



OMB Control No: XXXX-XXXX
Expiration Date: XX/XX/XXXX

Sexual Risk Avoidance Education National Evaluation (SRAENE)

Nationwide Study

Provider Survey

August 2022

THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the Administration for Children and Families with information to help refine and guide program development in the area of adolescent pregnancy prevention. Public reporting burden for the collection of information is estimated to average 45 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. The OMB number and expiration date for this collection are OMB #: XXXX-XXXX, Exp: XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Tiffany Waits at TWaits@mathematica-mpr.com.

A. Sexual Risk Avoidance Education (SRAE) curricular content

This first section asks questions about the SRAE organization you work for and the SRAE curricula your organization has delivered during the 2022-2023 school year.

RQ1: Curricula

ALL

A1. Which curricula does your organization deliver/has your organization delivered to youth this school year?

MARK ALL THAT APPLY

- Aspire..... 1
- Choosing the Best..... 2
- Game Plan..... 3
- Healthy Futures..... 4
- Heritage Keepers 5
- Living WELL Aware Adolescent Health Program..... 6
- Love Notes (Classic)..... 7
- Love Notes (SRA)..... 8
- Making a Difference..... 9
- Navigator..... 10
- Positive Potential..... 11
- Promoting Health Among Teens (Abstinence only)..... 12
- Promoting Health Among Teens (Comprehensive)..... 13
- Pure and Simple..... 14
- REAL Essentials..... 15
- Relationship Smarts Plus (Classic)..... 16
- Relationship Smarts Plus (SRA)..... 17
- Teen Outreach Program (TOP)..... 18
- Wise Guys..... 19
- Worth the Wait..... 20
- Your Future on the Line..... 21
- Other curricula (*please name*)..... 99

RQ3: Setting

PROGRAMMER: LOOP question filling each CURRICULUM for A1_1–A1_99= YES

A2. In which of the following setting(s) does your organization deliver/has your organization delivered [CURRICULUM] to youth in this school year?

MARK ALL THAT APPLY

- Middle schools, during school.....1
- Middle schools, after school.....2
- High schools, during school.....3
- High schools, after school.....4
- Community-based organizations, outside of school time.....5
- Detention centers.....6 GO TO A2A
- Foster care group homes.....7 GO TO A2A
- Institutions for youth with emotional or behavioral health needs.....8 GO TO A2A
- Faith-based institutions.....9
- Clinics/hospitals.....10
- Other settings (*please describe*).....99

Programmer Box

RQ3: Setting

IF A2=6, 7, OR 8

A2a. ACF is interested in learning about implementation experiences in detention centers, foster care group homes, and institutional living settings for youth. We want to confirm that programming is delivered/has been delivered this school year in [FILL SELECTED 6,7,8 FROM A2], is that correct?

- Yes.....1 GO TO A2B
- No.....0 GO TO A3

RQ3: Setting

IF A2a=YES AND IF ANY IF 6,7, OR 8 IS SELECTED AT A2, ASK A2b. ELSE, GO TO A4.

A2b. [IF A2= MORE THAN ONE SELECTED AT 6, 7, OR 8:] Which of these combinations of curriculum and setting serves the largest number of youth currently?

[IF A2= ONLY ONE 6, 7, OR 8 SELECTED AND A1= MORE THAN 1 SELECTED:] You reported delivering more than one curriculum to youth. Thinking only about youth served in [FILL A2 RESPONSE= 6, 7, OR 8], which curriculum serves the largest number of youth?

You may also deliver programming in other settings, such as schools, but please answer only about your programming in [FILL SELECTED 6,7,8 FROM A2].

-A2= MORE THAN ONE SELECTED AT 6, 7, OR 8, LIST CURRICULA ANY A1= YES, REPEAT ANY A1=YES WITH EACH SETTING WHERE A2=6,7,8)

-A2 = ONLY ONE 6, 7, OR 8 SELECTED AND A1- MORE THAN 1 SELECTED, LIST CURRICULA ANY A1= YES WITH A2 SELECTION ONLY 6, 7, OR 8).

○ [CURRICULUM] in [SETTING]

RQ3: Setting

EXCLUDE IF A2= 6, 7, OR 8.

IF MORE THAN 1 AT A1 = YES AND/OR MORE THAN 1 ROW IN A2 = YES.

A3. Considering all the curricula your organization delivers and the settings those curricula are delivered in, select the combination of curriculum and setting that serves the largest number of youth this school year.

SELECT ONE ONLY FROM THE LIST BELOW

(LIST CURRICULA Any A1= YES, REPEAT ANY A1=Yes WITH EACH SETTING WHERE A2=CHECKED)

○ [CURRICULUM] in [SETTING]

PROGRAMMER BOX

SET FILLS FOR "CURRICULUM" AND "SETTING" AT ALL FOLLOWING ITEMS SUCH THAT:

FOR ALL CASES WITH RESPONSE AT A2B:

-FILL "CURRICULUM" WITH SELECTION OF A1 RESPONSE AT A2B.

