

# Attachment 8b: Screenshots from PERS

## For Attachments 5a, b, &c.

### *Local Education Agency (LEA) Screenshots*

The data will be collected from funded agencies via the Program Evaluation and Reporting System (PERS). Screenshots for the Local Education Agency (LEA) questionnaires are provided below in the order presented in the Burden Table (Table A.12-1) in Supporting Statement A. The questionnaires for the State Education Agencies (SEA) and Non-governmental organizations (NGO) are included in Attachment 8a and 8c, respectively.

The questionnaires in PERS cover the following topics: exemplary sexual health education (ESHE); sexual health services (SHS); and safe and supportive environments (SSE). The burden statement and OMB form approval information are reflected on the initial page of each group of screenshots that correspond to the questionnaires. To view the measures and the list of questions in text format, see **Attachments 5a, b, &c.**

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## Local Education Agency (LEA) Screenshots

Form Approved  
OMB No: 0920-XXXX  
Exp. Date: XX/XX/XXXX

### **“Promoting Adolescent Health through School-Based HIV/STD Prevention”**

Att. 5c

#### LEA ESHE Items

**Public reporting burden of this collection of information is estimated to average 6 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)**

This system is for DASH funded agencies to report required evaluation measures. The Evaluation Measures Reporting tab is for the submission of required data and is divided into three surveys: (1) my agency's data; (2) priority site data; and (3) assistance provided. The Glossary tab includes terms that are used within the evaluation measures and surveys to help you better understand what and how to report your data.

Report only activities funded in any amount through Funding Opportunity Announcement DP 1308; activities that were performed staff whose time is funded through 1308; or in-kind time or resources provided specifically for 1308 activities.

### Your Funded Agency

**Funded Agency:** Shelby County Board of Education  
**Organization Type:** LEA

Form Approved  
OMB No: 0920-NEW  
Exp. Date: MM/DD/YYYY  
Promoting Adolescent Health through School-Based HIV/STD Prevention

**LEA SSE Items**

Public reporting burden of this collection of information is estimated to average 6 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-NEW)

**LEA SHS Items**

Public reporting burden of this collection of information is estimated to average 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-NEW)

**LEA ESHE Items**

Public reporting burden of this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer, 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-NEW)



PERS
www.persdev.net/#/smo/0/0
iea-user1 Mason

**PERS**  
Program Evaluation Reporting System

iea-user1 Mason

Home
Evaluation Measures Reporting
Upload Policy Documents
Reports
Glossary

Page 1 of 21 - My agency data
Reporting Period: 2/1/2014 - 7/31/2014

**Currently, does your district have a written curriculum framework for sexual health education?**


Yes
  No

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Save
Next

National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health

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Program Evaluation Reporting System

lea-user1 Mason 


Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 2 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014


**Does your district require a course including HIV, STD, or pregnancy prevention topics in each of the following grades or range of grades? (Mark yes or no for each.)**

a. Grade 6	<input type="radio"/> Yes	<input type="radio"/> No
b. Grade 7	<input type="radio"/> Yes	<input type="radio"/> No
c. Grade 8	<input type="radio"/> Yes	<input type="radio"/> No
d. Grade 9	<input type="radio"/> Yes	<input type="radio"/> No
e. Grade 10	<input type="radio"/> Yes	<input type="radio"/> No
f. Grade 11	<input type="radio"/> Yes	<input type="radio"/> No
g. Grade 12	<input type="radio"/> Yes	<input type="radio"/> No
h. Middle school (No specific grade)	<input type="radio"/> Yes	<input type="radio"/> No
i. High school (No specific grade)	<input type="radio"/> Yes	<input type="radio"/> No

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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health 

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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 3 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014


**Currently, does your district include each of the following topics in sexual health education for grades 6-8? (Mark yes or no for each topic.)**

a. How to create and sustain healthy and respectful relationships.	<input type="radio"/> Yes	<input type="radio"/> No
b. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	<input type="radio"/> Yes	<input type="radio"/> No
c. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	<input type="radio"/> Yes	<input type="radio"/> No
d. The benefits of being sexually abstinent.	<input type="radio"/> Yes	<input type="radio"/> No
e. The importance of limiting the number of sexual partners.	<input type="radio"/> Yes	<input type="radio"/> No
f. The importance of using condoms consistently and correctly.	<input type="radio"/> Yes	<input type="radio"/> No
g. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STD) and pregnancy.	<input type="radio"/> Yes	<input type="radio"/> No
h. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	<input type="radio"/> Yes	<input type="radio"/> No
i. Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health.	<input type="radio"/> Yes	<input type="radio"/> No
j. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors.	<input type="radio"/> Yes	<input type="radio"/> No
k. Influencing and supporting others to avoid or reduce sexual risk behaviors.	<input type="radio"/> Yes	<input type="radio"/> No

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PER.S  
Program Evaluation Reporting System

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lea-user1 Mason 

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Page 4 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014

**Currently, does your district include each of the following topics in sexual health education for grades 9-12? (Mark yes or no for each topic.)**


a. How to create and sustain healthy and respectful relationships.	<input type="radio"/> Yes <input type="radio"/> No
b. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
c. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
d. The benefits of being sexually abstinent.	<input type="radio"/> Yes <input type="radio"/> No
e. The importance of limiting the number of sexual partners.	<input type="radio"/> Yes <input type="radio"/> No
f. The importance of using condoms consistently and correctly.	<input type="radio"/> Yes <input type="radio"/> No
g. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STD) and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
h. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
i. Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health.	<input type="radio"/> Yes <input type="radio"/> No
j. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No
k. Influencing and supporting others to avoid or reduce sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No

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Save Previous Next

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lea-user1 Mason 

Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 5 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014



**Currently, does your district recommend or require priority schools to assess the ability of students to do each of the following in grades 6-8? (Mark yes or no for each topic.)**

a. Comprehend concepts important to prevent HIV, other STD and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No
c. Access valid information, products, and services to prevent HIV, other STD and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No
e. Use decision-making skills to prevent HIV, other STD and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them.	<input type="radio"/> Yes <input type="radio"/> No
g. Influence and support others to avoid or reduce sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No

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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health

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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 6 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014

**Currently, does your district recommend or require priority schools to assess the ability of students to do each of the following in grades 9-12? (Mark yes or no for each topic.)**


a. Comprehend concepts important to prevent HIV, other STD and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No
c. Access valid information, products, and services to prevent HIV, other STD and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No
e. Use decision-making skills to prevent HIV, other STD and pregnancy.	<input type="radio"/> Yes <input type="radio"/> No
f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them.	<input type="radio"/> Yes <input type="radio"/> No
g. Influence and support others to avoid or reduce sexual risk behaviors.	<input type="radio"/> Yes <input type="radio"/> No

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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
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PER.S  
Program Evaluation Reporting System

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lea-user1 Mason 


Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 7 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014

**Currently, does your district provide each of the following materials to those teaching sexual health education in grades 6-8? (Mark yes or no for each material.)**


a. Goals, objectives and expected outcomes for sexual health education.	<input type="radio"/> Yes <input type="radio"/> No
b. A written health education curriculum that includes objectives and content addressing sexual health education.	<input type="radio"/> Yes <input type="radio"/> No
c. Strategies that are age-appropriate, relevant, and actively engage students in learning.	<input type="radio"/> Yes <input type="radio"/> No
d. A chart describing the annual scope and sequence of instruction for sexual health education.	<input type="radio"/> Yes <input type="radio"/> No
e. Methods to assess student knowledge and skills related to sexual health education.	<input type="radio"/> Yes <input type="radio"/> No

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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
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**P.E.R.S.**  
Program Evaluation Reporting System

lea-user1 Mason 

Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary



Page 8 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014

**Currently, does your district provide each of the following materials to those teaching sexual health education in grades 9-12? (Mark yes or no for each material.)**

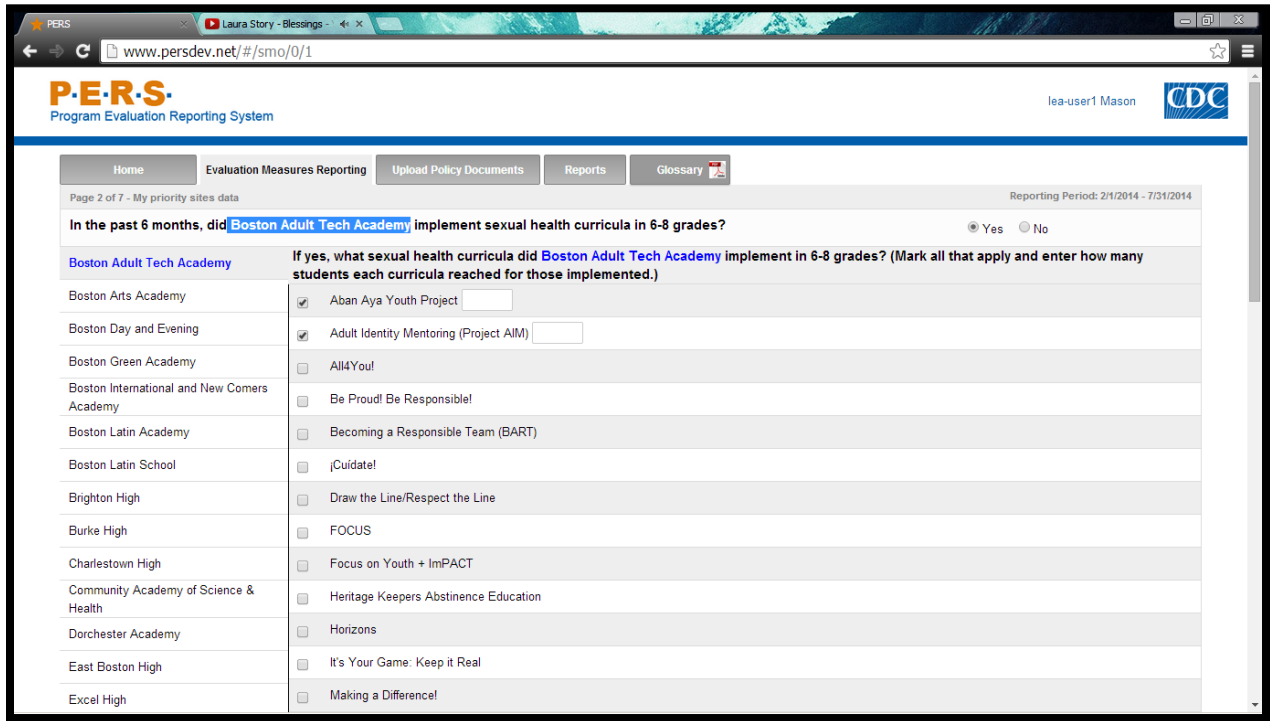
a. Goals, objectives and expected outcomes for sexual health education.	<input type="radio"/> Yes <input type="radio"/> No
b. A written health education curriculum that includes objectives and content addressing sexual health education.	<input type="radio"/> Yes <input type="radio"/> No
c. Strategies that are age-appropriate, relevant, and actively engage students in learning.	<input type="radio"/> Yes <input type="radio"/> No
d. A chart describing the annual scope and sequence of instruction for sexual health education.	<input type="radio"/> Yes <input type="radio"/> No
e. Methods to assess student knowledge and skills related to sexual health education.	<input type="radio"/> Yes <input type="radio"/> No

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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health



Part A of screenshot. This screen is scrolling enabled.

