SRAE Participant Entry and Exit Surveys Measures Guide

Updated 07-2020

This document provides information on the performance measures included in the Sexual Risk Avoidance Education (SRAE) participant entry and exit surveys, including the category, source, and purpose of items. All survey items are based on the Title V SRAE and/or General Departmental (GD) SRAE legislation. The text of the Title V SRAE, Section 510 legislation and GD SRAE is included at the end of this document for your reference.

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

There are four separate tables in the guide: 1) middle school entry survey items, 2) middle school exit survey items, 3) high school entry survey items, and 4) high school exit survey items. The tables include all items in the SRAE participant entry and exit surveys that grantees will administer.

Table 1. Middle school entry survey measures

Middle school entry survey item	Source	Why are we collecting this measure?
1. **How old are you?** MARK ONLY ONE ANSWER □ 10 □ 11 □ 12 □ 13 □ 14 □ 15 □ 16	Category: Demographics Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure	• To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
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 □ 5th □ 6th □ 7th □ 8th □ 9th □ My school does not assign grade levels □ I am not currently enrolled in school	Category: Demographics Adapted from the National Survey of Family Growth (NSFG)	• To obtain data on the grade levels of the youth who receive SRAE programming • To align data collected across APP programs
3. **When you are at home or with your family, what language or languages do you usually speak?** MARK ALL THAT APPLY □ English □ Spanish □ Other (please specify)	Category: Demographics Adapted from the National Longitudinal Study of Adolescent Health (Add Health)	• To obtain data on the languages spoken at home or with families by the youth who receive SRAE programming • To align data collected across APP programs
4. **Are you Hispanic or Latino?** MARK ONLY ONE ANSWER □ Yes □ No	Category: Demographics Office of Management and Budget (OMB) required item about ethnicity	• To obtain data on the ethnicity of the youth who receive SRAE programming • To align data collected across APP programs

Middle school entry survey item	Source	Why are we collecting this measure?
5. **What is your race?** MARK ALL THAT APPLY □ American Indian or Alaska Native □ Asian □ Black or African American □ Native Hawaiian or Other Pacific Islander □ White or Caucasian	Category: Demographics OMB required item about race	• To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
6. **What is your sex?** MARK ONLY ONE ANSWER □ Male □ Female	Category: Demographics Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])	• To obtain data on the sex of the youth who receive SRAE programming • To align data collected across APP programs
7. **Are you currently…?** MARK ALL THAT APPLY □ Living with family [parent(s), guardian, grandparents, or other relatives] □ In foster care, living with a family □ In foster care, living in a group home □ Couch surfing or moving from home to home □ 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 □ Staying in an emergency shelter or transitional living program □ Staying in a hotel or motel □ In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer □ None of the above	Category: Demographics Adapted from National Youth in Transition Database (NYTD) survey and AddHealth	• To obtain data on the different living situations of the youth who receive SRAE programming • This question was developed to identify high-risk youth in the following populations: 1) Youth in foster care, 2) Youth experiencing homelessness, and 3) Adjudicated youth • To align data collected across APP programs

Middle school entry survey item	Source	Why are we collecting this measure?
8. In the past three months, have you… MARK ONLY ONE ANSWER PER ROW	Category: Substance use	
a. drunk alcohol (more than a few sips, including beer, wine, and liquor)	Adapted from AddHealth	• To obtain data on substance use from the youth who receive SRAE programming • Substance use is a topic in the legislative definition of SRAE
b. smoked cigarettes		
c. smoked cigars, cigarillos, or little cigars	Adapted from YRBS	
d. used other tobacco products (such as chewing tobacco, snuff, dip, or snus)	Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)	
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)	Adapted from YRBS	
f. used marijuana (also called pot, weed, or cannabis)		
g. taken prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it		
9. In the past three months, how often would you say you… MARK ONLY ONE ANSWER PER ROW	Category: Self-regulation, decision making	
a. resisted or said no to peer pressure?	Previous APP performance measures	• To obtain data on self-regulation and decision making among the youth who receive SRAE programming • Self-regulation and decision-making are topics in the legislative definition of SRAE • To align data collected across APP programs
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). Journal of Adolescent Health, 31(3), 247-255.	
e. were respectful of others?	Previous APP performance measures	
f. thought about the consequences before making a decision?		

