

**North Carolina Parent Opinion Survey of
Public School Sexuality Education:
An Update to the 2003 Survey**

A report from the

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&

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Executive Summary

North Carolina students are at risk for unintended pregnancies and sexually transmitted diseases (STDs). In 2007, 69.1% of high school seniors reported having had sexual intercourse and 46.8% of seniors who had sex did not use a condom at last sexual intercourse (North Carolina Youth Risk Behavior Survey, 2007). Sexuality education in public schools is one way to impart important information and skills for students to delay sexual intercourse and to use safer sex methods when they do not choose to abstain.

In November 2008, the Survey Research Unit at the University of North Carolina at Chapel Hill implemented a telephone survey of parents of public school students across the state. The purpose of this survey was to assess parent opinions regarding sexuality education in North Carolina public schools.

The survey took place from November 2008 through January 2009. For this survey 1,201 parents of public school students were randomly selected and interviewed across the state of North Carolina. Of the people who were contacted and eligible (parents of current North Carolina public school students, K-12), 52% completed the survey (AAPOR 2008).

Major Findings

Of all parents of public school students surveyed, 91.8% thought sexuality education should be taught in North Carolina public schools. Furthermore,

- More than 2/3 of parents thought sexuality education should start by the 6th grade.
- Of parents who thought sexuality education should start in elementary school, almost one third thought that 36 hours of class time per year should be devoted to sexuality education.
- More than 60% of parents thought students should receive 18 hours or more per year of sexuality education during high school.

The majority of parents surveyed felt the following topics were important (responded "Very Important" or "Somewhat Important") and should be taught as part of sexuality education at an age appropriate grade.

- Transmission and prevention of sexually transmitted diseases (99.6%)
- Transmission and prevention of HIV/AIDS (99.5%)
- What to do if one has been raped or sexually assaulted (99.4%)
- The basics of reproduction or how babies are made, pregnancy, and birth (98.6%)
- How to deal with pressure to have sex (99.4%)
- How to talk with a girlfriend, boyfriend, or partner about not having sex (98.2%)
- How to talk with parents about sex and relationship issues (98.7%)
- How to deal with the emotional issues and consequences of being sexually active (97.8%)
- How to talk with a girlfriend, boyfriend, or partner about birth control and sexually transmitted diseases (97.1%)
- Abstinence until marriage (94%)
- Waiting to have sex until after graduating from high school (96.2%)
- Effectiveness and failure rates of birth control methods, including condoms (97.1%)

- How to get tested for HIV/AIDS and sexually transmitted diseases (94.4%)
- Risks of oral sex (92.9%)
- How to use other birth control methods, such as birth control pills, or Depo-Provera (91%)
- Risks of anal sex (89.5%)
- How to use condoms (91.3%)
- Talking about what sexual orientation means (86.9%)
- Where to get birth control, including condoms (87%)
- Classroom demonstrations of how to use a condom correctly (76.7%)

However,

- 12.8% of parents who supported teaching sexuality education in public schools were opposed to their children having classroom demonstrations of how to use a condom correctly.
- Of the 8.2% of parents who did not think sexuality education should be taught in public schools, most believed (86.5%) that sexuality education should be taught in the home by parents.

Additionally,

- Of parents who thought sexuality education should be taught in schools, 93.5% believed that public health professionals should be able to determine how sexuality education should be taught, followed by parents (86.2%), school administrators (79.1%), religious leaders (46.6%), students (39.3%) and finally politicians (13.4%).

The results of this survey indicate that North Carolina parents want sexuality education to begin in earlier grades and think that a substantial amount of class time should be devoted to sexuality education. The majority of parents also thought sexuality education should include a range of skills and information for preventing HIV/STD. Finally, more than half of parents who thought sexuality education should be taught in public schools believed that public health professionals, parents, and school administrators should be able to determine how sexuality education is taught in public schools.

Introduction

North Carolina adolescents report high rates of sexual activity, increasing their risk of unintended pregnancy, HIV/AIDS, and other sexually transmitted diseases (STDs). In 2007, 69.1% of high school seniors reported having had sexual intercourse and 46.8% of those did not use a condom at last sexual intercourse (North Carolina Youth Risk Behavior Survey (NC YRBS), 2007). North Carolina's 2005 pregnancy rate for females ages 15-19 was 48.5 per 1,000 (NC State Center for Health Statistics, 2007). Approximately 67% of STDs reported in North Carolina occur in people ages 15-24 (Healthy Carolinians, 2009), and most HIV/AIDS related deaths occur in young and middle aged adults (NC Department of Health and Human Services, 2002). There are multiple adolescent sexual risk behaviors that influence pregnancy and STD rates. Public school sexuality education is one vehicle to provide information and skills that help students make healthy choices.

In 1995, the North Carolina state legislature amended General Statute 115C-81, requiring public schools to offer an Abstinence Until Marriage (AUM) program. The amendment requires that Healthful Living courses teach abstinence until marriage as the only certain means of avoiding out-of-wedlock pregnancy, STDs, and other associated health and emotional problems. These courses must emphasize that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding diseases transmitted by sexual contact, including Acquired Immune Deficiency Syndrome (AIDS). In cases where homosexual acts are a significant means of transmission, the courses shall include the current legal status of those acts.

According to the state statute, all instruction concerning birth control or condoms must provide statistical information on their effectiveness and failure rates for preventing pregnancy and STDs among adolescents. Additionally, school systems are prohibited from distributing condoms or other forms of birth control on school property. However, individual school systems have the option to decide whether students can receive the additional information about where to attain contraceptives or abortion referral services.

Under the mandates of the state statute, local school boards have the option of holding a public hearing to include a comprehensive sexuality education message. To date, approximately a dozen school systems in North Carolina have held such a public hearing.

The Department of Public Instruction (DPI) and the State Board of Education are responsible for the development of HIV/AIDS and STD prevention learning objectives that incorporate the requirements of the state statute into the North Carolina Healthful Living Standard Course of Study (SCS) (Appendix A). Programs implemented under these objectives should present techniques and strategies to deal with peer pressure, offer positive reinforcement and teach reasons, skills, and strategies for becoming or remaining abstinent from sexual activity. The SCS requires that HIV/STD prevention education begin in the 7th grade, although there is no mandated amount of class time required for sexuality education in each grade. Despite the requirements in

the SCS, according to the 2003 NC YRBS, 90.9% of high school seniors reported having been taught about HIV/AIDS and only 79.5% reported having been taught about STDs.

Parents of school age children can be instrumental in determining the content and type of pregnancy and HIV/STD prevention education programs that are provided within individual school districts. The state statute allows parents to review and comment on learning tools used by local school systems prior to each school year. Parents may then withhold or provide consent for their child to participate in sexuality education each year.

In November 2008, the Survey Research Unit in the Department of Biostatistics at the University of North Carolina at Chapel Hill implemented a statewide telephone survey of parents of public school students across the state. The purpose of this survey was to assess parent opinions regarding sexuality education in North Carolina public schools. The questionnaire was designed to identify parent opinions regarding the content and implementation of school-based sexuality education programs, including the grade level at which sexuality education should begin, the amount of class time devoted to sexuality education, which sexuality topics are important to teach students, and who should determine how sexuality education is taught. The following report is a summary of the data collected from 1,201 parents of public school students in North Carolina.

