

SRAE Participant Entry and Exit Surveys

Measures Guide

Updated January 2022

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 legislation 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. **There are also shorter versions of the entry surveys for programs participating in impact evaluations. Items excluded from the impact entry survey versions are indicated by a note in the table title. Programs participating in impact evaluations will use the same version of the exit survey as other grantees.**

Table 1. Middle school entry survey measures (NOTE: Items #8-11 excluded from impact study surveys)

Middle school 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 	<p>Category: Demographics</p> <p>Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure</p>	<ul style="list-style-type: none"> • To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
<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"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> My school does not assign grade levels <input type="checkbox"/> I am not currently enrolled in school 	<p>Category: Demographics</p> <p>Adapted from the National Survey of Family Growth (NSFG)</p>	<ul style="list-style-type: none"> • To obtain data on the grade levels of the youth who receive SRAE programming • To align data collected across APP programs
<p>3. When you are at home or with your family, what language or languages do you usually speak? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify): _____ 	<p>Category: Demographics</p> <p>Adapted from the National Longitudinal Study of Adolescent Health (Add Health)</p>	<ul style="list-style-type: none"> • 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
<p>4. Are you Hispanic or Latino? MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>Category: Demographics</p> <p>Office of Management and Budget (OMB) required item about ethnicity</p>	<ul style="list-style-type: none"> • 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?
<p>5. What is your race? 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 <input type="checkbox"/> Other (specify): _____ 	<p>Category: Demographics</p> <p>OMB required item about race</p>	<ul style="list-style-type: none"> • To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
<p>6. What is your sex? MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female 	<p>Category: Demographics</p> <p>Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])</p>	<ul style="list-style-type: none"> • To obtain data on the sex of the youth who receive SRAE programming • To align data collected across APP programs
<p>7. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living with family [parent(s), guardian, grandparents, or other relatives] <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 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 center, juvenile group home, and/or under the supervision of a probation officer <input type="checkbox"/> None of the above 	<p>Category: Demographics</p> <p>Adapted from National Youth in Transition Database (NYTD) survey and AddHealth</p>	<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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 and YRBS	<ul style="list-style-type: none"> 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 or cigar products (cigars, cigarillos, or little cigars)?		
c. 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)	
d. 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	
e. used marijuana (also called pot, weed, or cannabis)?	Adapted from YRBS	
f. 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	<ul style="list-style-type: none"> 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. thought about the consequences before making a decision?		
d. talked with your parent, guardian, or caregiver about sex?	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, 31</i> (3), 247-255.	

Middle school entry survey item	Source	Why are we collecting this measure?
<p>10. 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 make plans to reach my goals.</p>	<p>Category: Goal setting</p>	<ul style="list-style-type: none"> To obtain data on goal setting among the youth who receive SRAE programming
<p>b. I care about doing well in school.</p>		
<p>c. I save money to get things I want.</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> Goal setting is a topic in the legislative definition of SRAE
<p>d. I would speak up or ask for help if I am being bullied in person or online, via text, while gaming, or through other social media.</p>		<ul style="list-style-type: none"> To align data collected across APP programs
<p>e. I would speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media.</p>		
<p>11. 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>	<p>Category: Healthy relationships, dating violence, sexual coercion</p>	<ul style="list-style-type: none"> To obtain data on healthy relationships, dating violence, and sexual coercion among the youth who receive SRAE programming
<p>b. I would be able to resist or say no to someone if they pressured me to participate in acts, such as kissing, touching private parts, or sex.</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> Healthy relationships, dating violence, and sexual coercion are topics in the legislative definition of SRAE
<p>c. I would talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes me uncomfortable, hurts me, or pressures me to do things I don't want to do.</p>		<ul style="list-style-type: none"> To align data collected across APP programs

