

## PREP T&TA Feedback Questionnaire

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### Introduction and purpose

Dear Grantees,

RTI International, along with our partners, Child Trends, ETR, Inc., and Miami Environmental & Energy Solutions are pleased to provide training and technical assistance (T&TA) to Personal Responsibility Education Program (PREP) grantees. The RTI team provides these services so grantees can expand their capacity to provide quality services and address the needs of those they serve. As the T&TA provider, our goals are to provide information and resources that are tailored to your specific needs and to continually provide PREP grantees with the most updated and helpful information.

To this end, we are conducting a survey to assess which aspects of previously provided T&TA were particularly helpful and which were less helpful. We also are asking you to identify T&TA needs for us to address this fiscal year. Even if you have received assistance on a topic previously, please indicate all areas of current need.

FYSB requests that at least one representative from each grantee organization complete this PREP T&TA Needs Assessment Survey, but all individuals who are involved in the PREP project are welcome to complete a survey. Respondents should consider their responses based on the needs for their position and responsibility as it relates to the PREP project.

Participation in this survey is voluntary and individual responses will be anonymous. This survey should take no more than 25 minutes. We request that you complete it by **XXXX, 2021**.

If you have any technical issues with the survey, have questions about the content, or need support please contact Katy Suellentrop at [APPTTA@rti.org](mailto:APPTTA@rti.org) or 703-343-5462.

Thank you for your help.

The RTI APP Training and Technical Assistance Team

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## Background and Descriptive Information

1. Grantee organization completing the form. \* (If you are a subawardee, please identify the name of the primary grantee - dropdown list)

2. Funding Stream (choose only one)\*

State PREP

Tribal PREP

Competitive PREP

PREP Innovative Strategies (PREIS)

3. Role within the project

Project director

Project manager

Front-line/Field Staff (e.g., health educators, program facilitators)

Evaluator

Subawardee Staff

Other - Write In (Required): \_\_\_\_\_ \*

4. How long have you worked on the PREP project?

Less than 1 year

1 to 2 years

3 to 5 years

more than 5 years

## Satisfaction with Training and TA (T&TA) Events provided during the 2019-2020 Federal Fiscal Year

5. Please indicate how much you agree or disagree with the following statements.

|  | Agree Strongly | Agree | Disagree | Disagree Strongly |
|--|----------------|-------|----------|-------------------|
| Our program/organization can easily access the T&TA support we need to implement a high-quality PREP program.  |                |       |          |                   |
| Our program/organization has an ongoing need for staff who need T&TA to familiarize themselves with PREP program content (i.e. adolescent pregnancy and STI prevention). |                |       |          |                   |

6. Think about the Cluster Calls offered last year, please rate how useful the topic/content were for your program? If you did not attend, indicated 'Did not participate.'

|  | Very Useful | Useful | Somewhat Useful | Not at all Useful | Didn't Participate |
|--|-------------|--------|-----------------|-------------------|--------------------|
| Topic: Connecting with Youth Virtually (April 23, 2020)  |             |        |                 |                   |                    |
| Topic: Working with Youth in Out of Home Placements (May 7, 2020)                              |             |        |                 |                   |                    |
| Topic: Recruiting and Retaining Youth Using Social Media (July 30, 3030 and September 8, 2020) |             |        |                 |                   |                    |
| Topic: Recruiting and Retaining Parents (August 19, 2020)                                      |             |        |                 |                   |                    |
| Topic: Effective Methods of Sharing Data with State/Communities (September 15, 2020)           |             |        |                 |                   |                    |

