

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
Total Entry Surveys Completed (Middle School):	

	Enter Count
Total Entry Surveys Completed (High School or Older):	

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	

Sex	Male	
	Female	
	Total	
	Missing	

Language(s) Spoken at Home	English	
	Spanish	
	Other: _____	
	Total	
	Missing	

THE PAPERWORK REDUCTION ACT OF 1995

Public reporting burden for this collection of information is estimated to average 14 to 18 hours per response, including the time for reviewing instructions, gathering and maintaining the data needed, 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.

* indicates the item will be asked only of youth in high school and older.
 † indicates the item will be asked only of youth in middle school.

		Enter Count
Hispanic /Latino	Yes	
	No	
	Total	
	Missing	

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

		Enter Count
Vulnerable Populations	Living with family [parent(s), guardian, grandparents, or other relatives]	
	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	

		Enter Count
Grade	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 [*]	
	Not currently enrolled in school ⁺	
Total		
Missing		

^{*} indicates the item will be asked only of youth in high school and older.

⁺ indicates the item will be asked only of youth in middle school.

**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					
	All of the Time	Most of the Time	Some of the Time	None of the time	Missing	Total
How often in past three months:						
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						

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+ indicates the item will be asked only of youth in middle school.

	Not true at all	Somewhat true	Very true	Missing	Total
How true is each statement:					
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 <i>other than</i> 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*					

* indicates the item will be asked only of youth in high school and older.

+ indicates the item will be asked only of youth in middle school.

Plans to have a steady full-time job before having a child*					
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**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*									

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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 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

Total Entry Surveys Completed (Middle school):	Enter Count
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Total Entry Surveys Completed (High school and older):	Enter Count
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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	

Sex	Male	
	Female	
	Total	
	Missing	

Language(s) Spoken at Home	English	
	Spanish	
	Other: _____	
	Total	
	Missing	

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+ indicates the item will be asked only of youth in middle school.

		Enter Count
Hispanic/ Latino	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	Living with family [parent(s), guardian, grandparents, or other relatives]	
	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 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	

		Enter Count
Grade	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 [*]	
	Not currently enrolled in 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 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							

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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							

How true is each statement:	Enter Count				
	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 complete 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*						

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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	No response because completed middle	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 <u>other</u> than condoms if having sexual intercourse in the next 3 months*									

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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 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						

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Measures of Attendance, Reach, and Dosage

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

		Enter Count
<i>Enter the number of youth during the reporting period who:</i>		
Reach	Attended at least one program session	
	<i>Program Setting</i>	
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	<i>Indicate whether more than 50 percent of youth attending the program were:</i>	
	In foster care	
	Homeless or runaway	
	Pregnant or parenting	
	In adjudication systems	
Attendance	<i>Enter the appropriate count below</i>	
	The number of youth who completed at least 75 percent of scheduled program hours	

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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		

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Measures of Implementation Challenges and Needs for Technical Assistance

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

	Not a Problem	Somewhat a problem	A serious problem
Use the scale at the right to indicate how provider assessed the implementation challenges below.			
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			

	Not Interested	Somewhat Interested	Very Interested
Use the scale at the right to indicate if the provider has expressed interest in receiving technical assistance for the implementation factors below.			
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			

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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	

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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	

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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	

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