Table 2. Middle school exit survey measures

Middle school 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 	<p>Category: Demographics</p> <p>Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure</p>	<ul style="list-style-type: none"> • To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
<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"/> 5th <input type="checkbox"/> 6th <input type="checkbox"/> 7th <input type="checkbox"/> 8th <input type="checkbox"/> 9th <input type="checkbox"/> My school does not assign grade levels <input type="checkbox"/> I am not currently enrolled in school 	<p>Category: Demographics</p> <p>Adapted from the National Survey of Family Growth (NSFG)</p>	<ul style="list-style-type: none"> • To obtain data on the grade levels of the youth who receive SRAE programming • To align data collected across APP programs
<p>3. When you are at home or with your family, what language or languages do you usually speak? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify): _____ 	<p>Category: Demographics</p> <p>Adapted from the National Longitudinal Study of Adolescent Health (Add Health)</p>	<ul style="list-style-type: none"> • 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
<p>4. Are you Hispanic or Latino? MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> No 	<p>Category: Demographics</p> <p>Office of Management and Budget (OMB) required item about ethnicity</p>	<ul style="list-style-type: none"> • 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?
<p>5. What is your race? 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 <input type="checkbox"/> Other (specify): _____ 	<p>Category: Demographics</p> <p>OMB required item about race</p>	<ul style="list-style-type: none"> • To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
<p>6. What is your sex? MARK ONLY ONE ANSWER</p> <ul style="list-style-type: none"> <input type="checkbox"/> Male <input type="checkbox"/> Female 	<p>Category: Demographics</p> <p>Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])</p>	<ul style="list-style-type: none"> • To obtain data on the sex of the youth who receive SRAE programming • To align data collected across APP programs
<p>7. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living with family [parent(s), guardian, grandparents, or other relatives] <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 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 center, juvenile group home, and/or under the supervision of a probation officer <input type="checkbox"/> None of the above 	<p>Category: Demographics</p> <p>Adapted from National Youth in Transition Database (NYTD) survey and AddHealth</p>	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 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?	
<p>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.")</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	Category: Substance use		
a. make decisions to not drink alcohol?	Adapted from AddHealth and YRBS	<ul style="list-style-type: none"> 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 or cigar products (cigars, cigarillos, or little cigars)?			
c. 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)		
d. 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		
e. make decisions to not use marijuana (also called pot, weed, or cannabis)?	Adapted from YRBS		
f. 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?
<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 the following, choose “About the same.”)</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Self-regulation, decision-making</p>	
<p>a. resist or say no to peer pressure?</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> • 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
<p>b. manage your emotions in healthy ways (for example, ways that are not hurtful to you or others)?</p>		
<p>c. think about the consequences before making a decision?</p>		
<p>d. talk with your parent, guardian, or caregiver about sex?</p>	<p>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, 31</i>(3), 247-255.</p>	
<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 the following, choose “About the same.”)</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Goal setting</p>	
<p>a. make plans to reach your goals?</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> • 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
<p>b. care about doing well in school?</p>		

Middle school exit survey item	Source	Why are we collecting this measure?
<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.”) MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Healthy relationships, dating violence, sexual coercion</p>	
<p>a. better understand what makes a relationship healthy?</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> • 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
<p>b. resist or say no to someone if they pressure you to participate in acts, such as kissing, touching private parts, or sex?</p>		
<p>c. talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes you uncomfortable, hurts you, or pressures you to do things you don't want to do?</p>		
<p>12. Has being in the program made you more likely, about the same, or less likely to... MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Success sequence</p>	
<p>a. plan to delay having sexual intercourse until you graduate high school or receive your GED</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> • 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
<p>b. plan to delay having sexual intercourse until you graduate college or complete another education or training program</p>		
<p>c. plan to delay having sexual intercourse until you are married</p>		
<p>d. plan to be married before you have a child</p>		
<p>e. plan to have a steady full-time job before you get married</p>		
<p>f. plan to have a steady full-time job before you have a child</p>		

Middle school exit survey item	Source	Why are we collecting this measure?
13. Even if you didn't attend all of the sessions or classes in this program, how often <i>in this program</i>... MARK ONLY ONE ANSWER PER ROW	Category: Program satisfaction	
a. did you feel interested in program sessions and classes?	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?		

