

Table of Contents:**Collection of Local Pretest-Posttest Items**

Directions: Below is a collection of possible items that could be used on a local pretest-posttest tool. You can use any of the items as they appear or modify them to better meet the needs of your CCG, I&E, MIP, program. We have tried to include a broad range of questions that represent likely emphases across programs, but there may be areas that you would like to assess that are not represented here. If you have an area that is core to your program and there are no items to represent that area, please contact your Evaluation Liaison. We will attempt to identify existing items/scales that would meet your needs, or help you develop new ones if needed.

When creating your tool, you can use as few or as many items as you want. Survey length can vary. For CPI purposes we recommend that you create a survey with no more than 20-25 questions. You can also create your own items. Your pretest and posttest should contain the same core questions so you can compare results before and after the program. You can add satisfaction questions to your posttest survey if you would like, but those should be included after the core pretest-posttest items. Refer to Step 2 in Section 6 and Appendix 6C to guide you in developing your survey.

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Collection of Local Pretest-Posttest Items

Note: This is a collection of possible items that can be used on a local pretest-posttest tool. You can use any of the items as they appear or modify them to better meet the needs of your program. When creating your tool, you can use as few or as many items as you want.

Part A: Potential Participant Demographics/Background Items

The items in Part A could be used or modified for use on a survey for participants.

Gender

Are you a boy or a girl?

Boy
1

Girl
2

Gender:

Male
1

Female
2

Age/Grade Level

Note: For grade and age questions, you can adjust the grade and age levels to correspond to your population.

In what grade are you now?

9th grade

10th grade

11th grade

12th grade

Other

How old are you now?

13 years old

14 years old

15 years old

16 years old

17 years old

18 years old

Other age: ____

Race/Ethnicity

How do you describe yourself?

American Indian
1

Black/African American
2

White
3

Hispanic/Latino
4

Asian
5

Other
6

Other

Think about last school year. What kind of grades do you get most of the time?

As

**As and
Bs**

Bs

**Bs and
Cs**

Cs

**Cs and
Ds**

Ds

**Ds and
Fs**

**I wasn't
in school
last year**

During the last four weeks, how many whole days of school have you missed because you skipped or cut?

None

1 day

2 days

3 days

4-5 days

6-10 days

**11 days or
more**

What is ovulation?

- When the sperm leaves the penis
- When an egg leaves the ovary
- Not sure

What is conception?

- When the egg ripens and leaves the ovary
- When the sperm leaves the penis
- When an egg and sperm join together
- Not sure

What is a contraction?

- When the ovary releases an egg each month
- An involuntary movement of the uterus during birth
- The birth canal
- Not sure

Do all boys and girls go through puberty at the same time?

- Yes
- No
- Not sure

Will boys' and girls' body odor change during puberty?

- Yes
- No
- Not sure

Do you know the medical terms for your private parts?

- Yes
- No
- Not sure

Will most girls and boys have changes in their breasts during puberty?

- Yes
- No
- Not sure

Is the place that a baby grows inside a woman's body called the uterus?

- Yes
- No
- Not sure

Is it true that the only time boys get erections is when they think about girls and sex?

- Yes
- No
- Not sure

Can a girl take a bath or shower during her period?

- Yes
- No
- Not sure

Can a girl get pregnant the first time she has sexual intercourse?

- Yes
- No
- Not sure

Can a girl get pregnant if she has sexual intercourse during her period?

- Yes
- No
- Not sure

If 100 couples have sex without any birth control, how many will be pregnant by the end of a year?

- 10
- 35
- 60
- 85
- 95
- Not sure

Knowledge: Methods of Birth Control/Contraception

Which of the following methods is 100% effective at preventing pregnancy **AND** sexually transmitted infections?

- Condoms
- Choosing not to have sex (abstinence)
- The shot (Depo Provera)
- Not sure

Can a person who has had sex before still practice abstinence?

- Yes
- No
- Not sure

Do the following methods help prevent pregnancy **AND** sexually transmitted infections?

- | | | | |
|---|---------------------------|--------------------------|--------------------------------|
| - Choosing not to have sex (abstinence) | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| - Birth control pills | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| - Condoms | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| - The patch | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| - The shot (Depo Provera) | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |

How do birth control pills work?

- They kill sperm on contact
- They keep the girl's body from releasing an egg
- They block the sperm from getting into the uterus
- Not sure

Is it safe to share birth control pills with a friend or relative?

- Yes
- No
- Not sure

Is withdrawal (pulling out) an effective way to prevent pregnancy?

- Yes
- No
- Not sure

Should a condom be unrolled before it is placed on the penis?

- Yes
- No
- Not sure

When using a condom, should a person always leave a pocket of air at the end of it?

- Yes
- No
- Not sure

Does using a water-based lubricant (e.g., K-Y Jelly or Astroglide) help make condoms more effective?

- Yes
- No
- Not sure

Knowledge: Sexually Transmitted Infections (STIs)

Can all sexually transmitted infections be cured by taking medicine?

- Yes
- No
- Not sure

Is there a cure for HIV now?

- Yes
- No
- Not sure

Can some people have a sexually transmitted infection and not know it?

- Yes
- No
- Not sure

Can you tell if someone has a sexually transmitted infection by looking at them?

- Yes
- No
- Not sure

Can people with HIV live for many years without having any symptoms?

- Yes
- No
- Not sure

Can someone get a sexually transmitted infection from oral sex?

- Yes
- No
- Not sure

Can a woman with HIV pass the virus to her unborn baby?

- Yes
- No
- Not sure

Which of the following are common signs of having a sexually transmitted infection?

- | | | | |
|--|---------------------------|--------------------------|--------------------------------|
| a. Throwing up | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| b. Discharge coming from the penis or vagina | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| c. A headache | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| d. A sore on the penis or vagina | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| e. Pain when urinating (going pee) | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |

Which of the following fluids pass HIV?

- | | | | |
|-------------------|---------------------------|--------------------------|--------------------------------|
| a. Blood | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| b. Breast milk | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| c. Feces (poop) | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| d. Saliva | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| e. Semen | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| f. Sweat | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| g. Urine (pee) | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |
| h. Vaginal fluids | <input type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> Not sure |

How risky are the following behaviors in passing HIV?

	Very Safe	Probably Safe	Probably Risky	Very Risky	Not Sure
a. Hugging	<input type="radio"/>				
b. Unprotected sex with a virgin	<input type="radio"/>				
c. Sharing needles for drug use	<input type="radio"/>				
d. Tattooing	<input type="radio"/>				
e. One lifetime partner, not HIV infected	<input type="radio"/>				
f. French kissing (wet)	<input type="radio"/>				
g. Using the same condom twice	<input type="radio"/>				

Knowledge: Refusing Sex/Setting Limits on Sexual Activity

Suppose someone wants you to go further sexually than you want. What is an effective way of telling that person you don't want to go any further, but still keep their friendship?

- Look away from the person and say: "I'm not sure about this."
- Shove the person and yell: "Get away from me."
- Stand up and say: "I want to be close, but I'm not ready for this."
- Not sure

Mark wanted Nancy to go further sexually than she wanted. Nancy said in a low voice: "I'm not sure this is a good idea." Would you say her words were:

- Unclear
- Too pushy
- Very clear
- None of the above

Marie and Jose have been together for 6 months. Marie starts talking about having sexual intercourse. Jose doesn't want to have sex until he is older. How should Jose tell Marie he is not ready for sex so she gets his message? (**Mark as many answers as you want.**)

- Use a soft voice so he doesn't scare her
- Look away from her when he is talking
- Yell at her so she hears him
- Look in her eyes when he is talking
- Use the word "No" when he tells her
- Tell her a lie so he doesn't hurt her feelings
- Just do what she wants and forget how he feels

Knowledge: Characteristics of Healthy Relationships

Mary and Robert have been together for 6 months. Which of the following parts of their relationship are healthy and which are not healthy?

