Healthy Relationships Toolkit

Empowering Teens to Build Safe & Supportive Relationships

GUIDE TO PROGRAM EVALUATION

Note: The Healthy Relationships Toolkit: Empowering Teens to Build Safe and Supportive Relationships was previously referred to as Dating Matters: Strategies to Promote Healthy Teen Relationships.

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This Guide to Program Evaluation provides information, guidance, and suggestions to conduct a successful program evaluation of the Healthy Relationships Toolkit model in your community.

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Introduction

WHAT IS THE HEALTHY RELATIONSHIPS TOOLKIT?

The Healthy Relationships Toolkit: Empowering Teens to Build Safe & Supportive Relationships (previously referred to as Dating Matters) is a comprehensive model to prevent violence in adolescence that was developed and evaluated by the Centers for Disease Control and Prevention (CDC). The Healthy Relationships Toolkit (HeaRT) promotes healthy relationship behaviors to prevent violence before it starts. The model focuses on 11- to 14-year-olds to prevent dating violence, sexual violence, bullying, and other risk behaviors in middle school and across the lifespan. It includes multiple prevention components that focus on individuals, peers, families, schools, and neighborhoods. These components work together to reinforce and promote respectful, nonviolent relationships.

WHAT ARE THE COMPONENTS OF THE HEALTHY RELATIONSHIPS TOOLKIT?

The comprehensive model is comprised of seven prevention components. These components (Figure 1) address key risk and protective factors for violence across the social environments that influence young people, including peers, their families, the school, and the neighborhood.

To learn more visit: **The Healthy Relationships Toolkit**

Figure 1. HeaRT Comprehensive Model to Prevent Violence in Adolescence

WHAT ARE THE YOUTH PROGRAMS?

The youth programs include three grade-specific (6th, 7th, and 8th) curricula that teach youth to identify and develop the skills and behaviors that lead to safe and healthy relationships.

- **HeaRT for 6th graders** is designed to provide youth with opportunities to learn and enhance relationship skills in an engaging and non-threatening manner. Through seven 50-minute sessions, youth learn about healthy teen dating relationships by first exploring what it means to have healthy friendships.

- **HeaRT for 7th graders** reinforces the information and skills developed in the 6th grade program. There are seven 50-minute sessions with modules that provide further information on sexual violence, teen dating safety, and relationship rights, as well as access to supportive resources.

- **HeaRT for 8th graders** is an evidence-based program delivered in 8th grade that builds upon the skills and knowledge students learned in the 6th and 7th grade programs. This 10-session program is designed to be delivered in the classroom and includes a school-wide poster contest and play.

WHAT IS THE I2I YOUTH COMMUNICATION PROGRAM?

i2i is a youth-focused communications program. It is designed to reinforce messages learned in the youth programs using technology and language that is relevant for middle schoolers (ages 11-14). i2i is delivered through Brand Ambassadors, 15–18-year-old "near peers" who engage younger teens with healthy relationship messages through i2i events, social and digital media, and engaging print materials.

WHAT ELSE DOES THE PREVENTION MODEL INCLUDE?

In addition to these programs for youth, the model also includes three programs for parents of middle schoolers, a training for educators and school staff on their role in preventing violence in adolescence, and several tools to support and inform implementation in communities, including a capacity assessment and planning tool, a guide to using indicator data, and a guide to informing policy.

If you are implementing the full model in your community in partnership with your local health department we suggest reviewing the **Guide to Using Indicator Data.** This resource provides information on how to collect and use teen dating violence data. This data can help you understand impacts of implementing this comprehensive violence prevention model at a larger scale and assist in conducting a comprehensive program evaluation. Although this guide is focused on teen dating violence, many of the suggested indicators may be useful for other forms of violence in adolescence as well.

ABOUT THIS GUIDE TO PROGRAM EVALUATION: A FOCUS ON YOUTH PROGRAM DATA

This guide to evaluation was created to provide information, guidance, and suggestions to conduct a successful program evaluation in your community. While there are many ways to conduct a program evaluation and many sources of data that can be used, this guide focuses on the most common type of data used by schools and communities implementing the HeaRT model—**youth program data.**

Since this guide to program evaluation has a focus on youth program data, **this guide is for you if you are implementing at least one of the following programs:**

- HeaRT for 6th Graders
- HeaRT for 7th Graders
- Safe Dates for 8th graders
- i2i Youth Communications Program

If you are implementing other components of the model such as parent programs, a program evaluation using youth program data will tell you how *all* components that youth are exposed to in their school, family, or neighborhood are affecting youth. In short, you can evaluate the full model using the youth program data as your outcome measure.

If you are *only* implementing a different component than the youth programs, you will need to develop different data collection tools. For example, if you are implementing only the parent program, you will need to develop a plan for evaluating parent program data. However, some of the general information on program evaluation planning in this guide still may be helpful for you.

In Section 1, you will learn about the benefits of conducting a program evaluation as well as the different types of evaluation.

Section 1: Why Evaluate?

Program evaluation is beneficial for many reasons and is considered a critical component of implementing prevention programs. Program evaluation can help us:

- Measure changes that occur in participants or the community
- Improve program implementation over time
- Know if the model is being implemented as intended
- Demonstrate impact to key partners
- Engage new partners
- Track progress
- Justify the need for ongoing resources
- Determine if the program should be replicated in other locations or sites

PROGRAM EVALUATION DOES NOT TELL US WHETHER A PROGRAM "WORKS"

It is important to understand the differences between program evaluation and research. The primary purpose of program evaluation is to improve program implementation and demonstrate its value for partners (e.g., schools, organizations, funders). In contrast, the purpose of outcome evaluation or "effectiveness" research is to generate new, credible evidence about whether an intervention is effective at achieving its intended outcomes. Both program evaluation and outcome evaluation research can use scientifically rigorous methods. However, program evaluation is typically less rigorous and is not designed to answer questions like "Does this program work?". Instead, program evaluators can think of their work as answering the question "Is this program working for us?," and use the data collected to make changes in real time to improve implementation and increase the value of the program for their community.

Evaluation can be a lengthy process and planning should go into deciding what you want to know, how data will be collected, analyzing that data, and then telling a story with that data. The CDC EvaluACTION Framework for Evaluation has a series of steps that can help guide the evaluation process from start to finish. This framework provides comprehensive guidance on how to conduct program evaluation. If you are new to program evaluation, we suggest using this framework in tandem with this guide to set you up for a successful program evaluation. This guide gives you the tools you need to conduct two types of program[1] evaluation: process evaluation and outcome evaluation.

Tip!

EvaluACTION provides you with a step-by-step process to conduct program evaluation. It provides resources that can help you with each step of the process.

You can use this resource checklist to help you plan your evaluation: EvaluACTION Resource Checklist (cdc.gov)

Process Evaluation determines whether the program activities were implemented as intended, acceptable to participants, and how the program or implementation can be improved. A process evaluation is specific to one program being implemented. In this guide, the provided tools are specific to the youth programs. Some key questions you might want to answer with a process evaluation of the youth programs are:

- How many sessions were delivered?
- How many students participated in each session?
- Were the sessions delivered as designed?
- What were some problems or barriers to implementing the activities?
- How did youth respond to the activities? What did they like best, have the most questions about, get distracted during, engage with most, etc.?

Outcome Evaluation measures short- and long-term program effects in a specific population. Some key questions you might answer with an outcome evaluation of the youth programs are:

- Were there any changes in violence-related behaviors in students who participated in the programs?
- Did students who participated in the programs experience less teen dating violence after participating than before?
- How did implementing HeaRT affect peer support and school climate?

We suggest collecting both process and outcome data for a comprehensive program evaluation. Now that you have an overview of these types of program evaluation, we will introduce the measures that were created for HeaRT program evaluation in the next section.

Table 1. Types of Program Evaluation

Evaluation Type	When To Use	What It Shows	Why Is It Useful	Tools
Process Evaluation	• As soon as implementation begins • During implementation	• How well the program is working • The extent to which it is being implemented as designed • Whether it is accessible and acceptable to its target population	• Provides an early warning for any problems that may occur • Allows implementers to monitor how well their plans and activities are working	• Facilitator Logs
Outcome Evaluation	• Before implementation begins • After implementation is completed	• The degree to which the program is maybe affecting the intended outcomes, such as attitudes or behavior	• Tells whether the program is effective in meeting its objectives.	• Youth Survey

Adapted from: National Center for HIV, STD and TB Prevention (U.S.). Division of Sexually Transmitted Diseases (2001). Program operations guidelines for STD prevention: Program evaluation. https://stacks.cdc.gov/view/cdc/40221

[1] **The Healthy Relationships Toolkit is not a program but a comprehensive prevention model that includes multiple programs and other interventions. You may be implementing one or all of these interventions; however, the tools in this guide are specifically designed to evaluate implementation of the youth programs. We use "program" in this guide to refer to your implementation of these programs. However, much of this guidance can be applied to program evaluation of other components as well.**

Section 2: Overview of Measures

The youth survey and facilitator logs in this guide were developed by evaluation experts at the CDC for use by communities implementing the HeaRT model. These tools should provide you with the data you need for both process and outcome evaluation.

