instrument 3

SRAE performance reporting system data entry form

The 137 estimated grantees will report measures on participant demographics, behaviors, intentions, and perceived effects; attendance, reach, and dosage; implementation challenges and needs for technical assistance; and structure, cost, and support for program implementation. The contractor (Public Strategies) and subcontractor (Mathematica Policy Research) have developed this tool for grantees to use to collect data originating from sub-awardee providers and to organize all of the performance measures data elements to for submission into the data portal. However, this tool is considered voluntary and to be used at the discretion of the grantees. Grantees may elect to use alternative means to collect the data that will be submitted. The only requirement will be that all grantees enter the required measures into the data portal systematically, and for that they will use an online form that contains all of the items in this instrument.

**Measures of Structure, Cost, and Support for Program Implementation**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
|  |  |
| **Funding**  |  |
| Total amount of SRAE grant funding obligated (including any rollover funds) during [reporting period] | $  |
| Percentage of total funding (including grant funding and matching funds for Title V grantees) obligated for: |
| Percent of funding obligated | Direct service provision (youth programming) |  % |
| Training, technical assistance, and monitoring conducted at the grantee level |  % |
| Evaluation and/or research | % |
| Retained for administrative purposes at the grantee level | % |
| ‡This measure is to be reported by Title V grantees only |  |
|  |  |
| **Grantee Staffing** | **Count** |
| Number of grantee staff involved in overseeing SRAE |  |
| Number of grantee FTEs involved in overseeing SRAE |  |
|  |  |
| **Grantee Observation, Training and Technical Assistance** | **Y/N** |
| Grantee or its designee observed program delivery to monitor quality and fidelity to program models |  |
| Type of organization that conducted observations: | **Y/N** |
| Type of Organization – Observations | Grantee |  |
| Developer |  |
| Training or technical assistance partner |  |
| Evaluation partner |  |
| Program provider |  |
| Grantee or its designee provided technical assistance to support program implementation |  |
| Type of organization that provided technical assistance: | **Y/N** |
| Type of Organization – TA | Grantee |  |
| Developer |  |
| Training or technical assistance partner |  |
| Evaluation partner |  |
| Program provider |  |
| Grantee or its designee conducted training of facilitators who deliver the program (or of other staff who might train facilitators) |  |
| Type of organization that conducted program facilitator training: | **Y/N** |
| Type of Organization – Training | Grantee |  |
| Developer |  |
| Training or technical assistance partner |  |
| Evaluation partner |  |
| Program provider |  |
|  |  |
| **Number of providers** | **Count** |
| Number of providers funded |  |
| Number of new providers  |  |

|  |  |
| --- | --- |
| **Target number of youth to be served by the grantee (in the original application or approved by your project officer)** | **Count** |
| Target number of youth |  |

**Measures of Structure, Cost, and Support for Program Implementation**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
| **Provider:** | Enter provider name |

|  |  |
| --- | --- |
| **Funding** | **Amount** |
| SRAE annual award amount (for current grant year) | $  |
| Amount of non-SRAE funding received during current reporting year to support SRAE programming | $  |
|  |  |
|  | **Y/N** |
| Is provider new for the [reporting year]? |  |
| Did provider serve youth during the [reporting year]? |  |
|  |  |
| **Facilitators**  | **Count** |
| Number of SRAE facilitators working for provider |  |
| Number of SRAE facilitators trained in delivering core program model |  |
| Number of SRAE facilitators observed once |  |
| Number of SRAE facilitators observed at least twice  |  |

