

# PREP Performance Measures 2017–2021:

## Studies of Performance Measures and Adulthood Preparation Subjects (PMAPS) Report

**June 2023**

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### I. Introduction

The proportion of teenagers engaging in sex has declined in recent decades, and rates of teen births in the United States have reached a historic low (Osterman et al., 2022). However, risky sexual activity, which can result in teen pregnancies and sexually transmitted infections (STIs), remains a concern. Nationally, 38 percent of high school–age youth have had sex, and some of these youth engage in behaviors that increase their risk of pregnancy and STIs (Centers for Disease Control and Prevention 2020). For instance, 46 percent of sexually active youth did not use a condom during their most recent sexual intercourse, and 9 percent had been sexually active with four or more partners in their life. Youth account for the largest percentage of STIs by age group; more than half of all STI cases reported were for youth between the ages of 15 and 24 (Centers for Disease Control and Prevention, 2022). Unplanned pregnancies and STIs pose negative consequences for the teenagers who experience them.

#### A. Overview of the Personal Responsibility Education Program

To help reduce teen pregnancies and STIs and their negative consequences, Congress authorized the Personal Responsibility Education Program (PREP). Congress first authorized PREP through the amendment of Title V of the Social Security Act as part of the 2010 Patient Protection and Affordable Care Act and has extended it several times, most recently through the Coronavirus Aid, Relief, and Economic Security Act in 2020 (Family and Youth Services Bureau, 2020). The Family and Youth Services Bureau (FYSB) within the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services (HHS) administers PREP. FYSB funds formula and competitive grants to U.S. states, territories, tribes, and local organizations to provide programming on adolescent pregnancy prevention and adulthood preparation subjects (APSs).

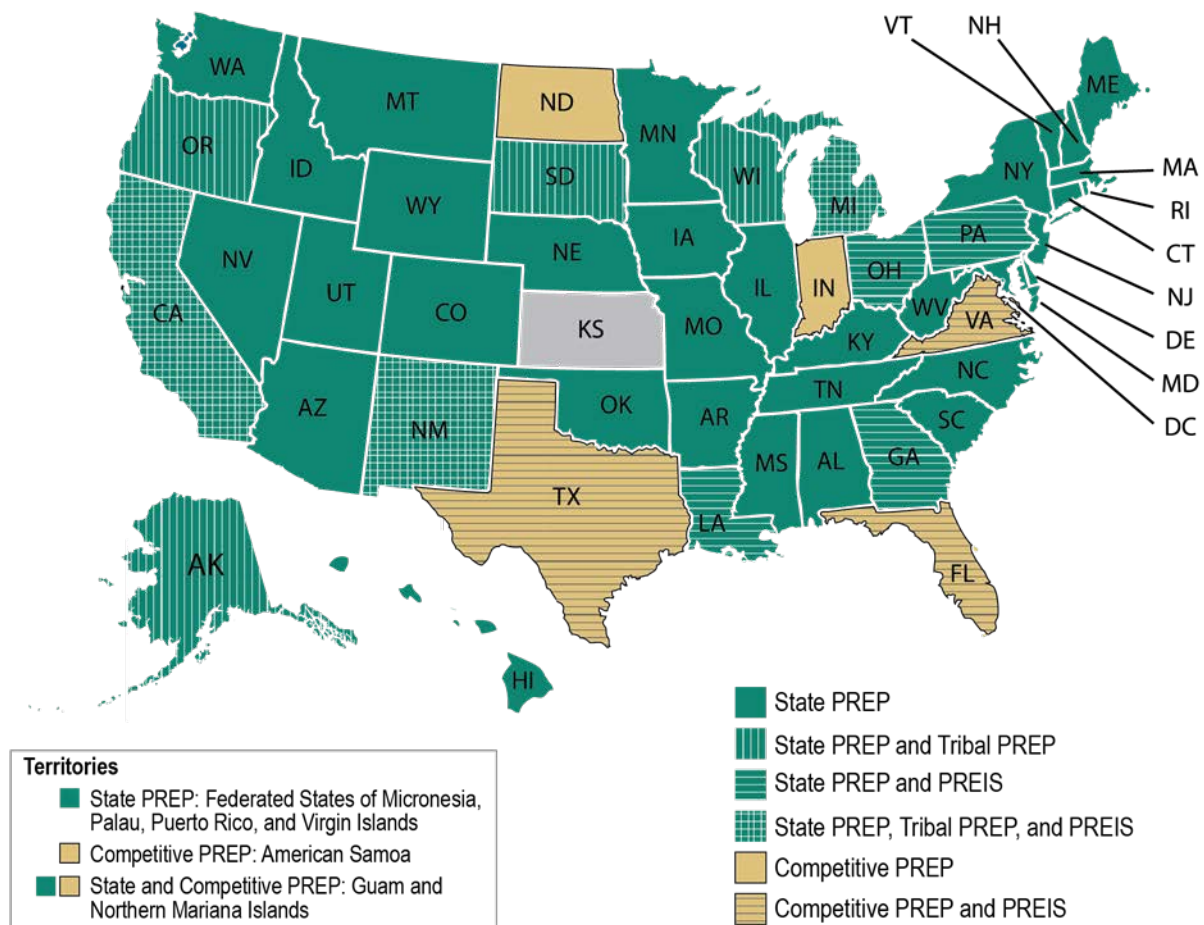
PREP funding supports four different funding streams: State PREP, Tribal PREP, Competitive PREP, and the Personal Responsibility Education Innovative Strategies (PREIS) program (Figure I.1).

- **State PREP.** All states and U.S. territories are eligible to apply for these formula grants. Grantees first received grants in fall 2010, and FYSB has been awarding grants with annual project periods since 2014. Grants range from \$250,000 to more than \$6,000,000 per year.
- **Tribal PREP.** Tribes and tribal organizations are eligible to apply for these competitive grants. FYSB awarded the first cohort of grants in fall 2011 and a second cohort in fall 2016.<sup>1</sup> Grants range from less than \$350,000 to almost \$600,000 per year.
- **Competitive PREP.** Local entities and organizations in states and territories that did not apply for State PREP funds are eligible to apply for these competitive grants. FYSB awarded the first cohort of grants in fall 2012 and a second cohort in fall 2015. Grants ranged from \$250,000 to almost \$800,000 per year.
- **PREIS.** Local entities and organizations implementing and evaluating innovative strategies are eligible to apply for these competitive evaluation grants. FYSB awarded the first cohort of grants in 2010 and a second cohort in fall 2016. Grants ranged from about \$548,000 to \$975,000 per year.

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<sup>1</sup> An additional cohort of Tribal PREP, Competitive PREP, and PREIS grantees was funded in 2021, but those did not submit data for the years covered in this report.

**Figure I.1. States and territories receiving PREP funding between 2017 and 2020**



Note: There were no PREP grantees in Kansas during the 2017–2018 through 2020–2021 reporting periods. Competitive PREP grants were awarded to organizations in Guam and Northern Mariana Islands before those territories accepted State PREP funding.

Per the legislation authorizing PREP, FYSB shared requirements and expectations for providing programming (Figure I.2). State PREP, Tribal PREP, and Competitive PREP grantees must “replicate evidence-based effective programs or substantially incorporate elements of effective programs that have been proven on the basis of rigorous scientific research to change behavior, which means delaying sexual activity, increasing condom or contraceptive use for sexually active youth, or reducing pregnancy among youth” (U.S. House of Representatives 2010). FYSB encouraged State PREP, Tribal PREP, and Competitive PREP grantees to select evidence-based programs from a list of program models HHS identified as evidence based through a systematic review.<sup>2</sup> In contrast, PREIS grantees are expected to focus on evaluating innovative strategies that support specific, underserved populations.

The legislation requires all PREP grantees to incorporate activities from at least three APSs: (1) healthy relationships, (2) adolescent development, (3) healthy life skills, (4) parent-child communication, (5)

<sup>2</sup> The list (<https://tppevidencereview.youth.gov/>) was included in the funding opportunity announcements (FOAs) for the cohorts of grantees included in this report. However, the last evidence review was in 2018 (Lugo-Gil et al. 2018), and the FOA for 2021 grantees did not reference the list.

## I. Introduction

educational and career success, and (6) financial literacy. In addition, grantees are required to emphasize both abstinence and contraception as ways to prevent pregnancy and STIs, including HIV/AIDS. Lastly, FYSB expects grantees to serve youth ages 10 to 19, or pregnant and parenting women younger than 21. From these eligible youth, grantees are “encouraged to serve youth populations who are the most high-risk or vulnerable for pregnancies or otherwise have special circumstances” (U.S. House of Representatives 2010). These high-risk and vulnerable populations include but are not limited to youth residing in geographic areas with high teen birth rates, adjudicated youth, youth in foster care, youth who have run away or are experiencing homelessness, and victims of human trafficking.

**Figure I.2. PREP requirements and expectations**

|   | State, Competitive, and Tribal PREP  | PREIS  |
|---|--|--|
| <b>Emphasis on evidence-based programming (PREP) or innovative strategies (PREIS)</b> | Provide evidence-based programs or substantially incorporate elements of them  | Implement and evaluate innovative strategies designed to support underserved youth |
| <b>Incorporation of adulthood preparation subjects</b>                                | Educate youth on at least three adulthood preparation subjects   |  |
| <b>Coverage of abstinence and contraception</b>                                       | Provide education on both abstinence and contraception   |  |
| <b>Focus on high-risk youth populations</b>   | Target youth ages 10 to 19 who are at the highest risk or most vulnerable for pregnancies or otherwise have special circumstances or pregnant/parenting youth 21 and younger |  |

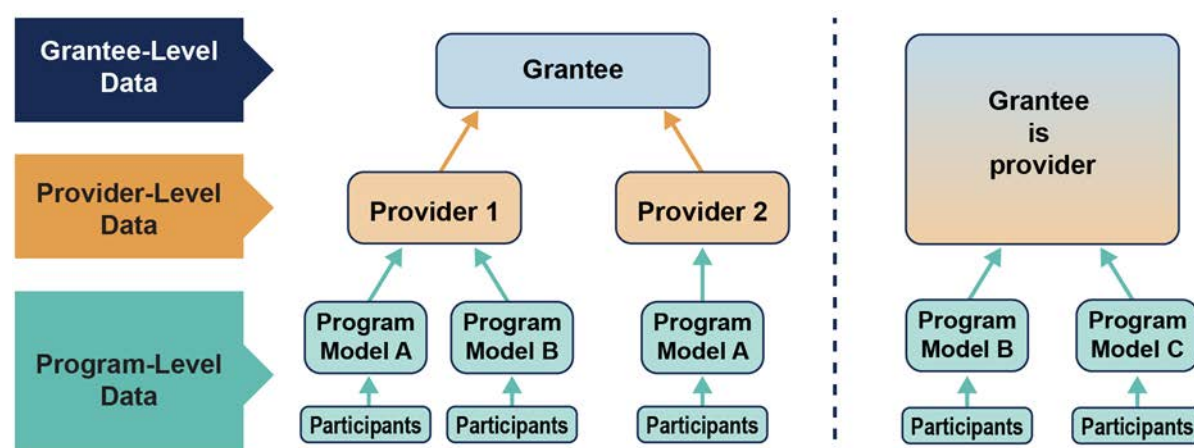
## B. Overview of PREP performance measures

The primary purpose of collecting PREP performance measures is to obtain information from all grantees on the extent to which the program objectives are being met. Although performance measures are not designed to assess program effectiveness, they can be used for program management and to address issues of vital importance to program operations and evaluation. Performance measures can also help improve service delivery and promote continuous quality improvement by highlighting areas in which performance might be lagging and identifying grantees, providers, or programs that might need technical assistance (TA). Systematically tracking program performance and thoughtfully analyzing these data can aid in learning about program implementation and identifying factors associated with greater implementation success.

### Measures and data collection structure

PREP performance measures data collection aligns with how grants are structured (Figure I.3). Grantees are agencies or organizations that receive PREP funding from FYSB and have administrative responsibility for the grant. Program providers are agencies or organizations that provide direct programming to youth. Grantees can serve as their own providers or can fund subrecipients to serve as providers. Each provider then implements one or more program models with youth.

Figure I.3. Levels of performance measure data collection



PREP performance measures data are collected at each of these levels, and grantees submit data to ACF at the grantee, provider, and program levels. For example, for some performance measures, grantees provide data about activities they undertake at the grantee level. For other measures, data are based on information about each provider that serves youth directly or each program that a provider is implementing. Although grantees and providers collect data for some measures from individual youth participants, they aggregate these measures to the program level before submitting to ACF. Each grantee assigns data collection and submission roles based on its own implementation structure. Ultimately, the grantees are responsible for submitting performance measures from all applicable levels to ACF.<sup>3</sup>

**Grantee-level measures.** At the grantee level, the performance measures provide data on grantee *structure, cost, and support for program implementation*, including the number of grantee staff involved in program oversight and the training, TA, and observations conducted by grantees or their designees. In the 2019–2020 and 2020–2021 reporting periods, grantees reported on additional measures related to the effects of the COVID-19 pandemic, such as interruptions of operations or services. The reference period for these measures each year was October 1 to September 30 (Table I.1).

**Provider-level measures.** At the provider level, the performance measures also focus on *structure, cost, and support for program implementation*, including provider administrative staffing; the number of facilitators employed, trained, and observed; implementation challenges; and interest in TA. For 2020–2021, provider-level measures related to the pandemic (such as provider staffing vacancies) were also included. The reference period for these measures each year was October 1 to September 30.

#### COVID-19 spotlight: Additional performance measures

In 2019–2020 and 2020–2021, performance measures were collected that related specifically to how PREP grantees, providers, and programs responded to the COVID-19 pandemic, including interruptions of operations or services, staffing vacancies, changes in program setting, and shifts in performance measures data collection.

<sup>3</sup> In addition to being responsible for the submission of performance measures, grantees are responsible for ensuring the accuracy and quality of the data. Although the web-based reporting system provides some validation checks when grantees submit the data, we identified some remaining data issues through additional checks conducted after receiving the data. Because data were reported to ACF in the aggregate and not by individual, our ability to correct any data issues was limited.



## I. Introduction

**Program-level measures.** At the program level, several categories of measures are reported:

- **Measures of structure, cost, and support for program implementation.** These measures focus on programming, including the intended number of program hours, program model, and selected APSs. For 2020–2021, measures related to the pandemic (such as offering programming virtually or effects on performance measures data collection) were also included. The reference period for these measures each year was October 1 to September 30.
- **Measures of attendance, reach, and dosage.** These measures include the number of youth served overall and the setting in which they were served, the extent to which youth attended most of the intended program hours, and whether the majority of youth served were in one of several highly vulnerable populations. For 2019–2020, measures related to the pandemic (such as changes in program setting and the number of youth served before and after the beginning of the pandemic) were also included. The data collection period for these measures typically followed a program year, rather than a grant year, but the months covered shifted over time (Table I.1).
- **Measures of participants' characteristics, behaviors, perceptions of program effects, and program experiences.** Programs report aggregated youth-level measures that capture information on the demographic characteristics of youth participants, their sexual risk behaviors before the start of programming, their experiences in PREP, and their perceptions of program effects on their preparation for adulthood and their sexual risk behaviors in the future. These measures are based on data collected at the individual level, through surveys administered to participants at program entry and exit but aggregated to the program level for submission to ACF.

The data collection period for these measures typically followed a program year (similar to the measures of attendance, reach, and dosage), but not all measures were submitted in all years, and the months covered varied (Table I.1). Notably, no survey data were collected in 2017–2018, and items on participants' behaviors and perceptions of program effects were added to the surveys beginning in September 2020 (so the data collection period for these measures was only 10 months).

### COVID-19 spotlight: Changes to survey administration

The COVID-19 pandemic affected the collection of PREP participant entry and exit surveys. In 2019–2020, 24 percent of programs were unable to collect entry survey data, and 46 percent were unable to collect exit surveys; the larger effect on exit surveys was likely because of the timing of the pandemic, which began during the second half of the program year. In 2020–2021, the effect of the pandemic on entry survey administration was similar (26 percent of programs were unable to collect these data), but the effect on exit survey collection was smaller than in the year prior (27 percent).

**Revisions to measures.** PREP grantees began submitting performance measures data during the 2011–2012 federal grant year. Since then, ACF has revised the measures several times, and the data collection and submission timelines have shifted (Table I.1). Notable changes during the four years this report covers include the following:

- The months covered by the measures of attendance, reach, and dosage, and the measures based on participant surveys varied by year. In 2017–2018, the data only covered 6 months from January to July 2018. In each subsequent year, data collection covered 11 or 12 months.

## I. Introduction

- The participant entry and exit surveys were revised. Grantees did not administer surveys during the 2017–2018 program year, when revised versions were under review, so no measures based on participant survey data were submitted for that period. In 2018–2019, grantees began administering entry and exit surveys that included only questions related to participants’ characteristics and program experiences. In September 2020, State PREP and Competitive PREP grantees shifted to using surveys that also included questions related to participants’ behaviors and perceptions of program effects. There were also minor revisions to items on participants’ characteristics for State PREP, Competitive PREP, and PREIS grantees.<sup>4</sup>
- Measures related to the COVID-19 pandemic were added to the measures of structure, cost, and support and measures of attendance, reach, and dosage for 2019–2020 and then revised for 2020–2021.
- Data submission shifted from once to twice a year for some measures. Grantees submitted all performance measures data annually through the 2018–2019 program year. In 2019–2020, biannual submission began for measures of attendance, reach, and dosage, and measures based on participant surveys. Grantees submitted data on these measures once in the winter and once in the summer, with each data collection period covering the preceding five to seven months.<sup>5</sup> Biannual data are combined to create a single annual data file for each program year, which is used for analysis.

**Table I.1. Performance measures and periods covered, by year**

| Category of performance measures  | Unit of analysis               | Period covered                          |                                 |  |  |
|---|--------------------------------|---|---------------------------------|--|--|
|   |                                | 2017–2018                               | 2018–2019                       | 2019–2020                                    | 2020–2021                                    |
| Structure, cost, and support for program implementation                 | Grantee<br>Provider<br>Program | October 2017–<br>September 2018         | October 2018–<br>September 2019 | October 2019–<br>September 2020 <sup>a</sup> | October 2020–<br>September 2021 <sup>a</sup> |
| Attendance, reach, and dosage   | Program                        | January 2018–<br>July 2018 <sup>b</sup> | August 2018–<br>July 2019       | August 2019–<br>June 2020 <sup>ac</sup>      | July 2020–<br>June 2021 <sup>c</sup>         |
| Participants’ characteristics and program experiences                   | Program                        | --                                      | August 2018–<br>July 2019       | August 2019–<br>June 2020 <sup>c</sup>       | July 2020–<br>June 2021 <sup>c</sup>         |
| Participants’ behaviors and perceptions of program effects <sup>d</sup> | Program                        | --                                      | --                              | --   | September 2020–June 2021 <sup>c</sup>        |

<sup>a</sup> Included measures related to COVID-19.

<sup>b</sup> In 2017–2018, these measures were only submitted for programs in which youth began *and* ended programming during the data collection period.

<sup>c</sup> These measures were submitted biannually beginning in 2019–2020.

<sup>d</sup> These measures were submitted for State PREP and Competitive PREP programs but not Tribal PREP or PREIS programs.

<sup>4</sup> Tribal PREP grantees continued to use earlier versions of the surveys throughout 2020–2021.

<sup>5</sup> The biannual data submissions typically included six months of data, but some submissions included data for five or seven months, which resulted in inconsistent lengths of the periods covered for the years in this report. For example, as shown in Table I.1, the 2019–2020 period included 11 months of data on measures of attendance, reach, and dosage, and measures of participants’ characteristics and program experiences. This included one submission covering five months (August through December 2019) and one covering six months (January through June 2020).

### C. Overview of report

FYSB and the Office of Planning, Research, and Evaluation within ACF contracted with Mathematica to conduct the PREP Studies of Performance Measures and Adulthood Preparation Subjects. As part of the studies, this report uses grantee-submitted data on performance measures to describe PREP programs that operated from 2017 to 2021.<sup>6</sup>

Specifically, this report addresses the following questions:

- How did grantees operate and support PREP programs?
- What were the characteristics of PREP programs, and how did grantees and providers implement them?
- What were the characteristics of youth participants?
- How did youth respond to the PREP programs?

This report discusses trends over time for each research question. Chapter II describes the structure of the PREP grant operations, including scale, use of funds, and staffing. In Chapter III, we explore how grantees supported PREP program implementation. In Chapter IV, we discuss the characteristics of the programs, including their content, delivery, and their target populations. Chapter V describes the youth served by PREP programs, and Chapter VI explores their response to the program and their perception of program effectiveness. Finally, in Chapter VII, we conclude by summarizing the key findings. Through a series of callout boxes, the report spotlights how the COVID-19 pandemic impacted PREP programming and data collection.

The figures and tables in the body of the report present findings for the four most recent program years: 2017–2018, 2018–2019, 2019–2020, and 2020–2021 (although not all measures were reported every year, as Table I.1 shows). Appendix tables present all results for PREP overall (Appendix A) and separately by funding stream (Appendix B contains findings for State PREP, Appendix C for Tribal PREP, Appendix D for Competitive PREP, and Appendix E for PREIS). Appendix F contains findings related to effects of the COVID-19 pandemic on PREP during 2019–2020 and/or 2020–2021, for all funding streams.

Comparisons between reporting periods should be interpreted with an understanding of the contextual factors and changes to the measures, including differing lengths of reporting periods for some measures. Each year, some grantees or providers did not report the expected measures.<sup>7</sup> The providers, programs, and participants for which data are reported can also change over time because of changes in which subrecipient providers and programs grantees choose to fund each year. Changes to the performance measures between reporting periods affected the data available to compare across years, and differing lengths of reporting periods for some measures affected comparability of the available data. Notably, in 2017–2018, measures of attendance, reach, and dosage covered only seven months, whereas in other

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<sup>6</sup> A previous study reported performance measures findings from earlier years (Murphy et al., 2021).

<sup>7</sup> Providers were not expected to report attendance, reach, and dosage measures or any survey-based measures for reporting periods during which they did not serve youth. Providers were also not expected to report measures based on entry survey data if no youth began a program during a given reporting period or to report attendance, reach, and dosage measures or measures based on exit survey data if no youth completed the program during the reporting period.

## I. Introduction

years, the measures covered 11 or 12 months.<sup>8</sup> We would therefore expect the findings on these measures for 2017–2018 to differ from the other years. In addition, the COVID-19 pandemic affected PREP operations (including disrupting programming) and data collection in two of the four years covered by this report. Besides some findings likely being related to the pandemic (such as reductions in numbers of participants and shifts to virtual settings), the grantees, providers, and programs that were active and able to provide data for the pandemic period might differ in some ways from those that were not. In summary, changes in performance measures across reporting periods can reflect a combination of changes in (1) the context in which the programs operated, (2) the programming decisions among the funded grantees, (3) the completeness of data provided, and (4) the performance measures themselves. We did not conduct any tests of statistical significance. Reported associations should not be interpreted as showing causal relationships.

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<sup>8</sup> In addition, the measures of attendance, reach, and dosage included only programs that began and ended within the 2017–2018 period, whereas in other years, the measures included all programs that ended within the period.

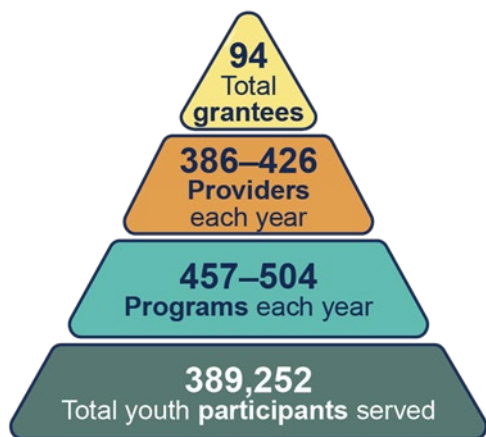
## II. Grant Operations

From grant years 2017–2018 to 2020–2021, PREP continued to operate at a large scale through many grantees and providers. Amid the COVID-19 pandemic, many PREP grantees and providers experienced interruptions but were still able to reach and provide programming to young people. This chapter describes the scale and operation of the grants during this four-year period.

### A. Scale of PREP

In the four-year reporting period, there were 94 grantees (Figure II.1).<sup>9</sup> In three of the four years, 92 grantees reported performance measure data, but 94 grantees reported data in 2018–2019.<sup>10</sup> The number of grantees remained stable for each

**Figure II.1. Number of PREP grantees, providers, programs, and youth**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation

### COVID-19 spotlight: Grant interruptions

The COVID-19 pandemic caused widespread disruptions in PREP programming. In 2019–2020, 95 percent of grantees reported interruptions of PREP operations or services (Appendix Table F.1). These interruptions lasted at least five months for most grantees; by the end of the 2019–2020 reporting period, about one-third of grantees returned to pre-COVID capacity. In 2020–2021, 71 percent of grantees reported interruptions of services to youth, and 37 percent of grantees reported interruptions of administrative operations because of COVID-19 (Appendix Table F.2).

funding stream over time. State PREP had the largest number of grantees at about 51 each year. About 21 Competitive PREP grantees, 13 PREIS grantees, and 8 Tribal PREP and PREIS grantees reported data each year.

PREP operated on a large scale, with 386 to 426 providers and 457 to 504 programs each year (Figure II.2). State PREP funded the majority of the providers and programs; no other funding stream had more than 55 providers or 74 programs in any year. In addition to having the most grants, State PREP grantees relied more on subrecipients to serve as providers than other funding streams did.

More than 380,000 youth participated in PREP programming during the four years. Youth participation nearly doubled from 2017–2018 (when the measure covered only six months) to 2018–2019, with a high of 141,586 participants.<sup>11</sup> However, the number of youth participants declined to 97,966 in 2019–2020, and grantees reported serving 73,081 in 2020–2021, the lowest in the four-year period (Appendix Table A.1). These declines were likely related to disruptions

<sup>9</sup> One organization received both a Competitive PREP and a PREIS grant and is therefore counted as two grantees in this report.

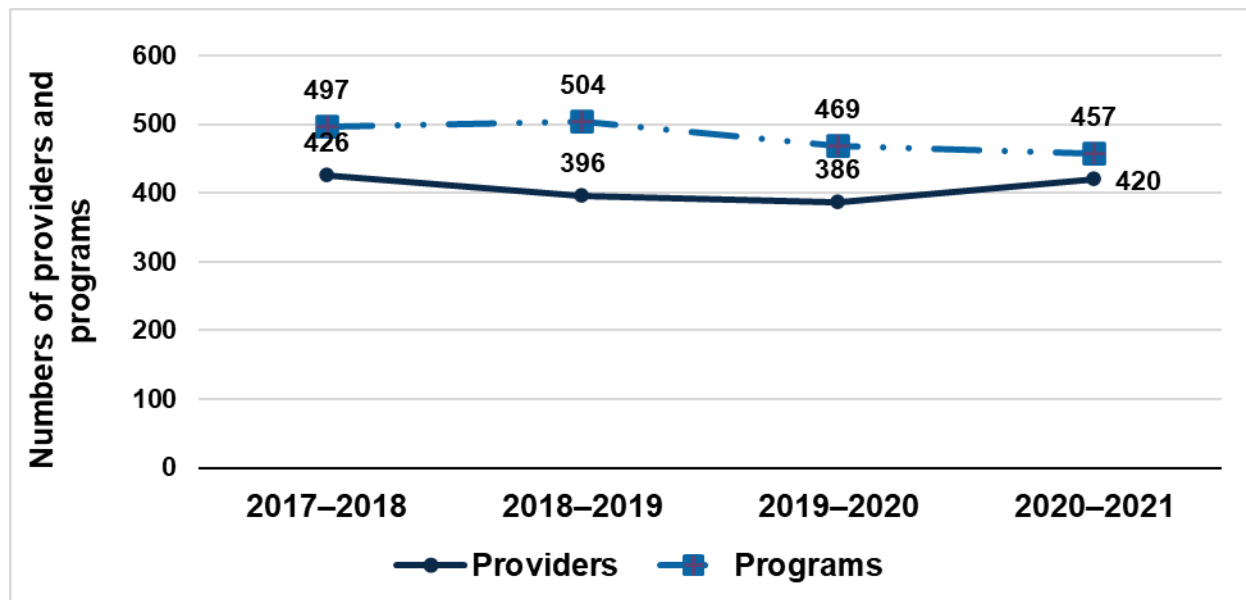
<sup>10</sup> In 2017–2018, 1 of the 21 Competitive PREP grantees did not report performance measures data. In 2018–2019, two State PREP grantees from one jurisdiction reported data for two grants because the grantee organization changed. One PREIS grantee was defunded in 2019–2020.

<sup>11</sup> As discussed in Chapter I, the 2017–2018 reporting period included only seven months of participant attendance, reach, and dosage data, but each of the other years included 11 or 12 months of data for those measures. This difference likely explains the notable increase in participants between 2017–2018 and 2018–2019.

## II. Grant Operations

caused by the COVID-19 pandemic. Some of the reduction in the number of youth served in 2020–2021 could also be due to TPREP and PREIS grantees shifting their focus from serving youth to completing their program evaluation in the last year of their five-year grant period.

**Figure II.2. Providers and programs**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation

### B. Use of grant funds

The grantee funding amounts for PREP awards ranged from \$105,214 to \$6,369,420 and varied by funding stream (Appendix Table A.2). The average grant amount each year was largest for State PREP and PREIS grantees and smallest for Tribal PREP grantees each year (Table II.1).

**Table II.1. Grantee and provider funding**

|                                      | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|--------------------------------------|-----------|-----------|-----------|-----------|
| <b>Average grant award amount</b>    |           |           |           |           |
| Overall                              | 755,054   | 701,882   | 735,300   | 763,906   |
| State PREP                           | 874,272   | 811,107   | 858,824   | 909,679   |
| Tribal PREP                          | 379,1550  | 416,187   | 405,904   | 408,311   |
| Competitive PREP                     | 507,199   | 504,962   | 507,398   | 499,339   |
| PREIS                                | 909,163   | 767,296   | 809,760   | 832,672   |
| <b>Average provider award amount</b> |           |           |           |           |
| Overall                              | 116,953   | 127,541   | 123,187   | 116,829   |
| State PREP                           | 88,220    | 95,644    | 95,436    | 92,036    |
| Tribal PREP                          | 71,889    | 79,933    | 79,885    | 75,176    |
| Competitive PREP                     | 295,380   | 289,282   | 253,075   | 203,345   |
| PREIS                                | 340,383   | 394,596   | 335,365   | 358,695   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.



## II. Grant Operations

The average funding amounts that providers received from PREP grantees ranged from \$116,829 to \$127,541 across years (Appendix Table A.2). Each year, the average provider funding amount was highest for PREIS, followed by Competitive PREP.

Funding allocations remained about the same during the four-year period, with a majority of PREP grant funds used for direct service (during the four-year period, this ranged from 55 to 58 percent) (Figure II.3). An average of more than 12 percent of PREP funding was used for training and TA each year, about 10 percent was allocated for evaluation and research, and about 20 percent for administrative support. There were differences in funding allocation by funding stream. State PREP grantees allocated more funding to direct service provision (nearly 60 percent) and less than 7 percent to evaluation and research (Appendix Table B.3). In comparison, Tribal PREP and PREIS grantees, who are required to conduct evaluations, allocated less funding to direct service and focused more on administrative support and evaluation and research (Appendix Table C.3 and Table E.3).

**Figure II.3. Grantee funding allocations (average percentage of funds across years)**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

TA = technical assistance.

### C. Grantee and provider staffing

The number of grantee staff remained fairly stable during the four years but varied across funding streams (Figure II.4). The number of staff overseeing PREP grants ranged from 1 to 78 across grantees during the four-year period (Appendix Table A.4). The median number of grantee staff remained consistent over time at three staff, and the median number of grantee full-time equivalent staff was about two each year. State PREP reported the lowest median number of staff overseeing the grant (two staff each year). For Tribal PREP, the median number of grantee staff ranged from two to four across the years. Competitive PREP demonstrated the highest median number of staff

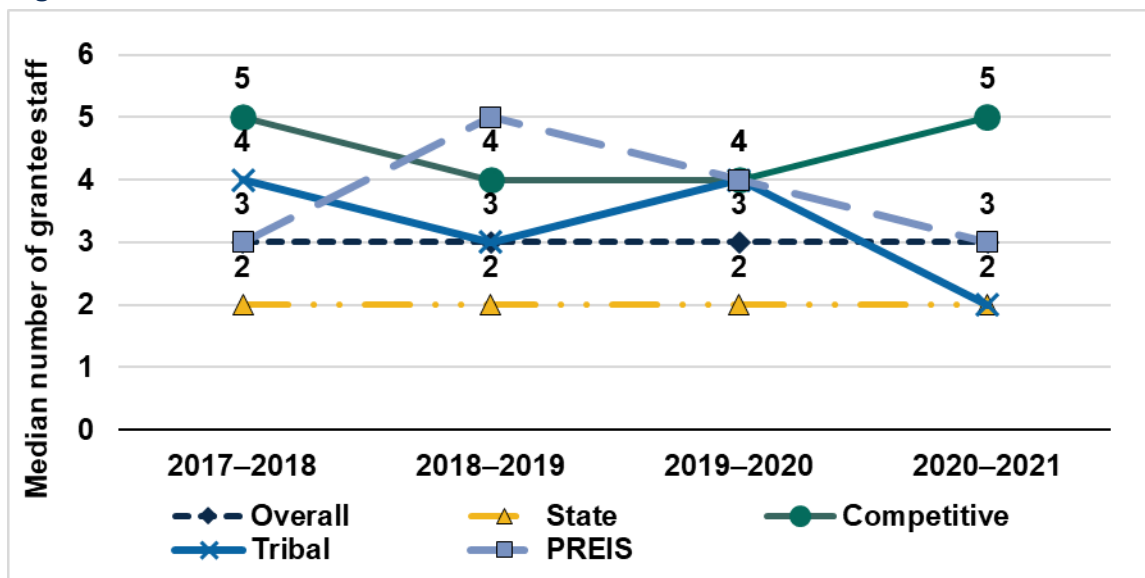
#### COVID-19 spotlight: Staffing

The COVID-19 pandemic did not greatly affect PREP staffing. In 2019–2020, 93 percent of PREP grantees reported no changes in the number of grantee staff involved in overseeing PREP since COVID-19, and 88 percent reported no changes in the proportion of grantee full-time equivalent staff involved (Appendix Table F.3). In 2020–2021, an average of 13 percent of PREP grantee staff positions, 7 percent of provider administrative staff positions, and 11 percent of facilitator positions were vacant as a result of COVID-19 (Appendix Tables F.4–F.6). For each staffing type, at least 35 percent of vacancies were filled by the end of the 2020–2021 reporting period.

## II. Grant Operations

with four to five staff overseeing the grants each year. The median for PREIS grantees ranged from three to five staff.

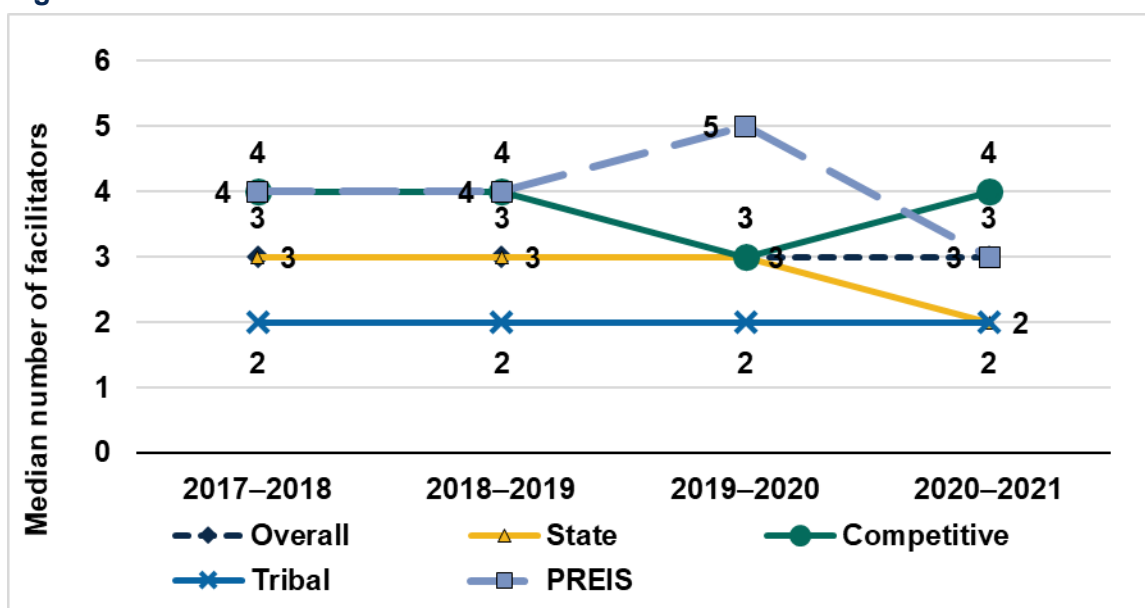
**Figure II.4. Grantee staff**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Across providers, the median number of facilitators providing PREP programming to youth remained stable over time but varied by funding stream (Figure II.5). The median number of facilitators per provider was three each year. The median number of facilitators was lowest for Tribal PREP providers (two each year) and highest for Competitive PREP and PREIS providers (three to five each year).

**Figure II.5. Median number of facilitators**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.



## III. Support for Program Implementation

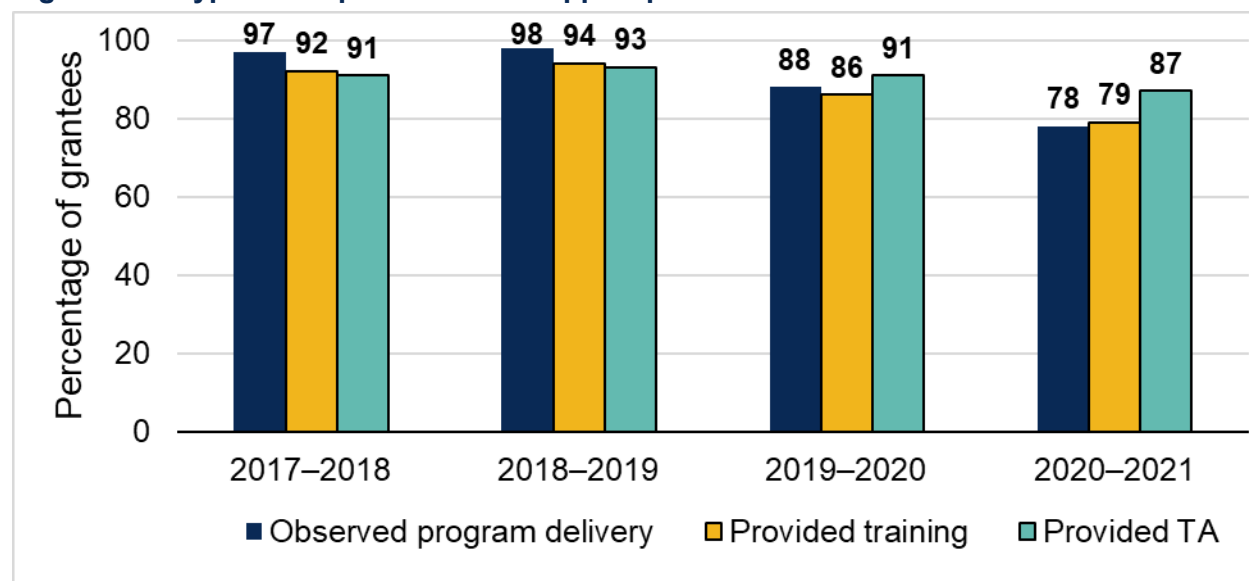
PREP grantees used various methods to support and strengthen their program implementation. This chapter describes the supports grantees provided and program providers received, as well as the challenges experienced and TA needed to ensure successful PREP program implementation.

### A. Grantee support for program implementation

Most grantees supported implementation each year, either directly or through partners they designated, by observing program delivery and providing training and ongoing TA (Figure III.1). In 2017–2018 and 2018–2019, more than 90 percent of grantees provided each form of support: each year, 97–98 percent conducted observations, 92–94 percent provided training, and 91–93 percent provided TA. Although support remained high after 2018–2019, there was a decrease across all forms of support, with the largest decreases in program observation and training. There was a 10-percentage point decrease each year after 2018–2019 in observing program delivery and a 7 to 8 percentage point decrease in providing training.

Throughout the four-year period, most grantees who reported observing program delivery, providing training, or providing TA used their own staff to do so (Table III.1). However, grantees also worked with outside organizations—such as developers, training or TA partners, evaluation partners, and program providers—to offer these supports.

**Figure III.1. Types of implementation support provided**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

TA = technical assistance.

### III. Support for Program Implementation

**Table III.1. Type of organizations that provided implementation support (percentage among grantees who provided the support)**

|                                  | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|----------------------------------|-----------|-----------|-----------|-----------|
| <b>Observed program delivery</b> |           |           |           |           |
| Grantee                          | 90        | 89        | 88        | 86        |
| Developer                        | 14        | 15        | 17        | 13        |
| Training or TA partner           | 24        | 34        | 24        | 15        |
| Evaluation partner               | 34        | 38        | 33        | 30        |
| Program provider                 | 49        | 57        | 37        | 36        |
| <b>Provided training</b>         |           |           |           |           |
| Grantee                          | 74        | 76        | 81        | 79        |
| Developer                        | 44        | 45        | 46        | 37        |
| Training or TA partner           | 57        | 54        | 47        | 41        |
| Evaluation partner               | 30        | 28        | 24        | 19        |
| Program provider                 | 49        | 49        | 32        | 29        |
| <b>Provided TA</b>               |           |           |           |           |
| Grantee                          | 86        | 88        | 89        | 92        |
| Developer                        | 40        | 42        | 42        | 38        |
| Training or TA partner           | 60        | 57        | 55        | 47        |
| Evaluation partner               | 53        | 42        | 45        | 34        |
| Program provider                 | 40        | 44        | 33        | 23        |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Only grantees that reported providing the named support were asked this item. Grantees could select more than one type of organization, so percentages might sum to more than 100.

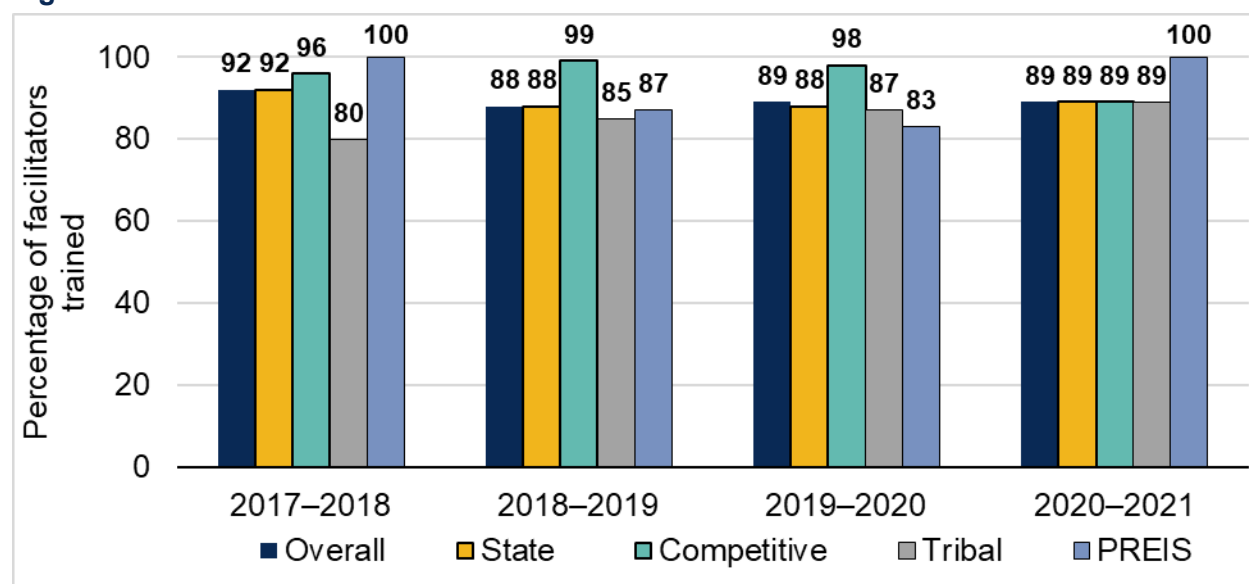
TA = technical assistance.

