INSTRUMENT 3

SEXUAL RISK AVOIDANCE EDUCATION (SRAE)

PERFORMANCE REPORTING SYSTEM DATA ENTRY FORM

AUGUST **2021**

The 192 estimated grantees will report measures on participant demographics, behaviors, intentions, perceived effects, and program experiences; attendance, reach, and dosage; implementation challenges and needs for technical assistance; and structure, cost, and support for program implementation. The contractor (Public Strategies) and subcontractor (Mathematica) have developed this tool for grantees to use to collect data originating from subrecipient providers and to organize all of the grantee-, provider-, and program-level performance measures data elements for submission into the SRAE Performance Measures Portal. The contractor developed separate tools to support grantees in their submission of the data originating from the entry and exit surveys (Instruments #1 and #2). 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 the data that will be submitted. The only requirement will be that all grantees enter the required measures into the Portal systematically, and for that they will (1) use an online form that contains all of the items in this instrument and (2) upload data files containing the items in Instruments #1 and #2.

Measures of Structure, Cost, and Support for Program Implementation

REPORT PERIOD	[reporting period]
Grantee:	Enter grantee name

Funding	
Total amount of SRAE grant funding obligated (including any carryover funds) during [reporting period]	$
Percentage of total funding obligated for:	
Percent of funding obligated	Direct service provision (youth programming)	%
	Training, technical assistance, and monitoring conducted at the grantee level	%
	Evaluation and/or research	%
	Administrative purposes at the grantee level	%

Grantee Staffing	**Count**
Number of grantee staff involved in overseeing SRAE[1]	#
Number of grantee FTEs involved in overseeing SRAE	#

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[1] The Portal will include the following hover-over text: "This measure should include grantee staff, such as SRAE program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the SRAE program. Do not include grantee staff who provide programming directly to youth but do not oversee SRAE 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 Observation, Training and Technical Assistance		Y/N
Grantee or its designee observed program delivery to monitor quality and fidelity to program models		
Type of organization that conducted observations:		Y/N
Type of Organization – Observations	Grantee	
	Developer	
	Training or technical assistance partner	
	Evaluation partner	
	Program provider	
Grantee or its designee provided technical assistance to support program implementation		
Type of organization that provided technical assistance:		Y/N
Type of Organization – TA	Grantee	
	Developer	
	Training or technical assistance partner	
	Evaluation partner	
	Program provider	
Grantee or its designee conducted training of facilitators who deliver the program (or of other staff who might train facilitators)		
Type of organization that conducted program facilitator training:		Y/N
Type of Organization – Training	Grantee	
	Developer	
	Training or technical assistance partner	
	Evaluation partner	
	Program provider	

Number of providers	Count
Number of providers funded	
Number of new providers	

Target number of youth to be served by the grantee (in the original application or approved by your project officer)	Count
Target number of youth	

Measures of Structure, Cost, and Support for Program Implementation

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

Provider Funding	Amount
SRAE annual award amount (for current grant year)	$
Amount of non-SRAE funding received during current reporting year to support SRAE programming	$

Provider Staff in SRAE Administration	Count
Number of provider staff involved in administering SRAE programs[2]	
Number of provider FTEs involved in administering SRAE programs	

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

Facilitators	Count
Number of SRAE facilitators working for provider	

Facilitator Training and Observation	Count
Number of SRAE facilitators trained in delivering core curriculum	
Number of SRAE facilitators observed exactly once	
Number of SRAE facilitators observed at least twice	

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[2] The Portal will include the following hover-over text: "This measure should include provider staff, such as SRAE program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the SRAE 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."

Measures of Structure, Cost, and Support for Program Implementation

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

Use the scale at the right to indicate how the provider assessed the implementation challenges below.

		Not a Problem	Somewhat a problem	A serious problem
Implementation Challenges	Recruiting youth			
	Keeping youth engaged			
	Getting youth to attend regularly			
	Recruiting qualified staff			
	Ensuring facilitators understand content			
	Covering program content			
	Staff turnover			
	Negative peer reactions			
	Youth behavioral problems			
	Natural disasters			
	Program facilities			
	Obtaining buy-in or support from key stakeholders			
	Parent support or engagement			
	Other			

Use the scale at the right to indicate if the provider has expressed interest in receiving technical assistance for the implementation factors below.

