ICPSR | INTER-UNIVERSITY CONSORTIUM FOR POLITICAL AND SOCIAL RESEARCH

ICPSR 34398

Cross-Site Evaluation of the Title XX Adolescent Family Life Program in 14 States, 2008-2011

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Codebook for Prevention Evaluation Data

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Dataset 5: Prevention Evaluation Data

1. **Truncated Value Labels:** Due to SPSS limitations, some value labels (such as labels for values 7 and 8 in variables **P_D3_7** and **P_D3_7**, respectively) have been truncated to 120 characters. Please refer to the Original P.I. Documentation for the full value labels.

2. **Truncated Values:** There are string variables that contain values which exceed the maximum character limit for Stata. ICPSR has truncated this value in order to create the Stata files. The full values read as follows:
   - For variable **P_B25** "4th grade curricula: c,d,a,f,f,e,f,e,f,f,b,f,b,c,e,f,b,c,d,e,f,b,e,f,c,a,d,g,e,f,b,b,e,f 5th grade curricula: b,d,e,f,a,b,c,d,e,f,g,a,d,e,f,g,c,d,e,f,b,d,e,f,a,g,d,f,e,f,c,d,e,f,g,a,g,b,e,f,a,b,c,g, e,a,b,c,g,d,e,f,c,d,e,f,g,e,f,g 6th grade curricula: a,b,d,a,b,d,g,a,d,f,d,e,f,b,e,f,d,e,f,b,c,d,e,f,g,d,e,f,,c,b,a,b,c,d,e,f,g,a,b,c,g,b,c,d ,e,f,a,g,a,b,c,d,e,f,g,e,f,c,d,e,f,g,e,f,g"
   - For variable **P_B11O** "Assist staff in supervising the students, developing and planning activities/events, helping staff mediate conflicts when they arise, working together with other team members, and being a positive example in school as he/she represents our program."

AFL Prevention Cross-Site Process Evaluation Codebook

Project ID: `B12_prid`

Treatment Group (when more than one): `P_TGRP`

A. INTERVENTION SETTING AND POPULATION

The following questions are about your AFL demonstration project and target population characteristics. If your demonstration project evaluation involves a treatment group and a comparison group, <u>these questions are about your treatment group</u>.

`P_A1`

How many treatment groups does your project have?

Mark one response

- ☐₁ One
- ☐₂ More than one

`P_A2`

Which of the following best describes where your AFL project activities are primarily delivered?

Mark one response

- ☐₁ Faith-based organization(s)
- ☐₂ Health clinic(s)
- ☐₃ Hospital(s)
- ☐₄ Other community-based organization(s)
- ☐₅ Participants' homes
- ☐₆ School(s)
- ☐₇ Other

`P_A3`

At what age(s) do adolescents typically begin participating in your AFL demonstration project?

Mark all that apply

- ☐₁ 13 years old or younger (a. Specify: `P_A3OA` _____)
- ☐₂ 14 years old
- ☐₃ 15 years old
- ☐₄ 16 years old
- ☐₅ 17 years old or younger (a. Specify: `P_A3OB` _____)

B. PROJECT CONTENT AND DELIVERY

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project.

Which of the following would you identify as the primary goal(s) of your AFL demonstration project?

Mark all that apply

`P_B1_1` ☐₁ Improve parent-child communication

`P_B1_2` ☐₂ Life planning

`P_B1_3` ☐₃ Prevent alcohol/other drug use

`P_B1_4` ☐₄ Prevent human immunodeficiency virus (HIV)

`P_B1_5` ☐₅ Prevent other sexually transmitted infections (STIs)

`P_B1_6` ☐₆ Prevent sexual initiation

`P_B1_7` ☐₇ Prevent school dropout

`P_B1_8` ☐₈ Prevent teen pregnancy

`P_B1_9` ☐₉ Promote discontinuation of sexual activity

`P_B1_10` ☐₁₀ Other (a. Describe: `P_B1O` _____)

Does your project implement any of the following activities to recruit adolescents?

Mark all that apply

`P_B2_1` ☐₁ Implement activities at times convenient for adolescents

`P_B2_2` ☐₂ Invite adolescents to attend the project

`P_B2_3` ☐₃ Pass out flyers about the project

`P_B2_4` ☐₄ Provide child care

`P_B2_5` ☐₅ Provide food for participants during activities

`P_B2_6` ☐₆ Provide other incentives (e.g., gift certificates)

`P_B2_7` ☐₇ Provide a telephone number adolescents could call

`P_B2_8` ☐₈ Other (a. Describe: `P_B2O` _____)

`P_B3`

Which of the following best describes your project activities?

Mark one response

☐₁ This project includes only group activities

☐₂ This project includes both group and one-on-one activities

☐₂ Something else (a. Describe: `P_B3O` _____)

What is the average number of participants and staff per group or classroom in the project?

a. `P_B4a` participants per   b. `P_B4b` staff

Which of the following best describe major components of your project?

  Mark all that apply

`P_B5_1`   ☐₁. Academic support, remediation, and/or tutoring

`P_B5_2`   ☐₂ Community service or other volunteer experience

`P_B5_3`   ☐₃ Education about alcohol, tobacco, or other drugs

`P_B5_4`   ☐₄ Education about healthy relationships

`P_B5_5`   ☐₅ Education about abstinence from sexual activity

`P_B5_6`   ☐₆ Education about STI prevention

`P_B5_7`   ☐₇ Family activities

`P_B5_8`   ☐₈ Job skills training

`P_B5_9`   ☐₉ Life skills classes

`P_B5_10` ☐₁₀ Parent support group

`P_B5_11` ☐₁₁ Parent workshop

`P_B5_12` ☐₁₂ Summer project/activities

`P_B5_13` ☐₁₃ Other (a. Describe: `P_B5O`_____)

`P_B6`

Does your AFL demonstration project use peer leaders to conduct activities with adolescents?

        ☐₁ Yes

        ☐₀ No

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group.

How are peer leaders selected?

  Mark all that apply

`P_B7_1`   ☐₁ Chosen by peers

`P_B7_2`   ☐₂ Chosen by teachers/other adult

`P_B7_3`   ☐₃ Volunteers

`P_B7_4`   ☐₄ Other (a. Describe: `P_B7O`_____)

`P_B8`

Which of the following best describes the ages of peer leaders?

  Mark one response

        ☐₁ Peer leaders are typically older than participants

        ☐₂ Peer leaders are typically younger or about the same age as participants

P_B9

Which of the following best describes when training for peer leaders occurs?

   Mark one response

       ☐₃ Both before and after peer-led activities begin

       ☐₂ Before only

       ☐₁ After only

       ☐₀ There is no specific training for peer leaders

Which of the following are true for your project?

   Mark all that apply

P_B10_1 ☐₁ Boundaries for peer leader-participant relationships are established prior to program implementation

P_B10_2 ☐₂ Prospective peer leaders are screened (for example, a background check or an interview)

P_B10_3 ☐₃ Peer leaders alternate between being educators and recipients of program activities

P_B10_4 ☐₄ There are structured activities for peer leaders and project participants

Which of the following activities do peer leaders conduct?

   Mark all that apply

P_B11_1 ☐₁ Make referrals to other services

P_B11_2 ☐₂ Provide individual counseling

P_B11_3 ☐₃ Provide mentoring

P_B11_4 ☐₄ Provide tutoring

P_B11_5 ☐₅ Teach curriculum

P_B11_6 ☐₆ Other (a. Describe: **P_B11O** _____)

P_B12

Does your demonstration project provide mentoring for adolescents?

       ☐₁ Yes

       ☐₀ No

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group.

P_B13

Which of the following best describes the mentoring activities?

   Mark one response

       ☐₁ Group mentoring

       ☐₂ One-on-one mentoring

       ☐₃ Other (a. Describe: **P_B13O** _____)

What is the average number of mentors and mentees per group?

       a. `P_B14a` _____ mentees per b. `P_B14b` _____ mentors

Where do mentors and mentees typically meet?

   Mark all that apply

`P_B15_1` ☐₁ In person at a school

`P_B15_2` ☐₂ In person at a community center or other community location

`P_B15_3` ☐₃ In person at the mentee's home

`P_B15_4` ☐₄ By telephone

`P_B15_5` ☐₅ Other (a. Describe: `P_B15O` _____)

`P_B16`

Which of the following best describes when training for mentors occurs?

   Mark one response

       ☐₀ There is no specific training for mentors

       ☐₁ Before the mentor and mentee are matched

       ☐₂ After the mentor and mentee are matched

       ☐₃ Both before and after the mentor and mentee are matched

`P_B17`

Which of the following best describes mentors' employment status?

   Mark one response

       ☐₁ Mentors are paid staff

       ☐₂ Mentors are volunteers

       ☐₃ Other (a. Describe: `P_B17O` _____)

`P_B18`

Which of the following best describes the way mentors are assigned to mentees?

   Mark one response

       ☐₁ Mentors are assigned to mentees based on specific criteria (such as gender, race, mutual interests, etc.)

       ☐₂ Mentors are matched to mentees based on availability

       ☐₃ Other (a. Describe: `P_B18O` _____)

Which of the following are true for your project?

Mark all that apply

P_B19_1 □₁ Mentor-mentee relationship is monitored by an AFL project staff person
P_B19_2 □₂ Mentoring is provided by adult mentors
P_B19_3 □₃ Mentoring is provided by peer mentors
P_B19_4 □₄ Prospective mentors are screened (e.g., a background check or an interview)
P_B19_5 □₅ The mentoring component seeks support from the parent or guardian of the mentee
P_B19_6 □₆ There are clear expectations for frequency of mentor/mentee contact
P_B19_7 □₇ There are clear expectations for the length of the mentor/mentee relationship
P_B19_8 □₈ There are structured activities for mentors and mentees

P_B20

Is parental participation (beyond consent) a component of the intervention?

□₁ Yes
□₀ No

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents *and* adolescents, or neither. If you conduct activities for *both* parents only and for parents and adolescents, be sure to mark both options.

Mark at least one response for each item	Yes, for parents and adolescents together	Yes, for parents only	Neither
a. Role play activities	P_B22a_2 □₂	P_B22a_1 □₁	P_B22a_0 □₀
b. Small group discussions	P_B22b_2 □₂	P_B22b_1 □₁	P_B22b_0 □₀
c. Videos to watch at home	P_B22c_2 □₂	P_B22c_1 □₁	P_B22c_0 □₀
d. Workshops or training sessions	P_B22d_2 □₂	P_B22d_1 □₁	P_B22d_0 □₀
e. Other techniques (a. Describe: P_B22O _____)	P_B22e_2 □₂	P_B22e_1 □₁	P_B22e_0 □₀

Are messages about sexual behavior tailored in any of the following ways?

Mark all that apply

P_B23_1	☐₁ Yes—To the age of the adolescents
P_B23_2	☐₂ Yes—To the sexual experience of the adolescents
P_B23_3	☐₃ Yes—To the gender of the adolescents
P_B23_4	☐₄ Yes—To the culture of the adolescents
P_B23_5	☐₅ Yes—Other (a. Describe: **P_B23O**)
P_B23_98	☐₉₈ No—Standardized messages are provided to all adolescents

Does your project cover the following topics?

Mark all that apply

P_B24_a	☐ₐ Basic information about HIV/STIs or pregnancy
P_B24_b	☐_b <u>Behaviors to reduce vulnerability</u> to HIV/STIs or pregnancy, including use of contraception (if applicable)
P_B24_c	☐_c Barriers to behaviors to reduce vulnerability to HIV/STIs or pregnancy
P_B24_d	☐_d Knowledge about behaviors to reduce vulnerability to HIV/STIs or pregnancy
P_B24_e	☐_e Skills to reduce vulnerability to HIV/STIs or pregnancy
P_B24_f	☐_f Values and/or attitudes about behaviors to reduce vulnerability to HIV/STIs or pregnancy
P_B24_g	☐_g Information about susceptibility to and/or severity of HIV/STIs or pregnancy

For all topics you marked in **B24**, please indicate the order in which your project covers these topics. For example, if you marked "yes" to "b. Behaviors to reduce vulnerability to HIV/STIs or pregnancy," "c. Barriers to behaviors to reduce vulnerability to HIV/STIs or pregnancy," and "e. Skills to reduce vulnerability to HIV/STIs or pregnancy," and your project covers behaviors first, then skills, then barriers, you would respond: <u>b, e, c</u>

If a topic is covered multiple times throughout your program, it can be listed multiple times. (For example: <u>b, e, b, c</u>)

Write the order of the topics you marked in **B24** (if any):   **P_B25**

Which of the following <u>teaching methods</u> does your project employ?

   Mark all that apply

`P_B26_1` $\square_1$ Assignments for adolescents to speak with parents or other adults
`P_B26_2` $\square_2$ Classroom discussions
`P_B26_3` $\square_3$ Competitive games
`P_B26_4` $\square_4$ Homework assignments
`P_B26_5` $\square_5$ Live skits
`P_B26_6` $\square_6$ Motivational interviewing
`P_B26_7` $\square_7$ Problem-solving activities
`P_B26_8` $\square_8$ Role plays
`P_B26_9` $\square_9$ Short lectures
`P_B26_10` $\square_{10}$ Small group work
`P_B26_11` $\square_{11}$ Stories
`P_B26_12` $\square_{12}$ Surveys of participant attitudes for teaching purposes
`P_B26_13` $\square_{13}$ Surveys of participant intentions for teaching purposes
`P_B26_14` $\square_{14}$ Anonymous presentations of participant survey results
`P_B26_15` $\square_{15}$ Videos
`P_B26_16` $\square_{16}$ Worksheets
`P_B26_17` $\square_{17}$ Voting activities to force participants to choose among responses

<u>To increase perceptions of risk</u> (susceptibility and/or severity), does your project provide any of the following?

   Mark all that apply

`P_B27_1` $\square_1$ Discussion of negative consequences of sexual behavior
`P_B27_2` $\square_2$ Data on prevalence of STIs or pregnancy
`P_B27_3` $\square_3$ Speakers or videos of HIV-positive or pregnant people
`P_B27_4` $\square_4$ Other (a. Describe: `P_B27O`____)

<mark>To change personal values and attitudes about sex</mark>, does your project include any of the following?

   Mark all that apply

`P_B28_1` $\square_1$ Discussion about parental influence on values and attitudes about sex
`P_B28_2` $\square_2$ Discussions that emphasize the advantages of abstinence
`P_B28_3` $\square_3$ Discussions that emphasize that anti-abstinence attitudes are irresponsible
`P_B28_4` $\square_4$ Survey data to demonstrate peer support for abstinence
`P_B28_5` $\square_5$ Voting activities to demonstrate peer support for abstinence
`P_B28_6` $\square_6$ Other (a. Describe: `P_B28O`____)

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following?

Mark all that apply

`P_B29_1` ☐₁ More than one role play for each adolescent to participate in

`P_B29_2` ☐₂ More than one role play for each adolescent to watch

`P_B29_3` ☐₃ Opportunities for participants to practice refusing sexual pressure

`P_B29_4` ☐₄ Videos so participants can observe refusals

`P_B29_5` ☐₅ Other (a. Describe: `P_B29O` _____)

`P_B30`

Does the project include activities that address media influences on sexual behaviors?

☐₁ Yes

☐₀ No

`P_B31`

Is your project based on a specific behavioral theory or theories?

☐₁ Yes (a. Which one[s]? `P_B31O` _____)

☐₀ No

`P_B32`

Does your project use any evidence-based curricula, programs, or strategies? (Evidence-based curricula, programs, or strategies have been proven to be effective through evaluation.)

☐₁ Yes

☐₀ No

☐₉₇ Not sure

We want to learn about what makes your project a <u>demonstration</u> project or an innovation. Does your project:

Mark all that apply

`P_B34_1` ☐₁ Adapt or make changes to an evidence-based curriculum

`P_B34_2` ☐₂ Deliver an existing project to a previously underserved population

`P_B34_3` ☐₃ Add or change one or more project components to modify an existing project

`P_B34_4` ☐₄ Employ a new approach

`P_B34_5` ☐₅ Do something else innovative

`P_B34_98` ☐₉₈ None of the above

C. INTERVENTION EXPOSURE

The following questions are about participant exposure to your project and the amount of time participants receive project activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group.

P_C1

On average, how many hours does each participant receive project activities?

Mark one response

- $\square_1$ 6 hours or less (a. Specify: **P_C1OA** hours)
- $\square_2$ 7–13 hours
- $\square_3$ 14–20 hours
- $\square_4$ 21–30 hours
- $\square_5$ 31–50 hours
- $\square_6$ 51–75 hours
- $\square_7$ 76–100 hours
- $\square_8$ More than 100 hours (a. Specify: **CC1OB** hours)

P_C2

Over what period of time does each participant receive project activities?

