Attachment F:

Educator Outcome Survey Follow-Up

***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

**Form Approved**

OMB No. 0920-0941

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Site Number:

Program Year:

School Number:

Survey Iteration:

**Evaluation of CDC’s *Dating Matters™:***

***Strategies to Promote Healthy Teen Relationships Initiative***

***EDUCATOR SURVEY (BASELINE)***

1. **What is the name of the school where you work most of your hours?** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1a. Do you work at more than one school?

🌕Yes

🌕No

1. **What is your primary role at this school?**

🌕 Full-time teacher

🌕 Part-time teacher

🌕 Full-time guidance counselor

🌕 Part-time guidance counselor

🌕 Contractor employed to teach Dating Matters or Safe Dates curriculum

🌕 Other (specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

1. **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

1. **What is your gender?**

🌕 Male

🌕 Female

🌕 Transgender

1. **Are you Hispanic or Latino?**

🌕 Yes

🌕 No

1. **What is your race? You may mark one or more races, as appropriate:**

🌕 White

🌕 Black of African American

🌕 Native Hawaiian or other Pacific Islander

🌕 Asian

🌕 American Indian or Alaska Native

🌕 Other

1. **Have you ever implemented a dating violence prevention curriculum?**

🌕 Yes

🌕 No 🡪 If No, skip to Question 8

**7a.Mark the groups to which you have provided a dating violence prevention curriculum.  
 (Check all that apply.)**

|  |
| --- |
| 🌕 6th, 7th or 8th grade students  🌕 High school students  🌕 Parents, to help them support their children |
|  |

1. **During this school year, are you scheduled to teach a teen dating violence prevention curriculum (either ‘comprehensive/ Dating Matters’ or ‘standard/Safe Dates’)?**

🌕 Yes

🌕 No 🡪 If No, skip to Question 9

**8a.Mark the groups to which you will teach a teen dating violence prevention curriculum**

**(either ‘comprehensive/ Dating Matters’ or ‘standard/Safe Dates’).**

**(Check all that apply.)**

|  |
| --- |
| 🌕 a. Comprehensive Dating Matters for 6th grade students |
| 🌕 b. Comprehensive Dating Matters for 7th grade students |
| 🌕 c. Comprehensive Dating Matters for 8th grade students |
| 🌕 d. Standard/Safe Dates for 8th grade students |
| 🌕 e. Parents Matter! for students’ parents |

1. **Have you ever delivered any educational activities that addressed youth sexual harassment?**

🌕 Yes

🌕 No 🡪 If No, skip to Question 10

**9a.Mark the groups to which you have provided educational activities that addressed**

**youth sexual harassment. (Check all that apply.)**

|  |
| --- |
| 🌕 6th, 7th or 8th grade students  🌕 High school students  🌕 Parents  🌕 Teachers  🌕 Other school staff |

1. **Are you aware of any educational activities in your school that have addressed youth sexual harassment, currently or in the past year?**

🌕 Yes

🌕 No 🡪 If No, skip to Question 11

**10a. Mark the groups in your school who have received educational activities addressing youth sexual harassment. (Check all that apply.)**

|  |
| --- |
| 🌕 6th, 7th or 8th grade students  🌕 High school students  🌕 Parents  🌕 Teachers  🌕 Other school staff |