Table 3. High school entry survey measures (NOTE: Items #8-15 excluded from impact study surveys)

High school 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 	<p>Category: Demographics</p> <p>Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure</p>	<ul style="list-style-type: none"> • To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
<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"/> 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 or GED but I am <u>not</u> currently enrolled in college or technical school <input type="checkbox"/> I have a high school diploma or GED and I <u>am</u> currently enrolled in college or technical school 	<p>Category: Demographics</p> <p>Adapted from the National Survey of Family Growth (NSFG)</p>	<ul style="list-style-type: none"> • 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?
<p>3. When you are at home or with your family, what language or languages do you usually speak? MARK ALL THAT APPLY</p> <p><input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify): _____</p>	<p>Category: Demographics</p> <p>Adapted from the National Longitudinal Study of Adolescent Health (Add Health)</p>	<ul style="list-style-type: none"> • 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
<p>4. Are you Hispanic or Latino? MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Category: Demographics</p> <p>Office of Management and Budget (OMB) required item about ethnicity</p>	<ul style="list-style-type: none"> • To obtain data on the ethnicity of the youth who receive SRAE programming • To align data collected across APP programs
<p>5. What is your race? MARK ALL THAT APPLY</p> <p><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 <input type="checkbox"/> Other (specify): _____</p>	<p>Category: Demographics</p> <p>OMB required item about race</p>	<ul style="list-style-type: none"> • To obtain data on the racial demographics of the youth who receive SRAE programming • To align data collected across APP programs
<p>6. What is your sex? MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p>Category: Demographics</p> <p>Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])</p>	<ul style="list-style-type: none"> • 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?
<p>7. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living with family [parent(s), guardian, grandparents, or other relatives] <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 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 center, juvenile group home, and/or under the supervision of a probation officer <input type="checkbox"/> None of the above 	<p>Category: Demographics</p> <p>Adapted from National Youth in Transition Database (NYTD) survey and AddHealth</p>	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1) Youth in foster care, 2) Youth experiencing homelessness, and 3) Adjudicated youth • To align data collected across APP programs
<p>8. In the past three months, have you... MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Substance use</p>	
<p>a. drunk alcohol (more than a few sips, including beer, wine, and liquor)?</p>	<p>Adapted from AddHealth and YRBS</p>	<ul style="list-style-type: none"> • To obtain data on substance use from the youth who receive SRAE programming • Substance use is a topic in the legislative definition of SRAE
<p>b. smoked cigarettes or cigar products (cigars, cigarillos, or little cigars)?</p>		
<p>c. used other tobacco products (such as chewing tobacco, snuff, dip, or snus)?</p>	<p>Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)</p>	
<p>d. 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>	<p>Adapted from YRBS</p>	
<p>e. used marijuana (also called pot, weed, or cannabis)?</p>	<p>Adapted from YRBS</p>	
<p>f. taken prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?</p>		

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?	Previous APP performance measures	<ul style="list-style-type: none"> • 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. thought about the consequences before making a decision?		
d. talked with your parent, guardian, or caregiver about sex?	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, 31(3), 247-255.</i>	
10. For each of the items below, please mark how true each statement is of you. MARK ONLY ONE ANSWER PER ROW	Category: Goal setting	
a. I make plans to reach my goals.	Adapted from previous APP performance measures	<ul style="list-style-type: none"> • 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 things I want.		
d. I would speak up or ask for help if I am being bullied in person or online, via text, while gaming, or through other social media.		
e. I would speak up or ask for help if others are being bullied in person or online, via text, while gaming, or through other social media.		

High school entry survey item	Source	Why are we collecting this measure?
<p>11. For each of the items below, please mark how true each statement is of you.</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Healthy relationships, dating violence, sexual coercion</p>	
<p>a. I understand what makes a relationship healthy.</p> <p>b. I would be able to resist or say no to someone if they pressured me to participate in sexual acts, such as kissing, touching private parts, or sex.</p> <p>c. I would talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes me uncomfortable, hurts me, or pressures me to do things I don't want to do.</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> • 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
<p>12. For each of the items below, please mark how true each statement is of you.</p> <p>MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Success sequence</p>	
<p>a. I plan to delay having sexual intercourse until I graduate high school or receive my GED.</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, 27, 409-418.</i></p>	<ul style="list-style-type: none"> • 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
<p>b. I plan to delay having sexual intercourse until I graduate college or complete another education or training program.</p>		
<p>c. I plan to delay having sexual intercourse until I am married.</p>		
<p>d. I plan to be married before I have a child.</p>	<p>Developed from original literature on the success sequence. Haskins, R., & Sawhill, I. V. (2003). <i>Work and marriage: The way to end poverty and welfare.</i> Washington, DC: Brookings Institution Press. Haskins, R., & Sawhill, I. V. (2009). <i>Creating an opportunity society.</i> Washington, DC: Brookings Institution Press.</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>		

