

Attachment 8b: Screenshots from PERS

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 3a, b &c – 5a, b, &c**.

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Local Education Agency (LEA) Screenshots

Introductory Instruction Slides

Log-in screen



Welcome

Connecting with Funded Agencies
to help them fulfill their mission
and report back to the CDC.

The screenshot shows a login form with the following elements:

- P.E.R.S.** logo at the top.
- An input field for "E-mail".
- An input field for "Password".
- A checkbox labeled "Keep me signed in".
- A purple "Sign in" button.
- A link for "Forgot password?".
- A blue "Register" button.
- A prompt at the bottom: "Please sign in or register."



Screen that appears after logging in with username and password

PERS
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>Welcome!

Connecting with Funded Agencies
to help them fulfill their mission
and report back to the CDC.

Conditions of Use and Logon

This is a U.S. Federal Government system and shall be used only by authorized persons for authorized purposes. Users do not have a right to privacy in their use of this government system. System access, activity, and information stored or transmitted may be monitored for adherence to acceptable use policy. Users of this system hereby consent to such monitoring. Improper or illegal use detected may result in further investigation for possible disciplinary action, civil penalties, or referral to law enforcement for criminal prosecution. This system contains non-public information that must be protected from unauthorized access, disclosure, sharing, and transmission violation of which can result in disciplinary action, fines, and/or criminal prosecution.

By logging into this application, I understand and agree to use the application in the manner in which it is intended. I agree to keep my user ID or password secured, not allowing others access. Unauthorized access to information or information systems is prohibited. Failure to comply with these rules will result in loss of access.

National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention,
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Main page. Questionnaires located in “Evaluation Measures Reporting” tab.

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Home Evaluation Measures Reporting Upload Policy Documents Reports Help

Announcements

Data for Reporting Period (8/1/2016-1/31/2017) is due no later than March 01, 2017.

No Announcements at this time

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 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: Broward County Public Schools

Organization Type: LEA

Form Approved
OMB No. 0920-1049
Exp. Date 02-28-2018
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. Atn: OMB-PRA (0920-1049)

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. Atn: OMB-PRA (0920-1049)

LEA ESHE Items

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

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Report Measures

Current Period	Target	Status	View
	Enter my agency data	Not Started	View Report
	Enter priority site data	Not Started	View Report
	Enter assistance provided	Not Started	View Report

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Division of Adolescent and School Health

Form Approved
OMB No: 0920-1049
Exp. Date: 02/28/2018

“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 (0920-1049)

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Page 1 of 21 - My agency data Reporting Period: 8/1/2016 - 1/31/2017


Measure: LEA ESHE Performance Measure 1. Funded LEA has a written MS/HS curriculum framework that reflects ESHE programs.

Currently, does your district have a written curriculum framework for sexual health education? Yes No

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

P.E.R.S.
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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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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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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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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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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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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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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Home	Evaluation Measures Reporting	Upload Policy Documents	Reports	Help
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Measure: LEA ESHE Process Measure 1. Funded LEA has assessed its sexual health and/or HIV education policies.

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 ESHE Performance Measures.	<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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Measure: LEA ESHE Process Measure 2. Funded LEA has monitored the implementation of sexual health and/or HIV education policies in priority schools.

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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Measure: LEA ESHE Process Measure 4. Frequency with which funded LEA received assistance from NGO on ESHE.

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?

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Dropdown menu with options: Never, 1 time, 2 times, 3 - 5 times, 6 - 10 times, 11 - 15 times, 16 - 20 times, 21 or more times. Buttons: Save, Previous, Next.

Part A of screenshot. This screen is scrolling enabled.


The screenshot displays the PERS (Program Evaluation Reporting System) interface. At the top, there is a navigation bar with the following items: Home, Evaluation Measures Reporting, Upload Policy Documents, Reports, and Help. The page title is 'Page 2 of 7 - My priority sites data'. The reporting period is '8/1/2016 - 1/31/2017'. The main content area shows a table of schools and a list of curricula. The 'Darnell Cookman School of the Medical Arts' is highlighted. The table lists various schools, each with a green checkmark indicating that they have implemented sexual health curricula. The list of curricula includes: Aban Aya Youth Project, Adult Identity Mentoring (Project AIM), All4You!, Be Proud! Be Responsible!, Becoming a Responsible Teen (BART), iCuidate!, Draw the Line/Respect the Line, FOCUS, Focus on Youth + ImpACT, Get Real, Heritage Keepers Abstinence Education, Horizons, It's Your Game: Keep It Real, Making a Difference!, Making Proud Choices!, Project AIM, Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!'), Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!'), Raising Healthy Children (formerly known as the Seattle Social Development Project), and Reducing the Risk. The 'Reducing the Risk' curriculum is selected, and a box next to it shows the number '75'.

*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.

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William Raines High School


- Reducing the Risk
- RESPECT
- Safe in the City
- Safer Choices
- Safer Sex
- Sexual Health and Adolescent Risk Prevention
- SIHLE
- Sisters Saving Sisters
- Street Smart
- Teen Health Project
- Teen Outreach Program
- What Could You Do?
- WILLOW

For Darnell Cookman School of the Medical Arts, 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	District Health Education Curricula
Number of students reached by curriculum #1	<input type="text" value="75"/>
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"/>

Part C of screenshot. This screen is scrolling enabled.

P.E.R.S.
Program Evaluation Reporting System

PERS Editor Sign out 


- SIHLE
- Sisters Saving Sisters
- Street Smart
- Teen Health Project
- Teen Outreach Program
- What Could You Do?
- WILLOW

For Darnell Cookman School of the Medical Arts, 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	District Health Education Curricula
Number of students reached by curriculum #1	<input type="text" value="75"/>
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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Part A of screenshot. This screen is scrolling enabled.

The screenshot displays the PERS (Program Evaluation Reporting System) interface. At the top, there are navigation tabs: Home, Evaluation Measures Reporting (selected), Upload Policy Documents, Reports, and Help. The page title is "Page 3 of 7 - My priority sites data" and the reporting period is "8/1/2016 - 1/31/2017".

The main content area is titled "Measure: LEA ESHE Performance Measure 3: Percent of priority schools that have implemented sexual health curricula (including EBI if applicable)". Below this, a question asks: "In the past 6 months, did A. Phillip Randolph Academies of Technology implement sexual health curricula in 9-12 grades?". There are radio buttons for "Yes" and "No".

The interface is divided into two columns. The left column lists potential schools, each with a green checkmark indicating it is a priority school. The right column lists various sexual health curricula. A table below shows the selection of curricula for each school. The "Reducing the Risk" curriculum is selected for William Raines High School, and a text box next to it contains the number "60".

