

SRAE Entry and Exit Survey Measures Guide

This document provides information on the performance measures included in the SRAE participant entry and exit surveys, including the sources of items. The text of the Title V, Section 510 legislation and General Departmental SRAE is included at the end of this document. All survey items have a basis in the Title V and/or Departmental SRAE legislation.

The survey-based measures focus on data about participant characteristics, behaviors, program experiences, and perception of program effects.

There are two separate tables in the guide: one for entry survey items, and one for exit survey items. (Items 1–8 are the same in both surveys.) The tables include all items in the SRAE participant entry and exit surveys that grantees will administer in January 2020.

Table 1. Entry survey measures

Entry survey item	Source	Why are we collecting this measure?
<p>1. How old are you? MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 or older 	<p>Adapted from Personal Responsibility and Education Program (PREP) performance measure</p>	<p>To obtain data on the age of the youth who receive SRAE programming</p>
<p>2. What grade are you in? (If you are currently on vacation or in summer school, indicate the grade you will be in when you go back to school.) MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4th <input type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th <input type="checkbox"/> My school does not assign grade levels <input type="checkbox"/> I dropped out of school, and I am not working on getting a high school diploma or GED <input type="checkbox"/> I am working toward a GED <input type="checkbox"/> I have a high school diploma/GED but I am not currently enrolled in college/technical school <input type="checkbox"/> I have a high school diploma/GED and I am currently enrolled in college/technical school 	<p>Adapted from the National Survey of Family Growth (NSFG)</p>	<p>To obtain data on the distribution of grade levels in the population that receives SRAE programming</p>

Entry survey item	Source	Why are we collecting this measure?
<p>3. When you are at home or with your family, what language or languages do you usually speak?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (please specify) 	<p>Adapted from the National Longitudinal Study of Adolescent Health (Add Health)</p>	<p>To obtain data on the languages spoken at home or with families by the youth who receive SRAE programming</p>
<p>4. Are you Hispanic or Latino?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>Office of Management and Budget (OMB) required item about ethnicity</p>	<p>To obtain data on the ethnic demographics of the youth who receive SRAE programming</p> <p>The ethnicity question determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino.</p>
<p>5. What is your race?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White or Caucasian 	<p>OMB required item about race</p>	<p>To obtain data on the racial demographics of the youth who receive SRAE programming</p>
<p>6. Which of the following best represents how you think of yourself?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Straight, that is, not gay or lesbian <input type="checkbox"/> Gay or lesbian <input type="checkbox"/> Bisexual <input type="checkbox"/> Something else (specify) _____ <input type="checkbox"/> Not sure <input type="checkbox"/> I choose not to answer this question 	<p>Adapted from National Health Interview Survey (NHIS; Centers for Disease Control and Prevention [CDC])</p>	<p>To obtain data on how the youth who receive SRAE programming self-identify in regard to sexual orientation</p>
<p>7. What is your sex?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female 	<p>Youth Risk Behavior Survey (YRBS; CDC)</p>	<p>To obtain data on the sex of youth who receive SRAE programming</p>

Entry survey item	Source	Why are we collecting this measure?
<p>8. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> In foster care, living with a family <input type="checkbox"/> In foster care, living in a group home <input type="checkbox"/> Couch surfing or moving from home to home <input type="checkbox"/> Living in a place not meant to be a residence, such as outside, in a tent city or homeless camp, in a car, in an abandoned vehicle or in an abandoned building <input type="checkbox"/> Staying in an emergency shelter or transitional living program <input type="checkbox"/> Staying in a hotel or motel <input type="checkbox"/> In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer <input type="checkbox"/> None of the above 	Adapted from National Youth in Transition Database (NYTD) survey and AddHealth	To obtain data on the different living situations of youth who receive SRAE programming
<p>9. In the past three months, have you... MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. Drunk alcohol (more than a few sips, including beer, wine, and liquor)</p>	Adapted from AddHealth	To obtain data on participant behaviors related to topics in the legislative definition of SRAE
<p>b. Smoked cigarettes</p>		
<p>c. Smoked cigars, cigarillos, or little cigars</p>	Adapted from YRBS	
<p>d. Used other tobacco products (such as chewing tobacco, snuff, dip, or snus)</p>	Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)	
<p>e. Used electronic vapor products (such as JUUL, Vuse, MarkTen, and blu)? (Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, hookahs, hookah pens, and mods)</p>	Adapted from YRBS	
<p>f. Used marijuana (also called pot, weed, or cannabis)</p>		
<p>g. Taken prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it</p>		

