

PREP Entry and Exit Survey Measures Guide

This document provides information on the performance measures collected in PREP participants' entry and exit surveys, including the reasons for collecting the measures and how to respond to questions you might get from youth while they are taking the survey. The survey-based measures focus on data about participants' characteristics, behaviors, program experiences, and perceptions of program effects.

There are two separate tables in the guide: one for entry survey items, and one for exit survey items. (Items 1 to 7 are the same in both surveys.) The tables include all items in the high school and older version of the participant entry and exit surveys that State and Competitive PREP grantees will start administering in September 1, 2020 to youth in high school and older. The version of the surveys that these grantees will administer to middle school youth will not include entry survey items 13 to 19 or exit survey items 14 to 16 from the high school and older version; these items are identified by **blue text** in the tables below. The version of the surveys that PREIS grantees administer will only include items 1 to 7. Tribal PREP grantees will not be required to administer the revised surveys but should continue to use the surveys that they have been administering as part of their local evaluations (e.g., original or interim surveys).

Each table has columns designed to answer two core questions you might have about each survey item:

1. **“Why are we collecting this measure?”** The column explains to grantees, program providers, and facilitators the importance of collecting each measure and collecting it with fidelity.
2. **“How do I explain this measure to youth taking the survey?”** Staff administering the entry and exit surveys should use this column to reply to youth who do not know how to answer one of the measures. When answering questions from youth about particular measures, administrators should take care to not provide definitions of terms used in the survey. This would introduce inconsistency into the survey data because some youth would be responding based on what's written in the survey, and others would be responding based on additional verbal instructions that the entire sample of youth did not receive.

Table 1. Entry survey measures

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
Participant characteristics		
<p>1. How old are you?^a MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 or older 	<p>To obtain data on the age of the youth who receive PREP programming</p>	<p>Remind youth to mark their age in years. The range of acceptable answers is from “10” to “16” in the middle school version and to “20 or older” in the high school version.</p>
<p>2. What grade are you in?^b MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th <input type="checkbox"/> My school does not assign grade levels <input type="checkbox"/> I dropped out of school, and I am not working on getting a high school diploma or GED <input type="checkbox"/> I am working toward a GED <input type="checkbox"/> I have a high school diploma or GED but I am <u>not</u> currently enrolled in college or technical school <input type="checkbox"/> I have a high school diploma or GED and I <u>am</u> currently enrolled in college or technical school 	<p>To obtain data on the distribution of grade levels in the population that receives PREP programming</p>	<p>Remind youth to mark the grade they are in at school. If youth ask how to respond if they’re not in 5th–12th grade, you may reply, “You can choose one of the non-grade–level answers. If you do not think any of the answers fit, you can skip the question.”</p> <p>If administered while youth are on vacation or in summer school: Remind youth to mark the grade they will be in when they go back to school.</p>

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>3. When you are at home or with your family, what language or languages do you usually speak?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (please specify) 	<p>To obtain data on the languages spoken at home or with families by the youth who receive PREP programming</p>	<p>Remind youth to mark which language(s) they typically use when they are at home or speaking with their families.</p> <p>If youth say they speak more than one language at home, reply with “Mark all the languages that apply.”</p> <p>If youth say they don’t speak either English or Spanish at home, reply with “You may select the other (please specify) line to write in the language(s) you speak.”</p>
<p>4. Are you Hispanic or Latino?</p> <p>MARK YES OR NO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>To obtain data on the ethnic demographics of the youth who receive PREP programming</p> <p>The ethnicity question determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino.</p>	<p>Ethnicity vs. race: Some youth might not understand the difference between ethnicity (question 4) and race (question 5). If youth ask whether they need to answer questions 4 and 5, reply with “Answer both questions to the best of your ability.”</p>
<p>5. What is your race?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White or Caucasian 	<p>To obtain data on the racial demographics of the youth who receive PREP programming</p>	<p>Ethnicity vs. race: Youth who identify as Hispanic sometimes mistakenly skip the question on race because they do not think it applies to them. Hispanics may report as any race.</p> <p>If youth ask whether they need to answer both questions 4 and 5, reply with “Answer both questions to the best of your ability.”</p> <p>Multiple races: Question 5 is a “mark all that apply” question. If youth ask what to do if they identify with more than one race on the list, reply with “you should mark all that apply.”</p>
<p>6. What is your sex?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female 	<p>To obtain data on the sex of youth who receive PREP programming</p>	<p>If youth say they do not think of themselves as either male or female, reply with “Please choose the answer that best describes you. If you do not think either of the answers fit, you can skip the question.”</p>

