

PREP Entry and Exit Survey Measures Guide

This guidance document provides information on the participant entry and exit survey performance measures collected by PREP grantees, 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 tables in the guide to address the entry survey items and the exit survey items. Items 1 through 7 are the same in both surveys as exhibited in the tables.

Table 1 includes all items in the high school and older version of the participant entry survey that State and Competitive PREP grantees started administering in February 2022. The version of the entry survey that these grantees administer to middle school youth does not include items 13 through 18 from the high school and older version; these items are shown in **blue text** and marked with an asterisk in Table 1 below. PREIS and Tribal PREP grantees administer versions of the entry survey that only include items 1 through 7.

Table 2 includes all items in the high school and older version of the participant exit survey that all PREP grantees started administering in February 2022. The version of the exit survey that these grantees administer to middle school youth does not include items 13 through 15 from the high school and older version; these items are shown in **blue text** and marked with an asterisk in Table 2.

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 <input type="checkbox"/> 21 | <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 up to “21” 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 return to school.</p> |

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

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

| 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 <input type="checkbox"/> Other (specify) | <p>To obtain data on the racial demographics of the youth who receive PREP programming</p> | <p>If youth ask you to define terms in this question, reply with “Please answer the question as best you can.”</p> <p>You may also remind youth to read every response option carefully before responding.</p> <p>Ethnicity vs. race: Youth who identify as Hispanic or Latino sometimes mistakenly skip the question on race because they do not think it applies to them. Hispanics may report as any race but should not use the Other (specify) category of the race question to record Hispanic or Latino ethnicity, as that is to be recorded in Question 4.</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 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 center, juvenile group home, and/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. 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...^c 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 pay special attention to grid questions, where response options are presented in the column headings, which change from question to question. Remind youth to mark only one answer per row, choosing between the four options:</p> |
| <p>a. resisted or said no to peer pressure?</p> | <p>Relates to adolescent development, healthy relationships, and healthy life skills</p> | <ul style="list-style-type: none"> • All of the time • Most of the time |
| <p>b. managed your emotions in healthy ways?</p> | <p>Relates to adolescent development and healthy life skills</p> | <ul style="list-style-type: none"> • Some of the time • None of the time |
| <p>c. made decisions to not use drugs and alcohol?</p> | <p>Relates to adolescent development and healthy life skills</p> | <p>If youth ask you to define terms in this question, reply with "Please answer the question as best you can."</p> |
| <p>d. thought about the consequences before making a decision?</p> | <p>Relates to healthy life skills</p> | <p>You may remind youth they can skip the items if they are unsure of how to answer.</p> |

^c Item not included in versions administered by PREIS and Tribal PREP grantees.

| Entry survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|--|--|---|
| 9. For each of the items below, please mark how true each statement is of you.^c 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 |
| a. I make plans to reach my goals. | Relates to educational and career success | 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. |
| 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. | Relate 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 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 | |
| g. 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. | | |
| 10. For each of the items below, please mark how true each statement is of you.^c 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 |
| a. I save money to get things I want. | Relate to financial literacy | 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. |
| b. I feel confident about how to open a bank account. | | |
| c. I feel confident about how to prepare a budget. | | |
| d. I feel confident about how to track my expenses. | | |
| e. I understand the costs associated with raising a child. | | |

^c Item not included in versions administered by PREIS and Tribal PREP grantees.

| Entry survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|--|---|---|
| <p>11. In the past three months, how often would you say you...^c</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 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>a. talked with your parent, guardian, or caregiver about things going on in your life?</p> | <p>Relate to parent-child communication</p> | <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>b. talked with your parent, guardian, or caregiver about sex?</p> | | |
| <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>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>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>a. I understand what makes a relationship healthy.</p> | <p>Relate to healthy relationships</p> | <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>b. I would be able to resist or say no to someone if they pressured me to participate in sexual acts, such as kissing, touching private parts, or sex.^d</p> | | |
| <p>c. I would talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes me uncomfortable, hurts me, or pressures me do things I don’t want to do.</p> | | |

^c Item not included in versions administered by PREIS and Tribal PREP grantees.

^d Sub-item varies by survey version. In the middle school version, the sub-item says “acts” rather than “sexual acts.”

| Entry survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|---|--|---|
| <p>13. Have you ever had sexual intercourse? ^{c *}</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No | <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> |
| <p>14. During the past 3 months, with how many <u>people</u> 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> |

^c Item not included in versions administered by PREIS and Tribal PREP grantees.

| Entry survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|--|---|---|
| <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. 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>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> <ul style="list-style-type: none"> <input type="checkbox"/> I have never had sexual intercourse <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure | <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> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No | <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> |

^c Item not included in versions administered by PREIS and Tribal PREP grantees.

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 <input type="checkbox"/> 21 | <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 “21.”</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> |

^a Response categories vary by survey version. In the middle school versions, 16 is the upper age limit.

