

**Attachment 1:**  
**YEARS Web-based Staff Survey**  
***Survey for Program Directors/Administrators***

# Youth Education and Relationship Services Staff Survey

## Consent

Child Trends, an independent research organization, is contracting with the Administration for Children and Families in the U.S. Department of Health and Human Services to conduct a research study to describe Office of Family Assistance (OFA)-funded youth-serving Healthy Marriage and Relationship Education (HMRE) programs, including participant and partner characteristics, and program implementation characteristics. We are surveying program directors/administrators and facilitators. This form has information to help you decide if you want to respond to the survey.

If you agree, you will participate in a 20 minute, web-based survey. During the survey, you will answer questions about how your organization provides HMRE services to youth aged 14-24. The survey will ask questions about the youth served, the program staff, implementation practices, and program and organizational characteristics.

Risks associated with participation include potential loss of privacy. To protect your or your organization's privacy, your name or your organization's name will not be used in reports and your individual responses will not be shown to anyone outside of the study team. To help ensure respondents' privacy, participants will be provided a separate link to give their contact information at the end of the survey so that they can receive their gift card.

This collection of information is voluntary and will be used to better understand and improve HMRE programs. You can choose to stop the survey at any point. If after completing the survey you no longer wish to participate, you may contact Shelby Hickman at (240) 223-9341 to have your organization's responses removed from the study.

All information will be kept private to the extent permitted by law. Study reports will describe findings in general terms and will not include any names or any other identifiable information. The Office of Family Assistance will not know which organizations participated in the survey, and your organization's participation will not affect current or future funding from the Office of Family Assistance.

There are no costs associated with the survey other than the time you spend completing the survey. You will not benefit personally from being involved in the study.

To thank you for your participation, you will receive a \$20 Visa gift card.

If you have any comments or concerns about participating in this study, you can contact Mindy Scott, Study Director, at 240-223-9324. If you wish, you may also contact the Child Trends Institutional Review Board by calling 1-855-288-3506, by emailing [irbparticipant@childtrends.org](mailto:irbparticipant@childtrends.org) or by writing to 7315 Wisconsin Avenue, Suite 1200W, Bethesda, MD 20814.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is XXXX-XXXX and it expires on XX/XX/XXXX.

### 1. Do you agree to participate? \*

- I AGREE to participate
- I DO NOT AGREE to participate

**If a participant does not wish to participate, they**

are brought to this page:

# Youth Education and Relationship Services Staff Survey

Thank you!

Thank you for your time and effort.

100%

If the participant wishes to participate, they are directed to the beginning of the survey:

# Youth Education and Relationship Services Staff Survey

Placeholder for OMB # and Expiration Date (OMB Control # 0970 – XXXX and Expiration Date: XX/XX/XXXX)

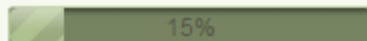
Thank you very much for agreeing to participate in this survey. The Office of Planning, Research and Evaluation (OPRE) within the Administration for Children and Families (ACF) is working on a project to learn more about the services that Healthy Marriage and Relationship Education (HMRE) programs provide to youth between the ages of 14 and 24.

In this survey, we'd like to ask you about the different services and components of the Office of Family Assistance (OFA)-funded HMRE program you implemented between October 2014 and September 2015. We realize that you may not currently be implementing this program, so when answering questions please reflect on the past fiscal year of implementation under your previous OFA grant (October 2014-September 2015). The electronic format of this survey will help with rapid dissemination, collection, and data management while attempting to reduce costs and burden on you, the participant. The information you provide about your program and how your program operates will help us to better understand the services that federally-funded HMRE programs are providing to youth and the populations the programs are reaching, with the intent of informing future efforts to improve HMRE programs serving youth.

We expect that the survey will take about 20 minutes to complete. Please remember that your participation is completely voluntary. If there is a question that you do not wish to answer, feel free to skip the question and move on to the next question. Additionally, you may terminate the survey at any time. Everything you tell us today will be kept private to the extent permitted by the law. Any identifying information (program name, for example) will be removed and your answers will be combined with those of others.

