

**Parental Survey on Sex Education in Mississippi:  
Implications for House Bill 999**

**Final Report**

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## Introduction & Background

The *Parental Survey on Sex Education in Mississippi: Implications for House Bill No. 999 (HB 999)* was conducted by the Wolfgang Frese Survey Research Laboratory at Mississippi State University's Social Science Research Center, between mid-September to mid-October, 2011. The purpose of this state-wide survey was to gauge the opinions and attitudes of 3,600 parents and/or guardians (whose child/children attend Mississippi's public school) regarding the implementation of sex-related education curricula into the public school system. To our knowledge, this is the first survey to assess parental attitudes, knowledge and beliefs about sex-related education in public schools since the passage of the Mississippi HB 999.

Mississippi adolescents' self-report sexual behavior, which can lead to unexpected pregnancy or contraction of sexually transmitted diseases (STDs) (CDC, YRBSS, n. d.; MS Department of Health, n. d.; CDC, 2011b). High rates of teenage pregnancy and sexually transmitted diseases (STDs) among teenagers in Mississippi provide clear evidence that a high percentage of youth in Mississippi are sexually active. According to the Youth Risk Behavioral Surveillance System (YRBBS), 61% of youth (9<sup>th</sup> – 12<sup>th</sup> grade) in Mississippi has *engaged in sexual intercourse*, compared to the national average is 46%. Mississippi youth (23.7%) also reported having *four or more partners during their life*, almost two times higher than the national average (13.8%) (CDC, YRBSS, 2009). Among Mississippi youth who engaged in sexual intercourse, 34.3% reported that they did not use a condom during intercourse (previous 3 months before the survey) (CDC, YRBSS, 2009). Additionally, almost 9 out of 10 youth (85.7%) did not use birth control pills to prevent pregnancy. When combining various types of protection, 92.8% of Mississippi teens who reported being sexually active reported that they *did not use either condom or birth control pills or Depo-Provera before their last sexual encounter* (CDC, YRBSS, 2009).

Mississippi's 2009 teen pregnancy rate is the highest in the nation with a rate of 73 per 1,000 females between the ages of 15-19 (Mississippi State Department of Health, n.d.). In addition, Mississippi has the nation's highest percentage (11.8) of low-birthweight babies (The Annie C. Casey Foundation (AECF), KIDS COUNT Data Center, n.d.) These two factors, i.e., highest teenage pregnancy rate and the highest percentage of low-birthweight babies are inextricably connected and set the stage for less than optimal outcomes for teenage mothers and their infants, not to mention the economic toll that this places upon families, communities and the state as a whole.

Within Mississippi, high teen birth rates vary among geographical regions. For example, among Mississippi's nine public health districts, District III has the highest teen birth rate (76.6) for teens between the ages of 15-17, followed by district VII (64.9), and the lowest, district IV (44.4) (MS Department of Health, 2010).

Recently (May, 2011), *Child Trends* ranked repeat teen birth among the country's 72 largest population cities. The city with the highest percentage of repeat teen births was Cincinnati, Ohio at 28%, closely followed by Jackson, Mississippi at 27%.

While there are many risk behaviors associated with teen pregnancy and STDs, sex-related education in public schools provides the information and resources that can influence healthy choices among adolescents.

Mississippi has seen a rise in recent years (2006-2010) in sexually transmitted diseases (STDs) such as primary and secondary syphilis (87 to 225 cases), syphilis (284 to 618 cases), and chlamydia (19,001 to 21,422 cases) (MS Department of Health, 2011a). According to the Centers for Disease Control (CDC), Mississippi's rate of 13.7 is second only to New Mexico (14.4) for women testing positive (between the ages of 15-24) for chlamydia, the most commonly reported STD in the United States. Gonorrhea is most prevalent among youth ages 15-24 (99.1 per 100,000). Mississippi leads the nation with a rate of 246.4 (per 100,000), and Louisiana ranks second highest (204.0) in the nation (CDC, 2009).

In a widely cited study co-sponsored by Harvard University's Kennedy School, The Kaiser Foundation and National Public Radio (2004) it is clear that Americans agree that sex education should be taught in school, with only 7% in disagreement. The question has more to do deciding which sex education curriculum is best suited for the classroom: Abstinence-only programs (teaching that one should abstain from sex until marriage) or Abstinence-plus programs (teaching safe sex practices as well as promoting abstinence). In the United States, three times as many respondents (46%) support AP programs compared to respondents (15%) who support AO. It should also be noted that AP programs are more likely to be supported, as long as that this approach does not undermine the teachings of AO (Underhill, 2007).

The overwhelming support of comprehensive sex education by medical, scientific and public health communities is evident. Organization such as The American Academy of Pediatrics, The American Foundation for AIDS Research, the American Medical Association, the American Psychological Association and the American Public Health Association give strong voice to the need for comprehensive and age-appropriate sex education for children and youth (GPRHE, 2009). Effective communication with adolescents can be vital in preventing teen pregnancy and safe sex practices among adolescents. Findings from the National Survey of Family Growth show that most teenagers in the United States received formal sex education before they were 18, with 96% of female and 97% of male teenagers (Martinez, 2010). The same study shows that more than two out of every three male teenagers and almost four out of every five female teenagers talked with a parent about at least one of six sex education topics ("how to say no to sex," methods of birth control, STDs, where to get birth control, how to prevent HIV/AIDS, and how to use a condom) (Martinez, 2010). Parental communication on these sex education topics can be related to delayed sexual experiences and increased birth control methods among sexually active adolescents (Martinez, 2010). Although teenage behavior can be hard to measure; risk behaviors in adolescents are shown to reduce after receiving formal sex education from a parent or adult educator. In fact, many Abstinence-plus programs appear to "reduce short-term and long-

term HIV risk behavior among youth” as well as reduce pregnancy incidents among adolescents (Underhill, 2007).

These alarming statistics reveal the immense need for increasing Mississippi’s youth knowledge on sex and sex-related information, which in turn, may empower youth to make smarter and more informed decisions. For example, Mueller, Gavin & Kulkarni (2007) found that youth who participated in sex education classes prior to their first sexual experience delayed the initiation of sexual intercourse. In this same study, it was found that males who participated in the sex education classes were also more likely to use birth control methods. In 2011, the Mississippi legislature passed H.B. 999-- the *Abstinence Plus* curriculum-- to provide Mississippi’s public school districts an option to expand current Abstinence Only (AO) curriculum, thereby providing students with more information about safe sex practices and other sex-related topics. In 2011, the State Legislature passed and Governor Haley Barbour signed into law, House Bill 999 which requires each school district to adopt either the established *Abstinence Only* (AO) program or the *Abstinence Plus* (AP) curriculum by June 30, 2012. While AP includes the fundamental AO message that abstinence until marriage is the best and safest choice for not getting pregnant and remaining disease free, AP *also* includes information for youth if they choose not to remain abstinent. AP curriculum will include additional topics such as, but not limited to: parental/teen communication skills, contraceptive and barrier methods as a means to reduce pregnancy risks, sexually transmitted infections and diseases, relationships, sexual behavior and sexual health, and human development. The legislation promotes an AP array of topics that must be structured at age-appropriate levels. The remainder of this report includes sections on methodology, key findings and policy implications.

The current curriculum of AO education focuses on teaching students to abstain from sexual activity until marriage, placing little emphasis on the importance of education or safe sex. What is safe sex? How can one protect oneself and others from STDs and pregnancy? How is HIV/AIDS transmitted? Teens that do not

communicate with parents are less likely to have sound knowledge of these potential life-altering consequences. Evidence can be shown that such programs AO are not effective in delaying sex or preventing pregnancy and STDs in teens (Bleakley, 2010), and, in fact, have the potential to increase infection rates when students do become sexually active. Lack of knowledge or misunderstood facts pertaining to sexuality and STDs can statistically be seen by states that have not adopted sex education curriculum in their schools. Students are learning the hard way. The decision to implement AO or AP curriculums into public school districts, however, may be more closely linked to a society's social and personal beliefs, rather than based on teen birth rate statistics. Demographic and social factors including frequency of participation in religious services and political orientation can be studied to show a link between current policy preferences and personal beliefs. These factors are key characteristics in explaining support or opposition for AO or AP approaches in the United States (Bleakley, 2010).

## **Methodology**

The Mississippi survey of the *Implementation of Sex Education in Mississippi's Public Schools* was conducted by the Wolfgang Frese Survey Research Laboratory at Mississippi State University, between mid-September to mid-October, 2011. The Mississippi Department of Education provided the telephone numbers of all parents in the state of Mississippi who had at least one child enrolled in public school during the 2010/2011 school year. From this database of 491,540 telephone numbers, a random sample of 50,000 numbers was drawn. The total sample was 3600, 400 within each of the nine Public Health Districts. The methodology and survey were approved by Mississippi State University's Institutional Review Board for Human Subjects prior to the data collection, and each member of the Research Team has completed certification in human subject protection.

One of the project team members also met with the telephone survey staff to provide an overview of the project and review all questions prior to data collection.

The survey contained a battery of questions that asks about each child in the household. Thus, statistics on children, such as child's grade, child's gender, and the grade at which a parent discussed sex with the child, are based upon the number of children living within the household at the time of the survey. Our sample includes information on 6,097 children living within the 3,600 households surveyed. The average household in the survey had 1.7 children and the number of children in the household ranged from one to seven.

**In your household, how many school age children kindergarten through twelfth grade are enrolled in public school this year?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 Child	1866	51.8	51.8	51.8
	2 Children	1104	30.7	30.7	82.5
	3 Children	460	12.8	12.8	95.3
	4 Children	131	3.6	3.6	98.9
	5 Children	30	.8	.8	99.8
	6 Children	8	.2	.2	100.0
	7 Children	1	.0	.0	100.0
	Total	3600	100.0	100.0	



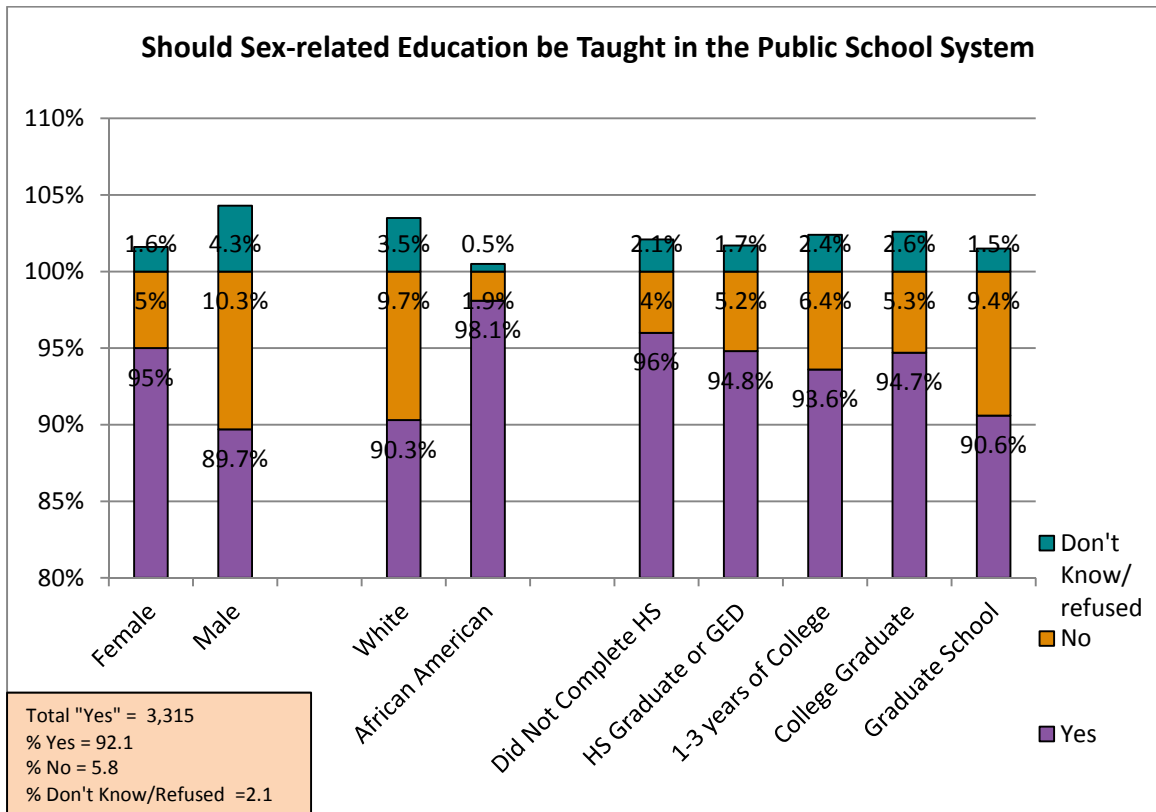
## Key Findings

The results of this survey underscore the timeliness of the passage of HB 999. The following key findings provide an overview of parents' beliefs, attitudes and knowledge of HB 999

- Parents of public school children reported overwhelmingly support (92.1%) that sex-related education should be taught in the Mississippi public school at an age-appropriate grade level
- The majority of parents (61%) believe that sex-related education should first be taught in the 5<sup>th</sup>-7<sup>th</sup> grades (17%-5<sup>th</sup> grade; 23.75%-6<sup>th</sup> grade; 20.3% 7<sup>th</sup> grade)
- At age-appropriate grade level, parents reported the following:
  - more than 4 in 5 parents (81.5%) strongly support teaching the basics of reproduction, pregnancy and birth
  - almost 9 in 10 parents strongly support teaching children the following:
    - how to deal with peer pressure to have sex (87.7%)
    - discussions on date rape (86.9%)
    - the importance of remaining abstinent until marriage (87.8%)
    - how to talk with parents about sex and relationship issues (87.2%)
    - how to talk with a girlfriend or boyfriend about not having sex (87.2%)
  - 9 in 10 parents strongly support the following:
    - discussions on the transmission and prevention of AIDS, HIV or other STDs (97.3%)
    - teaching the transmission and prevention of HIV, AIDS or other sexually transmitted diseases (92.3%)
    - teaching what to do if someone has been raped or sexually assaulted (91.1%)
- Among parents, females/mothers (63.2%) were much more likely to report having talked with their child about sex than males/fathers (54.9%)
- Parents aged 35-44 were much more likely to have talked with their child about sex than younger (18-29 or from 45-54 age range) parents