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>7. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living with family [parent(s), guardian, grandparents, or other relatives] <input type="checkbox"/> In foster care, living with a family <input type="checkbox"/> In foster care, living in a group home <input type="checkbox"/> Couch surfing or moving from home to home <input type="checkbox"/> 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 <input type="checkbox"/> Staying in an emergency shelter or transitional living program <input type="checkbox"/> Staying in a hotel or motel <input type="checkbox"/> In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer <input type="checkbox"/> None of the above 	<p>To obtain data on the different living situations of youth who receive PREP programming</p>	<p>Remind youth to read all of the answer choices that follow the question and mark one or more answers that describe their current living situation.</p> <p>If youth ask what to do if they don't see their living situation listed, reply with "Select the "none of the above" option."</p>
Participant behaviors		
<p>8. In the past three months, how often would you say you MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on participant behaviors related to Adulthood Preparation Subjects (APS) before they started PREP programming. The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the four options:</p> <ul style="list-style-type: none"> • All of the time • Most of the time • Some of the time • None of the time <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can." You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>a. resisted or said no to peer pressure?</p>	<p>Relates to adolescent development, healthy relationships, and healthy life skills</p>	
<p>b. managed your emotions in healthy ways?</p>	<p>Relates to adolescent development and healthy life skills</p>	
<p>c. worked together to find a solution when you disagreed with a friend?</p>	<p>Relates to healthy relationships</p>	
<p>d. chose to spend time with friends that keep you out of trouble?</p>	<p>Relates to adolescent development, healthy relationships, and healthy life skills</p>	
<p>e. made decisions to not use drugs and alcohol?</p>	<p>Relates to adolescent development and healthy life skills</p>	

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
f. were respectful of others?	Relates to adolescent development, healthy relationships, and healthy life skills	
g. thought about the consequences before making a decision?	Relates to healthy life skills	
9. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW	To obtain data on participant behaviors related to Adulthood Preparation Subjects (APS) before they started PREP programming. The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.	Remind youth to mark only one answer per row, choosing between the three options: <ul style="list-style-type: none"> • Not true at all • Somewhat true of me • Very true of me If youth ask you to define terms in this question, reply with "Please answer the question as best you can." You may remind youth they can skip the items if they are unsure of how to answer.
a. I make plans to reach my goals.	Relates to educational and career success	
b. I care about doing well in school.	Relates to adolescent development, healthy life skills, and educational and career success	
c. I plan to graduate high school or get my GED.	Relates to educational and career success	
d. I plan to get more education and/or training after high school or completing my GED.		
e. I plan to get a steady full-time job after school.		
f. I feel comfortable talking to my parent, guardian, or caregiver about sex.	Relates to parent-child communication	
g. I would speak up or ask for help if I was being bullied in person or online, via text, while gaming, or through other social media.	Relate to healthy relationships	
h. I 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.		

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>10. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on participant behaviors related to Adulthood Preparation Subjects (APS) before they started PREP programming. The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the three options:</p> <ul style="list-style-type: none"> • Not true at all • Somewhat true of me • Very true of me <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can." You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>a. I save money to get things I want.</p>	<p>Relate to financial literacy</p>	
<p>b. I feel confident about how to open a bank account.</p>		
<p>c. I feel confident about how to prepare a budget.</p>		
<p>d. I feel confident about how to track my expenses.</p>		
<p>e. I understand the costs associated with raising a child.</p>		
<p>11. In the past three months, how often would you say you... MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on participant behaviors related to Adulthood Preparation Subjects (APS) before they started PREP programming. The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the four options:</p> <ul style="list-style-type: none"> • All of the time • Most of the time • Some of the time • None of the time <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can." You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>a. talked with your parent, guardian, or caregiver about things going on in your life?</p>	<p>Relate to parent-child communication</p>	
<p>b. talked with your parent, guardian, or caregiver about sex?</p>		

