

# MEASURES OF STRUCTURE, COST, AND SUPPORT FOR PROGRAM IMPLEMENTATION

Title V State, Competitive, and Departmental Sexual Risk Avoidance Education (SRAE) grantees will report the following performance measures covering program implementation. Measures are reported at the grantee, provider, and program levels.

## Grantee-Level Measures

The grantee is the agency or organization that receives the SRAE funding directly from the Family & Youth Services Bureau (FYSB) and has fiduciary and administrative responsibility for the grant. The following measures will be reported for each grantee:

### SRAE OPERATIONAL STATUS RELATED TO COVID-19

**Experienced any interruptions of SRAE administrative operations during the reporting period due to COVID-19 (Yes/No)\***

**Experienced any interruptions of SRAE services to youth during the reporting period due to COVID-19 (Yes/No)\***

### GRANT FUNDS

**Total amount of SRAE grant funding obligated (including any carryover funds) during the reporting period**

**Percentage of total SRAE grant funding obligated for...**

- Direct service provision (youth programming)
- Training, technical assistance, and monitoring conducted at the grantee level
- Evaluation and/or research
- Administrative purposes at the grantee level

### STAFFING

**Number of grantee staff involved in overseeing SRAE**

**Number of staffing vacancies at any point during the reporting period due to COVID-19\***

**Of those vacancies, the number filled by the end of the reporting period\***

*Include grantee staff, such as SRAE program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the SRAE program. Grantee staff who provide programming directly to youth but do not oversee SRAE should instead be counted in the measure of facilitators on page 4. If staff play both roles, they should be included in both measures.*

**Number of grantee full-time equivalents (FTEs) involved in overseeing SRAE**

**Number of FTEs vacant at any point during the reporting period due to COVID-19\***

**Of those vacant FTEs, indicate the number filled by the end of the reporting period\***

**OBSERVATIONS, TECHNICAL ASSISTANCE, AND TRAINING**

**Grantee or its designee observed program delivery to monitor quality and fidelity to program models (Yes/No)**

- *If yes, indicate the types of organizations that conducted observations.*
  - Grantee
  - Developer
  - Training or technical assistance partner
  - Evaluation partner
  - Program provider

**Grantee or its designee provided technical assistance to support program implementation (Yes/No)**

- *If yes, indicate the types of organizations that provided technical assistance.*
  - Grantee
  - Developer
  - Training or technical assistance partner
  - Evaluation partner
  - Program provider

**Grantee or its designee conducted training of facilitators who deliver the program (or of other staff who might train facilitators) (Yes/No)**

- *If yes, indicate the types of organizations that trained program facilitators.*
  - Grantee
  - Developer
  - Training or technical assistance partner
  - Evaluation partner
  - Program provider

## NUMBER OF PROVIDERS

**Number of providers funded**

**Number of new providers**

## NUMBER OF YOUTH TO BE SERVED

**Targeted number of youth to be served by the grantee during the reporting period**  
(either in the original application or approved by the grantee's federal project officer)

## Provider-Level Measures

A provider is an organization or agency that provides core SRAE programming directly to youth—for example, nongovernmental and nonprofit organizations; local government agencies (such as school districts, individual schools, county health departments); or state government agencies (such as departments of education or corrections) that are directly responsible for operating SRAE-funded programs. Grantees might serve as providers and, in some cases, might be the only provider. Other grantees partner with one or more subrecipient providers. (A subrecipient is an organization that receives SRAE funds indirectly, from an SRAE grantee, rather than directly from FYSB.) *Do not include partners or subcontractors that support your SRAE grant in other ways but do not provide direct programming to youth.* The following measures will be reported for each provider.

### PROVIDER FUNDS

**SRAE annual award amount for current grant year**

**Amount of non-SRAE funding received during current reporting year to support SRAE programming**

### PROVIDER STAFF ADMINISTERING SRAE

**Number of provider staff involved in administering SRAE programs\***

**Number of SRAE administrative staff vacancies at any point during the reporting period due to COVID-19\***

**Number of those vacancies filled by the end of the reporting period\***

*Include provider staff, such as SRAE program directors and program coordinators, who were directly responsible for administering, managing, and overseeing the SRAE program for the provider. Staff who provide programming directly to youth but do not oversee SRAE should instead be counted in the measure of facilitators later on this page. If staff play both roles, they should be included in both measures.*