School	Curriculum	Students Reached
Andrew Jackson High School	Aban Aya Youth Project	
Atlantic Coast High School	Adult Identity Mentoring (Project AIM)	
Baldwin Middle-High School	All4You	
Darnell Cookman School of the Medical Arts	Be Proud! Be Responsible!	
Douglas Anderson School of the Arts	Becoming a Responsible Teen (BART)	
Duncan Fletcher High School	iCurdate!	
Edward White High School	Draw the Line/Respect the Line	
Englewood High School	FOCUS	
First Coast High School	Focus on Youth + ImPACT	
Frank H. Peterson Academies of Technology	Get Real	
Jean Ribault High School	Heritage Keepers Abstinence Education	
Mandarin High School	Horizons	
Paxon School of Advanced Studies	It's Your Game: Keep It Real	
Robert E. Lee High School	Making a Difference!	
Samuel Wolfson High School	Making Proud Choices!	
Sandalwood High School	Project AIM	
Stanton College Preparatory School	Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens')	
Terry Parker High School	Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention')	
Westside High School	Raising Healthy Children (formerly known as the Seattle Social Development Project)	
William Raines High School	Reducing the Risk	60

*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.

P.E.R.S.
Program Evaluation Reporting System

PERS Editor
Sign out

CDC

Westside High School

William Raines High School

- Raising Healthy Children (formerly known as the Seattle Social Development Project)
- Reducing the Risk
- RESPECT
- Safe in the City
- Safer Choices
- Safer Sex
- Sexual Health and Adolescent Risk Prevention
- SIHLE
- Sisters Saving Sisters
- Street Smart
- Teen Health Project
- Teen Outreach Program
- What Could You Do?
- WILLOW

For A. Phillip Randolph Academies of Technology, did you implement other curricula for grades 9-12? (If Yes, provide the names of the other curricula and numbers of students reached for each other curriculum implemented)

Name of curriculum #1:	District Health Education Curricula
Number of students reached by curriculum #1:	<input type="text" value="60"/>
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"/>

Part C of screenshot. This screen is scrolling enabled.

P.E.R.S.
Program Evaluation Reporting System

PERS Editor
Sign out

CDC

- SIHLE
- Sisters Saving Sisters
- Street Smart
- Teen Health Project
- Teen Outreach Program
- What Could You Do?
- WILLOW

For A. Phillip Randolph Academies of Technology, did you implement other curricula for grades 9-12? (If Yes, provide the names of the other curricula and numbers of students reached for each other curriculum implemented)

Name of curriculum #1:	District Health Education Curricula
Number of students reached by curriculum #1:	<input type="text" value="60"/>
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"/>

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Part A of screenshot. This screen is scrolling enabled.

PERS
Program Evaluation Reporting System

PERS Editor
Sign out

Home Evaluation Measures Reporting Upload Policy Documents Reports Help

Page 1 of 7 - My priority sites data Reporting Period: 8/1/2016 - 1/31/2017

Measure: LEA ESHE Performance Measure 1A: Number of Students Denominator

Enter the total student enrollment for **Darnell Cookman School of the Medical Arts** according to your District's latest official Fall Enrollment Report (sometimes known as the official Fall Membership Report) for grades 6-8 and/or grades 9-12 (excluding grades K-5).

Darnell Cookman School of the Medical Arts

A. Phillip Randolph Academies of Technology ✓

Andrew Jackson High School

Atlantic Coast High School ✓

Baldwin Middle-High School ✓

Douglas Anderson School of the Arts ✓

Duncan Fletcher High School ✓

Edward White High School ✓

Englewood High School

First Coast High School ✓

Frank H. Peterson Academies of Technology ✓

Jean Ribault High School

Mandarin High School ✓

Paxon School of Advanced Studies ✓

Robert E. Lee High School ✓

Samuel Wolfson High School ✓

Sandalwood High School

Stanton College Preparatory School ✓

Terry Parker High School

Westside High School ✓

Save Next

*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.

PERS
Program Evaluation Reporting System

PERS Editor
Sign out

Save Next

Technology ✓

Andrew Jackson High School

Atlantic Coast High School ✓

Baldwin Middle-High School ✓

Douglas Anderson School of the Arts ✓

Duncan Fletcher High School ✓

Edward White High School ✓

Englewood High School

First Coast High School ✓

Frank H. Peterson Academies of Technology ✓

Jean Ribault High School

Mandarin High School ✓

Paxon School of Advanced Studies ✓

Robert E. Lee High School ✓

Samuel Wolfson High School ✓

Sandalwood High School

Stanton College Preparatory School ✓

Terry Parker High School

Westside High School ✓

William Raines High School

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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Save Previous Next

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

CDC

PER.S
Program Evaluation Reporting System

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

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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

Page 10 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

CDC

Part A of screenshot. This screen is scrolling enabled.

The screenshot shows the PERS (Program Evaluation Reporting System) interface. At the top, there are navigation tabs: Home, Evaluation Measures Reporting (selected), Upload Policy Documents, Reports, and Help. The page title is "Page 1 of 3 - Assistance provided". The reporting period is "8/1/2016 - 1/31/2017".

The main content area displays a measure: "LEA ESHE Process Measure 3. % of priority schools that received assistance on ESHE." Below this, a question asks: "In the past six months, how often did you interact with A. Phillip Randolph Academies of Technology to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?" with a dropdown menu set to "1 time".

The primary section is titled "A. Phillip Randolph Academies of Technology" and asks: "On what ESHE topics did you provide assistance to A. Phillip Randolph Academies of Technology? (check all that apply)".

On the left, a scrollable list of schools is shown, each with a green checkmark: Andrew Jackson High School, Atlantic Coast High School, Baldwin Middle-High School, Damell Cookman School of the Medical Arts, Douglas Anderson School of the Arts, Duncan Fletcher High School, Edward White High School, Englewood High School, First Coast High School, Frank H. Peterson Academies of Technology, Jean Ribault High School, Mandarin High School, Paxon School of Advanced Studies, Robert E. Lee High School, Samuel Wolfson High School, Sandalwood High School, Stanton College Preparatory School, Terry Parker High School, Westside High School, and William Raines High School.

On the right, a checklist of ESHE topics is provided with checkboxes:

- Assess curricula with the Health Education Curriculum Analysis Tool (HECAT).
- Select an appropriate curriculum (including evidence-based interventions, if appropriate).
- Implement a specific curriculum with appropriate fidelity (including evidence-based interventions, if appropriate).
- Make appropriate adaptations to curricula (including evidence-based interventions, if appropriate).
- Implement a viable scope-and-sequence for sexual health education.
- Assess sexual health and/or HIV education policies.
- Monitor the implementation of sexual health and/or HIV education policies.
- Manage controversy around sexual health education.
- Build instructional competencies and techniques for sexual health education.
- Assess school policies with School Health Index.
- Establish and maintain a school health advisory council (SHAC).

At the bottom right, there are "Save" and "Next" buttons. A small footer note reads "Page 1 of 3 - Assistance provided".


*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.