Methods

The 2008 NC Sex Ed Survey was adapted from a national Kaiser Family Foundation Parent Survey (Kaiser Family Foundation, 2000) and was first administered in North Carolina in October 2003 by the survey laboratory at the North Carolina Center for Health Statistics (see NC State Center for Health Statistics 2003 report). The 2003 survey sampled from 4,000 randomly selected phone numbers in the state of North Carolina which targeted households likely to have children living in the household. To make the results comparable, the 2008 survey adopted the same sampling strategy. A sample of 4,500 randomly selected telephone numbers were selected for this survey by the same vendor (GENESYS Marketing Systems) and the household was eligible to participate if it had a child in the North Carolina public school system (K-12). Only parents and legal guardians of North Carolina public school students (K-12) were included in the survey. The guidelines for including parents and legal guardians included any person who was responsible for making educational decisions for the children. For the purpose of this survey, parents and legal guardians included biological parents, step-parents, foster parents, grandparents with custody of school age children, and kinship custody situations. Parents who had joint custody of children, even if the child did not reside with the parent full-time, were also included in the sample. If more than one parent or legal guardian resided in the household, the computer randomly selected one parent or guardian to participate in the survey.

The surveys were conducted between November 6, 2008 and January 13, 2009 and interviewed 1,201 parents of NC public school students. Of people who were contacted and eligible (parents of current North Carolina public school students, K-12), 52% completed the survey. During data collection, interviewing took place Saturday

through Thursday. Monday through Thursday calling typically ran from 9:30 am to 9:00 pm. Saturday sessions occurred between 9:30 am until 2:30 pm. Sunday shifts typically ran from 2:30 pm to 9:00 pm.

A Computer Assisted Telephone Interviewer (CATI) system was used to conduct the interviews and to collect data. The questionnaire incorporated the survey introduction and "front end", which included the call histories and call dispositions used by interviewers to document the outcome of each call attempt, as well as the surveys questions. In programming CATI surveys, SRU programmers use Blaise 4.6 (2003), a software package developed by Statistics Netherlands which is widely used in major survey organizations. With CATI, data are entered directly into the computer by the interviewer, so that interviewing and data entry becomes a single, seamless step. The benefit is twofold: accuracy of data transmission is enhanced and time otherwise spent re-entering data is saved. In addition, we use CATI capabilities to program skip patterns and range checks within the interview to reduce back-end data cleaning.

In addition to questionnaire programming, the SRU also utilizes Blaise's call scheduling capabilities to maximize the probability of contacting potential respondents. A central file server takes sample telephone numbers and arranges automatic call scheduling for interviewer administration. The system enables calls to be scheduled so that different times of the day and week are represented. In this study, no cases were withdrawn from calling until a minimum of 10 unsuccessful call attempts were made and there was at least one weekend call, one evening call and one daytime call made. Calls can also be scheduled at times specified by the respondent. This ensures that calls are made at optimum times.

Interviewer Monitoring and Evaluation. SRU supervisors closely monitor data collection to ensure that data are being collected and entered correctly and according to the guidelines and policies reviewed in training. All respondents are notified that interviews may be monitored for interviewer training and evaluation purposes.

As part of SRU efforts to maximize data quality, each interviewer is provided a written evaluation every two weeks. Interviewers are evaluated on their interviewing skills, such as reading questions and responses exactly as written, using probing and clarification techniques, and conducting the interview at an appropriate pace. In addition, they are evaluated on study-specific issues and work manner. Study-specific items include knowledge of the study and study goals and the ability to answer study-specific questions clearly. Work manner includes administering a confident, professional interview, using sound judgment, providing accurate information about the call, and accurately recording call outcomes.

Efforts to Maximize Cooperation. Several steps were taken to both reduce the occurrence of refusals and to improve refusal conversion. First, we attempted to minimize refusals by introducing techniques for dealing with reluctance and refusal during general interviewer training. This was often accomplished through role-playing sessions that enable trainees to become familiar with and to rehearse a variety of refusal situations. Upon encountering a refusal, interviewers documented the following information for each refusal: reason for the refusal, the point in the interview at which the refusal occurred, and the gender and approximate age of the

respondent. Refusal documentation is standard procedure at the SRU because it enables the next interviewer, the refusal converter, to tailor her approach in eliciting participation from the potential respondent, thereby optimizing the likelihood of conversion. Finally, as part of interviewer monitoring, interviewers' individual refusal rates were closely watched. Only experienced refusal converters re-contact respondents who initially refuse. See Appendix B for the table of disposition codes (reasons for not completing the survey) and their frequencies.

The telephone survey (see Appendix C) lasted approximately 10 minutes. SAS software was used to generate weighted frequencies, percentages, and confidence intervals (viz., Proc Surveyfreq). To reduce demographic imbalances due to the frame source, the sample was adjusted to the 2000 US Census 5-Percent PUMS data for North Carolina. Post-stratification was done by the age, race and education level of the parent who completed the survey. The titles of graphs or figures in the report were the questions asked of parents during the telephone survey and a "(.)" symbol in the tables signifies that there was not sufficient data to produce valid estimates.

Results

Parents Demographics

Table 1 shows the weighted and unweighted demographics of the respondents. Of the survey respondents, 60.1% were female. Most respondents (88.7%) identified as White and 11.3% identified as a member of a minority group. Minority respondents could not be further delineated due to low response rates. Many parents (46.3%) were between 36-44 years of age, 41.4% were 45 or older, and 12.3% were between 18-35 years of age. More than half of the parents (52.6%) had completed at least a college degree, 29.4% had completed some schooling past high school, and 18% had a high school degree or less. Many parents, 59.1%, reported a household income of \$75,000 or more, while 19.1% of parents reported a household income of \$50,000-\$74,999, and 21.8% reported a household income of less than \$50,000.

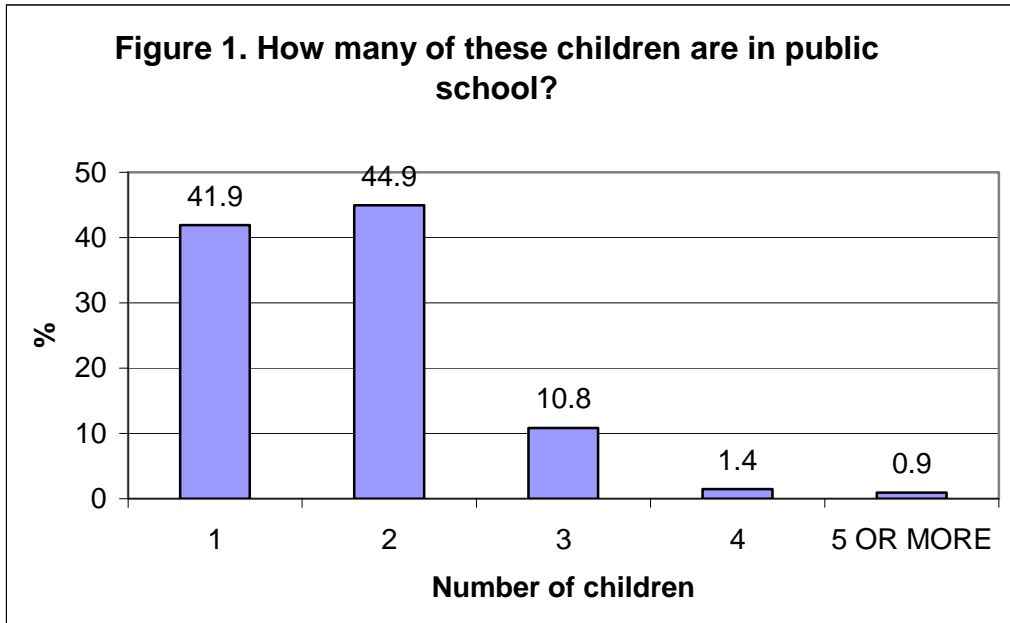
Of parents surveyed, 32.9% had students enrolled only in elementary school, while 67.1% had at least one student in either middle school or high school. The majority of the parents, 93%, reported having voted in the last presidential election. The sample was proportionately divided in the state with regard to urban (61.6%) versus rural (38.4%) residency with representation in all parts of the state (Piedmont 65.8%, Eastern 24.3, & Western 9.9%).