Entry Survey Item	Source	Why are we collecting this measure?
10. In the past three months, how often would you say you MARK ONLY ONE ANSWER PER ROW		
a. resisted or said no to peer pressure?	PREP performance measure	To obtain data on participant behaviors related to topics in the legislative definition of SRAE
b. managed your emotions in healthy ways (for example, ways that are not hurtful to you or others)?		
c. worked together to find a solution when you disagreed with a friend?		
d. chose to spend time with friends that keep you out of trouble?	Adapted from the Youth Asset Survey (YAS) Oman, R.F., Vesely, S.K., McLeroy, K.R., Harris-Wyatt, V., Aspy, C.B., Rodine, S., & Marshall, L. (2002). Reliability and validity of the youth asset survey (YAS). <i>Journal of Adolescent Health</i> , 31(3), 247-255.	
e. were respectful of others?	PREP performance measure	
f. thought about the consequences before making a decision?		
11. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW		
a. I make plans to reach my goals.	PREP performance measure	To obtain data on participant behaviors related to topics in the legislative definition of SRAE
b. I care about doing well in school.		
c. I save money to get something I want		
d. I plan to graduate high school or get my GED.		
e. I plan to get more education and/or training after high school or completing my GED.		
f. I plan to get a steady full-time job after school.		
g. I feel comfortable talking to my parent, guardian, or caregiver about sex.		
h. I would speak up or ask for help if I was being bullied in person or online, via text, while gaming, or through other social media.		

Entry Survey Item	Source	Why are we collecting this measure?
<p>i. I would speak up or ask for help if others were being bullied in person or online, via text, while gaming, or through other social media.</p>	PREP performance measure	To obtain data on participant behaviors related to topics in the legislative definition of SRAE
<p>12. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. I understand what makes a relationship healthy.</p>	PREP performance measure	To obtain data on participant behaviors related to topics in the legislative definition of SRAE
<p>b. I look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.).</p>		
<p>c. I would be able to resist or say no to someone I am dating or going out with if they pressured me to participate in sexual acts, such as kissing, touching private parts, or sexual intercourse</p>		
<p>d. I would talk to a friend if someone I am dating or going out with makes me uncomfortable, hurts me, or pressures me to do things I don't want to do</p>		
<p>e. I would talk to a trusted adult (for example, a family member, teacher, counselor, coach, etc.) if someone I am dating or going out with makes me uncomfortable, hurts me, or pressures me do things I don't want to do.</p>		
<p>f. I would talk to a trusted adult if someone other than the person I am dating or going out with makes me uncomfortable, hurts me, or pressures me to do things I don't want to do</p>		
<p>13. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. I plan to delay having sexual intercourse until I graduate high school or receive my GED</p>	PREP performance measure	To obtain data on participant behaviors related to topics in the legislative definition of SRAE
<p>b. I plan to delay having sexual intercourse until I graduate college or complete another education or training program</p>		

