HIPPI: PARTS I AND II

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PANCEA

HIV PREVENTION INTERVENTION INTERVIEW (HIPPI)

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**Purpose of data collection and styles of interviewing**

There are two purposes of HIPPI. One is to understand the activities, goals, and basic development of the intervention. These are primarily in HIPPI part I, which is administered at all first visits. Most questions are focused and direct.

The second purpose of HIPPI is to understand the factors affecting program operation, in particular obtaining clients and delivering services. These exploratory questions are asked mainly in HIPPI part II, and mainly to explain observed variation in cost-effectiveness across time and across programs. The intent is to elicit detailed, thoughtful, and convincing explanations – compelling “stories” that provide credible, subtle insights into the observed variations.

The interviewer should treat the questions as guide to the information desired, rather than as a questionnaire to be followed mechanically. He or she should maintain a conversational tone, building on responses to naturally guide the conversation to information desired.

He or she should draw out the respondent on the exploratory questions. Also, the interviewer should note interesting information on program development and operation even if not directly responsive to the question.

To some extent, respondents will offer information as it occurs to them, rather than in the order of our questions. This is not a problem. If a topic comes up again later in the HIPPI, it can be useful to ask the respondent to elaborate further, referring to the earlier answer. Avoid mechanical repetition.

We are interested in obtaining both factual information and subjective assessments of factors affecting intervention efficiency and quality. Many of the responses will be followed up by ‘probes’ to elicit additional information and opinions. During the interview you can encourage respondents to refer to relevant documents to verify their recollections. The interviewer will use data gathered through the ARQ and the ADC on costs and outputs to pose certain questions.

We would like to get responses to as many questions as possible. If a respondent does not know the answer to a question, ask for the name and contact information for someone else who will likely have the information. A member of the data collection team should then contact this person to get the needed information.

Whenever possible, ask for examples of the issue the respondent is discussing. This will help to ensure that the respondent understood the question and will add to the "story". Also, give enough time for the respondent to think of additional issues at the end of each section.
Interview with Senior HIV Prevention Intervention Officials

Here are examples of how you might introduce the HIPPI interview. These are meant only as suggestions of how you might cover the key points you should convey in your introduction. Be appropriate to the respondent. These example texts should not be read to the respondent. Instead, make sure that you cover the following points:

- This interview covers a range of topics pertaining to program operations, problems and opportunities encountered, and plans for the future.
- This is not an evaluation and the information provided will be held in confidence.
- Feel free to look up information in documents or ask staff for information as needed.
- Ask me for further explanation or clarification at any time.

Introduction if only Part I is to be administered

(Guideline only: Do not read to respondent)

“Thank you for taking the time to speak with me. I expect that this conversation will require about an hour. I will ask a few basic questions on the history of this program, its objectives, the type of services it offers and the clients it serves. I want to make clear this is not an evaluation of the intervention. If it would help you to look up information in written documents or to ask the opinion of other staff, please feel free to do so. Please ask if anything I say is unclear.

Do you have any questions now before we get started?”

HIPPI–I focuses on one or, at most two interventions that are carried out at this site. These interventions should be selected before you visit the site.

(HIPPI-II asks about one intervention only)

HIPPI-I STARTS HERE

Basic information – activities, objectives and milestones

As you know, (name of person who made call) called you some time ago to get some basic information about your program. We learned that you provide the following interventions -- (mention all interventions). I’d like to ask you a few questions now about (mention selected subset of 1 or at most 2):
1. Can you tell me about the HIV-related activities in each of the interventions?

**Intervention 1: Brief description of activities**

Check 1 box to indicate the intervention type. This will be “intervention 1”

1. **SW**
2. **STI**
3. **CSM**
4. **Schools**
5. **IEC**
6. **VCT**
7. **MTCT**
8. **HR/IDU**

Note for data collection at SW sites only:
This information is also collected in the ARQ_sw. Enter selected information into ARQ_sw sheet in the Activity Grid (q. 7 – 15) as appropriate. Do not ask the same questions twice; instead refer back to earlier answers as a way to lead to new questions.