Table 1. Demographics of Parents of North Carolina Public School Children Surveyed between November 6, 2008 to January 13, 2009.

Demographics of Parents (Total=1201)*	COUNT (UNWEIGHTED)	PERCENT (UNWEIGHTED)	PERCENT (WEIGHTED)
Gender			
Male	479	39.9	43.8
Female	722	60.1	56.2
Race			
White	1052	88.7	70.8
Minorities	140	11.3	29.2
Age Groups			
18-35	147	12.3	13.3
36-44	552	46.3	42.6
45+	493	41.4	44.1
Educational Level of Parents			
High School or Less	216	18.0	21.5
Some Schooling past High School (Associates Degree, Some College)	352	29.4	34.5
College Graduate	631	52.6	44.0
Household Income			
Less than \$50,000	251	21.8	25.3
\$50,000-\$74,999	219	19.1	19.8
\$75,000 +	679	59.1	54.9
Number of School Age Children in Household			
1 Child	470	39.1	39.6
2 Children	544	45.3	45.0
3 Children	161	13.4	12.9
4 Children	15	1.2	1.6
5+ Children	10	0.8	0.9
Grade level of children			
Elementary School	394	32.9	30.7
Middle and High School	804	67.1	69.3
Voted in Last Presidential Election			
Yes	1116	93.0	92.6
No	84	7.0	7.4
Region			
Western NC	119	9.9	8.3
Piedmont NC	790	65.8	64.8
Eastern NC	292	24.3	26.9
Urban			
Yes	740	61.6	63.9
No	461	38.4	36.1

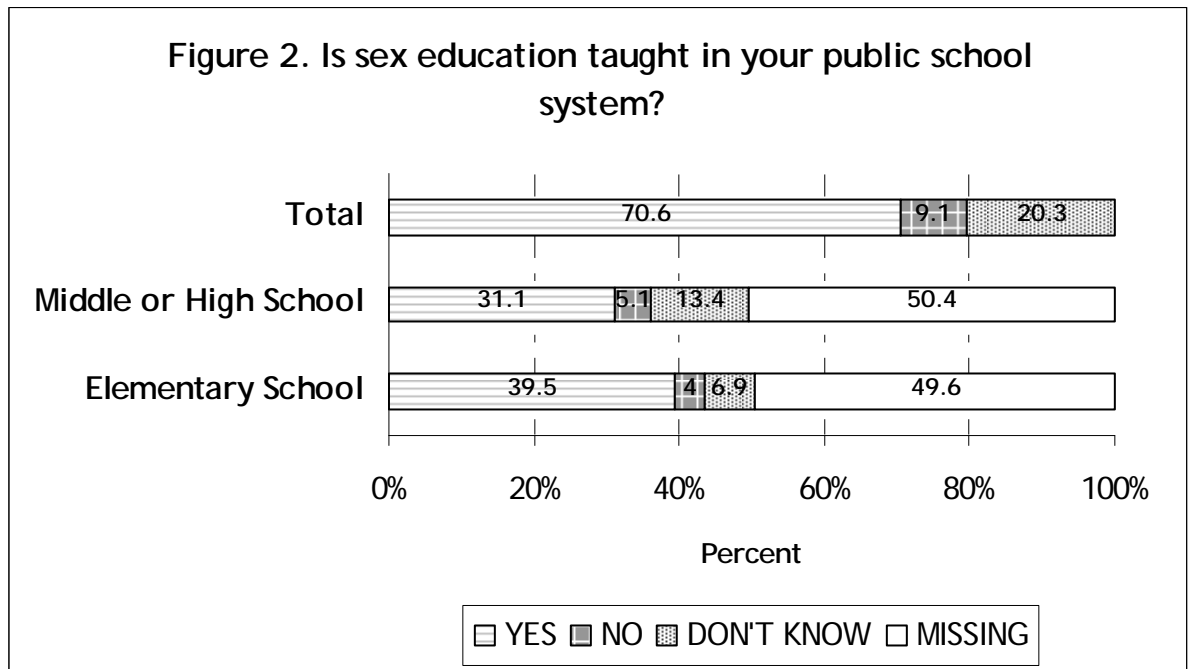
* Not all parents responded to the demographic questions, therefore frequencies do not always equal 1,201.

In public schools, 41.9% of parents had one child enrolled, 44.9% had two children enrolled in public school and slightly more than 13% parents had three or more children enrolled in public schools (Figure 1).

