

## Appendix E. Process Evaluation Facilitator Survey

ID NO.: \_\_\_\_\_  
Date: \_\_\_/\_\_\_/2019

Form Approved  
OMB No. 0990-  
Exp. Date XX/XX/20XX

[CURRICULUM]  
(e.g., REAL Essentials, Choosing the Best, represent<sup>®</sup>, etc.)

### Facilitator Survey

#### INTRODUCTION

Thank you for participating in this survey. This survey is part of a study sponsored by the Department of Health and Human Services (DHHS) about the [SMARTool Pilot Replication Project]. It is designed to get your impressions of the curriculum and the students' response to it. You have been asked to participate because you are a facilitator with experience teaching this curriculum.

The survey is being conducted by RTI International, under a subcontract to the MITRE Corporation. RTI is a not-for-profit research organization headquartered in North Carolina. MITRE has a contract with DHHS to conduct the study. MITRE is a not-for-profit company based in Bedford, Massachusetts and McLean, Virginia.

There are no risks or benefits to you personally for participating in this survey. Your participation is voluntary. You may decline to answer any question. Any information you share is confidential; we will never use your name in our reports or associate you with statements you make or information that you provide. The survey is designed to take about 25 minutes to complete.

If you have any questions or concerns about this study, please contact the RTI study director, Ellen Wilson (919-316-3337), the MITRE study leader, [NAME (PHONE NUMBER)] or the DHHS study leader, [NAME] ([PHONE]).

Please use a black or dark blue pen.

Fill in the bubble for your answers, like this: ● (Not this ✓ or ✕).

Please print answers to open-ended questions.

**PLEASE COMPLETE THIS QUESTIONNAIRE AND GIVE IT TO THE RTI DATA COLLECTOR ON THE DAY YOUR LAST PROCESS EVALUATION STUDENT SURVEY IS CONDUCTED.**

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-xxxx. The time required to complete this information collection is estimated to average 25 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, to review and complete 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

The following questions are about the [CURRICULUM] you taught this spring.

1. To how many different groups (classes) of students did you teach the [CURRICULUM] this Spring? Please include all the classes you taught, including those not involved with the [SmartTool Pilot Replication Project] □

— —

2. Which school district(s) did your students come from? (Please check all that apply.) □  
[LIST OF DISTRICTS IN IMPLEMENTING ORGANIZATIONS' CATCHMENT AREA]

3. Of the total number of groups (classes) you taught this spring using this [CURRICULUM], how many of the classes were involved with this [SmartTool Pilot Replication Project]?

— —

4. Including this year, how many years of experience do you have teaching **sexual health curricula** in general? □

None

Less than 1 year

1-2 years

3-5 years

More than 5 years

5. Do the secondary schools in your area provide information to students about sexual health topics through any means other than the [CURRICULUM]? (e.g., one-time assemblies)

Yes

No

Don't know

**IF YES:**

- a. What other means do the schools use?

\_\_\_\_\_

- b. Were you or was your organization involved with those other activities?

Yes

No

- c. Were those other activities integrated in any way with the [CURRICULUM]?

Yes

No

6. Before you taught the [CURRICULUM] this spring, how many years of experience had you had teaching **this curriculum**?

- None
- Less than 1 year
- 1-2 years
- 3-5 years
- More than 5 years

**IF QUESTION 6 = None** (OTHERWISE, PLEASE SKIP TO QUESTION 8):

7. If this was the first time you taught the [CURRICULUM], did you: □

a. review all the activities in the curriculum prior to teaching them?

- Yes
- No

b. practice teaching most of the activities?

- Yes
- No
- Not Applicable – this wasn't my first time teaching the curriculum

8. Have you ever received training on how to implement this curriculum? □

- Yes
- No

**IF YES:**

a. Did you receive training specifically related to this spring's classes?

- Yes
- No

**IF NO:**

b. Have you ever received training on the sexual risk avoidance (SRA) approach generally?

- Yes
- No

**IF YES TO Q 8b (IF NO TO Q8b, SKIP TO Q9):**

c. Please describe the training you received:

\_\_\_\_\_

d. How helpful was the [CURRICULUM] training in preparing you to teach the topics covered in the [CURRICULUM]?

- Very helpful
- Somewhat helpful
- Somewhat unhelpful
- Very unhelpful

9. How helpful was the [CURRICULUM] training in preparing you to effectively facilitate your classes?
- Very helpful
  - Somewhat helpful
  - Somewhat unhelpful
  - Very unhelpful

10. Do you want or need any additional training or support?
- Yes
  - No

**IF YES TO Q 10:**

- a. In what areas would you be interested in obtaining more training? (Please choose all that apply.)
- Specific skills related to teaching the curriculum (e.g., how to use specific methods such as group activities, question and answer, role play, and so forth)
  - Increasing comfort in discussing topics related to sexual health
  - Classroom management
  - I am not interested in attending any more trainings
  - Other (please specify): \_\_\_\_\_

