

PREP T&TA Feedback Questionnaire

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 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

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

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					

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
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	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!