7. Think about the written materials offered last year, please rate how useful the topic/content were for your program? If you did not use the materials please indicate 'Did not use/have not reviewed.' Please rate your level of overall satisfaction with the following T&TA products that were released in the past year:

|  | Very Useful | Useful | Somewhat Useful | Not at all Useful | Didn't Use/Have not reviewed |
|--|-------------|--------|-----------------|-------------------|------------------------------|
|  |             |        |                 |                   |                              |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Tip Sheet:</b><br>Developing<br>Effective<br>Sustainable<br>Personal<br>Responsibility<br>Education Programs<br>(September 2020)  |  |  |  |  |  |
| <b>Tip Sheet:</b><br>Opportunities to<br>Provide Personal<br>Responsibility<br>Education Program<br>Services to Youth<br>Involved with<br>Juvenile Justice<br>(March 2020) |  |  |  |  |  |
| <b>Infographic:</b> Data<br>Visualization:<br>Simple Design,<br>Impactful Message<br>(August 2020)   |  |  |  |  |  |
| <b>Infographic:</b> Words<br>Matter, Actions<br>Speak (September<br>2020)  |  |  |  |  |  |

8. Please indicate how useful TA Office Hours were for your work

Topics this year included:

- Staff Development to Enhance Organizational Capacity Building (December)
- Addressing Health Access within Health Equity in PREP Programming (February)
- Adapting Programming in Response to Social Distancing and to Implement Virtually (April, 5 sessions)
- Adapting Programming in Response to Social Distancing and to Implement Virtually (May)
- Programming with Vulnerable Populations (May)
- Implementing Programs with Tribal Grantees (May)
- Using the Youth-Focused Infographic Healthy Relationships (July)
- Getting Ready for the New School Year (July)
- Getting Ready for the New School Year (August)
- Ask the Expert Session with Sarah Schroeder: Engaging Youth Virtually (August)
- Getting Ready for the New School Year (September)

|             |        |                 |                   |                    |
|-------------|--------|-----------------|-------------------|--------------------|
| Very Useful | Useful | Somewhat Useful | Not at All Useful | Didn't Participate |
|-------------|--------|-----------------|-------------------|--------------------|

|  |  |  |  |  |
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9. Please indicate what you found the most helpful about any of the T&TA activities you participated in last year?

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Why?

10. What would you have liked to learn more about, but was either not covered or not covered in sufficient depth?

11. What recommendations do you have for improving the T&TA that is offered to PREP grantees?

12. Please rank in order from 1 to 8 with your preferred T&TA format to receive content/resources to inform your work (1 being most preferred and 8 being least preferred)

- a. TA office hours (These are hour long, informal conversations with TA providers and other grantees. They often cover a specific topic, but grantees are welcome to raise other challenges they may be facing.)
- b. Cluster Calls (These are hour long discussions, guided by an expert facilitator, on a specific topic. Grantees must register in advance to participate in these calls and the calls are limited to 35 participants.)
- c. Webinars (These are formal presentations ranging from 60-90 minutes and include a presenter with power point slides. Grantees must register for these in advance and there is no limit to the number of participants.)
- d. Tip Sheets (These are brief, written documents that are made available on The Exchange.)
- e. Infographics (These are brief, graphically-based documents that are made available on The Exchange).
- f. In-person trainings (These are in-person trainings that offer an in-depth exploration of a particular topic. Grantees must register in advance and trainings are limited to 75 participants.)
- g. **Virtual trainings** (These are virtual trainings that offer an in-depth exploration of a particular topic. Grantees must register in advance and trainings are limited to 100 participants.)
- h. Individual TA (This is one-on-one support with a TA provider. The support is specific to the need identified and the TA provider works with the grantee at their own pace.)

13. We would like to learn a bit more about how we can better fit into your busy schedule.

- a. What is the ideal length of a TA Office Hours?:
  - i. <30 minutes
  - ii. 30 minutes

- iii. 60 minutes
- iv. 90 minutes

b. What is the ideal length of a Cluster Call?:

- i. <30 minutes
- ii. 30 minutes
- iii. 60 minutes
- iv. 90 minutes

c. What is the ideal length of a Webinar:

- i. <30 minutes
- ii. 30 minutes
- iii. 60 minutes
- iv. 90 minutes

**Now, we would like to know more about your needs to help us plan for future trainings and materials for the current year (2020-2021)**

We'd like to learn a bit more about potential categories and topics that you would like to receive T&TA on. Please consider topics that will help you or your team expand your/their capacity to implement adolescent pregnancy programs in addition to areas your project officer may have recommended you seek assistance in. We have a series of questions about your interest in various topics.

