

## **PILOT IMPLEMENTATION SUMMARY**

### **OVERVIEW OF TEACHER TRAININGS AND PILOT SITES**

During January and February 2009, 4 six hour trainings were conducted for teachers around the state to review the guidelines and the adoption education modules. Teachers from seven schools representing seven school districts piloted the guidelines. Teachers, who were piloting the guidelines, chose one of two evidence-based curricula, purchased by ODH as part of this project, to use in implementing the sexual health education guidelines. Pilots were implemented between February and May 2009. Site visits were conducted by the project team at all seven sites to observe program implementation and there were 7 biweekly update communications with the teachers implementing the guidelines. Program evaluation instruments were distributed to teachers, students, and administrators.

#### ***Summary of Teacher Trainings and Pilot Sites***

##### **Four (4) teacher training workshops**

January 30, 2009 – Newark City Schools, Licking County, Ohio

February 16, 2009 – Cincinnati Children’s Hospital, Hamilton Co.

February 17, 2009 – Women & Family Services, Bryon, Ohio, Williams Co.

February 20, 2009 – Berea City Schools, Cuyahoga County, Ohio

**16 teachers and 3 administrators** attended a 6-hour workshop. One additional teacher who registered but was unable to attend had a 1-hour private tutorial, and later piloted the guidelines. The Cincinnati teacher was experienced in health education and well known to the Project Manager.

##### **Seven (7) Pilot Sites**

Seven (7) schools from seven (7) school districts piloted the guidelines.

1. Wilson Middle School, **Newark City School District**, Licking County, (rural, Central Ohio), 1 teacher
2. Glenwood High School, **New Boston Local School District**, Scioto County, (rural, SE Ohio), 2 teachers
3. Western Hills University High School, **Cincinnati Public School District**, Hamilton County, (urban, SW Ohio), 2 teachers
4. Life Skills Center - Springfield, **Life Skills Centers**, Clark County, (urban, alternative, SW Ohio), 2 teachers
5. North Central High School, **North Central Local School District**, Pioneer, Ohio, Williams County, (rural NW Ohio), 1 teacher
6. Van Wert High School, **Van Wert School District**, Van Wert County, (rural NW Ohio), 1 teacher
7. Mid Park High School, **Berea City Schools**, Cuyahoga County, (suburban NE Ohio), 3 teachers

## **Demographics of Pilots**

### **Region**

SE Ohio - 1 site  
SW Ohio - 2 sites  
NW Ohio - 2 sites  
NE Ohio - 1 site  
Central Ohio – 1 site

### **Setting**

Rural - 3 sites  
Urban large - 1 site  
Urban small - 2 sites  
Suburban - 1 site

### **Student age**

High school – 6 sites  
Middle school – 1 site

## **PILOT SITE VISIT REPORT**

### **Summary of the Pilot Site Visits**

The following document is a summary of the site visits conducted during the implementation phase of the Sexual Health and Adoption Education guidelines. All of the site visits were conducted by the Project Manager, Christopher Kraus, and the comments in this document are based on his personal observations of students, teachers and administrators. The content of this document includes observations about the sexual health series in general, and the adoption modules in particular. Most of the sessions observed were from the adoption modules, as these were new lessons developed specifically for this project and never used before by the teachers.

There were nine site visits conducted in April and May 2009 involving all seven schools participating in the pilot project. Fifteen of the 18 classroom cohorts were observed during the site visits. Ten of the 12 teachers in the pilot project received a site visit and at least one teacher was visited from each of the seven pilot schools. In one case in which a site visit did not occur, the teacher completed the program almost immediately after attending the training and before a site visit could be arranged. In the second case, the trained teacher was a health educator from an agency external to the school district who was invited into the classroom as a guest presenter. The majority (80%) of the sessions observed were on the topic of adoption.

At the conclusion of each site visit, the Project Manager and teacher met for a 30-60 minute feedback session. The teachers were also sent 7 bi-weekly pilot updates by email addressing program implementation issues. In addition, the Project Manager met with at least one administrator from each school for a 5-20 minute feedback session. There were nine meetings with a total eight administrators from the seven pilot schools.

### **General Qualitative Observations**

Consistent with written survey results, all administrators expressed awareness about the pilot and strong support for pilot implementation by the teachers. In many instances, the administrator's trust in the teacher's skill at handling sensitive topics engendered their support. The pilot teachers were a highly skilled group of educators who understood the importance of these health education topics; the individuality of their students; and the organizational techniques and real life illustrations that make a lesson understandable and relevant. All of the teachers welcomed the site visit, and took time to receive feedback. They seemed appreciative of the oversight and interest. One teacher commented that it had been years since he had a site observation. Several

of the teachers asked the Project Manager if they correctly delivered the lessons and actually incorporated suggestions into a second class taught later in the day.

Most of the pilot sites were rural or small town (urban, suburban). Judging by the views expressed in the class discussions and pilot training sessions, many were politically conservative and in some cases openly religious communities. Regarding student diversity, discussions with classroom teachers indicated that in the predominantly Caucasian classrooms, there was significant economic diversity.

The level of student-teacher rapport, comfort, familiarity, and time on task was very high. Students showed respect for the different opinions of their peers and were in an intellectually and emotionally safe classroom learning environment. Some students had instructional assistants for learning disabilities. These students also participated in discussions. Several teachers covered the importance of discussing difficult decisions with adults who care about the students and made a point of presenting diverse examples of loving families that do not represent a traditional family structure. In the overwhelming majority of observed classes, the students were actively engaged.

All sessions were delivered in discrete health classes, as opposed to being integrated into a science or language arts course. Overall, the instruction appeared faithful to the modules with teachers covering all activities and objectives in the observed modules. Teachers were organized with handouts ready, audio-visuals cued up, and poster paper with student comments hanging up from a previous day's lesson. Learning objectives and ground rules were clearly posted and referenced at appropriate times. Teachers developed a variety of original instructional materials but the content was faithful to the program curriculum. For example, one teacher developed a slide presentation with a slide showing a pie chart of teen pregnancy outcomes. Another slide showed county pregnancy and birth rates, compared to statewide rates. The rate of return on homework was greater than 50% in the classes observed.

### **Qualitative Findings Specific to the Sexual Health Education Guidelines**

Teachers made the lessons relevant with references to popular media, and county-wide statistics on teen pregnancy or STDs. All of the administrators were aware of the dual messages about sexual abstinence and contraception/condom education and all except one were supportive of teaching about the use of condoms and contraceptives.

