

# Attachment III: Educator Outcome Survey Follow-Up

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***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*<sup>™</sup>:  
*Strategies to Promote Healthy Teen Relationships Initiative***

***EDUCATOR SURVEY (BASELINE)***

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**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?**

- 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.)**

- 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> 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 6<sup>th</sup> grade students
- b. Comprehensive Dating Matters for 7<sup>th</sup> grade students
- c. Comprehensive Dating Matters for 8<sup>th</sup> grade students
- d. Standard/Safe Dates for 8<sup>th</sup> 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.)**

- 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> 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.)**

- 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> 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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

well.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
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.**

	<b>Big Problem</b>	<b>Small Problem</b>	<b>No Problem At All</b>
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](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.	<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.**