Middle school entry survey item	Source	Why are we collecting this measure?
10. 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.	Category: Goal setting Adapted from previous APP performance measures	• To obtain data on goal-setting among the youth who receive SRAE programming • Goal-setting is a topic in the legislative definition of SRAE • To align data collected across APP programs
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.		
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.		

Middle school entry survey item	Source	Why are we collecting this measure?
11. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW		
a. I understand what makes a relationship healthy.	Category: Healthy relationships, dating violence, sexual coercion Adapted from previous APP performance measures	• To obtain data on healthy relationships, dating violence, and sexual coercion among the youth who receive SRAE programming • Healthy relationships, dating violence, and sexual coercion are topics in the legislative definition of SRAE • To align data collected across APP programs
b. I look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.).		
c. I would be able to resist or say no to someone I am dating or going out with if they pressure me to participate in sexual acts, such as kissing, touching private parts, or sexual intercourse.		
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.		
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.		
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		

Table 2. Middle school exit survey measures

Middle school exit survey item	Source	Why are we collecting this measure?
1. **How old are you?** MARK ONLY ONE ANSWER □ 10 □ 11 □ 12 □ 13 □ 14 □ 15 □ 16	Category: Demographics Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure	• To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
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 □ 5th □ 6th □ 7th □ 8th □ 9th □ My school does not assign grade levels □ I am not currently enrolled in school	Category: Demographics Adapted from the National Survey of Family Growth (NSFG)	• To obtain data on the grade levels of the youth who receive SRAE programming • To align data collected across APP programs
3. **When you are at home or with your family, what language or languages do you usually speak?** MARK ALL THAT APPLY □ English □ Spanish □ Other (please specify)	Category: Demographics Adapted from the National Longitudinal Study of Adolescent Health (Add Health)	• To obtain data on the languages spoken at home or with families by the youth who receive SRAE programming • To align data collected across APP programs
4. **Are you Hispanic or Latino?** MARK ONLY ONE ANSWER □ Yes □ No	Category: Demographics Office of Management and Budget (OMB) required item about ethnicity	• To obtain data on the ethnicity of the youth who receive SRAE programming • To align data collected across APP programs

Middle school exit survey item	Source	Why are we collecting this measure?
5. **What is your race?** MARK ALL THAT APPLY □ American Indian or Alaska Native □ Asian □ Black or African American □ Native Hawaiian or Other Pacific Islander □ White or Caucasian	Category: Demographics OMB required item about race	• To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
6. **What is your sex?** MARK ONLY ONE ANSWER □ Male □ Female	Category: Demographics Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])	• To obtain data on the sex of the youth who receive SRAE programming • To align data collected across APP programs
7. **Are you currently…?** MARK ALL THAT APPLY □ Living with family [parent(s), guardian, grandparents, or other relatives] □ In foster care, living with a family □ In foster care, living in a group home □ Couch surfing or moving from home to home □ 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 □ Staying in an emergency shelter or transitional living program □ Staying in a hotel or motel □ In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer □ None of the above	Category: Demographics Adapted from National Youth in Transition Database (NYTD) survey and AddHealth	• To obtain data on the different living situations of the youth who receive SRAE programming • This question was developed to identify high-risk youth in the following populations: 1) Youth in foster care, 2) Youth experiencing homelessness, and 3) Adjudicated youth • To align data collected across APP programs

Middle school exit survey item	Source	• Why are we collecting this measure?
8. **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	Category: Substance use	
a. make decisions to not drink alcohol?	Adapted from AddHealth	• To obtain data on substance use from the youth who receive SRAE programming • Substance use is a topic in the legislative definition of SRAE
b. make decisions to not smoke cigarettes?		
c. make decisions to not smoke cigars, cigarillos, or little cigars?	Adapted from YRBS	
d. make decisions to not use other tobacco products (such as chewing tobacco, snuff, dip, or snus)?	Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)	
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)	Adapted from YRBS	
f. make decisions to not use marijuana (also called pot, weed, or cannabis)?		
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?		

