Monitoring and Evaluation

Objectives

To give you: 1) A basic summary of the importance of monitoring and evaluation and how evaluation results can be applied to the Mpowerment Project; 2) A description of detailed Mpowerment Project monitoring and evaluation resources that are available to your organization, and; 3) Evaluation and Planning Forms. These can be copied from the manual or downloaded from the www.mpowerment.org website.

What you’ll find in the Appendix to this module:

- Figure 12.1 Mpowerment Project Outcome Monitoring Survey
- Figure 12.2 Focus Groups: Focus Group Guide
- Figure 12.3 Community Assessment Interview for Young Gay/Bi Men
- Figure 12.4 Community Assessment Data Recording Form
- Figure 12.5 Community Assessment Interview for Community Leaders
- Figure 12.6 Core Group Evaluation and Planning Form
- Figure 12.7 Social Outreach Event Planning Form
- Figure 12.8 Social Outreach Event Monitoring Form
- Figure 12.9 Social Outreach Event Participant Satisfaction Survey
- Figure 12.10 M-group Planning and Recruitment Form
- Figure 12.11 M-Group Evaluation: Participant Satisfaction
- Figure 12.12 M-Group Outcome Evaluation: Pre-test/Post Test
- Figure 12.13 Anecdotal Reports
- Figure 12.14 Mpowerment Logic Model
Effective evaluation is dependent upon identification of clear goals and objectives

Before evaluation plans can be determined, it is important to establish clear goals and objectives for the Project. Goals are the big, overarching ideas that the Project is shooting for (e.g., to reduce the frequency of unprotected anal sex among young gay/bisexual men, to increase the proportion of young gay/bisexual men who know their current HIV status). Objectives are the “big steps” a program will take to attain its goals. They can be used to determine a program’s status at any given point in time, and they can be measured during the project period. An example objective: by July 31, 2012, program staff will recruit 200 African American youth (age 15-24) from Oakland, CA to participate in our 3-month intervention. Activities are the specific actions that hopefully lead to achieving those objectives (e.g., implementing large outreach events every two months in which safer sex promotional materials are distributed; running M-groups with eight young men per group every month). Success at achieving goals is not always measurable. In contrast, it is easier to measure success at achieving objectives. Indeed, objectives should be concrete and measurable.
Objectives and activities should relate to the Project’s goals. For example, consider if it makes sense that a community forum should relate to the goal of reducing sexual risk behavior among young men. If the forum is on spirituality, consider how it might relate to sexual risk behavior (e.g., ensure that there is a discussion about how spirituality relates to sexual behavior).

Make sure you are realistic in the evaluation of the objectives. For example, if attempting to evaluate a one-time outreach event, it does not make sense to try and measure its impact in terms of long-term behavior change, although that may be one the project’s goals. Instead, look at more process-related information about achieving this objective, such as how many men attended, which segments of the young men’s community attended (or did not attend), and how many men’s names and contact information were collected for subsequent recruitment to M-groups. This is what we mean when we say that the goals and objectives of the evaluation must be clear and reasonable.

Often Projects have grandiose goals and objectives because the organization thinks that this is what they ultimately want to accomplish or it is what the funders want to see. For example, a goal could be “95% of the men involved in the Project will report reductions in unprotected anal sex among casual partners.” Problems occur when trying to evaluate the Project based on enormous goals and objectives because they are unreasonable to achieve and difficult to measure. For this reason, it is better to have small, readily measurable goals and objectives than sweeping, unrealistic ones. For example, setting a goal to increase awareness of safer sex practices among young gay/bisexual men is fine when coupled with an objective to have 80 unique young gay men attend at least one major outreach event each month. This should not be difficult to document if events take place (e.g., holding monthly Social Outreach Events) that make the objectives readily measurable (e.g., assessing how many men participated in the Social Outreach Event, how many safer sex promotional materials were distributed).
Why is it important to conduct monitoring and evaluation?

The Mpowerment Project was carefully designed and tested in several different communities to see if it was successful in reducing sexual risk behavior among young gay/bisexual men. The intervention’s success has been established through carefully controlled scientific studies. However, every community and community-based organization (CBO) is somewhat different, and each community and organization that decides to adopt the Project will need to adapt the intervention to its own unique circumstances. With this in mind, it becomes crucial to know if your organization is implementing the Project with fidelity to the way it was originally designed, and if you adapted it, whether the way you have tailored it is in keeping with the Guiding Principles of the intervention. Monitoring and evaluation can assist with determining whether the intervention is being implemented as intended, in addition to making improvements to future programming efforts.

Evaluation can help answer some basic and important questions

Evaluation is the systematic collection of information about a program to better understand elements of the program, improve program effectiveness, and make decisions about future programming.

Important questions the Project should be asking itself include:

- Are we implementing the Project with all the Core Elements and following the Key Characteristics of the Mpowerment Project?
- If we adapted the Mpowerment Project, are we conducting it with fidelity to the Guiding Principles of the original model?
- Was something left out or changed from the Mpowerment Project that may make the intervention more or less effective than originally demonstrated?
- What Mpowerment Project Core Elements are being delivered and to whom?
- How well are the Mpowerment Project Core Elements being implemented?
- Are we obtaining the necessary information we need to satisfy our funder?

There are numerous benefits of having a well thought out monitoring and evaluation plan. These can include the following:

- To determine if the Mpowerment Project is reaching young gay/bisexual men or if it is missing important segments of the community
To determine if the Mpowerment Project is promoting safer sex, promoting HIV testing, building a healthy community, and empowering volunteers

To determine if the Mpowerment Project’s activities are fun, appealing, sex-positive, and gay-positive

To guide the Mpowerment Project so that it keeps from becoming stagnant, thus allowing the Project to evolve as the young gay/bisexual men’s community evolves

To help garner stronger community support for the Mpowerment Project

To help establish more stable funding sources and hopefully greater longevity for the Mpowerment Project

To establish more efficient program planning by taking out much of the guesswork

Monitoring and evaluation strategies are most successful when they are integrated into every Project activity rather than being seen as separate components. To help your organization develop and implement a successful and integrated monitoring and evaluation plan, refer to the Program Implementation Logic Model (See Fig. 12.14 in the appendix to this module). This logic model can also be found in the CDC Mpowerment Evaluation Field Guide, and it serves as a map for the entire Project.


In addition to this module on evaluation, the CDC Mpowerment Evaluation Field Guide also provides a step-by-step guide to prepare and execute a monitoring and evaluation plan for the Mpowerment Project. It provides sample evaluation objectives and questions throughout the entire implementation process—from pre-implementation, to full-implementation, to sustaining the Project over time. The Guide recommends what kinds of data to collect and provides data collection tools, templates, and protocols to facilitate the evaluation process of each of the Mpowerment Project’s different activities—including data collection schedules, necessary resources, and suggestions for ways to use the data. Appendices to the Guide provide an Mpowerment Project behavioral risk analysis, a conceptual framework, the Mpowerment Project implementation logic model, and a theoretical logic model. These appendices can be extremely helpful as agencies develop grant proposals, reports, and evaluation plans, and we highly recommend that agencies considering adopting the Mpowerment Project model or those currently implementing it study these carefully. Organizations that are directly funded by the CDC to implement the Mpowerment Project are likely required to use the Project’s Evaluation Field Guide.
What approach to evaluation should Mpowerment Projects use?

“Formative evaluation” provides guidance on how a community-based organization (CBO) can best implement a prevention program so that it meets the needs of and is appropriate for the organization’s intended target group. Every CBO needs to conduct some formative evaluation at the outset of implementing the Mpowerment Project. Formative evaluation is also important in determining what is necessary to carry out the program in a manner that matches the desired goals and objectives.

“Process monitoring and evaluation” answer basic questions about what the organization is doing and whom it reaches. The CDC defines process monitoring as a way to document “the characteristics of people served, services provided, and resources used to provide services.” Process monitoring answers questions such as what services were delivered, what population was served, and what resources were used? Process evaluation collects data about how the intervention was delivered in comparison to the intervention plan. Thus, it helps organizations measure fidelity and answers the question “Was the intervention implemented as intended?”

“Outcome evaluation” gives information on whether or not the Project causes changes in attitudes, knowledge, beliefs, and/or behaviors. In contrast to the other types of evaluation, outcome evaluation of the Mpowerment Project is very challenging for CBOs to conduct. The original research on the Mpowerment Project established that the intervention successfully reduces rates of unprotected sex among young gay/bisexual men. This research was costly and involved large-scale randomized, controlled trials that involved entire communities; indeed, the outcome evaluation was more expensive to conduct than the intervention itself. Because the research established the effectiveness of the Mpowerment Project, we strongly urge CBOs running it to focus on analyzing if they are implementing it with fidelity (i.e., using process monitoring and evaluation) rather than attempting to conduct outcome evaluation. More explanation about the problems of using outcome evaluation are described later in this module.

Sometimes organizations and funders wonder what “implementing the project with fidelity” really means, and how it relates to tailoring the project to their own community. Carefully comparing your Project to the Core Elements and Key Characteristics listed in Module 1: Overview, pgs 28-30. Additionally, understanding each Guiding Principle is also crucial to help each organization determine if its adaptations are following the spirit of the intervention. When organizations make thoughtful and intentional changes to the intervention to address the unique characteristics of its community, these modifications are often faithful to the spirit of the original model. For example, a Core Group might decide that its community would benefit from the addition of GED classes. This modification still fits the Guiding Principle of empowerment and does not detract from the program’s fidelity. However, if an organization decides to drop M-groups because of recruitment challenges, this modification results in decreasing fidelity because the Guiding Principle of diffusion of innovations would be lacking in such a
program (and we’re sure no one reading this far into the module would ever consider dropping M-groups completely!).

Because outcome evaluation, or showing that your Project caused the same outcomes as in the original research, is beyond the scope of CBOs’ interests and resources, CBOs are starting to use “outcome monitoring” to measure client attitudes, skills, or behaviors before and after the intervention. Outcome monitoring answers the question, did the expected outcomes occur? However, outcome monitoring does not directly attribute changes to the intervention itself.

**Evaluation data entry and analysis**

Although many CBOs conduct various types of evaluation and collect data, some sites are unable to analyze and utilize the data they’ve collected. It is more effective to plan ahead for data collection and entry, as well as how to analyze the data and use the findings. These are important to consider before starting to collect data because they may affect how data collection instruments are formatted, what data collection approach to use, or what database to use. Some databases can be used to analyze data once the information is entered (e.g., Excel), whereas other databases may require exporting the data to a statistical software package for analysis. There are also methods of collecting data that (e.g., an online survey system such as SurveyMonkey) go immediately into a database. Making sure that someone at the agency has the time to collect, organize, analyze, and draw conclusions from the evaluation is vital.

**Formative evaluation**

Formative evaluation provides guidance on how best to implement a prevention program so that it meets the needs of and is appropriate for the intended target group. It is a type of evaluation that is conducted before a program is implemented (during the planning phase). Formative work will need to be done as you tailor the Project to your own community.

A great deal of formative work was conducted early in the development of the Mpowerment Project to ensure that it met the needs of young gay/bisexual men. In conducting formative research, we discovered many of the Guiding Principles that underlie the Project’s Core Elements. For example, it was through focus groups and meetings with HIV prevention providers that we recognized the need for the Project to have a social focus that became one of the Guiding Principles. By conducting formative evaluation, we learned that many young men do not want to attend activities focused primarily on the topic of HIV/AIDS. However, we also learned that they have strong social needs, and that HIV prevention could be effective if it was combined with meeting those needs.

The starting point of formative evaluation for the Mpowerment Project is conducting a community assessment (See Module 2: Community Assessment). The community assessment provides information on various issues concerning what life is like for young gay/bisexual men in the
community, and how the Project can reach them. The community assessment is used to answer key questions, such as:

- What are the different groups of young gay/bisexual men in the community?
- Where do they socialize or congregate?
- What media do they use so that publicity about the project can be effectively targeted to them?