RQ3: Setting

IF A3 [SETTING] ≠ middle schools, during school; middle schools, after school; high schools, during school; or high schools, after school

FILL [CURRICULUM] AND [SETTING]

A4. What is the age range of the youth your organization delivers [CURRICULUM] to in [SETTING] this school year?

MARK ALL THAT APPLY

- 10-13..... 1
- 14-15..... 2
- 16 and older..... 3

RQ1: Curricula

FILL [SETTING]

A5. Based on your experiences working in [SETTING], which of the following issues are the most prevalent or of concern for the youth served in [SETTING]?

	Yes	No	I don't know
a. Teen sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Teen pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Teen STD/STI rates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Behavioral and emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Alcohol use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Cigarette smoking and vaping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Finishing high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Sexual coercion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Forming healthy relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The next questions are about the content of the SRAE [CURRICULUM] curriculum your organization teaches and your organization's experiences teaching it specifically in [SETTING].

A6. To what extent are the following topics covered as part of the [CURRICULUM] delivered [SETTING]?

SELECT ONE PER ROW

	Topic not covered at all during the program	Topic slightly covered (Mentioned 1-2 times during the program)	Topic covered somewhat (Mentioned 3-5 times during the program)	Topic covered a lot (An entire lesson of the program is dedicated to this topic)
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of facilitators to curricular content

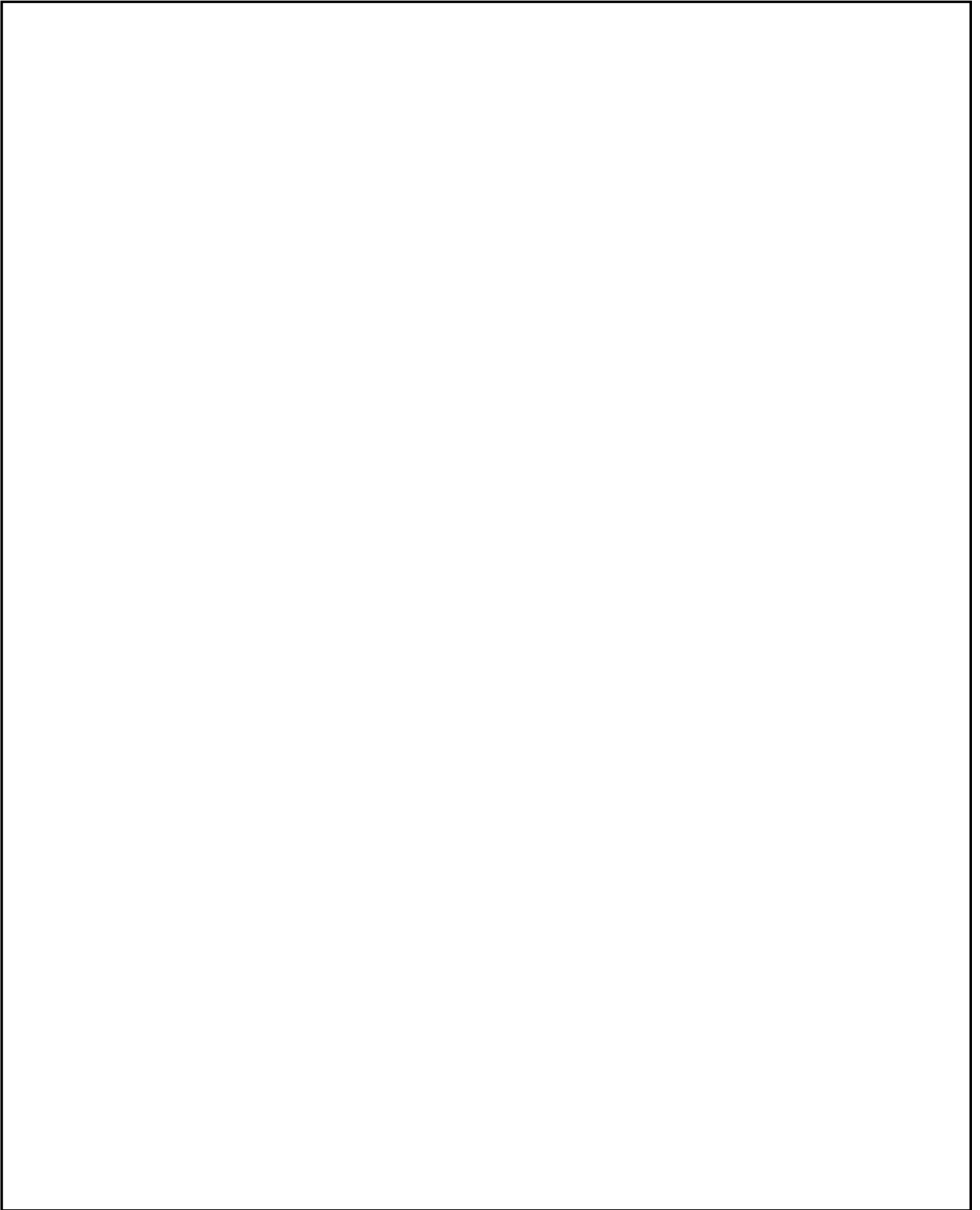
ONLY TOPICS A6 NE 1 APPEAR

FILL [CURRICULUM] AND [SETTING]

A7. Thinking about the youth you serve in [SETTING], how important do you think each of the following topics covered in [CURRICULUM] is to a youth's decision to delay sexual initiation?

