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Attachment I: Educator Outcome Survey

Dating Matters: Strategies to Promote Healthy Teen Relationships™ Initiative

Division of Violence Prevention
National Center for Injury Prevention and Control
Centers for Disease Control and Prevention

School ID number: _____
Survey Date: _____
Program Year: _____
Survey Iteration: _____

**Evaluation of CDC's Dating Matters™:
Strategies to Promote Healthy Teen Relationships Initiative**

EDUCATOR SURVEY

Instructions

- Use a pencil or blue or black pen.
Fill bubbles completely. Like this: ●
Do not mark answers with ✕'s or ✓'s.

- 1. Name of School:** _____
If you work at more than one school, please complete the survey based on the school with which you are most familiar, and fill in this bubble ○
- 2. How long have you been at this school?**
 - This is my first year
 - This is my second year
 - This is my third year
 - I have been at this school four or more years
- 3. What is your role?**
 - Teacher
 - Administrator
 - Para-educator
 - Bus driver
 - Custodian
 - Lunch room worker
 - Office staff
 - Guidance counselor
 - Other staff
- 4. Sex:**
 - Male
 - Female
 - Transgender
- 5. What is your race? You may mark one or more races, as appropriate:**
 - American Indian or Alaska Native
 - Asian
 - Black or African American
 - Native Hawaiian or other Pacific Islander
 - White

6. Are you Hispanic or Latino?

- Yes
- No

7. Have you ever implemented a dating violence prevention curriculum? {If YES, check all that apply }

- No
- Yes, for 6th, 7th or 8th grade students
- Yes, for high school students
- Yes, to help parents support their children

During this school year, are you currently teaching or have you completed teaching a Dating Matters (either 'comprehensive' or 'standard/Safe Dates') prevention curriculum? {If YES, check all that apply}

- No
- Yes, comprehensive Dating Matters for 6th grade students
- Yes, comprehensive Dating Matters for 7th grade students
- Yes, comprehensive Dating Matters for 8th grade students
- Yes, standard/Safe Dates for 8th grade students
- Yes, to help parents support their children

9. Have you delivered any educational activities that addressed sexual harassment? {If YES, check all that apply}

- No
- Yes, for 6th, 7th or 8th grade students
- Yes, for high school students
- Yes, for adults

10. Are you aware of any educational activities in your school that addressed sexual harassment? {If YES, check all that apply}

- No
- Yes, for 6th, 7th or 8th grade students
- Yes, for high school students
- Yes, for adults

Safe Schools Survey

Please read each statement carefully, then indicate how strongly you agree or disagree with the statement. Answer questions based on the current school year.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. Teachers respect students in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
2. I feel safe before and after school while on school grounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Parents are involved in activities at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students use drugs or alcohol outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Teachers work hard to make every student successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students enjoy learning here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I feel that I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Groups of students cause problems or conflicts at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students feel comfortable telling a teacher or an administrator about potential violence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I have seen a gun at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I feel safe in the school hallways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Most students are proud of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Teachers have input in decision-making at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Some students are regularly hassled by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Teachers care about student learning at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Teachers and administrators supervise the halls during passing time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I have seen students smoking at school or on school grounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Teachers praise students when they have done well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Arguments among students are common at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Teachers enjoy teaching here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I have seen a knife at school (not including a cafeteria knife).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Teachers listen carefully to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Name-calling, insults, or teasing happen regularly at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24. Students respect teachers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Parents are made to feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Students use alcohol or drugs at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I am proud of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Students regularly cheat on tests or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Students cut classes or are absent regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Overall, I feel that this school is a safe school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I have seen students with drugs or alcohol at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Administrators listen to what teachers have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I feel safe in my classroom(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
34. Robbery or theft of school property over \$10 in value is common.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Students are generally treated fairly at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Sale of drugs occurs on school grounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Students cooperate with teacher requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Physical fighting or conflicts happen regularly at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. Most students are getting a good education at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Threats by one student against another are common at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attitudes toward TDV

How strongly do you agree or disagree with the following statements?

Please choose one answer for each line.

In this school, students generally think that...	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1. It is ok for a boy to hit his girlfriend if she did something to make him mad.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. It is ok for a boy to hit his girlfriend if she insulted him in front of friends.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Girls sometimes deserve to be hit by the boys they date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. A girl who makes her boyfriend jealous on purpose deserves to be hit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Boys sometimes deserve to be hit by the girls they date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Sometimes boys have to hit their girlfriends to get them back under control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. It is ok for a boy to hit a girl if she hit him first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. It is ok for a girl to hit a boy if he hit her first.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Visibility of Sexual Harassment

In your school, how often do you see students:

Never Seldom Sometimes Often

- | | Never | Seldom | Sometimes | Often |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Make unwelcome sexual comments, jokes or gestures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Call another student gay or lesbian in a negative way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Touch another student in an unwelcome sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Show other students sexy or sexual pictures that they don't want to see | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Physically intimidated another student in a sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Forced another student to do something sexual | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Visibility of TDV

In your school, how often do you see students who you think might be dating or somehow "involved":

Never Seldom Sometimes Often

- | | Never | Seldom | Sometimes | Often |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| 1. Slap, push, pinch, pull hair or shove each other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. Hit with a fist, kick, or beat each other up | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. Name call, humiliate, or belittle each other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. Verbally threaten each other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. Verbally harass their partner in a sexual way | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. Touch their partner sexually in a way that seemed unwanted | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. Send and/or receive text messages with sexual content | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Knowledge of Protocols to Follow if SH/TDV Behavior Witnessed

- 1. Have you been trained about school protocols for action(s) to take if you witness sexual harassment between students?**

Yes

No
- 2. Have you been trained about school protocols for action(s) to take if you witness teen dating violence between students?**

Yes

No
- 3. Are you knowledgeable about laws and your responsibilities if you witness sexual harassment or teen dating violence between students?**

Yes

No

Problems (Adapted from Add Health)

Below is a list of problems that confront some adolescents today. Please tell us whether you think each is a big problem, a small problem, or no problem at all for the students in your school community.

	Big Problem	Small Problem	No Problem At All
1. Smoking or tobacco use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Alcohol use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Gang violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Teen pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Vandalism/thieving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Eating disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Racial conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Stress or pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Educator Questions for Dating Matters Online Training

1. In the last 12 months, have you taken the Dating Matters online training for educators?

- Yes
- No

If yes, please indicate how strongly you agree or disagree with the following statements:

	Strongly Agree	Somewhat Agree	Somewhat Disagree	Strongly Disagree
2. Before taking this training, I believed teen dating violence could be prevented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Following this training, I believe that teen dating violence can be prevented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I see teen dating violence prevention programs and policies fitting within my school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Following this training, I plan to talk with my school administrator and/or other educators about how we can incorporate teen dating violence prevention into the curriculum and school policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Before taking this training, I believed educators played an important role in teen dating violence prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Following this training, I believe educators can play an important role in teen dating violence prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. After taking this training, I see the importance of adults modeling respectful relationships for youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. After taking the training, I plan to incorporate teen dating violence prevention into my classroom lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Before taking the training, I felt comfortable discussing teen dating violence with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. After taking the training, I feel more confident in my ability to discuss teen dating violence with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

{Educators who indicate that they have implemented DM or Standard of Care/Safe Dates this year are screened into the following questions.}

Please rate your level of agreement with the following statements regarding the sustainability of the Dating Matters initiative (this includes programs called “Dating Matters” or “Safe Dates”). (Please choose one answer for each line.)

	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1. My school administration seems to be committed to the long-term goals of Dating Matters or Safe Dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am committed to the long-term goals of Dating Matters or Safe Dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am prepared to participate in the ongoing implementation of Dating Matters or Safe Dates.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

PERSPECTIVE ON EFFECTIVENESS OF INTERVENTIONS

Across all of the classroom sessions, rate your level of agreement with the following statements regarding engagement in the lessons. (Please choose one answer for each line.)

In this school, the students receiving the interventions...	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1. mostly asked relevant questions during the session	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. rarely paid attention during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. mostly responded correctly to questions during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. rarely suggested solutions during case examples during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. regularly were disruptive during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. regularly participated in the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. were regularly supportive of each other during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. mostly did not take the sessions seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. mostly understood the key concepts from the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. regularly expressed discomfort with the topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Would you say that the effectiveness of the classroom sessions varied by grade level and/or by gender? Please indicate the way in which the effectiveness of the curriculum sessions varied by grade level and/or by gender:

Across all of the classroom sessions, rate your level of agreement with the following statements regarding the effectiveness of the lessons. (Please choose one answer for each line.)

I believe the intervention was very effective at ...	Strongly Agree	Agree Somewhat	Disagree Somewhat	Strongly Disagree
1. reducing dating violence among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. reducing peer-to-peer violence among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. reducing sexual harassment among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. reducing risky sexual behavior among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. reducing substance use (alcohol use, cigarettes, drugs among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. reducing negative social interactions between students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. increasing student reporting of violent behavior among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. increasing the willingness of students to seek help to address violent or harassing behavior among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. In general, which activities/lessons worked the best and in what ways? Why do you think?

2. Which activities/lessons were harder to get them involved in and why?

3. Do you think the CDC should revise the activities/lessons for the students? If yes, in what ways?

4. How do you think the lessons/interventions might be replicated for future and more widespread implementation?

5. Is there anything in general that you would like to add about the whole experience of being part of a research project? Feel free to comment either about the students, or your experiences/perceptions/observations?