The formative work accomplished during the community assessment process fleshes out information beyond what is already known by the CBO about the community and the young gay/bisexual men who live there. The information gathered will be invaluable throughout the life of the Project, and you may want to consider conducting additional community assessments occasionally, say every two years or so, since communities change over time. Updating your community assessment allows you to identify new developments in your area such as new outreach venues, media outlets, or new crowds of young gay/bisexual men. The answers to these questions (and others) will help you modify and tailor the Project to the specific needs of the men who live in the community.

In addition to the community assessment, which involves brief interviews with young gay/bisexual men, other methods can also be used to conduct formative evaluation. These can include focus groups, direct observations of venues where young men congregate, and other types of individual interviews (e.g., with community or other CBO leaders). The end of this module discusses focus groups.

**Process monitoring and evaluation**

Process monitoring and evaluation occur once the program has been designed and is being implemented. Process *monitoring* refers to the collection of data on the people served, services provided, and resources used. Process monitoring could measure the following aspects of the Mpowerment Project: 1) number of M-groups conducted, 2) number of people attending the M-group, and 3) descriptive information on the people that attended the M-group. Process *evaluation* refers to the collection of data on how the intervention was delivered or what services were provided, differences between the intended target group and actual population served, and access to the intervention. Process evaluation could measure the following aspects of the Mpowerment project: 1) how the M-group was conducted, 2) what curriculum or other materials were used during the M-group session, 3) the extent to which the intended target group attended the M-group, and 4) strengths and/or weaknesses of how an M-group was delivered (e.g., the location of the group, the appropriateness and usability of written materials that were distributed during the group). Process monitoring and evaluation can provide a lot of useful information about the Project, but it does not provide information on changes in attitudes, behaviors, beliefs, or knowledge among the men targeted. Sometimes process monitoring and evaluation are called “M & E.”
Process monitoring and evaluation also involves an effort to describe some of the details of program planning and implementation. Basic process monitoring of the Mpowerment Project can be conducted by asking specific questions such as, “Who is responsible for designing the outreach materials?” “Who will assemble the materials?” or “How will the event be publicized?” The answers to these questions are vital to determine if the Project is being implemented with fidelity to the program’s Guiding Principles. For example, if the Project Coordinator is designing all outreach materials, planning the themes of every outreach event, running the Social Outreach Events, and publicizing them himself, then the Project volunteers are not being empowered and may not buy into the Project.

It is helpful to look at pgs 28-30 of Module 1: Overview to see the Core Elements and Key Characteristics (a separate PDF of the Core Elements and Key Characteristics can also be found in the manual section of mpowerment.org in the Evaluation section). The characteristics describe how the Core Elements should be conducted so that they are being done following the Guiding Principles. Then as you are doing process evaluation you can refer to this chart to ensure that you are taking these issues into consideration.

Outcome evaluation

Outcome evaluation tells you if the Project is changing young men’s attitudes, beliefs, and behaviors. At first this sounds simple—but it’s not. There are a number of important issues to consider before attempting to conduct an outcome evaluation of this multi-component, community-level intervention. As stated earlier, because of the numerous challenges in conducting outcome evaluation we do not advocate that CBOs attempt conducting outcome evaluation. Instead, we encourage prioritizing ongoing process monitoring and evaluation, and sometimes outcome monitoring (depending on available resources). Indeed, the CDC, in their Mpowerment Evaluation Field Guide, acknowledges these challenges:

Most organizations do not have the capacity to conduct formal outcome evaluations, which require extensive resources, expertise, and time. Therefore, most of your M&E (monitoring and evaluation) activities will focus on formative evaluation, process monitoring and evaluation, and—to a lesser extent—outcomes monitoring.

Assess the Project as a whole, not individual Core Elements

The first issue to consider is the importance of evaluating the Project as a whole in order to determine the impact it has. This is because the Mpowerment Project is comprised of a number of different Core Elements (Core Group, Coordinators, Social Outreach Events and Outreach Teams, Informal Outreach, publicity, M-groups, and the Project space) that interrelate, and were developed in order to reach different groups of young men and to target issues that exist at the individual, interpersonal, social and environmental levels. Behavior change is most likely to occur from exposure to the multiple Core Elements because they reinforce each other.
Hearing messages from different people and in different ways is the best way to change behavior. Although one might be tempted to assess the individual Core Elements rather than the whole, the Core Elements together create synergy, and the sum of the combined activities causes a greater impact on the young gay/bisexual men’s community than any one Core Element alone.

In addition, some of the Core Elements were created as a means of helping implement another Core Element. For example, it would be very difficult to conduct the M-groups without the Social Outreach Events that are a part of Formal Outreach because the social events are the primary way of obtaining the names and contact information of young men in the community so they can be recruited into the M-groups. Similarly, the Core Element of publicity is crucial because it spreads the word about the existence of the Project and the various activities the Project hosts. Publicity alone is not expected to change sexual risk behavior, but without it, few men would show up for the Project. Informal outreach, another Core Element, is taught and men are motivated to do in M-groups. We believe that informal outreach alone is unlikely to result in risk reduction, but that it has an impact when implemented along with formal outreach and other Core Elements. Therefore, the overall Project, rather than its separate Core Elements, should be evaluated to determine its impact.
Consider if changes in young gay/bisexual men’s sexual risk behavior and attitudes are because of the Project

Another challenging issue about conducting an outcome evaluation of the Project is how you can tell if changes you see in men’s sexual behavior or attitudes are because of the Project. Suppose, for example, that you find in surveys that men are feeling more concerned about contracting HIV than they felt a year earlier, and you might assume that it is because of the Project. But it is also possible that what caused the change is not related to the Project at all. There could have been a major news event or AIDS-related development that impacted the community that is really the reason for the change. To know if the change is because of the Project, it would be best to look at another community that does not have an Mpowerment Project for a comparison. (In scientific research, the community without the program would be called the “control” or “comparison” community.) However, we recognize that this may be beyond the mission and resources of most CBOs, and that it would be unusual for an organization to conduct surveys in a different community than where their project exists. But without this, it is uncertain that the results of an outcome evaluation are accurate. Certainly you need to monitor what is going on in your community that might account for changes other than the Project’s activities.

Some CBOs have considered looking for a comparison group within their own community, perhaps by identifying a group of young men who have not been a part of the Project. However, it is important to remember that the Mpowerment Project is a community-level intervention which tries to reach all young gay/bisexual men in the community, and the men who participate in the Project in a community may be quite different than men who do not participate in it. For example, it could be that the group of men who participate in the intervention are more out about being gay, are younger, or use drugs and alcohol less than men who do not participate. If this were the case, the two groups—the participants and the non-participants—would be quite different from the outset. Differences found between the two groups regarding attitudes and behaviors could be explained by differences between the groups from the start, not because one group participated in the intervention and the other did not participate. It is not possible to find a logical comparison group within the community itself.

Unfortunately, interpreting the results from an outcome evaluation without a comparison community involves considerable guesswork. For example, let’s say that a Project conducts a baseline evaluation prior to starting and learns that 40% of the young gay men surveyed report having had unprotected anal sex. Then, assume the Project conducts a follow-up survey in the community one year later (after implementing the Mpowerment Project) which reveals that 30% of the men surveyed engaged in risky sex. Can the Project conclude that it was a success? Not necessarily. What if, in the follow-up assessment, the Project had only been able to survey the most motivated men, and the highest risk men just didn’t return the surveys? Or what if, at the follow-up assessment, the Project discovered that 50% of the men reported being risky sexually? Does this mean that the Project was a failure? Again, not necessarily. Perhaps the project had just recently started conducting new
outreach activities that were attracting young men who practice more risky sex, and these were the men that were surveyed. They might not yet have had enough exposure to the Project’s activities for it to affect their risk behavior. So while it may be possible to document behavior change in the community over time, it is not possible to conclude with total certainty if or how the Project contributed to (or failed to contribute to) the change.

Timing of outcome assessments

Some projects use community surveys of young gay/bisexual men to measure risk behavior and attitudes. These surveys take a “snapshot” of the community at a certain point in time. Theoretically, it is possible to use these surveys to help monitor a project’s outcomes. For example, you could survey young men in your community before starting the Mpowerment Project and compare those results to what’s happening to men later, after the Project has been going on for a while. Then it is necessary first to assess behaviors, beliefs, and attitudes of young gay/bisexual men in the community before implementing the Project (also called “baseline” assessments). Data collected at baseline are then compared with data collected after the intervention has been going for a while (called “follow-up” assessments). This approach requires sufficient funding, resources, and expertise. In our experience, most funders have not been allocated sufficient resources at the right time to make this sort of outcome monitoring possible. This type of outcome monitoring requires conducting a baseline survey at community venues before starting Project activities. Then it is important to consider when to conduct follow-up assessments. Typically, follow-up assessments are conducted at regular intervals, usually annually. But we give a warning here: the first follow-up assessment should only be undertaken after there has been sufficient time for many young gay/bisexual men in the community to be affected by the Project, that is, after the Project has had sufficient time to implement all of the Project’s Core Elements for a substantial time period. It can often take many months for a Project to get fully implemented. The follow-up assessment should only be conducted after the Project has been fully implemented for at least a year. Again, don’t forget the caveats above: even baseline and follow-up surveys conducted in a single community do not allow you to attribute causes in attitudes or behavior to the Project itself.

Surveying the same men at assessments over time – or not?

There are pros and cons of different approaches to outcome assessments. The basic idea is to survey men before they are involved in the Project or before the Project begins and then do additional assessments at a later time point and examine if there are changes in attitudes or behaviors. But in one approach, you survey the same men over time, whereas in another approach you survey whoever is there at each time point and don’t worry if they are the same men.
If you study the same men over time, you can analyze if particular groups of men changed or did not change over time (e.g., you can see if younger or older men or if different ethnic/racial groups changed from involvement with the Project). That’s a plus. However, there are some important downsides of studying the same men over time. First, you need to resurvey as many men as possible so you don’t end up with a group of men in your evaluation who are somehow different than the men with whom you were not able to follow over time. Another downside is that to get men to be involved over time may require incentives such as movie passes, gift certificates, or a small stipend. An additional downside is that you need to be able to match-up or “link” men’s surveys that they complete at different time points, and this can be a little complicated and makes it more challenging to keep participants’ identities anonymous. We discuss later how you can link up the pre- and post-tests so that they remain anonymous.

You may feel, however, that it is unnecessary to analyze if different groups of men changed more or less, and therefore may not feel the need to link up men’s scores pre and post-test. Instead, you might be fine with being able to analyze on average what participants did before they attended the group and then compare it with an average of what men did post-group. This is simpler than matching surveys.

If you want to link surveys to each other, you can do so by creating a code. For example, you can take the first and third letter of a young man’s mother’s maiden name, the first and last letter of his father’s first name, plus the month and day he was born. For someone whose mother’s maiden name is Diantonio, his father’s first name is James, and who was born on September 19th, the code will end up being: Dajs0919.
Approaches to outcome assessments
(even though monitoring and evaluation is preferable!)

If a Project is going to use community surveys to measure changes in behavior and attitudes, then there are three different methods that we suggest here.

**Method 1: Longitudinal, Community Sample**

In this first method, you might assess the same young men over time (which is called “longitudinal”), and the men you survey are in the community and may or may not be connected to the Project. You could initially collect surveys and contact information from men at venues where guys hang out (for example, at clubs or bars). You can use an online survey method if you get their e-mail addresses (for example, SurveyMonkey), or you can mail men surveys and with postage paid return envelopes. This approach assesses the extent to which the Project is becoming known in the community and if there are changes in sexual risk behavior and HIV testing that are because of the Mpwoerment Project’s activities.

A really important issue is trying to get as many men as possible to return the surveys. You need to think out carefully how you will keep the men completing additional surveys over time. For example, you might pay them a small stipend, gift certificate, or movie tickets to do so. You will also need to keep track of men’s contact information (e.g., their cell phone number) in between surveys since men move a lot. If you are unable to get many of the same men back in for additional surveys and only end up with a small subset of men completing surveys, then this could be a “biased” sample that is not very representative of young men in general. You might end up only surveying guys who are more stable (not moving a lot, happier to participate in a survey), which also might mean that they are less risky. So you want to get back into the community and survey as many men as possible.

