

ATTACHMENT B

YOUTH OUTCOME SURVEY ITEM SOURCE LIST

Question by Question Source List

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| A1 | <p>How easy or difficult are each of the following for you?</p> <p>A. Learning from people with different opinions from mine.</p> <p>B. Being patient when some students need extra help from the teacher.</p> <p>C. Understanding why people have different opinions from mine.</p> <p>D. Appreciating that some people do things differently than me.</p> <p>E. Appreciating that my classmates come from many different backgrounds.</p> <p>F. Appreciating that other students may learn differently than I do.</p> | <p>Very difficult; Difficult; Moderate; Easy; Very easy</p> | <p>Washoe County School District (WCSD) Social and Emotional Competency Item Bank</p> <p>Source: https://www.washoeschools.net/Page/10932</p> | <p>Unit 2 / Navigating Differences: Generational Differences; Differences in Birth Order; Learning Style Differences; Physical Differences; Circle Game</p> <p>Unit 6_57 / Planning for Your Future: Overcoming Financial and Family Obstacles</p> |
| A2 | <p>How much do you agree or disagree with the following?</p> <p>A. My actions affect my classmates.</p> <p>B. I don't think about how my actions might have potential consequences.</p> <p>C. I think about how my choices might affect others.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree</p> | <p>Mathematica developed</p> | <p>Unit 6_54/ Planning for Your Future: Choices and Effects;</p> |
| A3 | <p>How easy or difficult are each of the following for you?</p> <p>A. Controlling my temper when I am upset.</p> <p>B. Being patient even when I am really excited.</p> <p>C. Calming myself down when I am nervous.</p> <p>D. Thinking carefully about what I want to say, before I speak.</p> | <p>Very difficult; Difficult; Moderate; Easy; Very easy</p> | <p>STRiV Youth/Young adult Wave 6 Survey</p> <p>Source: https://www.norc.org/PDFs/STRIV/STRiV%20W6%20Youth%20Survey.pdf</p> <p>Washoe County School District (WCSD) Social and Emotional Competency Item Bank</p> <p>Source: https://www.washoeschools.net/Page/10932</p> | <p>Unit 3_23 / Effective Communication: Feelings vs Behaviors Train</p> |
| A4 | <p>How easy or difficult are each of the following for you?</p> <p>A. Not giving in to peer pressure at school.</p> <p>B. Saying "no" to a friend who wants me to do something I don't want to do.</p> <p>C. Sticking to my beliefs when making</p> | <p>Very difficult; Difficult; Moderate; Easy; Very easy</p> | <p>Washoe County School District (WCSD) Social and Emotional Competency Item Bank - adapted</p> <p>Source: https://www.washoeschools.net/Page/10932</p> | <p>Unit 5_47, 48 / Cultural Influences: Boundaries are Your Friend; Setting Boundaries Early</p> |

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| | <p>decisions.</p> <p>D. Telling a friend to stop if their behavior is making me uncomfortable.</p> | | <p>932</p> | |
| A5 | <p>Overall, how satisfied are you with life as a whole these days? Please rate how satisfied you are with your life on a scale from 0 (not satisfied at all) to 10 (completely satisfied).</p> | <p>0 (Not Satisfied At All) to 10 (Completely Satisfied)</p> | <p>Harvard Human Flourishing Measurement Tool</p> <p>Source: https://hfh.fas.harvard.edu/measuring-flourishing</p> | <p>Longer term outcome</p> |
| A6 | <p>In general, how happy or unhappy do you usually feel? Please rate how happy you are with your life on a scale from 0 (extremely unhappy) to 10 (extremely happy).</p> | <p>0 (Extremely Unhappy) to 10 (Extremely Happy)</p> | <p>Harvard Human Flourishing Measurement Tool</p> <p>Source: https://hfh.fas.harvard.edu/measuring-flourishing</p> | <p>Longer term outcome</p> |
| B1 | <p>How easy or difficult are each of the following for you?</p> <p>A. Talking to my classmates about how I feel when I am upset with them.</p> <p>B. Talking to classmates about why they feel a certain way.</p> <p>C. Apologizing if I ever upset a classmate.</p> <p>D. Getting along with classmates even if I disagree with them.</p> <p>E. Stopping myself before I hurt someone's feelings.</p> <p>F. Forgiving classmates when they apologize to me.</p> | <p>Very difficult; Difficult; Moderate; Easy; Very easy</p> | <p>Washoe County School District (WCSD) Social and Emotional Competency Item Bank</p> <p>Source: https://www.washoeschools.net/Page/10932</p> | <p>Unit 3_21, 24 / Effective Communication: Effective Communication & Barriers to It; Communicating Feelings</p> |
| B2 | <p>How easy or difficult are each of the following for you?</p> <p>A. Admitting that you might be wrong during an argument.</p> <p>B. Avoiding saying things that could turn an argument into a big fight.</p> <p>C. Accepting another person's point of view even if you don't agree with it.</p> <p>D. Listening to another person's opinion during an argument.</p> <p>E. Working through problems without arguing.</p> | <p>Very difficult; Difficult; Moderate; Easy; Very easy</p> | <p>Conflict Management Subscale of the Interpersonal Competence Scale (Buhrmester et al. 1988) – adapted</p> <p>Source: https://www.du.edu/ahss/psychology/relationship-center/media/documents/publications/buhrmester-furman-wittenberg-reis-1988.pdf</p> <hr/> <p>Strengthening Relationship Education and Marriage Services (STREAMS)</p> | <p>Unit 3_25 / Effective Communication: Communicating Effectively/Resolving Conflict</p> |