- | | | | |
|--|-------------------------------|-----------------------------------|--------------------------------|
| a. Mary calls Robert to say hello | <input type="radio"/> Healthy | <input type="radio"/> Not healthy | <input type="radio"/> Not sure |
| b. Robert won't let Mary talk to other guys | <input type="radio"/> Healthy | <input type="radio"/> Not healthy | <input type="radio"/> Not sure |
| c. Mary won't let Robert go out with his friends | <input type="radio"/> Healthy | <input type="radio"/> Not healthy | <input type="radio"/> Not sure |
| d. Robert pushed Mary when he was mad at her | <input type="radio"/> Healthy | <input type="radio"/> Not healthy | <input type="radio"/> Not sure |
| e. Mary and Robert go out with their friends | <input type="radio"/> Healthy | <input type="radio"/> Not healthy | <input type="radio"/> Not sure |
| f. Robert tells Mary how to dress | <input type="radio"/> Healthy | <input type="radio"/> Not healthy | <input type="radio"/> Not sure |

Is jealousy a sign that your partner really cares about you?

- Yes
- No
- Not sure

How many teenage relationships are abusive?

- None
- 1 out of 4 (25%)
- 2 out of 4 (50%)
- 3 out of 4 (75%)
- Not sure

Knowledge: Clinical Services

If a teen (12 years old or older) goes to a clinic for birth control or health services, will the clinic call his/her parents?

- Yes
- No
- Not sure

Suppose some friends asked you where to go for a pregnancy test or a test for sexually transmitted infections. Would you know where to tell them to go?

- Yes
- No
- Not sure

I know where to go to get tested for sexually transmitted infections.

- Yes
- No
- Not sure

I know where to go to get birth control or other health services.

- Yes
- No
- Not sure

Part C: Potential Student/Participant Attitudes Items

The items in Part C could be used or modified for use on a survey for participants.

Attitudes: Understanding/Communicating About Puberty & Sexual Development

I understand the changes my body is going through during puberty.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I can talk with my parents or other adults I trust about how my body is changing because of puberty.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

How easy would it be for you to ask your parents or other adults you trust a question about how your body is changing?

- Very easy
- Kind of easy
- Kind of hard
- Very hard

How easy would it be for you to ask your parents or other adults you trust a question about sex?

- Very easy
- Kind of easy
- Kind of hard
- Very hard

Suppose you had an important question about your body that you wanted to ask your parents or other adults you trust. Do you think you would ask them?

- I'm sure I would
- I probably would
- I probably would not
- I am sure I would not

Suppose you had an important question about sex that you wanted to ask your parents or other adults you trust. Do you think you would ask them?

- I'm sure I would
- I probably would
- I probably would not
- I am sure I would not

Attitudes: Decision Making/Personal Responsibility

To make a good decision, it is important to think about what could happen.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I am responsible for what happens to me.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I am responsible for what happens to people I am in a relationship with.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

Attitudes: Sexual Activity Among Teens

I think most teens my age are having sexual intercourse.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I think most teens my age are not having sexual intercourse, but are doing other sexual activities.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

For students my age, not having sexual intercourse is a better choice than having sexual intercourse.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I think teens my age should wait until they are older before they have sex.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I think condoms should always be used if a person my age has sexual intercourse.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

I think using alcohol or drugs before having sex can put teens at risk for pregnancy or sexually transmitted infections and HIV (the virus that causes AIDS).

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

It's OK for a guy to pressure a girl to have sex, if they have had sex before.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

It's OK for a girl to pressure a guy to have sex, if they have had sex before.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

Attitudes: Having Sex

At this time, what are your thoughts about having sexual intercourse?

- I would not have sex for any reason
- I would have sex if it were the right person
- I would have sex if my friends started having sex
- I would have sex to see what it was like
- I would have sex to keep my boyfriend or girlfriend happy
- I would have sex as long as we used protection
- Other (Please describe: _____)

Here are some reasons for not having sex. Which are reasons YOU would choose for NOT having sex now?

- | | | |
|---|---------------------------|--------------------------|
| a. I'm too young to have sex | <input type="radio"/> Yes | <input type="radio"/> No |
| b. It is against my beliefs | <input type="radio"/> Yes | <input type="radio"/> No |
| c. I do not want a baby right now | <input type="radio"/> Yes | <input type="radio"/> No |
| d. I don't want to get a disease | <input type="radio"/> Yes | <input type="radio"/> No |
| e. I don't want to get a bad reputation | <input type="radio"/> Yes | <input type="radio"/> No |
| f. I would lose respect for myself | <input type="radio"/> Yes | <input type="radio"/> No |
| g. My parents would be angry | <input type="radio"/> Yes | <input type="radio"/> No |

Attitudes: Refusing Sex/Setting Limits on Sexual Activity

Note: Some program staff prefer to use the term “partner” in place of “boyfriend/girlfriend,” depending on the age of your population. If you use these items, be sure to discuss this at your site.

How comfortable would you be saying NO to sex with a *boyfriend/girlfriend*, when you DON'T want to have sex?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

How comfortable would you be telling a *boyfriend/girlfriend* your limits on sexual activity (how far you would go)?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

Suppose someone you liked wanted to have sexual intercourse with you, and you didn't. How comfortable would you be telling that person you don't want to have sex?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

Suppose someone you liked wanted to have sexual intercourse with you, and you didn't. How would it be for you to tell that person you didn't want to have sex?

- Very easy
- Kind of easy
- Kind of hard
- Very hard

Look at the sentences below. Mark which one matches you best in terms of how you feel about sexual limits.

- I have never really thought about how far I will go sexually
- I have thought a little about how far I would go sexually
- I know exactly how far I would go sexually
- I know how far I would go sexually and I could tell a partner my limits

Attitudes: Getting and Using Birth Control/Contraception

If you were going to have sexual intercourse, how comfortable would you be asking a *boyfriend/girlfriend* to use condoms?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

Suppose you decided to have sex. How would it be for you to tell your *boyfriend/girlfriend* you wanted to use a condom?

- Very easy
- Kind of easy
- Kind of hard
- Very hard

How comfortable would you be talking with clinic staff, a health teacher, or a doctor/nurse about protecting yourself or a partner from STIs, HIV, or pregnancy?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

Imagine that you decided you want to use a condom if you have sex. How sure are you that you could do the following things?

<i>How sure are you that you could...</i>	I'm Sure I Could	I Probably Could	I Probably Could Not	I'm Sure I Could Not
a. Buy or get condoms?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Have a condom with you when you need it?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Use a condom correctly?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Tell a boyfriend or girlfriend you wanted to use a condom?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Attitudes: Getting Pregnant/Having a Baby/Getting an STI

It is important to finish high school before having a baby.

- Strongly Agree
- Agree
- Not sure
- Disagree
- Strongly Disagree

About how old would you like to be before having a baby?