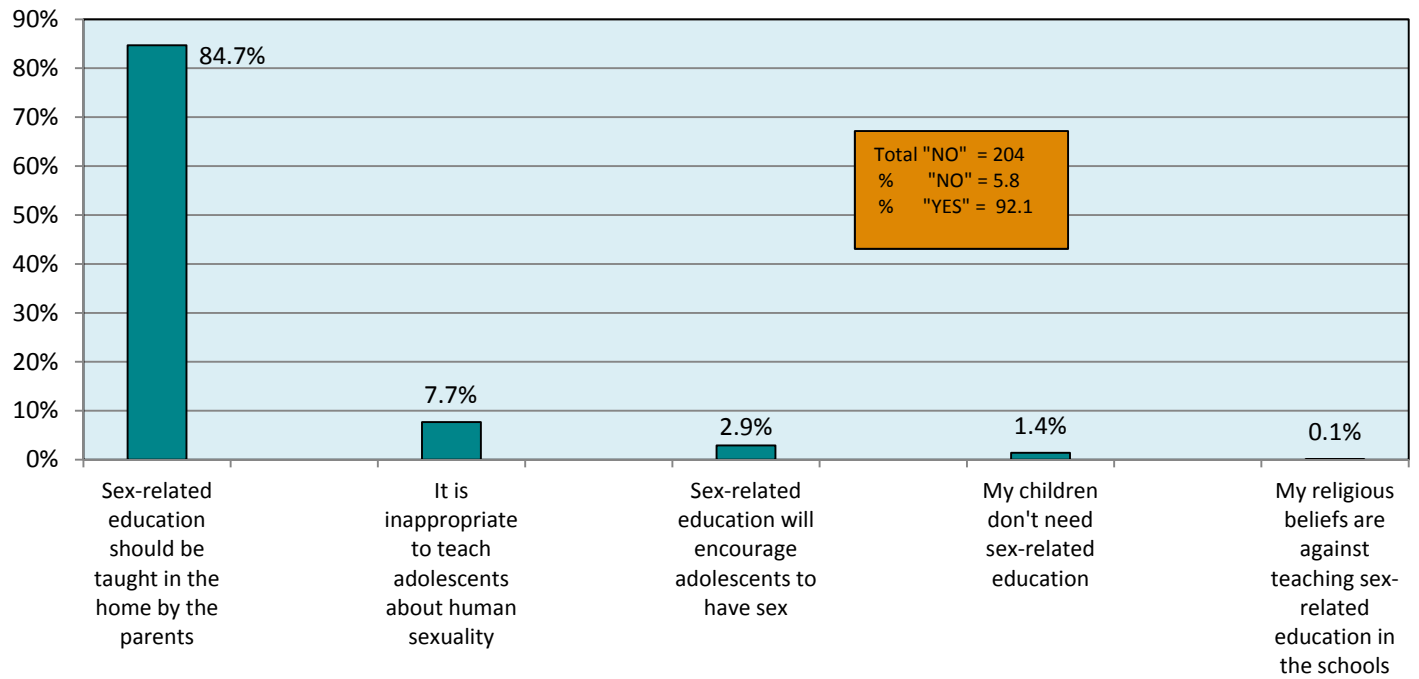
- Parents who were single (56.2%) or a member of an unmarried couple (51%) were less likely to have discussed sex with their child than married (61.6%), separated, divorced parents or widowed (68.9%) parents.

## Additional Findings



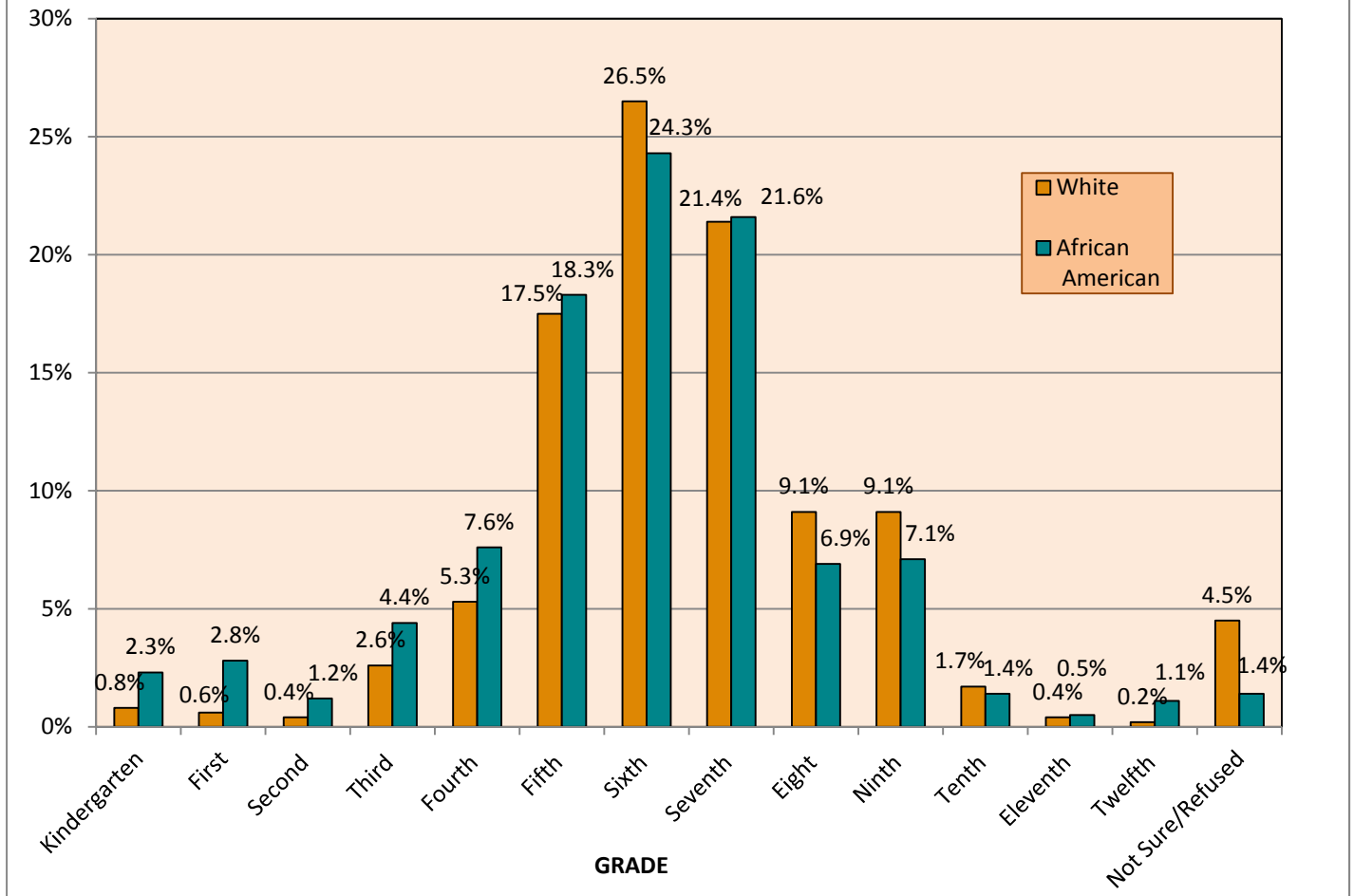
Overall, there was strong support (92.1%) by parents (n=3,600) of introducing sex-related education in the Mississippi Public Schools as reported in the 2011 telephone survey, conducted by the Social Science Research Center. Mothers of children in public schools in Mississippi were in support slightly more (93.5%) than fathers (85.8%) and 1.6% not sure. Black parents reported significantly ( $p < .001$ ) more supportive responses (97.6%) than white parents (87.7%).

## Which Best Describes Why You Feel Sex-related Education Should NOT be Taught in the Public Schools



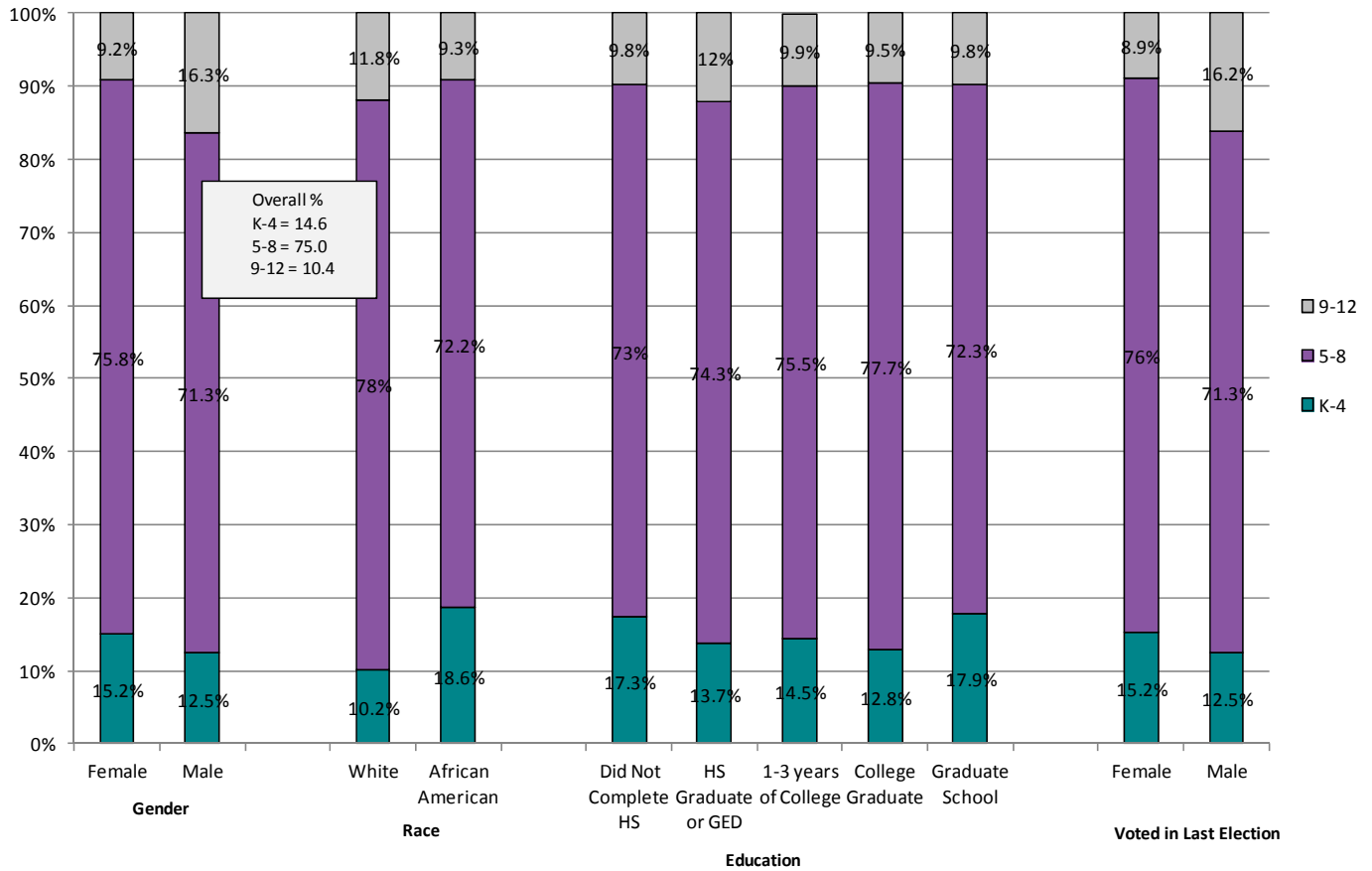
Non-support by parents of teaching sex-related education Mississippi’s public schools was less than 66% of all parents surveyed. Of the 5.9% who did not support sex-related education, 84.7% noted that sex education should be taught at home, by the parents. Other reasons given for not supporting this education were “inappropriate to teach adolescents human sexuality” (7.7%), followed by 2.9% of parents responding that sex-related education would encourage adolescents to engage in sexual activity.

### At what grade level do you think sex-related education should first be taught?



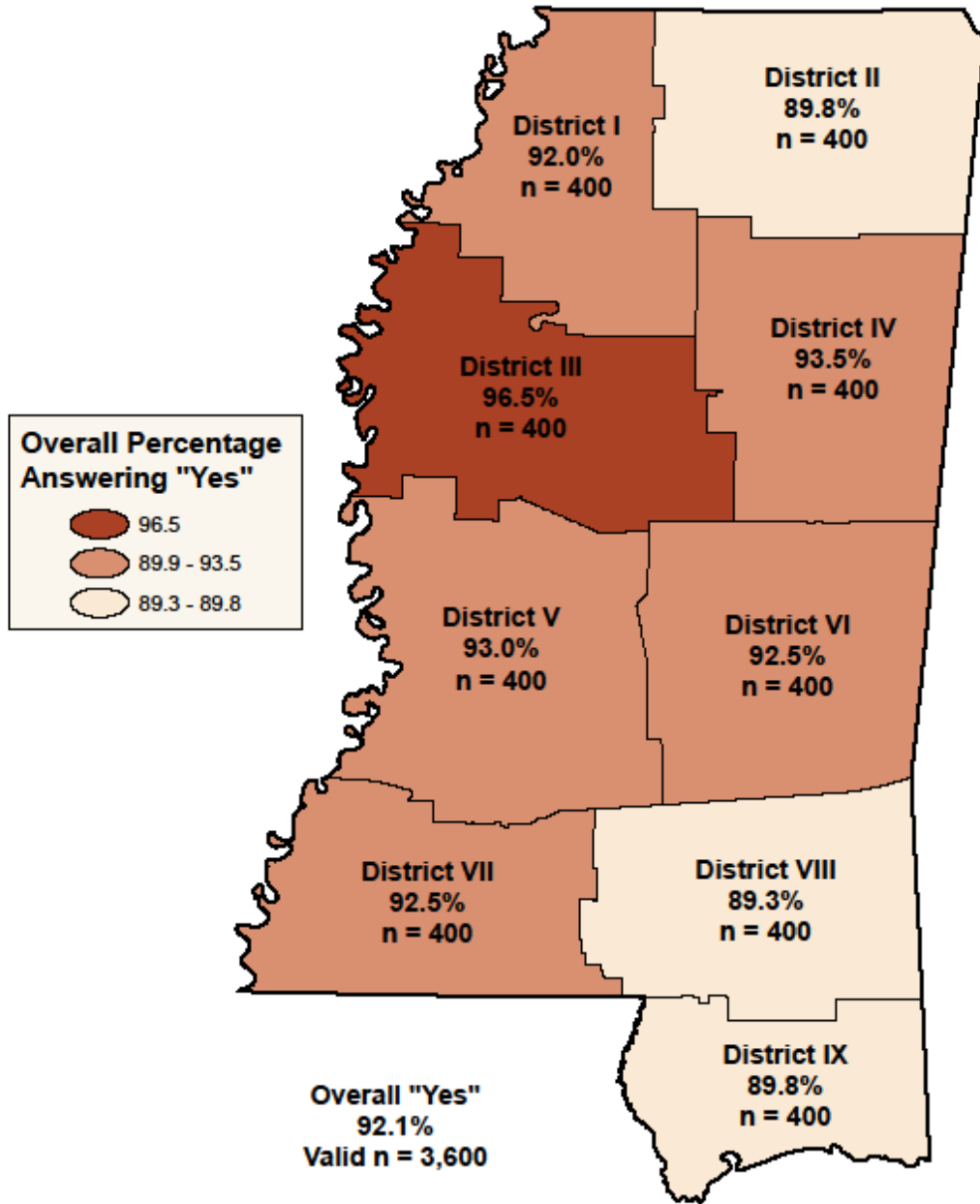
Almost two-thirds (64.8%) of Mississippi parents who were in support of offering sex-related education overwhelmingly reported middle school (grades 5-7) as the appropriate grade-level to introduce sex-related education. Of these parents, there was agreement that sixth grade was the most appropriate grade to introduce sex-related education.