### **Qualitative Findings Specific to the Adoption Education Guidelines and Modules**

A review of a sampling of completed homework revealed that the majority of respondents interviewed adults expressing favorable attitudes towards adoption. There were disclosures of direct personal experiences with adoption in almost every class, supporting the research conclusion that 60% of Americans have direct experience with adoption. In most of the classes, students initially expressed negative opinions about making an adoption plan for themselves because they felt it implied that one was not willing to take on the responsibility of parenting. The discussion was consistent with the school-based study detailed in the adoption literature review in which teens favored adoption when applied to peers, but not when applied to themselves. One student began the class assertively expressing her opposition to adoption. Later,

after a peer made a moving presentation about his own adoption story, she admitted that he opened her mind to the possibility of adoption as a positive option and hugged him. Most teachers and students practiced and reinforced positive adoption language. Teachers explicitly corrected student phrases like “keep the baby” with phrases like “parent the child.” In almost all classes, the teacher actually caught him/herself using negative adoption language, and corrected his/her own language.

It appeared that many teachers had a subtle bias in favor of adoption over parenting and over abortion. However, the same teachers took great pains to convey that the choice belongs to the teen and the best choice is one based on facts and one that the decision-maker feels is best for them and their future. Initial student discussions typically revealed that the three pregnancy outcomes were viewed by students to be abortion, adoption and giving birth. Giving birth was viewed as a temporary experience rather than the beginning of parenting as a lifelong commitment. Discussions about adoption as an option encouraged students to think about birth either in terms of long-term parenting or deciding about making an adoption plan. Further, these discussions involved the meaning of good parenting, the process of bonding with a child, and the impact of having two parents.

Consistent with student survey results, many students were able to articulate the main distinction between adoption and foster care: e.g. one is permanent and the other temporary. On the other hand, since class discussions included known examples of foster care cases that turned into an adoption, the association between adoption and a prior history of parental abuse or neglect caused some confusion. In addition, teens’ knowledge of negative experiences with foster care seemed to fuel a real fear that adoptive parents will be unfit parents, or unable to love the adopted child. For example, students in a few classes asked, “What happens if the adoptive parents don’t work out? Can the birth parents get the child back?” Despite addressing this issue in training, the blurring of the distinction between adoption and foster care was also held by some of the teachers demonstrating the need to address this issue in more detail during teacher training.

As demonstrated in the student survey results, the students in all classes seemed to grasp a clear distinction between open and traditional adoption. However, there was minimal discussion about the wide spectrum of open adoptions; the role of the adoption agency; and how each adoption is highly individualized. In addition, class discussions were often based on the students’ false assumptions that birth parents are passive and not involved in making an adoption plan. This demonstrated the importance of educating teens on the active role played by the birth parent in the open adoption process. In the three classes where the video clips for Adoption Module II were observed, most of the subsequent discussions revolved around the reasons for choosing adoption, rather than the process of making the plan. This is despite the fact that the videos do address the adoption plan process and in one class the teacher invited a speaker from an adoption agency. It is clear that more discussion is needed about the adoption process since the literature review indicated that lack of knowledge about the adoption process was a deterrent for teens.

**STUDENT EVALUATION RESULTS**  
**Sexual Health Education and Adoption Education**  
**Student Survey Data**

On the last day of the program, students in the programs of participating pilot schools were requested to complete a 44-item survey regarding their perceived satisfaction of the project. Of the seven schools who participated in this pilot study, 307 students completed surveys (80% response rate). Listed below is a table displaying the frequencies and percents of students who completed surveys in each of the pilot schools.

<b>School</b>	<b>Frequency</b>	<b>Valid Percent</b>
Berea City Schools - Mid Park High School	129	42.0
North Central High School	51	16.6
Van Wert High School	24	7.8
Newark City - Wilson Middle School	40	13.0
New Boston - Glenwood High School	19	6.2
Life Skills Center – Springfield	5	1.6
Western Hills University High School (CPS)	39	12.7

***Student Demographics***

Of the students who completed the survey, 48.2% were male and 51.1% were female. Most students who completed the surveys were between 15 to 17 years of age. The mean age was 15.45 (SD = 1.79) with a range of 12 to 19 years.

<b>Demographic Variable</b>	<b>Frequency</b>	<b>Valid Percent</b>
<b>Sex</b>		
Male	148	48.2
Female	157	51.1
<b>Age</b>		
12 years old	7	2.3
13 years old	24	7.9
14 years old	17	5.6
15 years old	98	32.2
16 years old	104	34.2
17 years old	43	14.1
18 years old	10	3.3
19 years old	1	.3

***Student Demographics (continued)***

Regarding race, 75.3% of students were White, 12.9% African American, 4.6% Multi-Racial, 2.3% Hispanic, 1.7% Asian, 1.0% American Indian, 1.0% Hawaiian/Pacific Islander, and 1.3% other. Regarding typical grades received in the past year, most students reported that they received mostly A's, B's or C's (89.9% collectively).

<b>Demographic Variable</b>	<b>Frequency</b>	<b>Valid Percent</b>
<b>Race</b>		
African American	39	12.9
American Indian	3	1.0
Asian	5	1.7
Hawaiian/Pacific Islander	3	1.0
Hispanic	7	2.3
White	228	75.2
Multi-Racial	14	4.6
Other	4	1.3
<b>What grades have you received in the past year?</b>		
Mostly A's	85	28.0
Mostly B's	110	36.2
Mostly C's	78	25.7
Mostly D's	24	7.9
Mostly F's	7	2.3

***Experience with Adopted Individuals***

Three-fourths of students (75.1%) reported that they knew someone who was adopted.

<b>Do you know anyone who was adopted?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Yes	226	75.1
No	75	24.9

***Student Satisfaction in the Program Increasing Sexual Health and Adoption Education Knowledge***

Students were requested to rate how satisfied they were that the program increased their knowledge about 13 individual items by using a four-point scale (1 = not satisfied at all; 2 = slightly satisfied; 3 = moderately satisfied; 4 = extremely satisfied). Results indicated that the majority of students (greater than half) reported feeling moderately or extremely satisfied that the program increased their knowledge on each of the assessed sexual health education and adoption education items.

