

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
OFFICE OF PROGRAM EVALUATION
1500 BISCAYNE BOULEVARD
MIAMI, FL 33132**

**EVALUATION OF THE 2006-07
HIV/AIDS EDUCATION PROGRAM**

August 2007

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EXECUTIVE SUMMARY

The HIV/AIDS Education Program was created to provide information to the school district and the community on HIV/AIDS and related topics. The program, which is funded in part by the Centers for Disease Control and Prevention (CDC), is responsible for implementing state and local AIDS policies, training staff, developing and disseminating the HIV/AIDS curriculum and other support materials, and instructing students and the public concerning HIV/AIDS related matters. In order to achieve these goals, the program staff coordinates its activities with, and utilizes the services of, a number of local agencies and universities.

The long range evaluation plan of the HIV/AIDS Education Program, established in agreement with the CDC, is to yearly target one of four basic program areas on a rotating basis: policy, staff development, HIV/AIDS curriculum and student status. In 2006-07 the area of HIV/AIDS curriculum was targeted and four evaluation questions were addressed. In order to answer the evaluation questions, 48 middle school teachers responsible for teaching HIV/AIDS and 44 school middle school administrators completed surveys. In addition, a random sample of 1302 students in grades 6-8 also completed surveys.

The 2006-07 evaluation questions and the corresponding results are as follow:

Evaluation Question 1. To what extent were Miami-Dade County Public Schools (M-DCPS) students exposed to HIV/AIDS instruction during 2006-07? According to most teachers and principals HIV/AIDS instruction was provided to all students during the school year. Most students indicated that they had received HIV/AIDS instruction this past year. Nevertheless, among students who received HIV/AIDS instruction, many reported that they had not received five hours of instruction, as required.

Evaluation Question 2. What HIV/AIDS curriculum material was taught and how was it delivered to students? The central topics contained in the HIV/AIDS curriculum were discussed during the past school year, according to both teachers and students. Most often addressed were the topics of *abstinence as a way to avoid contracting HIV/AIDS, examples of casual contact that do not transmit the HIV virus and how the virus is spread*. Teachers also taught students how to use refusal skills to avoid engaging in risky behaviors. Teachers reported that they used a variety of methods to deliver the HIV/AIDS curriculum including: lectures, student-led discussions, handouts, and videos.

Evaluation Question 3. What assistance did teachers receive from M-DCPS to ensure that the required level of HIV/AIDS instruction is provided to all students? According to principals and teachers, the HIV/AIDS Education Program was responsive to their needs and provided them with the information and materials necessary to support the HIV/AIDS curriculum. In addition, both principals and teachers are of the opinion that the vast majority of HIV/AIDS teachers are well prepared to teach the HIV/AIDS curriculum to students.

Additionally, many of the teachers reported having accessed the newly revised electronic version of the HIV/AIDS curriculum. The vast majority of teachers who used the revised version of the HIV/AIDS curriculum, via disc or through the internet, liked it better than the original version.

Evaluation Question 4. How is the HIV/AIDS curriculum perceived by teachers and school administrators? The results show that most teachers and principals believe that the HIV/AIDS curriculum provided new information to the students. Most students also reported having learned new information through the HIV/AIDS lessons. For the most part, principals and teachers responsible for delivering the HIV/AIDS curriculum are generally satisfied with the HIV/AIDS curriculum.

Based on these observations, the following recommendations are made:

1. Encourage schools to provide HIV/AIDS education to all K-12 students.
2. Encourage schools to provide all K-12 students five hours of HIV/AIDS instruction annually.
3. Promote the use of the revised electronic HIV/AIDS curriculum among all HIV/AIDS teachers.

INTRODUCTION

The HIV/AIDS Education Program was established in October 1987. The fundamental purpose of the program is to provide information to the school district and the community on HIV/AIDS and related topics. The program, which is funded in part by a grant from the Centers for Disease Control and Prevention (CDC), is normally staffed by a supervisor, a teacher-on-special assignment, and a secretary. The basic functions of the HIV/AIDS Education Program are: a) implementing state and local HIV/AIDS policies, b) training and the development of staff, c) developing and disseminating the HIV/AIDS curriculum, and d) instructing students concerning HIV/AIDS related matters. In order to achieve these goals, the program's staff coordinates its activities with local agencies who provide services. The program is also responsible for assessing the students' needs and awareness insofar as HIV/AIDS education is concerned. For this purpose, the Youth Risk Behavior Survey (YRBS) is conducted semiannually in the Miami-Dade County Public Schools (M-DCPS) and on a national level. The YRBS, which is sponsored by the CDC, surveys secondary students concerning a wide array of risk behaviors. The survey was last conducted in May 2007.

The program's general evaluation plan is to yearly target one of four program areas on a rotating basis. The four areas are: policy, staff development, HIV/AIDS curriculum, and student status/educational outcomes. The 2005-06 evaluation report, which was disseminated in September 2006, focused primarily on the area of training and staff development. For the 2006-07 evaluation, the period covered in the present report, program staff requested that the area of HIV/AIDS curriculum be addressed.

Since it was introduced in 1996, teachers have had access to bound manuals containing the District's HIV/AIDS curriculum, "AIDS Get the Facts!." During the 2005-06 school year, the HIV/AIDS Education Program staff made the curriculum available to middle school HIV teachers via compact discs and also via a designated internet web site. Program staff were interested in evaluating the utilization and perceived utility of the electronic version of the HIV/AIDS curriculum. Therefore, a section of the evaluation will address this question. Also, the evaluation will focus on the middle schools because these had access to the electronic version of the HIV/AIDS curriculum.

In summary, the evaluation of the HIV/AIDS Education Program focused on ascertaining whether the program's HIV/AIDS curriculum objectives were met. As a result, this evaluation was designed to specifically address the following questions:

- 1. To what extent were M-DCPS students exposed to HIV/AIDS instruction during 2006-07?*
- 2. What HIV/AIDS curriculum material was taught and how was it delivered to students?*
- 3. What assistance did teachers receive from M-DCPS to ensure that the required level of HIV/AIDS instruction is provided to all students?*
- 4. How is the HIV/AIDS curriculum perceived by teachers and school administrators?*

METHOD OF EVALUATION

In order to answer the four evaluation questions, M-DCPS staff and students were surveyed. Specifically, teachers (i.e., HIV/AIDS curriculum teachers), school administrators, and middle school students (grades 6-8) were selected to participate in the surveys.

