

## BACKGROUND

Parenting: It's a Life (PIAL) is a curriculum for 7-12<sup>th</sup> grade students that introduces them to intra- and inter-personal skill building, including the realities and challenges of romantic and non-romantic relationships. The PIAL team created a dating violence awareness program called Advocating for My Relationships (ADMYRE) to meet the needs of youth through contemporary scenarios that involve dating violence and present-day challenges in relationships. This report summarizes student responses to participating in ADMYRE.

Data were collected from youth in ten Iowa schools that voluntarily requested the PIAL team to facilitate ADMYRE from October 2023 to May 2024. Pre-program surveys were electronically administered to youth seven to 10 days prior to the ADMYRE facilitation at their school, while post-program surveys were electronically administered immediately after their school's facilitated session ended. The pre- and post-surveys both included 17 quantitative questions. Also, the pre-survey included one qualitative question and the post-surveys included two qualitative questions. Survey items measured attitudes toward romantic relationship characteristics, content knowledge, beliefs about dating violence, and relationship experiences. This report focuses on the 365 youth who completed all or nearly all items on both pre- and post-program surveys.

## RESEARCH QUESTIONS

How does participant understanding of dating violence change after the ADMYRE program? How do participants plan to apply knowledge gained from the program to their lives? How did participants rate the ADMYRE program?

## RESULTS

After participating in the ADMYRE program, respondents demonstrated a significant change in answers to 15 of 17 quantitative items, including six opinion-based items that asked if certain scenarios described healthy or unhealthy relationships, three knowledge items that measure participant understanding of TDV. This implies that participating in the ADMYRE program changed how participants responded to these items (see Figure 1).

Seven themes emerged from the qualitative responses where participants identified their plan to apply to their lives the knowledge they gained from participating in ADMYRE. These themes indicate that although participants plan to utilize their knowledge – for example, having healthy relationships or recognizing unhealthy relationship characteristics – a relatively high percentage of responses suggested that most participants plan to either help or respect themselves or other people (25.8%) as shown in Figure 2.

Figure 1. Survey Items That Demonstrated a Significant Change in Response (*n* = 17)