- I haven't really thought about it
- Anytime would be OK
- Before I'm 18 years old
- 18-21 years old
- 22-30 years old
- Over 30 years old

What do you think your chances are of getting pregnant (or getting someone pregnant) in the next year?

- No chance
- Almost no chance
- A small chance
- A medium chance
- A big chance

What do you think your chances are of getting a sexually transmitted infection in the next year?

- No chance
- Almost no chance
- A small chance
- A medium chance
- A big chance

Attitudes: Getting Tested/Asking Partner to be Tested for STIs and HIV

How comfortable would you be going to a clinic to be tested for STIs and HIV?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

How comfortable would you be asking a *boyfriend/girlfriend* to be tested for STIs and HIV?

- Very comfortable
- Kind of comfortable
- Kind of uncomfortable
- Very uncomfortable

Part D: Potential Student/Participant Behavioral Intentions Items

The items in Part D could be used or modified for use on a survey for participants.

Intentions: Having Sex

What are your thoughts about having sexual intercourse in the NEXT 3 MONTHS?

- I'm sure I will have sex in the next 3 months
- I probably will have sex in the next 3 months
- I probably won't have sex in the next 3 months
- I'm sure I won't have sex in the next 3 months

What are your thoughts about having sexual intercourse in the NEXT 3 MONTHS?

- I would not have sex for any reason
- I would have sex if it were the right person
- I would have sex if my friends started having sex
- I would have sex to see what it was like
- I would have sex to keep my boyfriend or girlfriend
- Other (Please describe: _____)
- Not sure

Suppose someone you really liked wanted to have sexual intercourse with you. What would you do?

- I would tell the person I did not want to have sex
- I wouldn't say anything and hope that I could keep from having sex if the situation came up
- I would have sex if I thought it was the right person
- I would have sex to see what it was like
- I would have sex to make that person happy
- Other (Please describe: _____)
- Not sure

Intentions: Refusing Sex/Setting Limits on Sexual Activity

Would you say NO to having sex with a *boyfriend/girlfriend* if you didn't want to have sex?

- Yes, definitely
- Yes, probably
- No, probably not
- No, definitely not

Suppose you don't want to have sex with a *boyfriend/girlfriend*. How likely are you to say NO?

- I'm sure I will say no
- I probably will say no
- There's an even chance I will or won't
- I probably won't say no
- I'm sure I won't say no

Intentions: Getting and Using Birth Control/Contraception

If you were going to have sexual intercourse, what would you do to prevent a pregnancy?

- a. Let the other person worry about it Yes No Not sure
- b. Make sure we use the pill or the shot Yes No Not sure
- c. Make sure we use condoms Yes No Not sure
- d. Make sure we use condoms plus another method like the pill or the shot Yes No Not sure

If you were going to have sexual intercourse, what would you do about protection?

- a. I would have sex without using protection Yes No Not sure
- b. I would let the other person worry about it Yes No Not sure
- c. I would make sure we used condoms Yes No Not sure
- d. I would make sure we used condoms plus another method like the pill or the shot Yes No Not sure
- e. I would not use condoms as long as we had another method like the pill or the shot Yes No Not sure

If you were going to have sexual intercourse in the next 3 months, would you make sure that you and your partner used a condom every time you had sex?

- I don't plan to have sex in the next 3 months
- I'm sure I would
- I probably would
- I probably would not
- I'm sure I would not

If you were going to have sex in the next 3 months, how likely are you to make sure that you and your partner use condoms or other protection against pregnancy?

- I don't plan to have sex in the next 3 months
- I'm sure I will
- I probably will
- There's an even chance we will or won't
- I probably won't
- I'm sure I won't

Part E: Potential Program Impact on Parent-Child Communication Items

The items in Part E could be used or modified for use on a survey for participants.

Program Impact on Parent-Child Communication

Have you ever talked about how your body will change when you grow up with your parents or other adults in your family?

No	Yes, a little	Yes, a lot
1	2	3

Have you ever talked about abstinence (not having sex) with your parents or other adults in your family?.

No	Yes, a little	Yes, a lot
1	2	3

Have you ever talked about condoms with your parents or other adults in your family?.

No	Yes, a little	Yes, a lot
1	2	3

Have you ever talked about ways to prevent pregnancy with your parents or other adults in your family?.

No	Yes, a little	Yes, a lot
1	2	3

Part F: Potential Program Impact on Communication with Child Items

The items in Part F could be used or modified for use on a survey for participants.

Program Impact on Communication with Child (Parents Only)

Note: You can use the phrase “son/daughter” in place of child if you prefer; however, including phrases with slashes does increase reading level.

I am comfortable with the idea of talking about sexuality with my child.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

I am confident that I could start a conversation about sex with my child.

Strongly Disagree	Disagree	Agree	Strongly Agree
1	2	3	4

How comfortable are you talking with your child about sexuality-related issues?

Not at all comfortable	Not very comfortable	Neutral	A little comfortable	Very comfortable
1	2	3	4	5

Part G: Potential Program Exposure Items

The items in Part G could be used or modified for use on a survey for participants.

Program Exposure

Have you had any lessons about (insert topic) since the beginning of this school year?

- Yes
- No
- Not sure

Have you done skits or role plays to practice ways to deal with pressure to have sex or unprotected sex?

- Yes
- No
- Not sure

Note: Similar questions could be included about key activities to determine if students were exposed to the activities or not.

Posttest Only Questions:

How many of the program sessions did you attend?

1 session

2 sessions

3 sessions

4 sessions

5 sessions

How many of the lessons did you take part in? _____

Middle School Pretest

School: _____ Teacher: _____ Class Period: _____ Date: _____

Directions: Please mark one answer for each question. Thank you.

1. Are you a boy or a girl? boy girl
2. When is your birthday? Month _____ Day _____ Year _____
3. What letter does your first name start with? _____ What letter does your last name start with? _____
4. Do you know the proper medical terms for your private parts?
 - Yes
 - No
 - Not sure
5. In a girl's body, do urine and menstrual blood leave from the same opening or hole?
 - Yes
 - No
 - Not sure
6. Can a girl get pregnant if she has sexual intercourse during her period?
 - Yes
 - No
 - Not sure
7. Will most girls and some boys have changes in their breasts during puberty?
 - Yes
 - No
 - Not sure
8. Suppose some friends asked you where to go for a pregnancy test or a test for sexually transmitted infections. Would you know where to tell them to go?
 - Yes
 - No
 - Not sure
9. If a teen (14 years old or older) goes to a clinic for birth control or other services, will the clinic call his/her parents?
 - Yes
 - No
 - Not sure
10. Mark wanted Nancy to go further sexually than she wanted. Nancy said in a low voice: "I'm not sure this is a good idea." Would you say her words were:
 - Unclear
 - Too pushy
 - Very clear
 - None of the above