^b Response categories vary by survey version. In the middle school versions, 9th grade is the upper grade limit, and the response category, “I am not currently enrolled in school,” is included instead of the last four categories listed.

| 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 <input type="checkbox"/> Other (specify) | <p>To obtain data on the racial demographics of the youth who receive PREP programming</p> | <p>If youth ask you to define terms in this question, reply with “Please answer the question as best you can.” You may also remind youth to read every response option carefully before responding.</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 but should not use the Other (specify) category of the race question to record Hispanic or Latino ethnicity, as that is to be recorded in Question 4.</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 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 a juvenile detention center, juvenile group home, and/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. 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> |
| <p>Perceptions of program effects</p> | | |
| <p>8. Even if your program didn't cover this topic, would you say that 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 pay special attention to grid questions, where response options are presented in the column headings, which change from question to question.</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> |
| <p>a. resist or say no to peer pressure?</p> | <p>Relates to adolescent development, healthy relationships, and healthy life skills</p> | |
| <p>b. manage your emotions in healthy ways?</p> | <p>Relates to adolescent development and healthy life skills</p> | |
| <p>c. make decisions to not use drugs and alcohol?</p> | <p>Relates to adolescent development and healthy life skills</p> | |
| <p>d. think about the consequences before making a decision?</p> | <p>Relates to healthy life skills</p> | |

| Exit survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|--|--|--|
| <p>9. Even if your program didn't cover this topic, would you say that 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>a. make plans to reach your goals?</p> <p>b. care about doing well in school?</p> <p>c. graduate high school or get your GED?</p> <p>d. get more education or training after high school or completing your GED?</p> <p>e. get a steady full-time job after school?</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>Relates to educational and career success</p> <p>Relates to adolescent development, healthy life skills, and educational and career success</p> <p>Relate to educational and career success</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> |
| <p>10. Even if your program didn't cover this topic, would you say that 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>a. save money to get things you want</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> | <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>Relate to financial literacy</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> |

| Exit survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
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| <p>11. Even if your program didn't cover this topic, would you say that 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>a. talk with your parent, guardian, or caregiver about things going on in your life?</p> <p>b. talk with your parent, guardian, or caregiver about sex?</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>Relate to parent-child communication</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>12. Even if your program didn't cover this topic, would you say that 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>a. better understand what makes a relationship healthy?</p> <p>b. resist or say no to someone if they pressure you to participate in sexual acts, such as kissing, touching private parts, or sex? ^d</p> <p>c. talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes you uncomfortable, hurts you, or pressures you do things you don't want to do?</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>Relate to healthy relationships</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> |

^d Sub-item varies by survey version. In the middle school version, the sub-item says "acts" rather than "sexual acts."

| Exit survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|---|--|---|
| <p>13. 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? ^e *</p> <p><input type="checkbox"/> Yes → GO TO QUESTION 14</p> <p><input type="checkbox"/> No → GO TO QUESTION 15</p> <p><input type="checkbox"/> Not sure → GO TO QUESTION 15</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> <p><input type="checkbox"/> Yes → GO TO QUESTION 14</p> <p><input type="checkbox"/> No → GO TO QUESTION 15</p> <p><input type="checkbox"/> Not sure → GO TO QUESTION 15</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 item or select "Not sure" if they are unsure of how to answer.</p> |
| <p>14 . How important are each of these reasons in your decision to not have sexual intercourse for at least the next 3 months? ^e *</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 and social consequences (for example, feeling sadness or regret, disappointing your parent(s) or guardian(s), and/or negative reactions from your peers)</p> <p>c. the risk of getting a sexually transmitted infection (STI)</p> <p>d. 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 14 if you answered 'yes' to Question 13."</p> |

^e Item not included in the middle school version.

| Exit survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|--|--|--|
| <p>15. Has being in the program made you more likely, about the same, or less likely to...^e* MARK ONLY ONE ANSWER</p> <p>a. have sexual intercourse in the next 3 months?</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>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 PREP programming's effect on youths' intentions with regard to sexual behavior after PREP programming</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>To obtain data on youth participants' perceptions of PREP programming's effects on their plans to use condoms after PREP programming</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> | <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 15: <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 15 if you answered 'no' or 'not sure' to question 13."</p> |
| Program experiences | | |
| <p>16. Even if you didn't attend all of the sessions or classes in this program, how often in this program... MARK ONLY ONE ANSWER PER ROW</p> <p>a. did you feel interested in program sessions and classes?</p> <p>b. did you think the material presented was clear?</p> <p>c. did discussions or activities help you to learn program lessons?</p> <p>d. did you have a chance to ask questions about topics or issues that came up in the program?</p> <p>e. did you feel respected as a person?</p> | <p>To obtain data on program experiences</p> <p>To obtain data on interest in PREP programming</p> <p>To obtain data on perceptions about the presentation of PREP programming material</p> <p>To obtain data on the helpfulness of discussions or activities in PREP programming</p> <p>To obtain data on the ability to ask questions during PREP programming</p> <p>To obtain data on whether youth felt respected during 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"> • 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> |

^e Item not included in the middle school version.

| Exit survey item | Why are we collecting this measure? | How do I explain this measure to youth taking the survey? |
|--|---|---|
| 17. Thinking about the program, how satisfied are you with... MARK ONLY ONE ANSWER PER ROW | To obtain data on satisfaction with the program | Remind youth to mark only one answer per row, choosing between the four options: <ul style="list-style-type: none"> • Very satisfied • Somewhat satisfied • A little satisfied • Not at all satisfied |
| a. the amount of information you received about abstaining from sex (choosing to not have sex)? | To obtain data on youth satisfaction with the amount of information they received about abstinence | |
| b. the amount of information you received about condoms and birth control? | To obtain data on youth satisfaction with the amount of information they received about condoms and birth control | 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.” |

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.