



OMB Control No: XXXX-XXXX
Expiration Date: XX/XX/XXXX

Sexual Risk Avoidance Education National Evaluation (SRAENE)

Nationwide Study

Facilitator Survey

August 2022

THE PAPERWORK REDUCTION ACT OF 1995

This collection of information is voluntary and will be used to provide the Administration for Children and Families with information to help refine and guide program development in the area of adolescent pregnancy prevention. Public reporting burden for the collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number and expiration date for this collection are OMB #: XXXX-XXXX, Exp: XX/XX/XXXX. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to Tiffany Waits at TWaits@mathematica-mpr.com.

A. Sexual Risk Avoidance Education (SRAE) curriculum content

This first section asks questions about the SRAE program you work for and the SRAE curriculum you are currently teaching and that you taught during the 2022-2023 school year.

RQ1: Curricula

A1. Which curricula are you delivering/have you delivered to youth this school year?

MARK ALL THAT APPLY

- Aspire..... 1
- Choosing the Best..... 2
- Game Plan..... 3
- Healthy Futures..... 4
- Heritage Keepers 5
- Living WELL Aware Adolescent Health Program..... 6
- Love Notes (Classic)..... 7
- Love Notes (SRA)..... 8
- Making a Difference..... 9
- Navigator..... 10
- Positive Potential..... 11
- Promoting Health Among Teens (Abstinence only)..... 12
- Promoting Health Among Teens (Comprehensive)..... 13
- Pure and Simple..... 14
- REAL Essentials..... 15
- Relationship Smarts Plus (Classic)..... 16
- Relationship Smarts Plus (SRA)..... 17
- Teen Outreach Program (TOP)..... 18
- Wise Guys..... 19
- Worth the Wait..... 20
- Your Future on the Line..... 21
- Other curricula (please name) 99

RQ3: Setting

PROGRAMMER: LOOP question filling each CURRICULUM for A1_1–A1_99= YES

A2. In which of the following setting(s) do you deliver/have you delivered [CURRICULUM] to youth in this school year?

MARK ALL THAT APPLY

- Middle schools, during school.....1
- Middle schools, after school.....2
- High schools, during school.....3
- High schools, after school.....4
- Community-based organizations, outside of school time.....5
- Detention centers.....6
- Foster care group homes.....7
- Institutions for youth with emotional or behavioral health needs.....8
- Faith-based institutions.....9
- Clinics/hospitals.....10
- Other settings (please describe).....99

Programmer Box

IF A2=6, 7, or 8, GO TO A2a. ELSE GO TO A3.

RQ3: Setting

IF A2=6, 7, OR 8

A2a. ACF is interested in learning about implementation experiences in detention centers, foster care group homes, and institutional living settings for youth. We want to confirm that programming is delivered/ has been delivered this school year in [FILL SELECTED 6,7,8 FROM A2], is that correct?

- Yes.....1 GO TO A2b
- No.....0 GO TO A3

RQ3: Setting

IF A2a=YES AND IF ANY 6,7, OR 8 IS SELECTED AT A2, ASK A2b. ELSE, GO TO A4.

A2b. IF A2= MORE THAN ONE SELECTED AT 6, 7, OR 8:] Which of these combinations of curriculum and setting serves the largest number of youth currently?

[IF A2= ONLY ONE 6, 7, OR 8 SELECTED AND A1= MORE THAN 1 SELECTED:] You reported delivering more than one curriculum to youth. Thinking only about youth served in [FILL A2 RESPONSE= 6, 7, OR 8], which these curriculum serves the largest number of youth?

You may also deliver programming in other settings, such as schools, but please answer only about your programming in [FILL SELECTED 6,7,8 FROM A2].

A2= MORE THAN ONE SELECTED AT 6, 7, OR 8, LIST CURRICULA ANY A1= YES, REPEAT ANY A1=YES WITH EACH SETTING WHERE A2=6,7,8)

A2 = ONLY ONE 6, 7, OR 8 SELECTED AND A1- MORE THAN 1 SELECTED, LIST CURRICULA ANY A1= YES WITH A2 SELECTION ONLY 6, 7, OR 8).

