

INSTRUMENT 5

FACILITATOR INTERVIEW TOPIC GUIDE

Facilitator Interview Topic Guide

INTRODUCTION

Thank you for agreeing to meet with us. I am from Mathematica. I'm part of an independent research team working on the Core Components study of the REAL Essentials program. This study aims to identify the components that matter most for promoting positive health behaviors and outcomes among adolescents and is being conducted by the Office of Population Affairs.

The purpose of our discussion today is to learn more about your experience with training and program delivery of REAL Essentials, details about the site(s) at which the program is being delivered, challenges and strengths of implementation, and youth engagement with the program. Your point of view is valuable. The interview should last about one hour, and we will take notes during our conversation so we can accurately represent your experience and views in our reporting. We would also like to record this discussion to make sure our notes are accurate, if that is okay with you.

Your responses will be kept private, and the notes and recording from this discussion will not be shared with anyone beyond the research team. The recording will be erased once we have finalized our notes. We will combine most information from this conversation with information from other discussions we conduct.

THE PAPERWORK REDUCTION ACT OF 1995

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We will report most information based on these discussions in the aggregate. We may use quotes to illustrate findings, but if we do, we will not report any information that will allow a quote to be identified with you.

Please keep in mind:

There are no right or wrong answers to these questions. We just want to learn about your experience and perspective.

Your participation in this conversation is completely voluntary. You don't have to answer any questions you don't want to answer during our discussion today.

Do you have any questions for us before we get started?

Topics for initial discussion

- A. Program components
 - a. Perceived goals of the curriculum for the population
 - b. Staff characteristics and experience
 - Background of facilitator
 - Experience in implementing Real Essentials Advance (REA) or other healthy relationship or teen pregnancy prevention curricula
 - Experience in working with youth
 - Passion/motivation for relationship education for youth
 - Facilitator connection with the target population and/or community where programming is taking place
 - c. Staff training
 - Training received from the Center for Relationship Education on REA
 - 1. Expectations and guidance for program delivery in the classroom
 - Other training received
 - Support and supervision
 - 1. Perception of support from supervisor
 - 2. Perception of support from local implementation site (classroom teachers, school administrators)
- B. Implementation component
 - a. Perception of relative strengths as REA facilitator
 - b. Perception of most challenging aspects of job of REA facilitator

Topics for follow-up discussion (60 minutes)

- A. Program component
 - a. Technical assistance
 - Types of technical assistance or booster training received after initial training
 - Perception of support from technical assistance providers (CRE)
 - Perception of usefulness of self-monitoring tools from CRE
- B. Implementation component
 - a. Fidelity
 - Extent that the program was implemented according to plan
 - Facilitator preparedness for and comfort with implementing the curriculum
 - Presence and role of co-facilitator (if applicable)
 - Challenges and strengths of co-facilitation model (if applicable)
 - Ways co-facilitation affected implementation (if applicable)
 - Overview of adaptations or adjustments made during implementation (including to curriculum materials)

- Lessons learned related to fidelity
- b. Program exposure
 - General perception of youth attendance relative to expected attendance
 - Use of strategies to maximize youth engagement (successes/challenges)
 - Topics or activities that youth were more/less engaged with or interested in
 - Strategies for overcoming implementation challenges or constraints in the classroom
 - Successes, challenges, and lessons learned about engaging youth in program
- c. Curriculum materials
 - Perception of usefulness (e.g., Were curriculum materials easy to understand and use? Any suggested improvements?)
- C. Contextual components
 - a. Youth characteristics, needs, and challenges
 - Description of student population receiving curriculum (socioeconomic status, race/ethnicity, risk factors, protective characteristics, etc.)
 - Common strengths that may serve as protective factors against unhealthy risk behaviors
 - Common relationship challenges faced by youth
 - Extent of facilitator/youth alliance
 - b. School/CBO context
 - Perceived school/CBO culture and values
 - Implementation constraints
 - Systems in place to address needs of youth (e.g. referrals, sources for support, etc.)
 - Classroom culture and dynamics (e.g. time management, disciplinary issues, cohesiveness, etc.)
 - Presence and role of classroom teacher or CBO staff
 - c. Community context
 - Perception of community norms and values related to adolescent sexual behavior
 - Perceptions about and desire for relationship education
 - Steps taken to gain or maintain community and school support for the program
 - Other relationship education or teen pregnancy prevention programs or services available to students on site (in school or after school) or in the community
 - d. Fit of scope and sequence relative to youth, school, and community context
 - Classroom climate and maturity level of students relative to lesson content
 - Fit of curriculum materials
- D. Lessons learned
 - a. Successes, challenges, and lessons related to implementation of the curriculum
 - b. Suggested changes to curriculum/scope and sequence or the implementation schedule for future implementation