14. Please indicate your level of need for T&TA in the following topical areas

*14.1 Implementation During COVID-19 and Related Topics*

|  | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|--|--------------|-------------------|------------------------|--------------------|-----------------------|
| Engaging youth virtually   |              |                   |                        |                    |                       |
| Adapting facilitation for a virtual setting                                |              |                   |                        |                    |                       |
| Adapting curricula for virtual implementation                              |              |                   |                        |                    |                       |
| Virtual techniques for recruiting youth into the program                   |              |                   |                        |                    |                       |
| Coordination with project partners   |              |                   |                        |                    |                       |
| Collecting data for program improvement or evaluation in a virtual setting |              |                   |                        |                    |                       |
| Supporting staff virtually with program implementation                     |              |                   |                        |                    |                       |
| Observing program implementation virtually                                 |              |                   |                        |                    |                       |
| Building community with virtual implementation                             |              |                   |                        |                    |                       |
| Trauma-informed virtual  |              |                   |                        |                    |                       |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| implementation  |  |  |  |  |  |
| Identifying triggers virtually during program sessions  |  |  |  |  |  |
| Providing support to participants virtually if they react to content (part of virtual trauma-informed care) |  |  |  |  |  |
| Keeping staff (or yourself) safe while facilitating in person during COVID                                  |  |  |  |  |  |
| Developing safety protocols for programming in person during COVID  |  |  |  |  |  |
| Supporting staff mental and emotional health during virtual programming /COVID                              |  |  |  |  |  |
| Supporting participant mental and emotional health during COVID   |  |  |  |  |  |
| Identifying and expanding referral networks during COVID  |  |  |  |  |  |
| Communicating with parents and caregivers during COVID  |  |  |  |  |  |
| Other:  |  |  |  |  |  |

#### 14.2 Project Management Topics

|  | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|--|--------------|-------------------|------------------------|--------------------|-----------------------|
| Writing a project management plan  |              |                   |                        |                    |                       |
| Developing a virtual implementation plan (expectations, requirements, FAQ) |              |                   |                        |                    |                       |
| Recruiting and retaining project staff                                     |              |                   |                        |                    |                       |
| Clarifying staff roles and responsibilities                                |              |                   |                        |                    |                       |
| Addressing staff turnover  |              |                   |                        |                    |                       |
| Training project staff; building staff capacity                            |              |                   |                        |                    |                       |
| Enhancing communication among project staff                                |              |                   |                        |                    |                       |
| Conducting continuous quality  |              |                   |                        |                    |                       |

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| improvement (CQI)  |  |  |  |  |  |
| Managing federal project finances  |  |  |  |  |  |
| Sustaining project activities after funding ends including developing sustainability plans |  |  |  |  |  |
| Other:   |  |  |  |  |  |

14.3 Sub-awardee Management topics

|   | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|---|--------------|-------------------|------------------------|--------------------|-----------------------|
| Selecting sub-awardees                                      |              |                   |                        |                    |                       |
| Communicating with sub-awardees                             |              |                   |                        |                    |                       |
| Providing virtual implementation guidance                   |              |                   |                        |                    |                       |
| Monitoring sub-awardees                                     |              |                   |                        |                    |                       |
| Building sub-awardee capacity                               |              |                   |                        |                    |                       |
| Executing and managing Memoranda of Understanding/Agreement |              |                   |                        |                    |                       |
| Other:  |              |                   |                        |                    |                       |