SELECT ONE PER ROW

	Very important	Somewhat Important	Important	Not that important
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m



RQ1: Receptivity of facilitators to curricular content

ONLY TOPICS A6 = 1 (TOPICS NOT COVERED)

FILL [CURRICULUM] AND [SETTING]

A8. Now, thinking about the topics that are not currently covered when [CURRICULUM] is taught at [SETTING], how important do you think it is for the youth you serve to learn about those topics?

SELECT ONE PER ROW

	Very important	Somewhat Important	Important	Not that important
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of facilitators to curricular content

ONLY TOPICS A6 NE 1 APPEAR

FILL [CURRICULUM] AND [SETTING]

A9. Thinking about the specific topics covered when [CURRICULUM] is taught in [SETTING], how appropriate do you think they are to cover for different age groups?

SELECT ONE PER ROW

	Middle school age	High school age	Both middle school and high school age	Neither middle school nor high school age
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of target population to curricular content

FILL [CURRICULUM]

A10. How much do you agree or disagree that the content of [CURRICULUM] matches up with the needs of the following groups of youth?

SELECT ONE PER ROW

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/ Not sure
a. Youth who identity as LGBTQ	1 m	2 m	3 m	4 m	5 m	d m
b. Youth who do not have models for marriage	1 m	2 m	3 m	4 m	5 m	d m
c. Youth who have voluntarily engaged in sexual activity	1 m	2 m	3 m	4 m	5 m	d m
d. Youth who have experienced physical or sexual trauma	1 m	2 m	3 m	4 m	5 m	d m
e. Youth who identify as Black or African American	1 m	2 m	3 m	4 m	5 m	d m
f. Youth who identify as Hispanic or Latino	1 m	2 m	3 m	4 m	5 m	d m
g. Youth who identify as American Indian or Alaskan Native	1 m	2 m	3 m	4 m	5 m	d m
h. Youth with intellectual or developmental disabilities	1 m	2 m	3 m	4 m	5 m	d m
i. Youth who are pregnant or parenting	1 m	2 m	3 m	4 m	5 m	d m
j. Youth experiencing homelessness	1 m	2 m	3 m	4 m	5 m	d m
k. Youth in foster care	1 m	2 m	3 m	4 m	5 m	d m
l. Youth in juvenile detention facilities	1 m	2 m	3 m	4 m	5 m	d m

RQ1: Receptivity of target population to curricular content

A10a. Please explain why you [strongly agree or disagree] that [CURRICULUM] matches up with the needs of youth [fill groups from A10 = strongly agree or strongly disagree].

DISPLAY ON SAME PAGE AS A10

FILL [CURRICULUM]

A11. Are there any other groups of youth not mentioned whose needs are aligned well with the [CURRICULUM] curriculum? Please describe or select Next to move to the next question.



RQ1: Receptivity of target population to curricular content

DISPLAY ON SAME PAGE AS A10

FILL [CURRICULUM]

A12. Are there any other groups of youth not mentioned whose needs are not well aligned with the [CURRICULUM] curriculum? Please describe or select Next to move to the next question.

B. Receptivity of schools and community to curricular content

The questions in this section are about your experiences with the community and the setting in regard to their reactions to the SRAE program curriculum content.

RQ1: Receptivity of schools and communities to curricular content

FILL [CURRICULUM] AND [SETTING]

B1. Thinking about offering [CURRICULUM] in [SETTING], how supportive are staff at the [SETTING] about the curriculum in general? *By staff, we mean all staff who interact with the youth participating in the SRAE program that are not facilitating programming. This includes individuals such as school or site administrators, school teaching staff, afterschool staff, paraprofessionals, volunteers, counselors, caseworkers, faith-based staff, and program administrators.*

- m Very supportive..... 1
- m Somewhat supportive..... 2
- m Neither supportive or unsupportive 3
- m Somewhat unsupportive..... 4
- m Very unsupportive..... 5
- m I do not interact with school or site staff..... 0 GO TO B5

RQ1: Receptivity of schools and communities to curricular content

FILL [SETTING]

B2. Did any staff at [SETTING] express a need for any of the following topics?

SELECT ONE PER ROW

	Yes	No	I don't know
Life skill building to support future goals and well-being			
a. Personal responsibility	1 m	0 m	d m
b. Self-worth	1 m	0 m	d m
c. Goal setting and future planning	1 m	0 m	d m
d. Decision making	1 m	0 m	d m
e. Self-regulation	1 m	0 m	d m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty			
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	0 m	d m
g. Physical health	1 m	0 m	d m
h. Sexual health	1 m	0 m	d m
i. Social and emotional health	1 m	0 m	d m
j. Benefits of a healthy marriage	1 m	0 m	d m
Healthy relationships as the foundation for healthy marriage and family formation			
k. Trusted relationships with parents/adults	1 m	0 m	d m
l. Healthy peer friendships	1 m	0 m	d m
m. Healthy romantic relationships	1 m	0 m	d m
n. Community connections	1 m	0 m	d m
Avoidance of negative risk behaviors, such as drug and alcohol use			
o. Peer norms and behaviors	1 m	0 m	d m
p. Drug and alcohol use	1 m	0 m	d m
q. Media use and influence	1 m	0 m	d m
Prevention of and support related to sexual coercion and dating violence			
r. Sexual consent	1 m	0 m	d m
s. Sexual coercion and dating violence	1 m	0 m	d m

RQ1: Receptivity of schools and communities to curricular content

FILL [SETTING]

B3. Did any staff in [SETTING] express concerns about teaching or covering any of the following topics?