Middle school exit survey item	Source	Why are we collecting this measure?
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	Category: Self-regulation, decision making	
a. resist or say no to peer pressure? b. manage your emotions in healthy ways (for example, ways that are not hurtful to you or others)? c. work together to find a solution when you disagree with a friend?	Adapted from previous APP performance measures	• To obtain data on self-regulation and decision making among the youth who receive SRAE programming • Self-regulation and decision making are topics in the legislative definition of SRAE • To align data collected across APP programs
d. choose 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). Journal of Adolescent Health, 31(3), 247-255.	
e. be respectful of others? f. think about the consequences before making a decision?	Adapted from previous APP performance measures	
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 the following, choose "About the same.") MARK ONLY ONE ANSWER PER ROW		
a. make plans to reach your goals? b. care about doing well in school? c. save money to get something you want? d. graduate high school or get your GED? e. get more education and/or training after high school or completing your GED?	Category: Goal setting Adapted from previous APP performance measures	• To obtain data on goal-setting among the youth who receive SRAE programming • Goal-setting is a topic in the legislative definition of SRAE • To align data collected across APP programs

Middle school exit survey item	Source	Why are we collecting this measure?
f. get a steady full-time job after school?		
g. feel comfortable talking to your parent, guardian, or caregiver about sex?		
h. speak up or ask for help if you were being bullied in person or online, via text, while gaming, or through other social media?		
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?		
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 any of the following, choose "About the same.")** MARK ONLY ONE ANSWER PER ROW	Category: Healthy relationships, dating violence, sexual coercion	
a. better understand what makes a relationship healthy?	Adapted from previous APP performance measures	• To obtain data on healthy relationships, dating violence, and sexual coercion among the youth who receive SRAE programming
b. look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.)?		
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?		• Healthy relationships, dating violence, and sexual coercion are topics in the legislative definition of SRAE
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?		• To align data collected across APP programs
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?		
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?		

Middle school exit survey item	Source	Why are we collecting this measure?
12. Has being in the program made you more likely, about the same, or less likely to… MARK ONLY ONE ANSWER PER ROW		
a. plan to delay having sexual intercourse until you graduate high school or receive my GED	Category: Success sequence Adapted from previous APP performance measures	• To obtain data on youth's adherence to the success sequence for poverty prevention • Success sequence for poverty prevention is a topic in the legislative definition of SRAE
b. plan to delay having sexual intercourse until you graduate college or complete another education or training program		
c. plan to delay having sexual intercourse until you are married		
d. plan to be married before you have a child		
e. plan to have a steady full-time job before you get married		
f. plan to have a steady full-time job before you have a child		
13. Even if you didn't attend all of the sessions or classes in this program, how often *in this program*… MARK ONLY ONE ANSWER PER ROW		
a. did you feel interested in program sessions and classes?	Category: Program satisfaction Previous APP performance measure	To obtain data on youth program experiences
b. did you feel the material presented was clear?		
c. did discussions or activities help you to learn program lessons?		
d. did you have a chance to ask questions about topics or issues that came up in the program?		
e. did you feel respected as a person?		
f. were you picked on, teased, or bullied in this program?		
14. Now thinking about <u>all</u> youth in this program, how often… MARK ONLY ONE ANSWER		
a. were any youth in this program picked on, teased, or bullied?	Category: Bullying Adapted from previous APP performance measure	To obtain data to monitor bullying among participants during SRAE programming