**Method 2: Cross-sectional, Community Sample**

In this second method, you would also survey men in the community who may or may not be connected to the Project. You could collect surveys at venues where guys hang out (e.g., clubs or bars), but you would not try to follow-up with them. So this would simply be a “cross-section” of men in the venues. Alternatively, you could collect e-mail addresses from men and then send them an online survey method if you get their e-mail addresses (for example, using SurveyMonkey).

You would then do another survey in the same way, using the same survey questions, at a later time. As much as possible, it is important to try to survey men at the same places or types of places, and at the same time of night. This is because men who show up to the bar at different times of night might be more or less risky (for example, it may be that men who are riskier attend the bar later at night). This is certainly simpler than doing longitudinal surveys—but you don’t know for sure you are getting the same types of men. When you see changes in sexual risk behavior or attitudes, it is hard to be sure if there really are changes going on or if you just surveyed guys who are more or less at risk than the original group of men you surveyed.
Method 3: Longitudinal, Project Sample

Another approach to conducting an outcome assessment is to focus on men who are just starting to come to the Project. Their baseline assessment would occur when they first show up, and then they would be sent additional surveys over time to see the impact the Project has on them. This is complicated for a few reasons. First, this requires tracking men over time. That requires considerable resources to keep the men’s contact information and updating it from time to time. Second, you have to figure out incentives to get the men to participate in additional surveys. This could be a movie pass or a small stipend or a gift card to a local store. The same issue that we mentioned earlier is relevant here: you need to get back into your follow-up survey as many men as possible so you do not get a “biased” sample.

Then there is the issue of what constitutes being “new” to the Project vs. already being affected by it. We think it is highly unlikely that someone will change their sexual behavior just because of attending one or two events, for example. We propose that the definition of men who are new to the Project exclude anyone who has previously:

- Attended an M group
- Participated in 3 or more Mpowerment Project activities in the last 12 months

How much involvement men have had in the Project would need to be assessed through a survey that men would complete when they come to the Project. If they are not excluded because of previous involvement in the Project, then they could be recruited to participate in an outcome monitoring project that would involve sending them surveys over time to see if their behavior and/or attitudes change after being involved with the Project. All the issues that have been discussed previously would pertain to following these men over time, including needing to figure out ways to track them, giving them incentives to participate, figuring out how to keep their information confidential, and so forth.

Outcome evaluation of M-Groups

Despite our reservations about conducting a meaningful outcome evaluation of the Mpowerment Project by examining only an individual Core Element, some funders still require it and therefore, we provide guidance on this issue. The Core Element most feasible to conduct outcome evaluation on is the M-groups. Self-administered surveys concerning beliefs, attitudes, knowledge, and behavior can be conducted with young men before they attend a group (pre-test), and then at some later point in time (post-test). The post-test cannot be done immediately after the group is conducted if you are trying to look at behavioral change. Thus a later time point needs to be chosen to resurvey young men, such as one month later if you want to look at more than changes in attitudes, beliefs and intentions.

As we have described previously, conducting a post-test after an M-group has its challenges, such as keeping men’s contact information and tracking...
them over time in order to send them surveys, and encouraging enough men to return the post-test surveys so that you don’t have a biased sample. Also as we have said earlier, if only a small proportion of men participate in a post-test assessment, it is difficult to know if they differ substantially from the men who do not return a post-test survey on some important issues such as continued involvement in the Project or being different in terms of sexual risk behavior.

**Evaluation should involve reflection and feedback to improve the Project**

There are three major reasons for conducting process monitoring and evaluation: to know how well a Project is functioning, to determine how to improve it, and for use in obtaining and maintaining funding. Too often, CBOs only use the data because they need it to write grant proposals or because their funder requires they collect it. But the first two reasons to collect data are of utmost importance because they should be used to make the program function better. They tell you if a Project is working well and what needs improvement. Therefore, there should be a feedback loop: data collection, data analysis and reflection, and taking actions to improve the Project—and then starting the evaluation process over again to see if the corrective actions did indeed improve the Project.

For example, process monitoring and evaluation may indicate that M-groups are not being held frequently enough so that all young men coming into the Project are attending them. This would mean that the Core Element that has the strongest impact on sexual risk reduction and which teaches and motivates young men to do informal outreach has to be increased in frequency. Similarly, process monitoring data might indicate that Social Outreach Events are only attracting the same group over time and not reaching into new groups of men, or are only attracting a small group of men. Analyzing this can result in thinking out Social Outreach Events that reach into diverse parts of the community, or creating activities that draw larger groups of men.

It is also important to keep analyzing the overall goals of the Project and the objectives and how these do or do not match up, and then make changes in the Project accordingly. For example, a project’s goal might be to reduce sexual risk behavior among young men, and an objective might be attract thirty-six young men to discussion groups. Related activities might be to conduct a publicity campaign and to hold three discussions over four months regarding internalized homophobia. But the logic that links these activities to their objective and goal should be considered—in this case, considering why discussions about internalized homophobia should be related to reducing sexual risk behavior. Upon reflection, it may become clear that the link between sexual risk and homophobia would not be immediately clear to young men, and therefore such discussions should also include talking about how internalized oppression can cause men to be unmotivated to care for themselves, including having risky sex. As this example illustrates, the analysis of the linkage between the objective and the goal helps to consider how to make the Project more effective.
Focus groups are useful for many aspects of evaluation

One way of gathering information on topics of relevance to your Project is through the use of focus groups. A focus group is a discussion among a selected group of 8-10 people that explores a limited set of topics, and is usually guided by a trained facilitator. Focus groups are most suitable for topics that become clearer through group discussion and the reflection it generates. They often work well when trying to get individuals to express widely held beliefs or practices among the group. For example, a focus group could be convened in order to find out what young gay/bisexual men think about advances in HIV treatment, how this affects their decision making processes about safer sex, and how the Mpowerment Project can address this issue.

Focus groups are good at generating preliminary information quickly. Two two-hour focus groups comprised of ten individuals in each group could be conducted in two days. By comparison, it would be difficult to hold 20 two-hour interviews in the same amount of time.

Focus groups are particularly helpful to use to generate information during initial planning of the Mpowerment Project as a part of formative evaluation. They can be particularly helpful to use before starting the Project to analyze how young men feel about a variety of issues. Themes that emerge from the focus group discussion can be used to help inform where the Project should be located in the community, men’s feelings about the “parent” CBO, the development of formal outreach events, what Project materials should address and their appearance, and what safer sex messages should be developed by the Project.

Focus groups can also be used at various times while the Project is being implemented. For example, if process data indicates that certain members of a group within the community are not attending Project activities, a focus
In addition, listening to a group of young gay/bisexual men talk about an issue may give insight into the language they use, and into what things they believe contribute to or prevent them from enjoying satisfying social lives.

Focus groups can be used to provide information about how to be more effective in attracting more young gay/bisexual men to Mpowerment Project events.

Focus groups can also be helpful in other ways regarding evaluation and monitoring. They can be used to ask a group of young gay/bisexual men in the community if they think the Project is changing young men’s knowledge, attitudes, beliefs, and behaviors and if so, how. They can also be used to clarify the meanings of the questions you use for interviews and evaluation surveys. By asking focus group participants how they interpret the meaning of survey or interview items, you can be clearer that these really assess what you are intending to assess. Focus groups can also be helpful as a resource for interpreting evaluation and monitoring results. For example, you may not completely understand what some interviews meant or what the outcomes of a survey might mean. These can be discussed in a focus group to get a deeper understanding from young men about the issues.

**Focus group facilitators**

The facilitator is the focus group’s host, guide, and timekeeper. You can hire a trained facilitator—or better yet, get a professional from the gay/lesbian community to volunteer his time. (If you’re dealing with a sensitive topic, it might be best to have a gay man serve as facilitator). Or you can train a staff member. No matter which arrangement you make, select a skillful person to facilitate the group, since this role is a challenging one. The facilitator must feel comfortable leading the group, be a good listener, and readily pick up on verbal and nonverbal cues. The facilitator must understand that his or her role is to solicit information from the group rather than to give it. The facilitator must be able to manage people who dominate the conversation and draw out those who tend to hang back.

Providing a comprehensive overview of effective focus group facilitation is beyond the scope of this manual, and we highly recommend seeking outside sources for in-depth information and skills-training. Any facilitator must
be comfortable with the topic and the participants, and he or she must also be able to probe for a deeper understanding of the topic. The facilitator needs to ask clarifying questions and make clarifying statements in order to make explicit any points that may be understood by the group but have not been voiced directly. Say things like “So what I hear you saying is…” or “It sounds like you’re saying…” and then include a statement that best fits the situation). Is that right?” “Is that correct?” Often it is helpful to have two facilitators, since they can assist each other if the discussion bogs down at any point, and they can work together to encourage participation from all participants.

Audio taping the focus group is recommended, and then hiring someone to transcribe what was said. Having a transcript of the focus group recording can also benefit others who may not have been present. If you plan on recording the focus group, test the recording device before conducting the session in order to address potential equipment issues. That way you can avoid the frustration of finding out after the group has ended that the microphone did not work and you failed to record some illuminating discussions. If a Project cannot afford the cost of transcription, then it is best to have one or two people to type up notes during the focus group.

Although recording and transcribing is the recommended method for beginning analysis of the focus group data, to save time and money, you can also just record the focus groups and then have program staff listen to the recordings to pull out the most useful information. Don’t plan on having the focus group facilitator try to remember everything that was said, because he or she may be too distracted about trying to run the group and may not remember very much of what was said.

Pre-planning about which topics to explore in a focus group is essential to its success. Attempting to cover too many topics encourages superficial discussion. If you have too many topics you would like to cover, it is preferable to organize an additional focus group in order to cover some of the topics. For each topic you want to explore, write down questions that you think will generate the most valuable discussion. Your list of questions will form the focus group guide to be used during the focus group. While it is advisable to limit the number of topics you cover, have plenty of questions about each topic written down to use in order to generate discussion on it. This will help ensure that the discussion goes deeper into a topic rather than staying on a superficial level. Every question you write up beforehand does not need to be asked if the discussion covers the issues anyway. The questions should be considered “prompts” to ask in case you need some ideas about how to deepen the discussion. Strive to ask questions that cannot be answered by a simple, “yes” or “no” response because that will help ensure discussion.
**What this measures:** Sexual risk behavior and informal outreach

**Evaluation type:** Outcome

**Objectives:**
1. To assess the impact of the Mpowerment Project on sexual risk behavior
2. To assess if men are encouraging friends to have safer sex
3. To assess if men are encouraging friends to get tested for HIV regularly

**Comparing the Mpowerment Project Outcome Monitoring Survey with the CDC’s Spot Survey**

We provide the Mpowerment Project Outcome Monitoring Survey here. The CDC’s Spot Survey (found in the *CDC Mpowerment Evaluation Field Guide* on [www.effectiveinterventions.org](http://www.effectiveinterventions.org)) is an alternative option for conducting outcome monitoring for the Mpowerment Project. The CDC Spot Survey is longer than our Outcome Monitoring Survey. The CDC’s survey combines our Outcome Monitoring Survey and our M-group Outcome Evaluation: Pre-test/Post-test (See Fig. 12.12), plus two additional scales: one that measures intention to engage in safer sex and a second that measures self-esteem.

**Using the Outcome Monitoring Survey**

As discussed earlier in Module 12: Evaluation, there are at least three ways to do an outcome assessment: Method 1: Longitudinal, Community Sample, Method 2: Cross-sectional, Community Sample, or Method 3: Longitudinal, Project Sample. Whichever method used, a survey is part of it. The sample survey we provide below can be used for any of these three methods. The Outcome Monitoring Survey can be modified or simply copied and used. The first part of the survey asks basic questions about age, racial/ethnic group, educational background, how they self-identify sexually, HIV status, and relationship status. The next statements are about sexual risk behavior, specifically anal sex and condom use and HIV testing. As you can see, they are very simple and straightforward questions. After that are the questions about informal outreach (speaking with friends about safer sex and testing).