#### B. Implementation supports facilitators received

Each year, at least 96 percent of providers reported that facilitators were trained (Appendix Table A.7). Overall, 88–92 percent of PREP facilitators each year were trained in delivering the core program model. There was little variation by year, but the patterns varied by funding stream (Figure III.2). The percentage of facilitators trained was most consistent for State PREP (88–92 percent each year) across the four years and varied the most for PREIS (83–100 percent). PREIS programs were the only funding stream to report training all facilitators in 2017–2018 and 2020–2021 but had the lowest percentage (83 percent) in 2019–2020. A large proportion of Competitive PREP programs trained their facilitators each year (more than 96 percent) except in 2020–2021 when 89 percent were trained. Tribal PREP reported lower percentages of facilitators trained (80–89 percent).

### III. Support for Program Implementation

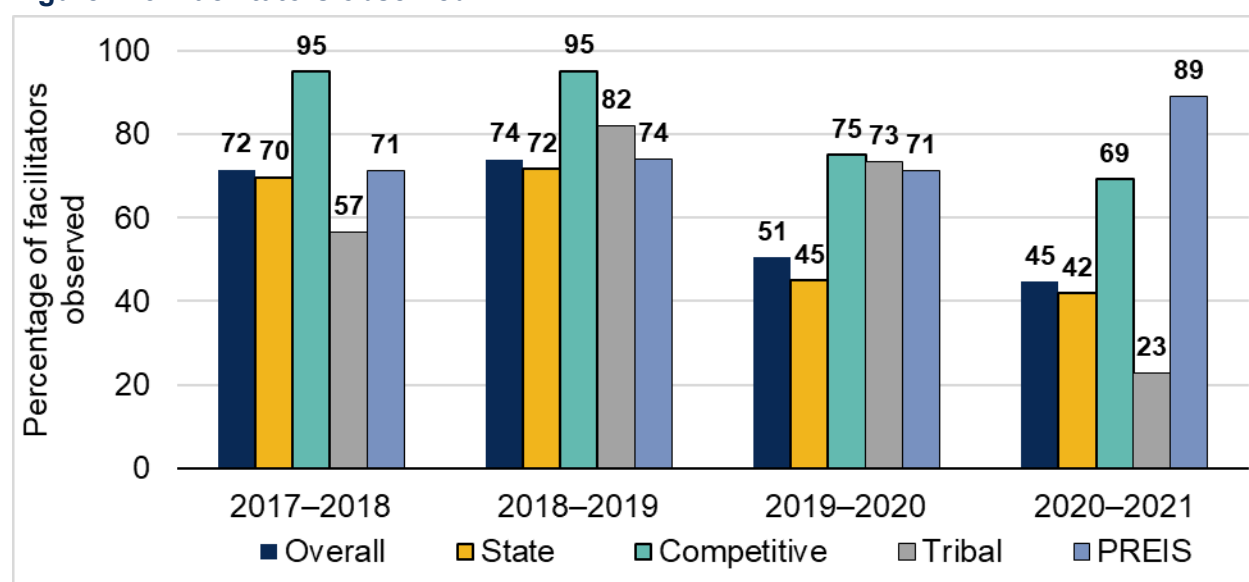
**Figure III.2. Facilitators trained**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Compared with facilitator training, fewer PREP providers reported their facilitators were observed during the reporting period (Appendix Table A.7). The percentage of facilitators observed at least once declined sharply between 2018–2019 and 2019–2020, from 72 percent in 2017–2018 and 74 percent in 2018–2019 to 51 percent in 2019–2020 and 45 percent in 2020–2021 (Figure III.3). There were differences in the patterns by funding stream. Competitive PREP providers had the highest percentage of facilitators observed in most years (declining from 95 percent to 69 percent over time), but PREIS providers had the highest percentage of facilitators observed in 2020–2021, at 89 percent.

**Figure III.3. Facilitators observed**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

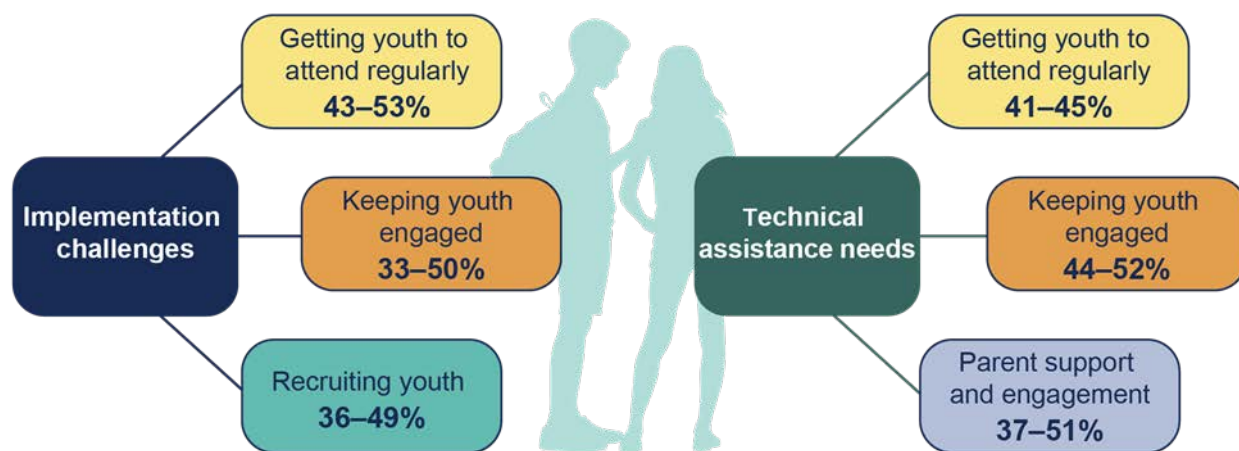
### III. Support for Program Implementation

#### C. Implementation challenges and needs for TA

Providers reported several implementation challenges over the years. The most common challenges reported were getting youth to attend regularly (43–53 percent of providers each year), keeping youth engaged (33–50 percent), and recruiting youth (36–49 percent) (Figure III.4). Each of these challenges was consistently reported and became more prevalent over time, with at least 49 percent of providers reporting each as a problem in 2020–2021. After 2018–2019, natural disasters were more commonly reported as a problem by providers, increasing from 12 percent in 2018–2019 to 51 percent in 2019–2020, and continued to remain relevant (at 45 percent) in 2020–2021.<sup>12</sup> Staff turnover remained consistent over time, with at least 31 percent of providers reporting it as a problem each year. (A complete list of reported implementation challenges is in Appendix Table A.8.)

Providers also reported various needs for TA to support implementation, some of which they consistently noted each year. In alignment with the challenges they reported, providers were most often interested in support to keep youth engaged (44–52 percent of providers each year), to gain parent support and engagement (37–51 percent of providers), and to get youth to attend regularly (41–45 percent of providers) (Figure III.4). Notably, from 2019–2020 to 2020–2021 these topics garnered more interest among providers; provider reports increased by 7 percentage points for keeping youth engaged, 10 percentage points for gaining parent support and engagement, and 4 percentage points for getting youth to attend. Over time, addressing youth behaviors became less of a need for providers, declining from 50 percent in 2017–2018 to 32 percent in 2020–2021. (A complete list of reported needs for TA is in Appendix Table A.9.)

**Figure III.4. Most commonly reported implementation challenges and needs for technical assistance**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>12</sup> Although no definition was provided for natural disaster, many grantees likely included the COVID-19 pandemic in this category.

## IV. Program Characteristics

The programming providers implemented generally met PREP requirements. This chapter describes the content of the programming, including the program models implemented and the APSs addressed; program delivery, including the settings in which implementation occurred and the dosage youth received; and the participant populations programs targeted.

### A. Program models

PREP providers implemented a variety of adolescent pregnancy prevention program models. Overall, the most common model was Making Proud Choices!, which was implemented by 24–29 percent of providers each year (Table IV.1). Teen Outreach Program, Be Proud! Be Responsible!, and Reducing the Risk were also common, reported by at least 8 percent of providers each year.

**Table IV.1. Program models most commonly implemented by providers**

| PREP overall                                       | Percentage of providers |           |           |                |
|--|-------------------------|-----------|-----------|----------------|
|  | 2017–2018               | 2018–2019 | 2019–2020 | 2020–2021      |
| Making Proud Choices!                              | 24                      | 29        | 28        | 26             |
| Teen Outreach Program                              | 14                      | 16        | 20        | 18             |
| Be Proud! Be Responsible!                          | 14                      | 11        | 10        | 9              |
| Reducing the Risk                                  | 14                      | 11        | 10        | 8              |
| <b>State PREP</b>                                  |                         |           |           |                |
| Making Proud Choices!                              | 28                      | 34        | 34        | 33             |
| Teen Outreach Program                              | 16                      | 18        | 23        | 21             |
| Reducing the Risk                                  | 16                      | 14        | 12        | 10             |
| Be Proud! Be Responsible!                          | 16                      | 12        | 11        | 9              |
| <b>Competitive PREP</b>                            |                         |           |           |                |
| Heritage Keepers Abstinence Education <sup>a</sup> | 3                       | 11        | 20        | 43             |
| Teen Outreach Program                              | 16                      | 14        | 15        | 11             |
| Be Proud! Be Responsible!                          | 13                      | 17        | 15        | 11             |
| Making Proud Choices!                              | 23                      | 20        | 15        | 9              |
| Draw the Line/Respect the Line                     | 13                      | 9         | 8         | 4              |
| <b>Tribal PREP</b>                                 |                         |           |           |                |
| Native Youth Leadership                            | 26                      | 39        | 39        | 48             |
| Circle of Life                                     | 13                      | 12        | 12        | 14             |
| Get Real (Middle School)                           | 13                      | 12        | 8         | 10             |
| Discovery Dating                                   | 13                      | 19        | 19        | 10             |
| We R Native  | 26                      | 19        | 23        | 0              |
| <b>PREIS<sup>b</sup></b>                           |                         |           |           |                |
| About Us   | 20                      | 32        | 25        | 0 <sup>c</sup> |
| Project Legacy                                     | 25                      | 11        | 6         | 0 <sup>c</sup> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation

<sup>a</sup> Only one grantee implemented Heritage Keepers Abstinence Education, but the number of providers under that grantee increased each year. These providers also incorporated information on contraceptives into their Heritage Keepers programs to meet PREP requirements.

<sup>b</sup> No other model was implemented by more than one provider in any given year.

<sup>c</sup> PREIS programs do not serve youth during the final year of their grants, which was 2020–2021 for this cohort.

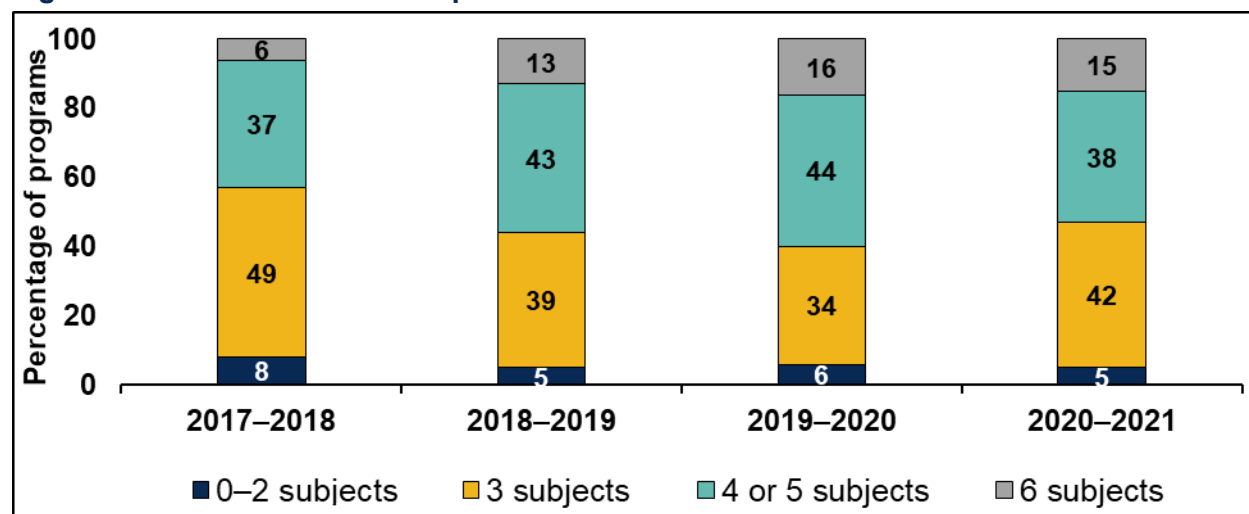
#### IV. Program Characteristics

The most prevalent program models, however, varied across funding streams. Making Proud Choices!, Teen Outreach Program, and Be Proud! Be Responsible! were consistently among the most common program models among State PREP and Competitive PREP providers, but Heritage Keepers Abstinence Education was increasingly popular among Competitive PREP providers.<sup>13</sup> The percentage of Competitive PREP providers implementing that model more than doubled each year, to 43 percent in 2020–2021, although this model was implemented by only one grantee.<sup>14</sup> Many Tribal PREP program models are culturally specific to the populations they serve. For example, 26 to 48 percent of Tribal PREP providers implemented Native Youth Leadership each year, but this model was not used by any State PREP, Competitive PREP, or PREIS providers. PREIS program models vary the most widely of all funding streams because they are required by the legislation to use and rigorously evaluate innovative strategies. Most program models implemented by PREIS grantees were implemented by only one provider each (Appendix Table E.10).

State PREP, Tribal PREP, and Competitive PREP grants required program models to be evidence-based or substantially incorporate elements of evidence-based models. PREIS grants instead required providers to implement and rigorously evaluate innovative program models. At least three-quarters (75–85 percent) of youth each year participated in programming from models that were identified as evidence-based (Appendix Table A.11) through a systematic review of evaluations of the effectiveness of teen pregnancy prevention programs (Lugo-Gil et al. 2018). The PREP funding opportunity announcements for the cohorts discussed in this report referenced this evidence review, but evidence for additional models might have become available since the last update of the review in 2018.

Per PREP grant requirements, grantees had to address at least three of the six APSs. Each year, nearly 95 percent of programs achieved this goal (Figure IV.1). Most programs implemented three to five APSs each year, and 6–16 percent of programs each year addressed all six.

**Figure IV.1. Number of APSs implemented**



<sup>13</sup> The providers that implemented Heritage Keepers also incorporated information on contraceptives into their programs to meet PREP requirements.

<sup>14</sup> The grantee that implemented Heritage Keepers Abstinence Education accounted for 23 of the 54 Competitive PREP providers in 2020–2021.

## IV. Program Characteristics

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation

APS = adulthood preparation subject.

The most commonly implemented APSs were healthy relationships (addressed by 96–99 percent of programs each year), healthy life skills (83–89 percent), and adolescent development (78–84 percent) (Figure IV.2). These three APSs were consistently the most common across all funding streams, with one notable exception: each year, more Tribal PREP grantees addressed parent–child communication than adolescent development.

**Figure IV.2. APSs implemented**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.

Most APS content was covered as part of the adolescent pregnancy prevention curriculum; however, some programs used original content that a provider or partner developed (Table IV.2). Original content was most common for financial literacy and educational and career success, which were not covered in the adolescent pregnancy prevention curriculum as often as other APS topics. Each year, 53–59 percent of the programs implementing financial literacy and 32–48 percent of the programs implementing educational and career success reported the APSs were covered by original content produced by a provider or a partner. About one-third (28–34 percent each year) of programs implementing financial literacy added lessons from another existing curriculum to address this APS.

**Table IV.2. Sources of APS content**

|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy |
|--|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|
| Covered by adolescent pregnancy prevention curriculum        | 86                    | 88                  | 88                     | 81                         | 63                             | 35                 |
| Incorporated an entire additional curriculum                 | 10                    | 9                   | 8                      | 10                         | 8                              | 7                  |
| Added lessons from another existing curriculum               | 16                    | 12                  | 12                     | 13                         | 12                             | 30                 |
| Covered by original content that provider or partner created | 26                    | 26                  | 22                     | 28                         | 42                             | 57                 |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.



## IV. Program Characteristics

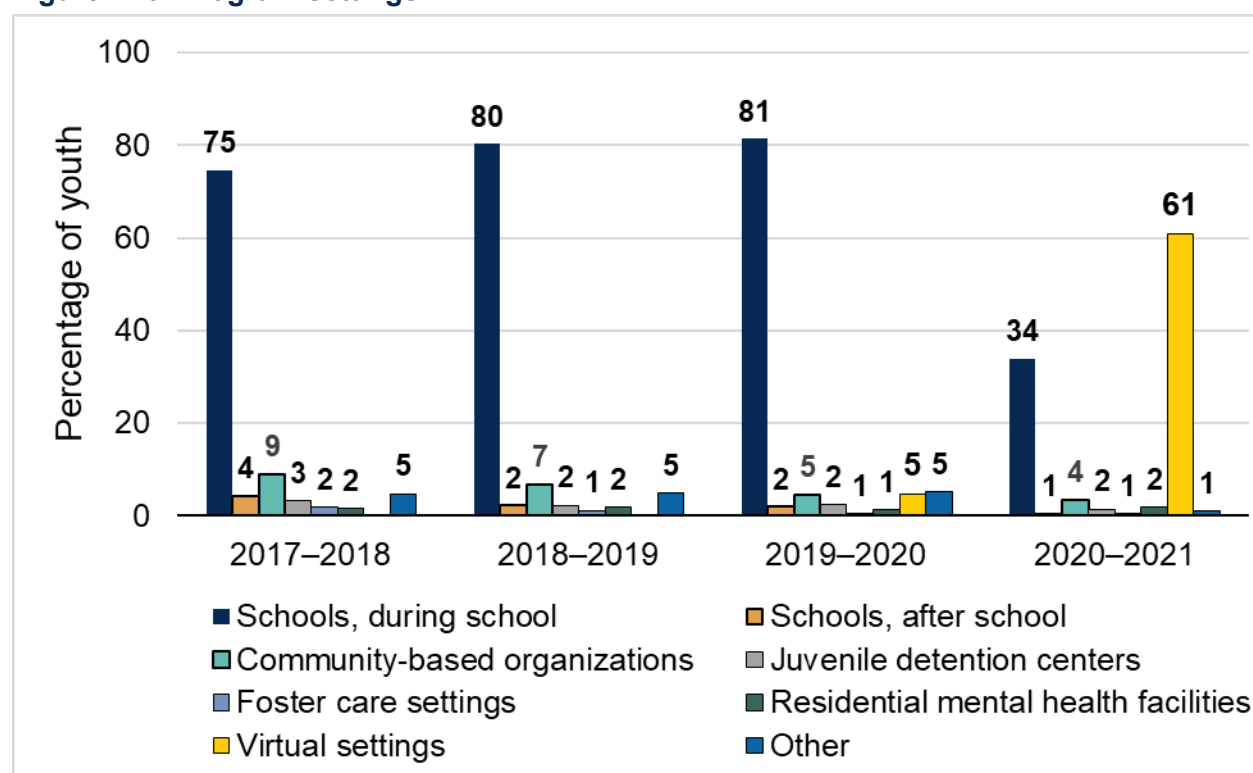
### B. Program delivery and dosage

Providers implemented PREP programming in many different settings, but most years, the majority of programs served youth in schools during the school day. From 2017–2018 to 2019–2020, 75–81 percent of youth each year were served in schools, during school time (Figure IV.3). When the COVID-19 pandemic began in spring 2020, some programs transitioned to virtual settings, and this shift intensified in 2020–2021, when 61 percent of youth participated virtually and just 34 percent were in person in school.<sup>15</sup>

#### COVID-19 spotlight: Changes in setting

Notable changes in program setting accompanied the COVID-19 pandemic. From January to June 2020, 11 percent of cohorts shifted from in-person to online programming because of the pandemic (Appendix Table F.9). Most youth (84 percent) who participated in PREP programming before pandemic disruptions in 2020 were served in schools, during school, and only 4 percent were served virtually; but 29 percent of youth participating later in the January to June 2020 period were served in schools, and 55 percent were served virtually (Appendix Table F.7). This trend continued in 2020–2021, when 60 percent of programs offered programming virtually because of COVID-19 and 61 percent of youth participated virtually (Figure IV.1) (Appendix Table F.10).

Figure IV.3. Program settings



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

<sup>15</sup> Before 2019–2020, virtual settings were included in the “other” settings category. The separate category was first introduced for the January to June 2020 period.



#### IV. Program Characteristics

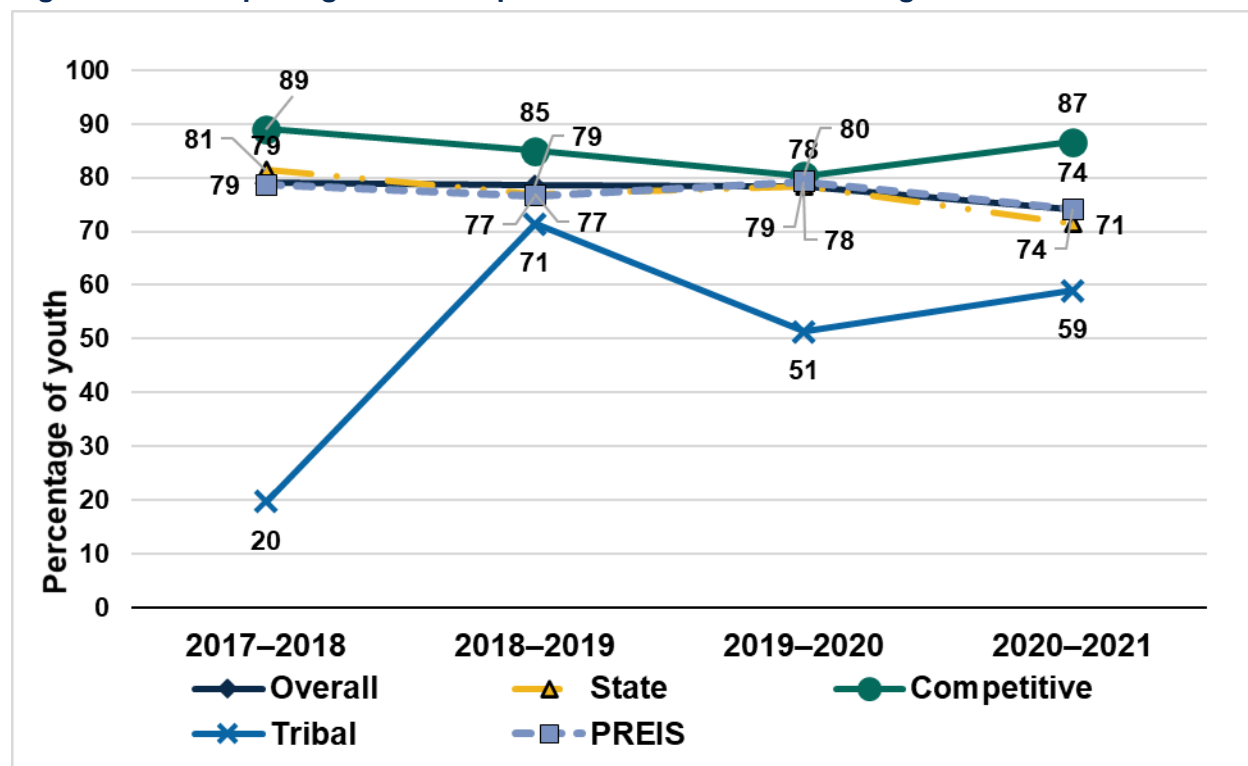
Overall, the median number of intended programming hours ranged from 8 to 10 each year, as did the median number of programming hours delivered (Appendix Table A.16). The pattern differed somewhat by funding stream. For State PREP and Competitive PREP programs, median hours delivered were typically at least as high as planned; Tribal PREP and PREIS had fewer median hours delivered than planned in most years.

Participants received a high percentage of intended program hours. Overall, 74–79 percent of youth each year completed at least 75 percent of the intended programming (Figure IV.4). This percentage was highest for Competitive PREP programs, which reported 80–89 percent of participants each year received 75 percent of programming across the four years, and lowest for Tribal PREP.

#### COVID-19 spotlight: Changes in program dosage

From January to June 2020, 29 percent of PREP cohorts ended programming prematurely because of COVID-19 (Appendix Table F.8). However, this did not translate into large changes in hours of programming delivered or dosage received. The percentage of youth who completed at least 75 percent of the intended programming was 78–79 percent each year until 2020–2021, when it fell to 74 percent, a decline of just 4 percentage points.

**Figure IV.4. Completing at least 75 percent of the intended dosage**



Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

#### C. Target populations

PREP legislation requires programs to target youth who are deemed to be at high risk for pregnancy and STIs or have other special circumstances, and FYSB encourages targeting culturally underrepresented youth. Some PREP programs included a variety of populations, whereas others focused on specific groups. Between 2017–2018 and 2020–2021, the majority of programs (75–79 percent each year) targeted

#### IV. Program Characteristics

youth in high-need geographic areas. Other common target populations included male youth (36–42 percent each year), African American youth (40–50 percent), and Hispanic youth (40–49 percent) (Table IV.3). Because Tribal PREP aimed to engage Native American youth in programming, nearly 100 percent of Tribal PREP programs targeted this population each year.

**Table IV.3. Most common populations targeted (percentage of programs)**

|                                     | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|-------------------------------------|-----------|-----------|-----------|-----------|
| Youth in high-need geographic areas | 74.8      | 75.1      | 78.5      | 77.8      |
| Male youth                          | 37.8      | 36.0      | 35.6      | 41.8      |
| African American youth              | 49.9      | 41.2      | 39.1      | 40.2      |
| Hispanic/Latino youth               | 48.9      | 42.7      | 39.6      | 38.7      |
| Youth in foster care                | 38.4      | 35.2      | 34.9      | 32.5      |
| LGBTQ youth <sup>a</sup>            | 36.4      | 34.0      | 32.1      | --        |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation

<sup>a</sup> LGBTQ youth was not included as a target population category for the 2020–2021 reporting period.

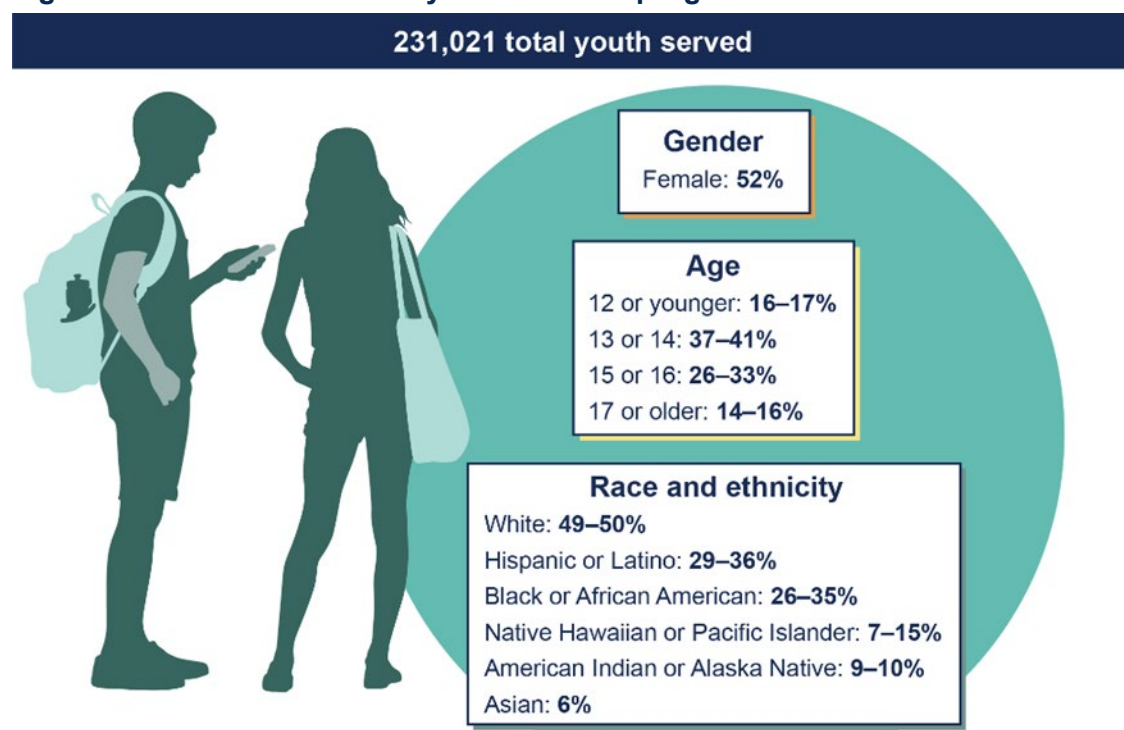
## V. Youth Characteristics and Behaviors

Participant entry and exit survey data are available for three years: 2018–2019, 2019–2020, and 2020–2021.<sup>16</sup> Across the three years of available data, PREP programs served demographically diverse youth who had engaged in varying levels of sexual risk behaviors. This chapter first describes the demographic characteristics of youth participating in PREP programming during the 2018–2019, 2019–2020, and 2020–2021 reporting periods.<sup>17</sup> Then, it describes the sexual risk behaviors of high school–age and older youth before they started PREP programming during the 2020–2021 reporting period.

### A. Demographics of youth

Across the years, PREP programs served diverse groups of youth that varied in age, sex, and racial and ethnic composition (Figure V.1). Each year, 52 percent of participants were female (Appendix Table A.19). Programs primarily served participants ages 13 to 16; 67–70 percent of participants were in this age range each year (Figure V.2). This age pattern corresponded to programs mostly serving youth in grades 7 to 10.

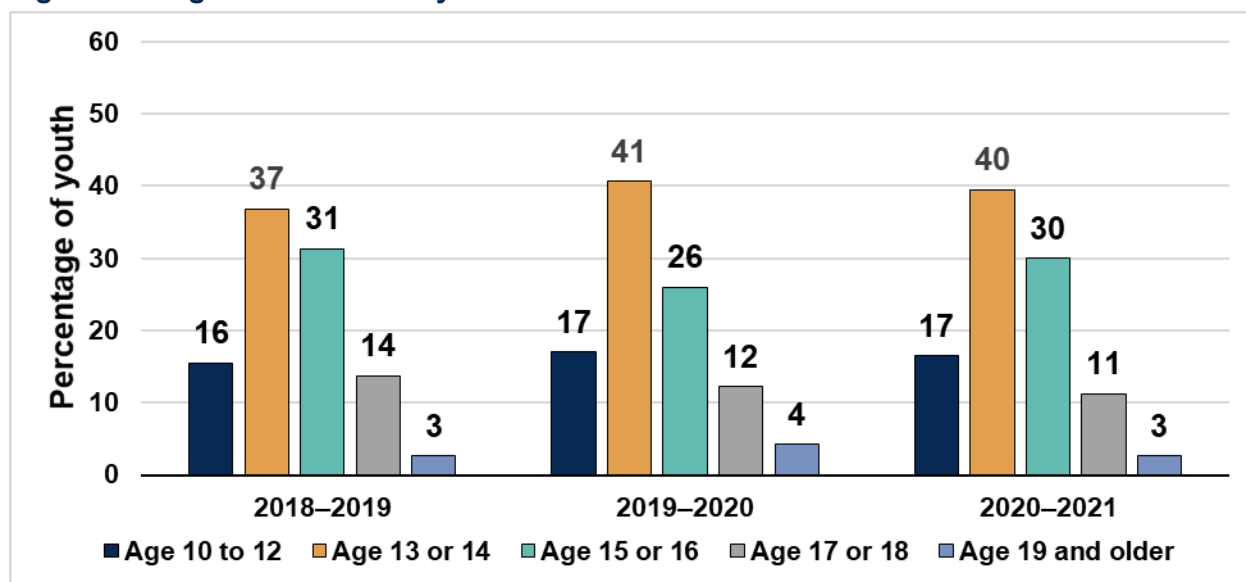
**Figure V.1. Characteristics of youth in PREP programs**



Source: 2018–2019, 2019–2020, and 2020–2021 participant entry surveys.

<sup>16</sup> Participant survey data are not available for 2017–2018 because surveys were not administered during this reporting period.

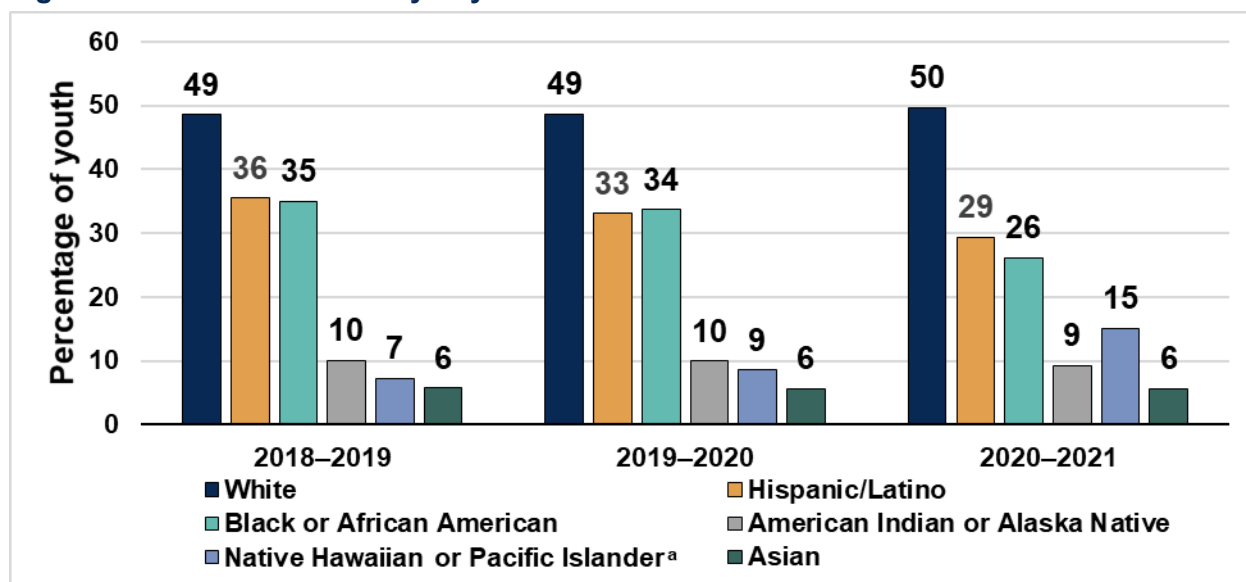
<sup>17</sup> Demographic characteristics are reported based on responses to the entry survey, which reflects a larger sample than the exit survey.

**Figure V.2. Age distribution of youth**

Source: 2018–2019, 2019–2020, and 2020–2021 participant entry surveys.

Each year, the largest racial group served among all programs was White (49–50 percent). About one-third of PREP participants were Hispanic or Latino (29–36 percent each year), and one-third were African American or Black (26–35 percent each year) (Figure V.3). The percentage of youth who identified as Hispanic or Latino gradually decreased over time from 36 percent in 2018–2019 to 29 percent in 2020–2021. Similarly, the percentage of youth who identified as Black or African American decreased over time from 35 percent in 2018–2019 to 26 percent in 2020–2021. Although the performance measures data do not provide an explanation for this pattern, it's possible that programs in communities with large proportions of Hispanic/Latino and Black/African American youth experienced greater disruptions related to the COVID-19 pandemic.

Tribal PREP and PREIS served different populations of youth than State PREP and Competitive PREP (Appendix Tables C.19 and E.19). Because Tribal PREP was designed to engage Native American youth in programming, Tribal PREP programs served mostly American Indian or Alaska Native youth (71–84 percent each year). In addition, Tribal PREP programs served younger youth (23–28 percent of youth each year were ages 10 to 12), whereas PREIS programs served older youth (18–28 percent of youth each year were age 17 or older). PREIS programs also served a higher percentage of female youth (56–61 percent each year) and Hispanic or Latino youth (34–62 percent).

**Figure V.3. Race and ethnicity of youth**


Source: 2018–2019, 2019–2020, and 2020–2021 participant entry surveys.

<sup>a</sup> The increase in the percentage who identified as Native Hawaiian or Pacific Islander in 2020–2021 was driven by grantees located in the Pacific Islands. Although the number of entry surveys completed by youth served by Pacific Island grantees remained about the same across the years, there were fewer entry surveys overall in later years. For example, Pacific Island grantees represented about 7 percent of survey respondents in 2019–2020 but about 13 percent of survey respondents in 2020–2021.

Each year, the vast majority of youth reported usually speaking English when at home or with their family (80–84 percent). About one-fifth of youth reported speaking Spanish (19–23 percent each year) (Figure V.4). Compared with other funding streams, a higher proportion of Tribal PREP youth spoke English (more than 95 percent each year) and lower proportions spoke Spanish (no more than 6 percent in any year) (Appendix Table C.20). Youth could select more than one language, and many other languages were reported by very small numbers of youth each year (Appendix Table A.20). In most years, no single language other than English and Spanish was reported by as much as 1 percent of youth overall. However, in each year, more than 1 percent of Tribal PREP youth reported speaking Tewa (Appendix Table C.20).

**Figure V.4. Most common languages usually spoken by youth at home**


Source: 2018–2019, 2019–2020, and 2020–2021 participant entry surveys.

## V. Youth Characteristics and Behaviors

A small percentage of youth reported living in vulnerable situations (Figure V.5). Each year, 5–7 percent were in foster care (Appendix Table A.21), 3 percent were in adjudication systems, and 2 percent were homeless or runaway youth. Notably, youth in Tribal PREP programs were more likely than youth served by other funding streams to be living in foster care (7–9 percent each year) or to be runaway or homeless (2–4 percent each year); Tribal PREP youth were less likely to be in an adjudication system (0–2 percent each year) (Appendix Table C.21).

**Figure V.5. Living situations of youth**



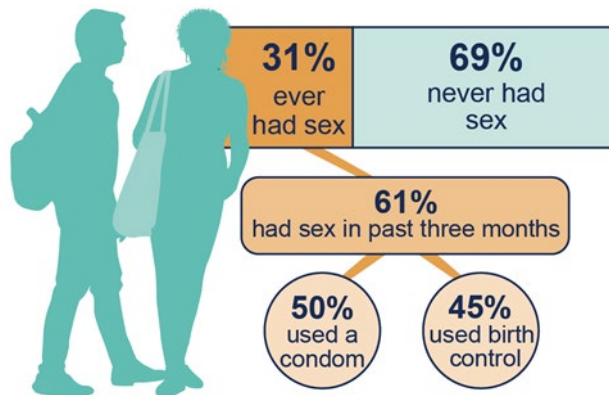
Source: 2018–2019, 2019–2020, and 2020–2021 participant entry surveys.

### B. Sexual behaviors of high school–age youth at entry

High school–age and older participants in State PREP and Competitive PREP programs reported on their sexual behaviors before the start of the program on the 2020–2021 entry survey.<sup>18</sup> Thirty-one percent of high school–age and older participants had ever had sexual intercourse before entering the PREP program (Figure V.6). This is lower than the national average of high school students who had ever had sex in 2019 (38 percent) (Centers for Disease Control and Prevention 2020). One possible reason for PREP youth having lower rates of sexual initiation compared with national averages is that the high school–age youth that PREP served were younger than the youth reporting nationally. In 2020–2021, more than two-thirds of high school–age and older youth who responded to the PREP entry survey were in 9th or 10th grade. Nationally, 19 percent of 9th graders, 34 percent of 10th graders, 47 percent of 11th graders, and 57 percent of 12th graders had ever had sex.

Before their enrollment in PREP programs, sexually experienced youth had engaged in behaviors that increased their risk of pregnancy or STIs. Among youth who had ever had sexual intercourse, 61 percent reported they had had sex in the three months before starting the program, and 17 percent reported two or more sexual partners in that period (Appendix Table A.22). Among high school–age and older youth who reported having sex in the three months before starting the program, 50 percent reported using a condom all or most of the time, and 45 percent reported using birth control.

**Figure V.6. Youth sexual behaviors at entry**



Note: Percentages shown in the circles are those reporting using a condom or birth control all or most of the time, among high school–age or older youth who reported having had sex in the past three months. Responses were not mutually exclusive.

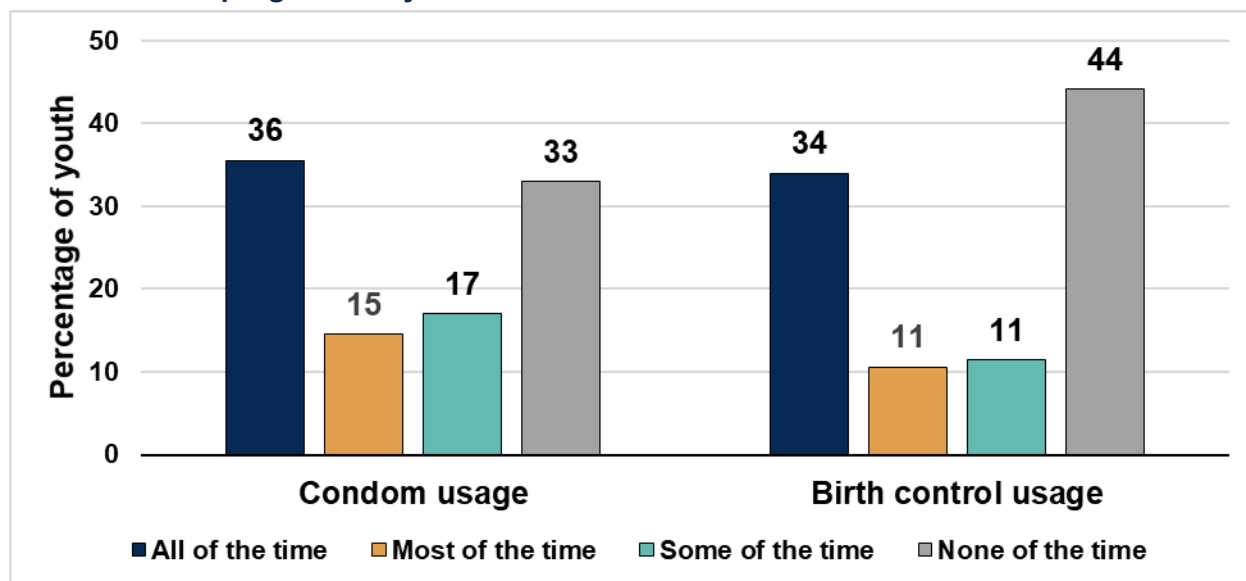
Source: 2020–2021 State PREP and Competitive PREP participant entry surveys.

<sup>18</sup> These survey items were not included in the entry surveys administered during any other reporting periods covered in this report or in the surveys administered to youth in Tribal PREP or PREIS programs in 2020–2021.

## V. Youth Characteristics and Behaviors

45 percent reported using birth control other than condoms all or most of the time (Figure V.6).<sup>19</sup> One-third (33 percent) reported never using a condom, and 44 percent reported never using birth control other than a condom in the prior three months (Figure V.7). Among youth who had sex, 11 percent reported having been pregnant or gotten someone pregnant before starting the program, and among all high school-age and older youth, 3 percent had ever been diagnosed with an STI.

**Figure V.7. Condom and birth control usage among youth who had sex in the three months before program entry**



Source: 2020–2021 State PREP and Competitive PREP participant entry surveys.

<sup>19</sup> The entry survey defined birth control as methods that can prevent pregnancy, such as using birth control pills, the shot, the patch, the ring, an intrauterine device, or an implant.