PROCESS EVALUATION: FACILITATOR LOGS

What is a facilitator log?

A facilitator log is a tool to collect information from program facilitators about the quantity and quality of implementation. The purpose is to allow implementation supervisors (e.g., Coaches) and evaluators to assess whether the youth program is being implemented as intended. They are specific to each of the youth program sessions (i.e., Session 1 of the 7th grade program; Session 5 of the 6th grade program). Information gathered from facilitator logs can be used to "troubleshoot" during implementation. They can be used to identify areas where facilitators may need additional training or support, or places where adaptations may be needed. Understanding the extent and nature of implementation can also help when communicating outcome evaluation findings.

How long will it take facilitators to complete the facilitator log?

Each facilitator log is specifically designed for each session. Each log should take a few minutes to complete at the end of each session.

How is data collected?

Facilitator logs can be completed as paper-and-pencil measures or electronically using software like SurveyMonkey, Google Forms, or Typeform.

When planning your facilitator log data collection, consider these questions:

- Who will be responsible for collecting facilitator logs?
- How often will facilitators submit completed logs? After each session or at the end of the program?
- Will facilitator logs be reviewed as they are submitted to monitor implementation or only when all sessions are completed?

When should I complete the facilitator log?

A facilitator log should be completed *immediately after each session* by the program facilitator that implemented the session while memory of the session is fresh. We suggest that facilitators not wait until a later date and complete multiple logs at once. This will help ensure that all information is as accurate as possible.

OUTCOME EVALUATION: YOUTH SURVEY

What is the youth survey?

The youth survey is a tool to collect information from students about attitudes, behaviors and experiences that might be affected by their engagement with the HeaRT youth programs. There are two versions of the youth survey – the short form and the long form.

Why is there a short form and a long form?

The two versions have different purposes and are intended to be administered at different time points. The **short form** measures outcomes where it is possible to see change in a shorter period—such as over the 7 weeks of program implementation. **The long form** measures some additional outcomes where change is more likely to be observed over a longer period. The long form includes all the items in the short form plus some additional measures. Use of both the short and long forms is recommended as part of a pre-test post-test evaluation design with follow-up, which is described further below. The long form should be used as the pre-test survey and the follow-up survey. The short form should be used as the post-test survey.

How many questions does the survey have and how long will it take students to complete?

The short form has 7 measures including 47 items total and should take about 10-15 minutes to complete. The long form has 15 measures including 93 items total and should take about 15-20 minutes to complete.

How is data collected?

The youth survey was designed to be printed for paper-and-pencil completion. However, it could also be administered using an online survey program such as SurveyMonkey, Google Forms, or Typeform for electronic data collection.

Should the survey be anonymous?

Yes – it is extremely important that the survey be fully anonymous. To ensure the safety of the student's information, no one (including school staff or facilitators) should be able to connect a student's data with their name. Anonymity should be assured before, during, and after completion of the survey.

How can I protect students' privacy?

- Before administering the survey, be sure that none of the forms request or record student names. If you are using an electronic survey, be sure that the electronic form does not collect email addresses or any other identifying information from students.
- During survey administration, students should not be able to see each other's papers or screens.
- After completion of the survey, anonymity should be protected by asking students to insert paper surveys upside-down into a closed box or placing their survey in an unmarked envelope before turning it in to program facilitators. Special care should be taken if the students complete an electronic form to ensure the data is password protected.
- If you need to track survey completion, it can be done by checking off names of students completing the survey in a separate document, like an attendance roster.

While planning your youth survey data collection, consider these questions:

- Which method of data collection will work best for you, electronic or paper?
- If electronic, what software will you use?
- Are there any holidays, vacations, or other school events that you need to work around?
- If you decide to collect paper and pencil data, who will enter the data?

What does the youth survey measure?

The youth survey measures individual student data on several key outcomes. Because the surveys are anonymous, data from one student's pre-test and post-test surveys cannot be linked. Instead, the data will be pooled (or "aggregated") across all students at each time point. This pooled data may or may not include the same students at each time point being compared; that is not a problem for interpreting the results. You will compare the average score, for example, across all students included in the pre-test with the average score for all students included in the post-test or follow-up sample.

All the outcomes that the youth survey assesses are described in Table 2 below.

Both versions of the survey measure:

- Current Grade
- Sex
- Peer Support
- Attitudes about Social Norms for Males and Females
- Curriculum-Based Knowledge
- School Support
- School Climate

The long form of the survey *also* measures:

- Dating History
- Parental Supervision
- Teen Dating Violence Perpetration & Victimization
- Sexual Harassment Victimization
- Sexual Violence Victimization
- Bullying and Cyberbullying Victimization
- Substance Use

Table 2. Outcomes and Rationale of Measures Included in the youth survey

	Outcomes	Why Measure This?
Demographics	Current Grade & Sex	We measure demographics to describe the survey participants and look for patterns in responses by group. For example, were there differences in the outcomes of students by sex or grade level?
School Measures	Peer Support, School Support, School Climate	We measure perceived Peer Support, School Support, and School Climate to evaluate the students' social environment. For example, were there changes in school climate after programs were implemented?
Dating	Dating History, Parental Supervision	We evaluate how these dating behaviors change before and after participating in the programs to see any changes such as the number of students dating.
Teen Dating Violence (TDV)	TDV Victimization & Perpetration	TDV is a key outcome of the HeaRT model. The survey measures both TDV victimization (or experiencing) and TDV perpetration (or committing) to see if change occurs after participating in the programs.
Peer Violence Behaviors	Sexual Harassment Victimization, Sexual Violence Victimization, Bullying & Cyberbullying Victimization	The HeaRT model addresses multiple forms of violence such as bullying and cyberbullying. We evaluate these behaviors to assess changes after participation.
Curriculum-Based Knowledge	Emotions, Communications, Healthy Relationships, Seeking Help, "RESPECT ME Rights", TDV Knowledge	The youth programs teach students knowledge and skills such as recognizing emotions, healthy communication techniques, and what a healthy relationship looks like. These questions measure how well students learned this information.
Other Risk and Protective Factors	Attitudes about Social Norms for Males and Females & Substance Use	The HeaRT model has been shown to also affect other risk and protective factors for violence including attitudes about social norms for males and females and substance use. Assessing these outcomes will help you understand whether these changes may be happening with your students.

PRE-TEST POST-TEST EVALUATION DESIGN

A **pre-test post-test evaluation design** is a common way to measure impact and change. In a pre-test post-test design, you measure an anticipated outcome **BEFORE** and **AFTER** program participation. Ideally, you will also measure outcomes again at a later **FOLLOW-UP** time. By comparing aggregated (pooled) data before and after the intervention, you can assess any short-term changes in outcomes. Data can be aggregated across a classroom, grade, school, or organization, and will tell you what changes are happening at that level. Assessing outcomes again at a later follow-up allows you to look for longer-term changes. Post-test surveys should happen immediately or shortly (for example, one week) after program participation. Follow-up surveys can happen much later; the longer the time between pre-test, program completion, and the follow-up surveys, the more likely you are to see long-term change and to know whether those changes can be sustained. Ideally, the follow-up will occur 3-6 months after implementation is completed. Follow-up surveys can be repeated.

Is a pre-test post-test design the best option?

There are many types of program evaluation designs that each have different strengths and weaknesses. This guide provides guidance for using a pre-test post-test design because it is the common approach used in community-led program evaluations. Some strengths of a pre-test post-test design are that it is easy to implement, the data are easy to compare, and you don't need to test the same students to conduct analyses. However, this design does not allow you to determine the effectiveness of the program because it does not include a control or comparison group that would allow you to compare students who received the program to those who did not. Depending on your needs you might consider using a different program evaluation design. CDC's Program Evaluation Self Study Guide provides guidance on selecting the best evaluation design for your needs: **Program Evaluation Guide — Step 3 — CDC**. If you decide to use a different design, the facilitator logs and youth survey can still be used or adapted to meet your needs.