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>12. The next few questions are about relationships and dating. Please answer the questions below even if you are not currently dating or going out with someone.</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on participant behaviors related to Adulthood Preparation Subjects (APS) before they started PREP programming. The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the three options:</p> <ul style="list-style-type: none"> • Not true at all • Somewhat true of me • Very true of me <p>If youth ask you to define terms in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>a. I understand what makes a relationship healthy.</p>	<p>Relates to healthy relationships</p>	
<p>b. I look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.).</p>		
<p>c. I would be able to resist or say no to someone I am dating or going out with if they pressured me to participate in sexual acts, such as kissing, touching private parts, or sexual intercourse</p>		
<p>d. I would talk to a friend if someone I am dating or going out with makes me uncomfortable, hurts me, or pressures me to do things I don’t want to do</p>		
<p>e. I would talk to a trusted adult (for example, a family member, teacher, counselor, coach, etc.) if someone I am dating or going out with makes me uncomfortable, hurts me, or pressures me to do things I don’t want to do.</p>		
<p>f. I would talk to a trusted adult if someone <i>other than</i> the person I am dating or going out with makes me uncomfortable, hurts me, or pressures me to do things I don’t want to do</p>		
<p>13. Have you ever had sexual intercourse?^c</p> <p>MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>To obtain data on the proportion of youth who have had sexual intercourse before they enter the PREP program</p>	<p>If youth ask you to define “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>14. During the past 3 months, with how many people did you have sexual intercourse?^c</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have never had sexual intercourse <input type="checkbox"/> I have had sexual intercourse, but not in the past 3 months <input type="checkbox"/> 1 person <input type="checkbox"/> 2-3 people <input type="checkbox"/> 4 or more people 	<p>To obtain data on the number of recent sexual partners youth have had before entering the PREP program</p>	<p>If youth ask you to define “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>15. If you had sexual intercourse in the past 3 months, how often did you or a partner use a condom?^c</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have never had sexual intercourse <input type="checkbox"/> I have had sexual intercourse, but not in the past 3 months <input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> None of the time 	<p>To obtain data on condom use for youth who have had sexual intercourse in the months right before they started PREP programming</p>	<p>If youth ask you to define terms such as “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>16. If you had sexual intercourse in the past 3 months, how often did you or a partner use birth control <u>OTHER</u> than condoms?^c</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have never had sexual intercourse <input type="checkbox"/> I have had sexual intercourse, but not in the past 3 months <input type="checkbox"/> All of the time <input type="checkbox"/> Most of the time <input type="checkbox"/> Some of the time <input type="checkbox"/> None of the time 	<p>To obtain data on use of birth control, aside from condoms, for youth who have had sexual intercourse in the months right before they started PREP programming</p>	<p>If youth ask you to define “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p> <p>If youth ask you to define “birth control” reply with “methods that can prevent pregnancy, like using birth control pills, the shot, the patch, the ring, IUD, or implant.”</p>

Entry survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>17. To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant?^c</p> <p>MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> I have never had sexual intercourse</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p> <p><input type="checkbox"/> Not sure</p>	<p>To obtain data on the incidence of self-reported pregnancy among youth before they started PREP programming</p>	<p>If youth ask, “What if I’m not sure?” remind them they can check the “not sure” box or skip the item.</p>
<p>18. Have you ever been told by a doctor or other medical provider that you had a sexually transmitted infection (STI)?^c</p> <p>MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>To obtain data on the incidence of self-reported STIs among youth before they started PREP programming</p>	<p>If youth ask you to define “Sexually transmitted infection or STI,” reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>19. For each of the items below, please mark how true each statement is of you.^c</p> <p>MARK ONLY ONE ANSWER PER ROW</p> <p>a. I plan to delay having sexual intercourse until I graduate high school or receive my GED</p> <p>b. I plan to delay having sexual intercourse until I graduate college or complete another education or training program</p> <p>c. I plan to delay having sexual intercourse until I am married.</p> <p>d. I plan to be married before I have a child</p> <p>e. I plan to have a steady full-time job before I get married.</p> <p>f. I plan to have a steady full-time job before I have a child.</p>	<p>To obtain data on youths’ plans, before they started PREP programming, to delay sexual activity, marriage, and parenthood</p>	<p>Remind youth to mark only one answer per row, choosing between the three options:</p> <ul style="list-style-type: none"> • Not true at all • Somewhat true of me • Very true of me <p>If youth ask you to define “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>

^a Response categories vary by survey version. The middle school version includes 16 as the upper age limit.

