | | | |
| 3. | Curriculum | | | (a) | | | | |
| | Setting/Location (e.g., location type, time | No | Yes | (b) | | | | |
| | of day, during/ after school, etc.) | | | (c) | | | | |
| 1 | Target Population | | | | | | | |
| 4. | (e.g., number of | | | (a) | | | | |
| | participants, grade levels, type of students, | No □ | Yes □ | (b) | | | | |
| | recruitment or retention methods, etc.) | | | (c) | | | | |
| | | | | (a) | | | | |
| 5. | Staffing (e.g. program facilitator | No | Yes | (b) | | | | |
| | change) | | | (c) | | | | |
| | | | | | | | | |
| 6. | Other | | | (a) | | | | |
| | (e.g., funding, stakeholder support, | No □ | Yes | (b) | | | | |
| | school/district policies, guidelines, etc.) | | | (c) | | | | |







11. Wise Guys Session 11 (as needed)

| A | Administrative Information | | | | | | | |
|----|--|----------------|----------|--|--|--|--|--|
| Pr | ogram Facilitator Name: | | | | | | | |
| Sc | hool: | | | Delivery: | | | | |
| Se | ssion Topic: | | | | | | | |
| Da | te of Session: | | | | | | | |
| Re | eported Changes | | | | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | | | |
| | | | | (a) | | | | |
| 1. | Curriculum Content | No | Yes | (b) | | | | |
| | | | | (c) | | | | |
| 2. | Curriculum Delivery | | | (a) | | | | |
| | (e.g., duration of session, delivery method/style, | No | Yes | (b) | | | | |
| | session materials, and order/number/ frequency | | | | | | | |
| | of sessions, etc.) | | | (c) | | | | |
| 3. | Curriculum | | | (a) | | | | |
| | Setting/Location (e.g., location type, time | No | Yes | (b) | | | | |
| | of day, during/ after | | | (c) | | | | |
| | school, etc.) | | | | | | | |
| 4. | Target Population (e.g., number of | | | (a) | | | | |
| | participants, grade levels, type of students, | No □ | Yes □ | (b) | | | | |
| | recruitment or retention methods, etc.) | | | (c) | | | | |
| | | | | (a) | | | | |
| 5. | Staffing | No | Yes | (b) | | | | |
| | (e.g. program facilitator change) | | | | | | | |
| | U / | | | (c) | | | | |
| 6. | Other | | | (a) | | | | |
| | (e.g., funding, stakeholder support, | No | Yes | (b) | | | | |
| | school/district policies, guidelines, etc.) | | | (c) | | | | |







12. Wise Guys Session 12 (as needed)

| Ac | Administrative Information | | | | | | | |
|----|--|----------------|----------|--|--|--|--|--|
| Pr | ogram Facilitator Name: | | | | | | | |
| Sc | hool: | | | Delivery: | | | | |
| Se | ssion Topic: | | | | | | | |
| Da | te of Session: | | | | | | | |
| Re | eported Changes | | | | | | | |
| Co | ontent Area | Was t a cha | | If <u>yes, there was a change</u> , describe: (a) what changed, (b) what it used to be, and (c) the reason for the change | | | | |
| | | | | (a) | | | | |
| 1. | Curriculum Content | No | Yes | (b) | | | | |
| | | | | (c) | | | | |
| 2. | Curriculum Delivery | | | (a) | | | | |
| | (e.g., duration of session, delivery method/style, | No | Yes | (b) | | | | |
| | session materials, and order/number/ frequency | | | (c) | | | | |
| | of sessions, etc.) | | | | | | | |
| 3. | Curriculum | | | (a) | | | | |
| | Setting/Location (e.g., location type, time | No | Yes | (b) | | | | |
| | of day, during/ after school, etc.) | | | (c) | | | | |
| 1 | Target Population | | | | | | | |
| 4. | (e.g., number of | | | (a) | | | | |
| | participants, grade levels, type of students, | No □ | Yes □ | (b) | | | | |
| | recruitment or retention methods, etc.) | | | (c) | | | | |
| | | | | (a) | | | | |
| 5. | Staffing (e.g. program facilitator | No | Yes | (b) | | | | |
| | change) | | | (c) | | | | |
| | | | | | | | | |
| 6. | Other | | | (a) | | | | |
| | (e.g., funding, stakeholder support, | No □ | Yes □ | (b) | | | | |
| | school/district policies, guidelines, etc.) | | | (c) | | | | |







13. Notes (as needed)

| Session # | Notes |
|-----------|-------|
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Appendix 19. Wise Guys Fidelity Monitoring Tool – For Program Director or Program Coordinator



Purpose of this Tool

The purpose of this tool is to monitor and document any changes that were made to the Wise Guys intervention over the course of this project. At the end of the project, it will be important to have monitored and thoroughly documented if Wise Guys was implemented in each of the targeted schools, as originally planned. Having this information will be helpful as we interpret and report findings and make recommendations to those who would like to replicate the intervention in similar settings.

When to Complete this Tool

The Abt evaluation team will randomly select 10% of the Wise Guys sessions to conduct a fidelity observation by the Wise Guys Program Director or Program Coordinator. The <u>Wise Guys Program Director or Program</u> <u>Coordinator</u> should observe the session for fidelity and should complete a separate tool at the end of each observation. This process will serve to corroborate the documentation provided by the Wise Guys Program Facilitator. The evaluation team will collect this information within 2 weeks of each observed session.

How to Complete this Tool

After your observation of the Wise Guys session:

- 1. Under Administrative Information, record the following:
 - a. Your name
 - b. Your role (e.g., Wise Guys Program Director or Wise Guys Program Coordinator)
 - c. The name of the Program Facilitator who led the session
 - d. The school in which the session was delivered
 - e. Which delivery the session corresponds to (e.g., Delivery A or Delivery B)
 - f. The session number
 - g. The session topic
 - h. The date of the session
- 2. Under *Reported Changes*, 6 different content areas and examples are provided.
 - a. For each content area, mark whether there was a change or not.
 - b. If there was a change, document (a) what changed, describe (b) what the original content area used to be prior to the change, and explain (c) the reason for the change. Reasons for the change could include, but are not limited to, the following:
 - *Parent/caregiver issues* (e.g., concerns, suggestions or other requests from students and/or their families, etc.)
 - *Staff issues* (e.g., changes with Wise Guys facilitators or other staff who are key to curriculum/intervention implementation, etc.)
 - *School/district issues* (e.g., concerns, suggestions or other requests from teachers, administrators, school board members or other stakeholders, changes to the sexual health-related curriculum requirements for an individual school or for the entire school district, etc.)
 - *Evaluation/data collection issues* (e.g., changes that are necessary based on guidance from the Abt evaluation team or based on unanticipated data collection challenges, etc.)

3. Under *Notes*, record additional notes as needed.







| Ad | Iministrative Information | on | | | | |
|----|--|----------------|----------|-----|----------------|--|
| Ok | oserver Name: | | | | | |
| Ok | oserver Role: | | | | | |
| Pr | ogram Facilitator Name: | | | | | |
| Sc | hool: | | | | Delivery: | |
| Se | ssion Number: | | | | Session Topic: | |
| Da | te of Session: | | | | | |
| Re | eported Changes | | | | | |
| Co | ontent Area | Was t a cha | | | | cribe: (a) what changed, he reason for the change |
| | | | | (a) | | |
| 1. | Curriculum Content | No □ | Yes | (b) | | |
| | | | | (c) | | |
| 2. | Curriculum Delivery | | | (a) | | |
| | (e.g., duration of session, delivery method/style, | No □ | Yes □ | (b) | | |
| | session materials, and order/number/ frequency | | | (C) | | |
| | of sessions, etc.) | | | (0) | | |
| 3. | Curriculum Setting/Location | | | (a) | | |
| | (e.g., location type, time | No □ | Yes | (b) | | |
| | of day, during/ after school, etc.) | | | (C) | | |
| 4. | Target Population | | | (-) | | |
| | (e.g., number of participants, grade levels, | No | Yes | (a) | | |
| | type of students, | | | (b) | | |
| | recruitment or retention methods, etc.) | | | (C) | | |
| | | | | (a) | | |
| 5. | 5. Staffing (e.g. program facilitator | | Yes | (b) | | |
| | change) | | | (c) | | |
| 6 | Other | | | (a) | | |
| 0. | (e.g., funding, | No | Yes | | | |
| | stakeholder support, school/district policies, | | | (b) | | |
| | guidelines, etc.) | | | (C) | | |







| Notes | | |
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Appendix 20. Wise Guys Observation Form



| Date: | | School | | | | | | | | |
|---|---|-----------|---|---|--|--|--|--|--|--|
| Implementation Cycle (Semeste | er/Year): | Delivery: | | | | | | | | |
| Facilitator (Initials): | | Obs | erver (Initials): | | | | | | | |
| Total Observation Time: | ; | # of | Participants: | | | | | | | |
| INSTRUCTIONS: | | | | | | | | | | |
| | The purpose of this observation form is to measure the fidelity and quality of implementation of the Wise Guys (WG) program delivery. The following questions are designed to assess the <u>overall</u> quality of the program session and the delivery of information. Use your best judgement and do not circle more than one response. | | | | | | | | | |
| Please use the guidelines below when completing the form and do not change the scoring that is provided. For example, do not circle multiple answers or score a 1.5, rather than a 1 or a 2. Read through all of the questions prior to starting the observation and try to be as objective as possible. It might be helpful to take notes during the actual observation and complete this form after. | | | | | | | | | | |
| 1. In general, how clear were the facilitator's explanation | 1 | 2 | 3 | 4 | 5 | | | | | |
| of the activities? | Not Clear – Most participants did not understand the instructions and could not actively participate; many clarifying questions were asked. | | Somewhat Clear – About half of the group understood, while the other half asked questions for clarification. | | Very Clear – 90 to 100% of the class participated in the activity/discussion with no hesitation. Clarifying questions were not asked. | | | | | |
| 2. To what extent did the | <u> </u> | 2 | 3 | 4 | | | | | | |
| facilitator keep track of time | | | | | | | | | | |
| during the session? | Not on time – Facilitator did not have time | | Some loss of time – | | Well on time – facilitator completed | | | | | |
| | to complete the session. | | Facilitator missed a few | | all session content in a timely | | | | | |
| | Activities/discussions dragged on and | | points and sometimes | | manner (refer to curriculum, if | | | | | |
| | participants seemed bored and | | allowed activities/discussions | | necessary). | | | | | |
| | disengaged. | | to drag on. | | | | | | | |
| 3. To what extent did the | 1 | 2 | 3 | 4 | 5 | | | | | |
| presentation of information seem rushed or hurried? | Very rushed – Facilitator didn't allow time for discussion and didn't seem to have time to provide examples (refer to curriculum, if necessary). Facilitator's body language seemed stressed or hurried. | | Somewhat rushed – Some of the activities/discussion was not included. Facilitator mentioned content, but did not explain it (refer to curriculum, if necessary). | | Not rushed – Facilitator didn't rush participants or speech and seemed relaxed. Session content was completed (refer to curriculum, if necessary). | | | | | |
| 4. To what extent did the | 1 | 2 | 3 | 4 | 5 | | | | | |
| participants seem to understand the information? <u>(Judge based</u> <u>observing discussion and</u> <u>conversations)</u> | Little understanding – Less than 25% of the class seemed to understand. | | Some understanding – About half of the class seemed to understand. | | Good understanding – 75 to 100% of the class seemed to understand. | | | | | |