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| | | | Youth Follow up Survey – adapted <i>Source: Available upon request from Mathematica</i> | |
| B3 | How would you respond if someone you know was doing each of the following? A. Spreading rumors about another person B. Fighting with another person and the person you know began to threaten the other person C. Making fun of or teasing someone because of their race, ethnicity, gender identity, physical ability or sexual orientation D. Making rude or disrespectful comments about another person’s body, clothing, or make-up E. Bullying within your own group of friends | Laugh or go along with it; Not say or do anything; Confront the person in private about their behavior; Confront the person in public about their behavior; Talk to a trusted adult | Intention to Intervene Measure (McCauley et al, 2013)– adapted <i>Source:</i> https://www.researchgate.net/profile/Hether_McCauley/publication/255956314_Gender-Equitable_Attitudes_Bystander_Behavior_and_Recent_Abuse_Perpetration_Against_Heterosexual_Dating_Partners_of_Male_High_School_Athletes/links/57cf04c608ae83b3746231fc.pdf | Unit 4_36 / Friendship, Dating and Love: Bullying and Violence |
| B4 | The following items are about trusted adults, for example a family member, teacher, counselor, coach, mentor, etc. How likely or unlikely is it that you would do each of the following? A. Talk to a trusted adult 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. B. Talk to a trusted adult if a <u>friend or peer</u> makes you uncomfortable, hurts you, or pressures you to do things you don't want to do. C. Talk to a trusted adult if a <u>stranger</u> makes you uncomfortable, hurts you, or pressures you to do things you don't want to do. D. Talk to a trusted adult when you are faced with a problem that you do not know how to fix yourself. | Very likely; Somewhat likely; Neither likely nor unlikely; Somewhat unlikely; Very unlikely | Personal Responsibility Education Program (PREP) Performance Measures Survey – adapted <i>Source: Available upon request from Mathematica</i> | Unit 1_9, 14; Unit 3_22 / Learning About Yourself and Others: The Adolescent Brain; Asset Assessment; Effective Communication: Healthy People Ask |
| B5 | How much do you agree or disagree with each of the following statements? A. After carrying out a solution to a problem, | Strongly disagree; Disagree; Neither agree nor disagree; | The National Longitudinal Study of Adolescent and Adult Health (Add Health) – adapted | Unit 6_55 / Planning for Your Future: Making Healthy Decisions Unit 6_56, 58, 62 / Planning for Your |

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| | <p>you usually try to think about what went right and what went wrong.</p> <p>B. Difficult problems make you very frustrated.</p> <p>C. When making decisions, you generally have a plan for weighing your options.</p> <p>D. When making decisions, you usually go with your "gut feeling" without thinking too much about the consequences of each alternative.</p> <p>E. When you are attempting to solve a problem, you usually try to think of as many different approaches as possible.</p> <p>F. When you get what you want, it's usually because you worked hard for it.</p> <p>G. When you have a problem to solve, one of the first things you do is get as many facts about the problem as possible.</p> | Agree; Strongly agree | Source: https://addhealth.cpc.unc.edu/ | Future: Overcoming Potential Obstacles; Rise Above Risk; Committed Love & Marriage: Finding the Love of My Life Unit 6_51/ Planning for Your Future: Hopes and Dreams |
| B6 | <p>How confident are you in your ability to do each of the following activities by yourself?</p> <p>A. Prepare a resume</p> <p>B. Answer questions in a job interview.</p> <p>C. Get along with coworkers or customers.</p> <p>D. Ask a manager or supervisor for changes to your schedule, time off, or other necessary accommodations.</p> <p>E. Act appropriately in professional situations.</p> | Not at all confident; A little confident; Somewhat confident; Confident; Very confident | Next Generation of Enhanced Employment Strategies (Next Gen) Follow-up Survey – adapted Source: Available upon request from Mathematica | Unit 8_67, 68 / Leadership and Job Readiness: Employment Readiness; Concentric Circles Interview Practice |
| C1 | <p>How much do you agree or disagree with each of the following statements?</p> <p>A. In social situations, you tend not to follow the crowd, but instead behave in a way that suits your mood at the time.</p> <p>B. Your behavior often depends on how you think other people want you to behave.</p> <p>C. It is important for you to fit into the group you're with.</p> <p>D. You are confident saying no to drinking or drugs if your friends are using them and you don't want to.</p> | Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strong agree | The National Longitudinal Study of Adolescent and Adult Health (Add Health) W3 - adapted Source: https://addhealth.cpc.unc.edu/ | Unit 5_44, 45, 46 / Cultural Influences: Peer Pressure: Pull Down; Peer Pressure: Suck an Egg; What Else Influences Me? |
| C2 | The following statements are about how sex is shown in sources of media, such as TV | Strongly disagree; Disagree; Neither | Mathematica developed | Unit 9_69 / Sexual Health: The Meaning of Sex |