Entry Survey Item	Source	Why are we collecting this measure?
<p>c. I plan to delay having sexual intercourse until I am married</p>	<p>Adapted from Student Health Questionnaire, UCSF Center for AIDS Prevention Studies and ETR Associates Marín, B.V., Coyle, K., Gomez, C., Carvajal, S., Kirby, D. (2000). Older boyfriends and girlfriends increase risk of sexual initiation in young adolescents. <i>Journal of Adolescent Health</i>, 27, 409-418.</p>	<p>To obtain data on participant behaviors related to topics in the legislative definition of SRAE</p>
<p>d. I plan to be married before I have a child</p>	<p>PREP performance measure</p>	
<p>e. I plan to have a steady full-time job before I get married.</p>		
<p>f. I plan to have a steady full-time job before I have a child.</p>		
<p>14. Have you ever kissed someone on the mouth who is not a members of your family? MARK ONLY ONE ANSWER <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>AddHealth</p>	<p>To obtain data on participant behaviors related to topics in the legislative definition of SRAE</p>
<p>15. Have you ever touched another person's private parts or let someone touch your private parts? By private parts, we mean parts covered by underwear or a bra. MARK ONLY ONE ANSWER <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Adapted from Evaluation of Adolescent Pregnancy Prevention Approaches (PPA) follow-up survey</p>	<p>To obtain data on participant behaviors related to topics in the legislative definition of SRAE</p>
<p>16. Have you ever had sexual intercourse? MARK ONLY ONE ANSWER <input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>YRBS</p>	
<p>17. To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant? MARK ONLY ONE ANSWER <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p>	<p>Adapted from AddHealth</p>	

Entry Survey Item	Source	Why are we collecting this measure?
<p>18. Have you ever been told by a doctor or other medical provider that you had a sexually transmitted infection (STI)?</p> <p>MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	Adapted from AddHealth	To obtain data on participant behaviors related to topics in the legislative definition of SRAE

Table 2. Exit survey measures

Exit survey item	Source	Why are we collecting this measure?
<p>1. How old are you? MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/> 13 <input type="checkbox"/> 14 <input type="checkbox"/> 15 <input type="checkbox"/> 16 <input type="checkbox"/> 17 <input type="checkbox"/> 18 <input type="checkbox"/> 19 <input type="checkbox"/> 20 or older 	<p>Adapted from PREP performance measure</p>	<p>To obtain data on the age of the youth who receive SRAE programming</p>
<p>2. What grade are you in? (If you are currently on vacation or in summer school, indicate the grade you will be in when you go back to school.) MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> 4th <input type="checkbox"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> 10th <input type="checkbox"/> 11th <input type="checkbox"/> 12th <input type="checkbox"/> My school does not assign grade levels <input type="checkbox"/> I dropped out of school, and I am not working on getting a high school diploma or GED <input type="checkbox"/> I am working toward a GED <input type="checkbox"/> I have a high school diploma/GED but I am not currently enrolled in college/technical school <input type="checkbox"/> I have a high school diploma/GED and I am currently enrolled in college/technical school 	<p>Adapted from NSFG</p>	<p>To obtain data on the distribution of grade levels in the population that receives SRAE programming</p>

Exit survey item	Source	Why are we collecting this measure?
<p>3. When you are at home or with your family, what language or languages do you usually speak?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (please specify) 	Adapted from AddHealth	To obtain data on the languages spoken at home or with families by the youth who receive SRAE programming
<p>4. Are you Hispanic or Latino?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	OMB required item about ethnicity	<p>To obtain data on the ethnic demographics of the youth who receive SRAE programming</p> <p>The ethnicity question determines whether a person is of Hispanic origin or not. For this reason, ethnicity is broken out in two categories, Hispanic or Latino and Not Hispanic or Latino.</p>
<p>5. What is your race?</p> <p>MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American <input type="checkbox"/> Native Hawaiian or Other Pacific Islander <input type="checkbox"/> White or Caucasian 	OMB required item about race	To obtain data on the racial demographics of the youth who receive SRAE programming
<p>6. Which of the following best represents how you think of yourself?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Straight, that is, not gay or lesbian <input type="checkbox"/> Gay or lesbian <input type="checkbox"/> Bisexual <input type="checkbox"/> Something else (specify) _____ <input type="checkbox"/> Not sure <input type="checkbox"/> I choose not to answer this question 	Adapted from NHIS	To obtain data on how the youth who receive SRAE programming self-identify in regard to sexual orientation
<p>7. What is your sex?</p> <p>MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female 	YRBS	To obtain data on the sex of youth who receive SRAE programming