○ [CURRICULUM] in [SETTING]

RQ3: Setting

EXCLUDE IF A2= 6, 7, OR 8.

IF MORE THAN 1 AT A1 = YES AND/OR MORE THAN 1 ROW IN A2 = YES.

A3. Considering all the curricula you deliver and the settings you deliver them in, select the combination of curriculum and setting that serves the largest number of youth this school year.

SELECT ONE ONLY FROM THE LIST BELOW

LIST CURRICULA Any A1= YES, REPEAT ANY A1=Yes WITH EACH SETTING WHERE A2=CHECKED)

[CURRICULUM] in [SETTING]

PROGRAMMER BOX

SET FILLS FOR "CURRICULUM" AND "SETTING" AT ALL FOLLOWING ITEMS SUCH THAT:

FOR ALL CASES WITH RESPONSE AT A2B:

-FILL "CURRICULUM" WITH SELECTION OF A1 RESPONSE AT A2B.

RQ3: Setting

IF A3 [SETTING] ≠ middle schools, during school; middle schools, after school; high schools, during school; or high schools, after school

FILL [CURRICULUM] AND [SETTING]

A4. What is the age range of the youth you deliver [CURRICULUM] to in [SETTING] this school year?

MARK ALL THAT APPLY

- 1 10-13
- 2 14-15
- 3 16 and older

RQ1: Curricula

FILL [SETTING]

A5. Which of the following issues are most prevalent or of concern among the youth you serve in the [SETTING]?

SELECT ONE PER ROW

	Yes	No	I don't know
a. Teen sex	1 m	0 m	d m
b. Teen pregnancy	1 m	0 m	d m
c. Teen STD/STI rates	1 m	0 m	d m
d. Behavioral and emotional health	1 m	0 m	d m
e. Drug use	1 m	0 m	d m
f. Alcohol use	1 m	0 m	d m
g. Cigarette smoking and vaping	1 m	0 m	d m
h. Finishing high school	1 m	0 m	d m
i. Dating violence	1 m	0 m	d m
j. Sexual coercion	1 m	0 m	d m
k. Forming healthy relationships	1 m	0 m	d m

The next questions are about the content of the SRAE [CURRICULUM] curriculum you teach and your experiences teaching it specifically in [SETTING].

RQ1: Curricula

FILL [CURRICULUM] AND [SETTING]

A6. To what extent are the following topics covered as part of the [CURRICULUM] curriculum delivered in [SETTING]?

SELECT ONE PER ROW

	Topic not covered at all in the program	Topic slightly covered (mentioned 1-2 times during the program)	Topic covered somewhat (mentioned 3-5 times during the program)	Topic covered a lot (an entire lesson of the program is dedicated to this topic)
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of Facilitators to curricular content

ONLY TOPICS A6 NE 1 APPEAR

FILL [CURRICULUM] AND [SETTING]

A7. Thinking about the youth you serve in [SETTING], how important do you think each of the following topics you cover in [CURRICULUM] is to a youth’s decision to delay sexual initiation?

SELECT ONE PER ROW

	Very important	Somewhat Important	Important	Not that important
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation)				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence)				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of facilitators to curricular content

ONLY SHOW TOPICS WHERE A6 = 1 (NOT COVERED)

FILL [CURRICULUM] AND [SETTING]

A8. Now, thinking about the topics that you don't currently cover when teaching [CURRICULUM] in [SETTING], how important do you think it is for the youth you serve to learn about those topics?

SELECT ONE PER ROW

	Very important	Somewhat Important	Important	Not that important
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation)				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence)				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of target population to curricular content

FILL [CURRICULUM]

A9. Overall, how engaged do you think students are with the content of [CURRICULUM] in [SETTING] this school year?