| E Llow optively did the youth | 1 | 0 | 3 | 4 | 5 |
|--|--|---|-------------------------|---|---|
| 5. How actively did the youth participate in activities and | I | 2 | 3 | 4 | 5 |
| discussions? | Less than 25% of the class participated | | About half of the class | | 75 to 100% of the class participated |
| (Judge based on listening | | | participated | | 75 to 100 % of the class participated |
| to discussion and | | | participated | | |
| conversations) | | | | | |
| | te the facilitator on the following qualities: | | | | |
| a. Knowledge of the | 1 | 2 | 3 | 4 | 5 |
| program | | | | | |
| | Poor – Could not answer questions, | | Average | | Excellent – Provided information |
| | mispronounced names and read from the | | 3 | | above and beyond what was in the |
| | WG curriculum manual (refer to curriculum, | | | | WG curriculum manual, seemed very |
| | if necessary). | | | | familiar with the information, and |
| | | | | | answered questions with ease (refer |
| | | | | | to curriculum, if necessary). |
| b. Level of enthusiasm | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| | Poor – Presented information in a dry and | | Average | | Excellent – Made it clear that |
| | boring way. Lacked a connection to the | | | | participating in the program was |
| | information. Appeared tired or distracted. | | | | good and beneficial. Got the |
| | | | | | participants excited about talking and |
| | | | | | participating in the session. Seemed |
| | | | | | positive and approachable. |
| c. Poise and confidence | 1 | 2 | 3 | 4 | 5 |
| | | | | | |
| | Poor – Appeared nervous or hurried. Did | | Average | | Excellent – Did not hesitate to |
| | not have good eye contact with the class. | | | | promptly address concerns. Was well |
| | | _ | 2 | | organized and calm. |
| d. Rapport and | 1 | 2 | 3 | 4 | 5 |
| communication with | | | A | | |
| participants | Poor – Didn't remember participant names. | | Average | | Excellent – Got participants talking |
| | Didn't seem to "connect" with participants | | | | and excited. Very friendly and used |
| Effectively eddressed | and seemed distant or unfriendly. | 2 | 3 | 1 | names when appropriate. |
| e. Effectively addressed questions/concerns | | 2 | 3 | 4 | 5 |
| questions/concerns | Poor Engaged in "power struggles" with | | Average | | Excellent Answered questions with |
| | Poor – Engaged in "power struggles" with | | Average | | Excellent – Answered questions with accurate information. Validated or |
| | participants. Responded negatively to comments. Gave inaccurate | | | | addressed comments. Was honest |
| | information/answers. Didn't direct | | | | when s/he didn't know an answer |
| | participants elsewhere for more | | | | and directed participants elsewhere |
| | information. | | | | for more information. |
| | | | | | |







| 7. Overall, rate the quality of the session | 1 – Poor | | 2 | 3 – Average | | 4 | 5 – Excellent |
|---|--|-----------------------|---|--|------|-----|---|
| | Poor Session Guidance: Reading from manual Stumbling over content Poor connection with classing of the second sec | gles o thusiasm | | | | | Excellent Session Guidance: Participants are actively engaged in activities/discussion Non-judgmental responses to questions/comments Positive demeanor and connected with class Adequate pacing—not too fast and did not drag on Appropriately avoided power struggles Answered questions with the right information or provided alternative ways to find the information Organized and focused Cood time management |
| Additional Notes/Comments: | | | | | | | Good time management |
| 8. Briefly describe any impleme problems that you noticed. (major changes to content or information; delays in sessio | include any the s delivery of of in | | | major strength of acilitator's delivery | comr | ner | omments. (discuss additional nts and indicate if something might ected your observation) |







Appendix 21. Wise Guys Staff Interview Guide

Introduction and Informed Consent

As part of the grant that Children's Home Society (CHS) received from the Office of Adolescent Health's (OAH) Teen Pregnancy Prevention Program, Abt is contacting you because you are play an important in the implementation of Wise Guys. The purpose of this interview is for you to share your opinions and provide feedback about the progress of the intervention implementation. The information that you share will help to identify areas of improvement that can be incorporated into planning for future intervention implementation and evaluation activities.

This interview will take approximately 30 minutes to complete. Participation is voluntary. However, there is a small risk of loss of confidentiality. The information that you share will be kept private and your name will **not** be associated with your responses when results are summarized in reports or presentations. With your permission, this interview will be audio recorded for data analysis.

You may choose not to answer some questions, or you may choose not to participate at all without any consequence. You can choose to stop the interview at any time, for any reason. There are no right or wrong answers. We consider you the expert and look forward to learning from you.

If you have questions about your rights as a participant, call the [INSTITUTIONAL REVIEW BOARD] at [PHONE NUMBER]. If you have general questions about this survey or the evaluation, please contact the Project Director, [PROJECT DIRECTOR NAME] at [PHONE NUMBER], or by e-mail at [EMAIL ADDRESS].

Interview Consent. Please indicate below whether you agree to participate in this interview.

_____Yes, I reviewed this form and **agree** to participate in this interview.

____ No, I reviewed this form and **do not agree** to participate in this interview.

Audio recording Permission. Please indicate whether you agree to have this interview audio recorded.

____ Yes, I **agree** to have the interview audio recorded and understand that I can ask for the audiotape to be turned off at any time.

____ No, I **do not agree** to have the interview audio recorded.

Recontact Permission. Later, we may need to contact you to clarify parts of the interview or to ask additional questions. This would not take more than 30 minutes. Please indicate if you will allow us to contact you in the future.

| I agree to be contacted in the future? | _Yes | No |
|--|------|----|
|--|------|----|

Name: ______ Signature: _____

Date: _____

Witness: _____

Participants should receive a copy of the signed consent form prior to the start of the interview.







| Background Information <th>ternal for Abt Evaluation Team Use Only></th> | ternal for Abt Evaluation Team Use Only> |
|---|--|
| Participant name: | |
| Interview location and date: | |
| State time | End time |
| Participant description: Include any background or contextual information about the participant that might be helpful for analysis (e.g., their role on the project, their role within the CHS/Abt team, or special requests re: this interview) | |
| Primary interviewer: | |
| Secondary interviewer: | |

Telephone/On-Site Observations:

Include information here that provides context about the interview (e.g., environment such as room set-up; late starting the interview; multiple individuals participating in the interview; consent requests/concerns)







I. Intervention Implementation

- 1. Please describe your role and responsibilities with the Wise Guys project?
- 2. Briefly describe how Wise Guys is being implemented in _____ high school.
- 3. Was the Wise Guys intervention implemented as planned?
 - a. **[If not]** What were the major changes, and why were they necessary?
- 4. Which aspects of the intervention were the easiest to implement, and why?
- 5. What, if any, challenges did you encounter during implementation?
 - a. How were these challenges addressed?
- 6. Reflecting back over the recent implementation cycle, did anything occur with this particular high school that might not be replicable in other high schools?
- 7. Based on your observation of the recent implementation cycle, what feedback or recommendations do you have for future implementation and evaluation activities?







II. Closing

8. Before we end, is there anything else that you would like to share?

9. Do you have any questions for me? [Address any comments or questions]

[Read after you finish the closing section]

Thank you for your time and participation. We appreciate hearing your perspective and look forward to talking again as the project continues. If you provided consent to be re-contacted, we may contact you to clarify information. Thank you, and as a reminder, we will not associate your name with any information or quotes that you provided.







Appendix 22. Wise Guys Participant Tracking Log



| Facilitator | School | Wise Guys |
|---------------------------------|--------|------------|
| Implementation Cycle:(Semester) | (Year) | (Delivery) |

| Denti | -in cut | P = Present A = Absent | | | | | | | | Tet | | | | | | | | | | | | | | | | | | |
|------------|-----------|--------------------------|---|---|---|---|---------------|---|---------------|-----|---------------|----|---------------|---|---------------|---|---------------|---|---------------|---|----------------|---|---|---|---|---|---|--------|
| Partic | cipant | | Session 1 2 3 4 5 6 7 8 9 10 11 | | | | | | | | 10 | ΙΟ | als | | | | | | | | | | | | | | | |
| First Name | Last Name | | 1 | | 2 | | 3 P | | 4 P | | 5 P | | 6 P | | 7 P | | 8 P | | 9 P | | 1(P | | | | | 2 | Ρ | |
| First Name | Last Name | STUDY ID | Р | A | Р | A | Р | Α | Р | Α | Р | Α | P | Α | Р | Α | Р | Α | Р | Α | P | Α | P | Α | P | Α | | A |
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| | | 1 | | 1 | | | 1 | 1 | 1 | 1 | 1 | | 1 | | 1 | 1 | | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 0 | 0 |
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Appendix 23. Wise Guys Participant Feedback Survey

WISE GUYS® Participant Feedback Survey



Helping young adults, like you, become more informed and responsible when it comes to making decisions about sexual health and pregnancy prevention is the main reason why we developed the Wise Guys© program. As your instructor, I value you as a participant in the program and want to make sure I get a chance to get your feedback.

Do not put your name on this survey.

Respond to the following questions carefully and honestly. Your feedback is important and will be used to help me identify ways to improve this program for years to come. Once you have finished, before you leave, place the survey in the box at the front of the class.

- 1. I know more about preventing pregnancy than I knew before.
 - Strongly Agree
 - Agree
 - \bigcirc Disagree
 - Strongly Disagree
- 2. I learned new things that I can use when I make decisions about preventing pregnancy.
 - \bigcirc Strongly Agree
 - \bigcirc Agree
 - \bigcirc Disagree
 - \bigcirc Strongly Disagree
- 3. The information was clear and easy to understand.
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
- 4. Over the past 6 sessions, what is the **most important** thing that you learned?
- 5. Over the past 6 sessions, what is **one thing** that you like **the most** about this program?
- 6. Now, what is **one thing** that you like <u>the least</u> about this program?
- 7. How can we make the program better?







Appendix 24. Wise Guys Participant Focus Group Guide

Overview and Instructions

Purpose of the Tool

The purpose of this focus group guide is to obtain participant's perceptions on the Wise Guys program.

Materials Needed

- □ 2 copies of this focus group guide
- □ Pens/pencils
- □ Audio recorder

How to Conduct the Focus Group

Before Focus Group

- **Step 1:** Arrange chairs in a circle.
- **Step 2:** Review the scripts and questions in this guide.
- **Step 3:** Collect consent/assent forms from participants as they enter the room. Check to make sure that the parents/caregiver and the participant have provided consent/assent. Note that if any participant does not provide consent/assent to be audio-recorded, the focus group should not be audio-recorded.

During Focus Group

- **Step 1:** Complete Section I: Background and Observation.
- **Step 2:** Read the introduction script in Section II to the focus group participants.
- **Step 3:** Turn on the audio recorder (if applicable).
- **Step 4:** Note the interview start time.
- **Step 5:** Start the focus group by reading the discussion questions in Section III. Take notes.
- **Step 6:** Close the focus group by reading the closing script in Section IV.

After Focus Group

- **Step 1:** Note the interview end time.
- **Step 2:** Turn off the audio recorder (if applicable).
- **Step 3:** Distribute incentives.







I. Background Information and Observation

| School: | | |
|-----------------------|---|--|
| Date: | | |
| State Time: | | End Time: |
| Moderator: | | |
| Note-taker: | | |
| | ntextual information about the for articipant characteristics, focus | ocus group that might be helpful for analysis group room setting, etc.) |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| General Observations: | | |
| | provides context about the focus consent or audio recording con | s group (e.g., environment such as room set- |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |







II. Introduction

SAY: Thank you all for coming today. My name is [MODERATOR NAME], and I will be leading the focus group today. My colleague, [NOTE-TAKER NAME], will be taking notes.

You have all been selected for this focus group because of your previous participation in the Wise Guys program at [SCHOOL NAME]. Wise Guys was designed specifically for males in grades 9-12, and as you may recall, the sessions focused on teen pregnancy prevention, sexual health and decision-making, prevention of sexually transmitted infections (or STIs), perceptions of manhood, and more. Now that you have completed the program, we want to hold this group, or focus group, to hear about your experience, opinions about the program and get feedback for future programs.

The purpose of this focus group is for you to share your thoughts about the Wise Guys program in a comfortable, safe and respectful way. Although the focus is on the Wise Guys program, anything that is shared during our time together, especially someone's personal experience, should not be discussed with others who did not participate in this group. Also, please try not to interrupt someone when they are speaking. Everyone will have a chance to talk.