<b>How satisfied were you that this program increased your knowledge about . . .</b>	<b>Not Satisfied at all N (%)</b>	<b>Slightly Satisfied N (%)</b>	<b>Moderately Satisfied N (%)</b>	<b>Extremely Satisfied N (%)</b>
How to make healthy decisions regarding sexual behaviors	13 (4.2)	33 (10.7)	146 (47.6)	115 (37.5)
Sexually transmitted diseases (STDs)	15 (4.9)	30 (9.8)	118 (38.6)	143 (46.7)
Abstinence from any sexual behaviors that place you at risk for pregnancy or HIV/STDs	14 (4.6)	39 (12.7)	120 (39.2)	133 (43.5)
How to properly use condoms to prevent HIV/STDs and pregnancy	15 (4.9)	43 (14.1)	112 (36.6)	136 (44.4)
How to protect yourself from contracting HIV/STDs	12 (4.)	36 (11.9)	108 (35.6)	147 (48.5)
How to properly use contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	17 (5.6)	61 (20.0)	116 (38.0)	111 (36.4)
The importance of talking to a parent or an adult role model about sexual decisions	36 (11.8)	62 (20.3)	116 (38.0)	91 (29.8)
How adoption is an option to an unplanned pregnancy	17 (5.6)	44 (14.4)	107 (35.1)	137 (44.9)
Reasons to consider adoption as an option to an unplanned pregnancy	18 (5.9)	51 (16.7)	102 (33.4)	134 (43.9)
Factors to consider when making an adoption plan	23 (7.5)	44 (14.3)	129 (42.0)	111 (36.2)
Legal issues regarding making an adoption plan	26 (8.5)	70 (23.0)	121 (39.7)	88 (28.9)
How to make an adoption plan	21 (6.9)	78 (25.6)	117 (38.4)	89 (29.2)
The importance of talking to a parent or an adult role model when considering to make an adoption plan	26 (8.5)	56 (18.3)	106 (34.6)	118 (38.6)

***Student Satisfaction in the Program Increasing Sexual Health and Adoption Education Knowledge (Means)***

Results indicated that on average students felt moderately to extremely satisfied in the program increasing their knowledge on most items. All means exceeded 2.80, indicating that students on average were satisfied with the increased knowledge provided by the program. Students were most satisfied in the program increasing their knowledge about how to protect themselves from contracting HIV/STDs, sexually transmitted diseases, abstinence from any sexual behaviors that place them at risk for pregnancy or HIV/STDs, how to properly use condoms to prevent HIV/STDs and pregnancy, and how adoption is an option to an unplanned pregnancy.

<b>How satisfied were you that this program increased your knowledge about . . .</b>	<b>Mean</b>	<b>Standard Deviation</b>
How to protect yourself from contracting HIV/STDs	3.29	.826
Sexually transmitted diseases (STDs)	3.27	.831
Abstinence from any sexual behaviors that place you at risk for pregnancy or HIV/STDs	3.22	.837
How to properly use condoms to prevent HIV/STDs and pregnancy	3.21	.861
How adoption is an option to an unplanned pregnancy	3.19	.884
How to make healthy decisions regarding sexual behaviors	3.18	.788
Reasons to consider adoption as an option to an unplanned pregnancy	3.15	.906
Factors to consider when making an adoption plan	3.07	.896
How to properly use contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	3.05	.887
The importance of talking to a parent or an adult role model when considering to make an adoption plan	3.03	.954
How to make an adoption plan	2.90	.903
Legal issues regarding making an adoption plan	2.89	.922
The importance of talking to a parent or an adult role model about sexual decisions	2.86	.978

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

***Student Confidence in Performing Healthy Sexual and Adoption Behaviors***

Students were requested to rate how confident they felt in performing healthy sexual and adoption education behaviors by using a four-point scale (1 = not confident at all; 2 = slightly confident; 3 = moderately confident; 4 = extremely confident). Results indicated that the majority of students (greater than half) reported feeling moderately or extremely confident in performing specific healthy sexual and adoption education behaviors.

<b>Based on what you learned in these sex education and adoption education lessons, how confident do you feel in . . .</b>	<b>Not Confident at all N (%)</b>	<b>Slightly Confident N (%)</b>	<b>Moderately Confident N (%)</b>	<b>Extremely Confident N (%)</b>
Making healthy decisions regarding sexual behaviors	10 (3.3)	33 (10.7)	108 (35.2)	156 (50.8)
Talking to a parent or adult role model sexual decisions	31 (10.1)	80 (26.1)	105 (34.2)	91 (29.6)
Talking to a partner about sexual decisions and how to prevent against HIV/STDs	15 (4.9)	45 (14.7)	121 (39.5)	125 (40.8)
Being able to abstain from any sexual behaviors that place you at risk for pregnancy or HIV/STDs	24 (7.8)	53 (17.3)	86 (28.0)	144 (46.9)
Protecting yourself from HIV/STDs and unplanned pregnancy	8 (2.6)	24 (7.8)	92 (30.0)	183 (59.6)
Properly using condoms to prevent HIV/STDs and unplanned pregnancy	10 (3.3)	29 (9.5)	88 (28.9)	177 (58.2)
Using contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	22 (7.2)	36 (11.7)	108 (35.2)	141 (45.9)
Considering adoption as an option to an unplanned pregnancy	35 (11.4)	44 (14.4)	93 (30.4)	134 (43.8)

### ***Student Confidence in Performing Healthy Sexual and Adoption Behaviors (Means)***

Results indicated that on average students felt moderately to extremely confident that they could perform specific healthy sexual and adoption behaviors, based on what they learned in the educational lessons. All means exceeded 2.38, indicating that students on average were confident in performing the specific healthy behaviors. Students were most confident that they could protect themselves from HIV/STDs and unplanned pregnancy, properly use condoms to prevent HIV/STDs and unplanned pregnancy, make healthy decisions regarding sexual behaviors, use contraceptives to prevent pregnancy, and talk to a partner about sexual decisions and how to prevent against HIV/STDs. Specifically regarding adoption, on average students felt moderately confident in considering adoption as an option to an unplanned pregnancy.

<b>Based on what you learned in these sex education and adoption education lessons, how confident do you feel in . . .</b>	<b>Mean</b>	<b>Standard Deviation</b>
Protecting yourself from HIV/STDs and unplanned pregnancy	3.47	.751
Properly using condoms to prevent HIV/STDs and unplanned pregnancy	3.42	.796
Making healthy decisions regarding sexual behaviors	3.34	.797
Using contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	3.20	.909
Talking to a partner about sexual decisions and how to prevent against HIV/STDs	3.16	.853
Being able to abstain from any sexual behaviors that place you at risk for pregnancy or HIV/STDs	3.14	.968
Considering adoption as an option to an unplanned pregnancy	3.07	1.02
Talking to a parent or adult role model sexual decisions	2.38	.968

Note: Means based on a four-point scale (1 = not confident at all; 4 = extremely confident)

***Student Perceived Likelihood to Perform Healthy Sexual and Adoption Behaviors***

Students were requested to rate how likely they were to perform specific healthy sexual and adoption education behaviors by using a four-point scale (1 = not likely at all; 2 = slightly likely; 3 = moderately likely; 4 = extremely likely). Results indicated that the majority of students (greater than half) reported feeling moderately or extremely likely in performing specific healthy sexual and adoption education behaviors.