Please turn page over to continue⇒

11. Marie and Jose have been together for 6 months. Marie starts talking about having sexual intercourse. Jose doesn't want to have sex until he is older. How should Jose tell Marie he is not ready for sex so she gets his message? **(Mark as many answers as you want.)**
- Use a soft voice so he doesn't scare her.
 - Look away from her when he is talking.
 - Yell at her so she hears him.
 - Look in her eyes when he is talking.
 - Use the word "No" when he tells her.
 - Tell her a lie so he doesn't hurt her feelings.
 - Just do what she wants and forget how he feels.
12. Sue and John met at a party. John invited Sue to his house. Sue wants to go. Are there any bad things that could happen if she decides to go?
- No
 - Yes--please list them: _____
13. At this time, what are your thoughts about having sexual intercourse?
- I would not have sex for any reason.
 - I would have sex if it were the right person.
 - I would have sex if my friends started having sex.
 - I would have sex to see what it was like.
 - I would have sex to keep my boyfriend or girlfriend happy.
 - I would have sex as long as we used protection.
 - Other (Please describe: _____)
14. Here are some reasons for not having sex. Which of these are reasons YOU would choose for NOT having sex now?
- | | | |
|--------------------------------------|---------------------------|--------------------------|
| I'm too young to have sex | <input type="radio"/> Yes | <input type="radio"/> No |
| It is against my beliefs | <input type="radio"/> Yes | <input type="radio"/> No |
| I do not want a baby right now | <input type="radio"/> Yes | <input type="radio"/> No |
| I don't want to get a disease | <input type="radio"/> Yes | <input type="radio"/> No |
| I don't want to get a bad reputation | <input type="radio"/> Yes | <input type="radio"/> No |
| I would lose respect for myself | <input type="radio"/> Yes | <input type="radio"/> No |
| My parents would be angry | <input type="radio"/> Yes | <input type="radio"/> No |

How much do you agree or disagree with the following sentences?

- | | Strongly Agree | Agree | Not Sure | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|--------------------------|
| 15. To make a good decision, it is important to think about what could happen (consequences). | <input type="radio"/> |
| 16. I can talk with my parents or other adults about how my body is changing during puberty. | <input type="radio"/> |
| 17. I think most teens my age are having sexual intercourse. | <input type="radio"/> |
| 18. I understand the changes my body is going through during puberty. | <input type="radio"/> |
| 19. I think people my age should wait until they are older before they have sexual intercourse. | <input type="radio"/> |

Please continue on next page ⇨

20. Have you ever called the [INSERT NAME] information hotline?
 Yes
 No
21. Have you ever gone to a clinic or told a friend how to go to a clinic for birth control or other services?
 Yes
 No

Posttest only questions

(These questions should be included in the posttest, but not the pretest version of the survey)

Please mark one answer for each question.

22. Should a sex education program like this one be taught to other students your age?
 Yes
 No
 Not sure
23. Did you learn anything new from this program?
 Yes
 No
 Not sure
24. Because of this program, do you feel more comfortable with how your body works?
 Yes
 No
 Not sure
25. Suppose someone you liked wanted to have sexual intercourse with you but you did not want to. Because of this program, would you feel more comfortable telling that person you don't want to have sex?
 Yes
 No
 Not sure

How do you rate your experience in the program?

- | | Excellent | Good | Fair | Poor | Very Poor |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 26. What did you think of the program? | <input type="radio"/> |
| 27. How effective was the person who taught the program? | <input type="radio"/> |

Thank you for taking this survey!

TIPS ON HOW TO DESIGN YOUR PRETEST-POSTTEST SURVEY

The success of a survey relies very much on the questions you ask and how you ask them. The more planning and forethought that goes into designing your survey, the more you may get out of the responses.

To design and implement a survey that will give you the information you need, it is helpful to follow this 5 step process:

STEP 1: Identify the goals of your survey

Try to answer the following questions:

1. What do you want to learn about your program?
2. What is likely to change between the pretest and posttest?
3. What are you trying to change or influence in your program?
4. How will you analyze your survey data?
5. Are there others who can help enter or analyze the data?
6. How will the survey results be used?
7. Who will read or hear about the survey results?
8. What data might help you improve your program?

STEP 2: Select or develop survey questions

After you have identified the goals of your survey, the next step is to identify the questions that will help you collect the information you need. It is important to have a balance of knowledge/attitude/behavioral intention questions. Include questions that relate to what you teach in your curriculum. Resist the urge to add too many questions simply because they are “interesting.” Remember to be clear about your objectives and limit survey questions to information that you will use.

There are several important factors to consider when selecting questions:

1. **Confidentiality** - Do not collect respondents' names on the survey. For CPI purposes, we recommend that you use demographic data (refer to Appendix 6A) for matching purposes.
2. **Cultural Appropriateness** - Keep your audience in mind when developing your survey. Phrase your questions and format your survey to match the characteristics (e.g., age, culture, language, literacy level, etc.) and needs of your population being surveyed.
3. **Types of Questions** - Survey questions can be open- or closed-ended. All questions need to express one main idea and ask the respondent to answer one idea at a time.
 - a. *Open-ended questions* allow respondents to write their thoughts, opinions and feelings. While open-ended questions can provide rich information about a topic, youth often are reluctant to write information. Open-ended questions can be time-consuming to complete and summarize. Use open-ended questions sparingly and add to your posttest only as a way to get reaction information.
 - b. *Closed-ended questions* provide discrete, multiple choice responses. Closed-ended questions make survey analysis easy; however, they may limit the respondent's choices in how to answer. For the purpose of this CPI tool, most of your pretest-posttest questions will be closed-ended.
 - c. *Questions express one central idea or theme* (or don't ask two questions in one item.) If you have multiple areas that you are interested in, it is best to use a series of questions.

Example – Complex Question (too many questions in one):	Example – Simplify Question (ask several different questions so you know how people are really answering):
How often do you have sex and use a condom?	How often have you had sex in the past 3 months? Of the times you have had sex in the past 3 months, how many times did you use a condom?

4. **Language** - Use clear and concise language to make questions easier to understand.
- Keep survey questions short (no more than 20 words if possible). It is important to give respondents all of the information that they will need to answer the questions.
 - Avoid use of acronyms unless you know for sure that your population knows what you mean. If you must use them, spell them out the first time it is used on the survey.
 - Avoid the use of jargon that youth will not understand. (For example coitus, prophylactic)
 - Determine whether it is appropriate to use slang terms to help make the survey easier to understand. Recognize that some terms can be insulting to some individuals.
 - Avoid words that are not exact (e.g., generally, usually, average, typically, often, rarely). You may get information that is unreliable or not useful.
 - Avoid stating questions in the negative or using double negatives.
Example: Can a person not get pregnant by not using condoms?
 - Make sure that wording does not favor one answer choice versus another. The way a question is phrased may change the answers that you get.
5. **Response Options** – When you use closed-ended questions, you give the respondents different answers to choose from. The answer choices you give determine the accuracy and richness of your data.
- Common options include:
 - Yes/No
 - Choose one best answer from list
 - Check all that apply
 - Rating – high to low or level of agreement
 - Time sensitive – how often they have done something
 - As a general rule, the younger the student, the simpler the questions and response options should be. For middle school youth, use fewer response choices (e.g., 3 instead of 5), and avoid open-ended questions that require a lot of writing.
 - If respondents are older and they have a higher reading level and comprehension, you can get richer data by giving them more response choices. This could give you finer distinctions in the responses and you could see more change over time.
 - For behavior questions, make sure that you include an option that allows respondents to indicate whether or not they have done a certain behavior. For example, “I have not gone to a family planning clinic.”
 - For CPI purposes, do not use skip patterns, such as “No, I have not gone to a family planning clinic. (Skip to number 55).” Some youth find it challenging to know which question to go to if they do not have to answer all of them. If you are using bubble forms or answer sheets, this can make it difficult for them to mark their response in the right place.
 - For younger participants or those with lower reading levels, consider using graphics to illustrate response choices (refer to Template Instructions, page 6C-5.)
Example: use faces with smiles to frowns or thumbs up or down to depict a Strongly Agree to Strongly Disagree scale     
 - Provide instructions to the respondents on how to record their answers. For example, explain exactly where to write answers: fill-in, check-boxes, circles, etc.