Mark one response

- $\square_1$ One time only
- $\square_2$ A few days
- $\square_3$ 1–3 weeks
- $\square_4$ 1–3 months
- $\square_5$ 4–6 months
- $\square_6$ 7–9 months
- $\square_7$ 10–12 months
- $\square_8$ More than 12 months (a. Specify: **P_C2O** _____)

P_C3

How often do participants receive project activities?

Mark one response

- $\square_5$ Daily
- $\square_4$ Several times a week
- $\square_3$ Once a week
- $\square_2$ Once every two weeks
- $\square_1$ Less than once every two weeks (a. Specify: **P_C3O** _____)

P_C4

Generally, what proportion of participants enrolled in the project completes the intervention in its entirety?

  Mark one response

  $\square_4$ All
  $\square_3$ Many
  $\square_2$ About half
  $\square_1$ Some
  $\square_0$ None

D. ORGANIZATIONAL CONTEXT

For how many years has this project been in place? If this project was in place prior to the current AFL funding, please be sure to count those years. If this project has been adapted from a past project within your organization but still has similar goals, please be sure to count those years.

P_D1 __ year(s)

P_D2

Which of the following best describes how permanent this project is within your organization?

  Mark one response

  $\square_1$ Not at all permanent
  $\square_2$ Somewhat permanent
  $\square_3$ Permanent

Which of the following is true for your AFL demonstration project?

  Mark all that apply

P_D3_1 $\square_1$ The project's goals and objectives have been put into writing
P_D3_2 $\square_2$ Plans and procedures used for implementing this project have been put into writing
P_D3_3 $\square_3$ A schedule (e.g., timetable, plan of action) used for implementing project activities has been put into writing
P_D3_4 $\square_4$ Strategies for implementing this project have been adapted to fit local circumstances
P_D3_5 $\square_5$ Formalized job descriptions have been written for staff involved with this project
P_D3_6 $\square_6$ Permanent staff have been assigned to implement this project
P_D3_7 $\square_7$ An administrative-level individual within your organization has been actively involved in advocating for this project's continuation
P_D3_8 $\square_8$ Staff in your organization other than those actually implementing this project actively contribute to the project's operations

Have you involved any of the following external stakeholders in your AFL demonstration project?

Mark all that apply

Code		
P_D4_1	☐₁	Community organizations
P_D4_2	☐₂	Faith community
P_D4_3	☐₃	Health care sector (e.g., pediatricians, health clinics, hospital representatives)
P_D4_4	☐₄	Local government (e.g., town or city government)
P_D4_5	☐₅	Private, non-profit social service provider (e.g., family services, drug treatment center)
P_D4_6	☐₆	School district(s)
P_D4_7	☐₇	Other (a. Describe: __P_D4O_____)

E. PROJECT STAFF

How many different individuals at your organization are paid (either part-time or full-time) to work on the AFL demonstration project?

__P_E1____ staff persons

What is the total number of full-time equivalent paid staff (FTEs) who work on your AFL demonstration project? For example, if two paid staff each work at 50% time on AFL demonstration project activities, they would equal 1 FTE.

__P_E2____ FTEs

How many volunteers work on the AFL demonstration project?

__P_E3____ volunteers

The next questions ask about individuals who <u>deliver</u> AFL demonstration project activities to participants.

Please indicate how many individuals in each of the following age ranges **deliver** project activities?

Code		
P_E4_1	_____	Younger than 18 years old
P_E4_2	_____	19–25 years old
P_E4_3	_____	26–35 years old
P_E4_4	_____	36–45 years old
P_E4_5	_____	46–55 years old
P_E4_6	_____	56–65 years old
P_E4_7	_____	Older than 65 years old

P_E5

Are the individuals delivering AFL project activities. . .

Mark one response

$\square_1$ All female

$\square_2$ Mostly female

$\square_3$ Evenly split male and female

$\square_4$ Mostly male

$\square_5$ All male

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities?

P_E6_1 _____ Some high school

P_E6_2 _____ High school diploma or GED

P_E6_3 _____ Some college, but no degree

P_E6_4 _____ 2-year college degree

P_E6_5 _____ Bachelor's degree

P_E6_6 _____ Master's degree or higher

Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants?

Mark all that apply

P_E7_1 $\square_1$ Adolescent medicine

P_E7_2 $\square_2$ Adolescent reproductive health

P_E7_3 $\square_3$ Case management

P_E7_4 $\square_4$ Counseling

P_E7_5 $\square_5$ Education (e.g., school teacher)

P_E7_6 $\square_6$ Health education

P_E7_7 $\square_7$ Nursing

P_E7_8 $\square_8$ Nutrition

P_E7_9 $\square_9$ Public health

P_E7_10 $\square_{10}$ Pediatric medicine

P_E7_11 $\square_{11}$ Sex education or HIV education

P_E7_12 $\square_{12}$ Social work

P_E7_13 $\square_{13}$ Other (a. Describe: **P_E7O** _____)

P_E8

On average, how long have individuals delivering project activities worked with pregnant and parenting adolescents, not including their time with this AFL demonstration project?

Mark one response

- ☐₁ Not at all – the average individual delivering project activities has never worked with pregnant or parenting adolescents beyond their work on this AFL demonstration project
- ☐₂ Less than 6 months
- ☐₃ 6 months or more but less than 1 year
- ☐₄ 1 to 3 years
- ☐₅ 4 to 6 years
- ☐₆ 7 or more years (a. How many? **P_E8O** years)

P_E9

Are there individuals delivering project activities who are Hispanic or Latino?

- ☐₁ Yes
- ☐₀ No

Mark the box or boxes below that describe the race of individuals delivering project activities.

Mark all that apply

- **P_E10_1** ☐₁ White
- **P_E10_2** ☐₂ Black or African American
- **P_E10_3** ☐₃ Asian
- **P_E10_4** ☐₄ Native Hawaiian or Other Pacific Islander
- **P_E10_5** ☐₅ American Indian or Alaska Native
- **P_E10_6** ☐₆ Other (a. Describe: **P_E10O** _____)

P_E11

What proportion of individuals delivering project activities receive training to do this (other than training provided by OAPP)?

Mark one response

- ☐₄ All
- ☐₃ Many
- ☐₂ About half
- ☐₁ Some
- ☐₀ None

P_E12

Of those who receive training, how much training do they receive (other than training provided by OAPP)?

Mark one response

- ☐₁ 7 hours or less (a. How many? **P_E12OA** hours)
- ☐₂ 8 to 15 hours
- ☐₃ 16 to 23 hours
- ☐₄ 24 to 31 hours
- ☐₅ 32 to 39 hours
- ☐₆ 40 hours or more (a. How many? **P_E12OB** hours)

P_E13

On average, how long have individuals delivering project activities served in their current roles?

Mark one response

- ☐₁ 1 year or less
- ☐₂ 2 years
- ☐₃ 3 years
- ☐₄ 4 years
- ☐₅ 5 years or more (a. How many? **P_E13O** years)

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Variable Description and Frequencies

Note: Frequencies displayed for the variables are not weighted. They are purely descriptive and may not be representative of the study population. Please review any sampling or weighting information available with the study.

Summary statistics (minimum, maximum, mean, median, and standard deviation) may not be available for every variable in the codebook. Conversely, a listing of frequencies in table format may not be present for every variable in the codebook either. However, all variables in the dataset are present and display sufficient information about each variable. These decisions are made intentionally and are at the discretion of the archive producing this codebook.

Prevention Evaluation Data

B12_PRID: Project ID

Project ID

Value	Label	Unweighted Frequency	%
1	-	1	2.4 %
2	-	1	2.4 %
3	-	3	7.1 %
4	-	1	2.4 %
5	-	1	2.4 %
6	-	1	2.4 %
7	-	1	2.4 %
8	-	1	2.4 %
9	-	1	2.4 %
10	-	1	2.4 %
11	-	1	2.4 %
12	-	1	2.4 %
13	-	1	2.4 %
14	-	1	2.4 %
15	-	1	2.4 %
16	-	1	2.4 %
17	-	1	2.4 %
18	-	2	4.8 %
19	-	1	2.4 %
20	-	1	2.4 %
21	-	1	2.4 %
22	-	1	2.4 %
23	-	1	2.4 %
24	-	1	2.4 %
25	-	1	2.4 %
26	-	1	2.4 %
27	-	1	2.4 %
28	-	2	4.8 %
29	-	1	2.4 %
30	-	1	2.4 %
31	-	1	2.4 %
Missing Data			
.	-	7	16.7 %
Total		**42**	**100%**

Based upon 35 valid cases out of 42 total cases.

- Mean: 15.66
- Median: 16.00
- Mode: 3.00
- Minimum: 1.00
- Maximum: 31.00
- Standard Deviation: 9.33

Location: 1-2 (width: 2; decimal: 0)
Variable Type: numeric

P_TGRP: Treatment Group (when more than one)

Treatment Group (when more than one)

Value	Label	Unweighted Frequency	%
1	-	3	7.1 %
2	-	3	7.1 %
3	-	1	2.4 %
	Missing Data		
.	-	35	83.3 %
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Mean: 1.71
- Median: 2.00
- Minimum: 1.00
- Maximum: 3.00
- Standard Deviation: 0.76

Location: 3-3 (width: 1; decimal: 0)
Variable Type: numeric

P_A1: How many treatment groups does your project have?

The following questions are about your AFL demonstration project and target population characteristics. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. How many treatment groups does your project have? [Mark one response]

Value	Label	Unweighted Frequency	%
1	One	21	50.0 %
2	More than one	12	28.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 2.00

Location: 4-4 (width: 1; decimal: 0)
Variable Type: numeric

P_A2: Which of the following best describes where your AFL project activities are primarily delivered?

Which of the following best describes where your AFL project activities are primarily delivered? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Faith-based organization(s)	1	2.4 %
2	Health clinic(s)	0	0.0 %
3	Hospital(s)	0	0.0 %
4	Other community-based organization(s)	8	19.0 %
5	Participants' homes	1	2.4 %
6	School(s)	19	45.2 %
7	Other	3	7.1 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 7.00

Location: 5-5 (width: 1; decimal: 0)
Variable Type: numeric

P_A3: At what age(s) do adolescents typically begin participating in your AFL demonstration project?

At what age(s) do adolescents typically begin participating in your AFL demonstration project? [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	13 years old or younger (Specify)	28	66.7 %
2	14 years old	2	4.8 %
3	15 years old	1	2.4 %
4	16 years old	0	0.0 %
5	17 years old or younger (Specify)	1	2.4 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 5.00

Location: 6-6 (width: 1; decimal: 0)
Variable Type: numeric

P_A3OA: At what age(s) do adolescents typically begin participating in your AFL demonstration project? 13 years old or younger (Specify)

At what age(s) do adolescents typically begin participating in your AFL demonstration project? 13 years old or younger (Specify) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	20	47.6 %
10	-	1	2.4 %
10 to 14 years old	-	1	2.4 %
10, 11, and 12	-	1	2.4 %
11 - 14 years old	-	1	2.4 %
11-12 year olds (6th grade)	-	1	2.4 %
11-12 years old	-	1	2.4 %
11.13 years	-	1	2.4 %
12	-	1	2.4 %
12 years old	-	2	4.8 %
12-15.6	-	1	2.4 %
13	-	1	2.4 %
7th grade	-	1	2.4 %
Age 10	-	1	2.4 %
Middle school adolescents	-	1	2.4 %
Participants must be 9 to 14 years old to participate	-	2	4.8 %
Some 6th graders are 11 years old.	-	1	2.4 %
Youngest participants are 12 years old	-	1	2.4 %
ages 9 - 12 years	-	1	2.4 %
enrollment begins at 11	-	1	2.4 %
participation in program starts in 6th grade.	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 7-59 (width: 53; decimal: 0)
Variable Type: character

P_A3OB: At what age(s) do adolescents typically begin participating in your AFL demonstration project? 17 years old or younger (Specify)

At what age(s) do adolescents typically begin participating in your AFL demonstration project? 17 years old or younger (Specify) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	40	95.2 %
17-18	-	1	2.4 %
Adults	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 60-65 (width: 6; decimal: 0)
Variable Type: character

P_B1_1: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Improve parent-child communication

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Improve parent-child communication [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Improve parent-child communication	29	69.0 %
	Missing Data		
.	-	13	31.0 %
	Total	**42**	**100%**

Based upon 29 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 1.00

Location: 66-66 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_2: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Life planning

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Life planning [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Life planning	16	38.1 %
	Missing Data		
.	-	26	61.9 %
	Total	**42**	**100%**

Based upon 16 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 67-67 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_3: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Prevent alcohol/other drug use

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Prevent alcohol/other drug use [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Prevent alcohol/other drug use	19	45.2 %
	Missing Data		
.	-	23	54.8 %
	Total	**42**	**100%**

Based upon 19 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 68-68 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_4: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Prevent human immunodeficiency virus (HIV)

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Prevent human immunodeficiency virus (HIV) [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Prevent human immunodeficiency virus (HIV)	20	47.6 %
	Missing Data		
.	-	22	52.4 %
	Total	**42**	**100%**

Based upon 20 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 69-69 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_5: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Prevent other sexually transmitted infections (STIs)

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Prevent other sexually transmitted infections (STIs) [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Prevent other sexually transmitted infections (STIs)	21	50.0 %
	Missing Data		
.	-	21	50.0 %
	Total	**42**	**100%**

Based upon 21 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 70-70 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_6: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Prevent sexual initiation

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Prevent sexual initiation [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Prevent sexual initiation	30	71.4 %
	Missing Data		
.	-	12	28.6 %
	Total	**42**	**100%**

Based upon 30 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 71-71 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_7: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Prevent school dropout

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project.

Which of the following would you identify as the primary goals of your AFL demonstration project? Prevent school dropout [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	Prevent school dropout	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

• Minimum: 7.00
• Maximum: 7.00

Location: 72-72 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_8: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Prevent teen pregnancy

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Prevent teen pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	Prevent teen pregnancy	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

• Minimum: 8.00
• Maximum: 8.00

Location: 73-73 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_9: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Promote discontinuation of sexual activity

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Promote discontinuation of sexual activity [Mark all that apply]

Value	Label	Unweighted Frequency	%
9	Promote discontinuation of sexual activity	19	45.2 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	23	54.8 %
	Total	**42**	**100%**

Based upon 19 valid cases out of 42 total cases.

- Minimum: 9.00
- Maximum: 9.00

Location: 74-74 (width: 1; decimal: 0)
Variable Type: numeric

P_B1_10: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Other

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
10	Other (Describe)	10	23.8 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Minimum: 10.00
- Maximum: 10.00

Location: 75-76 (width: 2; decimal: 0)
Variable Type: numeric

P_B1O: Which of the following would you identify as the primary goal(s) of your AFL demonstration project? Other (Describe)

The following questions are about your AFL demonstration project components and activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. Unless directed otherwise, think about all of the project activities that benefit adolescents in the treatment group in your AFL demonstration project. Which of the following would you identify as the primary goals of your AFL demonstration project? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	32	76.2 %
Character development, peer independence	-	1	2.4 %
Develop leadership skills	-	1	2.4 %
Increase self-efficacy, self-responsibility, communication, decision-making, future orientation	-	1	2.4 %

Value	Label	Unweighted Frequency	%
Media Awareness	-	1	2.4 %
Post Secondary Education	-	1	2.4 %
Promote parental monitoring, networking	-	1	2.4 %
Self-esteem, Making positive choices	-	2	4.8 %
Violence prevention	-	1	2.4 %
promote self-efficacy, self-responsibility, communication, problem-solving and decision-making skills	-	1	2.4 %
Total		**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 77-177 (width: 101; decimal: 0)
Variable Type: character

P_B2_1: Does your project implement any of the following activities to recruit adolescents? Implement activities at times convenient for adolescents

Does your project implement any of the following activities to recruit adolescents? Implement activities at times convenient for adolescents [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Implement activities at times convenient for adolescents	29	69.0 %
	Missing Data		
.	-	13	31.0 %
	Total	**42**	**100%**

Based upon 29 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 1.00

Location: 178-178 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_2: Does your project implement any of the following activities to recruit adolescents? Invite adolescents to attend the project

Does your project implement any of the following activities to recruit adolescents? Invite adolescents to attend the project [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Invite adolescents to attend the project	26	61.9 %
	Missing Data		
.	-	16	38.1 %
	Total	**42**	**100%**

Based upon 26 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 179-179 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_3: Does your project implement any of the following activities to recruit adolescents? Provide child care

Does your project implement any of the following activities to recruit adolescents? Pass out flyers about the project [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Pass out flyers about the project	24	57.1 %
	Missing Data		
.	-	18	42.9 %
	Total	**42**	**100%**

Based upon 24 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 180-180 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_4: Does your project implement any of the following activities to recruit adolescents? Provide food for participants during activities

Does your project implement any of the following activities to recruit adolescents? Provide child care [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Provide child care	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 181-181 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_5: Does your project implement any of the following activities to recruit adolescents? Provide other incentives (e.g., gift certificates)

Does your project implement any of the following activities to recruit adolescents? Provide food for participants during activities [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Provide food for participants during activities	28	66.7 %
	Missing Data		
.	-	14	33.3 %
	Total	**42**	**100%**

Based upon 28 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 182-182 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_6: Does your project implement any of the following activities to recruit adolescents? Provide a telephone number adolescents could call

Does your project implement any of the following activities to recruit adolescents? Provide other incentives (e.g., gift certificates) [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Provide other incentives (e.g., gift certificates)	26	61.9 %
	Missing Data		
.	-	16	38.1 %
	Total	**42**	**100%**

Based upon 26 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 183-183 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_7: Does your project implement any of the following activities to recruit adolescents? Other

Does your project implement any of the following activities to recruit adolescents? Provide a telephone number adolescents could call [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	Provide a telephone number adolescents could call	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 7.00

• Maximum: 7.00

Location: 184-184 (width: 1; decimal: 0)
Variable Type: numeric

P_B2_8: Does your project implement any of the following activities to recruit adolescents? Pass out flyers about the project

Does your project implement any of the following activities to recruit adolescents? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	Other (Describe)	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

• Minimum: 8.00
• Maximum: 8.00

Location: 185-185 (width: 1; decimal: 0)
Variable Type: numeric

P_B2O: Does your project implement any of the following activities to recruit adolescents? Other (Describe)

Does your project implement any of the following activities to recruit adolescents? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	27	64.3 %
10-hr in-school classroom education, no recruitment necessary	-	1	2.4 %
Door to door outreach; reminders to youth via calling posts	-	1	2.4 %
Family nights to allow for all members of the family to join, convenient locations for adolescents to join (already attending at that site), transportation	-	1	2.4 %
In school education	-	1	2.4 %
Information workshops for parents and adolescents	-	1	2.4 %
Involve parents in the intervention	-	1	2.4 %
Leadership development	-	1	2.4 %
N/A	-	1	2.4 %
Partner with public schools to satisfy state education requirements	-	1	2.4 %
Present at parent meetings and organizations	-	1	2.4 %
Recruit through parents at back-to-school night, and through school communication channels	-	1	2.4 %
Recruit through parents, who are also program participants; also, recruit through the faith-based organization's means of communication	-	1	2.4 %
Students meet the Peer Educators who will be implementing the program at our introduction sessions.	-	2	4.8 %

Value	Label	Unweighted Frequency	%
conduct classroom presentations	-	1	2.4 %
Total		**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 186-340 (width: 155; decimal: 0)
Variable Type: character

P_B3: Which of the following best describes your project activities?