Suggested Survey and Implementation Schedule

Pre-test Survey:
Administer the **long form** approximately 1-2 weeks prior to the first session

Youth Program Implementation (7 sessions)

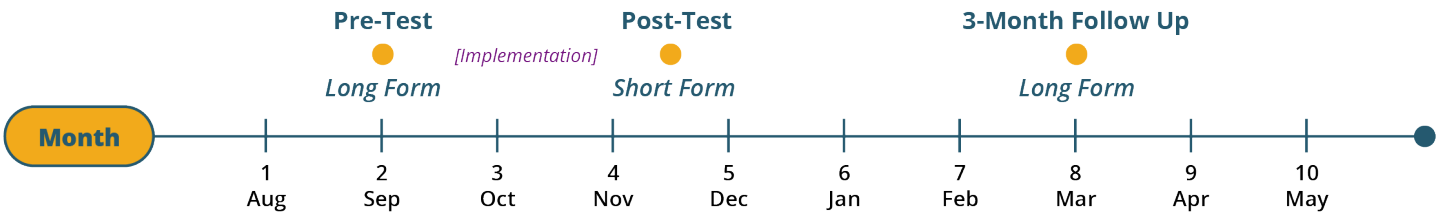
Post-test Survey:
Administer the **short form** approximately 1-2 weeks after the final session

Follow-up Survey:
Administer the **long form** at least 3 months after the post-test

We recommend conducting a follow-up survey *at least* 3 months after completion of the youth program sessions to see changes in types of violence that occur less frequently. Longer follow-up periods (4+ months) and repeated follow-up with equally spaced measures (e.g., 3 months and 6 months) could be beneficial because you are able to understand longer term outcomes that are sustained over time. However, this may not be practical for implementing partners that do not have access to participants over longer timeframes for surveying.

When you administer the youth survey will depend on when and on what schedule your school implements the sessions. The sample timeline below shows when you might administer surveys for sessions that are implemented weekly starting in September. We recommend making a timeline to help guide your data collection and think about how you will reach youth for follow-up surveys that occur outside of the school calendar.

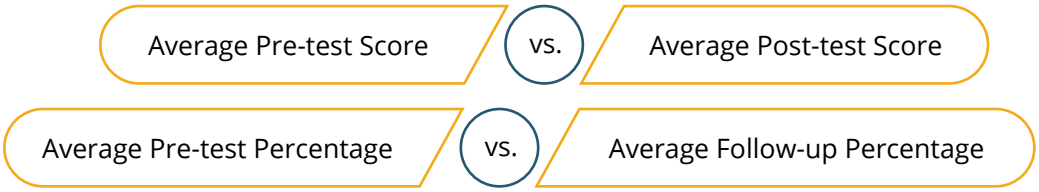
Sample Youth Survey Timeline



Measuring Change in a Pre-test Post-test Evaluation

A pre-test post-test design allows you to compare outcomes before and after program implementation to measure change. There are two primary methods of analysis that you can use:

Method A: Compare Scores or Percentages



Method B: Calculate Percent Change

$$\text{Average Percent Change} = \frac{\text{Post-test Average Score OR Follow Up Average Score} - \text{Pre-test Average Score}}{\text{Pre-test Average Score}} \times 100$$

The percent change can be calculated using the formula above. Note that you will need to either use the average post-test score/percentage or the average follow-up score/percentage depending on which analysis you are conducting.

It is important to pay close attention to whether you get a positive or negative result. What a positive or negative percent change indicates depends on the variable you are measuring.

- If your percent change is positive, this indicates that the variable that you're measuring increased from the pre-test to the second time point (e.g., post-test or follow-up). If you're measuring something positive, like school support, a positive percent increase means that students reported more school support after the implementation of the program than before.
- If your percent change is negative, this means that the variable you're measuring decreased from the pre-test to your second time point. If you're measuring something negative, like substance use, a negative percent increase means that after implementation students are reporting less substance use.

In most cases, you will want to compare pre-test scores to post-test and/or follow-up scores. Remember that some outcomes are only measured at follow-up in the long-form survey, so that will determine which outcomes can be measured at different time periods. Some outcomes are measured at post-test and follow-up; some are measured at follow-up only. These outcomes include:

Measures that could be compared with pre-test at both post-test and follow-up:

- Peer Support
- Attitudes about social norms for males and females
- Curriculum-Based Knowledge
- School Support
- School Climate

Measures that could be compared with pre-test at follow-up only:

- Teen Dating Violence
- Sexual Harassment
- Sexual Violence
- Bullying & Cyberbullying
- Substance Use

Tip!

You might see changes in your data that you are unsure how to interpret. For example, you could see big changes in one form of violence but smaller changes in another, or you might see an increase in a negative outcome when you expected to see a decrease. Without context for why these changes occurred, they can be difficult to understand. This is especially difficult when you are collecting data from smaller groups, because just a few responses can greatly impact the findings. One way to help you better understand what might be happening in your data is to host a "data party." A data party is a space for partners (e.g., students, facilitators, teachers, community members) to come together and collectively analyze data. This is a great way to get an idea about what might be going on in the data directly from people involved in implementation. To learn more about conducting data parties, check out this page: **Data party | Better Evaluation**.

We suggest using both the facilitator log and the youth survey to conduct a successful program evaluation. Now that you understand both tools, in the next section we will discuss some key actions you should take to prepare for data analysis.

Section 3: Preparing for Data Analysis

In this section, we will review key steps in preparing for data analysis and introduce the Youth Survey Analysis Tool. Sections 4 & 5 provide more details on using the facilitator log and youth survey data. There are two key things you will need to do to prepare for data analysis: (1) set up a spreadsheet and (2) code & clean data.

SET UP A SPREADSHEET

Before you can analyze data from the facilitator logs or youth surveys, you will need to enter the data into a spreadsheet, such as Excel or Google Sheets. We suggest using two separate spreadsheets – one for the facilitator logs and one for the youth survey that includes pre-test, post-test, and 3-month follow-up data. Each column should list a different variable (i.e., Grade, Sex, Peer Support A, Peer Support B, etc.) and each row should hold all data for a specific respondent (i.e., Facilitator 1 or Student 1). The sample below can help get you started on setting up a spreadsheet.

Youth Survey Sample Spreadsheet

Student	Grade Level	Sex	Peer Support A	Peer Support B	Peer Support C
1	1	3	99	99	99
2	2	1	1	1	1
3	2	1	1	1	1
4	2	1	1	1	1
5	2	1	1	1	1
6	2	2	1	0	1
7	2	2	1	1	1
8	2	1	1	1	1
9	2	1	1	0	0
10	2	2	1	1	1
11	2	2	1	0	1
12	2	1	1	0	1
13	2	1	1	0	0
14	2	2	1	0	1
15	2	2	0	1	1
16	2	2	1	1	1
17	2	2	1	0	1
18	2	1	1	1	1
19	2	1	1	1	1
20	2	2	1	1	1

This row contains all data from student 11.

Column 4 contains all data collected from the Peer Support B Variable

Youth Survey Analysis Tool

You can also utilize the Youth Survey Analysis Tool—an Excel spreadsheet that automatically takes the data that you enter and generates analyses and data visualizations for pre-test, post-test, and follow-up time points. If you have access to Excel, using the tool will help streamline your analyses and save you time. **The Youth Survey Analysis Tool is available at** https://vetoviolence.cdc.gov/sites/default/files/heart-youth-survey-analysis-tool-508.pdf. Note that experience with Excel is needed to utilize the Tool; CDC cannot provide technical assistance or troubleshooting for the Youth Survey Analysis Tool or Excel.

Tip!

If you are using any form of electronic data collection (like SurveyMonkey) you should "test" your electronic survey. It's important to ensure that your survey will allow you to have data that can easily be analyzed. You can test your survey by completing a few mock survey responses and downloading the data. Many survey tools will allow you to download data into a spreadsheet. If not, make sure that the downloaded format is easily transferable to a program that you can use to analyze the data.

CODE & "CLEAN" DATA

To calculate results, survey responses must be entered as numbers. When you assign a number to a response option, it is called a "code". For example, a survey response of "Yes" or "No" might be coded with a 1 and a 0, where Yes = 1 and No = 0. Section 4 and 5 provide codes for each measure and response option. You must use these codes if you plan to use the Youth Survey Analysis Tool.