^b Response categories vary by survey version. The middle school version includes 9th grade as the upper limit and includes “I am not currently enrolled in school” instead of the last four categories listed.

^c Item not included in the middle school version of the survey.

Table 2. Exit survey measures

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
Participant characteristics		
<p>1. How old are you?^a MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 or older 	<p>To obtain data on the age of youth who receive PREP programming</p>	<p>Remind youth to mark their age in years. The range of acceptable answers is from “10” to “20 or older.”</p>
<p>2. What grade are you in?^b MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th <input type="checkbox"/> My school does not assign grade levels <input type="checkbox"/> I dropped out of school, and I am not working on getting a high school diploma or GED <input type="checkbox"/> I am working toward a GED <input type="checkbox"/> I have a high school diploma or GED but I am <u>not</u> currently enrolled in college or technical school <input type="checkbox"/> I have a high school diploma or GED and I <u>am</u> currently enrolled in college or technical school 	<p>To obtain data on the distribution of grade levels within the population that receives PREP programming</p>	<p>Remind youth to mark the grade they are in at school.</p> <p>If youth ask how to respond if they are not in 5th–12th grade, you may reply, “You can choose one of the non-grade–level answers. If you do not think any of the answers fits, you can skip the question.”</p> <p>If administered while youth are on vacation or in summer school: Remind youth to mark the grade they will be in when they go back to school.</p>

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>3. When you are at home or with your family, what language or languages do you usually speak?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (please specify) 	<p>To obtain data on the languages spoken at home or with families by the youth who receive PREP programming</p>	<p>Remind youth to mark which language(s) they typically use when they are at home or speaking with their families.</p> <p>If youth say they speak more than one language at home, reply with “Mark all the languages that apply.”</p> <p>If youth say they don’t speak either English or Spanish at home, reply with “You may select the other (please specify) line to write in the language(s) you speak.”</p>
<p>4. Are you Hispanic or Latino?</p> <p>MARK YES OR NO</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>To obtain data on the ethnic demographics of the youth who receive PREP programming</p> <p>The ethnicity question determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino.</p>	<p>Ethnicity vs. race: Some youth might not understand the difference between ethnicity (question 4) and race (question 5). If youth ask whether they need to answer questions 4 and 5, reply with “Answer both questions to the best of your ability.”</p>
<p>5. What is your race?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White or Caucasian 	<p>To obtain data on the racial demographics of the youth who receive PREP programming</p>	<p>Ethnicity vs. race: Youth who identify as Hispanic sometimes mistakenly skip the question on race because they do not think it applies to them. Hispanics may report as any race.</p> <p>If youth ask whether they need to answer both questions 4 and 5, reply with “Answer both questions to the best of your ability.”</p> <p>Multiple races: Question 5 is a “mark all that apply” question. If youth ask what to do if they identify with more than one race on the list, reply with “you should mark all that apply.”</p>
<p>6. What is your sex?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female 	<p>To obtain data on the sex of youth who receive PREP programming.</p>	<p>If youth say they do not think of themselves as either male or female, reply with “Please choose the answer that best describes you. If you do not think either answer fits, you can skip the question.”</p>

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>7. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living with family [parent(s), guardian, grandparents, or other relatives] <input type="checkbox"/> In foster care, living with a family <input type="checkbox"/> In foster care, living in a group home <input type="checkbox"/> Couch surfing or moving from home to home <input type="checkbox"/> 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 <input type="checkbox"/> Staying in an emergency shelter or transitional living program <input type="checkbox"/> Staying in a hotel or motel <input type="checkbox"/> In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer <input type="checkbox"/> None of the above 	<p>To obtain data on the different living situations of youth who receive PREP programming.</p>	<p>Remind youth to read all of the answer choices that follow the question and mark one or more answers that describe their current living situation.</p> <p>If youth ask what to do if they don't see their living situation listed, reply with "Select the 'none of the above' answer."</p>