Which of the following best describes your project activities? [Mark one response]

Value	Label	Unweighted Frequency	%
1	This project includes only group activities	21	50.0 %
2	This project includes both group and one-on-one activities	11	26.2 %
3	Something else (Describe)	1	2.4 %
Missing Data			
.	-	9	21.4 %
Total		**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 3.00

Location: 341-341 (width: 1; decimal: 0)
Variable Type: numeric

P_B3O: Which of the following best describes your project activities? Something else (Describe)

Which of the following best describes your project activities? Something else (Describe) [Mark one response]

Value	Label	Unweighted Frequency	%
	-	41	97.6 %
training model	-	1	2.4 %
Total		**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 342-355 (width: 14; decimal: 0)
Variable Type: character

P_B4A: What is the average number of participants and staff per group or classroom in the project? Participants

What is the average number of participants and staff per group or classroom in the project? participants

Value	Label	Unweighted Frequency	%
	-	10	23.8 %
+/-15	-	1	2.4 %
10	-	3	7.1 %
11	-	1	2.4 %
12	-	2	4.8 %
15	-	6	14.3 %
16.5	-	1	2.4 %
17	-	1	2.4 %
20	-	7	16.7 %
22-30	-	1	2.4 %
24	-	1	2.4 %
25	-	5	11.9 %
30	-	1	2.4 %
8	-	2	4.8 %
	Total	42	100%

Based upon 42 valid cases out of 42 total cases.

Location: 356-360 (width: 5; decimal: 0)
Variable Type: character

P_B4B: What is the average number of participants and staff per group or classroom in the project? Staff

What is the average number of participants and staff per group or classroom in the project? staff

Value	Label	Unweighted Frequency	%
	-	10	23.8 %
1	-	12	28.6 %
1 to 2	-	1	2.4 %
2	-	13	31.0 %
3	-	3	7.1 %
4	-	2	4.8 %
6	-	1	2.4 %
	Total	42	100%

Based upon 42 valid cases out of 42 total cases.

Location: 361-366 (width: 6; decimal: 0)
Variable Type: character

P_B5_1: Which of the following best describe major components of your project? Academic support, remediation, and/or tutoring

Which of the following best describe major components of your project? Academic support, remediation, and/or tutoring [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Academic support, remediation, and/or tutoring	8	19.0 %
	Missing Data		
.	-	34	81.0 %
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 367-367 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_2: Which of the following best describe major components of your project? Community service or other volunteer experience

Which of the following best describe major components of your project? Community service or other volunteer experience [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Community service or other volunteer experience	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 368-368 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_3: Which of the following best describe major components of your project? Education about alcohol, tobacco, or other drugs

Which of the following best describe major components of your project? Education about alcohol, tobacco, or other drugs [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Education about alcohol, tobacco, or other drugs	17	40.5 %
	Missing Data		
.	-	25	59.5 %
	Total	**42**	**100%**

Based upon 17 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 369-369 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_4: Which of the following best describe major components of your project? Education about healthy relationships

Which of the following best describe major components of your project? Education about healthy relationships [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Education about healthy relationships	32	76.2 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 370-370 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_5: Which of the following best describe major components of your project? Education about abstinence from sexual activity

Which of the following best describe major components of your project? Education about abstinence from sexual activity [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Education about abstinence from sexual activity	30	71.4 %
	Missing Data		
.	-	12	28.6 %
	Total	**42**	**100%**

Based upon 30 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 371-371 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_6: Which of the following best describe major components of your project? Education about STI prevention

Which of the following best describe major components of your project? Education about STI prevention [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Education about STI prevention	25	59.5 %
	Missing Data		
.	-	17	40.5 %
	Total	**42**	**100%**

Based upon 25 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 372-372 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_7: Which of the following best describe major components of your project? Family activities

Which of the following best describe major components of your project? Family activities [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	Family activities	21	50.0 %
	Missing Data		
.	-	21	50.0 %
	Total	**42**	**100%**

Based upon 21 valid cases out of 42 total cases.

- Minimum: 7.00
- Maximum: 7.00

Location: 373-373 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_8: Which of the following best describe major components of your project? Job skills training

Which of the following best describe major components of your project? Job skills training [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	Job skills training	3	7.1 %
	Missing Data		
.	-	39	92.9 %
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

- Minimum: 8.00
- Maximum: 8.00

Location: 374-374 (width: 1; decimal: 0)

P_B5_9: Which of the following best describe major components of your project? Life skills classes

Which of the following best describe major components of your project? Life skills classes [Mark all that apply]

Value	Label	Unweighted Frequency	%
9	Life skills classes	11	26.2 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 9.00
- Maximum: 9.00

Location: 375-375 (width: 1; decimal: 0)
Variable Type: numeric

P_B5_10: Which of the following best describe major components of your project? Parent support group

Which of the following best describe major components of your project? Parent support group [Mark all that apply]

Value	Label	Unweighted Frequency	%
10	Parent support group	14	33.3 %
	Missing Data		
.	-	28	66.7 %
	Total	**42**	**100%**

Based upon 14 valid cases out of 42 total cases.

- Minimum: 10.00
- Maximum: 10.00

Location: 376-377 (width: 2; decimal: 0)
Variable Type: numeric

P_B5_11: Which of the following best describe major components of your project? Parent workshop

Which of the following best describe major components of your project? Parent workshop [Mark all that apply]

Value	Label	Unweighted Frequency	%
11	Parent workshop	25	59.5 %
	Missing Data		
.	-	17	40.5 %
	Total	**42**	**100%**

Based upon 25 valid cases out of 42 total cases.

- Minimum: 11.00
- Maximum: 11.00

Location: 378-379 (width: 2; decimal: 0)
Variable Type: numeric

P_B5_12: Which of the following best describe major components of your project? Summer project/activities

Which of the following best describe major components of your project? Summer project/activities [Mark all that apply]

Value	Label	Unweighted Frequency	%
12	Summer project/activities	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 12.00
- Maximum: 12.00

Location: 380-381 (width: 2; decimal: 0)
Variable Type: numeric

P_B5_13: Which of the following best describe major components of your project? Other

Which of the following best describe major components of your project? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
13	Other (Describe)	11	26.2 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 13.00
- Maximum: 13.00

Location: 382-383 (width: 2; decimal: 0)
Variable Type: numeric

P_B5O: Which of the following best describe major components of your project? Other (Describe)

Which of the following best describe major components of your project? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	30	71.4 %
After-school dance program	-	1	2.4 %
Combined parent and youth activities, skills building for siblings	-	1	2.4 %
Communication skills, problem solving, and self assessment	-	2	4.8 %
Drop In Center Resource/Referrals	-	1	2.4 %
Learning Traditional Ways	-	1	2.4 %
Media Awareness	-	1	2.4 %
Parent/community activities to support adolescent decisions to wait to have sex	-	1	2.4 %
Strategies to increase parent child connectedness	-	1	2.4 %
Summer Leadership Tour, College Visits, and Cultural Outings	-	1	2.4 %
Theater Arts	-	1	2.4 %
involvement of community partners to support and provide services	-	1	2.4 %
Total		**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 384-462 (width: 79; decimal: 0)
Variable Type: character

P_B6: Does your AFL demonstration project use peer leaders to conduct activities with adolescents?

Does your AFL demonstration project use peer leaders to conduct activities with adolescents?

Value	Label	Unweighted Frequency	%
0	No	19	45.2 %
1	Yes	13	31.0 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 1.00

Location: 463-463 (width: 1; decimal: 0)
Variable Type: numeric

P_B7_1: How are peer leaders selected? Chosen by peers

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. How are peer leaders selected? Chosen by peers [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Chosen by peers	4	9.5 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	38	90.5 %
	Total	**42**	**100%**

Based upon 4 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 464-464 (width: 1; decimal: 0)
Variable Type: numeric

P_B7_2: How are peer leaders selected? Chosen by teachers/other adult

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. How are peer leaders selected? Chosen by teachers/other adult [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Chosen by teachers/other adult	11	26.2 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 465-465 (width: 1; decimal: 0)
Variable Type: numeric

P_B7_3: How are peer leaders selected? Volunteers

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. How are peer leaders selected? Volunteers [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Volunteers	4	9.5 %
	Missing Data		
.	-	38	90.5 %
	Total	**42**	**100%**

Based upon 4 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 466-466 (width: 1; decimal: 0)
Variable Type: numeric

P_B7_4: How are peer leaders selected? Other

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. How are peer leaders selected? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Other (Describe)	7	16.7 %
	Missing Data		
.	-	35	83.3 %
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 467-467 (width: 1; decimal: 0)
Variable Type: numeric

P_B7O: How are peer leaders selected? Other (Describe)

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. How are peer leaders selected? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	35	83.3 %
Chosen by the staff	-	1	2.4 %
College students are hired.	-	1	2.4 %
High school recruitment, application, interview and hospital hiring process	-	1	2.4 %
Nominated by parents	-	1	2.4 %
Peers are selected based upon attendance, participation, insight from assigned Outreach Specialist and conduct.	-	1	2.4 %
Some referrals from other Peer Educators	-	2	4.8 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 468-578 (width: 111; decimal: 0)
Variable Type: character

P_B8: Which of the following best describes the ages of peer leaders?

Which of the following best describes the ages of peer leaders? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Peer leaders are typically older than participants	13	31.0 %
2	Peer leaders are typically younger or about the same age as participants	2	4.8 %
	Missing Data		

Value	Label	Unweighted Frequency	%
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 2.00

Location: 579-579 (width: 1; decimal: 0)
Variable Type: numeric

P_B9: Which of the following best describes when training for peer leaders occurs?

Which of the following best describes when training for peer leaders occurs? [Mark one response]

Value	Label	Unweighted Frequency	%
0	There is no specific training for peer leaders	1	2.4 %
1	After only	1	2.4 %
2	Before only	0	0.0 %
3	Both before and after peer-led activities begin	13	31.0 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 3.00

Location: 580-580 (width: 1; decimal: 0)
Variable Type: numeric

P_B10_1: Which of the following are true for your project? Boundaries for peer leader-participant relationships are established prior to program implementation

Which of the following are true for your project? Boundaries for peer leader-participant relationships are established prior to program implementation [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Boundaries for peer leader-participant relationships are established prior to program implementation	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 581-581 (width: 1; decimal: 0)
Variable Type: numeric

P_B10_2: Which of the following are true for your project? Prospective peer leaders are screened (for example, a background check or an interview)

Which of the following are true for your project? Prospective peer leaders are screened (for example, a background check or an interview) [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Prospective peer leaders are screened (for example, a background check or an interview)	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 582-582 (width: 1; decimal: 0)
Variable Type: numeric

P_B10_3: Which of the following are true for your project? Peer leaders alternate between being educators and recipients of program activities

Which of the following are true for your project? Peer leaders alternate between being educators and recipients of program activities [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Peer leaders alternate between being educators and recipients of program activities	8	19.0 %
	Missing Data		
.	-	34	81.0 %
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 583-583 (width: 1; decimal: 0)
Variable Type: numeric

P_B10_4: Which of the following are true for your project? There are structured activities for peer leaders and project participants

Which of the following are true for your project? There are structured activities for peer leaders and project participants [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	There are structured activities for peer leaders and project participants	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 584-584 (width: 1; decimal: 0)
Variable Type: numeric

P_B11_1: Which of the following activities do peer leaders conduct? Make referrals to other services

Which of the following activities do peer leaders conduct? Make referrals to other services [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Make referrals to other services	1	2.4 %
	Missing Data		
.	-	41	97.6 %
	Total	**42**	**100%**

Based upon 1 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 585-585 (width: 1; decimal: 0)
Variable Type: numeric

P_B11_2: Which of the following activities do peer leaders conduct? Provide individual counseling

Which of the following activities do peer leaders conduct? Provide individual counseling [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Provide individual counseling	0	0.0 %
	Missing Data		
.	-	42	100.0 %
	Total	**42**	**100%**

Based upon 0 valid cases out of 42 total cases.

Location: 586-586 (width: 1; decimal: 0)
Variable Type: numeric

P_B11_3: Which of the following activities do peer leaders conduct? Provide mentoring

Which of the following activities do peer leaders conduct? Provide mentoring [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Provide mentoring	10	23.8 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 587-587 (width: 1; decimal: 0)
Variable Type: numeric

P_B11_4: Which of the following activities do peer leaders conduct? Provide tutoring

Which of the following activities do peer leaders conduct? Provide tutoring [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Provide tutoring	5	11.9 %
	Missing Data		
.	-	37	88.1 %
	Total	**42**	**100%**

Based upon 5 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 588-588 (width: 1; decimal: 0)
Variable Type: numeric

P_B11_5: Which of the following activities do peer leaders conduct? Teach curriculum

Which of the following activities do peer leaders conduct? Teach curriculum [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Teach curriculum	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 5.00

• Maximum: 5.00

Location: 589-589 (width: 1; decimal: 0)
Variable Type: numeric

P_B11_6: Which of the following activities do peer leaders conduct? Other

Which of the following activities do peer leaders conduct? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Other (Describe)	6	14.3 %
	Missing Data		
.	-	36	85.7 %
	Total	**42**	**100%**

Based upon 6 valid cases out of 42 total cases.

• Minimum: 6.00
• Maximum: 6.00

Location: 590-590 (width: 1; decimal: 0)
Variable Type: numeric

P_B11O: Which of the following activities do peer leaders conduct? Other (Describe)

Which of the following activities do peer leaders conduct? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	35	83.3 %
Assist staff in supervising the students, developing and planning activities/events, helping staff mediate conflicts when they arise, working together with other team members, and being a positive example in school as he/she represents our prog	-	1	2.4 %
Assist with meeting activities, clean up, young child care, recruitment, public education & workshops	-	1	2.4 %
Community and educational outreach	-	1	2.4 %
Facilitate character building activities.	-	1	2.4 %
Take observational notes	-	1	2.4 %
limited mentoring in group setting	-	1	2.4 %
socio-drama and enacts situations and role plays good responses.	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 591-834 (width: 244; decimal: 0)
Variable Type: character

P_B12: Does your demonstration project provide mentoring for adolescents?

Does your demonstration project provide mentoring for adolescents?

Value	Label	Unweighted Frequency	%
0	No	21	50.0 %
1	Yes	12	28.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 1.00

Location: 835-835 (width: 1; decimal: 0)
Variable Type: numeric

P_B13: Which of the following best describes the mentoring activities?