SELECT ONE PER ROW

	Yes	No	I don't know
Life skill building to support future goals and well-being			
a. Personal responsibility	1 m	0 m	d m
b. Self-worth	1 m	0 m	d m
c. Goal setting and future planning	1 m	0 m	d m
d. Decision making	1 m	0 m	d m
e. Self-regulation	1 m	0 m	d m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty			
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	0 m	d m
g. Physical health	1 m	0 m	d m
h. Sexual health	1 m	0 m	d m
i. Social and emotional health	1 m	0 m	d m
j. Benefits of a healthy marriage	1 m	0 m	d m
Healthy relationships as the foundation for healthy marriage and family formation			
k. Trusted relationships with parents/adults	1 m	0 m	d m
l. Healthy peer friendships	1 m	0 m	d m
m. Healthy romantic relationships	1 m	0 m	d m
n. Community connections	1 m	0 m	d m
Avoidance of negative risk behaviors, such as drug and alcohol use			
o. Peer norms and behaviors	1 m	0 m	d m
p. Drug and alcohol use	1 m	0 m	d m
q. Media use and influence	1 m	0 m	d m
Prevention of and support related to sexual coercion and dating violence			
r. Sexual consent	1 m	0 m	d m
s. Sexual coercion and dating violence	1 m	0 m	d m

RQ1: Receptivity of schools and communities to curricular content

FILL [CURRICULUM] AND [SETTING]

B4. Please use the space below to share anything else about how supportive the [SETTING] is to offering the [CURRICULUM] curriculum. Please describe or select Next to move to the next question.

The next questions ask about your experience with the parents and guardians of youth receiving [CURRICULUM] in [SETTING].

RQ1: Receptivity of schools and communities to curricular content

FILL [CURRICULUM] AND [SETTING]

B5. To what extent have the parents or guardians of the youth that received [CURRICULUM] in [SETTING] communicated directly with your organization about the curricular content? This may include emailing or calling your organization.

- m A lot of parents of the youth in [SETTING] have communicated with our organization about the curricular content.....1
- m Some parents of the youth in [SETTING] have communicated with our organization about the curricular content.....2
- m No parents of the youth in [SETTING] have communicated with our organization about the curricular content.....3 GO TO B9
- m My organization does not have access or interactions with parents of the youth in [SETTING].....0 GO TO B9

If “No parents of the youth in [SETTING] have communicated with our organization about the curricular content” than ask:

B5a. Does your organization try to gather feedback about [CURRICULUM] in any way?

RQ1: Receptivity of schools and communities to curricular content

B5=1 OR 2

B6. How many parents or guardians of the youth receiving [CURRICULUM] in [SETTING] have expressed concerns about any of the following topics being covered?

SELECT ONE PER ROW

	A lot	Some	A few	None	I don't know
Life skill building to support future goals and well-being					
a. Personal responsibility	1 m	2 m	3 m	0 m	4 m
b. Self-worth	1 m	2 m	3 m	0 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	0 m	4 m
d. Decision making	1 m	2 m	3 m	0 m	4 m
e. Self-regulation	1 m	2 m	3 m	0 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty					
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	0 m	4 m
g. Physical health	1 m	2 m	3 m	0 m	4 m
h. Sexual health	1 m	2 m	3 m	0 m	4 m
i. Social and emotional health	1 m	2 m	3 m	0 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	0 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation					
k. Trusted relationships with parents/adults	1 m	2 m	3 m	0 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	0 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	0 m	4 m
n. Community connections	1 m	2 m	3 m	0 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use					
o. Peer norms and behaviors	1 m	2 m	3 m	0 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	0 m	4 m
q. Media use and influence	1 m	2 m	3 m	0 m	4 m
Prevention of and support related to sexual coercion and dating violence					
r. Sexual consent	1 m	2 m	3 m	0 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	0 m	4 m

RQ1: Receptivity of schools and communities to curricular content
B5=1 OR 2

B7. How many parents or guardians of the youth receiving [CURRICULUM] in [SETTING] have expressed concerns about any of the following topics being covered?