<table>
<thead>
<tr>
<th>What activity?</th>
<th>What type of staff?</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>e.g. Peer counseling of SWs</strong></td>
<td>Former and current SWs trained by program</td>
<td>Streets, homes of SWs, bars</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1</th>
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</tbody>
</table>
## Intervention 2: Brief description of activities

Check 1 box to indicate the intervention type. This will be “intervention 2”

1. **SW**
2. **STI**
3. **CSM**
4. **Schools**
5. **IEC**
6. **VCT**
7. **MTCT**
8. **HR/IDU**

<table>
<thead>
<tr>
<th>What activity?</th>
<th>What type of staff?</th>
<th>Setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g.</td>
<td>Sell condoms to stores</td>
<td>Salesmen.</td>
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<tr>
<td>1</td>
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</tbody>
</table>
2. What do you aim to accomplish with each of these interventions?

Intervention 1:

Intervention 2:

How do these aims compare to the overall goals of your organization?

3. What are the primary target populations for each of these interventions?

   (e.g., by gender, age, occupation, and/or sexual behavior)

Intervention 1:

Intervention 2:
**Major milestones**

4. I’d like to ask you to review when certain key events occurred as you implemented this intervention(s). Could you help me fill in the month and year of the events shown on this table?

*Interviewer: Show the table below to the respondent so they can see what we are requesting*

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Intervention 1</th>
<th>Intervention 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit funding request</td>
<td></td>
<td></td>
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<tr>
<td>Funding approval</td>
<td></td>
<td></td>
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<tr>
<td>Move into site</td>
<td></td>
<td></td>
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<tr>
<td>First staff hired</td>
<td></td>
<td></td>
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<tr>
<td>Serve first client</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All staff hired (fully staffed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expansion to new site (if applicable)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major change in services at existing site (if applicable). Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other major milestone in project development not listed above. Describe:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other major milestone in project development not listed above. Describe:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


5. Thinking back over the life of each of the interventions, what would you say has been your most important accomplishment? (Why?)

**Probes (ask each of these)**

- When did this occur?
- What effect did this have on your costs?
- What effect did this have on your ability to reach and serve clients?

Intervention 1:

Intervention 2:

6. What is the most important challenge or obstacle you have faced in implementing this intervention? How have you dealt with this challenge?

**Probes (ask each of these)**

- When did this occur?
- What effect did this have on your costs?
- What effect did this have on your ability to reach and serve clients?
- Has this been resolved? Please explain.

Intervention 1:

Intervention 2:

7. What events in this community have affected the number of clients seeking services for each of the interventions?

**Prompts (ask these to provide ideas to respondent as needed)**

- Media campaigns?
- Improvements in infrastructure?
- Political support?
- Changes in cost of services?

Intervention 1:
Intervention 2:

8. Defining the “Facility”
   To the data collector (don’t ask as a question)

Please define the "facility" for this PANCEA site, and provide a brief justification, including why major parts of the organization are excluded if applicable.

Examples:

**Definition:** The facility is this outpatient building, which conducts VCT, TB control, and vaccinations.

**Justification:** It has a single budget, with overlapping staff. Very few resources (staff, recurrent) are shared with the main hospital, even though it's on the same grounds.

**Definition:** The facility is the program.

**Justification:** The program is stand-alone.

**Definition of facility:**

**Justification for this definition:**
Model introduction if Part II is to be administered (return visit)
(Example only: Do not read to respondent)

“Thank you for taking the time to speak with us again.

During this interview, I will review some information we collected on our previous visit and in the past few days. I will ask in particular about changes in costs and activities of the intervention over time, especially as the intervention expanded or contracted. I will also ask about factors that may affect service delivery and costs such as funding and use of volunteers.

I want to emphasize that this is not an evaluation. The data are completely confidential and will be used to understand interventions of this type. We seek your help to understand the information we are obtaining on costs and outputs.

If it would help you to look up information in written documents or to ask the opinion of other staff, please feel free to do so. Please ask me to clarify if anything I say is unclear.

Do you have any questions now before we get started?”

Review of fluctuations in expenditures and intervention outputs

Fluctuation = variation of 20% or more in costs, outputs, or cost per output between time periods.

Interviewer to pick the largest 5 fluctuations to discuss.