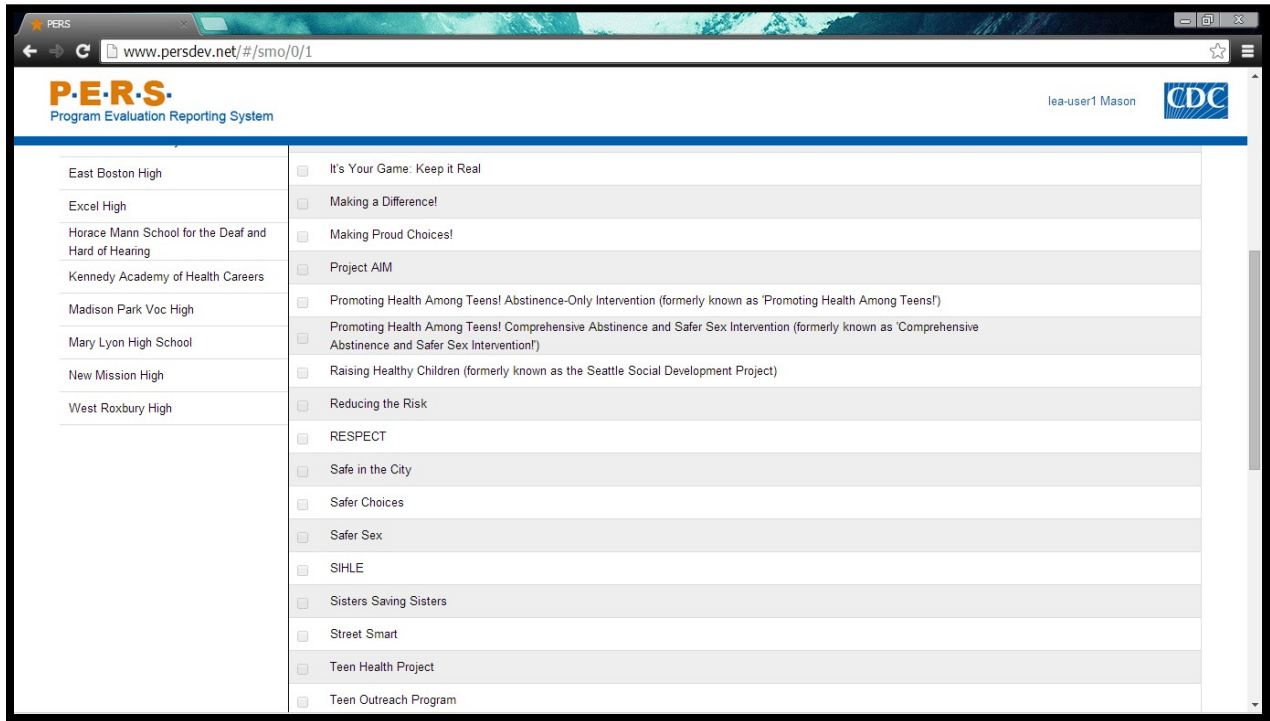


\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

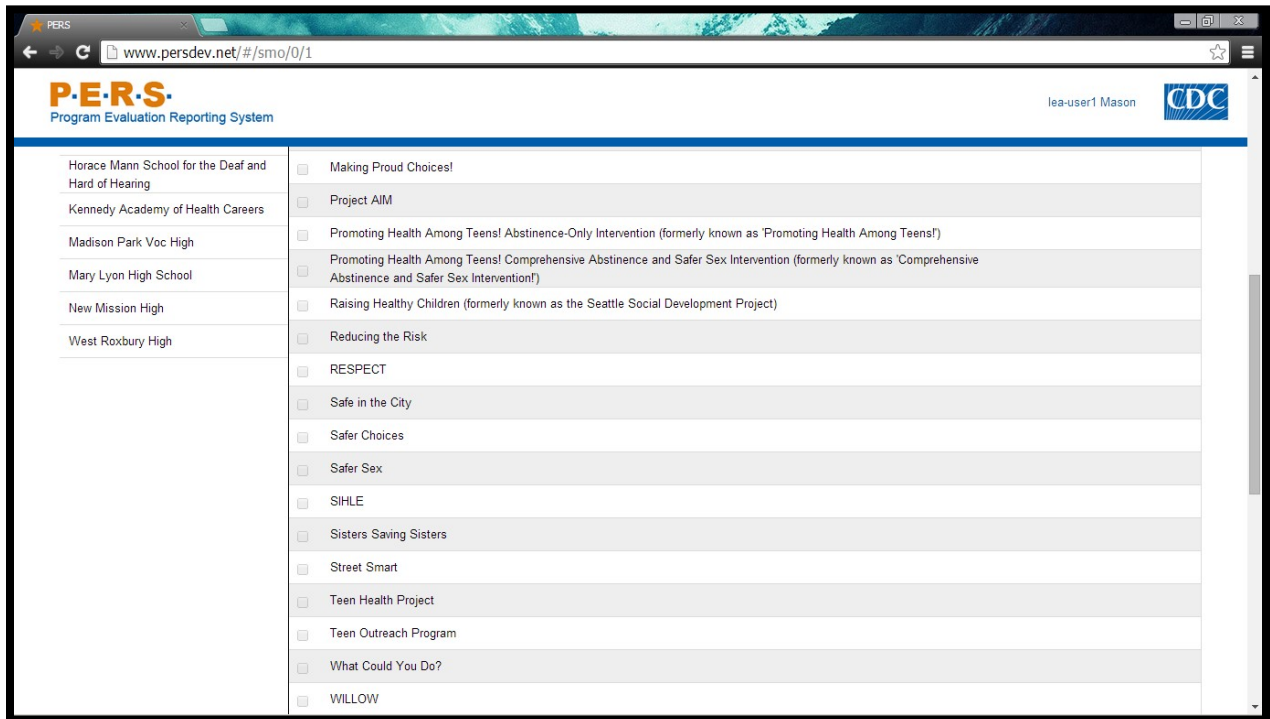
\*\*Note: As shown in the screenshot, if a respondent selects a curriculum, a box appears that allows them to enter the number of students reached for that curriculum. If the curriculum is not selected, no entry box appears.



Part B of screenshot. This screen is scrolling enabled.



Part C of screenshot. This screen is scrolling enabled.



Part D of screenshot. This screen is scrolling enabled.

www.persdev.net/#/smo/0/1

**PERS**  
Program Evaluation Reporting System

lea-user1 Mason

**For Boston Adult Tech Academy, did you implement other curricula for grades 6-8? (If Yes, provide the names of the other curricula and numbers of students reached for each other curriculum implemented)**

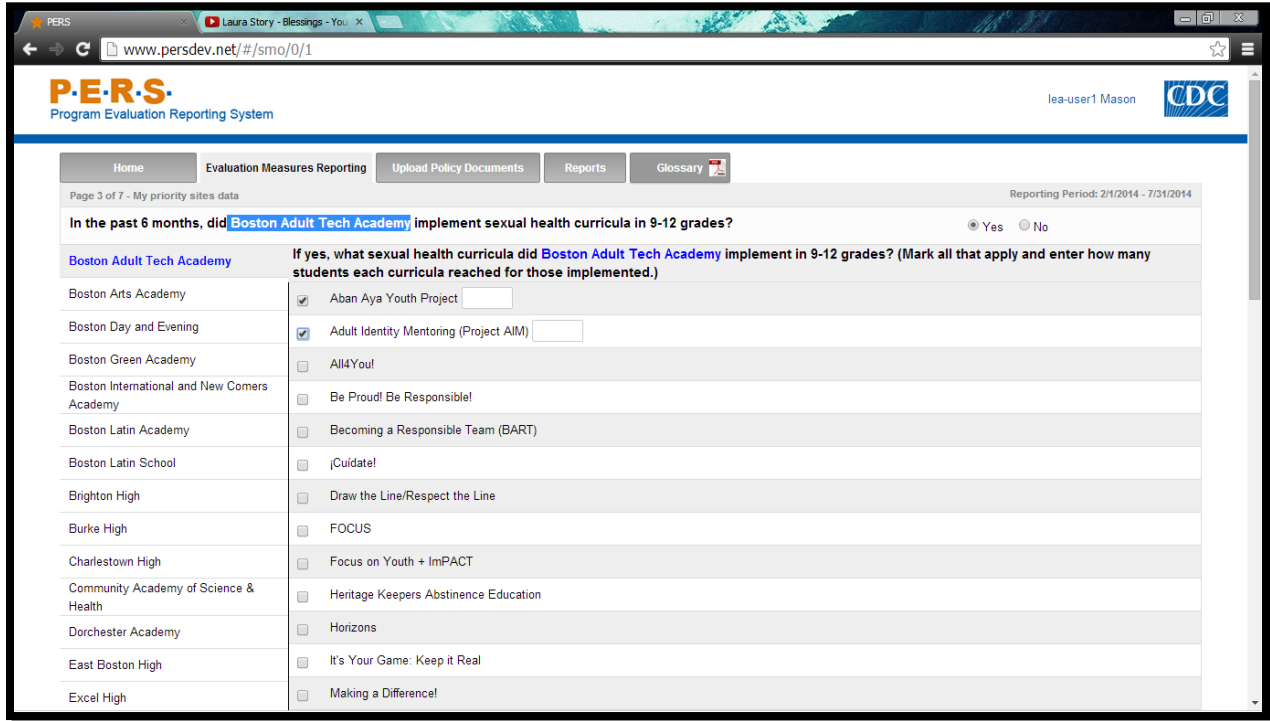
Name of curriculum #1	<input type="text"/>
Number of students reached by curriculum #1	<input type="text"/>
Name of curriculum #2	<input type="text"/>
Number of students reached by curriculum #2	<input type="text"/>
Name of curriculum #3	<input type="text"/>
Number of students reached by curriculum #3	<input type="text"/>
Name of curriculum #4	<input type="text"/>
Number of students reached by curriculum #4	<input type="text"/>
Name of curriculum #5	<input type="text"/>
Number of students reached by curriculum #5	<input type="text"/>

Page 2 of 7 - My priority sites data

[Show checked](#) [Save](#) [Previous](#) [Next](#)

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Division of Adolescent and School Health

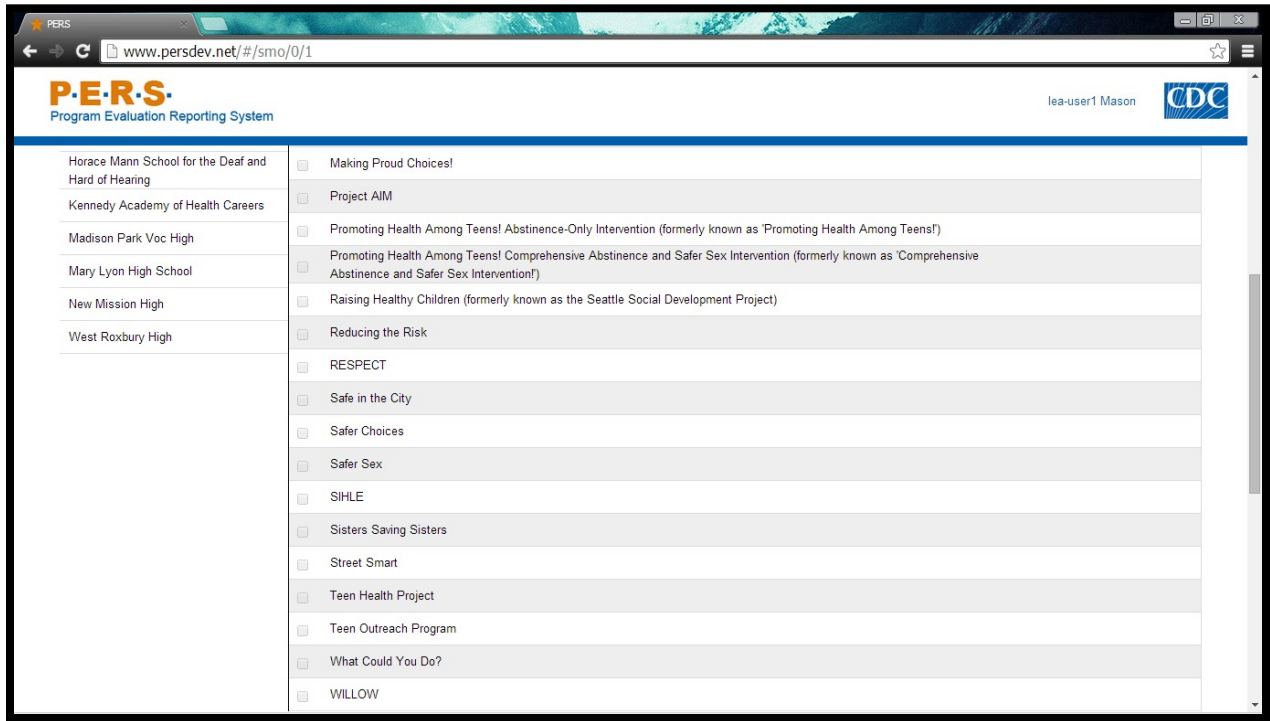
Part A of screenshot. This screen is scrolling enabled.