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
Perceptions of program effects		
<p>8. Has being in the program made you more likely, about the same, or less likely to...</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their behaviors related to Adulthood Preparation Subjects (APS). The APS corresponding to each sub-question is noted in this column next to the relevant questions.</p>	<p>Remind youth to mark only one answer per row, choosing between the five options:</p> <ul style="list-style-type: none"> • Much more likely • Somewhat more likely • About the same • Somewhat less likely • Much less likely <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can."</p> <p>If youth say in response to one or more sub-questions that the program did not affect them, remind them of the note in question 8:</p> <p><i>Note: If the program has not affected your likelihood to do the following, choose "About the same."</i></p>
a. resist or say no to peer pressure?		
b. manage your emotions in healthy ways?		
c. work together to find a solution when you disagreed with a friend?		
d. choose to spend time with friends that keep you out of trouble?		
e. make decisions to not use drugs and alcohol?		
f. be respectful of others?		
g. think about the consequences before making a decision?		

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>9. Has being in the program made you more likely, about the same, or less likely to...</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their behaviors related to Adulthood Preparation Subjects (APS). The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the five options:</p> <ul style="list-style-type: none"> • Much more likely • Somewhat more likely • About the same • Somewhat less likely • Much less likely <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can."</p> <p>If youth say in response to one or more sub-questions that the program did not affect them, remind them of the note in question 9:</p> <p><i>Note: If the program has not affected your likelihood to do the following, choose "About the same."</i></p>
a. make plans to reach your goals?	Relates to educational and career success	
b. care about doing well in school?	Relates to adolescent development, healthy life skills, and educational and career success	
c. graduate high school or get your GED?	Relate to educational and career success	
d. get more education or training after high school or completing your GED?		
e. I plan to get a steady full-time job after school?		

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>10. Has being in the program made you more likely, about the same, or less likely to... MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their behaviors related to Adulthood Preparation Subjects (APS). The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the five options:</p> <ul style="list-style-type: none"> • Much more likely • Somewhat more likely • About the same • Somewhat less likely • Much less likely <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can."</p> <p>If youth say in response to one or more sub-questions that the program did not affect them, remind them of the note in question 10:</p> <p><i>Note: If the program has not affected your likelihood to do the following, choose "About the same."</i></p>
<p>a. save money to get things you want</p>	<p>Relates to financial literacy</p>	
<p>b. feel confident about how to open a bank account</p>		
<p>c. feel confident about how to prepare a budget</p>		
<p>d. feel confident about how to track your expenses</p>		
<p>e. understand the costs associated with raising a child</p>		

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>11. Has being in the program made you more likely, about the same, or less likely to... MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their behaviors related to Adulthood Preparation Subjects (APS). The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the five options:</p> <ul style="list-style-type: none"> • Much more likely • Somewhat more likely • About the same • Somewhat less likely • Much less likely <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can."</p> <p>If youth say in response to one or more sub-questions that the program did not affect them, remind them of the note in question 11:</p> <p><i>Note: If the program has not affected your likelihood to do the following, choose "About the same."</i></p>
<p>a. talk with your parent, guardian, or caregiver about things going on in your life?</p>	<p>Relate to parent-child communication</p>	
<p>b. talk with your parent, guardian, or caregiver about sex?</p>		
<p>c. feel comfortable talking with your parent, guardian, or caregiver about sex?</p>		
<p>d. speak up or ask for help if you are being bullied in person or online, via text, while gaming, or through other social media?</p>	<p>Relates to healthy relationships</p>	
<p>e. speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media?</p>		