**Measures of Structure, Cost, and Support for Program Implementation**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
| **Provider:** | Enter provider name |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Use the scale at the right to indicate how the provider assessed the implementation challenges below. | Not a Problem | Somewhat a problem | A serious problem |
| Implementation Challenges | Recruiting youth |  |  |  |
| Keeping youth engaged |  |  |  |
| Getting youth to attend regularly |  |  |  |
| Recruiting qualified staff |  |  |  |
| Ensuring facilitators understand content |  |  |  |
| Covering program content |  |  |  |
| Staff turnover |  |  |  |
| Negative peer reactions |  |  |  |
| Youth behavioral problems |  |  |  |
| Natural disasters |  |  |  |
| Program facilities |  |  |  |
| Obtaining buy-in or support from key stakeholders |  |  |  |
| Parent support or engagement |  |  |  |
| Other |  |  |  |
|  |  |  |  |  |
|  | Use the scale at the right to indicate if the provider has expressed interest in receiving technical assistance for the implementation factors below. | Not Interested | Somewhat Interested | Very Interested |
| Needs for Technical Assistance | Recruiting youth |  |  |  |
| Keeping youth engaged in program sessions |  |  |  |
| Getting youth to attend regularly |  |  |  |
| Recruiting qualified staff |  |  |  |
| Training facilitators |  |  |  |
| Retaining staff |  |  |  |
| Minimizing negative peer reactions |  |  |  |
| Addressing youth behavioral issues |  |  |  |
| Obtaining buy-in or support from key stakeholders |  |  |  |
| Evaluation (e.g., how to select or manage an evaluator, data collection, data analysis, and report writing) |  |  |  |
| Parent support and engagement |  |  |  |
| Other |  |  |  |

**Measures of Structure, Cost, and Support for Program Implementation**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
| **Provider:** | Enter provider name |
| **Program:** | Enter program name |

|  |  |
| --- | --- |
| Program Delivery |  |
| Number of intended program delivery hours |  |
| Core program model  |  |
| Indicate which SRAE topics are addressed by this core program model: | **Y / N** |
| SRAE topics covered through core program model | Advantage of refraining from non-marital sexual activity |  |
| Self-regulation |  |
| Goal setting |  |
| Success sequence for poverty prevention\* |  |
| Healthy relationships |  |
| Resisting sexual coercion |  |
| Dating violence |  |
| Other youth risk behaviors, such as alcohol, tobacco, and other drug use |  |
|  |  |  |
| Other program elements that address SRAE topics | Are there any other program elements – such as supplemental curriculum, guest speakers, or other program activities that are not part of the core curriculum – that address SRAE topics?  |  |
| Indicate which SRAE topics are addressed through supplemental program elements: |  |
| SRAE topics covered through supplemental program elements | Advantage of refraining from non-marital sexual activity |  |
| Self-regulation |  |
| Goal setting |  |
| Success sequence for poverty prevention\* |  |
| Healthy relationships |  |
| Resisting sexual coercion |  |
| Dating violence |  |
| Other youth risk behaviors, such as alcohol, tobacco, and other drug use |  |
| \*Success sequence for poverty prevention – The three steps that young adults should take to improve the likelihood of successful economic outcomes when reaching adulthood. The steps include, but are not limited to, graduating from high school, working a full time job, and waiting until age 21 or later to get married and have children (SRAE 2019 Funding Opportunity Announcement).  |

**Measures of Structure, Cost, and Support for Program Implementation**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
| **Provider:** | Enter provider name |
| **Program:** | Enter program name |

|  |  |
| --- | --- |
| Indicate which, if any, of the following youth groups are target populations for the provider’s program | **Y / N** |
| Target Population | Youth in high-need geographic areas |  |
| Youth in foster care |  |
| Homeless or runaway youth |  |
| Youth living with HIV/AIDS |  |
| Pregnant or parenting youth |  |
| Hispanic/Latino youth |  |
| African American youth |  |
| Native American youth |  |
| LGBTQ youth |  |
| Youth in adjudication systems |  |
| Male youth |  |
| Out of school or dropout youth |  |
| Youth in residential treatment for mental health issues |  |
| Trafficked youth |  |

**Measures of Attendance, Reach, and Dosage**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
| **Provider:** | Enter provider name |
| **Program:** | Enter program name |

|  |  | **Enter Count** |
| --- | --- | --- |
|  | *Enter the* ***number of******youth*** *during the reporting period who:* |  |
| Reach | Attended at least one program session |  |
| Program Setting | Attended a session in school during school |  |
| Attended a session in school after school |  |
| Attended a session in a community-based organization |  |
| Attended a session in a clinic |  |
| Attended a session in a foster care setting |  |
| Attended a session in a juvenile detention center |  |
| Attended a session in a residential mental health treatment facility |  |
| Attended a session in another setting |  |
| Attendance/Dosage | Completed at least 75 percent of the scheduled program hours  |  |
|  |  |  |
|  | *Enter the appropriate count below* |  |
| Parent Involvement | Number of youths’ parents and other caring adults who attended at least one program session during the reporting period |  |