After you have coded and entered the data, it is good practice to look at your data before you start analyzing to ensure that it was entered correctly. You can look at your data by visually scanning your spreadsheets' rows and columns. While doing so, you may notice things that need to be fixed before you can conduct analyses. For instance, you might notice response options that are not possible; for example, an entry of 11 on a scale from 1-5 is likely a typo. This process is called "cleaning" the data.

USING THE ANALYSIS GUIDES

Once your spreadsheet has been set up and your data has been coded, entered, and cleaned, you are ready to analyze the data. The data analysis guides in Sections 4 and 5 provide more information on the included measures, the intended use, and sample descriptions of the outcomes.

If this is your first-time conducting data analysis, we suggest reviewing the following guides before getting started:

1. Analyzing Quantitative Data for Evaluation

2. Analyzing Qualitative Data for Evaluation

These guides will introduce you to some of the types of quantitative and qualitative analyses you will see in the analysis guides. Most data collected from the facilitator logs and youth surveys is quantitative data, or numerical data. This type of data is captured from quantitative measures that generally use numbers in a codebook and have a set of responses available (e.g., yes or no; strongly agree or disagree; etc.).

However, both tools have open-ended responses which can provide qualitative data or data that is captured from methods such as interviews, focus groups, or free-response questions.

First Things First: Understanding Key Terms and Concepts in Data Analysis

- **Aggregated (or Pooled) Data:** Aggregated data refers to the combination or pooling of one level of data into a higher level. In this case student-level data is pooled and averaged into a larger group, such as a classroom or school. Because the data collected from youth is anonymous, only aggregated data can be used. Thus, it is not possible to see whether scores for an individual student changed from pre-test to post-test. You can choose the level of pooled data that you are interested in.
- **Measures, Scales, and Items:** It is important to keep in mind the different terms you will see in the facilitator log and youth survey data analysis guides. For the purposes of this guide, a measure is any item or scale that is measuring a construct, like peer support. Usually, we have one measure per construct. An item is an individual question whether it is part of a scale or not. Scales are sets of items that cover one topic and are intended to be analyzed as a group. Some scales are separated into multiple categories, or subscales, and you can analyze those separately or the scale all together.
- **Missing Items:** Sometimes students or facilitators will either purposefully or accidentally leave questions unanswered. Be sure to consider and account for missing data when you analyze your data. How you deal with missing data will depend on the type of analyses you are conducting. If you are using the Youth Survey Analysis Tool, leave missing items blank when you enter data. The tool will calculate missing items by recognizing the blank cells.
- **Total Sample:** The "total sample" is the total number of facilitators or students who completed each item or scale. When you calculate any statistic, it is important to use the total sample for that item or scale, not the number of students who completed the survey. For example, if 10 students have missing responses on an item out of 50 students, report the percentage that answered that item out of 40 students instead of 50 [e.g., 25% (10 of 40) students answered Yes].
- **Reverse-Coding:** In the youth survey, you will notice that items in some scales are reverse-coded, meaning that for one item a "yes = 1" but for the next item "yes = 0." This is because some items within scales are designed to be scored in the opposite direction (e.g., "yes" is positive for one item and negative for another). Pay close attention to these items to make sure you are entering data correctly. In the analysis guides, items that are reverse coded are circled.
- **Describing Outcomes:** It is important to analyze and describe each outcome correctly when reporting the results. For instance, in the youth survey, teen dating violence should be analyzed and described separately for victimization and perpetration. Similarly, many measures ask youth about things that happened in the "last 3 months" and the outcomes should be described as occurring in that period (e.g., About 1 in 3 students (34%) said that they had experienced cyberbullying in the last 3 months.). Pay close attention to the measures and sample descriptions to ensure your interpretation is accurate.
- **Data Visualization:** Data visualization is a way of showing the findings in easy-to-understand and meaningful graphics. The suggested data visualizations in Section 6 can be used to report pre-test, post-test, or follow-up results or changes over time.

Section 4: Data Analysis Guide: Facilitator Logs

Analyzing data from the facilitator logs can help you better understand how the youth programs are being implemented. The facilitator logs measure five aspects of implementation: fidelity, barriers, perceived student engagement, implementation, and student understanding.

Each of the measures in the facilitator logs are listed below in order with corresponding response options. Next to each response option, you will see a code in **[brackets]** for use in data entry. You will also see a brief purpose of the measure and sample descriptions that can serve as models for your outcome statements.

FACILITATOR LOG MEASURES

1. Fidelity

Please indicate if you completed the following[2]:
[Items vary by program and session]

Response options for all items:

- Yes, as is **[1]**
- Yes, with changes **[2]**
- No **[3]**

Purpose: Fidelity assesses the extent to which the program was implemented as originally designed. Assessing fidelity can help us better understand if facilitators are implementing the activities in the sessions fully and as intended.

Example descriptions:

- On average, facilitators completed 90% of the activities in the sessions across all sessions.
- On average, facilitators completed 75% of the activities as is, and another 15% with changes.
- Session 1 of 6th grade materials was completed as is by 85% of facilitators.

Tip!

When analyzing fidelity questions, you can analyze data by session type (for example, 6th grade, session 1) or across all facilitator logs (6th grade, sessions 1-7). Looking at responses for a specific session will tell you if there are activities that aren't working for facilitators and help you better understand how to adjust in the future. Looking at fidelity across all sessions will give you an overall picture of whether the program is being implemented as intended.

[2] **Each of the facilitator logs will have a different number of items for this measure since they are tailored to each session. However, the response options for each item are the same.**

2. Fidelity – Details on Changes Made

If you answered "Yes, with changes" for any of the session activities or content in Question 1, describe any changes you made.

Response option: Text box

Purpose: Understanding how facilitators are adjusting their implementation can help with future adaptations or to best understand and respond to barriers facilitators are facing.

Example descriptions:

- Several facilitators indicated that they adapted materials by: (1) converting activities into interactive games, (2) breaking into small groups for activities, and (3) using examples from pop culture.
- For instance, one facilitator stated, "Instead of discussing with the whole class, we did a 'pair and share', so students discussed with a classmate. This kept the kids more engaged."

Tip!

If you are administering the facilitator logs electronically and use a "select all that apply" or "multiple select" question structure for Item 3 of your data collection tool, the software might put all items in one column. To conduct analyses, you will need to separate each item into its own column.

3. Barriers

Please indicate if any of the following challenges interfered with your ability to implement the session. Check all that apply.

Response options for items 3a-3h.

- Selected **[1]**
- Not selected **[0]**

Response option for 3i (Other): Text box

Purpose: By analyzing reported barriers, you can better understand how to support facilitators or adapt the program for future implementations.

Examples descriptions:

- The barriers to implementation that were reported most often across all sessions were: not enough time (76%), facilitators feeling uncomfortable discussing some of the topics (68%), and part of the session being difficult for students (43%).
- Among the 6th grade lessons, facilitators reported being uncomfortable discussing some of the topics (32%) was the most commonly reported barrier.
- On average, facilitators reported 3 barriers to implementation.

4. Implementation

Please think about today's session and tell us your answers to the following questions:

A. Perceived Student Engagement
How engaged were the students in the session?

- Not at all engaged/bored **[1]**
- Barely engaged **[2]**
- Somewhat engaged **[3]**
- Almost fully engaged **[4]**
- Fully engaged **[5]**

B. Perceived Implementation

Overall, how do you think the session went today, in terms of your implementation?

- Very poor/horrible **[1]**
- Poor **[2]**
- Fair **[3]**
- Good **[4]**
- Excellent **[5]**

C. Perceived Student Understanding

How well do you think the students understood the session material?

- Did not understand at all **[1]**
- Poor understanding **[2]**
- Fair understanding **[3]**
- Good understanding **[4]**
- Excellent/complete understanding **[5]**

Purpose: Measuring how engaged students appeared, how implementation went, and whether students appeared to understand the material helps us to gauge how implementation went and how students responded.

Example descriptions:

- The average score for facilitator reports of student engagement was a 4.1, meaning that students were almost fully engaged.
- Most facilitators reported that implementation was good or excellent across all sessions (90%).
- Facilitators reported that students had good understanding or complete understanding for 75% of the sessions.

Section 5: Data Analysis Guide: Youth Survey

Analyzing and synthesizing data from the youth survey can help you understand the outcomes of the survey. This data analysis guide provides more information about the youth survey to help you analyze and interpret this data as intended.