Table 3. High school entry survey measures

High school entry survey item	Source	Why are we collecting this measure?
1. **How old are you?** MARK ONLY ONE ANSWER □ 10 □ 11 □ 12 □ 13 □ 14 □ 15 □ 16 □ 17 □ 18 □ 19 □ 20 or older	Category: Demographics Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure	• To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
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 □ 9th □ 10th □ 11th □ 12th □ My school does not assign grade levels □ I dropped out of school, and I am not working on getting a high school diploma or GED □ I am working toward a GED □ I have a high school diploma/GED but I am <u>not</u> currently enrolled in college/technical school □ I have a high school diploma/GED and I <u>am</u> currently enrolled in college/technical school	Category: Demographics Adapted from the National Survey of Family Growth (NSFG)	• To obtain data on the grade levels of the youth who receive SRAE programming • To align data collected across APP programs

High school entry survey item	Source	Why are we collecting this measure?
3. **When you are at home or with your family, what language or languages do you usually speak?** MARK ALL THAT APPLY □ English □ Spanish □ Other (please specify)	Category: Demographics Adapted from the National Longitudinal Study of Adolescent Health (Add Health)	• To obtain data on the languages spoken at home or with families by the youth who receive SRAE programming • To align data collected across APP programs
4. **Are you Hispanic or Latino?** MARK ONLY ONE ANSWER □ Yes □ No	Category: Demographics Office of Management and Budget (OMB) required item about ethnicity	• To obtain data on the ethnicity of the youth who receive SRAE programming • To align data collected across APP programs
5. **What is your race?** MARK ALL THAT APPLY □ American Indian or Alaska Native □ Asian □ Black or African American □ Native Hawaiian or Other Pacific Islander □ White or Caucasian	Category: Demographics OMB required item about race	• To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
6. **What is your sex?** MARK ONLY ONE ANSWER □ Male □ Female	Category: Demographics Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])	• To obtain data on the sex of the youth who receive SRAE programming • To align data collected across APP programs

High school entry survey item	Source	Why are we collecting this measure?
7. Are you currently…? MARK ALL THAT APPLY ☐ Living with family [parent(s), guardian, grandparents, or other relatives] ☐ In foster care, living with a family ☐ In foster care, living in a group home ☐ Couch surfing or moving from home to home ☐ 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 ☐ Staying in an emergency shelter or transitional living program ☐ Staying in a hotel or motel ☐ In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer ☐ None of the above	Category: Demographics Adapted from National Youth in Transition Database (NYTD) survey and AddHealth	• To obtain data on the different living situations of the youth who receive SRAE programming • This question was developed to identify high-risk youth in the following populations: 1) Youth in foster care, 2) Youth experiencing homelessness, and 3) Adjudicated youth • To align data collected across APP programs
8. In the past three months, have you… MARK ONLY ONE ANSWER PER ROW	Category: Substance use	
a. drunk alcohol (more than a few sips, including beer, wine, and liquor)	Adapted from AddHealth	• To obtain data on substance use from the youth who receive SRAE programming • Substance use is a topic in the legislative definition of SRAE
b. smoked cigarettes		
c. smoked cigars, cigarillos, or little cigars	Adapted from YRBS	
d. used other tobacco products (such as chewing tobacco, snuff, dip, or snus)	Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)	
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)	Adapted from YRBS	
f. used marijuana (also called pot, weed, or cannabis)		
g. taken prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it		

High school entry survey item	Source	Why are we collecting this measure?
9. In the past three months, how often would you say you MARK ONLY ONE ANSWER PER ROW	Category: Self-regulation, decision making	
a. resisted or said no to peer pressure? 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?	Previous APP performance measures	• To obtain data on self-regulation and decision making among the youth who receive SRAE programming • Self-regulation and decision making are topics in the legislative definition of SRAE • To align data collected across APP programs
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). Journal of Adolescent Health, 31(3), 247-255.	
e. were respectful of others? f. thought about the consequences before making a decision?	Previous APP performance measures	
10. 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. 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.	Category: Goal setting Adapted from previous APP performance measures	• To obtain data on goal-setting among the youth who receive SRAE programming • Goal-setting is a topic in the legislative definition of SRAE • To align data collected across APP programs

