

PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP)

INSTRUMENT 3

PERFORMANCE REPORTING SYSTEM DATA ENTRY FORM

DECEMBER 2020

The 92 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) will develop tools grantees can use to aggregate data originating from subrecipient 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 is 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):	

Did the program receive an approval from their Federal Project Officer to delay their survey data collection start date?	Y/N
Did the program receive an approved waiver from their Federal Project Officer for any entry survey items?	Y/N
At any point during the reporting period [DATES], was the program unable to collect Entry Survey data due to COVID-19?	Y/N
What mode(s) of data collection did the program use for participant entry surveys during the reporting period? MARK YES OR NO FOR EACH	
In-person paper-and-pencil survey	Y/N
Online, web-based survey	Y/N
Telephone survey	Y/N
Mail survey	Y/N
Other (specify: _____)	Y/N

Enter Count		Enter Count			
Age	Age 10		Sex	Male	
	Age 11			Female	
	Age 12			Total	
	Age 13			Missing	
	Age 14				

* 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.

	Age 15	
	Age 16	
	Age 17*	
	Age 18*	
	Age 19*	
	Age 20 or older*	
	Total	
	Missing	

Language(s) spoken at home	English	
	Spanish	
	Other (specify: _____)	
	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.

THE PAPERWORK REDUCTION ACT OF 1995

Public reporting burden for this collection of information is estimated to average 14 to 19 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.

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
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 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.

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Measures of Demographics, Behaviors, and Intentions 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
In past three months, the respondent:						
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						
Was 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						

* 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, Behaviors, and Intentions Collected at Program Entry

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

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

* 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, Behaviors, and Intentions

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	No response because completed middle school version of the survey	Missing	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*									

* 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.

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

Did the program receive an approval from their Federal Project Officer to delay their survey data collection start date?	Y/N
Did the program receive an approved waiver from their Federal Project Officer for any exit survey items?	Y/N
At any point during the reporting period [DATES], was the program unable to collect Exit Survey data due to COVID-19?	Y/N
What mode(s) of data collection did the program use for participant exit surveys during the reporting period? MARK YES OR NO FOR EACH	
In-person paper-and-pencil survey	Y/N
Online, web-based survey	Y/N
Telephone survey	Y/N
Mail survey	Y/N
Other (specify: _____)	Y/N

		Enter Count
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	

		Enter Count
Sex	Male	
	Female	
	Total	
	Missing	

		Enter Count
Language(s) spoken at home	English	
	Spanish	
	Other: _____	
	Total	
	Missing	

		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 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	

+ = Middle school survey only

* = High school and older survey only

**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 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.	Enter Count						
	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							

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 adult behaviors or sexual activities.	Much more likely	Somewhat more likely	About the same	Somewhat less likely	Much less likely	Missing	Total
	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*					

**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 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 Count					
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
Reach	Enter the number of youth during the reporting period who:	
	Attended at least one program session	
	Number of middle school age participants	
	Number of high school age or older participants	
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 virtual session ¹	
	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	

¹Virtual includes any programming that is facilitated online rather than by an in-person facilitator, regardless of the physical setting where participants are located

Measures of Attendance, Reach, and Dosage

REPORT PERIOD	[reporting period]									
Grantee:	Enter grantee name									
Provider:	Enter provider name									
Program:	Enter program name									
	Cohort: ²									
	1	2	3	4	5	6	7	8	9	10
Enter a unique identifier for each cohort that ended the program during this reporting period.										
How many hours of programming, overall, were delivered to the cohort?										

² PMMS will include the following hover-over text: “A cohort, in this context, represents a group of youth that all jointly receive a defined PREP program, which could include a specific curriculum and any additional hours of programming added to meet all requirements for the PREP program, including requirements for covering select adulthood preparation subjects. If a provider is delivering a PREP program to multiple groups of youth simultaneously, but these groups meet separately, each group of youth should be considered a separate cohort. A cohort could consist of an individual, if programming is delivered one-on-one.”