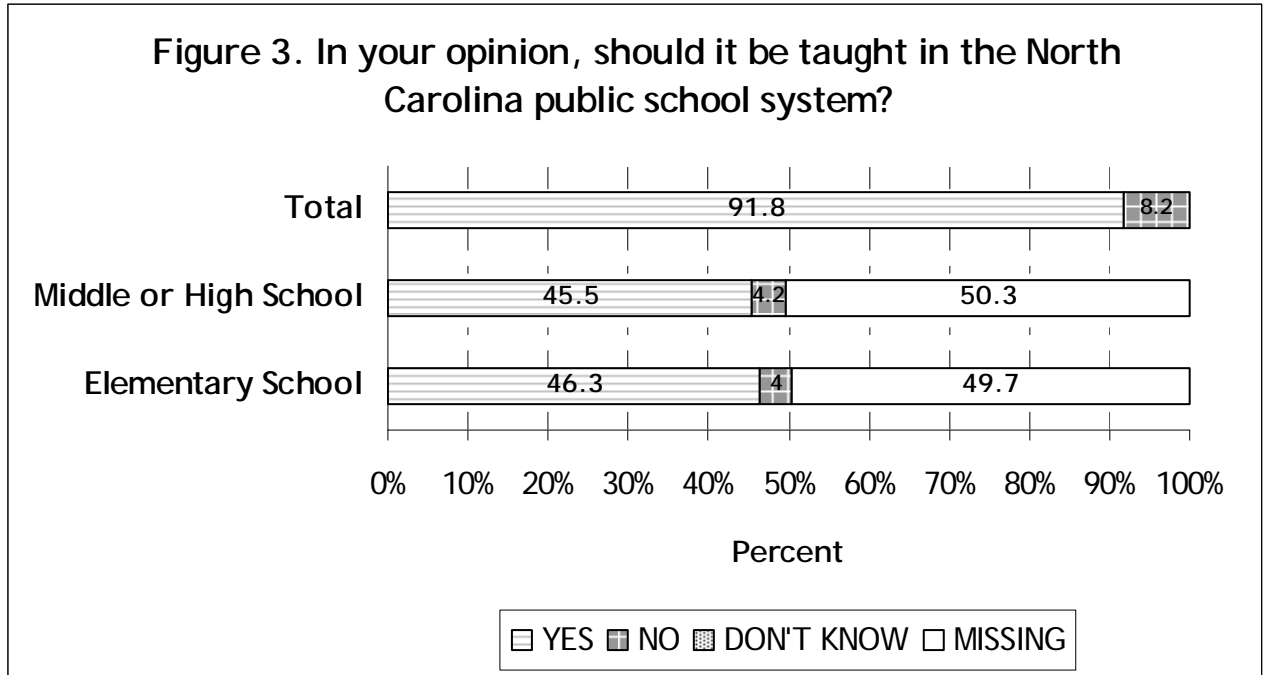


Parents Opinion on Teaching Sexuality Education in Public School

Figure 2 shows that 39.5% of parents who only had students in elementary school answered that sexuality education is being taught in their school system, while 4% answered that it is not, and 6.9% did not know. Of parents of middle and high school students, 31.1% answered that sexuality education is being taught in their school system. See Appendix E for demographic information regarding parent knowledge of sexuality education in their public school system.



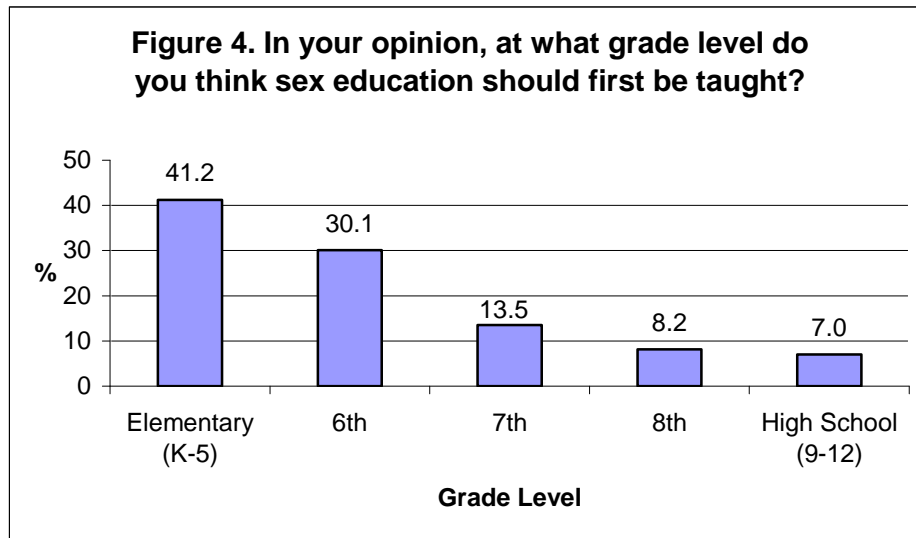
Most North Carolina parents of public school students (91.8%) thought that sexuality education should be taught in school (Figure 3). Only 8.2% of parents interviewed responded that they were opposed to teaching sexuality education in public schools (see Appendix F).



The remainder of the sexuality education questions were asked only to the 91.8% of parents who believed sexuality education should be taught in the public schools. These parents were asked to answer more detailed questions about how sexuality education should be taught in schools, including the amount of class time devoted to sexuality education, the importance of teaching specific topics, and who should influence how sexuality education is taught.

Classroom Time for Sexuality Education

Parents who supported sexuality education in public schools thought it should start early in the students' education. Figure 4 shows that more than 70% of parents thought that sexuality education should start by the 6th grade. The demographic breakdown of parents responding is available in Appendix G.



Parents were asked how much class time should be devoted to sexuality education beginning with the grade in which they believe sexuality education should be introduced. For example, if parents reported that sexuality education should be introduced in elementary school, only these parents were asked how much class time should be devoted to sexuality education in elementary school. However, if they reported that sexuality education should be introduced in high school, then they were not asked how much class time should be devoted to sexuality education in elementary school or middle school, just high school. Therefore, the number of respondents was different for each of the following three questions. Table 2 shows that nearly one third of parents believed that 36 hours of class time should be devoted to sexuality education in elementary school, 31.3% believed 36 hours per year should be devoted to sexuality education in middle school and 25.9% supported 36 hours per year should be devoted to sexuality education in high school. The demographic breakdown of parents responding is available in Appendices H1-H3.

Table. 2. In your opinion how much time should be given to sexuality education in Elementary, Middle, and High School?

	Elementary School (N=459)	Middle School (N=544)	High School (N=56)	Total (N=1059)
Hours	%	%	%	%
1 hour/ week for the entire school year (36 hours)	31.3	31.3	25.9	30.9
1 hour/ week for half the school year (18 hours)	27.8	35.2	33.5	32.0
1 hour/ week for one quarter (9 hours)	20.8	21.1	17.6	20.7
1 hour every other week for one quarter (4-5 hours)	11.6	8.7	10.9	10.1
2-3 hours for the entire year	4.9	2.8	6.1	3.9
1 hour for the entire year	3.2	0.8	4.8	2.1
Less than 1 hour	0.5	0.1	0.0	0.3
None	0.0	0.0	1.2	0.1

Sexuality Education Topics

Of the parents who thought sexuality education should be taught in public schools, there was variation in opinion regarding the importance of specific topics. Parents were asked to indicate how important specific sexuality education topics were. Possible answers ranged from "Very Important," "Somewhat Important," "Not too Important," to "Not at all Important," or they could respond they were "Opposed to teaching" the topic. For reporting purposes, "Very Important" and "Somewhat Important" responses were grouped together and are referred to as "Important" from here on. Table 3 shows the breakdown of all response categories for the sexuality education topics. See Appendices I1-I20 for a breakdown of sexuality education topics by parent demographic groups.

North Carolina parents who thought sexuality education should be taught in public schools also thought it was important that their children learn about a variety of sexuality education topics.

There were 16 topics which more than 90% of parents thought were important that their children learn about in sexuality education classes.

1. Transmission and prevention of sexually transmitted diseases (99.6%)
2. Transmission and prevention of HIV/AIDS (99.5%)
3. What to do if one has been raped or sexually assaulted (99.4%)
4. The basics of reproduction or how babies are made, pregnancy, and birth (98.6%)
5. How to deal with pressure to have sex (99.4%)
6. How to talk with a girlfriend, boyfriend, or partner about not having sex (98.2%)
7. How to talk with parents about sex and relationship issues (98.7%)
8. How to deal with the emotional issues and consequences of being sexually active (97.8%)
9. How to talk with a girlfriend, boyfriend, or partner about birth control and sexually transmitted diseases (97.1%)
10. Abstinence until marriage (94%)
11. Waiting to have sex until after graduating from high school (96.2%)
12. Effectiveness and failure rates of birth control methods, including condoms (97.1%)
13. How to get tested for HIV/AIDS and sexually transmitted diseases (94.4%)
14. Risks of oral sex (92.9%)
15. How to use other birth control methods, such as birth control pills, or Depo-Provera (91%)
16. How to use condoms (91.3%)

There were an additional three sexuality education topics which more than 80% of parents thought were important.