6. **Length** – Keep questionnaire short, ideally not more than two pages or 20-30 questions. Youth may be deterred from completing the entire survey and answering open ended questions if the survey is too long. Remember that the more survey questions that you have the more time it will take for someone to tally/analyze all of the responses. If a question is not needed, do not include it.
7. **Readability** - It is important to keep the language in your survey as simple as possible to make sure it is easy read and understand.
 - a. Use clear and concise language and use words with fewer syllables whenever possible.
 - b. In general, surveys for middle school aged youth should be written at grade 4 level. Surveys for high school and above should be no higher than grade 8 level.
 - c. You can check your reading level using language tools in your word processing software. If you are using Microsoft Word, you can check the reading level by opening your Word document and following these steps:
 1. Click on the Tools menu and select “Options.”
 2. Click on the “Spelling and Grammar” tab.
 3. Under the grammar section, check the box that says “Show Readability Statistics.” Click OK.
 4. Back in your Word document, highlight the text you want to check. Click on spell check. After the spell check is completed it will show a dialogue box with readability information. The most important one is the Flesh-Kincaid Grade Level.
8. **Translation** - If you are translating your survey, it is important to back translate for accuracy. It is recommended that you work closely with a bilingual translator who is a native speaker of the language you are translating into. Have a different native speaker translate this newly translated survey back into English. The initial English version and the back-translated English version should be comparable.

STEP 3: Format your survey

The way that you set up the questions and responses on the page will affect how easy it is for the respondents to read and answer the survey questions. Think about how the questions and answer choices may encourage respondents to complete the survey.

1. Make the layout attractive. Choose a font and font size that is easy to read, and leave plenty of white space so that your survey it not cluttered.
2. Number all questions.
3. Put questions in a logical order. For example:
 - a. Cluster or group questions by topic or content area.
 - b. Place sensitive or personal questions near the middle to end of your survey so youth have a chance to feel comfortable answering questions that are easier first.
 - c. Answer choice order can make the questions easy or difficult to complete. Arrange answer choices in a logical or natural order for example negative to positive or weak to strong. For example:

<input type="radio"/> Not at all true	<input type="radio"/> Somewhat true	<input type="radio"/> Mostly true	<input type="radio"/> Very true
---------------------------------------	-------------------------------------	-----------------------------------	---------------------------------

4. If you use any rating (Likert) scales, keep the direction of the scale the same from question to question (do not reverse the order from one question to the next). If one question had the negative response first and the next had the positive response first, respondents might not mark the answer they intended because they were expecting the same pattern. For example, this would be confusing:

I can talk with my parents or other adults about how my body is changing during puberty.			
<input type="radio"/> Not at all true	<input type="radio"/> Somewhat true	<input type="radio"/> Mostly true	<input type="radio"/> Very true
I think most teens my age are having sexual intercourse.			
<input type="radio"/> Very true	<input type="radio"/> Mostly true	<input type="radio"/> Somewhat true	<input type="radio"/> Not at all true

STEP 4: Pilot test your survey

After you have developed a draft of your survey, test it out with a small group of people similar to those who will take the survey, but who may not be participants in your program. Ask them to provide suggestions for ways to change questions, response options, and directions.

1. Pilot testing your survey can let you know whether or not your respondents understand the directions and if they can answer the questions.
2. Sometimes, respondents will interpret questions differently than you intended. Pilot testing also can help you to identify and clarify any such questions.
3. Pilot testing your survey will also give you a sense of how much time it will take to complete the survey.
4. When you do your data analysis, you should not combine data from your pilot test with your final data, since they were not part of the primary intervention group.

STEP 5: Administer your survey

Follow survey administration procedures to make sure the survey is administered consistently.

1. Verbally tell your respondents the purpose of the survey and reassure them that no one will know how they answered the questions.
2. Train your staff in survey administration procedures to ensure that everyone is using the same procedures and is comfortable with them. (Refer to the data collection protocols provided in Appendix 6H.)
3. Plan your survey administration early enough in the year so that you will have time to input your data and summarize the results.

Template Instructions

Directions: Use the template on the next page to help create your survey. Here are the basic steps.

- | | |
|---------------|---|
| Step 1 | Insert the name of your program and who is completing the survey. For example: New Generations Teen Survey- Pretest. |
| Step 2 | Insert an identifier on your survey to indicate pretest or posttest. You can insert this in the title or as a header/footer in your word document. Make sure to create two originals –one labeled as ‘pretest’ and one as ‘posttest.’ |
| Step 3 | Insert demographic items: gender, grade, race/ethnicity, etc.
If you are collecting matched pretest-posttest data, you will need to have a way to match the pretest-posttest surveys. Refer to Appendix 6A for items commonly used to match surveys. For CPI purposes, we recommend that you create a survey with no more than 20-25 items. |
| Step 4 | Determine what you want to assess about your program. Look through the collection of potential survey items (Appendix 6A) and choose the items for your survey. The survey length is up to you. Add appropriate response options and insert (strongly agree to strongly disagree; very well to not well at all; etc.). Refer to Appendix 6A for examples of response options. |
| Step 5 | Review final version of survey for spelling, numbering (be sure to check order of numbering starting from the top of survey), and formatting before final copying. Final approval from your OFP Consultant and Evaluation Liaison is necessary before you administer the survey. |

Formatting Tips:

- ❖ You can control the appearance of the gridlines on the table
 - Select/Highlight the table: on **Table** menu click **show gridlines** or **hide gridlines**.
- ❖ You can put your survey in column format.
 - Place your cursor where you want the column format to begin.
 - On the **Format** menu, **click columns**, select two columns.
 - You can control the column breaks under the **Insert** menu.
- ❖ You can shade rows or every other row.
 - Highlight the row (s) you want to add shading to, for specific table cells, select the entire cell.
 - on the **Format** menu, click **shading/borders**, then click the **shading** tab
 - Select the **shading** options you want.
- ❖ You can add clip art or borders to enhance the visual appeal of your survey.
- ❖ You can insert symbols/graphics to illustrate response choices for younger participants with lower reading levels.
 - On **Insert** menu, **click symbols**, select font **WINDINGS**
 - Select the symbol you want and then **double click it or click on insert**.

Step 1: Insert survey heading (e.g., Name of Program).

Step 2: Insert pretest in the header, footer or survey heading. Once you have your final survey you can print a version that says 'posttest'.

Step 3: If you are collecting matched surveys, refer to Appendix 6A for commonly used items to match surveys. Otherwise, insert demographic items that are of interest to you. For Example:

1. Are you a boy or girl? Boy Girl

Step 4: Insert or type items from the collection of items. Choose appropriate response options for scale and insert: We show a 5-point scale in the example below.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
x. Insert item here.	1	2	3	4	5
xx.	1	2	3	4	5

For POST- only:

If you want to include a few satisfaction items you can include 3-5 items here. Refer to Appendix 4A in your CPI Tool Kit for sample Participant Satisfaction items.

Survey Pilot Test Protocol

I. Purposes

- a) To obtain feedback from participants regarding the appropriateness of the survey and to get input on how to make the survey better.
- b) To determine how long it takes to complete the survey.
- c) To obtain specific suggestions for changing particular items.