Teacher Sample. One HIV/AIDS teacher from each of 71 middle and K-8 schools was selected to participate in the survey. Included were all fully enrolled middle (n = 56) and K-8 schools (n = 15). Principals at each sampled school were asked to randomly select a teacher who taught the HIV/AIDS curriculum. The chosen teacher was instructed to complete the HIV/AIDS Teacher Questionnaire (Appendix A1). A total of 48 Teacher Questionnaires were returned (68% return rate).

School Administrator Sample. A total of 71 middle and K-8 school principals were selected to participate in the survey. The schools selected to participate in the administrator survey are the same as those described in the teacher sample. The principals were asked to complete the HIV/AIDS Principal Questionnaire (see Appendix A2). A total of 44 Principal Questionnaires were returned (62% return rate).

Student Sample. Teachers at each of the 71 middle/K-8 schools who completed Teacher Questionnaires were asked to randomly select one of the classes that they taught to receive the HIV/AIDS Student Questionnaire (Appendix A3). The selected teachers were asked to distribute the Student Questionnaires to the students in their class. Overall, 51 classes returned Student Questionnaires (72% return rate). A total of 1,302 individual Student Questionnaires were returned. All Student Questionnaires were completed anonymously. An ethnic breakdown of the student sample shows them to be similar to the District. Students self-reported their ethnicity as either Hispanic (67%), Black (17%), White (7%), or other (8%)

Reminder notices were sent on two occasions to teachers and administrators. Nevertheless, the survey return-rates were not high. On average, about two-thirds of teachers, administrators and students participated in the surveys. The fact that approximately one-third of the sampled individuals failed to complete surveys should be taken into account while interpreting the results that follow.

Table 1

Student Survey Sample and Return Rate

Questionnaire	Return Rate	Surveys Completed
Teacher	68%	48
Administrator	62%	44
Student	72%	1,302

n = 71 middle/K-8 schools surveyed.

RESULTS AND DISCUSSION

Evaluation Question 1. To what extent were M-DCPS students exposed to HIV/AIDS instruction during 2006-07?

Middle school administrators, HIV/AIDS teachers, and students were asked, via surveys, to indicate whether students had received HIV/AIDS lessons this past school year. Administrators answered for their school, teachers for their own classes, and students regarding themselves. The results are displayed in Figure 1. As shown, 96 percent of all principals indicated that all students in their school had been provided HIV/AIDS instruction during the 2006-07 school year (not including those exempted by parents). Similarly, 83 percent of all teachers surveyed indicated that they had provided HIV/AIDS lessons to their students during the 2006-07 school year. On the other hand students were less likely to report having received any HIV/AIDS lessons during the school year. Approximately three-fourth of middle school students surveyed (73%) reported receiving HIV/AIDS instruction during 2006-07.

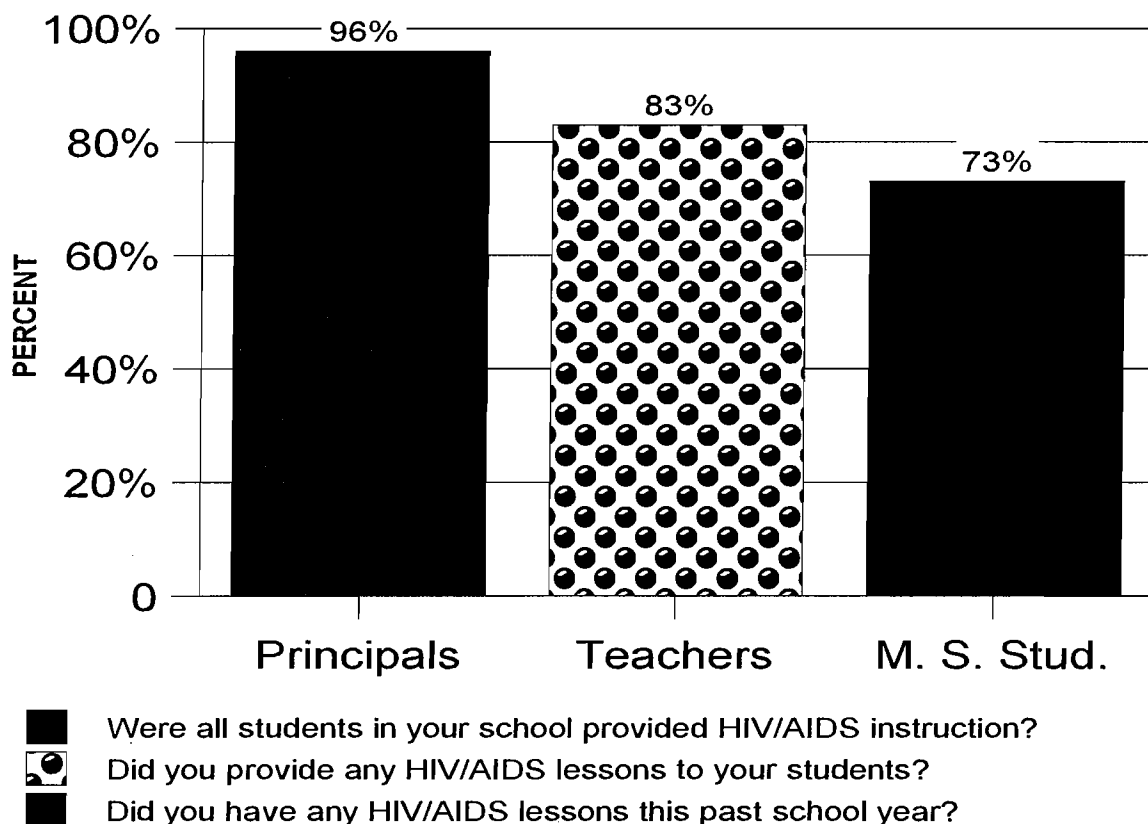


FIGURE 1. Percentage of students receiving HIV/AIDS instruction.

District policy mandates that all students receive an annual minimum of five hours of HIV/AIDS instruction. HIV/AIDS teachers, administrators, and students were asked to indicate whether they, or their schools, had administered or, in the case of students, received five hours of HIV/AIDS instruction this past school year. The results are displayed in Figure 2.