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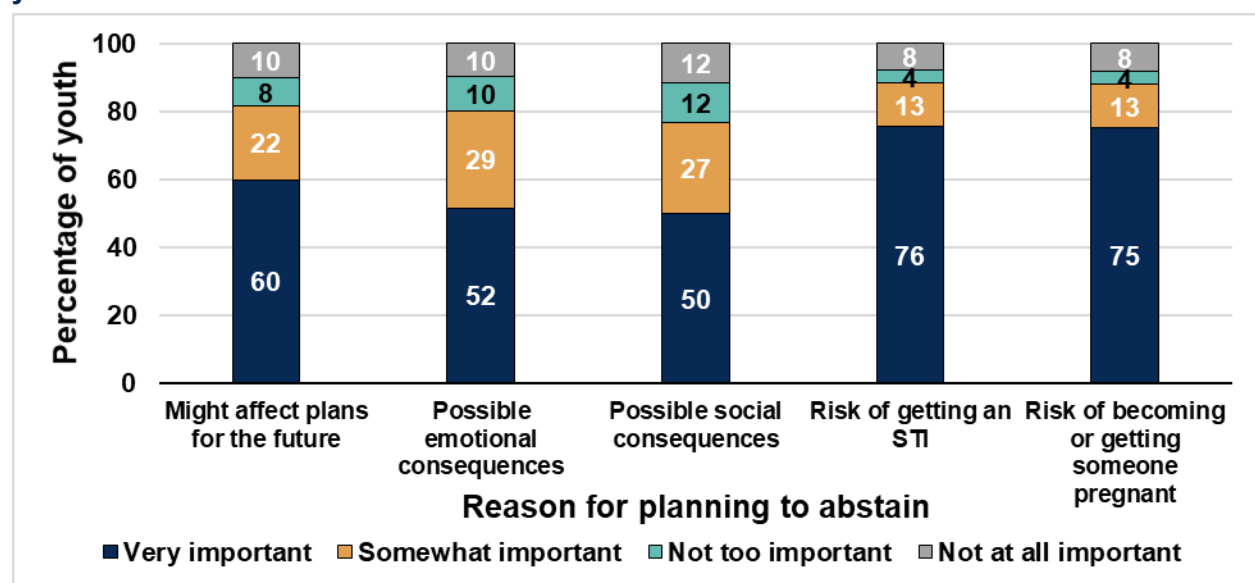
## VI. Youth Perceptions of Program Effects and Experiences

Youth participating in PREP generally reported favorable impressions of the programs. This chapter recounts participating youth's perceptions of the programs' effects on their sexual behavior intentions and preparation for adulthood during the 2020–2021 reporting period. Then, this chapter describes youth's experiences participating in PREP programs during the 2018–2019, 2019–2020, and 2020–2021 reporting periods.

### A. Perceptions of program effects on sexual behavior intentions

As part of the 2020–2021 exit survey, high school–age and older participants in State PREP and Competitive PREP programs reported on their perceptions of how the program affected their intentions to engage in sexual behaviors in the next three months.<sup>20</sup> At program exit, more than half (56 percent) of high school–age and older youth planned to abstain from sexual intercourse for at least the next three months as a result of participating in PREP (Appendix Table A.23). Among those who planned to abstain, 88 percent reported that the risk of getting an STI was a somewhat important or very important reason for that decision (Figure VI.1).<sup>21</sup> Similarly, 88 percent reported that the risk of becoming or getting someone pregnant was a somewhat important or very important reason for choosing to abstain.

**Figure VI.1. Reasons for planning to abstain from sex among high school–age and older youth**



Source: 2020–2021 State PREP and Competitive PREP participant exit surveys.

Note: These items were only asked of high school–age and older youth who answered “yes” when asked if they were planning to abstain from sex for the next three months as a result of participating in PREP.

STI = sexually transmitted infection.

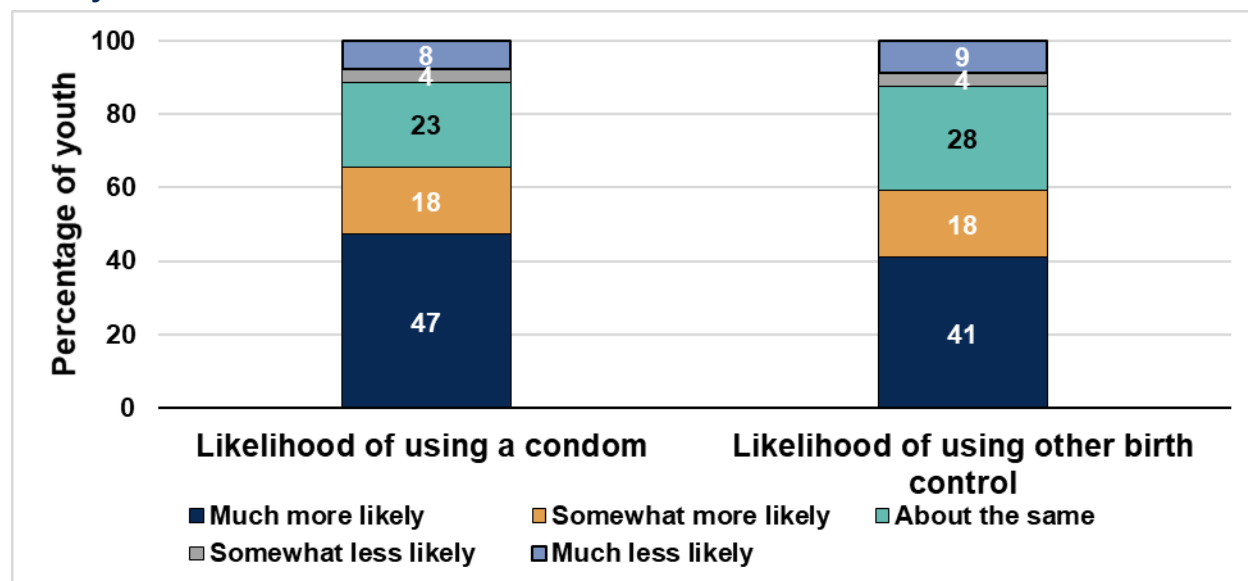
<sup>20</sup> These survey items were not included in the exit surveys administered during any other reporting periods covered in this report and were not in the surveys administered to youth in Tribal PREP or PREIS programs in 2020–2021.

<sup>21</sup> The percentage in this sentence differs slightly from the related percentages in the figure because of rounding.

## VI. Youth Perceptions of Program Effects and Experiences

Even among youth who did not plan to abstain from sexual intercourse as a result of PREP, many reported that the program still made them less likely to have sex. Specifically, among high school-age and older participants who did not plan to abstain from sex, 41 percent said being in the program made them much less or somewhat less likely to have sex in the next three months as a result of participating in PREP (Appendix Table A.24). A greater percentage of youth reported that PREP reduced their likelihood of engaging in risky sexual behaviors. At program exit, the majority of high school-age and older youth who did not plan to abstain from sex reported they were much more or somewhat more likely to use a condom (66 percent) and/or birth control other than condoms (59 percent) during sex in the next three months because they had participated in PREP (Figure VI.2).<sup>22</sup>

**Figure VI.2. Likelihood of condom and birth control usage among high school-age and older youth**



Source: 2020–2021 State PREP and Competitive PREP participant exit surveys.

Note: These items were only asked of high school-age and older youth who answered “no” or “not sure” when asked if they were planning to abstain from sex for the next three months as a result of participating in PREP.

### B. Perceptions of program effects on adulthood preparation

State PREP and Competitive PREP youth, regardless of their age, answered questions in the 2020–2021 exit survey about their intentions related to practicing behaviors associated with preparation for adulthood.<sup>23</sup> At program exit, many participants reported that participating in PREP had made them much more or somewhat more likely to engage in behaviors reflecting preparation for adulthood (Table VI.1). Among youth completing State PREP or Competitive PREP programs, more than three-quarters said they were much or somewhat more likely to better understand what makes a relationship healthy (77 percent), and almost three-quarters were more likely to be respectful of others (73 percent), to resist or say no to pressure to participate in sexual acts (72 percent), and to make plans to reach their goals (72 percent). The only adulthood-related behaviors that fewer than half of participants suggested they were more likely to

<sup>22</sup> The percentages in this sentence differ slightly from those in the figure because of rounding.

<sup>23</sup> These survey items were not included in the exit surveys administered during any other reporting periods covered in this report and were not in the surveys administered to youth in Tribal PREP or PREIS programs in 2020–2021.

## VI. Youth Perceptions of Program Effects and Experiences

engage in were talking with a parent or guardian about sex and feeling comfortable talking with a parent or guardian about sex (45 percent each).

**Table VI.1. Youth perceptions of program effects on their likelihood of being prepared for adulthood**

| Adulthood preparation subject  | Percentage of youth |                      |  |
|--|---------------------|----------------------|--|
|  | Much more likely    | Somewhat more likely | Total: Much more or somewhat more likely |
| Better understand what makes a relationship healthy  | 51.4                | 25.8                 | 77.2                                     |
| Be respectful of others  | 49.9                | 23.2                 | 73.1                                     |
| Resist or say no to someone they are dating if pressured to participate in sexual acts   | 50.9                | 21.1                 | 72.0                                     |
| Make plans to reach goals  | 46.1                | 25.5                 | 71.6                                     |
| Talk to a friend if someone they are dating makes them uncomfortable, hurts them, or pressures them                              | 47.9                | 23.2                 | 71.1                                     |
| Save money to get things they want   | 48.0                | 22.9                 | 70.9                                     |
| Graduate high school or get a GED  | 53.5                | 17.0                 | 70.5                                     |
| Get a steady full-time job after school  | 49.0                | 21.0                 | 70.0                                     |
| Make decisions to not use drugs and alcohol  | 55.1                | 14.7                 | 69.8                                     |
| Care about doing well in school  | 48.2                | 21.4                 | 69.6                                     |
| Think about consequences before making a decision  | 41.0                | 27.6                 | 68.6                                     |
| Talk to a trusted adult if someone other than the person they are dating makes them uncomfortable, hurts them, or pressures them | 45.5                | 22.8                 | 68.3                                     |
| Understand the costs associated with raising a child   | 44.8                | 23.3                 | 68.1                                     |
| Resist or say no to peer pressure  | 43.2                | 23.5                 | 66.7                                     |
| Talk to a trusted adult if someone they are dating makes them uncomfortable, hurts them, or pressures them                       | 43.7                | 22.9                 | 66.6                                     |
| Choose to spend time with friends that keep them out of trouble  | 42.9                | 23.7                 | 66.6                                     |
| Work together to find a solution when they disagree with a friend  | 36.4                | 30.2                 | 66.6                                     |
| Get more education after high school   | 44.8                | 20.9                 | 65.7                                     |
| Speak up or ask for help if others are being bullied   | 42.4                | 22.6                 | 65.0                                     |
| Manage emotions in healthy ways  | 35.6                | 27.9                 | 63.5                                     |
| Look for information and resources about dating violence   | 37.0                | 26.1                 | 63.1                                     |
| Speak up or ask for help if being bullied  | 36.9                | 22.0                 | 58.9                                     |
| Feel confident about how to track their expenses   | 33.6                | 24.5                 | 58.1                                     |
| Feel confident about how to prepare a budget   | 33.7                | 24.3                 | 58.0                                     |
| Talk with parent or guardian about things going on in their life   | 32.0                | 25.3                 | 57.3                                     |
| Feel confident about how to open a bank account  | 33.0                | 23.8                 | 56.8                                     |
| Talk with parent or guardian about sex   | 23.4                | 21.6                 | 45.0                                     |
| Feel comfortable talking with parent or guardian about sex   | 24.0                | 20.6                 | 44.6                                     |

Source: 2020–2021 State PREP and Competitive PREP participant exit surveys.

GED = general equivalency diploma.

## VI. Youth Perceptions of Program Effects and Experiences

As discussed in Chapter IV, most PREP programs focused on the same three APS topics: healthy relationships, healthy life skills, and adolescent development (83–97 percent of programs reported each of these in 2020–2021) (Appendix Table A.13). Notably, youth that participated in programs with less commonly implemented APSs, such as educational and career success or financial literacy, were more likely to intend to engage in adulthood preparation behaviors associated with those APSs than youth whose programs did not cover them (Appendix Table A.25). For example, youth in programs that implemented educational and career success were more likely to make plans to reach their goals (77 percent) and care about doing well in school (75 percent) compared with youth overall (72 percent and 70 percent, respectively). Similarly, youth in programs that implemented financial literacy were more likely to save money (75 percent) and understand the costs associated with raising a child (72 percent) compared with youth overall (71 percent and 68 percent, respectively).

### C. Perceptions of program experiences

Youth participants across PREP funding streams reported on their experiences in their programs at program exit in 2018–2019, 2019–2020, and 2020–2021.<sup>24</sup> These youth generally reported having positive experiences in their programs (Appendix Table A.26). Although youth participants in all funding streams reported positive experiences in their programs, those attending Tribal PREP programs tended to report the lowest rates of positive experiences (Appendix Table C.26).

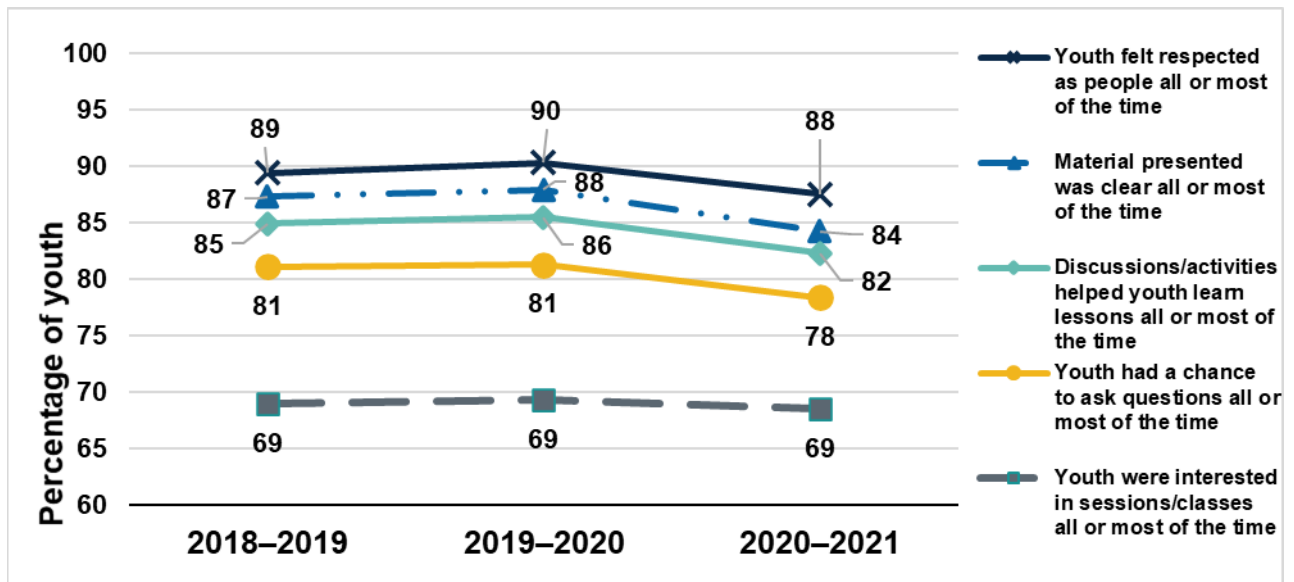
Across PREP funding streams, youth participants reported that their PREP programs were helpful and engaging (Figure VI.3). At program exit, most participating youth reported that, all or most of the time, the material presented was clear (84–88 percent each year), discussions or activities helped them learn program lessons (82–86 percent), and they had a chance to ask questions about topics or issues that came up in the program (78–81 percent). Each year, 69 percent of youth were interested in program sessions and classes all or most of the time. Youth also consistently felt the PREP programming environment was respectful. Nearly 9 in 10 youth (88–90 percent each year) reported feeling respected as people all or most of the time in the PREP program.

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<sup>24</sup> These items were not included in the exit survey administered by PREIS grantees in 2020–2021 but were available for PREIS grantees in 2018–2019 and 2019–2020.

## VI. Youth Perceptions of Program Effects and Experiences

Figure VI.3. Youth's perceptions of PREP program environment



Source: 2018-2019, 2019-2020, and 2020-2021 PREP participant exit surveys.

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### VII. Conclusion

The primary purpose of the PREP performance measures is to help assess whether the PREP objectives are being met. Using grantee-submitted data on performance measures, this report describes PREP programs operating from 2017–2018 to 2020–2021. As explained in Chapter 1, not all measures were available each year, and some measures collected through surveys were only available for certain populations. In this chapter, we highlight key findings for the four research questions addressed in the report. We also discuss the influence of the COVID-19 pandemic on PREP programming.

**How did grantees operate and support PREP programs?** Through four different funding streams, 94 PREP grantees operated about 500 programs each year and served more than 380,000 youth across four years. The number of youth served varied each year with the most youth, more than 140,000, served in 2018–2019 and the fewest youth, about 73,000, served in 2020–2021. This decline in the number of youth served could be a result of COVID-19 pandemic-related interruptions in programming that most grantees reported. For TPREP and PREIS grants, 2020–2021 was the last year of the five-year cohort. During the last year, TPREP and PREIS grantees shift their focus from serving youth to completing their program evaluation. This shift may also be a reason why there was a reduction in the number of youth served during 2020–2021.

Consistently each year, a median number of three grantee staff oversaw the programs; most grantee staff positions remained filled after the start of the pandemic. Grantees reported that most of the grant funding was allocated to direct service provision, whereas about 20 percent went to administrative purposes; 15 percent to training, TA, and monitoring; and 10 percent to evaluation.

Each year, grantees supported implementation by observing program delivery, providing training, and providing TA. About three-quarters of grantees used their own staff to provide these supports, whereas others partnered with outside organizations, including program providers. Overall, nearly all PREP facilitators were trained in delivering the core program. However, the percentage of facilitators observed declined from one-third in 2017–2018 to less than one-quarter in 2020–2021, possibly due to the COVID-19 pandemic, which could particularly make in-person observations difficult.

There was some variation across years in the implementation challenges providers encountered and their needs for TA. However, providers often had challenges and needed TA support related to keeping youth engaged and getting youth to attend regularly.

**What were the characteristics of PREP programs, and how did grantees and providers implement them?** Grantees met PREP requirements by implementing evidence-based programs or innovative strategies and incorporating at least three APSs. There was variation across funding streams, but for PREP overall, the most commonly implemented program models each year were Making Proud Choices!, Teen Outreach Program, Be Proud! Be Responsible!, and Reducing the Risk. Tribal PREP providers more commonly implemented programs designed for American Indian and Alaska Native youth, and PREIS providers implemented and evaluated programs with innovative strategies. Consistently across the years, most PREP programs implemented three to five APSs, with the most common APSs being healthy relationships, healthy life skills, and adolescent development.

From 2017–2018 to 2019–2020, PREP programs primarily implemented programming in schools during school time. However, after the COVID-19 pandemic began in 2020, most youth received programming virtually. Despite COVID-19 disruptions, about three-quarters of youth received 75 percent of the intended dosage each year. Notably, youth in Tribal PREP programs attended less of the intended

## VII. Conclusion

programming than youth served through other funding streams. Although the performance measures data do not provide an explanation for this pattern, it could be related to the greater toll the pandemic had on Tribal communities and the higher prevalence of infrastructure and internet access issues those communities faced.

**What were the characteristics of youth participants?** Because PREP legislation requires programs to target youth who are deemed to be at high risk for pregnancy and STIs or have other special circumstances, many programs aimed to serve certain high-risk populations.

PREP programs served youth across age ranges, sexes, and diverse racial and ethnic backgrounds. Between 2018–2019 and 2020–2021, a little more than half of the PREP participants were female, and most youth were ages 13–16. Each year, nearly half the participants were White, about one-third were African American or Black, and one-third were Hispanic or Latino. In addition to serving youth with diverse demographic characteristics, programs served a small percentage of youth from vulnerable living situations, such as youth in foster care, youth in adjudication systems, or homeless or runaway youth.

About 31 percent of high school–age and older participants had ever had sexual intercourse before starting PREP programming.<sup>25</sup> Of the sexually experienced PREP participants, about 61 percent were sexually active in the three months before programming. Although one-third of the sexually active youth reported always using a condom, another one-third reported never using one. Similarly, one-third of sexually active youth reported always using birth control other than condoms, but almost 44 percent reported never using birth control.

**How did youth respond to the PREP programs?** Across funding streams, youth reported positive experiences in their PREP programs. Each year, nearly all youth felt respected as people and reported the material presented was clear most or all of the time.

Youth reported that participating in PREP had a positive influence on their future behaviors.<sup>26</sup> High school–age and older participants reported PREP programming reduced their likelihood of engaging in risky sexual behaviors. A little more than half reported that as a result of being in the program, they planned to abstain from sexual intercourse for at least the next three months. Many of the youth who did not plan to abstain reported that PREP programming decreased their likelihood of having sex and increased their likelihood of using condoms or other birth control in the three months following programming. Also, youth of all ages reported that participating in PREP programs increased the likelihood they would practice behaviors associated with adulthood preparation.

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<sup>25</sup> In the 2020–2021 entry survey, high school–age and older participants in State PREP and Competitive PREP programs reported on their sexual behaviors before the start of the program. These survey items were not included in the entry surveys administered during any other reporting periods covered in this report or in the surveys administered to youth in Tribal PREP or PREIS programs in 2020–2021.

<sup>26</sup> In the 2020–2021 exit surveys, State PREP and Competitive PREP youth, regardless of their age, reported on their intentions related to adulthood preparation, and high school–age and older youth reported on their sexual intentions at the end of the program. These survey items were not included in the exit surveys administered during any other reporting periods covered in this report or in the surveys administered to youth in Tribal PREP or PREIS programs in 2020–2021.



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## **Appendix A:**

### **PREP Tables**

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**Table A.1. PREP scale**

| Measure            | Number    |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|
|                    | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
| Grantees           | 92        | 94        | 92        | 92        |
| Providers          | 426       | 396       | 386       | 420       |
| Programs           | 497       | 504       | 496       | 457       |
| Facilitators       | 2,050     | 2,265     | 1,717     | 1,540     |
| Youth participants | 76,619    | 141,586   | 97,966    | 73,081    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and attendance, reach, and dosage data.

Note: Not all providers served youth, and not all programs reported on the number of youth participants and the program characteristics. The length of the reporting periods for measures of attendance, reach, and dosage—including the number of youth participants—varied across years. Notably, the 2017–2018 period included six months, whereas the other periods each included 11 or 12 months.

**Table A.2. Grantee and provider funding**

| Measure                      | Dollars      |              |              |              |
|------------------------------|--------------|--------------|--------------|--------------|
|                              | 2017–2018    | 2018–2019    | 2019–2020    | 2020–2021    |
| <b>Grant award amount</b>    |              |              |              |              |
| Mean                         | 755,054.00   | 701,881.71   | 735,300.44   | 763,906.01   |
| Median                       | 592,244.00   | 547,129.00   | 581,648.00   | 570,857.00   |
| Minimum                      | 165,533.00   | 105,214.00   | 128,000.00   | 125,000.00   |
| Maximum                      | 6,369,420.00 | 6,313,573.00 | 6,294,850.00 | 6,294,850.00 |
| <b>Number of grantees</b>    | <b>92</b>    | <b>94</b>    | <b>92</b>    | <b>92</b>    |
| <b>Provider award amount</b> |              |              |              |              |
| Mean                         | 116,952.60   | 127,540.73   | 123,186.91   | 116,828.82   |
| Median                       | 67,139.50    | 69,730.00    | 65,000.00    | 57,299.00    |
| Minimum                      | 0.00         | 0.00         | 0.00         | 0.00         |
| Maximum                      | 1,144,823.00 | 1,017,497.00 | 996,596.00   | 1,079,684.00 |
| <b>Number of providers</b>   | <b>426</b>   | <b>396</b>   | <b>386</b>   | <b>420</b>   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

**Table A.3. Grantee funding allocation**

| Percentage of PREP funding allocated to: <sup>a</sup>       | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|-----------|
| Direct service provision                                    | 57.6      | 54.8      | 57.8      | 55.6      |
| Training, TA, and monitoring conducted at the grantee level | 12.3      | 15.3      | 12.7      | 11.6      |
| Evaluation and/or research                                  | 10.1      | 10.9      | 10.9      | 11.3      |
| Administrative purposes at the grantee level                | 19.7      | 19.0      | 18.7      | 21.5      |
| <b>Number of grantees</b>                                   | <b>92</b> | <b>94</b> | <b>92</b> | <b>92</b> |

Source: Data from 2018–2019 and 2019–2020 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

TA = technical assistance.

**Table A.4. Grantee staffing**

| Number involved in overseeing PREP | 2017–2018     |                   | 2018–2019     |                   | 2019–2020     |                   | 2020–2021     |                   |
|------------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                    | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE |
| Mean                               | 3.6           | 2.1               | 3.5           | 2.0               | 4.6           | 3.0               | 4.3           | 3.0               |
| Median                             | 3.0           | 1.5               | 3.0           | 1.5               | 3.0           | 2.0               | 3.0           | 1.8               |
| Minimum                            | 1.0           | 0.1               | 1.0           | 0.1               | 1.0           | 0.4               | 1.0           | 0.1               |
| Maximum                            | 16.0          | 8.0               | 15.0          | 11.0              | 78.0          | 64.4              | 78.0          | 78.0              |
| <b>Number of grantees</b>          | <b>92</b>     |                   | <b>94</b>     |                   | <b>92</b>     |                   | <b>92</b>     |                   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

FTE = full-time equivalent.

**Table A.5. Facilitator staffing among providers that served youth**

| Number PREP program facilitators | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
|----------------------------------|------------|------------|------------|------------|
| Mean                             | 5.3        | 5.9        | 4.8        | 4.7        |
| Median                           | 3.0        | 3.0        | 3.0        | 3.0        |
| Minimum                          | 1.0        | 0.0        | 0.0        | 0.0        |
| Maximum                          | 94.0       | 179.0      | 93.0       | 122.0      |
| <b>Number of providers</b>       | <b>385</b> | <b>382</b> | <b>355</b> | <b>342</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Table A.6. Grantee support for program implementation

| Measure   | 2017–2018                 |                   |             | 2018–2019                 |                   |             | 2019–2020                 |                   |             | 2020–2021                 |                   |             |
|---|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|
|   | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA |
| Percentage of grantees whose staff or designees provided implementation support                       | 96.7                      | 92.4              | 91.3        | 97.9                      | 93.6              | 92.6        | 88.0                      | 85.9              | 91.3        | 77.5                      | 78.7              | 86.5        |
| <b>Type of organization that provided implementation support (percentage of grantees)<sup>a</sup></b> |                           |                   |             |                           |                   |             |                           |                   |             |                           |                   |             |
| Grantee   | 89.8                      | 73.8              | 85.5        | 89.0                      | 75.9              | 88.2        | 87.7                      | 80.8              | 89.2        | 85.5                      | 78.6              | 92.2        |
| Developer   | 14.1                      | 44.0              | 39.5        | 14.8                      | 45.3              | 41.7        | 17.3                      | 46.2              | 42.2        | 13.0                      | 37.1              | 37.7        |
| Training or TA partner  | 23.8                      | 57.3              | 60.0        | 33.7                      | 53.5              | 56.5        | 23.5                      | 46.8              | 54.8        | 14.5                      | 41.4              | 46.8        |
| Evaluation partner  | 33.7                      | 30.1              | 52.5        | 38.2                      | 27.9              | 42.2        | 33.3                      | 24.4              | 44.6        | 30.4                      | 18.6              | 33.8        |
| Program provider  | 49.4                      | 49.4              | 39.5        | 57.1                      | 49.4              | 43.5        | 37.0                      | 32.1              | 32.5        | 36.2                      | 28.6              | 23.4        |
| <b>Number of grantees</b>   | <b>92</b>                 |                   |             | <b>94</b>                 |                   |             | <b>92</b>                 |                   |             | <b>92</b>                 |                   |             |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Only grantees that reported providing the named support were asked this item. Grantees could select more than one type of organization, so percentages might sum to more than 100.

TA = technical assistance.

**Table A.7. Facilitator support among providers that served youth**

| Measure                                     | 2017–2018                         | 2018–2019    | 2019–2020    | 2020–2021    |
|---|-----------------------------------|--------------|--------------|--------------|
| <b>Facilitators</b>                         | <b>Percentage of facilitators</b> |              |              |              |
| Trained                                     | 92.3                              | 88.3         | 88.6         | 89.1         |
| Observed at all                             | 71.8                              | 74.1         | 50.7         | 44.9         |
| Observed once                               | 32.3                              | 33.5         | 28.2         | 24.4         |
| Observed twice or more                      | 39.5                              | 40.6         | 22.5         | 20.6         |
| <b>Number of facilitators</b>               | <b>2,050</b>                      | <b>2,265</b> | <b>1,717</b> | <b>1,540</b> |
| <b>Providers</b>                            | <b>Percentage of providers</b>    |              |              |              |
| Had any facilitators trained                | 96.6                              | 97.3         | 96.0         | 97.5         |
| Had all facilitators trained                | 85.0                              | 81.7         | 81.1         | 86.7         |
| Had any facilitators observed at least once | 80.6                              | 84.3         | 67.0         | 62.3         |
| Had all facilitators observed at least once | 54.5                              | 58.1         | 37.3         | 34.4         |
| <b>Number of providers</b>                  | <b>385</b>                        | <b>382</b>   | <b>355</b>   | <b>342</b>   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.



**Table A.8. Implementation challenges reported by providers that served youth**

| Potential challenge                           | Percentage of providers reporting in<br>that potential challenge was a somewhat or serious problem |            |            |            |
|---|--|------------|------------|------------|
|   | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
| Getting youth to attend regularly             | 42.9   | 42.7       | 50.7       | 53.4       |
| Keeping youth engaged                         | 37.5   | 33.0       | 38.6       | 50.0       |
| Recruiting youth                              | 35.5   | 36.9       | 38.6       | 48.5       |
| Natural disasters                             | 15.4   | 11.8       | 51.3       | 45.4       |
| Staff turnover                                | 31.4   | 37.2       | 30.4       | 30.7       |
| Obtaining buy-in or support from stakeholders | 29.0   | 31.9       | 29.0       | 27.6       |
| Youth behavioral problems                     | 36.5   | 35.1       | 31.3       | 22.7       |
| Recruiting qualified staff                    | 23.9   | 26.2       | 17.2       | 22.1       |
| Covering program content                      | 19.0   | 19.1       | 17.2       | 20.2       |
| Program facilities                            | 17.5   | 13.9       | 14.6       | 18.7       |
| Negative peer reactions                       | 19.5   | 16.8       | 14.4       | 14.4       |
| Ensuring facilitators understand content      | 10.8   | 12.6       | 7.0        | 9.5        |
| <b>Number of providers</b>                    | <b>385</b>   | <b>382</b> | <b>355</b> | <b>342</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table A.9. Requests for TA by providers that served youth**

| Potential challenge                           | Percentage of providers reporting being somewhat interested or very interested in TA topic |            |            |            |
|---|--|------------|------------|------------|
|   | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
| Keeping youth engaged in program session      | 51.9   | 50.0       | 44.2       | 51.5       |
| Parent support and engagement                 | 50.6   | 47.1       | 37.2       | 47.5       |
| Getting youth to attend regularly             | 42.7   | 41.6       | 40.8       | 45.1       |
| Recruiting youth                              | 41.4   | 43.2       | 38.9       | 38.7       |
| Training facilitators                         | 44.2   | 42.7       | 33.5       | 35.9       |
| Obtaining buy-in or support from stakeholders | 42.2   | 46.6       | 36.3       | 35.3       |
| Evaluation                                    | 35.5   | 42.1       | 31.0       | 33.1       |
| Addressing youth behavioral problems          | 50.4   | 50.8       | 35.5       | 32.2       |
| Retaining staff                               | 27.0   | 31.4       | 18.9       | 26.4       |
| Minimizing negative peer reactions            | 37.0   | 36.1       | 25.6       | 26.1       |
| Recruiting qualified staff                    | 28.0   | 28.0       | 18.9       | 25.5       |
| Virtual programming <sup>b</sup>              | 0.0  | 0.0        | 3.9        | 1.0        |
| Counseling <sup>b</sup>                       | 2.3  | 2.1        | 3.0        | 1.0        |
| Youth with special needs <sup>b</sup>         | 2.6  | 1.6        | 0.0        | 0.0        |
| Sustainability <sup>b</sup>                   | 1.0  | 0.3        | 0.3        | 0.0        |
| Other <sup>b</sup>                            | 1.8  | 1.8        | 4.5        | 1.2        |
| <b>Number of providers</b>                    | <b>385</b>   | <b>382</b> | <b>355</b> | <b>342</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> “Not interested” includes providers that responded either “not interested” or “not interested, already received.” The latter was a response option in 2019–2020 and 2020–2021

<sup>b</sup> Program providers were given the option to identify additional topics for which they would like TA. Because program providers wrote in new categories for which they were either “interested” or “very interested,” the performance measures do not identify program providers that were “not interested” in the new categories. Thus, only the percentage of providers that indicated that they were “interested” or “very interested” are available for these new categories. “Other” includes write-in responses reported by fewer than three providers.

TA = technical assistance.

**Table A.10. PREP program models implemented**

| Program model   | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|   | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Making Proud Choices!                                 | 95                  | 24.4                    | 110                 | 28.8                    | 99                  | 27.7                    | 89                  | 26.2                    |
| Teen Outreach Program                                 | 54                  | 13.9                    | 58                  | 15.2                    | 70                  | 19.6                    | 61                  | 17.9                    |
| Be Proud! Be Responsible!                             | 53                  | 13.6                    | 43                  | 11.3                    | 36                  | 10.1                    | 30                  | 8.8                     |
| Reducing the Risk                                     | 54                  | 13.9                    | 43                  | 11.3                    | 36                  | 10.1                    | 28                  | 8.2                     |
| Heritage Keepers <sup>a</sup><br>Abstinence Education | 1                   | 0.3                     | 4                   | 1.0                     | 8                   | 2.2                     | 23                  | 6.8                     |
| Draw the Line/Respect the Line                        | 34                  | 8.7                     | 31                  | 8.1                     | 28                  | 7.8                     | 21                  | 6.2                     |
| Native Youth Leadership                               | 6                   | 1.5                     | 10                  | 2.6                     | 10                  | 2.8                     | 10                  | 2.9                     |
| Making a Difference!                                  | 13                  | 3.3                     | 13                  | 3.4                     | 14                  | 3.9                     | 9                   | 2.6                     |
| SHARP   | 19                  | 4.9                     | 17                  | 4.5                     | 16                  | 4.5                     | 9                   | 2.6                     |
| WISE Guys   | 7                   | 1.8                     | 9                   | 2.4                     | 7                   | 2.0                     | 9                   | 2.6                     |
| Cuidate!  | 14                  | 3.6                     | 13                  | 3.4                     | 11                  | 3.1                     | 8                   | 2.4                     |
| Seventeen Days  | 5                   | 1.3                     | 6                   | 1.6                     | 5                   | 1.4                     | 7                   | 2.1                     |
| Rights, Respect,<br>Responsibility                    | 2                   | 0.5                     | 2                   | 0.5                     | 1                   | 0.3                     | 6                   | 1.8                     |
| PHAT! Comprehensive                                   | 8                   | 2.1                     | 9                   | 2.4                     | 7                   | 2.0                     | 5                   | 1.5                     |
| Power Through Choices                                 | 5                   | 1.3                     | 7                   | 1.8                     | 7                   | 2.0                     | 5                   | 1.5                     |
| Sisters Saving Sisters                                | 5                   | 1.3                     | 5                   | 1.3                     | 5                   | 1.4                     | 5                   | 1.5                     |
| Becoming a Responsible Teen                           | 6                   | 1.5                     | 5                   | 1.3                     | 4                   | 1.1                     | 4                   | 1.2                     |
| Get Real (Middle School)                              | 7                   | 1.8                     | 5                   | 1.3                     | 5                   | 1.4                     | 4                   | 1.2                     |
| Get Real (High School)                                | 2                   | 0.5                     | 4                   | 1.0                     | 4                   | 1.1                     | 4                   | 1.2                     |
| Be Proud! Be Responsible!<br>Be Protective            | 5                   | 1.3                     | 5                   | 1.3                     | 4                   | 1.1                     | 3                   | 0.9                     |
| FLASH   | 7                   | 1.8                     | 7                   | 1.8                     | 3                   | 0.8                     | 3                   | 0.9                     |

## Appendix A PREP Tables

| Program model  | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Circle of Life                                       | 3                   | 0.8                     | 3                   | 0.8                     | 3                   | 0.8                     | 3                   | 0.9                     |
| Adult Identity Mentoring                             | 5                   | 1.3                     | 3                   | 0.8                     | 5                   | 1.4                     | 2                   | 0.6                     |
| All 4 You  | 1                   | 0.3                     | 2                   | 0.5                     | 1                   | 0.3                     | 2                   | 0.6                     |
| Discovery Dating                                     | 3                   | 0.8                     | 5                   | 1.3                     | 5                   | 1.4                     | 2                   | 0.6                     |
| Discovery Dating supplemented with Family Spirit     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 2                   | 0.6                     |
| Friendships and Dating                               | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 2                   | 0.6                     |
| Love Notes   | 2                   | 0.5                     | 3                   | 0.8                     | 2                   | 0.6                     | 2                   | 0.6                     |
| Michigan Model – Healthy & Responsible Relationships | 1                   | 0.3                     | 2                   | 0.5                     | 2                   | 0.6                     | 2                   | 0.6                     |
| Positive Prevention PLUS                             | 0                   | 0.0                     | 2                   | 0.5                     | 1                   | 0.3                     | 2                   | 0.6                     |
| Rikers Health Advocacy Program                       | 4                   | 1.0                     | 3                   | 0.8                     | 2                   | 0.6                     | 2                   | 0.6                     |
| Safer Choices  | 7                   | 1.8                     | 6                   | 1.6                     | 4                   | 1.1                     | 2                   | 0.6                     |
| Safer Sex Intervention (SSI)                         | 2                   | 0.5                     | 3                   | 0.8                     | 2                   | 0.6                     | 2                   | 0.6                     |
| Boys Council   | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| Choosing The Best                                    | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| College Student Health Curriculum                    | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| DREAMS   | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| El Camino  | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Families Talking Together                            | 2                   | 0.5                     | 1                   | 0.3                     | 2                   | 0.6                     | 1                   | 0.3                     |
| Girls Circle   | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| HORIZONS   | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| HealthSmart  | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |

## Appendix A PREP Tables

| Program model   | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|   | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Healthy Adolescent Transitions Plus                               | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Healthy Futures   | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| Promoting Adolescent Sexual Health and Safety – Brothers Rising   | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Promoting Adolescent Sexual Health and Safety – Sisters Rising    | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| In the Know   | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| It's Your Game: Keep it Real                                      | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 1                   | 0.3                     |
| Live It!  | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Making Proud Choices! An Adaptation for Youth In Out-of-Home Care | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Motivating Adolescents to Reduce Sexual Risk                      | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| Native It's Your Game   | 1                   | 0.3                     | 2                   | 0.5                     | 2                   | 0.5                     | 1                   | 0.3                     |
| Native STAND  | 2                   | 0.5                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Native VOICES   | 0                   | 0.0                     | 2                   | 0.5                     | 2                   | 0.6                     | 1                   | 0.3                     |
| Native VOICES and Native STAND                                    | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| P3/Native STAND   | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| PHAT! Abstinence Only   | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| PHAT! Abstinence Only + Luv U 2 Relationship Smarts               | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Relationship Smarts Plus 4.0                                      | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     |

## Appendix A PREP Tables

| Program model  | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| SPARK Mentoring Curriculum                                 | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Street Smart   | 2                   | 0.5                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Strengthening OUR Youth                                    | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Teen Prevention Education Program (Teen PEP)               | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| Transition to Independence Process (TIP)                   | 2                   | 0.5                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| The Fourth R and Healthy Relationships                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     |
| Vision of You  | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     |
| About Us   | 4                   | 1.0                     | 6                   | 1.6                     | 4                   | 1.1                     | 0                   | 0.0                     |
| Afterschool  | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| m  | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| FOCUS  | 2                   | 0.5                     | 2                   | 0.5                     | 2                   | 0.6                     | 0                   | 0.0                     |
| Girls With Ambition  | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Health Education and Relationships through theater (HEART) | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     |
| HealthSmarts: HIV,STD & Pregnancy Prevention               | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Healthy Adolescent Transitions                             | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Healthy & Responsible Relationships                        | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Lead Her/Sassy Science                                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Lion's Quest   | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Manhood 2.0  | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |

## Appendix A PREP Tables

| Program model                                      | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| MPOWERment (Adapted)                               | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Native It's Your Game & Discovery Dating           | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Nu Culture   | 2                   | 0.5                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Positive Prevention PLUS (High School)             | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Positive Prevention PLUS (Middle School)           | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Positive Prevention Plus and Native VOICES         | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Project AIM  | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Project Legacy                                     | 5                   | 1.3                     | 2                   | 0.5                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Providers and Teens Communicating for Health       | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Relationship Smarts Plus                           | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Relationship Smarts Plus 3.0                       | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Sexual Wellness and Advocacy by Teens              | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| SiHLE  | 6                   | 1.5                     | 4                   | 1.0                     | 2                   | 0.6                     | 0                   | 0.0                     |
| Streetwise to Sexwise                              | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     |
| Summer   | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Teen Chat (Making Proud Choices and Girl's Circle) | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| The Fourth R – Alaska Perspectives                 | 2                   | 0.5                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| The Fourth R and Healthy Relationships Plus        | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     |

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| Program model              | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|----------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|                            | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| The Grassroot Project      | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| We R Native                | 6                   | 1.5                     | 5                   | 1.3                     | 6                   | 1.7                     | 0                   | 0.0                     |
| e-Practice Self-Regulation | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     |
| <b>Number of providers</b> | <b>389</b>          |                         | <b>382</b>          |                         | <b>355</b>          |                         | <b>342</b>          |                         |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Only one grantee implemented Heritage Keepers Abstinence Education, but the number of providers under that grantee increased each year. These providers also incorporated information on contraceptives into their Heritage Keepers programs to meet PREP requirements.

**Table A.11. Percentage of youth participating in evidence-based programs**

|  | 2017–2018     | 2018–2019      | 2019–2020     | 2020–2021     |
|--|---------------|----------------|---------------|---------------|
| Percentage of youth participating in evidence-based programs | 87.8          | 74.5           | 85.0          | 77.9          |
| <b>Number of youth</b>                                       | <b>76,619</b> | <b>141,586</b> | <b>97,966</b> | <b>73,081</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Program models were defined as evidence-based if they were identified as such in the HHS evidence review updated in 2018 (<https://tppevidencereview.youth.gov/>).



**Table A.12. Number of APSs implemented**

| Number of APSs implemented | Percentage of programs |            |            |            |
|----------------------------|------------------------|------------|------------|------------|
|                            | 2017–2018              | 2018–2019  | 2019–2020  | 2020–2021  |
| 0–2 subjects               | 7.6                    | 5.2        | 5.5        | 5.2        |
| 3 subjects                 | 49.3                   | 39.3       | 34.4       | 42.0       |
| 4 or 5 subjects            | 36.6                   | 42.7       | 44.3       | 37.9       |
| 6 subjects                 | 6.4                    | 12.9       | 15.7       | 14.9       |
| <b>Number of programs</b>  | <b>497</b>             | <b>504</b> | <b>496</b> | <b>457</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.