II. Procedures

A. Brief Overview

1. Introduce yourself and other staff.
2. Describe the survey and the purpose of the pilot test activity.
3. Emphasize the importance of the activity (e.g., to improve the survey before it is used with other participants). Emphasize that they are our expert critics, and we need their input.
4. Survey introduction:
 - Briefly describe the entire activity. Tell participants that as they are completing their survey, they should circle any words that they think other participants their age might find confusing, and circle any questions that they think would be confusing or are inappropriate.
 - Remind participants to read the directions before responding, and to circle any parts of the directions that might not be clear to other participants.
 - Remind participants not to put their names on the survey.
 - Check for understanding by briefly asking participants to describe what they will be doing with the surveys. Clarify task as needed.

B. Distribution of Survey

1. Tell participants that they will each get a copy of the survey.
2. Distribute one survey and a pencil to each student.
3. Tell participants that they will have XX minutes (insert number of minutes based on survey length) to complete the survey and we will talk about it afterwards.

C. Group Discussion of Survey

1. All participants will be asked to participate in a facilitated group discussion following the survey administration.
2. Serve the participants snacks during the group discussion if appropriate.
3. If necessary, reiterate the purpose and importance of the activity.

4. Allow 15-25 minutes for group discussion (depending on length of survey you are

pilot testing), focusing on the aspects of the survey that are outlined below (use more time if needed and available).

When debriefing the survey:

- Go through the survey, PAGE-BY-PAGE.
- Focus on specific issues or items on the page as flagged by the individuals who developed the survey.

For example: *'OK, let's look at the first page. Did anyone circle any words on this page that they felt other participants might not know?'; 'Are there any questions on this page that you think other participants might think are really confusing or hard to understand?'; 'Now look at question #00.' What do you think of the answer choices for this question?'*

5. Record participants' comments on your copy of the survey. The utility of the comments should be evaluated at a later point by the staff involved in developing and using surveys.

III. General Discussion Points

There are several general aspects the survey instrument that should be discussed; these are highlighted briefly below.

- A. Overall reactions
 1. Overall, what did you think of the survey you just filled out? How did it feel to fill it out?
- B. Directions
 1. Are the directions worded clearly?
 2. How can we make them clearer?
- C. Scales for Survey
 1. Are there enough response options? Too many response options?
 2. Did the options make sense?
 3. What other options would make it easier to answer the question?
 4. What do you think of using smiley faces instead of words? (See the supplemental worksheet)
- D. Survey Items
 1. Is the wording appropriate for people your age? Did any of the items seem too hard or inappropriate for others your age? (Are there any words that people your age may not know? If yes, how can we say it better?)
 2. Are any of the items really complicated or unrealistic for people your age? What about it is complicated or unrealistic?
 3. Be sure to solicit ways to reword items. See if there is consensus on any particular alternative rewording. If not, indicate there is no rewording that they all agree upon.

4. Be sure to note whenever they complain about the items being too repetitive.

E. Timing

1. What did you think about the amount of time you had to finish the survey?
2. Were you able to put forth your best effort under the time we gave you?

IV. Questions about Specific Items

You may want to flag specific questions on the survey that you would like participants to review more carefully. You can use this table to outline those questions. We have included 2 examples to illustrate how this might work.

Items Number(s)	Issue	Probe
21d	Item wording	How will other participants interpret this wording? What might be a better way to phrase this question?
22a-g	Item format	What do you think of the format of these items? How do you think other teens will respond to these items? What did you think of the amount of text in each question? (Too much? Ok?)

Local Pretest-Posttest Activities and Timeline—Checklist

Use this to help you plan for the various activities. You may modify this as needed to meet your specific needs and timeline.

Activity/Task	Time to Allow¹	When to Begin	Person Responsible	Completed ✓
Identify program or population you plan to evaluate. Determine if you have enough participants to use this tool.	1-2 weeks			
Analyze curriculum content to determine what should be measured by the survey.	1-2 weeks			
Select items from collection of sample items (Appendix 6A). Create Pretest-Posttest Survey (use template if needed).	1-2 weeks			
Obtain approval from OFP Consultant and Evaluation Liaison to use survey.	1 week			
Obtain approval to administer pretest-posttest with the population that you have selected. (Include appropriate stakeholders: School/District, community leaders, etc.).	1-2 weeks			
Pilot test survey. Revise survey as needed.	1-2 weeks			
Select dates for survey administration.	1 week			
Determine type of parental consent (active or passive) needed.	1 week			
Prepare/distribute parent permission forms. Secure parent permission for participation as needed.	1-2 weeks			
Train data collectors. Follow data collection procedures (Appendix 6G).	1 week			
Collect pretest-posttest surveys from the population that you have selected.	1 week for each			
Score and analyze data.	1-2 weeks			
Interpret your data.	1-2 weeks			
Report your findings	1-2 weeks			
Complete Pretest-Posttest Feedback Form	1 week			

¹ **Note:** Time to allow will vary with each task based on your staffing resources. Many of these tasks will happen simultaneously.

Sample Parent/Guardian Permission Form for Program and Surveys in School Settings Active Consent

Note: This is a sample of the type of language to include when developing your parent consent form. This is an example of an **active** consent form where parents need to sign and indicate their decision about participation (yes or no). You may cut and paste this onto your letterhead and insert the information that is relevant for your program. Be sure to add a contact person and phone number. **This permission form is for CPI purposes only. This is not valid for the Statewide surveying.**

Dear Family,

This year your child will be offered a program called **[Insert description or name of program]** through school. This program includes **X [Insert number of lessons]** lessons that teach students **[Insert brief description of the program]**. Some students also will be invited to fill out a brief survey before and after the lessons to help us see if students are learning the information we are teaching. The survey will have **X [Insert number]** questions and will cover topics like **[Insert brief list of topics covered on survey]**. The survey will NOT ask about your child's sexual behavior **[NOTE: if the survey does include sexual risk items then use: Some questions ask about your child's sexual behaviors]**. Students will not put their names on the survey.

You are welcome to review the program materials or the survey. Please contact _____ at _____, and we will arrange a preview time and answer any questions you may have about the program or survey. A child may be excused from this program or the survey, or both. If you do not want your child to take part in the survey, your child will still be allowed to take part in the program.

Please fill out the form below and return it to _____ at your child's school with your decision. If your child does not take part in the program or survey, we will arrange a different learning activity for your child during that time.

If you have any questions, please call **[contact name]** from **[school or Agency name]** at **[phone number]**.

Sincerely,

[Insert contact name]

✂ Cut here and return the bottom part of this form

My child, _____
(Please print your child's name)

(Please check one)

- YES**, my child may take part in the Program **and** the survey.
- YES**, my child may take part in the Program, **but not** the survey.
- NO**, my child cannot take part in the Program **or** the survey.

Parent/Guardian (please print)

Signature of Parent/Guardian

Date

Sample Parent/Guardian Permission Form for Program and Surveys in School Settings Passive Consent

Note: This is a sample of the type of language to include when developing your parent consent form. This is an example of a **passive** consent form where parents need if they want to EXCLUDE their children from participation. You may cut and paste this onto your letterhead and insert the information that is relevant for your program. Be sure to add a contact person and phone number. **This permission form is for CPI purposes only. This is not valid for the Statewide surveying.**

Dear Family,

This year your child will be offered a program called **[Insert description or name of program]** through school. This program includes **X [Insert number of lessons]** lessons that teach students **[Insert brief description of the program]**. Some students also will be invited to fill out a brief survey before and after the lessons to help us see if students are learning the information we are teaching. The survey will have **X [Insert number]** questions and will cover topics like **[Insert brief list of topics covered on survey]**. The survey will NOT ask about your child's sexual behavior **[NOTE: if the survey does include sexual risk items then use: Some questions ask about your child's sexual behaviors]**. Students will not put their names on the survey.