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>12. Has being in the program made you more likely, about the same, or less likely to...</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their behaviors related to Adulthood Preparation Subjects (APS). The APS corresponding to each sub-question is noted in this column next to the relevant sub-question(s) below.</p>	<p>Remind youth to mark only one answer per row, choosing between the five options:</p> <ul style="list-style-type: none"> • Much more likely • Somewhat more likely • About the same • Somewhat less likely • Much less likely <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can."</p> <p>If youth say in response to one or more sub-questions that the program did not affect them, remind them of the note in question 12:</p> <p><i>Note: If the program has not affected your likelihood to do the following, choose "About the same."</i></p>
<p>a. better understand what makes a relationship healthy?</p>	<p>Relates to healthy relationships</p>	
<p>b. look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.)?</p>		
<p>c. resist or say no to someone you are dating or going out with if they pressured you to participate in sexual acts, such as kissing, touching private parts, or sex?</p>		
<p>d. talk to a friend if someone you are dating or going out with makes you uncomfortable, hurts you, or pressures you to do things you don't want to do?</p>		
<p>e. talk to a trusted adult (for example, a family member, teacher, counselor, coach, etc.) if someone you are dating or going out with makes you uncomfortable, hurts you, or pressures you do things you don't want to do?</p>		
<p>f. talk to a trusted adult if someone other than the person you are dating or going out with makes you uncomfortable, hurts you, or pressures you to do things you don't want to do?</p>		

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>13. For each of the items below, please mark how true each statement is of you.</p> <p>MARK ONLY ONE ANSWER PER ROW</p> <p>a. I plan to delay having sexual intercourse until I graduate high school or receive my GED</p> <p>b. I plan to delay having sexual intercourse until I graduate college or complete another education or training program</p> <p>c. I plan to delay having sexual intercourse until I am married</p> <p>d. I plan to be married before I have a child</p> <p>e. I plan to have a steady full-time job before I get married</p> <p>f. I plan to have a steady full-time job before I have a child</p>	<p>To obtain data on youth plans to delay sexual activity, marriage, and parenthood after PREP programming</p>	<p>Remind youth to mark only one answer per row, choosing between the three options:</p> <ul style="list-style-type: none"> • Not true at all • Somewhat true of me • Very true of me <p>If youth ask you to define “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the items if they are unsure of how to answer.</p>
<p>14. As a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse) for at least the next 3 months?^c</p> <p><input type="checkbox"/> Yes → GO TO QUESTION 15</p> <p><input type="checkbox"/> No → GO TO QUESTION 16</p> <p><input type="checkbox"/> Not sure → GO TO QUESTION 16</p>	<p>To obtain data on PREP programming’s effect on youths’ plans to abstain from sexual intercourse in the short term</p>	<p>Depending on how youth answer this question, they are routed to a different section of the survey. If youth ask which question they should answer next, remind them follow the skip logic noted in the answer options:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes → GO TO QUESTION 15 <input type="checkbox"/> No → GO TO QUESTION 16 <input type="checkbox"/> Not sure → GO TO QUESTION 16 <p>If youth ask you to define “sexual intercourse” in this question, reply with “Please answer the question as best you can.” You may remind youth they can skip the item or select “Not sure” if they are unsure of how to answer.</p>

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>15. How important are each of these reasons in your decision to not have sexual intercourse for at least the next 3 months?^c</p> <p>MARK ONLY ONE ANSWER PER ROW</p> <p>a. how it might affect your plans for the future</p> <p>b. the possible emotional consequences (for example, feeling sadness or regret)</p> <p>c. the 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)</p> <p>d. the risk of getting a sexually transmitted infection (STI)</p> <p>e. the risk of getting pregnant or getting someone pregnant</p>	<p>To obtain data on the reasons youth report planning to abstain from sexual intercourse for at least 3 months after PREP programming</p>	<p>Remind youth to mark only one answer per row, choosing between the four options:</p> <ul style="list-style-type: none"> • Not at all important • Not too important • Somewhat important • Very important <p>If youth ask whether they should answer this question, reply with “Answer question 15 if you answered ‘yes’ to question 14.”</p>