This focus group will take about 45 minutes to complete. Participation is voluntary. You are not required to answer every question. This will be a discussion, not an interview. You may also choose not to participate at all without consequence. You can also choose to leave the group at any time, for any reason. There are no right or wrong answers.

We will keep the information that you share private. Your name will never be associated with your responses in any reports. There is a small risk of loss of confidentiality. Again, please be respectful of the people and information that is discussed.

The information you share today will help us better educate teen males, like you, about pregnancy and STI prevention. We consider you the expert and look forward to learning from you. [This focus group will also be audio recorded to help us remember what we talk about.]

Are there any questions? → **ANSWER QUESTIONS**.

Okay, let's begin. → **PROCEED WITH INTERVIEW IF EVERYONE IS READY**.







III. Discussion Questions

SAY: Let's go around the room and get to know one another better. Tell everyone your grade, when you participated in Wise Guys and answer the following: If you could learn any skill/talent, what would it be? I'll start by answering the question. [ANSWER QUESTION AND GO AROUND THE TABLE/ROOM].

- 1. Why did you all decide to participate in the Wise Guys program?
- 2. How did your opinions about the program change after a couple of weeks of participating?
- 3. What do you think is the most beneficial aspect of the program?
- 4. Do you think that other teenage males would benefit from a program like this?

Probes:

- a. Why do you think this way?
- b. Give me some examples of how the program might benefit another teen male.
- 5. As a result of participating in Wise Guys, do you think that teen males know more about preventing pregnancy?

a. How so?







6. Does a program like Wise Guys help teen males practice safer sex, like using condoms?

Probes:

a. Why/why not?

- b. Would you mind explaining your response?
- c. [ASK IF APPLICABLE] Can someone give me some examples of how the program could help teen males practice safer sex?
- 7. How do you all define a healthy relationship? What about a relationship makes it "healthy"?
 - a. How do you all define an unhealthy relationship? What about a relationship makes it "unhealthy"?
- 8. Did participating in Wise Guys influence how you think about a healthy relationship?
 - a. How so?
 - b. Give me some examples of how Wise Guys influenced how you think about or engage in healthier relationship.







- 9. How did participating in Wise Guys impact the way you think about being a man or masculinity?
 - a. [Ask for explanations, if necessary]
- 10. What did you all like the most about the program?
- 11. Was there anything about the program that you didn't like or did not work as well?
- 12. What can we do to make Wise Guys better?
- 13. Before we end, is there anything else that you would like to share?
- 14. Are there any questions before we wrap up? [Address questions]







IV.Closing

SAY: We're done. Thank you again for taking time to participate in this focus group. This discussion and your feedback is very helpful. I appreciate and enjoyed hearing your perspective about Wise Guys. As a reminder, please be respectful of everyone's privacy by not sharing the details of today's discussion with others who were not here. If you have any questions or want to share anything else, you can contact my colleague, [NAME], our Evaluation Team Lead, at [EMAIL ADDRESS] or [PHONE NUMBER].

Also, please stay in this room for another ten minutes so we can offer you a token of appreciate for your time and participation.







Appendix 25. Wise Guys Participant Focus Group – Parent/Caregiver Consent

Introduction: On behalf of the Office of Adolescent Health's (OAH) Teen Pregnancy Prevention Program, the Children's Home Society (CHS) was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teen males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th-12th grades. The sessions focus on teen pregnancy and sexually transmitted disease and infection (STD/I) prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. Wise Guys has been offered at high schools in the Iredell-Statesville area since the fall of 2016 and will continue through the spring of 2018. CHS has collaborated with Abt Associates Inc. to evaluate the effectiveness of the program.

Why We're Contacting You: To request your permission for your son(s), or the teen males for whom you provide care, to participate in a focus group. They have been selected for this focus group because of their previous participation in the Teen Pregnancy Prevention Project and the Wise Guys program. The purpose of the focus group is to hear about their experiences and their opinions about how they feel Wise Guys went. This feedback will be used for future programs. Focus groups will consist of up to 8 students. Below, we describe what we are asking of you and of the participants.

What We're Asking You To Do:

- 1. Read this form and indicate, with your name and signature, whether we have your permission for your son(s), or the teen male(s) for whom you provide care to participate in a focus group.
- 2. Have your son(s), or teen male(s) in your care, return this back to a member of our team. **Please sign and** return even if you do not want them to participate.

What We're Asking Potential Participants To Do:

- 1. Read an assent form and indicate, with their name and signature, whether they want to voluntarily participate in the focus group. If they do not want to participate, there will not be any penalty.
- 2. Give the assent form back to a member of our team.
- 3. Attend the focus group once it is scheduled if they agree to participate.

Risks and Benefits to Participants: The focus group will take about 45 minutes to complete. This will be a discussion, not an interview. There are minimal risks to participating in the focus group. It is possible that participants might feel uncomfortable responding to focus group questions related to their sexual health behaviors, attitudes and beliefs. It is important that you know that participants have the right to choose not to respond to any focus group questions or leave the group, without any penalty. Their participation is voluntary.

Also, since we do not want to lose or forget anything that is discussed during the focus group, with their permission, we will audio-record the focus group. If they do not want the focus group to be recorded, we will only take notes. You should also know that participant names will not be included with any of the reports. Yet still, there is a small risk of loss of confidentiality. We ask everyone in the focus group to keep the discussion private, but this cannot be guaranteed.

In addition, to help us protect the participants' privacy, we have obtained a Certificate of Confidentiality from the National Institutes of Health (NIH). This Certificate allows us to legally refuse to disclose information that may identify them if there is a court subpoena. Although we do not anticipate any issues, if necessary, we will use the Certificate to resist any demands for information that would identify a participant. However, you should understand that the Certificate does not prevent participant or a member of his family from voluntarily releasing information himself or his involvement in this project.

Compensation for Participants: Although participants might not directly benefit from the focus group, the information they share will help us improve the Wise Guys program for others. If you grant us permission for your







son, or teen male for whom you provide care to participate, and they agree to participate, they will receive a \$25 gift card as a token of appreciation for their time and participation at the end of the focus group.

Protection of Information: All information collected during this project will be protected and securely stored. The information provided will not be shared outside the project and the participant's name will not be known to anyone other than the project staff. No one will be able to associate the information with any individual participant.

Participant Rights: You are not obligated to grant us permission and your son(s), or teen male(s) for whom you provide care, will not be obligated to participate even if you agree to allow him/them to participate. If the male(s) agrees to participate, he/they will have the right to change his/their mind and withdraw at any time without penalty.

Project-Related Contact Information: If you have questions about the focus group, please contact the Evaluation Team Lead, [NAME], at [EMAIL ADDRESS] or [PHONE NUMBER]. For questions about the rights of study participants, contact the [INSTITUTIONAL REVIEW BOARD] toll-free at [PHONE NUMBER]. For questions about the Wise Guys program, contact the Program Coordinator, [NAME], at [PHONE NUMBER] or the Program Facilitator, [NAME] at [PHONE NUMBER].

PARENT/CAREGIVER PERMISSION

____Yes, I give permission for my son(s), or males for whom I provide care, to participate in the focus group.

| _No, I do not give permission for my son(s), or teen males for whom I provide care to participate in the focus |
|--|
| group. |

→ If no, please share your reason for not giving permission:

PARENT/CAREGIVER NAME & SIGNATURE

(Printed First/Last Name)

Participant(s) Contact Information:

With your permission, please provide the contact information of your teen male(s) in the 9th-12th grades so that we can contact him/them about participating.

| Full Name: | |
|------------|--|
| Phone: | |

Email: _____

| Full Name: | | |
|------------|------|--|
| Phone: | | |

Email: _____

(Signature)

Abt





(Date)

Appendix 26. Wise Guys Participant Focus Group – Youth Assent

Introduction: On behalf of the Office of Adolescent Health's (OAH) Teen Pregnancy Prevention Program, the Children's Home Society (CHS) was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teen males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th-12th grades. The sessions focus on teen pregnancy and sexually transmitted disease and infection (STD/I) prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. Wise Guys has been offered at high schools in the Iredell-Statesville area since the fall of 2016 and will continue through the spring of 2018. CHS has collaborated with Abt Associates Inc. to evaluate the effectiveness of the program.

Why We're Contacting You: To invite you to participate in a focus group. You have been selected for this focus group because of your previous participation in the Wise Guys program. The purpose of the focus group is to hear your opinions about the program and get your feedback for future programs. In a group of up to 8 students, we will ask questions about your experience with Wise Guys. There are no right or wrong answers. We consider you the expert and look forward to learning from you.

What We're Asking You to Do:

- 1. Read over this form and indicate, with your name and signature, whether you want to voluntarily participate in the focus group. There will be no penalty if you decline to participate.
- 2. Give this form and a signed parent/caregiver form to a member of our team to confirm that you can participate.
- 3. If you agree to participate, attend the focus group once it is scheduled.

The focus group will take about 45 minutes to complete. Participation is voluntary. If your parent/caregiver gives us permission for you to participate, you can still decide not to participate. You can also choose to leave the focus group at any time for any reason. You are not required to answer every question. This will be a discussion, not an interview. Also, since we do not want to lose or forget anything that is discussed during the focus group, with your permission, we would like to audio-record the focus group. If you do not want the focus group to be recorded, we will only take notes. Either way, your name will not be associated with your responses in any of our reports. Yet still, there is a small risk of loss of confidentiality. We ask everyone in the focus group to keep the discussion private, but this cannot be guaranteed.

In addition, to help us protect your privacy, we have obtained a Certificate of Confidentiality from the National Institutes of Health (NIH). This Certificate allows us to legally refuse to disclose information that may identify you if there is a court subpoena. Although we do not anticipate any issues, if necessary, we will use the Certificate to resist any demands for information that would identify you. However, you should understand that the Certificate does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this project.

Compensation for Participation: Although you might not directly benefit from participating, the information that you share will help us improve the Wise Guys program for others. At the end of the focus group, you will receive a \$25 gift card as a token of appreciation for your time and participation.

Contact Information: If you have questions about the focus group, please contact the Evaluation Team Lead, [NAME], at [EMAIL ADDRESS] or [PHONE #]. For questions about the rights of study participants, contact the [INSTITUTIONAL REVIEW BOARD] toll-free at [PHONE #]. For questions about the Wise Guys program, contact the Program Coordinator, [NAME], at [PHONE #] or the Program Facilitator, [NAME] at [PHONE #].







Focus Group Participation. Please indicate below whether you would like to participate in the focus group.

_____Yes, I reviewed this form and **agree** to participate in the focus group.

- → *If yes*, do you agree to be audio-recorded? ____Yes ____No
- → *If yes*, what email should we use to send you focus group information?

_____ No, I reviewed this form and **do not agree** to participate in the focus group.

→ *If no*, would you mind telling us why not? _____

(Printed First/Last Name)

(Signature)

(Date)







Appendix 27. Wise Guys Participant Focus Group – Youth Consent **Introduction**: On behalf of the Office of Adolescent Health's (OAH) Teen Pregnancy Prevention Program, the Children's Home Society (CHS) was awarded a grant to offer a teen pregnancy prevention program called Wise Guys to teen males. Wise Guys is a 12-session prevention education program that is designed specifically for males in the 9th-12th grades. The sessions focus on teen pregnancy and sexually transmitted disease and infection (STD/I) prevention, sexual health, sexual decision-making, perceptions of manhood, and sexual health-related behaviors and attitudes. Wise Guys has been offered at high schools in the Iredell-Statesville area since the fall of 2016 and will continue through the spring of 2018. CHS has collaborated with Abt Associates Inc. to evaluate the effectiveness of the program.

Why We're Contacting You: To invite you to participate in a focus group. You have been selected for this focus group because of your previous participation in the Wise Guys program. The purpose of the focus group is to hear your opinions about the program and get your feedback for future programs. In a group of up to 8 students, we will ask questions about your experience with Wise Guys. There are no right or wrong answers. We consider you the expert and look forward to learning from you.

