

# Cover page

**Program Contact: Andra Tharp, PhD**

**Submission Date:** July 3, 2012

**Circumstances of Change Request for OMB 0920-0941**

This is a nonmaterial/non-substantive change request for #0920-0941, which received approval through July 2015 for the multi-site evaluation of Dating Matters (4 cities, 44 schools). The comprehensive study has both outcome and process evaluation components and includes multiple assessments.

Dating Matters grantees and contractors had one year for planning prior to implementation. During this planning year, grantees solidified their implementation plans (e.g., how many implementers they intended to use), piloted program materials, and finalized the participating schools. Contractors completed development of several programmatic components and made edits to evaluation instruments to enhance the connection with the final program and to eliminate redundant or unnecessary items. These changes, described in detail below, are minor and fully consistent with the focus and scope of what was already approved. Although we anticipated edits based on the work conducted during the planning year (2011-2012), in order to ensure that baseline data collection could begin in late summer 2012 as required in the funding mechanisms, the original OMB package was submitted for approval in November 2011. Therefore, the project is now requesting approval for the non-material/non-substantive changes that resulted during the planning year as a function of finalizing the program materials, clarifying instructions, and shortening several instruments.

We want to emphasize that the methods and design of the Dating Matters evaluation are unchanged. There has been no change related to individually identifiable information. Similarly, no new instruments are proposed. The burden has decreased slightly, due to:

- 1) re-estimating the student sample size based on actual enrollment of participating schools (previously an average enrollment was used);
- 2) re-calculating burden estimates for 23 standard schools and 21 comprehensive schools (previously 22 standard schools and 22 comprehensive schools) due to a few school closings during the planning year and subsequent recruitment and re-randomization of replacement schools; and,
- 3) re-estimating the number of implementer respondents based on the sites actual plans for hiring implementers (previously estimated based on anticipated number of implementers).

These changes are reflected in the revised Supporting Statement A and B and are summarized in the table below, as an overall **decrease** in burden and burden cost:

	<b>Total Burden Hours</b>	<b>Total Burden Cost</b>
<b>Approved</b>	44,978	\$510,674.17
<b>Proposed</b>	35,099	\$421,415.69
<b>Difference</b>	-9,879	-\$89,258.48

To clarify exactly what changes are proposed to the OMB approved instruments, we first summarize the purpose and change to each revised instrument and in subsequent tables itemize exactly which non-substantive changes have been made. The list appears long because the study includes a range of assessment tools. The changes to each tool are minor.

<b>Purpose</b>	<b>Attachment</b>	<b>Reason for Modification</b>
Outcome Evaluation	D-Student Outcome Survey Baseline	Shortened by removing (D-7 items; H-4 items; I-24 items) items. Instructions and skip patterns clarified
	H-Parent Outcome Survey Baseline	
	I-Educator Outcome Survey Baseline	
Implementation Evaluation	J-Brand Ambassador Implementation Survey	Item language clarified, added items (J-7 added 1 removed; RR- 2 added) related to aspects of the program (e.g., digital component) that were not yet finalized at the time of the original submission
	RR-Communications Campaign Tracking Form	
	K-Local Health Department Capacity and Readiness Assessment (corresponds to screen shots in NNN)	Added (K-4 added; SS-5 added, 1 removed) items on sustainability and removed duplicative items about leadership.
	SS-School Leadership Capacity Readiness Assessment (corresponds to screen shots in MMM)	
	DDDD-Master Trainer TA Tracking Form	Removed one response option for one question