This screenshot is identical to the one above, showing the PERS interface for the same measure and question. It displays the same list of schools on the left and the same checklist of ESHE topics on the right. The "Save" and "Next" buttons are visible at the bottom right. The footer at the bottom of the page reads: "National Center for HIV/AIDS, Viral Hepatitis, STD and TB Prevention, Division of Adolescent and School Health" and includes the CDC logo.

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

P.E.R.S.
Program Evaluation Reporting System

lea-user1 Mason 

Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 11 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014



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?

Page 11 of 21 - My agency data

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

Previous Next

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



Form Approved
OMB No: 0920-1049
Exp. Date: 02/28/2018

“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 (0920-1049)

Measure: LEA SHS Performance Measure 1: Funded LEA has a system to refer students to youth-friendly off-site providers for key SHS.

Currently, does your district have any of the following components for referral of students to sexual health services? (Mark yes or no for each component.)

a. Organizational partnerships, whether formal or informal, between the district and youth-friendly sexual health service providers.	<input type="radio"/> Yes <input type="radio"/> No
b. A list of youth-friendly organizations to which youth can be referred for sexual health services.	<input type="radio"/> Yes <input type="radio"/> No
c. A written procedure for making referrals.	<input type="radio"/> Yes <input type="radio"/> No
d. A written procedure for maintaining student confidentiality throughout the referral process.	<input type="radio"/> Yes <input type="radio"/> No



Measure: LEA SHS Process Measure 1: Funded LEA has assessed its SHS-related policies.

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 SHS Performance Measures.	<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



Measure: LEA SHS Process Measure 2: Funded LEA has monitored the implementation of SHS-related policies in priority schools.

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

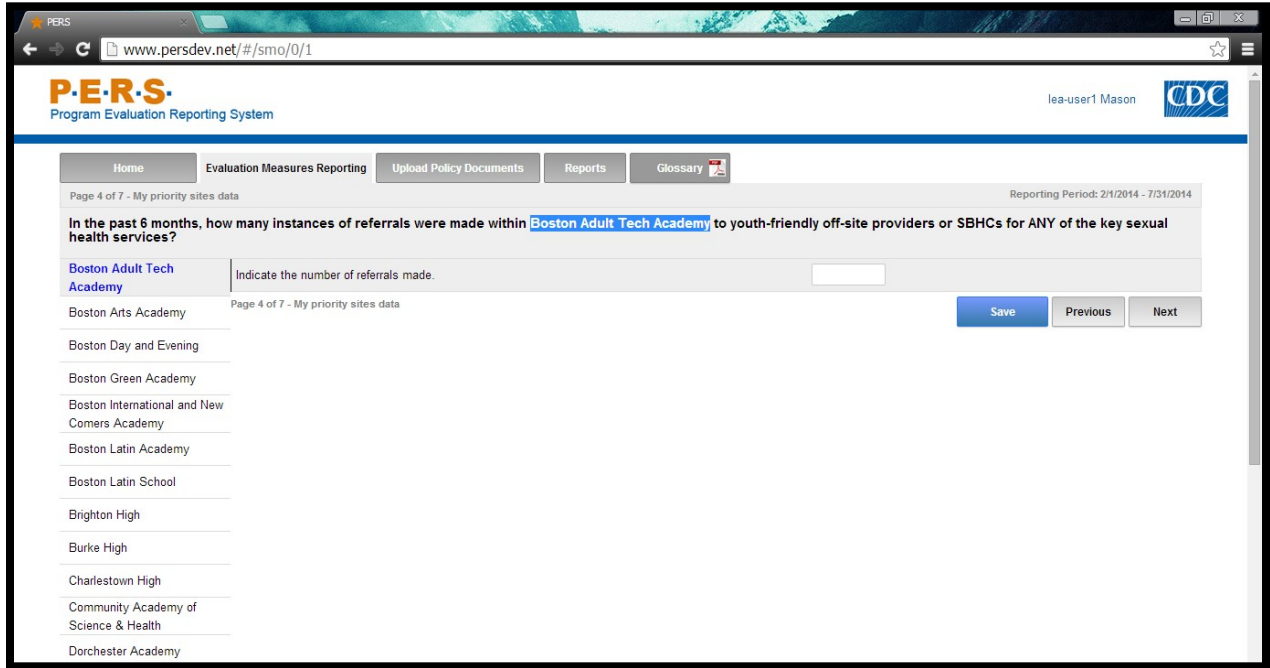
- a. Developed or maintained a list of current school-level SHS policy guidance for priority schools. Yes No
- b. Reviewed priority schools' SHS policy guidance to ensure alignment with state law, state education agency policy, and district policy. Yes No
- c. Tracked priority schools' implementation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

Measure: LEA SHS Process Measure 4: Frequency with which funded LEA received assistance from NGO on SHS.

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?

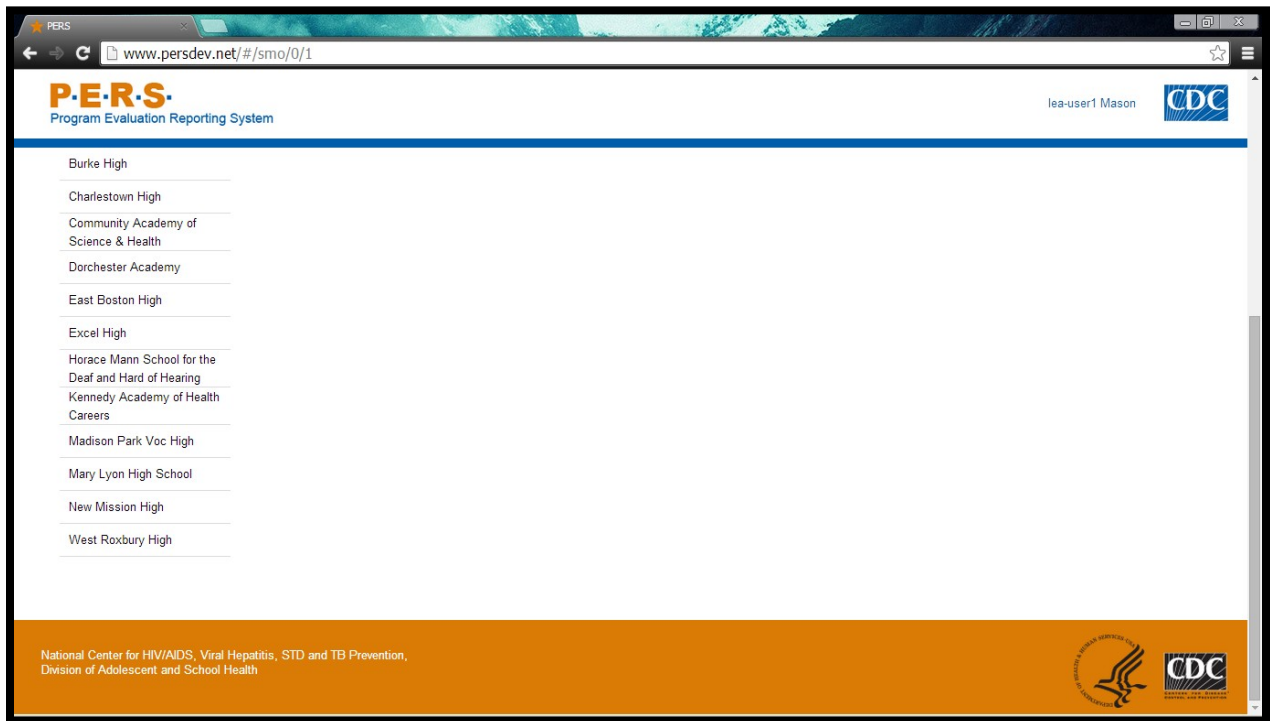
- Never
- 1 time
- 2 times
- 3 - 5 times
- 6 - 10 times
- 11 - 15 times
- 16 - 20 times
- 21 or more times