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. Which of the following best describes the mentoring activities? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Group mentoring	9	21.4 %
2	One-on-one mentoring	2	4.8 %
3	Other (Describe)	1	2.4 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 3.00

Location: 836-836 (width: 1; decimal: 0)
Variable Type: numeric

P_B13O: Which of the following best describes the mentoring activities? Other (Describe)

Remember, if your demonstration project evaluation involves a treatment group and a comparison group, the following questions refer to your treatment group. Which of the following best describes the mentoring activities? Other (Describe) [Mark one response]

Value	Label	Unweighted Frequency	%
	-	41	97.6 %
Group and one and one mentoring	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 837-867 (width: 31; decimal: 0)

P_B14A: What is the average number of mentors and mentees per group? Mentees

What is the average number of mentors and mentees per group? mentees

Value	Label	Unweighted Frequency	%
2.0	-	1	2.4 %
3.0	-	1	2.4 %
4.0	-	1	2.4 %
5.0	-	1	2.4 %
8.0	-	1	2.4 %
10.0	-	3	7.1 %
11.0	-	1	2.4 %
15.0	-	1	2.4 %
16.5	-	1	2.4 %
20.0	-	1	2.4 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Mean: 9.54
- Median: 10.00
- Mode: 10.00
- Minimum: 2.00
- Maximum: 20.00
- Standard Deviation: 5.59

Location: 868-871 (width: 4; decimal: 1)
Variable Type: numeric

P_B14B: What is the average number of mentors and mentees per group? Mentors

What is the average number of mentors and mentees per group? mentors

Value	Label	Unweighted Frequency	%
1	-	3	7.1 %
2	-	5	11.9 %
3	-	2	4.8 %
4	-	2	4.8 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Mean: 2.25
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 4.00
- Standard Deviation: 1.06

Location: 872-872 (width: 1; decimal: 0)
Variable Type: numeric

P_B15_1: Where do mentors and mentees typically meet? In person at a school

Where do mentors and mentees typically meet? In person at a school [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	In person at a school	10	23.8 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 873-873 (width: 1; decimal: 0)
Variable Type: numeric

P_B15_2: Where do mentors and mentees typically meet? In person at a community center or other community location

Where do mentors and mentees typically meet? In person at a community center or other community location [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	In person at a community center or other community location	7	16.7 %
	Missing Data		
.	-	35	83.3 %
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 874-874 (width: 1; decimal: 0)
Variable Type: numeric

P_B15_3: Where do mentors and mentees typically meet? In person at the mentee's home

Where do mentors and mentees typically meet? In person at the mentee's home [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	In person at the mentee's home	2	4.8 %
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 875-875 (width: 1; decimal: 0)
Variable Type: numeric

P_B15_4: Where do mentors and mentees typically meet? By telephone

Where do mentors and mentees typically meet? By telephone [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	By telephone	2	4.8 %
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 876-876 (width: 1; decimal: 0)
Variable Type: numeric

P_B15_5: Where do mentors and mentees typically meet? Other

Where do mentors and mentees typically meet? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Other (Describe)	0	0.0 %
	Missing Data		
.	-	42	100.0 %
	Total	**42**	**100%**

Based upon 0 valid cases out of 42 total cases.

Location: 877-877 (width: 1; decimal: 0)
Variable Type: numeric

P_B15O: Where do mentors and mentees typically meet? Other (Describe)

Where do mentors and mentees typically meet? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	42	100.0 %
	Total	**42**	**100%**

Based upon 0 valid cases out of 42 total cases.

Location: 878-878 (width: 1; decimal: 0)
Variable Type: numeric

P_B16: Which of the following best describes when training for mentors occurs?

Which of the following best describes when training for mentors occurs? [Mark one response]

Value	Label	Unweighted Frequency	%
0	There is no specific training for mentors	2	4.8 %
1	Before the mentor and mentee are matched	1	2.4 %
2	After the mentor and mentee are matched	0	0.0 %
3	Both before and after the mentor and mentee are matched	9	21.4 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 3.00

Location: 879-879 (width: 1; decimal: 0)
Variable Type: numeric

P_B17: Which of the following best describes mentors' employment status?

Which of the following best describes mentors' employment status? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Mentors are paid staff	5	11.9 %
2	Mentors are volunteers	3	7.1 %
3	Other (Describe)	4	9.5 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 3.00

Location: 880-880 (width: 1; decimal: 0)

Variable Type: numeric

P_B17O: Which of the following best describes mentors' employment status? Other (Describe)

Which of the following best describes mentors' employment status? Other (Describe) [Mark one response]

Value	Label	Unweighted Frequency	%
	-	38	90.5 %
Mentors earn points towards incentives.	-	1	2.4 %
Peer Educators/Mentors receive stipend for hours served	-	2	4.8 %
receive stipend	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 881-935 (width: 55; decimal: 0)
Variable Type: character

P_B18: Which of the following best describes the way mentors are assigned to mentees?

Which of the following best describes the way mentors are assigned to mentees? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Mentors are assigned to mentees based on specific criteria (such as gender, race, mutual interests, etc.)	4	9.5 %
2	Mentors are matched to mentees based on availability	3	7.1 %
3	Other (Describe)	4	9.5 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 3.00

Location: 936-936 (width: 1; decimal: 0)
Variable Type: numeric

P_B18O: Which of the following best describes the way mentors are assigned to mentees? Other (Describe)

Which of the following best describes the way mentors are assigned to mentees? Other (Describe) [Mark one response]

Value	Label	Unweighted Frequency	%
	-	38	90.5 %
Females mentor females, males mentor males, self selection often occurs with input from supervisors.	-	2	4.8 %
Mentors are assigned based on the targeted school of the student.	-	1	2.4 %

Value		Label	Unweighted Frequency	%
Mentors are assigned to identified middle and high schools in our community		-	1	2.4 %
		Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 937-1036 (width: 100; decimal: 0)
Variable Type: character

P_B19_1: Which of the following are true for your project? Mentor-mentee relationship is monitored by an AFL project staff person

Which of the following are true for your project? Mentor-mentee relationship is monitored by an AFL project staff person [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Mentor-mentee relationship is monitored by an AFL project staff person	11	26.2 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1037-1037 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_2: Which of the following are true for your project? Mentoring is provided by adult mentors

Which of the following are true for your project? Mentoring is provided by adult mentors [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Mentoring is provided by adult mentors	7	16.7 %
	Missing Data		
.	-	35	83.3 %
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1038-1038 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_3: Which of the following are true for your project? Mentoring is provided by peer mentors

Which of the following are true for your project? Mentoring is provided by peer mentors [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Mentoring is provided by peer mentors	8	19.0 %
	Missing Data		
.	-	34	81.0 %
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 1039-1039 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_4: Which of the following are true for your project? Prospective mentors are screened (e.g., a background check or an interview)

Which of the following are true for your project? Prospective mentors are screened (e.g., a background check or an interview) [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Prospective mentors are screened (e.g., a background check or an interview)	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 1040-1040 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_5: Which of the following are true for your project? The mentoring component seeks support from the parent or guardian of the mentee

Which of the following are true for your project? The mentoring component seeks support from the parent or guardian of the mentee [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	The mentoring component seeks support from the parent or guardian of the mentee	5	11.9 %
	Missing Data		
.	-	37	88.1 %
	Total	**42**	**100%**

Based upon 5 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 1041-1041 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_6: Which of the following are true for your project? There are clear expectations for frequency of mentor/mentee contact

Which of the following are true for your project? There are clear expectations for frequency of mentor/mentee contact [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	There are clear expectations for frequency of mentor/mentee contact	8	19.0 %
	Missing Data		
.	-	34	81.0 %
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 1042-1042 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_7: Which of the following are true for your project? There are clear expectations for the length of the mentor/mentee relationship

Which of the following are true for your project? There are clear expectations for the length of the mentor/mentee relationship [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	There are clear expectations for the length of the mentor/mentee relationship	10	23.8 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Minimum: 7.00
- Maximum: 7.00

Location: 1043-1043 (width: 1; decimal: 0)
Variable Type: numeric

P_B19_8: Which of the following are true for your project? There are structured activities for mentors and mentees

Which of the following are true for your project? There are structured activities for mentors and mentees [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	There are structured activities for mentors and mentees	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 8.00
- Maximum: 8.00

Location: 1044-1044 (width: 1; decimal: 0)
Variable Type: numeric

P_B20: Is parental participation (beyond consent) a component of the intervention?

Is parental participation (beyond consent) a component of the intervention?

Value	Label	Unweighted Frequency	%
0	No	2	4.8 %
1	Yes	31	73.8 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 1.00

Location: 1045-1045 (width: 1; decimal: 0)
Variable Type: numeric

P_B22A_2: To increase parent-child communication about sexuality, does your project include any of the following? Role play activities - Yes, for parents and adolescents together

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Role play activities - Yes, for parents and adolescents together

Value	Label	Unweighted Frequency	%
2	Yes, for parents and adolescents together	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1046-1046 (width: 1; decimal: 0)
Variable Type: numeric

P_B22A_1: To increase parent-child communication about sexuality, does your project include any of the following? Role play activities - Yes, for parents

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Role play activities - Yes, for parents

Value	Label	Unweighted Frequency	%
1	Yes, for parents only	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1047-1047 (width: 1; decimal: 0)
Variable Type: numeric

P_B22A_0: To increase parent-child communication about sexuality, does your project include any of the following? Role play activities - Neither

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Role play activities - Neither

Value	Label	Unweighted Frequency	%
0	Neither	6	14.3 %
	Missing Data		
.	-	36	85.7 %
	Total	**42**	**100%**

Based upon 6 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 0.00

Location: 1048-1048 (width: 1; decimal: 0)
Variable Type: numeric

P_B22B_2: To increase parent-child communication about sexuality, does your project include any of the following? Small group discussions - Yes, for parents and adolescents together

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Small group discussions - Yes, for parents and adolescents together

Value	Label	Unweighted Frequency	%
2	Yes, for parents and adolescents together	18	42.9 %
	Missing Data		
.	-	24	57.1 %
	Total	**42**	**100%**

Based upon 18 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1049-1049 (width: 1; decimal: 0)
Variable Type: numeric

P_B22B_1: To increase parent-child communication about sexuality, does your project include any of the following? Small group discussions - Yes, for parents

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Small group discussions - Yes, for parents

Value	Label	Unweighted Frequency	%
1	Yes, for parents only	16	38.1 %
	Missing Data		
.	-	26	61.9 %
	Total	**42**	**100%**

Based upon 16 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1050-1050 (width: 1; decimal: 0)
Variable Type: numeric

P_B22B_0: To increase parent-child communication about sexuality, does your project include any of the following? Small group discussions - Neither

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Small group discussions - Neither

Value	Label	Unweighted Frequency	%
0	Neither	0	0.0 %
	Missing Data		
.	-	42	100.0 %

Value	Label	Unweighted Frequency	%
	Total	**42**	**100%**

Based upon 0 valid cases out of 42 total cases.

Location: 1051-1051 (width: 1; decimal: 0)
Variable Type: numeric

P_B22C_2: To increase parent-child communication about sexuality, does your project include any of the following? Videos to watch at home - Yes, for parents and adolescents together

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Videos to watch at home - Yes, for parents and adolescents together

Value	Label	Unweighted Frequency	%
2	Yes, for parents and adolescents together	3	7.1 %
	Missing Data		
.	-	39	92.9%
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

• Minimum: 2.00
• Maximum: 2.00

Location: 1052-1052 (width: 1; decimal: 0)
Variable Type: numeric

P_B22C_1: To increase parent-child communication about sexuality, does your project include any of the following? Videos to watch at home - Yes, for parents

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Videos to watch at home - Yes, for parents

Value	Label	Unweighted Frequency	%
1	Yes, for parents only	4	9.5 %
	Missing Data		
.	-	38	90.5 %
	Total	**42**	**100%**

Based upon 4 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 1.00

Location: 1053-1053 (width: 1; decimal: 0)
Variable Type: numeric

P_B22C_0: To increase parent-child communication about sexuality, does your project include any of the following? Videos to watch at home - Neither

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Videos to watch at home - Neither

Value	Label	Unweighted Frequency	%
0	Neither	19	45.2 %
	Missing Data		
.	-	23	54.8 %
	Total	**42**	**100%**

Based upon 19 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 0.00

Location: 1054-1054 (width: 1; decimal: 0)
Variable Type: numeric

P_B22D_2: To increase parent-child communication about sexuality, does your project include any of the following? Workshops or training sessions - Yes, for parents and adolescents together

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Workshops or training sessions - Yes, for parents and adolescents together

Value	Label	Unweighted Frequency	%
2	Yes, for parents and adolescents together	17	40.5 %
	Missing Data		
.	-	25	59.5 %
	Total	**42**	**100%**

Based upon 17 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1055-1055 (width: 1; decimal: 0)
Variable Type: numeric

P_B22D_1: To increase parent-child communication about sexuality, does your project include any of the following? Workshops or training sessions - Yes, for parents

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Workshops or training sessions - Yes, for parents

Value	Label	Unweighted Frequency	%
1	Yes, for parents only	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1056-1056 (width: 1; decimal: 0)
Variable Type: numeric

P_B22D_0: To increase parent-child communication about sexuality, does your project include any of the following? Workshops or training sessions - Neither

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Workshops or training sessions - Neither

Value	Label	Unweighted Frequency	%
0	Neither	3	7.1 %
	Missing Data		
.	-	39	92.9 %
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 0.00

Location: 1057-1057 (width: 1; decimal: 0)
Variable Type: numeric

P_B22E_2: To increase parent-child communication about sexuality, does your project include any of the following? Other techniques - Yes, for parents and adolescents together

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Other techniques - Yes, for parents and adolescents together

Value	Label	Unweighted Frequency	%
2	Yes, for parents and adolescents together	18	42.9 %
	Missing Data		
.	-	24	57.1 %
	Total	**42**	**100%**

Based upon 18 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1058-1058 (width: 1; decimal: 0)
Variable Type: numeric

P_B22E_1: To increase parent-child communication about sexuality, does your project include any of the following? Other techniques - Yes, for parents

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Other techniques - Yes, for parents

Value	Label	Unweighted Frequency	%
1	Yes, for parents only	3	7.1 %
	Missing Data		
.	-	39	92.9 %
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1059-1059 (width: 1; decimal: 0)
Variable Type: numeric

P_B22E_0: To increase parent-child communication about sexuality, does your project include any of the following? Other techniques - Neither

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Other techniques - Neither

Value	Label	Unweighted Frequency	%
0	Neither	2	4.8 %
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 0.00

Location: 1060-1060 (width: 1; decimal: 0)
Variable Type: numeric

P_B22O: To increase parent-child communication about sexuality, does your project include any of the following? Other techniques (Describe)

To increase parent-child communication about sexuality, does your project include any of the following? Please mark whether the activity is provided for parents only, for parents and adolescents, or neither. If you conduct activities for both parents only and for parents and adolescents, be sure to mark both options. Other techniques (Describe)

Value	Label	Unweighted Frequency	%
	-	23	54.8 %
"dialogue nights"	-	1	2.4 %
Adolescents receive role play, small group discussion and training during after-school sessions without parents.	-	2	4.8 %
Curricula education	-	1	2.4 %
Family Events	-	1	2.4 %
Family Work Sheets	-	1	2.4 %
Family gatherings; family "homework" activities	-	1	2.4 %
Family interview assignment	-	1	2.4 %
Family night activities include videos both parent and child can view together as well as several other recreation, and communication building activities.	-	1	2.4 %
Home visits	-	1	2.4 %
Information; Homework assignments	-	1	2.4 %
Interactive learning activities & games	-	1	2.4 %
Parent Conferences	-	1	2.4 %
Take home activities	-	1	2.4 %
Take home discussions	-	1	2.4 %
Take-home activities through the in-school curriculum which encourages discussion between parents and children and parent newsletters.	-	1	2.4 %
educational games	-	1	2.4 %
homework activities	-	1	2.4 %
videos & hands on activities in class	-	1	2.4 %
Total		**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1061-1214 (width: 154; decimal: 0)
Variable Type: character

P_B23_1: Are messages about sexual behavior tailored in any of the following ways? Yes-To the age of the adolescents

Are messages about sexual behavior tailored in any of the following ways? Yes-To the age of the adolescents [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Yes-To the age of the adolescents	30	71.4 %
	Missing Data		
.	-	12	28.6 %
	Total	**42**	**100%**

Based upon 30 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1215-1215 (width: 1; decimal: 0)
Variable Type: numeric

P_B23_2: Are messages about sexual behavior tailored in any of the following ways? Yes-To the sexual experience of the adolescents

Are messages about sexual behavior tailored in any of the following ways? Yes-To the sexual experience of the adolescents [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Yes-To the sexual experience of the adolescents	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1216-1216 (width: 1; decimal: 0)
Variable Type: numeric

P_B23_3: Are messages about sexual behavior tailored in any of the following ways? Yes-To the gender of the adolescents

Are messages about sexual behavior tailored in any of the following ways? Yes-To the gender of the adolescents [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Yes-To the gender of the adolescents	19	45.2 %
	Missing Data		
.	-	23	54.8 %
	Total	**42**	**100%**

Based upon 19 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 1217-1217 (width: 1; decimal: 0)
Variable Type: numeric

P_B23_4: Are messages about sexual behavior tailored in any of the following ways? Yes-To the culture of the adolescents

Are messages about sexual behavior tailored in any of the following ways? Yes-To the culture of the adolescents [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Yes-To the culture of the adolescents	27	64.3 %
	Missing Data		
.	-	15	35.7 %
	Total	**42**	**100%**

Based upon 27 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 1218-1218 (width: 1; decimal: 0)
Variable Type: numeric

P_B23_5: Are messages about sexual behavior tailored in any of the following ways? Yes-Other

Are messages about sexual behavior tailored in any of the following ways? Yes-Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Yes-Other (Describe)	6	14.3 %
	Missing Data		
.	-	36	85.7 %
	Total	**42**	**100%**

Based upon 6 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 1219-1219 (width: 1; decimal: 0)
Variable Type: numeric

P_B23O: Are messages about sexual behavior tailored in any of the following ways? Yes-Other (Describe)

Are messages about sexual behavior tailored in any of the following ways? Yes-Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	37	88.1 %
Besides age appropriate, messages are standardized to all participants	-	1	2.4 %
Parents consulted on some activities for their input prior to intervention	-	2	4.8 %
Parents provide all messages to their children in a manner that best fits their culture and values	-	1	2.4 %
The cultural values of the parents	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1220-1317 (width: 98; decimal: 0)
Variable Type: character

P_B23_98: Are messages about sexual behavior tailored in any of the following ways? No-Standardized messages are provided to all adolescents

Are messages about sexual behavior tailored in any of the following ways? No-Standardized messages are provided to all adolescents [Mark all that apply]

Value	Label	Unweighted Frequency	%
98	No-Standardized messages are provided to all adolescents	1	2.4 %
	Missing Data		
.	-	41	97.6 %
	Total	**42**	**100%**

Based upon 1 valid cases out of 42 total cases.