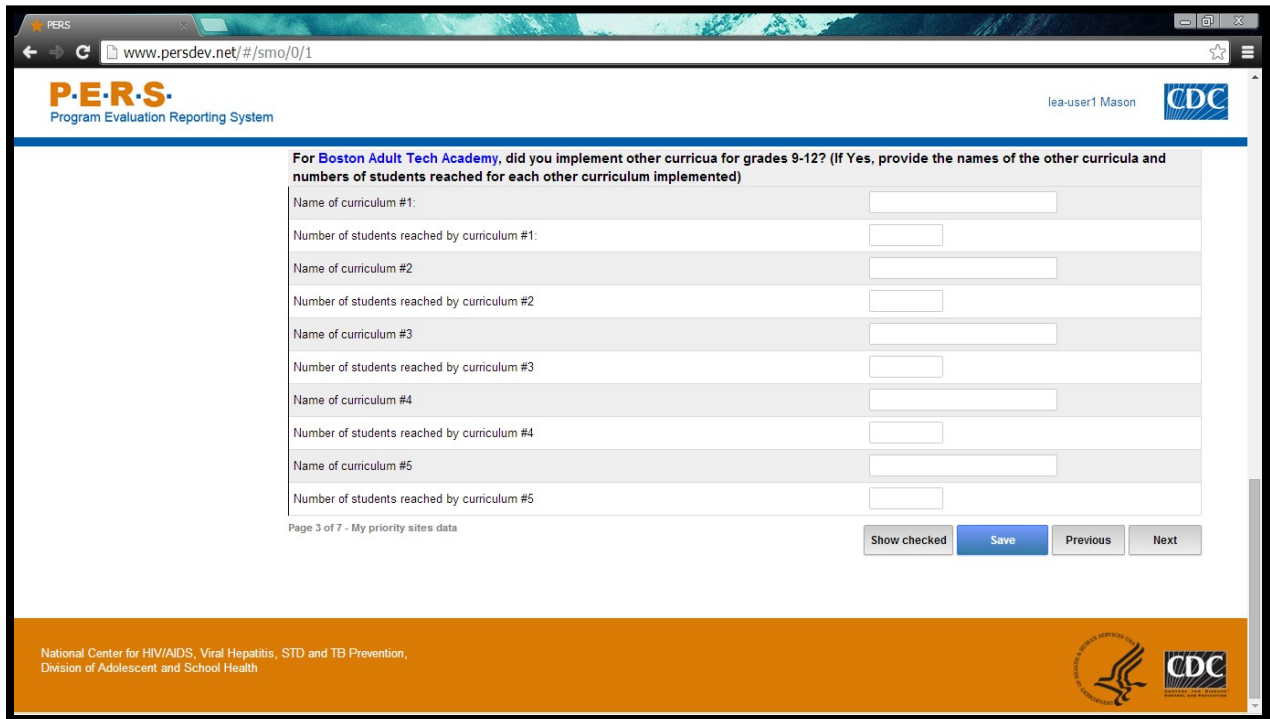
\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

\*\*Note: As shown in the screenshot, if a respondent selects a curriculum, a box appears that allows them to enter the number of students reached for that curriculum. If the curriculum is not selected, no entry box appears.

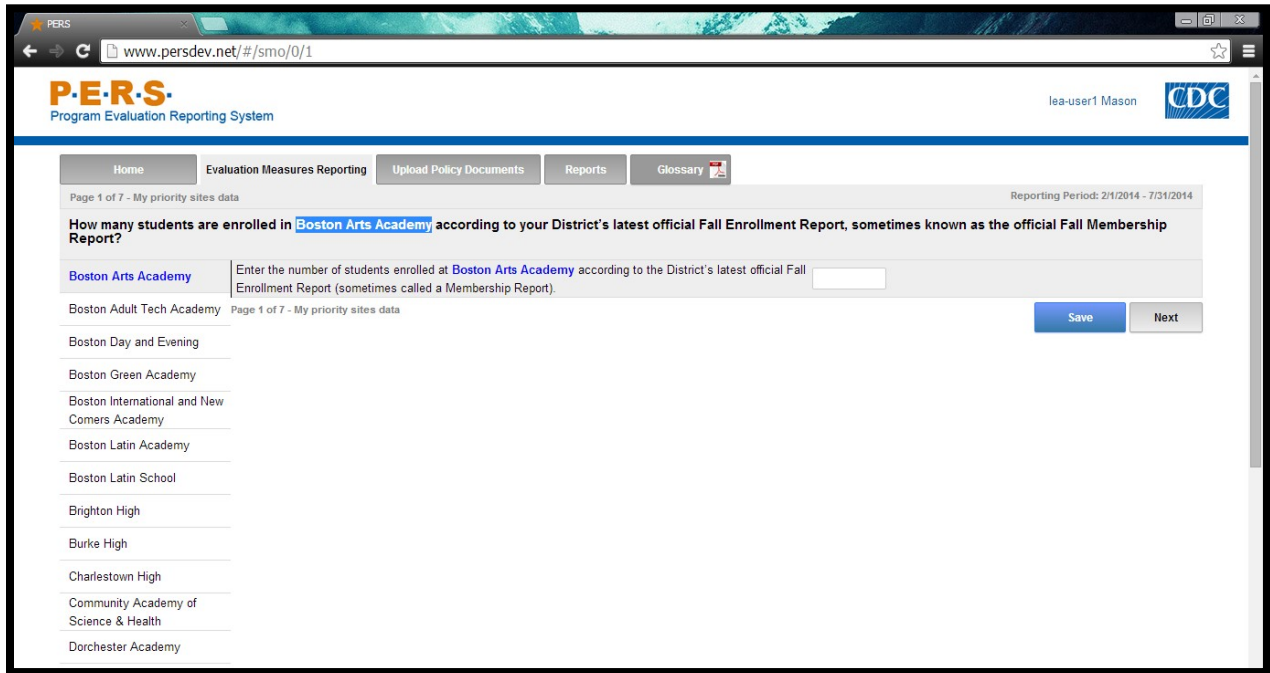
Part B of screenshot. This screen is scrolling enabled.



Part C of screenshot. This screen is scrolling enabled.

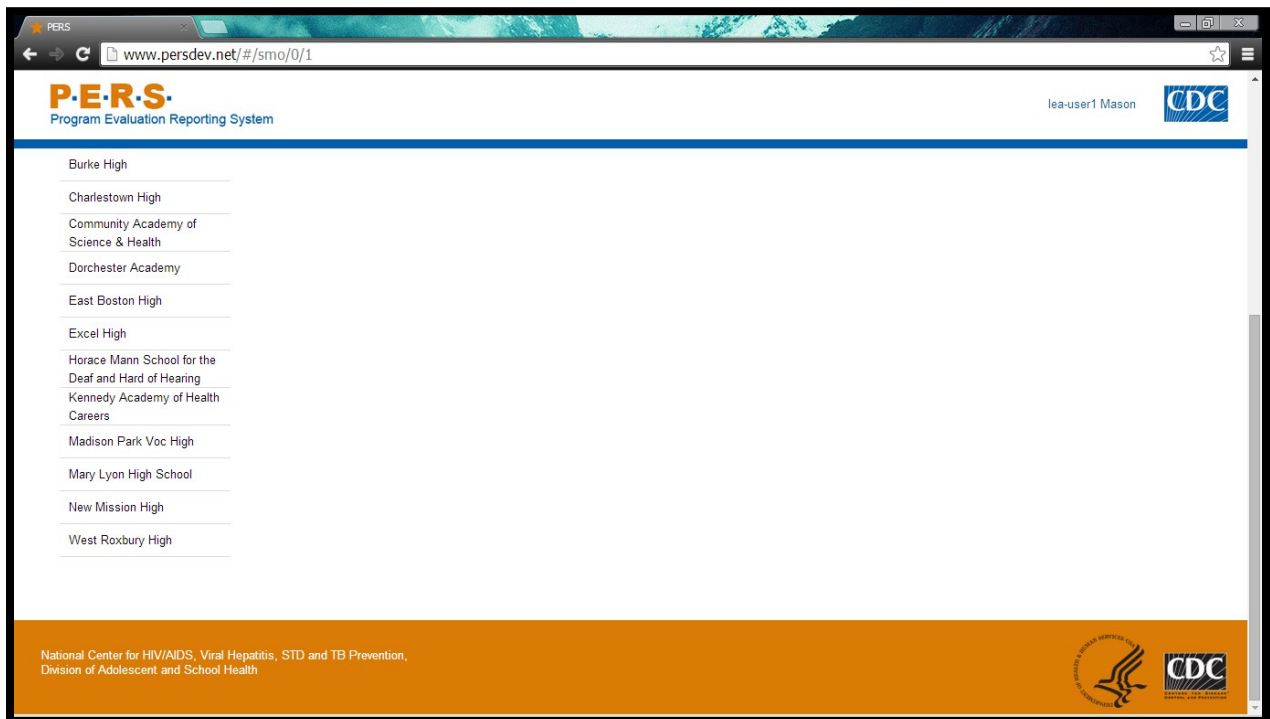


Part A of screenshot. This screen is scrolling enabled.



\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.



PER.S  
Program Evaluation Reporting System

www.persdev.net/#/smo/0/0

lea-user1 Mason CDC

Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 9 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014


**In the past six months, did you complete each of the following actions regarding sexual health and/or HIV education policies (including laws, codes, or regulations)? (Mark yes or no for each item.)**

a. Identified policies that guide sexual health and/or HIV education related work.	<input type="radio"/> Yes <input type="radio"/> No
b. Determined whether sexual health and/or HIV education policies are aligned with state policies, codes, laws, and regulations.	<input type="radio"/> Yes <input type="radio"/> No
c. Documented gaps in sexual health and/or HIV education policies as compared with the School Level Impact Measures (ESHE SLIM 1-4).	<input type="radio"/> Yes <input type="radio"/> No
d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in sexual health and/or HIV education policies.	<input type="radio"/> Yes <input type="radio"/> No

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National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health



PER.S  
Program Evaluation Reporting System

www.persdev.net/#/smo/0/0

lea-user1 Mason CDC

Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 10 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014


**In the past six months, did you complete each of the following actions regarding the monitoring of priority schools' implementation of sexual health and/or HIV education policies (including laws, codes, or regulations)? (Mark yes or no for each item.)**

a. Developed or maintained a list of current school-level sexual health and/or HIV education policy guidance for priority schools.	<input type="radio"/> Yes <input type="radio"/> No
b. Reviewed priority schools' sexual health and/or HIV education policy guidance to ensure alignment with state law, state education agency policy, and district policy.	<input type="radio"/> Yes <input type="radio"/> No
c. Tracked priority schools' implementation of sexual health and/or HIV education related policies.	<input type="radio"/> Yes <input type="radio"/> No
d. Prepared informational materials about current sexual health and/or HIV education policies or policy options for stakeholders.	<input type="radio"/> Yes <input type="radio"/> No
e. Maintained a tracking system of priority schools that have used CDC's School Health Index to evaluate sexual health and/or HIV education policy implementation.	<input type="radio"/> Yes <input type="radio"/> No

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Save Previous Next

National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health



Part A of screenshot. This screen is scrolling enabled.

The screenshot displays the PERS (Program Evaluation Reporting System) interface. The browser address bar shows [www.persdev.net/#/smo/0/2](http://www.persdev.net/#/smo/0/2). The page title is "P.E.R.S. Program Evaluation Reporting System" and the user is identified as "lea-user1 Mason". The reporting period is "2/1/2014 - 7/31/2014".

The main content area is titled "Page 1 of 3 - Assistance provided". It contains a question: "In the past six months, how often did you interact with **Boston Adult Tech Academy** to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?". A dropdown menu is open, showing frequency options: Never, 1 time, 2 times, 3 - 5 times, 6 - 10 times, 11 - 15 times, 16 - 20 times, and 21 or more times.