**Table A.13. APS implemented**

| APS implemented                | Percentage of programs |            |            |            |
|--------------------------------|------------------------|------------|------------|------------|
|                                | 2017–2018              | 2018–2019  | 2019–2020  | 2020–2021  |
| Healthy relationships          | 96.2                   | 98.6       | 97.7       | 96.9       |
| Healthy life skills            | 82.9                   | 82.9       | 88.5       | 86.1       |
| Adolescent development         | 77.7                   | 79.2       | 84.3       | 82.5       |
| Parent–child communication     | 49.9                   | 57.3       | 59.0       | 56.7       |
| Educational and career success | 26.0                   | 38.8       | 39.7       | 39.4       |
| Financial literacy             | 20.9                   | 29.2       | 29.4       | 28.4       |
| <b>Number of programs</b>      | <b>497</b>             | <b>504</b> | <b>496</b> | <b>457</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Adulthood preparation subjects are not mutually exclusive. Providers could implement multiple subjects.

APS = adulthood preparation subject.

**Table A.14. How programs delivered APS content to youth**

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| 2017–2018  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 85.4   | 89.8                | 89.4                   | 83.9                       | 58.1                       | 26.9               |
| Incorporated an entire additional curriculum                 | 14.0   | 12.1                | 12.4                   | 12.9                       | 8.5                        | 5.8                |
| Added lessons from another existing curriculum               | 14.9   | 15.5                | 11.9                   | 12.9                       | 17.8                       | 33.7               |
| Covered by original content that provider or partner created | 28.7   | 26.0                | 19.4                   | 26.6                       | 48.1                       | 57.7               |
| Number of programs   | 497  |                     |                        |                            |                            |                    |
| 2018–2019  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 86.3   | 88.5                | 86.5                   | 78.2                       | 57.9                       | 32.7               |
| Incorporated an entire additional curriculum                 | 10.5   | 9.6                 | 6.5                    | 9.3                        | 5.6                        | 8.8                |
| Added lessons from another existing curriculum               | 17.7   | 16.7                | 15.5                   | 15.9                       | 22.6                       | 27.9               |
| Covered by original content that provider or partner created | 25.2   | 26.6                | 22.1                   | 30.4                       | 46.7                       | 59.9               |
| Number of programs   | 504  |                     |                        |                            |                            |                    |
| 2019–2020  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 84.4   | 87.5                | 88.5                   | 79.2                       | 66.3                       | 39.4               |
| Incorporated an entire additional curriculum                 | 5.7  | 5.0                 | 4.2                    | 5.2                        | 8.2                        | 3.9                |
| Added lessons from another existing curriculum               | 15.3   | 13.5                | 9.5                    | 11.6                       | 12.9                       | 29.9               |

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| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| Covered by original content that provider or partner created | 25.1   | 28.0                | 24.0                   | 26.8                       | 39.8                       | 52.8               |
| Number of programs   | 496  |                     |                        |                            |                            |                    |
| 2020–2021  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 87.0   | 87.7                | 87.2                   | 81.4                       | 68.6                       | 40.9               |
| Incorporated an entire additional curriculum                 | 8.0  | 10.2                | 9.7                    | 12.7                       | 11.1                       | 10.9               |
| Added lessons from another existing curriculum               | 14.1   | 13.2                | 12.2                   | 11.4                       | 13.7                       | 28.2               |
| Covered by original content that provider or partner created | 24.7   | 24.0                | 22.8                   | 26.4                       | 32.0                       | 56.4               |
| Number of programs   | 457  |                     |                        |                            |                            |                    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Content delivery methods are not mutually exclusive. Providers could deliver content in multiple ways.

This item was asked only of providers that reported implementing the named APS.

**Table A.15. Number of youth participants, by grade level and by implementation setting**

| Youth participants                           | 2017–2018       |                                  | 2018–2019       |                                  | 2019–2020       |                                   | 2020–2021       |                                  |
|--|-----------------|----------------------------------|-----------------|----------------------------------|-----------------|-----------------------------------|-----------------|----------------------------------|
|  | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>bc</sup> | Number of youth | Percentage of youth <sup>b</sup> |
| <b>Grade level</b>                           |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Middle school                                | --              | --                               | --              | --                               | 16,783          | 38.1                              | 29,125          | 39.9                             |
| High school                                  | --              | --                               | --              | --                               | 25,940          | 58.9                              | 42,757          | 58.5                             |
| <b>Program implementation setting</b>        |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Schools, during school                       | 57,048          | 74.5                             | 113,563         | 80.2                             | 79,639          | 81.3                              | 24,745          | 33.9                             |
| Schools, after school                        | 3,380           | 4.4                              | 3,441           | 2.4                              | 1,930           | 2.0                               | 341             | 0.5                              |
| Clinics                                      | 219             | 0.3                              | 501             | 0.4                              | 339             | 0.3                               | 122             | 0.2                              |
| Community-based organizations                | 6,970           | 9.1                              | 9,571           | 6.8                              | 4,395           | 4.5                               | 2,555           | 3.5                              |
| Foster care settings                         | 1,493           | 1.9                              | 1,680           | 1.2                              | 573             | 0.6                               | 355             | 0.5                              |
| Juvenile detention centers                   | 2,507           | 3.3                              | 3,282           | 2.3                              | 2,324           | 2.4                               | 1,123           | 1.5                              |
| Residential mental health treatment facility | 1,338           | 1.7                              | 2,523           | 1.8                              | 1,230           | 1.3                               | 1,307           | 1.8                              |
| Online/Virtual <sup>d</sup>                  | --              | --                               | --              | --                               | 4,491           | 4.6                               | 44,381          | 60.7                             |
| Other settings                               | 3,664           | 4.8                              | 7,025           | 5.0                              | 5,003           | 5.1                               | 795             | 1.1                              |
| <b>Number of youth</b>                       | <b>76,619</b>   |                                  | <b>141,586</b>  |                                  | <b>97,966</b>   |                                   | <b>73,081</b>   |                                  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

<sup>b</sup> Percentages might not sum to 100 because the reported total number of youth participants does not always equal the sum of the numbers of youth participants by grade level or by setting.

<sup>c</sup> Grade level was first reported for youth who ended programming between January and June 2020. The overall number of youth participants for that reporting period is 44,014.

<sup>d</sup> “Online” was first reported as a separate setting category for youth who ended programming between January and June 2020. The setting was renamed to “Virtual” for 2020–2021. Youth participating online or in a virtual setting who ended programming before January 2020 would be in the “Other settings” category.

**Table A.16. Intended and delivered program dosage**

| Measure                  | 2017–2018                     |                                | 2018–2019                     |                                | 2019–2020                     |                                | 2020–2021                     |                                |
|--------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
|                          | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming |
| Mean                     | 9.8                           | 12.4                           | 53.1                          | 60.9                           | 42.6                          | 39.4                           | 48.0                          | 50.2                           |
| Median                   | 8.0                           | 8.0                            | 10.0                          | 10.0                           | 8.0                           | 9.0                            | 9.0                           | 9.0                            |
| Minimum                  | 1.0                           | 1.0                            | 1.0                           | 1.0                            | 0.0                           | 0.0                            | 1.0                           | 1.0                            |
| Maximum                  | 107.0                         | 1217.0                         | 480.0                         | 900.0                          | 7560.0                        | 798.0                          | 480.0                         | 650.0                          |
| <b>Number of cohorts</b> | <b>3,045</b>                  |                                | <b>4,823</b>                  |                                | <b>3,716</b>                  |                                | <b>3,076</b>                  |                                |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Some grantees might have reported an inaccurate number of hours intended and delivered, resulting in an unusually high number of hours.

**Table A.17. Program participation**

| Measure   | 2017–2018     | 2018–2019      | 2019–2020     | 2020–2021     |
|---|---------------|----------------|---------------|---------------|
| Percentage of participants who completed at least 75 percent of the intended dosage | 79.1          | 78.5           | 78.4          | 74.0          |
| <b>Number of youth</b>  | <b>76,619</b> | <b>141,586</b> | <b>97,966</b> | <b>73,081</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

**Table A.18. Target populations**

| Target population                                       | Percentage of programs |            |            |            |
|---|------------------------|------------|------------|------------|
|   | 2017–2018              | 2018–2019  | 2019–2020  | 2020–2021  |
| Youth in high-need geographic areas                     | 74.8                   | 75.1       | 78.5       | 77.8       |
| Male youth  | 37.8                   | 36.0       | 35.6       | 41.8       |
| African American youth                                  | 49.9                   | 41.2       | 39.1       | 40.2       |
| Hispanic/Latino youth                                   | 48.9                   | 42.7       | 39.6       | 38.7       |
| Youth in foster care                                    | 38.4                   | 35.2       | 34.9       | 32.5       |
| Youth in adjudication systems                           | 30.2                   | 28.0       | 29.8       | 25.5       |
| Native American youth                                   | 29.8                   | 23.9       | 23.8       | 22.9       |
| Pregnant or parenting youth                             | 27.8                   | 24.3       | 21.5       | 19.8       |
| Homeless or runaway youth                               | 23.4                   | 22.3       | 24.0       | 18.3       |
| Youth in residential treatment for mental health issues | 14.5                   | 12.1       | 20.6       | 14.9       |
| Out-of-school or dropout youth                          | 15.3                   | 14.1       | 17.4       | 14.7       |
| Trafficked youth  | 8.3                    | 8.4        | 11.1       | 12.4       |
| Youth living with HIV/AIDS                              | 5.6                    | 7.0        | 7.4        | 3.4        |
| LGBTQ youth <sup>a</sup>                                | 36.4                   | 34.0       | 32.1       | --         |
| <b>Number of programs</b>                               | <b>497</b>             | <b>504</b> | <b>496</b> | <b>457</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Target population categories are not mutually exclusive. Many programs frequently targeted more than one population.

HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome; LGBTQ = lesbian, gay, bisexual, transgender, or questioning.

<sup>a</sup> LGBTQ youth was not included as a target population category for the 2020–2021 reporting period.

**Table A.19. Youth demographics**

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Female  | 51.6                | 93,791                       | 52.2                | 84,981                       | 51.5                | 89,238                       | 51.6                | 67,013                       | 51.7                | 42,139                       | 52.6                | 31,877                       |
| <b>Age</b>  |                     | <b>94,058</b>                |                     | <b>85,994</b>                |                     | <b>89,701</b>                |                     | <b>67,226</b>                |                     | <b>42,364</b>                |                     | <b>32,215</b>                |
| 10–12   | 15.5                |                              | 15.3                |                              | 17.0                |                              | 17.0                |                              | 16.5                |                              | 16.9                |                              |
| 13 or 14  | 36.8                |                              | 37.5                |                              | 40.7                |                              | 41.6                |                              | 39.5                |                              | 39.7                |                              |
| 15 or 16  | 31.3                |                              | 30.7                |                              | 26.0                |                              | 25.6                |                              | 30.0                |                              | 29.8                |                              |
| 17 or 18  | 13.7                |                              | 13.5                |                              | 12.2                |                              | 11.3                |                              | 11.3                |                              | 11.3                |                              |
| 19 and older                                      | 2.6                 |                              | 2.9                 |                              | 4.2                 |                              | 4.6                 |                              | 2.6                 |                              | 2.3                 |                              |
| <b>Grade</b>                                      |                     | <b>92,695</b>                |                     | <b>84,962</b>                |                     | <b>89,788</b>                |                     | <b>67,203</b>                |                     | <b>42,250</b>                |                     | <b>32,082</b>                |
| 4th–6th   | 9.0                 |                              | 9.3                 |                              | 8.2                 |                              | 8.7                 |                              | 8.8                 |                              | 9.3                 |                              |
| 7th or 8th  | 27.1                |                              | 29.7                |                              | 31.9                |                              | 33.1                |                              | 32.4                |                              | 34.2                |                              |
| 9th or 10th                                       | 43.1                |                              | 41.1                |                              | 39.4                |                              | 38.7                |                              | 40.3                |                              | 39.3                |                              |
| 11th or 12th                                      | 15.9                |                              | 15.1                |                              | 13.6                |                              | 11.6                |                              | 13.3                |                              | 12.2                |                              |
| School does not assign grade levels               | 0.3                 |                              | 0.3                 |                              | 0.2                 |                              | 0.2                 |                              | 0.3                 |                              | 0.4                 |                              |
| Dropped out of school/not currently enrolled      | 0.5                 |                              | 0.5                 |                              | 0.4                 |                              | 0.5                 |                              | 0.9                 |                              | 1.0                 |                              |
| Working toward GED                                | 0.8                 |                              | 0.6                 |                              | 0.6                 |                              | 0.7                 |                              | 1.0                 |                              | 0.9                 |                              |
| Earned diploma or GED and in postsecondary school | 0.7                 |                              | 0.7                 |                              | 0.7                 |                              | 0.7                 |                              | 0.8                 |                              | 0.8                 |                              |

## Appendix A PREP Tables

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Earned diploma or GED and not in postsecondary school | 2.7                 |                              | 2.7                 |                              | 4.9                 |                              | 5.8                 |                              | 2.2                 |                              | 1.9                 |                              |
| <b>Race and ethnicity<sup>b</sup></b>                 | <b>77,204</b>       |                              | <b>72,141</b>       |                              | <b>74,682</b>       |                              | <b>56,466</b>       |                              | <b>37,564</b>       |                              | <b>28,570</b>       |                              |
| American Indian or Alaska Native                      | 10.1                |                              | 10.0                |                              | 10.0                |                              | 9.1                 |                              | 9.3                 |                              | 9.1                 |                              |
| Asian   | 5.8                 |                              | 5.9                 |                              | 5.7                 |                              | 5.9                 |                              | 5.7                 |                              | 6.2                 |                              |
| Black or African American                             | 35.0                |                              | 34.1                |                              | 33.7                |                              | 31.8                |                              | 26.2                |                              | 25.2                |                              |
| Native Hawaiian or Pacific Islander                   | 7.3                 |                              | 7.8                 |                              | 8.6                 |                              | 8.4                 |                              | 15.1                |                              | 13.8                |                              |
| White   | 48.6                |                              | 49.5                |                              | 48.7                |                              | 51.5                |                              | 49.7                |                              | 51.5                |                              |
| Hispanic or Latino                                    | 35.5                | 91,998                       | 36.7                | 84,258                       | 33.1                | 86,528                       | 33.1                | 64,818                       | 29.4                | 41,627                       | 29.9                | 31,688                       |
| <b>Number of youth completing survey</b>              | <b>96,578</b>       |                              | <b>88,104</b>       |                              | <b>91,390</b>       |                              | <b>68,558</b>       |                              | <b>43,053</b>       |                              | <b>32,833</b>       |                              |

Source: 2018–2019, 2019–2020, and 2020–2021 entry and exit surveys.

Note: Youth who responded to the entry survey might not be the same youth who responded to the exit survey.

Percentages might not sum to 100 because of rounding.

<sup>a</sup> Data in this column represent the total number of youth who responded to the relevant question.

<sup>b</sup> Youth could select more than one item, so percentages might sum to more than 100.



**Table A.20. Languages youth usually speak at home**

| Most common languages reported               | Percentage of youth <sup>a</sup> |               |               |
|--|----------------------------------|---------------|---------------|
|  | 2018–2019                        | 2019–2020     | 2020–2021     |
| English                                      | 83.8                             | 83.1          | 80.3          |
| Spanish                                      | 23.2                             | 23.2          | 19.2          |
| Samoan                                       | 0.7                              | 0.5           | 2.5           |
| Palauan                                      | 0.6                              | 0.7           | 2.5           |
| Chuukese                                     | 0.2                              | 0.5           | 0.9           |
| Pohnpeian Language                           | 0.5                              | 0.3           | 0.7           |
| Hmong  | 0.2                              | 0.2           | 0.6           |
| Yapese                                       | 0.0                              | 0.1           | 0.5           |
| Filipino or Tagalog                          | 0.2                              | 0.4           | 0.4           |
| Chamorro                                     | 0.0                              | 0.5           | 0.4           |
| Kosraian Language                            | 0.4                              | 0.4           | 0.4           |
| Creole                                       | 0.3                              | 0.3           | 0.2           |
| Arabic                                       | 0.2                              | 0.2           | 0.2           |
| Tongan                                       | 0.0                              | 0.1           | 0.2           |
| Portuguese                                   | 0.1                              | 0.1           | 0.2           |
| Karen  | 0.1                              | 0.1           | 0.1           |
| Vietnamese                                   | 0.1                              | 0.2           | 0.1           |
| Chinese                                      | 0.1                              | 0.1           | 0.1           |
| French                                       | 0.1                              | 0.1           | 0.1           |
| Amharic                                      | 0.1                              | 0.1           | 0.0           |
| Other language specified                     | 1.1                              | 1.8           | 1.4           |
| <b>Number of youth who responded to item</b> | <b>87,362</b>                    | <b>84,605</b> | <b>42,165</b> |
| <b>Number of youth completing survey</b>     | <b>96,578</b>                    | <b>91,390</b> | <b>43,053</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Notes: In 2018–2019 programs only reported the 5 most common languages other than English and Spanish reported by youth. In 2019–2020 and 2020–2021, programs reported the 10 most common languages. If there were more than 5 or 10 languages reported within a program, those languages would not be submitted. Therefore, the percentages might undercount the languages youth usually speak at home.

<sup>a</sup> Youth could select more than one language, so percentages might sum to more than 100.

**Table A.21. Youth living situation**

| Measure  | Percentage of youth |               |               |
|--|---------------------|---------------|---------------|
|  | 2018–2019           | 2019–2020     | 2020–2021     |
| Youth in foster care   | 6.8                 | 6.4           | 4.9           |
| Living with a family   | 4.9                 | 4.7           | 2.2           |
| Living in a group home   | 2.0                 | 1.8           | 2.8           |
| Runaway or homeless youth  | 2.1                 | 1.9           | 1.5           |
| Couch surfing or moving from house to house                                      | 1.1                 | 1.1           | 0.7           |
| Living in a place not meant to be a residence                                    | 0.4                 | 0.4           | 0.2           |
| Staying in emergency shelter, transitional living program, or motel <sup>a</sup> | 0.7                 | 0.5           | 0.5           |
| In adjudication system <sup>b</sup>  | 3.4                 | 2.8           | 3.0           |
| Living with family <sup>c</sup>  | --                  | --            | 77.1          |
| None of the above  | 88.3                | 89.7          | 16.6          |
| <b>Number of youth who responded to item</b>                                     | <b>82,940</b>       | <b>84,579</b> | <b>41,767</b> |
| <b>Number of youth completing survey</b>   | <b>96,578</b>       | <b>91,390</b> | <b>43,053</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Note: Youth could select more than one item, so percentages might sum to more than 100.

<sup>a</sup> “Staying in emergency shelter or transitional living program” and “Hotel or motel” were reported as separate residence categories in the revised entry and exit surveys.

<sup>b</sup> “In adjudication system” includes youth in juvenile detention, jail, prison, or another correctional facility, or under the supervision of a probation officer.

<sup>c</sup> Living with family was added as a response category to the revised survey for State PREP, Competitive PREP, and PREIS grantees in September 2020.

**Table A.22. High-school-age youths' sexual behaviors at program entry**

| Measure  | 2020–2021           |                                       |
|--|---------------------|---------------------------------------|
|  | Percentage of youth | Number of youth who responded to item |
| Ever had sexual intercourse  | 31.3                | 18,242                                |
| <b>Number of sexual partners in the past three months<sup>a</sup></b>          |                     | <b>5,641</b>                          |
| 0 people   | 39.5                |                                       |
| 1 person   | 43.3                |                                       |
| 2 or 3 people  | 11.7                |                                       |
| 4 or more people   | 5.5                 |                                       |
| <b>Frequency of condom use in the past three months<sup>b</sup></b>            |                     | <b>3,955</b>                          |
| All of the time  | 35.5                |                                       |
| Most of the time   | 14.5                |                                       |
| Some of the time   | 17.0                |                                       |
| None of the time   | 33.0                |                                       |
| <b>Frequency of birth control use in the past three months<sup>b</sup></b>     |                     | <b>3,752</b>                          |
| All of the time  | 34.0                |                                       |
| Most of the time   | 10.6                |                                       |
| Some of the time   | 11.4                |                                       |
| None of the time   | 44.1                |                                       |
| <b>Ever been pregnant or gotten someone pregnant<sup>a</sup></b>               |                     | <b>6,482</b>                          |
| Yes  | 11.0                |                                       |
| No   | 80.8                |                                       |
| Not sure   | 8.1                 |                                       |
| Ever been diagnosed with a sexually transmitted infection                      | 3.1                 | 17,669                                |
| <b>Number of youth completing high-school or older version of entry survey</b> |                     | <b>20,336</b>                         |

Source: 2020–2021 entry surveys for high school-age youth participating in State or Competitive PREP grant programs.

Notes: Percentages might not sum to 100 due to rounding. Only youth who were high-school age or older responded to these items.

<sup>a</sup> Measure only includes youth who had ever had sexual intercourse.

<sup>b</sup> Measure only includes youth who had sexual intercourse in the past three months.

**Table A.23. Youth reasoning for intending to abstain from sex at program exit**

| Measure  | Percentage of youth  |                   |                    |                |                 |
|--|----------------------|-------------------|--------------------|----------------|-----------------|
|  | 2020–2021            |                   |                    |                |                 |
| Youth plan to abstain from sexual intercourse in next 3 months         |                      |                   |                    |                |                 |
| Yes  | 56.3                 |                   |                    |                |                 |
| No   | 19.8                 |                   |                    |                |                 |
| Not sure   | 23.9                 |                   |                    |                |                 |
| Number of youth responding to item                                     | 13,228               |                   |                    |                |                 |
| Reason for planning to abstain from sex <sup>a</sup>                   | Not at all important | Not too important | Somewhat important | Very important | Number of youth |
| It might affect plans for the future                                   | 10.2                 | 8.0               | 21.9               | 59.9           | 7,808           |
| The possible emotional consequences                                    | 9.6                  | 10.3              | 28.5               | 51.6           | 7,782           |
| The possible social consequences                                       | 11.5                 | 11.6              | 27.1               | 49.8           | 7,680           |
| Risk of getting an STI   | 7.8                  | 3.8               | 12.9               | 75.5           | 7,644           |
| Risk of becoming or getting someone pregnant                           | 8.3                  | 3.7               | 12.7               | 75.3           | 7,777           |
| Number of youth completing high-school or older version of exit survey | 15,482               |                   |                    |                |                 |

Source: 2020–2021 exit surveys for high school-age youth participating in State or Competitive PREP grant programs.

<sup>a</sup> Items were only asked of youth who answered “yes” when asked if they were planning to abstain from sex for the next three months.

STI = sexually transmitted infection.

**Table A.24. Youth intentions related to sexual behaviors at program exit**

| Measure   | 2020–2021           |                      |                |                      |                  |                 |
|---|---------------------|----------------------|----------------|----------------------|------------------|-----------------|
|   | Percentage of youth |                      |                |                      |                  | Number of youth |
|   | Much more likely    | Somewhat more likely | About the same | Somewhat less likely | Much less likely |                 |
| Youth plan to have sexual intercourse in next 3 months  | 9.2                 | 8.4                  | 41.4           | 14.8                 | 26.1             | 6,832           |
| Youth plan to use a condom if they have sexual intercourse in next 3 months                         | 47.3                | 18.3                 | 23.1           | 3.6                  | 7.7              | 5,080           |
| Youth plan to use other birth control if they have sexual intercourse in next 3 months <sup>b</sup> | 41.0                | 18.4                 | 28.2           | 3.8                  | 8.5              | 4,954           |
| <b>Number of youth completing high-school or older version of exit survey</b>                       |                     |                      |                |                      |                  | <b>15,482</b>   |

Source: 2020–2021 exit surveys for high school-age youth participating in State or Competitive PREP grant programs.

Note: Measures in this table were only asked of youth who answered “no” or “not sure” when asked if they were planning to abstain from sex for the next three months.

<sup>b</sup> Birth control included methods other than condoms such as birth control pills, the shot, the patch, the ring, IUD, or implant.

**Table A.25. Youth perception of being prepared for adulthood, by APS implemented**

| Measure   | 2020–2021             |                     |                        |                            |                                |                    |         | Number of youth |
|---|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|---------|-----------------|
|   | Percentage of youth   |                     |                        |                            |                                |                    |         |                 |
|   | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy | Overall |                 |
| Percentage of youth who were much more or somewhat more likely to:  |                       |                     |                        |                            |                                |                    |         |                 |
| Work together to find a solution when they disagree with a friend   | 66.6                  | --                  | --                     | --                         | --                             | --                 | 66.6    | 25,754          |
| Speak up or ask for help if they are being bullied in person or online, via text, while gaming, or through other social media                         | 58.7                  | --                  | --                     | --                         | --                             | --                 | 58.9    | 25,444          |
| Speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media                       | 64.7                  | --                  | --                     | --                         | --                             | --                 | 65.0    | 25,486          |
| Better understand what makes a relationship healthy   | 76.9                  | --                  | --                     | --                         | --                             | --                 | 77.2    | 23,473          |
| Look for information and resources about dating violence  | 63.0                  | --                  | --                     | --                         | --                             | --                 | 63.1    | 23,269          |
| Resist or say no to someone they are dating with if they pressure them to participate in sexual acts, such as kissing, touching private parts, or sex | 71.7                  | --                  | --                     | --                         | --                             | --                 | 72.0    | 23,164          |
| Talk to a friend if someone they are dating makes them uncomfortable, hurts them, or pressures them to do things they don't want to do                | 70.9                  | --                  | --                     | --                         | --                             | --                 | 71.0    | 23,353          |

## Appendix A PREP Tables

| Measure  | 2020–2021             |                     |                        |                            |                                |                    |         | Number of youth |
|--|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|---------|-----------------|
|  | Percentage of youth   |                     |                        |                            |                                |                    |         |                 |
|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy | Overall |                 |
| Talk to a trusted adult if someone they are dating makes then uncomfortable, hurts them, or pressures them to do things they don't want to do                            | 66.3                  | --                  | --                     | --                         | --                             | --                 | 66.6    | 23,378          |
| Talk to a trusted adult if someone <i>other than</i> the person they are dating makes them uncomfortable, hurts them or pressures them to do things you don't want to do | 68.0                  | --                  | --                     | --                         | --                             | --                 | 68.2    | 23,307          |
| Resist or say no to peer pressure  | 66.7                  | 65.9                | 66.4                   | --                         | --                             | --                 | 66.7    | 25,714          |
| Choose to spend time with friends that keep them out of trouble  | 66.7                  | 66.2                | 66.0                   | --                         | --                             | --                 | 66.7    | 25,722          |
| Be respectful to others  | 72.9                  | 72.6                | 71.9                   | --                         | --                             | --                 | 73.1    | 25,745          |
| Manage your emotions in healthy ways   | --                    | 63.4                | 62.6                   | --                         | --                             | --                 | 63.5    | 25,767          |
| Make decisions to not use drugs and alcohol  | --                    | 68.9                | 69.8                   | --                         | --                             | --                 | 69.8    | 25,677          |
| Think about the consequences before making a decision  | --                    | 67.8                | --                     | --                         | --                             | --                 | 68.6    | 25,696          |
| Care about doing well in school.   | --                    | 68.5                | 68.7                   | --                         | 74.5                           | --                 | 69.6    | 25,731          |
| Talk with a parent, guardian, or caregiver about things going on in their life   | --                    | --                  | --                     | 60.2                       | --                             | --                 | 57.3    | 25,582          |
| Talk with a parent, guardian, or caregiver about sex   | --                    | --                  | --                     | 46.0                       | --                             | --                 | 45.0    | 25,195          |

## Appendix A PREP Tables

| Measure  | 2020–2021             |                     |                        |                            |                                |                    |         | Number of youth |
|--|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|---------|-----------------|
|  | Percentage of youth   |                     |                        |                            |                                |                    |         |                 |
|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy | Overall |                 |
| Feel comfortable talking with a parent, guardian, or caregiver about sex     | --                    | --                  | --                     | 45.1                       | --                             | --                 | 44.6    | 25,116          |
| Make plans to reach their goals  | --                    | --                  | --                     | --                         | 76.9                           | --                 | 71.6    | 25,814          |
| Graduate high school or get my GED   | --                    | --                  | --                     | --                         | 73.4                           | --                 | 70.5    | 25,600          |
| Get more education and/or training after high school or completing their GED | --                    | --                  | --                     | --                         | 69.4                           | --                 | 65.8    | 25,553          |
| Get a steady full-time job after school                                      | --                    | --                  | --                     | --                         | 74.1                           | --                 | 70.0    | 25,676          |
| Save money to get things I want  | --                    | --                  | --                     | --                         | --                             | 75.3               | 71.0    | 25,629          |
| Feel confident about how to open a bank account                              | --                    | --                  | --                     | --                         | --                             | 61.2               | 56.8    | 25,473          |
| Feel confident about how to prepare a budget                                 | --                    | --                  | --                     | --                         | --                             | 62.9               | 58.0    | 25,388          |
| Feel confident about how to track expenses                                   | --                    | --                  | --                     | --                         | --                             | 64.2               | 58.2    | 25,417          |
| Understand the costs associated with raising a child                         | --                    | --                  | --                     | --                         | --                             | 72.3               | 68.1    | 25,502          |
| Number of youth completing survey  |                       |                     |                        |                            |                                |                    |         | 31,561          |

Source: 2020–2021 exit surveys for youth participating in State or Competitive PREP grant programs.

Note: For each measure, percentages were calculated for each related APS and were restricted to youth who were served by programs implementing the APS.

APS = adulthood preparation subject.



**Table A.26. Youth program experiences**

| Measure  | 2018–2019           |                 | 2019–2020           |                 | 2020–2021 <sup>a</sup> |                 |
|--|---------------------|-----------------|---------------------|-----------------|------------------------|-----------------|
|  | Percentage of youth | Number of youth | Percentage of youth | Number of youth | Percentage of youth    | Number of youth |
| Youth were interested in program sessions and classes all or most of the time                                  | 69.0                | 78,584          | 69.3                | 63,488          | 68.5                   | 28,232          |
| The material presented was clear all or most of the time   | 87.3                | 77,920          | 87.9                | 63,168          | 84.2                   | 28,245          |
| Discussions or activities helped youth learn program lessons all or most of the time                           | 84.9                | 77,459          | 85.5                | 62,819          | 82.3                   | 28,190          |
| Youth had a chance to ask questions about topics or issues that came up in the program all or most of the time | 81.1                | 77,648          | 81.3                | 62,896          | 78.4                   | 28,296          |
| Youth felt respected as people all or most of the time   | 89.4                | 78,096          | 90.3                | 63,319          | 87.5                   | 28,313          |
| <b>Number of youth completing exit survey</b>  |                     | <b>88,104</b>   |                     | <b>68,558</b>   |                        | <b>32,833</b>   |

Source: 2018–2019, 2019–2020, and 2020–2021 exit surveys.

<sup>a</sup> Items were not included in the revised exit survey for PREIS grantees starting in September 2020.

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**Appendix B:**  
**State PREP Tables**

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**Table B.1. PREP scale (State PREP)**

| Measure            | Number    |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|
|                    | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
| Grantees           | 51        | 52        | 51        | 51        |
| Providers          | 343       | 313       | 299       | 318       |
| Programs           | 396       | 395       | 379       | 338       |
| Facilitators       | 1,718     | 1,939     | 1,400     | 1,285     |
| Youth participants | 56,891    | 109,714   | 73,186    | 58,017    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and attendance, reach, and dosage data.

Note: Not all providers served youth, and not all programs reported on the number of youth participants and the program characteristics. The length of the reporting periods for measures of attendance, reach, and dosage—including the number of youth participants—varied across years. Notably, the 2017–2018 period included six months, whereas the other periods each included 11 or 12 months.

**Table B.2. Grantee and provider funding (State PREP)**

| Measure                      | Dollars      |              |              |              |
|------------------------------|--------------|--------------|--------------|--------------|
|                              | 2017–2018    | 2018–2019    | 2019–2020    | 2020–2021    |
| <b>Grant award amount</b>    |              |              |              |              |
| Mean                         | 874,272.10   | 811,107.10   | 858,824.22   | 909,678.82   |
| Median                       | 595,887.50   | 557,624.00   | 581,748.00   | 651,483.50   |
| Minimum                      | 211,999.00   | 105,214.00   | 220,105.00   | 125,000.00   |
| Maximum                      | 6,369,420.00 | 6,313,573.00 | 6,294,850.00 | 6,294,850.00 |
| <b>Number of grantees</b>    | <b>51</b>    | <b>52</b>    | <b>51</b>    | <b>51</b>    |
| <b>Provider award amount</b> |              |              |              |              |
| Mean                         | 88,220.00    | 95,643.96    | 95,435.51    | 92,035.80    |
| Median                       | 67,500.00    | 69,460.00    | 68,243.00    | 64,533.50    |
| Minimum                      | 0.00         | 0.00         | 0.00         | 0.00         |
| Maximum                      | 799,001.00   | 803,559.00   | 545,554.00   | 425,000.00   |
| <b>Number of providers</b>   | <b>343</b>   | <b>313</b>   | <b>299</b>   | <b>318</b>   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

**Table B.3. Grantee funding allocation (State PREP)**

| Percentage of PREP funding allocated to: <sup>a</sup>       | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|-----------|
| Direct service provision                                    | 64.6      | 58.7      | 62.5      | 62.9      |
| Training, TA, and monitoring conducted at the grantee level | 13.7      | 18.5      | 14.9      | 12.5      |
| Evaluation and/or research                                  | 5.7       | 7.0       | 6.2       | 6.9       |
| Administrative purposes at the grantee level                | 15.7      | 15.8      | 16.4      | 17.7      |
| <b>Number of grantees</b>                                   | <b>51</b> | <b>52</b> | <b>51</b> | <b>51</b> |

Source: Data from 2018–2019 and 2019–2020 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

TA = technical assistance.

**Table B.4. Grantee staffing (State PREP)**

| Number involved in overseeing PREP | 2017–2018     |                   | 2018–2019     |                   | 2019–2020     |                   | 2020–2021     |                   |
|------------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                    | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE |
| Mean                               | 2.5           | 1.4               | 2.7           | 1.4               | 4.4           | 2.9               | 4.2           | 3.1               |
| Median                             | 2.0           | 1.0               | 2.0           | 1.0               | 2.0           | 1.5               | 2.0           | 1.4               |
| Minimum                            | 1.0           | 0.1               | 1.0           | 0.1               | 1.0           | 0.4               | 1.0           | 0.1               |
| Maximum                            | 11.0          | 5.0               | 15.0          | 5.0               | 78.0          | 64.4              | 78.0          | 78.0              |
| <b>Number of grantees</b>          | <b>51</b>     |                   | <b>52</b>     |                   | <b>51</b>     |                   | <b>51</b>     |                   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

FTE = full-time equivalent.

**Table B.5. Facilitator staffing among providers that served youth (State PREP)**

| Number PREP program facilitators | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
|----------------------------------|------------|------------|------------|------------|
| Mean                             | 5.5        | 6.4        | 5.1        | 5.1        |
| Median                           | 3.0        | 3.0        | 3.0        | 2.0        |
| Minimum                          | 1.0        | 1.0        | 1.0        | 0.0        |
| Maximum                          | 94.0       | 179.0      | 93.0       | 122.0      |
| <b>Number of providers</b>       | <b>312</b> | <b>302</b> | <b>274</b> | <b>260</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table B.6. Grantee support for program implementation (State PREP)**

| Measure   | 2017–2018                 |                   |             | 2018–2019                 |                   |             | 2019–2020                 |                   |             | 2020–2021                 |                   |             |
|---|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|
|   | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA |
| Percentage of grantees whose staff or designees provided implementation support                 | 94.1                      | 86.3              | 98.0        | 96.2                      | 90.4              | 98.1        | 82.4                      | 80.4              | 96.1        | 78.0                      | 84.0              | 100.0       |
| Type of organization that provided implementation support (percentage of grantees) <sup>a</sup> |                           |                   |             |                           |                   |             |                           |                   |             |                           |                   |             |
| Grantee   | 87.5                      | 68.2              | 90.0        | 89.8                      | 69.6              | 94.0        | 88.1                      | 75.0              | 95.8        | 79.5                      | 69.0              | 92.0        |
| Developer   | 4.3                       | 30.2              | 30.6        | 4.3                       | 37.0              | 38.8        | 9.5                       | 40.0              | 39.6        | 7.7                       | 35.7              | 32.0        |
| Training or TA partner  | 26.1                      | 65.1              | 66.7        | 38.3                      | 63.0              | 58.0        | 35.7                      | 56.1              | 57.1        | 25.6                      | 50.0              | 56.0        |
| Evaluation partner  | 15.2                      | 27.9              | 45.8        | 27.7                      | 22.2              | 35.4        | 21.4                      | 25.0              | 41.7        | 20.5                      | 11.9              | 28.0        |
| Program provider  | 52.2                      | 52.3              | 43.8        | 52.0                      | 46.8              | 42.9        | 50.0                      | 40.0              | 41.7        | 43.6                      | 31.0              | 26.0        |
| <b>Number of grantees</b>   | <b>51</b>                 |                   |             | <b>52</b>                 |                   |             | <b>51</b>                 |                   |             | <b>51</b>                 |                   |             |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Only grantees that reported providing the named support were asked this item. Grantees could select more than one type of organization, so percentages might sum to more than 100.

TA = technical assistance.

**Table B.7. Facilitator support among providers that served youth (State PREP)**

| Measure                                     | 2017–2018    | 2018–2019                         | 2019–2020    | 2020–2021    |
|---|--------------|-----------------------------------|--------------|--------------|
| <b>Facilitators</b>                         |              | <b>Percentage of facilitators</b> |              |              |
| Trained                                     | 92.0         | 87.5                              | 87.8         | 88.9         |
| Observed at all                             | 69.7         | 71.9                              | 45.5         | 41.9         |
| Observed once                               | 33.1         | 33.1                              | 28.4         | 24.8         |
| Observed twice or more                      | 36.7         | 38.8                              | 17.1         | 17.0         |
| <b>Number of facilitators</b>               | <b>1,718</b> | <b>1,939</b>                      | <b>1,400</b> | <b>1,285</b> |
| <b>Providers</b>                            |              | <b>Percentage of providers</b>    |              |              |
| Had any facilitators trained                | 96.2         | 97.0                              | 95.3         | 97.6         |
| Had all facilitators trained                | 85.6         | 80.7                              | 79.2         | 86.5         |
| Had any facilitators observed at least once | 78.8         | 81.8                              | 58.8         | 60.9         |
| Had all facilitators observed at least once | 52.2         | 54.5                              | 28.8         | 31.1         |
| <b>Number of providers</b>                  | <b>312</b>   | <b>302</b>                        | <b>274</b>   | <b>260</b>   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.



**Table B.8. Implementation challenges reported by providers that served youth (State PREP)**

| Potential challenge                           | Percentage of providers reporting in<br>that potential challenge was a somewhat or serious problem |            |            |            |
|---|--|------------|------------|------------|
|   | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
| Getting youth to attend regularly             | 41.3   | 40.4       | 46.4       | 57.3       |
| Keeping youth engaged                         | 36.2   | 31.1       | 35.0       | 53.4       |
| Recruiting youth                              | 32.4   | 33.1       | 32.1       | 51.4       |
| Natural disasters                             | 13.7   | 11.3       | 50.4       | 45.8       |
| Staff turnover                                | 30.5   | 38.4       | 33.9       | 32.8       |
| Obtaining buy-in or support from stakeholders | 29.5   | 32.5       | 30.7       | 28.5       |
| Recruiting qualified staff                    | 22.9   | 24.2       | 17.5       | 22.1       |
| Youth behavioral problems                     | 39.0   | 36.1       | 32.8       | 21.3       |
| Covering program content                      | 18.7   | 16.6       | 13.9       | 20.2       |
| Program facilities                            | 18.7   | 11.3       | 13.1       | 17.4       |
| Negative peer reactions                       | 22.2   | 18.2       | 15.0       | 12.6       |
| Ensuring facilitators understand content      | 11.1   | 10.9       | 6.9        | 9.5        |
| <b>Number of providers</b>                    | <b>312</b>   | <b>302</b> | <b>274</b> | <b>260</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table B.9. Requests for TA by providers that served youth (State PREP)**

| Potential challenge                           | Percentage of providers reporting being somewhat interested or very interested in TA topic |            |            |            |
|---|--|------------|------------|------------|
|   | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
| Keeping youth engaged in program session      | 55.9   | 52.0       | 41.6       | 58.1       |
| Getting youth to attend regularly             | 43.2   | 43.7       | 39.1       | 51.4       |
| Parent support and engagement                 | 52.1   | 47.7       | 36.1       | 50.6       |
| Recruiting youth                              | 41.0   | 43.4       | 35.4       | 42.3       |
| Training facilitators                         | 46.7   | 42.4       | 36.1       | 39.9       |
| Evaluation                                    | 39.7   | 46.4       | 29.9       | 38.3       |
| Obtaining buy-in or support from stakeholders | 43.8   | 49.0       | 38.3       | 38.3       |
| Addressing youth behavioral problems          | 54.9   | 52.0       | 36.5       | 34.8       |
| Retaining staff                               | 28.3   | 33.1       | 19.3       | 28.9       |
| Minimizing negative peer reactions            | 41.6   | 38.4       | 27.4       | 28.5       |
| Recruiting qualified staff                    | 28.3   | 28.5       | 21.2       | 25.7       |
| Counseling <sup>b</sup>                       | 2.9  | 2.6        | 3.9        | 1.2        |
| Virtual programming <sup>b</sup>              | 0.0  | 0.0        | 4.3        | 0.8        |
| Sustainability <sup>b</sup>                   | 1.3  | 0.3        | 0.0        | 0.0        |
| Youth with special needs <sup>b</sup>         | 1.9  | 1.7        | 0.0        | 0.0        |
| Other <sup>b</sup>                            | 1.6  | 1.7        | 4.7        | 1.3        |
| <b>Number of providers</b>                    | <b>312</b>   | <b>302</b> | <b>274</b> | <b>260</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> “Not interested” includes providers that responded either “not interested” or “not interested, already received.” The latter was a response option in 2019–2020 and 2020–2021

<sup>b</sup> Program providers were given the option to identify additional topics for which they would like TA. Because program providers wrote in new categories for which they were either “interested” or “very interested,” the performance measures do not identify program providers that were “not interested” in the new categories. Thus, only the percentage of providers that indicated that they were “interested” or “very interested” are available for these new categories. “Other” includes write-in responses reported by fewer than three providers.

TA = technical assistance.