• Minimum: 98.00
• Maximum: 98.00

Location: 1318-1319 (width: 2; decimal: 0)
Variable Type: numeric

P_B24_A: Does your project cover the following topics? Basic information about HIV/STIs or pregnancy

Does your project cover the following topics? Basic information about HIV/STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	10	23.8 %
a	-	32	76.2 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1320-1320 (width: 1; decimal: 0)
Variable Type: character

P_B24_B: Does your project cover the following topics? Behaviors to reduce vulnerability to HIV/STIs or pregnancy, including use of contraception (if applicable)

Does your project cover the following topics? Behaviors to reduce vulnerability to HIV/STIs or pregnancy, including use of contraception (if applicable) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	32	76.2 %
b	-	10	23.8 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

P_B24_C: Does your project cover the following topics? Barriers to behaviors to reduce vulnerability to HIV/STIs or pregnancy

Does your project cover the following topics? Barriers to behaviors to reduce vulnerability to HIV/STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	17	40.5 %
c	-	25	59.5 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1322-1322 (width: 1; decimal: 0)
Variable Type: character

P_B24_D: Does your project cover the following topics? Knowledge about behaviors to reduce vulnerability to HIV/STIs or pregnancy

Does your project cover the following topics? Knowledge about behaviors to reduce vulnerability to HIV/STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	13	31.0 %
d	-	29	69.0 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1323-1323 (width: 1; decimal: 0)
Variable Type: character

P_B24_E: Does your project cover the following topics? Skills to reduce vulnerability to HIV/STIs or pregnancy

Does your project cover the following topics? Skills to reduce vulnerability to HIV/STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	12	28.6 %
e	-	30	71.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1324-1324 (width: 1; decimal: 0)
Variable Type: character

P_B24_F: Does your project cover the following topics? Values and/or attitudes about behaviors to reduce vulnerability to HIV/STIs or pregnancy

Does your project cover the following topics? Values and/or attitudes about behaviors to reduce vulnerability to HIV/STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	11	26.2 %
f	-	31	73.8 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1325-1325 (width: 1; decimal: 0)
Variable Type: character

P_B24_G: Does your project cover the following topics? Information about susceptibility to and/or severity of HIV/STIs or pregnancy

Does your project cover the following topics? Information about susceptibility to and/or severity of HIV/STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	9	21.4 %
g	-	33	78.6 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1326-1326 (width: 1; decimal: 0)
Variable Type: character

P_B25: For all topics you marked in B24, please indicate the order in which your project covers these topics.

For all topics you marked in B24, please indicate the order in which your project covers these topics. For example, if you marked "yes" to "b. Behaviors to reduce vulnerability to HIV/STIs or pregnancy," "c. Barriers to behaviors to reduce vulnerability to HIV/STIs or pregnancy," and "e. Skills to reduce vulnerability to HIV/STIs or pregnancy," and your project covers behaviors first, then skills, then barriers, you would respond: b, e, c. If a topic is covered multiple times throughout your program, it can be listed multiple times. (For example: b, e, b, c). Write the order of the topics you marked in B24 (if any):

Value	Label	Unweighted Frequency	%
	-	11	26.2 %
4th grade curricula:c,d,a,f,f,e,f,e,f,f,b,f,b,c,e,f,b,c,d,e,f,b,e,f,c,a,d,g,e,f,b,b,e,f 5th grade curricula: b,d,e,f,a,b,c,d,e,f,g,a,d,e,f,g,c,d,e,f,b,d,e,f,a,g,d,f,e,f,c,d,e,f,g,a,g,b,e,f,a,b,c,g,e,a,b,c,g,d, e,f,c,d,e,f,g,e,f,g 6th grade curri	-	1	2.4 %
A, D, F, E, B, C, & G	-	1	2.4 %
FGECDA	-	1	2.4 %
a,d,e,f,c,b,g,a,b,	-	1	2.4 %

Value	Label	Unweighted Frequency	%
a,d,e,f,g	-	1	2.4 %
a,d,f,g,c,e	-	1	2.4 %
a,d,f,g,e,c	-	1	2.4 %
a,d,g,c,b,e,f	-	1	2.4 %
a,e,f,d,g	-	1	2.4 %
a,f,c,d, e,g	-	1	2.4 %
a,g	-	3	7.1 %
a,g,d,e,f	-	1	2.4 %
a,g,d,e,f,c	-	1	2.4 %
a,g,d,f,b,c,f,e,b,f	-	1	2.4 %
a,g,d,f,c	-	1	2.4 %
a,g,f,d,c,e	-	1	2.4 %
c,e,f	-	1	2.4 %
c,e,f,c,a,d,g,e	-	1	2.4 %
d,a,g,b,e,f,c,	-	2	4.8 %
d,b,a,g,f,&e	-	1	2.4 %
d,c,f,a,b,g,e	-	1	2.4 %
d,e,d,e,f,g,e,a,g,e,c	-	1	2.4 %
e,f,c,,a,g,b	-	1	2.4 %
e,f,c,d,a,g,b	-	1	2.4 %
f, e, a, c, g	-	1	2.4 %
f,d,c,d,b,e,a,g	-	1	2.4 %
f,d,e,a,g	-	1	2.4 %
f.d.e.g	-	1	2.4 %
Total		**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1327-1570 (width: 244; decimal: 0)
Variable Type: character

P_B26_1: Which of the following teaching methods does your project employ? Assignments for adolescents to speak with parents or other adults

Which of the following teaching methods does your project employ? Assignments for adolescents to speak with parents or other adults [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Assignments for adolescents to speak with parents or other adults	28	66.7 %
	Missing Data		
.	-	14	33.3 %
	Total	**42**	**100%**

Based upon 28 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1571-1571 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_2: Which of the following teaching methods does your project employ? Classroom discussions

Which of the following teaching methods does your project employ? Classroom discussions [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Classroom discussions	32	76.2 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1572-1572 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_3: Which of the following teaching methods does your project employ? Competitive games

Which of the following teaching methods does your project employ? Competitive games [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Competitive games	27	64.3 %
	Missing Data		
.	-	15	35.7 %
	Total	**42**	**100%**

Based upon 27 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 1573-1573 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_4: Which of the following teaching methods does your project employ? Homework assignments

Which of the following teaching methods does your project employ? Homework assignments [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Homework assignments	20	47.6 %
	Missing Data		
.	-	22	52.4 %
	Total	**42**	**100%**

Based upon 20 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 1574-1574 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_5: Which of the following teaching methods does your project employ? Live skits

Which of the following teaching methods does your project employ? Live skits [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Live skits	21	50.0 %
	Missing Data		
.	-	21	50.0 %
	Total	**42**	**100%**

Based upon 21 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 1575-1575 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_6: Which of the following teaching methods does your project employ? Motivational interviewing

Which of the following teaching methods does your project employ? Motivational interviewing [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Motivational interviewing	8	19.0 %
	Missing Data		
.	-	34	81.0 %
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 1576-1576 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_7: Which of the following teaching methods does your project employ? Problem-solving activities

Which of the following teaching methods does your project employ? Problem-solving activities [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	Problem-solving activities	31	73.8 %
	Missing Data		
.	-	11	26.2 %
	Total	**42**	**100%**

Based upon 31 valid cases out of 42 total cases.

- Minimum: 7.00
- Maximum: 7.00

Location: 1577-1577 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_8: Which of the following teaching methods does your project employ? Role plays

Which of the following teaching methods does your project employ? Role plays [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	Role plays	26	61.9 %
	Missing Data		
.	-	16	38.1 %
	Total	**42**	**100%**

Based upon 26 valid cases out of 42 total cases.

- Minimum: 8.00
- Maximum: 8.00

Location: 1578-1578 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_9: Which of the following teaching methods does your project employ? Short lectures

Which of the following teaching methods does your project employ? Short lectures [Mark all that apply]

Value	Label	Unweighted Frequency	%
9	Short lectures	29	69.0 %
	Missing Data		
.	-	13	31.0 %
	Total	**42**	**100%**

Based upon 29 valid cases out of 42 total cases.

- Minimum: 9.00
- Maximum: 9.00

Location: 1579-1579 (width: 1; decimal: 0)
Variable Type: numeric

P_B26_10: Which of the following teaching methods does your project employ? Small group work

Which of the following teaching methods does your project employ? Small group work [Mark all that apply]

Value	Label	Unweighted Frequency	%
10	Small group work	31	73.8 %
	Missing Data		
.	-	11	26.2 %
	Total	**42**	**100%**

Based upon 31 valid cases out of 42 total cases.

- Minimum: 10.00
- Maximum: 10.00

Location: 1580-1581 (width: 2; decimal: 0)
Variable Type: numeric

P_B26_11: Which of the following teaching methods does your project employ? Stories

Which of the following teaching methods does your project employ? Stories [Mark all that apply]

Value	Label	Unweighted Frequency	%
11	Stories	24	57.1 %
	Missing Data		
.	-	18	42.9 %
	Total	**42**	**100%**

Based upon 24 valid cases out of 42 total cases.

- Minimum: 11.00
- Maximum: 11.00

Location: 1582-1583 (width: 2; decimal: 0)
Variable Type: numeric

P_B26_12: Which of the following teaching methods does your project employ? Surveys of participant attitudes for teaching purposes

Which of the following teaching methods does your project employ? Surveys of participant attitudes for teaching purposes [Mark all that apply]

Value	Label	Unweighted Frequency	%
12	Surveys of participant attitudes for teaching purposes	21	50.0 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	21	50.0 %
	Total	**42**	**100%**

Based upon 21 valid cases out of 42 total cases.

- Minimum: 12.00
- Maximum: 12.00

Location: 1584-1585 (width: 2; decimal: 0)
Variable Type: numeric

P_B26_13: Which of the following teaching methods does your project employ? Surveys of participant intentions for teaching purposes

Which of the following teaching methods does your project employ? Surveys of participant intentions for teaching purposes [Mark all that apply]

Value	Label	Unweighted Frequency	%
13	Surveys of participant intentions for teaching purposes	16	38.1 %
	Missing Data		
.	-	26	61.9 %
	Total	**42**	**100%**

Based upon 16 valid cases out of 42 total cases.

- Minimum: 13.00
- Maximum: 13.00

Location: 1586-1587 (width: 2; decimal: 0)
Variable Type: numeric

P_B26_14: Which of the following teaching methods does your project employ? Anonymous presentations of participant survey results

Which of the following teaching methods does your project employ? Anonymous presentations of participant survey results [Mark all that apply]

Value	Label	Unweighted Frequency	%
14	Anonymous presentations of participant survey results	5	11.9 %
	Missing Data		
.	-	37	88.1 %
	Total	**42**	**100%**

Based upon 5 valid cases out of 42 total cases.

- Minimum: 14.00
- Maximum: 14.00

P_B26_15: Which of the following teaching methods does your project employ? Videos

Which of the following teaching methods does your project employ? Videos [Mark all that apply]

Value	Label	Unweighted Frequency	%
15	Videos	22	52.4 %
	Missing Data		
.	-	20	47.6 %
	Total	**42**	**100%**

Based upon 22 valid cases out of 42 total cases.

- Minimum: 15.00
- Maximum: 15.00

Location: 1590-1591 (width: 2; decimal: 0)
Variable Type: numeric

P_B26_16: Which of the following teaching methods does your project employ? Worksheets

Which of the following teaching methods does your project employ? Worksheets [Mark all that apply]

Value	Label	Unweighted Frequency	%
16	Worksheets	28	66.7 %
	Missing Data		
.	-	14	33.3 %
	Total	**42**	**100%**

Based upon 28 valid cases out of 42 total cases.

- Minimum: 16.00
- Maximum: 16.00

Location: 1592-1593 (width: 2; decimal: 0)
Variable Type: numeric

P_B26_17: Which of the following teaching methods does your project employ? Voting activities to force participants to choose among responses

Which of the following teaching methods does your project employ? Voting activities to force participants to choose among responses [Mark all that apply]

Value	Label	Unweighted Frequency	%
17	Voting activities to force participants to choose among responses	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 17.00
- Maximum: 17.00

Location: 1594-1595 (width: 2; decimal: 0)
Variable Type: numeric

P_B27_1: To increase perceptions of risk (susceptibility and/or severity), does your project provide any of the following? Discussion of negative consequences of sexual behavior

To increase perceptions of risk susceptibility and/or severity, does your project provide any of the following? Discussion of negative consequences of sexual behavior [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Discussion of negative consequences of sexual behavior	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 1596-1596 (width: 1; decimal: 0)
Variable Type: numeric

P_B27_2: To increase perceptions of risk (susceptibility and/or severity), does your project provide any of the following? Data on prevalence of STIs or pregnancy

To increase perceptions of risk susceptibility and/or severity, does your project provide any of the following? Data on prevalence of STIs or pregnancy [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Data on prevalence of STIs or pregnancy	28	66.7 %
	Missing Data		
.	-	14	33.3 %
	Total	**42**	**100%**

Based upon 28 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 1597-1597 (width: 1; decimal: 0)
Variable Type: numeric

P_B27_3: To increase perceptions of risk (susceptibility and/or severity), does your project provide any of the following? Speakers or videos of HIV-positive or pregnant people

To increase perceptions of risk susceptibility and/or severity, does your project provide any of the following? Speakers or videos of HIV-positive or pregnant people [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Speakers or videos of HIV-positive or pregnant people	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 1598-1598 (width: 1; decimal: 0)
Variable Type: numeric

P_B27_4: To increase perceptions of risk (susceptibility and/or severity), does your project provide any of the following? Other

To increase perceptions of risk susceptibility and/or severity, does your project provide any of the following? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Other (Describe)	8	19.0 %
	Missing Data		
.	-	34	81.0 %
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 1599-1599 (width: 1; decimal: 0)
Variable Type: numeric

P_B27O: To increase perceptions of risk (susceptibility and/or severity), does your project provide any of the following? Other (Describe)

To increase perceptions of risk susceptibility and/or severity, does your project provide any of the following? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	33	78.6 %
Activities that highlight the susceptibility to STIs	-	2	4.8 %
Information from a qualified health educator	-	1	2.4 %
Media Messages about sex (missing messages)	-	1	2.4 %
Role play activities	-	1	2.4 %

Value	Label	Unweighted Frequency	%
See B26	-	1	2.4 %
information on adolescent development, including brain development, social influences	-	1	2.4 %
qualified health educator presents this info	-	1	2.4 %
role-playing, hands-on experiential activities	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1600-1684 (width: 85; decimal: 0)
Variable Type: character

P_B28_1: To change personal values and attitudes about sex, does your project include any of the following? Discussion about parental influence on values and attitudes about sex

To change personal values and attitudes about sex, does your project include any of the following? Discussion about parental influence on values and attitudes about sex [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Discussion about parental influence on values and attitudes about sex	32	76.2 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 1.00

Location: 1685-1685 (width: 1; decimal: 0)
Variable Type: numeric

P_B28_2: To change personal values and attitudes about sex, does your project include any of the following? Discussions that emphasize the advantages of abstinence