<b>Based on what you learned in these sex education and adoption education lessons, how likely are you to . . .</b>	<b>Not Likely at all N (%)</b>	<b>Slightly Likely N (%)</b>	<b>Moderately Likely N (%)</b>	<b>Extremely Likely N (%)</b>
Make healthy decisions regarding sexual behaviors	10 (3.3)	40 (13.1)	108 (35.4)	147 (48.2)
Talk to a parent or adult role model sexual decisions	47 (15.4)	70 (23.0)	109 (35.7)	79 (25.9)
Talk to a partner about sexual decisions and how to prevent against HIV/STDs	10 (3.3)	53 (17.4)	112 (36.8)	129 (42.4)
Abstain from any sexual behaviors that place you at risk for pregnancy or HIV/STDs	24 (7.9)	50 (16.4)	93 (30.5)	138 (45.2)
Protect yourself from HIV/STDs and unplanned pregnancy	5 (1.6)	24 (7.9)	76 (25.0)	199 (65.5)
Properly use condoms to prevent HIV/STDs and unplanned pregnancy	5 (1.7)	20 (6.6)	81 (26.9)	195 (64.8)
Use contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	22 (7.3)	31 (10.2)	82 (27.1)	168 (55.4)
Consider adoption as an option to an unplanned pregnancy	47 (15.5)	47 (15.5)	89 (29.4)	120 (39.6)
Talk to a parent or an adult role model about what you learned about adoption	47 (15.5)	69 (22.7)	107 (35.2)	81 (26.6)
Talk to a friend about what you learned about adoption	54 (17.7)	66 (21.6)	98 (32.1)	87 (28.5)

***Student Perceived Likelihood to Perform Healthy Sexual and Adoption Behaviors (Means)***

Results indicated that on average students felt moderately to extremely likely that they could perform specific healthy sexual and adoption behaviors, based on what they learned in the educational lessons. All means exceeded 2.38, indicating that students on average were confident in performing the specific health behaviors. Students stated they were most likely to properly use condoms to prevent HIV/STDs and unplanned pregnancy, protect themselves from HIV/STDs and unplanned pregnancy, use contraceptives to prevent pregnancy, make healthy decisions regarding sexual behaviors, and talk to a partner about sexual decisions and how to prevent against HIV/STDs.

<b>Based on what you learned in these sex education and adoption education lessons, how likely are you to . . .</b>	<b>Mean</b>	<b>Standard Deviation</b>
Properly use condoms to prevent HIV/STDs and unplanned pregnancy	3.55	.694
Protect yourself from HIV/STDs and unplanned pregnancy	3.54	.712
Use contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	3.31	.995
Make healthy decisions regarding sexual behaviors	3.29	.816
Talk to a partner about sexual decisions and how to prevent against HIV/STDs	3.18	.836
Abstain from any sexual behaviors that place you at risk for pregnancy or HIV/STDs	3.13	.958
Consider adoption as an option to an unplanned pregnancy	2.93	1.08
Talk to a parent or an adult role model about what you learned about adoption	2.73	1.02
Talk to a parent or adult role model sexual decisions	2.72	1.01
Talk to a friend about what you learned about adoption	2.71	1.06

Note: Means based on a four-point scale (1 = not likely at all; 4 = extremely likely)

### ***Student Knowledge Regarding Adoption***

Students were requested to answer five true-false questions regarding adoption. Each correct response received one point, resulting in an overall adoption knowledge score range of 0 to 5. Results indicated that at post-test, greater than three-fourths of students correctly responded to each of the items. Nine in ten (91.1%) correctly knew that closed adoption is the process in which there is no contact between the birth parents and adoptive parents. Similarly, nearly all students (96.1%) correctly knew that an open adoption allows birth parents and adoptive parents the option to contact one another about the child.

<b>Adoption Knowledge Item</b>	<b>Correct Response</b>	
	<b>N</b>	<b>(%)</b>
Closed adoption is the process in which there is no contact between the birth parents and adoptive parents. (True)	255	91.1
Closed adoption is the most common form of adoption in the US today. (False)	210	75.5
Foster care is the permanent assignment of a responsible adult to act as a guardian for a child. (False)	218	78.1
An open adoption allows birth parents and adoptive parents the option to contact one another about the child. (True)	269	96.1
The birth father has no rights regarding an adoption plan. (False)	237	85.3

The mean score for the adoption knowledge subscale was 4.23 (SD = .932). The overwhelming majority of students (81.2%) scored 4 or 5 points out of a total of 5 points.

<b>Overall Adoption Knowledge Score</b>	<b>Correct Response</b>	
	<b>N</b>	<b>%</b>
0 points	1	.4
1 point	4	1.4
2 points	9	3.2
3 points	36	12.8
4 points	97	34.5
5 points	134	47.7

Notes: Knowledge scale consisted of 5 items (1 point for each correct response)  
Overall Knowledge Score ranged from 0 to 5 (Mean = 4.23; SD = .932)

### ***Features of the Program Liked Most by Students***

When asked in an open-ended question format, the top features that students liked most about the program were learning new information, content and facts, the presenters/speakers/teachers, information on HIV/STDs and the adoption education information.

<b>What did you like most about the program?</b>	<b>Frequency</b>
Learning new information, content and facts	70
Presenters/speakers/teachers	40
Information on HIV/STDs	25
Adoption education information	13
Everything	11
Videos on adoption	10
Pregnancy information	10
Class discussions	10
Sexuality education information	9
How to properly use condoms	9
Birth control/contraceptives	9
Fun activities, interactions and skits	6
How to make better decisions and talk about sexual issues	5
Operation Keepsake	5
How to prevent STDs and pregnancy	4
Different viewpoints	3
Reasons to abstain from sexual behaviors	2
Risks of engaging in unsafe sexual behaviors	2
How to talk to parents	2
Nothing	2
No Response	60

### ***Features of the Program Least Liked by Students***

When asked in an open-ended question format, the features that students liked least about the program were nothing (they liked everything), adoption information, long lectures that were boring and repetitive, information on HIV/STDs, and STD pictures

<b>What did you like least about the program?</b>	<b>Frequency</b>
Nothing (I liked everything)	66
Adoption information	28
Long lectures that were boring and repetitive	25
Information on HIV/STDs	20
STD pictures	12
Not enough time/too rushed	11
Did not show statistics on teen adoptions	11
Too long	10
Videos	7
Group work and discussions were uncomfortable	7
Need more class discussions	4
Contraception	4
Already knew the information	3
How to talk to a parent	3
Too much paperwork	3
Condom information	2
Too much information on abstinence	2
Everything (did not like anything)	2
Pregnancy	1
Did not get a condom	1
Birth video	1
Not talking about other options	1
Too little information on abstinence	1
No Response	82

Note: STD pictures and birth videos were not included in the training materials or recommended curricula. These were discretionary materials provided by teachers.

### ***Students' Suggestions on Improving the Program***

The top suggestions that students offered to improve the program were nothing (they liked it just the way it was), have more time for the program (to provide more information), provide more information on STD prevention and contraceptives, have more guest speakers/teen speakers/adoptees, and to make the program more entertaining and fun.