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 13 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 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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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

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Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 14 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 monitoring of priority schools' implementation of SHS-related policies (including, laws, codes, or regulations)? (Mark yes or no for each item.)

a. Developed or maintained a list of current school-level SHS policy guidance for priority schools.	<input type="radio"/> Yes <input type="radio"/> No
b. Reviewed priority schools' SHS 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 SHS related policies.	<input type="radio"/> Yes <input type="radio"/> No
d. Prepared informational materials about current SHS 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 SHS policy implementation.	<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.

PERS
Program Evaluation Reporting System

Page 2 of 3 - Assistance provided

Reporting Period: 8/1/2016 - 1/31/2017

Measure: LEA SHS Process Measure 3. % of priority schools that received assistance on SHS.

In the past six months, how often did you interact with **Boston Adult Tech Academy (Alternative)** to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on SHS?

Boston Adult Tech Academy (Alternative)

On what SHS topics did you provide assistance to **Boston Adult Tech Academy (Alternative)**? (check all that apply.)

- Organizational Partnerships - Establish new or strengthen existing organizational partnerships, whether formal or informal, between districts or schools and youth-friendly sexual health service providers.
- Referral Staff - Identify referral staff or build referral staff competencies to make referrals.
- Referral Procedures - Develop, revise, or implement a written sexual health service referral procedure.
- Referral Guide - Create or update a list of youth-friendly sexual health service providers **Boston Adult Tech Academy (Alternative)** may also include listing providers that meet the needs of youth at disproportionate risk.
- Communications and Marketing - Implement strategies to ensure awareness among students and school staff of sexual health service providers and referral services.
- Monitoring and Evaluation - Monitoring and evaluation of access to SHS
- Management and Oversight - Collaborate with decision makers at the school or district levels to manage and oversee implementation of SHS referral systems.
- Identify student SHS needs - Provide guidance for school health services staff to appropriately identify student SHS needs
- Onsite health services - Expand or enhance onsite youth-friendly school sexual health services.
- Reimbursement for Services - Obtain third-party reimbursement for the provision of school-based health 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.
- Staff Competencies in SHS delivery - Build staff competencies and techniques to improve the delivery of sexual health services.

Save Previous Next

*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.

PERS
Program Evaluation Reporting System

Page 2 of 3 - Assistance provided

Reporting Period: 8/1/2016 - 1/31/2017

Measure: LEA SHS Process Measure 3. % of priority schools that received assistance on SHS.

In the past six months, how often did you interact with **Boston Adult Tech Academy (Alternative)** to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on SHS?

Boston Adult Tech Academy (Alternative)


On what SHS topics did you provide assistance to **Boston Adult Tech Academy (Alternative)**? (check all that apply.)

- Organizational Partnerships - Establish new or strengthen existing organizational partnerships, whether formal or informal, between districts or schools and youth-friendly sexual health service providers.
- Referral Staff - Identify referral staff or build referral staff competencies to make referrals.
- Referral Procedures - Develop, revise, or implement a written sexual health service referral procedure.
- Referral Guide - Create or update a list of youth-friendly sexual health service providers **Boston Adult Tech Academy (Alternative)** may also include listing providers that meet the needs of youth at disproportionate risk.
- Communications and Marketing - Implement strategies to ensure awareness among students and school staff of sexual health service providers and referral services.
- Monitoring and Evaluation - Monitoring and evaluation of access to SHS
- Management and Oversight - Collaborate with decision makers at the school or district levels to manage and oversee implementation of SHS referral systems.
- Identify student SHS needs - Provide guidance for school health services staff to appropriately identify student SHS needs
- Onsite health services - Expand or enhance onsite youth-friendly school sexual health services.
- Reimbursement for Services - Obtain third-party reimbursement for the provision of school-based health 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.
- Staff Competencies in SHS delivery - Build staff competencies and techniques to improve the delivery of sexual health services.

Save Previous Next

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

P.E.R.S.
Program Evaluation Reporting System

lea-user1 Mason 

Home Evaluation Measures Reporting Upload Policy Documents Reports Glossary

Page 15 of 21 - My agency data Reporting Period: 2/1/2014 - 7/31/2014



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?

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

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



“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 (0920-1049)

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

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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. Yes 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. Yes No

c. Provide information and resources to parents on preventing student bullying and sexual harassment, including electronic aggression. Yes 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 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. Yes No

b. Provide service-learning opportunities for students. Yes No

c. Provide peer tutoring opportunities for students. Yes 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. Yes No