As shown, 91 percent of all principals indicated that all students in their school had received at least five hours of HIV/AIDS instruction during the 2006-07 school year. However, only 42 percent of all teachers surveyed agreed that they had provided five hours or more of HIV/AIDS lessons to their students during the 2006-07 school year. Among middle school students who had received HIV/AIDS instruction, 27 percent of the students reported having received five or more hours of HIV/AIDS lessons during 2006-07.

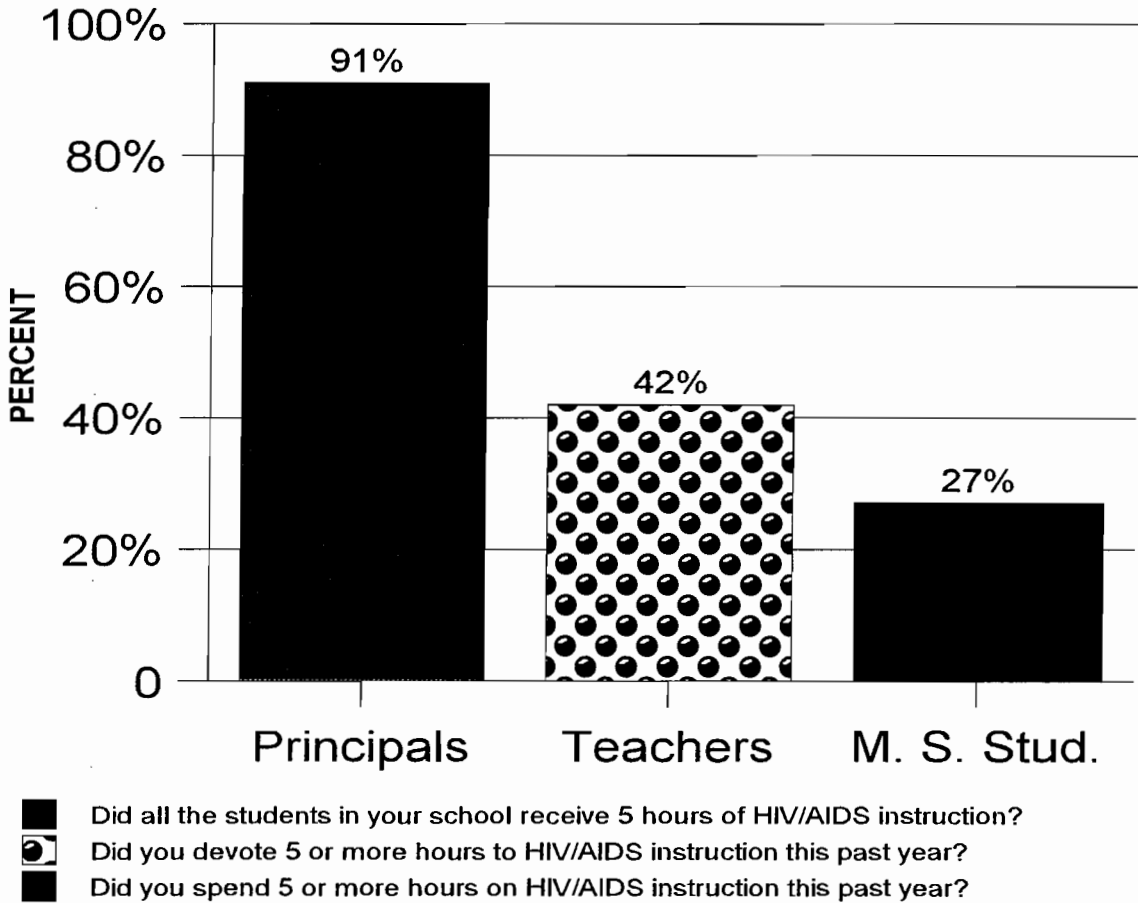


FIGURE 2. Percentage of students receiving five hours HIV/AIDS instruction.

Additionally, principals, teachers, and students were asked whether the school had provided, or whether they had attended, an HIV/AIDS education activity during the school year. Most principals responding to the survey (91%) indicated that their school had provided HIV/AIDS education activities to their students, such as speakers, plays, etc., as did the majority of teachers (66%). Approximately half of the middle school students (56%) reported having attended a school sponsored HIV/AIDS education activity during the 2006-07 school year.

Summary of Evaluation Question 1. The observed results tend to indicate a difference between administrator, teacher, and student responses. In general, principals and teachers report more HIV/AIDS instruction taking place than students report receiving. Among middle school students 27 percent reported that they did not receive HIV/AIDS instruction during the 2006-07 school year.

There are explanations that may partly account for the observed differences between students and teacher/administrators insofar as the teaching of HIV/AIDS is concerned. For example, students could have been absent the day(s) of HIV/AIDS instruction or may not remember having received the lessons. Also, some students may have completed the questionnaire prior to receiving their HIV/AIDS lessons since the questionnaires were completed in May. It should be noted that two teachers wrote comments that the HIV/AIDS curriculum could not be provided due to lack of time, and/or the need to address other instructional programs. But on the other hand, seven teachers wrote comments indicating that the HIV/AIDS curriculum would be provided during the last weeks of the school year after the completion deadline of the survey (Appendix B).

Even so, less than half of the teachers responsible for administering the HIV/AIDS curriculum indicated that they provided five or more hours of HIV/AIDS instruction to their students. Among those middle school students who reported receiving lessons, only 27 percent reported receiving five or more hours of HIV/AIDS instruction, as required. Therefore, it can be said that some, but not all, students receive five hours of HIV/AIDS instruction on an annual basis.

Evaluation Question 2. What HIV/AIDS curriculum material was taught and how was it delivered to students?

Middle school students as well as teachers responsible for HIV/AIDS instruction were asked to describe the material covered during HIV/AIDS instruction and the manner in which it was delivered. Middle school teachers who taught HIV/AIDS during the year reported that they most often relied on lectures (65%), student-led discussions (65%), and handouts (54%) to deliver the curriculum. Teachers were less likely to use videos (42%), speakers (31%) and role playing (23%) for instruction purposes.