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**Table B.10. PREP program models implemented (State PREP)**

| Program model                           | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|   | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Making Proud Choices!                   | 88                  | 27.9                    | 103                 | 34.1                    | 93                  | 33.7                    | 84                  | 32.6                    |
| Teen Outreach Program                   | 49                  | 15.6                    | 53                  | 17.5                    | 64                  | 23.2                    | 55                  | 21.3                    |
| Reducing the Risk                       | 51                  | 16.2                    | 41                  | 13.6                    | 34                  | 12.3                    | 26                  | 10.1                    |
| Be Proud! Be Responsible!               | 49                  | 15.6                    | 37                  | 12.3                    | 30                  | 10.9                    | 24                  | 9.3                     |
| Draw the Line/Respect the Line          | 29                  | 9.2                     | 27                  | 8.9                     | 24                  | 8.7                     | 18                  | 7.0                     |
| Making a Difference!                    | 12                  | 3.8                     | 12                  | 4.0                     | 13                  | 4.7                     | 9                   | 3.5                     |
| WISE Guys                               | 7                   | 2.2                     | 9                   | 3.0                     | 7                   | 2.5                     | 9                   | 3.5                     |
| SHARP                                   | 17                  | 5.4                     | 14                  | 4.6                     | 12                  | 4.3                     | 7                   | 2.7                     |
| Cuidate!                                | 11                  | 3.5                     | 10                  | 3.3                     | 9                   | 3.3                     | 7                   | 2.7                     |
| Rights, Respect, Responsibility         | 2                   | 0.6                     | 1                   | 0.3                     | 0                   | 0.0                     | 6                   | 2.3                     |
| Seventeen Days                          | 2                   | 0.6                     | 3                   | 1.0                     | 2                   | 0.7                     | 4                   | 1.6                     |
| PHAT! Comprehensive                     | 6                   | 1.9                     | 8                   | 2.6                     | 5                   | 1.8                     | 4                   | 1.6                     |
| Sisters Saving Sisters                  | 4                   | 1.3                     | 4                   | 1.3                     | 4                   | 1.4                     | 4                   | 1.6                     |
| Power Through Choices                   | 2                   | 0.6                     | 4                   | 1.3                     | 5                   | 1.8                     | 3                   | 1.2                     |
| Get Real (High School)                  | 2                   | 0.6                     | 2                   | 0.7                     | 2                   | 0.7                     | 3                   | 1.2                     |
| Be Proud! Be Responsible! Be Protective | 5                   | 1.6                     | 5                   | 1.7                     | 4                   | 1.4                     | 3                   | 1.2                     |
| Becoming a Responsible Teen             | 3                   | 1                       | 3                   | 1.0                     | 2                   | 0.7                     | 2                   | 0.8                     |
| FLASH                                   | 6                   | 1.9                     | 5                   | 1.7                     | 2                   | 0.7                     | 2                   | 0.8                     |
| Adult Identity Mentoring                | 4                   | 1.3                     | 2                   | 0.7                     | 4                   | 1.4                     | 2                   | 0.8                     |
| All 4 You                               | 1                   | 0.3                     | 2                   | 0.7                     | 1                   | 0.4                     | 2                   | 0.8                     |

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| Program model  | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Friendships and Dating                               | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 2                   | 0.8                     |
| Love Notes   | 2                   | 0.6                     | 3                   | 1.0                     | 2                   | 0.7                     | 2                   | 0.8                     |
| Michigan Model – Healthy & Responsible Relationships | 1                   | 0.3                     | 2                   | 0.7                     | 2                   | 0.7                     | 2                   | 0.8                     |
| Positive Prevention PLUS                             | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 2                   | 0.8                     |
| Rikers Health Advocacy Program                       | 4                   | 1.3                     | 3                   | 1.0                     | 2                   | 0.7                     | 2                   | 0.8                     |
| Safer Sex Intervention (SSI)                         | 2                   | 0.6                     | 3                   | 1.0                     | 2                   | 0.7                     | 2                   | 0.8                     |
| Get Real (Middle School)                             | 3                   | 1                       | 1                   | 0.3                     | 2                   | 0.7                     | 1                   | 0.4                     |
| Boys Council   | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     |
| College Student Health Curriculum                    | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.4                     | 1                   | 0.4                     |
| Families Talking Together                            | 2                   | 0.6                     | 1                   | 0.3                     | 2                   | 0.7                     | 1                   | 0.4                     |
| Girls Circle   | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     |
| HORIZONS   | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.4                     | 1                   | 0.4                     |
| HealthSmart  | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     |
| Native VOICES and Native STAND                       | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     |
| PHAT! Abstinence Only                                | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.4                     | 1                   | 0.4                     |
| Relationship Smarts Plus 4.0                         | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     | 1                   | 0.4                     |
| Street Smart   | 2                   | 0.6                     | 1                   | 0.3                     | 1                   | 0.4                     | 1                   | 0.4                     |
| Teen Prevention Education Program (Teen PEP)         | 0                   | 0.0                     | 1                   | 0.3                     | 1                   | 0.4                     | 1                   | 0.4                     |

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| Program model  | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| The Fourth R and Healthy Relationships                           | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     |
| Safer Choices  | 5                   | 1.6                     | 4                   | 1.3                     | 2                   | 0.7                     | 0                   | 0.0                     |
| Native It's Your Game  | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Afterschool  | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Afterschool Program Modeled after Boys and Girls Club of America | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| FOCUS  | 2                   | 0.6                     | 2                   | 0.7                     | 2                   | 0.7                     | 0                   | 0.0                     |
| HealthSmarts: HIV,STD & Pregnancy Prevention                     | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Native Voices  | 0                   | 0.0                     | 2                   | 0.7                     | 2                   | 0.7                     | 0                   | 0.0                     |
| Nu Culture   | 2                   | 0.6                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Positive Prevention PLUS (Middle School)                         | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     | 0                   | 0.0                     |
| Positive Prevention PLUS (High School)                           | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     | 0                   | 0.0                     |
| Positive Prevention Plus and Native VOICES                       | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Project AIM  | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Relationship Smarts Plus   | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Sexual Wellness and Advocacy by Teens                            | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| SiHLE  | 6                   | 1.9                     | 4                   | 1.3                     | 2                   | 0.7                     | 0                   | 0.0                     |
| Streetwise to Sexwise  | 1                   | 0.3                     | 1                   | 0.3                     | 1                   | 0.4                     | 0                   | 0.0                     |
| Summer   | 0                   | 0.0                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| The Fourth R – Alaska Perspectives                               | 2                   | 0.6                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |

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| Program model                               | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|   | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| The Fourth R and Healthy Relationships Plus | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 0.4                     | 0                   | 0.0                     |
| The Grassroot Project                       | 1                   | 0.3                     | 1                   | 0.3                     | 0                   | 0.0                     | 0                   | 0.0                     |
| <b>Number of providers</b>                  | <b>315</b>          |                         | <b>302</b>          |                         | <b>274</b>          |                         | <b>260</b>          |                         |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table B.11. Percentage of youth participating in evidence-based programs (State PREP)**

|  | 2017–2018     | 2018–2019      | 2019–2020     | 2020–2021     |
|--|---------------|----------------|---------------|---------------|
| Percentage of youth participating in evidence-based programs | 91.4          | 73.4           | 90.1          | 79.6          |
| <b>Number of youth</b>                                       | <b>56,891</b> | <b>109,714</b> | <b>73,186</b> | <b>58,017</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Program models were defined as evidence-based if they were identified as such in the HHS evidence review updated in 2018 (<https://tppevidencereview.youth.gov/>).

**Table B.12. Number of APSs implemented (State PREP)**

| Number of APSs implemented | Percentage of programs |            |            |            |
|----------------------------|------------------------|------------|------------|------------|
|                            | 2017–2018              | 2018–2019  | 2019–2020  | 2020–2021  |
| 0–2 subjects               | 8.3                    | 5.3        | 6.7        | 4.7        |
| 3 subjects                 | 50.3                   | 42.0       | 36.4       | 46.4       |
| 4 or 5 subjects            | 35.9                   | 41.0       | 41.0       | 36.6       |
| 6 subjects                 | 5.6                    | 11.6       | 15.9       | 12.2       |
| <b>Number of programs</b>  | <b>396</b>             | <b>395</b> | <b>379</b> | <b>338</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.

**Table B.13. APS implemented (State PREP)**

| APS implemented                | Percentage of programs |            |            |            |
|--------------------------------|------------------------|------------|------------|------------|
|                                | 2017–2018              | 2018–2019  | 2019–2020  | 2020–2021  |
| Healthy relationships          | 96.2                   | 98.5       | 97.6       | 96.6       |
| Healthy life skills            | 81.1                   | 81.0       | 86.5       | 83.1       |
| Adolescent development         | 79.8                   | 80.0       | 85.0       | 84.1       |
| Parent–child communication     | 47.2                   | 53.4       | 54.3       | 50.5       |
| Educational and career success | 24.7                   | 39.3       | 40.7       | 41.7       |
| Financial literacy             | 20.2                   | 28.9       | 29.8       | 26.8       |
| <b>Number of programs</b>      | <b>396</b>             | <b>395</b> | <b>379</b> | <b>338</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Adulthood preparation subjects are not mutually exclusive. Providers could implement multiple subjects.

APS = adulthood preparation subject.

**Table B.14. How programs delivered APS content to youth (State PREP)**

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| 2017–2018  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 87.1   | 92.2                | 91.1                   | 85.0                       | 57.1                       | 28.8               |
| Incorporated an entire additional curriculum                 | 12.3   | 12.5                | 11.1                   | 13.4                       | 3.1                        | 3.8                |
| Added lessons from another existing curriculum               | 13.9   | 13.4                | 11.7                   | 8.0                        | 16.3                       | 27.5               |
| Covered by original content that provider or partner created | 27.3   | 24.3                | 17.4                   | 23.0                       | 49.0                       | 57.5               |
| Number of programs   | 396  |                     |                        |                            |                            |                    |
| 2018–2019  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 84.8   | 88.8                | 86.1                   | 77.3                       | 58.7                       | 28.9               |
| Incorporated an entire additional curriculum                 | 9.5  | 7.5                 | 7.3                    | 11.4                       | 5.2                        | 8.8                |
| Added lessons from another existing curriculum               | 16.7   | 15.3                | 16.5                   | 13.3                       | 21.9                       | 22.8               |
| Covered by original content that provider or partner created | 25.7   | 27.2                | 21.2                   | 32.2                       | 49.0                       | 70.2               |
| Number of programs   | 395  |                     |                        |                            |                            |                    |
| 2019–2020  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 84.0   | 86.9                | 87.0                   | 77.4                       | 65.4                       | 37.1               |
| Incorporated an entire additional curriculum                 | 4.1  | 3.2                 | 2.9                    | 1.7                        | 4.5                        | 3.1                |



## Appendix B State PREP Tables

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| Added lessons from another existing curriculum               | 13.4   | 11.5                | 9.9                    | 9.3                        | 13.6                       | 27.8               |
| Covered by original content that provider or partner created | 22.0   | 25.9                | 19.9                   | 22.7                       | 31.1                       | 49.5               |
| Number of programs   | 379  |                     |                        |                            |                            |                    |
| 2020–2021  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 83.2   | 85.3                | 85.5                   | 79.2                       | 67.5                       | 35.4               |
| Incorporated an entire additional curriculum                 | 3.5  | 6.1                 | 4.0                    | 6.0                        | 9.8                        | 10.1               |
| Added lessons from another existing curriculum               | 14.0   | 11.0                | 12.1                   | 8.1                        | 13.8                       | 26.6               |
| Covered by original content that provider or partner created | 22.5   | 20.0                | 20.6                   | 21.5                       | 26.8                       | 59.5               |
| Number of programs   | 338  |                     |                        |                            |                            |                    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Content delivery methods are not mutually exclusive. Providers could deliver content in multiple ways.

This item was asked only of providers that reported implementing the named APS.

**Table B.15. Number of youth participants, by grade level and by implementation setting (State PREP)**

| Youth participants                           | 2017–2018       |                                  | 2018–2019       |                                  | 2019–2020       |                                   | 2020–2021       |                                  |
|--|-----------------|----------------------------------|-----------------|----------------------------------|-----------------|-----------------------------------|-----------------|----------------------------------|
|  | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>bc</sup> | Number of youth | Percentage of youth <sup>b</sup> |
| <b>Grade level</b>                           |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Middle school                                | --              | --                               | --              | --                               | 11,222          | 33.1                              | 22,631          | 39.0                             |
| High school                                  | --              | --                               | --              | --                               | 22,108          | 65.2                              | 34,187          | 58.9                             |
| <b>Program implementation setting</b>        |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Schools, during school                       | 43,147          | 75.8                             | 85,159          | 77.6                             | 58,289          | 79.6                              | 18,438          | 31.8                             |
| Schools, after school                        | 1,380           | 2.4                              | 3,002           | 2.7                              | 1,395           | 1.9                               | 262             | 0.5                              |
| Clinics                                      | 188             | 0.3                              | 474             | 0.4                              | 266             | 0.4                               | 104             | 0.2                              |
| Community-based organizations                | 4,462           | 7.8                              | 8,700           | 7.9                              | 3,941           | 5.4                               | 2,235           | 3.9                              |
| Foster care settings                         | 1,357           | 2.4                              | 1,457           | 1.3                              | 520             | 0.7                               | 329             | 0.6                              |
| Juvenile detention centers                   | 2,127           | 3.7                              | 2,841           | 2.6                              | 1,785           | 2.4                               | 1,082           | 1.9                              |
| Residential mental health treatment facility | 1,308           | 2.3                              | 2,395           | 2.2                              | 1,094           | 1.5                               | 1,228           | 2.1                              |
| Online/Virtual <sup>d</sup>                  | --              | --                               | --              | --                               | 3,958           | 5.4                               | 36,513          | 62.9                             |
| Other settings                               | 2,922           | 5.1                              | 5,686           | 5.2                              | 3,604           | 4.9                               | 469             | 31.8                             |
| <b>Number of youth</b>                       | <b>56,891</b>   |                                  | <b>109,714</b>  |                                  | <b>73,186</b>   |                                   | <b>58,017</b>   |                                  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

<sup>b</sup> Percentages might not sum to 100 because the reported total number of youth participants does not always equal the sum of the numbers of youth participants by grade level or by setting.

<sup>c</sup> Grade level was first reported for youth who ended programming between January and June 2020. The overall number of youth participants for that reporting period is 33,902.

<sup>d</sup> “Online” was first reported as a separate setting category for youth who ended programming between January and June 2020. The setting was renamed to “Virtual” for 2020–2021. Youth participating online or in a virtual setting who ended programming before January 2020 would be in the “Other settings” category.

## Appendix B State PREP Tables

**Table B.16. Intended and delivered program dosage (State PREP)**

| Measure                  | 2017–2018                     |                                | 2018–2019                     |                                | 2019–2020                     |                                | 2020–2021                     |                                |
|--------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
|                          | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming |
| Mean                     | 9.7                           | 11.8                           | 63.2                          | 73.0                           | 52.8                          | 48.3                           | 59.7                          | 62.4                           |
| Median                   | 8.0                           | 8.0                            | 10.0                          | 10.0                           | 8.0                           | 9.0                            | 9.0                           | 10.0                           |
| Minimum                  | 2.0                           | 1.0                            | 1.0                           | 1.0                            | 1.0                           | 0.0                            | 1.0                           | 1.0                            |
| Maximum                  | 107.0                         | 242.0                          | 480.0                         | 900.0                          | 7560                          | 798                            | 480                           | 650                            |
| <b>Number of cohorts</b> | <b>2,622</b>                  |                                | <b>3,887</b>                  |                                | <b>2,850</b>                  |                                | <b>2,374</b>                  |                                |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Some grantees might have reported an inaccurate number of hours intended and delivered, resulting in an unusually high number of hours.

**Table B.17. Program participation (State PREP)**

| Measure   | 2017–2018     | 2018–2019      | 2019–2020     | 2020–2021     |
|---|---------------|----------------|---------------|---------------|
| Percentage of participants who completed at least 75 percent of the intended dosage | 81.4          | 77.0           | 78.3          | 71.4          |
| <b>Number of youth</b>  | <b>56,891</b> | <b>109,714</b> | <b>73,186</b> | <b>58,017</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

**Table B.18. Target populations (State PREP)**

| Target population                                       | Percentage of programs |            |            |            |
|---|------------------------|------------|------------|------------|
|   | 2017–2018              | 2018–2019  | 2019–2020  | 2020–2021  |
| Youth in high-need geographic areas                     | 75.8                   | 79.2       | 79.5       | 80.7       |
| African American youth                                  | 54.0                   | 43.1       | 37.7       | 42.4       |
| Hispanic/Latino youth                                   | 50.8                   | 42.9       | 36.8       | 40.0       |
| Male youth  | 36.4                   | 34.3       | 30.9       | 39.7       |
| Youth in foster care                                    | 40.4                   | 37.1       | 33.3       | 30.8       |
| Youth in adjudication systems                           | 31.6                   | 29.7       | 27.8       | 23.7       |
| Native American youth                                   | 27.6                   | 20.1       | 17.4       | 16.9       |
| Pregnant or parenting youth                             | 26.5                   | 24.9       | 17.2       | 16.9       |
| Homeless or runaway youth                               | 23.0                   | 23.9       | 21.7       | 15.6       |
| Youth in residential treatment for mental health issues | 14.9                   | 12.4       | 18.0       | 14.9       |
| Out-of-school or dropout youth                          | 15.2                   | 15.5       | 13.5       | 11.5       |
| Trafficked youth  | 7.6                    | 7.9        | 6.1        | 8.5        |
| Youth living with HIV/AIDS                              | 4.5                    | 7.1        | 4.0        | 2.4        |
| LGBTQ youth <sup>a</sup>                                | 37.4                   | 36.3       | 30.6       | --         |
| <b>Number of programs</b>                               | <b>396</b>             | <b>395</b> | <b>379</b> | <b>338</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Target population categories are not mutually exclusive. Many programs frequently targeted more than one population.

HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome; LGBTQ = lesbian, gay, bisexual, transgender, or questioning.

<sup>a</sup> LGBTQ youth was not included as a target population category for the 2020–2021 reporting period.

## Appendix B State PREP Tables

**Table B.19. Youth demographics (State PREP)**

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Female  | 51.1                | 67,761                       | 51.8                | 61,689                       | 50.6                | 62,430                       | 51.0                | 48,400                       | 50.9                | 30,153                       | 51.9                | 22,810                       |
| <b>Age</b>  |                     | <b>68,536</b>                |                     | <b>62,234</b>                |                     | <b>62,722</b>                |                     | <b>48,680</b>                |                     | <b>30,515</b>                |                     | <b>23,097</b>                |
| 10–12   | 11.7                |                              | 11.3                |                              | 12.4                |                              | 12.6                |                              | 15.0                |                              | 15.2                |                              |
| 13 or 14  | 38.0                |                              | 39.2                |                              | 43.7                |                              | 44.5                |                              | 41.8                |                              | 42.5                |                              |
| 15 or 16  | 34.3                |                              | 34.1                |                              | 27.9                |                              | 26.4                |                              | 31.6                |                              | 31.4                |                              |
| 17 or 18  | 13.5                |                              | 12.9                |                              | 11.8                |                              | 11.7                |                              | 9.5                 |                              | 9.4                 |                              |
| 19 and older                                      | 2.6                 |                              | 2.6                 |                              | 4.3                 |                              | 4.8                 |                              | 2.1                 |                              | 1.6                 |                              |
| <b>Grade</b>                                      |                     | <b>67,535</b>                |                     | <b>6,1954</b>                |                     | <b>62,818</b>                |                     | <b>48,637</b>                |                     | <b>30,423</b>                |                     | <b>22,985</b>                |
| 4th–6th   | 5.8                 |                              | 6.3                 |                              | 4.9                 |                              | 5.6                 |                              | 7.9                 |                              | 7.9                 |                              |
| 7th or 8th  | 25.0                |                              | 28.2                |                              | 29.7                |                              | 31.6                |                              | 32.3                |                              | 34.9                |                              |
| 9th or 10th                                       | 47.7                |                              | 45.9                |                              | 44.0                |                              | 42.1                |                              | 43.5                |                              | 42.6                |                              |
| 11th or 12th                                      | 16.4                |                              | 14.8                |                              | 13.5                |                              | 11.7                |                              | 11.5                |                              | 10.3                |                              |
| School does not assign grade levels               | 0.3                 |                              | 0.3                 |                              | 0.2                 |                              | 0.2                 |                              | 0.3                 |                              | 0.5                 |                              |
| Dropped out of school/not currently enrolled      | 0.7                 |                              | 0.6                 |                              | 0.5                 |                              | 0.6                 |                              | 1.1                 |                              | 1.3                 |                              |
| Working toward GED                                | 0.8                 |                              | 0.7                 |                              | 0.6                 |                              | 0.6                 |                              | 1.1                 |                              | 1.0                 |                              |
| Earned diploma or GED and in postsecondary school | 0.7                 |                              | 0.7                 |                              | 0.6                 |                              | 0.7                 |                              | 0.8                 |                              | 0.7                 |                              |

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| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Earned diploma or GED and not in postsecondary school | 2.7                 |                              | 2.5                 |                              | 6.0                 |                              | 6.8                 |                              | 1.3                 |                              | 0.7                 |                              |
| <b>Race and ethnicity<sup>b</sup></b>                 |                     | <b>55,818</b>                |                     | <b>51,506</b>                |                     | <b>51,815</b>                |                     | <b>40,531</b>                |                     | <b>26,754</b>                |                     | <b>20,486</b>                |
| American Indian or Alaska Native                      | 9.7                 |                              | 9.8                 |                              | 9.3                 |                              | 9.3                 |                              | 8.4                 |                              | 8.0                 |                              |
| Asian   | 5.8                 |                              | 5.9                 |                              | 5.7                 |                              | 5.7                 |                              | 6.4                 |                              | 7.0                 |                              |
| Black or African American                             | 36.3                |                              | 34.3                |                              | 31.5                |                              | 30.1                |                              | 25.1                |                              | 23.6                |                              |
| Native Hawaiian or Pacific Islander                   | 7.0                 |                              | 7.7                 |                              | 8.7                 |                              | 7.8                 |                              | 14.0                |                              | 12.8                |                              |
| White   | 50.2                |                              | 51.6                |                              | 53.0                |                              | 55.4                |                              | 52.3                |                              | 54.7                |                              |
| Hispanic or Latino                                    | 34.6                | 67,595                       | 35.8                | 61,764                       | 32.6                | 61,537                       | 31.9                | 47,294                       | 27.8                | 29,745                       | 28.3                | 22,624                       |
| <b>Number of youth completing survey</b>              |                     | <b>69,787</b>                |                     | <b>63,773</b>                |                     | <b>63,725</b>                |                     | <b>49,248</b>                |                     | <b>30,965</b>                |                     | <b>23,474</b>                |

Source: 2018–2019, 2019–2020, and 2020–2021 entry and exit surveys.

Note: Youth who responded to the entry survey might not be the same youth who responded to the exit survey.

Percentages might not sum to 100 because of rounding.

<sup>a</sup> Data in this column represent the total number of youth who responded to the relevant question.

<sup>b</sup> Youth could select more than one item, so percentages might sum to more than 100.

**Table B.20. Languages youth usually speak at home (State PREP)**

| Most common languages reported               | Percentage of youth <sup>a</sup> |               |               |
|--|----------------------------------|---------------|---------------|
|  | 2018–2019                        | 2019–2020     | 2020–2021     |
| English                                      | 84.7                             | 83.6          | 80.9          |
| Spanish                                      | 24.2                             | 23.9          | 19.3          |
| Palauan                                      | 0.7                              | 0.8           | 3.3           |
| Chuukese                                     | 0.2                              | 0.5           | 1.2           |
| Pohnpeian Language                           | 0.6                              | 0.4           | 1.0           |
| Hmong  | 0.2                              | 0.3           | 0.8           |
| Yapese                                       | 0.0                              | 0.2           | 0.6           |
| Filipino or Tagalog                          | 0.2                              | 0.4           | 0.5           |
| Chamorro                                     | 0.0                              | 0.7           | 0.5           |
| Kosraian Language                            | 0.6                              | 0.6           | 0.5           |
| Arabic                                       | 0.2                              | 0.1           | 0.2           |
| Portuguese                                   | 0.1                              | 0.1           | 0.2           |
| Karen  | 0.1                              | 0.1           | 0.2           |
| Creole                                       | 0.2                              | 0.1           | 0.1           |
| Vietnamese                                   | 0.1                              | 0.2           | 0.1           |
| Chinese                                      | 0.2                              | 0.1           | 0.1           |
| French                                       | 0.1                              | 0.1           | 0.1           |
| Samoan                                       | 0.1                              | 0.0           | 0.0           |
| German                                       | 0.1                              | 0.1           | 0.0           |
| Other language specified                     | 1.4                              | 1.1           | 1.5           |
| <b>Number of youth who responded to item</b> | <b>63,197</b>                    | <b>58,860</b> | <b>30,300</b> |
| <b>Number of youth completing survey</b>     | <b>69,787</b>                    | <b>63,725</b> | <b>30,965</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Notes: In 2018–2019 programs only reported the 5 most common languages other than English and Spanish reported by youth. In 2019–2020 and 2020–2021, programs reported the 10 most common languages. If there were more than 5 or 10 languages reported within a program, those languages would not be submitted. Therefore, the percentages might undercount the languages youth usually speak at home.

<sup>a</sup> Youth could select more than one language, so percentages might sum to more than 100.

**Table B.21. Youth living situation (State PREP)**

| Measure  | Percentage of youth |               |               |
|--|---------------------|---------------|---------------|
|  | 2018–2019           | 2019–2020     | 2020–2021     |
| Youth in foster care   | 6.9                 | 6.7           | 5.7           |
| Living with a family   | 4.7                 | 4.7           | 2.2           |
| Living in a group home   | 2.3                 | 2.0           | 3.5           |
| Runaway or homeless youth  | 2.1                 | 1.9           | 1.6           |
| Couch surfing or moving from house to house                                      | 1.0                 | 1.0           | 0.7           |
| Living in a place not meant to be a residence                                    | 0.4                 | 0.3           | 0.2           |
| Staying in emergency shelter, transitional living program, or motel <sup>a</sup> | 0.8                 | 0.6           | 0.6           |
| In adjudication system <sup>b</sup>  | 3.8                 | 3.0           | 3.3           |
| Living with family <sup>c</sup>  | --                  | --            | 78.4          |
| None of the above  | 87.9                | 89.3          | 13.2          |
| <b>Number of youth who responded to item</b>                                     | <b>61,961</b>       | <b>60,748</b> | <b>30,069</b> |
| <b>Number of youth completing survey</b>   | <b>69,787</b>       | <b>63,725</b> | <b>30,965</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Note: Youth could select more than one item, so percentages might sum to more than 100.

<sup>a</sup> “Staying in emergency shelter or transitional living program” and “Hotel or motel” were reported as separate residence categories in the revised entry and exit surveys.

<sup>b</sup> “In adjudication system” includes youth in juvenile detention, jail, prison, or another correctional facility, or under the supervision of a probation officer.

<sup>c</sup> Living with family was added as a response category to the revised survey for State PREP, Competitive PREP, and PREIS grantees in September 2020.



**Table B.22. High-school-age youths' sexual behaviors at program entry (State PREP)**

| Measure  | 2020–2021           |                                       |
|--|---------------------|---------------------------------------|
|  | Percentage of youth | Number of youth who responded to item |
| Ever had sexual intercourse  | 29.9                | 14,370                                |
| <b>Number of sexual partners in the past three months<sup>a</sup></b>          |                     | <b>4,253</b>                          |
| 0 people   | 38.1                |                                       |
| 1 person   | 43.9                |                                       |
| 2 or 3 people  | 12.2                |                                       |
| 4 or more people   | 5.9                 |                                       |
| <b>Frequency of condom use in the past three months<sup>b</sup></b>            |                     | <b>3,035</b>                          |
| All of the time  | 36.1                |                                       |
| Most of the time   | 14.2                |                                       |
| Some of the time   | 17.8                |                                       |
| None of the time   | 31.9                |                                       |
| <b>Frequency of birth control use in the past three months<sup>b</sup></b>     |                     | <b>2,841</b>                          |
| All of the time  | 35.5                |                                       |
| Most of the time   | 9.9                 |                                       |
| Some of the time   | 10.7                |                                       |
| None of the time   | 43.9                |                                       |
| <b>Ever been pregnant or gotten someone pregnant<sup>a</sup></b>               |                     | <b>4,661</b>                          |
| Yes  | 10.4                |                                       |
| No   | 81.1                |                                       |
| Not sure   | 8.4                 |                                       |
| Ever been diagnosed with a sexually transmitted infection                      | 2.8                 | 13,901                                |
| <b>Number of youth completing high-school or older version of entry survey</b> |                     | <b>16,144</b>                         |

Source: 2020–2021 entry surveys for high school-age youth participating in State PREP grant programs.

Notes: Percentages might not sum to 100 due to rounding. Only youth who were high-school age or older responded to these items.

<sup>a</sup> Measure only includes youth who had ever had sexual intercourse.

<sup>b</sup> Measure only includes youth who had sexual intercourse in the past three months.

**Table B.23. Youth reasoning for intending to abstain from sex at program exit (State PREP)**

| Measure  | Percentage of youth  |                   |                    |                |                 |
|--|----------------------|-------------------|--------------------|----------------|-----------------|
|  | 2020–2021            |                   |                    |                |                 |
| Youth plan to abstain from sexual intercourse in next 3 months         |                      |                   |                    |                |                 |
| Yes  | 56.4                 |                   |                    |                |                 |
| No   | 19.2                 |                   |                    |                |                 |
| Not sure   | 24.5                 |                   |                    |                |                 |
| Number of youth responding to item                                     | 10,494               |                   |                    |                |                 |
| Reason for planning to abstain from sex <sup>a</sup>                   | Not at all important | Not too important | Somewhat important | Very important | Number of youth |
| It might affect plans for the future                                   | 10.0                 | 7.8               | 22.4               | 59.8           | 6,020           |
| The possible emotional consequences                                    | 9.5                  | 10.1              | 29.6               | 50.8           | 6,009           |
| The possible social consequences                                       | 11.5                 | 11.8              | 28.0               | 48.8           | 6,003           |
| Risk of getting an STI   | 8.0                  | 3.8               | 13.6               | 74.6           | 6,075           |
| Risk of becoming or getting someone pregnant                           | 8.6                  | 3.7               | 13.3               | 74.4           | 6,009           |
| Number of youth completing high-school or older version of exit survey | 12,041               |                   |                    |                |                 |

Source: 2020–2021 exit surveys for high school-age youth participating in State PREP grant programs.

<sup>a</sup> Items were only asked of youth who answered “yes” when asked if they were planning to abstain from sex for the next three months.

STI = sexually transmitted infection.

**Table B.24. Youth intentions related to sexual behaviors at program exit (State PREP)**

| Measure   | 2020–2021           |                      |                |                      |                  |                 |
|---|---------------------|----------------------|----------------|----------------------|------------------|-----------------|
|   | Percentage of youth |                      |                |                      |                  | Number of youth |
|   | Much more likely    | Somewhat more likely | About the same | Somewhat less likely | Much less likely |                 |
| Youth plan to have sexual intercourse in next 3 months  | 9.3                 | 9.0                  | 41.9           | 15.6                 | 24.2             | 5,340           |
| Youth plan to use a condom if they have sexual intercourse in next 3 months                         | 46.2                | 19.1                 | 23.4           | 3.7                  | 7.6              | 4,105           |
| Youth plan to use other birth control if they have sexual intercourse in next 3 months <sup>b</sup> | 40.1                | 19.4                 | 28.4           | 3.8                  | 8.4              | 4,010           |
| Number of youth completing high-school or older version of exit survey                              |                     |                      |                |                      |                  | 12,041          |

Source: 2020–2021 exit surveys for high school-age youth participating in State PREP grant programs.

Note: Measures in this table were only asked of youth who answered “no” or “not sure” when asked if they were planning to abstain from sex for the next three months.

<sup>b</sup> Birth control included methods other than condoms such as birth control pills, the shot, the patch, the ring, IUD, or implant.

**Table B.25. Youth perception of being prepared for adulthood, by APS implemented (State PREP)**

| Measure   | 2020–2021             |                     |                        |                            |                                |                    |         | Number of youth |
|---|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|---------|-----------------|
|   | Percentage of youth   |                     |                        |                            |                                |                    |         |                 |
|   | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy | Overall |                 |
| Percentage of youth who were much more or somewhat more likely to:  |                       |                     |                        |                            |                                |                    |         |                 |
| Work together to find a solution when they disagree with a friend   | 65.7                  | --                  | --                     | --                         | --                             | --                 | 65.7    | 19,159          |
| Speak up or ask for help if they are being bullied in person or online, via text, while gaming, or through other social media                         | 57.1                  | --                  | --                     | --                         | --                             | --                 | 57.4    | 18,903          |
| Speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media                       | 62.9                  | --                  | --                     | --                         | --                             | --                 | 63.3    | 18,920          |
| Better understand what makes a relationship healthy   | 75.5                  | --                  | --                     | --                         | --                             | --                 | 75.8    | 18,750          |
| Look for information and resources about dating violence  | 62.2                  | --                  | --                     | --                         | --                             | --                 | 62.2    | 18,610          |
| Resist or say no to someone they are dating with if they pressure them to participate in sexual acts, such as kissing, touching private parts, or sex | 70.5                  | --                  | --                     | --                         | --                             | --                 | 70.8    | 18,466          |
| Talk to a friend if someone they are dating makes them uncomfortable, hurts them, or pressures them to do things they don't want to do                | 69.5                  | --                  | --                     | --                         | --                             | --                 | 69.8    | 18,668          |

## Appendix B State PREP Tables

| Measure  | 2020–2021             |                     |                        |                            |                                |                    |         | Number of youth |
|--|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|---------|-----------------|
|  | Percentage of youth   |                     |                        |                            |                                |                    |         |                 |
|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy | Overall |                 |
| Talk to a trusted adult if someone they are dating makes then uncomfortable, hurts them, or pressures them to do things they don't want to do                            | 65.0                  | --                  | --                     | --                         | --                             | --                 | 65.3    | 18,682          |
| Talk to a trusted adult if someone <i>other than</i> the person they are dating makes them uncomfortable, hurts them or pressures them to do things you don't want to do | 66.5                  | --                  | --                     | --                         | --                             | --                 | 66.8    | 18,636          |
| Resist or say no to peer pressure  | 65.8                  | 64.3                | 65.3                   | --                         | --                             | --                 | 65.9    | 19,125          |
| Choose to spend time with friends that keep them out of trouble  | 65.7                  | 64.6                | 64.6                   | --                         | --                             | --                 | 65.7    | 19,139          |
| Be respectful to others  | 71.6                  | 70.6                | 70.0                   | --                         | --                             | --                 | 71.8    | 19,165          |
| Manage your emotions in healthy ways   | --                    | 62.1                | 60.9                   | --                         | --                             | --                 | 62.5    | 19,163          |
| Make decisions to not use drugs and alcohol  | --                    | 66.0                | 67.7                   | --                         | --                             | --                 | 68.2    | 19,097          |
| Think about the consequences before making a decision  | --                    | 66.4                | --                     | --                         | --                             | --                 | 67.8    | 19,111          |
| Care about doing well in school.   | --                    | 64.8                | 65.9                   | --                         | 73.8                           | --                 | 67.2    | 19,128          |
| Talk with a parent, guardian, or caregiver about things going on in their life   | --                    | --                  | --                     | 60.7                       | --                             | --                 | 56.3    | 18,996          |
| Talk with a parent, guardian, or caregiver about sex   | --                    | --                  | --                     | 48.5                       | --                             | --                 | 45.3    | 18,659          |

## Appendix B State PREP Tables

| Measure  | 2020–2021             |                     |                        |                            |                                |                    |         | Number of youth |
|--|-----------------------|---------------------|------------------------|----------------------------|--------------------------------|--------------------|---------|-----------------|
|  | Percentage of youth   |                     |                        |                            |                                |                    |         |                 |
|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career success | Financial literacy | Overall |                 |
| Feel comfortable talking with a parent, guardian, or caregiver about sex     | --                    | --                  | --                     | 47.8                       | --                             | --                 | 45.1    | 18,590          |
| Make plans to reach their goals  | --                    | --                  | --                     | --                         | 76.4                           | --                 | 69.7    | 19,201          |
| Graduate high school or get my GED   | --                    | --                  | --                     | --                         | 73.4                           | --                 | 68.5    | 19,010          |
| Get more education and/or training after high school or completing their GED | --                    | --                  | --                     | --                         | 68.6                           | --                 | 63.6    | 18,970          |
| Get a steady full-time job after school                                      | --                    | --                  | --                     | --                         | 73.9                           | --                 | 68.2    | 19,079          |
| Save money to get things I want  | --                    | --                  | --                     | --                         | --                             | 73.3               | 68.7    | 19,031          |
| Feel confident about how to open a bank account                              | --                    | --                  | --                     | --                         | --                             | 58.9               | 54.9    | 18,903          |
| Feel confident about how to prepare a budget                                 | --                    | --                  | --                     | --                         | --                             | 60.4               | 55.9    | 18,837          |
| Feel confident about how to track expenses                                   | --                    | --                  | --                     | --                         | --                             | 62.2               | 56.1    | 18,845          |
| Understand the costs associated with raising a child                         | --                    | --                  | --                     | --                         | --                             | 71.5               | 66.9    | 18,896          |
| Number of youth completing survey  |                       |                     |                        |                            |                                |                    |         | 23,474          |

Source: 2020–2021 exit surveys for youth participating in State PREP grant programs.

Note: For each measure, percentages were calculated for each related APS and were restricted to youth who were served by programs implementing the APS.

APS = adulthood preparation subject.

**Table B.26. Youth program experiences (State PREP)**

| Measure  | 2018–2019           |                 | 2019–2020           |                 | 2020–2021           |                 |
|--|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|
|  | Percentage of youth | Number of youth | Percentage of youth | Number of youth | Percentage of youth | Number of youth |
| Youth were interested in program sessions and classes all or most of the time                                  | 69.5                | 59,141          | 70.1                | 47,183          | 67.7                | 20,618          |
| The material presented was clear all or most of the time   | 87.7                | 58,653          | 88.6                | 46,947          | 85.0                | 20,452          |
| Discussions or activities helped youth learn program lessons all or most of the time                           | 85.6                | 58,201          | 86.4                | 46,687          | 82.6                | 20,384          |
| Youth had a chance to ask questions about topics or issues that came up in the program all or most of the time | 81.6                | 58,447          | 82.4                | 46,583          | 79.3                | 20,498          |
| Youth felt respected as people all or most of the time   | 89.8                | 58,766          | 91.0                | 46,972          | 87.7                | 20,505          |
| <b>Number of youth completing exit survey</b>  |                     | <b>63,773</b>   |                     | <b>49,248</b>   |                     | <b>23,474</b>   |

Source: 2018–2019, 2019–2020, and 2020–2021 exit surveys.

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**Appendix C:**  
**Tribal PREP Tables**

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**Table C.1. PREP scale (Tribal PREP)**

| Measure            | Number    |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|
|                    | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
| Grantees           | 8         | 8         | 8         | 8         |
| Providers          | 27        | 27        | 27        | 27        |
| Programs           | 28        | 31        | 36        | 28        |
| Facilitators       | 65        | 82        | 79        | 56        |
| Youth participants | 4,630     | 1,759     | 1,208     | 1,079     |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and attendance, reach, and dosage data.

Note: Not all providers served youth, and not all programs reported on the number of youth participants and the program characteristics. The length of the reporting periods for measures of attendance, reach, and dosage—including the number of youth participants—varied across years. Notably, the 2017–2018 period included six months, whereas the other periods each included 11 or 12 months.

**Table C.2. Grantee and provider funding (Tribal PREP)**

| Measure                      | Dollars    |            |            |            |
|------------------------------|------------|------------|------------|------------|
|                              | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
| <b>Grant award amount</b>    |            |            |            |            |
| Mean                         | 379,149.90 | 416,187.13 | 405,904.13 | 408,311.00 |
| Median                       | 367,778.50 | 370,996.00 | 371,948.00 | 379,621.00 |
| Minimum                      | 165,533.00 | 316,782.00 | 271,863.00 | 341,180.00 |
| Maximum                      | 598,227.00 | 598,227.00 | 599,760.00 | 594,259.00 |
| <b>Number of grantees</b>    | <b>8</b>   | <b>8</b>   | <b>8</b>   | <b>8</b>   |
| <b>Provider award amount</b> |            |            |            |            |
| Mean                         | 71,889.20  | 79,933.37  | 79,885.22  | 75,176.41  |
| Median                       | 39,000.00  | 39,000.00  | 39,000.00  | 40,400.00  |
| Minimum                      | 7,406.00   | 0.00       | 0.00       | 1,965.00   |
| Maximum                      | 535,679.00 | 537,000.00 | 537,054.00 | 419,300.00 |
| <b>Number of providers</b>   | <b>27</b>  | <b>27</b>  | <b>27</b>  | <b>27</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

**Table C.3. Grantee funding allocation (Tribal PREP)**

| Percentage of PREP funding allocated to: <sup>a</sup>       | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|-----------|
| Direct service provision                                    | 39.9      | 42.5      | 45.9      | 34.6      |
| Training, TA, and monitoring conducted at the grantee level | 11.6      | 12.8      | 10.5      | 11.9      |
| Evaluation and/or research                                  | 16.4      | 15.3      | 16.1      | 14.7      |
| Administrative purposes at the grantee level                | 32.1      | 29.5      | 27.5      | 38.9      |
| <b>Number of grantees</b>                                   | <b>8</b>  | <b>8</b>  | <b>8</b>  | <b>8</b>  |

Source: Data from 2018–2019 and 2019–2020 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

TA = technical assistance.

**Table C.4. Grantee staffing (Tribal PREP)**

| Number involved in overseeing PREP | 2017–2018     |                   | 2018–2019     |                   | 2019–2020     |                   | 2020–2021     |                   |
|------------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                    | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE |
| Mean                               | 4.0           | 2.3               | 2.9           | 1.6               | 4.9           | 2.3               | 4.0           | 2.0               |
| Median                             | 3.5           | 2.3               | 3.0           | 1.4               | 4.0           | 1.6               | 2.0           | 2.0               |
| Minimum                            | 2.0           | 0.8               | 2.0           | 0.7               | 1.0           | 0.8               | 2.0           | 0.6               |
| Maximum                            | 11.0          | 4.0               | 5.0           | 3.0               | 10.0          | 6.0               | 10.0          | 4.4               |
| <b>Number of grantees</b>          | <b>8</b>      |                   | <b>8</b>      |                   | <b>8</b>      |                   | <b>8</b>      |                   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

FTE = full-time equivalent.

**Table C.5. Facilitator staffing among providers that served youth (Tribal PREP)**

| Number PREP program facilitators | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|----------------------------------|-----------|-----------|-----------|-----------|
| Mean                             | 2.8       | 3.2       | 3.0       | 2.7       |
| Median                           | 2.0       | 2.0       | 2.0       | 2.0       |
| Minimum                          | 1.0       | 1.0       | 1.0       | 1.0       |
| Maximum                          | 6.0       | 9.0       | 11.0      | 6.0       |
| <b>Number of providers</b>       | <b>23</b> | <b>26</b> | <b>26</b> | <b>21</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table C.6. Grantee support for program implementation (Tribal PREP)**

| Measure   | 2017–2018                 |                   |             | 2018–2019                 |                   |             | 2019–2020                 |                   |             | 2020–2021                 |                   |             |
|---|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|
|   | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA |
| Percentage of grantees whose staff or designees provided implementation support                 | 100.0                     | 100.0             | 100.0       | 100.0                     | 100.0             | 87.5        | 87.5                      | 87.5              | 75.0        | 71.4                      | 71.4              | 57.1        |
| Type of organization that provided implementation support (percentage of grantees) <sup>a</sup> |                           |                   |             |                           |                   |             |                           |                   |             |                           |                   |             |
| Grantee   | 100.0                     | 57.1              | 71.4        | 87.5                      | 75.0              | 100.0       | 85.7                      | 85.7              | 83.3        | 100.0                     | 100.0             | 100.0       |
| Developer   | 14.3                      | 75.0              | 42.9        | 12.5                      | 62.5              | 42.9        | 0.0                       | 42.9              | 33.3        | 0.0                       | 20.0              | 50.0        |
| Training or TA partner  | 14.3                      | 42.9              | 28.6        | 12.5                      | 12.5              | 28.6        | 0.0                       | 28.6              | 50.0        | 0.0                       | 20.0              | 50.0        |
| Evaluation partner  | 75.0                      | 42.9              | 100.0       | 75.0                      | 37.5              | 85.7        | 42.9                      | 42.9              | 83.3        | 60.0                      | 40.0              | 100.0       |
| Program provider  | 71.4                      | 42.9              | 75.0        | 50.0                      | 25.0              | 28.6        | 14.3                      | 14.3              | 50.0        | 20.0                      | 0.0               | 25.0        |
| <b>Number of grantees</b>   | <b>8</b>                  |                   |             | <b>8</b>                  |                   |             | <b>8</b>                  |                   |             | <b>8</b>                  |                   |             |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Only grantees that reported providing the named support were asked this item. Grantees could select more than one type of organization, so percentages might sum to more than 100.

TA = technical assistance.

