

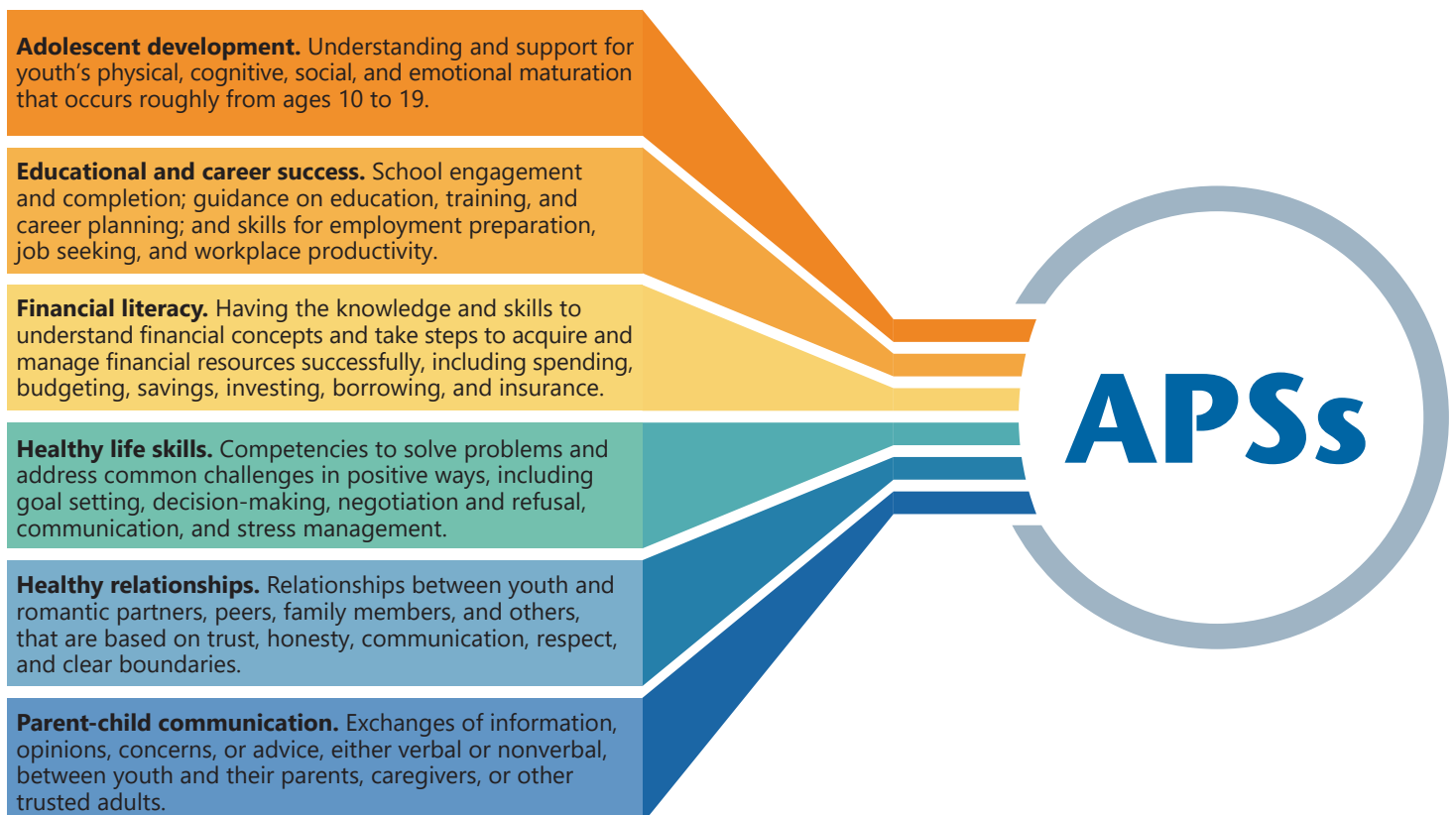
## PREP Performance Measures: Adulthood Preparation Subjects

### Background

The Personal Responsibility Education Program (PREP) teaches adolescents about abstinence and contraception with a goal of preventing pregnancy and sexually transmitted infections, including HIV/AIDS. The Family and Youth Services Bureau (FYSB), which is located within the Administration for Children and Families (ACF) at the U.S. Department of Health and Human Services, administers the program.

