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 Involvemen	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		Enter Count
	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**	**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						

How true is each statement:	**Enter Count**				
	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		Enter Count
	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		Enter Count
	Male	
	Female	
	Total	
	Missing	

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

FORM APPROVED
OMB CONTROL NO:
EXPIRATION DATE:

Hispanic/ Latino		Enter Count
	Yes	
	No	
	Total	
	Missing	

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

Vulnerable Populations		Enter Count
	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	

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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						