Instructions for completing the
Adolescent Family Life Prevention Demonstration Project
End of Year Report Template

Who completes the AFL Prevention Demonstration Project End of Year Report?
All grantees funded by the Office of Adolescent Pregnancy Programs (OAPP) to provide pregnancy prevention (abstinence education) complete this report. The project director of the agency that receives federal funding directly from the Office of Adolescent Pregnancy Programs is responsible for the accuracy and completeness of the submitted report. Organizations which provide both OAPP-funded pregnancy prevention services and OAPP-funded care services must complete End of Year Reports and Enclosures separately for each program.

For the End of Year Report for Project Years 1-4, projects should complete the report, including Enclosures A, B, & C, using data from that specific project year (e.g. July 1, 2005-June 30, 2006).

At the end of Project Year 5, use this End of Year Report template and complete the program progress report and evaluation report covering content for the project over all 5 years. For program statistics, complete Enclosure A twice, once for year 5 participants and once for cumulative participants over all 5 years. **Programs funded prior to FY 2004 do not complete Enclosure B. Projects funded in FY 2004 and later complete Enclosure B. reporting on performance measures.** . For the efficiency measure, submitted by all projects, complete Enclosure C only for year 5.

Sections of the AFL Prevention Demonstration Project End of Year Report

Cover page:

This page is completed once and reproduced as the first page of the subsequent two sections.
Project number: This number is the AFL-assigned number that identifies your project, for example APH PA 2000.
Applicant organization: This is the name of the agency that directly receives federal funding to provide services through the project. Subcontracting agencies are not listed here.
Title of project: This is the descriptive title or name of the project, for example Real Life, Dare to Be You, etc.
Project period: This is the 12 month period that indicates the beginning and end of the funding period, for example July 1, 2005-June 30, 2006.
Project year: AFL projects are funded in 5 year cycles. Indicate what year of the 5 year cycle the project is reporting on. This may be different than the project year that the project is currently in, for example the end of year report is for year 2 and the project is currently in year 3.
Project director: The person designated by the agency as responsible for the project. Include his or her name, title, street or mailing address, email address, and telephone and fax numbers. According to the special terms and conditions signed by the program, if a new project director is appointed, a CV or resume must be sent in to the OPHS grants management specialist and OAPP project officer for prior approval.
Program coordinator: In some projects, the person who is responsible for the day-to-day operations of the demonstration project is different than the project director (the agency-designated responsible party). In this case, include the name of the program coordinator, title, email address, and telephone and fax numbers.
Project evaluator: As designated by the Title XX legislation, each demonstration project must have an independent, university-affiliated evaluator from his or her home state. Provide the

evaluator's name, title, street or mailing address, email address, and telephone and fax numbers. According to the special terms and conditions signed by the program, if a new project director is appointed, a CV or resume must be sent in to the OPHS grants management specialist and OAPP project officer for prior approval.

Program Progress Report

This part of the report is usually completed by the project director or program coordinator. Please contact your OAPP project officer if there are any questions regarding particular parts of the report. Note that the descriptive part of the report may take a significant amount of time in the first year; however in subsequent years of the project some parts may be the same, thus the time to complete this section will decrease. Instructions regarding how to complete the report are included throughout the template.

For more information on creating a logic model, see the following resources, or contact your OAPP project officer.

Logic Model References

1. Health Promotion Planning Resources. The Health Communication Unit. The Banting Institute. The University of Toronto. http://www.thcu.ca/infoandresources/planning_resources.htm#tp
2. Taylor-Powell, E. "Logic Model: A Program Performance Framework," Cooperative Extension, University of Wisconsin. http://www.uwex.edu/ces/pdande/evaluation/evallogicmodel.html#more
3. Kirby, D., "BDI Logic Model: A Useful Tool for Designing, Strengthening and Evaluation Programs to Reduce Adolescent Sexual Risk-Taking, Pregnancy, HIV, and Other STD's," ETR Associates, June 15, 2002. http://www.etr.org/recapp/BDILogicModel062002.pdf
4. W.K. Kellogg Foundation. *Evaluation Handbook*, 2004. http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf
5. Rush, B, and Ogborne A. "Program Logic Models: "Expanding their Role and Structure for Program Planning and Evaluation." *The Canadian Journal of Program Evaluation*. vol. 6, No.2, 95-106, 1991.
6. United Way. Outcome Measurement Resource Network. This is an excellent web site for outcomes measurement. United Way of America. http://national.unitedway.org/outcomes.
7. Wong-Rieger, D., and David, L. "Using Program Logic Models to Plan and Evaluate Education and Prevention Programs." In A. Love (Ed). *Evaluation Methods Sourcebook II*. Canadian Evaluation Society, University of Ottowa, 1995.