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| | <p>shows, movies, video games, social media, or books. How much do you agree or disagree with each statement?</p> <p>A. People expect to experience sex as it is portrayed in the media.</p> <p>B. The way that sex is shown in most media could happen in real life.</p> | <p>agree nor disagree; Agree; Strong agree</p> | | |
| C3 | <p>How much do you agree or disagree with each of the following statements?</p> <p>A. Advertisers are interested in influencing people my age.</p> <p>B. Companies use sex appeal in their ads to help sell products to youth.</p> <p>C. People my age can trust what I see in advertisements.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strong agree</p> | <p>Mathematica developed</p> | <p>Unit 5_37 / Cultural Influences: The Media's Influence</p> |
| C4 | <p>How much do you agree or disagree with each of the following statements?</p> <p>A. Watching sex on the Internet can impact your self-esteem.</p> <p>B. In reality, the sex people have is not like the sex that appears on the Internet.</p> <p>C. Watching sex on the Internet can be addictive.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strong agree</p> | <p>Peter and Valkenburg 2010 – adapted</p> <p>Source: https://www.researchgate.net/publication/233128742 <i>Adolescents' Use of Sexually Explicit Internet Material and Sexual Uncertainty The Role of Involvement and Gender</i></p> | <p>Unit 5_42, 43 / Cultural Influences: Pornography: Fact or Fiction?; A Distorted View;</p> |
| C5 | <p>How much do you agree or disagree with each of the following statements?</p> <p>A. Anything you text, send, or post online will never truly go away.</p> <p>B. No one can see my social media activity unless I give them permission.</p> <p>C. I sometimes decide not to post something online because I was concerned that it might reflect badly on me in the future.</p> <p>D. It is safe to share your location on social media posts.</p> <p>E. Even if someone only knows you by screen name, online profile, phone number or email address, they can probably find you if they try hard enough.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strong agree</p> | <p>Mathematica developed Power to Decide Sex and Tech Survey (2008) – adapted</p> <p>Source: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy). (2008). Sex and Tech: Results from a Survey of Teens and Young Adults. Washington, DC: Author.</p> | <p>Unit 5_38 / Cultural Influences: Internet and Texting</p> |
| C6 | <p>Now think about the past 3 months. In the past 3 months, have you done any of the following?</p> | <p>Yes; No</p> | <p>Mathematica developed Power to Decide Sex and Tech Survey</p> | <p>Unit 5_38 / Cultural Influences: Internet and Texting</p> |

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| | <p>A. Sent a text message that you later regretted sending.</p> <p>B. Posted something on social media that you later regretted.</p> <p>C. Shared personal information with someone you only know online or virtually.</p> <p>D. Sent or shared sexually suggestive content with friends or romantic partners.</p> <p>E. Sent or shared sexually suggestive content with someone you only know online.</p> | | <p>(2008) – adapted</p> <p>Source: Power to Decide (formerly The National Campaign to Prevent Teen and Unplanned Pregnancy). (2008). Sex and Tech: Results from a Survey of Teens and Young Adults. Washington, DC: Author.</p> | |
| D1 | My romantic and nonromantic relationships are as satisfying as I would want them to be. | 0 (Strongly Disagree) to 10 (Strongly Agree) | <p>Harvard Human Flourishing Measurement Tool-adapted</p> <p>Source: https://hfh.fas.harvard.edu/measuring-flourishing</p> | Longer term outcome |
| D2 | <p>Please answer the questions below even if you are not currently in a relationship. How important is it that [FILL A-K]?</p> <p>A. you have a partner who listens when you share your thoughts</p> <p>B. you are able to trust a partner</p> <p>C. you are able to talk about your future dreams and goals with a partner</p> <p>D. you and a partner have shared values</p> <p>E. you and a partner have similar interests or like to do the same activities</p> <p>F. your friends like your partner</p> <p>G. your family likes your partner</p> <p>H. your partner is popular</p> <p>I. your partner is physically attractive</p> <p>J. your partner is supportive</p> <p>K. your partner is smart</p> | Not at all important; Not too important; Somewhat important; Important; Very important | <p>Developed by Child Trends for the current Healthy Marriage and Relationship Education (HMRE) Models and Measures Project (item a)</p> <p>Source: https://www.acf.hhs.gov/opre/project/healthy-marriage/relationship-education-models-and-measures-2013-2015</p> <p>Toledo Adolescent Relationships study, wave 1 (item c)</p> <p>Source: https://www.icpsr.umich.edu/web/DSDR/studies/4679</p> <p>Mathematica developed (remaining items)</p> | Unit 4_32, Unit 7_62, Unit 9_73 / Friendship, Dating and Love: Foundations of a Healthy Relationship; Committed Love & Marriage: Finding the Love of My Life; Sexual Health: Icing the Cake |