What We're Asking You to Do:

- 1. Read over this form and indicate, with your name and signature, whether you want to voluntarily participate in the focus group. There will be no penalty if you decline to participate.
- 2. Give this form and a signed parent/caregiver form to a member of our team to confirm that you can participate.
- 3. If you agree to participate, attend the focus group once it is scheduled.

The focus group will take about 45 minutes to complete. Participation is voluntary. If your parent/caregiver gives us permission for you to participate, you can still decide not to participate. You can also choose to leave the focus group at any time for any reason. You are not required to answer every question. This will be a discussion, not an interview. Also, since we do not want to lose or forget anything that is discussed during the focus group, with your permission, we would like to audio-record the focus group. If you do not want the focus group to be recorded, we will only take notes. Either way, your name will not be associated with your responses in any of our reports. Yet still, there is a small risk of loss of confidentiality. We ask everyone in the focus group to keep the discussion private, but this cannot be guaranteed.

In addition, to help us protect your privacy, we have obtained a Certificate of Confidentiality from the National Institutes of Health (NIH). This Certificate allows us to legally refuse to disclose information that may identify you if there is a court subpoena. Although we do not anticipate any issues, if necessary, we will use the Certificate to resist any demands for information that would identify you. However, you should understand that the Certificate does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this project.

Compensation for Participation: Although you might not directly benefit from participating, the information that you share will help us improve the Wise Guys program for others. At the end of the focus group, you will receive a \$25 gift card as a token of appreciation for your time and participation.

Contact Information: If you have questions about the focus group, please contact the Evaluation Team Lead, [NAME], at [EMAIL ADDRESS] or [PHONE #]. For questions about the rights of study participants, contact the [INSTITUTIONAL REVIEW BOARD] toll-free at [PHONE #]. For questions about the Wise Guys program, contact the Program Coordinator, [NAME], at [PHONE #] or the Program Facilitator, [NAME] at [PHONE #].







Focus Group Participation. Please indicate below whether you would like to participate in the focus group.

- _____Yes, I reviewed this form and **agree** to participate in the focus group.
 - → *If yes*, do you agree to be audio-recorded? ____Yes ____No
 - → *If yes*, what email should we use to send you focus group information?

_____ No, I reviewed this form and **do not agree** to participate in the focus group.

→ *If no*, would you mind telling us why not? _____

(Printed First/Last Name)

(Signature)

(Date)







Appendix 28. Wise Guys Data Collection Verbal Scripts

Baseline Survey - Data Collection Script

Hello. Thank you for agreeing to participate. My name is [NAME], and I work for a company called Abt Associates in Atlanta, Georgia. My colleagues and I work with the Children's Home Society (CHS) in Greensboro. I am here today to ask you to complete one of three potential surveys that are a part of this project.

The purpose of the survey is for us to get some of your background information and to learn about your experiences related to your decisions, attitudes and beliefs about sexual health. It should take no more than 25 minutes to complete. Your information will be kept private. Your participation is voluntary and you can choose not to answer any questions without penalty.

Please do not talk with others while completing this survey. If you have questions, raise your hand and one of us will come over to help. If you have trouble accessing the internet, let me know right away.

Are there any questions before we begin? [Address all questions before starting]







Follow-Up Survey – Script

Hello again. My name is [NAME]. As we mentioned a few months ago, I have returned to ask you to complete a follow up survey. This time, we are asking you to answer the questions based on your decisions, attitudes and beliefs about sexual health over the past three months.

As a reminder, you should be finished in about 20 minutes. Your information will be kept private. This is voluntary and you can choose not to answer any questions without penalty.

Please do not talk with others while completing this survey. If you have questions, raise your hand and one of us will come over to help. If you have trouble accessing the internet, let me know right away.

Are there any questions before we begin? [Address all questions before starting]







Thank You Script

We can't believe that it's the end. We thank you all for your time and participation in the teen pregnancy prevention project. The information that you have provided will help us work towards preventing teen pregnancy for other 9th-12th grade males. If you have any questions or other thoughts about how to improve this project, please do not hesitate to contact [NAME OF PROJECT MANAGER] toll-free at [PHONE NUMBER].

I want to sincerely thank you on behalf of all of my colleagues at CHS and Abt.







Appendix 29. Wise Guys Data Collection Email Scripts

Baseline Survey - Data Collection Notice and Schedule

Hello.

Thank you for agreeing to participate in the Wise Guys project. The very first step in this project is to have you complete an initial or baseline survey. The purpose of the survey is for us to get some background information and learn about your experiences related to your decisions, attitudes and beliefs about sexual health. The survey takes 25 minutes to complete and you will be given a \$25 gift card for your time. Your information will be kept private and participation is voluntary. You can choose not to answer any questions without penalty.

In order to participate in the project, you must complete the initial or baseline survey. The survey will be given at [INSERT LOCATION] at [INSERT TIME]. Please bring your laptops and plan to arrive at least 5 minutes early.

If you have any questions, contact me at [PHONE NUMBER].

Sincerely,

[NAME], Wise Guys Program Coordinator







Follow-Up Survey - Data Collection Notice and Schedule

Hello.

Thank you for agreeing to participate in the Wise Guys project. The next step in this project is to have you complete a follow-up survey. Similar to the first survey you took, the purpose of this follow-up survey is for us to learn about your experiences related to your decisions, attitudes and beliefs about sexual health. The survey takes 20 minutes to complete and you will be given a \$25 gift card for your time. Your information will be kept private and participation is voluntary. You can choose not to answer any questions without penalty.

The survey will be given at [INSERT LOCATION] at [INSERT TIME]. Please bring your laptops and plan to arrive at least 5 minutes early.

If you have any questions, contact me at [PHONE NUMBER].

Sincerely,

[NAME], Wise Guys Program Coordinator







Appendix 30. Wise Guys Baseline Youth Outcomes Survey

I. Introduction and Consent

Greetings,

Thank you for agreeing to participate in this teen pregnancy prevention project. Your involvement is very important. The information that you provide will help in the development of programs that help teens, like you, prevent or reduce pregnancy and sexually transmitted diseases.

Remember, there are no right or wrong answers. Your responses will be kept private and only accessible to members of our evaluation team.

We look forward to learning from you.

We want to make sure you're ready to continue with this survey. *Please indicate whether you agree to continue with this survey.*

○ Yes, I agree to take this survey. [If Yes, skip to Section II. Background Information]
 ○ No, I do not agree to take this survey. [If No, answer the next question and end the survey]

We are sorry to learn that you don't want to complete the survey. We understand. Before you go, please take a moment to tell us more about your decision. (select one response)

- \bigcirc I don't have the time
- \bigcirc I don't want to be bothered
- \bigcirc I don't feel comfortable participating
- \bigcirc I changed my mind and won't be participating in the teen pregnancy prevention project
- Other, please specify _____



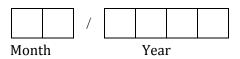




II. Background Information

Before we begin, we would like to get some background information from you. Please remember that the information you share will be kept private and only accessible to members of our evaluation team.

1. In what month and year were you born?



- 2. Have you participated in the Proud and Responsible Choices (PARC) program within the past 3 years?
 - Yes
 - No
 - I don't know
- 3. Are you Hispanic or Latino?
 - Yes
 - No
 - I don't know
- 4. With which of these do you identify? (select all that apply)
 - O American Indian or Alaska Native
 - \bigcirc Asian
 - \bigcirc Black or African American
 - \bigcirc Native Hawaiian or Other Pacific Islander
 - \bigcirc White or Caucasian
 - Other, please specify _____
- 5. With which of the following best describes you?
 - \bigcirc Male
 - \bigcirc Transgender
 - \bigcirc Unknown
 - O Other, please specify _____
- 6. In what grade are you? (select one choice)
 - \bigcirc 9th Grade
 - \bigcirc 10th Grade
 - \bigcirc 11th Grade
 - \bigcirc 12th Grade
 - Other, please specify_____







7. What is the best way to contact you about this project? (select all that apply and include your contact information)

| | Use my e-mail address(s) |
|-----|---|
| | Primary: @ |
| | Secondary:@ |
| | Please note that we will primarily contact you by email should you choose to provide your email address. |
| | Use my cell number () |
| | Call my home number () |
| | Other, please specify |
| 8. | What is you zip code? |
| 9. | Blank |
| 10. | Blank |
| 11. | Which high school do you currently attend? |
| | Lake Norman High School North Iredell High School South Iredell High School |

- \odot Statesville High School
- \bigcirc West Iredell High School







III. Behaviors and Beliefs

Instructions: The following questions are about sexual beliefs and behaviors. Please answer all questions honestly. Please keep in mind that your name will **<u>never</u>** be associated with your answers. The information that you share will be kept private and only accessible to members of our evaluation team.

- 1. Have you ever had vaginal intercourse? Please do not report on episodes of oral or anal intercourse. The question is only asking about vaginal intercourse.
 - Yes [If Yes, skip to Question #10 and continue with other Sections]
 - No [If No, only answer Questions #2 9, 22-29; 32-43; and Sections V and VI, Social Relationships and Closing]







Complete Questions 2-9 Only If You Answered "No" To Question 1.

Please indicate why you have not had vaginal intercourse.

| I have not had vaginal intercourse because | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-------------------|-------|----------|----------------------|
| 2. I don't want to get an STD | 0 | 0 | 0 | 0 |
| 3. My parents do not approve | 0 | 0 | 0 | 0 |
| 4. I do not feel old enough to handle it | 0 | 0 | 0 | 0 |
| 5. I might get my partner pregnant | 0 | 0 | 0 | 0 |
| 6. If I get my partner pregnant, it would make my future plans harder to reach. | 0 | 0 | 0 | 0 |
| 7. I am not in love with anyone yet | 0 | 0 | 0 | 0 |
| 8. It is against my personal beliefs | 0 | 0 | 0 | 0 |
| 9. I prefer other types of sex, like anal or oral sex | 0 | 0 | 0 | 0 |
| → Skip to <i>Question 22</i> | | | | |







Complete Questions 10-21 Only If You Answered "Yes" to Question 1.

10. During your life, with how many people have you had vaginal intercourse?

- \bigcirc 1 person
- \bigcirc 2 people
- 3 people
- 4 people
- \bigcirc 5 people
- \bigcirc 6 or more people
- 11. Now please think about the past 3 months. In the past 3 months, have you had vaginal intercourse (i.e., penis in a vagina), even once?
 - Yes ○ No → Skip to *Question 22*
- 12. In the past 3 months, how many times have you had vaginal intercourse?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
- 13. In the past 3 months, with how many people did you have vaginal intercourse?
 - \bigcirc 1 person
 - \bigcirc 2 people
 - \bigcirc 3 people
 - \bigcirc 4 people
 - \bigcirc 5 people
 - \bigcirc 6 or more people
- 14. Continue to think about the past 3 months, did you drink alcohol before you had vaginal intercourse the **last time**?
 - Yes
 - \bigcirc No
- 15. Did you use drugs before you had vaginal intercourse the **last time**?
 - Yes ○ No
- 16. In the past 3 months, have you had vaginal intercourse without using a condom?
 - Yes ○ No → Skip to *Question 22*







17. In the past 3 months, how many times have you had vaginal intercourse without using a condom?

- \bigcirc 1 time
- \bigcirc 2 times
- \bigcirc 3 times
- \bigcirc 4 times
- \odot 5 or more times
- 18. The **last time** you had vaginal intercourse, did you use a condom?
 - Yes
 - No
- 19. In the past 3 months, have you had vaginal intercourse <u>without</u> your partner using <u>any</u> of these methods of birth control?
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)
 - Yes

\bigcirc No → Skip to *Question 22*

- 20. In the past 3 months, how many <u>times</u> have you had vaginal intercourse <u>without</u> you or your partner using <u>any</u> method of birth control?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - \bigcirc 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
- 21. The **last time** you had vaginal intercourse, did you or your partner use any of these methods of birth control? (Please check all that apply)
 - \bigcirc Condom
 - \bigcirc Birth control pills
 - The shot (for example, Depo Provera)
 - \bigcirc The patch (for example, Ortho Evra)
 - \bigcirc The ring (for example, NuvaRing)
 - \bigcirc Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or
 - \bigcirc Implant (for example, Implanon or Nexplanon)







Complete Questions 22-29 If You Answered "Yes" or "No" to Question 1.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I Don't Know |
|--|-------------------|-------|----------|----------------------|-----------------|
| 22. Condoms break easily, even when used correctly. | 0 | 0 | 0 | 0 | 0 |
| 23. If my partner did not want to use a condom, I would be able to refuse sex. | 0 | 0 | 0 | 0 | 0 |
| 24. It is too embarrassing to buy condoms in a store. | 0 | 0 | 0 | 0 | 0 |
| 25. I know where to get condoms and other birth control. | 0 | 0 | 0 | 0 | 0 |
| 26. If used correctly every time, condoms are good at preventing pregnancy. | 0 | 0 | 0 | 0 | 0 |
| 27. If used correctly every time, condoms are good at preventing many sexually transmitted diseases (STDs), including HIV/AIDS. | 0 | 0 | 0 | 0 | 0 |

Please mark how strongly you agree or disagree with these statements.