High school entry survey item	Source	Why are we collecting this measure?
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.		
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.		
11. **For each of the items below, please mark how true each statement is of you.** MARK ONLY ONE ANSWER PER ROW		
a. I understand what makes a relationship healthy.	Category: Healthy relationships, dating violence, sexual coercion Adapted from previous APP performance measures	• To obtain data on healthy relationships, dating violence, and sexual coercion among the youth who receive SRAE programming • Healthy relationships, dating violence, and sexual coercion are topics in the legislative definition of SRAE • To align data collected across APP programs
b. I look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.).		
c. I would be able to resist or say no to someone I am dating or going out with if they pressure me to participate in sexual acts, such as kissing, touching private parts, or sexual intercourse.		
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.		
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.		
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.		

High school entry survey item	Source	Why are we collecting this measure?
12. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW	Category: Success sequence	
a. I plan to delay having sexual intercourse until I graduate high school or receive my GED b. I plan to delay having sexual intercourse until I graduate college or complete another education or training program c. I plan to delay having sexual intercourse until I am married	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. *Journal of Adolescent Health, 27*, 409-418.	• To obtain data on youth's adherence to the success sequence for poverty prevention • Success sequence for poverty prevention is a topic in the legislative definition of SRAE
d. I plan to be married before I have a child e. I plan to have a steady full-time job before I get married. f. I plan to have a steady full-time job before I have a child.	Developed from original literature on the success sequence Haskins, R., & Sawhill, I. V. (2003). *Work and marriage: The way to end poverty and welfare*. Washington, DC: Brookings Institution Press. Haskins, R., & Sawhill, I. V. (2009). *Creating an opportunity society*. Washington, DC: Brookings Institution Press.	
13. Have you ever had sexual intercourse? MARK ONLY ONE ANSWER □ Yes □ No	Category: Sexual activity YRBS	• To obtain data on the prevalence of sexual intercourse among the youth who receive SRAE programming • To align data collected across APP programs
14. To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant? MARK ONLY ONE ANSWER □ Yes □ No □ Not sure	Category: Teen pregnancy Adapted from AddHealth	• To obtain data on the prevalence of teen pregnancy among the youth who receive SRAE programming • To align data collected across APP programs

15. Have you ever been told by a doctor or other medical provider that you had a sexually transmitted infection (STI)? MARK ONLY ONE ANSWER □　Yes □　No	Category: STI Adapted from AddHealth	• To obtain data on the prevalence of STIs among the youth who receive SRAE programming • To align data collected across APP programs

Table 4. High school exit survey measures

High school exit survey item	Source	Why are we collecting this measure?
1. **How old are you?** MARK ONLY ONE ANSWER □ 10 □ 11 □ 12 □ 13 □ 14 □ 15 □ 16 □ 17 □ 18 □ 19 □ 20 or older	Category: Demographics Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure	• To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
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 □ 9th □ 10th □ 11th □ 12th □ My school does not assign grade levels □ I dropped out of school, and I am not working on getting a high school diploma or GED □ I am working toward a GED □ I have a high school diploma/GED but I am <u>not</u> currently enrolled in college/technical school □ I have a high school diploma/GED and I <u>am</u> currently enrolled in college/technical school	Category: Demographics Adapted from the National Survey of Family Growth (NSFG)	• To obtain data on the grade levels of the youth who receive SRAE programming • To align data collected across APP programs