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| D3 | <p>How would you respond if someone you were in a romantic relationship with was doing each of the following?</p> <p>A. Checks your cell phone without permission. B. Tells you how to dress. C. Has an explosive temper. D. Makes negative comments about your body. E. Pressures you into sexual activities.</p> | <p>Ignore it; Give them another chance; Talk with them about it; End the romantic relationship; Talk to a friend; Talk to a trusted adult</p> | <p>Relationship Red Flags Scale - adapted</p> <p>Source: https://journals.sagepub.com/doi/full/10.1177/0886260518805105</p> | <p>Unit 4_33, 34 / Friendship, Dating and Love: Relationship Red Flags; Addressing Sexual Assault</p> |
| D4 | <p>If you were to go on a date, how confident are you that you could...?</p> <p>A. set physical intimacy boundaries for yourself before the date. B. resist or say no to your partner if they want to move beyond your physical intimacy boundaries. C. avoid drinking alcohol or using drugs. D. come up with creative and healthy date ideas.</p> | <p>Not at all confident; Not too confident; Somewhat confident; Confident; Very confident</p> | <p>Mathematica developed</p> | <p>Unit 4_27-29, Unit 9_82 / Friendship, Dating and Love: Friendship, Dating and Love; Good Date/Bad Date; Create a Date; Sexual Health: Paper Snowball Fight</p> |
| E1 | <p>In general, how would you rate your mental health?</p> | <p>0 (Poor) to 10 (Excellent)</p> | <p>Harvard Human Flourishing Measurement Tool</p> <p>Source: https://hfh.fas.harvard.edu/measuring-flourishing</p> | <p>Longer term outcome</p> |
| E2 | <p>How would you rate your overall physical health?</p> | <p>0 (Poor) to 10 (Excellent)</p> | <p>Harvard Human Flourishing Measurement Tool</p> <p>Source: https://hfh.fas.harvard.edu/measuring-flourishing</p> | <p>Longer term outcome</p> |
| E3 | <p>The following statements are about sexually transmitted diseases or infections (STDs or STIs) and HIV/AIDS. Please select whether you think each statement is true, false, or you don't know.</p> | <p>True, False, Don't know</p> | <p>Federal Evaluation of Making Proud Choices Survey (MPC)</p> <p>Source: Available upon request from Mathematica</p> | <p>Unit 9_76, 79 / Sexual Health: Swapping Juices; Sexually Transmitted Diseases/Infections; Unit 9_80 / Sexual Health: HIV/AIDS Fact or Fiction?</p> |

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| | <p>A. If you have a STD your sexual partner probably has it too.</p> <p>B. You can have an STD and feel healthy.</p> <p>C. A person with HIV/AIDS can give it to other people only if they look or feel sick.</p> <p>D. There is a good chance you will get HIV/AIDS if you share a sink, shower, or toilet seat with someone who has HIV/AIDS.</p> <p>E. The HIV/AIDS virus is present in blood, semen, and vaginal fluid.</p> <p>F. You can get an STD or HIV/AIDS from having oral sex.</p> | | | |
| E4 | <p>The next questions are about sexual consent. Sexual consent means that a person agrees to a sexual activity. How much do you agree or disagree with each of the following statements?</p> <p>A. It is important to ask for sexual consent in all relationships whether or not each person has had sex before</p> <p>B. When initiating sexual activity, one should always assume they do not have sexual consent.</p> <p>C. Sexual consent should be asked before any kind of sexual behavior, including kissing or touching.</p> <p>D. Not asking for sexual consent some of the time is okay.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree</p> | <p>Sexual Consent Scale - adapted (Humphreys 2010)</p> <p><i>Source:</i> Humphreys, T. P., & Brousseau, M. M. (2010). The sexual consent scale—revised: development, reliability, and preliminary validity. <i>Journal of Sex Research</i>, 47(5), 420-428.</p> | <p>Unit 4_35 / Friendship, Dating, and Love: Communicating Consent</p> |
| E5 | <p>The next questions are about your sexual behaviors. Please be as honest as possible. Your answers will be kept private.</p> <p>Have you ever had sex (this includes vaginal, oral, or anal sex)?</p> | <p>Yes, No</p> | <p>Strengthening Relationship Education and Marriage Services (STREAMS) Youth Follow up Survey – adapted</p> <p><i>Source: Available upon request from Mathematica</i></p> | <p>Longer term outcome</p> |
| E6 | <p>In the past 3 months, how many times have you had sex? Please answer "0" if you have not had sex in the past 3 months.</p> | <p>Specify number of times [0-100]</p> | <p>Strengthening Relationship Education and Marriage Services (STREAMS) Youth Follow up Survey – adapted</p> | <p>Longer term outcome</p> |