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

- Yes
- No
- I don't know

29. Have you *also* been tested for sexually transmitted diseases other than HIV/AIDS?

○ Yes

 \bigcirc No







Complete Questions 30-31 Only If You Answered "Yes" to Question 1.

30. To the best of your knowledge, have you ever gotten someone pregnant, even if no child was born?

○ Yes

- \bigcirc No \rightarrow Skip to Question 32
- \bigcirc I don't know \rightarrow **Skip to** *Question 32*
- 31. To the best of your knowledge, how many times have you gotten someone pregnant?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
 - I don't know







Complete Questions 32-43 If You Answered "Yes" or "No" to Question 1.

- 32. Which of the following methods of birth control is the **most effective** for preventing pregnancy? **(select one choice)**
 - \bigcirc Condom
 - Birth control pills
 - \bigcirc The shot (for example, Depo Provera)
 - \bigcirc The patch (for example, Ortho Evra)
 - \bigcirc The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)
 - Withdrawal ("pulling out")
 - I don't know
- 33. Which of the following methods of birth control is the **least effective** for preventing pregnancy? (**select one choice**)
 - \bigcirc Condom
 - Birth control pills
 - \bigcirc The shot (for example, Depo Provera)
 - \bigcirc The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)
 - Withdrawal ("pulling out")
 - I don't know

| Please mark whether you think these statements are true or false | True | False |
|---|------|-------|
| 34. A girl who is having sex can get pregnant if she forgets to take her birth control pills for a few days in a row. | 0 | 0 |
| 35. Condoms and other methods of birth control can help prevent sexually transmitted diseases (STDs), including HIV/AIDS. | 0 | 0 |
| 36. A girl can get pregnant the first time she has sex. | 0 | 0 |
| 37. The only 100% sure way to prevent pregnancy is to not have sex. | 0 | 0 |
| 38. STDs usually go away without treatment. | 0 | 0 |
| 39. Having sex with more people increases your chance of getting a sexually transmitted disease (STD)—including HIV/AIDS. | 0 | 0 |
| 40. In North Carolina, anyone under 18 can get condoms or other birth control methods without parental permission. | 0 | 0 |







The next questions are about your intentions about having vaginal sex in the next year.

41. Do you intend to have vaginal intercourse in the next year, if you have the chance?

- \bigcirc Yes, definitely
- \bigcirc Yes, probably
- \bigcirc No, probably not
- \bigcirc No, definitely not

42. If you were to have vaginal intercourse in the next year, do you intend to use a condom?

- \bigcirc Yes, definitely
- \bigcirc Yes, probably
- \bigcirc No, probably not
- \bigcirc No, definitely not
- 43. If you were to have vaginal intercourse in the next year, do you intend to use (or have your partner use) any of these methods of birth control?
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)
 - \odot Yes, definitely
 - \bigcirc Yes, probably
 - \bigcirc No, probably not
 - \bigcirc No, definitely not







IV.Partner Communication

Complete Questions 44-58 Only If You Answered "Yes" to Question 1. If You Answered "No" to Question 1, Skip to Question 59.

The following questions are about how you might communicate with your partner about sex. Think about sexual intercourse that occurred in the **past 3 months**. Rate each item on a 1 to 5 scale according to how true the statement is for you. Using the scale, select one number for each question.

- 1 = Not at all true of me
- 2 = Slightly true of me
- 3 = Somewhat true of me
- 4 = Mostly true of me
- 5 = Completely true of me

| | 1 = Not at all true of me | 2 = Slightly true of me | 3 = Somewhat true of me | 4 = Mostly true of me | 5 = Completely true of me |
|--|---------------------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|
| 44. When I am with a partner, I feel that I can always be responsible for what happens sexually with her. | 0 | 0 | 0 | 0 | 0 |
| 45. Even if a partner can talk about sex, I can't tell her how I really feel about sexual things. | 0 | 0 | 0 | 0 | 0 |
| 46. When I have sex, I can enjoy it as something that I really wanted to do. | 0 | 0 | 0 | 0 | 0 |
| 47. If my partner and I are getting "turned on" sexually and I don't really want to have sexual intercourse, I can easily tell her "No" and mean it. | 0 | 0 | 0 | 0 | 0 |
| 48. If my partner didn't talk about the sex that was happening between us, I couldn't either. | 0 | 0 | 0 | 0 | 0 |
| 49. When I think about what having sex means, I can't have sex so easily. | 0 | 0 | 0 | 0 | 0 |
| 50. If my partner and I are getting "turned on" sexually and I don't really want to have sexual intercourse, I can easily stop things so that we don't have intercourse. | 0 | 0 | 0 | 0 | 0 |
| 51. There are times when I'd be so involved sexually or emotionally that I could easily have sexual intercourse even if I weren't protected by using a condom. | 0 | 0 | 0 | 0 | 0 |
| 52. Sometimes I just go along with what my partner wants to do sexually because I don't think I can take the hassle of trying to say what I want. | 0 | 0 | 0 | 0 | 0 |







| | 1 = Not at all true of me | 2 = Slightly true of me | 3 = Somewhat true of me | 4 = Mostly true of me | 5 = Completely true of me |
|---|---------------------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|
| 53. If there was a person to whom I was very attracted physically and emotionally, I could feel comfortable telling her that I wanted to have sex with her. | 0 | 0 | 0 | 0 | 0 |
| 54. I wouldn't continue to use a condom if I thought that my parents might find it. | 0 | 0 | 0 | 0 | 0 |
| 55. It would be hard for me to go to the store and ask for condoms without feeling embarrassed. | 0 | 0 | 0 | 0 | 0 |
| 56. If my partner and I were getting really heavy into sex and moving towards intercourse and I wasn't protected | | | | | |
| a. I could easily ask him/her if they had protection (or tell them that I didn't). | 0 | 0 | 0 | 0 | 0 |
| b. I could excuse myself to put on a condom. | 0 | 0 | 0 | 0 | 0 |
| c. I could stop things before intercourse, if I couldn't bring up the subject of protection. | 0 | 0 | 0 | 0 | 0 |
| 57. There are times when I should talk to my partner about using birth control, but I can't seem to do it in the situation. | 0 | 0 | 0 | 0 | 0 |
| 58. Sometimes I end up having sex with a partner because I can't find a way to avoid it. | 0 | 0 | 0 | 0 | 0 |







V. Social Relationships

Complete Questions 59-70 If You Answered "Yes" or "No" to Question 1.

Instructions: The following section asks questions about your relationships with family, friends and others.

For the following questions, please answer whether you feel this way a lot, some, a little, or not at all.

| | A lot | Some | A little | Not at all | I don't know |
|---|-------|------|----------|------------|-----------------|
| 59. How much can you rely on <i>family</i> for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 60. How much can you open up to <i>family</i> if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |
| 61. How much can you rely on your <i>friends</i> for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 62. How much can you open up to your <i>friends</i> if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |
| 63. How much can you rely on <i>someone else,</i> who doesn't live with you, for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 64. How much can you rely on <i>someone else,</i> who doesn't live with you, for help if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |

65. When you have a sexual-health related problem or worry, how often do you let your *family* know about it?

- Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- \bigcirc Rarely
- \bigcirc Never

66. When you have a sexual-health related problem or worry, how often do you let your *friends* know about it?

- Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- \bigcirc Rarely
- \bigcirc Never

67. When you have a sexual-health related problem or worry, how often do you let *someone else* know about it?

- \bigcirc Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- \bigcirc Rarely
- \bigcirc Never







68. Is there at least one person in your life who you consider a mentor? A mentor can be defined as someone you turn to for support, help or advice when you need it.

○ Yes

O No [If no, skip to Section VI. Closing to end the survey]

69. Do you open up to this person about your problems or worries?

○ Yes ○ No

70. How long has this person been mentoring you?

Provide a number here: _____

a. Select a unit of time:

Week(s)
Month(s)
Year(s)

(For example – If your answer is "7 months," write "7" on the line above, and bubble in "Month(s") in "Unit of time" above.)







VI.CLOSING

Congratulations! You are finished. Thank you for taking the time to share your thoughts and experiences. If you have any questions or concerns about this survey, share your thoughts below or contact the Evaluation Team Lead, [NAME], at [EMAIL ADDRESS] or [PHONE NUMBER].







Appendix 31. Wise Guys Group Assignments Email Scripts



Treatment Group - Notification Email/Letter to Participant

Dear [PARTICIPANT NAME],

Congratulations! We are pleased to inform you that you have been selected to participate in the [INSERT SEMESTER AND YEAR] offering of the Wise Guys program at [INSERT HIGH SCHOOL]. The next couple of months are going to be great. As a reminder, there will be at least one 45-minute session each week. Yes, there will be some lecture, but it will be minimal. We will meet in [INSERT CLASS LOCATION] on [INSERT WEEK DAY] from [INSERT START TIME] to [INSERT END TIME].

Here is a breakdown of what is expected from you:

- 1. Attend **at least** 9 of the 12 sessions.
- 2. Complete two more electronic surveys over the next year (or 12 months) and two paper surveys that asks you to share your opinions and provide feedback for future programs. One will be handed out in the middle of the program and the second during the last session.

If you participate as expected, you will receive the following for your time:

- A \$50 gift card for attending at least 9 of the 12 sessions.
- \$50—in gift cards—for completing two more electronic surveys over the next year/12-months. You will receive \$25 for each survey.

Participation is voluntary. You can participate in the sessions, surveys and group discussions based on your comfort level.

Once again, congratulations. I look forward to having you in the program. If you have any questions, contact me at [PHONE NUMBER].

Sincerely,

[NAME], Wise Guys Program Facilitator







Treatment Group - Notification Email/Letter to Parent/Caregiver

Hello,

We are pleased to inform you that your son or the male for whom you provide care has been selected to participate in the [INSERT SEMESTER AND YEAR] offering of the Wise Guys program at [INSERT HIGH SCHOOL]. The next couple of months are going to be great. There will be at least one 45-minute session each week. We will meet in [INSERT CLASS LOCATION] on [INSERT WEEK DAY] from [INSERT START TIME] to [INSERT END TIME].

We expect the following from him:

- 1. Attend **at least** 9 of the 12 sessions.
- 2. Complete two more electronic surveys over the next year (or 12 months) and two paper surveys that asks him to share his opinions and provide feedback for future programs. One will be handed out in the middle of the program and the second during the last session.

If he participates as expected, he will receive the following for his time:

- A \$50 gift card for attending at least 9 of the 12 sessions.
- \$50—in gift cards—for completing two more electronic surveys over the next year/12-months. He will receive \$25 for each survey.

Participation is voluntary. He can participate in the sessions, surveys and group discussions based on his comfort level.

