

Structure, Cost, and Support Measures

This set of measures focuses on structure, cost, and support for program implementation. These measures provide information for understanding the roles of grantees, providers, and other partners; resource allocation; and decisions about programming. Measures are reported at the grantee, provider, and program levels. The reporting period for these measures is the federal grant year: October 1 through September 30.

Beginning with the October 2019 to September 2020 reporting period, measures related to changes to program implementation due to COVID-19 will be submitted. These new items are indicated with an * below.

Grantee-level measures

The grantee is the agency or organization that receives the Personal Responsibility Education Program (PREP) funding and has fiduciary and administrative responsibility for the grant.

PREP operational status related to COVID-19

- **PREP program experienced any interruptions of operations or services due to COVID-19***

Indicate (Yes or No) whether COVID-19 caused any interruptions of PREP programming.

- ◆ **Length of interruptions***

If you answered yes to the previous item, provide the number of months the interruptions lasted. When reporting the length of any interruption, focus on the October 2019 through September 2020 reporting period.

- ◆ **Operations were able to resume to full pre COVID-19 capacity***

If you answered yes to the first item, indicate whether operations were able to resume to full pre COVID-19 capacity.

- **Percent capacity of operations at present***

If you answered no to the previous item, provide the percent capacity of operations at present.

* New starting with summer 2020 data submission

Grant funds

- **Total amount of PREP grant funding obligated (including any rollover funds) during the reporting period**

Provide the total dollar amount of PREP grant funds.

- **Percentage of total PREP grant funding obligated for**

- ◆ 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

List the percentage of total funding obligated for each activity. Percentages should sum to 100 percent.

Staffing

- **Number of grantee staff involved in overseeing PREP before COVID-19 occurred**

Provide a count of the grantee staff (such as PREP program directors and program coordinators) who were directly responsible for administering, managing, and overseeing the PREP program before COVID-19 impacted your community (for instance, when stay at home orders were implemented or schools closed in your community). Count a position even if the person filling that position did not support PREP full-time and might have had other responsibilities. Do not count administrative assistants or contract and budget support staff.

- **Number of staff involved in overseeing PREP decreased due to COVID-19***

Indicate (Yes or No) whether the number of staff involved in overseeing PREP decreased due to COVID-19.

- ◆ **Number of staff affected by COVID-19***

If you answered yes to the previous item, provide the number of staff positions that were eliminated or stopped being involved in overseeing PREP programs due to COVID-19.

- **Number of grantee full-time equivalents (FTE) involved in overseeing PREP before COVID-19**

Provide a count of the FTEs among the staff (such as PREP program directors and program coordinators) who were directly responsible for administering, managing, and overseeing the PREP program before COVID-19 impacted your community (for instance, when stay at home orders were implemented or schools closed in your community). For example, if a PREP program director and program coordinator each devoted 0.75 FTEs to the project, enter the sum 1.5 FTEs. Do not include FTEs for administrative assistants or contract and budget support staff.

* New starting with summer 2020 data submission

- **Number of FTEs involved in overseeing PREP decreased due to COVID-19***

Indicate (Yes or No) whether the number of FTE involved in overseeing PREP decreased due to COVID-19.

- ◆ **Number of FTE affected by COVID-19***

If you answered yes to the previous item, provide the number of FTEs affected (that is, the number of FTEs that were eliminated or stopped being involved in overseeing PREP).

Observations, technical assistance, and training

- **Grantee or its designee observed program delivery to monitor quality and fidelity to program models**

Indicate whether the grantee, or a subcontractor or partner operating on behalf of the grantee, observed PREP program delivery to monitor quality and fidelity to the core program models.

- ◆ **Type(s) of organization that conducted observations**

If you answered yes to the previous item, indicate the type(s) of organization(s) that conducted observations of quality and fidelity for core PREP program delivery. If more than one organization conducted observations, indicate all that apply.

- Grantee
- Developer
- Training or technical assistance partner
- Evaluation partner
- Program provider

- **Grantee or its designee provided technical assistance to support program implementation**

Indicate whether the grantee, or a subcontractor or partner operating on behalf of the grantee, provided technical assistance to support core PREP program implementation.

- ◆ **Type(s) of organization that provided technical assistance**

If you answered yes to the previous item, indicate the type(s) of organization(s) that provided technical assistance to support core PREP program implementation. If more than one organization provided technical assistance, indicate all that apply.

* New starting with summer 2020 data submission

- ◆ 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)**

Indicate whether the grantee, or a subcontractor or partner operating on behalf of the grantee, trained PREP facilitators directly or trained staff who would then train PREP facilitators (also known as turn-key training or train the trainer) in core program models.

- ◆ **Type(s) of organization that conducted program facilitator training**

If you answered yes to the previous item, indicate the type(s) of organization(s) that conducted training in the core PREP program. If more than one organization conducted training, indicate all that apply.