High school exit survey item	Source	Why are we collecting this measure?
3. **When you are at home or with your family, what language or languages do you usually speak?** MARK ALL THAT APPLY □ English □ Spanish □ Other (please specify)	Category: Demographics Adapted from the National Longitudinal Study of Adolescent Health (Add Health)	• To obtain data on the languages spoken at home or with families by the youth who receive SRAE programming • To align data collected across APP programs
4. **Are you Hispanic or Latino?** MARK ONLY ONE ANSWER □ Yes □ No	Category: Demographics Office of Management and Budget (OMB) required item about ethnicity	• To obtain data on the ethnicity of the youth who receive SRAE programming • To align data collected across APP programs
5. **What is your race?** MARK ALL THAT APPLY □ American Indian or Alaska Native □ Asian □ Black or African American □ Native Hawaiian or Other Pacific Islander □ White or Caucasian	Category: Demographics OMB required item about race	• To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
6. **What is your sex?** MARK ONLY ONE ANSWER □ Male □ Female	Category: Demographics Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])	• To obtain data on the sex of the youth who receive SRAE programming • To align data collected across APP programs

High school exit survey item	Source	Why are we collecting this measure?
7. Are you currently…? MARK ALL THAT APPLY □ Living with family [parent(s), guardian, grandparents, or other relatives] □ In foster care, living with a family □ In foster care, living in a group home □ Couch surfing or moving from home to home □ 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 □ Staying in an emergency shelter or transitional living program □ Staying in a hotel or motel □ In juvenile detention, jail, prison or another correctional facility, or under the supervision of a probation officer □ None of the above	Category: Demographics Adapted from National Youth in Transition Database (NYTD) survey and AddHealth	• To obtain data on the different living situations of the youth who receive SRAE programming • This question was developed to identify high-risk youth in the following populations: 1) Youth in foster care, 2) Youth experiencing homelessness, and 3) Adjudicated youth • To align data collected across APP programs
8. 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	Category: Substance use	
a. make decisions to not drink alcohol?	Adapted from AddHealth	• To obtain data on substance use from the youth who receive SRAE programming • Substance use is a topic in the legislative definition of SRAE
b. make decisions to not smoke cigarettes?		
c. make decisions to not smoke cigars, cigarillos, or little cigars?	Adapted from YRBS	
d. make decisions to not use other tobacco products (such as chewing tobacco, snuff, dip, or snus)?	Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)	
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)	Adapted from YRBS	

High school exit survey item	Source	Why are we collecting this measure?
f. make decisions to not use marijuana (also called pot, weed, or cannabis)?	Adapted from YRBS	
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?		
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	Category: Self-regulation, decision making	
a. resist or say no to peer pressure?	Adapted from previous APP performance measures	• To obtain data on self-regulation and decision making among the youth who receive SRAE programming • Self-regulation and decision making are topics in the legislative definition of SRAE • To align data collected across APP programs
b. manage your emotions in healthy ways (for example, ways that are not hurtful to you or others)?		
c. work together to find a solution when you disagree with a friend?		
d. choose 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). Journal of Adolescent Health, 31(3), 247-255.	
e. be respectful of others?	Adapted from previous APP performance measures	
f. think about the consequences before making a decision?		

High school exit survey item	Source	Why are we collecting this measure?
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 the following, choose "About the same.") MARK ONLY ONE ANSWER PER ROW		
a. make plans to reach your goals? b. care about doing well in school? c. save money to get something you want? d. graduate high school or get your GED? e. get more education and/or training after high school or completing your GED? f. get a steady full-time job after school? g. feel comfortable talking to your parent, guardian, or caregiver about sex? h. speak up or ask for help if you were being bullied in person or online, via text, while gaming, or through other social media? 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?	Category: Goal setting Adapted from previous APP performance measures	• To obtain data on goal-setting among the youth who receive SRAE programming • Goal-setting is a topic in the legislative definition of SRAE • To align data collected across APP programs
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 any of the following, choose "About the same.") MARK ONLY ONE ANSWER PER ROW	Category: Healthy relationships, dating violence, sexual coercion	
a. better understand what makes a relationship healthy? b. look for information and resources about dating violence (for example, websites, social media, hotlines, organizations, etc.)? 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? **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?	Adapted from previous APP performance measures	• To obtain data on healthy relationships, dating violence, and sexual coercion among the youth who receive SRAE programming • Healthy relationships, dating violence, and sexual coercion are topics in the legislative definition of SRAE • To align data collected across APP programs

