**Instrument #3  
PREP performance reporting system data entry form**

The 98 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 (Mathematica Policy Research) will develop tools grantees can use to aggregate data originating from sub-awardee providers and to organize all of the performance measures data elements to facilitate entry into the national system. However, these tools are considered voluntary and to be used at the discretion of the grantees. Grantees may elect to use alternative means to collect and aggregate the data that will be submitted. The only requirement will be that all grantees enter the required measures into the national system systematically, and for that they will use an online form that contains all of the items in this instrument.

**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 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  | **Enter Count** |  |  | |  | | **Enter Count** |
| Total Entry Surveys Completed (Middle School): | | |  |  | Total Entry Surveys Completed (High School or Older): | | | |  |
|  |  |  |  |  |  | |  | |  |
| Age | | Age 10 |  |  | Sex | Male | |  | |
| Age 11 |  |  | Female | |  | |
| Age 12 |  |  | Total | |  | |
| Age 13 |  |  | Missing | |  | |
| Age 14 |  |  |  |  | |  | |
| Age 15 |  |  |  |  | |  | |
| Age 16 |  |  |  |  | |  | |
| Age 17\* |  |  |  |  | |  | |
| Age 18\* |  |  |  |  | |  | |
| Age 19\* |  |  |  | |  | |
| Age 20 or older\* |  |  |  | |  | |
| Total |  |  |  | |  | |
| Missing |  |  |  | |  | |
|  | |  |  |  |  | |  | |
| Language(s) Spoken  at Home | | English |  |  |  |  | |  | |
| Spanish |  |  |  |  | |  | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  | |  | |
| Total |  |  |  |  | |  | |
| Missing |  |  |  |  | |  | |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | **Enter Count** |  |  | |  | | **Enter Count** |
| Hispanic/Latino | | Yes | |  |  | Grade | Grade 5+ | |  | |
| No | |  |  | Grade 6+ | |  | |
| Total | |  |  | Grade 7+ | |  | |
| Missing | |  |  | Grade 8+ | |  | |
|  | |  | |  |  | Grade 9 | |  | |
| Race | | American Indian or Alaska Native | |  |  | Grade 10\* | |  | |
| Asian | |  |  | Grade 11\* | |  | |
| Black or African American | |  |  | Grade 12\* | |  | |
| Native Hawaiian or Other Pacific Islander | |  | School does not assign grade levels | |  | |
| White or Caucasian | |  |  | Dropped out of school and is not working on getting a high school diploma or GED\* | |  | |
| Total | |  |  | Working toward GED\* | |  | |
| Missing | |  |  | 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\* | |  | |
| Vulnerable Populations | | Living with family [parent(s), guardian, grandparents, or other relatives] | |  |  | Not currently enrolled in school+ | |  | |
| In foster care, living with a family | |  |  | Total | |  | |
| In foster care, living in a group home | |  |  | Missing | |  | |
| 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 | |  |  |  |  | |  | |

**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 |

|  | **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 |  |  |  |  |  |  |
| Made decisions to not use drugs and alcohol |  |  |  |  |  |  |
| Were respectful of others |  |  |  |  |  |  |
| Thought about the consequences before making a decision |  |  |  |  |  |  |
| Talked with parent, guardian, or caregiver about things going on in their life |  |  |  |  |  |  |
| Talked with parent, guardian, or caregiver about sex |  |  |  |  |  |  |

|  |
| --- |
|  |
| **How true is each statement:** | **Not true at all** | **Somewhat true** | **Very true** | **Missing** | **Total** |
| Makes plans to reach goals |  |  |  |  |  |
| Cares about doing well in school |  |  |  |  |  |
| 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 full-time steady 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 |  |  |  |  |  |
| Saves money to get what they want |  |  |  |  |  |
| Feels confident about how to open a bank account |  |  |  |  |  |
| Feels confident about how to prepare a budget |  |  |  |  |  |
| Feels confident about tracking expenses |  |  |  |  |  |
| Understands costs associated with raising a child |  |  |  |  |  |
| Understands what makes a relationship healthy |  |  |  |  |  |
| Looks for information and resources about dating violence |  |  |  |  |  |
| Would be able to resist or say no to someone they are dating or going out with if pressured to participate in sexual acts |  |  |  |  |  |
| 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 sexual intercourse until graduates high school or receives GED\* |  |  |  |  |  |
| Plans to delay having sexual intercourse until graduates college or completes another education or training program\* |  |  |  |  |  |
| Plans to delay having sexual intercourse 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\* |  |  |  |  |  |