<b>How could the program be improved?</b>	<b>Frequency</b>
Nothing (Liked it just the way it was)	54
Have more time for the program (to provide more information)	33
Provide more information on STD prevention and contraceptives	16
Have more guest speakers/teen speakers/adoptees	16
Make the program more entertaining and fun	15
Provide more hands-on activities/more involvement	15
Provide more information on adoption	14
Have more videos on adoption	6
Provide more pictures	5
Give students condoms	4
Have more class discussion	4
Have less STD pictures	4
Shorten the length of it	4
Make it more interesting/less lectures	4
Teach how to use condoms more effectively	3
Devote less time to adoption	3
Have more videos	3
Provide information on the consequences of sexual actions	2
Provide less information on relationships	2
Provide less information on abstinence	2
Provide more information on how to talk to parents	2
More information on what parenting entails	2
Have fewer scare tactics	1
Less paperwork	1
No response	92

**TEACHER EVALUATION RESULTS**  
**Sexual Health Education and Adoption Education**  
**Teacher Survey Data**

After program completion, teachers in the programs of participating pilot schools were requested to complete a 30-item survey regarding their perceived satisfaction of the project. Of the twelve teachers who participated in this pilot study at seven schools, all 12 teachers completed surveys for a 100% return rate. Listed below is a table displaying the frequencies and percents of teachers who completed surveys in each of the pilot schools.

School	Frequency
Berea City Schools - Mid Park High School	3
New Boston - Glenwood High School	2
Life Skills Center – Springfield	2
Western Hills University High School (CPS)	2
North Central High School	1
Van Wert High School	1
Newark City - Wilson Middle School	1

N = 12 teachers

***Teachers’ Adherence to Sexual Health Education and Adoption Education Guidelines***

Teachers were requested to indicate on a checklist whether they covered each of the sexual health education and adoption education guidelines developed by the project team via a yes/no format. Results revealed that all teachers covered all of the guidelines with two exceptions. Two teachers stated that due to their school policy they were not permitted to cover the guidelines on how to properly use condoms to prevent HIV/STDs and pregnancy and how to properly use contraceptives to prevent pregnancy.

***Sexual Health Education Curricula***

Teachers were requested to list the specific sexuality education curricula that they used to teach their sexual health education lessons. The overwhelming majority used one of the two curricula that were presented in the teacher training (*Reducing the Risk* or *Safer Choices*). One school used *Sexuality Education Empowers Communities* to teach their sexual health education lessons. A number of teachers also incorporated additional materials to their lessons.

What curriculum did you use to teach your sexual health education lessons?	Frequency	Valid Percent
Reducing the Risk	5	41.7
Safer Choices	4	33.3
Reducing the Risk and Safer Choices	2	16.7
Other (Sexuality Education Empowers Communities)	1	8.3

N = 12 teachers

***Teachers' Satisfaction in the Program Increasing Student Knowledge and Confidence Regarding Sexual Health and Adoption Education***

Teachers were requested to rate how satisfied they were that the program increased students' knowledge and confidence regarding 18 sexual health and adoption education items by using a four-point scale (1 = not satisfied at all; 2 = slightly satisfied; 3 = moderately satisfied; 4 = extremely satisfied). Results indicated that the majority of teachers (greater than half) reported feeling moderately to extremely satisfied that the program increased student knowledge and confidence on each of the assessed sexual health education and adoption education items.

<b>How satisfied were you that this program increased students':</b>	<b>Not Satisfied at all N (%)</b>	<b>Slightly Satisfied N (%)</b>	<b>Moderately Satisfied N (%)</b>	<b>Extremely Satisfied N (%)</b>
Knowledge about making healthy decisions regarding sexual behaviors	0 (0.0)	0 (0.0)	6 (50.0)	6 (50.0)
Knowledge about sexually transmitted diseases (STDs)	0 (0.0)	0 (0.0)	1 (8.3)	11 (91.7)
Knowledge about abstinence from any sexual behaviors that place them at risk for pregnancy or HIV/STDs	0 (0.0)	1 (8.3)	1 (8.3)	10 (83.3)
Knowledge on how to properly use condoms to prevent HIV/STDs and pregnancy	2 (16.7) <sup>a</sup>	0 (0.0)	0 (0.0)	10 (83.3)
Knowledge on how to protect themselves from contracting HIV/STDs	0 (0.0)	0 (0.0)	2 (16.7)	10 (83.3)
Knowledge on how contraceptives (such as birth control pills and the DepoProvera shot) work to prevent pregnancy	2 (16.7) <sup>a</sup>	0 (0.0)	3 (25.0)	7 (58.3)
Knowledge about the importance of talking to a parent or an adult role model about sexual decisions	0 (0.0)	2 (16.7)	3 (25.0)	7 (58.3)
Knowledge about how adoption is an option to an unplanned pregnancy	0 (0.0)	0 (0.0)	2 (16.7)	10 (83.3)
Knowledge about the reasons to consider adoption as an option to an unplanned pregnancy	0 (0.0)	0 (0.0)	2 (20.0)	8 (80.0)
Knowledge about the factors to consider when making an adoption plan	0 (0.0)	0 (0.0)	3 (33.3)	6 (66.7)
Knowledge about the legal issues regarding making an adoption plan	0 (0.0)	0 (0.0)	6 (66.7)	3 (33.3)
Knowledge about how to make an adoption plan	0 (0.0)	1 (11.1)	4 (44.4)	4 (44.4)
Knowledge about the importance of talking to a parent or an adult role model when considering to make an adoption plan	0 (0.0)	0 (0.0)	1 (11.1)	8 (88.9)
Confidence that they can make healthy decisions regarding sexual behaviors	0 (0.0)	0 (0.0)	3 (27.3)	8 (72.7)
Confidence that they can properly use condoms to prevent HIV/STDs and pregnancy	2 (16.7) <sup>a</sup>	0 (0.0)	3 (25.0)	7 (58.3)

Confidence that they can go to a clinic or doctor who can give them a prescription for contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	2 (20.0) <sup>a</sup>	0 (0.0)	3 (30.0)	5 (50.0)
Confidence that they can talk to a parent or an adult role model about sexual decisions	0 (0.0)	1 (8.3)	6 (50.0)	5 (41.7)
Confidence that they can consider adoption as an option to unplanned pregnancy	0 (0.0)	0 (0.0)	6 (50.0)	6 (50.0)

Note: Percents refer to valid percents. Missing values were excluded from analyses.

<sup>a</sup>The two teachers who reported that they felt not satisfied at all that the program increased knowledge or confidence regarding condom use or going to a clinic for contraceptives stated that they felt so because their school does not allow them to cover these specific topics.