Confirmation of interviewer’s initial assessment of fluctuations.
Data on trends in expenditures and outputs will already have been obtained through the data captured in the ADC instrument. Present the ADC graphs to the respondent. Walk the respondent through the pattern of outputs and expenditures and ask for verification of the accuracy of the patterns shown in the graphs. We are interested in confirmation of the general trends and patterns, not the exact precision of particular numbers (that is, a difference of 1% is not important, but a difference of 20% is). Choose the 5 largest fluctuations for this discussion.
It is useful to have the list of milestones from HIPPI-I (above) available as you review the graphs. These milestones should match the graphs from ADC. For example, we would not expect to see outputs show up on the outputs graph before the first clients are seen.

9. Explain the patterns in individual cost and output lines to the respondent. E.g., “This line shows generally increasing outputs over the last 3 years.”, or “This cost graph shows stable personnel costs representing about 3/4 of all spending, and the remainder split between recurrent and capital costs.”

Do these overall patterns seem correct to you?

☐ 1 Yes ☐ 2 No

If “no”, the interviewer should obtain as much information on the source of the discrepancy as possible. For example, the interviewer might say:

“What trend were you expecting to see during this timeframe?” or “This graph suggests that outputs dropped in early 1998. Is that right?”

Depending on what the discrepancy is, you could ask about potential explanations – e.g., building costs (perhaps there was structural damage), a drop or increase in funding, etc. If there is still a discrepancy, consider the possibility of an error, and figure out how to obtain corrected data.

Gather information on all significant fluctuations. Space for 5 is provided; but gather information on more than 5 if useful.

Causes of major changes in expenditure, output, or cost per output levels

Now I’d like to talk with you about the factors that contributed to the changes in expenditure and output levels over time.

Fluctuation 1

10. When did this fluctuation occur: Quarter Year___ – Quarter_____ Year_______

Interviewer describe this fluctuation very briefly (e.g., ~50% increase in capital expenditures; ~30% decrease in HIV tests performed). Record description here.

11. Please tell us about what factors may have caused this change in (cost or outputs or cost per output), and in particular how it affected your ability to get clients or deliver
services.

*Obtain thorough open-ended responses. Thus, probe the initial response. For example, if the respondent says “test kits cost more” ask why test kits cost more, and whether they had any options in test kit acquisition. If it’s not clear whether the factors are still in place, ask if they are.*

*After completing the discussion about test kits,, ask the respondent about any other factors that may have caused this particular fluctuation.*

---

**Fluctuation – 2**

12. When did this fluctuation occur: Quarter______ Year_______

*Interviewer describe this fluctuation very briefly (e.g., ~50% increase in capital expenditures; ~30% decrease in HIV tests performed). Record description here.*

13. Please tell us about what factors may have caused this change in *(cost or outputs or cost per output)*, in particular how it affected your ability to get clients or deliver services.

*Obtain thorough open-ended responses. Thus, probe the initial response. For example, if the respondent says “test kits cost more” ask why test kits cost more, and whether they had any options in test kit acquisition. If it’s not clear whether the factors are still in place, ask if they are.*

*After completing the discussion about test kits,, ask the respondent about any other factors that may have caused this particular fluctuation.*
Fluctuation - 3

14. When did this fluctuation occur: Quarter______ Year________

Interviewer describe this fluctuation very briefly (e.g., ~50% increase in capital expenditures; ~30% decrease in HIV tests performed). Record description here.

15. Please tell us about what factors may have caused this change in (cost or outputs or cost per output), in particular how it affected your ability to get clients or deliver services.

Obtain thorough open-ended responses. Thus, probe the initial response. For example, if the respondent says “test kits cost more” ask why test kits cost more, and whether they had any options in test kit acquisition. If it’s not clear whether the factors are still in place, ask if they are.

After completing the discussion about test kits, ask the respondent about any other factors that may have caused this particular fluctuation.

Fluctuation - 4

16. When did this fluctuation occur: Quarter______ Year________
Interviewer describe this fluctuation very briefly (e.g., ~50% increase in capital expenditures; ~30% decrease in HIV tests performed). Record description here.

17. Please tell us about what factors may have caused this change in (cost or outputs or cost per output), in particular how it affected your ability to get clients or deliver services.