- Grantee
- Developer
- Training or technical assistance partner
- Evaluation partner
- Program provider

Provider-level measures

A provider is an organization or agency that provides core PREP programming directly to youth—for example, nongovernmental and nonprofit organizations; local government agencies (such as school districts, individual schools, county health departments); or state government agencies (such as departments of education or corrections) that are directly responsible for administering PREP-funded programs. Grantees may serve as providers and in some cases might be the only provider. Other grantees could have more than one provider. *Do not include partners or subcontractors that are supporting your PREP grant in other ways, but are not providing direct programming to youth.* The following measures will be reported for each provider:

- **PREP award amount for current reporting period**

Provide the total dollar amount awarded to the provider for PREP grant activities during the reporting period.

- **Amount of non-PREP funding received during current reporting period to support PREP programming**

Provide the dollar amount of any additional non-PREP funding received by the provider from any source to support PREP programming. If no additional funding was received, report 0.

- **Provider is new for the current reporting period**

Indicate whether the provider first received PREP funding during the reporting period.

- **Provider served youth during the current reporting period**

Indicate whether the provider implemented programming for youth during the reporting period. If so, report the remaining performance measures.

If the provider did not serve youth during this period, do not enter any additional data for this provider.

Staffing, training, and observations

- **Number of PREP facilitators working for provider**

Provide the total number of PREP facilitators who worked for the provider that served youth during the reporting period. If the provider implements multiple PREP-funded programs, include all PREP facilitators across all PREP-funded programs.

- **Number of PREP facilitators trained in delivering core program model**

Among the total number of PREP facilitators who worked for the provider during the reporting period, provide the number that have been trained to deliver the core PREP program. If the provider implements multiple PREP-funded programs, sum the number of trained PREP program facilitators across all PREP-funded programs. For this measure, it is irrelevant whether the trainer was the grantee or designee or some other entity.

- **Number of PREP facilitators observed once**

*Among the total number of PREP program facilitators who worked for the provider during the reporting period, indicate the number that were observed exactly **one time** during this period. If the provider implements multiple PREP-funded programs, sum the number of PREP program facilitators observed exactly once across all PREP-funded programs. For this measure, it is irrelevant whether the observing party was the grantee or designee or some other entity.*

- **Number of PREP facilitators observed twice or more**

*Among the total number of PREP program facilitators who worked for the provider during the reporting period, indicate the number that were observed **two or more times** during this period. If the provider implements multiple PREP-funded programs, sum the number of PREP program facilitators observed two or more times across all PREP-funded programs. For this measure, it is irrelevant whether the observing party was the grantee or designee or some other entity.*

Implementation challenges and needs for technical assistance

- **Implementation challenges experienced by provider**

*Indicate the extent to which each possible challenge listed below was identified as a problem by the provider during the reporting period. Response options include not a **problem**, **somewhat a problem**, or a **serious problem**. Provide a response for each of the following 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

- **Provider interest in receiving technical assistance for implementation factors**

*Indicate the extent to which the provider would like to receive technical assistance for each identified implementation factor listed below. Response categories include **not interested**, **already received**; **not interested**; **somewhat interested**; or **very interested**. If the provider has already received technical assistance for a specific implementation factor and does not need additional assistance in that area, select **not interested**. Provide a response for each of the following implementation factors:*

- ◆ 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 (specify)

Program-level measures

The program model includes the core curriculum plus other lessons or activities that may be integrated with the core curriculum to meet the PREP funding objectives (for example, to include adulthood preparation subjects). For performance measures reporting, the program model should be referred to using the name of the core curriculum (regardless of any additional lessons or activities that may be added).

- **Program model implemented**

Indicate the program model implemented using the name of the core curriculum. List each program model once, regardless of the number of settings in which the provider implements it.

- **Number of intended program delivery hours**

Provide the total number of intended program hours that are expected to be provided to youth for one complete delivery of the program model. For example, if the program is intended to last 16 hours and is to be delivered four times during the federal grant year, provide "16 hours." Do not provide the actual hours delivered if there is a difference from the intended hours. The total number of program hours should include the hours of the core curriculum plus any supplemental lessons added, such as lessons to address the adulthood preparation subjects.

- **Target populations for the program**

Indicate which, if any, of the populations listed below are distinctly targeted and recruited for the PREP program even if those youth were not served. For example, if youth in foster care were targeted but not actually served, indicate that youth in foster care were targeted. Conversely, do not select populations that were served but not distinctly targeted. For example, if both males and females were served but males were not distinctly targeted, do not indicate that male youth were targeted.

- ◆ 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 [reported through the summer 2020 data submission]
- ◆ 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

- **Adulthood preparation subjects (APS) covered by the program**

◆ *Indicate all APS covered by the program either as part of the core curriculum or through supplemental lessons.*

- Healthy relationships
- Adolescent development
- Financial literacy
- Parent–child communication
- Educational and career success
- Healthy life skills

- **How APS content was delivered to youth**

For each of the APS covered by the program, indicate how the content was delivered to youth. If a subject was covered in more than one way, indicate all that apply.

- ◆ Included in the program's evidence-based or evidence-informed adolescent pregnancy prevention 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

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 PREPPerformanceMeasures@mathematica-mpr.com or call toll-free 1-855-267-6270.