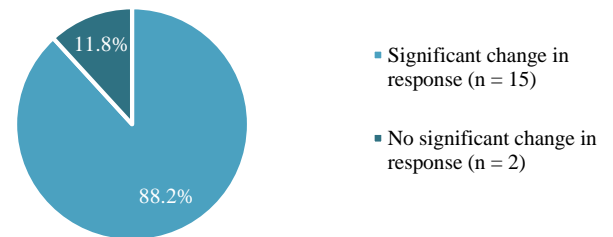
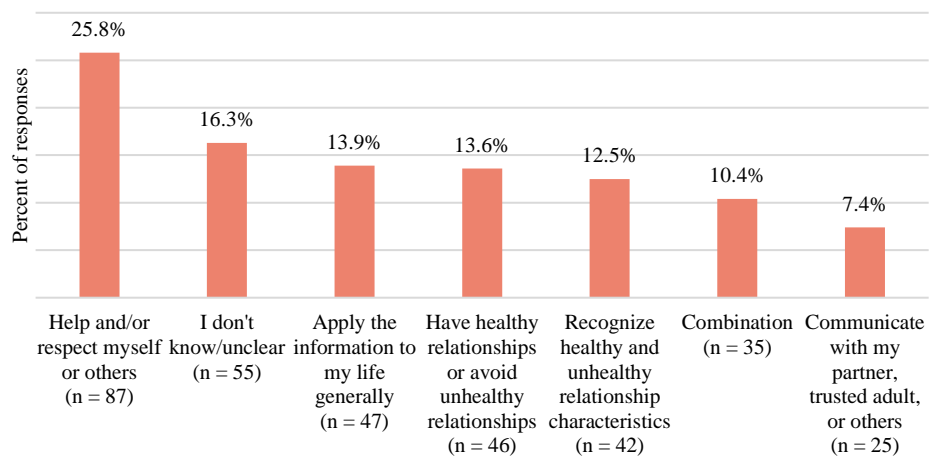
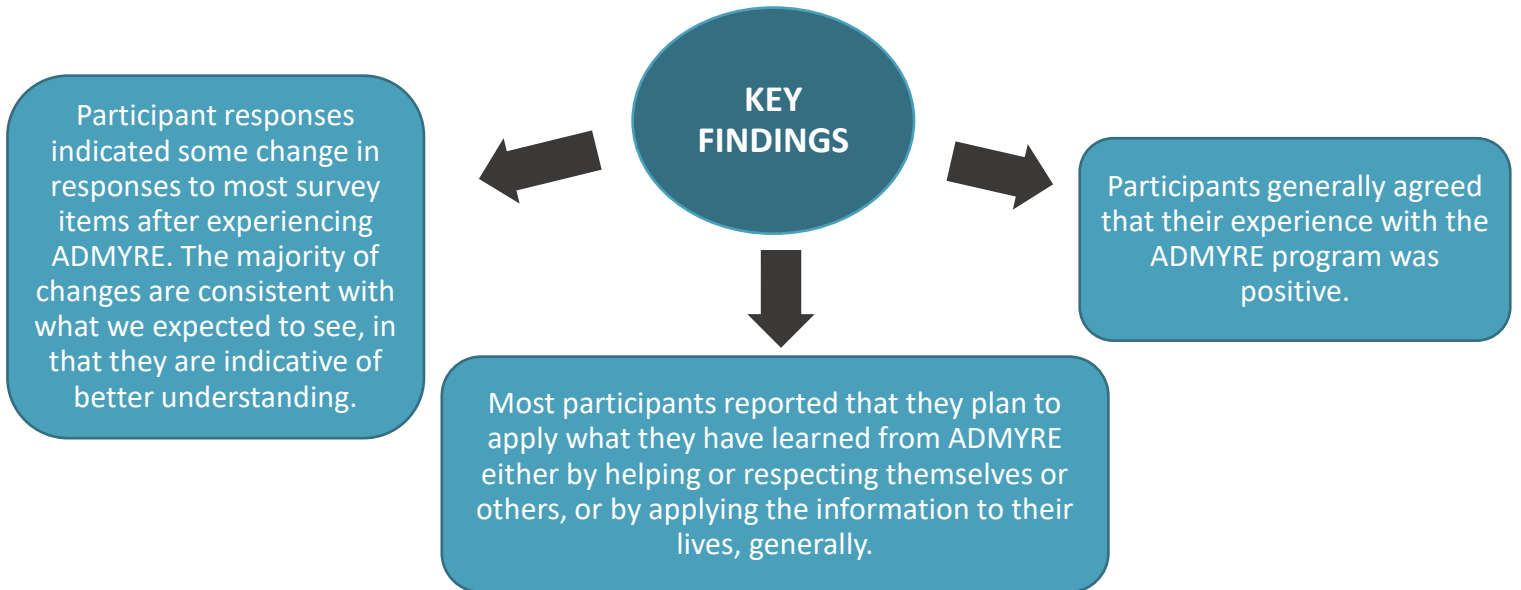
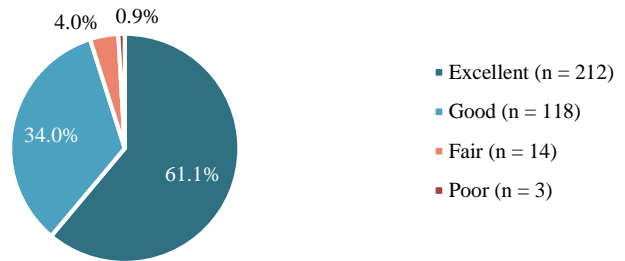


Figure 2. Application of Program Themes (*n* = 337)



When prompted to rate their overall experience with the ADMYRE program, participants overwhelmingly rated the program as “Excellent” or “Good” (Figure 3). This demonstrates that ADMYRE participants generally have positive experiences with the program content, activities, and facilitators.

Figure 3. Participant Rating of ADMYRE Program  
(n = 347)



#### LIMITATIONS TO ACKNOWLEDGE

- The report is based on a pre-post design using data collected within a short timeframe.
- Analyses conducted show general trends only.
- Participants were overwhelmingly White, ninth-grade students.
- Responses were self-reported, which may result in distorted data.

#### RECOMMENDATIONS AND NEXT STEPS

- Allow more time for post-program survey completion. This may help enhance responses from participants or increase the number of completed surveys to be included in the analyses.
- Continue to implement the program statewide to collect data and increase the generalizability of findings.
- Continue to adjust surveys as necessary to allow accurate reporting of what participants learned and took away from participating in ADMYRE.



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