High school entry survey item	Source	Why are we collecting this measure?
<p>13. Have you ever had sexual intercourse? MARK ONLY ONE ANSWER</p> <p>a. Yes b. No</p>	<p>Category: Sexual activity YRBS</p>	<ul style="list-style-type: none"> • To obtain data on the prevalence of sexual intercourse among the youth who receive SRAE programming • To align data collected across APP programs
<p>14. To the best of your knowledge, have you ever been pregnant or gotten someone else pregnant? MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure</p>	<p>Category: Teen pregnancy Adapted from AddHealth</p>	<ul style="list-style-type: none"> • To obtain data on the prevalence of teen pregnancy among the youth who receive SRAE programming • To align data collected across APP programs
<p>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</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Category: STI Adapted from AddHealth</p>	<ul style="list-style-type: none"> • 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?
<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 	<p>Category: Demographics</p> <p>Adapted from previous Adolescent Pregnancy Prevention (APP) performance measure</p>	<ul style="list-style-type: none"> • To obtain data on the age of the youth who receive SRAE programming • To align data collected across APP programs
<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"/> 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 or GED but I am <u>not</u> currently enrolled in college or technical school <input type="checkbox"/> I have a high school diploma or GED and I <u>am</u> currently enrolled in college or technical school 	<p>Category: Demographics</p> <p>Adapted from the National Survey of Family Growth (NSFG)</p>	<ul style="list-style-type: none"> • 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?
<p>3. When you are at home or with your family, what language or languages do you usually speak? MARK ALL THAT APPLY</p> <p><input type="checkbox"/> English <input type="checkbox"/> Spanish <input type="checkbox"/> Other (specify): _____</p>	<p>Category: Demographics</p> <p>Adapted from the National Longitudinal Study of Adolescent Health (Add Health)</p>	<ul style="list-style-type: none"> 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
<p>4. Are you Hispanic or Latino? MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>Category: Demographics</p> <p>Office of Management and Budget (OMB) required item about ethnicity</p>	<ul style="list-style-type: none"> To obtain data on the ethnicity of the youth who receive SRAE programming To align data collected across APP programs
<p>5. What is your race? MARK ALL THAT APPLY</p> <p><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 <input type="checkbox"/> Other (specify): _____</p>	<p>Category: Demographics</p> <p>OMB required item about race</p>	<ul style="list-style-type: none"> To obtain data on the racial demographics of the youth who receive SRAE programming To align data collected across APP programs
<p>6. What is your sex? MARK ONLY ONE ANSWER</p> <p><input type="checkbox"/> Male <input type="checkbox"/> Female</p>	<p>Category: Demographics</p> <p>Adapted from the Youth Risk Behavior Survey (YRBS; Centers for Disease Control and Prevention [CDC])</p>	<ul style="list-style-type: none"> 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?
<p>7. Are you currently...? MARK ALL THAT APPLY</p> <ul style="list-style-type: none"> <input type="checkbox"/> Living with family [parent(s), guardian, grandparents, or other relatives] <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 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 center, juvenile group home, and/or under the supervision of a probation officer <input type="checkbox"/> None of the above 	<p>Category: Demographics</p> <p>Adapted from National Youth in Transition Database (NYTD) survey and AddHealth</p>	<ul style="list-style-type: none"> • 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: <ol style="list-style-type: none"> 1) Youth in foster care, 2) Youth experiencing homelessness, and 3) Adjudicated youth • To align data collected across APP programs
<p>8. Has being in the program made you more likely, about the same, or less likely to... <i>(Note: If the program has not affected your likelihood to do any of the following, choose "About the same.")</i> MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Substance use</p>	
<p>a. make decisions to not drink alcohol?</p>	<p>Adapted from AddHealth and YRBS</p>	<ul style="list-style-type: none"> • To obtain data on substance use from the youth who receive SRAE programming
<p>b. make decisions to not smoke cigarettes or cigar products (cigars, cigarillos, or little cigars)?</p>		<ul style="list-style-type: none"> • Substance use is a topic in the legislative definition of SRAE
<p>c. make decisions to not use other tobacco products (such as chewing tobacco, snuff, dip, or snus)?</p>	<p>Adapted from the National Survey on Drug Use and Health (Substance Abuse and Mental Health Services Administration)</p>	
<p>d. 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>	<p>Adapted from YRBS</p>	
<p>e. make decisions to not use marijuana (also called pot, weed, or cannabis)?</p>	<p>Adapted from YRBS</p>	

