DIVISION OF
ADOLESCENT AND
SCHOOL HEALTH

NATIONAL CENTER
FOR CHRONIC
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PREVENTION AND
HEALTH
PROMOTION

CENTERS FOR
DISEASE CONTROL
AND PREVENTION

HANDBOOK FOR EVALUATING HIV EDUCATION

1. Evaluating HIV Education Programs
2. Developing and Revising HIV Policies
3. Appraising an HIV Curriculum
4. Evaluating HIV Staff Development Programs
5. Assessment Instruments for Monitoring Student Outcomes: Grades 5-7
6. Assessment Instruments for Monitoring Student Outcomes: Grades 7-12
7. Choosing and Using an External Evaluator
8. Reporting Results of HIV Education Evaluations
9. Evaluation of HIV Prevention Programs using Qualitative Methods

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Introduction

School districts across the nation have responded to the threat of AIDS by preparing students with the knowledge, attitudes, and skills they need to avoid infection with human immunodeficiency virus (HIV). In many locales, HIV-related education and infection control policies have been established, curriculum guidelines developed, and educators trained in the delivery of effective HIV prevention education. Based on a recent study of school districts nationwide, 67% required HIV education for students, 90% provided teacher preparation in the area of HIV education, and 71% reported that a school/community advisory committee had been established for the review of HIV education materials. This level of commitment to the provision of HIV education is a necessary and impressive response to the AIDS epidemic.

Local HIV prevention efforts are further supported by *Healthy People: National Health Promotion and Disease Prevention Objectives*. These national health objectives for the year 2000 that call for reducing the proportion of adolescents who have engaged in sexual intercourse by age 15 and by age 17 (objectives 5.4, 18.3, 19.9), reducing the proportion of ever sexually active adolescents who abstain from sexual activity for the previous 3 months (objective 5.5), and increasing the proportion of sexually active adolescents who used a condom at last sexual intercourse (objectives 18.4, 19.10). CDC is working with national, state, and local health and education agencies to help attain these objectives, as well as to decrease the proportion of 9th-12th grade students who use injected drugs.

While considerable effort is being expended on school-based HIV prevention education, little data is available yet to suggest whether these programs are having their intended effect. Are these programs successful in reducing HIV-risk behaviors among students? Can these programs be improved to become even more effective? To answer these questions, objective evaluations of the impact of HIV prevention programs must be undertaken.

To support the efforts of educators to evaluate the quality of their HIV prevention programs, the Centers for Disease Control and Prevention (CDC) and its contractor, IOX Assessment Associates, developed this handbook. CDC strongly encourages its cooperative agreement recipients to use these materials in the design of HIV program evaluations. Cooperative agreement recipients are also encouraged to share these materials and encourage their use with local departments of education and schools throughout their jurisdiction.

This handbook includes evaluation designs and measurement tools necessary to collect data on the basic program components of policy development, curriculum design, teacher training, and student outcomes. While the handbook cannot serve all evaluation purposes, it reflects the need to evaluate the basic, most central, aspects of HIV prevention programs.

The booklets

The *Handbook for Evaluating HIV Education* is comprised of nine interrelated yet separate booklets, each addressing a particular evaluation need. A brief description of each booklet is provided below:

1. *Evaluating HIV Education Programs.* Five key guidelines are described to provide a step-by-step model for the evaluation of an HIV education program.

2. *Developing and Revising HIV Policies.* The need for HIV-related policy development and evaluation is stressed. Six documents and two databases are described to aid in the development or revision of HIV-related policies. These documents provide useful recommendations to policymakers regarding the procedures used to develop HIV policies and their content. Checklists for the policymaking process and policy content are provided in this booklet to assist policymakers in judging their policies against the recommendations suggested in the cited documents. In addition, a sample educator survey is included to help policymakers gain information from users of their policies.

3. *Appraising an HIV Curriculum.* Four guidelines for the appraisal of an HIV curriculum are presented along with a set of internal characteristics that can be used to judge an HIV curriculum's probable effectiveness.

4. *Evaluating HIV Staff Development Programs.* Four guidelines for planning the evaluation of HIV staff development programs are described. A set of assessment instruments is provided for use in such evaluations.

5. *Assessment Instruments for Measuring Student Outcomes: Grades 5-7.* Four assessment instruments suitable for the evaluation of HIV education programs for students in grades 5-7 are presented. The instruments focus on HIV-related knowledge and attitudes, and on confidence in one's ability to resist peer pressure. Descriptions of each instrument and directions for administration and scoring are provided.

6. *Assessment Instruments for Measuring Student Outcomes: Grades 7-12.* Seven assessment instruments are provided for use in the evaluation of HIV education programs for students in grades 7-12. These instruments address HIV-related knowledge, attitudes, and behaviors. Descriptions of each instrument and directions for administration and scoring are provided.

7. *Choosing and Using an External Evaluator.* Seven guidelines are provided for selecting and working with an external evaluator in conducting an evaluation of an HIV education program. A form for rating prospective evaluators, a sample position description, and a sample contract are included.

8. *Reporting Results of HIV Education Evaluations.* Five guidelines are presented to assist in reporting the results of evaluation studies related to HIV education. Three sample evaluation reports are provided to illustrate use of the guidelines.

9. *Evaluation of HIV Prevention Programs using Qualitative Methods.* The three most commonly used qualitative methods are presented. These techniques can provide valuable information about program implementation, participant satisfaction, evidence of program effectiveness, and the identification of areas needing improvement. Qualitative measures can play an important role in an overall program evaluation effort.

It is imperative that those involved in the design and delivery of HIV education programs assume the professional responsibility to evaluate and document the extent to which HIV programs have actually worked. We hope that this handbook will contribute to your efforts to conduct such evaluations. For further information on the use of these booklets, please contact your state HIV coordinator or your CDC project officer.

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