Exit survey item	Source	Why are we collecting this measure?
<p>8. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> In foster care, living with a family <input type="checkbox"/> In foster care, living in a group home <input type="checkbox"/> Couch surfing or moving from home to home <input type="checkbox"/> Living in a place not meant to be a residence, such as outside, in a tent city or homeless camp, in a car, in an abandoned vehicle or in an abandoned building <input type="checkbox"/> Staying in an emergency shelter or transitional living program <input type="checkbox"/> Staying in a hotel or motel <input type="checkbox"/> In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer <input type="checkbox"/> None of the above 	Adapted from NYTD and AddHealth	To obtain data on the different living situations of youth who receive SRAE programming
<p>9. Has being in the program made you more likely, about the same, or less likely to... (Note: If the program has not affected your likelihood to do any of the following, choose "About the same.") MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. Make decisions to not drink alcohol?</p>		
<p>b. Make decisions to not smoke cigarettes?</p>		
<p>c. Make decisions to not smoke cigars, cigarillos, or little cigars?</p>		
<p>d. Make decisions to not use other tobacco products (such as chewing tobacco, snuff, dip, or snus)?</p>		
<p>e. Make decisions to not use electronic vapor products (such as JUUL, Vuse, MarkTen, and blu)? (Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, hookahs, hookah pens, and mods)</p>	New SRAE performance measure	To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors related to the topics in the SRAE definition found in the legislation
<p>f. Make decisions to not use marijuana (also called pot, weed, or cannabis)?</p>		
<p>g. Make decisions to not take prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?</p>		

Exit survey item	Source	Why are we collecting this measure?
<p>10. Has being in the program made you more likely, about the same, or less likely to... (Note: If the program has not affected your likelihood to do any of the following, choose "About the same.")</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. resist or say no to peer pressure?</p>	PREP performance measure	To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors related to the topics in the SRAE definition found in the legislation
<p>b. manage your emotions in healthy ways (for example, ways that are not hurtful to you or others)?</p>		
<p>c. work together to find a solution when you disagree with a friend?</p>		
<p>d. choose to spend time with friends that keep you out of trouble?</p>		
<p>e. be respectful of others?</p>		
<p>f. think about the consequences before making a decision?</p>		
<p>11. Has being in the program made you more likely, about the same, or less likely to... (Note: If the program has not affected your likelihood to do the following, choose "About the same.")</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. make plans to reach my goals?</p>	PREP performance measure	To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors related to the topics in the SRAE definition found in the legislation
<p>b. care about doing well in school?</p>		
<p>c. save money to get something you want?</p>		
<p>d. graduate high school or get your GED?</p>		
<p>e. get more education and/or training after high school or completing your GED?</p>		
<p>f. get a steady full-time job after school?</p>		
<p>g. feel comfortable talking to my parent, guardian, or caregiver about sex?</p>		
<p>h. speak up or ask for help if I was being bullied in person or online, via text, while gaming, or through other social media?</p>		
<p>i. speak up or ask for help if others were being bullied in person or online, via text, while gaming, or through other social media?</p>		

Exit survey item	Source	Why are we collecting this measure?
<p>12. Has being in the program made you more likely, about the same, or less likely to... (Note: If the program has not affected your likelihood to do any of the following, choose "About the same.")</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. better understand what makes a relationship healthy?</p>	<p>PREP performance measure</p>	<p>To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors related to the topics in the SRAE definition found in the legislation</p>
<p>b. look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.)?</p>		
<p>c. resist or say no to someone you are dating or going out with if they pressured you to participate in sexual acts, such as kissing, touching private parts, or sexual intercourse?</p>		
<p>d. talk to a friend if someone you are dating or going out with makes you uncomfortable, hurts you, or pressures you to do things you don't want to do?</p>		
<p>e. talk to a trusted adult (for example, a family member, teacher, counselor, coach, etc.) if someone you are dating or going out with makes you uncomfortable, hurts you, or pressures you do things you don't want to do?</p>		
<p>f. talk to a trusted adult if someone other than the person you are dating or going out with makes you uncomfortable, hurts you, or pressures you to do things you don't want to do?</p>		
<p>13. Has being in the program made you more likely, about the same, or less likely to...</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. plan to delay having sexual intercourse until I graduate high school or receive my GED</p>	<p>Adapted from PREP performance measure</p>	<p>To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors related to the topics in the SRAE definition found in the legislation</p>
<p>b. plan to delay having sexual intercourse until I graduate college or complete another education or training program</p>		
<p>c. plan to delay having sexual intercourse until I am married</p>		
<p>d. plan to be married before I have a child</p>		
<p>e. plan to have a steady full-time job before I get married.</p>		
<p>f. plan to have a steady full-time job before I have a child.</p>		