SELECT ONE PER ROW

	A lot	Some	A few	None	I don't know
Life skill building to support future goals and well-being					
a. Personal responsibility	1 m	2 m	3 m	0 m	4 m
b. Self-worth	1 m	2 m	3 m	0 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	0 m	4 m
d. Decision making	1 m	2 m	3 m	0 m	4 m
e. Self-regulation	1 m	2 m	3 m	0 m	4 m
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f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	0 m	4 m
g. Physical health	1 m	2 m	3 m	0 m	4 m
h. Sexual health	1 m	2 m	3 m	0 m	4 m
i. Social and emotional health	1 m	2 m	3 m	0 m	4 m
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k. Trusted relationships with parents/adults	1 m	2 m	3 m	0 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	0 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	0 m	4 m
n. Community connections	1 m	2 m	3 m	0 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use					
o. Peer norms and behaviors	1 m	2 m	3 m	0 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	0 m	4 m
q. Media use and influence	1 m	2 m	3 m	0 m	4 m
Prevention of and support related to sexual coercion and dating violence					
r. Sexual consent	1 m	2 m	3 m	0 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	0 m	4 m

RQ1: Receptivity of schools and communities to curricular content

B5=1 OR 2

FILL [CURRICULUM]

B8. Is there anything else you would like to share about feedback you received on [CURRICULUM] from parents and guardians? Please describe or select Next to move to the next question.

The next questions are about your organization’s experiences working in the broader community, that is, any work that you do besides delivering the curricula to youth.

RQ1: Receptivity of schools and communities to curricular content

B9. First, tell us whether you have provided any of the following events under your SRAE grant, in addition to delivering the curricula.

Next, for events you provided, tell us about broader community support for each type of event.

	A. PROVIDED EVENT		B. COMMUNITY SUPPORT OF EVENT					
	SELECT ONE PER ROW		SELECT ONE PER ROW FOR EACH EVENT PROVIDED					
	Yes, provided this event	No, did not provide this event	Very supportive	Somewhat supportive	Neither supportive or unsupportive	Somewhat unsupportive	Very unsupportive	I don't know/unsure
a. School/site events for youth	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
b. School/site events for parents	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
c. Family events in the broader community	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
d. Youth specific events in the broader community	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
e. Other events (please describe)	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
<input type="text"/>								
f. Other events (please describe)	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
<input type="text"/>								
g. Other events (please describe)	1 m	0 m	1 m	2 m	3 m	4 m	5 m	d m
<input type="text"/>								

RQ1: Receptivity of schools and communities to curricular content

IF MORE THAN 1 BB9A_a-e=1 (more than one event type provided),

B10. Which event types seem to be the most impactful?

- m School/site events for youth..... 1
-
- m School/site events for parents..... 2
-
- m Family events in the broader community..... 3
-
- m Youth specific events in the broader community..... 4
- m Other events (please describe)..... 5
-



RQ1: Receptivity of schools and communities to curricular content

B11. [IF MORE THAN 1 B9A_a-e=1 (more than one event type provided)]: Thinking about the most impactful [FILL FROM B10] event you organized, [IF ONLY 1 B9A_a_e=1 (only one event type provided)]: (W)/(w)hat was the primary purpose of that event?

MARK ALL THAT APPLY

- Extend the message of abstinence until marriage1
- Improve parent-child relationships.....2
- Promote healthy relationship behaviors.....3
- Participant or partnership recruitment, data collection activities, etc.....4
- Other (please describe).....99

RQ1: Receptivity of schools and communities to curricular content

B14. [Still thinking about the most impactful [FILL FROM B10] event you organized]/[IF ONLY 1 B9A_1_e=1]: What was the general level of support in the community?

- Very supportive.....1
- Somewhat supportive.....2
- Neither supportive or unsupportive3
- Somewhat unsupportive.....4
- Very unsupportive.....5
- I don't know/unsure.....d

C. Modifications to the SRAE Program

The next questions ask about any changes that your organization may have made since the start of your [first] FYSB SRAE grant.

RQ1: Modifications

C1. Thinking back to your plans at the start of your [first] SRAE grant, has your organization made any of the following changes from what you had originally planned?

SELECT ONE PER ROW

	No changes have been made	Yes, changes made <u>only</u> in response to the COVID-19 pandemic	Yes, changes made for <u>other reasons</u> (not in response to the COVID-19 pandemic)
a. Target population	1 m	2 m	3 m
b. Total program dosage	1 m	2 m	3 m
c. Setting	1 m	2 m	3 m
d. Facilitators (such as changing from a school-teacher to a facilitator from an outside organization)	1 m	2 m	3 m
e. Content (for example, content presented in a different way, more or less information provided on a topic, more or fewer participatory activities conducted)	1 m	2 m	3 m
f. Other changes (<i>please describe</i>)	1 m	2 m	3 m
<input style="width: 300px; height: 20px;" type="text"/>			
g. Other changes (<i>please describe</i>)	1 m	2 m	3 m
<input style="width: 300px; height: 20px;" type="text"/>			
h. Other changes (<i>please describe</i>)	1 m	2 m	3 m
<input style="width: 300px; height: 20px;" type="text"/>			

RQ1: Modifications

If C1_a (target population) = 3

C2. What changes were made to the target population?

MARK ALL THAT APPLY

- Changed to or added a younger population.....1
- Changed to or added an older population.....2
- Changed to or added youth in out-of-home care.....3
- Changed to or added youth with other special needs (*please describe*).....4
-
- Other (*please describe*).....99

RQ1: Modifications

If C1_b (dosage)= 3

C3. What changes were made to the dosage?