**At What Grade-level Do You Think that Sex-related Education Should First be Taught**



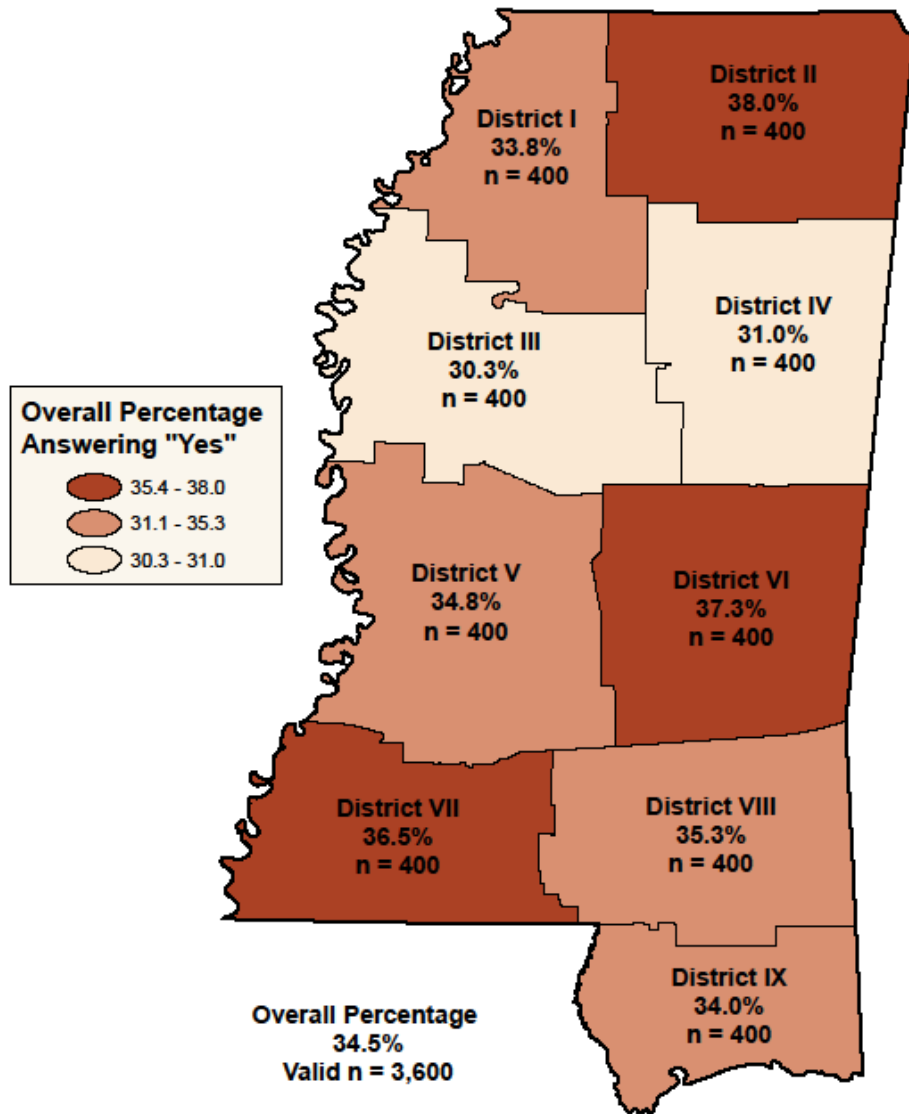
When parents were asked the grade level they think that sex-related education should first be taught, differences were noted among gender, race, education level and participation in last election (before October, 2011). Most notably, African American parents (18.6%), females/mothers and females who voted (15.2%) noted that sex-related education should be first taught in K-4.

## Percentage of Parents Who Support Teaching Sex-related Education in the Mississippi Public School System 2011



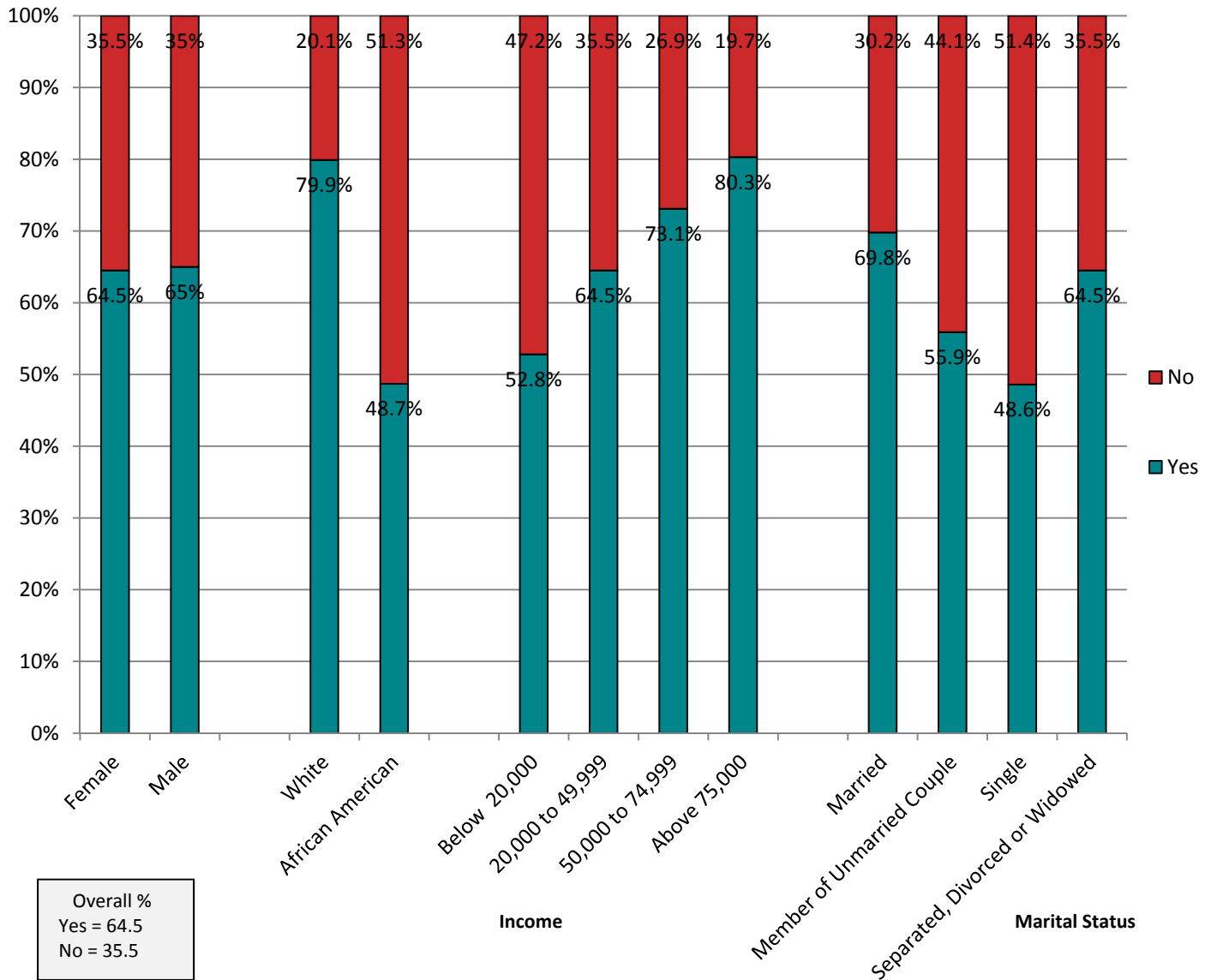
Public Health Districts III reported the highest percentage of parents in support of introducing sex-related education in Mississippi’s public schools (96.5%). The regions with the “lowest” support were districts VIII and IX (89.3%) and districts II and IX were both 89.8%. Overall, the majority of Mississippi parents support is evident (92.1%) on the topic of including AP with the existing AO educational material.

**Percentage of Parents Who Thought Sex-related  
Education Was Already Taught in Their School District  
2011**



More than one-third (34.5%) of parents surveyed thought that sex-related education was already taught in their children’s school district, ranging from 30.3% in District III to 38% in District II. The low percentage of parental knowledge of AO education already in the Mississippi public school districts is reflected in the map above.

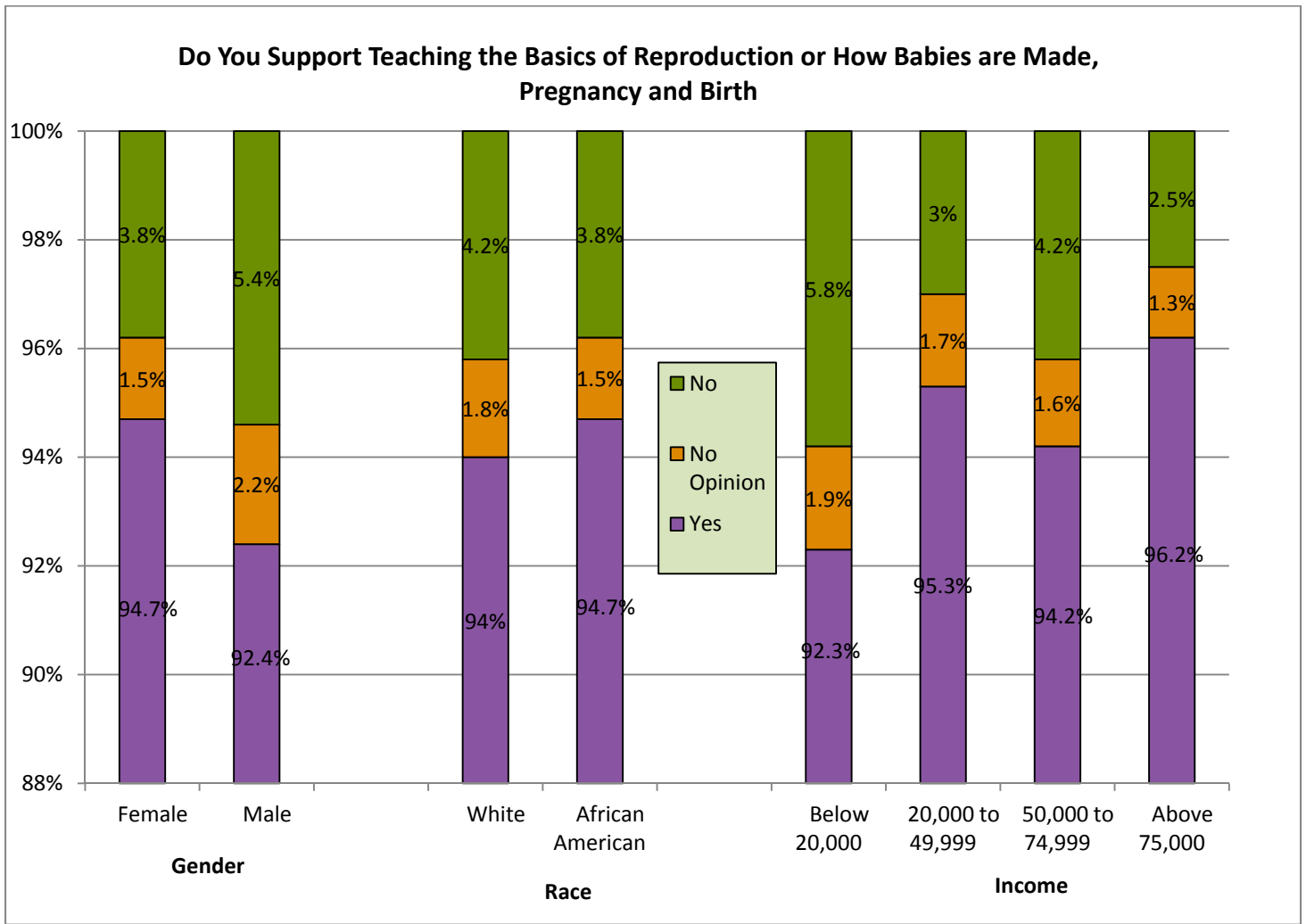
## Do You Support Students Being Separated During Sex-related Classes



As the above chart indicates, the overall majority of parents (64.5%) reported that students should be separated by gender during sex-related education classes. White respondents were in greater support (79.9%) than black respondents (48.7%). As indicated above, the lower the respondents income (below \$20,000) the less they support separation of students (52.8%). Among parents responding, who had a household income of