You are welcome to review the program materials or the survey. Please contact _____ at _____, and we will arrange a preview time and answer any questions you may have about the program or survey. A child may be excused from this program or the survey, or both. If you do not want your child to take part in the survey, your child will still be allowed to take part in the program.

If you do NOT want your child to take part in the program and survey, please fill out the form below and return it to _____ at your child's school. We will arrange a different learning activity for your child during that time. If we do not hear from you, we will assume you allow your child to take part in both the program and the survey.

If you have any questions, please call **[contact name]** from **[school or Agency name]** at **[phone number]**.

Sincerely,

[Insert contact name]

✂ Cut here and return the bottom part of this form

My child, _____
(Please print your child's name)

(Please check one)

- My child may take part in the Program, **but not** the survey.
 My child cannot take part in the Program **or** the survey.

Parent/Guardian (please print)

Signature of Parent/Guardian

Date

Survey Completion Form

Data Collector: _____

Site: _____

Date: _____

Type of survey:

- Pretest
 - Posttest
 - Make-up (circle one: Pretest or Posttest)
-

Summary:

Total number of students with permission to take survey _____

Total number of students refusing to participate _____

Total number of students absent _____

Total number of students taking survey _____

Notes:

Data Collection Procedures for Local Pretest-Posttest Surveys

Student Confidentiality

- Every effort must be made to ensure that participants feel comfortable responding to the survey.
- Let youth know that their parents, teachers or other school/community organization staff will NOT have access to their completed surveys.
- During the survey, stay at the front or back of the room except when answering participants' questions.
- During and after the survey, protect participants' answers. Do not discuss or share participants' completed surveys with school or community organization staff.
- After the survey, place completed surveys in an envelope and seal or close it in front of participants.
- The only exceptions to this confidentiality rule are if you learn that a participant is a imminent danger to her-/himself or others. In this instance, you must inform the appropriate authorities (school personnel, Project Director) of the circumstances surrounding this participant

Voluntary Participation

- It is important to remember that participation in the survey is voluntary and participants' responses are confidential. Participants have the right to refuse to complete the survey or specific items on the survey. Participants should never be pressured to complete the survey.

Student Refusals

- Participants may refuse to fill out specific questions on the survey or they may choose not to participate in the survey at all.
- If participants say they do not want to fill out the survey, accept this and tell them to turn the survey over and put it on the corner of their desk. Ask them to work quietly at their desks.
- If a student asks: "Do I have to do this?" explain that participation is voluntary. If the student decides not to do it, accept this decision and ask him/her to work quietly at his/her desk.
- Never ask participants to tell you the reason for their refusal.

Answering questions

- When responding to individual questions during survey administration, you can read an item or pronounce a word for a student, and restate or clarify an item; however, never clarify an item in a way that may imply a preferred or correct answer
- Never give participants the answers to items on the survey. Don't suggest that a student mark a particular answer based on what the student says to you about his/her behavior. Let the student make the final decision about what to mark.
- If you are unsure how to answer a particular question -- don't. Say to the student that you cannot answer the question, and ask them to do the best they can.

Steps for Administering the Pretest-Posttest Survey

1. Make sure that the seating arrangement is conducive to confidentiality. If necessary ask the teacher or group leader if you can move chairs or desks to give youth more privacy.
2. Take attendance and mark which youth were present at pretest (use *Survey Completion Form*).
3. At **pretest**, make sure that only youth with permission to take the pretest-posttest survey receive a copy of the survey to complete.
4. Distribute a copy of the survey to each participant. If youth refuse to take a survey, do not insist. Keep the survey and note on the *Survey Completion Form* the number of participants who refused to complete a survey.
5. Tell the youth not to put their names on the survey.
6. Remind the youth that completing the survey is voluntary; that their responses are private; and that they can choose to stop taking the survey at any time.
7. Explain that the completed surveys are going directly to data entry; no one at the school or program, not their teacher or leaders, not the principal or director, or parents are going to see their answers.
8. Encourage participants to use an extra sheet of paper (if you provide) to cover their responses as they work.
9. Tell the youth how much time they have to complete the survey. Ask them to put their completed survey on their desks until everyone is finished.
10. Do not allow *anyone* to examine a completed survey.
11. Keep both the completed and blank surveys in your possession at all times. Never make copies of the completed surveys.
12. If you are in a school site, do not allow teachers or school staff to look at a survey regardless of whether or not has been filled out. *Note: You can have a copy of the pretest-posttest survey available for review in the principal's office.*
13. Do not allow anyone (including participants and teachers) to wander around the room or talk while others are completing the survey.
14. Pick up all of the completed surveys at one time. Place the completed surveys in an envelop with the Survey Completion Form and seal the envelop.
15. Thank the participants for completing the survey.
16. Tell the participants the date for the posttest survey and that you will be administering the survey again.

Posttest

1. Take attendance using your survey completion form for the site. If you are collecting matched surveys, determine which youth were present at pretest and are present at posttest.
2. Hand out the posttest surveys. If you are collecting *matched data*-- ONLY those participants who completed a pretest survey should complete a posttest survey. For *unmatched data* – you would collect posttest data from everyone with consent even if they didn't complete a pretest.
3. Be sure that you are administering your posttest survey (it should be a different color than the pretest or clearly marked that it is the posttest survey).
4. Follow steps 4 to 16 above.

Middle School Survey Results

Table 1: Demographic Characteristics of Students Responding to the Pre & Post Survey (N=105)¹

Gender		
Boys	45%	
Girls	55%	

Note: These tables do not report significance testing (p values). If you have local evaluator who is interested in running significance tests on your data results – that can be helpful, but it is not required.

Table 2²: Knowledge of Puberty and Sexuality

Item	Pretest % Correct	Posttest % Correct	% point Change score ³
4. Do you know the proper medical terms for your private parts?	32	71	+39
5. In a girl's body, do urine and menstrual blood leave from the same opening or hole?	13	39	+26
6. Can a girl get pregnant if she has sexual intercourse during her period?	38	76	+38
7. Will most girls and some boys have changes in their breasts during puberty?	55	79	+24
8. Suppose some friends asked you where to go for a pregnancy test or a test for sexually transmitted infections. Would you know where to tell them to go?	25	54	+29
9. If a teen (14 years old or older) goes to a clinic for birth control or other services, will the clinic call his/her parents?	13	43	+30
10. Mark wanted Nancy to go further sexually than she wanted. Nancy said in a low voice, "I'm not sure this is a good idea." Would you say her words were: ⁴	39	43	+4
11. Marie and Jose have been together for 6 months. Marie starts talking about having sexual intercourse. Jose doesn't want to have sex until he is older. How should Jose tell Marie he is not ready for sex so she gets his message? (Mark as many answers as you want).			
Use a soft voice so he doesn't scare her.	79	75	-4
Look away from her so she hears him.	93	94	+1
Yell at her so she hears him.	87	95	+8
Look in her eyes when he is talking.	40	58	+18
Use the word "No" when he tells her.	49	74	+25
Tell her a lie so he doesn't hurt her feelings.	78	91	+13
Just do what she wants and forget how he feels.	84	96	+12
12. Sue and John met at a party. John invited Sue to his house. Sue wants to go. Are there any bad things that could happen if she decides to go? ⁵	53	80	+27
OVERALL KNOWLEDGE SCORE⁶	6.79	9.83	+3.04

¹ There were a total of 105 matched surveys. However, not all respondents answered all questions.