14.4 Collaboration, partnerships, and stakeholder support topics

|  | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|--|--------------|-------------------|------------------------|--------------------|-----------------------|
| Executing and managing Memoranda of Understanding/Agreement                              |              |                   |                        |                    |                       |
| Identifying referral partners, establishing referral networks and coordinating referrals |              |                   |                        |                    |                       |
| Communicating project goals to collaborators/stakeholders                                |              |                   |                        |                    |                       |
| Communicating project progress or results to collaborators/stakeholders                  |              |                   |                        |                    |                       |
| Other:   |              |                   |                        |                    |                       |

14.5 Implementation topics

|  | No T&TA | Low need for | Moderate | High need | Not applicable |
|--|---------|--------------|----------|-----------|----------------|
|--|---------|--------------|----------|-----------|----------------|



|   | need | T&TA | need for T&TA | for T&TA | to job |
|---|------|------|---------------|----------|--------|
| Recruiting and retaining facilitators   |      |      |               |          |        |
| Recruiting and retaining youth  |      |      |               |          |        |
| Recruiting and retaining parents/caregivers   |      |      |               |          |        |
| Obtaining parent/caregiver permission for youth intervention participation  |      |      |               |          |        |
| Implementing participant management strategies (in - person and virtually)  |      |      |               |          |        |
| Addressing threats to participant safety and well-being (e.g., disclosures of actual or threatened violence, illegal behaviors) |      |      |               |          |        |
| Trauma-informed approach to implementing PREP   |      |      |               |          |        |
| Using social media  |      |      |               |          |        |
| Other:  |      |      |               |          |        |

#### 14.6 Program Adaptation

|   | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|---|--------------|-------------------|------------------------|--------------------|-----------------------|
| Adapting a teen pregnancy program to ensure that it follows the PREP criteria |              |                   |                        |                    |                       |
| Adapting curricula for new age groups   |              |                   |                        |                    |                       |
| Adapting curricula to be culturally appropriate for the target population     |              |                   |                        |                    |                       |
| Adapting curricula to incorporate positive youth development principles       |              |                   |                        |                    |                       |
| Adjusting reading or comprehension levels                                     |              |                   |                        |                    |                       |
| Adapting curricula to fit within time/scheduling constraints                  |              |                   |                        |                    |                       |
| Gathering and incorporating youth participant input for                       |              |                   |                        |                    |                       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| program adaptation   |  |  |  |  |  |
| Determining what curriculum elements can and cannot be adapted while still maintaining fidelity to core components |  |  |  |  |  |
| Other:   |  |  |  |  |  |

14.7 Fidelity Monitoring

|  | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|--|--------------|-------------------|------------------------|--------------------|-----------------------|
| Developing and implementing a fidelity monitoring plan   |              |                   |                        |                    |                       |
| Creating or adapting fidelity monitoring tools (including phone-based fidelity monitoring tools) |              |                   |                        |                    |                       |
| Monitoring fidelity virtually  |              |                   |                        |                    |                       |
| Training facilitators on fidelity  |              |                   |                        |                    |                       |
| Training observers to conduct fidelity assessments (in-person and virtually)                     |              |                   |                        |                    |                       |
| Conducting fidelity monitoring observations (in-person and virtually)                            |              |                   |                        |                    |                       |
| Using fidelity monitoring data to improve implementation   |              |                   |                        |                    |                       |
| Other:   |              |                   |                        |                    |                       |

14.8 Adulthood Preparation Subjects

|  | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|--|--------------|-------------------|------------------------|--------------------|-----------------------|
| Career and educational success               |              |                   |                        |                    |                       |
| Financial literacy                           |              |                   |                        |                    |                       |
| Healthy life skills                          |              |                   |                        |                    |                       |
| Healthy relationships                        |              |                   |                        |                    |                       |
| Adolescent development                       |              |                   |                        |                    |                       |
| Parent-child communication                   |              |                   |                        |                    |                       |
| Effectively integrating APS into programming |              |                   |                        |                    |                       |

|                                  |  |  |  |  |  |
|----------------------------------|--|--|--|--|--|
| Measuring APS within programming |  |  |  |  |  |
| Other:                           |  |  |  |  |  |