**Table C.7. Facilitator support among providers that served youth (Tribal PREP)**

| Measure                                     | 2017–2018                  | 2018–2019 | 2019–2020 | 2020–2021 |
|---|----------------------------|-----------|-----------|-----------|
| <b>Facilitators</b>                         |                            |           |           |           |
|   | Percentage of facilitators |           |           |           |
| Trained                                     | 80.0                       | 85.4      | 87.3      | 89.3      |
| Observed at all                             | 56.9                       | 81.7      | 73.4      | 23.2      |
| Observed once                               | 9.2                        | 46.3      | 43.0      | 5.4       |
| Observed twice or more                      | 47.7                       | 35.4      | 30.4      | 17.9      |
| <b>Number of facilitators</b>               | <b>65</b>                  | <b>82</b> | <b>79</b> | <b>56</b> |
| <b>Providers</b>                            |                            |           |           |           |
|   | Percentage of providers    |           |           |           |
| Had any facilitators trained                | 100.0                      | 96.2      | 100.0     | 95.2      |
| Had all facilitators trained                | 65.2                       | 80.8      | 88.5      | 90.5      |
| Had any facilitators observed at least once | 69.6                       | 96.2      | 96.2      | 38.1      |
| Had all facilitators observed at least once | 39.1                       | 69.2      | 57.7      | 28.6      |
| <b>Number of providers</b>                  | <b>23</b>                  | <b>26</b> | <b>26</b> | <b>21</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table C.8. Implementation challenges reported by providers that served youth (Tribal PREP)**

| Potential challenge                           | Percentage of providers reporting in that potential challenge was a somewhat or serious problem |           |           |           |
|---|---|-----------|-----------|-----------|
|   | 2017–2018   | 2018–2019 | 2019–2020 | 2020–2021 |
| Natural disasters                             | 21.7  | 34.6      | 53.8      | 47.6      |
| Getting youth to attend regularly             | 56.5  | 57.7      | 69.2      | 33.3      |
| Keeping youth engaged                         | 52.2  | 42.3      | 57.7      | 33.3      |
| Staff turnover                                | 43.5  | 46.2      | 19.2      | 28.6      |
| Obtaining buy-in or support from stakeholders | 43.5  | 34.6      | 23.1      | 23.8      |
| Recruiting qualified staff                    | 39.1  | 38.5      | 23.1      | 23.8      |
| Covering program content                      | 26.1  | 38.5      | 30.8      | 23.8      |
| Recruiting youth                              | 52.2  | 57.7      | 57.7      | 23.8      |
| Youth behavioral problems                     | 26.1  | 34.6      | 34.6      | 19.0      |
| Program facilities                            | 13.0  | 34.6      | 23.1      | 14.3      |
| Ensuring facilitators understand content      | 17.4  | 26.9      | 11.5      | 14.3      |
| Negative peer reactions                       | 13.0  | 19.2      | 11.5      | 9.5       |
| <b>Number of providers</b>                    | <b>23</b>   | <b>26</b> | <b>26</b> | <b>21</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table C.9. Requests for TA by providers that served youth (Tribal PREP)**

| Potential challenge                           | Percentage of providers reporting being somewhat interested or very interested in TA topic |           |           |           |
|---|--|-----------|-----------|-----------|
|   | 2017–2018  | 2018–2019 | 2019–2020 | 2020–2021 |
| Parent support and engagement                 | 69.6   | 53.8      | 50.0      | 38.1      |
| Recruiting qualified staff                    | 60.9   | 42.3      | 11.5      | 28.6      |
| Retaining staff                               | 56.5   | 42.3      | 26.9      | 23.8      |
| Training facilitators                         | 65.2   | 65.4      | 34.6      | 23.8      |
| Keeping youth engaged in program session      | 47.8   | 50.0      | 80.8      | 19.0      |
| Getting youth to attend regularly             | 52.2   | 46.2      | 76.9      | 19.0      |
| Recruiting youth                              | 52.2   | 46.2      | 73.1      | 19.0      |
| Obtaining buy-in or support from stakeholders | 56.5   | 53.8      | 30.8      | 19.0      |
| Addressing youth behavioral problems          | 47.8   | 57.7      | 42.3      | 19.0      |
| Evaluation                                    | 34.8   | 38.5      | 57.7      | 14.3      |
| Minimizing negative peer reactions            | 43.5   | 46.2      | 26.9      | 14.3      |
| Youth with special needs <sup>b</sup>         | 0.0  | 3.8       | 0.0       | 0.0       |
| Counseling <sup>b</sup>                       | 0.0  | 0.0       | 0.0       | 0.0       |
| Sustainability <sup>b</sup>                   | 0.0  | 0.0       | 0.0       | 0.0       |
| Virtual programming <sup>b</sup>              | 0.0  | 0.0       | 0.0       | 0.0       |
| Other <sup>b</sup>                            | 4.3  | 3.8       | 0.0       | 0.0       |
| <b>Number of providers</b>                    | <b>23</b>  | <b>26</b> | <b>26</b> | <b>21</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> “Not interested” includes providers that responded either “not interested” or “not interested, already received.” The latter was a response option in 2019–2020 and 2020–2021

<sup>b</sup> Program providers were given the option to identify additional topics for which they would like TA. Because program providers wrote in new categories for which they were either “interested” or “very interested,” the performance measures do not identify program providers that were “not interested” in the new categories. Thus, only the percentage of providers that indicated that they were “interested” or “very interested” are available for these new categories. “Other” includes write-in responses reported by fewer than three providers.

TA = technical assistance.



**Table C.10. PREP program models implemented (Tribal PREP)**

| Program model                            | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Native Youth Leadership                  | 6                   | 26.1                    | 10                  | 38.5                    | 10                  | 38.5                    | 10                  | 47.6                    |
| Circle of Life                           | 3                   | 13.0                    | 3                   | 11.5                    | 3                   | 11.5                    | 3                   | 14.3                    |
| Get Real (Middle School)                 | 3                   | 13.0                    | 3                   | 11.5                    | 2                   | 7.7                     | 2                   | 9.5                     |
| Discovery Dating                         | 3                   | 13.0                    | 5                   | 19.2                    | 5                   | 19.2                    | 2                   | 9.5                     |
| Draw the Line/Respect the Line           | 1                   | 4.3                     | 1                   | 3.8                     | 1                   | 3.8                     | 1                   | 4.8                     |
| Safer Choices                            | 1                   | 4.3                     | 1                   | 3.8                     | 1                   | 3.8                     | 1                   | 4.8                     |
| Healthy Futures                          | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 4.8                     |
| It's Your Game: Keep it Real             | 1                   | 4.3                     | 1                   | 3.8                     | 0                   | 0.0                     | 1                   | 4.8                     |
| Native It's Your Game                    | 0                   | 0.0                     | 1                   | 3.8                     | 2                   | 7.7                     | 1                   | 4.8                     |
| Strengthening OUR Youth                  | 0                   | 0.0                     | 1                   | 3.8                     | 1                   | 3.8                     | 1                   | 4.8                     |
| Native STAND                             | 1                   | 4.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Native It's Your Game & Discovery Dating | 1                   | 4.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Relationship Smarts Plus 3.0             | 1                   | 4.3                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| We R Native                              | 6                   | 26.1                    | 5                   | 19.2                    | 6                   | 23.1                    | 0                   | 0.0                     |
| <b>Number of providers</b>               | <b>23</b>           |                         | <b>26</b>           |                         | <b>26</b>           |                         | <b>21</b>           |                         |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

## Appendix C Tribal PREP Tables

**Table C.11. Percentage of youth participating in evidence-based programs (Tribal PREP)**

|  | 2017–2018    | 2018–2019    | 2019–2020    | 2020–2021    |
|--|--------------|--------------|--------------|--------------|
| Percentage of youth participating in evidence-based programs | 83.9         | 46.9         | 49.3         | 47.9         |
| <b>Number of youth</b>                                       | <b>4,630</b> | <b>1,759</b> | <b>1,208</b> | <b>1,079</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Program models were defined as evidence-based if they were identified as such in the HHS evidence review updated in 2018 (<https://tppevidencereview.youth.gov/>).

**Table C.12. Number of APSs implemented (Tribal PREP)**

| Number of APSs implemented | Percentage of programs |           |           |           |
|----------------------------|------------------------|-----------|-----------|-----------|
|                            | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| 0–2 subjects               | 0.0                    | 0.0       | 0.0       | 4.0       |
| 3 subjects                 | 75.0                   | 32.3      | 37.5      | 56.0      |
| 4 or 5 subjects            | 17.9                   | 35.5      | 56.3      | 8.0       |
| 6 subjects                 | 7.1                    | 32.3      | 6.3       | 32.0      |
| <b>Number of programs</b>  | <b>28</b>              | <b>31</b> | <b>36</b> | <b>28</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.

**Table C.13. APS implemented (Tribal PREP)**

| APS implemented                | Percentage of programs |           |           |           |
|--------------------------------|------------------------|-----------|-----------|-----------|
|                                | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| Healthy relationships          | 96.4                   | 100.0     | 100.0     | 96.0      |
| Healthy life skills            | 96.4                   | 83.9      | 87.5      | 88.0      |
| Adolescent development         | 39.3                   | 74.2      | 81.3      | 60.0      |
| Parent–child communication     | 78.6                   | 96.8      | 81.3      | 80.0      |
| Educational and career success | 17.9                   | 41.9      | 6.3       | 40.0      |
| Financial literacy             | 21.4                   | 41.9      | 21.9      | 44.0      |
| <b>Number of programs</b>      | <b>28</b>              | <b>31</b> | <b>36</b> | <b>28</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Adulthood preparation subjects are not mutually exclusive. Providers could implement multiple subjects.

APS = adulthood preparation subject.

**Table C.14. How programs delivered APS content to youth (Tribal PREP)**

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| 2017–2018  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 77.8   | 77.8                | 63.6                   | 86.4                       | 20.0                       | 16.7               |
| Incorporated an entire additional curriculum                 | 22.2   | 22.2                | 36.4                   | 13.6                       | 60.0                       | 0.0                |
| Added lessons from another existing curriculum               | 25.9   | 33.3                | 45.5                   | 18.2                       | 20.0                       | 33.3               |
| Covered by original content that provider or partner created | 37.0   | 40.7                | 18.2                   | 45.5                       | 20.0                       | 83.3               |
| Number of programs   | 28   |                     |                        |                            |                            |                    |
| 2018–2019  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 100.0  | 100.0               | 95.7                   | 100.0                      | 84.6                       | 100.0              |
| Incorporated an entire additional curriculum                 | 35.5   | 46.2                | 4.3                    | 6.7                        | 0.0                        | 7.7                |
| Added lessons from another existing curriculum               | 12.9   | 19.2                | 13.0                   | 16.7                       | 15.4                       | 7.7                |
| Covered by original content that provider or partner created | 12.9   | 19.2                | 17.4                   | 16.7                       | 7.7                        | 15.4               |
| Number of programs   | 31   |                     |                        |                            |                            |                    |
| 2019–2020  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 100.0  | 100.0               | 96.2                   | 96.2                       | 50.0                       | 71.4               |
| Incorporated an entire additional curriculum                 | 0.0  | 0.0                 | 0.0                    | 0.0                        | 0.0                        | 0.0                |

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| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| Added lessons from another existing curriculum               | 18.8   | 17.9                | 11.5                   | 15.4                       | 50.0                       | 42.9               |
| Covered by original content that provider or partner created | 21.9   | 25.0                | 26.9                   | 15.4                       | 100.0                      | 85.7               |
| Number of programs   | 36   |                     |                        |                            |                            |                    |
| 2020–2021  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 100.0  | 100.0               | 93.3                   | 100.0                      | 90.0                       | 72.7               |
| Incorporated an entire additional curriculum                 | 12.5   | 9.1                 | 26.7                   | 10.0                       | 20.0                       | 18.2               |
| Added lessons from another existing curriculum               | 25.0   | 31.8                | 26.7                   | 25.0                       | 20.0                       | 36.4               |
| Covered by original content that provider or partner created | 8.3  | 13.6                | 13.3                   | 10.0                       | 30.0                       | 36.4               |
| Number of programs   | 28   |                     |                        |                            |                            |                    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Content delivery methods are not mutually exclusive. Providers could deliver content in multiple ways.

This item was asked only of providers that reported implementing the named APS.

**Table C.15. Number of youth participants, by grade level and by implementation setting (Tribal PREP)**

| Youth participants                           | 2017–2018       |                                  | 2018–2019       |                                  | 2019–2020       |                                   | 2020–2021       |                                  |
|--|-----------------|----------------------------------|-----------------|----------------------------------|-----------------|-----------------------------------|-----------------|----------------------------------|
|  | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>bc</sup> | Number of youth | Percentage of youth <sup>b</sup> |
| <b>Grade level</b>                           |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Middle school                                | --              | --                               | --              | --                               | 501             | 56.4                              | 644             | 59.7                             |
| High school                                  | --              | --                               | --              | --                               | 387             | 43.6                              | 435             | 40.3                             |
| <b>Program implementation setting</b>        |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Schools, during school                       | 1,243           | 26.8                             | 1,506           | 85.6                             | 1,112           | 92.1                              | 364             | 33.7                             |
| Schools, after school                        | 1,829           | 39.5                             | 15              | 0.9                              | 13              | 1.1                               | 0               | 0.0                              |
| Clinics                                      | 31              | 0.7                              | 27              | 1.5                              | 39              | 3.2                               | 18              | 1.7                              |
| Community-based organizations                | 1,512           | 32.7                             | 108             | 6.1                              | 44              | 3.6                               | 181             | 16.8                             |
| Foster care settings                         | 0               | 0.0                              | 0               | 0.0                              | 0               | 0.0                               | 0               | 0.0                              |
| Juvenile detention centers                   | 0               | 0.0                              | 0               | 0.0                              | 0               | 0.0                               | 0               | 0.0                              |
| Residential mental health treatment facility | 0               | 0.0                              | 7               | 0.4                              | 0               | 0.0                               | 0               | 0.0                              |
| Online/Virtual <sup>d</sup>                  | --              | --                               | --              | --                               | 142             | 11.8                              | 516             | 47.8                             |
| Other settings                               | 15              | 0.3                              | 96              | 5.5                              | 0               | 0.0                               | 0               | 0.0                              |
| <b>Number of youth</b>                       | <b>4,630</b>    |                                  | <b>1,759</b>    |                                  | <b>1,208</b>    |                                   | <b>1,079</b>    |                                  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

<sup>b</sup> Percentages might not sum to 100 because the reported total number of youth participants does not always equal the sum of the numbers of youth participants by grade level or by setting.

<sup>c</sup> Grade level was first reported for youth who ended programming between January and June 2020. The overall number of youth participants for that reporting period is 888.

<sup>d</sup> “Online” was first reported as a separate setting category for youth who ended programming between January and June 2020. The setting was renamed to “Virtual” for 2020–2021. Youth participating online or in a virtual setting who ended programming before January 2020 would be in the “Other settings” category.

**Table C.16. Intended and delivered program dosage (Tribal PREP)**

| Measure                  | 2017–2018                     |                                | 2018–2019                     |                                | 2019–2020                     |                                | 2020–2021                     |                                |
|--------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
|                          | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming |
| Mean                     | 16.4                          | 53.8                           | 19.7                          | 11.0                           | 12.3                          | 11.9                           | 11.9                          | 10.1                           |
| Median                   | 18.0                          | 13.0                           | 18.0                          | 10.0                           | 10.0                          | 9.0                            | 10.0                          | 9.0                            |
| Minimum                  | 5.0                           | 5.0                            | 8.0                           | 5.0                            | 5.0                           | 1.0                            | 5.0                           | 5.0                            |
| Maximum                  | 27.0                          | 1217                           | 30.0                          | 20.0                           | 24.0                          | 98.0                           | 23.0                          | 22.0                           |
| <b>Number of cohorts</b> | <b>58</b>                     |                                | <b>92</b>                     |                                | <b>92</b>                     |                                | <b>74</b>                     |                                |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Some grantees might have reported an inaccurate number of hours intended and delivered, resulting in an unusually high number of hours.

**Table C.17. Program participation (Tribal PREP)**

| Measure   | 2017–2018    | 2018–2019    | 2019–2020    | 2020–2021    |
|---|--------------|--------------|--------------|--------------|
| Percentage of participants who completed at least 75 percent of the intended dosage | 19.7         | 71.1         | 51.4         | 59.0         |
| <b>Number of youth</b>  | <b>4,630</b> | <b>1,759</b> | <b>1,208</b> | <b>1,079</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

**Table C.18. Target populations (Tribal PREP)**

| Target population                                       | Percentage of programs |           |           |           |
|---|------------------------|-----------|-----------|-----------|
|   | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| Native American youth                                   | 100.0                  | 100.0     | 96.9      | 100.0     |
| Youth in high-need geographic areas                     | 60.7                   | 48.4      | 75.0      | 68.0      |
| Male youth  | 67.9                   | 41.9      | 62.5      | 12.0      |
| African American youth                                  | 3.6                    | 3.2       | 37.5      | 8.0       |
| Hispanic/Latino youth                                   | 3.6                    | 6.5       | 40.6      | 8.0       |
| Pregnant or parenting youth                             | 25.0                   | 3.2       | 37.5      | 8.0       |
| Youth in foster care                                    | 21.4                   | 16.1      | 40.6      | 4.0       |
| Homeless or runaway youth                               | 7.1                    | 9.7       | 34.4      | 4.0       |
| Youth in residential treatment for mental health issues | 7.1                    | 6.5       | 31.3      | 4.0       |
| Out-of-school or dropout youth                          | 17.9                   | 0.0       | 31.3      | 4.0       |
| Trafficked youth  | 7.1                    | 12.9      | 31.3      | 4.0       |
| Youth in adjudication systems                           | 10.7                   | 0.0       | 34.4      | 0.0       |
| Youth living with HIV/AIDS                              | 7.1                    | 0.0       | 34.4      | 0.0       |
| LGBTQ youth <sup>a</sup>                                | 25.0                   | 22.6      | 43.8      | --        |
| <b>Number of programs</b>                               | <b>28</b>              | <b>31</b> | <b>36</b> | <b>28</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Target population categories are not mutually exclusive. Many programs frequently targeted more than one population.

HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome; LGBTQ = lesbian, gay, bisexual, transgender, or questioning.

<sup>a</sup> LGBTQ youth was not included as a target population category for the 2020–2021 reporting period.



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**Table C.19. Youth demographics (Tribal PREP)**

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Female  | 47.1                | 1,274                        | 51.0                | 1,105                        | 47.9                | 1,140                        | 49.5                | 372                          | 52.9                | 739                          | 51.7                | 584                          |
| <b>Age</b>  |                     | <b>1,277</b>                 |                     | <b>1,110</b>                 |                     | <b>1,132</b>                 |                     | <b>371</b>                   |                     | <b>748</b>                   |                     | <b>594</b>                   |
| 10–12   | 28.3                |                              | 23.7                |                              | 23.6                |                              | 31.8                |                              | 22.5                |                              | 20.5                |                              |
| 13 or 14  | 33.8                |                              | 35.5                |                              | 34.5                |                              | 31.8                |                              | 39.7                |                              | 39.1                |                              |
| 15 or 16  | 23.7                |                              | 25.2                |                              | 31.3                |                              | 26.4                |                              | 21.4                |                              | 20.0                |                              |
| 17 or 18  | 12.1                |                              | 13.1                |                              | 10.2                |                              | 9.4                 |                              | 13.4                |                              | 17.0                |                              |
| 19 and older                                      | 2.1                 |                              | 2.5                 |                              | 0.4                 |                              | 0.5                 |                              | 3.1                 |                              | 3.4                 |                              |
| <b>Grade</b>                                      |                     | <b>1,277</b>                 |                     | <b>1,111</b>                 |                     | <b>1,127</b>                 |                     | <b>373</b>                   |                     | <b>749</b>                   |                     | <b>596</b>                   |
| 4th–6th   | 21.7                |                              | 20.0                |                              | 14.0                |                              | 23.3                |                              | 15.8                |                              | 16.6                |                              |
| 7th or 8th  | 28.7                |                              | 34.1                |                              | 29.1                |                              | 34.9                |                              | 35.5                |                              | 36.9                |                              |
| 9th or 10th                                       | 30.5                |                              | 25.7                |                              | 39.0                |                              | 24.4                |                              | 21.1                |                              | 19.6                |                              |
| 11th or 12th                                      | 14.2                |                              | 13.7                |                              | 15.4                |                              | 15.0                |                              | 21.2                |                              | 21.3                |                              |
| School does not assign grade levels               | 0.1                 |                              | 0.5                 |                              | 0.3                 |                              | 0.0                 |                              | 0.0                 |                              | 0.2                 |                              |
| Dropped out of school/not currently enrolled      | 0.4                 |                              | 0.2                 |                              | 0.7                 |                              | 0.3                 |                              | 0.3                 |                              | 0.0                 |                              |
| Working toward GED                                | 1.3                 |                              | 2.4                 |                              | 1.5                 |                              | 0.8                 |                              | 1.7                 |                              | 1.7                 |                              |
| Earned diploma or GED and in postsecondary school | 1.6                 |                              | 1.7                 |                              | 0.0                 |                              | 0.8                 |                              | 2.3                 |                              | 1.8                 |                              |

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| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Earned diploma or GED and not in postsecondary school | 1.6                 |                              | 1.8                 |                              | 0.0                 |                              | 0.5                 |                              | 2.1                 |                              | 1.8                 |                              |
| <b>Race and ethnicity<sup>b</sup></b>                 |                     | <b>1,140</b>                 |                     | <b>1,073</b>                 |                     | <b>1,118</b>                 |                     | <b>370</b>                   |                     | <b>731</b>                   |                     | <b>589</b>                   |
| American Indian or Alaska Native                      | 84.2                |                              | 82.3                |                              | 83.5                |                              | 77.3                |                              | 70.5                |                              | 66.6                |                              |
| Asian   | 2.1                 |                              | 2.2                 |                              | 1.6                 |                              | 2.7                 |                              | 2.9                 |                              | 2.9                 |                              |
| Black or African American                             | 5.7                 |                              | 5.9                 |                              | 5.8                 |                              | 6.2                 |                              | 7.7                 |                              | 8.3                 |                              |
| Native Hawaiian or Pacific Islander                   | 1.6                 |                              | 2.1                 |                              | 1.7                 |                              | 3.0                 |                              | 4.7                 |                              | 4.8                 |                              |
| White   | 24.8                |                              | 23.5                |                              | 30.7                |                              | 37.6                |                              | 34.7                |                              | 36.7                |                              |
| Hispanic or Latino                                    | 18.5                | 1,219                        | 20.1                | 1,010                        | 18.6                | 1,038                        | 13.6                | 368                          | 21.0                | 718                          | 21.5                | 581                          |
| <b>Number of youth completing survey</b>              | <b>1,375</b>        |                              | <b>1,228</b>        |                              | <b>1,165</b>        |                              | <b>380</b>          |                              | <b>749</b>          |                              | <b>602</b>          |                              |

Source: 2018–2019, 2019–2020, and 2020–2021 entry and exit surveys.

Note: Youth who responded to the entry survey might not be the same youth who responded to the exit survey.

Percentages might not sum to 100 because of rounding.

<sup>a</sup> Data in this column represent the total number of youth who responded to the relevant question.

<sup>b</sup> Youth could select more than one item, so percentages might sum to more than 100.

**Table C.20. Languages youth usually speak at home (Tribal PREP)**

| Most common languages reported | Percentage of youth <sup>a</sup> |           |           |
|--------------------------------|----------------------------------|-----------|-----------|
|                                | 2018–2019                        | 2019–2020 | 2020–2021 |
| English                        | 95.5                             | 97.8      | 98.6      |
| Spanish                        | 5.6                              | 4.8       | 6.1       |
| Samoan                         | 0.2                              | 0.2       | 1.5       |
| Tewa                           | 2.5                              | 1.6       | 1.4       |
| Hochunk                        | 1.0                              | 0.0       | 0.8       |
| Filipino or Tagalog            | 0.0                              | 0.0       | 0.3       |
| Lakota                         | 0.3                              | 0.7       | 0.3       |
| Tongan                         | 0.0                              | 0.0       | 0.2       |
| Chinese                        | 0.0                              | 0.0       | 0.2       |
| French                         | 0.1                              | 0.0       | 0.2       |
| Swahili                        | 0.0                              | 0.0       | 0.2       |
| American Sign Language         | 0.0                              | 0.2       | 0.2       |
| Russian                        | 0.0                              | 0.0       | 0.2       |
| Korean                         | 0.0                              | 0.0       | 0.2       |
| Polish                         | 0.0                              | 0.0       | 0.2       |
| Nuer                           | 0.0                              | 0.0       | 0.2       |
| Yupik                          | 1.9                              | 1.8       | 0.2       |
| Dakota                         | 1.0                              | 1.1       | 0.2       |
| Ojibwe                         | 1.6                              | 0.7       | 0.0       |
| Navajo                         | 1.0                              | 1.0       | 0.0       |
| Tohono Oodham                  | 0.6                              | 0.0       | 0.0       |
| Mohican                        | 0.5                              | 0.0       | 0.0       |
| Apache                         | 0.3                              | 0.8       | 0.0       |
| German                         | 0.3                              | 0.0       | 0.0       |
| Inupiaq                        | 0.2                              | 0.3       | 0.0       |

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| Most common languages reported               | Percentage of youth <sup>a</sup> |              |            |
|--|----------------------------------|--------------|------------|
|  | 2018–2019                        | 2019–2020    | 2020–2021  |
| Keres  | 0.0                              | 0.3          | 0.0        |
| Choctaw                                      | 0.0                              | 0.2          | 0.0        |
| Czech  | 0.0                              | 0.2          | 0.0        |
| Shoshoni                                     | 0.0                              | 0.2          | 0.0        |
| Dine   | 0.2                              | 0.0          | 0.0        |
| Other language specified                     | 2.4                              | 2.8          | 0.5        |
| <b>Number of youth who responded to item</b> | <b>1,146</b>                     | <b>1,072</b> | <b>656</b> |
| <b>Number of youth completing survey</b>     | <b>1,375</b>                     | <b>1,165</b> | <b>749</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Notes: In 2018–2019 programs only reported the 5 most common languages other than English and Spanish reported by youth. In 2019–2020 and 2020–2021, programs reported the 10 most common languages. If there were more than 5 or 10 languages reported within a program, those languages would not be submitted. Therefore, the percentages might undercount the languages youth usually speak at home.

<sup>a</sup> Youth could select more than one language, so percentages might sum to more than 100.

**Table C.21. Youth living situation (Tribal PREP)**

| Measure   | Percentage of youth |              |            |
|---|---------------------|--------------|------------|
|   | 2018–2019           | 2019–2020    | 2020–2021  |
| Youth in foster care  | 7.8                 | 8.5          | 6.9        |
| Living with a family  | 7.3                 | 8.0          | 6.9        |
| Living in a group home  | 0.5                 | 0.4          | 0.0        |
| Runaway or homeless youth   | 2.9                 | 3.6          | 1.5        |
| Couch surfing or moving from house to house                         | 2.4                 | 1.5          | 1.4        |
| Living in a place not meant to be a residence                       | 0.6                 | 2.1          | 0.1        |
| Staying in emergency shelter, transitional living program, or motel | 0.2                 | 0.1          | 0.0        |
| In adjudication system <sup>a</sup>                                 | 1.2                 | 2.3          | 0.4        |
| Living with family <sup>b</sup>                                     | --                  | --           | --         |
| None of the above   | 89.8                | 83.8         | 91.3       |
| <b>Number of youth who responded to item</b>                        | <b>849</b>          | <b>1,122</b> | <b>735</b> |
| <b>Number of youth completing survey</b>                            | <b>1,375</b>        | <b>1,165</b> | <b>749</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Note: Youth could select more than one item, so percentages might sum to more than 100.

<sup>a</sup> “In adjudication system” includes youth in juvenile detention, jail, prison, or another correctional facility, or under the supervision of a probation officer.

<sup>b</sup> Living with family was not included as a residence category in the surveys completed by Tribal PREP youth.

**Table C.22. Youth program experiences (Tribal PREP)**

| Measure  | 2018–2019           |                 | 2019–2020           |                 | 2020–2021           |                 |
|--|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|
|  | Percentage of youth | Number of youth | Percentage of youth | Number of youth | Percentage of youth | Number of youth |
| Youth were interested in program sessions and classes all or most of the time                                  | 56.8                | 843             | 67.8                | 345             | 56.0                | 573             |
| The material presented was clear all or most of the time   | 74.5                | 834             | 83.6                | 341             | 76.5                | 566             |
| Discussions or activities helped youth learn program lessons all or most of the time                           | 75.0                | 841             | 83.5                | 339             | 73.5                | 566             |
| Youth had a chance to ask questions about topics or issues that came up in the program all or most of the time | 70.3                | 829             | 75.1                | 338             | 71.4                | 562             |
| Youth felt respected as people all or most of the time   | 86.0                | 830             | 86.6                | 337             | 81.9                | 565             |
| <b>Number of youth completing exit survey</b>  |                     | <b>1,228</b>    |                     | <b>380</b>      |                     | <b>602</b>      |

Source: 2018–2019, 2019–2020, and 2020–2021 exit surveys.

## **Appendix D:**

### **Competitive PREP Tables**

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**Table D.1. PREP scale (Competitive PREP)**

| Measure            | Number    |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|
|                    | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
| Grantees           | 20        | 21        | 21        | 21        |
| Providers          | 32        | 35        | 40        | 55        |
| Programs           | 51        | 58        | 62        | 74        |
| Facilitators       | 193       | 174       | 175       | 180       |
| Youth participants | 14,146    | 28,428    | 21,817    | 12,905    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and attendance, reach, and dosage data.

Note: Not all providers served youth, and not all programs reported on the number of youth participants and the program characteristics. The length of the reporting periods for measures of attendance, reach, and dosage—including the number of youth participants—varied across years. Notably, the 2017–2018 period included six months, whereas the other periods each included 11 or 12 months.

**Table D.2. Grantee and provider funding (Competitive PREP)**

| Measure                      | Dollars    |            |            |            |
|------------------------------|------------|------------|------------|------------|
|                              | 2017–2018  | 2018–2019  | 2019–2020  | 2020–2021  |
| <b>Grant award amount</b>    |            |            |            |            |
| Mean                         | 507,199.30 | 504,961.62 | 507,397.50 | 499,339.43 |
| Median                       | 506,893.50 | 500,000.00 | 532,837.00 | 487,899.00 |
| Minimum                      | 250,000.00 | 250,000.00 | 128,000.00 | 185,000.00 |
| Maximum                      | 927,780.00 | 903,684.00 | 912,413.00 | 925,817.00 |
| <b>Number of grantees</b>    | <b>20</b>  | <b>21</b>  | <b>21</b>  | <b>21</b>  |
| <b>Provider award amount</b> |            |            |            |            |
| Mean                         | 295,380.40 | 289,281.71 | 253,074.63 | 203,344.55 |
| Median                       | 250,000.00 | 219,271.00 | 119,880.00 | 89,270.00  |
| Minimum                      | 0.00       | 0.00       | 0.00       | 0.00       |
| Maximum                      | 927,780.00 | 903,684.00 | 794,240.00 | 895,817.00 |
| <b>Number of providers</b>   | <b>32</b>  | <b>35</b>  | <b>40</b>  | <b>55</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

**Table D.3. Grantee funding allocation (Competitive PREP)**

| Percentage of PREP funding allocated to: <sup>a</sup>       | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|-----------|
| Direct service provision                                    | 59.1      | 60.0      | 59.8      | 56.9      |
| Training, TA, and monitoring conducted at the grantee level | 11.9      | 12.1      | 9.9       | 9.5       |
| Evaluation and/or research                                  | 7.5       | 8.6       | 10.3      | 9.4       |
| Administrative purposes at the grantee level                | 21.6      | 19.3      | 20.0      | 24.2      |
| <b>Number of grantees</b>                                   | <b>20</b> | <b>21</b> | <b>21</b> | <b>21</b> |

Source: Data from 2018–2019 and 2019–2020 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

TA = technical assistance.

**Table D.4. Grantee staffing (Competitive PREP)**

| Number involved in overseeing PREP | 2017–2018     |                   | 2018–2019     |                   | 2019–2020     |                   | 2020–2021     |                   |
|------------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                    | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE |
| Mean                               | 5.1           | 3.4               | 4.8           | 2.9               | 5.0           | 3.6               | 4.6           | 3.4               |
| Median                             | 4.5           | 2.2               | 4.0           | 2.0               | 4.0           | 2.0               | 5.0           | 3.0               |
| Minimum                            | 2.0           | 0.3               | 2.0           | 0.3               | 2.0           | 1.0               | 2.0           | 0.4               |
| Maximum                            | 11.0          | 8.0               | 13.0          | 11.0              | 11.0          | 11.0              | 10.0          | 10.0              |
| <b>Number of grantees</b>          | <b>20</b>     |                   | <b>21</b>     |                   | <b>21</b>     |                   | <b>21</b>     |                   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

FTE = full-time equivalent.

**Table D.5. Facilitator staffing among providers that served youth (Competitive PREP)**

| Number PREP program facilitators | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|----------------------------------|-----------|-----------|-----------|-----------|
| Mean                             | 6.2       | 5.0       | 4.4       | 3.9       |
| Median                           | 4.0       | 4.0       | 3.0       | 4.0       |
| Minimum                          | 1.0       | 0.0       | 1.0       | 1.0       |
| Maximum                          | 21.0      | 24.0      | 24.0      | 14.0      |
| <b>Number of providers</b>       | <b>31</b> | <b>35</b> | <b>40</b> | <b>54</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Table D.6. Grantee support for program implementation (Competitive PREP)

| Measure   | 2017–2018                 |                   |             | 2018–2019                 |                   |             | 2019–2020                 |                   |             | 2020–2021                 |                   |             |
|---|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|
|   | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA |
| Percentage of grantees whose staff or designees provided implementation support                       | 100.0                     | 100.0             | 80.0        | 100.0                     | 95.2              | 76.2        | 95.2                      | 90.5              | 85.7        | 95.2                      | 76.2              | 81.0        |
| <b>Type of organization that provided implementation support (percentage of grantees)<sup>a</sup></b> |                           |                   |             |                           |                   |             |                           |                   |             |                           |                   |             |
| Grantee   | 90.0                      | 85.0              | 75.0        | 90.5                      | 80.0              | 81.3        | 90.0                      | 84.2              | 77.8        | 95.0                      | 87.5              | 94.1        |
| Developer   | 0.0                       | 45.0              | 40.0        | 4.8                       | 35.0              | 31.3        | 15.0                      | 42.1              | 38.9        | 5.0                       | 31.3              | 41.2        |
| Training or TA partner  | 21.1                      | 47.4              | 53.3        | 38.1                      | 50.0              | 62.5        | 10.0                      | 42.1              | 55.6        | 0.0                       | 25.0              | 23.5        |
| Evaluation partner  | 47.4                      | 20.0              | 53.3        | 38.1                      | 25.0              | 37.5        | 45.0                      | 10.5              | 38.9        | 30.0                      | 25.0              | 35.3        |
| Program provider  | 40.0                      | 47.4              | 20.0        | 71.4                      | 55.0              | 37.5        | 25.0                      | 21.1              | 11.1        | 20.0                      | 25.0              | 17.6        |
| <b>Number of grantees</b>   | <b>20</b>                 |                   |             | <b>21</b>                 |                   |             | <b>21</b>                 |                   |             | <b>21</b>                 |                   |             |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Only grantees that reported providing the named support were asked this item. Grantees could select more than one type of organization, so percentages might sum to more than 100.

TA = technical assistance.

**Table D.7. Facilitator support among providers that served youth (Competitive PREP)**

| Measure                                     | 2017–2018                         | 2018–2019  | 2019–2020  | 2020–2021  |
|---|-----------------------------------|------------|------------|------------|
| <b>Facilitators</b>                         |                                   |            |            |            |
|   | <b>Percentage of facilitators</b> |            |            |            |
| Trained                                     | 96.4                              | 98.9       | 98.3       | 89.4       |
| Observed at all                             | 95.3                              | 95.4       | 74.9       | 68.9       |
| Observed once                               | 34.7                              | 40.2       | 22.9       | 26.7       |
| Observed twice or more                      | 60.6                              | 55.2       | 52.0       | 42.2       |
| <b>Number of facilitators</b>               | <b>193</b>                        | <b>174</b> | <b>175</b> | <b>180</b> |
| <b>Providers</b>                            |                                   |            |            |            |
|   | <b>Percentage of providers</b>    |            |            |            |
| Had any facilitators trained                | 100.0                             | 100.0      | 97.5       | 97.8       |
| Had all facilitators trained                | 87.1                              | 93.8       | 95.0       | 84.8       |
| Had any facilitators observed at least once | 100.0                             | 91.4       | 95.0       | 80.4       |
| Had all facilitators observed at least once | 80.6                              | 81.3       | 75.0       | 52.2       |
| <b>Number of providers</b>                  | <b>31</b>                         | <b>35</b>  | <b>40</b>  | <b>54</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table D.8. Implementation challenges reported by providers that served youth (Competitive PREP)**

| Potential challenge                           | Percentage of providers reporting in that potential challenge was a somewhat or serious problem |           |           |           |
|---|---|-----------|-----------|-----------|
|   | 2017–2018   | 2018–2019 | 2019–2020 | 2020–2021 |
| Natural disasters                             | 32.3  | 5.7       | 60.0      | 45.7      |
| Recruiting youth                              | 29.0  | 31.4      | 57.5      | 41.3      |
| Getting youth to attend regularly             | 29.0  | 31.4      | 57.5      | 39.1      |
| Keeping youth engaged                         | 32.3  | 28.6      | 50.0      | 39.1      |
| Youth behavioral problems                     | 35.5  | 34.3      | 22.5      | 34.8      |
| Negative peer reactions                       | 9.7   | 8.6       | 15.0      | 28.3      |
| Program facilities                            | 9.7   | 22.9      | 17.5      | 26.1      |
| Staff turnover                                | 29.0  | 25.7      | 15.0      | 19.6      |
| Obtaining buy-in or support from stakeholders | 16.1  | 28.6      | 20.0      | 19.6      |
| Recruiting qualified staff                    | 22.6  | 25.7      | 10.0      | 19.6      |
| Covering program content                      | 19.4  | 17.1      | 25.0      | 19.6      |
| Ensuring facilitators understand content      | 3.2   | 5.7       | 2.5       | 8.7       |
| <b>Number of providers</b>                    | <b>31</b>   | <b>35</b> | <b>40</b> | <b>54</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table D.9. Requests for TA by providers that served youth (Competitive PREP)**

| Potential challenge                           | Percentage of providers reporting being somewhat interested or very interested in TA topic |           |           |           |
|---|--|-----------|-----------|-----------|
|   | 2017–2018  | 2018–2019 | 2019–2020 | 2020–2021 |
| Parent support and engagement                 | 38.7   | 40.0      | 37.5      | 32.6      |
| Keeping youth engaged in program session      | 29.0   | 31.4      | 37.5      | 30.4      |
| Recruiting youth                              | 29.0   | 31.4      | 40.0      | 28.3      |
| Getting youth to attend regularly             | 22.6   | 22.9      | 30.0      | 23.9      |
| Obtaining buy-in or support from stakeholders | 25.8   | 28.6      | 27.5      | 21.7      |
| Addressing youth behavioral problems          | 29.0   | 40.0      | 27.5      | 19.6      |
| Minimizing negative peer reactions            | 9.7  | 22.9      | 17.5      | 19.6      |
| Recruiting qualified staff                    | 12.9   | 17.1      | 7.5       | 19.6      |
| Training facilitators                         | 22.6   | 31.4      | 17.5      | 17.4      |
| Evaluation                                    | 9.7  | 22.9      | 17.5      | 13.0      |
| Retaining staff                               | 9.7  | 20.0      | 12.5      | 10.9      |
| Youth with special needs <sup>b</sup>         | 3.2  | 0.0       | 0.0       | 0.00      |
| Sustainability <sup>b</sup>                   | 0.0  | 0.0       | 2.7       | 0.0       |
| Virtual programming <sup>b</sup>              | 0.0  | 0.0       | 2.7       | 0.0       |
| Counseling <sup>b</sup>                       | 0.0  | 0.0       | 0.0       | 0.0       |
| Other <sup>b</sup>                            | 3.2  | 0.0       | 2.7       | 0.0       |
| <b>Number of providers</b>                    | <b>31</b>  | <b>35</b> | <b>40</b> | <b>54</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> “Not interested” includes providers that responded either “not interested” or “not interested, already received.” The latter was a response option in 2019–2020 and 2020–2021

<sup>b</sup> Program providers were given the option to identify additional topics for which they would like TA. Because program providers wrote in new categories for which they were either “interested” or “very interested,” the performance measures do not identify program providers that were “not interested” in the new categories. Thus, only the percentage of providers that indicated that they were “interested” or “very interested” are available for these new categories. “Other” includes write-in responses reported by fewer than three providers.

TA = technical assistance.

## Appendix D Competitive PREP Tables

**Table D.10. PREP program models implemented (Competitive PREP)**

| Program model                                       | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|   | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Heritage Keepers Abstinence Education <sup>a</sup>  | 1                   | 3.2                     | 4                   | 11.4                    | 8                   | 20.0                    | 23                  | 42.6                    |
| Teen Outreach Program                               | 5                   | 16.1                    | 5                   | 14.3                    | 6                   | 15.0                    | 6                   | 11.1                    |
| Be Proud! Be Responsible!                           | 4                   | 12.9                    | 6                   | 17.1                    | 6                   | 15.0                    | 6                   | 11.1                    |
| Making Proud Choices!                               | 7                   | 22.6                    | 7                   | 20.0                    | 6                   | 15.0                    | 5                   | 9.3                     |
| Seventeen Days                                      | 3                   | 9.7                     | 3                   | 8.6                     | 3                   | 7.5                     | 3                   | 5.6                     |
| Reducing the Risk                                   | 3                   | 9.7                     | 2                   | 5.7                     | 2                   | 5.0                     | 2                   | 3.7                     |
| Draw the Line/Respect the Line                      | 4                   | 12.9                    | 3                   | 8.6                     | 3                   | 7.5                     | 2                   | 3.7                     |
| SHARP   | 2                   | 6.5                     | 3                   | 8.6                     | 4                   | 10.0                    | 2                   | 3.7                     |
| Power Through Choices                               | 3                   | 9.7                     | 3                   | 8.6                     | 2                   | 5.0                     | 2                   | 3.7                     |
| Becoming a Responsible Teen                         | 3                   | 9.7                     | 2                   | 5.7                     | 2                   | 5.0                     | 2                   | 3.7                     |
| Cuidate!  | 3                   | 9.7                     | 3                   | 8.6                     | 2                   | 5.0                     | 1                   | 1.9                     |
| PHAT! Comprehensive                                 | 2                   | 6.5                     | 1                   | 2.9                     | 2                   | 5.0                     | 1                   | 1.9                     |
| Sisters Saving Sisters                              | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 1                   | 1.9                     |
| Get Real (Middle School)                            | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 1                   | 1.9                     |
| Get Real (High School)                              | 1                   | 3.2                     | 2                   | 5.7                     | 2                   | 5.0                     | 1                   | 1.9                     |
| FLASH   | 1                   | 3.2                     | 2                   | 5.7                     | 1                   | 2.5                     | 1                   | 1.9                     |
| Safer Choices                                       | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 1                   | 1.9                     |
| Choosing The Best                                   | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 1                   | 1.9                     |
| El Camino   | 0                   | 0.0                     | 1                   | 2.9                     | 1                   | 2.5                     | 1                   | 1.9                     |
| P3/Native Stand                                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 1.9                     |
| PHAT! Abstinence Only + Luv U 2 Relationship Smarts | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 1                   | 1.9                     |

## Appendix D Competitive PREP Tables

| Program model                                | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|--|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|  | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| Transition to Independence Process (TIP)     | 2                   | 6.5                     | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 1.9                     |
| Making a Difference!                         | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 0                   | 0.0                     |
| Adult Identity Mentoring                     | 1                   | 3.2                     | 1                   | 2.9                     | 1                   | 2.5                     | 0                   | 0.0                     |
| Positive Prevention PLUS                     | 0                   | 0.0                     | 1                   | 2.9                     | 1                   | 2.5                     | 0                   | 0.0                     |
| MPowerment (Adapted)                         | 0                   | 0.0                     | 1                   | 2.9                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Providers and Teens Communicating for Health | 0                   | 0.0                     | 1                   | 2.9                     | 1                   | 2.5                     | 0                   | 0.0                     |
| <b>Number of providers</b>                   | <b>31</b>           |                         | <b>35</b>           |                         | <b>40</b>           |                         | <b>54</b>           |                         |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table D.11. Percentage of youth participating in evidence-based programs (Competitive PREP)**

|  | 2017–2018     | 2018–2019     | 2019–2020     | 2020–2021     |
|--|---------------|---------------|---------------|---------------|
| Percentage of youth participating in evidence-based programs | 80.6          | 85.2          | 76.7          | 79.4          |
| <b>Number of youth</b>                                       | <b>14,146</b> | <b>28,428</b> | <b>21,817</b> | <b>12,905</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Program models were defined as evidence-based if they were identified as such in the HHS evidence review updated in 2018 (<https://tppevidencereview.youth.gov/>).