11. When you taught the [CURRICULUM] this spring, how comfortable were you talking about the following topics?

	Very uncomfortable	Somewhat uncomfortable	Somewhat comfortable	Very comfortable
a. the sexual topics in this program <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. other topics in the curriculum <input type="checkbox"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. To what extent do you agree or disagree that you felt prepared to answer students' questions about the topics taught in the [CURRICULUM]?
- Strongly agree
  - Agree
  - Disagree
  - Strongly disagree

13. Think about the content of the [CURRICULUM]. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly Disagree
a. The [CURRICULUM] and teaching manual were written clearly. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. The organization and format of the lessons were easy to follow. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. The [CURRICULUM] provided enough time to promote understanding of key health concepts and practice skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. The [CURRICULUM] has materials that are culturally appropriate for the youth I taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. The content is relevant and applicable to students' daily lives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. The [CURRICULUM] is appropriate for teaching sex education to 9th and 10th graders. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. The materials provided for use with students were effective. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. The role-play situations were relevant and engaging. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. The other activities were relevant and engaging. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Did the curriculum...

Did the curriculum...	Yes	No
a. include links to additional information or other ways to obtain advice for special situations or populations?	<input type="radio"/>	<input type="radio"/>
b. provide supplemental resources related to the subject matter you taught, such as accurate information about sex, relationships, contraception, adolescent development?	<input type="radio"/>	<input type="radio"/>
c. provide FAQs for questions asked most often by youth?	<input type="radio"/>	<input type="radio"/>

15. To what extent do you agree or disagree with the following statements about the [CURRICULUM]?

The [CURRICULUM]....	Strongly agree	Agree	Disagree	Strongly Disagree
a. is an effective way to prevent teen pregnancy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. promotes earlier sexual involvement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. is appropriate all youth, regardless of ethnicity, levels of sexual activity, or orientation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. is an effective way to prevent STDs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. prepares students to be more successful in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. is appropriate for youth who have already had sex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. provides sufficient information about contraception.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. is an effective way to delay sexual debut among high school students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. increases parents' support for and engagement around sexual health education. □	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. How important is it that the following topics be included in school-based sex education?

	Not at all important	A little important	Somewhat important	Very important
a. waiting for sex until marriage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. sexual pleasure and enjoyment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. common rationalizations for teenage sex (e.g., both partners want to have sex; they use condoms to protect against STDs; they use effective birth control methods)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. how to use methods of contraception, including condoms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. sexually transmitted infections (STDs/HIV/AIDS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. sexual exploitation, sexual harassment, coercion, and assault	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. skills for healthy relationships, commitment, marriage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. how teen sex could affect the youths' goals and opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. There are many different teaching and learning experiences a facilitator can include in sexual health education programs. Think about the techniques used in the [CURRICULUM].

How effective were each of the following techniques for teaching the content covered in the curriculum?

	Not at all effective	Somewhat Effective	Effective	Very effective	Not relevant-technique was not part of the curriculum
j. Lecture	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
k. Video	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
l. Role playing	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
m. Small group discussion	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
n. Debate	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
o. Homework	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
p. Guest speakers	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
q. Other (please specify): _____	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

18. To what extent to you agree or disagree that you were well prepared to use all the teaching methods that were included in [the CURRICULUM].

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**IF DISAGREE OR STRONGLY DISAGREE to Q16:**

a. Which the teaching methods did you feel least prepared for?

\_\_\_\_\_

19. To what extent to you agree or disagree with the following statements:

	Strongly agree	Agree	Disagree	Strongly Disagree
a. Students who are taught how to use contraceptives are more likely to become sexually active or, if already sexually active, to have more partners.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
b. Sex education should be taught in schools.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
c. It's okay to have sex before marriage.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
d. The [CURRICULUM] is an effective way to encourage sexually active students to avoid sex in future romantic relationships.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
e. Delaying sex is important even if a person doesn't delay sex until marriage.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
f. Sex education curricula should clearly communicate to adolescents that waiting for sex is the healthiest choice for them.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
g. The key messages of the [CURRICULUM] are in alignment with my own beliefs.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
h. The [CURRICULUM] reinforces optimal outcomes for youth's sexual health and wellness.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>
i. [The CURRICULUM] promotes a realistic approach for supporting youth's physical and emotional health.	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/>

20. In your opinion, does the [CURRICULUM] provide adequate information to cause lasting change in students' sexual knowledge, values, and behaviors?

Yes

No

**IF NO:**

a. If not, how should the curriculum be changed?

\_\_\_\_\_

21. What was the **most** effective component of the curriculum for increasing students' understanding of sexual risk avoidance?

\_\_\_\_\_

22. What was the **least** effective component of the curriculum for increasing students' understanding of sexual risk avoidance?