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# Youth Education and Relationship Services Staff Survey

## Characteristics of the Youth Served

For the following questions please think about the individuals who participated in your program between October 2014 and September 2015. We do not expect exact figures, so please use your best guess or estimation when answering these questions.

Please remember that your participation is completely voluntary. If there is a question that you do not wish to answer, feel free to skip the question and move on to the next question. Additionally, you may terminate the survey at any time.

5. Between October 2014 and September 2015, approximately how many individuals were served by your HMRE program?

6. Of the individuals who participated in your program between October 2014 and September 2015, about how many were between the following ages? *(Please check one answer in each row)*

	None	1-49%	50-74%	75% or more
14-17 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18-24 years old	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25 years old and older	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Of the YOUTH served by your program (that is, individuals between the ages of 14-24) between October 2014 and September 2015, approximately how many were...? (Please check one answer in each row)

	None	Less than half	More than half	Don't know
Hispanic or Latino	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
White	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Black or African American	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Native Hawaiian or other Pacific Islander	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
American Indian or Alaska Native	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Now please tell me how many of the youth served between October 2014 and September 2015 were...? (Please check one answer in each row)

	None	Less than half	More than half	Don't know
In a relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Not in any relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Couples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pregnant/expectant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

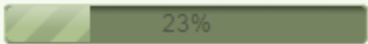
9. Now please tell me how many of the youth served between October 2014 and September 2015 were...? (Please check one answer in each row)

	None	Less than half	More than half	Don't know
Currently or previously in foster care	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homeless or runaway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Victims of abuse and/or neglect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school dropouts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living in poverty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Now please tell me how many of the youth served between October 2014 and September 2015 were...? *(Please check one answer in each row)*

	None	Less than half	More than half	Don't know
Living with physical disabilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Living with mental illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having trouble speaking or understanding English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Born outside the U.S.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LGBTQ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Male	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Youth Education and Relationship Services Staff Survey

## Staff Characteristics

For the questions below, we would like you to think about the facilitators who delivered HMRE programs to youth ages 14-24 between October 2014 and September 2015. Facilitators are defined as staff who provided services directly to youth during this time.

11. How many program facilitators were implementing the program with youth ages 14-24 between October 2014 and September 2015? *(Your best estimate is fine)*

12. Who were the primary facilitators of the program? *(Check all that apply)*

- On-site staff (including teachers)
- Staff from a different organization
- Near-peers or peers

13. Now please tell us how much you agree or disagree with the following statement.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
The program hired facilitators with similar characteristics and/or experiences as the youth being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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31%



# Youth Education and Relationship Services Staff Survey

## Staff Characteristics: Facilitator Training

The next set of questions focuses on various training topics that may be covered by your program.

14. On average, about how many hours of program-specific training did facilitators receive before delivering the program?

- None
- 1-10 hours
- 11-20 hours
- 21-30 hours
- 31-40 hours
- 41+ hours

15. Prior to implementation, how many of the facilitators received program-specific training on...? (Please check one answer in each row)

	None	Some	Half	Most	All
Group facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing professional boundaries with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logic or theory supporting the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program delivery/implementation strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing leadership opportunities for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping youth learn and apply skills to real-life settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with other community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. Prior to implementation, how many of the facilitators received program-specific training on...? (Please check one answer in each row)**

	None	Some	Half	Most	All
Engaging quiet and withdrawn youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging younger youth (ages 14-17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging youth with behavior problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Privacy and confidentiality laws in their state (i.e., ensuring that information and feelings youth share are managed appropriately)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a safe environment for youth to discuss sensitive topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally competent program delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusivity of diverse participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The target populations being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. How many of the facilitators needed more training on...? (Please check one answer in each row)**