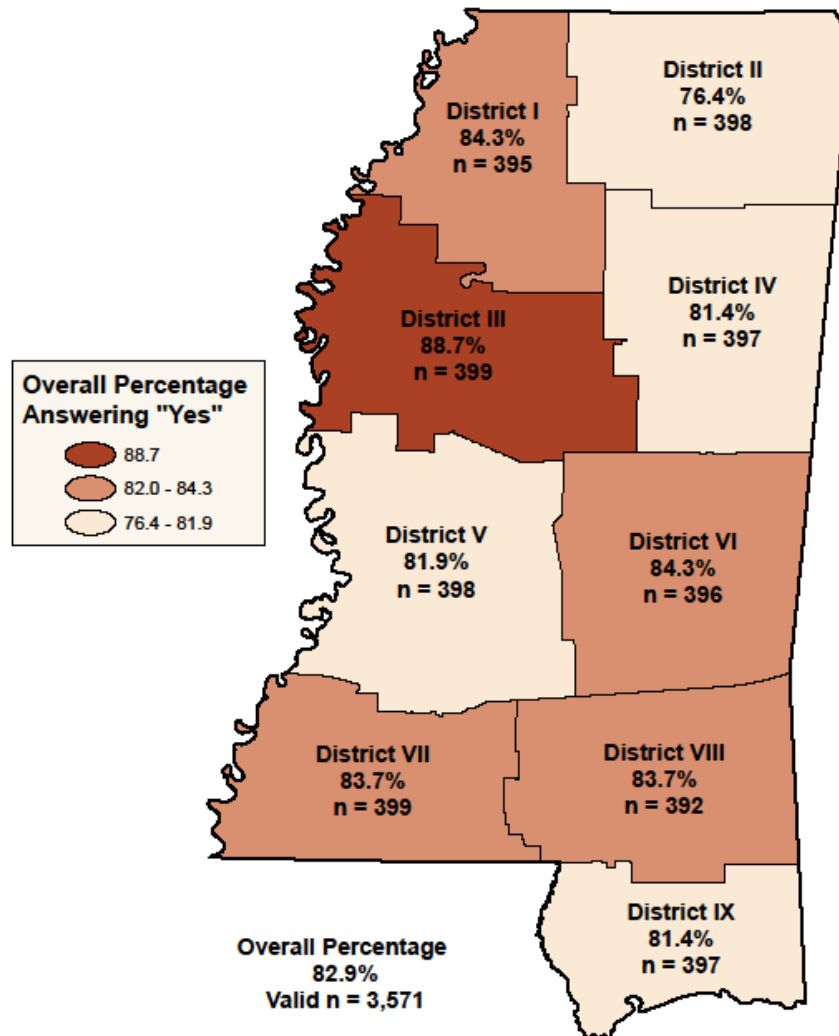


\$75,000 and above, there was a much higher support (80.3%) of separating students by gender during sex-related education classes.



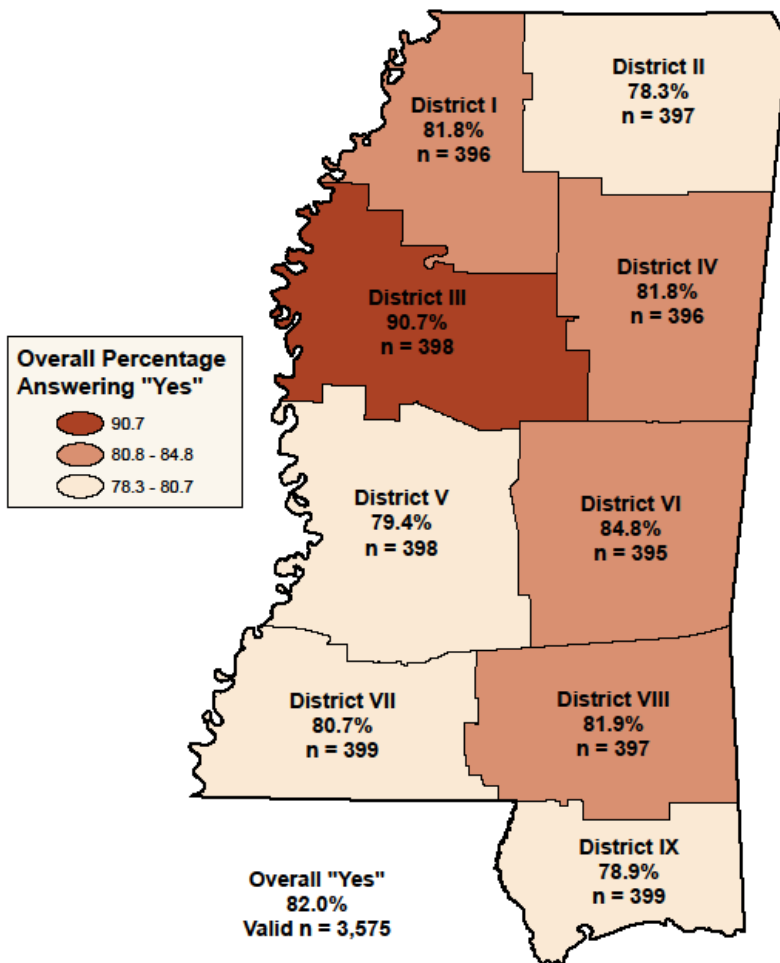
The majority of parents (94.3%) support of teaching basic sexual knowledge including topics such as reproduction, how babies are made, pregnancy and birth. Parents with higher incomes reported stronger support (above \$75,000) of this topic (96.2%), compared to 92.3% of families with incomes below \$20,000. There was less than one percent difference when compared by race (i.e., black parents 94.7% and white parents, 94%).

**Percentage of Parents Who Support Discussion on Talking  
About Birth Control with Boyfriend/Girlfriend  
2011**



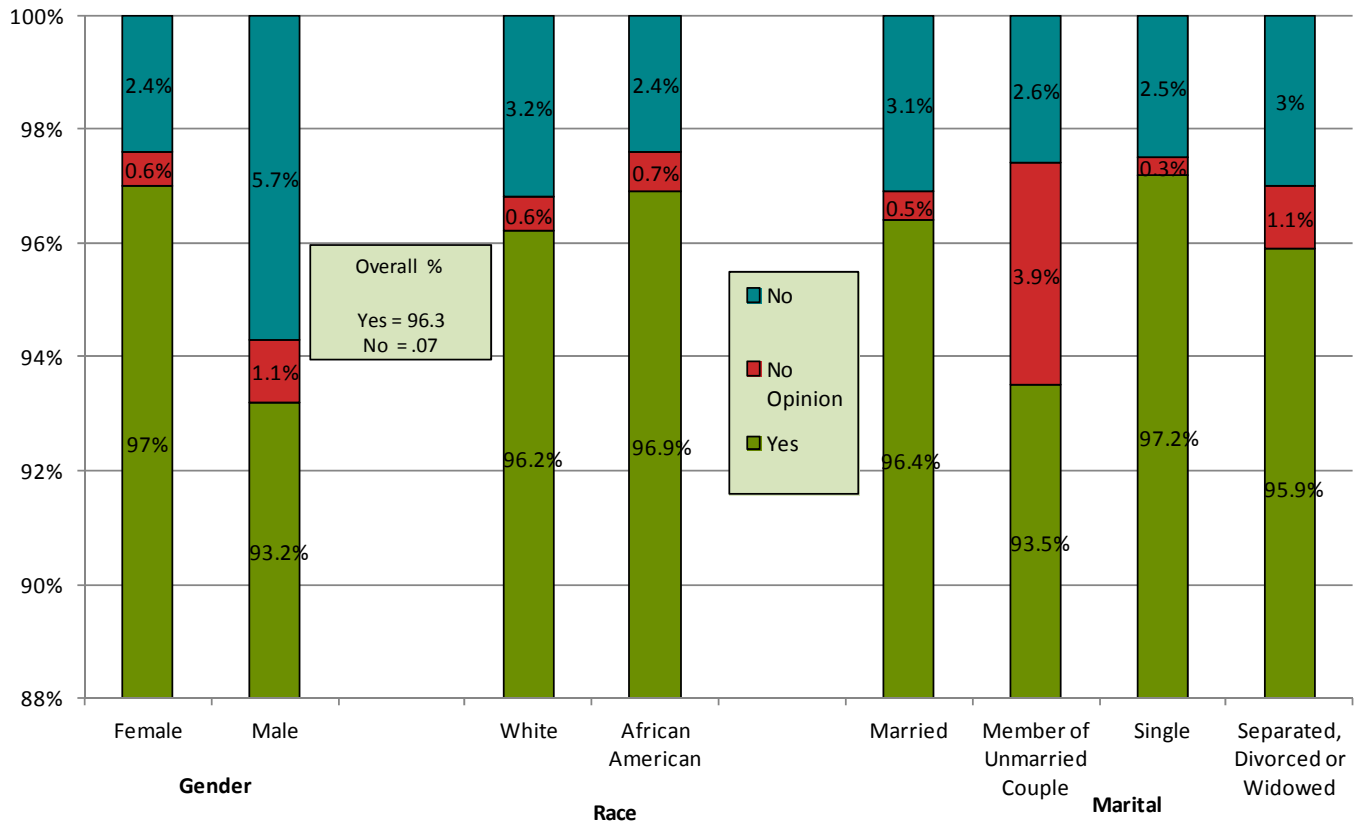
Parents of public school students residing in Public Health District III reported the highest percentage of support (88.7%) regarding communications of birth control between students and their girlfriend/boyfriend, compared to parents of public school students in District II (76.4%), reflecting a statistically significant difference. It is noteworthy that the two extremes in highest (district III) and lowest (district II) percentages also have the most diverse range in income levels within the 9 public health districts. District III (46.4% reported under \$20,000 annual and 8% above \$75,000 annually) compared to district II (25.4% reporting incomes under \$20,000 and 20.2% above \$75,000 annually).

**Percentage of Parents Who Support Teaching  
Where to Obtain Birth Control Products  
2011**



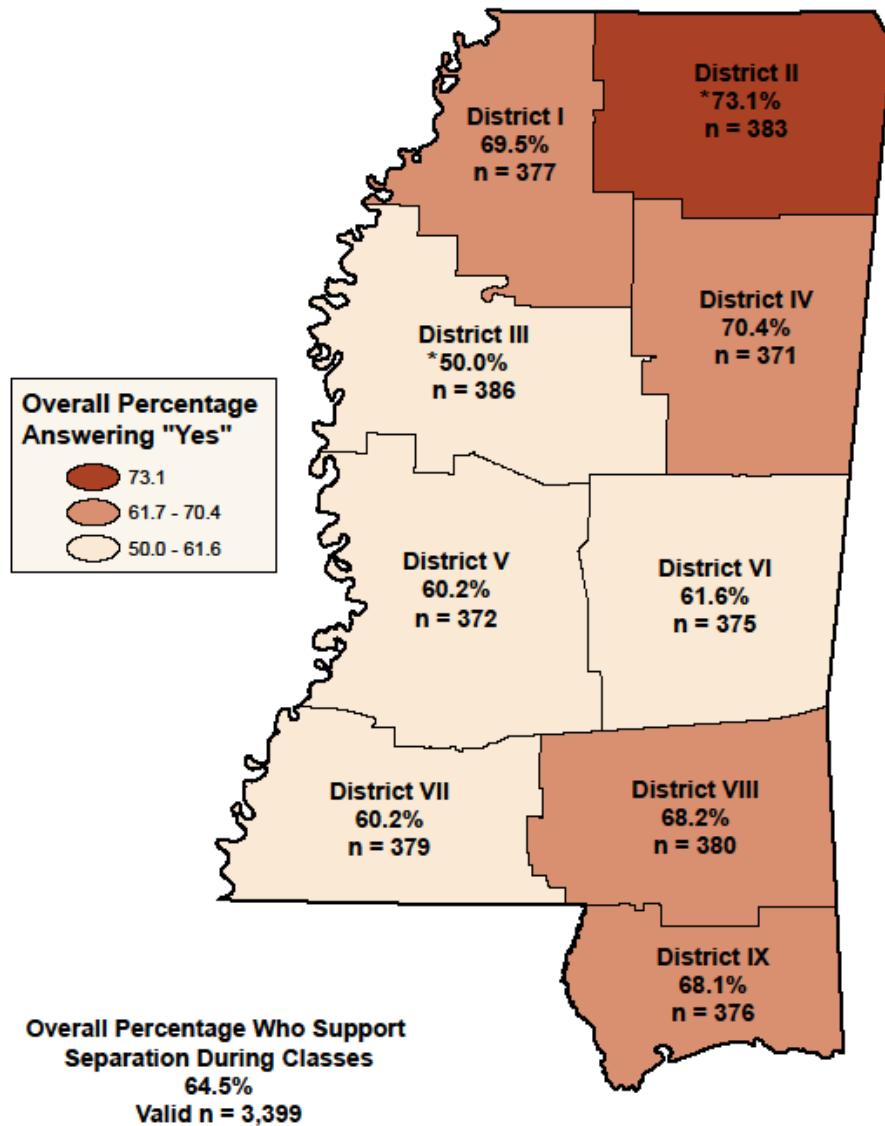
The majority of parents (82%) with children in public schools in Mississippi were in favor of the teaching of “where to obtain birth control products” in sex-education classes. Consistent with many issues covered in the survey, Districts II and III showed the lowest (78.3%) and the highest (90.7%) support, respectively. Districts IV (81.8%) and VIII (81.9%) also showed a relatively high amount of support compared to Districts IX (78.9%) and V (79.4%) who showed relatively low amounts of support.

### Do You Support Teaching the Benefits of Abstaining from Sexual Activity



There is overwhelming support (96.3%) overall by parents for children to be taught the benefits of abstinence. Regardless of gender, race or marital status, parents answered affirmatively to this question, with only a very small percentage of parents that do not support teaching the benefits of abstinence. At the same time it should be noted that 92.1% of all parents survey also reported that sex-related education be taught in Mississippi’s public school (See p. 10).