Evaluation Report

This part of the report is usually completed by the project evaluator, although some parts are completed by the project director and replicated in the evaluation report (e.g. the intervention description) and some parts should be completed in conjunction with the project director (e.g. the logic model).

Additional consultation can be obtained through contacting your project officer and referral to OAPP-contracted evaluation consultants. Note that the descriptive part of the report may take a significant amount of time in the first year; however in subsequent years of the project some parts may be the same, thus the time to complete this section will decrease. Instructions regarding how to complete the report are included throughout the template.

Enclosure A

Which clients should be included in the AFL Prevention Demonstration Project End of Year Report?

All participants involved in the AFL program during the year that is being reported (for example July 1, 2005-June 30, 2006), regardless of how long or the level of involvement in the program's activities, should be included in the reporting of demographic information captured on Enclosure A. To the best of your ability, please provide unduplicated numbers of clients seen during the project year.

For Project Years 1-4, complete the report using data from that project year.

In the 5th year/ end of project report, complete Enclosure A twice, once for year 5 participants and once for cumulative participants over all 5 years.

Categories of participants:

- Female youth participants: Include in the category youth receiving services through the AFL prevention project who entered at 18 or younger.
- Male youth participants: Include in the category youth receiving services through the AFL prevention project who entered at 18 or younger.
- Parents/guardians: Indicate in this category parents or guardians of the youth participants who received services from the AFL project.
- Other clients served: Include in this category other clients served by the AFL prevention project, for example siblings of participants, other family members, people attending a presentation who do not fall into other participant categories. Please provide a note of explanation to describe what services these participants received.
- Counselors trained: If the AFL prevention project conducts trainings of counselors in the community, include them in this category.
- Teachers trained: If the AFL prevention project conducts trainings of teachers in the community, include them in this category.
- Other presenters trained: If the AFL prevention project conducts trainings of other presenters in the community, include them in this category.

Race/ethnicity categories:

Please note, each participant should have designated both an ethnicity and a race category, thus there should be equal numbers of participants in the ethnicity and race tables.

The following ethnicity category descriptions, defined in October 1997, are required for all Federal reporting, as mandated by the Office of Management and Budget. (For more information, go to http://www.whitehouse.gov/omb/inforeg/statpolicy.html#dr). If the participant did not indicate his or her ethnicity, include them in the “unknown/ unreported” category. Please provide unduplicated counts, with cumulative numbers and percentages in each category in the last row or column.

- Hispanic or Latino: A person of Cuban, Mexican, Puerto Rican, South or Central American or other Spanish culture or origin, regardless of race. The term “Spanish origin,” can be used in addition to “Hispanic or Latino.”

The following race category descriptions, defined in October 1997, are required for all Federal reporting, as mandated by the Office of Management and Budget. (For more information, go to http://www.whitehouse.gov/omb/inforeg/statpolicy.html#dr). If a participant has checked more than one race, include them in the “more than one race” category. If the participant did not indicate his or her race, include them in the “unknown/ unreported” category. Please provide unduplicated counts, with cumulative numbers and percentages in each category in the last row or column.

- American Indian or Alaska Native: A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.
- Asian: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.
- Black or African American: A person having origins in any of the black racial groups of Africa.
- Native Hawaiian or Other Pacific Islander: A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

Enclosure B

Prevention projects funded in FY 2004 and later should complete Enclosure B, Performance Measures for AFL Prevention Projects, by using the data from the AFL Prevention Programs Core and Follow-Up Questionnaires, as described on Enclosure B.

In the 5th year/ end of project report**,** to report on performance measures, complete Enclosure B twice, once for year 5 outcomes and once for cumulative outcomes over all 5 years (or all years for which you collected the baseline and follow-up questionnaires).

Enclosure C

The Efficiency Measure should be completed using the following instructions:

Projects should complete the efficiency measure (Enclosure C) for years 2-5. Projects do not need to complete Enclosure C for year 1.
In the 5th year/ end of project report, complete Enclosure C only for year 5.

Program costs: FSR Line 10D (Net outlays—this Period) minus Evaluation costs.
The Financial Status Report (FSR), completed annually, details the budgetary amounts expended by the project yearly. The amount listed on Line 10D of the FSR (Net Outlays—this period) is the base amount expended by the project, including both the federal and non-federal (matching) shares. The evaluation costs allocated in the budget, including both the federal and non-federal (matching) shares should be subtracted from Line 10D so that only the program costs are included in the numerator.