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| | | | <i>Source: Available upon request from Mathematica</i> | |
| E7 | In the past 3 months, how many times have you had sex without using a condom? Please answer "0" if you wore a condom every time. | Specify number of times [0-100] | Strengthening Relationship Education and Marriage Services (STREAMS) Youth Follow up Survey – adapted <i>Source: Available upon request from Mathematica</i> | Longer term outcome |
| E8 | Do you intend to have sex (this includes vaginal, oral, or anal sex) in the next 3 months, if you have the chance? | Yes, definitely; Yes, probably; No, probably not; No, definitely not | PREP Impact Study Baseline Survey – adapted <i>Source: Available upon request from Mathematica</i> | Longer term outcome |
| E9 | If you were to have sex in the next 3 months, do you intend to use or have your partner use a condom? | Yes, definitely; Yes, probably; No, probably not; No, definitely not | Federal Evaluation of Making Proud Choices Survey (MPC) <i>Source: Available upon request from Mathematica</i> | Longer term outcome |
| E10 | Have you ever been told by a doctor, nurse, or some other health professional that you had a sexually transmitted diseases (STDs or STIs) like gonorrhea, Chlamydia, syphilis, genital herpes, human papilloma virus (HPV) or HIV? | Yes/No | Federal Evaluation of Making Proud Choices Survey (MPC) <i>Source: Available upon request from Mathematica</i> | Longer term outcome |
| E11 | The next questions are about alcohol and drug use. Please be as honest as possible and remember that your answers will be kept private. During the past 30 days, on how many days did you smoke cigarettes or use electronic vapor product? <i>Electronic vapor products include e-cigarettes, vapes, vape pens, e-cigars, e-hookahs, hookah pens, and mods.</i> | Specify number of days [0-30] | CDC Youth Risk Behavior Survey (YRBS) – adapted <i>Source:</i> https://www.cdc.gov/healthyouth/data/y-rbs/questionnaires.htm | Longer term outcome |
| E12 | During the past 30 days, on how many days did you have at least one drink of alcohol? Please provide your best guess. | Specify number of days [0-30] | CDC Youth Risk Behavior Survey (YRBS) – adapted <i>Source:</i> https://www.cdc.gov/healthyouth/data/y-rbs/questionnaires.htm | Longer term outcome |

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| | | | rbs/questionnaires.htm | |
| E13 | During the past 30 days, on how many days did you use marijuana? Please provide your best guess. | Specify number of days [0-30] | CDC Youth Risk Behavior Survey (YRBS) – adapted Source: https://www.cdc.gov/healthyouth/data/y-rbs/questionnaires.htm | Longer term outcome |
| E14 | During the past 30 days, on how many days have you used any other type of drug? This may include any form of cocaine, including powder, crack, heroin, methamphetamines (also called speed, crystal meth, crank, ice, or meth), ecstasy (also called MDMA or Molly), or sniffing glue, breathing contents of aerosol spray cans, or inhaling any paints or sprays to get high? Please provide your best guess. | Specify number of days [0-30] | CDC Youth Risk Behavior Survey (YRBS) – adapted Source: https://www.cdc.gov/healthyouth/data/y-rbs/questionnaires.htm | Longer term outcome |
| F1 | How much do you agree or disagree with each of the following statements? A. You feel like you are doing everything just about right. B. You have a lot of good qualities. C. You have a lot to be proud of. D. You like yourself just the way you are. E. You feel loved and wanted. F. You feel socially accepted. | Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree | The National Longitudinal Study of Adolescent and Adult Health (Add Health) Source: https://addhealth.cpc.unc.edu/ | Unit 1_13 / Learning About Yourself and Others: Are You Enough? |
| F2 | How easy or difficult are each of the following for you? A. Accepting when I am not the best at everything I do. B. Knowing what I don't do well. C. Knowing how I learn best. D. Knowing which things make me feel nervous. E. Knowing what my strengths are. F. Knowing that I am a good person. G. Being okay with who I am. H. Knowing what kind of activities make me | Very difficult, Difficult; Moderate; Easy; Very easy | Washoe County School District (WCSD) Social and Emotional Competency Item Bank Source: https://www.washoeschools.net/Page/10932 | Unit 1_6, 7, 8, 15 / Learning About Yourself and Others: My Whole Self; Personal Strengths; Personality Styles; Discovering Your Passion and Purpose |