14.9 Adolescent Health Content Areas

|   | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|---|--------------|-------------------|------------------------|--------------------|-----------------------|
| HIV and other STIs  |              |                   |                        |                    |                       |
| Preventing risky behavior (such as tobacco, alcohol, drugs, etc.) |              |                   |                        |                    |                       |
| Contraception   |              |                   |                        |                    |                       |
| Adolescent development  |              |                   |                        |                    |                       |
| Adolescent brain development                                      |              |                   |                        |                    |                       |
| Social media influences on teens                                  |              |                   |                        |                    |                       |
| Positive youth development  |              |                   |                        |                    |                       |
| Mental health and trauma  |              |                   |                        |                    |                       |
| Addressing interpersonal violence                                 |              |                   |                        |                    |                       |
| Social emotional learning   |              |                   |                        |                    |                       |
| Resilience  |              |                   |                        |                    |                       |
| Trafficking and sexual coercion                                   |              |                   |                        |                    |                       |
| Behavior change theories  |              |                   |                        |                    |                       |
| Health equity and implications for adolescents                    |              |                   |                        |                    |                       |
| Race equity and implications for adolescents                      |              |                   |                        |                    |                       |
| Targeted universalism   |              |                   |                        |                    |                       |
| Social determinants of health                                     |              |                   |                        |                    |                       |
| Effective messaging   |              |                   |                        |                    |                       |
| Other:  |              |                   |                        |                    |                       |

14.10 Adolescent Populations

|   | No T&TA need | Low need for T&TA | Moderate need for T&TA | High need for T&TA | Not applicable to job |
|---|--------------|-------------------|------------------------|--------------------|-----------------------|
| Youth in foster care                          |              |                   |                        |                    |                       |
| Youth involved in the juvenile justice system |              |                   |                        |                    |                       |

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| Youth with disabilities  |  |  |  |  |  |
| Rural populations  |  |  |  |  |  |
| Tribal populations   |  |  |  |  |  |
| Runaway and homeless youth   |  |  |  |  |  |
| Lesbian, gay, bisexual, transgender, and questioning (LGBTQ) youth |  |  |  |  |  |
| Youth and families living in poverty                               |  |  |  |  |  |
| Individuals for whom English is a second language                  |  |  |  |  |  |
| Pregnant and parenting teens                                       |  |  |  |  |  |
| Teens age 18-19  |  |  |  |  |  |
| Middle school youth  |  |  |  |  |  |
| High school youth  |  |  |  |  |  |
| Males/teen fathers   |  |  |  |  |  |
| Other:   |  |  |  |  |  |

15. Please rank in order, the topic area on which additional T&TA would be most beneficial to your work:

- Program management
- Sub-awardee management
- Collaboration, partners, and stakeholder support
- Program implementation
- Adaptation
- Implementation fidelity
- APS Implementation
- Specific content areas
- Special populations

16. Do you or someone on your team have expertise in any of the topic areas covered in this survey that you would like to share with other grantees at an annual conference, on a cluster call, or via a webinar?

- Yes
- No (Not at this time)

If yes, please identify who it is and which topic area(s): \_\_\_\_\_  
\_\_\_\_\_

Finally, we'd like to know about barriers to receiving T&TA.

17. Please indicate which of the following are challenges you've experienced in taking part in T&TA activities (Mark all that apply):

- Too busy to attend webinars
- Too busy to attend cluster calls
- Too busy to attend TA office hours
- Don't hear about webinars, cluster calls or TA office hours
- Topics of webinars are not relevant
- Topics of cluster calls are not relevant
- Topics of TA office hours are not relevant
- Timing of live events (webinars, cluster calls, TA office hours), makes it difficult for me to attend
- Insufficient funds for me to attend regional trainings
- Insufficient funds for me to attend the Annual Conference
- Have difficulty accessing tip sheets, e-learning modules, and other materials on the Exchange
- Other - Write In: \_\_\_\_\_
- None of the above

**Thank You!**