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Attachment K: School Leadership Capacity and Readiness Survey

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

School ID number:	_____
Survey Date:	_____
Program Year:	_____
Survey Iteration:	_____

Dating Matters Capacity Assessment: School Survey

(Introduction text to be added)

1. What is your primary role within the school? Select one answer.

- ₁ Administrator (e.g., Principal, Assistant Principal)
- ₂ Teacher
- ₃ Counselor, Psychologist, Social Worker
- ₄ Physical or Occupational Therapist, Nurse
- ₅ School District-level Administrator
- ₆ Other

If other, please specify: _____

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

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 Years

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 Months

Awareness of Need

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

- ₁ Major problem
- ₂ Moderate problem
- ₃ Minor problem
- ₄ Not a problem
- ₅ Don't know

Scoring: Report 1 and 2 responses in action plan.

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.*

- ₁ Major problem
- ₂ Moderate problem
- ₃ Minor problem
- ₄ Not a problem
- ₅ Don't know

Scoring: Report 1 and 2 responses in action plan.

History of Teen Dating Violence Prevention Efforts

5. *In the past 12 months, has your school done any of the following? Select one answer per row.*

	Yes	No	Don't know
a. Adapted a prevention curriculum (on any topic) to better meet the needs of your community	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
b. Implemented a curriculum that included healthy relationship topics (but not specific to teen dating violence)	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
c. Implemented a teen dating violence prevention curriculum with students	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
d. Implemented a teen dating violence prevention curriculum with parents/caregivers or families	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
e. Provided training for staff, teachers, or administrators about a teen dating violence prevention curriculum	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
f. Provided training for staff, teachers, or administrators on the prevalence, causes, and consequences of teen dating violence	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
g. Facilitated youth-led teen dating violence prevention programming	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
h. Identified gaps in school district policies on teen dating violence prevention	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
i. Supported the promotion of school district policies on teen dating violence prevention	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂

Scoring: sum of "yes" responses. Report "no" responses in action plan.

Implementation of Other Prevention Efforts

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
a. Substance abuse prevention	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
b. Gang prevention	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
c. Teen pregnancy prevention or sexual health promotion	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
d. Bullying prevention	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
e. Sexual violence prevention	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
f. School violence prevention	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
g. Suicide prevention	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
h. Positive behavioral interventions and supports (PBIS)	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
i. Healthy living (e.g., exercise, nutrition)	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2
j. Other	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2

If other, please specify _____

Score: Sum of a – j.

Access to Resources

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
a. Staff who could assist an evaluator in collecting evaluation data, such as surveys.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
b. Training for evaluation assistant.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
c. Staff who understand the importance of adhering to the curriculum implementation manual.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
d. School staff to facilitate Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
e. Access to a copier to prepare Dating Matters handouts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
f. Classroom space to teach Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
g. Funds to hire substitute teachers when teachers receive the Dating Matters training.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
h. Funds for purchasing Dating Matters supplies (e.g., paper, markers).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
i. Funds to pay for Dating Matters training (excluding funds to hire substitute teachers).	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
j. Access to ongoing technical assistance for implementing Dating Matters	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
k. Class time for 10 classroom sessions.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
l. Time allocated to show Dating Matters play.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂

Scoring: sum of "yes" responses. Report "no" responses in action plan.

Support for Dating Matters

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
a. Dating Matters has support from school district leaders.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b. Dating Matters has support from administrators and staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c. Dating Matters has support from teachers.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d. Dating Matters has support from parents.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e. Dating Matters has support from students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Scoring: means of items a–e.

Perceived Efficacy in Evaluation

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
a. Explain the benefits of evaluation to parents and youth.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b. Work with an evaluator to collect survey and other outcome data from Dating Matters participants.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c. Work with an evaluator to collect implementation data from Dating Matters participants and program staff.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Scoring: mean of items a–c. Report items with “disagree” response in action plan.

Leadership: Prevention Advocacy

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
a. Someone in our school advocated for resources, other than Dating Matters, for teen dating violence prevention.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
b. Someone in our school advocated for district policies on teen dating violence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
c. There have been school-wide or district-wide events promoting Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂
d. The school has organized community-wide events promoting Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₀	<input type="checkbox"/> ₂

Scoring: mean of items a–d.

Access to Training/Technical Assistance

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

- ₁ Yes ⇒ Go to 11b
- ₂ No ⇒ Go to 11c
- ₃ Don't know ⇒ Go to 11c

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

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

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Neither disagree or agree
- ₄ Agree
- ₅ Strongly agree
- ₆ Don't know

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

- ₁ Yes ⇒ Go to 11d
- ₂ No ⇒ Go to 11e
- ₃ Don't know ⇒ Go to 11e

11d. The on-going technical assistance our school staff has received to implement Dating Matters has been useful. Select one answer.

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Neither disagree or agree
- ₄ Agree
- ₅ Strongly agree
- ₆ 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.