PREP operates through four different funding streams: (1) State PREP, (2) Competitive PREP, (3) Tribal PREP, and (4) Personal Responsibility Education Innovative Strategies (PREIS) grants. Grantees are agencies or organizations that receive PREP funding and have administrative responsibility for the grant. Providers are agencies or organizations that deliver programming to youth. Grantees can serve as their own providers or can fund sub-awardees to serve as providers. Each provider then implements one or more program models with youth.

PREP grantees are expected to cover at least three of six adulthood preparation subjects (APSs) with participating youth.



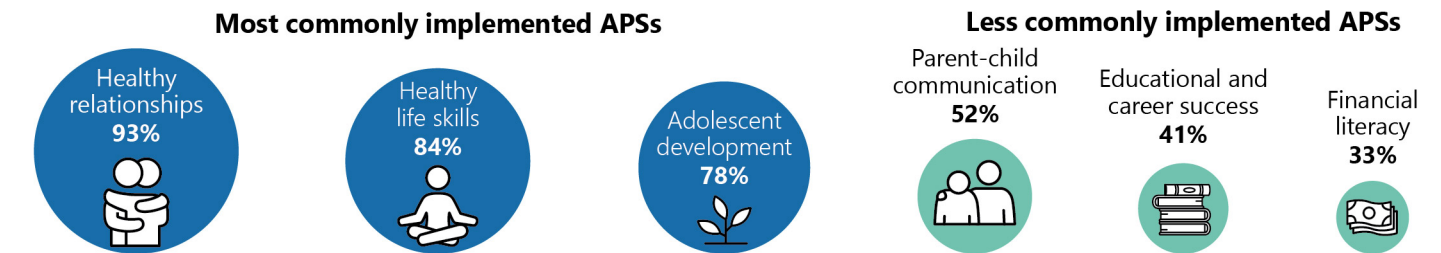
Data and sample

PREP grantees collect performance measures data and submit them to ACF twice per year, in winter (January/February) and summer (July/August). The data include measures of (1) program structure, cost, and support; (2) attendance, reach, and dosage; and (3) participants’ characteristics, experiences in the program, and perceptions of program effects. The program structure, cost, and support data include program-level information on which APSs the program delivers and how.

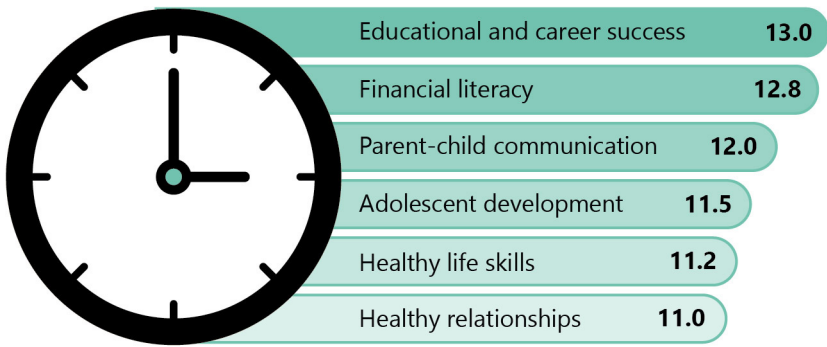
This fact sheet is based on performance measures for the 2021-2022 reporting period, focusing on the APSs delivered and the characteristics of the programs and their youth participants, by APS delivered. The sample included 347 programs: 301 programs funded under State PREP grants and 46 programs funded under Competitive PREP grants. Tribal PREP and PREIS grants were excluded because they were in their planning year and did not submit APS data in the summer of 2022.

APSs delivered

Most programs reported implementing at least three APSs, and nearly half (49%) reported implementing four or more APSs. Twenty percent of programs reported implementing all six APSs. Programs most commonly implemented healthy relationships, healthy life skills, and adolescent development APSs. A smaller portion of programs implemented the other three APSs.