Below the question is a table with the following structure:

<b>Boston Adult Tech Academy</b>	<b>On what ESHE topics did you provide assistance to <b>Boston Adult Tech Academy</b>? (check all that apply.)</b>
Boston Arts Academy	<input type="checkbox"/> Assess curricula with the Health Education Curriculum Analysis Tool (HECAT).
Boston Day and Evening	<input type="checkbox"/> Select an appropriate curriculum (including evidence-based interventions, if appropriate).
Boston Green Academy	<input type="checkbox"/> Implement a specific curriculum with appropriate fidelity (including evidence-based interventions, if appropriate).
Boston International and New Comers Academy	<input type="checkbox"/> Make appropriate adaptations to curricula (including evidence-based interventions, if appropriate).
Boston Latin Academy	<input type="checkbox"/> Implement a viable scope-and-sequence for sexual health education.
Boston Latin School	<input type="checkbox"/> Assess sexual health and/or HIV education policies.
Brighton High	<input type="checkbox"/> Monitor the implementation of sexual health and/or HIV education policies.
Burke High	<input type="checkbox"/> Manage controversy around sexual health education.
Charlestown High	<input type="checkbox"/> Build instructional competencies and techniques for sexual health education.
Community Academy of Science & Health	<input type="checkbox"/> Assess school policies with School Health Index.
Dorchester Academy	
East Boston High	

At the bottom right of the form, there are "Save" and "Next" buttons. The page number "Page 1 of 3 - Assistance provided" is visible at the bottom left of the form area.

\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.

The screenshot shows the PERS (Program Evaluation Reporting System) interface. The browser address bar displays [www.persdev.net/#/smo/0/2](http://www.persdev.net/#/smo/0/2). The page header includes the PERS logo and the text "Program Evaluation Reporting System". The user is identified as "lea-user1 Mason" and the CDC logo is present in the top right corner.

The main content area features a list of schools on the left and a form on the right. The schools listed are: Burke High, Charlestown High, Community Academy of Science & Health, Dorchester Academy, East Boston High, Excel High, Horace Mann School for the Deaf and Hard of Hearing, Kennedy Academy of Health Careers, Madison Park Voc High, Mary Lyon High School, New Mission High, and West Roxbury High. The form on the right has three checkboxes, all of which are unchecked:

- Manage controversy around sexual health education.
- Build instructional competencies and techniques for sexual health education.
- Assess school policies with School Health Index.

Below the form, it says "Page 1 of 3 - Assistance provided". There are "Save" and "Next" buttons at the bottom right of the form area.

The footer contains the text: "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and the CDC logo.

The screenshot shows the PERS interface at a different page. The browser address bar displays [www.persdev.net/#/smo/0/0](http://www.persdev.net/#/smo/0/0). The page header includes the PERS logo and the text "Program Evaluation Reporting System". The user is identified as "lea-user1 Mason" and the CDC logo is present in the top right corner.

The main content area features a navigation bar with buttons for "Home", "Evaluation Measures Reporting", "Upload Policy Documents", "Reports", and "Glossary". Below this, it says "Page 11 of 21 - My agency data" and "Reporting Period: 2/1/2014 - 7/31/2014".

The main question is: "In the past six months, how often did you interact with Healthy Teen Network to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?".

Below the question, it says "Page 11 of 21 - My agency data". There is a dropdown menu with the following options:

- Never
- 1 time
- 2 times
- 3 - 5 times
- 6 - 10 times
- 11 - 15 times
- 16 - 20 times
- 21 or more times

There are "Previous" and "Next" buttons to the right of the dropdown menu.

The footer contains the text: "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and the CDC logo.



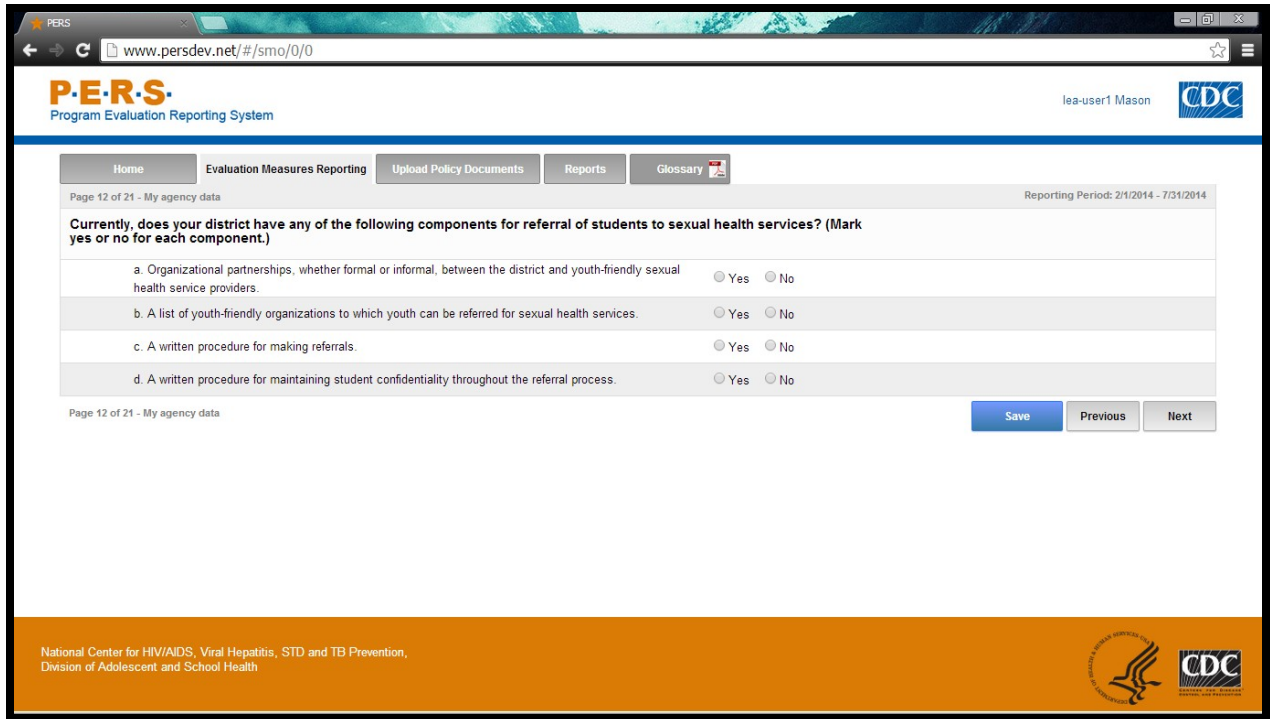
**Form Approved**  
**OMB No: 0920-XXXX**  
**Exp. Date: XX/XX/XXXX**

**“Promoting Adolescent Health through School-Based HIV/STD Prevention”**

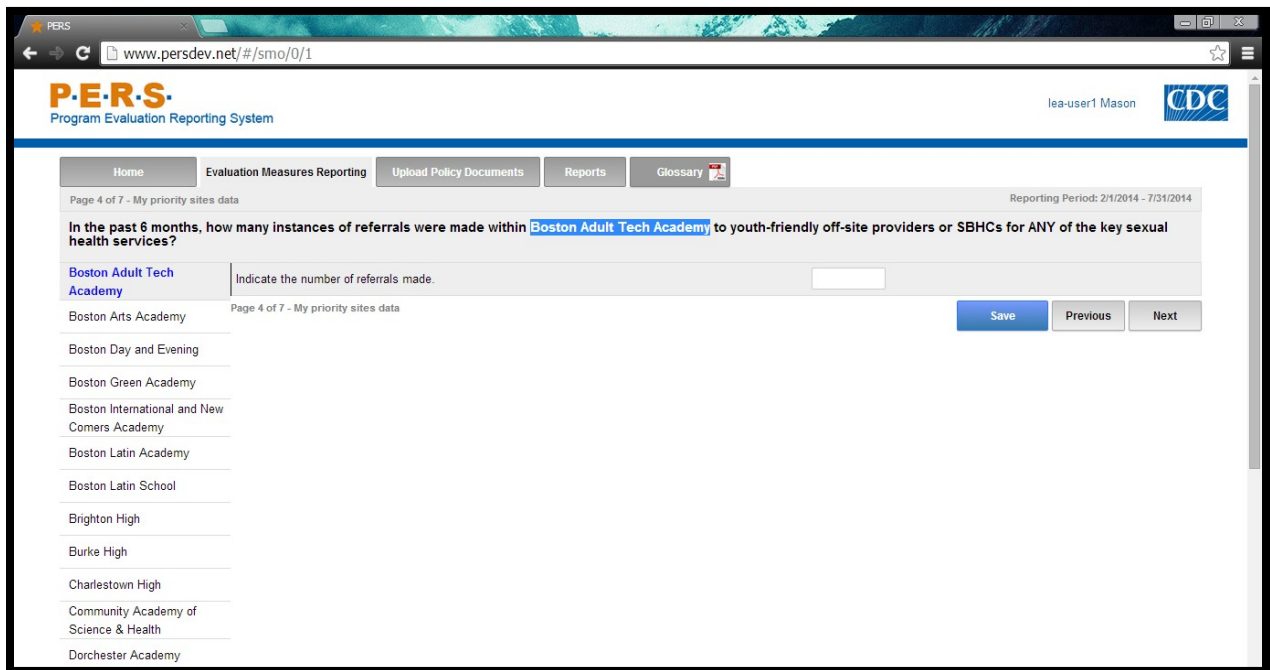
**Att. 5b**

**LEA SHS Items**

**Public reporting burden of this collection of information is estimated to average 3 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)**



Part A of screenshot. This screen is scrolling enabled.




\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.

PER.S  
Program Evaluation Reporting System


www.persdev.net/#/smo/0/1

lea-user1 Mason



- Burke High
- Charlestown High
- Community Academy of Science & Health
- Dorchester Academy
- East Boston High
- Excel High
- Horace Mann School for the Deaf and Hard of Hearing
- Kennedy Academy of Health Careers
- Madison Park Voc High
- Mary Lyon High School
- New Mission High
- West Roxbury High


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PER.S  
Program Evaluation Reporting System

www.persdev.net/#/smo/0/0

lea-user1 Mason



Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

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**In the past six months, did you complete each of the following actions regarding SHS- related policies (including, laws, codes, or regulations)? (Mark yes or no for each item.)**

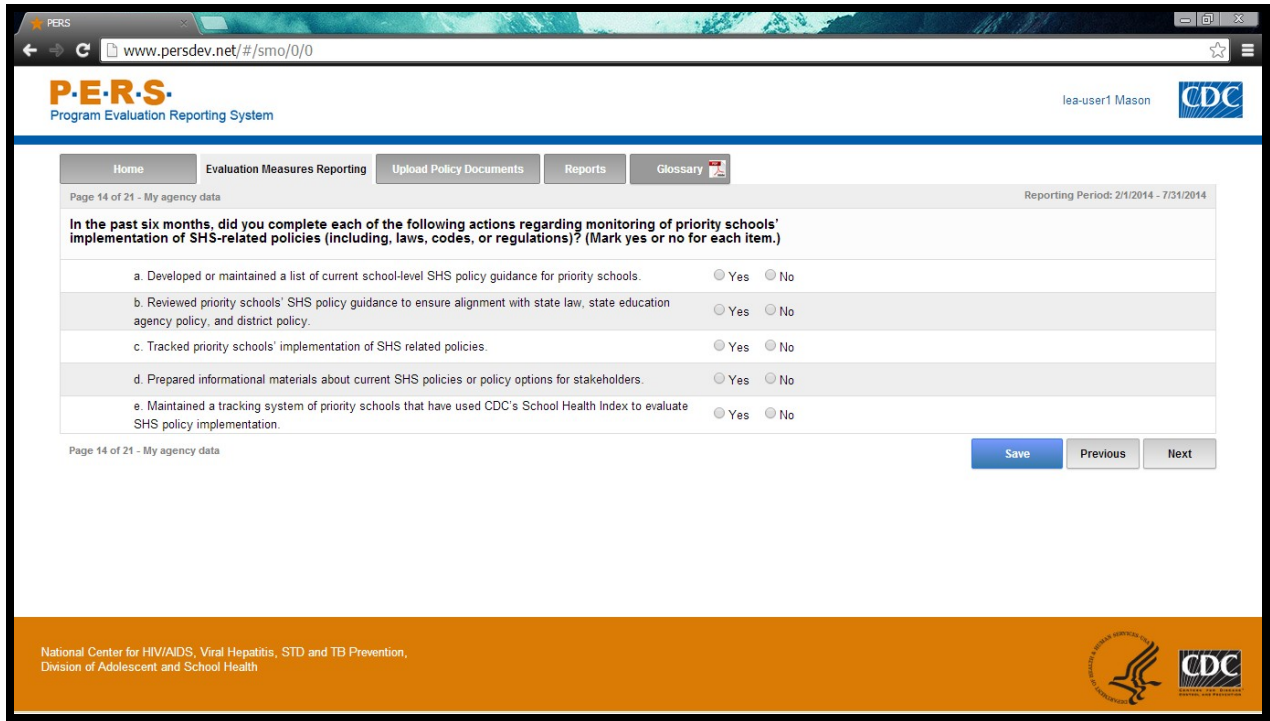
a. Identified policies that guide SHS related work.	<input type="radio"/> Yes	<input type="radio"/> No
b. Determined whether SHS policies are aligned with state policies, codes, laws, and regulations.	<input type="radio"/> Yes	<input type="radio"/> No
c. Documented gaps in SHS policies as compared with the School Level Impact Measures (SHS SLIM 1).	<input type="radio"/> Yes	<input type="radio"/> No
d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SHS policies.	<input type="radio"/> Yes	<input type="radio"/> No

