

INSTRUMENT 6

DISTRICT OR CBO LEADERSHIP INTERVIEW TOPIC GUIDE

District or CBO Leadership 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 (REA). 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 details about the site(s) at which the program is being delivered, the selected scope and sequence of the REAL Essentials curriculum and its fit for the site, plans for implementation, and key challenges and strengths related to program delivery. Your point of view is valuable. The interview should last about 45 minutes, 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.

THE PAPERWORK REDUCTION ACT OF 1995

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0990-new. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Health & Human Services, OS/OCIO/PRA, 200 Independence Ave., S.W., Suite 336-E, Washington D.C. 20201, Attention: PRA Reports Clearance Officer

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.

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

1. Process for selecting scope (amount of content) and sequence (content)
 - Process and stakeholders involved in determining site's scope and sequence
 - Whether and how youth characteristics, strengths, needs, and challenges influenced the process for selecting scope and sequence
 - Whether and how school or community needs or input influenced the process for selecting scope and sequence
 - School or implementing agency's past knowledge or use of curriculum
 - Opportunities and constraints that determined scope and sequence
 - *[Include if school staff]*: Grade and classroom selection process
 1. Factors that shaped selection of grade, classroom, and type of course (e.g., teacher characteristics, student characteristics, schedule/logistics, elective/required course)
 2. Challenges or barriers related to grade, classroom, and type of course selection

B. Implementation components

1. Intended role of classroom teachers
 - Expectations of classroom teachers (e.g., Should they remain in classroom, help with behavior management, etc.?)
2. Intended role of facilitator(s)
 - Relationship with school/community-based organization (e.g., Is there someone the facilitator can go to if questions arise once implementation begins?)
 - Expectations of facilitator(s) in the classroom
 1. Presence and role of co-facilitators (if applicable)
 2. Perception of co-facilitation and impact on implementation (if applicable)
 - Facilitator experience working in and with school/CBO
 1. Perceived importance of connection and trust with students

C. Contextual components

1. Context of implementation setting (school or CBO)
 - *[Include if school staff]*: Description of school's culture and values and how they affect students and their behaviors in and out of school
 - *[Include if school staff]*: Curriculum's fit with school culture, priorities, and goals
 - *[Include if school staff]*: Systems in place to address needs of youth (e.g., sources of support, referrals, etc.)
 - *[Include if school staff]*: District-level policies related to relationship education (e.g., all students are required to receive relationship education in grade 9)

- Relationship education or teen pregnancy prevention programs or services available to students receiving the program, through school or in the community
2. Community context
 - Perception of community norms and values related to adolescent sexual behavior
 - Perception of community needs and how they should be addressed
 - Perception of the problems of unhealthy relationships and unhealthy risk behaviors that the program aims to address
 - Perceptions about and desire for relationship education
 - Steps taken to gain community and school support for the program and to overcome any challenges
 - Resources available in the community to support youth (clinics, afterschool programs, etc.)

Topics for follow-up discussion (45 minutes)

A. Program components

1. Fit of and satisfaction with selected scope and sequence

B. Implementation components

1. Role of classroom teacher

- *[Include if school staff]*: Level of communication with and support *for* classroom teachers during implementation
- *[Include if school staff]*: Role played by classroom teacher
- *[Include if implementing agency staff]*: Level of communication with and support *from* classroom teachers during implementation

2. Role of facilitators

- Level of communication with and support for facilitators during implementation
3. *[Include if school staff]*: Perception of facilitator quality (e.g., How well did facilitators present the curriculum material? How well did facilitators connect and engage with youth?)
 4. *[Include if classroom teacher]*: Extent of facilitator/youth alliance
 5. Perception of facilitator passion for the curriculum material
 6. In classrooms selected, extent of classroom teacher support for the program (e.g., Did the classroom teacher support the use of REAL Essentials Advance in his/her classroom?)
 7. Unexpected implementation opportunities or constraints that arose during implementation

C. Contextual components

1. Context of implementation setting

- Any changes in needs or challenges (e.g., staffing, space, timeline, etc.)
- Any change in relationship education or teen pregnancy prevention programs or services available to students in school or in the community (outside of school)

2. Community context

- Steps taken to gain or maintain community and school support for the program

D. Lessons learned

1. Lessons learned related to implementation of the curriculum (successes and challenges)
2. Suggested changes to curriculum or scope and sequence for local context
3. Suggested changes to other aspects of implementation for future implementation (schedule, level of facilitator support, etc.)
4. Advice to other sites considering implementation of REA