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 Because Already Received	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				

Measures of Structure, Cost, and Support for Program Implementation

REPORT PERIOD	[reporting period]
Grantee:	Enter grantee name

PREP Operational Status Related to COVID-19	
Did the grantee experience any interruptions of PREP administrative operations during the reporting period due to COVID-19?	Y/N
Did the grantee experience any interruptions of PREP services to youth during the reporting period due to COVID-19?	Y/N

PREP Funding	
Total amount of PREP grant funding obligated (including any carryover 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 ³	%
• Evaluation and/or research	%
• Retained for administrative purposes at the grantee level ⁴	%

Grantee Staffing	Count
Number of grantee staff involved in overseeing PREP ⁵	#
Number of staffing vacancies at any point during the reporting period due to COVID-19 (enter 0 if none)	#
Of those vacancies, number filled by the end of the reporting period (enter 0 if none)	#
Number of grantee FTEs involved in overseeing PREP	#
Number of grantee FTEs vacant at any point during the reporting period due to COVID-19 (enter 0 if none)	#
Of those vacant FTEs, number filled by the end of the reporting period (enter 0 if none)	#

Grantee Observation, Training and Technical Assistance	Y/N
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³ PMMS will include the following hover-over text: “This would include funds for training or TA that is provided by the grantee or its designee for grantee staff, provider staff, or program staff. However, it would exclude funds given to subrecipient program providers and used by those providers for their own training or TA.”

⁴ PMMS will include the following hover-over text: “This would include funds used for grantee administrative purposes but would exclude funds given to subrecipient program providers and used by those providers for administrative purposes.”

⁵ PMMS will include the following hover-over text: “This measure should include grantee staff, such as PREP program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the PREP program. Do not include grantee staff who provide programming directly to youth but do not oversee PREP in this measure. Those staff should be counted in the measure of facilitators on the program provider data page. If staff play both roles, they should be included in both measures.”

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): <ul style="list-style-type: none"> ● 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): <ul style="list-style-type: none"> ● 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): <ul style="list-style-type: none"> ● 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

Provider Funding	Amount
PREP award amount (for current reporting period only)	\$
Amount of non-PREP funding received during current reporting period to support PREP programming	\$

Provider Staff Administering PREP	Count
Number of provider staff involved in administering PREP programs ⁶	
Number of PREP administrative staff vacancies at any point during the reporting period due to COVID-19 (enter 0 if none)	
Number of those vacancies filled by the end of the reporting period (enter 0 if none)	
Number of provider FTEs involved in administering PREP programs	
Number of provider PREP administrative staff FTEs vacant at any point during the reporting period due to COVID-19 (enter 0 if none)	
Of those vacant FTEs, number filled by the end of the reporting period (enter 0 if none)	

Provider Status	Y/N
Is provider new for the [reporting period]?	
Did provider serve youth during the [reporting period]?	

Facilitators	Count
Number of PREP facilitators working for provider	
Number of PREP facilitator staff vacancies at any point during the reporting period due to COVID-19 (enter 0 if none)	
Number of those vacancies filled by the end of the reporting period (enter 0 if none)	

Facilitator Training and Observation	Count
Number of PREP facilitators trained in delivering core program model	
Number of PREP facilitators observed exactly once	
Number of PREP facilitators observed twice or more	

Measures of Structure, Cost, and Support for Program Implementation

⁶ PMMS will include the following hover-over text: “This measure should include provider staff, such as PREP program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the PREP program for the provider. Do not include staff who provide programming directly to youth in this measure. Those staff should be counted in the measure of facilitators later in this section. If staff play both roles, they should be included in both measures.”

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	

PREP Operational Status Related to COVID-19	Y / N
Offered PREP programming virtually, rather than in person, during the reporting period due to COVID-19? If yes:	
Continued to offer programming virtually after shifting from in-person programming during the previous reporting period	
Shifted to virtual programming beginning in the current reporting period	

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	
	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	