Obtain thorough open-ended responses. Thus, probe the initial response. For example, if the respondent says “test kits cost more” ask why test kits cost more, and whether they had any options in test kit acquisition. If it’s not clear whether the factors are still in place, ask if they are.

After completing the discussion about test kits, ask the respondent about any other factors that may have caused this particular fluctuation.

Fluctuation - 5

18. When did this fluctuation occur: Quarter______ Year________

Interviewer describe this fluctuation very briefly (e.g., ~50% increase in capital expenditures; ~30% decrease in HIV tests performed). Record description here.

19. Please tell us about what factors may have caused this change in (cost or outputs or cost per output), in particular how it affected your ability to get clients or deliver services.

Obtain thorough open-ended responses. Thus, probe the initial response. For example, if the respondent says “test kits cost more” ask why test kits cost more, and whether they had any options in test kit acquisition. If it’s not clear whether the factors are still in place, ask if they are.

After completing the discussion about test kits, ask the respondent about any other factors that may have caused this particular fluctuation.
Program establishment and outreach

20. Why was the intervention started at the particular time it was started?

Probes/Prompts (ask each one, and explore other issues as raised)

- Were there specific events that inspired it?
- Did you see a great need for this type of service?
- Were additional funds available that year?

21. Why did you establish the intervention at this particular location?

Probes/Prompts (ask each one, and explore other issues as raised)

- Was this an already available site?
- Was a large proportion of your intervention's target group in this area?
- Were other similar HIV interventions located in this area?
- Was land more affordable in this location?
- Did members of your initial staff live close to here?

Recruitment of clients

“These next questions ask about your client recruitment efforts. By recruitment, I am referring to all of your efforts to attract clients to use your services. This includes use of mass media to publicize the availability of your services and outreach to other agencies to encourage referrals. You provided some information on outreach and client recruitment in the ARQ instrument, and now I’d like to get a little more detail.”

22. What main types of recruitment or outreach did your intervention conduct and how long did you do each type? (Refer also to the Recruitment question in ARQ intervention sheet so respondent knows you are aware this topic has already been touched on.)

Probes (ask each of these)

For each type of recruitment mentioned (e.g., mass media), obtain answers to:

- Why was that method chosen?
23. Which 1 – 2 of these types of outreach were most successful in actually recruiting clients?

24. Please explain why they were the most successful.

**Determinants of efficiency**

“Determinants” means any factor that affects efficiency. The words “situations”, “factors”, or “challenges” can be used depending on the context.

---

**For programs that are more efficient than most**

“We noticed that this intervention has a cost for each activity ($___ per ______) that is somewhat lower than other similar intervention programs we looked at in (this country). We are interested in understanding what it is about the operations of this intervention or the particular circumstances you face that explain these lower costs. I’d like to ask you a few questions to get your insights about this.”

---

**For programs that are of about average efficiency**

“We noticed that this intervention has a cost for each activity ($___ per ______) that is pretty close to the average of other similar intervention programs we looked at in (this country). We are interested in getting a better understanding of the operations of this intervention and the particular circumstances you face that are related to cost per activity. We think this will help us understand what determines efficiency in a large number of programs. I’d like to ask you a few questions to get your insights about this.”

---

**For programs that are less efficient than most**

“We noticed that this intervention has a cost for each activity ($___ per ______) that is somewhat higher than other similar intervention programs we looked at in (this country). There are a lot of reasons that can cause costs to be higher or lower than average. We are interested in your insights on this. We want to understand what it is about the operations of this intervention...”
or the particular circumstances it faces that cause these higher unit costs. I’d like to ask you a few questions about this.”
25. What are the most important factors that cause the cost per output to be at this level? (See cost per output in the box above).