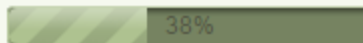
	None	Some	Half	Most	All
Group facilitation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Establishing professional boundaries with participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Logic or theory supporting the program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program delivery/implementation strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Providing leadership opportunities for youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping youth learn and apply skills to real-life settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicating with other community partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How many of the facilitators needed more training on...? (Please check one answer in each row)

	None	Some	Half	Most	All
Engaging quiet and withdrawn youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging younger youth (ages 14-17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaging youth with behavior problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Privacy and confidentiality laws in their state (i.e., ensuring that information and feelings youth share are managed appropriately)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating a safe environment for youth to discuss sensitive topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Culturally competent program delivery	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inclusivity of diverse participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The target populations being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Youth Education and Relationship Services Staff Survey

## Staff Characteristics: Facilitation Approaches

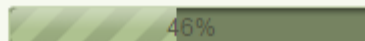
Now we would like you to consider facilitator approaches to program delivery. In the following questions, please consider how facilitators delivered the program between October 2014 and September 2015.

### 19. How often did the facilitators...?

	Never	Sometimes	Half the Time	Most of the Time	Always
Provide youth with age-appropriate opportunities for leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide youth with roles (such as timekeeper, note-taker, or spokesperson) when working on activities or projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Link youth to resources that go beyond the scope of the program (such as mental health services or job training programs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Youth Education and Relationship Services Staff Survey

## Organizational Characteristics

The next set of questions asks for more information about your organization's settings, resources, and practices, as well as the community in which your program was delivered.

20. In which of the following settings did your program deliver HMRE programming to youth ages 14-24 between October 2014 and September 2015?

- In school, during school
- In school, after school
- At a clinic
- At a community-based organization: (Please describe)
- In another type of setting: (Please describe)

21. Did you receive funding for your HMRE program for youth from any non-federal sources between October 2014 and September 2015?

- Yes
- No

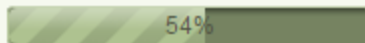
22. Prior to implementing the program, did your organization conduct a needs assessment of the community in which the program is being implemented?

- Yes
- No

**23. Please indicate your level of agreement with the following statements:  
Between October 2014 and September 2015, our organization had...**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Adequate resources to ensure that the program could be implemented as designed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The necessary staffing to implement the program as designed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The necessary staff training needed to implement the program as designed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The necessary staff to supervise activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The necessary staff to keep youth safe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The necessary staff to support positive relationships with youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The necessary time to support continuous improvement of program implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A need for additional guidance or coaching to support implementation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Youth Education and Relationship Services Staff Survey

## Organizational Characteristics: Community Engagement

The next set of questions asks for more information about how your organization reached out to the community in which your program was operating between October 2014 and September 2015.

24. Please indicate your level of agreement with the following statements:  
Between October 2014 and September 2015, in our community there were/was...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Other programs for youth that addressed healthy marriage and/or healthy relationship topics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Groups and/or individuals that opposed teaching marriage and/or relationship education to youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A lack of programs designed to promote healthy relationships among youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Programs often use a number of strategies to recruit, engage, and retain youth. Please tell us what strategies you used between October 2014 and September 2015 by answering the following questions.

Which of the following tools or strategies did your organization use to recruit youth into your program? *(Select all that apply)*

- Flyers
  - Posters
  - Videos
  - Social media
  - Radio/TV ads
  - Announcements in school
  - Partnerships with other organizations in the community
  - Community events
  - Peer outreach
  - Referrals
  - Other: (Please specify here)
  - N/A (Our program does not need to recruit because it is part of a school curriculum)
- 

26. Were recruitment strategies developed specifically to reach your target population?

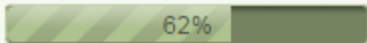
- Yes
  - No
-



27. Which of the following strategies did your organization use to retain and engage youth once they were enrolled in your program? *(Select all that apply)*

- Provide leadership opportunities to youth
- Make youth feel welcome
- Encourage sense of ownership in program
- Gift cards
- Food
- Transportation
- Child care
- Social media
- Other: (Please specify here)

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# Youth Education and Relationship Services Staff Survey

## Program Characteristics: Fidelity and Quality Monitoring

Now we'd like to ask you some questions about implementation fidelity and quality of your program between October 2014 to September 2015. By fidelity we are referring to the degree to which the program was delivered as intended or designed. Quality is a measure of the skill or competence with which the program was implemented.