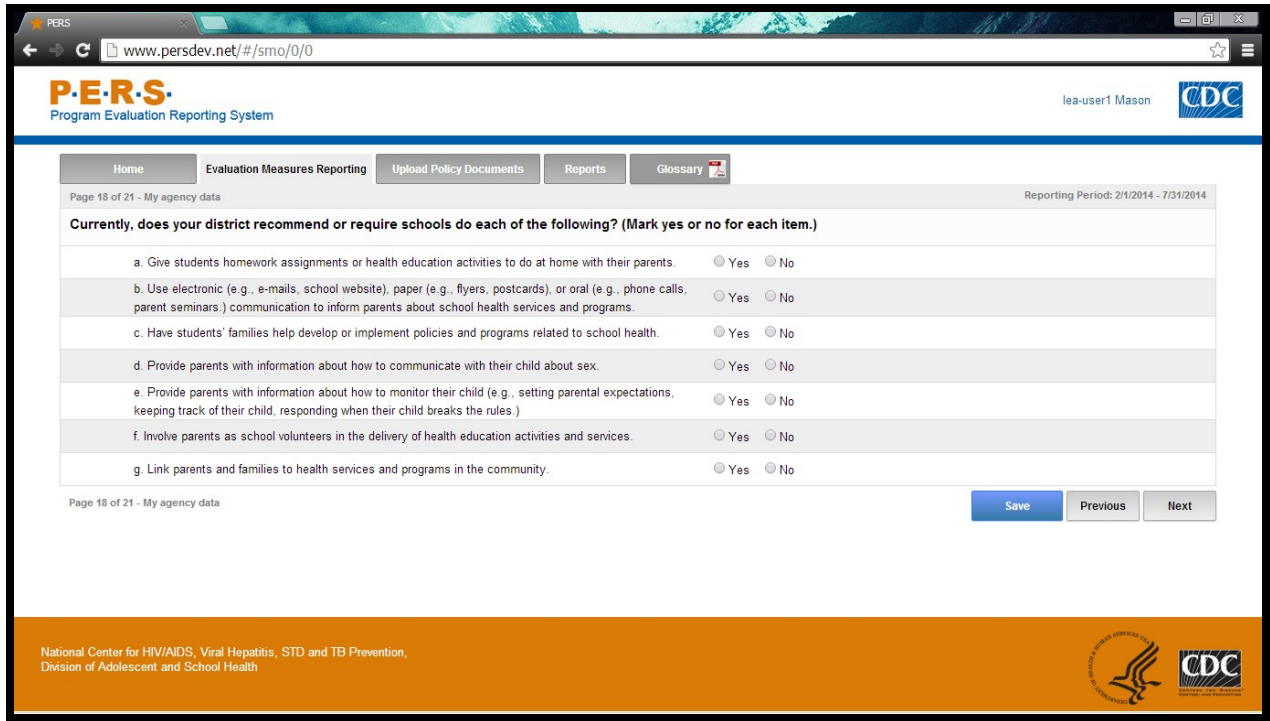
e. Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. (These clubs sometimes are called gay/straight alliances.) Yes No

f. Provide school staff with materials on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management.) Yes No

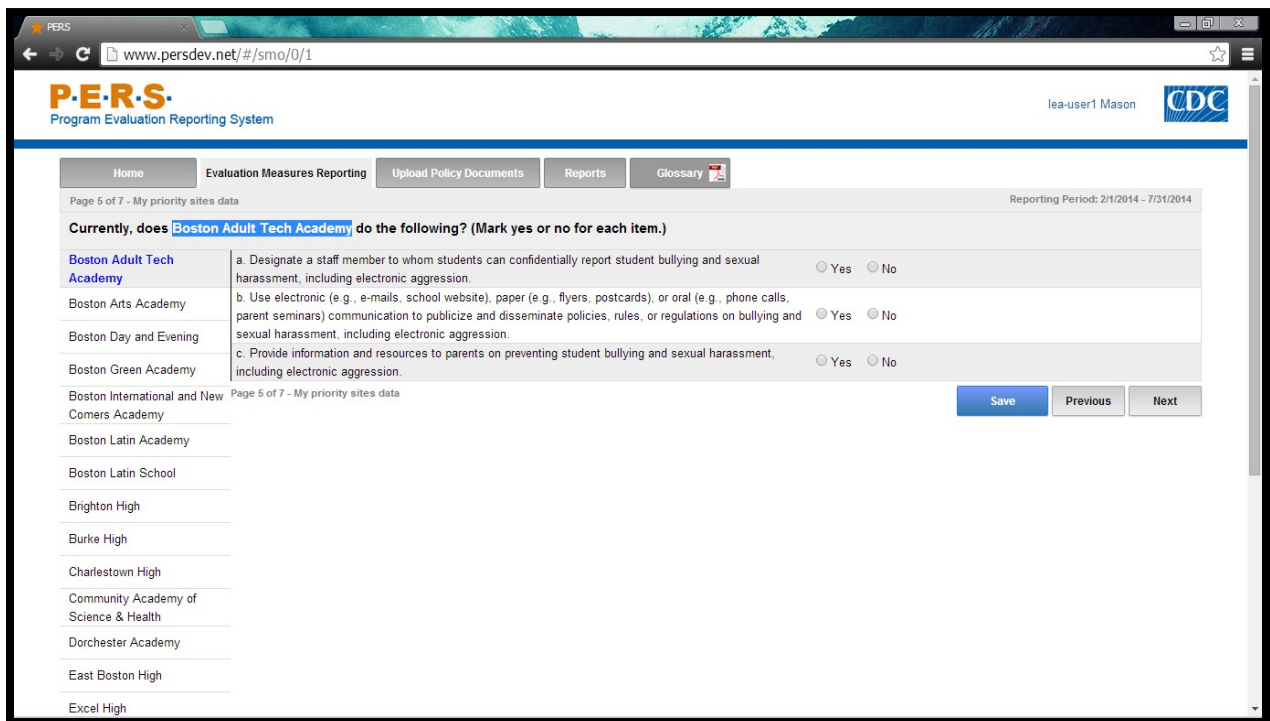
Page 17 of 21 - My agency data [Save](#) [Previous](#) [Next](#)