17. Risks of anal sex (89.5%)
18. Talking about what sexual orientation means (86.9%)
19. Where to get birth control, including condoms (87%)

There was one sexuality education topic which less than 80% of parents thought was important.

20. Classroom demonstrations of how to use a condom correctly (76.7%)

The majority of parents believed all topics should be discussed at an age appropriate grade. Only one topic was opposed by 10% or more parents who responded affirmatively to teaching sexuality education in school were: That item was classroom demonstrations of how to use a condom correctly (12.3%).

Table 3. Question 12: Sexuality education topics: If your child were to receive sexuality education in school, please rank the topics from 1-4, on how important it is that your child learns about the topic at any point during K-12. 1 is Very Important, 2 is Somewhat Important, 3 is Not Too Important, and 4 is Not At All Important, or you may answer that you are Opposed to teaching the topic.

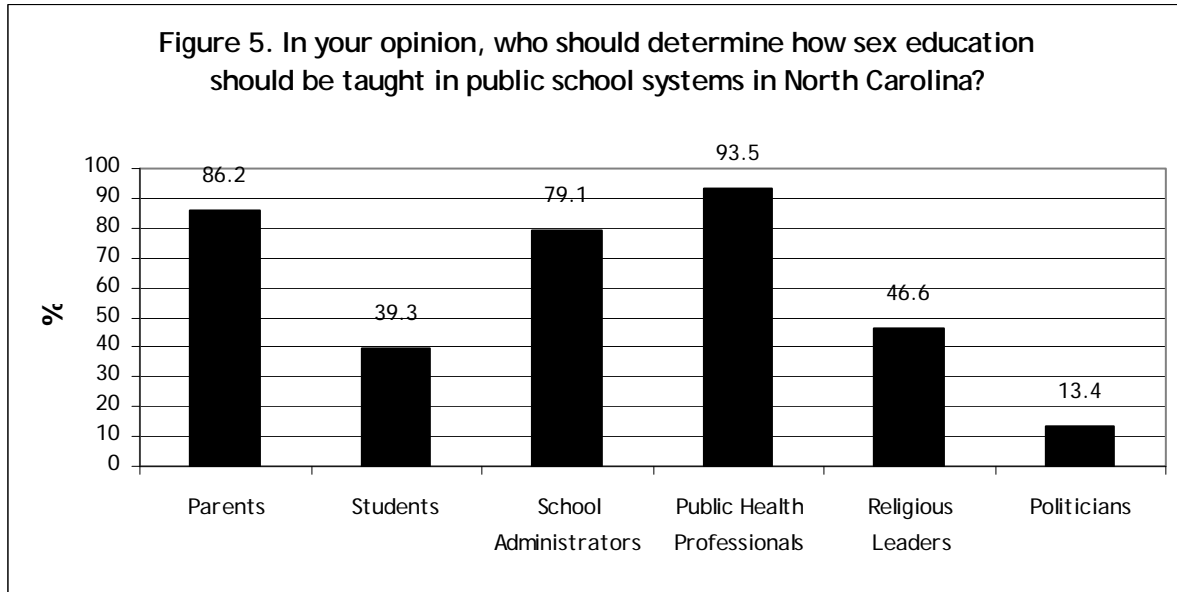
Sexuality Education Topics	Very Important	Somewhat Important	Not too important	Not at all important	Opposed to teaching it
	% of parents	% of parents	% of parents	% of parents	% of parents
The basics of reproduction or how babies are made, pregnancy, and birth	80.7	17.9	0.9	0.2	0.3
How to talk with parents about sexuality and relationship issues	90.0	8.7	0.8	0.3	0.3
How to deal with pressure to have sex	90.4	9.0	0.1	0.1	0.4
Waiting to have sex until after graduating from high school	85.0	11.2	1.5	0.5	1.7
How to talk with a girlfriend, boyfriend or partner about not having sex	87.3	10.9	1.2	0.4	0.2
How to talk with a girlfriend, boyfriend or partner about birth control and sexually transmitted diseases	85.2	11.9	1.3	0.2	1.3
How to deal with the emotional issues and consequences of being sexually active	88.7	9.1	1.5	0.3	0.4
Abstinence Until Marriage	73.4	20.6	3.3	1.9	0.9
Transmission (how one gets) and prevention of HIV/AIDS	97.4	2.1	0.3	0.0	0.2
Transmission and prevention of other sexually transmitted diseases (e.g., syphilis, herpes, gonorrhea)	96.8	2.8	0.2	0.1	0.1
How to use birth control methods, such as birth control pills, or Depo-Provera	62.0	29.0	3.6	1.0	4.4
How to use condoms	69.5	21.8	2.7	0.9	5.0
Classroom demonstrations of how to use a condom correctly	48.3	28.4	7.8	3.2	12.3
Effectiveness and failure rates of birth control methods, including condoms	81.6	15.5	0.8	0.3	1.7

Table 3. Question 12: Sexuality education topics: If your child were to receive sexuality education in school, please rank the topics from 1-4, on how important it is that your child learns about the topic at any point during K-12. 1 is Very Important, 2 is Somewhat Important, 3 is Not Too Important, and 4 is Not At All Important, or you may answer that you are Opposed to teaching the topic.

Sexuality Education Topics	Very Important	Somewhat Important	Not too important	Not at all important	Opposed to teaching it
Where to get birth control, including condoms	59.8	27.2	4.5	1.9	6.6
How to get tested for HIV/AIDS and sexually transmitted diseases	74.6	19.8	2.6	0.3	2.6
What to do if one has been raped or sexually assaulted	96.6	2.8	0.3	0.1	0.3
Talking about what sexual orientation means	58.2	28.7	4.4	2.3	6.5
Risks of oral sex	75.6	17.3	1.3	1.3	4.6
Risks of anal sex	74.7	14.8	1.9	1.6	7.0

Who Should Determine How Sexuality Education is Taught in School

As shown in Figure 5, 93.5% of parents thought that public health professionals should determine how sexuality education should be taught in the public school systems in North Carolina. Additionally, 86.2% of parents thought that parents should determine how sexuality education is taught. Finally, parents thought that school administrators (79.1%), religious leaders (46.6%), students (39.3) and politicians (13.4%) should determine how sexuality education is taught at various levels. Appendices J1-J6 show demographics breakdowns of parent opinions.



Finally, the 8.2% of parents who did not believe sexuality education should be taught in North Carolina public schools were asked which reason best described their opposition. Most of these parents (86.5%) believed sexuality education should be taught in the home by parents. Appendix K shows additional reasons parents were opposed to teaching sexuality education in public schools. Due to the small sample size, the percentages were not statistically reliable, and the differences between demographic groups were not meaningful.