<b>Itemized proposed changes in Attachments—Modified items:</b>			
<b>Form</b>	<b>Reason</b>	<b>Number</b>	<b>Question</b>
Attachment SS	Modified question on sustainability	31D -	How much do you agree or disagree with each statements? Select one answer per row.
Attachment DDDD	Removed one option previously included in Q.19- Language removed: <i>Hazelden</i>	19	DID THE NATURE OF THE TA REQUEST I CONTACT ONE OR MORE OF THE FOLLO (PLEASE CIRCLE ALL THAT APPLY)
Attachment J	Clarified language "worthwhile" changed to "good use of my time"	1.	To what extent do you agree or disagree with th
Attachment R	Clarification to language- question about digital components	5.	Total Number of likes to the community Faceb
Attachment R	Clarification to language- "events" added to "activities"	7.	Number of events/activities hosted
Attachment R	Clarification of language-"gear" changed to "materials"	6.	Number and type of materials distributed
Attachment D	Language simplified for comprehension.	7	Please give your answers based on how things last six months.
Attachment D	Added sometime because Yes/No responses were not sufficient.	11	Response Options: Always; Sometimes; Never
Attachment D	Broken into two separate questions to accommodate skip pattern for respondents who have not dated someone who was a different age.	13-14	13. Have you ever dated someone who is a diff o Yes o No o If No, skip to Question 15  14. How much older or younger was that perso o 1-year difference o 2-year difference o More than 3 years difference in age
Attachment D	Language simplified for comprehension.	15	How many different people have you dated sin
Attachment D	Reference period changed to accommodate respondents who answering in regard to a dating relationship in the past.	24	Please indicate how often each of the following currently or was true in your most recent dating
Attachment D	Change from months to initials to remind respondents of who they are describing.	25a	a. The person I am thinking about when filling these initials: _____.
Attachment D	Respondents may have multiple caregivers (for example, a mother and a father). Language was changed to accommodate this scenario.	26	From the list below, choose the one adult in yo person who takes care of you. If there is more t care of you, select the one you spend the most t
Attachment D	Reference period changed to capture discrete time period between fall survey iteration (baseline) and spring survey iteration (follow-up).	52	In the past 6 months, how often did you:
Attachment D	Alcohol-related items collapsed into single item to reduce length of questionnaire.	44a	Drank more than a sip of beer, wine, wine cool or gin)?
Attachment D	Specified illegal drugs to differentiate from legal non-prescription drugs.	44f	Used other illegal drugs (cocaine, crack, meth,
Attachment I	Text changed to accommodate educators/staff who work at multiple schools participating in the program.  Response field changed from write-in (open text) to drop-down list of participating schools to eliminate need for manual coding of responses.	1	What is the name of the school where you wor
Attachment I	Text changed to accommodate educators/staff who work at multiple schools participating in the program.  Response option changed to allow for Yes/No	1a	Do you work at more than one school?  RESPONSE OPTIONS: Yes; No

	responses (rather than filling in bubble).		
Attachment I	Response options changed to refine categories eligible for this survey and to allow specification of 'Other' response.	2	RESPONSE OPTIONS: Full-time teacher; Part-time guidance counselor; Part-time guidance counselor; teach Dating Matter or Safe Dates curriculum;
Attachment I	Text changed for applicability at baseline (i.e., educators will not have started implementing the curriculum yet).  Question broken into two items to allow for skip pattern.	8-8a	8. During this school year, are you scheduled to teach violence prevention curriculum (either 'comprehensive/Safe Dates')?  8a. Mark the groups to which you will teach a violence prevention curriculum (either 'comprehensive/standard/Safe Dates').
Attachment I	Additional response options offered to capture potential responses (Parents; Teachers; Others school staff).  Question broken into two items to allow for skip pattern.	9-9a	9. Have you ever delivered any educational activities addressing youth sexual harassment?  9a. Mark the groups to which you have provided or addressed youth sexual harassment. (Check all that apply.)  RESPONSE OPTIONS: 6th, 7th or 8th grade students; Parents; Teachers; Other school staff
Attachment I	Text changed to specify reference period.  Additional options offered to capture potential range of responses (Parents; Teachers; Others school staff)  Question broken into two items to allow for skip pattern.	10-10a	10. Are you aware of any educational activities addressing youth sexual harassment, currently offered in your school?  10a. Mark the groups in your school who have received or are receiving activities addressing youth sexual harassment.  RESPONSE OPTIONS: 6th 7th or 8th grade students; Parents; Teachers; Other school staff
Attachment I	Text edited to remove before/after qualifiers, as educators will not complete the training before taking the baseline questionnaire.	20a	I believe teen dating violence could be prevented in my school.
		20c	I plan to talk with my school administrator and staff about how we can incorporate teen dating violence prevention into our curriculum and school policies.
		20d	I believe educators play an important role in teen dating violence prevention.
		20e	I see the importance of adults modeling respectful relationships.
		20f	I plan to incorporate teen dating violence prevention lessons.
		20g	I feel comfortable discussing teen dating violence with students.
		20h	I feel confident in my ability to discuss teen dating violence with students.
Attachment H	Text edited for clarity (i.e., respondent may interpret as literally the same building or house).	18	How many years have you lived together with your partner (even if you moved homes)?
Attachment H	Reference period added to focus attention of respondent on recent events.	30	In the past month, when you talked about dating violence, how often did you talk about it?
Attachment H	Text changed to make questions applicable to both girls and boys.	31e	How many times have you ever talked to your partner about keeping from getting pregnant or getting someone pregnant?

