

Mindful Continuing Education

Assessing Healthy Marriage and Relationship Education Programs for Youth

Overview-Introduction

1. Which of the following is an accurate statement about the establishment and development of romantic relationships during adolescence?

- A. Research finds that romantic relationships during adolescence are developmentally appropriate, and healthy relationships can be a positive developmental influence.
 - B. Healthy Marriage and Relationship Education (HMRE) programs serving youth can improve young people's attitudes, knowledge, and expectations of romantic relationships by helping them develop key skills to form healthy relationships (and avoid unhealthy ones).
 - C. Such knowledge and skills may contribute to overall adolescent development and prepare them to create and sustain healthy relationships, including marriage, later in life.
 - D. All of the above
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Recommendations

2. Research-informed recommendations for supporting HMRE programs for youth include providing programming that supports efforts to reach and serve older youth, that promotes positive attitudes about gender and sexuality, and that supports improved career and college readiness.

- A. True
 - B. False
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3. Advantages and challenges of non-school-based HMRE programming, compared to school-based programs, include each of the following EXCEPT:

- A. Programs that operate in schools can partner with community-based organizations to reach more youth than would otherwise be served
 - B. Non-school based programs are not subject to school and district rules and the need to integrate programming into other classes that can sometimes hinder program implementation
 - C. Non-school based programs are generally less successful at reaching at-risk populations of youth than programs that operate within a school
 - D. Grantees operating outside of schools tend to have more flexibility and can provide more incentives
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Healthy Marriage and Relationship Education Programs for Youth: An In-depth Study-Background

4. Research finds that healthy relationship education programs for youth are most effective when they are tailored to the developmental levels of the population, and as such the Administration for Children and Families (ACF) has supported the implementation of developmentally sensitive HRME programming.

- A. True
 - B. False
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Data and Methods

5. Best practices for facilitators of HRME programs ensure that they interact with youth in a respectful way, create a welcoming environment, are trained in curriculum content, and:

- A. Are comfortable presenting highly sensitive content and are able to set professional boundaries
 - B. Recognize trauma triggers and have referral resources available
 - C. Have adequate communication, conflict resolution, and goal-setting skills
 - D. Are trained in evidence-based relationship facilitation practices
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Characteristics of HRME Grantees- Table 5. Grantees' Goals for HMRE Programming for High-School Aged Youth

6. Which of the following is NOT one of the primary goals in the majority of HMRE programs serving youth ages 14-17?

- A. Promoting healthy romantic relationships while also preventing violence and abuse
 - B. Promoting positive attitudes about sexuality and gender
 - C. Improving financial management skills
 - D. Improving communication and conflict management skills
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HMRE Topics Addressed

7. While most HRME topics were covered onsite or with a community partner, some were referred to outside referral sources, with the most common referral topic being financial management and career readiness.

- A. True
 - B. False
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Recruitment and Retention

8. Grantees reported mostly similar engagement and retention strategies in school-based and non-school-based settings, such as using social media and encouraging a sense of ownership in the program, as well as making youth feel welcome.

- A. True
 - B. False
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Table 10. Percent of Grantees Serving a Majority of Youth from Select Populations

9. Relationship and psycho-social characteristics of the majority of youth being served in HRME programs included those who were not currently in a relationship and those who were:

- A. Homeless or runaway
 - B. Victims of abuse and/or neglect
 - C. Living in poverty
 - D. High school dropouts
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Objective 2: Assessing the Alignment of HMRE Programming with Best Practices in the Field-Key Findings

10. Study results indicated that grantees serving youth indicated that they selected evidence-based curricula, about half reported that they had selected age-appropriate curricula, and the vast majority agreed that their organizations were implementing research-informed best practices for serving youth.

- A. True
 - B. False
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Are HMRE Grantees Implementing Best Practices When Serving Youth?

11. When reporting implementation practices related to program delivery, facilitators and directors agreed or strongly agreed that their programs had clear goals, logical sequencing of program content and activities, and included:

- A. Exercises related to values and attitudes
 - B. Skill-building strategies
 - C. Adequate time to reinforce learning
 - D. Sharing and learning activities
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12. Which of the following is NOT one of the characteristics of youth engagement that was demonstrated in HRME programs?

- A. Youth engaged in positive and friendly interactions with each other
 - B. Youth took initiative and demonstrated leadership skills
 - C. Youth were given the opportunity to ask questions about session topics or other issues related to the session
 - D. Youth appeared interested in the sessions and actively participated in activities
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Objective 3. Promising Approaches for Serving Youth in HMRE Program

13. When assessing best practices that contribute to HMRE program success, grantees demonstrated the strongest alignment criteria in organizational practices and staff attributes, and less alignment with curriculum.

- A. True
 - B. False
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Conclusions and Recommendations

14. Overall, study findings indicated positive implementation strategies in HMRE programming, but benefits could be gained from a greater emphasis on positive youth development approaches, including integrating skill-building activities into programs.

- A. True
 - B. False
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