### ***Teachers' Satisfaction in the Program Increasing Student Knowledge and Confidence Regarding Sexual Health and Adoption Education (Means)***

Mean results indicated that on average teachers felt moderately to extremely satisfied in the program increasing students' knowledge and confidence. All means met or exceeded 3.00, indicating that teachers on average were satisfied with the increased knowledge and confidence provided by the program. Teachers were most satisfied in the program increasing students' knowledge about sexually transmitted diseases, importance of talking to a parent or an adult role model when considering to make an adoption plan, how to protect themselves from contracting HIV/STDs, how adoption is an option to an unplanned pregnancy, reasons to consider adoption as an option to an unplanned pregnancy, and abstinence from any sexual behaviors that place them at risk for pregnancy or HIV/STDs.

<b>How satisfied were you that this program increased students':</b>	<b>Mean</b>	<b>Standard Deviation</b>
Knowledge about sexually transmitted diseases (STDs)	3.92	.289
Knowledge about the importance of talking to a parent or an adult role model when considering to make an adoption plan	3.89	.333
Knowledge on how to protect themselves from contracting HIV/STDs	3.83	.389
Knowledge about how adoption is an option to an unplanned pregnancy	3.83	.389
Knowledge about the reasons to consider adoption as an option to an unplanned pregnancy	3.80	.422
Knowledge about abstinence from any sexual behaviors that place them at risk for pregnancy or HIV/STDs	3.75	.622
Confidence that they can make healthy decisions regarding sexual behaviors	3.73	.467
Knowledge about the factors to consider when making an adoption plan	3.67	.500
Confidence that they can consider adoption as an option to unplanned pregnancy	3.50	.522
Knowledge on how to properly use condoms to prevent HIV/STDs and pregnancy	3.50	1.16
Knowledge about making healthy decisions regarding sexual behaviors	3.50	.522

Knowledge about the importance of talking to a parent or an adult role model about sexual decisions	3.42	.793
Knowledge about the legal issues regarding making an adoption plan	3.33	.500
Knowledge about how to make an adoption plan	3.33	.707
Confidence that they can talk to a parent or an adult role model about sexual decisions	3.33	.651
Confidence that they can properly use condoms to prevent HIV/STDs and pregnancy	3.25	1.14
Knowledge on how contraceptives (such as birth control pills and the DepoProvera shot) work to prevent pregnancy	3.25	1.14
Confidence that they can go to a clinic or doctor who can give them a prescription for contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	3.10	1.20

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

### ***Teachers' Satisfaction with the Program Materials and Activities***

Teachers were requested to rate how satisfied they were with specific program materials and activities by using a four-point scale (1 = not satisfied at all; 2 = slightly satisfied; 3 = moderately satisfied; 4 = extremely satisfied). Results indicated that 50% of teachers or greater reported feeling moderately to extremely satisfied with the program materials and activities.

<b>Regarding this program, how satisfied were you:</b>	<b>Not Satisfied at all N (%)</b>	<b>Slightly Satisfied N (%)</b>	<b>Moderately Satisfied N (%)</b>	<b>Extremely Satisfied N (%)</b>
That the materials were easy to use	0 (0.0)	0 (0.0)	0 (0.0)	12 (100.0)
That the materials were age-appropriate	0 (0.0)	1 (8.3)	2 (16.7)	9 (75.0)
That the activities were effective in the program	0 (0.0)	0 (0.0)	3 (25.0)	9 (75.0)
That the activities engaged student participation	0 (0.0)	0 (0.0)	1 (8.3)	11 (91.7)
That the activities engaged parent/guardian participation	1 (11.1)	3 (33.3)	2 (22.2)	3 (33.3)

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

### ***Teachers' Satisfaction with the Program Materials and Activities (Means)***

Mean results indicated that on average teachers felt moderately to extremely satisfied with the program materials and activities. Four of the five items assessed received means of 3.67 or higher, indicating moderate to extreme satisfaction. Teachers felt slightly to moderately satisfied that the activities engaged parent/guardian participation.

<b>Regarding this program, how satisfied were you:</b>	<b>Mean</b>	<b>Standard Deviation</b>
That the materials were easy to use	4.00	0.00
That the activities engaged student participation	3.92	.289
That the activities were effective in the program	3.75	.452
That the materials were age-appropriate	3.67	.651
That the activities engaged parent/guardian participation	2.78	1.09

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

### ***Features of the Program Most Liked by Teachers***

Teachers were provided with three open-ended questions. The first open-ended question asked teachers what they liked the most about the program. Greater than half of the teachers who responded reported that they liked the adoption content and information the most in this program. A little more than one-fourth reported that they liked the activities the most.

<b>What did you like most about the program?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Adoption content and information that was covered	6	54.5
Activities	3	27.3
The fact that the guidelines were easy to follow and the activities	1	9.1
Overall content of program	1	9.1

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Features of the Program Least Liked by Teachers***

The second open-ended question asked teachers what they liked the least about the program. The highest item reported (41.7%) was that there was nothing that they did not like about the program (i.e., they liked everything). Two individuals reported that they felt they needed more time to cover additional material and two individuals indicated some of the materials were too juvenile for older high school students.

<b>What did you like least about the program?</b>	<b>Frequency</b>	<b>Valid Percent</b>
There was nothing I did not like (I liked everything)	5	41.7
Need more time	2	16.7
Some of the materials were too juvenile for high school	2	16.7
Emphasis on condom use because our school does not cover it	1	8.3
More hands-on activities and wished the father from the bi-racial adoptive family was on the adoption video	1	8.3
More information on legal rights/options of father	1	8.3

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Teachers' Suggestions on Improving the Program***

The third open-ended question asked teachers how they felt the program could be improved. Similar to the above-noted finding, the highest item reported was that they felt nothing needed to be improved. Two of the teachers reported that they felt there needed to be more time provided to cover additional lessons.

<b>How could the program be improved?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Nothing needs to be improved	5	41.7
Provide more time/lessons	2	16.7
Help teachers get more comfortable with the material	1	8.3
Students could create an adoption plan	1	8.3
Get started earlier in the year	1	8.3
Address students who are already sexually active	1	8.3
Provide more ways to teach information about abstinence	1	8.3

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Teachers' Perceived Likelihood to Continue to Use the Program***

Teachers were requested to rate how likely they were to continue using the sexual health and adoption education program components by using a four-point scale (1 = extremely unlikely; 2 = unlikely; 3 = likely; 4 = extremely likely). All teachers who responded reported that they were likely to extremely likely to continue to use the sexual health and adoption education program.