By “engaged” we mean the level of attention, interest, curiosity, and positive emotional connections youth make with the content. ←————→

Not at all engaged 1 m 2 m 3 m 4 m 5 m Very engaged

↔

RQ1: Receptivity of target population to curricular content

ONLY TOPICS A6 NE 1 APPEAR

FILL [CURRICULUM] AND [SETTING]

A10. Thinking about the specific topics you cover when teaching [CURRICULUM] in [SETTING], how engaged are youth with each of them?

SELECT ONE PER ROW

	Not at all engaged				Very engaged
Life skill building to support future goals and well-being					
a. Personal responsibility	1 m	2 m	3 m	4 m	5 m
b. Self-worth	1 m	2 m	3 m	4 m	5 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m	5 m
d. Decision making	1 m	2 m	3 m	4 m	5 m
e. Self-regulation	1 m	2 m	3 m	4 m	5 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty					
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m	5 m
g. Physical health	1 m	2 m	3 m	4 m	5 m
h. Sexual health	1 m	2 m	3 m	4 m	5 m
i. Social and emotional health	1 m	2 m	3 m	4 m	5 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m	5 m
Healthy relationships as the foundation for healthy marriage and family formation					
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m	5 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m	5 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m	5 m
n. Community connections	1 m	2 m	3 m	4 m	5 m
Avoidance of negative risk behaviors, such as drug and alcohol use					
o. Peer norms and behaviors	1 m	2 m	3 m	4 m	5 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m	5 m
q. Media use and influence	1 m	2 m	3 m	4 m	5 m
Prevention of and support related to sexual coercion and dating violence					
r. Sexual consent	1 m	2 m	3 m	4 m	5 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m	5 m

RQ1: Receptivity of target population to curricular content

IF ANY A10 TOPICS = 1 OR 2

A11. Based on your experience, why do you think youth were not as engaged in these topics? Please describe or select Next to move to the next question.

RQ1: Receptivity of target population to curricular content

ONLY TOPICS A6 NE 1 APPEAR

FILL [CURRICULUM] AND [SETTING]

A12. Thinking about the specific topics you cover when teaching [CURRICULUM] in [SETTING], how appropriate do you think they are to cover for different age groups?

SELECT ONE PER ROW

	Middle school age	High school age	Both middle school and high school age	Neither middle school nor high school age
Life skill building to support future goals and well-being				
a. Personal responsibility	1 m	2 m	3 m	4 m
b. Self-worth	1 m	2 m	3 m	4 m
c. Goal setting and future planning	1 m	2 m	3 m	4 m
d. Decision making	1 m	2 m	3 m	4 m
e. Self-regulation	1 m	2 m	3 m	4 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty				
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	4 m
g. Physical health	1 m	2 m	3 m	4 m
h. Sexual health	1 m	2 m	3 m	4 m
i. Social and emotional health	1 m	2 m	3 m	4 m
j. Benefits of a healthy marriage	1 m	2 m	3 m	4 m
Healthy relationships as the foundation for healthy marriage and family formation				
k. Trusted relationships with parents/adults	1 m	2 m	3 m	4 m
l. Healthy peer friendships	1 m	2 m	3 m	4 m
m. Healthy romantic relationships	1 m	2 m	3 m	4 m
n. Community connections	1 m	2 m	3 m	4 m
Avoidance of negative risk behaviors, such as drug and alcohol use				
o. Peer norms and behaviors	1 m	2 m	3 m	4 m
p. Drug and alcohol use	1 m	2 m	3 m	4 m
q. Media use and influence	1 m	2 m	3 m	4 m
Prevention of and support related to sexual coercion and dating violence				
r. Sexual consent	1 m	2 m	3 m	4 m
s. Sexual coercion and dating violence	1 m	2 m	3 m	4 m

RQ1: Receptivity of target population to curricular content

A13. How much do you agree or disagree that the content of [CURRICULUM] matches up with the needs of the following groups of youth?