Exit survey item	Source	Why are we collecting this measure?
<p>14. As a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse)</p> <p>MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes → GO TO QUESTION 15</p> <p><input type="checkbox"/> No → GO TO QUESTION 16</p> <p><input type="checkbox"/> Not sure → GO TO QUESTION 16</p>	Adapted from PREP performance measure	To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors related to the topics in the SRAE definition found in the legislation
<p>15. How important are each of these reasons in your decision to not have sexual intercourse?</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. how it might affect your plans for the future</p>	Adapted from PREP performance measure	To obtain data on youth participants' perceptions of the effects SRAE programming on their reasons for deciding to abstain
<p>b. the possible emotional consequences (for example, feeling sadness or regret)</p>		
<p>c. the possible social consequences (for example, get a bad reputation or have rumors spread about you, have to deal with drama, make your relationship with someone you are dating or going out with worse, or get in trouble with your parents)</p>		
<p>d. the risk of getting a sexual transmitted infection (STI)</p>		
<p>e. the risk of getting pregnant or getting someone pregnant</p>		
<p>16. Even if you didn't attend all of the sessions or classes in this program, how often in this program...</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. did you feel interested in program sessions and classes?</p>	PREP performance measure	To obtain data on youth program experiences
<p>b. did you feel the material presented was clear?</p>		
<p>c. did discussions or activities help you to learn program lessons?</p>		
<p>d. did you have a chance to ask questions about topics or issues that came up in the program?</p>		
<p>e. did you feel respected as a person?</p>		
<p>f. were you picked on, teased, or bullied in this program?</p>		
<p>17. Now thinking about all youth in this program, how often...</p> <p>MARK ONLY ONE ANSWER PER ROW</p>		
<p>a. were any youth in this program picked on, teased, or bullied because people thought they were lesbian, gay, bisexual, or transgender?</p>	PREP performance measure	To obtain data on bullying during SRAE programming

Exit survey item	Source	Why are we collecting this measure?
b. were any youth in this program picked on, teased, or bullied because of their race or ethnic background?	PREP performance measure	To obtain data on bullying during SRAE programming
c. were any youth in this program picked on, teased, or bullied for any other reasons?	Adapted from PREP performance measure	

Title V, Section 510 legislation:

Education on sexual risk avoidance pursuant to an allotment under 42 U.S. Code § 710 shall address each of the following topics:

- (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 nonmarital 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.

General Departmental SRAE legislation:

Provided further, That of the funds made available under this heading, \$25,000,000 shall be for making competitive grants which exclusively implement education in sexual risk avoidance (defined as voluntarily refraining from non-marital sexual activity):

Provided further, That funding for such competitive grants for sexual risk avoidance shall use medically accurate information referenced to peer-reviewed publications by educational, scientific, governmental, or health organizations; implement an evidence-based approach integrating research findings with practical implementation that aligns with the needs and desired outcomes for the intended audience; and teach the benefits associated with self-regulation, success sequencing for poverty prevention, healthy relationships, goal setting, and resisting sexual coercion, dating violence, and other youth risk behaviors such as underage drinking or illicit drug use without normalizing teen sexual activity:

Provided further, That no more than 10 percent of the funding for such competitive grants for sexual risk avoidance shall be available for technical assistance and administrative costs of such programs.