<sup>a</sup> Only one grantee implemented Heritage Keepers Abstinence Education, but the number of providers under that grantee increased each year. These providers also incorporated information on contraceptives into their Heritage Keepers programs to meet PREP requirements.



**Table D.12. Number of APSs implemented (Competitive PREP)**

| Number of APSs implemented | Percentage of programs |           |           |           |
|----------------------------|------------------------|-----------|-----------|-----------|
|                            | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| 0–2 subjects               | 9.8                    | 6.9       | 1.8       | 0.0       |
| 3 subjects                 | 35.3                   | 29.3      | 26.3      | 17.2      |
| 4 or 5 subjects            | 41.2                   | 48.3      | 50.9      | 58.6      |
| 6 subjects                 | 13.7                   | 15.5      | 21.1      | 24.1      |
| <b>Number of programs</b>  | <b>51</b>              | <b>58</b> | <b>62</b> | <b>74</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.

**Table D.13. APS implemented (Competitive PREP)**

| APS implemented                | Percentage of programs |           |           |           |
|--------------------------------|------------------------|-----------|-----------|-----------|
|                                | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| Healthy relationships          | 96.1                   | 100.0     | 100.0     | 100.0     |
| Healthy life skills            | 84.3                   | 91.4      | 100.0     | 100.0     |
| Adolescent development         | 78.4                   | 74.1      | 82.5      | 93.1      |
| Parent–child communication     | 60.8                   | 63.8      | 70.2      | 84.5      |
| Educational and career success | 29.4                   | 32.8      | 49.1      | 27.6      |
| Financial literacy             | 29.4                   | 31.0      | 33.3      | 29.3      |
| <b>Number of programs</b>      | <b>51</b>              | <b>58</b> | <b>62</b> | <b>74</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Adulthood preparation subjects are not mutually exclusive. Providers could implement multiple subjects.

APS = adulthood preparation subject.

**Table D.14. How programs delivered APS content to youth (Competitive PREP)**

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| 2017–2018  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 81.6   | 88.4                | 90.0                   | 80.6                       | 66.7                       | 13.3               |
| Incorporated an entire additional curriculum                 | 28.6   | 9.3                 | 22.5                   | 12.9                       | 33.3                       | 20.0               |
| Added lessons from another existing curriculum               | 22.4   | 25.6                | 10.0                   | 35.5                       | 40.0                       | 66.7               |
| Covered by original content that provider or partner created | 28.6   | 18.6                | 27.5                   | 32.3                       | 46.7                       | 40.0               |
| Number of programs   | 51   |                     |                        |                            |                            |                    |
| 2018–2019  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 96.6   | 90.6                | 90.7                   | 67.6                       | 31.6                       | 0.0                |
| Incorporated an entire additional curriculum                 | 5.2  | 5.7                 | 4.7                    | 0.0                        | 15.8                       | 11.1               |
| Added lessons from another existing curriculum               | 31.0   | 30.2                | 16.3                   | 32.4                       | 42.1                       | 72.2               |
| Covered by original content that provider or partner created | 19.0   | 17.0                | 20.9                   | 35.1                       | 36.8                       | 27.8               |
| Number of programs   | 58   |                     |                        |                            |                            |                    |
| 2019–2020  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 80.7   | 87.7                | 95.7                   | 77.5                       | 75.0                       | 31.6               |
| Incorporated an entire additional curriculum                 | 17.5   | 15.8                | 14.9                   | 17.5                       | 28.6                       | 10.5               |

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| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| Added lessons from another existing curriculum               | 28.1   | 24.6                | 8.5                    | 22.5                       | 10.7                       | 36.8               |
| Covered by original content that provider or partner created | 35.1   | 31.6                | 36.2                   | 45.0                       | 60.7                       | 52.6               |
| Number of programs   | 62   |                     |                        |                            |                            |                    |
| 2020–2021  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 98.3   | 93.1                | 92.6                   | 79.6                       | 62.5                       | 41.2               |
| Incorporated an entire additional curriculum                 | 27.6   | 27.6                | 29.6                   | 32.7                       | 18.8                       | 11.8               |
| Added lessons from another existing curriculum               | 12.1   | 17.2                | 9.3                    | 16.3                       | 12.5                       | 29.4               |
| Covered by original content that provider or partner created | 32.8   | 34.5                | 33.3                   | 46.9                       | 56.3                       | 52.9               |
| Number of programs   | 74   |                     |                        |                            |                            |                    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Content delivery methods are not mutually exclusive. Providers could deliver content in multiple ways.

This item was asked only of providers that reported implementing the named APS.

**Table D.15. Number of youth participants, by grade level and by implementation setting (Competitive PREP)**

| Youth participants                           | 2017–2018       |                                  | 2018–2019       |                                  | 2019–2020       |                                   | 2020–2021       |                                  |
|--|-----------------|----------------------------------|-----------------|----------------------------------|-----------------|-----------------------------------|-----------------|----------------------------------|
|  | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>bc</sup> | Number of youth | Percentage of youth <sup>b</sup> |
| <b>Grade level</b>                           |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Middle school                                | --              | --                               | --              | --                               | 5,042           | 58.7                              | 5,801           | 45.0                             |
| High school                                  | --              | --                               | --              | --                               | 2,823           | 32.9                              | 7,104           | 55.0                             |
| <b>Program implementation setting</b>        |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Schools, during school                       | 12,164          | 86.0                             | 26,060          | 91.7                             | 19,186          | 87.9                              | 5,943           | 46.1                             |
| Schools, after school                        | 65              | 0.5                              | 108             | 0.4                              | 237             | 1.1                               | 79              | 0.6                              |
| Clinics                                      | 0               | 0.0                              | 0               | 0.0                              | 0               | 0.0                               | 0               | 0.0                              |
| Community-based organizations                | 744             | 5.3                              | 571             | 2.0                              | 320             | 1.5                               | 89              | 0.7                              |
| Foster care settings                         | 132             | 0.9                              | 150             | 0.5                              | 38              | 0.2                               | 26              | 0.2                              |
| Juvenile detention centers                   | 377             | 2.7                              | 411             | 1.4                              | 514             | 2.4                               | 41              | 0.3                              |
| Residential mental health treatment facility | 30              | 0.2                              | 121             | 0.4                              | 136             | 0.6                               | 79              | 0.6                              |
| Online/Virtual <sup>d</sup>                  | --              | --                               | --              | --                               | 317             | 1.5                               | 6,479           | 50.2                             |
| Other settings                               | 634             | 4.5                              | 1,007           | 3.5                              | 1,169           | 5.4                               | 169             | 46.1                             |
| <b>Number of youth</b>                       | <b>14,146</b>   |                                  | <b>28,428</b>   |                                  | <b>21,817</b>   |                                   | <b>12,905</b>   |                                  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

<sup>b</sup> Percentages might not sum to 100 because the reported total number of youth participants does not always equal the sum of the numbers of youth participants by grade level or by setting.

<sup>c</sup> Grade level was first reported for youth who ended programming between January and June 2020. The overall number of youth participants for that reporting period is 8,584.

<sup>d</sup> “Online” was first reported as a separate setting category for youth who ended programming between January and June 2020. The setting was renamed to “Virtual” for 2020–2021. Youth participating online or in a virtual setting who ended programming before January 2020 would be in the “Other settings” category.

**Table D.16. Intended and delivered program dosage (Competitive PREP)**

| Measure                  | 2017–2018                     |                                | 2018–2019                     |                                | 2019–2020                     |                                | 2020–2021                     |                                |
|--------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
|                          | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming |
| Mean                     | 8.8                           | 10.0                           | 9.6                           | 11.2                           | 10.0                          | 9.5                            | 9.6                           | 10.4                           |
| Median                   | 7.0                           | 8.0                            | 7.0                           | 8.0                            | 9.0                           | 8.0                            | 9.0                           | 9.0                            |
| Minimum                  | 1.0                           | 1.0                            | 1.0                           | 1.0                            | 1.0                           | 1.0                            | 1.0                           | 1.0                            |
| Maximum                  | 250.0                         | 40.0                           | 28.0                          | 77.0                           | 40.0                          | 61.0                           | 60.0                          | 424.0                          |
| <b>Number of cohorts</b> | <b>274</b>                    |                                | <b>595</b>                    |                                | <b>470</b>                    |                                | <b>416</b>                    |                                |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Some grantees might have reported an inaccurate number of hours intended and delivered, resulting in an unusually high number of hours.

**Table D.17. Program participation (Competitive PREP)**

| Measure   | 2017–2018     | 2018–2019     | 2019–2020     | 2020–2021     |
|---|---------------|---------------|---------------|---------------|
| Percentage of participants who completed at least 75 percent of the intended dosage | 89.1          | 85.0          | 80.3          | 86.6          |
| <b>Number of youth</b>  | <b>14,146</b> | <b>28,428</b> | <b>21,817</b> | <b>12,905</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

**Table D.18. Target populations (Competitive PREP)**

| Target population                                       | Percentage of programs |           |           |           |
|---|------------------------|-----------|-----------|-----------|
|   | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| Youth in high-need geographic areas                     | 86.3                   | 70.7      | 77.2      | 74.1      |
| Male youth  | 45.1                   | 50.0      | 49.1      | 63.8      |
| Youth in foster care                                    | 45.1                   | 39.7      | 47.4      | 55.2      |
| Hispanic/Latino youth                                   | 68.6                   | 56.9      | 52.6      | 48.3      |
| Youth in adjudication systems                           | 39.2                   | 37.9      | 42.1      | 44.8      |
| Homeless or runaway youth                               | 33.3                   | 20.7      | 33.3      | 39.7      |
| Pregnant or parenting youth                             | 47.1                   | 34.5      | 36.8      | 37.9      |
| African American youth                                  | 54.9                   | 51.7      | 47.4      | 36.2      |
| Out-of-school or dropout youth                          | 17.6                   | 15.5      | 29.8      | 34.5      |
| Trafficked youth  | 17.6                   | 10.3      | 28.1      | 34.5      |
| Youth in residential treatment for mental health issues | 21.6                   | 15.5      | 31.6      | 20.7      |
| Native American youth                                   | 17.6                   | 10.3      | 21.1      | 20.7      |
| Youth living with HIV/AIDS                              | 15.7                   | 12.1      | 10.5      | 8.6       |
| LGBTQ youth <sup>a</sup>                                | 45.1                   | 31.0      | 38.6      | --        |
| <b>Number of programs</b>                               | <b>51</b>              | <b>58</b> | <b>62</b> | <b>74</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Target population categories are not mutually exclusive. Many programs frequently targeted more than one population.

HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome; LGBTQ = lesbian, gay, bisexual, transgender, or questioning.

<sup>a</sup> LGBTQ youth was not included as a target population category for the 2020–2021 reporting period.

## Appendix D Competitive PREP Tables

**Table D.19. Youth demographics (Competitive PREP)**

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Female  | 53.0                | 22,564                       | 53.0                | 20,796                       | 53.7                | 23,525                       | 52.8                | 16,777                       | 53.0                | 10,357                       | 54.5                | 7,929                        |
| <b>Age</b>  |                     | 22,159                       |                     | 21,248                       |                     | 23,686                       |                     | 16,702                       |                     | 10,214                       |                     | 7,971                        |
| 10–12   | 28.1                |                              | 27.4                |                              | 30.0                |                              | 30.7                |                              | 21.9                |                              | 22.7                |                              |
| 13 or 14  | 34.9                |                              | 33.6                |                              | 34.5                |                              | 35.0                |                              | 33.9                |                              | 32.7                |                              |
| 15 or 16  | 19.9                |                              | 19.9                |                              | 18.8                |                              | 20.8                |                              | 24.6                |                              | 25.1                |                              |
| 17 or 18  | 14.3                |                              | 15.2                |                              | 12.6                |                              | 9.5                 |                              | 15.7                |                              | 15.4                |                              |
| 19 and older                                      | 2.9                 |                              | 3.9                 |                              | 4.1                 |                              | 4.0                 |                              | 3.9                 |                              | 4.1                 |                              |
| <b>Grade</b>                                      |                     | 21,755                       |                     | 20,549                       |                     | 23,692                       |                     | 16,715                       |                     | 10,205                       |                     | 7,962                        |
| 4th–6th   | 18.7                |                              | 18.4                |                              | 17.0                |                              | 18.2                |                              | 11.7                |                              | 13.4                |                              |
| 7th or 8th  | 35.5                |                              | 35.2                |                              | 40.3                |                              | 39.8                |                              | 34.7                |                              | 33.8                |                              |
| 9th or 10th                                       | 26.7                |                              | 25.9                |                              | 25.8                |                              | 27.2                |                              | 29.8                |                              | 30.0                |                              |
| 11th or 12th                                      | 14.8                |                              | 15.6                |                              | 12.3                |                              | 9.5                 |                              | 17.1                |                              | 15.5                |                              |
| School does not assign grade levels               | 0.2                 |                              | 0.3                 |                              | 0.2                 |                              | 0.2                 |                              | 0.3                 |                              | 0.2                 |                              |
| Dropped out of school/not currently enrolled      | 0.2                 |                              | 0.2                 |                              | 0.3                 |                              | 0.3                 |                              | 0.1                 |                              | 0.1                 |                              |
| Working toward GED                                | 0.5                 |                              | 0.5                 |                              | 0.7                 |                              | 0.8                 |                              | 0.8                 |                              | 0.8                 |                              |
| Earned diploma or GED and in postsecondary school | 0.4                 |                              | 0.5                 |                              | 0.8                 |                              | 0.6                 |                              | 0.7                 |                              | 0.9                 |                              |

## Appendix D Competitive PREP Tables

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Earned diploma or GED and not in postsecondary school | 2.9                 |                              | 3.4                 |                              | 2.6                 |                              | 3.3                 |                              | 4.7                 |                              | 5.2                 |                              |
| <b>Race and ethnicity<sup>b</sup></b>                 |                     | <b>18,301</b>                |                     | <b>18,369</b>                |                     | <b>19,944</b>                |                     | <b>14,373</b>                |                     | <b>9,284</b>                 |                     | <b>7,034</b>                 |
| American Indian or Alaska Native                      | 6.5                 |                              | 6.1                 |                              | 6.3                 |                              | 6.3                 |                              | 7.0                 |                              | 7.4                 |                              |
| Asian   | 6.3                 |                              | 6.3                 |                              | 6.0                 |                              | 6.5                 |                              | 3.8                 |                              | 4.0                 |                              |
| Black or African American                             | 32.7                |                              | 34.7                |                              | 40.9                |                              | 37.3                |                              | 30.5                |                              | 30.9                |                              |
| Native Hawaiian or Pacific Islander                   | 9.3                 |                              | 8.8                 |                              | 9.4                 |                              | 10.7                |                              | 20.0                |                              | 18.2                |                              |
| White   | 45.6                |                              | 45.9                |                              | 39.2                |                              | 41.3                |                              | 43.3                |                              | 44.2                |                              |
| Hispanic or Latino                                    | 38.3                | 21,370                       | 39.9                | 20,290                       | 35.2                | 21,806                       | 36.2                | 15,723                       | 32.1                | 10,286                       | 33.0                | 7,934                        |
| <b>Number of youth completing survey</b>              | 23,202              |                              | 21,604              |                              | 24,322              |                              | 17,446              |                              | 10,448              |                              | 8,087               |                              |

Source: 2018–2019, 2019–2020, and 2020–2021 entry and exit surveys.

Note: Youth who responded to the entry survey might not be the same youth who responded to the exit survey.

Percentages might not sum to 100 because of rounding.

<sup>a</sup> Data in this column represent the total number of youth who responded to the relevant question.

<sup>b</sup> Youth could select more than one item, so percentages might sum to more than 100.



**Table D.20. Languages youth usually speak at home (Competitive PREP)**

| Most common languages reported               | Percentage of youth <sup>a</sup> |               |               |
|--|----------------------------------|---------------|---------------|
|  | 2018–2019                        | 2019–2020     | 2020–2021     |
| English                                      | 80.5                             | 81.7          | 78.9          |
| Spanish                                      | 21.1                             | 22.0          | 18.0          |
| Samoan                                       | 2.5                              | 1.7           | 10.1          |
| Tongan                                       | 0.0                              | 0.2           | 0.7           |
| Palauan                                      | 0.5                              | 0.5           | 0.6           |
| Creole                                       | 0.5                              | 0.9           | 0.6           |
| Filipino or Tagalog                          | 0.3                              | 0.4           | 0.3           |
| Arabic                                       | 0.5                              | 0.4           | 0.2           |
| Vietnamese                                   | 0.0                              | 0.2           | 0.2           |
| Fijian                                       | 0.0                              | 0.0           | 0.1           |
| Korean                                       | 0.0                              | 0.0           | 0.1           |
| Chuukese                                     | 0.2                              | 0.3           | 0.1           |
| Chinese                                      | 0.0                              | 0.1           | 0.1           |
| French                                       | 0.2                              | 0.1           | 0.1           |
| Amharic                                      | 0.4                              | 0.2           | 0.0           |
| Chamorro                                     | 0.1                              | 0.2           | 0.0           |
| Russian                                      | 0.1                              | 0.1           | 0.0           |
| Kurdish                                      | 0.1                              | 0.1           | 0.0           |
| Other language specified                     | 0.8                              | 0.8           | 1.1           |
| <b>Number of youth who responded to item</b> | <b>21,359</b>                    | <b>22,674</b> | <b>10,385</b> |
| <b>Number of youth completing survey</b>     | <b>23,202</b>                    | <b>24,322</b> | <b>10,448</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Notes: In 2018–2019 programs only reported the 5 most common languages other than English and Spanish reported by youth. In 2019–2020 and 2020–2021, programs reported the 10 most common languages. If there were more than 5 or 10 languages reported within a program, those languages would not be submitted. Therefore, the percentages might undercount the languages youth usually speak at home.

<sup>a</sup> Youth could select more than one language, so percentages might sum to more than 100.

**Table D.21. Youth living situation (Competitive PREP)**

| Measure  | Percentage of youth |               |               |
|--|---------------------|---------------|---------------|
|  | 2018–2019           | 2019–2020     | 2020–2021     |
| Youth in foster care   | 6.6                 | 5.6           | 2.3           |
| Living with a family   | 5.5                 | 4.6           | 1.2           |
| Living in a group home   | 1.1                 | 1.1           | 1.2           |
| Runaway or homeless youth  | 2.4                 | 1.9           | 1.2           |
| Couch surfing or moving from house to house                                      | 1.2                 | 1.3           | 0.6           |
| Living in a place not meant to be a residence                                    | 0.5                 | 0.4           | 0.2           |
| Staying in emergency shelter, transitional living program, or motel <sup>a</sup> | 0.7                 | 0.3           | 0.2           |
| In adjudication system <sup>b</sup>  | 2.4                 | 2.3           | 2.7           |
| Living with family <sup>c</sup>  | --                  | --            | 77.9          |
| None of the above  | 89.6                | 91.4          | 19.2          |
| <b>Number of youth who responded to item</b>                                     | <b>18,496</b>       | <b>21,029</b> | <b>10,083</b> |
| <b>Number of youth completing survey</b>   | <b>23,202</b>       | <b>24,322</b> | <b>10,448</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Note: Youth could select more than one item, so percentages might sum to more than 100.

<sup>a</sup> “Staying in emergency shelter or transitional living program” and “Hotel or motel” were reported as separate residence categories in the revised entry and exit surveys.

<sup>b</sup> “In adjudication system” includes youth in juvenile detention, jail, prison, or another correctional facility, or under the supervision of a probation officer.

<sup>c</sup> Living with family was added as a response category to the revised survey for State PREP, Competitive PREP, and PREIS grantees in September 2020.

**Table D.22. High-school-age youths' sexual behaviors at program entry (Competitive PREP)**

| Measure  | 2020–2021           |                                       |
|--|---------------------|---------------------------------------|
|  | Percentage of youth | Number of youth who responded to item |
| Ever had sexual intercourse  | 36.7                | 3,872                                 |
| <b>Number of sexual partners in the past three months<sup>a</sup></b>          |                     | <b>1,388</b>                          |
| 0 people   | 44.0                |                                       |
| 1 person   | 41.4                |                                       |
| 2 or 3 people  | 10.3                |                                       |
| 4 or more people   | 4.3                 |                                       |
| <b>Frequency of condom use in the past three months<sup>b</sup></b>            |                     | <b>920</b>                            |
| All of the time  | 33.8                |                                       |
| Most of the time   | 15.3                |                                       |
| Some of the time   | 14.1                |                                       |
| None of the time   | 36.7                |                                       |
| <b>Frequency of birth control use in the past three months<sup>b</sup></b>     |                     | <b>911</b>                            |
| All of the time  | 29.4                |                                       |
| Most of the time   | 12.6                |                                       |
| Some of the time   | 13.3                |                                       |
| None of the time   | 44.7                |                                       |
| <b>Ever been pregnant or gotten someone pregnant<sup>a</sup></b>               |                     | <b>1,821</b>                          |
| Yes  | 12.6                |                                       |
| No   | 80.0                |                                       |
| Not sure   | 7.4                 |                                       |
| Ever been diagnosed with a sexually transmitted infection                      | 4.0                 | 3,768                                 |
| <b>Number of youth completing high-school or older version of entry survey</b> |                     | <b>4,222</b>                          |

Source: 2020–2021 entry surveys for high school-age youth participating in Competitive PREP grant programs.

Notes: Percentages might not sum to 100 due to rounding. Only youth who were high-school age or older responded to these items.

<sup>a</sup> Measure only includes youth who had ever had sexual intercourse.

<sup>b</sup> Measure only includes youth who had sexual intercourse in the past three months.

**Table D.23. Youth reasoning for intending to abstain from sex at program exit (Competitive PREP)**

| Measure  | Percentage of youth  |                   |                    |                |                 |
|--|----------------------|-------------------|--------------------|----------------|-----------------|
|  | 2020–2021            |                   |                    |                |                 |
| Youth plan to abstain from sexual intercourse in next 3 months         |                      |                   |                    |                |                 |
| Yes  | 56.1                 |                   |                    |                |                 |
| No   | 22.2                 |                   |                    |                |                 |
| Not sure   | 21.7                 |                   |                    |                |                 |
| Number of youth responding to item                                     | 2,734                |                   |                    |                |                 |
| Reason for planning to abstain from sex <sup>a</sup>                   | Not at all important | Not too important | Somewhat important | Very important | Number of youth |
| It might affect plans for the future                                   | 10.7                 | 8.6               | 20.4               | 60.3           | 1,788           |
| The possible emotional consequences                                    | 9.8                  | 11.0              | 24.8               | 54.4           | 1,773           |
| The possible social consequences                                       | 11.7                 | 10.8              | 24.2               | 53.4           | 1,677           |
| Risk of getting an STI   | 6.9                  | 3.8               | 10.4               | 79.0           | 1,569           |
| Risk of becoming or getting someone pregnant                           | 7.2                  | 3.5               | 10.9               | 78.5           | 1,768           |
| Number of youth completing high-school or older version of exit survey | 3,441                |                   |                    |                |                 |

Source: 2020–2021 exit surveys for high school-age youth participating in Competitive PREP grant programs.

<sup>a</sup> Items were only asked of youth who answered “yes” when asked if they were planning to abstain from sex for the next three months.

STI = sexually transmitted infection.

**Table D.24. Youth intentions related to sexual behaviors at program exit (Competitive PREP)**

| Measure   | 2020–2021           |                      |                |                      |                  |                 |
|---|---------------------|----------------------|----------------|----------------------|------------------|-----------------|
|   | Percentage of youth |                      |                |                      |                  | Number of youth |
|   | Much more likely    | Somewhat more likely | About the same | Somewhat less likely | Much less likely |                 |
| Youth plan to have sexual intercourse in next 3 months  | 8.8                 | 6.4                  | 39.3           | 12.3                 | 33.1             | 1,492           |
| Youth plan to use a condom if they have sexual intercourse in next 3 months                         | 52.1                | 14.7                 | 22.1           | 3.1                  | 8.1              | 975             |
| Youth plan to use other birth control if they have sexual intercourse in next 3 months <sup>b</sup> | 45.1                | 14.4                 | 27.8           | 3.5                  | 9.2              | 944             |
| Number of youth completing high-school or older version of exit survey                              |                     |                      |                |                      |                  | 3,441           |

Source: 2020–2021 exit surveys for high school-age youth participating in Competitive PREP grant programs.

Note: Measures in this table were only asked of youth who answered “no” or “not sure” when asked if they were planning to abstain from sex for the next three months.

<sup>b</sup> Birth control included methods other than condoms such as birth control pills, the shot, the patch, the ring, IUD, or implant.

**Table D.25. Youth perception of being prepared for adulthood, by APS implemented (Competitive PREP)**

| Measure   | 2020–2021             |                     |                        |                            |                        |                    |         | Number of youth |
|---|-----------------------|---------------------|------------------------|----------------------------|------------------------|--------------------|---------|-----------------|
|   | Percentage of youth   |                     |                        |                            |                        |                    |         |                 |
|   | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career | Financial literacy | Overall |                 |
| Percentage of youth who were much more or somewhat more likely to:  |                       |                     |                        |                            |                        |                    |         |                 |
| Work together to find a solution when they disagree with a friend   | 69.2                  | --                  | --                     | --                         | --                     | --                 | 69.1    | 6,595           |
| Speak up or ask for help if they are being bullied in person or online, via text, while gaming, or through other social media                         | 63.2                  | --                  | --                     | --                         | --                     | --                 | 63.2    | 6,541           |
| Speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media                       | 70.0                  | --                  | --                     | --                         | --                     | --                 | 69.7    | 6,566           |
| Better understand what makes a relationship healthy   | 82.7                  | --                  | --                     | --                         | --                     | --                 | 82.5    | 4,723           |
| Look for information and resources about dating violence  | 66.4                  | --                  | --                     | --                         | --                     | --                 | 66.7    | 4,659           |
| Resist or say no to someone they are dating with if they pressure them to participate in sexual acts, such as kissing, touching private parts, or sex | 76.7                  | --                  | --                     | --                         | --                     | --                 | 76.4    | 4,698           |
| Talk to a friend if someone they are dating makes them uncomfortable, hurts them, or pressures them to do things they don't want to do                | 76.4                  | --                  | --                     | --                         | --                     | --                 | 76.0    | 4,685           |

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| Measure  | 2020–2021             |                     |                        |                            |                        |                    |         | Number of youth |
|--|-----------------------|---------------------|------------------------|----------------------------|------------------------|--------------------|---------|-----------------|
|  | Percentage of youth   |                     |                        |                            |                        |                    |         |                 |
|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career | Financial literacy | Overall |                 |
| Talk to a trusted adult if someone they are dating makes them uncomfortable, hurts them, or pressures them to do things they don't want to do                            | 71.9                  | --                  | --                     | --                         | --                     | --                 | 71.7    | 4,696           |
| Talk to a trusted adult if someone <i>other than</i> the person they are dating makes them uncomfortable, hurts them or pressures them to do things you don't want to do | 73.9                  | --                  | --                     | --                         | --                     | --                 | 73.9    | 4,671           |
| Resist or say no to peer pressure  | 69.2                  | 69.2                | 69.5                   | --                         | --                     | --                 | 69.1    | 6,589           |
| Choose to spend time with friends that keep them out of trouble  | 69.6                  | 69.6                | 69.7                   | --                         | --                     | --                 | 69.4    | 6,583           |
| Be respectful to others  | 76.8                  | 76.8                | 77.1                   | --                         | --                     | --                 | 76.7    | 6,580           |
| Manage your emotions in healthy ways   | --                    | 66.3                | 67.0                   | --                         | --                     | --                 | 66.3    | 6,604           |
| Make decisions to not use drugs and alcohol  | --                    | 74.9                | 75.7                   | --                         | --                     | --                 | 74.4    | 6,580           |
| Think about the consequences before making a decision  | --                    | 70.7                | --                     | --                         | --                     | --                 | 70.7    | 6,585           |
| Care about doing well in school.   | --                    | 76.4                | 76.5                   | --                         | 78.0                   | --                 | 76.5    | 6,603           |
| Talk with a parent, guardian, or caregiver about things going on in their life   | --                    | --                  | --                     | 59.4                       | --                     | --                 | 60.1    | 6,586           |
| Talk with a parent, guardian, or caregiver about sex   | --                    | --                  | --                     | 41.5                       | --                     | --                 | 44.0    | 6,536           |

## Appendix D Competitive PREP Tables

| Measure  | 2020–2021             |                     |                        |                            |                        |                    |         | Number of youth |
|--|-----------------------|---------------------|------------------------|----------------------------|------------------------|--------------------|---------|-----------------|
|  | Percentage of youth   |                     |                        |                            |                        |                    |         |                 |
|  | Healthy relationships | Healthy life skills | Adolescent development | Parent–child communication | Educational and career | Financial literacy | Overall |                 |
| Feel comfortable talking with a parent, guardian, or caregiver about sex     | --                    | --                  | --                     | 40.4                       | --                     | --                 | 43.1    | 6,526           |
| Make plans to reach their goals  | --                    | --                  | --                     | --                         | 79.3                   | --                 | 77.0    | 6,613           |
| Graduate high school or get my GED   | --                    | --                  | --                     | --                         | 73.2                   | --                 | 76.4    | 6,590           |
| Get more education and/or training after high school or completing their GED | --                    | --                  | --                     | --                         | 74.0                   | --                 | 71.9    | 6,583           |
| Get a steady full-time job after school                                      | --                    | --                  | --                     | --                         | 75.1                   | --                 | 75.2    | 6,597           |
| Save money to get things I want  | --                    | --                  | --                     | --                         | --                     | 81.6               | 77.4    | 6,598           |
| Feel confident about how to open a bank account                              | --                    | --                  | --                     | --                         | --                     | 68.5               | 62.4    | 6,570           |
| Feel confident about how to prepare a budget                                 | --                    | --                  | --                     | --                         | --                     | 70.7               | 64.1    | 6,551           |
| Feel confident about how to track expenses                                   | --                    | --                  | --                     | --                         | --                     | 70.7               | 64.1    | 6,572           |
| Understand the costs associated with raising a child                         | --                    | --                  | --                     | --                         | --                     | 74.8               | 71.5    | 6,606           |
| Number of youth completing survey  |                       |                     |                        |                            |                        |                    |         | 8,087           |

Source: 2020–2021 exit surveys for youth participating in Competitive PREP grant programs.

Note: For each measure, percentages were calculated for each related APS and were restricted to youth who were served by programs implementing the APS.

APS = adulthood preparation subject.



**Table D.26. Youth program experiences (Competitive PREP)**

| Measure  | 2018–2019           |                 | 2019–2020           |                 | 2020–2021           |                 |
|--|---------------------|-----------------|---------------------|-----------------|---------------------|-----------------|
|  | Percentage of youth | Number of youth | Percentage of youth | Number of youth | Percentage of youth | Number of youth |
| Youth were interested in program sessions and classes all or most of the time                                  | 67.5                | 18,015          | 66.7                | 15,381          | 71.9                | 7,041           |
| The material presented was clear all or most of the time   | 86.6                | 17,852          | 85.8                | 15,302          | 82.6                | 7,227           |
| Discussions or activities helped youth learn program lessons all or most of the time                           | 83.4                | 17,838          | 82.9                | 15,221          | 82.2                | 7,240           |
| Youth had a chance to ask questions about topics or issues that came up in the program all or most of the time | 80.0                | 17,792          | 78.1                | 15,399          | 76.2                | 7,236           |
| Youth felt respected as people all or most of the time   | 88.4                | 17,924          | 88.1                | 15,435          | 87.4                | 7,243           |
| <b>Number of youth completing exit survey</b>  |                     | <b>21,604</b>   |                     | <b>17,446</b>   |                     | <b>8,087</b>    |

Source: 2018–2019, 2019–2020, and 2020–2021 exit surveys.

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**Appendix E:**  
**PREIS Tables**

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**Table E.1. PREP scale (PREIS)**

| Measure            | Number    |           |           |           |
|--------------------|-----------|-----------|-----------|-----------|
|                    | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
| Grantees           | 13        | 13        | 12        | 12        |
| Providers          | 24        | 21        | 20        | 20        |
| Programs           | 22        | 20        | 19        | 17        |
| Facilitators       | 74        | 70        | 63        | 19        |
| Youth participants | 952       | 1,685     | 1,755     | 1,080     |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and attendance, reach, and dosage data.

Note: Not all providers served youth, and not all programs reported on the number of youth participants and the program characteristics. The length of the reporting periods for measures of attendance, reach, and dosage—including the number of youth participants—varied across years. Notably, the 2017–2018 period included six months, whereas the other periods each included 11 or 12 months.

**Table E.2. Grantee and provider funding (PREIS)**

| Measure                      | Dollars      |              |              |              |
|------------------------------|--------------|--------------|--------------|--------------|
|                              | 2017–2018    | 2018–2019    | 2019–2020    | 2020–2021    |
| <b>Grant award amount</b>    |              |              |              |              |
| Mean                         | 909,163.20   | 767,295.85   | 809,760.17   | 832,671.73   |
| Median                       | 898,913.00   | 833,383.00   | 844,390.00   | 860,338.00   |
| Minimum                      | 478,919.00   | 200,356.00   | 489,603.00   | 485,609.00   |
| Maximum                      | 1,451,094.00 | 1,017,497.00 | 1,017,497.00 | 1,079,684.00 |
| <b>Number of grantees</b>    | <b>13</b>    | <b>13</b>    | <b>12</b>    | <b>12</b>    |
| <b>Provider award amount</b> |              |              |              |              |
| Mean                         | 340,382.70   | 394,595.62   | 335,364.65   | 358,694.89   |
| Median                       | 14,000.00    | 286,855.00   | 101,379.50   | 0.00         |
| Minimum                      | 0.00         | 1,000.00     | 0.00         | 0.00         |
| Maximum                      | 1,144,823.00 | 1,017,497.00 | 996,596.00   | 1,079,684.00 |
| <b>Number of providers</b>   | <b>24</b>    | <b>21</b>    | <b>20</b>    | <b>20</b>    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

**Table E.3. Grantee funding allocation (PREIS)**

| Percentage of PREP funding allocated to: <sup>a</sup>       | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------|-----------|-----------|-----------|
| Direct service provision                                    | 39.5      | 38.6      | 42.1      | 33.5      |
| Training, TA, and monitoring conducted at the grantee level | 8.1       | 9.2       | 9.4       | 11.5      |
| Evaluation and/or research                                  | 27.5      | 27.7      | 28.3      | 32.6      |
| Administrative purposes at the grantee level                | 24.8      | 24.5      | 20.2      | 22.4      |
| <b>Number of grantees</b>                                   | <b>13</b> | <b>13</b> | <b>12</b> | <b>12</b> |

Source: Data from 2018–2019 and 2019–2020 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

TA = technical assistance.

**Table E.4. Grantee staffing (PREIS)**

| Number involved in overseeing PREP | 2017–2018     |                   | 2018–2019     |                   | 2019–2020     |                   | 2020–2021     |                   |
|------------------------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|---------------|-------------------|
|                                    | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE | Grantee staff | Grantee staff FTE |
| Mean                               | 5.4           | 3.0               | 4.7           | 3.1               | 4.8           | 2.9               | 4.4           | 2.3               |
| Median                             | 3.0           | 2.8               | 5.0           | 3.0               | 3.5           | 2.9               | 3.0           | 1.7               |
| Minimum                            | 1.0           | 0.5               | 1.0           | 0.6               | 1.0           | 0.8               | 1.0           | 1.0               |
| Maximum                            | 16.0          | 7.0               | 11.0          | 5.8               | 13.0          | 7.2               | 11.0          | 5.0               |
| <b>Number of grantees</b>          | <b>13</b>     |                   | <b>13</b>     |                   | <b>12</b>     |                   | <b>12</b>     |                   |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

FTE = full-time equivalent.

**Table E.5. Facilitator staffing among providers that served youth (PREIS)**

| Number PREP program facilitators | 2017–2018 | 2018–2019 | 2019–2020 | 2020–2021 |
|----------------------------------|-----------|-----------|-----------|-----------|
| Mean                             | 3.9       | 3.7       | 4.2       | 3.2       |
| Median                           | 4.0       | 4.0       | 5.0       | 3.0       |
| Minimum                          | 1.0       | 0.0       | 0.0       | 0.0       |
| Maximum                          | 14.0      | 7.0       | 8.0       | 8.0       |
| <b>Number of providers</b>       | <b>19</b> | <b>19</b> | <b>15</b> | <b>7</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Table E.6. Grantee support for program implementation (PREIS)

| Measure   | 2017–2018                 |                   |             | 2018–2019                 |                   |             | 2019–2020                 |                   |             | 2020–2021                 |                   |             |
|---|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|---------------------------|-------------------|-------------|
|   | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA | Observed program delivery | Provided training | Provided TA |
| Percentage of grantees whose staff or designees provided implementation support                       | 100.0                     | 100.0             | 76.9        | 100.0                     | 100.0             | 100.0       | 100.0                     | 100.0             | 91.7        | 45.5                      | 63.6              | 54.5        |
| <b>Type of organization that provided implementation support (percentage of grantees)<sup>a</sup></b> |                           |                   |             |                           |                   |             |                           |                   |             |                           |                   |             |
| Grantee   | 92.3                      | 84.6              | 90.0        | 84.6                      | 92.3              | 66.7        | 83.3                      | 91.7              | 81.8        | 80.0                      | 100.0             | 83.3        |
| Developer   | 69.2                      | 69.2              | 80.0        | 75.0                      | 83.3              | 66.7        | 58.3                      | 75.0              | 63.6        | 100.0                     | 71.4              | 66.7        |
| Training or TA partner  | 25.0                      | 53.8              | 60.0        | 23.1                      | 50.0              | 58.3        | 16.7                      | 33.3              | 45.5        | 0.0                       | 42.9              | 33.3        |
| Evaluation partner  | 53.8                      | 46.2              | 50.0        | 53.8                      | 46.2              | 50.0        | 50.0                      | 33.3              | 45.5        | 80.0                      | 28.6              | 33.3        |
| Program provider  | 41.7                      | 46.2              | 20.0        | 58.3                      | 66.7              | 61.5        | 25.0                      | 33.3              | 18.2        | 60.0                      | 42.9              | 16.7        |
| <b>Number of grantees</b>   | <b>13</b>                 |                   |             | <b>13</b>                 |                   |             | <b>12</b>                 |                   |             | <b>12</b>                 |                   |             |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> Only grantees that reported providing the named support were asked this item. Grantees could select more than one type of organization, so percentages might sum to more than 100.

TA = technical assistance.

**Table E.7. Facilitator support among providers that served youth (PREIS)**

| Measure                                     | 2017–2018                         | 2018–2019 | 2019–2020 | 2020–2021 |
|---|-----------------------------------|-----------|-----------|-----------|
| <b>Facilitators</b>                         | <b>Percentage of facilitators</b> |           |           |           |
| Trained                                     | 100.0                             | 87.1      | 82.5      | 100.0     |
| Observed at all                             | 71.6                              | 74.3      | 71.4      | 89.5      |
| Observed once                               | 28.4                              | 14.3      | 19.0      | 26.3      |
| Observed twice or more                      | 43.2                              | 60.0      | 52.4      | 63.2      |
| <b>Number of facilitators</b>               | <b>74</b>                         | <b>70</b> | <b>63</b> | <b>19</b> |
| <b>Providers</b>                            | <b>Percentage of providers</b>    |           |           |           |
| Had any facilitators trained                | 95.0                              | 100.0     | 100.0     | 100.0     |
| Had all facilitators trained                | 95.0                              | 77.8      | 64.3      | 100.0     |
| Had any facilitators observed at least once | 90.0                              | 94.7      | 93.3      | 66.7      |
| Had all facilitators observed at least once | 68.4                              | 61.1      | 57.1      | 60.0      |
| <b>Number of providers</b>                  | <b>19</b>                         | <b>19</b> | <b>15</b> | <b>7</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.



**Table E.8. Implementation challenges reported by providers that served youth (PREIS)**

| Potential challenge                           | Percentage of providers reporting in<br>that potential challenge was a somewhat or serious problem |           |           |           |
|---|--|-----------|-----------|-----------|
|   | 2017–2018  | 2018–2019 | 2019–2020 | 2020–2021 |
| Getting youth to attend regularly             | 75.0   | 78.9      | 80.0      | 66.7      |
| Recruiting youth                              | 75.0   | 78.9      | 73.3      | 66.7      |
| Obtaining buy-in or support from stakeholders | 25.0   | 26.3      | 33.3      | 66.7      |
| Keeping youth engaged                         | 50.0   | 57.9      | 40.0      | 50.0      |
| Recruiting qualified staff                    | 25.0   | 42.1      | 20.0      | 33.3      |
| Program facilities                            | 15.0   | 10.5      | 20.0      | 33.3      |
| Staff turnover                                | 35.0   | 26.3      | 26.7      | 33.3      |
| Natural disasters                             | 10.0   | 0.0       | 40.0      | 16.7      |
| Covering program content                      | 15.0   | 36.8      | 33.3      | 16.7      |
| Youth behavioral problems                     | 10.0   | 21.1      | 20.0      | 0.0       |
| Negative peer reactions                       | 0.0  | 5.3       | 6.7       | 0.0       |
| Ensuring facilitators understand content      | 10.0   | 31.6      | 13.3      | 0.0       |
| <b>Number of providers</b>                    | <b>19</b>  | <b>19</b> | <b>15</b> | <b>7</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

**Table E.9. Requests for TA by providers that served youth (PREIS)**

| Potential challenge                           | Percentage of providers reporting being somewhat interested or very interested in TA topic |           |           |           |
|---|--|-----------|-----------|-----------|
|   | 2017–2018  | 2018–2019 | 2019–2020 | 2020–2021 |
| Parent support and engagement                 | 25.0   | 42.1      | 33.3      | 66.7      |
| Obtaining buy-in or support from stakeholders | 25.0   | 31.6      | 33.3      | 66.7      |
| Addressing youth behavioral problems          | 15.0   | 42.1      | 26.7      | 66.7      |
| Training facilitators                         | 15.0   | 36.8      | 26.7      | 50.0      |
| Recruiting qualified staff                    | 10.0   | 21.1      | 20.0      | 50.0      |
| Retaining staff                               | 0.0  | 10.5      | 13.3      | 50.0      |
| Keeping youth engaged in program session      | 30.0   | 52.6      | 46.7      | 50.0      |
| Getting youth to attend regularly             | 55.0   | 36.8      | 40.0      | 33.3      |
| Recruiting youth                              | 55.0   | 57.9      | 40.0      | 33.3      |
| Evaluation                                    | 10.0   | 15.8      | 40.0      | 33.3      |
| Minimizing negative peer reactions            | 0.0  | 10.5      | 13.3      | 16.7      |
| Youth with special needs <sup>b</sup>         | 15.0   | 0.0       | 0.0       | 0.0       |
| Virtual programming <sup>b</sup>              | --   | --        | 7.1       | 20.0      |
| Counseling <sup>b</sup>                       | 0.0  | 0.0       | 0.0       | 0.0       |
| Sustainability <sup>b</sup>                   | 0.0  | 0.0       | 0.0       | 0.0       |
| Other <sup>b</sup>                            | 0.0  | 5.3       | 7.1       | 5.0       |
| <b>Number of providers</b>                    | <b>19</b>  | <b>19</b> | <b>15</b> | <b>7</b>  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

<sup>a</sup> “Not interested” includes providers that responded either “not interested” or “not interested, already received.” The latter was a response option in 2019–2020 and 2020–2021

<sup>b</sup> Program providers were given the option to identify additional topics for which they would like TA. Because program providers wrote in new categories for which they were either “interested” or “very interested,” the performance measures do not identify program providers that were “not interested” in the new categories. Thus, only the percentage of providers that indicated that they were “interested” or “very interested” are available for these new categories. “Other” includes write-in responses reported by fewer than three providers.