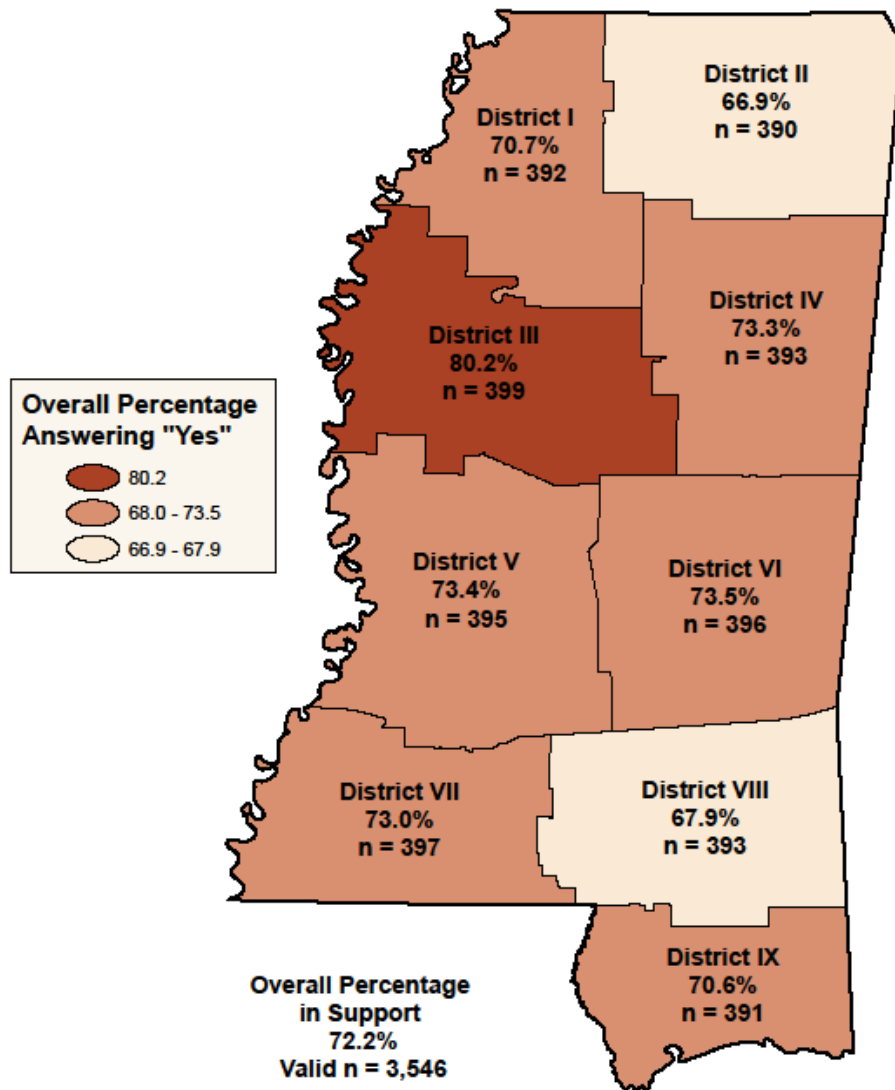
## Percentage of Parents Who Support Students Being Separated During Sex-related Education Classes 2011



\* Statistically Significant p < .001

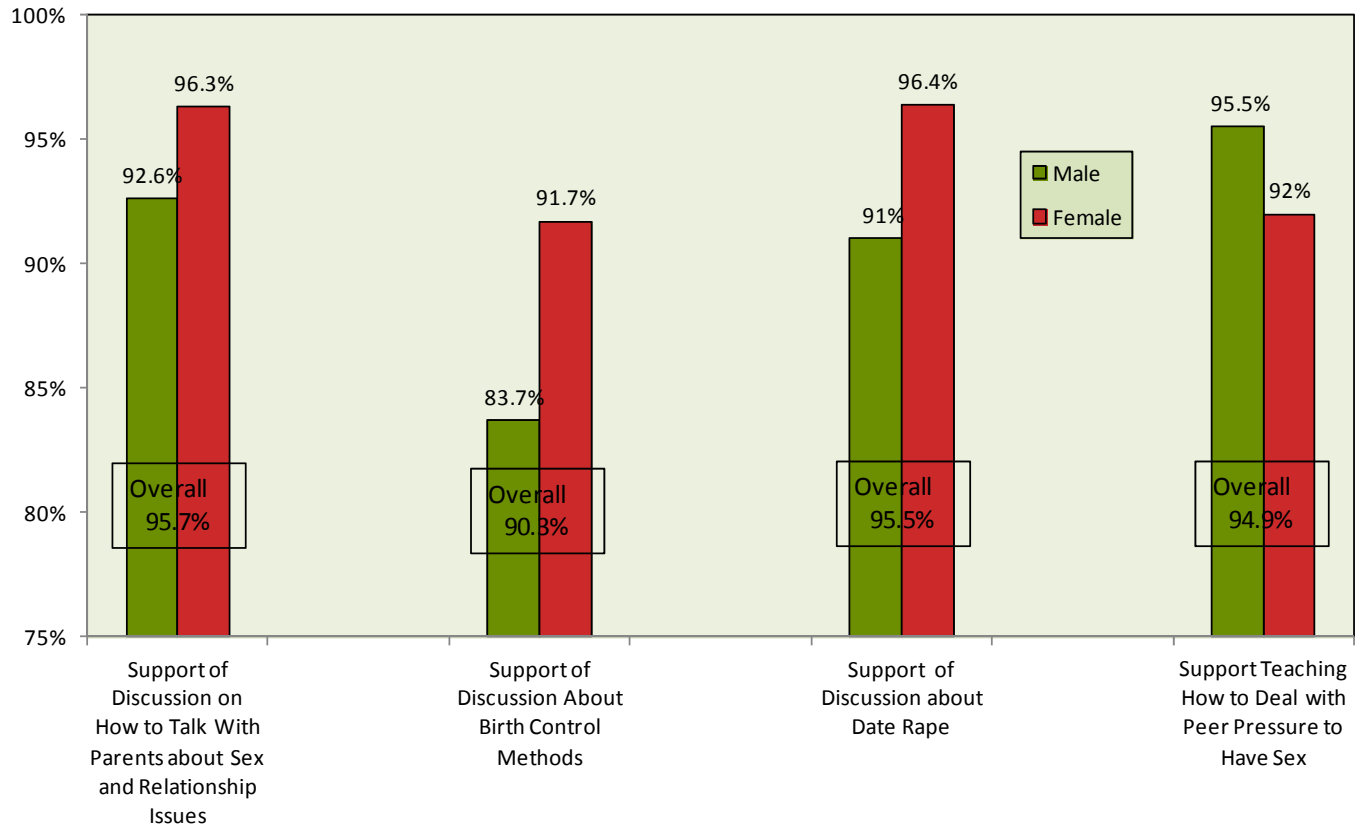
On the issue of separating students during sex-related education classes, Districts II and III were polarized. District II was significantly higher than other districts in reporting that they were in favor of separating sex-related education classes by gender (73.1%), whereas District III (50.0%) was significantly lower than other districts in reporting support separating sex education by gender. Overall, the majority (64.5%) of parents reported that they were in favor of separating students by gender in sex-related education classes.

## Percentage of Parents Who Support Students Learning How to Correctly Use a Condom 2011



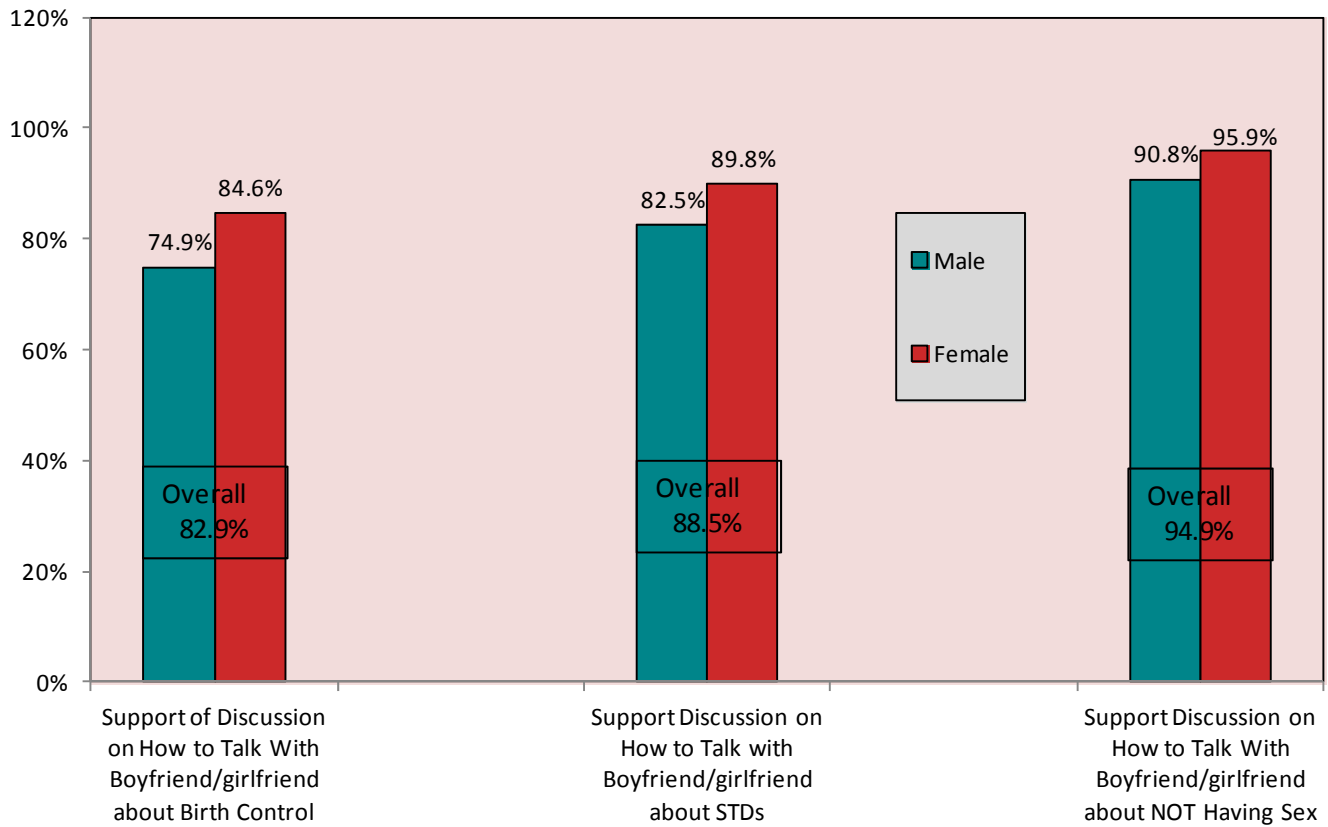
Almost 3 in 4 parents (72.2%) support students learning how to correctly use a condom through classroom demonstrations in sex-related education classes, ranging from 66.9% in District II to 80.2% in District III. The majority of parent in the remaining public health districts were more than 70% supportive of how to correctly use a condom through classroom demonstrations in sex-related education classes.

### Parents in Support of Teaching Students the Following Topics



Parents were overwhelmingly supportive (over 90%) of teaching students the following specific topics: how to talk with parents about sex & relationship issues (95.7%); birth control methods (90.3%); date rape (95%) and how to deal with peer pressure to have sex (94.9%). Differences are noted by gender in each of these topics.

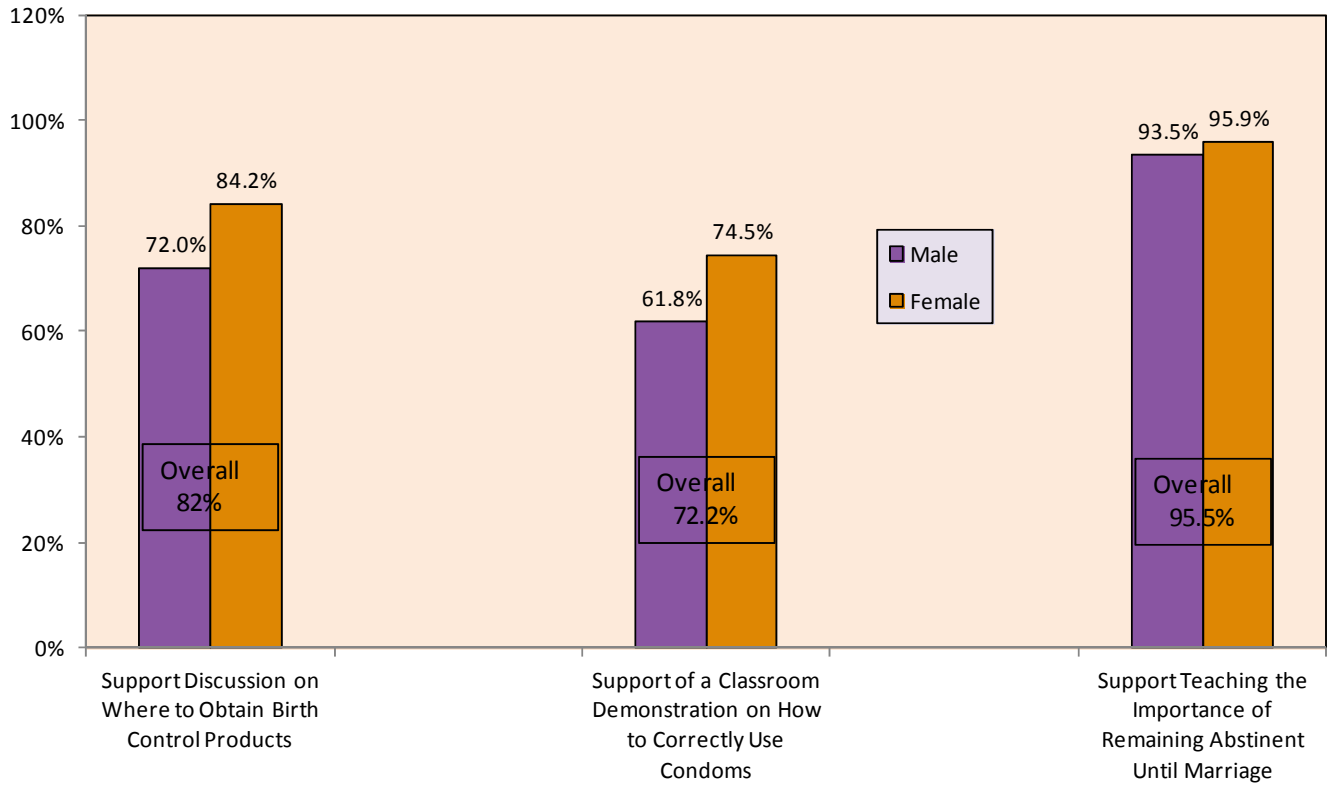
## Parental Support For Discussion of the Following Topics



Parents were supportive of teaching students the following topics: how to talk with boyfriend/girlfriend about birth control (82.9%); how to talk with students' boyfriend/girlfriend about STDs (88.5%), with the most support (94.9%) in promoting communication with students' boyfriend/girlfriend about not having sex.

