

**PERSONAL RESPONSIBILITY EDUCATION PROGRAM (PREP)**  
**INSTRUMENT 3A**  
**PERFORMANCE REPORTING SYSTEM DATA ENTRY FORM (2022-2023)**  
**DECEMBER 2022**

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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.

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The 98 estimated grantees will continue to 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 maintain tools grantees can use to aggregate data originating from subrecipient providers and to organize all of the performance measures data that they and their subrecipients collect, thereby expediting data entry into the national data submission system. However, use of the tools is not mandatory. Grantees may elect to use alternative means to collect and aggregate the data that will be submitted. The only requirement is that grantees enter the specified measures into the national system systematically; for that, they will use an online form containing all the items in this instrument.

**Measures of Demographics and Behaviors**  
**Collected at Program Entry**

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

	<b>Enter Count</b>		<b>Enter Count</b>
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

\* 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

		Enter Count
<b>Age</b>	Age 10	
	Age 11	
	Age 12	
	Age 13	
	Age 14	
	Age 15	
	Age 16	
	Age 17*	
	Age 18*	
	Age 19*	
	Age 20*	
	Age 21*	
	Total	
	Missing	

		Enter Count
<b>Grade</b>	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*	
Not currently enrolled in school*		
Total		
Missing		

		Enter Count
<b>Language(s) spoken</b>	English	
	Spanish	
	Other (specify: _____)	
	Total	
	Missing	

		Enter Count
<b>Sex</b>	Male	
	Female	
	Total	
	Missing	

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

## Measures of Demographics and Behaviors Collected at Program Entry

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

		Enter Count
<b>Hispanic/ Latino</b>	Yes	
	No	
	Total	
	Missing	

<b>Race</b>	American Indian or Alaska Native	
	Asian	
	Black or African American	
	Native Hawaiian or Other Pacific Islander	
	White or Caucasian	
	Other (specify: _____)	
	Total	
	Missing	

		Enter Count
<b>Vulnerable Populations</b>	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 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 center, juvenile group home, and/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		

\* 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

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

		Enter Count					
		All of the time	Most of the time	Some of the time	None of the time	Missing	Total
<b>In past three months, the respondent:</b>							
Resisted or said no to peer pressure							
Managed emotions in healthy ways							
Made decisions to not use drugs and alcohol							
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							

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

		Enter Count				
		Not true at all	Somewhat true	Very true	Missing	Total
<b>How true is each statement:</b>						
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						
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						
Would be able to resist or say no to someone if pressured to participate in sexual acts						
Would talk to a trusted person/adult if someone makes them uncomfortable, hurts them, or pressures them to do things they don't want to do						

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

## Measures of Demographics, Behaviors, and Intentions Collected at Program Entry

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	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*									

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## Measures of Demographics, Intentions, and Perceived Effects Collected at Program Exit

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

	<b>Enter Count</b>		<b>Enter Count</b>
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

	<b>Enter Count</b>
<b>Age</b>	
Age 10	
Age 11	
Age 12	
Age 13	
Age 14	
Age 15	
Age 16	
Age 17*	
Age 18*	
Age 19*	
Age 20*	
Age 21*	
Total	
Missing	

	<b>Enter Count</b>
<b>Sex</b>	
Male	
Female	
Total	
Missing	

	<b>Enter Count</b>
<b>Language(s) spoken at home</b>	
English	
Spanish	
Other (specify: _____)	
Total	
Missing	

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



		Enter Count
<b>Hispanic/ Latino</b>	Yes	
	No	
	Total	
	Missing	

<b>Race</b>	American Indian or Alaska Native	
	Asian	
	Black or African American	
	Native Hawaiian or Other Pacific Islander	
	White or Caucasian	
	Other (specify: _____)	
	Total	
	Missing	

<b>Vulnerable Populations</b>	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 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 center, juvenile group home, and/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
<b>Grade</b>	Grade 5 <sup>+</sup>	
	Grade 6 <sup>+</sup>	
	Grade 7 <sup>+</sup>	
	Grade 8 <sup>+</sup>	
	Grade 9	
	Grade 10 <sup>*</sup>	
	Grade 11 <sup>*</sup>	
	Grade 12 <sup>*</sup>	
	School does not assign grade levels	
	Dropped out of school and is not working on getting a high school diploma or GED <sup>*</sup>	
	Working toward GED <sup>*</sup>	
	Has high school diploma or GED but is not currently enrolled in college or technical school <sup>*</sup>	
	Has high school diploma or GED and is currently enrolled in college or technical school <sup>*</sup>	
	Not currently enrolled in school <sup>+</sup>	
	Total	
Missing		

<sup>+</sup> = Middle school survey only

<sup>\*</sup> = High school and older survey only

<sup>\*</sup> indicates the item will be asked only of youth in high school and older.

<sup>+</sup> indicates the item will be asked only of youth in middle school.