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>16. Has being in the program made you more likely, about the same, or less likely to...^c</p> <p>MARK ONLY ONE ANSWER</p>	<p>To obtain data on PREP programming's effect on youths' intentions with regard to sexual behavior after PREP programming</p>	<p>Remind youth to mark only one answer per row, choosing between the following options:</p> <ul style="list-style-type: none"> • Much more likely • Somewhat more likely • About the same • Somewhat less likely • Much less likely <p>Sub-questions b and c also include the option:</p> <ul style="list-style-type: none"> • This question does not apply to me because I choose to not have sexual intercourse in the next 3 months <p>If youth say in response to one or more sub-questions that the program did not affect them, draw their attention to the note in question 16:</p> <p><i>Note: If the program has not affected your likelihood to do the following, choose "About the same."</i></p> <p>If youth ask you to define "birth control," reply with "methods that can prevent pregnancy, like using birth control pills, the shot, the patch, the ring, IUD, or implant."</p> <p>If youth ask whether they should answer this question, reply with "Answer question 16 if you answered 'no' or 'not sure' to question 14."</p>
<p>a. have sexual intercourse in the next 3 months?</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their plans to have sexual intercourse after PREP programming</p>	
<p>b. use (or ask your partner to use) a condom if you were to have sexual intercourse in the next 3 months?</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their plans to use condoms after PREP programming</p>	
<p>c. use (or ask your partner to use) birth control OTHER than condoms if you were to have sexual intercourse in the next 3 months?</p>	<p>To obtain data on youth participants' perceptions of PREP programming's effects on their plans to use birth control after PREP programming</p>	

Exit survey item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
Program experiences		
<p>17. Even if you didn't attend all of the sessions or classes in this program, how often in this program...^d</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	To obtain data on program experiences	<p>Remind youth to mark only one answer per row, choosing between the four options:</p> <ul style="list-style-type: none"> • All of the time • Most of the time • Some of the time • None of the time <p>If youth ask, "In which class or session?" reply with "Think about all of the sessions or classes of the program that you attended."</p>
a. did you feel interested in program sessions and classes?	To obtain data on interest in PREP programming	
b. did you feel the material presented was clear?	To obtain data on perceptions about the presentation of PREP programming material	
c. did discussions or activities help you to learn program lessons?	To obtain data on the helpfulness of discussions or activities in PREP programming	
d. did you have a chance to ask questions about topics or issues that came up in the program?	To obtain data on the ability to ask questions during PREP programming	
e. did you feel respected as a person?	To obtain data on whether youth felt respected during PREP programming	
f. were you picked on, teased, or bullied in this program?	To obtain data on bullying during PREP programming	
<p>18. Now thinking about <u>all</u> youth in this program, how often...^d</p> <p>MARK ONLY ONE ANSWER PER ROW</p> <p>a. were any youth in this program picked on, teased, or bullied?</p>	To obtain data on bullying during PREP programming	<p>Remind youth to mark only one answer, choosing between the four options:</p> <ul style="list-style-type: none"> • All of the time • Most of the time • Some of the time • None of the time <p>If youth ask, "in which class or session?" reply with "Think about all of the sessions or classes of the program that you attended."</p>

Exit Survey Item	Why are we collecting this measure?	How do I explain this measure to youth taking the survey?
<p>19. Thinking about the program, how satisfied are you with...^d</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>To obtain data on satisfaction with the program</p>	<p>Remind youth to mark only one answer per row, choosing between the four options:</p> <ul style="list-style-type: none"> • Very satisfied • Somewhat satisfied • A little satisfied • Not at all satisfied <p>If youth ask you to define “birth control,” reply with “methods that can prevent pregnancy, like using birth control pills, the shot, the patch, the ring, IUD, or implant.”</p>
<p>a. the amount of information you received about abstaining from sex (choosing to not have sex)?</p>	<p>To obtain data on youth satisfaction with the amount of information they received about abstinence</p>	
<p>b. the amount of information you received about condoms and birth control?</p>	<p>To obtain data on youth satisfaction with the amount of information they received about condoms and birth control</p>	

^a Response categories vary by survey version. The middle school version includes 16 as the upper age limit.

^b Response categories vary by survey version. The middle school version includes 9th grade as the upper limit and includes “I am not currently enrolled in school” instead of the last four categories listed.

^c Item not included in the middle school version of the survey.

^d Item differs in the middle school version of the survey.

Additional information about the Personal Responsibility Education Program (PREP) performance measures is available at www.prepeval.com.

For further support, contact the Mathematica PREP Performance Measures technical assistance team at

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