**Number of provider FTEs involved in administering SRAE programs\***

**Number of provider SRAE administrative staff FTEs vacant at any point during the reporting period due to COVID-19\***

**Of those vacant FTEs, number filled by the end of the reporting period\***

### PROVIDER STATUS

**Provider was new for the reporting period (Yes/No)**

**Provider served youth during the reporting period (Yes/No)**

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

### FACILITATORS

**Number of SRAE facilitators working for provider**

**Number of SRAE facilitator staff vacancies at any point during the reporting period due to COVID-19\***

**Number of those vacancies filled by the end of the reporting period\***

### FACILITATOR TRAINING AND OBSERVATIONS

**Number of SRAE facilitators trained in delivering core curriculum**

**Number of SRAE facilitators observed exactly once**

**Number of SRAE facilitators observed at least twice**

## IMPLEMENTATION CHALLENGES AND NEEDS FOR TECHNICAL ASSISTANCE

**Implementation challenges experienced by provider.** *Response options for each challenge include not a problem, somewhat a problem, or a serious problem.*

- Recruiting youth
- Keeping youth engaged
- Getting youth to attend regularly
- Recruiting qualified staff
- Ensuring facilitators understand content
- Covering program content
- Staff turnover
- Negative peer reactions
- Youth behavioral problems
- Natural disasters
- Program facilities
- Obtaining buy-in or support from key stakeholders
- Parent support or engagement
- Other (specify)

**Interest in receiving technical assistance for implementation factors.** *Response options for each implementation factor include not interested, because already received; not interested; somewhat interested; and very interested.*

- Recruiting youth
- Keeping youth engaged in program sessions
- Getting youth to attend regularly
- Recruiting qualified staff
- Training facilitators
- Retaining staff
- Minimizing negative peer reactions
- Addressing youth behavioral issues
- Obtaining buy-in or support from key stakeholders
- Evaluation (for example, how to select or manage an evaluator, data collection, data analysis, and report writing)
- Parent support and engagement
- Other (specify)

## Program-Level Measures

The program model includes the core curriculum plus other lessons or activities that can be integrated with the core curriculum to meet the SRAE funding objectives. The following measures will be reported for each program model:

### PROGRAM DELIVERY AND CONTENT

**Number of intended program delivery hours**

*The **number of intended program delivery hours** should include the hours for all defined SRAE programming, which could include a specific curriculum plus any additional hours of programming added to meet SRAE goals.*

**Name of the program's core curriculum**

**SRAE topics<sup>1</sup> addressed by the core curriculum.**

*Indicate which of the following are addressed by the core curriculum:*

Teaching the benefits of:

- Refraining from nonmarital sexual activity (B)
- Self-regulation (A)
- Goal setting (A)
- Success sequence for poverty prevention (C)
- Healthy relationships (D)

and resisting:

- Sexual coercion (F)
- Dating violence (F)
- Other youth risk behaviors, such as alcohol, tobacco, and other drug use (E)

**Any other program elements—such as supplemental curriculum, guest speakers, or other program activities that are not part of the core curriculum—address SRAE topics (Yes/No)**

- *If yes, indicate which of the SRAE topics listed above are addressed through the supplemental program elements.*

<sup>1</sup> The letter in parentheses after each of these measures indicates which of the A-F topics in the Title V, Section 510 legislation it aligns with:

- A. The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future.
- B. The advantage of refraining from non-marital sexual activity in order to improve the future prospects, and physical and emotional health of youth.
- C. The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity.
- D. The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families.
- E. How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex.
- F. How to resist and avoid, and receive help regarding sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior.

## OPERATIONAL STATUS RELATED TO COVID-19

**Offered SRAE programming virtually, rather than in person, during the reporting period due to COVID-19 (Yes/No)**

## TARGET POPULATIONS

### Target populations for the program.

*Indicate which, if any, of the youth groups listed are distinctly targeted and recruited for the provider's program.*

- Youth in high-need geographic areas
- Youth in foster care
- Homeless or runaway youth
- Youth living with HIV/AIDS
- Pregnant or parenting youth
- Hispanic/Latino youth
- African American youth
- Native American youth
- Youth in adjudication systems
- Male youth
- Out-of-school or dropout youth
- Youth in residential treatment for mental health issues
- Trafficked youth

*Grantees should only report populations that the program distinctly targets and recruits as **target populations for the program**. For example, grantees should select "Youth in foster care" if those youth were specifically targeted, even if no youth in foster care were actually served. Conversely, if youth in foster care were not specifically targeted, but some of the youth served happened to be in foster care, that group should not be reported for this measure.*

Additional information about the Sexual Risk Avoidance Education (SRAE) performance measures is available at [www.sraepas.com](http://www.sraepas.com). For further support, contact the Public Strategies SRAE Performance Measures technical assistance team at [SRAEperformancemeasures@publicstrategies.com](mailto:SRAEperformancemeasures@publicstrategies.com) or call toll-free 833-797-0166.