Number of client service hours delivered
This number is derived by tabulating the total number of service hours delivered to clients through the AFL project. There are a variety of activities that may be included in this number. All activities counted in this measure should be directly related to the AFL program's goals and objectives. When calculating the number of hours, note that it does not matter what proportion of time is spent on any one activity. For example, a 3 hour after school program may include tutoring, an arts and crafts program, and a health education lesson, however it is not necessary to split those out; rather the program can just list a 3 hour after school program as one complete activity counted as 3 client service hours.

These are activities conducted by the AFL project (not referral agencies, unless they are paid for or are in-kind services under the grant) that include, but are not limited to:

- AFL-related face to face individual, group, or family activities (note that each client should be counted individually for group activities)
    - Mentoring
    - Tutoring, Educational classes
    - Vocational/ occupational activities
    - Supportive counseling
    - Transportation to activities/ appointments related to program goals
    - Attendance at program-goal-related events for the client, client assessments
    - Home, school, or office visits, attempted and completed
    - Group education (classroom health education, support groups, curricula delivery, tutoring, etc.)
    - Developmental assets-related group or individual activities (e.g. trips to colleges, volunteer activities, community service, sports activities, cultural events, arts and crafts, etc.)
    - Family activities: meetings, group education, supportive counseling, etc.
    - Child care or developmental activities for children of parents attending the AFL project activities or AFL program participants

- AFL-related Phone/email individual, group, or family activities, for example
    - Supportive counseling or case management by phone, coordination of services, referral communication

- AFL-client-related collaboration/ advocacy, for example
    - Advocacy with courts, schools, health/ social service organizations, etc. (this could be by phone or in person)
    - Case staffings for individual clients or families

Programs may develop their own mechanism for tabulating this information, although examples of tables to calculate the information are included below. The intent is not that these examples be used as a form for the information collection, but as examples that the grantee may use when developing a mechanism for tabulating this information. **These tabulation forms should not be submitted with the End of Year Report.**

OAPP requests that you report on 2 types of client service hours delivered in the program: 1) Client service hours delivered to individuals; and 2) Client service hours delivered in group or family settings, in which multiple participants are present for the intervention. This is important so that additional information regarding the types of client service hours delivered is indicated in the efficiency measure.

Programs may develop their own mechanism for tabulating this information, although examples of tables to calculate the information are included below. The intent is not that these examples be used as a form for the information collection, but as examples that the grantee may use when developing a mechanism for tabulating this information. **These tabulation forms should not be submitted with the End of Year Report. Rather, you will only report the total number of Client Service Hours delivered individually, the total number of Client Service Hours delivered in group or family settings, and the sum of Individual and Group/ Family Client Service Hours.**

Sample Tabulation Form for Client Activities

Client name	Date	Activity	Ind Hours	Group Hours	Total

Pam	10/14/05	Individual home visit	1.5		
Marie	10/15/05	Group education session		1.0	
Janna	10/15/05	Group education session		1.0	
Kim	10/15/05	Group education session		1.0	
Pam	10/15/05	Group education session		1.0	
Toni	10/15/05	Group education session		1.0	
Maria	10/17/05	Case staffing re Maria	1.0		
Janna	10/18/05	Advocacy-court with Janna	5.0		
		Total	7.5	5.0	12.5

On Enclosure C, you would report 7.5 for Individual Client Service Hours, 5.0 for Group/ Family Client Service Hours, and 12.5 for Total Client Service Hours.

Alternately, the program could create a tabulation form for each client, for example:

Client: Pam

Date	Activity	Ind. Hours	Group Hours	Total
10/14/05	Individual home visit	1.5		
10/15/05	Group education session		1.0	
10/21/05	Mt with school counselor	1.5		
10/25/05	Attempted home visit	.5		
	Total	3.5	1.0	4.5

On Enclosure C, you would report 3.5 for Individual Client Service Hours, 1.0 for Group/ Family Client Service Hours, and 4.5 for Total Client Service Hours.

Another way to calculate the number of hours is to multiply the service by the number of AFL participants present, for example, if 5 students attend a 1 hour class: 5*1= 5 group client service hours for that intervention. However, the benefit of the previous methods for calculating the number of hours is that the project evaluator could easily calculate client dosage (number of hours of service any given client receives) and include that as a potential predictor variable.

Date	Activity	Hours	Participants	Ind Hrs	Group Hrs	Total
10/14/05	After school program	3	10		30	
10/15/05	Group education session	1.0	5		5	
10/21/05	Mt with school counselor	1.5	2	3		
10/22/05	Individual client sessions	1.0	3	3		
10/25/05	Attempted home visit	.5	3	1.5		
				7.5	35	42.5

On Enclosure C, you would report 7.5 for Individual Client Service Hours, 35 for Group/ Family Client Service Hours, and 42.5 for Total Client Service Hours.