**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 |

|  |  | | | **Enter Count** | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Yes** | **No** | **Never had sex** | | **Not sure** | **Missing** | **No response because completed middle school version of survey** | **Total** |
| Ever had sexual intercourse\* |  |  |  | |  |  |  |  |
| Ever been/gotten someone pregnant\* |  |  |  | |  |  |  |  |
| Ever been told by doctor or other medical provider they had an STI\* |  |  |  | |  |  |  |  |

**Enter Count**

|  | **Never had sex** | **Have had sex but not in the past 3 months** | **1** | **2-3** | **4 or more people** | **Missing** | **No response because completed middle school version of survey** | **Total** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Number of people with whom had sexual intercourse in past 3 months\* |  |  |  |  |  |  |  |  |

|  |  | **Enter Count** | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Never had sex** | | **Have had sex but not in the past 3 months** | **All of the Time** | **Most of the Time** | **Some of the Time** | **None of the time** | **Missing** | **No response because completed middle school version of survey** | **Total** |
| How often used a condom for sexual intercourse in past three months\* |  | |  |  |  |  |  |  |  |  |
| How often used birth control other than condoms for sexual intercourse in past three months\* |  | |  |  |  |  |  |  |  |  |

**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 Count** |  |  | |  | | **Enter Count** |
| Total Entry Surveys Completed (Middle school): | | | |  |  | Total Entry Surveys Completed (High school and older): | | | |  |
|  |  | |  |  |  |  | |  | |  |
| Age | | Age 10 | |  |  | Sex | Male | |  | |
| Age 11 | |  |  | Female | |  | |
| Age 12 | |  |  | Total | |  | |
| Age 13 | |  |  | Missing | |  | |
| Age 14 | |  |  |  |  | |  | |
| Age 15 | |  |  |  |  | |  | |
| Age 16 | |  |  |  |  | |  | |
| Age 17\* | |  |  |  |  | |  | |
| Age 18\* | |  |  |  |  | |  | |
| Age 19\* | |  |  |  | |  | |
| Age 20 or older\* | |  |  |  | |  | |
| Total | |  |  |  | |  | |
| Missing | |  |  |  | |  | |
|  | |  | |  |  |  | |  | |
| Language(s) Spoken  at Home | | English | |  |  |  |  | |  | |
| Spanish | |  |  |  |  | |  | |
| Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | |  |  |  |  | |  | |
| Total | |  |  |  |  | |  | |
| Missing | |  |  |  |  | |  | |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | |  | **Enter Count** |  |  |  | **Enter Count** |
| Hispanic/ Latino | | Yes | |  |  | Grade | Grade 5+ |  |
| No | |  |  | Grade 6+ |  |
| Total | |  |  | Grade 7+ |  |
| Missing | |  |  | Grade 8+ |  |
|  | |  | |  |  | Grade 9 |  |
| Race | | American Indian or Alaska Native | |  |  | Grade 10\* |  |
| Asian | |  |  | Grade 11\* |  |
| Black or African American | |  |  | Grade 12\* |  |
| Native Hawaiian or Other Pacific Islander | |  | School does not assign grade levels |  |
| White or Caucasian | |  |  | Dropped out of school and is not working on getting a high school diploma or GED\* |  |
| Total | |  |  | Working toward GED\* |  |
| Missing | |  |  | 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\* |  |
| Vulnerable Populations | | Living with family [parent(s), guardian, grandparents, or other relatives] | |  |  | Not currently enrolled in school+ |  |
| In foster care, living with a family | |  |  | Total |  |
| In foster care, living in a group home | |  |  | Missing |  |
| 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 motel or hotel | |  |  |  |  |  |
| 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 | |  |  |  |  |  |