For Method 1, in which you follow a community sample over time, or Method 2, a community sample that is not followed over time, you can distribute the Mpowerment Project Outcome Evaluation Survey while you conduct the Community Assessment (See Module 2: Community Assessment). For Method 3, you would give the survey to men who are coming into the Project but who have not participated much yet (e.g. anyone who has not attended an M-group and has been to three or fewer Mpowerment activities in a 12 month time period).

The questions concerning sexual risk behavior are quite personal. If you are not doing follow-up surveys of the same men over different times points (“longitudinal surveys”), it is best to collect such information anonymously. So it is important to emphasize to men completing the surveys that no name or identifying information is asked for on the survey. To assure more anonymity, distribute the surveys with envelopes, instructing participants to place their completed surveys in the envelopes and to seal them.

On the other hand, if you are trying to assess the same men over time, you need to figure out a way to be able to link the surveys to each other. You can assign an ID to each man’s name. As soon as you have a young man’s follow-up survey, you can write the ID on it and remove the name and store the name and the ID in a locked file. Real names should never be kept with surveys. We provide another idea about developing a code for linking surveys on the bottom of page 13 of this module.

*(continued on following page)*
How to Calculate a Score regarding Sexual Risk Behavior and What It Means

Let’s imagine that you distributed the intervention evaluation survey before the Project started to one hundred young gay/bisexual men randomly surveyed at clubs or bars. One year later you again distributed the intervention evaluation survey to another one hundred young gay/bisexual men who are also randomly selected. Now you want to compare the information to see if there are any changes between the intervention evaluation surveys distributed before the Mpowerment Project began and a year later.

In order to do this, calculate the percentage of the men surveyed who engaged in each behavior that you asked about at each point in time. The simplest way to arrive at a score is by entering all the responses to each question into a computer database program (e.g., Excel, Filemaker Pro, or Microsoft Access) and then run a descriptive statistical analysis to determine what percentage of men engaged in a certain behavior at a given point in time. You would want to look at means or averages (they are the same thing) of responses. If you do not know how to create and query a database, we suggest that you get assistance from a Project volunteer with expertise in computer databases or ask someone from a local university or college to assist you. You may also be able to find some technical assistance with computer databases from your local or state health department or from a national technical assistance or capacity building organization.

For example, it might be interesting for you to know if the baseline proportion of men engaging in unprotected receptive anal sex with a non-boyfriend is the same as the proportion of men engaging in unprotected receptive anal sex with a non-boyfriend at your one year follow-up. You would likely be interested in figuring out how many of the men had engaged in unprotected anal sex even once in the past period of time (we ask about the last 2 months). You would then compare what percentage of men engaged in unprotected anal sex in the follow-up assessment. You might want to do comparison of different groups, say younger men versus older men, or men of different ethnic/racial groups.

For the boyfriend questions, you have a couple of decisions to make regarding what you consider unsafe sex. First, it is important to know that many men these days are contracting and spreading HIV through their boyfriend relationships since they do not necessarily know who is HIV+ and who is not if men are not completely current with knowing their HIV status. Second, you might use the monogamy questions to define who is practicing safer sex. If both men in a relationship have not committed to monogamy, then it is possible that they could bring HIV into their relationship and therefore should consistently be having safer sex. Therefore, you might decide to define safety within boyfriend relationships to include monogamy. On the other hand, you might decide that no young men should be having anal sex without condoms, even within love relationships, because of the uncertainty of HIV-status. You and your organization have to decide how to define it.

What the Results Mean

This type of measurement gives you a snapshot of sexual risk behavior among the young gay/bisexual men surveyed. It can indicate trends in behavior and provide valuable information that can help you to tailor specific HIV prevention messages for the young gay/bisexual men in your community. For example, if you find through the Outcome Evaluation Survey that a number of men (let’s say 40% of those surveyed) engaged in unprotected anal sex with their boyfriends in the past 2 months, you could focus attention on this in your outreach materials.

(continued on following page)
Other questions that might be included on an Outcome Survey

If a Project has no money whatsoever to use to be an incentive to participate in a survey, or no human resources to input data into a database, then the simplest survey might be the best to use. That would include some of the background questions and the behavioral questions and that’s all. Or you might want to include a few more questions, and that might be if the men are doing informal outreach with their friends. We have included those questions on the sample survey as well.

You might want to ask some other questions in addition, however, either because you can provide stipends and have the “manpower” needed to input the survey data, or because you are compelled to do so by your funder, or because you feel that men in your community would likely fill out a longer survey even if they aren’t paid to do so. So we have included a few additional questions that you may or may not want to ask.

We have included on additional pages that you can download or copy and add to your survey:

- **Questions about enjoyment of safer sex and sexual self-efficacy.** These are both scales, not single items, and the way to use and calculate a score for the scales is detailed in Figure 12.12 M-group Outcome Evaluation: Pre-test/Post-test.

- **Questions about involvement with the Mpowerment Project.** You might be interested in looking at differences in sexual risk behavior among men who have participated in the Project with men who have not participated in the Project. But, be thoughtful about what “participation” means. You would not expect someone to change their risk behavior just from attending a single social event. Instead, you might define participation as having attended an M-group, several social events, and so forth.

- **Questions about Tobacco, Drug and Alcohol Use.** If your project especially focuses attention on substance use and the importance of reducing it, then these are some questions you might include. It is important to note, however, that unless you particularly focus on these issues, you shouldn’t expect the Project to impact them. Just because men are part of the Mpowerment Project doesn’t mean that they automatically reduce their substance use.

*(continued on following page)*


Mpowerment Project Outcome Monitoring Survey

Thank you for taking the time to complete this survey. Please answer the following questions honestly. Your responses will remain anonymous.

1. Today’s date: ____ / ____ / ____ (month/date/year)

2. Your age? ________________

3. What city do you live in? ____________________________

4. Were you born as a male or a female?
   - Male
   - Female

5. How do you view yourself now (i.e., what is your current gender)?
   - Male
   - Female
   - Transgender: male-to-female
   - Transgender: female-to-male
   - Don’t know

6. What best describes your race? (Check all that apply.)
   - American Indian or Alaska Native
   - Asian
   - Black or African American
   - Native Hawaiian or Pacific Islander
   - White

7. What best describes your ethnicity?
   - Hispanic or Latino (If Hispanic/Latino, what is your ethnic group? _________________ )
   - Not Hispanic or Latino

8. What is the highest level you completed in school? (Check one)
   - Some high school
   - High school degree or equivalency (GED)
   - Technical or vocational school
   - Some college
   - College degree (e.g., BA, BS)
   - Some graduate school
   - Graduate degree (e.g., PhD, MD, JD, DDS, MA, MS, MPH)

9. Are you currently a student? (Check one)
   - Yes, full-time
   - Yes, part-time
   - No

10. Which of the following terms best describes you? (Check one)
    - Gay
    - Bisexual
    - Straight/Heterosexual
    - Other: ________________________________________

(continued on following page)
11. What is your HIV status? (Check one)
   □ HIV-negative
   □ HIV-positive
   □ Prefer not to answer
   □ Never been tested for HIV or never got results

12. When was the last time you were tested for HIV and got your results?
   (if you are HIV-positive, skip to question 13)
   □ In the past 6 months
   □ In the past year
   □ More than a year ago
   □ Never been tested for HIV or never got results

13. Please check the box next to each activity you did with your boyfriend/lover in the past 2 months.
   □ I did not have a boyfriend/lover in the past 2 months (please skip to question 15).
   □ You put your penis in his ass with a condom.
   □ You put your penis in his ass without a condom and pulled out before you came.
   □ You put your penis in his ass without a condom and came inside him.
   □ Your partner put his penis in your ass with a condom.
   □ Your partner put his penis in your ass without a condom and pulled out before he came.
   □ Your partner put his penis in your ass without a condom and came inside you.

14. How do you and your boyfriend handle sex outside of your relationship?
   □ Neither of us have sex outside of our relationship
   □ He has sex outside our relationship.
   □ I have sex outside of our relationship.
   □ Both of us have sex outside of our relationship.

15. Please check the box next to each activity you did with a man in the past 2 months who was not your boyfriend/lover.
   □ I did not have sex with a man in the past 2 months who was not my boyfriend/lover (please skip to question 16).
   □ You put your penis in his ass with a condom.
   □ You put your penis in his ass without a condom and pulled out before you came.
   □ You put your penis in his ass without a condom and came inside him.
   □ Your partner put his penis in your ass with a condom.
   □ Your partner put his penis in your ass without a condom and pulled out before he came.
   □ Your partner put his penis in your ass without a condom and came inside you.

16. How many months has it been since you were tested for HIV and received your test results?
    _______ months

17. How many times did you encourage a friend to have safer sex in the last month? _______

18. How many friends did you encourage to have safer sex in the last month? _______

19. How many times did you encourage a friend to get tested for HIV in the last month? _______

20. How many friends did you encourage to get tested for HIV in the last month? _______
## Scales Measuring Attitudes Toward Enjoyment of Safer Sex and Sexual Self Efficacy

How much do you agree with these statements?

*Please indicate how much you agree or disagree with each of the following statements by circling the number which best fits your response to each item. Use this scale:*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe sex is less pleasurable than unsafe sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Using a condom takes the fun out of sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Safer sex is unsatisfying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Sometimes if I’m really turned on, I have trouble only doing safer sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>If someone I’m having sex with starts to do something unsafe, it is hard for me to stop him.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I find it difficult telling a sex partner not to do something I think is risky.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>I have trouble letting a sex partner know that I want to have safe sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
Questions Measuring Project Involvement

1. Have you ever heard about the Mpowerment Project? *(If no, then skip the rest of the survey)*
   - Yes
   - No

2. In the past 12 months, have you been to an Mpowerment Project event?
   - Yes
   - No

   Please list the events that you’ve attended:
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

3. If you have been to an event, why did you attend? If not, why didn’t you attend?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________

4. Have you been to Core Group Meetings? If so, how many: _______________

5. Would you consider yourself to be part of the Core Group?
   - Yes
   - No

6. Have you been to an M-group?
   - Yes
   - No

   What suggestions do you have to improve the Mpowerment Project?
   ________________________________________________________________
   ________________________________________________________________
   ________________________________________________________________
### Scale Measuring Self-esteem

<table>
<thead>
<tr>
<th></th>
<th>Definitely yes</th>
<th>Somewhat yes</th>
<th>Somewhat no</th>
<th>Definitely no</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you like most aspects of your personality?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do you feel you deserve other people’s respect?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Are you proud of who you are?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do you feel you take good care of yourself?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>When you look at your life, do you feel satisfied?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>In general, do you feel in charge of your life?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do you feel you have a sense of direction and purpose in your life?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Do you feel that you respect yourself?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

### Scale Measuring Drug/Alcohol/Tobacco Use

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times</th>
<th>About once a month</th>
<th>Several times a month</th>
<th>About once a week</th>
<th>Several times a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past six months, how many cigarettes did you smoke per day?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>During the past six months, how often did you drink alcohol (beer, wine, liquor)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>During the past six months, how often did you smoke marijuana (pot)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>During the past six months, how often did you use other drugs (for example: heroin, speed, cocaine, ecstasy, special-K, GHB, mushrooms, acid, etc.)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

### Which drugs did you use?

<table>
<thead>
<tr>
<th></th>
<th>Never</th>
<th>A few times</th>
<th>About once a month</th>
<th>Several times a month</th>
<th>About once a week</th>
<th>Several times a week</th>
<th>Every day</th>
</tr>
</thead>
<tbody>
<tr>
<td>During the past six months, how often did you use poppers (nitrates)?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
<tr>
<td>During the past six months, how often did you use needles to inject drugs?</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Download this form as a Word document at [www.mpowerment.org/downloads/figure12-1.doc](http://www.mpowerment.org/downloads/figure12-1.doc)
Focus Group Guide

What this measures: Information on various topics gathered from groups of young gay/bisexual men.

