

Dating Matters Capacity Assessment: School Survey

Thank you for participating in the development of the Dating Matters Capacity Assessment School Survey. The survey includes questions on your school's experience with and attitudes toward prevention, resources to implement a prevention program, leadership support, and likelihood of sustainability. The survey should take about 30 minutes.

RTI International, a not-for-profit research organization, is conducting this study on behalf of the Centers for Disease Control and Prevention.

Your responses will assist us in revising the assessment for use with grantees who receive funding from the Centers for Disease Control and Prevention to implement teen dating violence prevention programs and policies.

Your participation is voluntary and you may refuse to answer any questions you do not feel comfortable with.

Thank you for your participation.

We will begin by asking you a few questions about your role within the school.

Before getting started, please enter the survey respondent code.

1. What is your primary role within the school?

Select one answer.

- Administrator (e.g., principal, assistant principal)
- Teacher
- Counselor, psychologist, social worker
- Physical or occupational therapist, nurse
- School district level administrator
- Other

If other, please specify

2. How long have you been in this role at this school?

Number of years

Number of months

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3. In the past 12 months, how much of a problem has teen dating violence been at your school?

Select one answer.

- Major problem
- Moderate problem
- Minor problem
- Not a problem
- Don't know

4. In the past 12 months, how much of a problem has teen dating violence been at other schools in the district?

Select one answer.

- Major problem
- Moderate problem
- Minor problem
- Not a problem
- Don't know

5. In the past 12 months, has your school done any of the following?

Select one answer per row.

	Yes	No	Don't know
Adapted a prevention curriculum (on any topic) to better meet the needs of your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented a teen dating violence prevention curriculum with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented a teen dating violence prevention curriculum with parents/caregivers or families.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implemented a curriculum that included healthy relationship topics (but not specific to teen dating violence).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided training for a teen dating violence prevention curriculum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided training on the prevalence, causes, and consequences of teen dating violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitated youth-led teen dating violence prevention programming.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identified gaps in school district policies on teen dating violence prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supported the promotion of school district policies on teen dating violence prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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6. In the past 12 months, has your school implemented any of the following types of prevention and/or health promotional programming?

Select one answer per row.

	Yes	No	Don't know
Substance abuse prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gang prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teen pregnancy prevention or sexual health promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bullying prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual violence prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School violence prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Suicide prevention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Positive behavioral interventions and supports (PBIS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Healthy living (e.g., exercise, nutrition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If other, please specify

7. Please indicate whether your school currently has the following resources to implement the Dating Matters initiative.

Select one answer per row.

	Yes	No	Don't know
Staff who could assist an evaluator in collecting evaluation data such as surveys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Training for evaluation assistant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff who understand the importance of adhering to the curriculum implementation manual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School staff to facilitate Dating Matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to a copier to prepare Dating Matters handouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom space to teach Dating Matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds to hire substitute teachers when teachers receive the Dating Matters training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds for purchasing Dating Matters supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funds to pay for Dating Matters training (excluding funds to hire substitute teachers)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Access to ongoing technical assistance for implementing Dating Matters	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class time for 10 classroom sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time allocated to show Dating Matters play	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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8. Sometimes, programs like Dating Matters encounter challenges with gaining full support of stakeholders. How much do you agree or disagree with each of the following statements?

Select one answer per row.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Don't know
Dating Matters has support from school district leaders.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters has support from the principal.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters has support from teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters has support from parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters has support from students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. How much do you agree or disagree with each of the following statements?

Select one answer per row.

I am confident that my school can...

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Don't know
Explain the benefits of evaluation to parents and youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with an evaluator to collect survey and other outcome data from Dating Matters participants.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with a local evaluator to collect implementation data from Dating Matters participants and program staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. In the past 12 months, have any of the following advocacy or promotional efforts occurred?

Select one answer per row.

	Yes	No	Don't know
Someone in our school advocated for resources, other than Dating Matters, for teen dating violence prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Someone in our school advocated for policies on teen dating violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There have been school-wide or district-wide events promoting Dating Matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school has organized community-wide events promoting Dating Matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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11a. Our Dating Matters school staff has received training to implement Dating Matters.

Select one answer.

- Yes
- No
- Don't know

11b. How much do you agree or disagree with this statement? Select one answer.

Our Dating Matters school staff has been sufficiently trained to implement Dating Matters.

- Strongly disagree
- Disagree
- Neither disagree or agree
- Agree
- Strongly agree
- Don't know

11c. Our Dating Matters school staff has received ongoing technical assistance to implement Dating Matters.

Select one answer.

- Yes
- No
- Don't know

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11d. How much do you agree or disagree with this statement? *Select one answer.*

The on-going technical assistance our school staff has received to implement Dating Matters is sufficient.

- Strongly disagree
- Disagree
- Neither disagree or agree
- Agree
- Strongly agree
- Don't know

11e. Our Dating Matters school staff has received training or information on how to adapt the Dating Matters initiative to our school.

Select one answer.

- Yes
- No
- Don't know

11f. How much do you agree or disagree with this statement?

Select one answer.

Our Dating Matters school staff has received sufficient training or information on adapting the Dating Matters initiative.

- Strongly disagree
- Disagree
- Neither disagree or agree
- Agree
- Strongly agree
- Don't know

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15. How much do you agree or disagree with each of the following statements?

Select one answer per row.

In order for an evidence-based intervention to achieve results like those demonstrated in its research studies...

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree	Don't know
The implementer should cover all of the topic areas laid out in the intervention manual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementer should complete all of the specific activities laid out in the intervention manual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The implementer should deliver intervention content in the method specified in the intervention manual (e.g., lecture vs. reading assignment).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The intervention should be delivered in the setting specified in the intervention manual (e.g., home vs. school, small group vs. large group).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intervention activities should be delivered according to the schedule specified in the intervention manual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. In the past 12 months, has your school collaborated with other organizations in any of the following ways?

	Yes	No	Don't know
Collaborated with local health department on violence prevention projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborated with local health department on other health-related projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborated with other county or city agencies on violence prevention projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborated with community-based organizations on violence prevention projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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17. Please rate how much these characteristics are true for your Dating Matter initiative.

Select one answer per row.

	Not at All	A Little	Somewhat	A Lot	Don't Know
Our school is planning for sustainability of Dating Matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school is looking for other funding resources to support Dating Matters when the grant ends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school is committed to the long-term goals of Dating Matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our school district leadership is committed to the long-term goals of Dating Matters.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters is part of a long-term collaborative effort with other organizations to reduce youth violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters addresses key needs of our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dating Matters has strong local government support.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>