Each of the measures in the youth survey are listed below, in order, with corresponding items. Next to each response choice for the item, you will see a code for that response. You will also see example descriptions as models for how you might describe your results.

YOUTH SURVEY MEASURES

1. Current Grade

What is your current grade?

A. 6th **[1]**

B. 7th **[2]**

C. 8th **[3]**

Purpose: This measure captures what grade students are currently enrolled in.

Example descriptions:

- The sample consisted of students in grades 6 (34%), 7 (30%), and 8 (26%).
- More students are in 6th grade (40%) than 7th (30%) or 8th (30%) grade.

2. Sex

What is your sex?

A. Female **[1]**

B. Male **[2]**

Purpose: This measure describes the sex of participants in the sample.

Example descriptions:

- About half of the students were female (51%).
- The sample was 40% male and 60% female.

Tip!

Don't forget about items that are reverse-scored in the data analysis guide. To make these items easier to find, we have circled them for you in the text.

3. Peer Support

These statements are about feelings and experiences that happen to most people in their relationships with friends. Choose the best answer for you right now, even if it is not perfect.

A. My friends give me the emotional support I need. **YES [1] NO [0]**
B. Most other people are closer to their friends than I am. **YES [0] NO [1]**
C. My friends enjoy hearing about what I think. **YES [1] NO [0]**
D. Some friends come to me when they have problems or need advice. **YES [1] NO [0]**
E. I depend on my friends for emotional support. **YES [1] NO [0]**
F. If I felt like one or more of my friends were upset with me, I'd just keep it to myself. **YES [0] NO [1]**
G. I feel like I'm on the outside or an "extra" in my friend group. **YES [0] NO [1]**
H. There is a friend I could go to if I was feeling down, without feeling weird about it later. **YES [1] NO [0]**
I. My friends and I are very open with each other about what we think about things. **YES [1] NO [0]**
J. My friends come to me for emotional support. **YES [1] NO [0]**

Purpose: This measure assesses student perceptions of emotional support by their peers. This is a 10-item scale; higher scores indicate greater peer support. Items B, F, and G are reverse coded.

Example descriptions:

- The average peer support score among participants was 8.6 out of 10, indicating that overall students felt strongly supported by their peers.
- Most students (80%) reported that their friends give them the emotional support that they need.

---

4. Attitudes about Social Norms for Males and Females

Do you agree or disagree with the following statements?

A. Swearing is worse for a girl than for a boy. **AGREE [0] DISAGREE [1]**
B. On a date, a boy should pay for everything. **AGREE [0] DISAGREE [1]**
C. On average, girls are as smart as boys. **AGREE [1] DISAGREE [0]**
D. It is more important for boys to go to college than girls. **AGREE [0] DISAGREE [1]**
E. It's okay for a girl to ask a boy out on a date. **AGREE [1] DISAGREE [0]**
F. It's more important for boys than girls to do well in school. **AGREE [0] DISAGREE [1]**
G. Both boys and girls should help with household chores, like washing dishes and doing the laundry. **AGREE [1] DISAGREE [0]**
H. Boys are better leaders than girls. **AGREE [0] DISAGREE [1]**
I. Girls should be more concerned with becoming good wives and mothers than having a career. **AGREE [0] DISAGREE [1]**
J. Girls should have the same freedom as boys. **AGREE [1] DISAGREE [0]**

Purpose: This measure assesses how students view stereotypes about being male or female. This is a 10- item scale, and higher scores indicate more stereotypes about being male or female. Items A, B, D, F, H, and I are reverse coded.

Example descriptions:

- On average, students reported more attitudes about social norms for males and females than not, with an average score of 6.8 out of 10.
- Students reported more attitudes about social norms for males and females (8.2 out of 10) at post-test compared to pre-test (6.8).

---

5. Curriculum-Based Knowledge

Tell us whether the following statements are true or false.

Healthy Emotions

A. It is normal to feel multiple emotions (feelings) at once. **TRUE [1] FALSE [0]**

B. There are some emotions that are bad. **TRUE [0] FALSE [1]**

C. Taking some deep breaths can help you calm down when you are having strong feelings. **TRUE [1] FALSE [0]**

Healthy Communications

D. Matching your words with your facial expressions is important. **TRUE [1] FALSE [0]**

E. You shouldn't use "I" statements, like "I feel sad when you...", because it makes the other person feel bad. **TRUE [0] FALSE [1]**

F. Yelling at someone when you're upset is a good way to let them know how you're feeling. **TRUE [0] FALSE [1]**

Healthy Relationships

G. If your friend or dating partner doesn't answer your texts right away, it is ok to text them over and over until they respond. **TRUE [0] FALSE [1]**

H. In a healthy relationship, you can always be yourself. **TRUE [1] FALSE [0]**

I. Sharing private information or pictures of a dating partner without their permission is unhealthy, and may be abuse. **TRUE [1] FALSE [0]**

Seeking Help

J. If a friend or dating partner threatens to hurt themselves, you should tell an adult you trust as soon as possible. **TRUE [1] FALSE [0]**

K. If you feel unsafe breaking up with a dating partner, you should just stay together. **TRUE [0] FALSE [1]**

L. If you or a friend feels unsafe in your relationship, you should talk to an adult you trust. **TRUE [1] FALSE [0]**

RESPECT ME Rights

M. You have the right to say "no" to any kind of touching, including sex, at any time. **TRUE [1] FALSE [0]**

N. You have the right to end a relationship at any time and for any reason. **TRUE [1] FALSE [0]**

O. Both people must agree to end a relationship. **TRUE [0] FALSE [1]**

TDV Knowledge

P. Dating violence does not happen to teenagers very often. It is more of an adult problem. **TRUE [0] FALSE [1]**

Q. Only girls are victims of dating violence. **TRUE [0] FALSE [1]**

R. Many teens who feel unsafe in their relationships need extra support to find the help they need.
TRUE [1] FALSE [0]

Purpose: This measure indicates how well students are grasping the information presented in the curriculum. This is an 18-item scale, but you can analyze the scale overall or for each category (e.g., healthy relationships). Higher scores indicate more curriculum-based knowledge. Items B, E, F, G, K, O, and Q are reverse coded.

Example Descriptions:

- Before participating in the 6th grade program, only 54% of students had knowledge about topics like healthy emotions, communications, and relationships.
- At the 3-month follow-up, 20% of students got all curriculum-based knowledge items correct, and another 40% got at least 14 of 18 items correct.
- Student curriculum-based knowledge scores increased from 46% at pre-test to 85% at post-test.

---

6. School Support

Is there at least one teacher or other adult in your school that you can talk to if you have a problem?

- Yes **[1]**
- No or Unsure **[0]**

Purpose: This measure assesses student support from school staff.

Example descriptions:

- About half of students reported having a trusted teacher or adult in their school (52%).
- School support was relatively similar in the pre-test (48%) compared to the 3-month follow-up (51%).

> **Note:**
>
> The question that asks, "What month was it 3 months ago?" is used to for the student's reference only and does not need to be entered or analyzed.

---

7. School Climate

Think about the last 3 months and tell us whether the following statements are mostly true or mostly false.

Awareness/Reporting

A. Teachers know when students are being bullied or sexually harassed.

B. Students are encouraged to report bullying and sexual harassment.

C. Students know who to go to for help if they have been treated badly by another student or are worried about their safety.

School Rules

D. My school has rules against teasing, name-calling, or saying bad things about or to other people, including

unwanted sexual comments.

E. At my school, there are consequences when someone breaks a rule against physically hurting someone (e.g., tripping, shoving, touching their body without consent, fighting).

F. Teachers and other adults at my school make sure that everyone follows the rules about treating other people with respect.

G. Teachers at my school will stop someone from being teased, bullied, or harassed if they see it happening.

Safety & Treatment

H. I feel safe in all areas of my school.

I. In my school, girls and boys are treated the same.

J. In my school, people are treated the same no matter their race, ethnicity, religion, or how much money they have.

All items in this measure should be coded as follows:

MOSTLY TRUE [1]

MOSTLY FALSE [0]

Purpose: This scale measures how students perceived their school climate during the last 3 months. This is a 10-item scale, with sub-categories that can be analyzed separately or combined. Higher scores indicate more positive school climate.

Example descriptions:

- The average score for school climate was 8.8 out of 10, indicating that students generally perceived their school over the prior 3 months as positive.
- Students reported a more positive school climate at 3-month follow-up (8.1 out of 10) compared to at pre-test (6.7), before the program was implemented.

Tip!