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| | happy. | | | |
| F3 | For the following statement, please select how true this is for you on the scale of 0 “Not True of Me” to 10 “Completely True of Me”. I always act to promote good in all circumstances, even in difficult and challenging situations. | 0 (Not True of Me) to 10 (Completely True of Me) | Harvard Human Flourishing Measurement Tool Source: https://hfh.fas.harvard.edu/measuring-flourishing | Longer term outcome |
| F4 | For the following statement, please select how true this is for you on the scale of 0 “Not True of Me” to 10 “Completely True of Me”. I am always able to give up some happiness now for greater happiness later. | 0 (Not True of Me) to 10 (Completely True of Me) | Harvard Human Flourishing Measurement Tool Source: https://hfh.fas.harvard.edu/measuring-flourishing | Longer term outcome |
| F5 | How easy or difficult are each of the following for you? A. Understanding why I do what I do. B. Knowing when my mood affects how I treat others. C. Understanding how my feelings influence how I act. D. Knowing the emotions I feel. E. Communicating to others how I feel | Very difficult; Difficult; Moderate; Easy; Very easy | Washoe County School District (WCSD) Social and Emotional Competency Item Bank - adapted Source: https://www.washoeschools.net/Page/10932 | Unit 1_10, 11, 12, Unit 3_24 / Learning About Yourself and Others: Basic Needs of the Heart; How Do You Feel Loved; Emotional Needs; Effective Communication: Communicating Feelings |
| F6 | Now we would like you to think about what is important to you in your life right now. How important is it that you [FILL A-H]? A. Have the support of your family B. Make time to serve your community C. Have adults that encourage you to succeed D. Have the time to participate in clubs, sports or organizations in your community E. Stand up for your beliefs F. Feel optimistic about your future. | Not at all important; Not too important; Somewhat important; Important; Very important | Mathematica developed | Unit 1_14 / Learning About Yourself and Others: Asset Assessment |

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| G1 | <p>At this time in your life, how true is each of the following statements about you?</p> <p>A. I plan on delaying future sexual activity until I graduate high school or receive my GED.</p> <p>B. I plan on delaying future sexual activity until I graduate college or complete another education or training program.</p> <p>C. I plan on delaying future sexual activity until I am married.</p> <p>D. I plan to be married before I have a child.</p> <p>E. I plan to have a steady full-time job before I get married.</p> <p>F. I plan to have a steady full-time job before I have a child.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree</p> | <p>Sexual Risk Avoidance Education (SRAE) Performance Measure Survey – adapted</p> <p><i>Source: Available upon request from Mathematica</i></p> | <p>Unit 6_52 Planning for Your Future: Success Sequencing; Creating My Life Plan: Unit 7_61, 64 / Committed Love & Marriage: Cohabitation Defined; Marriage: It's Good Stuff</p> |
| G2 | <p>How much do you agree or disagree with each of the following statements?</p> <p>A. Nothing you do as a teen will affect how healthy you are as an adult.</p> <p>B. You can do things now that will help you to be healthy when you are an adult.</p> <p>C. Taking unhealthy risks as a teen, like drinking and doing drugs, does not really matter for your health in the long run.</p> <p>D. The decisions you make as a teen will affect your health as an adult.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree</p> | <p>PREP Impact Study Baseline Survey – adapted</p> <p><i>Source: Available upon request from Mathematica</i></p> | <p>Unit 6_49, 51; Unit 9_75 / Planning for Your Future: Future Orientation; Hopes and Dreams; Sexual Health: The Crowded Bed</p> |
| G3 | <p>When making decisions about using drugs or alcohol, how important are the following?</p> <p>A. How it might affect your schoolwork.</p> <p>B. How it might affect your future.</p> <p>C. How it might affect your ability to make decisions in the moment.</p> <p>D. How it might affect your physical health.</p> <p>E. How it might affect your ability to make decisions around sexual activity.</p> <p>F. How it might affect relationships with family and friends</p> | <p>Not at all important; Not too important; Somewhat important; Important; Very important</p> | <p>Mathematica developed</p> <hr/> <p>National Survey of Adolescents and Young Adults (Kaiser)</p> <p><i>Source:</i> https://www.kff.org/wp-content/uploads/2013/01/national-survey-of-adolescents-and-young-adults.pdf</p> | <p>Unit 5_39, 40, 41 / Cultural Influences: Not I; The Influence of Drugs and Alcohol; Obstacles to Success: Fact or Fiction?</p> |