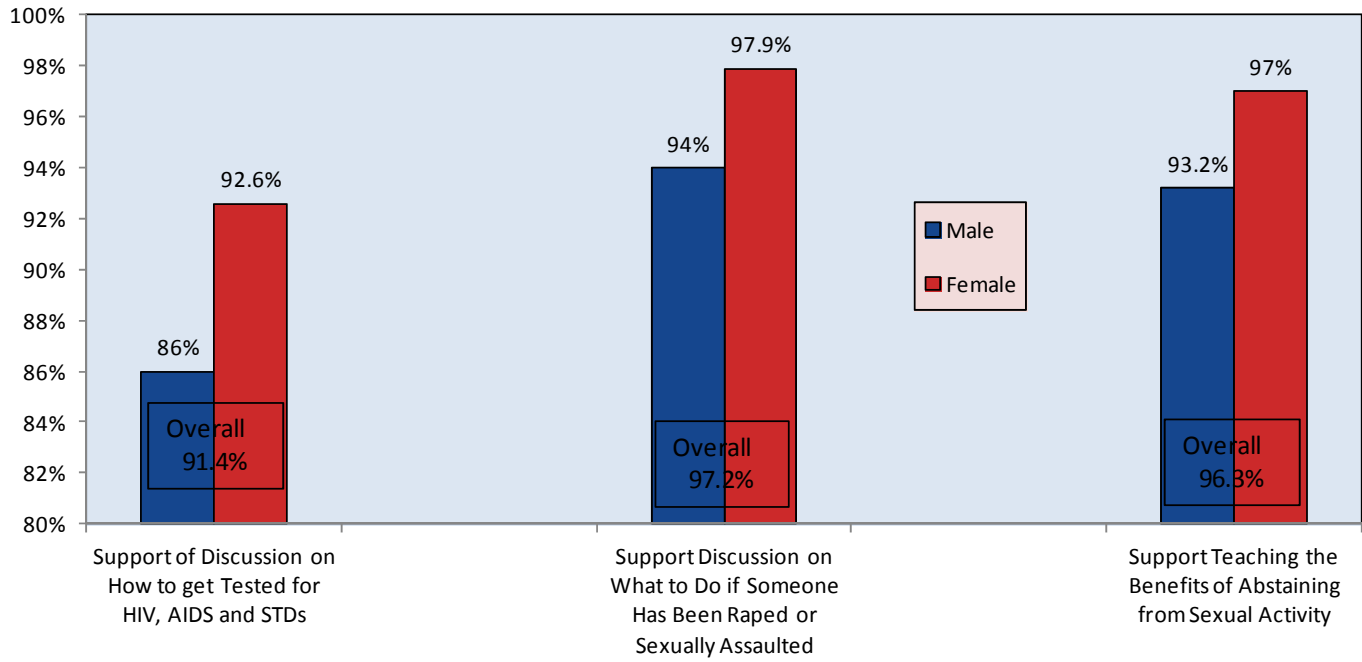


### Parental Support For Discussion of the Following Topics



Parents were supportive of teaching the following topics in sex-related education classes to include: where to obtain birth control products (82%); demonstration on how to correctly use condoms (72.2%) and importance of remaining abstinent until marriage (95.5%), with females/mothers being more supportive than males/fathers on each of these topics.

### Parental Support For Discussion of the Following Topics



Parents were overwhelmingly supportive (over 91%) of teaching students the following specific topics: how to get tested for HIV, AIDS and STDs (91.4%); what to do is someone has been raped or sexually assaulted (97.2%) and supports teaching the benefits of abstaining from sexual activity (96.3%), with females/mothers being more supportive than males/fathers on each of these topics.

## Policy Implications

Findings from this survey have strong policy implications for school districts in considering the implementation of HB 999. These include:

Parents of children attending Mississippi's public schools are overwhelming supportive of age-appropriate sex-related education.

The majority of parents responded that sex-related education should begin in the 5<sup>th</sup>- to 7<sup>th</sup> grade range and that abstinence-plus curriculum should also include abstinence until marriage content.

The majority of parents would like to see sex-related education classes separated by gender.

While there is overwhelming support (92.1%) for the teaching of sex-related education by parents of public school children in Mississippi, there are differences among various demographics (race, education, income level and age of parents) on some of the specific topics of sex-related content.

## APPENDIX A

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## APPENDIX B

### Survey Instrument

QUESTION	RESPONSE OPTIONS
In your household, how many school aged children through twelfth grade are enrolled in public school this year?	1   2   3   4   5   6   7   8   More than 8 children   NO CHILDREN /DON'T KNOW/REFUSED
Please tell me what grade <i>Child 1</i> will be in this year?	Kindergarten   First grade   Second grade   Third grade   Fourth grade   Fifth grade   Sixth grade   Seventh grade   Eighth grade   Ninth grade   Tenth grade   Eleventh grade   Twelfth grade   DON'T KNOW/REFUSED
Is Child 1 a girl or boy?	Girl   Boy   Refused
Have you ever talked with <i>Child 1</i> about sex?	NO   YES   DON'T KNOW/NOT SURE   REFUSED
What grade was <i>Child 1</i> in when you first discussed sex?	Kindergarten   First grade   Second grade   Third grade   Fourth grade   Fifth grade   Sixth grade   Seventh grade   Eighth grade   Ninth grade   Tenth grade   Eleventh grade   Twelfth grade   DON'T KNOW/REFUSED
Is sex-related education taught in your public school district?	Yes   No   Don't Know/ Not Sure   Refused
In your opinion, should sex-related education be taught in the Mississippi public school system, at an age appropriate grade level?	Yes   No   Don't Know/ Not Sure   Refused
I will read 5 statements. Please tell me which one best describes why you feel that sex-related education should not be in the public schools?	It is inappropriate to teach adolescents about human sexuality   Sex-related education should be taught in the home by the parents   Sex-related education will encourage adolescents to have sex   My children don't need sex-related education   My religious beliefs are against teaching sex-related education in schools   Some other important reason   Don't Know/ Not sure   Refused
At what grade level do you think sex-related education should first be taught?	Kindergarten   First grade   Second grade   Third grade   Fourth grade   Fifth grade   Sixth grade   Seventh grade   Eighth grade   Ninth grade   Tenth grade   Eleventh grade   Twelfth grade   DON'T KNOW/REFUSED
Do you support these topics being taught in school at an age-appropriate grade level?	
The basics of reproduction, or how babies are Made, pregnancy, and birth.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
How to deal with peer pressure to have sex.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
Discussing the benefits of abstaining from sexual activity.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
A discussion about date rape.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
Discussing the transmission and prevention of HIV, AIDS or other sexually transmitted Diseases.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
Discussing birth control methods.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
How to talk with parents about sex and	Strongly Support   Somewhat Support   No

relationship issues.	Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
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<b>QUESTION</b>	<b>RESPONSE OPTIONS</b>
How to talk with a girlfriend or a boyfriend about birth control.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
How to talk with a girlfriend or boyfriend about birth sexually transmitted diseases.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
How to talk with a girlfriend or boyfriend about NOT having sex.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
Where to obtain birth control products.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
How to use a condom correctly through classroom demonstrations.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
How to get tested for HIV, AIDS and sexually transmitted diseases.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
What to do if someone has been raped or sexually assaulted.	Strongly Support   Somewhat Support   No Opinion   Somewhat Oppose   Strongly Oppose   Don't Know   Refused
<b>Do you support students being separated by gender during sex-related education classes?</b>	Yes   No   Don't Know/ Not Sure   Refused
<b>In your opinion, how should student participation in sex-related education be determined?</b>	Parents should have to sign a form for their child to participate   Children should be automatically enrolled unless the parent provides a written request not to participate   Don't Know/ Not Sure   Refused
<b>Who do you think should determine the material taught in sex-related education class?</b>	
Parents	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
Students	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
School health officials	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
Principals and teachers	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
School boards	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
Public health officials	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
Religious leaders	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
Politicians	1(least important)   2   3   4   5 (most important)   Don't Know   Refused
<b>Is there anyone else who should determine the material taught in sex-related education classes?</b>	Yes   No   Don't Know/ Not Sure   Refused
Who else should determine the material taught in sex-related education classes?	

<b>QUESTION</b>	<b>RESPONSE OPTIONS</b>
How would you rate this individual's importance in determining the material taught in sex-related education classes?	1 (least important)   2   3   4   5 (most important)   Don't Know   Refused
<b>Did you vote in the last major election?</b>	Yes   No   Don't Know/ Not Sure   Refused
<b>What is your age?</b>	
<b>What race do you most identify yourself with? Would you say:</b>	White   Black or African American   American Indian / Alaska Native   Asian   Respondent indicates multiple race   Respondent indicates some other race   Don't know/Not sure   Refused
Do you consider yourself Hispanic/Latino	Yes   No   Don't Know/ Not Sure   Refused
Are you currently:	Married   Member of an unmarried couple   Single   Separated   Divorced   Widowed   Don't know/Not sure   Refused
<b>What is the highest grade or year of education that you have completed?</b>	Never attended school or only attended Kindergarten   Grades 1 through 8 (Elementary)   Grades 9 through 11 (Some high school)   Grade 12 or GED (High School Graduate)   College 1 year to 3 years (Some college or technical school)   College 4 years (College graduate)   Some graduate or professional school beyond college degree   Completed graduate or professional degree (MA, MS, PhD, MD, JD, ect.)   Don't Know/ Not Sure   Refused
<b>2010 income before taxes</b>	Less than \$10,000   \$10,000 to \$15,000   \$15,000 to \$20,000   \$20,000 to \$25,000   \$25,000 to \$35,000   \$35,000 to \$50,000   \$50,000 to \$75,000   \$75,000 to \$100,000   \$100,000 to \$150,000   More than \$150,000   Don't Know/ Not Sure   Refused
<b>Which county do you live in?</b>	
<b>What is the gender of the respondent?</b>	Male   Female   Refused



## APPENDIX C

Table 1	Q3. Is Your Child(ren) a Girl or Boy			Q2. What Grade Will Your Child(ren) Be in This Year			
<b>Respondents</b>	<b>Girl</b>	<b>Boy</b>	<b>*Significance</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>	<b>*Significance</b>
<b>Sex</b>			$p < .05$				
Female	+49.3	+50.7		36.8	32.4	30.8	
Male	+45.6	+54.4		33.6	33.6	32.9	
<b>Race/Ethnicity</b>							
White	48.4	51.6		36.9	32.4	30.7	
African American	49.3	50.7		35.3	32.8	31.9	
<b>Income Level</b>							$p = .001$
Below 20,000	50.0	50.0		*39.4	32.6	*28.1	
20,000 to 49,999	47.2	52.8		36.1	31.9	32.0	
50,000 to 74,999	50.4	49.6		36.1	31.9	32.0	
Above 75,000	47.4	52.6		*31.6	32.8	*35.6	
<b>Level of Education</b>							
Did Not Complete HS	48.5	51.5		38.5	33.5	27.9	
HS Graduate or GED	49.7	50.3		33.8	33.2	33.0	
1-3 years of College	48.5	51.5		36.5	33.0	30.5	
College Graduate	48.4	51.6		38.2	31.9	29.9	
Graduate School	47.8	52.2		34.9	31.2	33.9	
<b>Age</b>							$p < .001$
18 to 29	49.3	50.7		*76.6	*16.7	*6.7	
30 to 34	49.9	50.1		*48.1	*36.4	*15.4	
35 to 39	49.4	50.6		*32.6	35.4	32.0	
40 to 44	48.7	51.3		*24.2	35.6	*40.2	
45 to 54	45.0	55.0		*18.3	31.3	*50.4	
55 and Older	49.8	50.2		32.1	28.7	*39.3	
<b>Voted Last ~Major Election</b>							
Female	48.9	51.1		35.0	32.6	32.4	
Male	45.8	54.2		33.1	32.7	34.2	
<b>Marital Status</b>							$p < .001$
Married	48.6	51.4		35.6	33.3	31.2	
Member of Unmarried Couple	52.8	47.2		45.8	30.6	23.6	
Single	46.9	53.1		*43.0	30.0	*27.0	
Separated, Divorced or Widowed	50.1	49.9		*29.9	33.5	*36.6	
<b>Total Sample</b>	48.6	51.4		36.2	32.6	31.2	

<b>Table 2</b>	<b>Q4. Have You Ever Talked with Your Child(ren) about Sex</b>			<b>Q5. What Grade Was Your Child(ren) in When Your First Discussed Sex</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No</b>	<b>*Significance</b>	<b>K-4</b>	<b>5-8</b>	<b>9-12</b>	<b>*Significance</b>
<b>Sex</b>			$p < .001$				$p < .001$
Female	63.2	36.8		38.8	56.6	4.6	
Male	*54.9	*45.1		*31.5	59.6	*9.0	
<b>Race/Ethnicity</b>			$p = .001$				$p < .05$
White	+59.7	+40.3		36.7	58.9	+4.4	
African American	+63.8	+36.2		38.1	55.9	+6.0	
<b>Income Level</b>							
Below 20,000	60.1	39.9		40.3	54.2	5.4	
20,000 to 49,999	62.6	37.4		35.2	59.2	5.6	
50,000 to 74,999	64.8	35.2		40.0	55.3	4.7	
Above 75,000	63.2	36.8		36.4	59.5	4.1	
<b>Level of Education</b>			$p < .05$				$p < .001$
Did Not Complete HS	58.3	41.7		39.2	55.2	5.6	
HS Graduate or GED	60.9	39.1		*32.7	60.9	6.5	
1-3 years of College	62.9	37.1		37.8	57.2	5.1	
College Graduate	60.2	39.8		38.7	56.2	5.1	
Graduate School	+66.3	+33.7		*46.0	50.9	*3.1	
<b>Age</b>			$p < .001$				$p < .001$
18 to 29	*28.5	*71.5		*65.8	*30.4	3.7	
30 to 34	*52.2	*47.8		*46.4	*49.6	4.0	
35 to 39	*66.0	*34.0		37.7	57.8	4.5	
40 to 44	*69.6	*30.4		*30.2	*63.4	6.4	
45 to 54	*76.5	*23.5		*31.9	61.4	6.7	
55 and Older	64.1	35.9		35.0	59.6	5.4	
<b>Voted Last ~Major Election</b>			$p < .001$				$p < .001$
Female	64.7	35.3		37.7	57.9	4.4	
Male	*56.1	*43.9		31.8	59.3	*8.9	
<b>Marital Status</b>			$p < .001$				
Married	61.6	38.4		38.0	57.1	4.8	
Member of Unmarried Couple	51.0	*49.0		38.0	59.2	2.8	
Single	*56.2	*43.8		38.8	54.0	7.3	
Separated, Divorced or Widowed	*68.9	*31.1		35.0	59.7	5.2	
<b>Total Sample</b>	61.7	38.3		37.6	57.1	5.3	

All data represents a percentage

\*Significantly different at denoted significance level

†indicates that no standardized residuals indicated significant differences between groups. To identify differences between groups we utilized adjusted standardized residuals.