Have you noticed that the youth survey consists of mostly quantitative measures? While quantitative outcomes are key to conducting a program evaluation, qualitative items can also help you describe impact. On the short form you will see one qualitative question that doesn't appear on the long form. This question asks about students' experiences with participating in the HeaRT program(s). Consider adding in other questions that ask about students' experiences. Some examples of additional questions might be:

- What is one thing you learned from participating in HeaRT?
- What changes have you made in your life since participating in HeaRT?
- Have you noticed any changes in your classmates' behavior since participating in HeaRT?

Responses to these questions can provide quotes and insights to what students are learning from the programs. They can help you understand the impact of your program in a different way and how to adapt to the needs of your students.

8. Program Impact – Qualitative (Short Form)

How has the Healthy Relationships Toolkit changed the way you think about relationships with your family, friends, or dating partners?

Response option: Text box

Purpose: This question provides information about how students are implementing what they learned from the program(s) into their lives.

Example descriptions:

- Students described positive ways that the Healthy Relationships Toolkit impacted their lives, like making them more aware of unsafe behaviors and helping them understand what a healthy relationship looks like.
- One student said, "The program helped me feel more confident to talk with my girlfriend about my feelings and things I do and don't like."

Note:

Short Form Ends here but if you are using long form continue.

Note:

Items 8-11 are only answered by students who have dated in the last 3 months.

---

8. Dating Within the Last 3 Months (Long Form)

In the last 3 months, how many different people have you DATED?

- None, I have not dated in the last 3 months **[0]**
- If 1 or more, please specify: _____ **[numerical value]**

Purpose: This measure captures whether students are currently dating, and if so, how many people they have dated in the last 3 months.

Example descriptions:

- More than half of students (53%) reported that they have dated someone in the last 3 months.
- Of the students who had dated, they reported an average of 1.2 dating partners in the last 3 months.
- More students reported dating in the last 3 months at the 3-month follow-up (58%) than at the pre-test (46%). Increases in dating are anticipated as students get older.

9. Parent Supervision

In the last 3 months, did your parents or guardians know where you were when you were out on a date or hanging out with someone you were dating?

- Always **[1]**
- Sometimes **[2]**
- Never **[3]**

Purpose: This measure assesses parental supervision of dating behavior in the last 3 months. Only students who reported at least one dating partner in the last 3 months are asked this question.

Example descriptions:

- Of students who dated in the last 3 months, 60% reported that their parents always knew where they were when they were spending time with the person they were dating.
- More than one-third of students (35%) reported that their parents never knew where they were when they were spending time with the person they were dating.
- Only 25% of students reported that their parents always knew where they were when with their dating partner at pre-test, but at the 3-month follow-up this increased to 45%.

---

10. Teen Dating Violence Perpetration

During the last 3 months, did any of the following happen with a dating partner?

A. I touched them sexually when they didn't want me to.
B. I spoke to them in a mean tone of voice.
C. I kept track of who they were with and where they were.
D. I said mean or insulting things to them.
E. I kicked, hit, or punched them.
F. I slapped them or pulled their hair.
G. I threatened to hurt them.
H. I said things just to make them angry.
I. I spread rumors about them.
J. I called/messaged them over and over when they didn't want me to, or after they told me to stop.

11. Teen Dating Violence Victimization

During the last 3 months, did any of the following happen with a dating partner?

A. They touched me sexually when I didn’t want them to.
B. They spoke to me in a mean tone of voice.
C. They kept track of who I was with and where I was.
D. They said mean or insulting things to me.
E. They kicked, hit, or punched me.
F. They slapped me or pulled my hair.
G. They threatened to hurt me.

H. They said things just to make me angry.

I. They spread rumors about me.

J. They called/messaged me over and over when I didn't want them to, or after I told them to stop.

All items in these scales should be coded as follows:

YES [1]
NO [0]

Purpose: These two 10-item scales measure experiences of teen dating violence perpetration (Measure 10) and victimization (Measure 11) in the last 3 months. The items assess different forms of violent or abusive behaviors or experiences. Higher scores indicate more experiences of dating violence. Only students who reported at least one dating partner in the last 3 months were asked this question.

Example descriptions:

- Of the students who reported dating in the last 3 months, 29% reported experiencing at least one form of teen dating violence victimization.
- Among students who had dated, 27% reported at least one form of dating violence perpetration.
- Teen dating violence victimization decreased from an average score of 3.6 at pre-test to 1.8 at 3-month follow-up, indicating a 50% decrease in these experiences following participation in the program(s).
- The most common forms of dating violence perpetration reported in the last 3 months were insults (24%) and threats to hurt their dating partner (15%).

Tip!

As you conduct your analyses, you might notice trends that are not what you expected. That's a normal part of program evaluation! It's important to spend time reflecting on what you see in the data and determining how to interpret your findings. Some things to reflect on include:

- Are there alternative explanations for your results?
- Are your results similar to what you expected?
- If not, why do you think they may be different?

Remember that most program evaluations have limitations to the kinds of conclusions that can be drawn from their data, especially when sample sizes are small.

Section 5 in CDC's Self Study Guide provides guidance on interpreting program evaluation data: Program Evaluation Guide - Step 5 - CDC.

---

12. Sexual Harassment Victimization

During the last 3 months, did ANYONE do any of these to YOU?

A. Made sexual comments, jokes, or gestures that were not wanted

B. Yelled, whistled, or made sexual gestures that were not wanted

C. Called you gay or lesbian to hurt you
D. Told sexual jokes that made fun of you
E. Showed or sent a sexual picture that you didn't want to see
F. Asked you out over and over when you already said you weren't interested

All items in this scale should be coded as follows:

YES [1]
NO [0]

Purpose: This 6-item scale captures sexual harassment victimization experiences in the last 3 months. Higher scores indicate that students have experienced a greater number of forms of sexual harassment.

Example descriptions:

- On average, students experienced 2.2 (out of 6) different forms of sexual harassment by anyone in the last 3 months.
- More than 40% of boys and 70% of girls report experiencing at least one form of sexual harassment during the last 3 months.
- More than half (53%) of students reported experiencing sexual harassment in the last 3 months at the pre-test, but this number decreased to 31% at the 3-month follow-up.

---

13. Sexual Violence Victimization

During the last 3 months, did ANYONE do any of these to YOU?

A. Touched you in a sexual way you didn't like or want
B. Forced you to do something sexual (like touching, kissing, or having sex)
C. Did something sexual to you when you were drunk or high from drugs
D. Asked you to do something sexual online that you didn't want to do (like sharing sexual pictures or messages)
E. Pressured you to do something sexual by making you feel like you had to
F. Shared sexual pictures of you with other people in person or online

All items in this scale should be coded as follows:

YES [1]
NO [0]

Purpose: This 6-item scale captures experiences of sexual violence victimization by anyone in the last 3 months. Higher scores indicate more experiences of sexual violence victimization.

Example descriptions:

- Within the past three months, 5% of students reported experiencing some form of sexual violence.
- On average, students reported that they experienced 1.1 (out of 6) forms of sexual violence victimization in the last 3 months.
- Students reported less sexual violence victimization, on average, at the 3-month follow-up (.8) compared to the pre-test (1.9).

14. Bullying & Cyberbullying Victimization

During the last 3 months, did ANYONE do any of these to YOU?

A. Spread rumors about you, in person or electronically (text, email, or social media)
B. Made mean or threatening comments to you, in person or electronically
C. Made fun of you by calling you names, in person or electronically
D. Pushed or bumped into you on purpose while walking by to hurt or embarrass you
E. Slapped, hit, or kicked you
F. Posted something online to embarrass or make other people not like you

All items in this scale should be coded as follows:

YES [1]
NO [0]

Purpose: This 6-item scale captures experiences of bullying and cyberbullying in the last 3 months by anyone. Higher scores indicate more experiences of bullying or cyberbullying.

Example descriptions:

- About 1 in 4 students (27%) reported experiencing at least one form of bullying or cyberbullying in the last 3 months.
- Students, on average, reported experiencing 2.1 (out of 6) different forms of bullying or cyberbullying in the last 3 months.
- The percentage of students experiencing any bullying or cyberbullying victimization decreased from 26% at pre-test to 18% at the 3-month follow-up.