Steps for answering question 25

1. Let the respondents offer their own ideas about the role of each factor in determining the cost per output shown on the previous page.
2. Make sure that the topics covered in the eight probes are discussed for each factor. Thus, elaborate on the initial response, using the probes. For example, if the respondent says “test kits cost more” ask for their assessment of what caused test kits to cost more in this situation, and whether they had any options in test kit acquisition, etc.
3. After the discussion of each factor, you can ask “Was there anything else that helps explain why the cost per output was at this level?”
4. When the respondent offers no more explanations for the cost per output, mention each of the additional topics in the box below that has not already been discussed (“funding”, “cash flow”, etc.),
5. Obtain the respondents views on the effect that these additional factors may have had in determining the cost per output. We anticipate that many of these will have already been discussed and many of the rest will not have played a major role in determining cost per output. Nevertheless mention each one that has not been specifically discussed. We want to make sure that we don’t miss anything important.
6. As before, use the probes below to get a full explanation for each factor.

Probes (ask each of these)

- What caused this factor to be present?
- Was this factor anticipated or unexpected?
- Date or time period this factor was in effect (mm/yyyy – mm/yyyy)
- What impact did it have on costs?
- Did this factor cause delays to service delivery?
- What impact did it have on the level of program outputs?
- What impact did it have on the quality of services?
- If this factor is reducing efficiency, how are you trying to deal with it?

Prompts

Ask about each prompt item below that has not already been addressed.
For each, use the probes above

- Funding
- Cash flow
- Government approvals
- Political support or opposition

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- Regulations, or police activities
- Facilities selection
- Facilities preparation
- Staffing patterns
- Staff experience
- Costs (of supplies, staff, equipment, buildings)
- Service quality issues

- Size of the potential client group
- Characteristics of the potential client group
- Client recruitment
- Similar prevention services in the area
- Transportation challenges
- Logistical circumstances (e.g., quality of telecommunications and roads; labor conditions)
- Community acceptance
- Low HIV awareness
- Social stigma

Additional space for “Determinants of efficiency”, Question 25
Assessing full capacity / maximum production

This next section asks the respondent about the level of "full capacity" for the two most important outputs of the intervention. **By full capacity, we mean the level of output that had originally been planned for this intervention and which could be reached without major increases in your fixed costs.** Fixed costs are expenditures which do not change over a wide range of outputs, such as capital assets including buildings, vehicles, and office equipment.

*Remember that these questions pertain to the particular intervention you are assessing, not to the facility.*

26. Here are the outputs that we consider most important for this intervention.

*Enter the outputs analyzed in ADC here:*

   Output-1  (e.g., # of first-time clients)  ____

   Output-2  (e.g., Cases of STIs detected)  ____

**Questions for Output – 1**

27. What volume of this particular output (see Q 26 above) can you provide with the current level of facilities and staff, assuming you had unlimited supplies and unlimited demand for your services?

   *Make sure that a time period is indicated (e.g., 10,000 condoms distributed per quarter; or, 300 people receiving pre-test counseling per month).*

28. What is the main reason for not being able to reach the maximum output (as indicated in Q 27)?

**Questions for Output – 2**

29. What volume of this particular output (see Q 26 above) can you provide with the current level of facilities and staff, assuming you had unlimited supplies and unlimited demand for your services?

   *Make sure that a time period is indicated (e.g., 10,000 condoms distributed per quarter; or, 300 people receiving pre-test counseling per month).*
30. What is the main reason for not being able to reach the maximum output (as indicated in Q 27)

Meeting demand for services

31. What are the factors that determine whether or not you can meet demand for your services on a given day?

32. *If demand sometimes not met:* What additional resources would you need to always be able to meet demand?

33. *If demand sometimes below supply:* Are there resources you could reduce and still meet demand? Please explain.

Selected current issues

*External support for intervention*

34. Has your ability to deliver services been affected by the level and kind of support you have received from other agencies such as the MoH; domestic NGOs; foreign NGOs; church groups or universities? Support can mean material support such as funding or in-kind donations or political support.

**Probes (ask each of these)**

- What external agencies have provided support to this intervention?
- What types of support have they provided?
- When did this occur?
- How did each type of support affect service delivery?
  - Costs?
  - Number of clients you can serve?
  - Quality of services?
Interviewer: Don’t ask for information that is simply redundant with prior responses.

35. Do you feel that the need to seek funding has affected implementation of your intervention?

- □ 1 Yes
- □ 2 No
- □ 3 DK

**Probes (ask each of these)**

- Types of services offered?
- Quantity of services offered?
- Quality of services offered?