~Totals may not equal 100% due to rounding

~ Race category only uses Whites and African Americans in this calculations

~Responses with "Don't know/Refused" not included in this calculation

~Major Election as of October 15, 2011

~Age-appropriate grade levels will be determined by curriculum developers

<b>Table 3</b>	<b>Q6. Is Sex-related Education taught in Your Public School District</b>				<b>Q7. Should Sex-related Education be Taught in the Public School System</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No</b>	<b>Don't know/ Not Sure</b>	<b>*Significance</b>	<b>Yes</b>	<b>No</b>	<b>Don't know/ Not Sure</b>	<b>*Significance</b>
<b>Sex</b>				$p < .001$				$p < .001$
Female	35.1	39.1	25.8		93.5	*4.9	1.6	
Male	32.0	33.7	*34.3		85.8	*9.8	*4.3	
<b>Race/Ethnicity</b>				$p < .001$				$p < .001$
White	35.0	*33.5	*31.5		*87.7	*9.4	*3.5	
African American	34.1	*43.1	*22.7		*97.6	*1.9	*0.5	
<b>Income Level</b>								$p < .001$
Below 20,000	35.2	37.3	27.5		95.7	*3.2	1.1	
20,000 to 49,999	33.8	39.2	27.1		93.6	4.7	1.7	
50,000 to 74,999	32.7	41.2	26.1		87.8	*9.6	2.7	
Above 75,000	35.7	36.3	28.0		89.8	6.8	*3.4	
<b>Level of Education</b>				$p < .001$				$p = .05$
Did Not Complete HS	*43.7	*27.5	28.7		94.0	3.9	2.1	
HS Graduate or GED	36.7	35.1	28.2		93.2	5.1	1.7	
1-3 years of College	31.5	40.5	28.0		91.4	6.2	2.4	
College Graduate	33.0	41.2	25.8		92.2	5.2	2.6	
Graduate School	31.9	43.6	24.6		89.3	*9.2	1.5	
<b>Age</b>				$p < .001$				$p < .01$
18 to 29	29.7	34.2	*36.1		95.2	4.2	*0.5	
30 to 34	30.4	41.6	28.0		94.4	4.2	1.4	
35 to 39	34.9	38.1	*27.0		92.7	5.1	2.2	
40 to 44	37.4	39.4	*23.2		90.6	6.7	2.7	
45 to 54	37.2	39.3	*23.5		89.5	7.3	*3.1	
55 and Older	36.1	*29.7	*34.3		90.8	7.3	1.8	
<b>Voted Last ~Major Election</b>				$p < .001$				$p < .001$
Female	35.2	40.4	24.5		93.3	*5.0	1.7	
Male	30.2	35.4	*34.5		85.1	*10.8	*4.1	
<b>Marital Status</b>								$p < .001$
Married	34.4	37.5	28.1		89.8	*7.4	*2.7	
Member of Unmarried Couple	31.2	35.1	33.8		94.8	2.6	2.6	
Single	32.9	40.7	26.5		97.2	*2.1	*0.6	
Separated, Divorced or Widowed	36.9	38.0	25.2		94.3	4.2	1.5	
<b>Total Sample</b>	<b>34.5</b>	<b>38.1</b>	<b>27.3</b>		<b>92.1</b>	<b>5.8</b>	<b>2.1</b>	

### Table 3

All data represents a percentage

\*Significantly different at denoted significance level

~Totals may not equal 100% due to rounding

~ Race category only uses Whites and African Americans in this calculations

~Major Election as of October 15, 2011

~Age-appropriate grade levels will be determined by curriculum developers

Table 4	Q25. Do You Support Students Being Separated During Sex-related Classes			Q9. At What Grade-level Do You Think that Sex-related Education Should First be Taught			
Respondents	Yes	No	*Significance	K-4	5-8	9-12	*Significance
<b>Sex</b>							$p < .001$
Female	64.5	35.5		15.0	75.8	*9.2	
Male	65.0	35.0		12.4	71.3	*16.3	
<b>Race/Ethnicity</b>			$p < .001$				$p < .001$
White	*79.9	*20.1		*10.2	78.0	11.8	
African American	*48.7	*51.3		*18.6	72.2	9.3	
<b>Income Level</b>			$p < .001$				
Below 20,000	*52.8	*47.2		16.6	73.5	9.9	
20,000 to 49,999	64.5	35.5		13.6	76.5	10.0	
50,000 to 74,999	*73.1	*26.9		12.4	76.0	11.6	
Above 75,000	*80.3	*19.7		14.6	74.7	10.6	
<b>Level of Education</b>			$p < .001$				
Did Not Complete							
HS	*50.0	*50.0		17.3	73.0	9.8	
HS Graduate or GED	*57.6	*42.4		13.7	74.3	12.0	
1-3 years of College	68.8	*31.2		14.5	75.5	9.9	
College Graduate	69.2	30.8		12.8	77.7	9.5	
Graduate School	*76.6	*23.4		17.9	72.3	9.8	
<b>Age</b>							$p < .01$
18 to 29	64.6	35.4		14.0	70.9	*15.1	
30 to 34	65.7	34.3		13.6	75.8	10.6	
35 to 39	63.1	36.9		12.2	78.8	9.0	
40 to 44	66.9	33.1		13.9	74.8	11.3	
45 to 54	65.8	34.2		15.9	74.1	9.9	
55 and Older	57.4	42.6		*21.3	71.7	7.0	
<b>Voted Last ~Major Election</b>							$p < .001$
Female	64.6	35.4		15.2	76.0	8.9	
Male	66.1	33.9		12.5	71.3	*16.2	
<b>Marital Status</b>			$p < .001$				$p < .05$
Married	*69.8	*30.2		13.4	76.0	10.6	
Member of Unmarried Couple	55.9	44.1		15.1	71.2	13.7	
Single	*48.6	*51.4		16.5	71.3	12.2	
Separated, Divorced or Widowed	64.5	35.5		16.5	76.0	*7.6	
<b>Total Sample</b>	64.5	35.5		14.6	75.0	10.4	

<b>Table 5</b>	<b>Q10a. Do You Support Teaching the Basics of Reproduction or How Babies are Made, Pregnancy and Birth</b>				<b>Q10b. Do You Support Teaching How to Deal with Peer Pressure to Have Sex</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>								<i>p</i> = .001
Female	94.7	1.5	3.8		95.5	1.0	3.4	
Male	92.4	2.2	5.4		92.0	*1.7	*6.3	
<b>Race/Ethnicity</b>								
White	94.0	1.8	4.2		94.7	1.2	4.1	
African American	94.7	1.5	3.8		95.4	1.0	3.5	
<b>Income Level</b>				<i>p</i> < .05				
Below 20,000	92.3	1.9	*5.8		95.3	1.1	3.6	
20,000 to 49,999	95.3	1.7	3.0		96.0	0.8	3.2	
50,000 to 74,999	94.2	1.6	4.2		93.5	1.3	5.1	
Above 75,000	96.2	1.3	2.5		94.8	1.4	3.8	
<b>Level of Education</b>				<i>p</i> < .01				
Did Not Complete HS	90.7	2.1	*7.2		93.0	2.1	4.8	
HS Graduate or GED	92.5	2.2	*5.3		94.2	1.2	4.6	
1-3 years of College	95.2	1.6	3.3		96.0	0.6	3.4	
College Graduate	95.8	1.2	3.0		95.4	0.9	3.8	
Graduate School	96.8	1.0	2.2		94.6	1.9	3.4	
<b>Age</b>				<i>p</i> = .001				<i>p</i> < .01
18 to 29	93.9	2.1	4.0		95.7	1.6	2.7	
30 to 34	96.2	1.5	*2.2		96.2	0.7	3.1	
35 to 39	95.5	1.4	3.1		96.5	1.1	*2.4	
40 to 44	93.6	2.2	4.2		94.2	0.9	4.9	
45 to 54	94.1	1.2	4.7		94.2	1.4	4.3	
55 and Older	89.6	1.8	*8.6		90.4	1.5	*8.0	
<b>Marital Status</b>								
Married	93.8	1.8	4.3		94.3	1.1	4.5	
Member of Unmarried Couple	98.7	0.0	1.3		97.4	0.0	2.6	
Single	94.1	1.7	4.2		95.4	1.4	3.2	
Separated, Divorced or Widowed	95.3	1.2	3.5		96.2	1.1	2.7	
<b>Voted Last ~Major Election</b>								<i>p</i> < .001
Female	94.7	1.4	3.9		95.7	0.9	3.4	
Male	92.5	1.9	5.6		91.2	*2.1	*6.7	
<b>Total Sample</b>	<b>94.3</b>	<b>1.6</b>	<b>4.1</b>		<b>94.9</b>	<b>1.1</b>	<b>4.0</b>	

<b>Table 6</b>	<b>Q10c. Do You Support Teaching the Benefits of Abstaining from Sexual Activity</b>				<b>Q10d. Do You Support Discussion about Date Rape</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				$p < .001$				$p < .001$
Female	97.0	*0.6	2.4		96.4	1.3	*2.3	
Male	93.2	1.1	*5.7		91.0	*2.6	*6.3	
<b>Race/Ethnicity</b>								$p < .05$
White	96.2	0.6	3.2		+94.6	1.6	+3.7	
African American	96.9	0.7	2.4		+96.7	1.1	+2.3	
<b>Income Level</b>								
Below 20,000	96.8	0.6	2.7		96.0	1.2	2.8	
20,000 to 49,999	96.7	0.5	2.7		96.5	1.3	2.3	
50,000 to 74,999	95.8	0.4	3.8		93.3	2.2	4.5	
Above 75,000	96.6	0.7	2.7		95.0	1.4	3.6	
<b>Level of Education</b>								
Did Not Complete HS	93.4	1.2	5.4		95.5	0.9	3.6	
HS Graduate or GED	96.2	0.5	3.3		95.7	1.5	2.8	
1-3 years of College	97.0	0.5	2.5		95.3	1.6	3.0	
College Graduate	96.8	0.9	2.3		95.4	1.2	3.5	
Graduate School	97.3	0.5	2.2		95.4	2.2	2.4	
<b>Age</b>								
18 to 29	96.5	0.8	2.7		95.7	1.9	2.4	
30 to 34	97.2	0.8	2.0		96.2	1.3	2.5	
35 to 39	96.9	0.7	2.4		96.0	1.9	2.2	
40 to 44	95.8	0.9	3.3		95.2	1.0	3.7	
45 to 54	96.7	0.3	3.0		95.5	1.6	2.9	
55 and Older	93.2	0.6	6.2		92.6	1.5	5.8	
<b>Marital Status</b>				$p < .01$				
Married	96.4	0.5	3.1		94.8	1.7	3.4	
Member of Unmarried Couple	93.5	*3.9	2.6		97.4	1.3	1.3	
Single	97.2	0.3	2.5		97.1	0.8	2.2	
Separated, Divorced or Widowed	95.9	*1.1	3.0		95.9	1.5	2.6	
<b>Voted Last ~Major Election</b>				$p < .001$				$p < .001$
Female	97.1	0.5	2.4		96.4	1.2	*2.4	
Male	92.9	1.1	*6.0		90.8	*2.4	*6.7	
<b>Total Sample</b>	96.3	0.7	3.0		95.5	1.5	3.0	



<b>Table 7</b>	<b>Q10e. Do You Support Teaching the Importance of Remaining Abstinent Until Marriage</b>				<b>Q10f. Do You Support Discussion About Birth Control Methods</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				<i>p</i> < .05				<i>p</i> < .001
Female	95.9	1.2	2.9		91.7	2.0	*6.3	
Male	93.5	1.7	*4.8		83.7	2.9	*13.3	
<b>Race/Ethnicity</b>				<i>p</i> < .05				<i>p</i> < .001
White	94.8	1.3	3.9		86.7	2.9	*10.5	
African American	96.4	1.3	*2.3		94.1	1.6	*4.3	
<b>Income Level</b>								<i>p</i> < .001
Below 20,000	95.7	1.3	3.0		93.9	*1.1	*5.0	
20,000 to 49,999	96.9	1.1	2.0		92.1	2.4	*5.5	
50,000 to 74,999	94.0	1.3	4.7		86.5	2.9	*10.5	
Above 75,000	95.3	1.3	3.4		85.4	3.1	*11.5	
<b>Level of Education</b>								<i>p</i> < .05
Did Not Complete								
HS	93.7	2.4	3.9		94.6	0.9	*4.5	
HS Graduate or GED	94.9	1.8	3.3		91.4	1.8	6.8	
1-3 years of College	96.3	0.8	2.9		90.1	2.2	7.7	
College Graduate	96.7	0.6	2.8		89.2	2.8	8.0	
Graduate School	95.1	1.2	3.6		85.9	3.4	*10.7	
<b>Age</b>				<i>p</i> < .05				<i>p</i> < .05
18 to 29	95.2	2.1	2.7		91.8	2.4	5.9	
30 to 34	96.8	1.5	*1.7		93.1	2.0	*4.9	
35 to 39	95.7	0.9	3.4		91.7	1.6	6.6	
40 to 44	95.2	0.7	4.0		88.3	2.2	9.4	
45 to 54	95.8	0.9	3.3		88.2	2.8	9.1	
55 and Older	92.3	*2.8	4.9		87.7	2.5	9.9	
<b>Marital Status</b>								<i>p</i> < .001
Married	95.7	1.3	3.0		87.9	2.5	*9.6	
Member of Unmarried Couple	98.7	0.0	1.3		94.8	2.6	2.6	
Single	95.1	1.4	3.5		96.2	*0.8	*3.1	
Separated, Divorced or Widowed	95.3	1.4	3.3		91.7	2.7	5.6	
<b>Voted Last ~Major Election</b>				<i>p</i> < .05				<i>p</i> < .001
Female	96.0	1.1	2.9		91.3	2.1	*6.6	
Male	93.3	1.7	*5.0		82.6	2.8	*14.6	
<b>Total Sample</b>	95.5	1.3	3.2		90.3	2.2	7.5	