High school exit survey item	Source	Why are we collecting this measure?
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?		
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?		
12. Has being in the program made you more likely, about the same, or less likely to… MARK ONLY ONE ANSWER PER ROW		
a. plan to delay having sexual intercourse until you graduate high school or receive my GED	Category: Success sequence Adapted from previous APP performance measures	• To obtain data on youth's adherence to the success sequence for poverty prevention • Success sequence for poverty prevention is a topic in the legislative definition of SRAE
b. plan to delay having sexual intercourse until you graduate college or complete another education or training program		
c. plan to delay having sexual intercourse until you are married		
d. plan to be married before you have a child		
e. plan to have a steady full-time job before you get married		
f. plan to have a steady full-time job before you have a child		

13.   As a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse)?
MARK ONLY ONE ANSWER
   ☐   Yes ➔ GO TO QUESTION 14
   ☐   No ➔ GO TO QUESTION 15
   ☐   Not sure ➔ GO TO QUESTION 15
	Category: Program outcomes
	
	Adapted from previous APP performance measure
		To obtain data on youth participants' perceptions of the effects SRAE programming on their behaviors

High school exit survey item	Source	Why are we collecting this measure?

14. How important are each of these reasons in your decision to not have sexual intercourse?
MARK ONLY ONE ANSWER PER ROW
 	
    a. how it might affect your plans for the future
    b. 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)
    c. the risk of getting a sexual transmitted infection (STI)
    d. the risk of getting pregnant or getting someone pregnant
	Adapted from the CDC National Survey of Family and Growth (NSFG)
	
	Abma, J. C., & Martinez, G. M. (2017). *Sexual activity and contraceptive use among teenagers in the United States, 2011–2015*. National health statistics reports; no 104. Hyattsville, MD: National Center for Health Statistics.
	
	Category: Program outcomes
		To obtain data on youth participants' perceptions of the effects of SRAE programming on their reasons for deciding to abstain

15. Even if you didn't attend all of the sessions or classes in this program, how often *in this program*… MARK ONLY ONE ANSWER PER ROW		

a. did you feel interested in program sessions and classes?
    b. did you feel the material presented was clear?
    c. did discussions or activities help you to learn program lessons?
    d. did you have a chance to ask questions about topics or issues that came up in the program?
    e. did you feel respected as a person?
    f. were you picked on, teased, or bullied in this program?
	Category: Program satisfaction
	
	Previous APP performance measure
		To obtain data on youth program experiences

16. Now thinking about <u>all</u> youth in this program, how often… MARK ONLY ONE ANSWER		
a. were any youth in this program picked on, teased, or bullied?	Category: Bullying Adapted from previous APP performance measure	To obtain data to monitor bullying among participants during SRAE programming

Excerpt from the Title V, Section 510 legislation:

(1) PURPOSE.—…the purpose is…to implement education **exclusively on sexual risk avoidance (meaning voluntarily refraining from nonmarital sexual activity).**

(2) REQUIRED COMPONENTS.—Education on sexual risk avoidance pursuant to an allotment under this section **shall**—
   a. ensure that the unambiguous and primary emphasis and context for each topic described in paragraph (3) is a message to youth that normalizes the optimal health behavior of avoiding nonmarital sexual activity;
   b. be medically accurate and complete;
   c. be age-appropriate;
   d. be based on adolescent learning and developmental theories for the age group receiving the education; and
   e. be culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences.

(3) TOPICS.--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.