Discussion

North Carolina's Healthful Living Standard Course of Study (SCS) determines which topics should be taught in sexuality education classes, at specific age appropriate grade levels. The results of this survey indicated that the SCS may not reflect what parents believe are the needs of their children regarding sexuality education. Discrepancies include the grade at which sexuality education begins, the amount of time devoted to instruction, and the inclusion of topics such as classroom demonstrations of how to use a condom correctly and talking about what sexual orientation means.

North Carolina SCS requires sexuality education be taught in public schools in North Carolina beginning in the fifth grade with puberty and development, and continuing in the seventh grade with Abstinence Until Marriage education. Over forty percent of parents agreed that sexuality education should start during elementary school (K-5). Parents also supported a considerable amount of time for sexuality education. Many parents thought that thirty-six hours per year of instruction should be devoted to sexuality education in elementary, middle and high school. The Healthful Living SCS does not provide guidelines for class time spent teaching sexuality education.

Under the North Carolina State Statute 115C-81, all sexuality education must be provided within the context of Abstinence Until Marriage. Parents thought teaching about delaying sexual activity was important, however, results of the survey indicated that parents wanted their children to learn more about prevention strategies than Abstinence Until Marriage alone. While 12.3% of parents who thought sexuality education should be taught in schools were opposed to classroom demonstrations on how to use condoms, 76.7% of parents thought that such demonstrations were important. In addition, oral and anal sexual activity are two significant means of transmission of HIV/AIDS and other STDs. Of parents who thought sexuality education should be taught in schools, 92.9% thought that it was important their children learn the risks of oral sex and 89.5% of parents thought that it was important to teach the risks of anal sex.

The Healthful Living SCS learning objective regarding teaching about contraception is to "Explain methods of contraception, their effectiveness and failure rates (some studies indicate condom use failure rates ranging from 2% to 30%), and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases including HIV/AIDS." Of parents surveyed, 97.1% thought that it was important that their children learn about the effectiveness and failure rates of birth control and condoms. However, of parents who thought that sexuality education should be taught in schools, 91% thought teaching how to use birth control was important. Additionally, 87% of parents thought it was important to teach students where to get birth control, including condoms.

Under the state statute, in reference to the transmission and prevention of STDs, including HIV, the law instructs, "in cases where homosexual acts are a significant means of transmission, shall include the current legal status of those acts." It is important to note that STDs and HIV/AIDS are transmitted through both homosexual and heterosexual behaviors, such as oral and anal sex which are not restricted to a specific sexual orientation. Of parents who thought sexuality education should be taught in schools, 86.9% thought it was important to talk about what sexual orientation means, while only 6.5% of parents were opposed to talking about this topic.

Parents who supported sexuality education in schools believed public health professionals, parents and school administrators should determine how sexuality education should be taught. Although only 13.4% of parents believed politicians should determine how sexuality education should be taught, in North Carolina this topic is currently mandated by state statute.

Parent opinions in North Carolina reflect national trends regarding sexuality education in that parents thought it was important that their children learn many strategies for protecting themselves against STDs and unintended pregnancy (Kaiser Family Foundation, 2000). Public health and educational organizations, such as the American Public Health Association, the American Medical Association, the American Academy of Pediatrics, the National Institutes for Health, and the American Association for Health Education advocate for a more comprehensive approach to sexuality education (Advocates for Youth, 2001).

Limitations of the study

The 4,500 phone number sample was drawn from a special database that included phone numbers of likely parents of school age children. This could have biased phone coverage and the sample may not have been representative of the population in North Carolina. Low income parents and minority parents were underrepresented. In North Carolina, minorities with school age children account for 31.1% of the population ages 18-64, while minorities accounted for only 11.3% of the survey respondents. In addition, the survey was conducted only in English, although the state has a growing Spanish-speaking population.

Conclusion

In North Carolina, 69.1% of high school seniors report having had sexual intercourse; therefore, it is important to discuss how to best meet the needs of students regarding their sexual health. Sexuality education in public schools is one way to impart important information and skills to students. However, according to State Statute 115C-81 amended in 1995, sexuality education in North Carolina public schools must take place within the context of Abstinence Until Marriage education. The purpose of this survey was to determine parent-opinions regarding the content and implementation of sexuality education in public schools, including what grade level sexuality education should begin, how much class time should be devoted to sexuality education, which topics are important for students to learn about, and who should determine how sexuality education is taught.

For this telephone survey, 1,201 parents of North Carolina public school students were interviewed. Of these parents, 91.8% thought that sexuality education should be taught in public schools. These parents also thought sexuality education should begin early during student education, and thought that a significant amount of class time should be devoted to sexuality education in middle and high school. Of the 91.8% of parents who thought sexuality education should be taught in public schools, the majority also thought that sexuality education should cover many topics related to development, communication, STD and HIV/AIDS transmission and prevention, and contraceptive use. A small percentage of parents were opposed to teaching specific topics.

Survey results showed more than 90% of parents thought public health professionals should determine how sexuality education is taught in public schools. Parents also indicated that parents and school administrators should determine how sexuality education is taught. However, more than 85% of parents thought that politicians should not determine how sexuality education is taught in North Carolina public schools.

Of the 8.2% of parents who thought sexuality education should not be taught in public schools, most believed that sexuality education should be taught in the home by the parents as best describing their reason to not teach sexuality education in public school.

The results of this survey indicated that the current state statute and the Healthful Living Standard Course of Study may not reflect what parents believe are the needs of their children regarding sexuality education. Discrepancies included the grade at which sexuality education begins, the amount of time devoted to instruction and the inclusion of topics not covered in the Healthful Living SCS, such as how to talk with a girlfriend, boyfriend or partner about birth control and sexually transmitted diseases, how to use birth control or condoms, and sexual behaviors such as the risks of oral sex.

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Appendix A.

Healthful Living Curriculum Objectives

Competency - The learner will interpret health risks for self and others and corresponding protection measures

Seventh Grade

- Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- Explain the effectiveness and failure rates (some studies indicate failure rates range from 2% to 30%) of condoms as a means of preventing sexually transmitted diseases, including HIV/AIDS.
- Recognize abstinence from sexual intercourse until marriage as the only certain means of avoiding out-of-wedlock pregnancy, sexually transmitted diseases, including HIV/AIDS and any other health and emotional problems associated with sexual intercourse.
- Describe the benefits of abstinence from sexual intercourse until marriage.
- Explain the risks of premarital sexual intercourse.
- Demonstrate techniques and strategies for becoming or remaining abstinent by dealing with peer pressure.

Eighth Grade

- Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- Explain methods of contraception, their effectiveness and failure rates (some studies indicate condom use failure rates ranging from 2% to 30%), and the risks associated with different methods of contraception, as a means of preventing sexually transmitted diseases including HIV/AIDS.
- Demonstrate skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases including HIV/AIDS.

High School (9th-12th Grade)

- Understand that a mutually faithful monogamous heterosexual relationship in the context of marriage is the best lifelong means of avoiding sexually transmitted diseases, including HIV/AIDS.
- Refine skills and strategies for remaining or becoming abstinent from sexual intercourse, and avoiding sexually transmitted diseases, including HIV/AIDS.
- Understand causes, consequences, and prevention of major health risk behaviors for own age group, including the transmission of HIV/AIDS.