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

|  | | | | | **Strongly**  **Agree** | | | **Agree** | | | | | **Neutral** | | | | **Disagree** | **Strongly**  **Disagree** | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| a. Teachers respect students in this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| b. I feel safe before and after school while on  school grounds. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| c. Parents are involved in activities at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| d. Students use drugs or alcohol outside of  school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| e. Teachers work hard to make every student successful. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| f. Students enjoy learning here. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| g. I feel that I belong at this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| h. Groups of students cause problems or conflicts at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| i. Students feel comfortable telling a teacher or an administrator about potential violence. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| j. I have seen a gun at school this year. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| k. I feel safe in the school hallways. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| l. Most students are proud of this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| m. Teachers have input in decision-making at this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| n. Some students are regularly hassled by other students. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| o. Teachers care about student learning at this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| p. Teachers and administrators supervise the halls during passing time. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| q. I have seen students smoking at school or on school grounds. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| r. Teachers praise students when they have done well. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
|  | | | | | **Strongly**  **Agree** | | | **Agree** | | | | | **Neutral** | | | | **Disagree** | **Strongly**  **Disagree** | | | |
| s. Arguments among students are common at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| t. Teachers enjoy teaching here. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| u. I have seen a knife at school (not including a cafeteria knife). | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| v. Teachers listen carefully to what students have to say. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| w. Name-calling, insults, or teasing happen regularly at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| x. Students respect teachers in this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| y. Parents are made to feel welcome at this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| z. Students use alcohol or drugs at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| aa. I am proud of this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ab. Students regularly cheat on tests or assignments. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ac. Students cut classes or are absent regularly. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ad. Overall, I feel that this school is a safe school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ae. I have seen students with drugs or alcohol at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| af. Administrators listen to what teachers have to say. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ag. I feel safe in my classroom(s). | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ah. Robbery or theft of school property over $10 in value is common. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ai. Students are generally treated fairly at this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| aj. Sale of drugs occurs on school grounds. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| ak. Students cooperate with teacher requests. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| al. Physical fighting or conflicts happen regularly at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| am. Most students are getting a good education at this school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
| an. Threats by one student against another are common at school. | | | | | 🌕 | | | 🌕 | | | | | 🌕 | | | | 🌕 | 🌕 | | | |
|  | | | | | | | | | | | | | | | | | | | | | |
| **12. In this school, *students* generally think that…** | | | | | | **Strongly**  **Agree** | | | | **Somewhat Agree** | | | | | **Somewhat Disagree** | | | | **Strongly**  **Disagree** | | |
| a. It is ok for a boy to hit his girlfriend if she did something to make him mad. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| b. It is ok for a boy to hit his girlfriend if she insulted him in front of friends. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| c. Girls sometimes deserve to be hit by the boys they date. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| d. A girl who makes her boyfriend jealous on purpose deserves to be hit. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| e. Boys sometimes deserve to be hit by the girls they date. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| f. Sometimes boys have to hit their girlfriends to get them back under control. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| g. It is ok for a boy to hit a girl if she hit him first. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| h. It is ok for a girl to hit a boy if he hit her first. | | | | | | 🌕 | | | | 🌕 | | | | | 🌕 | | | | 🌕 | | |
| **13. 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 intimidate another student in a sexual way? | | | | 🌕 | | | | 🌕 | | | 🌕 | | | | | 🌕 | | |
| f. | | Force another student to do something sexual? | | | | 🌕 | | | | 🌕 | | | 🌕 | | | | | 🌕 | | |
| **14. In your school, how often do you see students who you think might be dating or somehow “involved”:** | | | | | | | **Never** | | | **Seldom** | | | | **Sometimes** | | | | **Often** |
| a. | | Slap, push, pinch, pull hair or shove each other? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |
| b. | | Hit with a fist, kick, or beat each other up? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |
| c. | | Name call, humiliate, or belittle each other? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |
| d. | | Verbally threaten each other? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |
| e. | | Verbally harass their partner in a sexual way? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |
| f. | | Touch their partner sexually in a way that seemed unwanted? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |
| g. | | Send and/or receive text messages with sexual content? | | | | | 🌕 | | | 🌕 | | | | 🌕 | | | | 🌕 |

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

🌕 Yes

🌕 No

**16. Have you been trained about school protocols for action(s) to take if you witness teen dating violence between students?**

🌕 Yes

🌕 No

**17. Are you knowledgeable about laws and your responsibilities if you witness sexual harassment or teen dating violence between students?**

🌕 Yes

🌕 No

**18. Below is a list of problems that confront some youth 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** |
| a. | Smoking or tobacco use | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| b. | Drug use | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| c. | Alcohol use | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| d. | Gang violence | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| e. | Sexual harassment | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| f. | Teen pregnancy | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| g. | Vandalism/thieving | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| h. | Eating disorders | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| i. | Racial conflict | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| j. | Dating violence | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| k. | Stress or pressure | 🌕 | 🌕 | 🌕 |
|  |  |  |  |  |
| l. | Bullying | 🌕 | 🌕 | 🌕 |

**19. In the last 12 months, have you taken the Dating Matters online training for educators (at** [**www.vetoviolence.org**](http://www.vetoviolence.org)**)?**