To change personal values and attitudes about sex, does your project include any of the following? Discussions that emphasize the advantages of abstinence [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Discussions that emphasize the advantages of abstinence	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

• Minimum: 2.00
• Maximum: 2.00

Location: 1686-1686 (width: 1; decimal: 0)

P_B28_3: To change personal values and attitudes about sex, does your project include any of the following? Discussions that emphasize that anti-abstinence attitudes are irresponsible

To change personal values and attitudes about sex, does your project include any of the following? Discussions that emphasize that anti-abstinence attitudes are irresponsible [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Discussions that emphasize that anti-abstinence attitudes are irresponsible	9	21.4 %
	Missing Data		
.	-	33	78.6 %
	Total	**42**	**100%**

Based upon 9 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 1687-1687 (width: 1; decimal: 0)
Variable Type: numeric

P_B28_4: To change personal values and attitudes about sex, does your project include any of the following? Survey data to demonstrate peer support for abstinence

To change personal values and attitudes about sex, does your project include any of the following? Survey data to demonstrate peer support for abstinence [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Survey data to demonstrate peer support for abstinence	17	40.5 %
	Missing Data		
.	-	25	59.5 %
	Total	**42**	**100%**

Based upon 17 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 1688-1688 (width: 1; decimal: 0)
Variable Type: numeric

P_B28_5: To change personal values and attitudes about sex, does your project include any of the following? Voting activities to demonstrate peer support for abstinence

To change personal values and attitudes about sex, does your project include any of the following? Voting activities to demonstrate peer support for abstinence [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Voting activities to demonstrate peer support for abstinence	11	26.2 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 1689-1689 (width: 1; decimal: 0)
Variable Type: numeric

P_B28_6: To change personal values and attitudes about sex, does your project include any of the following? Other

To change personal values and attitudes about sex, does your project include any of the following? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Other (Describe)	10	23.8 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 1690-1690 (width: 1; decimal: 0)
Variable Type: numeric

P_B28O: To change personal values and attitudes about sex, does your project include any of the following? Other (Describe)

To change personal values and attitudes about sex, does your project include any of the following? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	32	76.2 %
Discussion on barriers and benefits of parents and teens talking about sex and values.	-	2	4.8 %
Personal testimonials from Peer Educators about their choice for abstinence/renewed abstinence.	-	2	4.8 %
Testimony of peer leaders	-	1	2.4 %
Youth take abstinence pledge	-	1	2.4 %
discuss how family and peer values and morals influence behavior, dispel myths about sexual experiences.	-	1	2.4 %
homework activities for parents & adolescents, open forum discussions among parents	-	1	2.4 %

Value	Label	Unweighted Frequency	%
respect for family values; learning how to conduct oneself in a respectful way.	-	1	2.4 %
role-playing, hands-on activities, parent interview/homework & impacting school environment	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1691-1794 (width: 104; decimal: 0)
Variable Type: character

P_B29_1: To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? More than one role play for each adolescent to participate in

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? More than one role play for each adolescent to participate in [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	More than one role play for each adolescent to participate in	24	57.1 %
	Missing Data		
.	-	18	42.9 %
	Total	**42**	**100%**

Based upon 24 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 1.00

Location: 1795-1795 (width: 1; decimal: 0)
Variable Type: numeric

P_B29_2: To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? More than one role play for each adolescent to watch

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? More than one role play for each adolescent to watch [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	More than one role play for each adolescent to watch	21	50.0 %
	Missing Data		
.	-	21	50.0 %
	Total	**42**	**100%**

Based upon 21 valid cases out of 42 total cases.

• Minimum: 2.00
• Maximum: 2.00

Location: 1796-1796 (width: 1; decimal: 0)
Variable Type: numeric

P_B29_3: To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Opportunities for participants to practice refusing sexual pressure

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Opportunities for participants to practice refusing sexual pressure [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Opportunities for participants to practice refusing sexual pressure	31	73.8 %
	Missing Data		
.	-	11	26.2 %
	Total	**42**	**100%**

Based upon 31 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 1797-1797 (width: 1; decimal: 0)
Variable Type: numeric

P_B29_4: To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Videos so participants can observe refusals

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Videos so participants can observe refusals [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Videos so participants can observe refusals	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 1798-1798 (width: 1; decimal: 0)
Variable Type: numeric

P_B29_5: To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Other

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Other (Describe)	7	16.7 %
	Missing Data		
.	-	35	83.3 %

Value	Label	Unweighted Frequency	%
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 1799-1799 (width: 1; decimal: 0)
Variable Type: numeric

P_B29O: To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Other (Describe)

To teach adolescents to refuse unwanted or unintended sex, does your project use any of the following? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	34	81.0 %
Problem solving and decision making activities around refusing unwanted sexual pressure	-	2	4.8 %
Resisting media messages about sex	-	1	2.4 %
Undesirable effects of early parenting	-	1	2.4 %
age-appropriate emphasis on goals and definition of personal success.	-	1	2.4 %
enacted in a socio-drama	-	1	2.4 %
group work around date rape	-	1	2.4 %
parents educating their children, establishing goals and boundaries with children	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1800-1886 (width: 87; decimal: 0)
Variable Type: character

P_B30: Does the project include activities that address media influences on sexual behaviors?

Does the project include activities that address media influences on sexual behaviors?

Value	Label	Unweighted Frequency	%
0	No	2	4.8 %
1	Yes	32	76.2 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

- Minimum: 0.00

• Maximum: 1.00

Location: 1887-1887 (width: 1; decimal: 0)
Variable Type: numeric

P_B31: Is your project based on a specific behavioral theory or theories?

Is your project based on a specific behavioral theory or theories?

Value	Label	Unweighted Frequency	%
0	No	4	9.5 %
1	Yes (Which one(s))	27	64.3 %
	Missing Data		
.	-	11	26.2 %
	Total	**42**	**100%**

Based upon 31 valid cases out of 42 total cases.

• Minimum: 0.00
• Maximum: 1.00

Location: 1888-1888 (width: 1; decimal: 0)
Variable Type: numeric

P_B31O: Is your project based on a specific behavioral theory or theories? Yes (Which one(s))

Is your project based on a specific behavioral theory or theories? Yes (Which one[s]?)

Value	Label	Unweighted Frequency	%
	-	16	38.1 %
Abraham Maslow's hierarchy of needs, Piaget's theory of cognitive development, Bandura's theory of self-control and Erik Erikson's identification of adolescence as a critical time for identity formation	-	1	2.4 %
Bandura Social Learning Theory, Bronfenbrenner Ecological Systems Theory	-	1	2.4 %
Bandura's Social Learning Theory	-	1	2.4 %
Bandura's Social Learning Theory & Social Cognitive Theory	-	1	2.4 %
Bandura's Social Learning Theory, Garbner's Cultivation Theory	-	1	2.4 %
Character Education, Social Norming, Social Learning & Self-Efficacy, Positive Youth Development, Protective Factors	-	1	2.4 %
Cognitive Learning Theory, Developmental Asset Theory , Experiential Learning Theory, Social Learning Theory and Social Support Theory.	-	1	2.4 %
Cultural approach is more efficacious with target youth	-	1	2.4 %
Health Belief Model	-	1	2.4 %
Nola Pender's Health Promotion Model, Social Learning Theoy and Adult Learning Principles	-	1	2.4 %
Social Cognitive Theory, Empowerment Theory and Ecological Theory,	-	1	2.4 %
Social Cognitive Theory, Theory of Reasoned Action and Theory of Planned Behavior	-	2	4.8 %
Social Learning Theory	-	1	2.4 %

Value	Label	Unweighted Frequency	%
Social Learning Theory, Diffusion of Innovation, Theory and Ecology of Human Development	-	1	2.4 %
Social Learning Theory, Ecological Systems Theory	-	1	2.4 %
Social Norms Theory, Parent-Child Connectedness, and Youth Development Approaches	-	1	2.4 %
Social Science Theory	-	1	2.4 %
Social cognitive theory	-	1	2.4 %
Social learning theory, TRT	-	1	2.4 %
Social learning theory, attachment theory	-	1	2.4 %
Social learning, Miller's typologies, Weed's predictors of sexual behavior, transtheoretical model of behavior change	-	1	2.4 %
Social learning, positive youth development	-	1	2.4 %
Theory of Planned Behavior and extension of Theory of Reasoned Action	-	1	2.4 %
Youth Assests Building, Resilience, civic engagement and school success.	-	1	2.4 %
Youth development theory; social learning theory; health belief model	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 1889-2090 (width: 202; decimal: 0)
Variable Type: character

P_B32: Does your project use any evidence-based curricula, programs, or strategies? (Evidence-based curricula, programs, or strategies have been proven to be effective through evaluation.)

Does your project use any evidence-based curricula, programs, or strategies? (Evidence-based curricula, programs, or strategies have been proven to be effective through evaluation.)

Value	Label	Unweighted Frequency	%
0	No	5	11.9 %
1	Yes	25	59.5 %
	Missing Data		
97	Not sure	3	7.1 %
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 30 valid cases out of 42 total cases.

• Minimum: 0.00
• Maximum: 1.00

Location: 2091-2092 (width: 2; decimal: 0)
Variable Type: numeric
(Range of) Missing Values: 97 , .

P_B34_1: We want to learn about what makes your project a demonstration project or an innovation. Does your project: Adapt or make changes to an evidence-based curriculum

We want to learn about what makes your project a demonstration project or an innovation. Does your project: Adapt or make changes to an evidence-based curriculum [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Adapt or make changes to an evidence-based curriculum	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 1.00

Location: 2093-2093 (width: 1; decimal: 0)
Variable Type: numeric

P_B34_2: We want to learn about what makes your project a demonstration project or an innovation. Does your project: Deliver an existing project to a previously underserved population

We want to learn about what makes your project a demonstration project or an innovation. Does your project: Deliver an existing project to a previously underserved population [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Deliver an existing project to a previously underserved population	12	28.6 %
	Missing Data		
.	-	30	71.4 %
	Total	**42**	**100%**

Based upon 12 valid cases out of 42 total cases.

• Minimum: 2.00
• Maximum: 2.00

Location: 2094-2094 (width: 1; decimal: 0)
Variable Type: numeric

P_B34_3: We want to learn about what makes your project a demonstration project or an innovation. Does your project: Add or change one or more project components to modify an existing project

We want to learn about what makes your project a demonstration project or an innovation. Does your project: Add or change one or more project components to modify an existing project [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Add or change one or more project components to modify an existing project	14	33.3 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	28	66.7 %
	Total	**42**	**100%**

Based upon 14 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 2095-2095 (width: 1; decimal: 0)
Variable Type: numeric

P_B34_4: We want to learn about what makes your project a demonstration project or an innovation. Does your project: Employ a new approach

We want to learn about what makes your project a demonstration project or an innovation. Does your project: Employ a new approach [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Employ a new approach	21	50.0 %
	Missing Data		
.	-	21	50.0 %
	Total	**42**	**100%**

Based upon 21 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 2096-2096 (width: 1; decimal: 0)
Variable Type: numeric

P_B34_5: We want to learn about what makes your project a demonstration project or an innovation. Does your project: Do something else innovative

We want to learn about what makes your project a demonstration project or an innovation. Does your project: Do something else innovative [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Do something else innovative	1	2.4 %
	Missing Data		
.	-	41	97.6 %
	Total	**42**	**100%**

Based upon 1 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 2097-2097 (width: 1; decimal: 0)
Variable Type: numeric

P_B34_98: We want to learn about what makes your project a demonstration project or an innovation. Does your project: None of the above

We want to learn about what makes your project a demonstration project or an innovation. Does your project: None of the above [Mark all that apply]

Value	Label	Unweighted Frequency	%
98	None of the above	1	2.4 %
	Missing Data		
.	-	41	97.6 %
	Total	**42**	**100%**

Based upon 1 valid cases out of 42 total cases.

• Minimum: 98.00
• Maximum: 98.00

Location: 2098-2099 (width: 2; decimal: 0)
Variable Type: numeric

P_C1: On average, how many hours does each participant receive project activities?

The following questions are about participant exposure to your project and the amount of time participants receive project activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. On average, how many hours does each participant receive project activities? [Mark one response]

Value	Label	Unweighted Frequency	%
1	6 hours or less (Specify)	0	0.0 %
2	7-13 hours	6	14.3 %
3	14-20 hours	4	9.5 %
4	21-30 hours	9	21.4 %
5	31-50 hours	7	16.7 %
6	51-75 hours	2	4.8 %
7	76-100 hours	3	7.1 %
8	More than 100 hours (Specify)	1	2.4 %
	Missing Data		
.	-	10	23.8 %
	Total	**42**	**100%**

Based upon 32 valid cases out of 42 total cases.

• Minimum: 2.00
• Maximum: 8.00

Location: 2100-2100 (width: 1; decimal: 0)
Variable Type: numeric

P_C1OA: On average, how many hours does each participant receive project activities? 6 hours or less (Specify)

The following questions are about participant exposure to your project and the amount of time participants receive project activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. On average, how many hours does each participant receive project activities? 6 hours or less (Specify) [Mark one response]

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	42	100.0 %
	Total	**42**	**100%**

Based upon 0 valid cases out of 42 total cases.

Location: 2101-2101 (width: 1; decimal: 0)
Variable Type: numeric

P_C1OB: On average, how many hours does each participant receive project activities? More than 100 hours (a. Specify)

The following questions are about participant exposure to your project and the amount of time participants receive project activities. If your demonstration project evaluation involves a treatment group and a comparison group, these questions are about your treatment group. On average, how many hours does each participant receive project activities? More than 100 hours (Specify) [Mark one response]

Value	Label	Unweighted Frequency	%
128	-	1	2.4 %
	Missing Data		
.	-	41	97.6 %
	Total	**42**	**100%**

Based upon 1 valid cases out of 42 total cases.

- Mean: 128.00
- Median: 128.00
- Mode: 128.00
- Minimum: 128.00
- Maximum: 128.00
- Standard Deviation: 0.00

Location: 2102-2104 (width: 3; decimal: 0)
Variable Type: numeric

P_C2: Over what period of time does each participant receive project activities?

Over what period of time does each participant receive project activities? [Mark one response]

Value	Label	Unweighted Frequency	%
1	One time only	0	0.0 %
2	A few days	0	0.0 %

Value	Label	Unweighted Frequency	%
3	1-3 weeks	3	7.1 %
4	1-3 months	8	19.0 %
5	4-6 months	4	9.5 %
6	7-9 months	13	31.0 %
7	10-12 months	2	4.8 %
8	More than 12 months (Specify)	3	7.1 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 8.00

Location: 2105-2105 (width: 1; decimal: 0)
Variable Type: numeric

P_C2O: Over what period of time does each participant receive project activities? More than 12 months (Specify)

Over what period of time does each participant receive project activities? More than 12 months (Specify) [Mark one response]

Value	Label	Unweighted Frequency	%
	-	39	92.9 %
Additional resources & events are provided for up to 24 months. The majority of dosage is given in the first nine months to the participants.	-	1	2.4 %
Currently 18 months	-	1	2.4 %
Participants enter in 6th or 7th grade and continue in services for the life of the grant.	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 2106-2247 (width: 142; decimal: 0)
Variable Type: character

P_C3: How often do participants receive project activities?

How often do participants receive project activities? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Less than once every two weeks (Specify)	0	0.0 %
2	Once every two weeks	1	2.4 %
3	Once a week	19	45.2 %
4	Several times a week	9	21.4 %
5	Daily	4	9.5 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 5.00

Location: 2248-2248 (width: 1; decimal: 0)
Variable Type: numeric

P_C3O: How often do participants receive project activities? Less than once every two weeks (Specify)

How often do participants receive project activities? Less than once every two weeks (Specify) [Mark one response]

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	42	100.0 %
	Total	**42**	**100%**

Based upon 0 valid cases out of 42 total cases.

Location: 2249-2249 (width: 1; decimal: 0)
Variable Type: numeric

P_C4: Generally, what proportion of participants enrolled in the project completes the intervention in its entirety?

Generally, what proportion of participants enrolled in the project completes the intervention in its entirety? [Mark one response]

Value	Label	Unweighted Frequency	%
0	None	0	0.0 %
1	Some	3	7.1 %
2	About half	7	16.7 %
3	Many	18	42.9 %
4	All	5	11.9 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 4.00

Location: 2250-2250 (width: 1; decimal: 0)

P_D1: For how many years has this project been in place?

For how many years has this project been in place? If this project was in place prior to the current AFL funding, please be sure to count those years. If this project has been adapted from a past project within your organization but still has similar goals, please be sure to count those years.

Value	Label	Unweighted Frequency	%
2.0	-	1	2.4 %
2.5	-	2	4.8 %
5.0	-	14	33.3 %
6.0	-	2	4.8 %
7.0	-	4	9.5 %
10.0	-	3	7.1 %
11.0	-	2	4.8 %
13.0	-	4	9.5 %
19.0	-	1	2.4 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Mean: 7.27
- Median: 5.00
- Mode: 5.00
- Minimum: 2.00
- Maximum: 19.00
- Standard Deviation: 3.82

P_D2: Which of the following best describes how permanent this project is within your organization?

