**Form Approved**

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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 🌕 Custodian 🌕 Other staff

 🌕 Administrator 🌕 Lunch room worker

 🌕 Para-educator 🌕 Office staff

 🌕 Bus driver 🌕 Guidance counselor

**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.

|  | StronglyAgree | Agree | Neutral | Disagree | StronglyDisagree |
| --- | --- | --- | --- | --- | --- |
| 1. Teachers respect students in this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 2. I feel safe before and after school while on school grounds. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 3. Parents are involved in activities at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 4. Students use drugs or alcohol outside of school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 5. Teachers work hard to make every student successful. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 6. Students enjoy learning here. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 7. I feel that I belong at this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 8. Groups of students cause problems or conflicts at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 9. Students feel comfortable telling a teacher or an administrator about potential violence. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 10. I have seen a gun at school this year. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 11. I feel safe in the school hallways. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 12. Most students are proud of this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 13. Teachers have input in decision-making at this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 14. Some students are regularly hassled by other students. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 15. Teachers care about student learning at this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 16. Teachers and administrators supervise the halls during passing time. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 17. I have seen students smoking at school or on school grounds. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 18. Teachers praise students when they have done well. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 19. Arguments among students are common at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 20. Teachers enjoy teaching here. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 21. I have seen a knife at school (not including a cafeteria knife). | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 22. Teachers listen carefully to what students have to say. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 23. Name-calling, insults, or teasing happen regularly at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 24. Students respect teachers in this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 25. Parents are made to feel welcome at this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 26. Students use alcohol or drugs at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 27. I am proud of this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 28. Students regularly cheat on tests or assignments. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 29. Students cut classes or are absent regularly. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 30. Overall, I feel that this school is a safe school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 31. I have seen students with drugs or alcohol at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 32. Administrators listen to what teachers have to say. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 33. I feel safe in my classroom(s). | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 34. Robbery or theft of school property over $10 in value is common. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 35. Students are generally treated fairly at this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 36. Sale of drugs occurs on school grounds. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 37. Students cooperate with teacher requests. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 38. Physical fighting or conflicts happen regularly at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 39. Most students are getting a good education at this school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |
| 40. Threats by one student against another are common at school. | 🌕 | 🌕 | 🌕 | 🌕 | 🌕 |

**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…** | StronglyAgree | AgreeSomewhat | DisagreeSomewhat | StronglyDisagree |
| 1. It is ok for a boy to hit his girlfriend if she did something to make him mad. | 🌕 | 🌕 | 🌕 | 🌕 |
| 2. It is ok for a boy to hit his girlfriend if she insulted him in front of friends. | 🌕 | 🌕 | 🌕 | 🌕 |
| 3. Girls sometimes deserve to be hit by the boys they date. | 🌕 | 🌕 | 🌕 | 🌕 |
| 4. A girl who makes her boyfriend jealous on purpose deserves to be hit. | 🌕 | 🌕 | 🌕 | 🌕 |
| 5. Boys sometimes deserve to be hit by the girls they date. | 🌕 | 🌕 | 🌕 | 🌕 |
| 6. Sometimes boys have to hit their girlfriends to get them back under control. | 🌕 | 🌕 | 🌕 | 🌕 |
| 7. It is ok for a boy to hit a girl if she hit him first. | 🌕 | 🌕 | 🌕 | 🌕 |
| 8. It is ok for a girl to hit a boy if he hit her first. | 🌕 | 🌕 | 🌕 | 🌕 |

**Visibility of Sexual Harassment**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **In your school, how often do you see students:** | Never | Seldom | Sometimes | Often |
| a. | Make unwelcome sexual comments, jokes or gestures | 🌕 | 🌕 | 🌕 | 🌕 |
| b. | Call another student gay or lesbian in a negative way | 🌕 | 🌕 | 🌕 | 🌕 |
| c. | Touch another student in an unwelcome sexual way | 🌕 | 🌕 | 🌕 | 🌕 |
| d. | Show other students sexy or sexual pictures that they don’t want to see | 🌕 | 🌕 | 🌕 | 🌕 |
| e. | Physically intimidated another student in a sexual way | 🌕 | 🌕 | 🌕 | 🌕 |
| f. | Forced another student to do something sexual  | 🌕 | 🌕 | 🌕 | 🌕 |

**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 |
| 1. | Slap, push, pinch, pull hair or shove each other | 🌕 | 🌕 | 🌕 | 🌕 |
| 2. | Hit with a fist, kick, or beat each other up | 🌕 | 🌕 | 🌕 | 🌕 |
| 3. | Name call, humiliate, or belittle each other | 🌕 | 🌕 | 🌕 | 🌕 |
| 4. | Verbally threaten each other | 🌕 | 🌕 | 🌕 | 🌕 |
| 5. | Verbally harass their partner in a sexual way | 🌕 | 🌕 | 🌕 | 🌕 |
| 6. | Touch their partner sexually in a way that seemed unwanted | 🌕 | 🌕 | 🌕 | 🌕 |
| 7. | Send and/or receive text messages with sexual content | 🌕 | 🌕 | 🌕 | 🌕 |