\_\_\_\_\_

23. In hindsight, what, if anything, would you change or do differently to improve the [CURRICULUM]?

\_\_\_\_\_

24. About what proportion of the class, on average, was engaged in the lessons? □

- All or most
- About three quarters
- About half
- About one quarter
- None or almost none

25. To what extent do you agree or disagree with the following statements?

	Strongly agree	Agree	Disagree	Strongly Disagree	Not applicable
a. Students were reluctant to discuss their personal values and beliefs in the presence of their peers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
b. Students understood the lesson material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
c. Students participated in the group discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Students had difficulty participating in the role-plays.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Students were willing to discuss the content of the curriculum with their parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Students completed the homework assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Students were glad they took the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
h. The students did not think the culture reflected in the course material was like their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

26. Of the total number of lessons included in the [CURRICULUM], what proportion were you able to implement? □

- All or most
- About three quarters
- About half
- About one quarter
- None or almost none

27. Sometimes instructors add lessons to a curriculum to cover **additional topics** or add new content. Did you find it necessary to add lessons to the curriculum [IO NAME] provided you?   
[Yes/No]

**IF YES:**

a. What additional topics did the lessons cover?  
\_\_\_\_\_

28. Did you find it necessary to use any other **materials** that were not from the [CURRICULUM]?   
Yes  
No

**IF YES:**

a. What additional materials did you use? What topics were the materials about?  
\_\_\_\_\_

29. Did you find it necessary to use any other **activities** that were not from the [CURRICULUM]?   
Yes  
No

**IF YES:**

a. What additional activities did you use? \_\_\_\_\_

30. Please list THREE things that most helped you in **delivering** the [CURRICULUM] to 9<sup>th</sup> and 10<sup>th</sup> graders.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

31. Please list THREE things that would help you most in **improving** the delivery of the [CURRICULUM] to 9<sup>th</sup> and 10<sup>th</sup> graders.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**32.** You may have experienced both positive and negative factors that affected your teaching of the [CURRICULUM]. The statements below describe possible barriers or facilitators within your educational environment.

Please state the degree to which you agree or disagree regarding your personal situation and experience.

	Strongly agree	Agree	Disagree	Strongly Disagree
a. Classroom management issues detracted from my ability to teach the lessons as written. □	○ ○	○ ○	○ ○	○ ○
b. Facilitation of group work was challenging. □	○ ○	○ ○	○ ○	○ ○
c. I felt confident delivering these lessons. □	○ ○	○ ○	○ ○	○ ○
d. I had the full support of the school administration to meet the sex education needs of my students. □	○ ○	○ ○	○ ○	○ ○
e. Parents generally supported my efforts to meet the sex education needs of my students. □	○ ○	○ ○	○ ○	○ ○
f. Faith-based organizations in this community support my efforts to meet the sex education needs of my students. □	○ ○	○ ○	○ ○	○ ○
g. Students didn't feel comfortable talking with me in class about sexuality. □	○ ○	○ ○	○ ○	○ ○
h. I had access to the right training to provide the sex education needed. □	○ ○	○ ○	○ ○	○ ○
i. There was insufficient time in each session to teach the lessons. □	○ ○	○ ○	○ ○	○ ○
j. Parents in this community are generally supportive of school-based sex education. □	○ ○	○ ○	○ ○	○ ○
k. Parents in this community are generally supportive of the SRA approach. □	○ ○	○ ○	○ ○	○ ○
l. Personnel in the school/organization are generally supportive of the SRA approach. □	○ ○	○ ○	○ ○	○ ○
m. Personnel in the school/organization are generally supportive of me coming into the school to teach the curriculum. □	○ ○	○ ○	○ ○	○ ○

33. To what extent do you agree or disagree that events outside the classroom impaired your ability to deliver the lessons.

- Strongly agree
- Agree
- Disagree
- Strongly disagree

**IF AGREE OR STRONGLY AGREE:**

a. Please explain: \_\_\_\_\_ □

34. What is your experience, if any, as a school teacher?

- I am currently employed as a teacher on a full-time basis
- I am a substitute teacher
- I used to be a teacher but now do something else
- I am a retired teacher
- I have no experience as a school teacher [IF CHECKED, SKIP TO Q38]

35. Counting this year as a full year, how many years have you been (or were you) a teacher? □

— —

36. IF YOU ARE OR HAVE BEEN A TEACHER: What subject area do/did you teach? (Please check all that apply.) □

- Language arts/English
- Science
- Physical education
- Health education
- Social studies
- Math
- Computers
- Other (PLEASE SPECIFY): \_\_\_\_\_

37. What other experience prepared you for this position as an educator for this [CURRICULUM]?

\_\_\_\_\_

38. How old are you? □

— —

39. What is your biological sex? □

- Male
- Female

40. Are you Hispanic or Latino/a? □

- Yes
- No
- Refused

41. What is your race? (Mark all that apply) □

- American Indian or Alaskan Native
- Asian
- Native Hawaiian or Pacific Islander
- Black or African American
- White
- Other
- Refused

42. What is your highest level of education? □

- High school or equivalent
- Associate degree
- Bachelor of Arts/Bachelor of Science
- Master of Arts/Master of Science
- Master's degree plus 15 or more additional course hours
- EdD/PhD
- Other (Please specify: \_\_\_\_\_)

The End

Thank you for sharing your thoughts.

**Please give this completed questionnaire to the RTI data collector assigned to your class.**