Which of the following best describes how permanent this project is within your organization? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Not at all permanent	4	9.5 %
2	Somewhat permanent	12	28.6 %
3	Permanent	18	42.9 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 3.00

Location: 2255-2255 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_1: Which of the following is true for your AFL demonstration project? The project's goals and objectives have been put into writing

Which of the following is true for your AFL demonstration project? The project's goals and objectives have been put into writing [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	The project's goals and objectives have been put into writing	34	81.0 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 2256-2256 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_2: Which of the following is true for your AFL demonstration project? Plans and procedures used for implementing this project have been put into writing

Which of the following is true for your AFL demonstration project? Plans and procedures used for implementing this project have been put into writing [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Plans and procedures used for implementing this project have been put into writing	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 2257-2257 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_3: Which of the following is true for your AFL demonstration project? A schedule (e.g., timetable, plan of action) used for implementing project activities has been put into writing

Which of the following is true for your AFL demonstration project? A schedule (e.g., timetable, plan of action) used for implementing project activities has been put into writing [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	A schedule (e.g., timetable, plan of action) used for implementing project activities has been put into writing	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 2258-2258 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_4: Which of the following is true for your AFL demonstration project? Strategies for implementing this project have been adapted to fit local circumstances

Which of the following is true for your AFL demonstration project? Strategies for implementing this project have been adapted to fit local circumstances [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Strategies for implementing this project have been adapted to fit local circumstances	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 2259-2259 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_5: Which of the following is true for your AFL demonstration project? Formalized job descriptions have been written for staff involved with this project

Which of the following is true for your AFL demonstration project? Formalized job descriptions have been written for staff involved with this project [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Formalized job descriptions have been written for staff involved with this project	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 2260-2260 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_6: Which of the following is true for your AFL demonstration project? Permanent staff have been assigned to implement this project

Which of the following is true for your AFL demonstration project? Permanent staff have been assigned to implement this project [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Permanent staff have been assigned to implement this project	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 2261-2261 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_7: Which of the following is true for your AFL demonstration project? An administrative-level individual within your organization has been actively involved in advocating for this project's continuation

Which of the following is true for your AFL demonstration project? An administrative-level individual within your organization has been actively involved in advocating for this project's continuation [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	An administrative-level individual within your organization has been actively involved in advocating for this project's	33	78.6 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 7.00
- Maximum: 7.00

Location: 2262-2262 (width: 1; decimal: 0)
Variable Type: numeric

P_D3_8: Which of the following is true for your AFL demonstration project? Staff in your organization other than those actually implementing this project actively contribute to the project's operations

Which of the following is true for your AFL demonstration project? Staff in your organization other than those actually implementing this project actively contribute to the project's operations [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	Staff in your organization other than those actually implementing this project actively contribute to the project's oper	29	69.0 %
	Missing Data		
.	-	13	31.0 %
	Total	**42**	**100%**

Based upon 29 valid cases out of 42 total cases.

- Minimum: 8.00
- Maximum: 8.00

Location: 2263-2263 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_1: Have you involved any of the following external stakeholders in your AFL demonstration project? Community organizations

Community organizationsHave you involved any of the following external stakeholders in your AFL demonstration project? [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Community organizations	29	69.0 %
	Missing Data		
.	-	13	31.0 %
	Total	**42**	**100%**

Based upon 29 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 2264-2264 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_2: Have you involved any of the following external stakeholders in your AFL demonstration project? Faith community

Faith communityHave you involved any of the following external stakeholders in your AFL demonstration project? [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Faith community	22	52.4 %
	Missing Data		
.	-	20	47.6 %
	Total	**42**	**100%**

Based upon 22 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 2265-2265 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_3: Have you involved any of the following external stakeholders in your AFL demonstration project? Health care sector (e.g., pediatricians, health clinics, hospital representatives)

Have you involved any of the following external stakeholders in your AFL demonstration project? Health care sector (e.g., pediatricians, health clinics, hospital representatives) [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Health care sector (e.g., pediatricians, health clinics, hospital representatives)	19	45.2 %
	Missing Data		
.	-	23	54.8 %
	Total	**42**	**100%**

Based upon 19 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 2266-2266 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_4: Have you involved any of the following external stakeholders in your AFL demonstration project? Local government (e.g., town or city government)

Have you involved any of the following external stakeholders in your AFL demonstration project? Local government (e.g., town or city government) [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Local government (e.g., town or city government)	16	38.1 %
	Missing Data		
.	-	26	61.9 %
	Total	**42**	**100%**

Based upon 16 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 2267-2267 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_5: Have you involved any of the following external stakeholders in your AFL demonstration project? Private, non-profit social service provider (e.g., family services, drug treatment center)

Have you involved any of the following external stakeholders in your AFL demonstration project? Private, non-profit social service provider (e.g., family services, drug treatment center) [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Private, non-profit social service provider (e.g., family services, drug treatment center)	25	59.5 %
	Missing Data		
.	-	17	40.5 %
	Total	**42**	**100%**

Based upon 25 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 2268-2268 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_6: Have you involved any of the following external stakeholders in your AFL demonstration project? School district(s)

Have you involved any of the following external stakeholders in your AFL demonstration project? School district(s) [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	School district(s)	30	71.4 %
	Missing Data		
.	-	12	28.6 %
	Total	**42**	**100%**

Based upon 30 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 2269-2269 (width: 1; decimal: 0)
Variable Type: numeric

P_D4_7: Have you involved any of the following external stakeholders in your AFL demonstration project? Other

Have you involved any of the following external stakeholders in your AFL demonstration project? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	Other (Describe)	8	19.0 %
	Missing Data		
.	-	34	81.0 %

Value	Label	Unweighted Frequency	%
	Total	**42**	**100%**

Based upon 8 valid cases out of 42 total cases.

- Minimum: 7.00
- Maximum: 7.00

Location: 2270-2270 (width: 1; decimal: 0)
Variable Type: numeric

P_D4O: Have you involved any of the following external stakeholders in your AFL demonstration project? Other (Describe)

Have you involved any of the following external stakeholders in your AFL demonstration project? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	33	78.6 %
County Department of Job and Family Services Children Services Division	-	1	2.4 %
Local Business	-	1	2.4 %
Low income housing developments	-	1	2.4 %
Public Library, U.S. Forest Service	-	1	2.4 %
Trainings offered and open to those who work with youth	-	1	2.4 %
Universities, Law enforcement agencies	-	1	2.4 %
local businesses	-	1	2.4 %
local media	-	1	2.4 %
non-profit Theater Arts Instruction Organization	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 2271-2341 (width: 71; decimal: 0)
Variable Type: character

P_E1: How many different individuals at your organization are paid (either part-time or full-time) to work on the AFL demonstration project?

How many different individuals at your organization are paid (either part-time or full-time) to work on the AFL demonstration project?

Value	Label	Unweighted Frequency	%
3	-	2	4.8 %
4	-	2	4.8 %
5	-	5	11.9 %
6	-	7	16.7 %
7	-	1	2.4 %

Value	Label	Unweighted Frequency	%
9	-	5	11.9 %
10	-	3	7.1 %
11	-	2	4.8 %
12	-	1	2.4 %
13	-	1	2.4 %
15	-	1	2.4 %
17	-	1	2.4 %
22	-	1	2.4 %
27	-	1	2.4 %
48	-	1	2.4 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

- Mean: 9.97
- Median: 8.00
- Mode: 6.00
- Minimum: 3.00
- Maximum: 48.00
- Standard Deviation: 8.50

Location: 2342-2343 (width: 2; decimal: 0)
Variable Type: numeric

P_E2: What is the total number of full-time equivalent paid staff (FTEs) who work on your AFL demonstration project? For example, if two paid staff each work at 50% time on AFL demonstration project activities, they would equal 1 FTE.

What is the total number of full-time equivalent paid staff (FTEs) who work on your AFL demonstration project? For example, if two paid staff each work at 50% time on AFL demonstration project activities, they would equal 1 FTE.

Value	Label	Unweighted Frequency	%
2.50	-	3	7.1 %
3.00	-	7	16.7 %
3.48	-	1	2.4 %
3.50	-	1	2.4 %
3.58	-	1	2.4 %
3.65	-	1	2.4 %
3.75	-	1	2.4 %
3.85	-	1	2.4 %
3.90	-	1	2.4 %
4.00	-	4	9.5 %

Value	Label	Unweighted Frequency	%
4.50	-	1	2.4 %
4.85	-	1	2.4 %
5.00	-	3	7.1 %
5.50	-	1	2.4 %
6.00	-	2	4.8 %
7.00	-	1	2.4 %
8.00	-	1	2.4 %
8.20	-	1	2.4 %
13.18	-	1	2.4 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Mean: 4.50
- Median: 3.90
- Mode: 3.00
- Minimum: 2.50
- Maximum: 13.18
- Standard Deviation: 2.15

Location: 2344-2348 (width: 5; decimal: 2)
Variable Type: numeric

P_E3: How many volunteers work on the AFL demonstration project?

How many volunteers work on the AFL demonstration project?

Value	Label	Unweighted Frequency	%
0	-	13	31.0 %
1	-	1	2.4 %
2	-	3	7.1 %
3	-	1	2.4 %
5	-	1	2.4 %
8	-	1	2.4 %
10	-	3	7.1 %
12	-	1	2.4 %
15	-	1	2.4 %
19	-	1	2.4 %
20	-	1	2.4 %
23	-	1	2.4 %
40	-	1	2.4 %
50	-	1	2.4 %

Value	Label	Unweighted Frequency	%
60	-	1	2.4 %
90	-	1	2.4 %
119	-	1	2.4 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Mean: 15.18
- Median: 2.00
- Mode: 0.00
- Minimum: 0.00
- Maximum: 119.00
- Standard Deviation: 27.63

Location: 2349-2351 (width: 3; decimal: 0)
Variable Type: numeric

P_E4_1: Please indicate how many individuals in each of the following age ranges deliver project activities? Younger than 18 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? Younger than 18 years old

Value	Label	Unweighted Frequency	%
0	-	1	2.4 %
3	-	1	2.4 %
4	-	1	2.4 %
5	-	1	2.4 %
6	-	1	2.4 %
11	-	1	2.4 %
12	-	2	4.8 %
19	-	1	2.4 %
20	-	1	2.4 %
38	-	1	2.4 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Mean: 11.82
- Median: 11.00
- Mode: 12.00
- Minimum: 0.00

- Maximum: 38.00
- Standard Deviation: 10.79

Location: 2352-2353 (width: 2; decimal: 0)
Variable Type: numeric

P_E4_2: Please indicate how many individuals in each of the following age ranges deliver project activities? 19-25 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? 19-25 years old

Value	Label	Unweighted Frequency	%
1	-	9	21.4 %
2	-	2	4.8 %
3	-	2	4.8 %
4	-	3	7.1 %
6	-	1	2.4 %
7	-	2	4.8 %
8	-	2	4.8 %
10	-	2	4.8 %
	Missing Data		
.	-	19	45.2 %
	Total	**42**	**100%**

Based upon 23 valid cases out of 42 total cases.

- Mean: 3.78
- Median: 3.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 10.00
- Standard Deviation: 3.13

Location: 2354-2355 (width: 2; decimal: 0)
Variable Type: numeric

P_E4_3: Please indicate how many individuals in each of the following age ranges deliver project activities? 26-35 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? 26-35 years old

Value	Label	Unweighted Frequency	%
1	-	5	11.9 %
2	-	2	4.8 %
3	-	6	14.3 %
4	-	8	19.0 %
5	-	1	2.4 %

Value	Label	Unweighted Frequency	%
7	-	1	2.4 %
9	-	1	2.4 %
12	-	1	2.4 %
	Missing Data		
.	-	17	40.5 %
	Total	**42**	**100%**

Based upon 25 valid cases out of 42 total cases.

- Mean: 3.68
- Median: 3.00
- Mode: 4.00
- Minimum: 1.00
- Maximum: 12.00
- Standard Deviation: 2.54

Location: 2356-2357 (width: 2; decimal: 0)
Variable Type: numeric

P_E4_4: Please indicate how many individuals in each of the following age ranges deliver project activities? 36-45 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? 36-45 years old

Value	Label	Unweighted Frequency	%
1	-	6	14.3 %
2	-	4	9.5 %
3	-	2	4.8 %
4	-	3	7.1 %
5	-	4	9.5 %
15	-	1	2.4 %
25	-	1	2.4 %
52	-	1	2.4 %
	Missing Data		
.	-	20	47.6 %
	Total	**42**	**100%**

Based upon 22 valid cases out of 42 total cases.

- Mean: 6.55
- Median: 3.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 52.00
- Standard Deviation: 11.55

P_E4_5: Please indicate how many individuals in each of the following age ranges deliver project activities? 46-55 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? 46-55 years old

Value	Label	Unweighted Frequency	%
1	-	6	14.3 %
2	-	1	2.4 %
3	-	4	9.5 %
4	-	1	2.4 %
7	-	1	2.4 %
8	-	2	4.8 %
9	-	1	2.4 %
18	-	1	2.4 %
	Missing Data		
.	-	25	59.5 %
	Total	**42**	**100%**

Based upon 17 valid cases out of 42 total cases.

- Mean: 4.35
- Median: 3.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 18.00
- Standard Deviation: 4.49

P_E4_6: Please indicate how many individuals in each of the following age ranges deliver project activities? 56-65 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? 56-65 years old

Value	Label	Unweighted Frequency	%
1	-	5	11.9 %
2	-	3	7.1 %
3	-	2	4.8 %
4	-	1	2.4 %
6	-	1	2.4 %
25	-	1	2.4 %
	Missing Data		

Value	Label	Unweighted Frequency	%
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Mean: 4.00
- Median: 2.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 25.00
- Standard Deviation: 6.48

Location: 2362-2363 (width: 2; decimal: 0)
Variable Type: numeric

P_E4_7: Please indicate how many individuals in each of the following age ranges deliver project activities? Older than 65 years old

The next questions ask about individuals who deliver AFL demonstration project activities to participants. Please indicate how many individuals in each of the following age ranges deliver project activities? Older than 65 years old

Value	Label	Unweighted Frequency	%
1	-	4	9.5 %
5	-	1	2.4 %
	Missing Data		
.	-	37	88.1 %
	Total	**42**	**100%**

Based upon 5 valid cases out of 42 total cases.

- Mean: 1.80
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 5.00
- Standard Deviation: 1.79

Location: 2364-2364 (width: 1; decimal: 0)
Variable Type: numeric

P_E5: Are the individuals delivering AFL project activities. . .

Are the individuals delivering AFL project activities. . . [Mark one response]

Value	Label	Unweighted Frequency	%
1	All female	5	11.9 %
2	Mostly female	18	42.9 %
3	Evenly split male and female	10	23.8 %
4	Mostly male	0	0.0 %

Value	Label	Unweighted Frequency	%
5	All male	1	2.4 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 5.00

Location: 2365-2365 (width: 1; decimal: 0)
Variable Type: numeric

P_E6_1: Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Some high school

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Some high school

Value	Label	Unweighted Frequency	%
0	-	1	2.4 %
3	-	1	2.4 %
4	-	2	4.8 %
7	-	1	2.4 %
12	-	2	4.8 %
16	-	1	2.4 %
19	-	1	2.4 %
20	-	1	2.4 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Mean: 9.70
- Median: 9.50
- Minimum: 0.00
- Maximum: 20.00
- Standard Deviation: 7.10

Location: 2366-2367 (width: 2; decimal: 0)
Variable Type: numeric

P_E6_2: Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? High school diploma or GED

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? High school diploma or GED

Value	Label	Unweighted Frequency	%
1	-	6	14.3 %
2	-	1	2.4 %
4	-	1	2.4 %
7	-	1	2.4 %
	Missing Data		
.	-	33	78.6 %
	Total	**42**	**100%**

Based upon 9 valid cases out of 42 total cases.

- Mean: 2.11
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 7.00
- Standard Deviation: 2.09

Location: 2368-2368 (width: 1; decimal: 0)
Variable Type: numeric

P_E6_3: Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Some college, but no degree

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Some college, but no degree

Value	Label	Unweighted Frequency	%
1	-	3	7.1 %
2	-	3	7.1 %
3	-	2	4.8 %
4	-	4	9.5 %
5	-	3	7.1 %
6	-	3	7.1 %
10	-	1	2.4 %
11	-	1	2.4 %
	Missing Data		
.	-	22	52.4 %
	Total	**42**	**100%**

Based upon 20 valid cases out of 42 total cases.