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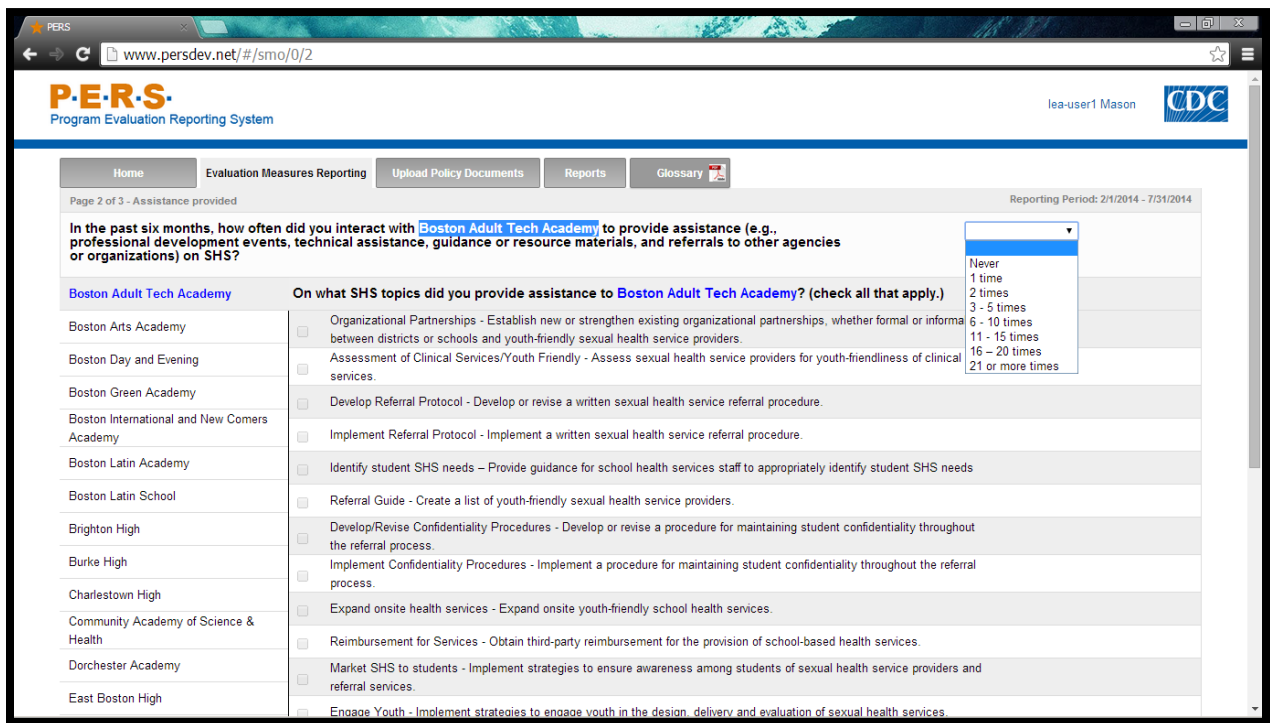
Save Previous Next

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Part A of screenshot. This screen is scrolling enabled.



\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.

The screenshot shows the PERS (Program Evaluation Reporting System) interface. The browser address bar displays [www.persdev.net/#/smo/0/2](http://www.persdev.net/#/smo/0/2). The page header includes the PERS logo and the text "Program Evaluation Reporting System", along with the user name "lea-user1 Mason" and the CDC logo. The main content area is a table with two columns: a list of schools on the left and a list of implementation measures on the right. Each measure has a checkbox next to it. The schools listed are: Burke High, Charlestown High, Community Academy of Science & Health, Dorchester Academy, East Boston High, Excel High, Horace Mann School for the Deaf and Hard of Hearing, Kennedy Academy of Health Careers, Madison Park Voc High, Mary Lyon High School, New Mission High, and West Roxbury High. The measures include: "the referral process.", "Implement Confidentiality Procedures - Implement a procedure for maintaining student confidentiality throughout the referral process.", "Expand onsite health services - Expand onsite youth-friendly school health services.", "Reimbursement for Services - Obtain third-party reimbursement for the provision of school-based health services.", "Market SHS to students - Implement strategies to ensure awareness among students of sexual health service providers and referral services.", "Engage Youth - Implement strategies to engage youth in the design, delivery and evaluation of sexual health services.", "Policy Assessment - Assess sexual health services policies.", "Policy Implementation Monitoring - Monitor the implementation of sexual health services policies.", "SHS Controversy - Manage controversy around sexual health services.", and "Staff Competencies in SHS delivery - Build staff competencies and techniques to improve the delivery of sexual health services." Below the table, it says "Page 2 of 3 - Assistance provided". At the bottom right of the table area, there are three buttons: "Save", "Previous", and "Next". The footer contains the text "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and the CDC logo.

The screenshot shows the PERS interface at a different page. The browser address bar displays [www.persdev.net/#/smo/0/0](http://www.persdev.net/#/smo/0/0). The page header includes the PERS logo and the text "Program Evaluation Reporting System", along with the user name "lea-user1 Mason" and the CDC logo. Below the header, there are navigation tabs: "Home", "Evaluation Measures Reporting", "Upload Policy Documents", "Reports", and "Glossary". The main content area shows a survey question: "In the past six months, how often did you interact with CAI to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on SHS?". Below the question, there is a dropdown menu with the following options: "Never", "1 time", "2 times", "3 - 5 times", "6 - 10 times", "11 - 15 times", "16 - 20 times", and "21 or more times". To the right of the dropdown menu, there are "Previous" and "Next" buttons. The page number "Page 15 of 21 - My agency data" is visible on the left. The reporting period "Reporting Period: 2/1/2014 - 7/31/2014" is shown on the right. The footer contains the text "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and the CDC logo.


**“Promoting Adolescent Health through School-Based HIV/STD Prevention”**

**Att. 5a**

**LEA SSE Items**

**Public reporting burden of this collection of information is estimated to average 6 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)**

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**Currently, does your district recommend or require schools do each of the following? (Mark yes or no for each item.)**

a. Designate a staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression.	<input type="radio"/> Yes <input type="radio"/> No
b. Use electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression.	<input type="radio"/> Yes <input type="radio"/> No
c. Provide information and resources to parents on preventing student bullying and sexual harassment, including electronic aggression.	<input type="radio"/> Yes <input type="radio"/> No

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Division of Adolescent and School Health 

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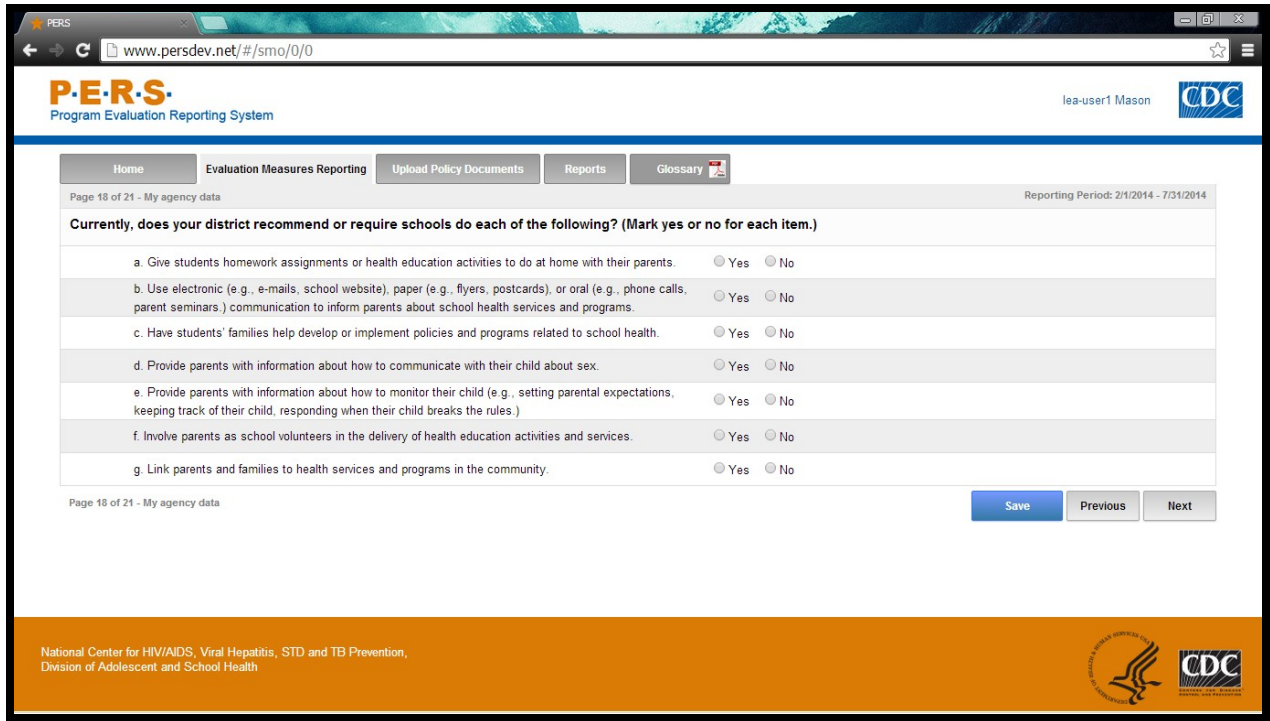
Page 17 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014

**Currently, does your district recommend or require schools do each of the following? (Mark yes or no for each item.)**

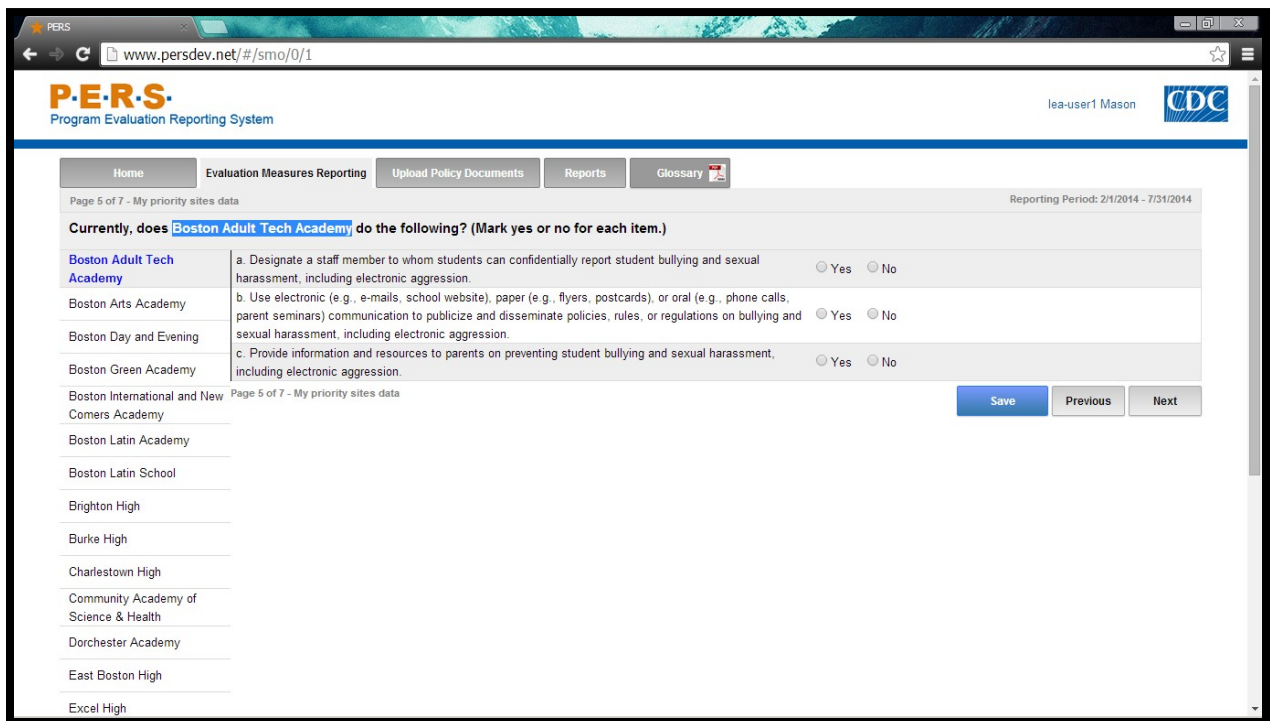
a. Provide a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program.	<input type="radio"/> Yes <input type="radio"/> No
b. Provide service-learning opportunities for students.	<input type="radio"/> Yes <input type="radio"/> No
c. Provide peer tutoring opportunities for students.	<input type="radio"/> Yes <input type="radio"/> No
d. Have clubs and other activities that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures.	<input type="radio"/> Yes <input type="radio"/> No
e. Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. (These clubs sometimes are called gay/straight alliances.)	<input type="radio"/> Yes <input type="radio"/> No
f. Provide school staff with materials on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management.)	<input type="radio"/> Yes <input type="radio"/> No