TA = technical assistance.

## Appendix E PREIS Tables

**Table E.10. PREP program models implemented (PREIS)**

| Program model   | 2017–2018           |                         | 2018–2019           |                         | 2019–2020           |                         | 2020–2021           |                         |
|---|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|---------------------|-------------------------|
|   | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers | Number of providers | Percentage of providers |
| DREAMS  | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| Healthy Adolescent Transitions Plus                             | 0                   | 0.0                     | 0                   | 0.0                     | 1                   | 6.3                     | 1                   | 14.3                    |
| Promoting Adolescent Sexual Health and Safety – Brothers Rising | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| Promoting Adolescent Sexual Health and Safety – Sisters Rising  | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| In the Know   | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| Native STAND  | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| SPARK Mentoring Curriculum                                      | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| Vision of You   | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 1                   | 14.3                    |
| Rights, Respect, Responsibility                                 | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 0                   | 0.0                     |
| About Us  | 4                   | 20.0                    | 6                   | 31.6                    | 4                   | 25.0                    | 0                   | 0.0                     |
| Girls With Ambition   | 0                   | 0.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 0                   | 0.0                     |
| Health Education and Relationships through theater (HEART)      | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 0                   | 0.0                     |
| Healthy Adolescent Transitions                                  | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 0                   | 0.0                     |
| Lead Her/Sassy Science  | 1                   | 5.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Lion's Quest  | 1                   | 5.0                     | 0                   | 0.0                     | 0                   | 0.0                     | 0                   | 0.0                     |
| Project Legacy  | 5                   | 25.0                    | 2                   | 10.5                    | 1                   | 6.3                     | 0                   | 0.0                     |
| e-Practice Self-Regulation                                      | 1                   | 5.0                     | 1                   | 5.3                     | 1                   | 6.3                     | 0                   | 0.0                     |
| <b>Number of providers</b>                                      | <b>20</b>           |                         | <b>19</b>           |                         | <b>15</b>           |                         | <b>7</b>            |                         |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

## Appendix E PREIS Tables

**Table E.11. Percentage of youth participating in evidence-based programs (PREIS)**

|  | 2017–2018  | 2018–2019    | 2019–2020    | 2020–2021    |
|--|------------|--------------|--------------|--------------|
| Percentage of youth participating in evidence-based programs | 0.0        | 0.0          | 0.0          | 0.0          |
| <b>Number of youth</b>                                       | <b>952</b> | <b>1,685</b> | <b>1,755</b> | <b>1,080</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Program models were defined as evidence-based if they were identified as such in the HHS evidence review updated in 2018 (<https://tppevidencereview.youth.gov/>).

**Table E.12. Number of APSs implemented (PREIS)**

| Number of APSs implemented | Percentage of programs |           |           |           |
|----------------------------|------------------------|-----------|-----------|-----------|
|                            | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| 0–2 subjects               | 0.0                    | 5.0       | 5.9       | 50.0      |
| 3 subjects                 | 31.8                   | 25.0      | 17.6      | 20.0      |
| 4 or 5 subjects            | 63.6                   | 70.0      | 64.7      | 30.0      |
| 6 subjects                 | 4.5                    | 0.0       | 11.8      | 0.0       |
| <b>Number of programs</b>  | <b>22</b>              | <b>20</b> | <b>19</b> | <b>17</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

APS = adulthood preparation subject.

**Table E.13. APS implemented (PREIS)**

| APS implemented                | Percentage of programs |           |           |           |
|--------------------------------|------------------------|-----------|-----------|-----------|
|                                | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| Healthy relationships          | 95.5                   | 95.0      | 88.2      | 90.0      |
| Healthy life skills            | 95.5                   | 95.0      | 88.2      | 90.0      |
| Adolescent development         | 86.4                   | 85.0      | 82.4      | 30.0      |
| Parent–child communication     | 36.4                   | 55.0      | 70.6      | 20.0      |
| Educational and career success | 50.0                   | 40.0      | 52.9      | 40.0      |
| Financial literacy             | 13.6                   | 10.0      | 23.5      | 30.0      |
| <b>Number of programs</b>      | <b>22</b>              | <b>20</b> | <b>19</b> | <b>17</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Adulthood preparation subjects are not mutually exclusive. Providers could implement multiple subjects.

APS = adulthood preparation subject.

Table E.14. How programs delivered APS content to youth (PREIS)

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| 2017–2018  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 71.4   | 71.4                | 73.7                   | 62.5                       | 72.7                       | 66.7               |
| Incorporated an entire additional curriculum                 | 0.0  | 0.0                 | 0.0                    | 0.0                        | 0.0                        | 0.0                |
| Added lessons from another existing curriculum               | 0.0  | 4.8                 | 0.0                    | 25.0                       | 0.0                        | 33.3               |
| Covered by original content that provider or partner created | 42.9   | 47.6                | 36.8                   | 37.5                       | 54.5                       | 100.0              |
| Number of programs   | 22   |                     |                        |                            |                            |                    |
| 2018–2019  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 63.2   | 63.2                | 70.6                   | 72.7                       | 62.5                       | 100.0              |
| Incorporated an entire additional curriculum                 | 5.3  | 5.3                 | 0.0                    | 9.1                        | 0.0                        | 0.0                |
| Added lessons from another existing curriculum               | 5.3  | 0.0                 | 0.0                    | 9.1                        | 0.0                        | 50.0               |
| Covered by original content that provider or partner created | 52.6   | 52.6                | 47.1                   | 18.2                       | 87.5                       | 50.0               |
| Number of programs   | 20   |                     |                        |                            |                            |                    |
| 2019–2020  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 73.3   | 73.3                | 78.6                   | 75.0                       | 55.6                       | 75.0               |
| Incorporated an entire additional curriculum                 | 6.7  | 6.7                 | 0.0                    | 25.0                       | 0.0                        | 0.0                |
| Added lessons from another existing curriculum               | 0.0  | 0.0                 | 0.0                    | 0.0                        | 0.0                        | 25.0               |

## Appendix E PREIS Tables

| Measure  | Percentage among programs implementing the APS |                     |                        |                            |                            |                    |
|--|--|---------------------|------------------------|----------------------------|----------------------------|--------------------|
|  | Healthy relationships                          | Healthy life skills | Adolescent development | Parent-child communication | Educational career success | Financial literacy |
| Covered by original content that provider or partner created | 60.0   | 60.0                | 57.1                   | 50.0                       | 88.9                       | 75.0               |
| Number of programs   | 19   |                     |                        |                            |                            |                    |
| 2020–2021  |  |                     |                        |                            |                            |                    |
| Covered by adolescent pregnancy prevention curriculum        | 100.0  | 88.9                | 100.0                  | 100.0                      | 75.0                       | 66.7               |
| Incorporated an entire additional curriculum                 | 11.1   | 11.1                | 33.3                   | 50.0                       | 0.0                        | 0.0                |
| Added lessons from another existing curriculum               | 0.0  | 0.0                 | 0.0                    | 0.0                        | 0.0                        | 33.3               |
| Covered by original content that provider or partner created | 88.9   | 88.9                | 66.7                   | 50.0                       | 100.0                      | 66.7               |
| Number of programs   | 17   |                     |                        |                            |                            |                    |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Content delivery methods are not mutually exclusive. Providers could deliver content in multiple ways.

This item was asked only of providers that reported implementing the named APS.

**Table E.15. Number of youth participants, by grade level and by implementation setting (PREIS)**

| Youth participants                           | 2017–2018       |                                  | 2018–2019       |                                  | 2019–2020       |                                   | 2020–2021       |                                  |
|--|-----------------|----------------------------------|-----------------|----------------------------------|-----------------|-----------------------------------|-----------------|----------------------------------|
|  | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>a</sup> | Number of youth | Percentage of youth <sup>bc</sup> | Number of youth | Percentage of youth <sup>b</sup> |
| <b>Grade level</b>                           |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Middle school                                | --              | --                               | --              | --                               | 18              | 2.8                               | 49              | 4.5                              |
| High school                                  | --              | --                               | --              | --                               | 622             | 97.2                              | 1,031           | 95.5                             |
| <b>Program implementation setting</b>        |                 |                                  |                 |                                  |                 |                                   |                 |                                  |
| Schools, during school                       | 494             | 51.9                             | 838             | 49.7                             | 1,052           | 59.9                              | 0               | 0.0                              |
| Schools, after school                        | 106             | 11.1                             | 316             | 18.8                             | 285             | 16.2                              | 0               | 0.0                              |
| Clinics                                      | 0               | 0.0                              | 0               | 0.0                              | 34              | 1.9                               | 0               | 0.0                              |
| Community-based organizations                | 252             | 26.5                             | 192             | 11.4                             | 90              | 5.1                               | 50              | 4.6                              |
| Foster care settings                         | 4               | 0.4                              | 73              | 4.3                              | 15              | 0.9                               | 0               | 0.0                              |
| Juvenile detention centers                   | 3               | 0.3                              | 30              | 1.8                              | 25              | 1.4                               | 0               | 0.0                              |
| Residential mental health treatment facility | 0               | 0.0                              | 0               | 0.0                              | 0               | 0.0                               | 0               | 0.0                              |
| Online/Virtual <sup>d</sup>                  | --              | --                               | --              | --                               | 74              | 4.2                               | 873             | 80.8                             |
| Other settings                               | 93              | 9.8                              | 236             | 14.0                             | 230             | 13.1                              | 157             | 14.5                             |
| <b>Number of youth</b>                       | <b>952</b>      |                                  | <b>1,685</b>    |                                  | <b>1,755</b>    |                                   | <b>1,080</b>    |                                  |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

<sup>b</sup> Percentages might not sum to 100 because the reported total number of youth participants does not always equal the sum of the numbers of youth participants by grade level or by setting.

<sup>c</sup> Grade level was first reported for youth who ended programming between January and June 2020. The overall number of youth participants for that reporting period is [to be inserted].

<sup>d</sup> “Online” was first reported as a separate setting category for youth who ended programming between January and June 2020. The setting was renamed to “Virtual” for 2020–2021. Youth participating online or in a virtual setting who ended programming before January 2020 would be in the “Other settings” category.



**Table E.16. Intended and delivered program dosage (PREIS)**

| Measure                  | 2017–2018                     |                                | 2018–2019                     |                                | 2019–2020                     |                                | 2020–2021                     |                                |
|--------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|-------------------------------|--------------------------------|
|                          | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming | Hours of intended programming | Hours of delivered programming |
| Mean                     | 12.0                          | 10.9                           | 12.7                          | 11.2                           | 11.5                          | 8.6                            | 6.7                           | 5.3                            |
| Median                   | 12.0                          | 9.0                            | 12.0                          | 9.0                            | 9.0                           | 9.0                            | 6.0                           | 3.0                            |
| Minimum                  | 4.0                           | 1.0                            | 7.0                           | 1.0                            | 0.0                           | 1.0                            | 6.0                           | 1.0                            |
| Maximum                  | 32.0                          | 102.0                          | 64.0                          | 387.0                          | 359.0                         | 139.0                          | 26.0                          | 26.0                           |
| <b>Number of cohorts</b> | <b>91</b>                     |                                | <b>258</b>                    |                                | <b>304</b>                    |                                | <b>212</b>                    |                                |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation; and data on attendance, reach, and dosage.

Note: Some grantees might have reported an inaccurate number of hours intended and delivered, resulting in an unusually high number of hours.

**Table E.17. Program participation (PREIS)**

| Measure   | 2017–2018  | 2018–2019    | 2019–2020    | 2020–2021    |
|---|------------|--------------|--------------|--------------|
| Percentage of participants who completed at least 75 percent of the intended dosage | 78.7       | 76.6         | 79.3         | 74.1         |
| <b>Number of youth</b>  | <b>952</b> | <b>1,685</b> | <b>1,755</b> | <b>1,080</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about attendance, reach, and dosage.

**Table E.18. Target populations (PREIS)**

| Target population                                       | Percentage of programs |           |           |           |
|---|------------------------|-----------|-----------|-----------|
|   | 2017–2018              | 2018–2019 | 2019–2020 | 2020–2021 |
| African American youth                                  | 22.7                   | 30.0      | 41.2      | 80.0      |
| Male youth  | 9.1                    | 20.0      | 29.4      | 50.0      |
| Youth in high-need geographic areas                     | 50.0                   | 50.0      | 70.6      | 40.0      |
| Youth in adjudication systems                           | 9.1                    | 10.0      | 17.6      | 30.0      |
| Pregnant or parenting youth                             | 9.1                    | 15.0      | 23.5      | 30.0      |
| Out-of-school or dropout youth                          | 9.1                    | 5.0       | 23.5      | 20.0      |
| Trafficked youth  | 0.0                    | 5.0       | 11.8      | 20.0      |
| Hispanic/Latino youth                                   | 27.3                   | 55.0      | 47.1      | 20.0      |
| Youth in foster care                                    | 9.1                    | 15.0      | 11.8      | 20.0      |
| Native American youth                                   | 9.1                    | 20.0      | 17.6      | 20.0      |
| Homeless or runaway youth                               | 27.3                   | 15.0      | 17.6      | 10.0      |
| Youth in residential treatment for mental health issues | 0.0                    | 5.0       | 11.8      | 10.0      |
| Youth living with HIV/AIDS                              | 0.0                    | 0.0       | 11.8      | 10.0      |
| LGBTQ youth <sup>a</sup>                                | 13.6                   | 15.0      | 17.6      | --        |
| <b>Number of programs</b>                               | <b>22</b>              | <b>20</b> | <b>19</b> | <b>17</b> |

Source: Data from 2017–2018, 2018–2019, 2019–2020, and 2020–2021 about structure, cost, and support for implementation.

Note: Target population categories are not mutually exclusive. Many programs frequently targeted more than one population.

HIV/AIDS = human immunodeficiency virus/acquired immunodeficiency syndrome; LGBTQ = lesbian, gay, bisexual, transgender, or questioning.

<sup>a</sup> LGBTQ youth was not included as a target population category for the 2020–2021 reporting period.

## Appendix E PREIS Tables

**Table E.19. Youth demographics (PREIS)**

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Female  | 57.8                | 2,192                        | 59.6                | 1,391                        | 55.9                | 2,143                        | 58.5                | 1,464                        | 61.3                | 890                          | 54.5                | 554                          |
| <b>Age</b>  |                     | 2,086                        |                     | 1,402                        |                     | 2,161                        |                     | 1,473                        |                     | 887                          |                     | 553                          |
| 10–12   | 1.5                 |                              | 5.1                 |                              | 4.5                 |                              | 1.2                 |                              | 0.7                 |                              | 1.3                 |                              |
| 13 or 14  | 21.0                |                              | 24.0                |                              | 24.3                |                              | 22.5                |                              | 28.4                |                              | 25.7                |                              |
| 15 or 16  | 59.5                |                              | 52.3                |                              | 47.2                |                              | 51.9                |                              | 43.0                |                              | 44.5                |                              |
| 17 or 18  | 14.7                |                              | 16.0                |                              | 20.0                |                              | 20.6                |                              | 21.0                |                              | 25.9                |                              |
| 19 and older                                      | 3.3                 |                              | 2.7                 |                              | 3.9                 |                              | 3.7                 |                              | 7.0                 |                              | 2.5                 |                              |
| <b>Grade</b>                                      |                     | 2,128                        |                     | 1,348                        |                     | 2,151                        |                     | 1,478                        |                     | 873                          |                     | 539                          |
| 4th–6th   | 1.9                 |                              | 2.9                 |                              | 2.5                 |                              | 0.4                 |                              | 0.1                 |                              | 0.0                 |                              |
| 7th or 8th  | 8.0                 |                              | 9.9                 |                              | 5.5                 |                              | 3.5                 |                              | 4.6                 |                              | 6.3                 |                              |
| 9th or 10th                                       | 74.3                |                              | 64.8                |                              | 58.7                |                              | 58.8                |                              | 64.5                |                              | 59.0                |                              |
| 11th or 12th                                      | 11.1                |                              | 17.6                |                              | 28.0                |                              | 32.7                |                              | 23.7                |                              | 30.4                |                              |
| School does not assign grade levels               | 0.1                 |                              | 0.3                 |                              | 0.5                 |                              | 0.7                 |                              | 0.2                 |                              | 0.4                 |                              |
| Dropped out of school/not currently enrolled      | 0.2                 |                              | 0.2                 |                              | 0.4                 |                              | 0.1                 |                              | 0.8                 |                              | 0.2                 |                              |
| Working toward GED                                | 0.8                 |                              | 0.5                 |                              | 1.4                 |                              | 0.7                 |                              | 0.5                 |                              | 0.4                 |                              |
| Earned diploma or GED and in postsecondary school | 1.8                 |                              | 1.9                 |                              | 2.1                 |                              | 1.6                 |                              | 3.2                 |                              | 0.9                 |                              |

## Appendix E PREIS Tables

| Measure   | 2018–2019           |                              |                     |                              | 2019–2020           |                              |                     |                              | 2020–2021           |                              |                     |                              |
|---|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|---------------------|------------------------------|
|   | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              | Entry survey        |                              | Exit survey         |                              |
|   | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> | Percentage of youth | Number of youth <sup>a</sup> |
| Earned diploma or GED and not in postsecondary school | 1.7                 |                              | 1.9                 |                              | 0.9                 |                              | 1.5                 |                              | 2.4                 |                              | 2.4                 |                              |
| <b>Race and ethnicity<sup>b</sup></b>                 |                     | 1,945                        |                     | 1,193                        |                     | 1,805                        |                     | 1,192                        |                     | 795                          |                     | 461                          |
| American Indian or Alaska Native                      | 11.7                |                              | 16.6                |                              | 24.9                |                              | 16.6                |                              | 10.7                |                              | 11.3                |                              |
| Asian   | 3.2                 |                              | 2.1                 |                              | 4.3                 |                              | 5.7                 |                              | 8.8                 |                              | 11.7                |                              |
| Black or African American                             | 37.0                |                              | 45.5                |                              | 31.6                |                              | 30.2                |                              | 30.1                |                              | 33.0                |                              |
| Native Hawaiian or Pacific Islander                   | 0.6                 |                              | 0.9                 |                              | 2.5                 |                              | 3.6                 |                              | 2.4                 |                              | 3.3                 |                              |
| White   | 44.7                |                              | 37.3                |                              | 39.1                |                              | 46.1                |                              | 48.3                |                              | 41.0                |                              |
| Hispanic or Latino                                    | 45.5                | 1,814                        | 39.2                | 1,194                        | 34.0                | 2,147                        | 44.2                | 1,433                        | 61.7                | 878                          | 62.1                | 549                          |
| <b>Number of youth completing survey</b>              | <b>2,214</b>        |                              | <b>1,499</b>        |                              | <b>2,178</b>        |                              | <b>1,484</b>        |                              | <b>891</b>          |                              | <b>670</b>          |                              |

Source: 2018–2019, 2019–2020, and 2020–2021 entry and exit surveys.

Note: Youth who responded to the entry survey might not be the same youth who responded to the exit survey.

Percentages might not sum to 100 because of rounding.

<sup>a</sup> Data in this column represent the total number of youth who responded to the relevant question.

<sup>b</sup> Youth could select more than one item, so percentages might sum to more than 100.

**Table E.20. Languages youth usually speak at home (PREIS)**

| Most common languages reported               | Percentage of youth <sup>a</sup> |              |            |
|--|----------------------------------|--------------|------------|
|  | 2018–2019                        | 2019–2020    | 2020–2021  |
| English                                      | 81.6                             | 77.6         | 62.7       |
| Spanish                                      | 23.3                             | 27.7         | 42.0       |
| Creole                                       | 0.0                              | 0.2          | 0.2        |
| Hmong  | 0.4                              | 0.0          | 0.2        |
| Mai  | 0.0                              | 0.0          | 0.2        |
| Punjabi                                      | 0.1                              | 0.1          | 0.1        |
| Arabic                                       | 0.0                              | 0.1          | 0.1        |
| French                                       | 0.1                              | 0.0          | 0.1        |
| Somali                                       | 0.1                              | 0.0          | 0.1        |
| Khmer  | 0.1                              | 0.0          | 0.1        |
| Nepali                                       | 0.0                              | 0.0          | 0.1        |
| Chinese                                      | 0.1                              | 0.5          | 0.0        |
| Filipino or Tagalog                          | 0.1                              | 0.4          | 0.0        |
| Vietnamese                                   | 0.0                              | 0.2          | 0.0        |
| American Sign Language                       | 0.0                              | 0.2          | 0.0        |
| Mixteco                                      | 0.0                              | 0.2          | 0.0        |
| HWA  | 0.1                              | 0.1          | 0.0        |
| Navaho                                       | 0.0                              | 0.1          | 0.0        |
| Chamorro                                     | 0.0                              | 0.1          | 0.0        |
| Other language specified                     | 0.5                              | 0.8          | 0.0        |
| <b>Number of youth who responded to item</b> | <b>1,766</b>                     | <b>1,698</b> | <b>824</b> |
| <b>Number of youth completing survey</b>     | <b>2,214</b>                     | <b>2,178</b> | <b>891</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Notes: In 2018–2019 programs only reported the 5 most common languages other than English and Spanish reported by youth. In 2019–2020 and 2020–2021, programs reported the 10 most common languages. If there were more than 5 or 10 languages reported within a program, those languages would not be submitted. Therefore, the percentages might undercount the languages youth usually speak at home.

<sup>a</sup> Youth could select more than one language, so percentages might sum to more than 100.

**Table E.21. Youth living situation (PREIS)**

| Measure  | Percentage of youth |              |            |
|--|---------------------|--------------|------------|
|  | 2018–2019           | 2019–2020    | 2020–2021  |
| Youth in foster care   | 7.3                 | 7.3          | 7.0        |
| Living with a family   | 6.2                 | 6.1          | 7.0        |
| Living in a group home   | 1.1                 | 1.2          | 0.0        |
| Runaway or homeless youth  | 1.3                 | 2.3          | 0.8        |
| Couch surfing or moving from house to house                                      | 0.8                 | 1.0          | 0.7        |
| Living in a place not meant to be a residence                                    | 0.1                 | 0.8          | 0.3        |
| Staying in emergency shelter, transitional living program, or motel <sup>a</sup> | 0.4                 | 0.6          | 0.1        |
| In adjudication system <sup>b</sup>  | 1.3                 | 2.3          | 2.3        |
| Living with family <sup>c</sup>  | --                  | --           | 89.2       |
| None of the above  | 90.2                | 88.5         | 40.7       |
| <b>Number of youth who responded to item</b>                                     | <b>1,634</b>        | <b>1,680</b> | <b>880</b> |
| <b>Number of youth completing survey</b>   | <b>2,214</b>        | <b>2,178</b> | <b>891</b> |

Source: 2018–2019, 2019–2020, and 2020–2021 entry surveys.

Note: Youth could select more than one item, so percentages might sum to more than 100.

<sup>a</sup> “Staying in emergency shelter or transitional living program” and “Hotel or motel” were reported as separate residence categories in the revised entry and exit surveys.

<sup>b</sup> “In adjudication system” includes youth in juvenile detention, jail, prison, or another correctional facility, or under the supervision of a probation officer.

<sup>c</sup> Living with family was added as a response category to the revised survey for State PREP, Competitive PREP, and PREIS grantees in September 2020.

**Table E.26. Youth program experiences (PREIS)**

| Measure  | 2018–2019           |                 | 2019–2020           |                 | 2020–2021 <sup>a</sup> |                 |
|--|---------------------|-----------------|---------------------|-----------------|------------------------|-----------------|
|  | Percentage of youth | Number of youth | Percentage of youth | Number of youth | Percentage of youth    | Number of youth |
| Youth were interested in program sessions and classes all or most of the time                                  | 75.0                | 585             | 73.6                | 579             | --                     | --              |
| The material presented was clear all or most of the time   | 87.4                | 581             | 86.7                | 578             | --                     | --              |
| Discussions or activities helped youth learn program lessons all or most of the time                           | 84.1                | 579             | 83.6                | 572             | --                     | --              |
| Youth had a chance to ask questions about topics or issues that came up in the program all or most of the time | 80.2                | 580             | 79.3                | 576             | --                     | --              |
| Youth felt respected as people all or most of the time   | 88.0                | 576             | 90.6                | 575             | --                     | --              |
| <b>Number of youth completing exit survey</b>  |                     | <b>1,499</b>    |                     | <b>1,484</b>    |                        | <b>670</b>      |

Source: 2018–2019, 2019–2020, and 2020–2021 exit surveys.

<sup>a</sup> Items were not included in the revised exit survey for PREIS grantees starting in September 2020.

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## **Appendix F:**

### **Tables Related to COVID-19**

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**Table F.1. PREP operational status as affected by the COVID-19 pandemic, 2019–2020 reporting period**

| Measure   | 2019–2020              |            |             |                  |           |
|---|------------------------|------------|-------------|------------------|-----------|
|   | Percentage of grantees |            |             |                  |           |
|   | Overall                | State PREP | Tribal PREP | Competitive PREP | PREIS     |
| Experienced interruptions of operations of services because of COVID-19   | 94.5                   | 92.2       | 100.0       | 100.0            | 91.7      |
| <b>Length of interruption of operations or services because of COVID-19 during reporting period</b>                       |                        |            |             |                  |           |
| 0 months (no interruption)  | 5.5                    | 7.8        | 0.0         | 0.0              | 8.3       |
| 1–2 months  | 11.0                   | 7.8        | 12.5        | 20.0             | 8.3       |
| 3–4 months  | 16.5                   | 17.6       | 12.5        | 10.0             | 25.0      |
| 5–6 months  | 42.9                   | 43.1       | 37.5        | 50.0             | 33.3      |
| 7 months  | 24.2                   | 23.5       | 37.5        | 20.0             | 25.0      |
| <b>Percentage of pre-COVID-19 capacity resumed by end of reporting period for grantees that experienced interruptions</b> |                        |            |             |                  |           |
| 0 (operations not resumed)  | 3.5                    | 2.1        | 0.0         | 5.0              | 9.1       |
| 1–24  | 9.3                    | 10.6       | 12.5        | 5.0              | 9.1       |
| 25–49   | 14.0                   | 12.8       | 0.0         | 20.0             | 18.2      |
| 50–74   | 22.1                   | 25.5       | 37.5        | 15.0             | 9.1       |
| 75–99   | 20.9                   | 19.1       | 50.0        | 15.0             | 18.2      |
| 100   | 30.2                   | 0.0        | 0.0         | 40.0             | 36.4      |
| <b>Number of grantees</b>   | <b>92</b>              | <b>51</b>  | <b>8</b>    | <b>21</b>        | <b>12</b> |

Source: Data from 2019–2020 about structure, cost, and support for implementation.

**Table F.2. PREP operational status as affected by the COVID-19 pandemic, 2020–2021 reporting period**

| Measure  | 2020–2021              |            |             |                  |           |
|--|------------------------|------------|-------------|------------------|-----------|
|  | Percentage of grantees |            |             |                  |           |
|  | Overall                | State PREP | Tribal PREP | Competitive PREP | PREIS     |
| Experienced interruptions of administrative operations because of COVID-19 | 37.1                   | 46.0       | 42.9        | 23.8             | 18.2      |
| Experienced interruptions of service to youth because of COVID-19          | 70.8                   | 76.0       | 100.0       | 57.1             | 54.5      |
| <b>Number of grantees</b>  | <b>92</b>              | <b>51</b>  | <b>8</b>    | <b>21</b>        | <b>12</b> |

Source: Data from 2020–2021 about structure, cost, and support for implementation.

**Table F.3. Grantee staffing as affected by the COVID-19 pandemic, 2019–2020 reporting period**

| Measure   | 2019–2020 |            |             |                  |           |
|---|-----------|------------|-------------|------------------|-----------|
|   | Overall   | State PREP | Tribal PREP | Competitive PREP | PREIS     |
| <b>Percentage of grantee staff still involved in overseeing PREP since COVID-19<sup>a</sup></b>     |           |            |             |                  |           |
| 0   | 1.1       | 2.0        | 0.0         | 0.0              | 0.0       |
| 1–24  | 0.0       | 0.0        | 0.0         | 0.0              | 0.0       |
| 25–49   | 1.1       | 2.0        | 0.0         | 0.0              | 0.0       |
| 50–74   | 2.2       | 2.0        | 0.0         | 0.0              | 9.1       |
| 75–99   | 2.2       | 2.0        | 0.0         | 0.0              | 9.1       |
| 100 (no change)   | 93.3      | 92.2       | 100.0       | 100.0            | 81.8      |
| <b>Percentage of grantee staff FTE still involved in overseeing PREP since COVID-19<sup>a</sup></b> |           |            |             |                  |           |
| 0   | 1.1       | 2.0        | 0.0         | 0.0              | 0.0       |
| 1–24  | 1.1       | 0.0        | 12.5        | 0.0              | 0.0       |
| 25–49   | 1.1       | 2.0        | 0.0         | 0.0              | 0.0       |
| 50–74   | 5.5       | 3.9        | 0.0         | 0.0              | 25.0      |
| 75–99   | 3.3       | 5.9        | 0.0         | 0.0              | 0.0       |
| 100 (no change)   | 87.9      | 86.3       | 87.5        | 100.0            | 75.0      |
| <b>Number of grantees</b>   | <b>92</b> | <b>51</b>  | <b>8</b>    | <b>21</b>        | <b>12</b> |

Source: Data from 2019–2020 about structure, cost, and support for implementation.

<sup>a</sup> Percentages might not sum to 100 because of rounding.

FTE = full-time equivalents.

**Table F.4. Grantee staffing as affected by the COVID-19 pandemic, 2020–2021 reporting period**

| Measure   | 2020–2021 |            |             |                  |           |
|---|-----------|------------|-------------|------------------|-----------|
|   | Overall   | State PREP | Tribal PREP | Competitive PREP | PREIS     |
| <b>Grantee staff</b>  |           |            |             |                  |           |
| Average percentage of grantee staff positions vacant because of COVID-19        | 12.5      | 16.3       | 14.3        | 3.2              | 12.1      |
| Average percentage of staff vacancies filled at the end of reporting period     | 38.1      | 40.0       | 100.0       | 33.3             | 0.0       |
| <b>Grantee staff FTE</b>  |           |            |             |                  |           |
| Average percentage of grantee staff FTEs vacant because of COVID-19             | 16.2      | 16.0       | 57.1        | 3.3              | 15.5      |
| Average percentage of staff FTE vacancies filled at the end of reporting period | 45.4      | 55.8       | 41.7        | 33.3             | 0.0       |
| <b>Number of grantees</b>   | <b>92</b> | <b>51</b>  | <b>8</b>    | <b>21</b>        | <b>12</b> |

Source: Data from 2020–2021 about structure, cost, and support for implementation

FTE = full-time equivalent.

**Table F.5. Provider administrative staffing as affected by the COVID-19 pandemic, 2020–2021 reporting period**

| Measure  | 2020–2021  |            |             |                  |           |
|--|------------|------------|-------------|------------------|-----------|
|  | Overall    | State PREP | Tribal PREP | Competitive PREP | PREIS     |
| <b>Provider administrative staff</b>   |            |            |             |                  |           |
| Average percentage of administrative staff positions vacant because of COVID-19                | 7.1        | 7.9        | 5.1         | 2.1              | 14.3      |
| Average percentage of staff vacancies filled at the end of reporting period                    | 35.0       | 34.9       | 33.3        | 50.0             | 0.0       |
| <b>Provider administrative staff FTE</b>   |            |            |             |                  |           |
| Average percentage of provider administrative staff FTEs vacant because of COVID-19            | 10.9       | 11.9       | 0.0         | 5.7              | 21.3      |
| Average percentage of administrative staff FTE vacancies filled at the end of reporting period | 38.0       | 36.1       | 0.0         | 50.0             | 50.0      |
| <b>Number of providers</b>   | <b>420</b> | <b>318</b> | <b>27</b>   | <b>55</b>        | <b>20</b> |

Source: Data from 2020–2021 about structure, cost, and support for implementation

FTE = full-time equivalent.

**Table F.6. Facilitator staffing affected by the COVID-19 pandemic, 2020–2021 reporting period**

| Measure   | 2020–2021    |              |             |                  |           |
|---|--------------|--------------|-------------|------------------|-----------|
|   | Overall      | State PREP   | Tribal PREP | Competitive PREP | PREIS     |
| Average percentage of facilitator positions vacant because of COVID-19            | 11.4         | 11.5         | 7.6         | 8.8              | 50.0      |
| Average percentage of facilitator vacancies filled at the end of reporting period | 47.8         | 50.6         | 50.0        | 33.3             | 50.0      |
| <b>Number of facilitators</b>   | <b>1,540</b> | <b>1,285</b> | <b>56</b>   | <b>180</b>       | <b>19</b> |

Source: Data from 2020–2021 about structure, cost, and support for implementation.

**Table F.7. Number of youth participants by implementation setting: before and since COVID-19, 2019–2020 reporting period**

| Youth participants:                          | 2019–2020                        |                |                 |                |                 |                |                  |                |                 |                |
|--|----------------------------------|----------------|-----------------|----------------|-----------------|----------------|------------------|----------------|-----------------|----------------|
|  | Percentage of youth <sup>a</sup> |                |                 |                |                 |                |                  |                |                 |                |
|  | Overall                          |                | State PREP      |                | Tribal PREP     |                | Competitive PREP |                | PREIS           |                |
|  | Before COVID-19                  | Since COVID-19 | Before COVID-19 | Since COVID-19 | Before COVID-19 | Since COVID-19 | Before COVID-19  | Since COVID-19 | Before COVID-19 | Since COVID-19 |
| <b>Program implementation setting</b>        |                                  |                |                 |                |                 |                |                  |                |                 |                |
| Schools, during school                       | 84.1                             | 29.2           | 82.3            | 29.3           | 95.8            | 0.0            | 92.5             | 31.8           | 52.3            | 0.0            |
| Schools, after school                        | 3.3                              | 1.1            | 3.4             | 1.0            | 1.5             | 0.0            | 0.9              | 2.8            | 28.2            | 0.0            |
| Clinics                                      | 0.2                              | 0.3            | 0.3             | 0.3            | 0.0             | 0.0            | 0.0              | 0.0            | 0.0             | 0.0            |
| Community-based organizations                | 4.0                              | 3.5            | 4.7             | 3.8            | 2.7             | 0.0            | 1.2              | 0.0            | 4.2             | 0.0            |
| Foster care settings                         | 0.6                              | 0.2            | 0.7             | 0.2            | 0.0             | 0.0            | 0.4              | 0.9            | 0.0             | 0.0            |
| Juvenile detention centers                   | 1.7                              | 2.8            | 1.6             | 2.6            | 0.0             | 0.0            | 2.2              | 5.7            | 1.6             | 0.0            |
| Residential mental health treatment facility | 1.6                              | 6.6            | 1.9             | 6.8            | 0.0             | 0.0            | 0.6              | 4.0            | 0.0             | 0.0            |
| Online                                       | 3.7                              | 54.7           | 4.0             | 54.4           | 15.1            | 100.0          | 1.2              | 52.6           | 3.9             | 100.0          |
| Other settings                               | 1.3                              | 1.6            | 1.2             | 1.6            | 0.0             | 0.0            | 0.9              | 2.1            | 13.6            | 0.0            |
| <b>Number of youth<sup>b</sup></b>           | <b>40,386</b>                    | <b>6,746</b>   | <b>31,249</b>   | <b>6,264</b>   | <b>888</b>      | <b>8</b>       | <b>7,633</b>     | <b>424</b>     | <b>616</b>      | <b>50</b>      |

Source: January to June 2020 data on attendance, reach, and dosage.

<sup>a</sup> Percentages might not sum to 100 because the reported total number of youth participants does not always equal the sum of the numbers of youth participants by setting.

<sup>b</sup> The numbers of youth participants before and since the COVID-19 public health emergency do not sum to the total number of youth participants because some youth could start participating before the COVID-19 public health emergency and continue participating after it began. The total number of youth participants for the January through June 2020 reporting period is 44,014 overall, 33,902 for State PREP, 888 for Tribal PREP, 8,584 for Competitive PREP, and 640 for PREIS.

**Table F.8. Cohort completion in response to COVID-19 pandemic, 2019–2020 reporting period**

| Measure   | 2019–2020             |              |             |                  |            |
|---|-----------------------|--------------|-------------|------------------|------------|
|   | Percentage of cohorts |              |             |                  |            |
|   | Overall               | State PREP   | Tribal PREP | Competitive PREP | PREIS      |
| Completed the program                             | 70.8                  | 67.2         | 45.8        | 89.0             | 96.7       |
| Ended programming prematurely because of COVID-19 | 28.8                  | 32.4         | 54.2        | 11.1             | 2.2        |
| <b>Number of cohorts</b>                          | <b>3,668</b>          | <b>2,825</b> | <b>78</b>   | <b>461</b>       | <b>304</b> |

Source: Data from January to June 2020 about attendance, reach, and dosage.

**Table F.9. Cohort programming shifts in response to COVID-19 pandemic, 2019–2020 reporting period**

| Measure  | 2019–2020    |              |             |                  |            |
|--|--------------|--------------|-------------|------------------|------------|
|  | Overall      | State PREP   | Tribal PREP | Competitive PREP | PREIS      |
| Percentage of cohorts that shifted from in-person to online programming because of COVID-19  | 11.4         | 11.3         | 1.6         | 14.4             | 12.2       |
| Average percentage of participants that shifted from in-person to online programming because of COVID-19, among cohorts that shifted | 79.4         | 78.6         | 72.0        | 77.9             | 95.5       |
| <b>Number of cohorts</b>   | <b>3,668</b> | <b>2,825</b> | <b>78</b>   | <b>461</b>       | <b>304</b> |

Source: Data from January to June 2020 about attendance, reach, and dosage.

**Table F.10. Programming shifts in response to COVID-19 pandemic, 2020–2021 reporting period**

| Measure   | 2020–2021  |            |             |                  |           |
|---|------------|------------|-------------|------------------|-----------|
|   | Overall    | State PREP | Tribal PREP | Competitive PREP | PREIS     |
| Percentage of programs that offered programming virtually because of COVID-19 | 60.3       | 62.4       | 68.0        | 48.3             | 50.0      |
| <b>Number of programs</b>   | <b>457</b> | <b>338</b> | <b>28</b>   | <b>74</b>        | <b>17</b> |

Source: Data from 2020–2021 about structure, cost, and support for implementation.



**Table F.11. Shifts in participant survey data collection in response to the COVID-19 pandemic, 2019–2020 reporting period**

| Measure   | 2019–2020                     |               |               |               |              |             |                  |              |              |             |
|---|-------------------------------|---------------|---------------|---------------|--------------|-------------|------------------|--------------|--------------|-------------|
|   | Overall                       |               | State PREP    |               | Tribal PREP  |             | Competitive PREP |              | PREIS        |             |
|   | Entry survey                  | Exit survey   | Entry survey  | Exit survey   | Entry survey | Exit survey | Entry survey     | Exit survey  | Entry survey | Exit survey |
| <b>Programs</b>   | <b>Percentage of programs</b> |               |               |               |              |             |                  |              |              |             |
| Stopped collecting survey data because of COVID-19          | 23.5                          | 46.4          | 25.7          | 45.1          | 36.4         | 73.3        | 10.3             | 42.9         | 15.4         | 50.0        |
| Changed mode for collecting survey data because of COVID-19 | 10.4                          | 18.7          | 11.6          | 18.8          | 0.0          | 13.3        | 7.7              | 20.0         | 7.7          | 20.0        |
| To online, web-based survey                                 | 86.7                          | 86.0          | 84.6          | 87.0          | 0.0          | 100.0       | 100.0            | 71.4         | 100.0        | 100.0       |
| To telephone survey   | 10.7                          | 8.8           | 8.3           | 4.3           | 0.0          | 0.0         | 33.3             | 42.9         | 0.0          | 0.0         |
| To mail survey  | 6.9                           | 12.3          | 8.0           | 13.0          | 0.0          | 0.0         | 0.0              | 14.3         | 0.0          | 0.0         |
| Other <sup>a</sup>  | 6.9                           | 3.6           | 8.0           | 2.2           | 0.0          | 0.0         | 0.0              | 14.3         | 0.0          | 0.0         |
| <b>Number of programs</b>                                   | <b>289</b>                    | <b>306</b>    | <b>226</b>    | <b>246</b>    | <b>11</b>    | <b>15</b>   | <b>39</b>        | <b>35</b>    | <b>13</b>    | <b>10</b>   |
| <b>Surveys completed</b>                                    | <b>Percentage of surveys</b>  |               |               |               |              |             |                  |              |              |             |
| Using original mode of data collection                      | 97.4                          | 91.9          | 96.4          | 91.3          | 100.0        | 92.7        | 99.8             | 94.1         | 99.6         | 95.4        |
| Using alternative mode of data collection                   | 2.6                           | 8.2           | 3.6           | 8.9           | 0.0          | 7.3         | 0.2              | 5.9          | 0.4          | 4.6         |
| <b>Number of surveys completed</b>                          | <b>36,228</b>                 | <b>26,067</b> | <b>25,699</b> | <b>20,246</b> | <b>429</b>   | <b>178</b>  | <b>9,267</b>     | <b>5,012</b> | <b>833</b>   | <b>631</b>  |

Source: January to June 2020 entry and exit surveys.

<sup>a</sup> Other modes of data collection reported by grantees include “Drop-off and pickup” and “SurveyMonkey transferred to paper.”

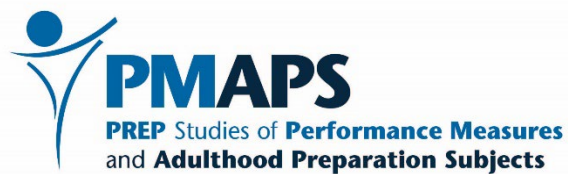
Note: Percentages might not sum to 100 because of rounding.

**Table F.12. Shifts in participant survey data collection in response to the COVID-19 pandemic, 2020–2021 reporting period**

| Measure   | 2020–2021              |             |              |             |              |             |                  |             |              |             |
|---|------------------------|-------------|--------------|-------------|--------------|-------------|------------------|-------------|--------------|-------------|
|   | Percentage of programs |             |              |             |              |             |                  |             |              |             |
|   | Overall                |             | State PREP   |             | Tribal PREP  |             | Competitive PREP |             | PREIS        |             |
|   | Entry survey           | Exit survey | Entry survey | Exit survey | Entry survey | Exit survey | Entry survey     | Exit survey | Entry survey | Exit survey |
| Unable to collect survey data because of COVID-19 | 26.3                   | 27.2        | 28.0         | 27.6        | 25.9         | 23.1        | 18.1             | 25.4        | 31.3         | 35.3        |
| <b>Number of programs</b>                         | <b>457</b>             |             | <b>338</b>   |             | <b>28</b>    |             | <b>74</b>        |             | <b>17</b>    |             |

Source: 2020–2021 entry and exit surveys.

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