## Intended delivery hours

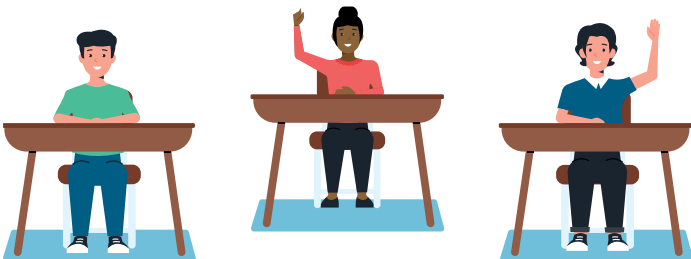


Note: This figure shows the median intended program hours. Most programs implemented multiple APSs.

Programs intended to deliver a similar number of total program hours, regardless of the APSs implemented. The median number of total intended program hours ranged from 11 to 13, by APS implemented. Programs that implemented the educational and career success and financial literacy APSs had the longest intended program duration.

## Setting

Overall, most youth received PREP programming in schools during the school day (74%). A smaller portion received the programming virtually (15%). Fewer than 4% of youth received programming in each of the other possible settings including, in community-based organizations, juvenile detention centers, foster care settings, and so on.

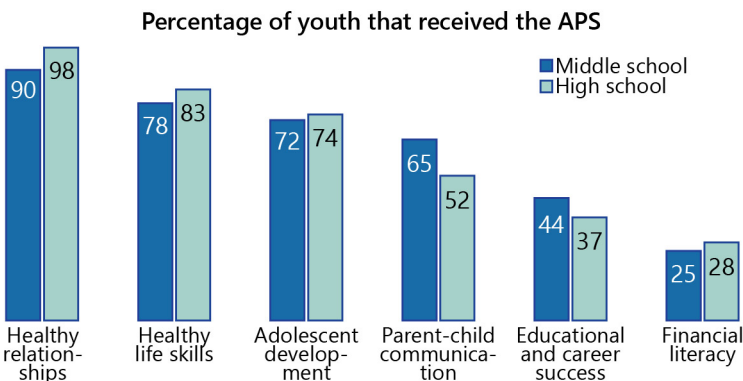


Within each setting, youth most commonly received the healthy relationships, healthy life skills, and adolescent development APSs. This aligned with the most commonly implemented APSs overall.

## Similarities and differences in APSs received, by characteristics of youth

### Grade

Overall, most PREP programs (60%) served youth in high school or beyond, whereas fewer than half (40%) served youth in middle school. A higher percentage of the youth in high school received the healthy relationships and healthy life skills APSs, compared to the youth in middle school. Conversely, a higher portion of middle school youth received the parent-child communication and educational and career success APSs, compared to the high school youth.



Note: Youth typically attended programs that implemented multiple APSs.