**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 adult behaviors or sexual activities. | Much more likely | Somewhat more likely | About the same | Somewhat less likely | Much less likely | Missing | Total |
| 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 |  |  |  |  |  |  |  |
| Make decisions to not use drugs and alcohol |  |  |  |  |  |  |  |
| Be respectful of others |  |  |  |  |  |  |  |
| Think about the consequences before making a decision |  |  |  |  |  |  |  |
| Make plans to reach their goals |  |  |  |  |  |  |  |
| Care about doing well in school |  |  |  |  |  |  |  |
| 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 |  |  |  |  |  |  |  |
| Save money to get things they want |  |  |  |  |  |  |  |
| Feel confident about how to open a bank account |  |  |  |  |  |  |  |
| Feel confident about how to prepare a budget |  |  |  |  |  |  |  |
| Feel confident about how to track expenses |  |  |  |  |  |  |  |
| Understand the costs associated with raising a child |  |  |  |  |  |  |  |
| Talk with parent, guardian, or caregiver about things going on in their life |  |  |  |  |  |  |  |
| Talk with parent, guardian, or caregiver about sex |  |  |  |  |  |  |  |
| Feel comfortable talking with 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 |  |  |  |  |  |  |  |
| Better understand what makes a relationship healthy |  |  |  |  |  |  |  |
| Look for information and resources about dating violence |  |  |  |  |  |  |  |
| Resist or say no to someone they are dating or going out with if they pressure them to participate in sexual acts |  |  |  |  |  |  |  |
| 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** | | | | |
| --- | --- | --- | --- | --- | --- |
| **How true is each statement:** | **Not true at all** | **Somewhat true** | **Very true** | **Missing** | **Total** |
| Plans to delay having sexual intercourse until graduates high school or receives GED |  |  |  |  |  |
| Plans to delay having sexual intercourse until graduates college or completes another education or training program |  |  |  |  |  |
| Plans to delay having sexual intercourse 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** | **No response because completed middle school version of survey** | **Total** |
| As a result of being in the program, plans to abstain from sexual intercourse for at least the next 3 months\* |  | |  |  |  |  |  |

|  |  |  | **Enter Count** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **How important are each of these reasons in respondent’s decision to not have sex for at least the next 3 months:** | **Not at all important** | **Not too important** | | **Somewhat important** | **Very important** | **Question does not apply because they plan to abstain for next 3 months** | **No response because completed middle school version of the survey** | **Missing** | **Total** |
| How it might affect plans for the future\* |  |  | |  |  |  |  |  |  |
| Possible emotional consequences (for example, feeling sadness or regret) \* |  |  | |  |  |  |  |  |  |
| Possible social consequences (for example, get a bad reputation or have rumors spread about you, have to deal with drama, make your relationship with someone you are dating or going out with worse, or get in trouble with your parents) \* |  |  | |  |  |  |  |  |  |
| Risk of getting a sexually transmitted infection (STI) \* |  |  | |  |  |  |  |  |  |
| Risk of getting pregnant or getting someone pregnant\* |  |  | |  |  |  |  |  |  |

|  |  | | **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 exhibit the following behaviors.** | **Much more likely** | **Somewhat more likely** | | **About the same** | **Somewhat less likely** | **Much less likely** | **Missing** | **Question does not apply because will not have sex** | **No response because completed middle school version of survey** | **Total** |
| Have sexual intercourse in the next 3 months\* |  |  | |  |  |  |  |  |  |  |
| Use (or ask your partner to use) a condom if having sexual intercourse in the next 3 months\* |  |  | |  |  |  |  |  |  |  |
| Use (or ask your partner to use) birth control other than condoms if having sexual intercourse in the next 3 months\* |  |  | |  |  |  |  |  |  |  |