(DPI, 2003)

Appendix B. Disposition Codes and Frequencies

Disposition Codes	Number of Records	% of Records
Completed Interview	1201	26.7
Cell Phone	1	0.0
Not in Service	360	8.0
Ineligible-No Public School Student in HH	991	22.0
Number Has Been Changed	14	0.3
Business / Non-Residence	41	0.9
Language Issue - Household	9	0.2
Maximum Attempts - Fax Machine	36	0.8
Unavailable for Length of Study - Respondent	16	0.4
No Screener Obtained from Household	180	4.0
Final Refusal - Household	301	6.7
No Contact - Maximum Calls Attempts	488	10.8
No Screener - Don't Know Household Status	83	1.8
Final Refusal - Don't Know Household Status	399	8.9
Breakoff—Partial Interview	5	0.1
Final Refusal by Gatekeeper	94	2.1
Final Refusal by Respondent	95	2.1
Language Issue - Respondent	3	0.1
Medical Condition - Respondent	2	0.0
No Questionnaire/No Refusal - Eligible Respondent	181	4.0
Total	4500	100.0

Appendix C. Telephone Questionnaire

Screener and Introductory Script

(DO NOT READ OUT LOUD ANYTHING IN CAPITAL LETTERS)

INTERVIEWER: DIAL ###-###-####. DID A PERSON ANSWER?
IF NO, HANG UP AFTER 12 RINGS.

HELLO Hello, my name is [FULL NAME] and I am calling from the University of North Carolina at Chapel Hill for a public opinion survey on sex education in public schools.

INTERVIEWER: IF A YOUNG CHILD ANSWERS THE PHONE, ASK FOR AN ADULT. IF NEEDED, REASSURE THAT WE ARE NOT SELING ANYTHING OR ASKING FOR DONATIONS.

VERIFY PHONE NUMBER This number was randomly selected for this survey. So before I continue, let me just confirm that I dialed correctly. Did I reach this household at ###-###-####?

INTERVIEWER: IF YOU DETERMINE THIS IS NOT A HOUSEHOLD, GO TO **BUSINESS NUMBER VERIFIED**. IF THE PHONE NUMBER DOES NOT MATCH, GO TO **MISDIAL**

ELIGIBLE HOUSEHOLD Because this survey focuses on sex education in North Carolina public schools, we are only talking with parents or legal guardians of current North Carolina public school students.

Is there a parent or legal guardian of a current public school student at this number?

INTERVIEWER: IF NO, GO TO **INELIGIBLE HOUSEHOLD**

HOW MANY PARENTS How many parents or legal guardians?

SELECT PARENT The computer has chosen [RANDOMLY SELECTED GUARDIAN] to complete the survey.

PARENT NAME Could you please tell me (that person's/your) first name only so that I can refer to (him/her/you) personally?

INTERVIEWER: IF RELUCTANT, ASK FOR INITIAL(S). IF PERSON REFUSES TO GIVE A NAME OR INITIALS, LEAVE BLANK AND PRESS <**ENTER**> TO CONTINUE

PARENT GENDER INTERVIEWER: ASK ONLY IF UNSURE.

I'm required to ask this. Is that person/Are you male or female?
Are you that person?

INTERVIEWER: IF YES, GOTO **PARENT HELLO**

PARENT AVAIL Is [PARENT NAME] available?

INTERVIEWER: IF NO, GOTO **PARENT NOT AVAIL**

PARENT HELLO (Hello, my name is [FULL NAME] and I am calling from the University of North Carolina at Chapel Hill for a public opinion survey on sex education in public schools.)

INTERVIEWER: IF SAME PERSON, START HERE:

Here's some information about the survey before we start.

PURPOSE We are interested in your opinion as a parent about sex education to ensure that your views are incorporated into updating the curriculum in North Carolina.

INTERVIEW LENGTH I have just a few questions that should take about 10 minutes of your time.

IRB CONFIDENTIAL I won't ask for your name, address, or personal information that can identify you.

You don't have to answer any question you don't want to, and you can stop at any time. Anything you tell me is confidential.

PI INFO If you have any questions, I can provide a telephone number for you to call to get more information. Would you like that number?

PI PHONE You may call the principal investigator, Dr. Robert Agans at 919-843-5923.

INTERVIEWER: IF R ASKS, YOU MAY ALSO OFFER IRB NUMBER. AND THE NUMBER FOR THE IRB OFFICE IS 919-966-3113.

MONITOR For quality control purposes, this call may be monitored by my supervisor.

IRB COMPREHEND Do you have any questions before we begin the survey?

INTERVIEWER: ANSWER ANY RESPONDENT QUESTIONS, AND GO TO **SEC_A_INTRO**

INELIGIBLE HOUSEHOLD Thank you for your time, but you are not eligible for this survey. Goodbye.

PARENT NOT AVAIL We will call back another time when [PARENT NAME] is available. Thank you for your time. Goodbye.

BUSINESS NUMBER VERIFIED Let me just confirm that I dialed correctly, and then I can remove the number from calling. Did I reach you at ###-###-####?

**BUSINESS
NUMBER
THANKS**

Thank you. Goodbye.

MISDIAL

I'm sorry, I may have misdialled but I'll need to call back to verify. I would appreciate it if you would pick up the phone if it rings so I can confirm whether I misdialled or not. Thank you for your time.

INTERVIEWER: REMAIN ON THIS SCREEN AND REDIAL ###-###-####. IF A DIFFERENT PERSON ANSWERS, RETURN TO **HELLO** AND START OVER.

**VERIFY
SWITCHED LINE**

So I just need to confirm, this is **not** ###-###-####?

INTERVIEWER: IF YOU DETERMINE THIS **IS** A VALID NUMBER FOR THIS LOCATION, GO BACK TO **VERIFY PHONE NUMBER** OR **BUSINESS NUMBER VERIFIED** AND CONTINUE

**SWITCHED LINE
THANKS**

Okay, I'll remove the number from calling. Goodbye.

**ANSWER
MACHINE
MESSAGE**

LEAVE A MESSAGE THE FIRST TIME AN ANSWERING MACHINE IS REACHED. WAIT UNTIL THE 4TH CALL ATTEMPT TO LEAVE A SECOND ANSWERING MACHINE MESSAGE.

Hello, my name is [FULL NAME] and I am calling from the University of North Carolina at Chapel Hill for a public opinion survey on sex education in public schools. We hope to reach you when we call back. Thank you.

SURVEY INSTRUMENT

(DO NOT READ OUT LOUD ANYTHING IN CAPITAL LETTERS)

SECTION A (NUMBER OF SCHOOL CHILDREN)

SEC_A_INTRO. Now I need to ask about any children for whom you are the legal guardian.

A10. How many school age children kindergarten through 12th grade are you the legal guardian of in your household?

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 OR MORE
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

A20. How many of these children are enrolled in public school?

INTERVIEWER NOTE: IF THERE ARE NO CHILDREN ENROLLED IN PUBLIC SCHOOL, GO BACK, DELETE A10 AND CODE INELIGIBLE

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 OR MORE
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

A30. Which grades are these public school students in?