**Measures of Attendance, Reach, and Dosage**

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name  |
| **Provider:** | Enter provider name |
| **Program:** | Enter program name |
|  |  |

|  |  |  |
| --- | --- | --- |
| Enter a unique identifier for each cohort that received the program during this reporting period.  | Did the cohort complete the program during the reporting period (Y/N)? | For those cohorts that completed the program during the reporting period, how many hours of programming, overall, were delivered? |
| Cohort-1 |  |  |
| Cohort-2 |  |  |
| Cohort-3 |  |  |
| Cohort-4 |  |  |
| Cohort-5 |  |  |
| Cohort-6 |  |  |
| Cohort-7 |  |  |
| Cohort-8 |  |  |
| Cohort-9 |  |  |
| Cohort-10 |  |  |
| Cohort-11 |  |  |
| Cohort-12 |  |  |
| Cohort-13 |  |  |
| Cohort-14 |  |  |
| Cohort-15 |  |  |
| Cohort-16 |  |  |
| Cohort-17 |  |  |
| Cohort-18 |  |  |
| Cohort-19 |  |  |
| Cohort-20 |  |  |
| Cohort-21 |  |  |
| Cohort-22 |  |  |
| Cohort-23 |  |  |
| Cohort-24 |  |  |
| Cohort-25 |  |  |

**Measures of Demographics and Behaviors**

**Collected at Program Entry**

|  |  |
| --- | --- |
| REPORT PERIOD | **[reporting period]** |
| Grantee: | **Enter grantee name**  |
| Provider: | **Enter provider name** |
| Program: | Enter program name |

|  |  |
| --- | --- |
| Total Entry Surveys Completed | Enter Count |
| Participant Entry Survey |  |

|  |  |  |
| --- | --- | --- |
| Age | Age 10 |  |
| Age 11 |  |
| Age 12 |  |
| Age 13 |  |
| Age 14 |  |
| Age 15 |  |
| Age 16 |  |
| Age 17 |  |
| Age 18 |  |
| Age 19 |  |
| Age 20 or older |  |
| Total  |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Language(s) Spoken at Home |  | **Enter Count** |
| English |  |
| Spanish |  |
| Other:  |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Sex | Male |  |
| Female |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Orientation | Straight |  |
| Gay or Lesbian |  |
| Bisexual |  |
| Something else |  |
| Not sure |  |
| Choose not to answer this question |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Hispanic/ Latino |  | **Enter Count** |
| Yes |  |
| No |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Race | American Indian or Alaska Native |  |
| Asian |  |
| Black or African American |  |
| Native Hawaiian or Other Pacific Islander |  |
| White or Caucasian |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Vulnerable Populations | In foster care, living with a family |  |
| In foster care, living in a group home |  |
| Couch surfing or moving from home to home |  |
| Living in a place not meant to be a residence, such as outside, in a tent city or homeless camp, in a car, in an abandoned vehicle, or in an abandoned building |  |
| Staying in an emergency shelter, or transitional living program |  |
| Staying in a hotel or motel |  |
| In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer |  |
| None of the above |  |
| Total |  |
| Missing |  |
| Total (unduplicated) youth in foster care |  |
| Total (unduplicated) runaway or homeless youth |  |
| Total (unduplicated) youth in adjudication system |  |

|  |  |  |
| --- | --- | --- |
| Grade |  | **Enter Count** |
| Grade 4 |  |
| Grade 5 |  |
| Grade 6 |  |
| Grade 7 |  |
| Grade 8 |  |
| Grade 9 |  |
| Grade 10 |  |
| Grade 11 |  |
| Grade 12 |  |
| School does not assign grade levels |  |
| Dropped out of school and is not working on getting a high school diploma or GED |  |
| Working toward GED |  |
| Has high school diploma or GED but is not currently enrolled in college or technical school |  |
| Has high school diploma or GED and is currently enrolled in college or technical school |  |
| Total |  |
| Missing |  |