36. Do the terms set by funders affect the way your intervention operates or expends funds?

- □ 1 Yes
- □ 2 No
- □ 3 DK

(Skip to Q38)

37. How?

**Prompts (use as needed)**

- Few strings attached to funds so can allocate them where needed.
- Significant conditions on use of funds so have to spend on items donors value rather than on program choices.

38. Do you think that variations in the amount of funds released to the intervention from month to month, quarter to quarter, or year to year have affected efficiency or effectiveness?

- □ 1 Yes
- □ 2 No
- □ 3 DK

(Skip to Q41)

39. Please describe how variations in the amount of funds released have affected efficiency or effectiveness:

40. What measures, if any, do you take to reduce the problems posed by variations in the levels of funding? Please describe these measures and how effective they have been.
41. Does your intervention experience any special difficulties posed by having a large number of different funders?

☐ 1 Yes          2 No  (Skip to Q 43)          3 DK  (Skip to Q 43)
☐ 4 NA (Skip to Q 43)

42. Please describe how these difficulties affect your intervention:

43. What measures, if any, do you take to reduce the problems posed by having a large number of different funders? Please describe these measures and how effective they have been.

Free services / days

44. You told us on a previous visit what your fee structure is. Specifically, you told us that … [briefly summarize ARQ intervention sheet responses on fees, reductions, free services]. Is that correct? Why did you design fees that way?

45. If some charges levied … Are there days when you provide services that are free of cost?

☐ 1 Yes          2 No  (Skip to Q 52)          3 DK

46. How frequently do you offer days in which services are provided free of charge?

☐ 1 Everyday      2 Once a week
☐ 3 Once a month    4 Other, specify frequency____________________
☐ 5 DK

47. What services are provided for free on those days?
48. By what percent does your caseload increase on the days when free services is offered compared with the average caseload for this time of year?

________ %  □ 3 DK

49. If the prevention caseload does not increase, on days when services are provided free, please explain why:

50. Do you reach a different mix of clients on days when free services are provided?

□ 1 Yes  2 No (Skip to Q 52)  □ 3 DK (Skip to Q 52)

51. Please describe in what way the client mix differs on free days compared with days when regular fees are charged:

Prompts (use as needed)

• More poor people
• More people from high-risk groups such as SWs
• More people from certain ethnic, tribal, or linguistic groups
• More people from certain geographical areas

Managing volunteers

52. Please describe how issues related to recruiting, managing and retaining volunteers affect service delivery quantity and quality?

Probes (ask each of these)

• How important are volunteers to the success of this intervention?
• How are volunteers recruited?
• Retained? (rewards and incentives)
• Is “burn-out” an issue? How is it dealt with?
• Who manages volunteers? How time consuming?
• Are there any other particular issues related to volunteer management that affects your costs or level of outputs?

53. As your intervention expands further, do you believe that finding and keeping good volunteers will become easier, harder, or remain at about the current level of difficulty?

Please explain:

Managing paid staff

54. Please describe how issues related to recruiting, managing and retaining paid staff affects service delivery quantity and quality.

• Please describe how you ordinarily recruit new paid staff.
• As your intervention expands further, do you believe that finding and keeping good paid staff will become easier, harder, or remain at about the current level of difficulty?
• Are there any particular issues related to staff management that affects your costs or level of outputs?

Plans for future expansion or contraction

I’d now like to talk with you about any planned future expansions or contractions of this intervention and how you believe this will affect your costs and output levels.

55. Do you have any plans to add or subtract activities or services to this intervention in the future?

Probes (ask each of these)

• Why? Or why not?
• When?
• How do you think the addition (removal) of an activity will affect program costs, service levels or quality?
56. Do you have any plans to **open or close a site in the future**?

**Probes (ask each of these)**

- Why? Or why not?
- When?
- How do you think the addition (subtraction) of a site will affect program costs, service levels or quality?
- Do you believe that you will reach about the same level of quantity and quality that you have attained at your current site for about the same cost? Why or why not?

**Final thoughts**

57. If you could give advice to another HIV prevention intervention that provides the same services that you provide, on how to offer high quality services at a reasonable cost what would you say to them?

58. Are there any questions I did not ask you that you think I should have?

   □ 1 Yes  2 No

59. Please explain.