SELECT ONE RESPONSE PER ROW

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	I don't know/ Not sure
a. Youth who identify as LGBTQ	1 m	2 m	3 m	4 m	5 m	d m
b. Youth who do not have models for marriage	1 m	2 m	3 m	4 m	5 m	d m
c. Youth who have voluntarily engaged in sexual activity	1 m	2 m	3 m	4 m	5 m	d m
d. Youth who have experienced physical or sexual trauma	1 m	2 m	3 m	4 m	5 m	d m
e. Youth who identify as Black or African American	1 m	2 m	3 m	4 m	5 m	d m
f. Youth who identify as Hispanic or Latino	1 m	2 m	3 m	4 m	5 m	d m
g. Youth who identify as American Indian or Alaskan Native	1 m	2 m	3 m	4 m	5 m	d m
h. Youth with intellectual or developmental disabilities	1 m	2 m	3 m	4 m	5 m	d m
i. Youth who are pregnant or parenting	1 m	2 m	3 m	4 m	5 m	d m
j. Youth experiencing homelessness	1 m	2 m	3 m	4 m	5 m	d m
k. Youth in foster care	1 m	2 m	3 m	4 m	5 m	d m
l. Youth in juvenile detention facilities	1 m	2 m	3 m	4 m	5 m	d m

RQ1: Receptivity of target population to curricular content

DISPLAY ON SAME PAGE AS A13

FILL [CURRICULUM]

A14. Are there any other groups of youth not mentioned whose needs are aligned well with the [CURRICULUM] curriculum? Please describe or select Next to move to the next question.

RQ1: Receptivity of target population to curricular content

DISPLAY ON SAME PAGE AS A13

FILL [CURRICULUM]

A15. Are there any other groups of youth not mentioned whose needs are not well aligned with the [CURRICULUM] curriculum? Please describe or select Next to move to the next question.

RQ3: Program content and activities

FILL [CURRICULUM] AND [SETTING]

A16. Do you use any of the following strategies to engage youth when delivering [CURRICULUM] at [SETTING]?

MARK ALL THAT APPLY

- Call on youth by their names to get them to participate.....1
- Incentives during the session (including raffles, incentive charts, candy, etc.).....2
- Incentives for at-home assignments (including homework).....3
- Icebreakers at the beginning of the lesson.....4
- Asking students to “pair and share”.....5
- Circulate throughout the room.....6
- Small group activities.....7
- Small group discussion.....8
- Class activities.....9
- Class discussion.....10
- Role plays.....11
- Games.....12
- E-Learning module.....13
- Videos.....14
- Other strategies (please describe)99

None of the above

RQ3: Program content and activities

FILL [CURRICULUM] AND [SETTING]

A17. Is there anything else you do to get youth more involved when delivering [CURRICULUM] at [SETTING]? Please describe or select Next to move to the next question.

B. Receptivity of settings and community to curriculum content

The questions in this section are about your experiences with the community and the setting in regard to their reactions to the SRAE program curriculum content.

RQ1: Receptivity of schools and communities to curricular content

FILL [CURRICULUM] AND [SETTING]

B1. Thinking about offering [CURRICULUM] in [SETTING], how supportive are the staff at [SETTING] about the curriculum in general? *This includes individuals such as school or site administrators, school teaching staff, afterschool staff, paraprofessionals, volunteers, counselors, caseworkers, faith-based staff, and program administrators.*

- m Very supportive..... 1
- m Supportive..... 2
- m Neither supportive or unsupportive 3
- m Unsupportive..... 4
- m Very unsupportive..... 5

RQ1: Receptivity of schools and communities to curricular content

FILL [SETTING]

B2. Did any staff at [SETTING] express a need for any of the following topics?

By staff, we mean all staff who interact with the youth participating in the SRAE program that are not facilitating programming. This includes individuals such as counselors, caseworkers, faith-based staff, and program administrators.