**Measures of Demographics and Behaviors**

Collected at Program Entry

|  |  |
| --- | --- |
| REPORT PERIOD | [reporting period] |
| Grantee: | Enter grantee name  |
| Provider: | Enter provider name |
| Program: | Enter program name |

|  |
| --- |
| **How often in past three months:** | **Yes** | **No** | **Missing** | **Total** |
| Drank alcohol |  |  |  |  |
| Smoked cigarettes |  |  |  |  |
| Smoked cigars, cigarillos, or little cigars |  |  |  |  |
| Used other tobacco products |  |  |  |  |
| Used electronic vapor products |  |  |  |  |
| Used marijuana |  |  |  |  |
| Taken prescription pain medicine without a doctor’s prescription or differently than how a doctor told them to use it |  |  |  |  |

|  | **Enter Count** |
| --- | --- |
| **How often in past three months:** | **All of the Time** | **Most of the Time** | **Some of the Time** | **None of the time** | **Missing** | **Total** |
| Resisted or said no to peer pressure |  |  |  |  |  |  |
| Managed emotions in healthy ways  |  |  |  |  |  |  |
| Worked together to find a solution when disagreed with a friend  |  |  |  |  |  |  |
| Chose to spend time with friends that keep them out of trouble |  |  |  |  |  |  |
| Were respectful of others |  |  |  |  |  |  |
| Thought about consequences before making a decision  |  |  |  |  |  |  |

|  | **Enter Count** |
| --- | --- |
| **How true is each statement:** | **Not true at all** | **Somewhat true** | **Very true** | **Missing** | **Total** |
| Makes plans to reach their goals |  |  |  |  |  |
| Cares about doing well in school |  |  |  |  |  |
| Saves money to get something he/she wants |  |  |  |  |  |
| Plans to graduate high school or get GED |  |  |  |  |  |
| Plans to get more education and/or training after high school or completing GED |  |  |  |  |  |
| Plans to get a steady full-time job after school |  |  |  |  |  |
| Feels comfortable talking to parent, guardian, or caregiver about sex |  |  |  |  |  |
| Would speak up or ask for help if being bullied in person or online, via text, while gaming, or through other social media |  |  |  |  |  |
| Would speak up or ask for help if others were being bullied in person or online, via text, while gaming, or through other social media |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Understands what makes a relationship healthy |  |  |  |  |  |
| Looks for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.) |  |  |  |  |  |
| Would resist or say no to someone they are dating or going out with if pressured to participate in sexual acts, such as kissing, touching private parts, or sex |  |  |  |  |  |
| Would talk to a friend if someone they are dating or going out with makes them uncomfortable, hurts them, or pressures them to do things they don’t want to do |  |  |  |  |  |
| Would talk to a trusted adult if someone they are dating or going out with makes them uncomfortable, hurts them, or pressures them to do things they don’t want to do |  |  |  |  |  |
| Would talk to a trusted adult if someone other than the person they are dating or going out with makes them uncomfortable, hurts them, or pressures them to do things they don’t want to do |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| Plans to delay having sex until graduates high school or receives GED |  |  |  |  |  |
| Plans to delay having sex until graduates college or completes another education or training program |  |  |  |  |  |
| Plans to delay having sex until married |  |  |  |  |  |
| Plans to be married before having a child |  |  |  |  |  |
| Plans to have a steady full-time job before getting married |  |  |  |  |  |
| Plans to have a steady full-time job before having a child |  |  |  |  |  |

|  |  |  |
| --- | --- | --- |
|  | **Enter the number of respondents who reported the following at program entry** | **Enter Count** |
|  | **Yes** | **No** | **Not sure** | **Missing** | **Total** |
| Sexual Behaviors | Ever kissed non-family member on the mouth |  |  |  |  |  |
| Ever touched/let someone touch private parts |  |  |  |  |  |
| Ever had sexual intercourse |  |  |  |  |  |
| Ever been pregnant/gotten someone pregnant |  |  |  |  |  |
| Ever had an STI |  |  |  |  |  |
|  |  |