Page 17 of 21 - My agency data [Save](#) [Previous](#) [Next](#)

National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,  
Division of Adolescent and School Health 



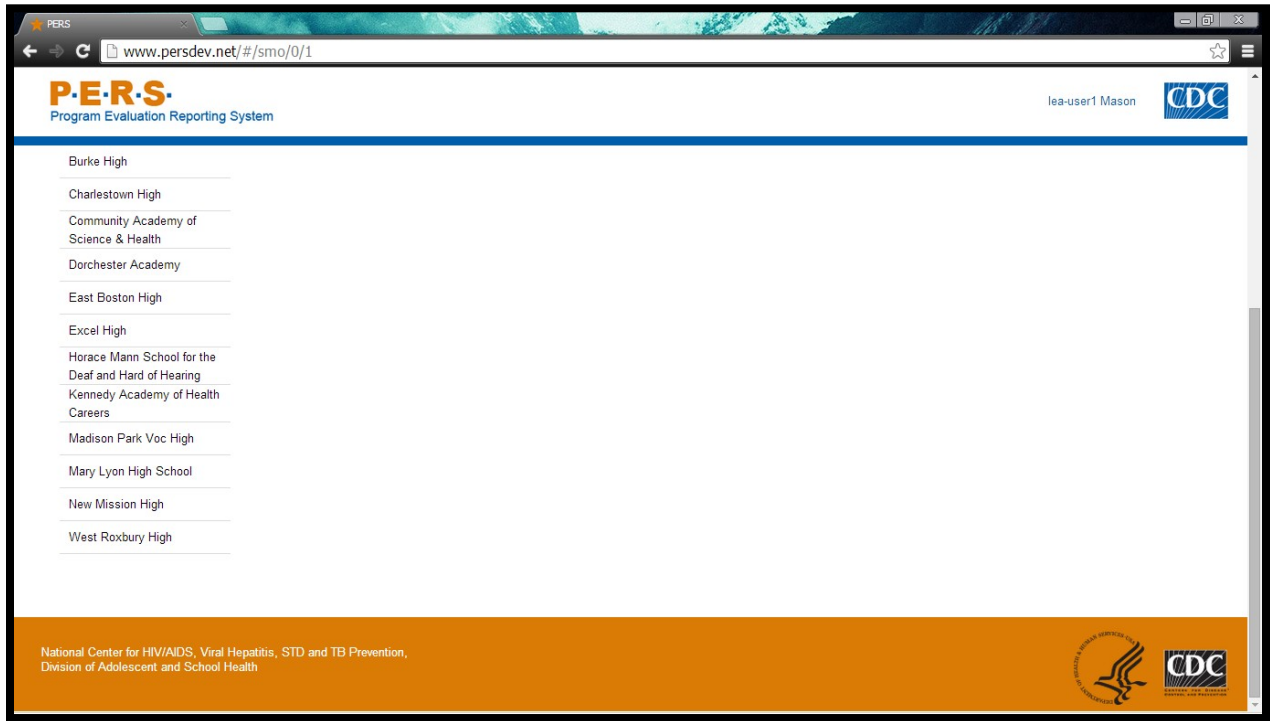
Part A of screenshot. This screen is scrolling enabled.



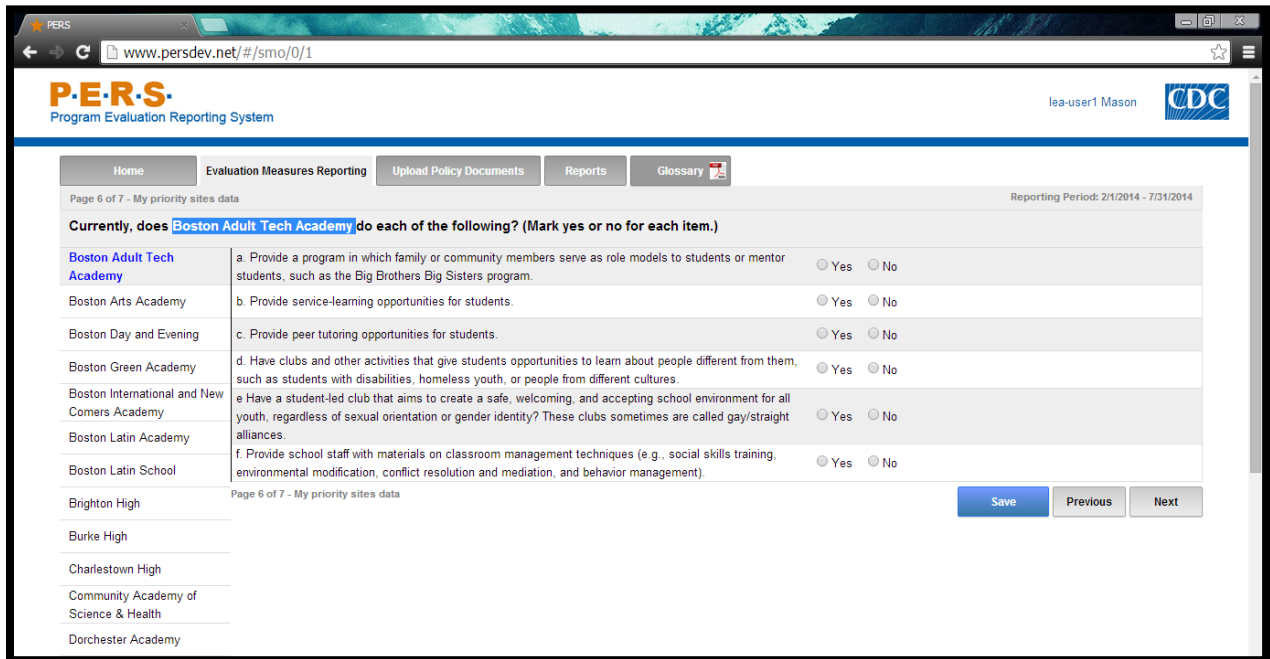
\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.



Part B of screenshot. This screen is scrolling enabled.

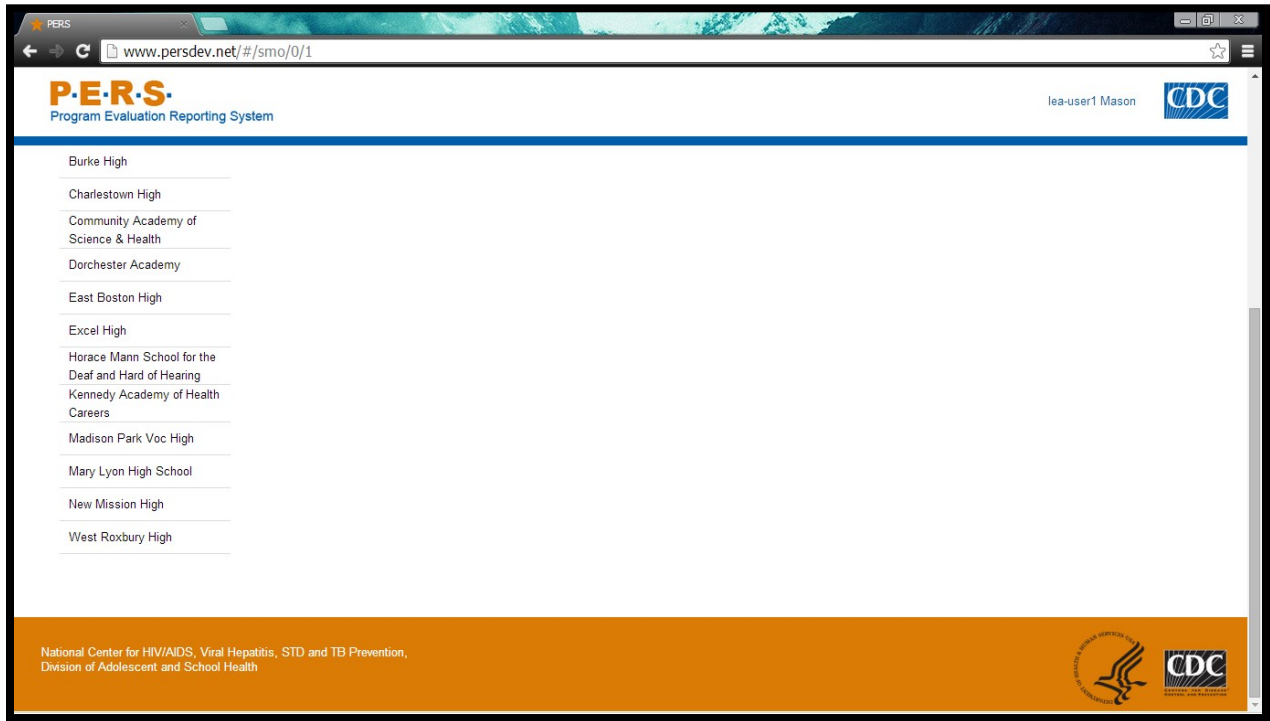


Part A of screenshot. This screen is scrolling enabled.

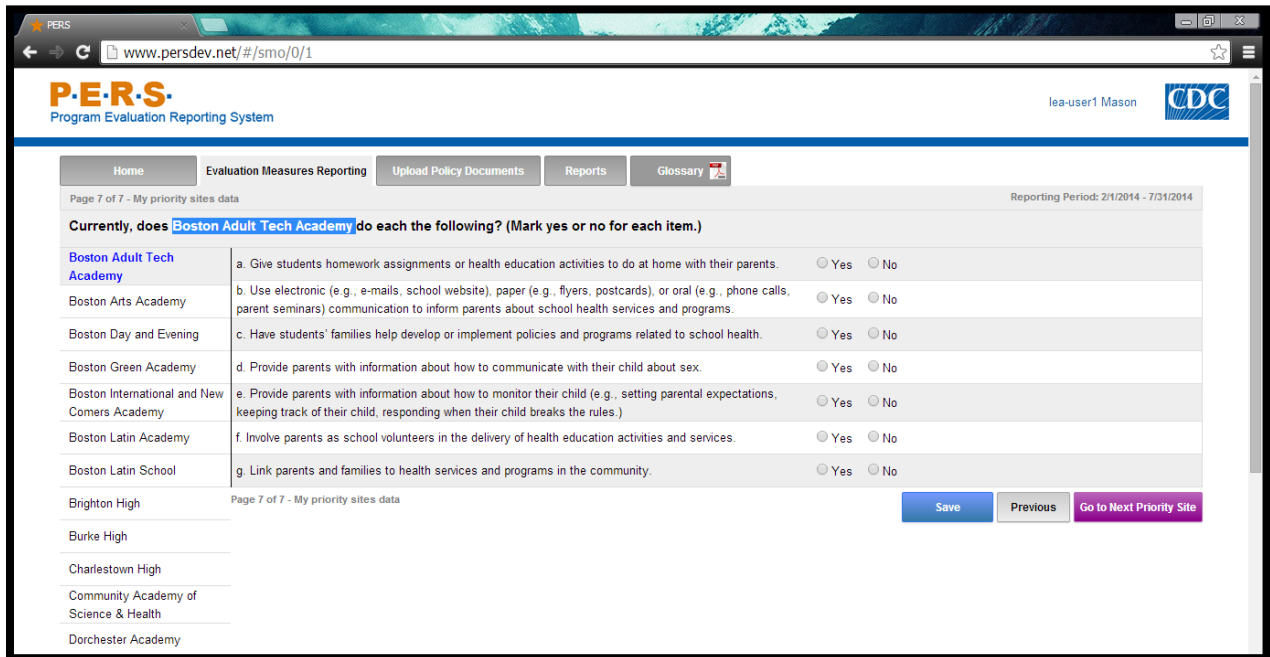


\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.