<b>Table 8</b>	<b>Q11a. Do You Support Discussion on How to Talk With Parents about Sex and Relationship Issues</b>				<b>Q11b. Do You Support Discussion on How to Talk With Boyfriend/girlfriend about Birth Control</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				$p < .001$				$p < .001$
Female	*96.3	1.1	*2.6		84.6	3.4	*11.9	
Male	*92.6	1.7	*5.7		*74.9	4.4	*20.7	
<b>Race/Ethnicity</b>				$p < .001$				$p < .001$
White	93.6	1.4	*5.0		*77.6	4.3	*18.1	
African American	98.0	0.7	*1.3		*88.7	2.7	*8.6	
<b>Income Level</b>				$p = .001$				$p < .001$
Below 20,000	97.3	1.0	*1.7		88.8	3.2	*7.9	
20,000 to 49,999	96.4	1.2	2.4		84.8	3.6	11.6	
50,000 to 74,999	93.9	0.4	*5.6		80.4	2.0	*17.6	
Above 75,000	94.3	1.4	4.3		*75.4	4.3	*20.3	
<b>Level of Education</b>								$p < .01$
Did Not Complete HS	95.8	1.2	3.0		87.9	2.4	9.7	
HS Graduate or GED	95.7	1.1	3.1		85.5	3.0	11.5	
1-3 years of College	96.0	1.3	2.7		81.7	3.9	14.3	
College Graduate	95.5	0.9	3.6		80.6	4.7	14.7	
Graduate School	94.9	1.2	3.9		78.6	3.4	*17.9	
<b>Age</b>				$p < .05$				
18 to 29	95.5	1.6	2.9		84.2	4.8	11.0	
30 to 34	97.6	0.8	*1.5		85.3	2.9	11.8	
35 to 39	96.9	0.7	2.4		85.0	3.4	11.7	
40 to 44	94.0	1.5	4.5		80.7	3.9	15.4	
45 to 54	94.4	1.6	4.1		81.4	3.3	15.3	
55 and Older	95.1	0.9	4.0		79.0	4.3	16.7	
<b>Marital Status</b>				$p < .01$				$p < .001$
Married	94.7	1.3	*4.1		79.5	3.8	*16.7	
Member of Unmarried Couple	97.4	1.3	1.3		88.0	5.3	6.7	
Single	97.5	1.1	*1.4		*90.2	2.3	*7.5	
Separated, Divorced or Widowed	97.1	0.8	2.1		86.4	4.2	*9.4	
<b>Voted Last ~Major Election</b>				$p < .001$				$p < .001$
Female	96.2	1.1	2.8		84.3	3.5	*12.3	
Male	92.2	1.9	*6.0		*72.9	4.7	*22.4	
<b>Total Sample</b>	95.7	1.2	3.2		82.9	3.6	13.5	

<b>Table 9</b>	<b>Q11c. Do You Support Discussion on How to Talk with Boyfriend/girlfriend about STDs</b>				<b>Q11d. Do You Support Discussion on How to Talk With Boyfriend/girlfriend about NOT Having Sex</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				$p < .001$				$p < .001$
Female	89.8	2.4	*7.8		95.9	0.9	3.3	
Male	82.5	2.6	*14.9		90.8	*2.6	*6.6	
<b>Race/Ethnicity</b>				$p < .001$				$p < .001$
White	*83.6	*3.3	*13.1		93.0	1.6	*5.5	
African American	*93.8	*1.5	*4.7		97.1	0.8	*2.1	
<b>Income Level</b>				$p < .001$				
Below 20,000	*94.4	*1.1	*4.4		96.4	1.2	2.3	
20,000 to 49,999	89.9	2.7	7.4		95.7	1.3	3.1	
50,000 to 74,999	84.3	2.2	*13.5		94.2	0.9	4.9	
Above 75,000	82.8	3.2	*14.0		93.8	1.3	5.0	
<b>Level of Education</b>				$p < .05$				
Did Not Complete HS	93.4	1.2	*5.4		96.1	0.9	3.0	
HS Graduate or GED	90.5	1.8	7.7		95.3	1.1	3.6	
1-3 years of College	87.3	2.7	10.0		95.1	1.1	3.8	
College Graduate	86.5	3.3	10.2		94.1	1.3	4.6	
Graduate School	86.1	2.7	11.2		94.6	1.5	3.9	
<b>Age</b>				$p < .05$				$p < .001$
18 to 29	92.0	1.6	6.4		96.0	1.6	2.4	
30 to 34	90.5	2.6	*6.8		96.5	1.1	*2.4	
35 to 39	89.7	1.9	8.4		96.6	0.5	2.8	
40 to 44	84.5	3.3	*12.2		94.1	1.0	4.9	
45 to 54	87.9	2.5	9.6		94.1	1.6	4.3	
55 and Older	86.8	2.5	10.7		90.2	1.8	*8.0	
<b>Marital Status</b>				$p < .001$				$p < .01$
Married	85.4	3.0	*11.6		93.8	1.5	*4.7	
Member of Unmarried Couple	92.1	1.3	6.6		100.0	0.0	0.0	
Single	94.5	*1.1	*4.5		97.5	0.5	*2.0	
Separated, Divorced or Widowed	92.4	2.3	*5.3		95.6	1.2	3.2	
<b>Voted Last ~Major Election</b>				$p < .001$				$p < .001$
Female	89.3	2.6	*8.0		95.7	0.9	3.4	
Male	80.7	2.8	*16.5		89.9	*2.8	*7.3	
<b>Total Sample</b>	<b>88.5</b>	<b>2.5</b>	<b>9.1</b>		<b>94.9</b>	<b>1.2</b>	<b>3.9</b>	

<b>Table 10</b>	<b>Q11e. Do You Support Discussion on Where to Obtain Birth Control Products</b>				<b>Q11f. Do You Support a Classroom Demonstration on How to Correctly Use Condoms</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				$p < .001$				
Female	84.2	3.4	*12.3		74.5	5.0	*20.5	
Male	*72.0	*5.3	*22.7		*61.8	6.3	*32.0	
<b>Race/Ethnicity</b>				$p < .001$				$p < .001$
White	*76.5	4.0	*19.5		*62.8	*6.4	*30.8	
African American	*88.0	3.5	*8.5		*81.9	*4.0	*14.1	
<b>Income Level</b>				$p < .001$				$p < .001$
Below 20,000	*88.7	3.1	*8.1		*82.0	3.9	*14.1	
20,000 to 49,999	83.8	3.8	12.3		74.9	5.6	19.5	
50,000 to 74,999	79.0	3.8	17.2		66.0	5.7	*28.3	
Above 75,000	*73.0	4.0	*23.0		*59.3	6.4	*34.3	
<b>Level of Education</b>				$p < .001$				$p < .001$
Did Not Complete HS	89.2	3.6	*7.2		*82.0	4.6	*13.4	
HS Graduate or GED	82.9	3.0	14.1		75.4	4.2	20.4	
1-3 years of College	81.2	4.8	14.0		71.9	4.9	23.2	
College Graduate	81.7	3.5	14.8		68.9	6.7	24.4	
Graduate School	76.4	3.7	*20.0		*61.3	7.0	*31.7	
<b>Age</b>				$p < .001$				$p < .001$
18 to 29	86.6	4.3	*9.1		*81.2	4.0	*14.7	
30 to 34	85.6	3.9	*10.5		75.4	6.2	*18.5	
35 to 39	84.0	2.7	13.3		74.2	4.1	21.7	
40 to 44	78.2	3.0	*18.8		68.9	5.3	25.8	
45 to 54	78.4	*5.3	16.3		68.2	5.1	*26.6	
55 and Older	80.7	3.4	15.9		65.9	7.2	26.9	
<b>Marital Status</b>				$p < .001$				$p < .001$
Married	*77.8	4.0	*18.2		*66.6	5.9	*27.5	
Member of Unmarried Couple	89.6	3.9	6.5		81.8	3.9	14.3	
Single	*91.1	3.2	*5.7		*85.3	*2.3	*12.4	
Separated, Divorced or Widowed	86.1	3.6	*10.3		76.6	5.9	*17.5	
<b>Voted Last ~Major Election</b>				$p < .001$				$p < .001$
Female	83.6	3.6	*12.8		73.8	4.7	*21.4	
Male	*69.3	*5.6	*25.0		*60.2	5.5	*34.3	
<b>Total Sample</b>	82.0	3.8	14.2		72.2	5.2	22.6	

<b>Table 11</b>	<b>Q11g. Do You Support Discussion on How to get Tested for HIV, AIDS and STDs</b>				<b>Q11h. Do You Support Discussion on What to Do if Someone Has Been Raped or Sexually Assaulted</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				$p < .001$				$p < .001$
Female	92.6	1.6	5.8		97.9	0.5	*1.6	
Male	86.0	*3.4	*10.6		94.0	*1.4	*4.6	
<b>Race/Ethnicity</b>				$p < .001$				$p < .01$
White	*86.7	*2.9	*10.4		96.3	0.9	*2.8	
African American	*96.2	*1.0	*2.8		98.3	0.4	*1.3	
<b>Income Level</b>				$p < .001$				
Below 20,000	95.9	*1.0	*3.1		97.8	0.7	1.6	
20,000 to 49,999	93.7	1.7	*4.5		97.7	0.8	1.4	
50,000 to 74,999	88.5	2.3	*9.2		96.0	0.9	3.1	
Above 75,000	85.0	*3.6	*11.4		97.1	0.4	2.5	
<b>Level of Education</b>								
Did Not Complete HS	94.0	1.5	4.5		97.0	0.9	2.1	
HS Graduate or GED	91.5	2.1	6.4		96.8	0.5	2.8	
1-3 years of College	92.3	1.5	6.2		97.5	0.9	1.6	
College Graduate	90.0	2.8	7.3		97.4	0.4	2.2	
Graduate School	89.2	2.0	8.9		97.3	0.7	1.9	
<b>Age</b>				$p = .001$				$p < .05$
18 to 29	94.9	1.3	*3.7		97.9	0.3	1.9	
30 to 34	94.0	2.0	*4.0		98.3	0.8	*0.8	
35 to 39	92.5	1.4	6.1		98.0	0.5	1.5	
40 to 44	87.9	2.7	*9.4		96.4	0.4	3.1	
45 to 54	89.6	2.4	8.0		96.5	1.0	2.5	
55 and Older	90.5	1.5	8.0		95.4	0.6	*4.0	
<b>Marital Status</b>				$p < .001$				
Married	88.9	2.5	*8.6		96.7	0.7	2.6	
Member of Unmarried Couple	96.1	0.0	3.9		100.0	0.0	0.0	
Single	96.8	*0.2	*3.1		98.0	0.3	1.7	
Separated, Divorced or Widowed	93.9	2.1	*3.9		97.9	0.9	1.2	
<b>Voted Last ~Major Election</b>				$p < .001$				$p < .001$
Female	92.3	1.7	5.9		97.8	0.5	1.6	
Male	85.6	*3.4	*11.0		93.5	*1.7	*4.9	
<b>Total Sample</b>	91.4	2.0	6.6		97.2	0.7	2.1	

<b>Table 12</b>	<b>Q11i. Do You Support Discussion on the Transmission and Prevention of AIDS, HIV or other STDs</b>			
<b>Respondents</b>	<b>Yes</b>	<b>No Opinion</b>	<b>No</b>	<b>*Significance</b>
<b>Sex</b>				<i>p</i> = .001
Female	97.8	0.4	1.8	
Male	95.1	0.9	*4.0	
<b>Race/Ethnicity</b>				<i>p</i> < .001
White	96.2	0.6	*3.2	
African American	98.5	0.4	*1.1	
<b>Income Level</b>				
Below 20,000	98.0	0.3	1.7	
20,000 to 49,999	98.1	0.2	1.7	
50,000 to 74,999	95.8	0.7	3.6	
Above 75,000	96.8	0.5	2.7	
<b>Level of Education</b>				
Did Not Complete				
HS	97.9	0.6	1.5	
HS Graduate or GED	97.3	0.2	2.5	
1-3 years of College	97.0	0.9	2.1	
College Graduate	97.7	0.4	1.9	
Graduate School	97.1	0.2	2.7	
<b>Age</b>				<i>p</i> < .05
18 to 29	97.6	0.5	1.9	
30 to 34	98.6	0.6	*0.8	
35 to 39	98.1	0.7	1.2	
40 to 44	96.0	0.4	*3.6	
45 to 54	97.0	0.4	2.6	
55 and Older	95.7	0.3	*4.0	
<b>Marital Status</b>				
Married	97.0	0.5	2.5	
Member of Unmarried Couple	100.0	0.0	0.0	
Single	97.9	0.6	1.5	
Separated, Divorced or Widowed	97.7	0.1	0.4	
<b>Voted Last ~Major Election</b>				<i>p</i> = .001
Female	97.7	0.5	1.9	
Male	94.6	1.1	*4.3	
<b>Total Sample</b>	<b>97.3</b>	<b>0.5</b>	<b>2.2</b>	

All data represents a percentage

\*Significantly different at denoted significance level

†indicates that no standardized residuals indicated significant differences between groups. To identify differences between groups we utilized adjusted standardized residuals.

~Totals may not equal 100% due to rounding

~ Race category only uses Whites and African Americans in this calculations

~Responses with "Don't know/Refused" not included in this calculation

~Major Election as of October 15, 2011

~Age-appropriate grade levels will be determined by curriculum developers