If you implemented more than one curriculum between October 2014 to September 2015, please think about all of the curricula when answering the following questions.

### 28. How often did program staff...?

	Never	Sometimes	Half the Time	Most of the Time	Always
Provide or receive corrective feedback to increase fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Complete fidelity monitoring logs after each session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct observations of program sessions to monitor fidelity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct observations of program sessions to monitor quality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct systematic review of completed fidelity monitoring logs and observation reports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use fidelity data to support continuous quality improvement (for example, identify additional training needs based on fidelity monitoring)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. When implementing a program, organizations might change the program to meet the needs of participating youth, the timeline, organizational resources, or some other factor.

After beginning program implementation, did program staff...?

	Yes	No
Change the sequence of program sessions or activities from the order initially planned	<input type="radio"/>	<input type="radio"/>
Change the number, frequency, or duration of sessions or activities from what was initially planned	<input type="radio"/>	<input type="radio"/>
Drop some sessions or activities from those initially planned	<input type="radio"/>	<input type="radio"/>
Add some sessions or activities to those initially planned	<input type="radio"/>	<input type="radio"/>
Change the content of a session or activity from what was initially planned	<input type="radio"/>	<input type="radio"/>
Work with program developers to make changes to the program	<input type="radio"/>	<input type="radio"/>

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# Youth Education and Relationship Services Staff Survey

## Program Characteristics

Now we would like to ask you some questions about the specific curricula that you provided to youth between October 2014 and September 2015.

30.

**Which curricula/programs were you implementing with youth between October 2014 and September 2015? [Select all that apply]**

- 10 Great Dates
- Active Marriage and Best Practices
- Active Relationships for Young Adults
- Basic Training for Couples
- Basic Training for Men
- Basic Training for Singles
- Bringing Baby Home
- Building Strong Families
- CLFC Getting Real
- CLFC Marriage Enhancement Program
- Connections: Dating & Emotions
- Connections: Relationships and Marriage
- Divorce Busting
- Family Wellness: The Strongest Link (The Couple)
- Healthy Choices, Healthy Relationships
- His Needs Her Needs
- Hold Me Tight
- I Choose Us
- Keys to Healthy Marriage Handbook
- Love Notes 2.0
- Love's Cradle

- Marriage Mentoring: 12 Conversations
- Married and Loving It
- Mastering the Mysteries of Love
- Money Habitudes
- PAIRS
- Power of Two Power of Two
- Premarital Interpersonal Choices & Knowledge (PICK)
- PREPARE/ENRICH
- Prevention and Relationship Enhancement Program (PREP)
- Ready for Love
- Relationship Smarts PLUS
- SOULMATE
- Together We Can
- Other: (Please specify here)
- None of the above

**31. Which of the following were goals or expected outcomes for your program? [Select all that apply]**

- Promote healthy romantic relationships
- Reduce risky sexual behavior
- Prevent violence and/or abuse (physical, sexual, and/or emotional/psychological)
- Promote positive attitudes about gender and sexuality
- Improve parenting/co-parenting skills
- Improve communication skills
- Improve social skills
- Improve conflict management skills
- Improve financial management skills
- Improve career and college readiness
- Other: (Please specify here)

For the following three questions, please consider the following definitions:

- **ON-SITE:** Program staff address topic on site (e.g., in the classroom or other program setting), or program staff arrange for consultants or partners to discuss topic on site.
- **ESTABLISHED COMMUNITY PARTNER:** Program has an established, formal relationship with a community partner, who covers topic at their outside location. Program staff follow-up with participants.
- **REFERRAL PLUS FOLLOW-UP:** Program staff make referrals for participants to access services related to the topic at another outside organization, and program staff follow-up with participants.
- **BASIC REFERRAL:** Program staff make referrals for participants to access services.
- **TOPIC NOT ADDRESSED:** Program does not provide service related to the topic, nor do program staff assist with referral for service.