Middle school students who had received HIV/AIDS lessons during the school year indicated that most of the time (80%) they received their HIV/AIDS lessons from classroom teachers. A smaller proportion of students (39%) reported that they had received HIV/AIDS instruction from other instructors besides classroom teachers, such as guest speakers, counselors, etc.

Both teachers and students were asked to indicate what areas, from among twelve HIV/AIDS topics, they had taught or had been taught. The results are shown in Table 2. Teachers' responses show that they most often (85%) addressed the topics of '*abstinence as the only certain way to avoid the sexual transmission of the HIV virus*' and '*how the HIV virus is transmitted*'. Closely following were the topics of '*examples of casual contact that do not transmit the HIV virus*' (72%) and '*the progression of HIV/AIDS instruction from inception to AIDS*' (77%).

Middle school students reported that they most often received the following lessons: '*different ways the HIV virus can be transmitted*' (98%), '*examples of casual contacts that do not transmit the HIV virus*' (95%) and '*the progression of HIV infection, from the moment of infection to the development of AIDS*' (90%).

TABLE 2

HIV/AIDS Topics Covered by Teachers and Received by Students.

HIV/AIDS Topics	Middle School Teachers	Middle School Students
Abstinence as the only certain way to avoid the sexual transmission of the HIV virus	85%	83%
How the HIV/AIDS virus is spread	85%	98%
Examples of casual contacts that do not transmit the HIV virus	77%	95%
The progression of HIV infection from inception to AIDS	77%	90%
Refusals skills to use to avoid engaging in risky behaviors	71%	83%
Infection control procedures to be used with body fluid spills	67%	73%
The meaning of positive and negative HIV/AIDS test results	60%	69%
Sources of community assistance with respect to AIDS	56%	68%
Role playing how to avoid risky situations	50%	39%
The proper use of condoms to avoid the sexual transmission of HIV	48%	44%
Ways to assist someone who is ill with AIDS	46%	57%
Legal issues associated with testing for HIV/AIDS	42%	54%

Note. The wording of the items on the Teacher and Student Questionnaires differed slightly.

Summary of Evaluation Question 2. Survey results indicate that middle school students are most often taught about HIV/AIDS by their classroom teachers but sometimes also receive information from visiting instructors. Overall, middle school teachers prefer the use of lectures and student-led discussions to deliver the HIV/AIDS curriculum. Both teachers and students report that the specific topics most often taught during HIV/AIDS instruction are those related to how to avoid contacting the HIV virus while less likely to be addressed are those dealing with the medical, social, and legal implications of HIV/AIDS.

Evaluation Question 3. What assistance did teachers receive from M-DCPS in order to ensure that the required level of HIV/AIDS instruction is provided to all students?

The results of the teacher survey show that middle school teachers responsible for administering the HIV/AIDS curriculum received assistance from the District during the 2006-07 school year. A majority of the surveyed teachers (72%) indicated that they had received HIV/AIDS information or technical assistance either from the District or from school personnel (administrators or other teachers) during the school year. Most of the teachers (83%) reported having possession of the District's HIV/AIDS curriculum guide '*AIDS: Get the Facts!*.' A majority of the teachers (89%) considered themselves well prepared to teach the HIV/AIDS curriculum (see Figure 3).

Among teachers who had access to the HIV/AIDS curriculum guide, most had the original bound (i.e., paper) copy (76%). Nevertheless, a large number also reported having either a copy of the revised HIV/AIDS curriculum on disc (66%) or had accessed it via the internet (58%). The majority of teachers who accessed the revised version of the HIV/AIDS curriculum, either via disc or the internet, liked it better than the original version (86%). A number of teachers (n=15) wrote comments indicating why they preferred the revised curriculum. The comments most often made were the following: more up to date and concise, better features, clear and to the point, easier access, and excellent lesson plans and activities.

Additionally, the results of the Principal Questionnaire indicate that most middle school administrators received information or technical assistance that addressed the provision of HIV/AIDS instruction to students during the 2006-07 school year (87%). Furthermore, almost all of the principals (91%) indicated that teachers who provide HIV/AIDS instruction at their schools received HIV/AIDS curriculum information or technical assistance from the District. Principals also indicated that teachers (96%) received HIV/AIDS instructional materials during the year. All principals tended to be of the opinion (100%) that the teachers who provided HIV/AIDS instruction at their school were well prepared to teach the HIV/AIDS curriculum (see Figure 3).

Summary of Evaluation Question 3. According to middle school principals and HIV/AIDS teachers surveyed, the District, mainly the HIV/AIDS Education Program, has been responsive in providing them with the information and materials necessary to support the HIV/AIDS curriculum. The majority of teachers had access to electronic versions of the revised HIV/AIDS curriculum and preferred these to the original version. In addition, both principals and teachers are of the opinion that the vast majority of HIV/AIDS teachers are well prepared to teach the HIV/AIDS curriculum to students.