Evaluation type: Formative, Process and Outcome; also see Module 2, Community Assessment.

Focus groups can be held on many different topics. They can be used whenever you want to find out from a population (in our case, usually young gay/bisexual men) their opinions, observations, and attitudes about a topic. Focus groups typically don’t get into deeply personal issues. They are helpful when you would like to have a discussion on a topic and observe the group’s reactions to issues, including each others’ views and experiences.

A sample discussion guide follows for a focus group on the topic of “What issues are important to young gay/bisexual men in your community?” When you look at the questions below, note that none can be answered by a simple “yes” or “no” response. The questions are intentionally worded so as to stimulate discussion on each topic, and to discourage quick answers.

Good discussions occur if there is a relatively talkative group of 10-12 men, which often requires recruiting 15 or so in case there are no-shows. If at all possible, it is helpful to provide some compensation to the men for providing their time for a 2-3 hour group (e.g., movie tickets, gift cards). Serving food and drink is helpful too. Since there are many good resources about how to conduct focus groups, we refer you to just a few of them here:

Focus Groups As Qualitative Research (1988)/ David L. Morgan/Sage Press
Successful Focus Groups: Advancing the State of the Art (SAGE Focus Editions) (Paperback)

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

Explain Purpose of Focus Group
- To gain a better understanding of young gay/bisexual men’s perceptions and concerns about safer sex.
- To gather information about the community to guide the planning and implementation of prevention activities.

Explain Focus Group Process
- Focused discussion about a particular topic.
- Facilitator asks questions to the group, clarifies terms, and summarizes.
- Recorder takes notes, but does not directly participate in the group.
- Participants discuss the topics.
- If the process will be audio taped, explain that focus group will be recorded on an audio tape and that it will be erased after the information has been compiled.

(continued on following page)
Establish Ground Rules

• One person speaks at a time.
• Speak loudly and clearly.
• Respect confidentiality of the group.
• Free to leave at any time if needed.

Discussion Questions

What is life like here for young gay/bisexual men?

How much of a sense of community is there for young gay/bisexual men?

What are the good things about living here for young gay/bisexual men?

What do you feel are the greatest needs of young gay/bisexual men in (insert community name)?

How do you feel young gay/bisexual men are dealing with HIV and the threat of getting AIDS?

How effectively do you think young gay/bisexual men have been reached with HIV prevention messages?

A group of young gay/bisexual men are starting a community-building Project in (insert community name here). Would you be willing to participate? Why or why not?

How willing do you think other young gay or bisexual men would be to get involved with this Project?

What effects would you like this Project to have on young gay or bisexual men in (insert community name)?

What factors in (insert community name) will make the implementation of the Project go smoothly?

What factors might be a problem when trying to implement this Project?

What issues would you like the Project to address?

Download this form as a Word document at www.mpowerment.org/downloads/figure12-2.doc
Community Assessment Interview for Young/Gay Bisexual Men

What this measures: Information on various topics related to the Project gathered individually from young gay/bisexual men and community leaders

Evaluation type: Formative; also see Module 2, Community Assessment where there is more information about the use of the Community Assessment Interview

Objectives:
1. For the Coordinators to gain a shared understanding of the community.
2. To develop a self-reflective process of broader issues in the community.
3. To start the diffusion process about the Project and its goals.
4. To identify, get to know, and involve the various segments of the community; develop strategies to reach those segments.
5. To get ideas about where formal outreach and publicity might happen in the community where various groups of young men can be reached.

Community Assessment Interviews are a type of formative research since they are used in planning the Project. If they are used later in the Project as an organization is trying to make sure that it is still reaching the diverse populations of the young men’s community, it would still be considered formative research. The questions can be modified to reflect the uniqueness of your community. There are many suggested questions for other types of community assessment interviews included in the Module. We have also developed a form you can use to write down answers to the questions (See Figure 12.4 Community Assessment Data Recording Form).

We suggest conducting interviews in the following way.

1) Identify a young man to interview. Describe to him, in brief, that a new Project is coming to town that focuses on community-building among young gay/bisexual men, and that the Project will be social in nature, and will involve young men as decision-makers about the Project. It will be for young gay/bisexual men, run by young gay/bisexual men. When doing this interview, you are not only finding out information for the Project, but beginning the first steps of publicity about the Project.

2) Ask him to identify the names of different groups or crowds that are in the in the young gay/bisexual men’s community. As he lists them, write down the names of each group that is mentioned, one group per line on the following form.

4) When the young man runs out of groups to list, read back the list and ask him if any other groups come to mind. Record notes on any answers.

5) Then ask the questions on the following form concerning one group at a time. Ask him all the questions about the first group, and then when completed with that group, begin asking all of the questions about the second group, and so forth until you complete all of the questions. Note: there is no need to go over every single group he mentions if you have already gathered considerable information about one group from other interviews already or if a group is very, very small.

(continued on following page)
As stated earlier, Figure 12.4 is the data collection form to use when writing down answers. You can do it a few different ways and you should decide beforehand what makes the most sense given what you are trying to find out.

Look over the data you collect and see if there are some groups that the men consistently mention (even if they don’t use the exact same name to describe them). Compile the information and write up a general description in the Community Assessment Compilation Form. If groups are different, write them up in different columns. Don’t worry if not everyone says the exact same thing about the groups. Look for common ideas across the guys you interviewed and for differences as well. Both are of interest.
Figure 12.4

Community Assessment Data Recording Form

Date: ____/____/____ (month/day/year)

Length of interview: ______________________________ minutes

Staff: Staff ID: ______________________________

Place of interview:
- Business
- Agency
- Clinic/healthcare facility
- Residence
- Community event
- Entertainment event
- College/university
- Church or other religious place
- Bar/club
- Street/hangout
- Other

Please list specific location: ______________________________

Gender:
- Male
- Female
- Transgender–male to female
- Transgender–female to male
- Unknown

Identifies as:
- Gay
- Bisexual
- Straight

Ethnicity:
- Hispanic or Latino
- Not Hispanic or Latino

Race: (Check all that apply)
- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Pacific Islander
- White

Age: __________________

(continued on following page)
[Directions: You should have many copies of this form with you to conduct interviews, since one copy will be used for each group you are collecting information on. If you ask each individual you interview about four groups, you’ll need four forms for each interview.]

“Thinking about all the young gay/bisexual men in our community aged 18-29, can you name all of the different crowds or groups that are here? By crowds or groups, I mean cliques or any groups of people the get together on a regular basis. I’m going to write the list down as you say them.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“So you listed [read list to person], now does any other group come to mind?”

Add to above list.

“Now what about the gay community in general? Are there any other crowds or groups you can think of?” Repeat until person can’t think of any more.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Go back over the groups the interviewer isn’t familiar with:

“I’m not familiar with that group, could you describe it more?”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

“Now look over the list you gave me. What groups are you a part of?”

Check those groups he is a part of.

“Now I’d like to find out more about one of these groups. Could you pick the group you’re most familiar with and tell me more about it? Pretend that I don’t know anything about it.”

About how many young gay/bisexual men are in the group?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Where do they live?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

(continued on following page)
Who are leaders of this group?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What are the ages of the men in this group?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Do they identify as gay, straight, bisexual, queer, transgender, questioning?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What ethnic/racial groups comprise this group?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Is this group comprised only of men or of men and women or transgender women?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What does one do to join this group?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What do they like to do together? What do they like in general?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What do they dislike doing? What do they dislike in general?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What media does this group use or read (e.g., magazines, social network sites) that might be used to publicize Project?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Where do they meet or hang out?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
(continued on following page)
What other groups go to this place?
________________________________________________________________________

Do young gay/bisexual men frequent this space on particular days or times?
________________________________________________________________________

Is it a space where conversations can occur or written material can be distributed?
________________________________________________________________________

Can posters be hung up there?
________________________________________________________________________

Could young men be recruited for program activities there?
________________________________________________________________________

Other thoughts about the group of young men?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

[Repeat the interview with 2-4 groups, depending upon how long the interviewee takes to describe each group. It is better to gather in depth information, so don’t rush the person along. But if he only has a few things to say about a group, then ask about several groups.]

(continued on following page)
**Community Assessment Compilation Form**

To be used after the interviews have been conducted. This form should be copied so that each group that is identified through interviews is described in a column.

<table>
<thead>
<tr>
<th>Name of Group</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of men in group?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do they live?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Who are leaders of this group?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Age range?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gay, straight, bisexual, transgender?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Racial/Ethnic background of group members?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Men only, women also, transgender women also?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to join the group?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities they like to do together? Other things they like?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dislike doing what activities? Other dislikes of group?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Media group uses (e.g., magazines, social network sites) that might use to publicize Project?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Where do they meet or hang out?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>What other groups go to this place?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hang out at space on particular days or times?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can conversations occur or distribute materials at space?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Can posters be hung up there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Could young men be recruited for program activities there?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anything else to add about group</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Download this form as a Word document at [www.mpowerment.org/downloads/figure12-4.doc](http://www.mpowerment.org/downloads/figure12-4.doc)
Community Assessment Interview for Community Leaders

What this measures: Information that the Project might need to know for implementation in your community

Evaluation type: Formative; also see Module 2, Community Assessment where there is more information about the use of the Community Assessment Interview

Objectives:

1) To learn about a variety of issues concerning young gay/bisexual men in the community.
2) To identify services for young men that the Project should refer young men to.
3) To learn about what has worked and not worked so well in the community with respect to reaching young gay/bisexual men.
4) To identify potential members for the Community Advisory Board.

General Information

Staff name conducting interview: ____________________________

Date of the interview: ____ / ____ / ____ (month/day/year)

Individual being interviewed: ____________________________

From what organization (if any): ____________________________

Interview site/setting: ____________________________

Demographic Information

Note: it is not appropriate to ask this personal information. If you know it, then go ahead and write it down. But DO NOT interview the person on this since we are not trying to find out personal information about the respondent.

Current gender

☐ Male
☐ Female
☐ Transgender–male to female
☐ Transgender–female to male

Identifies as:

☐ Gay
☐ Bisexual
☐ Straight

Ethnicity:

☐ Hispanic/Latino
☐ Non Hispanic/Latino

(continued on following page)
Race: (Check all that apply.)
- [ ] American Indian/Alaska Native
- [ ] Asian
- [ ] Black/African American
- [ ] Native Hawaiian/

Age: ____________________________

Type of respondent:
- [ ] Community member
- [ ] Agency representative
- [ ] Business owner
- [ ] Clergy
- [ ] Health department representative
- [ ] Other (specify:_____________________)  
  Specifically, what is your job? ____________________________

(Remember to take detailed notes as the person is talking so you can refer back to them.)

Thank you for agreeing to meet with me. We are starting a new project for young gay/bisexual men in our community, and as part of our planning process we are gathering information about the community that will be very helpful to us. You have been identified as someone who is knowledgeable about the issues facing young gay/bisexual men or is knowledgeable about previous work with gay men.

Here is a brief description of the Project that we will be starting.
(Have a brief description figured out to tell him/her. Remember that this is a great opportunity to represent the Project in a positive way to the greater community, and to describe it as more than just an HIV/AIDS prevention project.)

Do you have any questions?__________________________________________________  
_________________________________________________________________________

What do you think about the sounds of this Project?  
_________________________________________________________________________

What do you think is currently going on in (name of community) with respect to young gay/bisexual men’s sexual risk-taking behavior?  
_________________________________________________________________________

_________________________________________________________________________

(continued on following page)
Do you think very many young men are engaging in risky sexual behavior? Please explain:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Do you think the rates of unsafe sex are increasing here locally, decreasing, or pretty much staying the same? ___
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(Add more questions as desired, depending upon how much you think the individual you are interviewing knows about the young gay/bisexual men in your community.
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

We would like to better understand the history of attempts at working with young gay/bisexual men on HIV prevention here in the community. We would also like to know more about what community resources are available for young gay/bisexual men.