SELECT ONE PER ROW

	Yes	No	I don't know
Life skill building to support future goals and well-being			
a. Personal responsibility	1 m	0 m	0 m
b. Self-worth	1 m	0 m	0 m
c. Goal setting and future planning	1 m	0 m	0 m
d. Decision making	1 m	0 m	0 m
e. Self-regulation	1 m	0 m	0 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty			
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	0 m	0 m
g. Physical health	1 m	0 m	0 m
h. Sexual health	1 m	0 m	0 m
i. Social and emotional health	1 m	0 m	0 m
j. Benefits of a healthy marriage	1 m	0 m	0 m
Healthy relationships as the foundation for healthy marriage and family formation			
k. Trusted relationships with parents/adults	1 m	0 m	0 m
l. Healthy peer friendships	1 m	0 m	0 m
m. Healthy romantic relationships	1 m	0 m	0 m
n. Community connections	1 m	0 m	0 m
Avoidance of negative risk behaviors, such as drug and alcohol use			
o. Peer norms and behaviors	1 m	0 m	0 m
p. Drug and alcohol use	1 m	0 m	0 m
q. Media use and influence	1 m	0 m	0 m
Prevention of and support related to sexual coercion and dating violence			
r. Sexual consent	1 m	0 m	0 m
s. Sexual coercion and dating violence	1 m	0 m	0 m

RQ1: Receptivity of schools and communities to curricular content

FILL [SETTING]

B3. Did any staff in [SETTING] express concerns about you teaching or covering any of the following topics?

SELECT ONE PER ROW

	Yes	No	I don't know
Life skill building to support future goals and well-being			
a. Personal responsibility	1 m	0 m	0 m
b. Self-worth	1 m	0 m	0 m
c. Goal setting and future planning	1 m	0 m	0 m
d. Decision making	1 m	0 m	0 m
e. Self-regulation	1 m	0 m	0 m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty			
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	0 m	0 m
g. Physical health	1 m	0 m	0 m
h. Sexual health	1 m	0 m	0 m
i. Social and emotional health	1 m	0 m	0 m
j. Benefits of a healthy marriage	1 m	0 m	0 m
Healthy relationships as the foundation for healthy marriage and family formation			
k. Trusted relationships with parents/adults	1 m	0 m	0 m
l. Healthy peer friendships	1 m	0 m	0 m
m. Healthy romantic relationships	1 m	0 m	0 m
n. Community connections	1 m	0 m	0 m
Avoidance of negative risk behaviors, such as drug and alcohol use			
o. Peer norms and behaviors	1 m	0 m	0 m
p. Drug and alcohol use	1 m	0 m	0 m
q. Media use and influence	1 m	0 m	0 m
Prevention of and support related to sexual coercion and dating violence			
r. Sexual consent	1 m	0 m	0 m
s. Sexual coercion and dating violence	1 m	0 m	0 m

RQ1: Receptivity of schools and communities to curricular content

FILL [CURRICULUM] AND [SETTING]

B4. Please use the space below to share anything else about how supportive the [SETTING] is to offering the [CURRICULUM] curriculum. Please describe or select Next to move to the next question.

The next questions ask about your experience with the parents and guardians of youth receiving [CURRICULUM] in [SETTING].

RQ1: Receptivity of schools and communities to curricular content

FILL [CURRICULUM] AND [SETTING]

B5. To what extent have the parents or guardians of the youth that received [CURRICULUM] in [SETTING] communicated directly with you about the curricular content? This may include emailing or calling you or talking with you in-person.

- m A lot of parents of the youth in [SETTING] have communicated with our organization about the curricular content..... 1
- m Some parents of the youth in [SETTING] have communicated with our organization about the curricular content..... 2
- m No parents of the youth in [SETTING] have communicated with our organization about the curricular content..... 3 GO TO B5a
- m My organization does not have access or interactions with parents of the youth in [SETTING]..... 0 GO TO C1

If B5=3

B5a. Does your organization try to gather feedback about [CURRICULUM] in any way?

RQ1: Receptivity of schools and communities to curricular content

B5=1 OR 2

B6. How many parents or guardians of the youth receiving [CURRICULUM] in [SETTING] have expressed that the following topics should be covered?