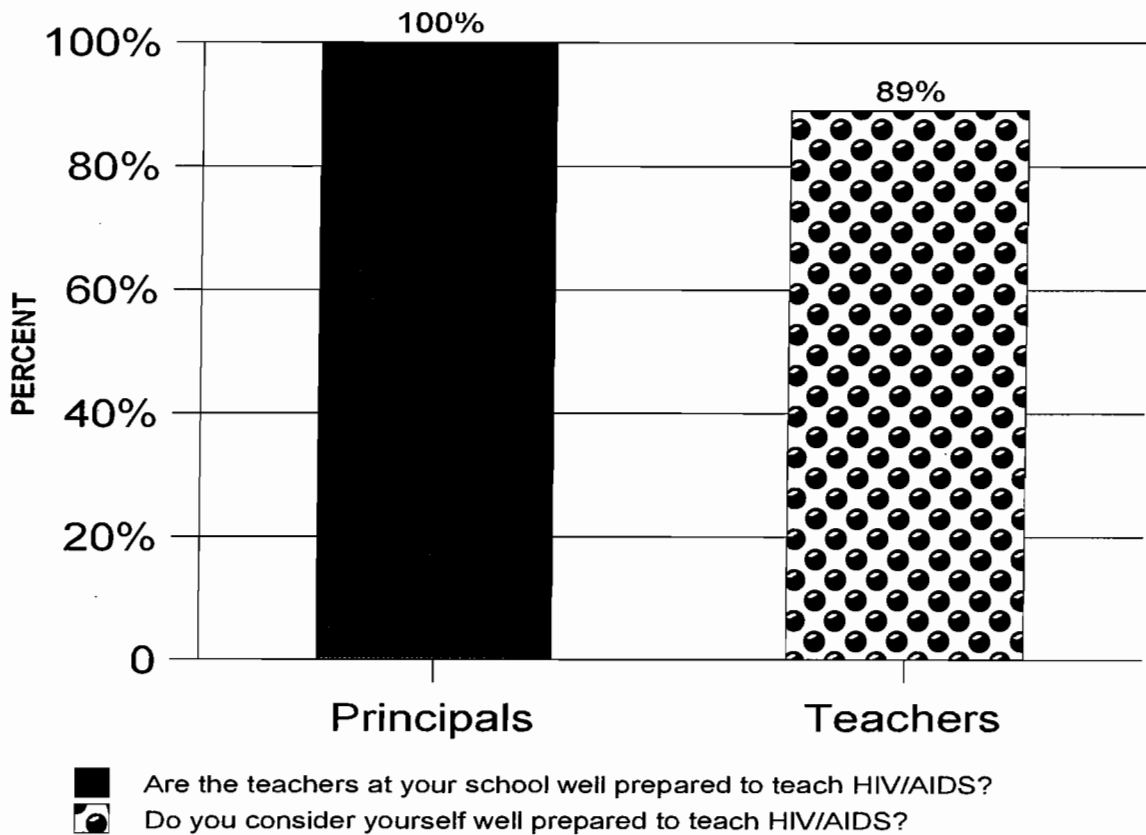


FIGURE 3. Percentage of teachers well prepared to teach HIV/AIDS.

Evaluation Question 4. How is the HIV/AIDS curriculum perceived by students and teachers?

As part of the survey, middle school teachers and principals were asked how satisfied they were with the District’s HIV/AIDS curriculum. The results show that a high percentage of teachers (88%) and principals (98%) reported being satisfied with the curriculum. In addition, teachers and principals were asked to assess the impact that the HIV/AIDS curriculum exerted on the students, and students were asked to assess the impact the HIV/AIDS curriculum had exerted on them. As shown in Figure 4, most principals (96%) and teachers (87%) were of the opinion that the HIV/AIDS curriculum had greatly enhanced the students’ knowledge of the subject. A majority of middle school students (88%) also agreed that they had learned new things as a result of their being exposed to the HIV/AIDS curriculum.

The question was also posed as to whether the HIV/AIDS curriculum had changed the students' HIV/AIDS related behaviors. Many principals and teachers did not respond to the question, stating that they did not have enough information about the students' private lives to do so. Among those that responded, a majority of principals (98%) and teachers (94%) were of the opinion that the HIV/AIDS curriculum had changed the students' behavior and made them less likely to contract HIV/AIDS in the future. Approximately half of the students (54%) indicated that they had behaved differently due to the HIV/AIDS lessons they had received during the past year.

Summary of Evaluation Question 4. The results show that most students, teachers, and principals believe that the HIV/AIDS curriculum provided new information. Also, principals and teachers who provide the HIV/AIDS curriculum are generally satisfied with the HIV/AIDS curriculum.

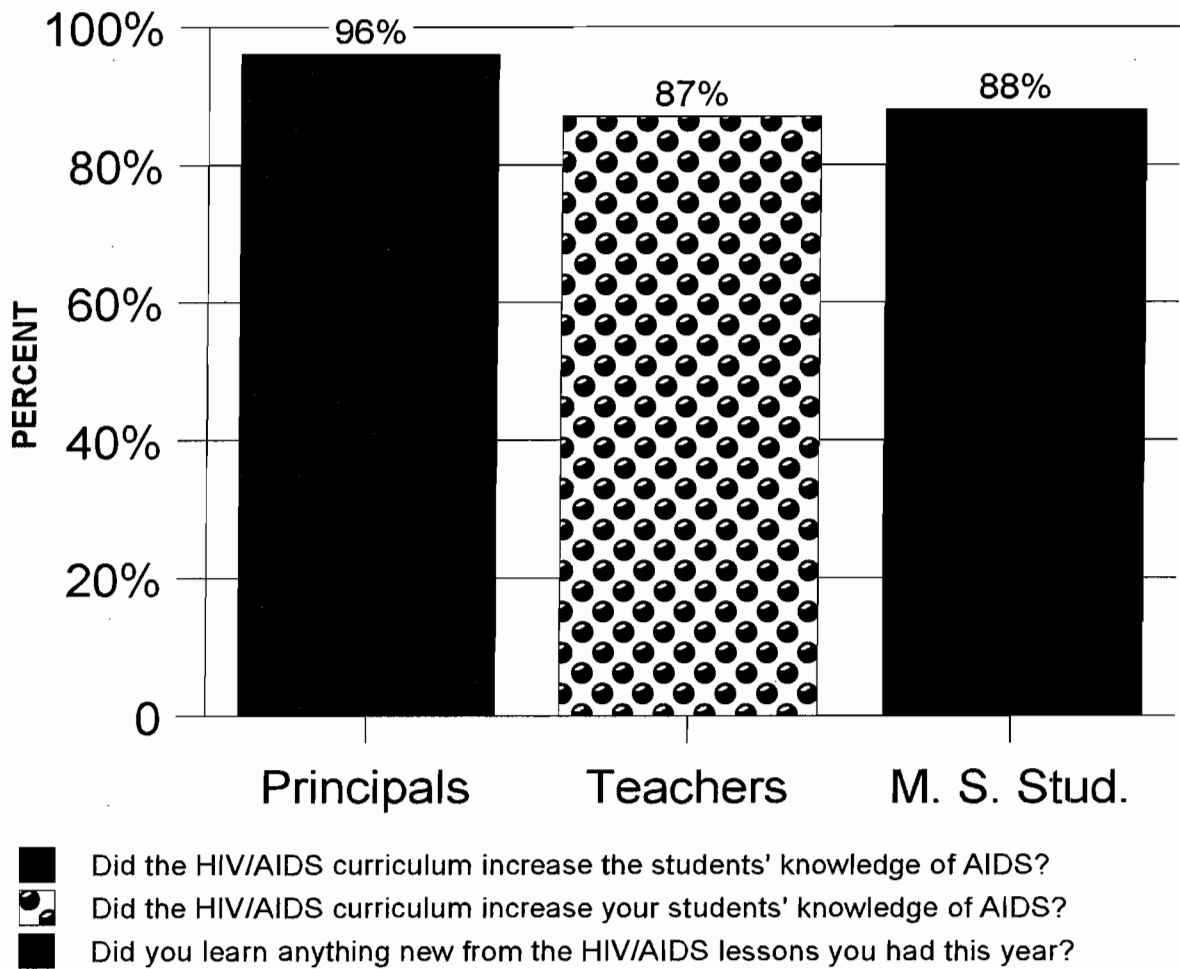


FIGURE 4. Percentage of principals, teachers, and students who think students learned from HIV/AIDS curriculum.