**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 assessed their program experience according to the scale to the right. How often in this program…** | 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 |  |  |  |  |  |  |
| Any youth were picked on, teased, or bullied |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Enter the number of respondents who assessed their program experience according to the scale to the right. How satisfied were they with…** | Very satisfied | Somewhat satisfied | A little satisfied | Not at all satisfied | Missing | Total |
| The amount of information they received about abstaining from sex (choosing to not have sex) |  |  |  |  |  |  |
| The amount of information they received about condoms and birth control |  |  |  |  |  |  |

**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 |  |
| Majority population | *Indicate whether more than 50 percent of youth attending the program were:* | |
| In foster care |  |
| Homeless or runaway |  |
| Pregnant or parenting |  |
| In adjudication systems |  |
| Attendance/dosage | *Enter the appropriate count below* | |
| The number of youth who completed at least 75 percent of scheduled program hours |  |

**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 Implementation Challenges and Needs for Technical Assistance**

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

|  |  |  |  |
| --- | --- | --- | --- |
| Use the scale at the right to indicate how provider assessed the implementation challenges below. | Not a Problem | Somewhat a problem | A serious problem |
| 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 |  |  |  |
|  |  |  |  |
| 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 |
| 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 |
|  |  |
| **PREP Funding** |  |
| Total amount of PREP grant funding obligated (including any rollover funds) during [reporting period] | $ |
| Of that total, percentage obligated for:   * 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 | %  %  %  % |
|  |  |
| **Grantee Staffing** | **Count** |
| Number of grantee staff involved in overseeing PREP |  |
| Number of grantee FTEs involved in overseeing PREP |  |
|  |  |
| **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 (mark all that apply):  ⦁ 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 (mark all that apply):  ⦁ 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 (mark all that apply):  ⦁ Grantee  ⦁ Developer  ⦁ Training or technical assistance partner  ⦁ Evaluation partner  ⦁ Program provider |  |
|  |  |
| **Provider Count** | **Count** |
| Number of providers funded |  |
| Number of new providers |  |

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

|  |  |
| --- | --- |
| **REPORT PERIOD** | [reporting period] |
| **Grantee:** | Enter grantee name |
| **Provider:** | Enter provider name |
|  | **Amount** |
| PREP award amount (for current reporting period only) | $ |
| Amount of non-PREP funding received during current reporting period to support PREP programming | $ |
|  |  |
|  | **(Y/N)** |
| Is provider new for the [reporting period]? |  |
| Did provider serve youth during the [reporting period]? |  |
|  |  |
|  | **Count** |
| Number of PREP facilitators working for provider |  |
| Number of PREP facilitators trained in delivering core program model |  |
| Number of PREP facilitators observed once |  |
| Number of PREP facilitators observed twice or more |  |
|  |  |

**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 |  |
| --- | --- |
| Program model implemented |  |
| Number of intended program delivery hours |  |

|  |  |  |
| --- | --- | --- |
| Indicate which, if any, of the following youth groups are target populations for the provider’s program | | **Y / N** |
| Target Population | 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 |  |
| Youth in high-need geographic areas |  |
| Out of school or dropout youth |  |
| Youth in residential treatment for mental health issues |  |
| Trafficked youth |  |
|  | | |
| Indicate which of the following adulthood preparation subjects (APS) are covered by the program | | **Y / N** |
| Adulthood Preparation Subjects | Healthy relationships |  |
| Adolescent development |  |
| Financial literacy |  |
| Parent child communication |  |
| Educational and career success |  |
| Healthy life skills |  |
|  |  |  |
| For each APS selected, indicate whether content is (mark all that apply): | | **Y / N** |
| Source of Adulthood Preparation Subjects Content | Included in the program’s evidence-based or evidence-informed APP curriculum |  |
| Covered by incorporating an entire additional existing curriculum |  |
| Covered by adding selected lessons from another existing curriculum |  |
| Covered by original content that we or a partner organization created |  |
|  | | |