Measures of Demographics, Intentions, and Perceived Effects

Collected at Program Exit

|  |  |
| --- | --- |
| REPORT PERIOD | [reporting period] |
| Grantee: | Enter grantee name  |
| Provider: | Enter provider name |
| Program: | Enter program name |

|  |  |
| --- | --- |
| Total Exit Surveys Completed | Enter Count |
| Participant Exit Survey |  |

|  |  |  |
| --- | --- | --- |
| Age | Age 10 |  |
| Age 11 |  |
| Age 12 |  |
| Age 13 |  |
| Age 14 |  |
| Age 15 |  |
| Age 16 |  |
| Age 17 |  |
| Age 18 |  |
| Age 19 |  |
| Age 20 or older |  |
| Total  |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Language(s) Spoken at Home |  | **Enter Count** |
| English |  |
| Spanish |  |
| Other:  |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Sex | Male |  |
| Female |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Orientation | Straight |  |
| Gay or Lesbian |  |
| Bisexual |  |
| Something else |  |
| Not sure |  |
| Choose not to answer this question |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Hispanic/ Latino |  | **Enter Count** |
| Yes |  |
| No |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Race | American Indian or Alaska Native |  |
| Asian |  |
| Black or African American |  |
| Native Hawaiian or Other Pacific Islander |  |
| White or Caucasian |  |
| Total |  |
| Missing |  |

|  |  |  |
| --- | --- | --- |
| Vulnerable Populations | In foster care, living with a family |  |
| In foster care, living in a group home |  |
| Couch surfing or moving from home to home |  |
| Living in a place not meant to be a residence, such as outside, in a tent city or homeless camp, in a car, in an abandoned vehicle, or in an abandoned building |  |
| Staying in an emergency shelter, or transitional living program |  |
| Staying in a hotel or motel |  |
| In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer |  |
| None of the above |  |
| Total |  |
| Missing |  |
| Total (unduplicated) youth in foster care |  |
| Total (unduplicated) runaway or homeless youth |  |
| Total (unduplicated) youth in adjudication system |  |

|  |  |  |
| --- | --- | --- |
| Grade |  | **Enter Count** |
| Grade 4 |  |
| Grade 5 |  |
| Grade 6 |  |
| Grade 7 |  |
| Grade 8 |  |
| Grade 9 |  |
| Grade 10 |  |
| Grade 11 |  |
| Grade 12 |  |
| School does not assign grade levels |  |
| Dropped out of school and is not working on getting a high school diploma or GED |  |
| Working toward GED |  |
| Has high school diploma or GED but is not currently enrolled in college or technical school |  |
| Has high school diploma or GED and is currently enrolled in college or technical school |  |
| Total |  |
| Missing |  |

Measures of Demographics, Intentions, and Perceived Effects

Collected at Program Exit

|  |  |
| --- | --- |
| REPORT PERIOD | [reporting period] |
| Grantee: | Enter grantee name  |
| Provider: | Enter provider name |
| Program: | Enter program name |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Enter the number of respondents who report the program made them much more, somewhat more, about the same, somewhat less, or much less likely to exhibit the following behaviors.** | **Much more likely** | **Somewhat more likely** | **About the same** | **Somewhat less likely** | **Much less likely** | **Missing** | **Total** |
| Make decisions to not drink alcohol  |  |  |  |  |  |  |  |
| Make decisions to not smoke cigarettes  |  |  |  |  |  |  |  |
| Make decisions to not smoke cigars, cigarillos, or little cigars |  |  |  |  |  |  |  |
| Make decisions to not use other tobacco products |  |  |  |  |  |  |  |
| Make decisions to not use electronic vapor products |  |  |  |  |  |  |  |
| Make decisions to not use marijuana |  |  |  |  |  |  |  |
| Make decisions to not take prescription pain medicine without a doctor’s prescription or differently than how a doctor told them to use it |  |  |  |  |  |  |  |