<b>Itemized proposed changes in Attachments—Deleted items:</b>		
<b>Form</b>	<b>Reason</b>	<b>Question</b>
Attachment J	Removed question about time as item duplicated item 11	6. How much time did you spend on Brand Ambassador activities during the school year?
Attachment D	Item was dropped due to concerns about whether the respondents could complete this item reliably.	28. In a typical week, how many days from 0-7 do you spend with your family?
Attachment D	Question dropped because most respondents are under the legal driving age, they would not be driving and would not have a reason to drive a car without the owner's permission.	Item 4 from Delinquency Scale ...drive a car without its owner's permission?
Attachment D	Technology-based harassment items dropped to reduce length of questionnaire.	1a) Someone made a rude or mean comment to me online 1d) Someone tried to get me to talk about sex online 1e) Someone asked me for sexual information about myself to tell the person, e.g., really personal questions, like sexual things I have done. 2a) Made rude or mean comments to anyone online 2d) Tried to get someone else to talk about sex online
Attachment I	Dropped from baseline because educators will not yet have implemented the curriculum.	In this school, the students receiving the intervention asked questions during the session In this school, the students receiving the intervention asked questions during the sessions In this school, the students receiving the intervention answered questions correctly to questions during the sessions In this school, the students receiving the intervention used the solutions during case examples during the sessions In this school, the students receiving the intervention did not become disruptive during the sessions In this school, the students receiving the intervention did not disrupt the sessions In this school, the students receiving the intervention were not supportive of each other during the sessions In this school, the students receiving the intervention did not take the sessions seriously In this school, the students receiving the intervention did not learn key concepts from the sessions In this school, the students receiving the intervention did not experience discomfort with the topics covered Would you say that the effectiveness of the classroom sessions varied by grade level and/or by gender? Please indicate the way in which the curriculum sessions varied by grade level and/or by gender. I believe the intervention was very effective at ... among students in the school I believe the intervention was very effective at ... among students in the school I believe the intervention was very effective at ... among students in the school I believe the intervention was very effective at ... among students in the school I believe the intervention was very effective at ... (alcohol use, cigarettes, drugs among students in the school) I believe the intervention was very effective at ... interactions between students in the school I believe the intervention was very effective at ... violent behavior among students in the school

		<p>I believe the intervention was very effective at ... students to seek help to address violent or harassing the school</p> <p>In general, which activities/lessons worked the best you think?</p> <p>Which activities/lessons were harder to get them in</p> <p>Do you think the CDC should revise the activities/yes, in what ways?</p> <p>How do you think the lessons/interventions might more widespread implementation?</p> <p>Is there anything in general that you would like to experience of being part of a research project? Feedback the students, or your experiences/perceptions/observations</p>
Attachment H	Item was dropped due to concerns about whether the respondents could complete this item reliably.	Can your child tell how you are feeling without asking
Attachment H	Dropped from Baseline questionnaire because parents will not have attended program events yet.	<p>How long does it take you to get to a single 6th 7th for Dating Matters event?</p> <p>How far do you travel (mileage) to participate in a parent program for Dating Matters?</p> <p>How many Parents Matter! Program sessions have</p>

**Itemized proposed changes in Attachments—Added items:**

<b>Form</b>	<b>Reason</b>	<b>Number</b>	<b>Question Text</b>
Attachment K	Added – questions to capture planning for sustainability	17.	h. Dating Matters will have opportunities to be integrated with other violence prevention efforts (All, A Little, Somewhat, A Lot, Don't Know)
		18.	Did you have to consult with anyone to answer any questions on this assessment?
		19.	If yes, with whom did you consult?
		20.	Is there any other relevant information about your capacity to implement the program that you would like to share?
Attachment SS	Added - question to capture effective local health department leadership	15.	a. Local health department leaders can gain support from elected or appointed officials. b. Local health department leaders can influence laws and policies that could reduce violence. c. Elected or appointed officials are aware of the Dating Matters initiative. (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)
Attachment SS	Added - questions about sustainability	31E -	e. There will be opportunities for teen dating violence prevention to be integrated with other violence prevention efforts. (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree Strongly, Agree)
		34 -	Did you have to consult with anyone to answer any questions on this assessment?
		35	- If yes, with whom did you consult?
		36 -	Is there any other relevant information about your capacity to implement the program that you would like to share?
Attachment J	Added- question about brand ambassador program	1.	C) The <i>i2i</i> Ambassador Handbook was helpful: strongly agree, somewhat agree, neither agree nor disagree, disagree, strongly disagree
			H) Participants frequently visited and participated in conversation on the Facebook Page: somewhat agree, somewhat disagree, strongly disagree
			I) I think that participants liked the texting component: strongly agree, somewhat agree, neither agree nor disagree, disagree, strongly disagree
Attachment J	Added- question about brand ambassador program	7.	What feedback did you receive from the participants on the texting component?
		8.	Which types of Facebook posts (i.e. images, conversation starters, events) received the most comments and likes?
		9.	What are some ways the Facebook Page could be more successful?
		10.	What feedback did you receive from the participants on the Facebook component?
Attachment R	Added- question about digital components	10.	Number of new partnerships developed to support the Youth Communication Initiative
Attachment R	Added- question about digital components	11	a. Monthly New Likes: The number of new people who have liked the Page
			b. Monthly People Talking About This: The number of people sharing stories
			c. Monthly Page Engaged Users: The number of people who engaged with text or story created
			d. Monthly Total Reach: The number of people who have seen any content
			e. Monthly Total Consumers: The number of people who clicked on any of