MARK ALL THAT APPLY

- Increased dosage..... 1
- Decreased dosage..... 2
- Other (please describe)..... 99

RQ1: Modifications

If C1_c (setting)= 3

C4. What changes were made to the setting?

MARK ALL THAT APPLY

- More school sites..... 1
- More out-of-school sites..... 2
- Other (please describe)..... 99

RQ3: Type of facilitators

If C1_d (facilitators)= 3

C5. What changes were made to the types of facilitators?

MARK ALL THAT APPLY

- Changed or added to using health educators or outside facilitators..... 1
- Changed or added to using schoolteachers..... 2
- Changed to or added using peer facilitators..... 3
- Other (please describe)..... 99

RQ1: Changes made to curricular content and why (not COVID related)

If C1_e (content)= 3

C6. In what ways did the content change?

MARK ALL THAT APPLY

- Presented content in different way..... 1
- Included more information on specific topic..... 2
- Included less information on specific topic..... 3
- Included more participatory activities for youth (on a specific topic)..... 4
- Included fewer participatory activities for youth (on a specific topic)..... 5
- Other (please describe)..... 99

RQ1: Changes made to curricular content and why (not COVID related)

If C1_e (content)= 3

C6a. What specific changes were made to the curricular content?

SELECT ALL THAT APPLY

- a. Updated and/or customized statistics and other reproductive health information 1
- b. Customized role play scenarios (e.g., using wording more reflective of the youth culture) 2
- c. Made activities more interactive, appealing to different learning styles 3
- d. Tailored aspects of instructional approaches or activities to youth culture, developmental stage, gender, sexual orientation 4
- e. Changed the order of sessions or sequence of activities 5
- f. Added activities to reinforce learning 6
- g. Added activities to address additional risk and protective factors 7
- h. Modified condom lessons 8
- i. Replaced or supplemented videos with other videos 9
- j. Replaced or supplemented activities with videos 10
- k. Other (please describe) 99

RQ1: Modifications

If C1_e (content)= 3

C6b. What were the reasons you made changes to the curricular content?

MARK ALL THAT APPLY

- To be medically accurate..... 1
- To be age appropriate..... 2
- To be culturally relevant..... 3
- To be linguistically appropriate..... 4
- To tailor to the target population..... 5
- Other (please describe)..... 99

RQ1: Modifications

If C1_e (content)= 3

C6c. Which of the following were influential in the content change?

MARK ALL THAT APPLY

- Input from youth..... 1
- Staff at setting..... 2
- Parents..... 3
- Broader community..... 4
- Facilitators..... 5
- State policy..... 6
- Local policy..... 7
- [For state subawardees] State grantee..... 8
- Guidance from FYSB..... 9
- FYSB medical accuracy review..... 10
- Other (please describe)..... 99

RQ1: Changes made to curricular content and why (not COVID related)

If C1_e (content)= 3

C7. Next, please provide information about the changes made to specific topics under each A-F content area. First, tell us which topics you have changed.

Next, for each topic where content was changed, indicate if that change was due to a medical accuracy review.

	CHANGED TOPIC		CHANGE DUE TO MEDICAL ACCURACY REVIEWS		
	SELECT ONE PER ROW		SELECT ONE PER ROW		
	Yes, changed this topic	No, did not change this topic	Yes	No	I don't know
Life skill building to support future goals and well-being					
a. Personal responsibility	1 m	0 m	1 m	0 m	d m
b. Self-worth	1 m	0 m	1 m	0 m	d m
c. Goal setting and future planning	1 m	0 m	1 m	0 m	d m
d. Decision making	1 m	0 m	1 m	0 m	d m
e. Self-regulation	1 m	0 m	1 m	0 m	d m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty					
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	0 m	1 m	0 m	d m
g. Physical health	1 m	0 m	1 m	0 m	d m
h. Sexual health	1 m	0 m	1 m	0 m	d m
i. Social and emotional health	1 m	0 m	1 m	0 m	d m
Healthy relationships as the foundation for healthy marriage and family formation					
j. Benefits of a healthy marriage	1 m	0 m	1 m	0 m	d m
k. Trusted relationships with parents/adults	1 m	0 m	1 m	0 m	d m
l. Healthy peer friendships	1 m	0 m	1 m	0 m	d m
m. Healthy romantic relationships	1 m	0 m	1 m	0 m	d m
n. Community connections	1 m	0 m	1 m	0 m	d m
Avoidance of negative risk behaviors, such as drug and alcohol use					
o. Peer norms and behaviors	1 m	0 m	1 m	0 m	d m
p. Drug and alcohol use	1 m	0 m	1 m	0 m	d m
q. Media use and influence	1 m	0 m	1 m	0 m	d m
Prevention of and support related to sexual coercion and dating violence					
r. Sexual consent	1 m	0 m	1 m	0 m	d m
s. Sexual coercion and dating violence	1 m	0 m	1 m	0 m	d m

The next questions ask about any partners you may be working with specifically on work conducted under the current SRAE grant. Please consider any partners that play an important role in helping your organization with the SRAE program.