|  |  |
| --- | --- |
| Resist or say no to peer pressure |  |  |  |  |  |  |  |
| Manage emotions in healthy ways |  |  |  |  |  |  |  |
| Work together to find a solution when disagree with a friend |  |  |  |  |  |  |  |
| Choose to spend time with friends that keep them out of trouble |  |  |  |  |  |  |  |
| Be respectful of others |  |  |  |  |  |  |  |
| Think about the consequences before making a decision |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
| Make plans to reach goals |  |  |  |  |  |  |  |
| Care about doing well in school |  |  |  |  |  |  |  |
| Save money to get something they want |  |  |  |  |  |  |  |
| Graduate high school or get GED |  |  |  |  |  |  |  |
| Get more education and/or training after high school or completing GED |  |  |  |  |  |  |  |
| Get a steady full-time job after school |  |  |  |  |  |  |  |
| Feel comfortable talking to parent, guardian, or caregiver about sex |  |  |  |  |  |  |  |
| Speak up or ask for help if being bullied in person or online, via text, while gaming, or through other social media |  |  |  |  |  |  |  |
| Speak up or ask for help if others were being bullied in person or online, via text, while gaming, or through other social media |  |  |  |  |  |  |  |
|  | **Much more likely** | **Somewhat more likely** | **About the same** | **Somewhat less likely** | **Much less likely** | **Missing** | **Total** |
| Better understand what makes a relationship healthy |  |  |  |  |  |  |  |
| Look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.) |  |  |  |  |  |  |  |
| Resist or say no to someone they are dating or going out with if pressured to participate in sexual acts, such as kissing, touching private parts, or sex |  |  |  |  |  |  |  |
| Talk to a friend if someone they are dating or going out with makes them uncomfortable, hurts them or pressures them to do things they don’t want to do |  |  |  |  |  |  |  |
| Talk to a trusted adult if someone they are dating or going out with makes them uncomfortable, hurts them, or pressures them to do things they don’t want to do |  |  |  |  |  |  |  |
| Talk to a trusted adult if someone other than the person they are dating or going out with makes them uncomfortable, hurts them or pressures them to do things they don’t want to do |  |  |  |  |  |  |  |

|  | **Enter Count** |
| --- | --- |
| **Enter the number of respondents who report the program made them much more, somewhat more, about the same, somewhat less, or much less likely to:** | **Much more likely** | **Somewhat more likely** | **About the same** | **Somewhat less likely** | **Much less likely** | **Missing** | **Total** |
| Plans to delay having sex until graduates high school or receives GED |  |  |  |  |  |  |  |
| Plans to delay having sex until graduates college or completes another education or training program |  |  |  |  |  |  |  |
| Plans to delay having sex until married |  |  |  |  |  |  |  |
| Plans to be married before having a child |  |  |  |  |  |  |  |
| Plans to have a steady full-time job before getting married |  |  |  |  |  |  |  |
| Plans to have a steady full-time job before having a child |  |  |  |  |  |  |  |

|  | **Enter Count** |
| --- | --- |
|  | **Yes** | **No** | **Not sure** | **Missing** | **Total** |
| As a result of being in the program, plans to abstain from sex |  |  |  |  |  |

|  | **Enter Count** |
| --- | --- |
| **How important are each of these reasons in respondent’s decision to not have sex:** | **Not at all important** | **Not too important** | **Somewhat important** | **Very important** | **Missing** | **Total** |
| How it might affect their plans for the future |  |  |  |  |  |  |
| The possible emotional consequences |  |  |  |  |  |  |
| The possible social consequences |  |  |  |  |  |  |
| The risk of getting a sexually transmitted infection |  |  |  |  |  |  |
| The risk of getting pregnant or getting someone pregnant |  |  |  |  |  |  |
|  | **Enter Count** |
| **Enter the number of respondents who assessed their program experience according to the scale to the right.** | **All of the time** | **Most of the time** | **Some of the time** | **None of the time** | **Missing** | **Total** |
| Felt interested in program sessions and classes |  |  |  |  |  |  |
| Felt the material presented was clear |  |  |  |  |  |  |
| Felt discussions or activities helped to learn program lessons |  |  |  |  |  |  |
| Had a chance to ask questions about topics or issues that came up in the program |  |  |  |  |  |  |
| Felt respected as a person |  |  |  |  |  |  |
| Were picked on, teased, or bullied |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Other people were picked on, teased, or bullied because people thought they were LGBT |  |  |  |  |  |  |
| Other people were picked on, teased, or bullied because of their race or ethnic background |  |  |  |  |  |  |
| Other people were picked on, teased, or bullied for any other reason |  |  |  |  |  |  |