---

15. Substance Use

In the last 3 months, have you…

A. Drank alcohol (beer, wine, hard seltzers, or liquor)
B. Smoked cigarettes or used chewing tobacco (dip)
C. Vaped products containing nicotine
D. Used marijuana (weed or pot) by smoking/vaping or taking edibles (gummies)
E. Taken prescription or over-the-counter medicine to get high
F. Used other drugs or substances to get high (huffing, whippits, “molly”/ecstasy, mushrooms, or methamphetamine)

All items in this scale should be coded as follows:

YES [1]
NO [0]

Purpose: This measure captures student substance abuse in the last 3 months using a 6 items scale. Higher scores indicate more substance use.

Example descriptions:

- More than one-third (37%) of students reported that they used at least one substance in the last 3 months.
- In the last 3 months, 12% of students reported drinking alcohol.
- At the 3-month follow-up, students on average reported 1.2 (out of 6) different forms of substance use.
- On average, rates of substance use were similar between the pre-test (2.1 out of 5 substances) and the 3-month follow-up (2.2 out of 5 substances).

Section 6: Reporting and Data Visualization

WRITING AN EVALUATION REPORT

Once your analysis is completed it is important to consider how to best report your data. This will depend on a lot of factors such as who your audience is, what you would like to communicate, and what format you choose. This Tip Sheet provides guidance on how to effectively share evaluation findings.

Note:

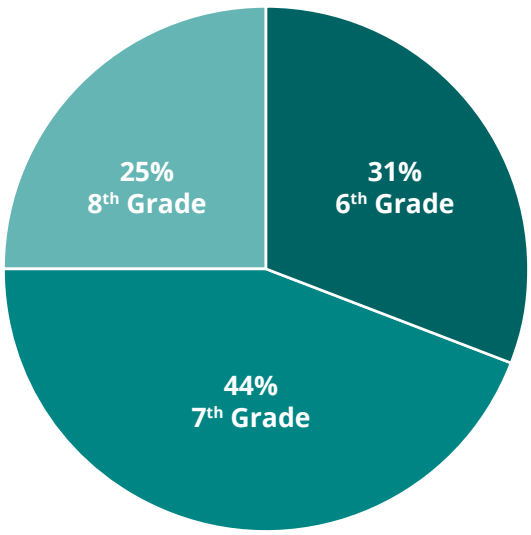
You may use logos for the HeaRT model on your organization's evaluation report. However, use of the CDC logo without authorization is restricted. Statements that imply or state CDC endorsement or co-authorship of the evaluation report is also prohibited.

DATA VISUALIZATION

Data visualization helps you transform your data into graphs, charts, or other visual representations. Below are some examples of data visualizations that you may want to use to communicate your results.

Example 1: Pie Chart

We suggest using pie charts when you are trying to describe the different parts of a full sample. Pie charts work best with 4 or fewer wedges. **Grade Level** and **Sex** are great options for using a pie chart because they describe the full sample of students.



Grade Level of Students at pre-test

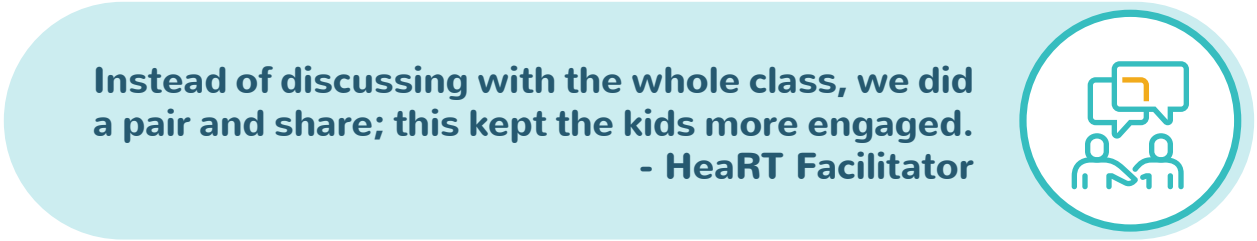
Tip!

Consistency in data presentation is important to be sure the information is easily understood. There are several ways to stay consistent. For instance, when presenting numbers, always stick to the same number of decimal places or round to whole numbers. Another way to stay consistent is to use color coding. If you are using the Youth Survey Data Analysis Tool, it includes consistent color guides for pre-test, post-test, and 3-month follow-up data. You could use a color scheme that is consistent with your organization's logo or branding.

Example 2: Percentage

We suggest using percentages when you are describing one outcome that is calculated with a percentage. You can create a visualization which highlights this percentage and describes it using a caption.

Example 3: Impact Sentences/Quotes

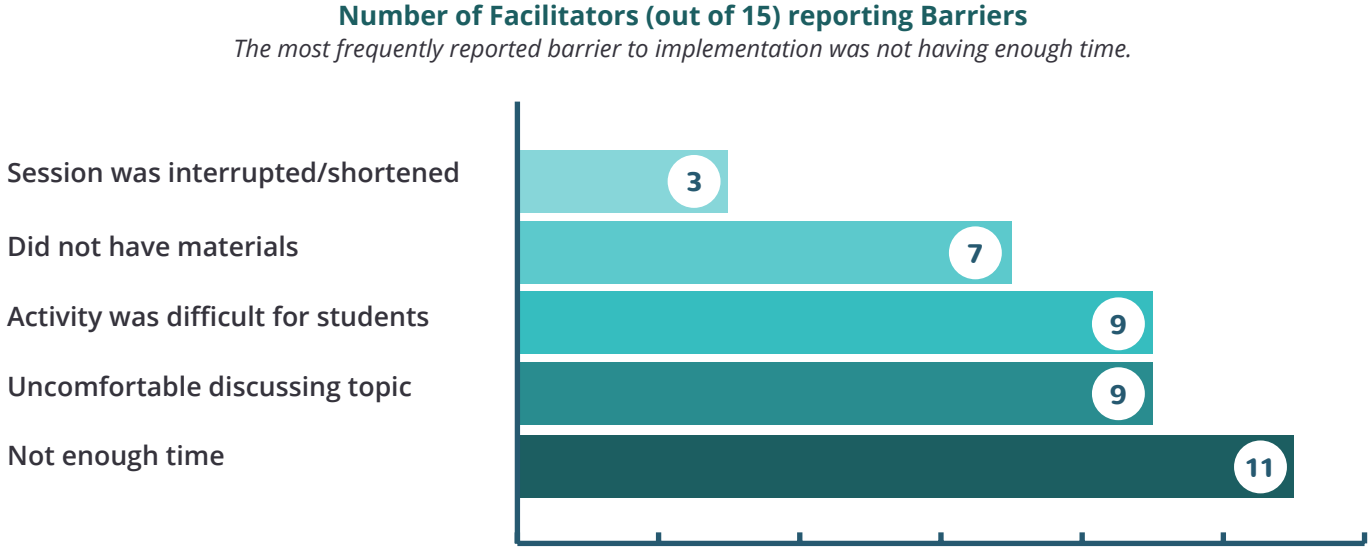


We suggest using impact sentences or quotes to emphasize results that are interesting, clear, and meaningful. To highlight these, you can place them in the middle of a body of text and change the color of key words or the full sentence.

Tip!

Every data point does not require a data visualization; sometimes a sentence or bullet point is enough. Save graphics for key findings to help your readers focus on the most important points. Likewise, you may not need both a written description and a data visualization for all findings. Sometimes a graphic is enough; it may depend on the style, formality, and audience for your report.

Example 4: Bar Chart



We suggest using bar charts when you want to compare multiple outcomes, such as response options, subscales, or by group (e.g., sex or grade). For instance, you can use a bar chart to compare the reported barriers to implementation (shown here). You can also use a bar chart to visually compare pre-test and post-test/follow-up scores.

Example 5: Icon Arrays

Icon arrays are a great option to visually display data that involves people. You can use icon arrays when a percentage can be converted to a fraction. For example, 25% is equal to ¼ or 1 in 4. We suggest only using icon arrays for simple conversions such as those that are in intervals of: 10%, 20%, or 25%. You can round to whole numbers (e.g., 54% is about 1 in 2).

Tip!

Did you know that software such as Microsoft PowerPoint have icons available that you can use to create an icon array? You can also create icons with other shapes (such as circles or squares) to help your readers understand the data.

Once you have developed your report – the next step is sharing it! Beyond sharing the results with your partners, remember to share back with coaches, facilitators, and anyone else involved in the process of implementation. Consider sharing exciting results with your community on social media or in parent newsletters.