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



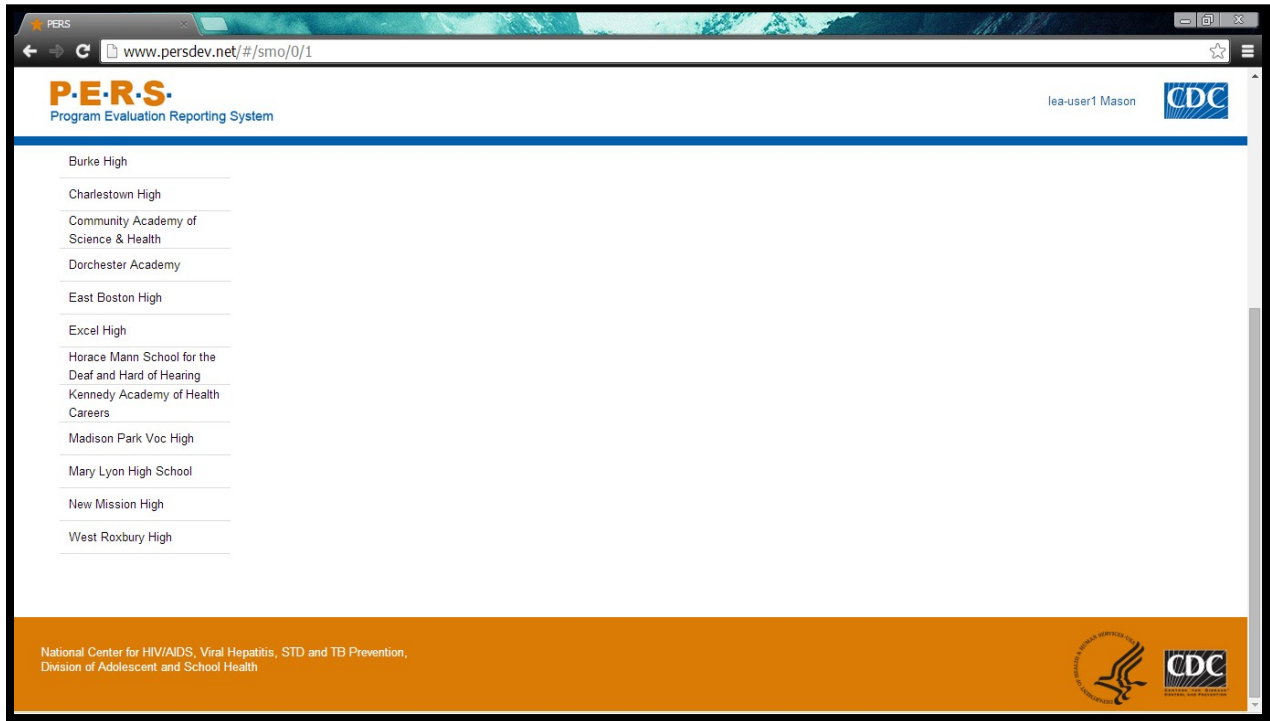


Part A of screenshot. This screen is scrolling enabled.

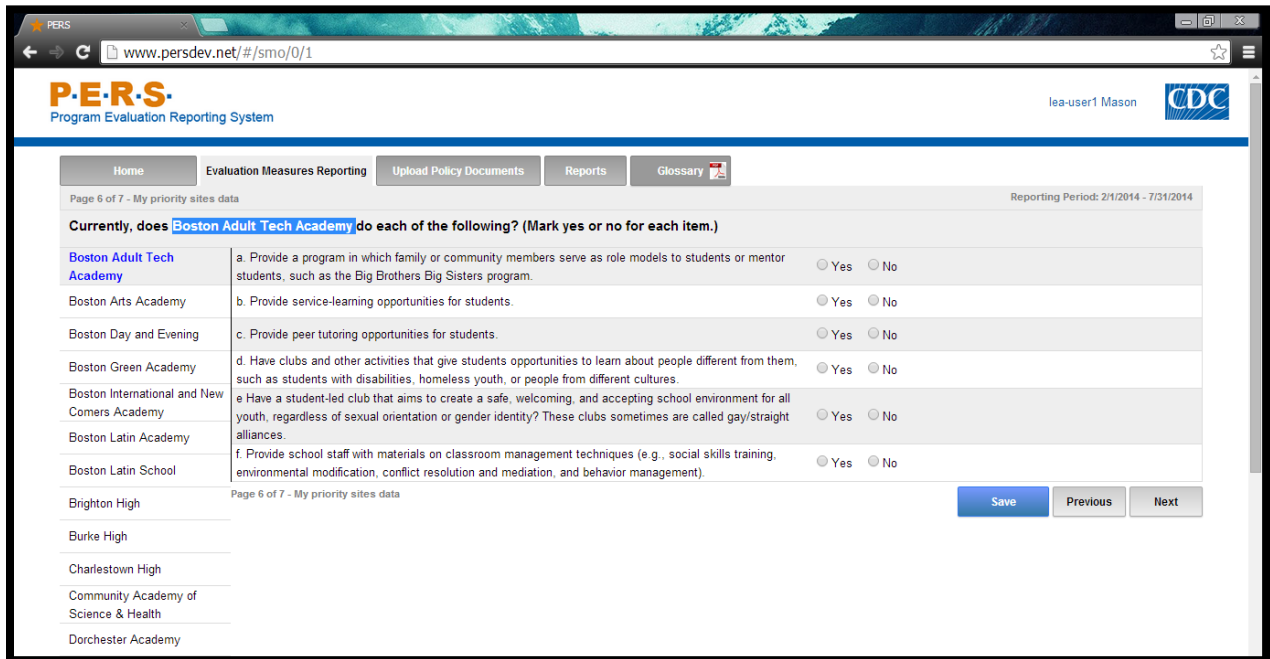


*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.

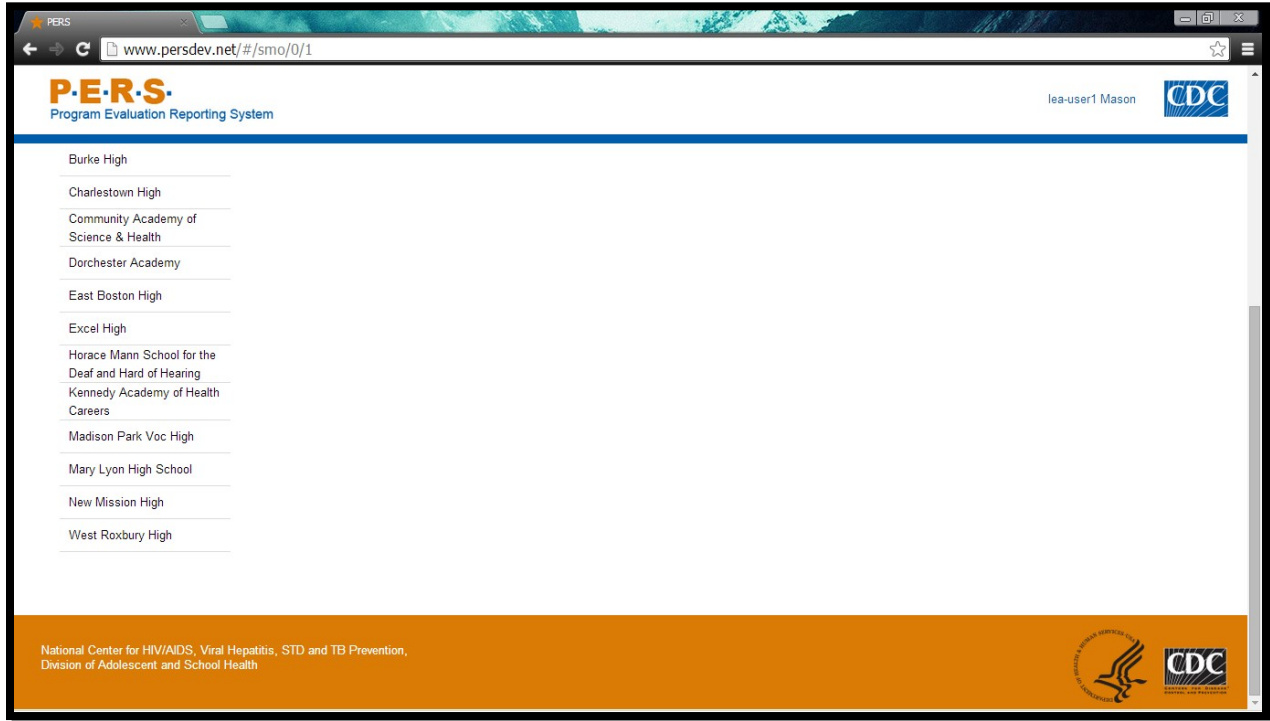


Part A of screenshot. This screen is scrolling enabled.