		Not Interested, Because Already Received	Not Interested	Somewhat Interested	Very Interested
Needs for Technical Assistance	Recruiting youth				
	Keeping youth engaged in program sessions				
	Getting youth to attend regularly				
	Recruiting qualified staff				
	Training facilitators				
	Retaining staff				
	Minimizing negative peer reactions				
	Addressing youth behavioral issues				
	Obtaining buy-in or support from key stakeholders				
	Evaluation (e.g., how to select or manage an evaluator, data collection, data analysis, and report writing)				
	Parent support and engagement				
	Other				

Measures of Structure, Cost, and Support for Program Implementation

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

Program Delivery	
Number of intended program delivery hours	
Core curriculum	

	Indicate which SRAE topics[3] are addressed by this core curriculum:	**Y/N**
SRAE topics covered through core curriculum	*Teaching the benefits of:*	
	Advantage of refraining from nonmarital sexual activity (B)	
	Self-regulation (A)	
	Goal setting (A)	
	Success sequence for poverty prevention[4] (C)	
	Healthy relationships (D)	
	Resisting:	
	Sexual coercion (F)	
	Dating violence (F)	
	Other youth risk behaviors, such as alcohol, tobacco, and other drug use (E)	

Other program elements	Are there any other program elements – such as supplemental curriculum, guest speakers, or other program activities that are not part of the core curriculum – that address SRAE topics?	Y/N

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[3] The letter in parentheses after each of these measures indicates which of the A-F topics in the Title V, Section 510 legislation it aligns with:

    A. The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future.

    B. The advantage of refraining from non-marital sexual activity in order to improve the future prospects, and physical and emotional health of youth.

    C. The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.

    D. The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.

    E. How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.

    F. How to resist and avoid, and receive help regarding sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.

[4] Success sequence for poverty prevention – The three steps that young adults should take to improve the likelihood of successful economic outcomes when reaching adulthood. The steps include, but are not limited to, graduating from high school, working a full time job, and waiting until age 21 or later to get married and have children (SRAE 2019 Funding Opportunity Announcement).

Measures of Structure, Cost, and Support for Program Implementation

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

Indicate which SRAE topics[3] are addressed through supplemental program elements:		**Y/N**
SRAE topics covered through supplemental program elements	*Teaching the benefits of:*	
	Refraining from nonmarital sexual activity (B)	
	Self-regulation (A)	
	Goal setting (A)	
	Success sequence for poverty prevention[4] (C)	
	Healthy relationships (D)	
	Resisting:	
	Sexual coercion (F)	
	Dating violence (F)	
	Other youth risk behaviors, such as alcohol, tobacco, and other drug use (E)	

Indicate which, if any, of the following youth groups are target populations for the provider's program		**Y/N**
Target Population	Youth in high-need geographic areas	
	Youth in foster care	
	Homeless or runaway youth	
	Youth living with HIV/AIDS	
	Pregnant or parenting youth	
	Hispanic/Latino youth	
	African American youth	
	Native American youth	
	Youth in adjudication systems	
	Male youth	
	Out of school or dropout youth	
	Youth in residential treatment for mental health issues	
	Trafficked youth	

Measures of Attendance, Reach, and Dosage

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

	*Enter the **number of youth** during the reporting period who:*	**Enter Count**
Reach	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[a]	
	Attended a session in another setting	
Attendance /Dosage	Completed at least 75 percent of the scheduled program hours	

[a]Virtual includes any programming that is facilitated virtually rather than by an in-person facilitator, regardless of the physical setting where participants are located.

	Indicate whether more than 50 percent of youth attending the program were:	**Y / N**
Majority population	In foster care	
	Homeless or runaway	
	Pregnant or parenting	
	In adjudication systems	

	Enter the appropriate count below	**Enter Count**
Parent Involvemen	Number of youth's parents and other caring adults who attended at least one program session during the reporting period	

Measures of Attendance, Reach, and Dosage

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

	Cohort[5]									
Enter a unique identifier for each cohort that ended the program during this reporting period.	1	2	3	4	5	6	7	8	9	etc.
How many hours of programming, overall, were delivered to the cohort?										

Measures Related to Collection of Participant Entry Surveys

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 letter from their Federal Project Officer for any entry survey items?	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

Measures Related to Collection of Participant Exit Surveys

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[5] The Portal will include the following hover-over text: "A cohort, in this context, represents a group of youth that all jointly receive a defined SRAE program, which could include a specific curriculum and any additional hours of programming added to meet all requirements for the SRAE program. If a provider is delivering a SRAE 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."

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 the survey data collection start date?	Y/N
Did the program receive an approved waiver letter from their Federal Project Officer for any exit survey items?	Y/N
	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