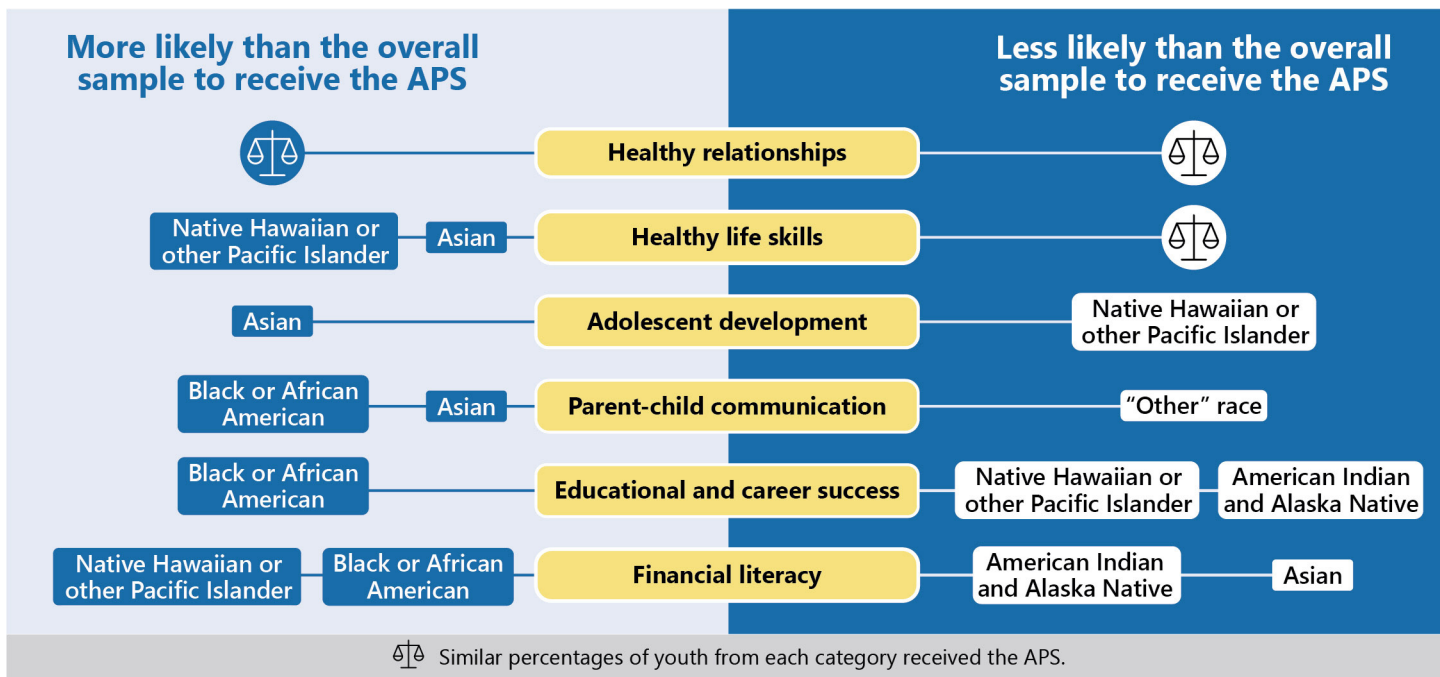
### Sex

Overall, PREP programs served 49% male youth and 51% female youth. Similar percentages of males and females received each APS.

## Race

White youth represented 49% of those served by PREP programming while Black or African American youth represented 30%. In addition, American Indian and Alaska Native youth represented 8%, Asian youth represented 6%, and Native Hawaiian or Other Pacific Islander represented 5%.

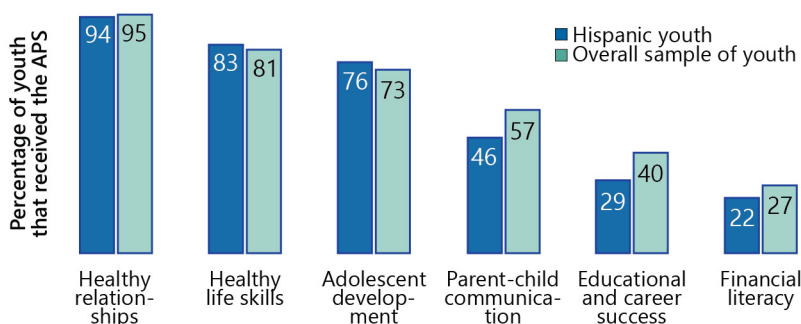
The APSs were not evenly delivered across race categories. The figure below summarizes how youth in particular race categories compared to the overall sample.



Note: Figure shows the percentage of youth in a particular race category that was 5 percentage points higher (or lower) than the percentage of youth in the overall sample that received the APS. Youth typically attended programs that implemented multiple APSs.

## Ethnicity

Hispanic or Latino youth represented about 37% of PREP participants. A similar portion of Hispanic youth received the healthy relationships, healthy life skills, and adolescent development APSs as the overall sample of youth. However, a lower portion of Hispanic youth than the overall sample received each of the remaining three APSs.



Note: Youth typically attended programs that implemented multiple APSs.

More information about PREP performance measures is posted on the <https://prepeval.acf.hhs.gov/> website. More information about the APSs can be found in the [Conceptual Models for the Adulthood Preparation Subjects within the Personal Responsibility Education Program \(PREP\)](#) report and the [Adulthood Preparation Subjects Resource Guide](#).

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