

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

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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

2. 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: _____)

3. 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

4. What is your gender?

- Male
- Female
- Transgender

5. Are you Hispanic or Latino?

- Yes
- No

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

- White
- Black or African American
- Native Hawaiian or other Pacific Islander
- Asian
- American Indian or Alaska Native
- Other

7. 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

8. 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

9. 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

10. 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	Neutra l	Disagre e	Strongly Disagree
a. Teachers respect students in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. Parents are involved in activities at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students use drugs or alcohol outside of school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Teachers work hard to make every student successful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Students enjoy learning here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I feel that I belong at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Groups of students cause problems or conflicts at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. 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"/>
j. I have seen a gun at school this year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. I feel safe in the school hallways.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Most students are proud of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Teachers have input in decision-making at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Some students are regularly hassled by other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Teachers care about student learning at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Teachers and administrators supervise the halls during passing time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. 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"/>
r. Teachers praise students when they have done well.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
s. Arguments among students are common at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
t. Teachers enjoy teaching here.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
u. 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"/>
v. Teachers listen carefully to what students have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
w. Name-calling, insults, or teasing happen regularly at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
x. Students respect teachers in this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
y. Parents are made to feel welcome at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
z. Students use alcohol or drugs at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aa. I am proud of this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ab. Students regularly cheat on tests or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ac. Students cut classes or are absent regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ad. 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"/>
ae. 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"/>
af. Administrators listen to what teachers have to say.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ag. I feel safe in my classroom(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ah. 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"/>
ai. Students are generally treated fairly at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
aj. Sale of drugs occurs on school grounds.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
ak. Students cooperate with teacher requests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
al. Physical fighting or conflicts happen regularly at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
am. 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"/>
an. 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"/>

12. In this school, <u>students</u> 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
c. Girls sometimes deserve to be hit by the boys they date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. 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"/>
e. Boys sometimes deserve to be hit by the girls they date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. 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"/>
g. 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"/>
h. 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"/>

13. In your school, how often do you see students:	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 intimidate another student in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Force another student to do something sexual?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Hit with a fist, kick, or beat each other up?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Name call, humiliate, or belittle each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Verbally threaten each other?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Verbally harass their partner in a sexual way?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Touch their partner sexually in a way that seemed unwanted?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Send and/or receive text messages with sexual content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Drug use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Alcohol use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Gang violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Sexual harassment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Teen pregnancy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Vandalism/thieving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Eating disorders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Racial conflict	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Dating violence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Stress or pressure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Bullying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. In the last 12 months, have you taken the Dating Matters online training for educators (at 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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. 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"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. I believe educators played an important role in teen dating violence prevention.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. I see the importance of adults modeling respectful relationships for youth.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. I plan to incorporate teen dating violence prevention into my classroom lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. I feel comfortable discussing teen dating violence with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. I feel confident in my ability to discuss teen dating violence with my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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
a. 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"/>
b. 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"/>
c. 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"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. rarely paid attention during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. mostly responded correctly to questions during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. rarely suggested solutions during case examples during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. regularly were disruptive during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. regularly participated in the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. were regularly supportive of each other during the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. mostly did not take the sessions seriously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. mostly understood the key concepts from the sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. regularly expressed discomfort with the topics covered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. reducing peer-to-peer violence among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. reducing sexual harassment among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. reducing risky sexual behavior among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. reducing substance use (alcohol, cigarettes, drugs) among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. reducing negative social interactions between students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. increasing student reporting of violent behavior among students in the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. 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"/>

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.