CONCLUSIONS

The present findings, which are the results of a survey of M-DCPS middle school administrators, HIV/AIDS teachers, and students, indicate that the HIV/AIDS Education Program has been generally successful in supporting the delivery of the HIV/AIDS curriculum to students. In particular, during 2006-07 the HIV/AIDS Education Program performed activities related to the delivery of the HIV/AIDS curriculum, which permitted: a) middle school students to receive HIV/AIDS instruction, b) teachers to receive HIV/AIDS curriculum materials and training, and c) principals and HIV/AIDS teachers to be generally satisfied with the HIV/AIDS curriculum. Overall, the HIV/AIDS Education Program did extensive work in promoting the HIV/AIDS curriculum within the District during the 2006-07 school year.

The results of the present evaluation also identified areas of concern with regard to the delivery or content of the HIV/AIDS. Areas that should be addressed are as follow:

- a) A number of middle school students reported that they did not receive HIV/AIDS instruction during the school year. A need exists to identify why some of these students are not receiving HIV/AIDS instruction on an annual basis as required.
- b) Among students who received HIV/AIDS instruction during the school year, most reported that they did not receive five hours of HIV/AIDS instruction. This result was substantiated by the responses of many of the teachers. According to the HIV/AIDS Education Program staff, five hours are required to properly cover the HIV/AIDS curriculum. Therefore, an effort should be made to ensure that the required amount of HIV/AIDS instruction is provided to students.
- c) The evidence indicates that the revised electronic HIV/AIDS curriculum package is preferred by teachers who used it, as compared to the earlier version. An effort should be made to inform HIV/AIDS teachers at all grade levels of the availability of the electronic HIV/AIDS curriculum and to encourage them to use it.

Based on these observations the following recommendations are made:

1. Ensure that all students in grades K-12 receive HIV/AIDS instruction.
2. Ensure that all students receive five hours of HIV/AIDS instruction annually.
3. Promote the use of the revised electronic HIV/AIDS curriculum among all HIV/AIDS teachers.

APPENDICES

**Appendix A:
Data Collection Instruments**

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
HIV/AIDS Education Program Evaluation
Teacher Questionnaire**

INSTRUCTIONS: Please respond to each item by checking the appropriate response(s).

YES NO

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Were your students exposed to school-sponsored HIV/AIDS education activities during 2006-07 (AIDS Awareness Week, speakers, plays, etc.) ? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Did you receive information or technical assistance from either the District or from school personnel during the 2006-07 school year that addressed the provision of HIV/AIDS instruction to students? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Do you have a access to the District's HIV/AIDS curriculum guide entitled, "AIDS: Get the Facts!""? (If NO, go to item # 5) |
| | | 4. How do you access the HIV/AIDS curriculum: (Check all that apply) |
| | | _____ I have a copy of the manual (paper copy) |
| | | _____ I have a copy on a disc |
| | | _____ I access the HIV/AIDS curriculum via the internet |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Have you accessed the <i>revised</i> version of the District's HIV/AIDS curriculum which is available both on CD and electronically and contains FCAT prompts? (If NO go to item # 7). |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Do you like the <i>revised</i> version of the District HIV/AIDS curriculum better than the previous version (e.g., easier to access, more accessible, better features)? |

If YES, please explain why: _____

- | | | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Do you consider yourself well prepared to teach the HIV/AIDS curriculum to your students? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Did you provide any HIV/AIDS lessons to your students during the 2006-07 school year? |

If you answered **NO**, indicate why not: _____

**IF YOU ANSWERED NO TO ITEM #8, YOU ARE FINISHED.
IF YOU ANSWERED YES CONTINUE TO THE NEXT ITEM.**

9. Approximately how much time did you devote to HIV/AIDS instruction this past school year?*(check only one)*

- Less than one hour (1 period)
- One to two hours (1 to 2 periods)
- Three to four hours (3 to 4 periods)
- Five or more hours (5 or more periods)

10. Which of the following methods did you use to provide HIV/AIDS education to your students during the past year? *(Check all that apply)*

- Lectures
- Speaker(s)
- Student-led discussions
- Other (Specify)_____
- Video(s)
- Role Playing
- Handouts

11. Which HIV/AIDS topics did you cover, or do you plan to cover, in your HIV/AIDS lessons during 2006-07? *(Check all that apply)*

- Examples of casual contact that do not transmit the HIV virus.
- How the HIV/AIDS virus is transmitted
- Infection control procedures to use with body fluid spills
- The progression of HIV infection from inception to AIDS
- Abstinence as the only certain way to avoid the sexual transmission of the HIV virus
- Refusal skills to use to avoid being influenced into engaging in risky behaviors
- Role playing how to avoid risky situations
- The proper use of condoms to reduce the sexual transmission of HIV
- The meaning of positive and negative HIV/AIDS test results
- Ways to assist someone who is ill with AIDS
- Sources of community assistance with respect to AIDS
- Legal issues associated with testing for HIV/AIDS

YES NO

- 12. Have you taught your students any skill-based HIV/AIDS curriculum this year?
- 13. Are you satisfied with the District's HIV/AIDS curriculum?
- 14. Has the HIV/AIDS curriculum you have provided to your students significantly increased their knowledge of HIV/AIDS and related issues? (If YES, explain how in # 16).
- 15. Has the HIV/AIDS curriculum you provided to your students changed their behavior so as to make them less likely to contract HIV/AIDS in the future? (If YES, explain how in #16).
- 16. Please provide any additional comments you may have about the District's HIV/AIDS curriculum (Use additional page if necessary):

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
HIV/AIDS Education Program Evaluation
Principal Questionnaire**

INSTRUCTIONS: Please respond to each item by checking either the YES or NO box.