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| G4 | <p>How important is it for people your age to think about the following when making decisions about doing something sexually with a partner?</p> <p>A. How a pregnancy could impact their education/career goals.</p> <p>B. How an STD might affect their physical health.</p> <p>C. How an STD might affect their future relationships.</p> <p>D. How a pregnancy could impact their parent's life.</p> <p>E. How a pregnancy or STD could impact their partner's life.</p> | <p>Not at all important; Not too important; Somewhat important; Important; Very important</p> | <p>PREP participant exit survey – adapted</p> <p><i>Source: Available upon request from Mathematica</i></p> | <p>Unit 9_77, 81 / Sexual Health: Something Fishy; A Positive Test</p> |
| G5 | <p>Overall, to what extent do you feel the things you do in your life are worthwhile?</p> | <p>0 (Not at All Worthwhile) to 10 (Completely Worthwhile)</p> | <p>Harvard Human Flourishing Measurement Tool</p> <p><i>Source:</i> https://hfh.fas.harvard.edu/measuring-flourishing</p> | <p>Longer term outcome</p> |
| G6 | <p>For the following statement, please select how much you agree true this is for you on the scale of 0 “Strongly Disagree” to 10 “Strongly Agree.” I understand my purpose in life.</p> | <p>0 (Strongly Disagree) to 10 (Strongly Agree)</p> | <p>Harvard Human Flourishing Measurement Tool</p> <p><i>Source:</i> https://hfh.fas.harvard.edu/measuring-flourishing</p> | <p>Longer term outcome</p> |
| H1 | <p>How much do you agree or disagree with the following statements about your school?</p> <p>A. I feel proud of belonging to my school.</p> <p>B. I am treated with as much respect as other students.</p> <p>C. I feel very different from most other students.</p> <p>D. The teachers respect me.</p> <p>E. There's at least one teacher or other adult in my school I can talk to if I have a problem.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree</p> | <p>Psychological Sense of School Membership (PSSM) scale (Goodenow, 1993)</p> | <p>School belonging as an indicator of psychological engagement</p> |

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| H2 | How much effort do you put into getting involved in discussions during class? | Almost no effort; a little bit of effort; some effort; quite a bit of effort; a great deal of effort | Panorama Social and Emotional Learning (SEL) Surveys Source: Social Emotional Learning Assessment Panorama Education | Measure of motivation in school |
| H3 | When your teacher is speaking, how much effort do you put into trying to pay attention? | Almost no effort; a little bit of effort; some effort; quite a bit of effort; a great deal of effort | Panorama SEL Surveys Source: Social Emotional Learning Assessment Panorama Education | Measure of motivation in school |
| H4 | How much effort do you put into your homework for your classes? | Almost no effort; a little bit of effort; some effort; quite a bit of effort; a great deal of effort | Panorama SEL Surveys Source: Social Emotional Learning Assessment Panorama Education | Measure of motivation in school |
| H5 | Overall, how much effort do you put forth during your classes? | Almost no effort; a little bit of effort; some effort; quite a bit of effort; a great deal of effort | Panorama SEL Surveys Source: Social Emotional Learning Assessment Panorama Education | Measure of motivation in school |
| H6 | How much effort do you put into learning all the material for your classes? | Almost no effort; a little bit of effort; some effort; quite a bit of effort; a great deal of effort | Panorama SEL Surveys Source: Social Emotional Learning Assessment Panorama Education | Measure of motivation in school |

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| H7 | <p>How much do each of the following sound like you?</p> <p>A. I develop step-by-step plans to reach my goals.</p> <p>B. I have financial goals.</p> <p>C. I have health and wellness goals.</p> <p>D. I have social goals.</p> <p>E. I have education goals.</p> <p>F. I have career goals.</p> <p>G. If I set goals, I take action to reach them.</p> <p>H. It is important to me that I reach my goals.</p> <p>I. I know how to make my plans happen.</p> | <p>Not at all like me; A little like me; Somewhat like me; A lot like me; Exactly like me</p> | <p>Full 7-Item Adolescent Goal Orientation scale – adapted</p> <p>Source: https://www.childtrends.org/research/research-by-topic/positive-indicators-project/goal-orientation</p> | <p>Unit 6_50, 52, 53; Unit 9_83 / Planning for Your Future: Life Plan, Road to Success; Sexual Health: My Commitments</p> |
| H8 | <p>How often do you make plans to achieve your goals?</p> | <p>None of the time; Some of the time; Half of the time; Most of the time; All of the time</p> | <p>Full 7-Item Adolescent Goal Orientation scale – adapted</p> <p>Source: https://www.childtrends.org/research/research-by-topic/positive-indicators-project/goal-orientation</p> | <p>Unit 6_50, 52, 53; Unit 9_83 / Planning for Your Future: Life Plan, Road to Success; Sexual Health: My Commitments</p> |
| H9 | <p>How often do you have trouble figuring out how to make your goals happen?</p> | <p>None of the time; Some of the time; Half of the time; Most of the time; All of the time</p> | <p>Full 7-Item Adolescent Goal Orientation scale – adapted</p> <p>Source: https://www.childtrends.org/research/research-by-topic/positive-indicators-project/goal-orientation</p> | <p>Unit 6_50, 52, 53; Unit 9_83 / Planning for Your Future: Life Plan, Road to Success; Sexual Health: My Commitments</p> |
| H10 | <p>How often would you say you skip school?</p> | <p>Never or almost never; Sometimes; but less than once a week; Not every day but at least once a week; Daily or almost every day</p> | <p>Federal Evaluation of Making Proud Choices Survey (MPC)</p> <p>Source: Available upon request from Mathematica</p> | <p>Attendance</p> |
| H11 | <p>For me, being good at healthy relationships skills is...</p> | <p>Not at all important; Not too important; Somewhat important; Important; Very important</p> | <p>Eccles et al., 1984; Wigfield et al., 1991 – adapted</p> <p>Source: <i>Anderman EM, Cupp PK, Lane DR, Zimmerman R, Gray DL, O'Connell A. Classroom Goal Structures and HIV/Pregnancy Prevention Education in</i></p> | <p>Value of healthy relationship programming</p> |