**Measures of Demographics, Intentions, and Perceived Effects  
Collected at Program Exit**

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	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						Total
	Much more likely	Somewhat more likely	About the same	Somewhat less likely	Much less likely	Missing	
Resist or say no to peer pressure							
Manage emotions in healthy ways							
Make decisions to not use drugs and alcohol							
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							
Better understand what makes a relationship healthy							
Resist or say no to someone if they pressure them to participate in sexual acts							
Talk to a trusted person/adult if someone makes them uncomfortable, hurts them, or pressures them to do things they don't want to do							

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**Measures of Demographics, Intentions, and Perceived Effects  
Collected at Program Exit**

**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**

<b>How important are each of these reasons in respondent's decision to not have sex for at least the next 3 months:</b>	Not at all important	Not too important	Somewhat important	Very important	Question does not apply because they do not plan to abstain for next 3 months	No response because completed middle	Missing	Total
How it might affect plans for the future*								
Possible emotional and social consequences (for example, feeling sadness or regret, disappointing your parent(s) or guardian(s), and/or negative reactions from your peers)*								
Risk of getting a sexually transmitted infection (STI)*								
Risk of getting pregnant or getting someone pregnant*								

**Enter Count**

<b>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.</b>	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**

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

	<b>Enter Count</b>					
<b>Enter the number of respondents who assessed their program experience according to the scale to the right. How often in this program...</b>	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						

	<b>Enter Count</b>					
<b>Enter the number of respondents who assessed their program experience according to the scale to the right. How satisfied were they with...</b>	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

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

		Enter Count
<b>Reach</b>	<b>Enter the number of youth during the reporting period who:</b>	
	Attended at least one program session	
	Number of middle school age participants	
	Number of high school age or older participants	
<b>Program Setting</b>	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 <sup>1</sup>	
	Attended a session in another setting	
<b>Majority population</b>	<b>Indicate whether more than 50 percent of youth attending the program were:</b>	
	In foster care	
	Homeless or runaway	
	Pregnant or parenting	
	In adjudication systems	
	LGBTQ youth	
<b>Attendance/dosage</b>	<b>Enter the appropriate count below</b>	
	The number of youth who completed at least 75 percent of scheduled program hours	

<sup>11</sup>Virtual includes any programming that is facilitated online rather than by an in-person facilitator, regardless of the physical setting where participants are located

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## Measures of Attendance, Reach, and Dosage

<b>REPORT PERIOD</b>	[reporting period]									
<b>Grantee:</b>	Enter grantee name									
<b>Provider:</b>	Enter provider name									
<b>Program:</b>	Enter program name									
	Cohort: <sup>2</sup>									
	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?										

<sup>2</sup> 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.”

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## Measures of Implementation Challenges and Needs for Technical Assistance

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name

	Not a Problem	Somewhat a problem	A serious problem
<b>Use the scale at the right to indicate how provider assessed the implementation challenges below.</b>			
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
<b>Use the scale at the right to indicate if the provider has expressed interest in receiving technical assistance for the implementation factors below.</b>				
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

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name

<b>PREP Operational Status Related to COVID-19</b>	
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

<b>PREP Funding</b>	
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 <sup>3</sup>	%
• Evaluation and/or research	%
• Retained for administrative purposes at the grantee level <sup>4</sup>	%

<b>Grantee Staffing</b>	<b>Count</b>
Number of grantee staff involved in overseeing PREP <sup>5</sup>	#
Number of grantee FTEs involved in overseeing PREP	#

<b>Grantee Observation, Training and Technical Assistance</b>	<b>Y/N</b>
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<sup>3</sup> 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.”

<sup>4</sup> 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.”

<sup>5</sup> 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.”

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



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"> <li>● Grantee</li> <li>● Developer</li> <li>● Training or technical assistance partner</li> <li>● Evaluation partner</li> <li>● Program provider</li> </ul>	
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"> <li>● Grantee</li> <li>● Developer</li> <li>● Training or technical assistance partner</li> <li>● Evaluation partner</li> <li>● Program provider</li> </ul>	
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"> <li>● Grantee</li> <li>● Developer</li> <li>● Training or technical assistance partner</li> <li>● Evaluation partner</li> <li>● Program provider</li> </ul>	

<b>Provider Count</b>	<b>Count</b>
Number of providers funded	
Number of new providers	

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

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name

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

<b>Provider Staff Administering PREP</b>	<b>Count</b>
Number of provider staff involved in administering PREP programs <sup>6</sup>	
Number of provider FTEs involved in administering PREP programs	

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

<b>Facilitators</b>	<b>Count</b>
Number of PREP facilitators working for provider	

<b>Facilitator Training and Observation</b>	<b>Count</b>
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	

<sup>6</sup> 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.”

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

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

<b>REPORT PERIOD</b>	[reporting period]
<b>Grantee:</b>	Enter grantee name
<b>Provider:</b>	Enter provider name
<b>Program:</b>	Enter program name

<b>Program Delivery</b>	
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
<b>Target Population</b>	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
<b>Adulthood Preparation Subjects</b>	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
<b>Source of Adulthood Preparation Subjects Content</b>	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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\* indicates the item will be asked only of youth in middle school.