- ₁ Yes ⇒ Go to 11f
- ₂ No ⇒ Go to 12
- ₃ Don't know ⇒ Go to 12

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

Training or information on adapting the Dating Matters initiative has been useful to Dating Matters school staff.

- ₁ Strongly disagree
- ₂ Disagree
- ₃ Neither disagree or agree
- ₄ Agree
- ₅ Strongly agree
- ₆ Don't know

Scoring: mean of items b and d and f.

Readiness for Preventive Interventions

12. 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
a. Our school has the fiscal resources to implement the Dating Matters initiative.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b. Our school has the time to implement Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c. Our school has the time to participate in an evaluation of Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d. Our school has the knowledge needed to implement Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e. Our school understands the steps that are required to implement Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f. Dating Matters fits with our school's educational philosophy.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
g. School district policies will not interfere with implementing Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
h. Our school feels a strong commitment to implement Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
i. Our school believes that Dating Matters will benefit our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Scoring: mean of items a–i with one item reverse coded.

Implementation Barriers

13. Please describe any barriers that may hinder implementation of the Dating Matters initiative.

Value on Program Fidelity

14. 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
a. The implementer should cover all of the topic areas laid out in the intervention manual.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6
b. The implementer should complete all of the specific activities laid out in the intervention manual.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6
c. The implementer should deliver intervention content in the method specified in the intervention manual (e.g., lecture vs. reading assignment).	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6
d. The intervention should be delivered in the setting specified in the intervention manual (e.g., community vs. school, small group vs. large group).	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6
e. Intervention activities should be delivered according to the schedule specified in the intervention manual.	<input type="checkbox"/> _1	<input type="checkbox"/> _2	<input type="checkbox"/> _3	<input type="checkbox"/> _4	<input type="checkbox"/> _5	<input type="checkbox"/> _6

Scoring: mean of items a–e.

Teacher Attitudes Toward Evidence-Based Prevention

**15. 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
a. Teachers at my school know better than researchers how to address teen dating violence prevention in our school.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
b. Research-based programs are not useful in "real world" prevention efforts.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
c. Frontline experience is more important than using interventions from a manual.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
d. Teachers at my school would not use interventions from a manual	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
e. Teachers at my school believe that they should implement only those curricula lessons that they think are important.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆
f. Teachers at my school believe it is OK to adapt curricula to make it more relevant to their students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅	<input type="checkbox"/> ₆

Scoring: mean of items a–f. Reverse code so that higher score equals a more positive attitude.

Collaboration with Local Health Department and Community-based Organizations

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

	Yes	No	Don't Know
a. Collaborated with local health department on violence prevention projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
b. Collaborated with local health department on other health-related projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
c. Collaborated with other county or city agencies on violence prevention projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃
d. Collaborated with community-based organizations on violence prevention projects.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃

Scoring: mean of items a–c.

Planning for Sustainability

17. Please rate how much these characteristics are true for your Dating Matters initiative. Select one answer per row.

	Not at All	A Little	Some-what	A Lot	Don't Know
a. Our school is planning for sustainability of Dating Matters.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
b. Our school is looking for other funding resources to support Dating Matters when the grant ends.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
c. Our school leadership is committed to the long-term goals of Dating Matters.	<input type="checkbox"/>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
d. Our school district leadership is committed to the long-term goals of Dating Matters.	<input type="checkbox"/>	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
e. Dating Matters is part of a long-term collaborative effort with other organizations to reduce youth violence.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
f. Dating Matters addresses key needs of our students.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅
g. Dating Matters has strong local government support.	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄	<input type="checkbox"/> ₅

Scoring: mean of items a–f.

Cost Estimates

18. How much time did you spend on program administration over the past 12 months?

19. What is the teacher's annual salary?

\$0 to \$9,999
\$10,000 to \$19,999
\$20,000 to \$29,999
\$30,000 to \$39,999
\$40,000 to \$49,999
\$50,000 to \$59,999
\$60,000 to \$69,999
\$70,000 to \$79,999
\$80,000 to \$89,999
\$90,000 to \$99,999
\$100,000 or above

20. What is the student curricular implementer's annual salary?

\$0 to \$9,999
\$10,000 to \$19,999
\$20,000 to \$29,999
\$30,000 to \$39,999
\$40,000 to \$49,999
\$50,000 to \$59,999
\$60,000 to \$69,999
\$70,000 to \$79,999
\$80,000 to \$89,999
\$90,000 to \$99,999
\$100,000 or above

21. What is your annual salary?

\$0 to \$9,999
\$10,000 to \$19,999
\$20,000 to \$29,999
\$30,000 to \$39,999
\$40,000 to \$49,999
\$50,000 to \$59,999
\$60,000 to \$69,999
\$70,000 to \$79,999
\$80,000 to \$89,999
\$90,000 to \$99,999
\$100,000 or above

22. What is your travel expense for Dating Matters over the past 12 months?