We look forward to having him in the program. If you have any questions, contact me at [PHONE NUMBER].

Sincerely,

[NAME], Wise Guys Program Facilitator







Control Group - Notification Email/Letter to Participant

Dear [PARTICIPANT NAME],

We are pleased to inform you that you have been selected to participate in the Wise Guys project at [INSERT HIGH SCHOOL]. Please note that you are not expected to attend the 12-session program during [INSERT SEMESTER AND YEAR]. Instead, you will be given the opportunity to attend sessions the following year starting [INSERT SEMESTER AND YEAR]. However, your participating over the next 12-months is still very important to this project.

Here is a breakdown of what is expected of you:

1. Complete two more electronic surveys over the next year (or 12 months).

If you participate as expected, you will receive the following for your time:

• \$50—in gift cards—for completing two more electronic surveys over the next year/12-months. You will receive \$25 for each survey.

Participation is voluntary. You can participate in the surveys based on your comfort level.

We are excited to have you in the project. If you have any questions, contact me at [PHONE NUMBER].

Sincerely,

[NAME], Wise Guys Program Coordinator







Control Group – Notification Email/Letter to Parent/Caregiver

Hello,

We are pleased to inform you son or the male for whom you provide care has been selected to participate in the Wise Guys project at [INSERT HIGH SCHOOL]. Please note that he is not expected to attend the 12-session program during [INSERT SEMESTER AND YEAR]. Instead, he will be given the opportunity to attend sessions the following year starting [INSERT SEMESTER AND YEAR]. However, his participating over the next 12-months is still very important to this project.

Here is a breakdown of what is expected of him:

1. Complete two more electronic surveys over the next year (or 12 months).

If he participates as expected, he will receive the following for his time:

• \$50—in gift cards—for completing two more electronic surveys over the next year/12-months. He will receive \$25 for each survey.

Participation is voluntary. He can participate in the surveys based on his comfort level.

We are excited to have him in the project. If you have any questions, contact me at [PHONE NUMBER].

Sincerely,

[NAME], Wise Guys Program Coordinator







Appendix 32. Wise Guys 3-month Post-Baseline Youth Outcomes Survey

. Introduction

Hello, thanks again for agreeing to participate in this project. This is the first follow-up survey. As a reminder, the information that you share will be used to help teens, like you, prevent or reduce pregnancy and sexually transmitted infections and diseases. There are no right or wrong answers. Your name will **never** be associated with your answers. Your responses will be kept private and only accessible to members of our evaluation team.

Please indicate whether you agree to continue with this survey.

- Yes, I agree to take this survey. → Skip to Question 2
- No, I do not agree to take this survey. → Continue to Question 1
- 1. We are sorry to learn that you don't want to complete the survey. Before you go, tell us why you don't want to complete the survey. (select one response)
 - \bigcirc I don't have the time
 - \bigcirc I don't want to be bothered
 - I don't feel comfortable participating
 - \odot Other, please specify _
 - → Continue to Question 2
- 2. Which high school do you currently attend? (select one choice)
 - Lake Norman High School
 - North Iredell High School
 - South Iredell High School
 - \bigcirc Statesville High School
 - \bigcirc West Iredell High School
 - Collaborative College Technology & Leadership
 - \bigcirc Mooresville High School
 - Other, please specify school ____
 - Not Currently in High School → Skip to Question 4
- 3. In what grade or level of education are you? (select one choice)
 - \bigcirc 9th Grade
 - \bigcirc 10th Grade
 - 11th Grade
 - 12th Grade
 - \odot Other, please specify _
 - → If you agree to take the survey, skip to Section II. Behaviors & Beliefs (page 4) If you do NOT agree to take the survey, skip to Section V. Closing (page 19)
- 4. In what grade or level of education are you? (select one choice)
 - College/Technical
 - GED (General Education Development)
 - \bigcirc Not currently in school
 - \bigcirc Other, please specify _
 - → If you agree to take the survey, skip to Section II. Behaviors & Beliefs (page 4) If you do NOT agree to take the survey, skip to Section V. Closing (page 19)







Continue to Question 3

II. Behaviors and Beliefs

Instructions: The following questions are about sexual beliefs and behaviors. Please answer all questions honestly.

- 1. In the **past 3 months**, have you had vaginal intercourse? Please do not report on episodes of oral or anal intercourse. The question is only asking about vaginal intercourse.
 - **O Yes [If Yes, skip to question #10 and continue with other Sections]**
 - No [If No, <u>only</u> answer questions #2 9, 20-27; 30-41; and Sections IV. Social Relationships and V. Closing]







Answer Questions 2-9 Only If You Selected "No" for Question 1.

Please indicate why you have not had vaginal intercourse.

| I have not had vaginal intercourse in the <u>past 3 months</u> because | Strongly Agree | Agree | Disagree | Strongly Disagree |
|---|-------------------|-------|----------|----------------------|
| 2. I don't want to get an STD | 0 | 0 | 0 | 0 |
| 3. My parents do not approve | 0 | 0 | 0 | 0 |
| 4. I do not feel old enough to handle it | 0 | 0 | 0 | 0 |
| 5. I might get my partner pregnant | 0 | 0 | 0 | 0 |
| 6. If I get my partner pregnant, it would make my future plans harder to reach. | 0 | 0 | 0 | 0 |
| 7. I am not in love with anyone yet | 0 | 0 | 0 | 0 |
| 8. It is against my personal beliefs | 0 | 0 | 0 | 0 |
| 9. I prefer other types of sex, like anal or oral sex → Skip to <i>Question 20</i> | 0 | 0 | 0 | 0 |







Answer Questions 10-19 Only If You Selected "Yes" for Question 1.

10. In the past 3 months, how many times have you had vaginal intercourse?

- \bigcirc 1 time
- \bigcirc 2 times
- \bigcirc 3 times
- \bigcirc 4 times
- \odot 5 or more times

11. In the past 3 months, with how many people did you have vaginal intercourse?

- \bigcirc 1 person
- \bigcirc 2 people
- \bigcirc 3 people
- \bigcirc 4 people
- \bigcirc 5 people
- \bigcirc 6 or more people
- 12. Continue to think about the past 3 months, did you drink alcohol before you had vaginal intercourse the **last time**?
 - Yes
 - \bigcirc No
- 13. Did you use drugs before you had vaginal intercourse the **last time**?
 - Yes
 - \bigcirc No
- 14. In the past 3 months, have you had vaginal intercourse without using a condom?
 - Yes
 - \bigcirc No \rightarrow Skip to *Question 20*
- 15. In the past 3 months, how many times have you had vaginal intercourse without using a condom?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - \bigcirc 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
- 16. The **last time** you had vaginal intercourse, did you use a condom?
 - \bigcirc Yes
 - \bigcirc No







- 17. In the past 3 months, have you had vaginal intercourse <u>without</u> your partner using <u>any</u> of these methods of birth control?
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)

○ Yes

 \bigcirc No \rightarrow Skip to *Question 20*







- 18. In the past 3 months, how many <u>times</u> have you had vaginal intercourse <u>without</u> you or your partner using <u>any</u> method of birth control?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - \bigcirc 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
- 19. The **last time** you had vaginal intercourse, did you or your partner use any of these methods of birth control? (Please check all that apply)
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant
 - (for example, Implanon or Nexplanon)







Answer Questions 20-27 If You Selected "Yes" Or "No" for Question 1.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I don't Know |
|--|-------------------|-------|----------|----------------------|-----------------|
| 20. Condoms break easily, even when used correctly. | 0 | 0 | 0 | 0 | 0 |
| 21. If my partner did not want to use a condom, I would be able to refuse sex. | 0 | 0 | 0 | 0 | 0 |
| 22. It is too embarrassing to buy condoms in a store. | 0 | 0 | 0 | 0 | 0 |
| 23. I know where to get condoms and other birth control. | 0 | 0 | 0 | 0 | 0 |
| 24. If used correctly every time, condoms are good at preventing pregnancy. | 0 | 0 | 0 | 0 | 0 |
| 25. If used correctly every time, condoms are good at preventing many sexually transmitted diseases (STDs), including HIV/AIDS. | 0 | 0 | 0 | 0 | 0 |

Please mark how strongly you agree or disagree with these statements.

26. Have you *ever* been tested for HIV/AIDS?

- Yes
- \bigcirc No
- \bigcirc I don't know

27. Have you *also* been tested for sexually transmitted diseases other than HIV/AIDS?

○ Yes

 \bigcirc No







Answer Questions 28-29 Only If You Selected "Yes" for Question 1.

28. To the best of your knowledge, have you ever gotten someone pregnant, even if no child was born?

○ Yes

- \bigcirc No \rightarrow Skip to Question 30
- \bigcirc I don't know \rightarrow **Skip to** *Question 30*
- 29. To the best of your knowledge, how many times have you gotten someone pregnant?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - \bigcirc 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
 - I don't know







Answer Questions 30-41 If You Selected "Yes" Or "No" for Question 1.

- 30. Which of the following methods of birth control is the **most effective** for preventing pregnancy? **(select one choice)**
 - \bigcirc Condom
 - O Birth control pills
 - The shot (for example, Depo Provera)
 - \bigcirc The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or implant (for example, Implanon or Nexplanon)
 - Withdrawal ("pulling out")
 - I don't know
- 31. Which of the following methods of birth control is the **least effective** for preventing pregnancy? **(select one choice)**
 - Condom
 - O Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or implant (for example, Implanon or Nexplanon)
 - Withdrawal ("pulling out")
 - I don't know

| Please mark whether you think these statements are true or false | True | False |
|--|------|--------|
| 32. A girl who is having sex can get pregnant if she forgets to take her birth | 0 | 0 |
| control pills for a few days in a row. | | |
| 33. Condoms and other methods of birth control can help prevent sexually | | \cap |
| transmitted diseases (STDs), including HIV/AIDS. | U | \cup |
| 34. A girl can get pregnant the first she has sex. | 0 | 0 |
| 35. The only 100% sure way to prevent pregnancy is to not have sex. | 0 | 0 |
| 36. STDs usually go away without treatment. | 0 | 0 |
| 37. Having sex with more people increases your chance of getting a sexually | 0 | 0 |
| transmitted disease (STD)—including HIV/AIDS. | _ | _ |
| 38. In North Carolina, anyone under 18 can get condoms or other birth | 0 | 0 |
| control methods without parental permission. | | |







The next questions are about your intentions about having vaginal sex in the next year.

39. Do you intend to have vaginal intercourse in the next year, if you have the chance?

- \bigcirc Yes, definitely
- \bigcirc Yes, probably
- \bigcirc No, probably not
- \bigcirc No, definitely not

40. If you were to have vaginal intercourse in the next year, do you intend to use a condom?

- \bigcirc Yes, definitely
- \bigcirc Yes, probably
- \bigcirc No, probably not
- \bigcirc No, definitely not
- 41. If you were to have vaginal intercourse in the next year, do you intend to use (or have your partner use) any of these methods of birth control?
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)
 - \odot Yes, definitely
 - \bigcirc Yes, probably
 - \bigcirc No, probably not
 - \bigcirc No, definitely not







III. Partner Communication

Answer Questions 42-56 Only If You Selected "Yes" for Question 1. If You Selected "No" For Question 1, Skip to Question 57.

The following questions are about how you might communicate with your partner about sex. Think about sexual intercourse that occurred in the **past 3 months**. Rate each item on a 1 to 5 scale according to how true the statement is for you. Using the scale, select one number for each question.