- Mean: 4.25
- Median: 4.00
- Mode: 4.00
- Minimum: 1.00
- Maximum: 11.00

- Standard Deviation: 2.71

Location: 2369-2370 (width: 2; decimal: 0)
Variable Type: numeric

P_E6_4: Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? 2-year college degree

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? 2-year college degree

Value	Label	Unweighted Frequency	%
1	-	6	14.3 %
2	-	1	2.4 %
3	-	1	2.4 %
6	-	2	4.8 %
	Missing Data		
.	-	32	76.2 %
	Total	**42**	**100%**

Based upon 10 valid cases out of 42 total cases.

- Mean: 2.30
- Median: 1.00
- Mode: 1.00
- Minimum: 1.00
- Maximum: 6.00
- Standard Deviation: 2.06

Location: 2371-2371 (width: 1; decimal: 0)
Variable Type: numeric

P_E6_5: Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Bachelor's degree

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Bachelor's degree

Value	Label	Unweighted Frequency	%
0	-	1	2.4 %
1	-	7	16.7 %
2	-	6	14.3 %
3	-	4	9.5 %
4	-	3	7.1 %
5	-	4	9.5 %
6	-	2	4.8 %
11	-	1	2.4 %
16	-	1	2.4 %

Value	Label	Unweighted Frequency	%
19	-	1	2.4 %
	Missing Data		
.	-	12	28.6 %
	Total	**42**	**100%**

Based upon 30 valid cases out of 42 total cases.

- Mean: 4.03
- Median: 3.00
- Mode: 1.00
- Minimum: 0.00
- Maximum: 19.00
- Standard Deviation: 4.30

Location: 2372-2373 (width: 2; decimal: 0)
Variable Type: numeric

P_E6_6: Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Master's degree or higher

Please indicate how many individuals who completed each of the following levels of education deliver AFL project activities? Master's degree or higher

Value	Label	Unweighted Frequency	%
1	-	7	16.7 %
2	-	8	19.0 %
3	-	1	2.4 %
4	-	6	14.3 %
6	-	2	4.8 %
7	-	2	4.8 %
8	-	1	2.4 %
10	-	1	2.4 %
	Missing Data		
.	-	14	33.3 %
	Total	**42**	**100%**

Based upon 28 valid cases out of 42 total cases.

- Mean: 3.36
- Median: 2.00
- Mode: 2.00
- Minimum: 1.00
- Maximum: 10.00
- Standard Deviation: 2.45

Location: 2374-2375 (width: 2; decimal: 0)
Variable Type: numeric

P_E7_1: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Adolescent medicine

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Adolescent medicine [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	Adolescent medicine	3	7.1 %
	Missing Data		
.	-	39	92.9 %
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 2376-2376 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_2: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Adolescent reproductive health

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Adolescent reproductive health [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Adolescent reproductive health	7	16.7 %
	Missing Data		
.	-	35	83.3 %
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 2377-2377 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_3: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Case management

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Case management [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Case management	16	38.1 %
	Missing Data		
.	-	26	61.9 %
	Total	**42**	**100%**

Based upon 16 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 2378-2378 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_4: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Counseling

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Counseling [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Counseling	15	35.7 %
	Missing Data		
.	-	27	64.3 %
	Total	**42**	**100%**

Based upon 15 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 2379-2379 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_5: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Education (e.g., school teacher)

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Education (e.g., school teacher) [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	Education (e.g., school teacher)	23	54.8 %
	Missing Data		
.	-	19	45.2 %
	Total	**42**	**100%**

Based upon 23 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 2380-2380 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_6: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Health education

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Health education [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Health education	18	42.9 %
	Missing Data		
.	-	24	57.1 %
	Total	**42**	**100%**

Based upon 18 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 2381-2381 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_7: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Nursing

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Nursing [Mark all that apply]

Value	Label	Unweighted Frequency	%
7	Nursing	5	11.9 %
	Missing Data		
.	-	37	88.1 %
	Total	**42**	**100%**

Based upon 5 valid cases out of 42 total cases.

- Minimum: 7.00
- Maximum: 7.00

Location: 2382-2382 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_8: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Nutrition

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Nutrition [Mark all that apply]

Value	Label	Unweighted Frequency	%
8	Nutrition	2	4.8 %
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Minimum: 8.00
- Maximum: 8.00

Location: 2383-2383 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_9: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Public health

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Public health [Mark all that apply]

Value	Label	Unweighted Frequency	%
9	Public health	18	42.9 %
	Missing Data		
.	-	24	57.1 %
	Total	**42**	**100%**

Based upon 18 valid cases out of 42 total cases.

- Minimum: 9.00
- Maximum: 9.00

Location: 2384-2384 (width: 1; decimal: 0)
Variable Type: numeric

P_E7_10: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Pediatric medicine

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Pediatric medicine [Mark all that apply]

Value	Label	Unweighted Frequency	%
10	Pediatric medicine	3	7.1 %
	Missing Data		
.	-	39	92.9 %
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

- Minimum: 10.00
- Maximum: 10.00

Location: 2385-2386 (width: 2; decimal: 0)
Variable Type: numeric

P_E7_11: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Sex education or HIV education

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Sex education or HIV education [Mark all that apply]

Value	Label	Unweighted Frequency	%
11	Sex education or HIV education	13	31.0 %
	Missing Data		
.	-	29	69.0 %
	Total	**42**	**100%**

Based upon 13 valid cases out of 42 total cases.

- Minimum: 11.00
- Maximum: 11.00

Location: 2387-2388 (width: 2; decimal: 0)
Variable Type: numeric

P_E7_12: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Social work

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Social work [Mark all that apply]

Value	Label	Unweighted Frequency	%
12	Social work	18	42.9 %
	Missing Data		
.	-	24	57.1 %
	Total	**42**	**100%**

Based upon 18 valid cases out of 42 total cases.

- Minimum: 12.00
- Maximum: 12.00

Location: 2389-2390 (width: 2; decimal: 0)
Variable Type: numeric

P_E7_13: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Other

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
13	Other (Describe)	11	26.2 %
	Missing Data		
.	-	31	73.8 %
	Total	**42**	**100%**

Based upon 11 valid cases out of 42 total cases.

- Minimum: 13.00
- Maximum: 13.00

Location: 2391-2392 (width: 2; decimal: 0)
Variable Type: numeric

P_E7O: Which of the following best describes the educational background or experience (prior to working on the AFL demonstration project) of the individuals delivering project activities to AFL demonstration project participants? Other (Describe)

Which of the following best describes the educational background or experience prior to working on the AFL demonstration project of the individuals delivering project activities to AFL demonstration project participants? Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	30	71.4 %
College and High School Mentors	-	1	2.4 %
College students from a variety of majors	-	1	2.4 %
Construction worker, office manager, sales	-	1	2.4 %
Medicine	-	1	2.4 %
Politics and History	-	1	2.4 %
Prevention Education	-	1	2.4 %
Psychology, other majors	-	1	2.4 %
Youth development/recreation	-	1	2.4 %
Youth program director, youth minister, youth special needs counseling assistant	-	2	4.8 %
law, theology, communications	-	1	2.4 %
parents	-	1	2.4 %

Value		Label	Unweighted Frequency	%
		Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 2393-2472 (width: 80; decimal: 0)
Variable Type: character

P_E8: On average, how long have individuals delivering project activities worked with pregnant and parenting adolescents, not including their time with this AFL demonstration project?

On average, how long have individuals delivering project activities worked with pregnant and parenting adolescents, not including their time with this AFL demonstration project? [Mark one response]

Value	Label	Unweighted Frequency	%
1	Not at all - the average individual delivering project activities has never worked with pregnant or parenting adolescent	5	11.9 %
2	Less than 6 months	1	2.4 %
3	6 months or more but less than 1 year	3	7.1 %
4	1 to 3 years	8	19.0 %
5	4 to 6 years	12	28.6 %
6	7 or more years (How many?)	4	9.5 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 6.00

Location: 2473-2473 (width: 1; decimal: 0)
Variable Type: numeric

P_E8O: On average, how long have individuals delivering project activities worked with pregnant and parenting adolescents, not including their time with this AFL demonstration project? 7 or more years (How many?)

On average, how long have individuals delivering project activities worked with pregnant and parenting adolescents, not including their time with this AFL demonstration project? 7 or more years (How many?) [Mark one response]

Value	Label	Unweighted Frequency	%
9	-	1	2.4 %
10	-	1	2.4 %
11	-	1	2.4 %
30	-	1	2.4 %
	Missing Data		

Value	Label	Unweighted Frequency	%
.	-	38	90.5 %
	Total	**42**	**100%**

Based upon 4 valid cases out of 42 total cases.

- Mean: 15.00
- Median: 10.50
- Minimum: 9.00
- Maximum: 30.00
- Standard Deviation: 10.03

Location: 2474-2475 (width: 2; decimal: 0)
Variable Type: numeric

P_E9: Are there individuals delivering project activities who are Hispanic or Latino?

Are there individuals delivering project activities who are Hispanic or Latino?

Value	Label	Unweighted Frequency	%
0	No	9	21.4 %
1	Yes	25	59.5 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

- Minimum: 0.00
- Maximum: 1.00

Location: 2476-2476 (width: 1; decimal: 0)
Variable Type: numeric

P_E10_1: Mark the box or boxes below that describe the race of individuals delivering project activities. White

Mark the box or boxes below that describe the race of individuals delivering project activities. White [Mark all that apply]

Value	Label	Unweighted Frequency	%
1	White	29	69.0 %
	Missing Data		
.	-	13	31.0 %
	Total	**42**	**100%**

Based upon 29 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 1.00

Location: 2477-2477 (width: 1; decimal: 0)
Variable Type: numeric

P_E10_2: Mark the box or boxes below that describe the race of individuals delivering project activities. Black or African American

Mark the box or boxes below that describe the race of individuals delivering project activities. Black or African American [Mark all that apply]

Value	Label	Unweighted Frequency	%
2	Black or African American	25	59.5 %
	Missing Data		
.	-	17	40.5 %
	Total	**42**	**100%**

Based upon 25 valid cases out of 42 total cases.

- Minimum: 2.00
- Maximum: 2.00

Location: 2478-2478 (width: 1; decimal: 0)
Variable Type: numeric

P_E10_3: Mark the box or boxes below that describe the race of individuals delivering project activities. Asian

Mark the box or boxes below that describe the race of individuals delivering project activities. Asian [Mark all that apply]

Value	Label	Unweighted Frequency	%
3	Asian	3	7.1 %
	Missing Data		
.	-	39	92.9 %
	Total	**42**	**100%**

Based upon 3 valid cases out of 42 total cases.

- Minimum: 3.00
- Maximum: 3.00

Location: 2479-2479 (width: 1; decimal: 0)
Variable Type: numeric

P_E10_4: Mark the box or boxes below that describe the race of individuals delivering project activities. Native Hawaiian or Other Pacific Islander

Mark the box or boxes below that describe the race of individuals delivering project activities. Native Hawaiian or Other Pacific Islander [Mark all that apply]

Value	Label	Unweighted Frequency	%
4	Native Hawaiian or Other Pacific Islander	2	4.8 %

Value	Label	Unweighted Frequency	%
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Minimum: 4.00
- Maximum: 4.00

Location: 2480-2480 (width: 1; decimal: 0)
Variable Type: numeric

P_E10_5: Mark the box or boxes below that describe the race of individuals delivering project activities. American Indian or Alaska Native

Mark the box or boxes below that describe the race of individuals delivering project activities. American Indian or Alaska Native [Mark all that apply]

Value	Label	Unweighted Frequency	%
5	American Indian or Alaska Native	2	4.8 %
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Minimum: 5.00
- Maximum: 5.00

Location: 2481-2481 (width: 1; decimal: 0)
Variable Type: numeric

P_E10_6: Mark the box or boxes below that describe the race of individuals delivering project activities. Other

Mark the box or boxes below that describe the race of individuals delivering project activities. Other [Mark all that apply]

Value	Label	Unweighted Frequency	%
6	Other (Describe)	9	21.4 %
	Missing Data		
.	-	33	78.6 %
	Total	**42**	**100%**

Based upon 9 valid cases out of 42 total cases.

- Minimum: 6.00
- Maximum: 6.00

Location: 2482-2482 (width: 1; decimal: 0)

P_E10O: Mark the box or boxes below that describe the race of individuals delivering project activities. Other (Describe)

Mark the box or boxes below that describe the race of individuals delivering project activities. Other (Describe) [Mark all that apply]

Value	Label	Unweighted Frequency	%
	-	32	76.2 %
Ethnicity: Hispanic	-	1	2.4 %
Hispanic	-	3	7.1 %
Hispanic (non-Black)	-	1	2.4 %
Hispanic/Latino not white	-	1	2.4 %
Latino	-	2	4.8 %
Mexican	-	1	2.4 %
Of direct service staff, 3 are African- American and 3 are Latino.	-	1	2.4 %
	Total	**42**	**100%**

Based upon 42 valid cases out of 42 total cases.

Location: 2483-2548 (width: 66; decimal: 0)
Variable Type: character

P_E11: What proportion of individuals delivering project activities receive training to do this (other than training provided by OAPP)?

What proportion of individuals delivering project activities receive training to do this (other than training provided by OAPP)? [Mark one response]

Value	Label	Unweighted Frequency	%
0	None	0	0.0 %
1	Some	5	11.9 %
2	About half	0	0.0 %
3	Many	2	4.8 %
4	All	27	64.3 %
	Missing Data		
.	-	8	19.0 %
	Total	**42**	**100%**

Based upon 34 valid cases out of 42 total cases.

• Minimum: 1.00
• Maximum: 4.00

Location: 2549-2549 (width: 1; decimal: 0)
Variable Type: numeric

P_E12: Of those who receive training, how much training do they receive (other than training provided by OAPP)?

Of those who receive training, how much training do they receive (other than training provided by OAPP)? [Mark one response]

Value	Label	Unweighted Frequency	%
1	7 hours or less (How many?)	2	4.8 %
2	8 to 15 hours	8	19.0 %
3	16 to 23 hours	8	19.0 %
4	24 to 31 hours	5	11.9 %
5	32 to 39 hours	3	7.1 %
6	40 hours or more (How many?)	7	16.7 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 6.00

Location: 2550-2550 (width: 1; decimal: 0)
Variable Type: numeric

P_E12OA: Of those who receive training, how much training do they receive (other than training provided by OAPP)? 7 hours or less (How many?)

Of those who receive training, how much training do they receive (other than training provided by OAPP)? 7 hours or less (How many?) [Mark one response]

Value	Label	Unweighted Frequency	%
6	-	2	4.8 %
	Missing Data		
.	-	40	95.2 %
	Total	**42**	**100%**

Based upon 2 valid cases out of 42 total cases.

- Mean: 6.00
- Median: 6.00
- Mode: 6.00
- Minimum: 6.00
- Maximum: 6.00
- Standard Deviation: 0.00

Location: 2551-2551 (width: 1; decimal: 0)
Variable Type: numeric

P_E12OB: Of those who receive training, how much training do they receive (other than training provided by OAPP)? 40 hours or more (How many?)

Of those who receive training, how much training do they receive (other than training provided by OAPP)? 40 hours or more (How many?) [Mark one response]

Value	Label	Unweighted Frequency	%
50	-	3	7.1 %
60	-	1	2.4 %
62	-	1	2.4 %
80	-	1	2.4 %
90	-	1	2.4 %
	Missing Data		
.	-	35	83.3 %
	Total	**42**	**100%**

Based upon 7 valid cases out of 42 total cases.

- Mean: 63.14
- Median: 60.00
- Mode: 50.00
- Minimum: 50.00
- Maximum: 90.00
- Standard Deviation: 15.99

Location: 2552-2553 (width: 2; decimal: 0)
Variable Type: numeric

P_E13: On average, how long have individuals delivering project activities served in their current roles?

On average, how long have individuals delivering project activities served in their current roles? [Mark one response]

Value	Label	Unweighted Frequency	%
1	1 year or less	3	7.1 %
2	2 years	9	21.4 %
3	3 years	7	16.7 %
4	4 years	5	11.9 %
5	5 years or more (How many?)	9	21.4 %
	Missing Data		
.	-	9	21.4 %
	Total	**42**	**100%**

Based upon 33 valid cases out of 42 total cases.

- Minimum: 1.00
- Maximum: 5.00

Location: 2554-2554 (width: 1; decimal: 0)

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P_E13O: On average, how long have individuals delivering project activities served in their current roles? 5 years or more (How many?)

On average, how long have individuals delivering project activities served in their current roles? 5 years or more (How many?) [Mark one response]

Value	Label	Unweighted Frequency	%
5	-	1	2.4 %
7	-	1	2.4 %
9	-	1	2.4 %
10	-	1	2.4 %
15	-	1	2.4 %
	Missing Data		
.	-	37	88.1 %
	Total	**42**	**100%**

Based upon 5 valid cases out of 42 total cases.

- Mean: 9.20
- Median: 9.00
- Minimum: 5.00
- Maximum: 15.00
- Standard Deviation: 3.77

Location: 2555-2556 (width: 2; decimal: 0)
Variable Type: numeric