C8. Since the beginning of your grant, have you partnered with other entities for help with any of the following?

If you do not have any partners, check this box to go to the next question.

SELECT ONE PER ROW

YES	NO
-----	----

Curricula and training

a. Curricula development	1 m	0 m
b. Training staff on curricula	1 m	0 m
c. Other staff professional development (not including training on the curricula)	1 m	0 m

Technology

d. Technological support/platforms	1 m	0 m
e. Training on technology	1 m	0 m

Program delivery

f. Providing staff for program implementation	1 m	0 m
g. Providing space for the programming	1 m	0 m

Evaluation and monitoring

h. Collecting data	1 m	0 m
i. Managing and analyzing data	1 m	0 m
j. Quality of program implementation and monitoring fidelity to the model	1 m	0 m

Partnered for any other reasons

k. Other (please describe)	1 m	0 m
----------------------------	-----	-----

C9. Which of the following have occurred during the current SRAE grant period with regard to your partnerships?

During the current grant period...

SELECT ONE PER ROW

YES	NO	DOES NOT APPLY
-----	----	----------------

a. We have added partners	1 m	0 m	NA m
b. We have had partners become inactive	1 m	0 m	NA m
c. We have renegotiated the terms of formal agreements with partners	1 m	0 m	NA m
d. We have resolved significant challenges with partners	1 m	0 m	NA m

The next questions ask about referrals your organization makes for youth you serve under the current SRAE grant.

C10. Indicate whether your organization has made any referrals for youth for any of the following reasons. For any type of referral made, please indicate the total number of youth referred for that reason in the 2022 fiscal year.

	SELECT ONE PER ROW		(IF YES) TOTAL YOUTH REFERRED
	YES	NO	
a. Academic tutoring	1 m	0 m	<input type="text"/>
b. Special education services	1 m	0 m	<input type="text"/>
c. Counseling services	1 m	0 m	<input type="text"/>
d. Food or personal care (e.g., clothing, hygiene products, etc.) assistance	1 m	0 m	<input type="text"/>
e. Family services/social services	1 m	0 m	<input type="text"/>
f. Other referrals (please describe and then enter total youth referred)	1 m	0 m	<input type="text"/>
<input type="text"/>			

RQ1: Modifications

PRELOAD STATE SUBRECIPIENT= 1 (IS A STATE SUBRECIPIENT)

C11. How much flexibility do state sub-recipients have to propose program changes to meet local needs?

- m No flexibility to propose program changes.....1
- m Some flexibility to propose program changes.....2
- m A lot of flexibility to propose program changes.....3

D. Interpretation and understanding of A–F topics

RQ2: Interpretation and understanding of A-F topics

PRELOAD GRANTEE TYPE. IF = DIRECT SERVICE, GO TO SECTION E.

D1. Thinking back to the start of your [first] SRAE grant, and comparing that to now, has your organization changed how it covers and emphasizes each of the A–F topics overall?

SELECT ONE PER ROW

	Covered this with <u>less</u> emphasis at the start of the grant compared to now	Covered this with <u>about the same</u> emphasis at the start of the grant compared to now	Covered this with a <u>stronger</u> emphasis at the start of the grant compared to now	Not covered at the start of the grant and not covered now/Not applicable	I don't know
a. The holistic and individual societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future	1 m	2 m	3 m	4 m	d m
b. The advantage of refraining from nonmarital sexual activity in order to improve the future prospects and physical and emotional health of youth	1 m	2 m	3 m	4 m	d m
c. The increased likelihood of avoiding poverty when you attain self-sufficiency and emotional maturity before engaging in sexual activity	1 m	2 m	3 m	4 m	d m
d. The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families	1 m	2 m	3 m	4 m	d m
e. How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex	1 m	2 m	3 m	4 m	d m
f. How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior	1 m	2 m	3 m	4 m	d m

RQ2: Interpretation and understanding of A-F topics

PROGRAMMER: LOOP question filling each CURRICULUM for A1_1–A1_99= YES

D2. You indicated you covered [LOOP: FILL D1a-f IF=1 OR 3] with [less emphasis at the start of the grant compared to now/stronger emphasis at the start of the grant compared to now]. Why did the emphasis on that topic change?

MARK ALL THAT APPLY

- Our interpretation of the A-F topics changed.....1
- Feedback from FYSB.....2
- Feedback from the community.....3
- Changes to needs in the community.....4
- Conversations with other SRAE grantees or providers.....5
- Curriculum developer.....6
- Other reason (*please describe*).....99

RQ2: Interpretation and understanding of A-F topics

IF ANY AT D3= 2 OR 3

D3. Thinking back to the start of your [first]SRAE grant to now, how much has your organization’s interpretation of the A–F topics changed over time?