🌕 Yes

🌕 No

**20. Please indicate how strongly you agree or disagree with the following statements:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly  Agree | Somewhat  Agree | Somewhat  Disagree | Strongly  Disagree |
| a. I believe teen dating violence could be prevented. | 🌕 | 🌕 | 🌕 | 🌕 |
| b. I see teen dating violence prevention programs and policies fitting within my school. | 🌕 | 🌕 | 🌕 | 🌕 |
| c. 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. | 🌕 | 🌕 | 🌕 | 🌕 |
| d. I believe educators played an important role in teen dating violence prevention. | 🌕 | 🌕 | 🌕 | 🌕 |
| e. I see the importance of adults modeling respectful relationships for youth. | 🌕 | 🌕 | 🌕 | 🌕 |
| f. I plan to incorporate teen dating violence prevention into my classroom lessons. | 🌕 | 🌕 | 🌕 | 🌕 |
| g. I feel comfortable discussing teen dating violence with my students. | 🌕 | 🌕 | 🌕 | 🌕 |
| h. I feel confident in my ability to discuss teen dating violence with my students. | 🌕 | 🌕 | 🌕 | 🌕 |

*If Question 8= Yes (have implemented or will implement DM or Safe Dates), then proceed to Question 21.*

*If Question 8= No (have not or will not implement DM or SD), end of survey.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **21. 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”).** | | | | | | | | | |
|  | Strongly  Agree | | Somewhat Agree | | Somewhat Disagree | | Strongly  Disagree | | |
| 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. | 🌕 | | 🌕 | | 🌕 | | 🌕 | | |
| *If Question 10 = e only (only administered Parent curriculum), end of survey; Else proceed to Question 22.*  **22. Across all of the classroom sessions, rate your level of agreement with the following statements**  **regarding engagement in the lessons.** | | | | | | | | |
| **In this school, the students receiving the interventions…** | | Strongly  Agree | | Somewhat Agree | | Somewhat Disagree | | Strongly  Disagree |
| a. mostly asked relevant questions during the session | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| b. rarely paid attention during the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| c. mostly responded correctly to questions during the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| d. rarely suggested solutions during case examples during the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| e. regularly were disruptive during the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| f. regularly participated in the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| g. were regularly supportive of each other during the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| h. mostly did not take the sessions seriously | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| i. mostly understood the key concepts from the sessions | | 🌕 | | 🌕 | | 🌕 | | 🌕 |
| j. regularly expressed discomfort with the topics covered | | 🌕 | | 🌕 | | 🌕 | | 🌕 |

*If Question 8a. not = e and only one response selected, then skip to Question 25.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **23. Did students in different grades respond differently to the curriculum?**  🌕 Yes  🌕 No 🡪If No, skip to Question 25  **24. Please indicate the different ways in which students in different grades responded differently to the**  **curriculum.**   |  | | --- | |  |   **25. Did boys and girls respond differently to the curriculum?**  🌕 Yes  🌕 No🡪 If No, skip to Question 27  **26. Please indicate the different ways in which boys and girls responded differently to the curriculum.**   |  | | --- | |  |   **27. Across all of the classroom sessions, rate your level of agreement with the following statements**  **regarding the effectiveness of the lessons.** | | | | |
| **I believe the intervention was very effective at …** | Strongly  Agree | Somewhat Agree | Somewhat Disagree | Strongly  Disagree |
| a. reducing dating violence among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| b. reducing peer-to-peer violence among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| c. reducing sexual harassment among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| d. reducing risky sexual behavior among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| e. reducing substance use (alcohol, cigarettes, drugs) among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| f. reducing negative social interactions between students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| g. increasing student reporting of violent behavior among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |
| h. increasing the willingness of students to seek help to address violent or harassing behavior among students in the school | 🌕 | 🌕 | 🌕 | 🌕 |

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

|  |
| --- |
|  |

**29. Which activities/lessons were harder to get students involved in and why?**

|  |
| --- |
|  |

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

|  |
| --- |
|  |

**31. How do you think the lessons/interventions might be replicated for future and more widespread**

**implementation?**

|  |
| --- |
|  |

**32. 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.**

|  |
| --- |
|  |