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| | | | <i>Rural High School Health Classrooms. J Res Adolesc. 2011;21(4):904-922. doi:10.1111/j.1532-7795.2011.00751.x</i> | |
| H12 | In general, I think learning about healthy relationships skills [will be/is]... | Very boring; A little boring; Neither boring nor interesting; A little interesting; Very interesting | Eccles et al., 1984; Wigfield et al., 1991 - adapted | Value of healthy relationship programming |
| H13 | How much [would/did] you like learning about healthy relationships skills? | Not at all; A little; Somewhat; A lot | Eccles et al., 1984; Wigfield et al., 1991 - adapted | Value of healthy relationship programming |
| H14 | Compared to other things you learn about in school, how important is learning about healthy relationships skills? | Not at all important; Not too important; Somewhat important; Important; Very important | Eccles et al., 1984; Wigfield et al., 1991 - adapted | Value of healthy relationship programming |
| H15 | <p>The next questions are about your experiences with the REAL Essentials program. Even if you didn't attend all of the sessions or classes in this program, how often during REAL Essentials [FILL A-E]?</p> <p>A. did you feel interested in program sessions and classes?</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> | None of the time; Some of the time; Half of the time; Most of the time; All of the time | <p>PREP Performance Measures</p> <p><i>Source: Available upon request from Mathematica</i></p> | Program engagement |
| H16 | <p>The next questions are about your experiences with the person teaching you the REAL Essentials program. We refer to this person as the REA facilitator. How much do you agree with the following statements about The REA facilitator?</p> <p>A. The REA facilitator knows me.</p> <p>B. The REA facilitator and I connected</p> <p>C. The REA facilitator and I formed a good</p> | Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree | <p>The Learning Alliance Inventory (2012) - adapted</p> <p><i>Source:</i> https://files.eric.ed.gov/fulltext/EJ1145204.pdf</p> | Facilitator Alliance |

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| | <p>relationship. D. I felt respected by the REA facilitator E. The REA facilitator was enthusiastic about teaching the program</p> | | | |
| H17 | <p>How much do you agree or disagree with the following statement? I am starting to see opportunities to apply the ideas from REAL Essentials in my life.</p> | <p>Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree</p> | <p>Mathematica developed</p> | <p>Uptake of program</p> |
| I1 | <p>In what month and year were you born?</p> | <p>Month (1-12)/Year (1991-2002)</p> | | <p>Demographic information</p> |
| I2 | <p>What is your race? Select all that apply</p> | <p>American Indian or Alaska Native; Asian; Black or African American; Native Hawaiian or Other Pacific Islander; White; Don't know; Choose not to answer</p> | | <p>Demographic information</p> |
| I3 | <p>What is your ethnicity? Select only one</p> | <p>Hispanic or Latino; Not Hispanic or Latino; Don't know; Choose not to answer</p> | | <p>Demographic information</p> |
| I4 | <p>How do you describe yourself? Select only one</p> | <p>Male; Female; Transgender male; Transgender female; Another gender identity (for example, non-binary, genderqueer, gender fluid, or intersex); Don't know/Not sure; Choose not to answer</p> | <p>Youth at Risk of Homelessness Evaluation (YARH) <i>Source: Available upon request from Mathematica</i></p> | <p>Demographic information</p> |
| I5 | <p>Which of the following best represents how you think of yourself? Select only one</p> | <p>Straight, that is, not lesbian or gay; Lesbian; Gay;</p> | <p>YARH – adapted</p> | <p>Demographic information</p> |

| Q# | Measure | Response categories | Source | Justification (the measure covers the following lessons taught in the REA curriculum) |
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| | | Bisexual; Asexual; Pansexual; Demisexual; I think of myself some other way (please specify); Don't know; Choose not to answer | <i>Source: Available upon request from Mathematica</i> | |
| 16 | How would you define your current relationship status? | Seriously dating; casually dating; Not currently in a relationship or dating | Strengthening Relationship Education and Marriage Services (STREAMS) Youth Follow up Survey – adapted <i>Source: Available upon request from Mathematica</i> | Current relationship status |
| 17 | What grade are you currently in? | 9th; 10th; 11th; 12th; Not currently enrolled in school | | Grade |