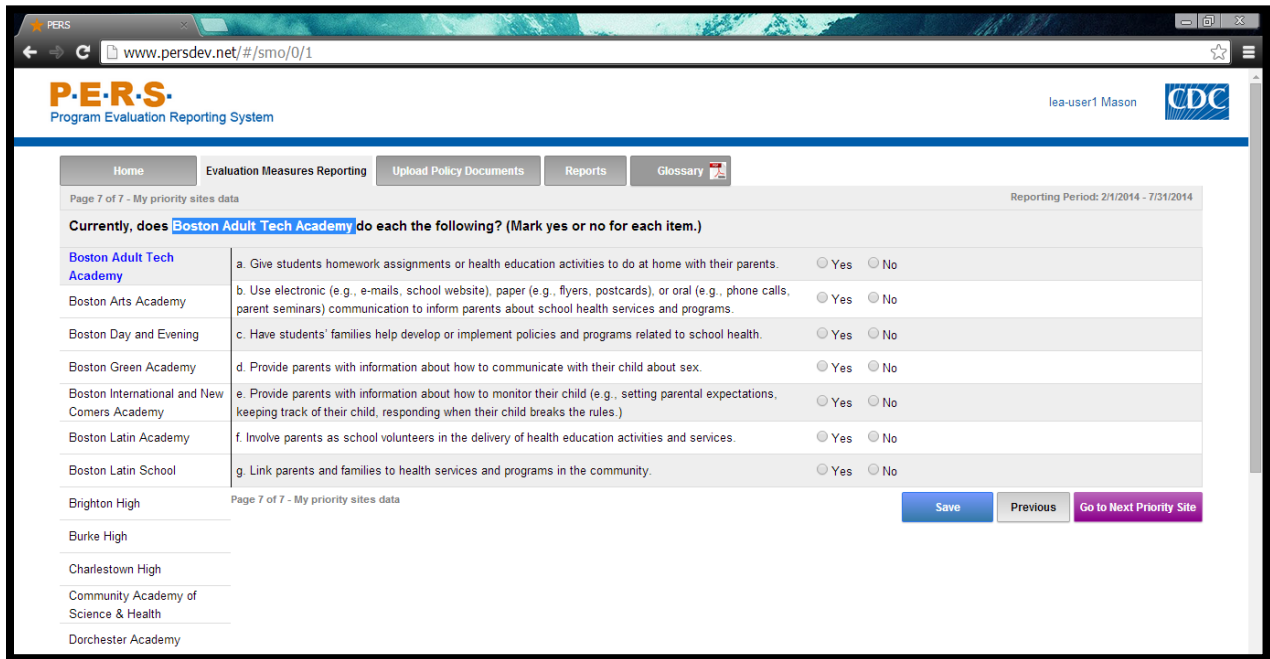


*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.

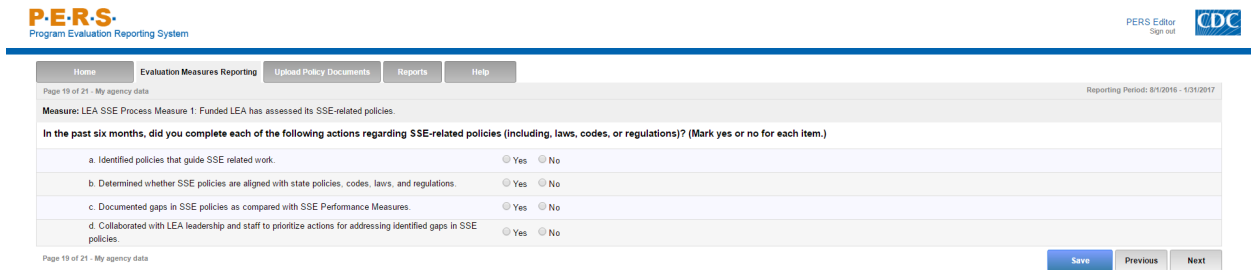
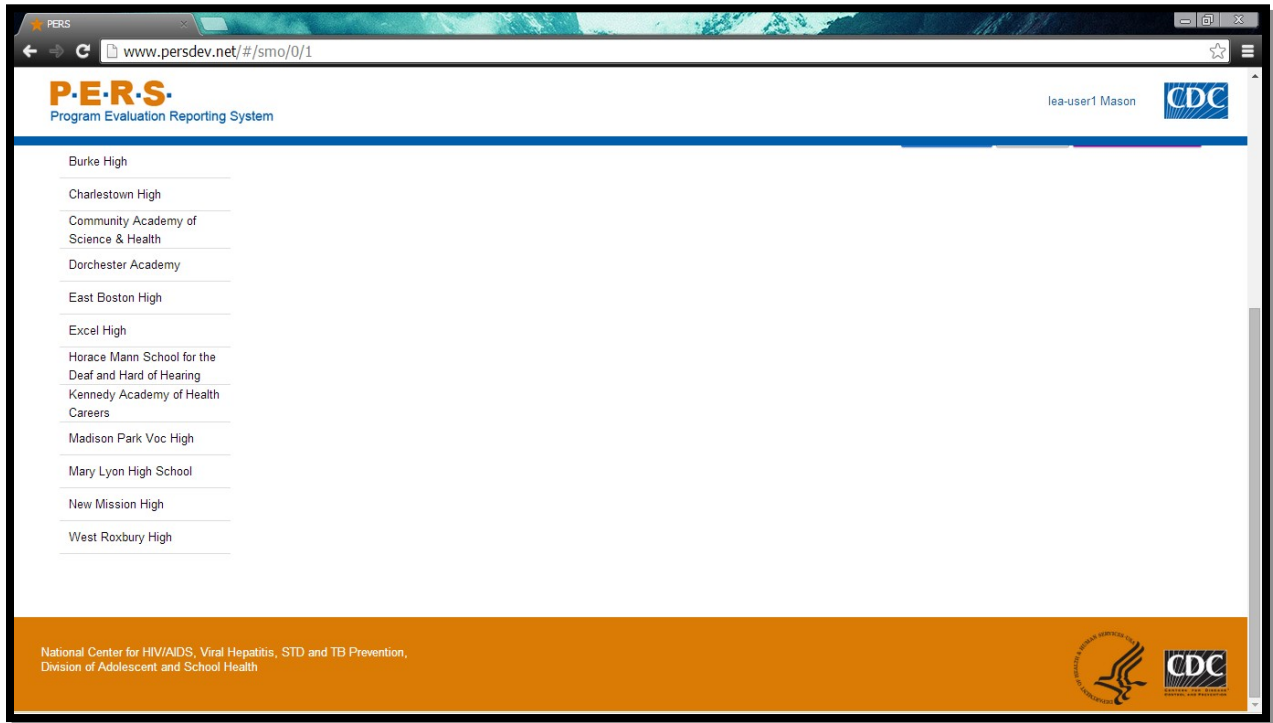