SELECT ONE PER ROW

	A lot	Some	A few	None	I don't know
Life skill building to support future goals and well-being					
a. Personal responsibility	1 m	2 m	3 m	0 m	d m
b. Self-worth	1 m	2 m	3 m	0 m	d m
c. Goal setting and future planning	1 m	2 m	3 m	0 m	d m
d. Decision making	1 m	2 m	3 m	0 m	d m
e. Self-regulation	1 m	2 m	3 m	0 m	d m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty					
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	0 m	d m
g. Physical health	1 m	2 m	3 m	0 m	d m
h. Sexual health	1 m	2 m	3 m	0 m	d m
i. Social and emotional health	1 m	2 m	3 m	0 m	d m
j. Benefits of a healthy marriage	1 m	2 m	3 m	0 m	d m
Healthy relationships as the foundation for healthy marriage and family formation					
k. Trusted relationships with parents/adults	1 m	2 m	3 m	0 m	d m
l. Healthy peer friendships	1 m	2 m	3 m	0 m	d m
m. Healthy romantic relationships	1 m	2 m	3 m	0 m	d m
n. Community connections	1 m	2 m	3 m	0 m	d m
Avoidance of negative risk behaviors, such as drug and alcohol use					
o. Peer norms and behaviors	1 m	2 m	3 m	0 m	d m
p. Drug and alcohol use	1 m	2 m	3 m	0 m	d m
q. Media use and influence	1 m	2 m	3 m	0 m	d m
Prevention of and support related to sexual coercion and dating violence					
r. Sexual consent	1 m	2 m	3 m	0 m	d m
s. Sexual coercion and dating violence	1 m	2 m	3 m	0 m	d m

RQ1: Receptivity of schools and communities to curricular content

B5=1 OR 2

B7. How many parents or guardians of the youth receiving [CURRICULUM] in [SETTING] have expressed concerns about any of the following topics being covered?

SELECT ONE PER ROW

	A lot	Some	A few	None	I don't know
Life skill building to support future goals and well-being					
a. Personal responsibility	1 m	2 m	3 m	0 m	d m
b. Self-worth	1 m	2 m	3 m	0 m	d m
c. Goal setting and future planning	1 m	2 m	3 m	0 m	d m
d. Decision making	1 m	2 m	3 m	0 m	d m
e. Self-regulation	1 m	2 m	3 m	0 m	d m
Advantages of refraining from nonmarital sexual activity to improve future outcomes, enhance overall health, and avoid poverty					
f. Optimal or overall health (defined as a dynamic balance of physical, emotional, social, spiritual, and intellectual health.)	1 m	2 m	3 m	0 m	d m
g. Physical health	1 m	2 m	3 m	0 m	d m
h. Sexual health	1 m	2 m	3 m	0 m	d m
i. Social and emotional health	1 m	2 m	3 m	0 m	d m
j. Benefits of a healthy marriage	1 m	2 m	3 m	0 m	d m
Healthy relationships as the foundation for healthy marriage and family formation					
k. Trusted relationships with parents/adults	1 m	2 m	3 m	0 m	d m
l. Healthy peer friendships	1 m	2 m	3 m	0 m	d m
m. Healthy romantic relationships	1 m	2 m	3 m	0 m	d m
n. Community connections	1 m	2 m	3 m	0 m	d m
Avoidance of negative risk behaviors, such as drug and alcohol use					
o. Peer norms and behaviors	1 m	2 m	3 m	0 m	d m
p. Drug and alcohol use	1 m	2 m	3 m	0 m	d m
q. Media use and influence	1 m	2 m	3 m	0 m	d m
Prevention of and support related to sexual coercion and dating violence					
r. Sexual consent	1 m	2 m	3 m	0 m	d m
s. Sexual coercion and dating violence	1 m	2 m	3 m	0 m	d m

RQ1: Receptivity of target population to curricular content

B5=1 OR 2

B8. Is there anything else you would like to share about feedback you received on [CURRICULUM] from parents and guardians? Please describe or select Next to move to the next question.

C. Your Job and Training Experience

The next questions are about your job or position and training as an SRAE facilitator.

RQ3: Facilitator

C1. What is your job or your position?