- 1 = Not at all true of me
- 2 = Slightly true of me
- 3 = Somewhat true of me
- 4 = Mostly true of me
- 5 = Completely true of me

| | 1= Not at all true of me | 2= Slightly true of me | 3= Somewhat true of me | 4= Mostly true of me | 5= Completely true of me |
|--|--------------------------------|------------------------------|------------------------------|----------------------------|--------------------------------|
| 42. When I am with a partner, I feel that I can always be responsible for what happens sexually with her. | 0 | 0 | 0 | 0 | 0 |
| 43. Even if a partner can talk about sex, I can't tell her how I really feel about sexual things. | 0 | 0 | 0 | 0 | 0 |
| 44. When I have sex, I can enjoy it as something that I really wanted to do. | 0 | 0 | 0 | 0 | 0 |
| 45. If my partner and I are getting "turned on" sexually and I don't really want to have sexual intercourse, I can easily tell her "No" and mean it. | 0 | 0 | 0 | 0 | 0 |
| 46. If my partner didn't talk about the sex that was happening between us, I couldn't either. | 0 | 0 | 0 | 0 | 0 |
| 47. When I think about what having sex means, I can't have sex so easily. | 0 | 0 | 0 | 0 | 0 |
| 48. If my partner and I are getting "turned on" sexually and I don't really want to have sexual intercourse, I can easily stop things so that we don't have intercourse. | 0 | 0 | 0 | 0 | 0 |
| 49. There are times when I'd be so involved sexually or emotionally that I could easily have sexual intercourse even if I weren't protected by using a condom. | 0 | 0 | 0 | 0 | 0 |
| 50. Sometimes I just go along with what my partner wants to do sexually because I don't think I can take the hassle of trying to say what I want. | 0 | 0 | 0 | 0 | 0 |







| | 1= Not at all true of me | 2= Slightly true of me | 3= Somewhat true of me | 4= Mostly true of me | 5= Completely true of me |
|--|--------------------------------|------------------------------|------------------------------|----------------------------|--------------------------------|
| 51. If there was a person to whom I was very attracted physically and emotionally, I could feel comfortable telling her that I wanted to have sex | 0 | 0 | 0 | 0 | 0 |
| with her. 52. I wouldn't continue to use a condom if I | 0 | 0 | 0 | 0 | 0 |
| thought that my parents might find it. | 0 | 0 | 0 | 0 | 0 |
| 53. It would be hard for me to go to the store and ask for condoms without feeling embarrassed. | 0 | 0 | 0 | 0 | 0 |
| 54. If my partner and I were getting really heavy into sex and moving towards intercourse and I wasn't protected | | | | | |
| a. I could easily ask him/her if they had protection (or tell them that I didn't). | 0 | 0 | 0 | 0 | 0 |
| b. I could excuse myself to put on a condom. | 0 | 0 | 0 | 0 | 0 |
| c. I could stop things before intercourse, if I couldn't bring up the subject of protection. | 0 | 0 | 0 | 0 | 0 |
| 55. There are times when I should talk to my partner about using birth control, but I can't seem to do it in the situation. | 0 | 0 | 0 | 0 | 0 |
| 56. Sometimes I end up having sex with a partner because I can't find a way to avoid it. | 0 | 0 | 0 | 0 | 0 |







IV.Social Relationships

Answer Questions 57-68 If You Selected "Yes" Or "No" for Question 1.

Instructions: The following section asks questions about your relationships with family, friends and others. Think about these relationships over the **past 3 months**. Answer whether you feel this way *a lot, some, a little,* or *not at all.*

For the following questions, please answer whether you feel this way a lot, some, a little, or not at all.

| | A lot | Some | A little | Not at all | I don't know |
|---|-------|------|----------|------------|-----------------|
| 57. How much can you rely on <i>family</i> for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 58. How much can you open up to <i>family</i> if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |
| 59. How much can you rely on your <i>friends</i> for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 60. How much can you open up to your <i>friends</i> if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |
| 61. How much can you rely on <i>someone else,</i> who doesn't live with you, for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 62. How much can you rely on <i>someone else,</i> who doesn't live with you, for help if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |

63. When you have a sexual-health related problem or worry, how often do you let your *family* know about it?

- \bigcirc Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- \bigcirc Rarely
- \bigcirc Never

64. When you have a sexual-health related problem or worry, how often do you let your *friends* know about it?

- Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- \bigcirc Rarely
- \bigcirc Never

65. When you have a sexual-health related problem or worry, how often do you let *someone else* know about it?

- \bigcirc Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- \bigcirc Rarely
- \bigcirc Never







66. Is there at least one person in your life who you consider a mentor? A mentor can be defined as someone you turn to for support, help or advice when you need it.

○ Yes

○ No [If no, skip to Section V. Closing to end the survey]

67. Do you open up to this person about your problems or worries?

○ Yes ○ No

68. How long has this person been mentoring you?

Provide a number here: _____

a. Select a unit of time:

 \bigcirc Week(s) \bigcirc Month(s)

○ Year(s)

(For example – If your answer is "7 months," write "7" on the line above, and bubble in "Month(s)" in "Unit of time" above.)







V. Closing

Congratulations! You are finished, thank you. If you have any questions or concerns about this survey, share your thoughts below or contact the Evaluation Team Lead, [NAME], at [EMAIL ADDRESS] or [PHONE NUMBER].







Appendix 33. Wise Guys 9-Month Post-Intervention Youth Outcomes Survey

. Introduction

Hello again. This is the final survey for this project. As a reminder, the information that you share will be used to help teens, like you, prevent or reduce pregnancy and sexually transmitted infections and diseases. Your name will **never** be associated with your answers. Your responses will be kept private and only accessible to members of our evaluation team.

Please indicate whether you agree to continue with this survey.

- Yes, I agree to take this survey. → Skip to Question 2
- No, I do not agree to take this survey. → Continue to Question 1
- 1. We are sorry to learn that you don't want to complete the survey. Before you go, tell us why you don't want to complete the survey. (select one response)
 - \bigcirc I don't have the time
 - \bigcirc I don't want to be bothered
 - \bigcirc I don't feel comfortable participating
 - \bigcirc Other, please specify ____
 - → Continue to Question 2
- 2. Which high school do you currently attend? (select one choice)
 - \bigcirc Lake Norman High School
 - \bigcirc North Iredell High School
 - \bigcirc South Iredell High School
 - \bigcirc Statesville High School
 - \bigcirc West Iredell High School
 - \bigcirc Collaborative College Technology & Leadership
 - \bigcirc Mooresville High School
 - \bigcirc Other, please specify school ____
 - Not Currently in High School → Skip to Question 4

3. In what grade or level of education are you? (select one choice)

- \bigcirc 9th Grade
- \bigcirc 10th Grade
- 11th Grade
- \bigcirc 12th Grade
- Other, please specify _____

→ If you agree to take this survey, skip to Section II. Behaviors & Beliefs (page 4) If you do NOT agree to take this survey, skip to Section V. Closing (page 18)

- 4. In what grade or level of education are you? (select one choice)
 - \bigcirc College/Technical
 - GED (General Education Development)
 - \bigcirc Not currently in school
 - Other, please specify _
 - → If you agree to take this survey, skip to Section II. Behaviors & Beliefs (page 4) If you do NOT agree to take this survey, skip to Section V. Closing (page 18)







Continue to Question 3

II. Behaviors and Beliefs

Instructions: The following questions are about sexual beliefs and behaviors. Please answer all questions honestly.

1. In the **past 3 months**, have you had vaginal intercourse? Please do not report on episodes of oral or anal intercourse. The question is only asking about vaginal intercourse.

O Yes [If Yes, skip to question #10 and continue with other Sections]

O No [If No, only answer questions #2 – 9, 20 – 27; 30 – 41; and Sections IV. Social Relationships and V. Closing]







Answer Questions 2-9 Only If You Selected "No" for Question 1.

Please indicate why you have not had vaginal intercourse.

| I have not had vaginal intercourse in the past 3 months because | Strongly Agree | Agree | Disagree | Strongly Disagree |
|--|-------------------|-------|----------|----------------------|
| 2. I don't want to get an STD | 0 | 0 | 0 | 0 |
| 3. My parents do not approve | 0 | 0 | 0 | 0 |
| 4. I do not feel old enough to handle it | 0 | 0 | 0 | 0 |
| 5. I might get my partner pregnant | 0 | 0 | 0 | 0 |
| 6. If I get my partner pregnant, it would make my future plans harder to reach | 0 | 0 | 0 | 0 |
| 7. I am not in love with anyone yet | 0 | 0 | 0 | 0 |
| 8. It is against my personal beliefs | 0 | 0 | 0 | 0 |
| 9. I prefer other types of sex, like anal or oral | | | | |
| sex → Skip to Question 20 | 0 | 0 | 0 | 0 |







Answer Questions 10-19 Only If You Selected "Yes" for Question 1.

10. In the past 3 months, how many times have you had vaginal intercourse?

- \bigcirc 1 time
- \bigcirc 2 times
- \bigcirc 3 times
- \bigcirc 4 times
- \odot 5 or more times

11. In the past 3 months, with how many people did you have vaginal intercourse?

- \bigcirc 1 person
- \bigcirc 2 people
- \bigcirc 3 people
- \bigcirc 4 people
- \bigcirc 5 people
- \bigcirc 6 or more people
- 12. Continue to think about the past 3 months, did you drink alcohol before you had vaginal intercourse the **last time**?
 - Yes
 - \bigcirc No
- 13. Did you use drugs before you had vaginal intercourse the last time?
 - Yes
 - \bigcirc No
- 14. In the past 3 months, have you had vaginal intercourse without using a condom?
 - Yes
 - No → Skip to Question 20
- 15. In the past 3 months, how many times have you had vaginal intercourse without using a condom?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - \bigcirc 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
- 16. The **last time** you had vaginal intercourse, did you use a condom?
 - Yes
 - \bigcirc No







- 17. In the past 3 months, have you had vaginal intercourse <u>without</u> your partner using <u>any</u> of these methods of birth control?
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)

○ Yes

○ No → Skip to Question 20

- 18. In the past 3 months, how many <u>times</u> have you had vaginal intercourse <u>without</u> you or your partner using <u>any</u> method of birth control?
 - \bigcirc 1 time
 - \bigcirc 2 times
 - \bigcirc 3 times
 - \bigcirc 4 times
 - \odot 5 or more times
- 19. The **last time** you had vaginal intercourse, did you or your partner use any of these methods of birth control? (Please check all that apply)

Birth control pills

The shot (for example, Depo Provera)

The patch (for example, Ortho Evra)

The ring (for example, NuvaRing)

Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)







Answer Questions 20-27 If You Selected "Yes" Or "No" for Question 1.

| | Strongly Agree | Agree | Disagree | Strongly Disagree | I don't Know |
|--|-------------------|-------|----------|----------------------|-----------------|
| 20. Condoms break easily, even when used correctly. | 0 | 0 | 0 | 0 | 0 |
| 21. If my partner did not want to use a condom, I would be able to refuse sex. | 0 | 0 | 0 | 0 | 0 |
| 22. It is too embarrassing to buy condoms in a store. | 0 | 0 | 0 | 0 | 0 |
| 23. I know where to get condoms and other birth control. | 0 | 0 | 0 | 0 | 0 |
| 24. If used correctly every time, condoms are good at preventing pregnancy. | 0 | 0 | 0 | 0 | 0 |
| 25. If used correctly every time, condoms are good at preventing many sexually transmitted diseases (STDs), including HIV/AIDS. | 0 | 0 | 0 | 0 | 0 |

Please mark how strongly you agree or disagree with these statements.

26. Have you *ever* been tested for HIV/AIDS

- Yes
- \bigcirc No
- \bigcirc I don't know

27. Have you *also* been tested for sexually transmitted diseases other than HIV/AIDS?

○ Yes

 \bigcirc No







Answer Questions 28-29 Only If You Selected "Yes" for Question 1.

28. To the best of your knowledge, have you ever gotten someone pregnant, even if no child was born?

○ Yes

- \bigcirc No \rightarrow Skip to Question 30
- \bigcirc I don't know \rightarrow **Skip to** *Question 30*

29. To the best of your knowledge, how many times have you gotten someone pregnant?

- \bigcirc 1 time
- \bigcirc 2 times
- \bigcirc 3 times
- \bigcirc 4 times
- \odot 5 or more times
- I don't know







Answer Questions 30-41 If You Selected "Yes" Or "No" for Question 1.