32. How did you address the following healthy relationship attitudes and beliefs in your program? *(Select all that apply)*

	On-site	Established community partner	Referral plus follow-up	Basic referral	Topic not addressed	Don't know
Attitudes and beliefs about healthy romantic relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and beliefs about sexual activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and beliefs about violence/abuse prevention, including physical, sexual, and emotional/psychological violence/abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudes and beliefs about parenting/co-parenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**33. How did you address the following healthy relationship skills and behaviors in your program? (Select all that apply)**

	On-site	Established community partner	Referral plus follow-up	Basic referral	Topic not addressed	Don't know
Communication skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Violence/abuse prevention skills and behaviors, including physical, sexual, and emotional/psychological violence/abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**34. How did you address these additional topics in your program? (Select all that apply)**

	On-site	Established community partner	Referral plus follow-up	Basic referral	Topic not addressed	Don't know
Financial management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parenting/co-parenting skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Marriage and cohabitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Extended family relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**35. Please indicate your level of agreement with the following statements:  
Our program...**

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Had clear goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a logical sequence of lessons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Targeted the specific needs of the youth being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provided opportunities for youth to interact positively with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included materials that were relevant for the youth being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included activities that involved opportunities for sharing and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included content that was relevant for the youth being served	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valued diverse types of relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Valued diverse types of families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



**36. Please indicate your level of agreement with the following statements:  
Our program...**

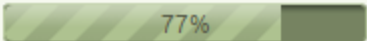
	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Was "branded" to help youth feel like they were a part of something special	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Allowed youth to help create "ground rules"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught youth to think critically about how peer pressure influences their lives and decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught youth to think critically about how the media influences their lives and decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught youth to think critically about how cultural norms influence their lives and decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Taught youth to think critically about how gender norms influence their lives and decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had explicit policies stating that physical and sexual harassment, violence, and bullying were not tolerated	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. Please indicate your level of agreement with the following statements:

Our program...

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Created meaningful opportunities for youth to take leadership and initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used activities and materials representative of the populations served (such as images in posters)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engaged parents through family activities, newsletters, websites, or other program activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was inclusive of LGBTQ youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Informed youth that participation was voluntary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Included youth in program decision-making	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had content that was general and appropriate to a broad range of youth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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# Youth Education and Relationship Services Staff Survey

## Program Characteristics: Delivery

Next we would like to learn more about how your program was delivered. Please answer the following questions about the program services provided between October 2014 and September 2015. If you were implementing more than one curriculum with youth, please select the one curriculum that served the most youth ages 14-24.

38. If your organization served both youth (14-24 years old) and adults (25 and older), did you provide the same program to both groups?

- Yes
- No
- N/A (Organization served only youth OR only adults)

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Submit

92%

# Youth Education and Relationship Services Staff Survey

Thank You!

Thank you very much for completing this survey and providing your valuable feedback. We greatly appreciate your time and effort!

Please click on the following link to enter your mailing address so that we may send your \$20 gift card: <http://www.surveymoz.com/s3/2196582/Respondent-Information>. This information will be kept private to the extent permitted by the law.

The Paperwork Reduction Act Statement: This collection of information is voluntary and will be used to better understand promising practices in youth-serving, federally-funded healthy marriage and relationship education programs. Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-XXXX); Attn: OMB-PRA (0970-XXXX).



100%

## **Respondent information**

# Respondent Information

## 1. Name and Address

First name

Last name

Street address

Apartment/suite

City

State

Zip

Phone number

Submit

0%