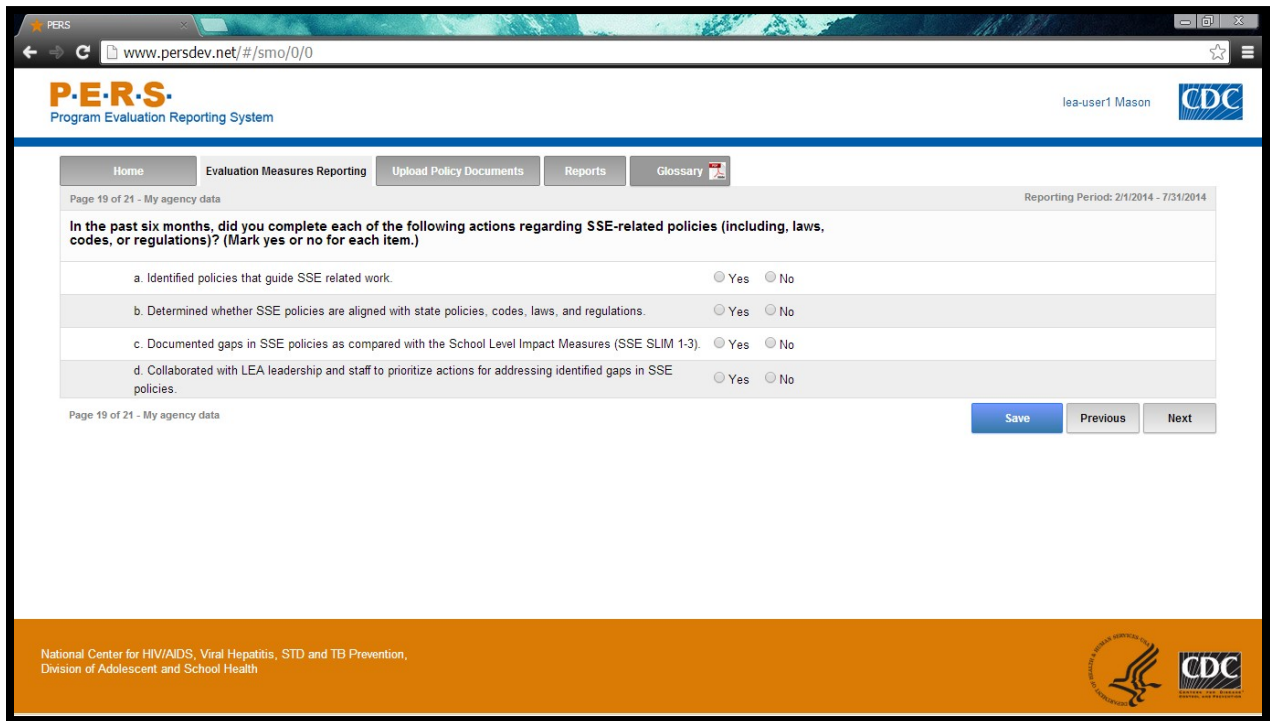
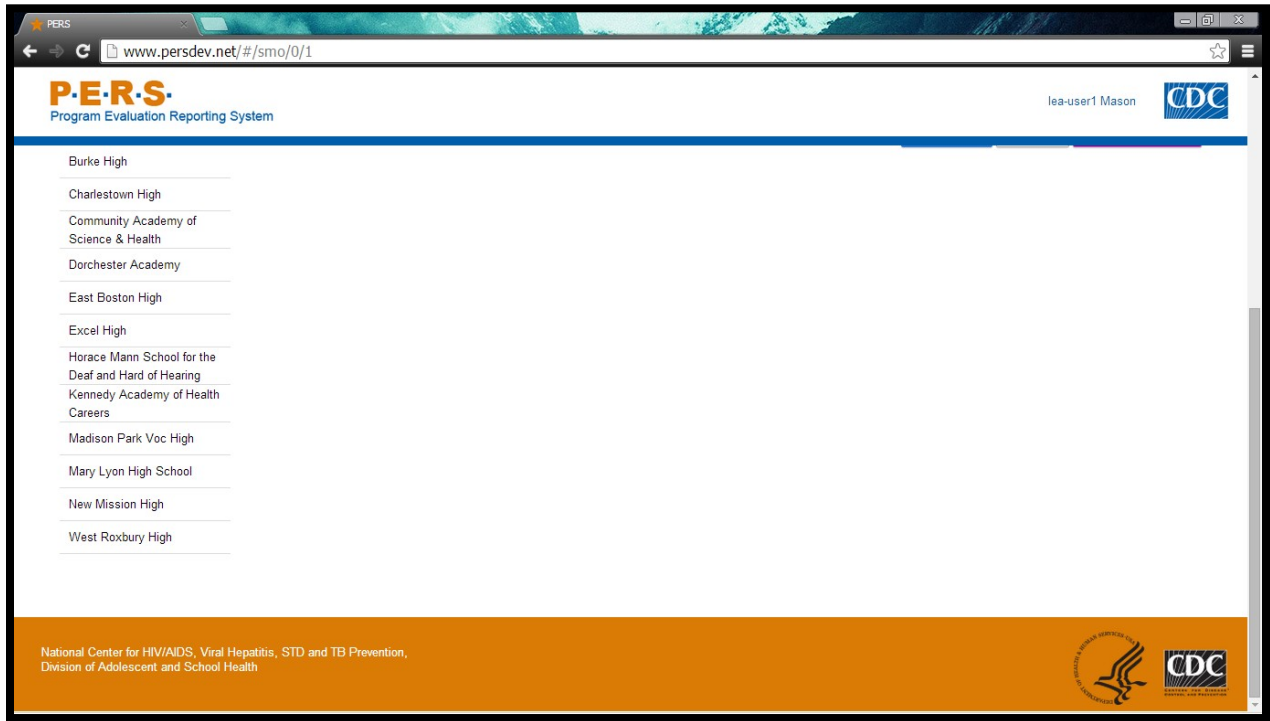


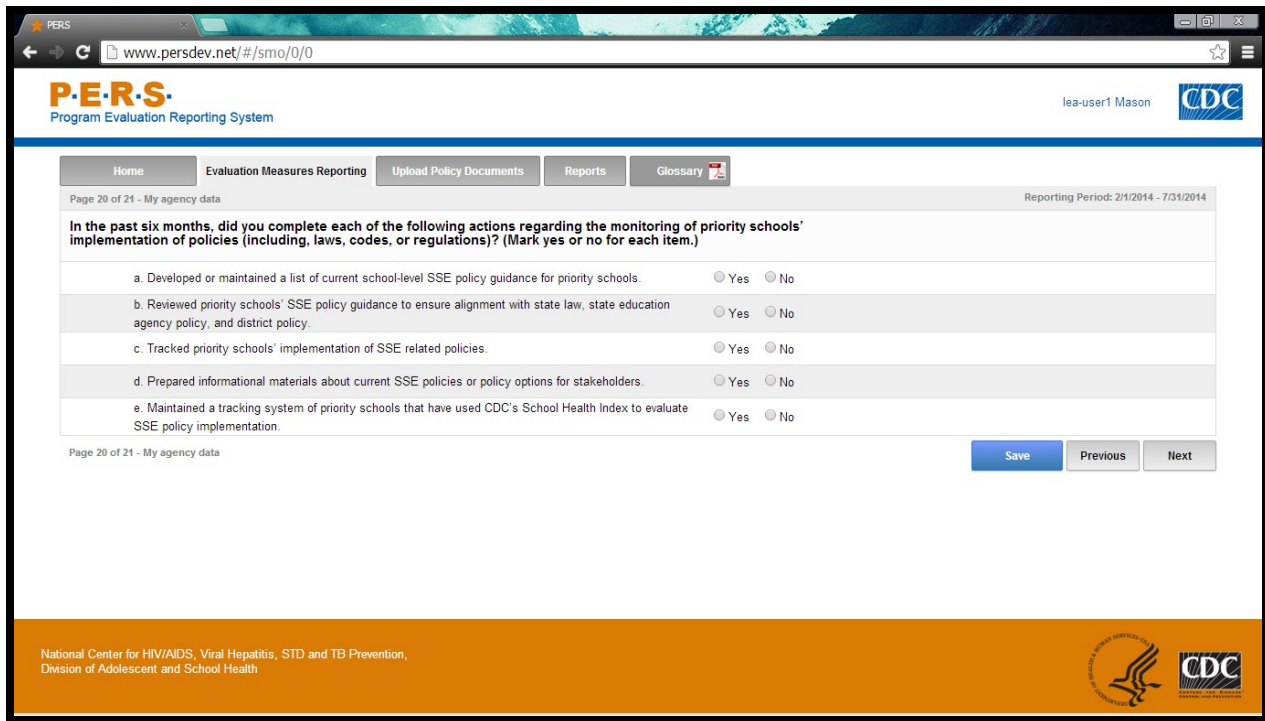
Part A of screenshot. This screen is scrolling enabled.



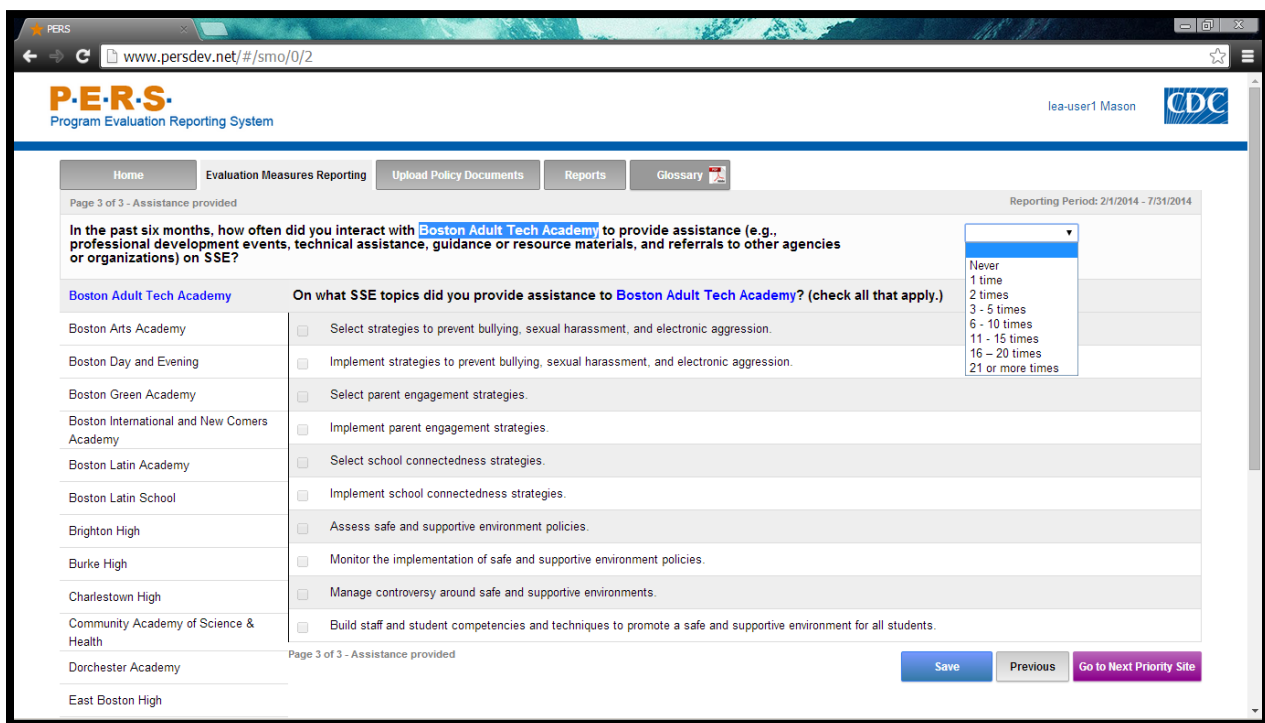
\*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.