What groups/organizations currently work with young gay/bisexual men around here?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

What services do they provide young gay/bisexual men?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(continued on following page)
Who provides HIV prevention education services to young gay/bisexual men in the community, and what is the nature of these services? (i.e., small group sessions, safer sex workshops, HIV 101 presentations, safer sex posters or handouts).

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

In your estimation, how successful have these attempts been?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What problems have they encountered?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Who has been most successful in reaching young gay/bisexual men in the community?  
_Probe: (Why is that? What did they do or what do they currently do?)_

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

Are there particular bars/cafes that have been willing to host HIV related events for the gay/ bisexual community? _Probe: (If yes): What is the name of the person should talk to there?_

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

(continued on following page)
Are there particular bars/cafes that HAVE NOT been willing to host HIV-related events for the gay/bisexual community? Since our Project really needs to work with bar owners and cafe owners (if there are any), can you give me any advice about how we might best work with them?

What therapists/mental health professionals work with young gay/bisexual men? Who else should I interview that would be knowledgeable about these issues? Do you have their contact information?

(You may want to describe the function of the Community Advisory Board (CAB) at this time. Remember not to promise inclusion on the CAB, as you may find the individual is not a good fit for position. To describe the CAB, you might start out by saying something like this.)

We are going to create a Community Advisory Board comprised of community leaders representing key sectors of the community (such as AIDS service organizations, the county/city public health department, social service agencies that work with gay/bisexual youth, local colleges and universities, gay positive faith-based organizations, and various communities of color).

The Community Advisory Board will serve as mentors to the Project by nurturing, supporting, and facilitating Project activities. (You may want to give them the attached job description for the Community Advisory Board). For future reference, is the Community Advisory Board something you would consider joining?

Thank you so much for your time. Don’t hesitate to call or e-mail me with any information you may have forgotten to mention.

Download this form as a Word document at www.mpowerment.org/downloads/figure12-5.doc
Figure 12.6
Core Group Evaluation and Planning Form

What this measures: Core Group process and goals

Evaluation Type: Process monitoring; also see Module 5, Core Group

Objectives:
1. To record when and where Core Group took place
2. To examine what your Core Group process is
3. To record particulars about Core Group worthy of future considerations

Date of CG: ________________________________

Location of CG: ________________________________

Names of MP project volunteers who participated in CG:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Estimated number from each racial/ethnic group:
___Black/African-American
___Latino/Hispanic
___Asian/Pacific-Islander
___white

Estimated segments of the young gay/bisexual men’s community that attended:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Core Group agenda (attach).

Additions/changes made to agenda by CG/volunteers:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Actions implemented from this meeting:
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

(continued on following page)
Was a community-building/icebreaker exercise(s) conducted at the meeting? What was it?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Was time spent analyzing an issue, such as about HIV prevention, testing, speaking with/encouraging peers, or an underlying issue (e.g., masculinity, internalized homophobia, family issues)? What was the issue? How was it discussed? Did this seem like a helpful group discussion?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Thoughts on process of Core Group meeting to consider for future groups?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Agenda items for next CG: (new or unfinished business, including Project planning, brainstorming themes/ideas, house issues, etc.):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Any other observations on CG:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
What this measures: **Who, what, where, when, and how an event is being planned**

**Evaluation type:** Process; see also *Module 7: Formal Outreach—Social Outreach Events and Outreach Teams*

**Objectives:**
1. To stimulate the process of planning and enacting Mpowerment Project events
2. To identify all steps necessary in producing an event
3. To assign responsibilities and a timeline for accomplishing tasks

---

**Background**

The process of developing a social outreach event can be tracked using the following tool. This tool is helpful not only for collecting process data about the event, but also for making sure you are on track in planning and implementing it.

There are many issues to be aware of in setting up events, and this form will help you make sure that all issues are covered. We strongly urge the use of these forms for all large events, and for smaller events when possible. It is important to follow the Project’s Guiding Principles in planning for and conducting Social Outreach Events, remembering that planning and putting on events should be empowering for the Core Group and volunteers.

**Overview**

What is the event?

_________________________________________________________________________

Is this a one-time or recurring event? _______________________________________

Who is chairman of this event? ____________________________________________

Date of event ________________ Time ________________

Location __________________________________________

**Goals of Event**

What goals are this event intended to accomplish? (check all that apply)

___ having fun/socializing
___ informing new men about the Mpowerment Project
___ promoting safer sex
___ promoting HIV testing
___ identifying men’s names for Mpowerment Project activities and volunteer work
___ other (describe): _______________________________________________________

*(continued on following page)*
Describe event:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

List the planning committees for this event
(e.g., entertainment, decorations, food, collection of names for M-groups, distribution of safer sex promotional materials, development of materials, etc.) and associated tasks. Also list the person who heads up each committee and its members.

Committee: ___________________________  Head:
Tasks:
Members:

Committee: ___________________________  Head:
Tasks:
Members:

Committee: ___________________________  Head:
Tasks:
Members:

Committee: ___________________________  Head:
Tasks:
Members:

Whose assistance or approval is needed in producing this event?
How will this be obtained?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

HIV Prevention at the Event
Will safer sex be promoted or HIV testing, or both? _______________________________
How will they be promoted at this event?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
(continued on following page)
Outreach Materials
What “party favors”/safer sex or testing promotional materials will be given out at the event?

_________________________________________________________________________

_________________________________________________________________________

Who is responsible for designing those?

_________________________________________________________________________

_________________________________________________________________________

Who will assemble the materials?

_________________________________________________________________________

_________________________________________________________________________

How will those be distributed (and by who)?

_________________________________________________________________________

_________________________________________________________________________

Publicity for Event
How will the event be publicized? List each publicity strategy (e.g. flyers, ads, articles) and who is in charge of each:

_________________________________________________________________________

_________________________________________________________________________

Refreshments
Will refreshments be provided? What? Who is responsible for them?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

(continued on following page)
Decorations
How will the space for the event be structured/designated?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Entertainment
What entertainment will be provided? Who is responsible for making that happen?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Mpowerment Project promotion
How will participants at this event learn about the Mpowerment Project and be invited to become volunteers?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
How will you get people to sign up for M-groups? Who will collect the names?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Empowerment of volunteers
What efforts will be made to ensure that as many young men as possible will provide input into the design and preparation of this event?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Budget
What is the budget for the event? How much money is allotted for each major category of expenses?
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Download this form as a Word document at www.mpowerment.org/downloads/figure12-7.doc
### Social Outreach Event Monitoring Form

**What this measure:** Who, what, when, where and how outreach events occurred

**Evaluation type:** Process; see also Module 7: Formal Outreach—Social Outreach Events and Outreach Teams

**Background**

In Figure 12.7 we discussed how to evaluate the planning process for conducting a successful event. Here we are concerned with the particulars of how the event went. The following form should be completed following each event, especially larger ones.

This form is also designed to be helpful in thinking about and analyzing all aspects of how the event went, not just for keeping numbers. We strongly urge the Core Group to use this form for reviewing event successes and challenges. This is helpful so that planning for future events benefit from the experience of previous events.

**Objectives**

1. To record when and where the event took place
2. To determine who was reached by the event
3. To record particulars about the activity worthy of future consideration

| Event name: ______________________________________________________ |
| Date: ____ / ____ / ____ (month/date/year) |
| Start time: ________a.m./p.m. |
| End time: ________a.m./p.m. |
| Location/Site name: _________________________________________________ |
| Staff name or ID completing form: _________________________________ |
| Briefly describe event: _____________________________________________ |
| Number (and names) of Mpowerment Project volunteers who participated in formal outreach activities: |

(continued on following page)
Number (and names) of Mpowerment Project volunteers who participated in performance (if there was one):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
How many names of guys were collected for M-groups? ___________________________
How many men in target age range attended the event? ___________________________
How many new men attended the event? ___________________________

**Ethnicity Breakdown:**
Estimated number from each racial/ethnic group:
___ Black/African-American
___ Latino/Hispanic
___ Asian/Pacific-Islander
___ white

Other genders who attended:
___ Women
___ Transgender

Age Breakdown (men) of attendees:
18-23______ 23-26______ 26-29_____ 30-35______35+_______

What segments of the young gay/bisexual men’s community were reached? About how many men from each segment? What segments of the young gay men’s community were missing?
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What safer sex promotional materials were distributed? How many?:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

What HIV testing promotional materials were distributed? How many?:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

*(continued on following page)*
What were people’s responses to the materials? Did people take them? Did they look at them?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

How many condoms were distributed:________________________
Lubes:____________________________________

Was anything else included in with materials? (e.g., invitations to M-groups, invitations to other events, etc.)

What safer sex promotional materials were distributed? How many?:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Comments/feelings about this event (what went well, what could have been improved, what might you do differently next time):
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
Social Outreach Event Participant Satisfaction Survey

What this measures: Participant feedback on outreach events

Evaluation type: Process: see also Module 7: Formal Outreach—Social Outreach Events and Outreach Teams

Background:
A one-page survey asking what participants thought of the event can be very helpful when trying to understand the extent to which an event was successful and why. A satisfaction survey can help determine if the event is worth repeating in the future. If the event was not a raging success, it may also provide suggestions on how to improve the event, or what other type of event might be offered instead. This sample Participant Satisfaction Survey could be distributed to men as they leave the event, or some time afterwards, for example to Core Group participants at a later meeting.

Event Satisfaction Survey

(continued on following page)
**Event Satisfaction Survey**

1. Age? ________________
2. What city do you live in? ____________________________
3. Were you born as a male or a female?
   - [ ] Male
   - [ ] Female
4. How do you view yourself now (i.e., what is your current gender)?
   - [ ] Male
   - [ ] Female
   - [ ] Transgender: male-to-female
   - [ ] Transgender: female-to-male
   - [ ] Don’t know
5. What best describes your race? *(Check all that apply.)*
   - [ ] American Indian or Alaska Native
   - [ ] Asian
   - [ ] Black or African American
   - [ ] Native Hawaiian or Pacific Islander
   - [ ] White
6. What best describes your ethnicity?
   - [ ] Hispanic or Latino
   If Hispanic/Latino, what is your ethnic group?
   - [ ] Not Hispanic or Latino
7. Which of the following terms best describes you? *(Check one)*
   - [ ] Gay
   - [ ] Bisexual
   - [ ] Straight/Heterosexual
   - [ ] Other: ________________________________________
8. I thought today’s event was:
   - [ ] Fabulous
   - [ ] Good
   - [ ] So-So
   - [ ] Poor
9. What was the best thing you got out of the event?
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
   ___________________________________________________
10. How could this event have been improved?
    ___________________________________________________
    ___________________________________________________
    ___________________________________________________
    ___________________________________________________
11. What types of events would you like to see held in the future? *(please give specific ideas if you have some!):*
    ___________________________________________________
    ___________________________________________________
    ___________________________________________________
    ___________________________________________________

Download this form as a Word document at www.mpowerment.org/downloads/figure12-9.doc
M-group Planning and Recruitment Form

**What this measures:** Recruitment, scheduling, attendance and special circumstances surrounding planning for and running M-groups

**Evaluation type:** Process: see also Module 9: M-groups; Module 13: M-group Facilitator’s Guide; M-group Training Video

**Objectives:**
1. To review how the M-group went and reflect upon it.
2. To review how scheduling and recruiting is going (if a group was cancelled because of no-shows or insufficient men were scheduled, complete the second page only).
3. To consider who is showing up for M-groups and what groups of men are not attending.

**Background:**
The following tool can be used to help gauge the planning process for each M-group. This form is helpful for tracking how many men attended the M-group and providing information about the men who attended, as well as for collecting information about recruitment efforts. If the same person recruits for the M-groups and facilitates them, then that person can complete the forms. This part of the form should be shared with the co-facilitator to analyze how the group went.

If the facilitator is not responsible for recruitment, then the person who recruits should complete the second page and the facilitator should complete the first page. This information should be analyzed to consider how to improve recruitment efforts.