Appendix A

FACILITATOR LOG CODEBOOK

CONSTRUCT	Measure	Item	OPTIONS	CODE
Fidelity	Please indicate if you completed the following:	1	Yes, as is	1
			Yes, with changes	2
			No	3
Fidelity	If you answered "Yes, with changes" for any of the session activities or content in Question 1, describe any changes you made.	2	N/A	
Barriers	Please indicate if any of the following challenges interfered with your ability to implement the session.	3	Selected Barrier	1
			Selected Barrier	0
Perceived Student Engagement	How engaged were the students in the session?	4A	Not at all engaged/bored	1
			Barely engaged	2
			Somewhat engaged	3
			Almost fully engaged	4
			Fully engaged	5
Perceived Implementation	Overall, how do you think the session went today, in terms of your implementation?	4B	Very poor/horrible	1
			Poor	2
			Fair	3
			Good	4
			Excellent	5
Perceived Student Understanding	How well do you think the students understood the session material?	4C	Did not understand at all	1
			Poor understanding	2
			Fair understanding	3
			Good understanding	4
			Excellent/complete understanding	5

YOUTH SURVEY CODEBOOK

CONSTRUCT	Measure	Item	OPTIONS	CODE
Current Grade	What is your current grade?	**1**	6th	1
			7th	2
			8th	3
Sex	What is your sex?	**2**	Female	1
			Male	2
Peer Support	These statements are about feelings and experiences that happen to most people in their relationships with friends. Choose the best answer for you, even if it is not perfect.	**3:** A, C-E, H-J	Yes	1
			No	0
		3: B, F, G	Yes	0
			No	1
Attitudes about Social Norms for Males and Females	Do you agree or disagree with the following statements?	**4:** C, E, G, J	Agree	1
			Disagree	0
		4: A, B, D, F, H, I	Agree	0
			Disagree	1
Curriculum-Based Knowledge	Tell us whether the following statements are true or false.	**5:** A, C, D, H-J, L-N, R	True	1
			False	0
		5: B, E-G, K, O-Q	True	0
			False	1
School Support	Is there at least one teacher or other adult in your school that you can talk to if you have a problem?	**6**	Yes	1
			No or Unsure	0
School Climate	Think about the last 3 months and tell us whether the following statements are mostly true or mostly false.	**7**	Mostly true	1
			Mostly False	0

Dating History	In the last 3 months, how many different people have you DATED?	**8**	None, I have not dated in the last 3 months	0
			If 1 or more, please specify: _____	N/A
Parent Supervision	In the last 3 months, did your parents or guardians know where you were when you were out on a date or hanging out with someone you were seeing?	**9**	Always	1
			Sometimes	2
			Never	3
TDV Perpetration & Victimization	During the last 3 months, did any of the following happen with a dating partner?	**10 & 11**	Yes	1
			No	0
Sexual Harassment Victimization	During the last 3 months, did anyone do any of these to YOU?	**12**	Yes	1
			No	0
Sexual Violence Victimization	During the last 3 months, did anyone do any of these to YOU?	**13**	Yes	1
			No	0
Bullying/Cyberbullying Victimization	During the last 3 months, did anyone do any of these to YOU?	**14**	Yes	1
			No	0
Substance Use	In the last 3 months, have you…	**15**	Yes	1
			No	0

Appendix B

FREQUENTLY ASKED QUESTIONS

Will a pre-test post-test survey tell me if the programs are effective?

No, while a pre-test post-test survey can still provide helpful information about what is happening in your school and where changes are occurring, it is not sufficient to establish program efficacy. Establishing strong evidence of effectiveness requires a rigorous research design in which other factors that could be impacting the outcomes are controlled through random assignment to condition or other methods. A pre-test post-test design, in which participants complete an assessment before and after participating in an intervention can provide useful information about whether the approach may be working as intended and for whom. However, without a comparison group, it cannot rule out the potential that any changes observed may be due to re-test effects (i.e., answering the same questions twice or more) or another social or environmental influencer that also impacted participants between the pre- and post-tests (e.g., policy change at school, news events). When implementing an evidence-based prevention approach additional evidence of effectiveness from a rigorous evaluation may not be necessary and you can have greater confidence that outcomes seen in a program evaluation may be attributable to the intervention. Using a pre-test post-test design in your program evaluation will give you important additional information about how well the model is working in your specific community as implemented by your organization.

Do I have to use these measures? Can I edit it to remove or add items?

Program evaluation is strongly encouraged in any programmatic effort to inform program improvements over time and track progress. These measures were developed as a resource for communities and to provide some standardization in data collection. However, organizations may wish to modify these measures or create their own to meet their needs.

Why doesn't the youth survey focus on program satisfaction?

This survey was designed to measure effects on the short- and long-term outcomes targeted by HeaRT. While program satisfaction is helpful to understand for informing recruitment and retention, it does not tell you whether the program is having the intended effects on attitudes, behavior, or climate. If desired, your organization can add additional questions on program satisfaction.

Is there a Parent Outcome Survey for the Parent Programs?

Not at this time, but one can be developed for your evaluators in the style of the youth survey.

Do we need to get IRB approval?

If the goal of your program evaluation is to understand impact and improve implementation of the program and not to conduct research with findings that can be generalized to a broader population, Institutional Review Board (IRB) approval is not needed. You may need to obtain other approvals from your school or organization prior to data collection depending on the purpose of your program evaluation and your organization's requirements.

How can we ensure student safety when they are reporting violence experiences?

One of the key ways that you can ensure student safety is to ensure anonymity before, during, and after data collection. We also suggest providing resources to all students after data collection and reminding them where to get help. In addition to local resources, like the school counselor or community organizations, you can also provide national resources such as the hotlines listed below. We also suggest you have a safety monitoring plan in place for students who disclose information to school staff or facilitators during or after the program. Information on creating a safety monitoring plan is provided in the HeaRT Guide to Implementation.

National Resources

Dating Violence:

- www.loveisrespect.org (live chat available)
- love is respect hotline: 1-866-331-9474
- Text LOVEIS to 22522

Suicide or mental health concerns:

- Call or text 988
- Chat with Lifeline
- Visit the National Suicide Prevention Lifeline

Sexual violence:

- Chat online at online.rainn.org
- Call 800.656.4673

Appendix C

RESOURCES

Evaluation Frameworks and Guidance

1. EvaluACTION | Veto Violence: EvaluACTION is designed to walk you through the process of putting together an evaluation plan. It lays out each step of program evaluation and things to consider as you plan and conduct your evaluation.
2. Program Evaluation Framework | CDC: This document is a "how to" guide for planning and implementing evaluation activities. It is intended to assist managers and staff of public, private, and community public health programs to plan, design, implement and use comprehensive evaluations in a practical way.

Data Collection

3. Data Collection Methods for Program Evaluation: Questionnaires | CDC: This brief is about questionnaires as a data collection method for evaluation. The brief includes a basic overview of questionnaires; when to use them; how to plan and develop them; and their advantages and disadvantages.
4. Increasing Questionnaire Response | CDC: This brief describes the importance of boosting questionnaire response rates to increase the validity and usefulness of your results. It includes an explanation of what response rate is; strategies to increase response rates; special considerations for Internet questionnaires; and additional strategies to boost response rates.
5. Using Incentives to Boost Response Rates | CDC: This brief focuses on how using incentives can help increase your questionnaire response rates. It explains why you should use incentives; types of incentives; when to offer incentives; and other considerations when you use incentives.

Data Entry & Analysis

6. Research skills and the data spreadsheet: A research primer for low- and middle-income countries | Taylor, Hodkinson, Khan, & Simon, 2020: This research article provides a primer on basic research skills and data entry in Excel. Although intended for lower-resource countries, the information is useful for anyone who needs to learn more about data entry.

Data Visualization & Reporting

7. 10 Tips for Designing Quality Reports | Eval Academy: An article explaining some tips and tricks to creating effective reports.
8. Preparing an Evaluation Report | CDC: This Brief provides a general outline for an evaluation report that can be adapted to present evaluation results and is tailored to address the questions and concerns of different audiences.
9. Using Graphs and Charts to Illustrate Quantitative Data | CDC: This brief includes concepts and definitions, types of graphs and charts, and guidelines for formatting.
10. Disseminating Program Achievements and Evaluation Findings | CDC: This Brief defines dissemination; reasons to disseminate information; channels and formats to use in dissemination; what information to disseminate; how to match information to particular audiences; and the timing of dissemination.

Inclusive Reporting

11. Bias-free Language | American Psychological Association: This webpage contains general suggestions for writing about people without bias and specific guidelines that address the individual characteristics of age, disability, sex, participation in research, racial and ethnic identity, sexual orientation, socioeconomic status, and intersectionality.