- | <u>YES</u> | <u>NO</u> | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | 1. Did administrators at your school receive information or technical assistance from the District during the 2006-07 school year that addressed the provision of HIV/AIDS instruction to students? |
| <input type="checkbox"/> | <input type="checkbox"/> | 2. Did the teachers who provide HIV/AIDS instruction at your school receive HIV/AIDS curriculum information or technical assistance from the District during the 2006-07 school year? |
| <input type="checkbox"/> | <input type="checkbox"/> | 3. Have all the teachers who provide HIV/AIDS instruction at your school received HIV/AIDS instructional materials from the District? |
| <input type="checkbox"/> | <input type="checkbox"/> | 4. Are the teachers who provide HIV/AIDS instruction at your school well prepared to teach the HIV/AIDS curriculum? |
| <input type="checkbox"/> | <input type="checkbox"/> | 5. Did your school sponsor or provide any HIV/AIDS education activities to students this past school year (AIDS Awareness Week, speakers, plays, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | 6. Were all students in your school provided HIV/AIDS instruction during the 2006-07 school year (not including those exempted by parents)? |
| <input type="checkbox"/> | <input type="checkbox"/> | 7. Did all the students in your school receive a minimum of five hours of HIV/AIDS instruction during the 2006-07 school year? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. Are you satisfied with the District's HIV/AIDS curriculum? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. Has the HIV/AIDS curriculum provided at your school significantly increased the students' knowledge of HIV/AIDS and related issues? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. Has the HIV/AIDS Curriculum at your school influenced the students' behaviors so as to make them less likely to contract HIV/AIDS in the future? |
| | | 11. If you responded <u>NO</u> to any of the items above, please explain why (address each one by number). Also, provide any additional comments you may have about the District's HIV/AIDS curriculum (write on the back if necessary): |

RETURN TO: 9020, C/O: DR. R. ABELLA

**MIAMI-DADE COUNTY PUBLIC SCHOOLS
HIV/AIDS CURRICULUM
STUDENT SURVEY**

INSTRUCTIONS: The following questions are part of a study about HIV/AIDS. The questions below ask about HIV/AIDS lessons you may have had this past school year (2006-07). Please respond to each item by checking the appropriate response(s). There are no right or wrong answers and your responses are confidential.

BACKGROUND INFORMATION

1. How would you describe yourself?
- () White Non-Hispanic () Hispanic (or Hispanic parents)
() Black Non-Hispanic () Other
- YES NO**
2. Did you attend school sponsored HIV/AIDS education activities during the 2006-07 school year (AIDS Awareness Week, speakers, plays, etc.) ?
3. Did you have any HIV/AIDS lessons this school year (2006-07)?

If Your Answer to Item #3 is NO, You are Finished. Turn in the Questionnaire.

4. Who taught you about HIV/AIDS this school year? (*Check all that apply*)
- () Classroom teacher
() Other instructor (teacher, counselor, guest speaker, etc.)
5. Approximately how much time (total) did your school spend on HIV/AIDS instruction this past school year? (*check only one*)
- () Less than 1 hour () Three to four hours
() One to two hours () Five or more hours
6. In which course did you have lessons on HIV/AIDS this school year? (*Check all that apply*)
- () Physical Education () Humanities
() Science () Language Arts
() Health () History/Social Studies
() Other (Specify) _____

TURN THE PAGE OVER- ANSWER QUESTIONS ON THE OTHER SIDE

YES **NO**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | 7. During this past year (2006-07), were you taught in school about examples of casual contacts that do not transmit the HIV virus? |
| <input type="checkbox"/> | <input type="checkbox"/> | 8. During this past year, were you taught in school about different ways the HIV virus can be transmitted? |
| <input type="checkbox"/> | <input type="checkbox"/> | 9. During this past year, were you taught in school what to do in the event you encounter blood or some other body fluid spill? |
| <input type="checkbox"/> | <input type="checkbox"/> | 10. During this past year, were you taught in school about the progression of HIV infection, from the moment of infection to the development of AIDS? |
| <input type="checkbox"/> | <input type="checkbox"/> | 11. During this past year was abstinence discussed in school as the only certain way to avoid the sexual transmission of the HIV virus? |
| <input type="checkbox"/> | <input type="checkbox"/> | 12. During this past year, were you taught in school how to refuse someone who wants you to do something that would be risky for getting HIV/AIDS? |
| <input type="checkbox"/> | <input type="checkbox"/> | 13. During this past year, did you or other students in your class engage in role-play (acted out scenarios) in order to learn how to behave responsibly when faced with risky situations. |
| <input type="checkbox"/> | <input type="checkbox"/> | 14. During this past year, were you taught in school how to use condoms in order to minimize the risk of getting HIV/AIDS? |
| <input type="checkbox"/> | <input type="checkbox"/> | 15. During this past year, were you taught in school about medical tests that are used to check for HIV/AIDS infection. |
| <input type="checkbox"/> | <input type="checkbox"/> | 16. During this past year, were you taught in school about how to interact with, and/or how to assist someone who has AIDS? |
| <input type="checkbox"/> | <input type="checkbox"/> | 17. During this past year, were you taught in school where one can go in the community to get information and services related to HIV/AIDS. |
| <input type="checkbox"/> | <input type="checkbox"/> | 18. During this past year, were you taught in school about the legal issues involved in testing for HIV/AIDS? |
| <input type="checkbox"/> | <input type="checkbox"/> | 19. Did you learn anything new from the HIV/AIDS lessons you had in school this past year? |
| <input type="checkbox"/> | <input type="checkbox"/> | 20. Have you behaved differently because of the HIV/AIDS lessons you had in school this past year? |

PLEASE RETURN THIS QUESTIONNAIRE TO YOUR TEACHER

Appendix B
Teacher's Comments

Appendix B
HIV/AIDS Teacher Questionnaire 2006-07

Responses to Question 16:

- 1- Helps distinguish between a myth and fact.
- 2- The curriculum has increased students' knowledge by clearing up any misconceptions and has discouraged them from engaging in any risky behaviors.
- 3- I believe our students are more aware of the seriousness of HIV/AIDS.
- 4- They are aware of many facts about HIV/AIDS.
- 5- Within the knowledge of HIV/AIDS comes more intelligent decision making on the part of the students.
- 6- The CD is clear and the work is doable.
- 7- Misconceptions were cleared up and educating them made them realize how pressing the epidemic is as well as how to make sure they avoid becoming a statistic.
- 8- MDCPS schedules this subject the last 4-5 weeks of the year and this questionnaire is being conducted 7 weeks before year's end therefore this meaningless.
- 9- My students now have a much better understanding of what HIV/AIDS is and how they can contract it. They now know means to prevent it and how to get tested for it.
- 10- It will be impossible to measure whether or not the content of the lesson has actually changed the students' behaviors.
- 11- They have the knowledge needed to not involve themselves in risky situations.
- 12- It would improve the curriculum to be able to schedule speakers as needed, mainly those who are suffering with the infection or the disease.
- 13- The program is great.
- 14- Forewarned information that will help students avoid life's difficulties is hoped for.
- 15- They are more aware of the risk and will be better prepared to make the proper choices.
- 16- I am overwhelmed with other programs that must be implemented in this year therefore I have not been able to teach this topic.

17- HIV/AIDS is the last content to be covered. This year's AIDS Awareness Week is at the same time as Earth Day, before we started HGD/HIV/AIDS; STD education is at the end of HGD unit. So, I started with HIV/AIDS just for this week. The week needs to be changed and the program needs to be improved. I am not finished with the unit.

18- Students are more aware.

19- I thought that the paperwork regarding AIDS among blacks & Hispanics was racist because it made a generalization about these races. In reality, AIDS has a much higher impact among those of lower education levels & those of lower incomes. People can not control their race but they can control their education levels.

20- They are aware of how AIDS is transmitted. Students are able to say no when they need to.

21- My students have become more aware of the consequences of contracting HIV and that has made them more cautious of engaging in risky situations that can lead them to contract the virus or any other disease.

22- They are aware of the deadly outcome of HIV/AIDS. They are also aware of how one mistake can cost them their lives.

23- My students have expressed many misconceptions about how HIV/AIDS is transmitted and treated. After being presented with the facts they have expressed an interest in abstaining from sex and practicing safe sex when they do become active. They also have a greater sensitivity to people with the disease.

24- CD is an excellent resource.

25- A chance to feature students' work and projects for class assignments.

26- Students had no little or no prior knowledge or correct information about HIV/AIDS.

27- Students' awareness increased about this issue. Therefore, they are more prepared for dealing with situations related to this topic.

28- I spent a good portion of time emphasizing abstinence and the multiple negative effects of poor choices regarding sexual contact, including AIDS, STDs, pregnancy, and sterilization.

29- Would like to receive the technology part of this curriculum 7 have the district support speakers.

30- The curriculum lacked details in content and grade level distribution. But many of the students entered the topic without much prior knowledge and greatly enjoyed the freedom of discussing such an important and sensitive topic. They were very interested to learn the methods of infection and are now aware that it cannot be transmitted through casual contact. This impressed upon them the importance of avoidance and refusal with risk taking behaviors (drugs, sex, etc.).

31- The students are now aware how the HIV virus spreads, therefore, they will not engage in risk taking behaviors.

32- They are more aware.

33- I know I have helped to increase their knowledge about HIV/AIDS but whether or not they apply their knowledge is uncertain.

**BUREAU RESPONSE/PLANS OF ACTION
TO ADDRESS EVALUATION FINDINGS**

PLAN OF ACTION FORM

Name and Title of Respondent: Ms. Deborah Montilla, Administrative Director

Bureau/Office: Division of Student Services

Signature: _____ **Date:** _____

Title of Report: Review of Draft Report: Evaluation of the 2006-07 HIV/AIDS Education Program

Recommendation 1 **of** 3 : Ensure that all students in grades K-12 receive HIV/AIDS instruction.

Check one: **I agree with this recommendation (discuss below)**
 I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

Completed form due by: August 31, 2007

PLAN OF ACTION FORM

Name and Title of Respondent: Ms. Deborah Montilla, Administrative Director

Bureau/Office: Division of Student Services

Signature: _____ **Date:** _____

Title of Report: Review of Draft Report: Evaluation of the 2006-07 HIV/AIDS Education Program

Recommendation 2 **of** 3 **:** Ensure that all students receive five hours of HIV/AIDS instruction annually.

Check one: **I agree with this recommendation (discuss below)**
 I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

Completed form due by: August 31, 2007

PLAN OF ACTION FORM

Name and Title of Respondent: Ms. Deborah Montilla, Administrative Director

Bureau/Office: Division of Student Services

Signature: _____ **Date:** _____

Title of Report: Review of Draft Report: Evaluation of the 2006-07 HIV/AIDS Education Program

Recommendation 3 of 3 : Promote the use of the revised electronic HIV/AIDS curriculum among all HIV/AIDS teachers.

Check one: **I agree with this recommendation (discuss below)**
 I disagree with this recommendation (discuss below)

If you agree with the recommendation, please describe your Plan of Action. Otherwise, provide your rationale for disagreement.

Completed form due by: August 31, 2007

**EVALUATION FEEDBACK
OFFICE OF PROGRAM EVALUATION**

Contact: Ms. Deborah Montilla, Administrative Director
Division of Student Services

Please provide your feedback regarding our report: **Evaluation of the 2006-07 HIV/AIDS Instruction**

- 1. The Office of Program Evaluation staff worked cooperatively with the program stakeholders in the development of the evaluation plan.**

Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
4	3	2	1	0

- 2. The findings of the report were clearly stated.**

Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
4	3	2	1	0

- 3. Program staff were provided an opportunity to review the report prior to publication.**

Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
4	3	2	1	0

- 4. The conclusions/recommendations made in the report were justified by the data presented.**

Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
4	3	2	1	0

- 5. The conclusions/recommendations made in the report provided actionable suggestions justified by the data.**

Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
4	3	2	1	0

- 6. Overall this evaluation met the needs of program staff and stakeholders.**

Agree	Slightly Agree	Slightly Disagree	Disagree	Not Applicable
4	3	2	1	0