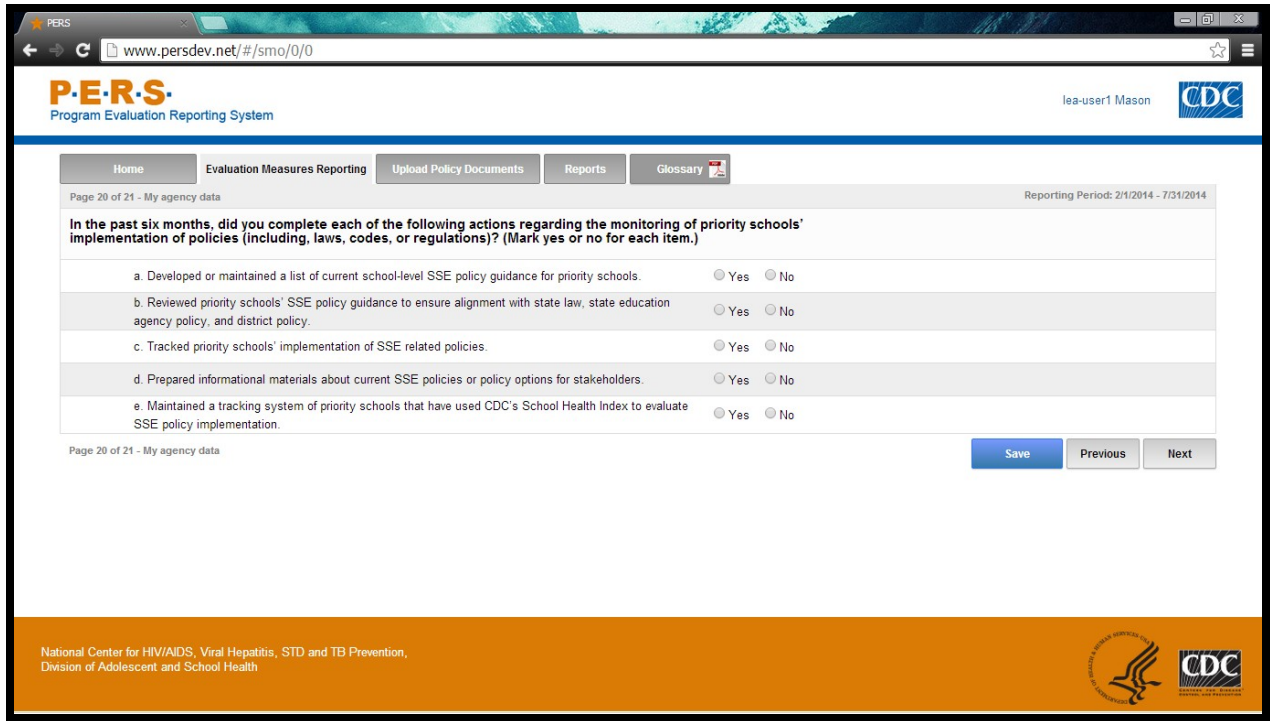
Part A of screenshot. This screen is scrolling enabled.



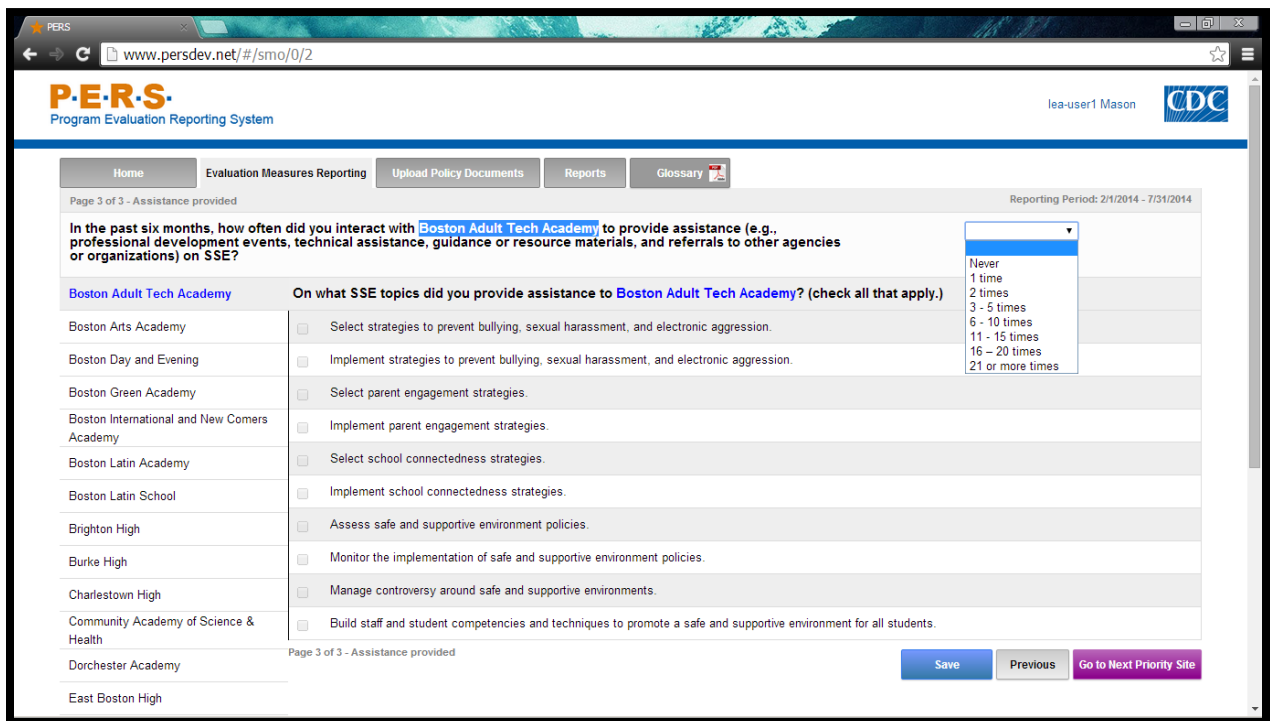
*Note: The highlighted part in the screenshot will be tailored to the Priority School Name of interest for each LEA respondent. The left-hand side of the screenshot shows where the potential Priority Schools will be listed. Each can be selected to answer this question.

Part B of screenshot. This screen is scrolling enabled.





Part A of screenshot. This screen is scrolling enabled.



*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. 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 with checkboxes for each measure:

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.

Below the table, it indicates "Page 3 of 3 - Assistance provided" and includes buttons for "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.

The screenshot shows the PERS interface for reporting agency data. The browser address bar displays 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". The "Evaluation Measures Reporting" section is active, showing "Page 21 of 21 - My agency data" and a "Reporting Period: 2/1/2014 - 7/31/2014". The main question is: "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". There are "Save" and "Previous" buttons to the right of the dropdown. 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.