- An outside facilitator (such as a health educator).....1
- A schoolteacher that focuses on health.....2
- A schoolteacher of another subject that is not health3
- A school counselor or school nurse4
- Other (please describe)99

RQ3: Facilitator

C2. How long have you worked in this position?

- Less than 1 year.....1
- 1–3 years.....2
- 4–7 years.....3
- 8–10 years.....4
- More than 10 years.....5

RQ3: Facilitator

C3. Before you started your current position, which of the following fields did you work in?

MARK ALL THAT APPLY

- Health Education.....1
- Counseling.....2
- Education.....3
- Vocational rehabilitation.....4
- Juvenile justice.....5
- Psychology.....6
- Social work or human services.....7
- Medicine/Nursing.....8
- Administration.....9
- Child development.....10
- Child welfare.....11
- Public health.....12
- Other field or did not work (please describe).....99

RQ3: Facilitator

C4. What is the highest level of education you have completed?

- m Some high school.....1
- m High school diploma or equivalent.....2
- m Postsecondary vocational or technical training.....3
- m Some college, no degree.....4
- m Associate degree.....5
- m Bachelor's degree.....6
- m Master's degree.....7
- m Doctorate or other professional degree.....8

RQ3: Facilitator

C5. Do you currently have a professional license, certification, or credential related to the work you do with youth?

- m Yes (please describe).....1
- m No.....0

RQ3: Facilitator

C6. How many total years of experience do you have teaching sexual education curriculum? Include all years teaching topics that include sexual risk avoidance, abstinence education, and contraception.

- m None.....1
- m Less than 6 months.....2
- m 6 to 11 months.....3
- m 1 to 2 years.....4
- m 3 to 5 years.....5
- m More than 5 years.....6

RQ3: Facilitator

C7. How many years of experience do you have teaching only sexual risk avoidance curriculum?

- m None.....1
- m Less than 6 months.....2
- m 6 to 11 months.....3
- m 1 to 2 years.....4
- m 3 to 5 years.....5
- m More than 5 years.....6

RQ3: Facilitator

FILL [CURRICULUM] AND [SETTING]

C8. What are your experiences or connections with the community where you teach [CURRICULUM] in [SETTING]?

MARK ALL THAT APPLY

- Have worked in this setting before..... 1
- Grew up in the community or past resident..... 2
- Attended the same school or another school in the community..... 3
- A current resident of the community..... 4
- Worked with youth in the community..... 5
- Worked with other populations in the community— children, adults, or the elderly..... 6
- Of the same race or ethnicity as most members of the community 7
- Other experiences or connections (please describe) 99

m No experiences or connections with the community..... 0

RQ3: Facilitator

The next questions are about training and supports you may have received while teaching [CURRICULUM] in [SETTING].

C9. Have you been observed while teaching [CURRICULUM] in [SETTING] this school year?

MARK ALL THAT APPLY

- The grantee organization..... 1
- The program provider..... 2
- A training organization..... 3
- The program developer..... 4
- Other (please describe)..... 99

m I don't know/unsure..... d

m I have not been observed..... m

RQ3: Facilitator

If C9=YES

C10. How often were you observed this school year while teaching [CURRICULUM] in [SETTING]?

- m Once per program cycle..... 1
- m Once per year (if there is more than one program cycle in a year)..... 2
- m Once per grant period..... 3
- m Other (*please describe*) 99

RQ3: Facilitator

C11. Which of the following topics have you received training on?

MARK ALL THAT APPLY

- [FILL CURRICULUM]..... 1
- Sexual Risk Avoidance Specialist certification (Ascend).....2
- Classroom management.....3
- Positive youth development.....4
- Trauma-informed care.....5
- Mental health/Suicide prevention6
- Dating violence and consent.....7
- Trafficking.....8
- Child protection9
- Factors that predict the delay of sexual initiation.....10
- Referring youth for services.....11
- Substance use among youth.....12
- HIV/STIs.....13
- Other topics (please describe).....99

C12. What other types of training do you think would be helpful to better perform your job? Please describe or select Next to move to the next question.

Thank you for participating in this important survey!