Date of session and day of week: ________________

Time group started: ________________

Time ended: ________________

Total length of meeting: ________________

**Facilitators:**
Who completed this form?
Facilitator: ________________
M-Groups Coordinator: ________________

**Attendance** (facilitator to complete):

<table>
<thead>
<tr>
<th>Category</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>total # of men</td>
<td></td>
</tr>
<tr>
<td># new men</td>
<td></td>
</tr>
<tr>
<td># “repeaters”</td>
<td></td>
</tr>
<tr>
<td># men under 30</td>
<td></td>
</tr>
</tbody>
</table>

*(continued on following page)*
Ethnic background of new attendees:

- # African American/Black men
- # Latino/Hispanic men
- # Asian/Pacific Islander men
- # Native American men
- # white men
- # other (what: ____________________________)

Group Processes (facilitator to complete)

Anything unusual happen at this group session? If so, describe:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comments/feelings/concerns about this group session?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Any ideas about how to do things differently in next session?

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Scheduling (M-Groups Coordinator to complete)

How many men were scheduled for the group? ________________

How were men scheduled to attend group: ________________

Who did scheduling?

How was scheduling done?

When was scheduling done?

How many were previous “no shows”?

Comments on effectiveness of scheduling approach:
(e.g., what methods seemed most/least effective)

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

(continued on following page)
How were men reminded of the group:

Who reminded men?

When were reminders done?

How were reminders done?

Comments on effectiveness of reminders approach:
(e.g., how many messages were left versus actual conversations)

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

How many men who were scheduled did not show up?_____________

Reasons given (if any) for no-shows:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Plans to do Recruitment Differently:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________
**Figure 12.11**

**M-group Evaluation:**
*Participant Satisfaction Survey*

**What this measures:** Participant thoughts about the M-group

**Evaluation type:** Process: see also Module 9: M-groups; Module 13: M-group Facilitator’s Guide; M-group Training Video

**Background:**

The following evaluation tool can be used to help gauge what the participants felt about participating in an M-group. As you can see, the questions themselves are short and to the point. It should be distributed during the final section of the M-group and completed anonymously by the participants before they leave. The results of these forms should be reviewed by the Coordinators and used to provide feedback, both positive and negative. If M-groups aren’t assessed for outcomes, then this short form can be used instead of the other forms.

**M-Group Participant Satisfaction Survey**

*(continued on following page)*
M-Group Participant Satisfaction Survey  Please take a moment to rate how effective we were in presenting information to you today. Please rate each statement on a scale of 1-5, where 1= strongly disagree, 2= disagree, 3= neutral, 4= agree, 5= strongly agree.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I feel that the role-plays increased my negotiation/communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. I understand the importance of making safer sex decisions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. I know how to use a condom correctly.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. I plan to have safer sex the next time I have sex with someone who isn’t my boyfriend.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Any questions I had were clearly answered.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. The group discussions were interesting and informative.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. I know more about why it is important to get tested for HIV every 6 months.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>

8. How would you rate the overall performance of the group leaders? *(Please circle a number)*  

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Okay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Excellent</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

9. What was the best thing you got out of attending this group?  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  

10. How can the M-groups be improved?  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  

11. Is there anything else you would like to add?  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________  
________________________________________________________________________

Download this form as a Word document at www.mpowerment.org/downloads/figure12-11.doc
What this measures:
The pre- and post-tests assess if there are changes in behaviors and/or attitudes resulting from participation in an M-group. Two versions are included here, one that assesses changes from before to immediately after an M-group (which only assesses changes in attitudes and intentions) and the other that assesses changes 1 to 3 months after an M-group (which examines behavioral changes in addition to changes in attitudes and intentions).

Evaluation type: Outcome; see also Module 9: M-groups

Objectives:
1. To examine if there are changes in attitudes about safer sex and beliefs in one’s ability to communicate about safer sex and testing.

2. To examine if there are reductions in unsafe sex and increases in HIV testing.

Background:
A pre-test survey can be given to group participants immediately before the M-group is conducted. Some Projects might want to assess men immediately after an M-group. This enables you to look for changes in attitudes and intentions by comparing them immediately before and after the group; but of course there will not be time for men to change their sexual behavior. If it is important to look for behavior changes, then reassessing a month or more after the group is necessary.

Comparing the M-group Evaluation Pre-Test/Post-Test with the CDC’s Spot Survey
The CDC’s version of this form, called the M-group Pre- and Post-Session Assessment (found in the CDC Mpowerment Evaluation Field Guide at www.effectiveinterventions.org), is an alternative option for conducting outcome monitoring for the M-groups. It is longer than our survey. Besides what our survey assesses, the CDC version also collects information on HIV testing (e.g., last test, HIV status), medical treatment for HIV, the presence of sexually transmitted infections (STIs) in the last 3 months, sexual activity in the last 12 months, informal outreach activity, exposure to Mpowerment publicity in the previous 3 months and condom use.

You can distribute the pre-test after the introductory remarks are made at an M-group but before you move into the icebreaker exercise. The pre-test and the icebreaker form could be distributed at the same time. You will need to say a little something about the pre-test/post-test. Even though the beginning of the pre-test describes how important evaluation measures are to the continuation of good programming, it’s a good idea to make a similar verbal plug here. To make comparisons in attitudes and behaviors from pre-test to post-test, the exact same survey items must be given to group participants at both times. If you are going to reassess men immediately after the group, then distribute the surveys right away once the group ends.

To assess longer-term outcomes of the M-group, you will need to mail out the surveys to men who attended the group or use an online survey method (such as SurveyMonkey). If you send out surveys to men by mail, be sure to include a postage-paid return envelope.

You should include a cover letter thanking them for their time and explaining to them, briefly, the importance of filling out the survey. Print the letter on festive paper to make it stand out more.

(continued on following page)
and increase its appeal. Men will be more likely to notice it and return it. To increase the percentage of surveys you get back, we recommend you call people or send them postcards as a reminder.

Using other forms of measurement that do not necessarily involve surveys can supplement M-group pre-test and post-tests. These can include process measures that document the number and type of safer sex materials distributed in the group, the number of men who attended the group together with their demographic information, and quotes from the M-group Evaluations.

Another source of input can be obtained from follow-up phone calls with M-group participants. This can be a time intensive task, so you likely would not want to call all participants, but only a random subset of them. During the phone call, you can ask participants what they got out of the group, how they think the group might affect their personal behavior, if they would be willing to invite their friends to the group, and if they’d like to get more involved in the Project. Generally though, you don’t want the group facilitator to be the same person who conducts the phone interviews, because that might bias the responses (group participants might be reluctant to tell the facilitator that they did not enjoy the group or did not get much out of it).

When used together, the different forms of assessment described above will create a fuller understanding of the M-group’s effectiveness. They can be used to support the claim that the Project functions as intended and is therefore achieving hoped for results.

**Topics to Assess if You Conduct a Post-Test Immediately After M-groups**

The 6 areas most likely to be immediately affected by participating in M-groups are:

1. Attitudes about the Enjoyment of Safer Sex Scale (question 13, a-c)
2. Sexual Self-Efficacy Scale (this concerns men’s feelings that they are capable of communicating with sex partners about having safer sex) (question 13, e-g)
3. Intention to have safer sex (question 13, h)
4. Intention to get tested every 6 months (question 13, i)
5. Intention to encourage friends to have safer sex (informal outreach) (question 13, j)
6. Intention to encourage friends to get tested every 6 months (informal outreach) (question 13, k)

The first 2 are “scales” to measure if men change in their attitudes about the enjoyment of safer sex and in their ability to communicate their desires for having safer sex. Scales are measures that are composed of a few questionnaire items that when combined measure something you want to assess. We have created a scale made up of 3 questions to measure “Attitudes toward Enjoyment of Safer Sex.” When the items are put together (we explain how to do this later in this module), a higher score on the scale indicates a more positive attitude toward enjoying safer sex than does a lower score. A different scale made up of 4 questions measures “Sexual Self-Efficacy.” Similarly, a higher score on this scale indicates that men feel more capable of communicating and negotiating sexual encounters than does a lower score.

We provide single items to assess intentions to have safer sex, to get tested every 6 months and to conduct informal outreach by encouraging friends to have safer sex and to get tested every 6 months.

(continued on following page)
Topics to Assess if You Conduct a Post-Test One Month or Longer After M-groups

The 6 areas that can be assessed longer-term after participation in an M-group include:

1. Attitudes about the Enjoyment of Safer Sex Scale (question 18, a-c)
2. Sexual Self-Efficacy Scale (this concerns men’s feelings that they are capable of communicating with sex partners about having safer sex) (question 18, e-g)
3. Sexual risk behavior
4. Length of time since tested for HIV (question 13)
5. Encouraging friends to have safer sex in the past month (informal outreach) (questions 14 and 15)
6. Encouraging friends to get tested for HIV (informal outreach) (questions 16 and 17)

Measuring Sexual Risk Behavior

Questions to assess sexual risk behavior are also included in the longer term follow-up survey (questions 19-21). Please note: these questions only ask about sexual risk behavior in the past 2 months. If the follow-up survey is being given one month after the M-group, then the sexual risk behavior questions should be deleted because you will be assessing behavior that occurred prior to the group. Measuring sexual risk behavior in the past one month is not effective, because there may have been little opportunity for some young men to have had much sex.

Calculating Attitudes about the Enjoyment of Safer Sex and Sexual Self-Efficacy Scale Scores

First of all, the responses need to be rescored. As is, if all the scores were compiled with the exact numbers the respondents circled, a lower score would mean that someone feels able to always have safer sex or communicate sexual desires. Since we usually think of higher scores as being more positive, this would create confusion in discussing results. Therefore, all responses are “reverse scored,” which means that if someone circles a 1, they receive a score of 6. If someone circles a 2, they receive a score of 5, and so forth, as follows.

<table>
<thead>
<tr>
<th>Initial score</th>
<th>Reverse score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>1</td>
</tr>
</tbody>
</table>

(continued on following page)
**Scoring “Attitudes about the Enjoyment of Safer Sex”**

After all responses have been reverse scored, they are averaged to produce a mean score for each person. So, to determine a young man’s mean score on Attitudes about Enjoyment of Safer Sex, first:

- Reverse score the responses.
- Then add up his numerical responses to all 3 questions and then divide this score by the number of questions that he answered.
- Even if some of the questions have been skipped (say he only answered 2 of them), sum the scores from the questions that have been answered and then divide by the number of questions answered to get a score.
- If a young man only answered 2 questions out of the 3, sum the 2 responses and then divide by 2.

So for an example, assume that a young man named Marco provided the following scores:

- Question 1, score = 4, reverse score = 3
- Question 2, score = 5, reverse score = 2
- Question 3, score = 4, reverse score = 3

You would then add these scores (3 + 2 + 3 = 8), and then tabulate the mean score dividing by the number of questions answered (8/3 = 2.67). Marco would have a score of 2.67 for Attitudes about the Enjoyment of Safer Sex, a scale that can range from 1 (does not believe that safer sex can be enjoyable) to 6 (believes that safer sex is very enjoyable). This would mean that Marco feels fairly neutral about safer sex being enjoyable—he doesn’t think it is terrible, but he also doesn’t think that it’s hot.

**Scoring “Sexual Self-Efficacy”**

You compute Sexual Self-Efficacy in much the same way. To tally results for the Sexual Self-Efficacy scale, reverse score the items as shown below. Then add the scores for each question and divide by the number of questions answered.

So imagine that Sammy completes the survey, and after reverse scoring, assume that for each of the questions Sammy gets the following scores:

- Question 4, score = 2, reverse score = 5
- Question 5, score = 4, reverse score = 3
- Question 6, score = 4, reverse score = 3
- Question 7, score = 3, reverse score = 4

You would then add these scores (5 + 3 + 3 + 4 = 15), and then tabulate the mean score dividing by the number of questions answered (15/4 = 3.75). Sammy would then have a score of 3.75 on his feelings of self-efficacy to communicate about having safer sex. Since a higher score means greater sexual self-efficacy (or an increased ability to communicate and negotiate about sex), a score of 3.75 means that Sammy experiences some difficulty in negotiating sexual situations. He may have a hard time maintaining safer sexual behavior in certain situations even though he knows how important it is.

