

Attachment 6: Sample Quantitative Items

DASH Program Evaluation: Safe and Supportive School Environment Measures for Local Education Agency (School District) Staff

Form Approved
OMB No. 0920-xxxx
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“Promoting Adolescent Health through School-Based HIV/STD Prevention”

Local Education Agency Staff Survey: Safe and Supportive Environment Items

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LEA Measures

SSE Measures

Measures	Questions for Collection of Measures
<p><u>SSE Performance Measure 1:</u> Funded LEA prevents bullying and sexual harassment, including electronic aggression</p>	<p>Currently, does your district recommend or require schools do each of the following? (Mark yes or no for each item.)</p> <p>a. Designate a staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Use electronic (e.g., e-mails, district web site), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Provide information and resources to parents on preventing student bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>SSE Performance Measure 2:</u> Funded LEA promotes school connectedness strategies</p>	<p>Currently, does your district recommend or require schools do each of the following? (Mark yes or no for each item.)</p> <p>a. Provide a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Provide service-learning opportunities for students. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Provide peer tutoring opportunities for students. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Have clubs and other activities that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. (These clubs sometimes are called gay/straight alliances.) Yes <input type="radio"/> No <input type="radio"/></p> <p>f. Provide school staff with materials on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management.) Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>SSE Performance Measure 3:</u> Funded LEA promotes parent engagement</p>	<p>Currently, does your district recommend or require schools do each of the following? (Mark yes or no for each item.)</p> <p>a. Give students homework assignments or health education activities to do at home with their parents. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Use electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars.) communication to inform parents about school health services and programs. Yes <input type="radio"/> No <input type="radio"/></p>

Measures	Questions for Collection of Measures
strategies	c. Have students' families help develop or implement policies and programs related to school health. Yes <input type="radio"/> No <input type="radio"/> d. Provide parents with information about how to communicate with their child about sex. Yes <input type="radio"/> No <input type="radio"/> e. Provide parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules.) Yes <input type="radio"/> No <input type="radio"/> f. Involve parents as school volunteers in the delivery of health education activities and services. Yes <input type="radio"/> No <input type="radio"/> g. Link parents and families to health services and programs in the community. Yes <input type="radio"/> No <input type="radio"/>
SSE Performance Measure 4: % of priority schools that prevent bullying and sexual harassment, including electronic aggression	Currently, does [PRIORITY SCHOOL NAME] do the following? (Mark yes or no for each item.) a. Designate a staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/> b. Use electronic (e.g., e-mails, district web site), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/> c. Provide information and resources to parents on preventing student bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/>
SSE Performance Measure 6: % of priority schools that implement school connectedness strategies	Currently, does [PRIORITY SCHOOL NAME] do each of the following? (Mark yes or no for each item.) a. Provide a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program. Yes <input type="radio"/> No <input type="radio"/> b. Provide service-learning opportunities for students. Yes <input type="radio"/> No <input type="radio"/> c. Provide peer tutoring opportunities for students. Yes <input type="radio"/> No <input type="radio"/> d. Have clubs and other activities that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures. Yes <input type="radio"/> No <input type="radio"/> e. Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity? These clubs sometimes are called gay/straight alliances. Yes <input type="radio"/> No <input type="radio"/> f. Provide school staff with materials on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management). Yes <input type="radio"/> No <input type="radio"/>
SSE Performance Measure 8: % of priority schools	Currently, does [PRIORITY SCHOOL NAME] do each the following? (Mark yes or no for each item.) a. Give students homework assignments or health education activities to do at home with their parents. Yes <input type="radio"/> No <input type="radio"/> b. Use electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, Yes <input type="radio"/> No <input type="radio"/>

Measures	Questions for Collection of Measures
that implement parent engagement strategies	<p>parent seminars) communication to inform parents about school health services and programs.</p> <p>c. Have students' families help develop or implement policies and programs related to school health. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Provide parents with information about how to communicate with their child about sex. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Provide parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules.) Yes <input type="radio"/> No <input type="radio"/></p> <p>f. Involve parents as school volunteers in the delivery of health education activities and services. Yes <input type="radio"/> No <input type="radio"/></p> <p>g. Link parents and families to health services and programs in the community. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>SSE Process Measure 1:</u> Funded LEA has assessed its SSE-related policies</p>	<p>In the past six months, did you complete each of the following actions regarding the assessment of SSE-related policies (including, laws, codes, or regulations)? (Mark yes or no for each item.)</p> <p>a. Identified policies that guide SSE related work. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Documented gaps in SSE policies as compared with the <i>School Level Impact Measures</i> (SSE SLIM 1-3). Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in SSE policies. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>SSE Process Measure 2:</u> Funded LEA has monitored the implementation of SSE-related policies in priority schools</p>	<p>In the past six months, did you complete each of the following actions regarding the monitoring of priority schools' implementation of policies (including, laws, codes, or regulations)? (Mark yes or no for each item.)</p> <p>a. Developed or maintained a list of current school-level SSE policy guidance for priority schools. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Reviewed priority schools' SSE policy guidance to ensure alignment with state law, state education agency policy, and district policy. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Tracked priority schools' implementation of SSE related policies. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Prepared informational materials about current SSE policies or policy options for stakeholders. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Maintained a tracking system of priority schools that have used CDC's School Health Index to evaluate SSE policy implementation. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>SSE Process Measure 3:</u> % of priority schools that received assistance on SSE</p>	<p>In the past six months, how often did you interact with [PRIORITY SCHOOL NAME] to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on SSE?</p> <p>_____ Never</p> <p>_____ 1 time</p> <p>_____ 2 times</p> <p>_____ 3 - 5 times</p>

Measures	Questions for Collection of Measures
	<p> <input type="checkbox"/> 6 - 10 times <input type="checkbox"/> 11 - 15 times <input type="checkbox"/> 16 - 20 times <input type="checkbox"/> 21 or more times </p> <p> On what SSE topics did you provide assistance to [PRIORITY SCHOOL NAME]? (check all that apply) </p> <ul style="list-style-type: none"> <input type="checkbox"/> Select strategies to prevent bullying, sexual harassment, and electronic aggression <input type="checkbox"/> Implement strategies to prevent bullying, sexual harassment, and electronic aggression <input type="checkbox"/> Select parent engagement strategies <input type="checkbox"/> Implement parent engagement strategies <input type="checkbox"/> Select school connectedness strategies <input type="checkbox"/> Implement school connectedness strategies <input type="checkbox"/> Assess safe and supportive environment policies <input type="checkbox"/> Monitor the implementation of safe and supportive environment policies <input type="checkbox"/> Manage controversy around safe and supportive environments <input type="checkbox"/> Build staff and student competencies and techniques to promote a safe and supportive environment for all students
<p> <u>SSE Process</u> Measure 4: Frequency with which funded LEA received assistance from NGO on SSE </p>	<p> In the past six months, how often did you interact with Gay Straight Alliance Network to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations on SSE)? </p> <ul style="list-style-type: none"> <input type="checkbox"/> Never <input type="checkbox"/> 1 time <input type="checkbox"/> 2 times <input type="checkbox"/> 3 - 5 times <input type="checkbox"/> 6 - 10 times <input type="checkbox"/> 11 - 15 times <input type="checkbox"/> 16 - 20 times <input type="checkbox"/> 21 or more times