High school exit survey item	Source	Why are we collecting this measure?
f. make decisions to not take prescription pain medicine without a doctor's prescription or differently than how a doctor told you to use it?	Adapted from YRBS	
9. Has being in the program made you more likely, about the same, or less likely to... <i>(Note: If the program has not affected your likelihood to do the following, choose "About the same.")</i> 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	<ul style="list-style-type: none"> 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. think about the consequences before making a decision?		
d. talk with your parent, guardian, or caregiver about sex?	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, 31(3), 247-255.</i>	

High school 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... <i>(Note: If the program has not affected your likelihood to do the following, choose "About the same.")</i> MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Goal setting</p>	
<p>a. make plans to reach your goals?</p>	<p>Adapted from previous APP performance measures</p>	<ul style="list-style-type: none"> • 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
<p>b. care about doing well in school?</p>		
<p>11. Has being in the program made you more likely, about the same, or less likely to... <i>(Note: If the program has not affected your likelihood to do the following, choose "About the same.")</i> MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Healthy relationships, dating violence, sexual coercion</p>	
<p>a. better understand what makes a relationship healthy?</p>	<p>Adapted from previous APP performance measures</p>	
<p>b. resist or say no to someone if they pressure you to participate in sexual acts, such as kissing, touching private parts, or sex?</p>		
<p>c. talk to a trusted person/adult (for example, a family member, teacher, counselor, coach, etc.) if someone makes you uncomfortable, hurts you, or pressures you to do things you don't want to do?</p>		

High school 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... MARK ONLY ONE ANSWER PER ROW</p>	Category: Success sequence	
<p>a. plan to delay having sexual intercourse until you graduate high school or receive your GED</p>	Adapted from previous APP performance measures	<ul style="list-style-type: none"> 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
<p>b. plan to delay having sexual intercourse until you graduate college or complete another education or training program</p>		
<p>c. plan to delay having sexual intercourse until you are married</p>		
<p>d. plan to be married before you have a child</p>		
<p>e. plan to have a steady full-time job before you get married</p>		
<p>f. plan to have a steady full-time job before you have a child</p>		
<p>13. As a result of being in the program, are you planning to abstain from sexual intercourse (choose to not have sexual intercourse)?</p> <p><input type="checkbox"/> Yes → GO TO QUESTION 14</p> <p><input type="checkbox"/> No → GO TO QUESTION 15, NEXT PAGE</p> <p><input type="checkbox"/> Not sure → GO TO QUESTION 15, NEXT PAGE</p>	<p>Category: Program outcomes</p> <p>Adapted from previous APP performance measure</p>	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?
<p>14. How important are each of these reasons in your decision to not have sexual intercourse? MARK ONLY ONE ANSWER PER ROW</p>	<p>Category: Program outcomes</p>	<p>To obtain data on youth participants' perceptions of the effects of SRAE programming on their reasons for deciding to abstain</p>
<p>a. how it might affect your plans for the future b. the possible emotional and social consequences (for example, feeling sadness or regret, disappointing your parent(s) or guardian(s), and/or negative reactions from your peers) c. the risk of getting a sexual transmitted infection (STI) d. the risk of getting pregnant or getting someone pregnant</p>	<p>Adapted from the CDC National Survey of Family and Growth (NSFG). Abma, J. C., & Martinez, G. M. (2017). <i>Sexual activity and contraceptive use among teenagers in the United States, 2011–2015</i>. National health statistics reports; No. 104. Hyattsville, MD: National Center for Health Statistics.</p>	
<p>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</p>	<p>Category: Program satisfaction</p>	
<p>a. did you feel interested in program sessions and classes?</p>	<p>Previous APP performance measure</p>	<p>To obtain data on youth program experiences</p>
<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>		

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 nonmarital 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.