- 30. Which of the following methods of birth control is the **most effective** for preventing pregnancy? **(select one choice)**
 - \bigcirc Condom
 - O Birth control pills
 - The shot (for example, Depo Provera)
 - \bigcirc The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - O Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or implant (for example, Implanon or Nexplanon)
 - Withdrawal ("pulling out")
 - I don't know
- 31. Which of the following methods of birth control is the **least effective** for preventing pregnancy? **(select one choice)**
 - Condom
 - O Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - O Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard)
 - Implant (for example, Implanon or Nexplanon)
 - Withdrawal ("pulling out")
 - I don't know

| PLEASE MARK WHETHER YOU THINK THESE STATEMENTS ARE TRUE OR FALSE | True | False |
|---|------|-------|
| 32. A girl who is having sex can get pregnant if she forgets to take her birth control pills for a few days in a row. | 0 | 0 |
| 33. Condoms and other methods of birth control can help prevent sexually | 0 | 0 |
| transmitted diseases (STDs), including HIV/AIDS. | | |
| 34. A girl can get pregnant the first she has sex. | 0 | 0 |
| 35. The only 100% sure way to prevent pregnancy is to not have sex. | 0 | 0 |
| 36. STDs usually go away without treatment. | 0 | 0 |
| Having sex with more people increases your chance of getting a sexually transmitted disease (STD)—including HIV/AIDS. | 0 | 0 |
| 38. In North Carolina, anyone under 18 can get condoms or other birth control methods without parental permission. | 0 | 0 |







The next questions are about your intentions about having vaginal sex in the next year.

39. Do you intend to have vaginal intercourse in the next year, if you have the chance?

- \bigcirc Yes, definitely
- \bigcirc Yes, probably
- \bigcirc No, probably not
- \bigcirc No, definitely not

40. If you were to have vaginal intercourse in the next year, do you intend to use a condom?

- \bigcirc Yes, definitely
- \bigcirc Yes, probably
- \bigcirc No, probably not
- \bigcirc No, definitely not
- 41. If you were to have vaginal intercourse in the next year, do you intend to use (or have your partner use) any of these methods of birth control?
 - Birth control pills
 - The shot (for example, Depo Provera)
 - The patch (for example, Ortho Evra)
 - The ring (for example, NuvaRing)
 - Intrauterine Device—IUD (for example, Mirena, Skyla, or Paragard) or Implant (for example, Implanon or Nexplanon)
 - \odot Yes, definitely
 - \bigcirc Yes, probably
 - \bigcirc No, probably not
 - \bigcirc No, definitely not







III. Partner Communication

Answer Questions 42-56 Only If You Selected "Yes" for Question 1. If You Selected "No" For Question 1, Skip to Question 57.

The following questions are about how you might communicate with your partner about sex. Think about sexual intercourse that occurred in the **past 3 months**. Rate each item on a 1 to 5 scale according to how true the statement is for you. Using the scale, select one number for each question.

- 1 = Not at all true of me
- 2 = Slightly true of me
- 3 = Somewhat true of me
- 4 = Mostly true of me
- 5 = Completely true of me

| | 1 = Not at all true of me | 2 = Slightly true of me | 3 = Somewhat true of me | 4 = Mostly true of me | 5 = Completely true of me |
|--|---------------------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|
| 42. When I am with a partner, I feel that I can always be responsible for what happens sexually with her. | 0 | 0 | 0 | 0 | 0 |
| 43. Even if a partner can talk about sex, I can't tell her how I really feel about sexual things. | 0 | 0 | 0 | 0 | 0 |
| 44. When I have sex, I can enjoy it as something that I really wanted to do. | 0 | 0 | 0 | 0 | 0 |
| 45. If my partner and I are getting "turned on" sexually and I don't really want to have sexual intercourse, I can easily tell her "No" and mean it. | 0 | 0 | 0 | 0 | 0 |
| 46. If my partner didn't talk about the sex that was happening between us, I couldn't either. | 0 | 0 | 0 | 0 | 0 |
| 47. When I think about what having sex means, I can't have sex so easily. | 0 | 0 | 0 | 0 | 0 |
| 48. If my partner and I are getting "turned on" sexually and I don't really want to have sexual intercourse, I can easily stop things so that we don't have intercourse. | 0 | 0 | 0 | 0 | 0 |
| 49. There are times when I'd be so involved sexually or emotionally that I could easily have sexual intercourse even if I weren't protected by using a condom. | 0 | 0 | 0 | 0 | 0 |
| 50. Sometimes I just go along with what my partner wants to do sexually because I don't think I can take the hassle of trying to say what I want. | 0 | 0 | 0 | 0 | 0 |







| | 1 = Not at all true of me | 2 = Slightly true of me | 3 = Somewhat true of me | 4 = Mostly true of me | 5 = Completely true of me |
|---|---------------------------------|-------------------------------|-------------------------------|--------------------------|---------------------------------|
| 51. If there was a person to whom I was very attracted physically and emotionally, I could feel comfortable telling her that I wanted to have sex with her. | 0 | 0 | 0 | 0 | 0 |
| 52. I wouldn't continue to use a condom if I thought that my parents might find it. | 0 | 0 | 0 | 0 | 0 |
| 53. It would be hard for me to go to the store and ask for condoms without feeling embarrassed. | 0 | 0 | 0 | 0 | 0 |
| 54. If my partner and I were getting really heavy into sex and moving towards intercourse and I wasn't protected | | | | | |
| a. I could easily ask him/her if they had protection (or tell them that I didn't). | 0 | 0 | 0 | 0 | 0 |
| b. I could excuse myself to put on a condom. | 0 | 0 | 0 | 0 | 0 |
| c. I could stop things before intercourse, if I couldn't bring up the subject of protection. | 0 | 0 | 0 | 0 | 0 |
| 55. There are times when I should talk to my partner about using birth control, but I can't seem to do it in the situation. | 0 | 0 | 0 | 0 | 0 |
| 56. Sometimes I end up having sex with a partner because I can't find a way to avoid it. | 0 | 0 | 0 | 0 | 0 |







IV.Social Relationships

Answer Questions 57-68 If You Selected "Yes" Or "No" for Question 1.

Instructions: The following section asks questions about your relationships with family, friends and others. Think about these relationships over the past 3 months. Answer whether you feel this way a lot, some, a little, or not at all.

For the following questions, please answer whether you feel this way a lot, some, a little, or not at all.

| | A lot | Some | A little | Not at all | I don't know |
|---|-------|------|----------|------------|-----------------|
| 57. How much can you rely on <i>family</i> for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 58. How much can you open up to <i>family</i> if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |
| 59. How much can you rely on your <i>friends</i> for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 60. How much can you open up to your <i>friends</i> if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |
| 61. How much can you rely on <i>someone else,</i> who doesn't live with you, for help if you have a serious problem? | 0 | 0 | 0 | 0 | 0 |
| 62. How much can you rely on <i>someone else,</i> who doesn't live with you, for help if you need to talk about your worries? | 0 | 0 | 0 | 0 | 0 |

63. When you have a sexual-health related problem or worry, how often do you let your *family* know about it?

- \bigcirc Always
- Most of the time
- \bigcirc Sometimes
- Rarely
- Never

64. When you have a sexual-health related problem or worry, how often do you let your *friends* know about it?

- Always
- \bigcirc Most of the time
- \bigcirc Sometimes
- Rarely
- Never







65. When you have a sexual-health related problem or worry, how often do you let *someone else* know about it?

 \bigcirc Always

 \bigcirc Most of the time

 \bigcirc Sometimes

 \bigcirc Rarely

 \bigcirc Never

66. Is there at least one person in your life who you consider a mentor? A mentor can be defined as someone you turn to for support, help or advice when you need it.

○ Yes

○ No [If no, skip to Section V. Closing to end the survey]

67. Do you open up to this person about your problems or worries?

○ Yes ○ No

68. How long has this person been mentoring you?

Provide a number here: _____

a. Select a unit of time:

Week(s)Month(s)

○ Year(s)

(For example – If your answer is "7 months," write "7" on the line above, and bubble in "Month(s)" for unit of time above.)







V. Closing

Thank you! This is the last part of the project. We really appreciate your participation over the past year. If you have any questions or concerns about this survey, share your thoughts below or contact the Evaluation Team Lead, [NAME], at [EMAIL ADDRESS] or [PHONE NUMBER].





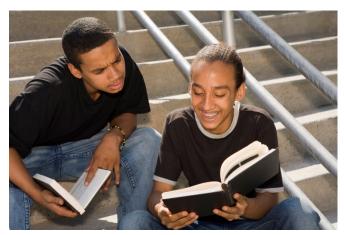


Lessons Learned

V. Lessons Learned

Throughout the study, a number of lessons learned were obtained as it relates to the execution of a successful evaluation. A few take-away messages to keep in mind include the following:

• "No Signal, No Surveys" – Although the process of electronic data collection is an efficient on time, transfer of data, and analysis, relying solely on the use of electronic surveys to obtain your data may be problematic if you don't have a strong wireless signal or internet connection in the room where surveys are being administered or if there is a glitch with the server. A rule of thumb is to always have



paper surveys as a back-up to avoid any delays in data collection. The Evaluator typically has one window of opportunity to capture the data so it is important not to delay the process and resort to your Plan B when necessary. Once the data is collected via paper, it can be entered into an electronic database at a later time.

- "Listening Is an Active Verb" At the beginning of every evaluation, carving out some time to engage with the target population to "listen" to what some of their needs are and take note of any feedback and recommendations provided is worth its weight in gold. As researchers and evaluators in particular, we may have our target populations' best interest at heart, however taking the time to simply asking them what do they think or what works best for their community is very important. One example where this was illustrated with our WG teen males was in the case of incentives. Initially, the Evaluation Team thought the teens would love i-Tunes gift cards as an incentive for their participation but after sitting in on a Listening Session composed of teens, we were quickly corrected and informed that Amazon gift cards or tickets to the school's football game were hot ticket items.
- "Recruitment! Recruitment! Recruitment!" The overall success of any evaluation all comes down to obtaining a large enough sample where some degree of change or impact can be detected. For this reason, it is important for the Evaluation Team and the Program Staff to work collaboratively to determine the best way to gain interest from the target population and engage their participation. For the WG program one successful tactic of utilizing teen males who completed the program as Teen Ambassadors to recruit their peers proved to be useful. Teen Ambassadors were able to share with their peers their experience of how much they enjoyed the program which encouraged others to want to participate.
- **"IRB Is Your Best Friend"** Having a strong Evaluation Team that works together to ensure the development of all components (e.g., data security plan, survey questions, data analysis plan, evaluation protocol, consent forms, etc.) of an IRB package is key to expedite the process of your IRB review in a timely manner. It is important to foster a congenial relationship with your IRB and to be responsive to their feedback. Although the process may at times be daunting, always keep in mind all of the checks and balances are in place for the ultimate safety of your target group and compliance of your organization.
- **"KISS: Keep It Simple Staff"** The phrase "choose the path of least resistance" is a key motto to follow when conducting an evaluation. The concept of keeping the evaluation as simple as possible ultimately leads to a seamless process that allows the Evaluation Team to collect the best data possible, while conveying clear, concise language to the target group via survey instruments, focus groups, key informant interviews, and listening sessions. Avoiding time intensive lengthy surveys and technical language whenever possible will help to facilitate a positive experience for both the Evaluation Team and the target group.

Conclusion

VI. Conclusion

It is our hope that this Evaluation Toolkit serves as a resource to inform the field of teen pregnancy prevention as it relates to teen males, our sometimes forgotten population. All of the survey instruments, interview guides, consent forms, flyers, scripts, data analysis steps, and helpful lessons learned from the field are meant to provide the Evaluator with a starting point on where to begin rather than reinventing the wheel. Although the resources provided were tailored for the Wise Guys program, the information provided can be adapted to other teen pregnancy prevention programs in the field.