Part A of screenshot. This screen is scrolling enabled.



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Part B of screenshot. This screen is scrolling enabled.

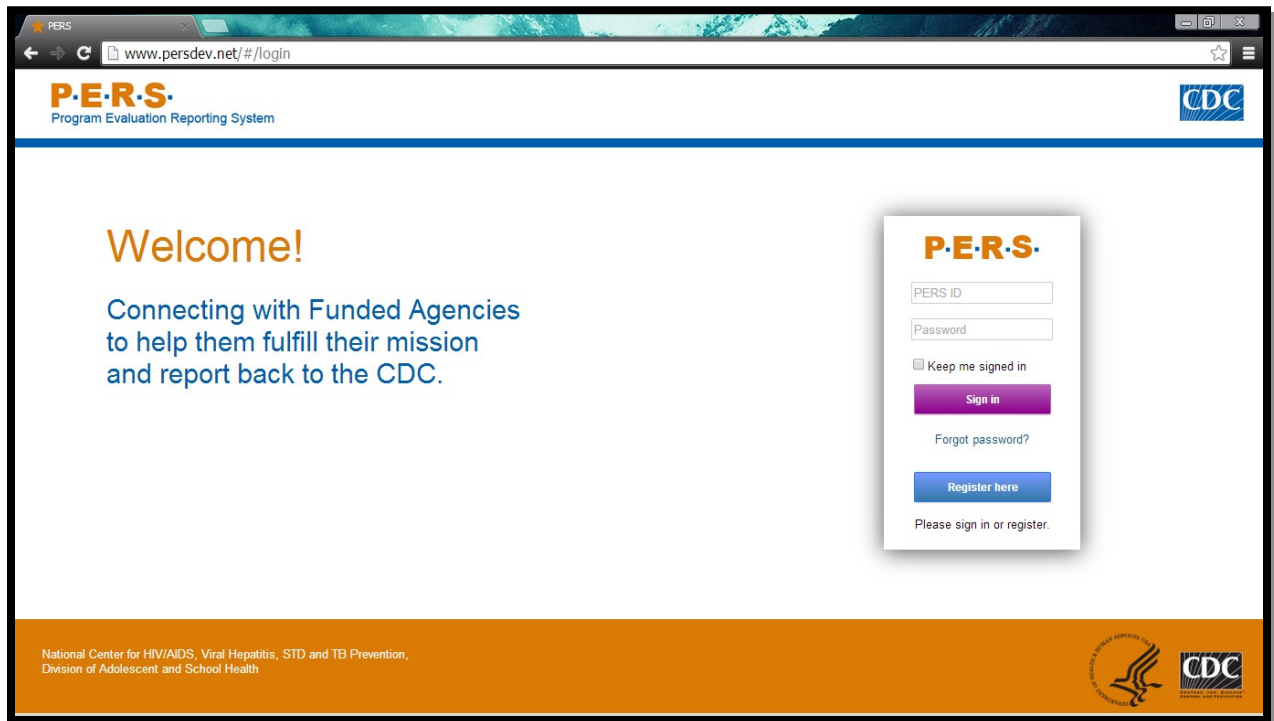
The screenshot shows the PERS (Program Evaluation Reporting System) interface. The browser address bar displays [www.persdev.net/#/smo/0/2](http://www.persdev.net/#/smo/0/2). The page header includes the PERS logo and the text "Program Evaluation Reporting System", along with the user name "lea-user1 Mason" and the CDC logo. The main content area features a list of schools on the left and a table of assistance measures on the right. The table has three rows, each with a checkbox and a description of an assistance measure. Below the table, there is a page indicator "Page 3 of 3 - Assistance provided" and three buttons: "Save", "Previous", and "Go to Next Priority Site". The footer contains the text "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and the CDC logo.

School	Assistance Measure
Burke High	<input type="checkbox"/> Monitor the implementation of safe and supportive environment policies.
Charlestown High	<input type="checkbox"/> Manage controversy around safe and supportive environments.
Community Academy of Science & Health	<input type="checkbox"/> Build staff and student competencies and techniques to promote a safe and supportive environment for all students.

The screenshot shows the PERS interface for reporting assistance. The browser address bar displays [www.persdev.net/#/smo/0/0](http://www.persdev.net/#/smo/0/0). The page header includes the PERS logo and the text "Program Evaluation Reporting System", along with the user name "lea-user1 Mason" and the CDC logo. The main content area features a navigation menu with "Home", "Evaluation Measures Reporting", "Upload Policy Documents", "Reports", and "Glossary". Below the navigation menu, there is a page indicator "Page 21 of 21 - My agency data" and a "Reporting Period: 2/1/2014 - 7/31/2014" label. The main form area contains a question: "In the past six months, how often did you interact with Gay Straight Alliance Network to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations on SSE)?" Below the question is a dropdown menu with the following options: "Never", "1 time", "2 times", "3 - 5 times", "6 - 10 times", "11 - 15 times", "16 - 20 times", and "21 or more times". To the right of the dropdown menu are "Save" and "Previous" buttons. The footer contains the text "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and the CDC logo.

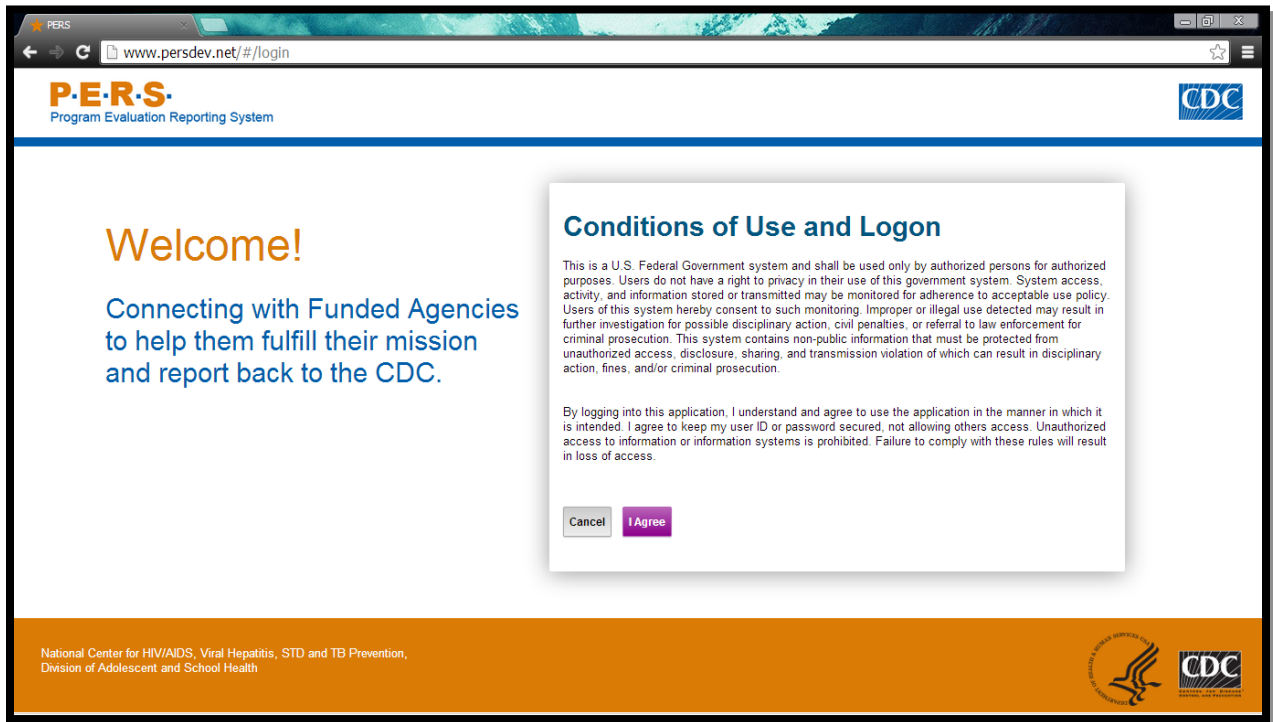
## Instruction Slides

Log-in screen

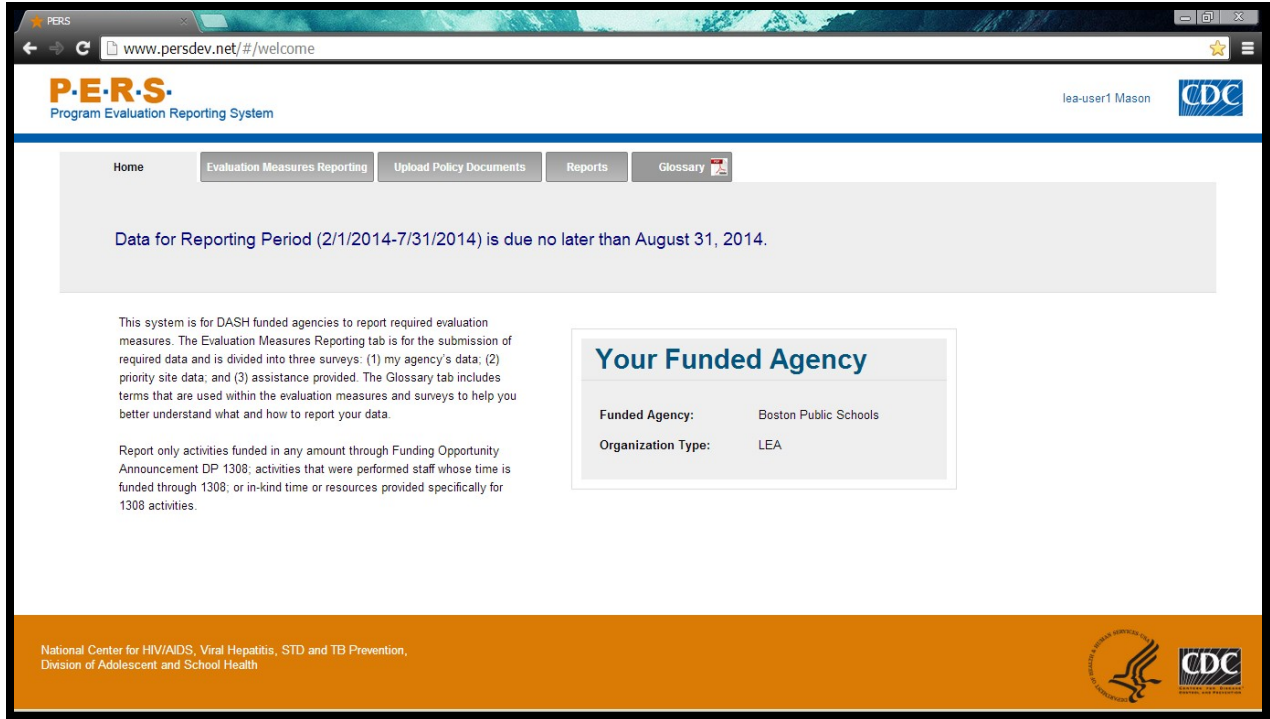


The image shows a web browser window displaying the login page for the PERS (Program Evaluation Reporting System). The browser's address bar shows the URL [www.persdev.net/#/login](http://www.persdev.net/#/login). The page header includes the PERS logo and the text "Program Evaluation Reporting System" on the left, and the CDC logo on the right. The main content area features a large "Welcome!" message in orange, followed by the text "Connecting with Funded Agencies to help them fulfill their mission and report back to the CDC." in blue. On the right side, there is a login form with the following elements: a "PERS ID" input field, a "Password" input field, a checkbox for "Keep me signed in", a purple "Sign in" button, a "Forgot password?" link, a blue "Register here" button, and a prompt "Please sign in or register." at the bottom. The footer of the page is orange and contains the text "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" on the left, and the CDC logo on the right.

Screen that appears after logging in with username and password



Main page. Questionnaires located in “Evaluation Measures Reporting” tab.



Main screen with links to questionnaires. ESHA, SHS, SSE questions are organized in the three categories for ease of data entry.