<b>How likely are you to continue using . . .</b>	<b>Extremely Unlikely N (%)</b>	<b>Unlikely N (%)</b>	<b>Likely N (%)</b>	<b>Extremely Likely N (%)</b>
The sexual health and adoption education guidelines	0 (0.0)	0 (0.0)	4 (33.3)	8 (66.7)
The sexual health education curriculum you used	0 (0.0)	0 (0.0)	3 (25.0)	9 (75.0)
The adoption education modules	0 (0.0)	0 (0.0)	3 (25.0)	9 (75.0)

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Teachers' Perceived Likelihood to Continue to Use the Program (Means)***

Results indicated that on average teachers felt that they were likely to extremely likely to continue using the sexual health and adoption education program. All means exceeded 3.67, indicating likelihood in continuing to use the program.

<b>How likely are you to continue using . . .</b>	<b>Mean</b>	<b>Standard Deviation</b>
The sexual health and adoption education guidelines	3.67	.492
The sexual health education curriculum you used	3.75	.452
The adoption education modules	3.75	.452

Note: Means based on a four-point scale (1 = extremely unlikely; 4 = extremely likely)

**ADMINISTRATOR EVALUATION RESULTS**  
**Sexual Health Education and Adoption Education**  
**Administrator Survey Data**

After program completion, administrators in the participating pilot schools were requested to complete a survey regarding their perceived satisfaction of the project. Of the seven schools who participated in this pilot study, 8 administrators completed surveys. Listed below is a table displaying the frequencies and percents of administrators who completed surveys in each of the pilot schools.

School	Frequency
Berea City Schools - Mid Park High School	1
New Boston - Glenwood High School	1
Life Skills Center - Springfield	2
Western Hills University High School (CPS)	1
North Central High School	1
Van Wert High School	1
Newark City - Wilson Middle School	1

N = 8 administrators

***Administrators' Satisfaction in the Program Increasing Student Knowledge and Confidence Regarding Sexual Health and Adoption Education***

Administrators were requested to rate how satisfied they were that the program increased students' knowledge and confidence regarding 18 sexual health and adoption education items by using a four-point scale (1 = not satisfied at all; 2 = slightly satisfied; 3 = moderately satisfied; 4 = extremely satisfied). Results indicated that the overwhelming majority of administrators reported feeling moderately to extremely satisfied that the program increased student knowledge and confidence on each of the assessed sexual health education and adoption education items. One administrator reported feeling slightly satisfied that the program increased confidence in making healthy decisions regarding sexual behaviors, confidence in talking to parents about sexual decisions and confidence in considering adoption as an option to an unplanned pregnancy. All the other administrators felt moderately to extremely satisfied with these items.

How satisfied were you that this program increased students':	Not Satisfied at all N (%)	Slightly Satisfied N (%)	Moderately Satisfied N (%)	Extremely Satisfied N (%)
Knowledge about making healthy decisions regarding sexual behaviors	0 (0)	0 (0)	1 (12.5)	7 (87.5)
Knowledge about sexually transmitted diseases (STDs)	0 (0)	0 (0)	0 (0)	8 (100.0)
Knowledge about abstinence from any sexual behaviors that place them at risk for pregnancy or HIV/STDs	0 (0)	0 (0)	1 (14.3)	6 (85.7)

Knowledge on how to properly use condoms to prevent HIV/STDs and pregnancy	0 (0)	0 (0)	0 (0)	8 (100.0)
Knowledge on how to protect themselves from contracting HIV/STDs	0 (0)	0 (0)	0 (0)	8 (100.0)
Knowledge on how contraceptives (such as birth control pills and the DepoProvera shot) work to prevent pregnancy	0 (0)	0 (0)	1 (12.5)	7 (87.5)
Knowledge about the importance of talking to a parent or an adult role model about sexual decisions	0 (0)	0 (0)	4 (50.0)	4 (50.0)
Knowledge about how adoption is an option to an unplanned pregnancy	0 (0)	0 (0)	1 (12.5)	7 (87.5)
Knowledge about the reasons to consider adoption as an option to an unplanned pregnancy	0 (0)	0 (0)	0 (0)	7 (100.0)
Knowledge about the factors to consider when making an adoption plan	0 (0)	0 (0)	0 (0)	7 (100.0)
Knowledge about the legal issues regarding making an adoption plan	0 (0)	0 (0)	0 (0)	7 (100.0)
Knowledge about how to make an adoption plan	0 (0)	0 (0)	0 (0)	7 (100.0)
Knowledge about the importance of talking to a parent or an adult role model when considering to make an adoption plan	0 (0)	0 (0)	1 (12.5)	7 (87.5)
Confidence that they can make healthy decisions regarding sexual behaviors	0 (0)	1 (12.5)	0 (0)	7 (87.5)
Confidence that they can properly use condoms to prevent HIV/STDs and pregnancy	0 (0)	0 (0)	1 (12.5)	7 (87.5)
Confidence that they can go to a clinic or doctor who can give them a prescription for contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	0 (0)	0 (0)	1 (14.3)	6 (85.7)
Confidence that they can talk to a parent or an adult role model about sexual decisions	0 (0)	1 (12.5)	1 (12.5)	5 (71.4)
Confidence that they can consider adoption as an option to unplanned pregnancy	0 (0)	1 (12.5)	0 (0)	7 (87.5)

Note: Percents refer to valid percents. Missing values were excluded from analyses.

***Administrators' Satisfaction in the Program Increasing Student Knowledge and Confidence Regarding Sexual Health and Adoption Education (Means)***

Mean results indicated that on average administrators felt moderately to extremely satisfied in the program increasing students' knowledge and confidence. All means met or exceeded 3.50, indicating that administrators on average were moderately to extremely satisfied with the increased knowledge and confidence provided by the program. Administrators were most satisfied in the program increasing students' knowledge about sexually transmitted diseases, how to properly use condoms to prevent HIV/STDs and pregnancy, how to protect themselves from

contracting HIV/STDs, how to make an adoption plan, reasons to consider adoption as an option to an unplanned pregnancy, and legal issues regarding making an adoption plan.

<b>How satisfied were you that this program increased students’:</b>	<b>Mean</b>	<b>Standard Deviation</b>
Knowledge about sexually transmitted diseases (STDs)	4.00	0.00
Knowledge on how to properly use condoms to prevent HIV/STDs and pregnancy	4.00	.000
Knowledge on how to protect themselves from contracting HIV/STDs	4.00	.000
Knowledge about how to make an adoption plan	4.00	.000
Knowledge about the reasons to consider adoption as an option to an unplanned pregnancy	4.00	.000
Knowledge about the factors to consider when making an adoption plan	4.00	.000
Knowledge about the legal issues regarding making an adoption plan	4.00	.000
Knowledge about making healthy decisions regarding sexual behaviors	3.88	.354
Knowledge on how contraceptives (such as birth control pills and the DepoProvera shot) work to prevent pregnancy	3.88	.354
Knowledge about how adoption is an option to an unplanned pregnancy	3.88	.354
Knowledge about the importance of talking to a parent or an adult role model when considering to make an adoption plan	3.88	.354
Confidence that they can properly use condoms to prevent HIV/STDs and pregnancy	3.88	.354
Knowledge about abstinence from any sexual behaviors that place them at risk for pregnancy or HIV/STDs	3.86	.378
Confidence that they can go to a clinic or doctor who can give them a prescription for contraceptives (such as birth control pills and the DepoProvera shot) to prevent pregnancy	3.86	.378
Confidence that they can make healthy decisions regarding sexual behaviors	3.75	.707
Confidence that they can consider adoption as an option to unplanned pregnancy	3.75	.707
Confidence that they can talk to a parent or an adult role model about sexual decisions	3.57	.787
Knowledge about the importance of talking to a parent or an adult role model about sexual decisions	3.50	.535