SELECT ONE PER ROW

	Our interpretation has not changed at all	Our interpretation has changed a little	Our interpretation has changed a lot	Not included in the program/not applicable	I don't know
a. The holistic and individual societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision making, and a focus on the future	1 m	2 m	3 m	4 m	d m
b. The advantage of refraining from nonmarital sexual activity in order to improve the future prospects and physical and emotional health of youth	1 m	2 m	3 m	4 m	d m
c. The increased likelihood of avoiding poverty when you attain self-sufficiency and emotional maturity before engaging in sexual activity	1 m	2 m	3 m	4m	d m
d. The foundational components of healthy relationships and their impact on the formation of healthy marriages and safe and stable families	1 m	2 m	3 m	4 m	d m
e. How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex	1 m	2 m	3 m	4 m	d m
f. How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior	1 m	2 m	3 m	4 m	d m

RQ2: Interpretation and understanding of A-F topics

D3a. You indicated there were some changes in how you or your organization interpreted the A-F topics. What is the reason for those changes?

MARK ALL THAT APPLY

- Direct guidance from project officer.....1
- General guidance from FYSB.....2
- Program technical assistance webinar.....3
- Program technical assistance resource document.....4
- Individual technical assistance from a contractor.....5
- Conversations with other SRAE grantees or providers.....6
- Curriculum developer.....7
- Other outside consultants (*please describe*).....8
- Other outside consultants (*please describe*).....9
- Other resources (*please describe*).....10

RQ2: Interpretation and understanding of A-F topics

IF ANY AT D3= 2 OR 3

D3b. Did any of the following change due to changes in your interpretation of the A-F topics?

MARK ALL THAT APPLY

- Target population.....1
- Total program dosage.....2
- Curriculum.....3
- Setting4
- Type of facilitator.....5
- Other (*please describe*).....99

RQ2: Interpretation and understanding of A-F topics

D4. Thinking about the time period from the start of your [first] SRAE grant to now, how useful have the following resources been for interpreting, understanding, or addressing the A–F topics?

First, tell us whether you have used each of the following resources.

Next, for each resource used, report the usefulness of that resource.

	USED RESOURCE		USEFULNESS OF RESOURCE			
	SELECT ONE PER ROW		SELECT ALL THAT APPLY			
	Yes, used this resource	No, did not use this resource	Not at all useful	Not that useful	Somewhat useful	Very useful
a. Direct guidance from your project officer	1 m	0 m	1 0	2 0	3 0	4 0
b. General guidance from FYSB	1 m	0 m	1 0	2 0	3 0	4 0
c. Program technical assistance webinar	1 m	0 m	1 0	2 0	3 0	4 0
d. Program technical assistance resource document	1 m	0 m	1 0	2 0	3 0	4 0
e. Individual technical assistance from a contractor	1 m	0 m	1 0	2 0	3 0	4 0
f. Conversations with other SRAE grantees or providers	1 m	0 m	1 0	2 0	3 0	4 0
g. Curriculum developer	1 m	0 m	1 0	2 0	3 0	4 0
h. Other outside consultants (<i>please describe</i>) <input type="text"/>	1 m	0 m	1 0	2 0	3 0	4 0
i. Other resources (<i>please describe</i>) <input type="text"/>	1 m	0 m	1 0	2 0	3 0	4 0

The final questions focus on your organization's use of data under the current SRAE grant.

D5. [STATE GRANTEEES ONLY] Thinking about the system you use to submit performance measures data to FYSB, is that data system centralized within your state office?

A centralized system means that all data are entered into a main, shared system by providers.

m Yes..... 1

m No..... 0

D6. [STATE GRANTEEES ONLY] Are your subcontractors required to submit data other than performance measures?

m Yes..... 1

m No..... 0

D7. [PROVIDERS] Do you collect any other types of data besides the performance measures data.

Select one only

m Yes..... 1 GO TO D8

m No..... 0

If D7= YES

D8. [PROVIDERS] Do you collect other data besides the performance measures for any of the following purposes?

SELECT ONE PER ROW

	YES	NO
a. [STATE GRANTEE ONLY] It is required by the state	<input type="radio"/>	<input type="radio"/>
b. To conduct a needs assessment	<input type="radio"/>	<input type="radio"/>
c. For internal continuous quality improvement	<input type="radio"/>	<input type="radio"/>
d. To conduct an evaluation	<input type="radio"/>	<input type="radio"/>
e. For program adherence	<input type="radio"/>	<input type="radio"/>
f. For quality of program implementation	<input type="radio"/>	<input type="radio"/>
g. To monitor whether facilitators need training or technical assistance	<input type="radio"/>	<input type="radio"/>
h. Another reason (please describe)	<input type="radio"/>	<input type="radio"/>

FOR EACH D8= YES DISPLAY D9 AND FILL FOR EACH D8=1.

D9. [PROVIDERS] You indicated you collect other data for the purposes of [FILL D8=1]. What type of data are being collected?

E. SRAE Facilitator Contact Information

Please provide contact information for all SRAE program facilitators. We will be requesting their participation in a facilitator survey.

Facilitator 1.

Name: _____

Email: _____

Facilitator 2.

Name: _____

Email: _____

Facilitator 3.

Name: _____

Email: _____

Facilitator 4.

Name: _____

Email: _____

Facilitator 5.

Name: _____

Email: _____

Thank you for taking participating in this important survey!