**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.

|  |  |  |  |
| --- | --- | --- | --- |
|  | BigProblem | SmallProblem | No ProblemAt All |
| 1. | Smoking or tobacco use | 🌕 | 🌕 | 🌕 |
| 2. | Drug use | 🌕 | 🌕 | 🌕 |
| 3. | Alcohol use | 🌕 | 🌕 | 🌕 |
| 4. | Gang violence | 🌕 | 🌕 | 🌕 |
| 5. | Sexual harassment | 🌕 | 🌕 | 🌕 |
| 6. | Teen pregnancy | 🌕 | 🌕 | 🌕 |
| 7. | Vandalism/thieving | 🌕 | 🌕 | 🌕 |
| 8. | Eating disorders | 🌕 | 🌕 | 🌕 |
| 9. | Racial conflict | 🌕 | 🌕 | 🌕 |
| 10. | Dating violence | 🌕 | 🌕 | 🌕 |
| 11. | Stress or pressure | 🌕 | 🌕 | 🌕 |
| 12. | Bullying | 🌕 | 🌕 | 🌕 |

**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:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | StronglyAgree | Somewhat Agree | Somewhat Disagree | StronglyDisagree |
| 2. Before taking this training, I believed teen dating violence could be prevented. | 🌕 | 🌕 | 🌕 | 🌕 |
| 3. Following this training, I believe that teen dating violence can be prevented. | 🌕 | 🌕 | 🌕 | 🌕 |
| 4. I see teen dating violence prevention programs and policies fitting within my school. | 🌕 | 🌕 | 🌕 | 🌕 |
| 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. | 🌕 | 🌕 | 🌕 | 🌕 |
| 6. Before taking this training, I believed educators played an important role in teen dating violence prevention. | 🌕 | 🌕 | 🌕 | 🌕 |
| 7. Following this training, I believe educators can play an important role in teen dating violence prevention.  | 🌕 | 🌕 | 🌕 | 🌕 |
| 8. After taking this training, I see the importance of adults modeling respectful relationships for youth. | 🌕 | 🌕 | 🌕 | 🌕 |
| 9. After taking the training, I plan to incorporate teen dating violence prevention into my classroom lessons. | 🌕 | 🌕 | 🌕 | 🌕 |
| 10. Before taking the training, I felt comfortable discussing teen dating violence with my students. | 🌕 | 🌕 | 🌕 | 🌕 |
| 11. After taking the training, I feel more confident in my ability to discuss teen dating violence with my students. | 🌕 | 🌕 | 🌕 | 🌕 |

*{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.) |
|  | StronglyAgree | AgreeSomewhat | DisagreeSomewhat | StronglyDisagree |
| 1. My school administration seems to be committed to the long-term goals of Dating Matters or Safe Dates.
 | 🌕 | 🌕 | 🌕 | 🌕 |
| 1. I am committed to the long-term goals of Dating Matters or Safe Dates.
 | 🌕 | 🌕 | 🌕 | 🌕 |
| 1. I am prepared to participate in the ongoing implementation of Dating Matters or Safe Dates.
 | 🌕 | 🌕 | 🌕 | 🌕 |

**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…** | StronglyAgree | AgreeSomewhat | DisagreeSomewhat | StronglyDisagree |
| 1. mostly asked relevant questions during the session  | 🌕 | 🌕 | 🌕 | 🌕 |
| 2. rarely paid attention during the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 3. mostly responded correctly to questions during the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 4. rarely suggested solutions during case examples during the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 5. regularly were disruptive during the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 6. regularly participated in the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 7. were regularly supportive of each other during the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 8. mostly did not take the sessions seriously | 🌕 | 🌕 | 🌕 | 🌕 |
| 9. mostly understood the key concepts from the sessions | 🌕 | 🌕 | 🌕 | 🌕 |
| 10 regularly expressed discomfort with the topics covered | 🌕 | 🌕 | 🌕 | 🌕 |

|  |  |
| --- | --- |
| **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 …** | StronglyAgree | AgreeSomewhat | DisagreeSomewhat | StronglyDisagree |
| 1. reducing dating violence among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 2. reducing peer-to-peer violence among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 3. reducing sexual harassment among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 4. reducing risky sexual behavior among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 5. reducing substance use (alcohol use, cigarettes, drugs among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 6. reducing negative social interactions between students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 7. increasing student reporting of violent behavior among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |
| 8. increasing the willingness of students to seek help to address violent or harassing behavior among students in the school  | 🌕 | 🌕 | 🌕 | 🌕 |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

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

|  |
| --- |
|  |

1. 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?

|  |
| --- |
|  |