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

***Administrators' Satisfaction with Activities and Support of the Program***

Administrators were requested to rate how satisfied they were with specific program activities by using a four-point scale (1 = not satisfied at all; 2 = slightly satisfied; 3 = moderately satisfied; 4 = extremely satisfied). Results indicated that 50% of administrators or greater reported feeling moderately satisfied to extremely satisfied with the program activities.

<b>Regarding this program, how satisfied were you:</b>	<b>Not Satisfied at all N (%)</b>	<b>Slightly Satisfied N (%)</b>	<b>Moderately Satisfied N (%)</b>	<b>Extremely Satisfied N (%)</b>
That the activities were effective in the program	0 (0)	0 (0)	2 (25.0)	6 (75.0)
That the activities engaged student participation	0 (0)	0 (0)	1 (14.3)	6 (85.7)
That the activities engaged parent/guardian participation	1 (16.7)	2 (33.3)	2 (33.3)	1 (16.7)
That the students felt supportive of the program	0 (0)	0 (0)	2 (25.0)	6 (75.0)
That the teachers felt supportive of the program	0 (0)	1 (12.5)	1 (12.5)	6 (75.0)
That the parents felt supportive of the program	2 (28.6)	0 (0)	2 (28.6)	3 (42.9)

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

***Administrators' Satisfaction with Activities and Support of the Program (Means)***

Mean results indicated that on average administrators felt moderately to extremely satisfied with the program activities and supportiveness. Four of the six items assessed received means of 3.62 or higher, indicating moderate to extreme satisfaction that the activities were effective and engaged student participation and that the students and teachers felt supportive of the program. Administrators felt slightly to moderately satisfied that the activities engaged parent/guardian participation and that the parents felt supportive of the program.

<b>Regarding this program, how satisfied were you:</b>	<b>Mean</b>	<b>Standard Deviation</b>
That the activities were effective in the program	3.75	.463
That the activities engaged student participation	3.86	.378
That the activities engaged parent/guardian participation	2.50	1.05
That the students felt supportive of the program	3.75	.463
That the teachers felt supportive of the program	3.62	.744
That the parents felt supportive of the program	2.86	1.35

Note: Means based on a four-point scale (1 = not satisfied at all; 4 = extremely satisfied)

### ***Features of the Program Most Liked by Administrators***

Administrators were provided with five open-ended questions. The first open-ended question asked administrators what they liked the most about the program. Administrators reported that the program features they most liked included the overall content, activities, adoption information, student discussions of personal stories and follow-through of the program.

<b>What did you like most about the program?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Overall content of program	1	20.0
Activities engaged the students and stimulated participation	1	20.0
Adoption content and information that was covered	1	20.0
Students' willingness to discuss personal stories	1	20.0
Follow-through after the program	1	20.0

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Features of the Program Least Liked by Administrators***

The second open-ended question asked administrators what they liked the least about the program. Three-fourths (75.0%) reported that there was nothing they did not like about the program (i.e., they liked everything). One-fourth (25.0%) reported that the program needed more parent involvement.

<b>What did you like least about the program?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Need more parent involvement	2	25.0
There was nothing I did not like (I liked everything)	6	75.0

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Administrators' Suggestions on Improving the Program***

The third open-ended question asked administrators how they felt the program could be improved. Similar to the above-noted finding, the highest item reported was that administrators felt nothing needed to be added to improve the program. One individual stated that the program could be improved by making it available to more youth.

<b>How could the program be improved?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Make it available to more youth	1	12.5
Nothing	7	87.5

Note: Percents refer to valid percents. Missing values were excluded from analyses.

### ***Positive Feedback Received by Administrators about the Program***

The fourth open-ended question asked administrators what positive feedback they received about the program. Administrators reported that they received positive feedback from both the teachers and students. Teachers felt the program was well-balanced and offered multiple perspectives. Students enjoyed the program and had opportunities to discuss various issues.

<b>What positive feedback did you receive about the program?</b>	<b>Frequency</b>	<b>Valid Percent</b>
Received positive feedback from teachers – the program was well-balanced and offered multiple perspectives	1	12.5
Students enjoyed the program and had opportunities to discuss various issues	1	12.5
Students were very receptive to the adoption unit.	1	12.5
Did not list anything	5	62.5

Note: Percents refer to valid percents.

### ***Negative Feedback Received by Administrators about the Program***

The fifth open-ended question asked administrators what negative feedback they received about the program. No administrator reported that they received any negative feedback about the program.

<b>What negative feedback did you receive about the program?</b>	<b>Frequency</b>	<b>Valid Percent</b>
None	8	100.0

Note: Percents refer to valid percents.

### ***Administrators' Perceived Likelihood in Continuing to Use the Program***

Administrators were requested to rate how likely they were to continue using the sexual health and adoption education program components by using a four-point scale (1 = extremely unlikely; 2 = unlikely; 3 = likely; 4 = extremely likely). All administrators reported that they were likely to extremely likely to continue to use the sexual health and adoption education program.

<b>How likely are you to continue using . . .</b>	<b>Extremely Unlikely N (%)</b>	<b>Unlikely N (%)</b>	<b>Likely N (%)</b>	<b>Extremely Likely N (%)</b>
The sexual health and adoption education guidelines	0(0)	0(0)	3 (37.5)	5 (62.5)
The sexual health education curriculum you used	0(0)	0(0)	4 (50.0)	4 (50.0)
The adoption education modules	0(0)	0(0)	3 (37.5)	5 (62.5)

Note: Percents refer to valid percents. Missing values were excluded from analyses.

***Administrators' Perceived Likelihood to Continue Using the Program (Means)***

Results indicated that on average administrators felt that they were likely to extremely likely to continue to use the sexual health and adoption education program. All means met or exceeded 3.50, indicating likelihood in continuing the program.

<b>How likely are you to continue using . . .</b>	<b>Mean</b>	<b>Standard Deviation</b>
The sexual health and adoption education guidelines	3.62	.518
The sexual health education curriculum you used	3.50	.535
The adoption education modules	3.62	.518

Note: Means based on a four-point scale (1 = extremely unlikely; 4 = extremely likely)