² Unless otherwise noted, response options included yes, no, not sure.

³ The change score shows the difference between the pretest scores and the posttest scores. It is calculated by subtracting the pretest score from the posttest score. A "+" indicates a change in the desired direction; a "-" indicated a change in the undesired direction.

⁴ Response options included unclear, too pushy, very clear, none of the above.

⁵ Response options included no or yes, please list.

⁶ The Overall Knowledge score was calculated by counting up all knowledge items answered correctly for each respondent and dividing by the number of respondents. Here, a total of 9 knowledge questions with 11 possible answers were asked. The knowledge score gives an overall average number of correct answers per respondent.

Table 3: Intentions to have sexual intercourse			
Item	Pretest % Marked Yes	Posttest % Marked Yes	% point Change Score
13. At this time, what are your thoughts about having sexual intercourse? I would not have sex for any reason/wait until older or married. I would have sex if it were the right person. I would have sex if my friends started having sex. I would have sex to see what it is like. I would have sex to keep my boyfriend or girlfriend happy I would have sex as long as we used protection. Other (please describe).	53 10 2 16 6 10 3	53 9 2 3 1 22 10	0 -1 0 -13 -5 +12 +7
14. Here are some reasons for not having sex. Which of these are reasons YOU would choose for NOT having sex now? ⁷ I'm too young to have sex. It is against my beliefs. I do not want a baby right now. I don't want to get a disease. I don't want to get a bad reputation. I would lose respect for myself. My parents would be angry.	75 30 87 73 60 57 83	85 32 93 91 68 66 83	+10 +2 +6 +18 +8 +9 0

Table 4: Attitudes about Puberty and Sexuality			
Item	Pretest Mean Score⁸	Posttest Mean Score⁹	Change in Mean Score
15. To make a good decision, it is important to think about what could happen (consequences).	4.56	4.77	(+ change) .21
16. I can talk with my parents or other adults about how my body is changing during puberty.	3.55	3.79	(+ change) .24
17. I think most teens my age are having sexual intercourse.	3.62	3.36	(- change) .26
18. I understand the changes my body is going through during puberty.	3.87	4.17	(+ change) .3
19. I think people my age should wait until they are older before they have sexual intercourse.	2.99	3.27	(+ change) .28

⁷ Response options included yes or no.

⁸ The Mean score is calculated to give you an average score of all responses. The score is based on the following scale: every answer marked "strongly agree" is assigned a value of 5; every answer marked "agree" is assigned a value of 4; every answer marked "not sure" is assigned a value of 3; every answer marked "disagree" is assigned a value of 2; and every answer marked "strongly disagree" is assigned a value of 1. To calculate the mean score, the numeric value of all responses is added together and then divided by the total number of responses for that question.

⁹ A higher number mean score shows that respondents agree more strongly with the statement

Table 5: Awareness of and Access to Clinical Services			
Item	Pretest % Yes	Posttest % Yes	% point change score
20. Have you ever called the Planned Parenthood "Facts of Life" information hotline?	4	9	+5
21. Have you ever gone to a clinic or told a friend how to go to a clinic for birth control or other services?	6	14	+8

Table 6 - Posttest Only: Reaction to the Program	
Item	% Yes
22. Should a sex education program like this one be taught to other students your age?	94
23. Did you learn anything new from this program?	94
24. Because of this program, do you feel more comfortable with how your body works?	92
25. Suppose someone you liked wanted to have sexual intercourse with you but you did not want to. Because of this program, would you feel more comfortable telling that person you don't want to have sex?	94

Table 7 - Posttest Only: Satisfaction with the Program	
Item	Mean Score^{10, 11}
26. What did you think of the program?	4.76
27. How effective was the person who taught the program?	4.69

¹⁰ The Mean score is calculated to give you an average score of all responses. The score is based on the following scale: every answer marked "excellent" is assigned a value of 5; every answer marked "good" is assigned a value of 4; every answer marked "fair" is assigned a value of 3; every answer marked "poor" is assigned a value of 2; and every answer marked "very poor" is assigned a value of 1. To calculate the mean score, the numeric value of all responses is added together and then divided by the total number of responses for that question.

¹¹ A higher number mean score shows that respondents had a more positive reaction to the statement

Local Pretest- Posttest– SAMPLE Summary

NOTE: This is a sample of the minimum information to be included in your CPI summary. Feel free to add additional information and details.

Introduction

[Agency Name] met the CPI Evaluation requirement by developing and implementing a “Local Pretest-Posttest Tool” for its Teen Pregnancy Prevention program. A health educator, youth development leader, and supervisor, developed the survey using questions for the CPI toolkit item bank and developing questions specific to our curriculum. The survey was pilot tested with 15 youth enrolled in a different program offered by our agency. Slight revisions were made to the survey based on the feedback from the pilot test. The revised survey was then reviewed and finalized by our staff together with guidance provided by our advisors from ETR and OFP.

Methods

Our health educator gave the survey on the first and last day of the program to all of the students who were present on that day, using our survey administration protocol. A total of 105 matched pretest and posttest surveys were collected from participants at two different middle schools. Out of those 105, 47 (45%) were males and 58 (55%) were females.

Results

The following highlights reflect data collected from the 105 participants taking part in the TPP Program survey in the fall of 2005. Overall, students indicated that the program content had increased their knowledge of puberty and pregnancy prevention, and provided them with new skills around accessing and receiving clinical services.

Highlights of the survey results include the following:

- Participants’ knowledge increased following the program by 31% (from 6.79 items correct at the pretest to 9.83 items correct at posttest).
- There was no change in the proportion of students who indicated that they would not have sex at this time in their lives. Among those youth who would have sex, there were changes in the conditions under which they would consider having sex (e.g., fewer would have sex just to see what it was like, fewer would have sex to keep a boy/girlfriend, more would insist that protection be used).
- Participants expressed more positive attitudes toward careful decision making, body changes due to puberty, talking with parents about body changes, and not having sex.
- Following the program, a greater proportion of youth reported that they had called the “facts of life line,” though the percentage of youth reporting that they had done so is low (9% at posttest).
- Nearly all students reported that the program helped them to feel more comfortable with how their body works, and that it also made them more comfortable refusing sex.
- Following the program, a greater proportion of youth reported that they had gone to a clinic or told a friend how to go to a clinic for birth control or other services, though the percentage of youth reporting they had done so was low (14% at posttest).

For the most part, males and females responded similarly to the survey items, but female participants’ were slightly more enthusiastic in their responses about the class.

When asked what they thought about the program, overall the respondents rated the program between excellent and good. They also felt the instructor was between excellent and good. Additional comments made by the students indicated that they enjoyed the variety of topics discussed and that they liked everything about the program.

Summary

Based on these results, [Agency Name] will consider modifying the Teen Pregnancy Prevention program by providing even more opportunities for students to practice communication skills (e.g. refusing sex, requesting that protection be used if going to have sex), talking more about peer norms, and by including more up-to-date videos and guest speakers. Overall, few program changes will be made at this time since students seem to be responding so well to the program as it is.