*(continued on following page)*
Group Scores
You can tally a group score on each of the scales by adding the individuals’ mean scores and then dividing by the number of individuals in the group. For example, assume that eleven guys attended an M-group. Each young man had the following mean score for the “Attitudes about Enjoyment of Safer Sex” scale.

- Jimmy = 2.67
- Matt = 3.45
- Sandy = 4.35
- John = 2.50
- Doran = 4.00
- Terrance = 5.25
- Venton = 4.15
- Ivan = 4.25
- David = 3.70
- Jesse = 5.25
- Steven = 2.79

These add up to 42.36; divided by 11 men = 3.86. This group mean indicates that on average the men were slightly positive about enjoying safer sex, but there is certainly room for them to become more positive in their attitudes.

Changes Over Time
To look at changes from participating in the M-groups, you will want to see if the pre-test and post-test scores are different. If you are following participants, then you can match up the individuals’ scores and subtract the post-test scores from the pre-test scores. You can then average the scores across all participants to determine average change. Or you can simply average the pre-test scores together and compare them with the averaged post-test scores. We recommend doing this if you have had a hard time linking up pre-tests and post-tests from the same people.

The following are sample pre-tests/post-tests. Make sure that you have a way of indicating whether you are using them as pre-tests or post-tests. You might want to re-label them “Survey 1” and “Survey 2” since sometimes people become anxious whenever they see the word “test.”

(continued on following page)
M-group Outcome Evaluation: Pre-test/Immediate Post-test

Date:______________________________

Thank you for coming to an Mpowerment Project M-group. Please take whatever time you need to answer the following questions. Your honest answers will help us to secure funding for future events and continually help us improve what we offer you. In _____ months we will send you another questionnaire through the mail asking similar questions.

We have devised a code that allows us to keep track of surveys while at the same time honoring your anonymity. Please take the time to fill out this code. Start by writing down the first and third letters of your mother’s maiden name. Then write down the first and last letters of your father’s first name. Then write down the month and day you were born. (We promise not to try and “crack” the code!) The code should look something like this: dajs919.

CODE:________________________

1. Today’s date: ____/____/____ (month/date/year)

2. Age? ______________________

3. What city do you live in? ___________________

4. Were you born as a male or a female?
   □ Male
   □ Female

5. How do you view yourself now (i.e., what is your current gender)?
   □ Male
   □ Female
   □ Transgender—male to female
   □ Transgender—female to male
   □ Don’t know

6. What best describes your race? (Check all that apply.)
   □ American Indian or Alaska Native
   □ Asian
   □ Black or African American
   □ Native Hawaiian or Pacific Islander
   □ White

7. What best describes your ethnicity?
   □ Hispanic or Latino
   □ Not Hispanic or Latino

(continued on following page)
8. What is the highest level you completed in school? *(Check one)*
   - Some high school
   - High school degree or equivalency (GED)
   - Technical or vocational school
   - Some college
   - College degree (e.g., BA, BS)
   - Some graduate school
   - Graduate degree (e.g., PhD, MD, JD, DDS, MA, MS, MPH)

9. Are you currently a student? *(Check one)*
   - Yes, full-time
   - Yes, part-time
   - No

10. Which of the following terms best describes you? *(Check one)*
    - Gay
    - Bisexual
    - Straight/Heterosexual
    - Other: ________________________________

11. What is your HIV status? *(Check one)*
    - HIV-negative
    - HIV-positive
    - Prefer not to answer
    - Never been tested for HIV or never got results

12. Have you attended an M-group before?
    - No, this is my first M-group
    - Yes, one other time
    - Yes, two other times
    - Yes, more than two other times

*(continued on following page)*
13. How much do you agree with these statements?

Please indicate how much you agree or disagree with each of the following statements by circling the number which best fits your response to each item. Use this scale:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>Moderately Disagree</td>
<td>Slightly Disagree</td>
<td>Slightly Agree</td>
<td>Moderately Agree</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Disagree Strongly</th>
<th>Disagree Moderately</th>
<th>Disagree Slightly</th>
<th>Agree Slightly</th>
<th>Agree Moderately</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Safe sex is less pleasurable than unsafe sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. Using a condom takes the fun out of sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. Safer sex is unsatisfying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Sometimes if I’m really turned on, I have trouble only doing safer sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. If someone I’m having sex with starts to do something unsafe, it is difficult for me to stop him</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. I find it difficult telling a sex partner not to do something I think is risky.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. I have trouble letting a sex partner know that I want to have safe sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>h. If I have sex with someone who isn’t my boyfriend, I plan always to have safer sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>i. I plan to get tested for HIV every 6 months.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>j. I plan to talk with friends of mine to encourage them to have safer sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>k. I plan to encourage friends of mine to get tested for HIV every 6 months.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

THANK YOU! (continued on following page)
M-group Outcome Evaluation: Pre-test/Longer-Term Post-test

Date: ______________________________

Thank you for coming to an Mpowerment Project M-group. Please take whatever time you need to answer the following questions. Your honest answers will help us to secure funding for future events and continually help us improve what we offer you. In ____ months we will send you another questionnaire through the mail asking similar questions.

We have devised a code that allows us to keep track of surveys while at the same time honoring your anonymity. Please take the time to fill out this code. Start by writing down the first and third letters of your mother’s maiden name. Then write down the first and last letters of your father’s first name. Then write down the month and day you were born. (We promise not to try and “crack” the code!) The code should look something like this: dajs919.

CODE: ______________________________

1. Today’s date: ____/____/____ (month/date/year)
2. Age? ______________________
3. What city do you live in? ___________________
4. Were you born as a male or a female?
   □ Male
   □ Female
5. How do you view yourself now (i.e., what is your current gender)?
   □ Male
   □ Female
   □ Transgender—male to female
   □ Transgender—female to male
   □ Don’t know
6. What best describes your race? (Check all that apply.)
   □ American Indian or Alaska Native
   □ Asian
   □ Black or African American
   □ Native Hawaiian or Pacific Islander
   □ White
7. What best describes your ethnicity?
   □ Hispanic or Latino
   □ Not Hispanic or Latino

(continued on following page)
8. What is the highest level you completed in school? (Check one)
- Some high school
- High school degree or equivalency (GED)
- Technical or vocational school
- Some college
- College degree (e.g., BA, BS)
- Some graduate school
- Graduate degree (e.g., PhD, MD, JD, DDS, MA, MS, MPH)

9. Are you currently a student? (Check one)
- Yes, full-time
- Yes, part-time
- No

10. Which of the following terms best describes you? (Check one)
- Gay
- Bisexual
- Straight/Heterosexual
- Other: ____________________________________________

11. Have you attended an M-group before?
- No, this is my first M-group
- Yes, one other time
- Yes, two other times
- Yes, more than two other times

12. What is your HIV status? (Check one)
- HIV-negative
- HIV-positive (skip to question 14)
- Prefer not to answer
- Never been tested for HIV or never got results

13. How many months has it been since you were tested for HIV and received your test results? ________ months

14. How many times did you encourage a friend to have safer sex in the last month? ________

15. How many friends did you encourage to have safer sex in the last month? ________

16. How many times did you encourage a friend to get tested for HIV in the last month? ________

17. How many friends did you encourage to get tested for HIV in the last month? ________

(continued on following page)
18. How much do you agree with these statements?
Please indicate how much you agree or disagree with each of the following statements by circling the number which best fits your response to each item. Use this scale:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Disagree Strongly</td>
<td>Disagree Moderately</td>
<td>Disagree Slightly</td>
<td>Agree Slightly</td>
<td>Agree Moderately</td>
<td>Agree Strongly</td>
</tr>
</tbody>
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<tr>
<th></th>
<th>Disagree Strongly</th>
<th>Disagree Moderately</th>
<th>Disagree Slightly</th>
<th>Agree Slightly</th>
<th>Agree Moderately</th>
<th>Agree Strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Safe sex is less pleasurable than unsafe sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>b. Using a condom takes the fun out of sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>c. Safer sex is unsatisfying.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>d. Sometimes if I’m really turned on, I have trouble only doing safer sex.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>e. If someone I’m having sex with starts to do something unsafe, it is difficult for me to stop him</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>f. I find it difficult telling a sex partner not to do something I think is risky.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>g. I have trouble letting a sex partner know that I want to have safe sex</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

19. Please check the box next to each activity you did with your boyfriend/lover in the past 2 months.
- I did not have a boyfriend/lover in the past 2 months (please skip to question 21).
- You put your penis in his ass with a condom.
- You put your penis in his ass without a condom and pulled out before you came.
- You put your penis in his ass without a condom and came inside him.
- Your partner put his penis in your ass with a condom.
- Your partner put his penis in your ass without a condom and pulled out before he came.
- Your partner put his penis in your ass without a condom and came inside you.

(continued on following page)
20. How do you and your boyfriend handle sex outside of your relationship?

☐ Neither of us have sex outside of our relationship
☐ He has sex outside our relationship.
☐ I have sex outside of our relationship.
☐ Both of us have sex outside of our relationship.

21. Please check the box next to each activity you did with a man in the past 2 months who was not your boyfriend/lover.

☐ I did not have sex with a man in the past 2 months who was not my boyfriend/lover (please end the survey now).
☐ You put your penis in his ass with a condom.
☐ You put your penis in his ass without a condom and pulled out before you came.
☐ You put your penis in his ass without a condom and came inside him.
☐ Your partner put his penis in your ass with a condom.
☐ Your partner put his penis in your ass without a condom and pulled out before he came.
☐ Your partner put his penis in your ass without a condom and came inside you.

THANK YOU!
**Anecdotal Reports**

What this measures: Information gathered through informal conversations with people on topics that concern the Project and its activities.

Evaluation type: Process

Background:
In discussions with individuals implementing HIV prevention programs, we have found that many individuals had anecdotal information. These might be opinions expressed by young men about the program or stories about how the program affected young men. These are not usually captured on surveys, but can be revealing about the impact the program has on men. You may want to consider “formalizing” the use of anecdotal information by systematically recording it.

Recording anecdotal information involves “retelling” an incident. For example, if while hanging out with friends someone tells you a story about experiencing an outreach event, jotting down that information may prove helpful later when trying to assess the overall impact of each outreach event. The systematic part of doing this means always writing it down, and perhaps setting up a system so that the Core Group does this too. The important thing to remember is that anecdotal information can be used to report to funders on the progress of the Project. Believing that funders only want to see numbers may prevent them from hearing “contextual information”—that is, information regarding the context of the event—which helps to build an overall impression of the Project’s progress. If you have the information, use it! Write it down! This is a free and easy method of collecting information.

While anecdotal information cannot be used instead of other more formal ways of evaluating the Project, it can be used to give the funders a fuller picture of the Project. Including quotes from Project participants or other young gay/bisexual men in the community are great ways to bring your progress reports to life and to provide concrete examples of your Project’s impact on the lives of young gay/bisexual men in your community.
Mpowerment Logic Model

Assumptions:
- Young girls and boys are more likely to adopt a behavior if they:
  - Feel safe and secure
  - Feel connected to others
  - Feel they have a say in their lives
- Monitoring and evaluation solutions can be effective if they:
  - Are integrated with existing systems
  - Are feasible and cost-effective
  - Are inclusive and participatory

Outputs:
- Young girls and boys participate in decision-making and leadership activities
- Young girls and boys report increased self-esteem and self-efficacy
- Young girls and boys report increased knowledge and skills

Activities:
- Young girls and boys engage in activities to promote their health and well-being
- Young girls and boys participate in peer support groups
- Young girls and boys participate in community service projects

Impact:
- Increased engagement and self-esteem among young girls and boys
- Increased knowledge and skills among young girls and boys
- Increased participation in community service projects

Figure 12.14: Mpowerment Logic Model
Together
creating community
for friendship
for health
for life

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