CHOOSE ALL THAT APPLY:

- 1 ELEMENTARY SCHOOL (K-5)
- 2 GRADE 6
- 3 GRADE 7
- 4 GRADE 8
- 5 HIGH SCHOOL (9-12)
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

IF A10 MINUS A20=0, GOTO SEC_B_INTRO

A40. How many of these children are enrolled in private school?

- 0 NONE **GOTO A60**
- 1 1
- 2 2
- 3 3
- 4 4
- 5 5 OR MORE
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

A50. Which grades are these private school children in?

CHOOSE ALL THAT APPLY:

- 1 ELEMENTARY SCHOOL (K-5)
- 2 GRADE 6
- 3 GRADE 7
- 4 GRADE 8
- 5 HIGH SCHOOL (9-12)
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

A60. How (is this/are these) other (child/children) being schooled?

OPEN TEXT

SECTION B (AMOUNT OF SEX ED)

SEC_B_INTRO. Please consider only public schools systems, grades kindergarten through 12th, for all of the remaining questions.

B10. For this survey, sex education includes classes referring to sexual behavior and sexual health, which includes human development, relationships, and communication skills.

Is sex education taught in your public school system?

- 0 NO
- 1 YES
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

B20. In your opinion, should it be taught in the North Carolina public school system?

- 0 NO **GOTO E20**
- 1 YES
- 9 DON'T KNOW/NOT SURE **GOTO E20**
- 8 REFUSED TO ANSWER **GOTO E20**

B30. In your opinion, at what grade level do you think sex education should first be taught?

- | | | |
|---|-------------------------|-----------------|
| 1 | ELEMENTARY SCHOOL (K-5) | |
| 2 | GRADE 6 | GOTO B50 |
| 3 | GRADE 7 | GOTO B50 |
| 4 | GRADE 8 | GOTO B50 |
| 5 | HIGH SCHOOL (9-12) | GOTO B60 |
| 9 | DON'T KNOW/NOT SURE | |
| 8 | REFUSED TO ANSWER | |

HRS_INTRO. For the next question, I'm going to read a list of options. Please listen to all of the options before responding.

B40. In your opinion, how much classroom time should be given to sex education for the entire school year in elementary school?

- | | |
|---|--|
| 1 | 36 hours (or one hour each week for the entire school year) |
| 2 | 18 hours (or one hour each week for half the school year) |
| 3 | 9 hours (or one hour each week for one quarter of the school year) |
| 4 | 4 to 5 hours (or one hour every other week for one quarter of the school year) |
| 5 | 2 to 3 hours (for the entire school year) |
| 6 | One hour (for the entire school year) |
| 7 | Less than one hour (for the entire school year) |
| 0 | NONE |
| 9 | DON'T KNOW/NOT SURE |
| 8 | REFUSED TO ANSWER |

B50. In your opinion, how much classroom time should be given to sex education for the entire school year in middle school?

- | | |
|---|--|
| 1 | 36 hours (or one hour each week for the entire school year) |
| 2 | 18 hours (or one hour each week for half the school year) |
| 3 | 9 hours (or one hour each week for one quarter of the school year) |
| 4 | 4 to 5 hours (or one hour every other week for one quarter of the school year) |
| 5 | 2 to 3 hours (for the entire school year) |
| 6 | One hour (for the entire school year) |
| 7 | Less than one hour (for the entire school year) |
| 0 | NONE |
| 9 | DON'T KNOW/NOT SURE |
| 8 | REFUSED TO ANSWER |

B60. In your opinion, how much classroom time should be given to sex education for the entire school year in high school?

- 1 36 hours (or one hour each week for the entire school year)
- 2 18 hours (or one hour each week for half the school year)
- 3 9 hours (or one hour each week for one quarter of the school year)
- 4 4 to 5 hours (or one hour every other week for one quarter of the school year)
- 5 2 to 3 hours (for the entire school year)
- 6 One hour (for the entire school year)
- 7 Less than one hour (for the entire school year)
- 0 NONE
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

SECTION C (TOPICS)

SEC_C_INTRO. I am going to read you a list of topics that are sometimes taught in sex education classes and I'd like for you to tell me how important you think it is that your child learns about the topic at an age-appropriate grade level at some point during their schooling.

C10. How important do you think it is that your child learn about the basics of reproduction or how babies are made, pregnancy, and birth at some point during their schooling? Would you say...

- 1 Very Important
- 2 Somewhat Important
- 3 Not too important
- 4 Not at all important
- 5 or are you opposed to it being taught at any point?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C11. How important do you think it is that your child learn about how to talk with parents about sex and relationship issues at some point during their schooling? Would you say...

- 1 Very Important
- 2 Somewhat Important
- 3 Not too important
- 4 Not at all important
- 5 or are you opposed to it being taught at any point?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C12. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to deal with pressure to have sex? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C13. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Waiting to have sex until after graduating from high school? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C14. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to talk with a girlfriend, boyfriend or partner about not having sex? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C15. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to talk with a girlfriend, boyfriend or partner about birth control and sexually transmitted diseases? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C16. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to deal with the emotional issues and consequences of being sexually active? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C17. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Abstinence until marriage? WOULD YOU SAY...
INTERVIEWER NOTE: SEXUAL ABSTINENCE MEANS CHOOSING TO REFRAIN FROM INTIMATE SEXUAL ACTIVITY THAT COULD LEAD TO PREGNANCY OR DISEASE.

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C18. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Transmission and prevention of HIV or AIDS? WOULD YOU SAY...
INTERVIEWER NOTE: IF NECESSARY, DEFINE 'TRANSMISSION' AS HOW ONE GETS HIV/AIDS

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C19. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Transmission and prevention of other sexually transmitted diseases? WOULD YOU SAY...
INTERVIEWER NOTE: SOME EXAMPLES ARE SYPHILIS, HERPES, AND GONORRHEA

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C20. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to use other birth control methods, such as birth control pills, or Depo-Provera? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C21. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to use condoms? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?

GOTO C23

- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C22. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Classroom demonstrations of how to use a condom correctly? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C23. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Effectiveness and failure rates of birth control methods, including condoms? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C24. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Where to get birth control, including condoms? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C25. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to get tested for HIV or AIDS and sexually transmitted diseases? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C26. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... What to do if one has been raped or sexually assaulted? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C27. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... Talking about what sexual orientation means? WOULD YOU SAY...
INTERVIEWER NOTE: SEXUAL ORIENTATION IS WHO WE HAVE SEXUAL OR ROMANTIC FEELINGS FOR. THIS MAY BE A MEMBER OF THE SAME OR OPPOSITE SEX

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C28. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How about the risks of oral sex? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

C29. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How about the risks of anal sex? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

-SECTION E (REASONS FOR OR AGAINST)

E10. Now I'd like to gather your opinion on who should determine how sex education should be taught in public school systems in North Carolina. I'm going to read you a list. Please tell me yes or no for each one.

INTERVIEWER: CHOOSE ALL THAT APPLY

- 1 Should parents determine how sex education should be taught in public school systems in North Carolina?
- 2 Should students?
- 3 Should school administrators such as principals or school boards?
- 4 Should public health professionals?
- 5 Should religious leaders?
- 6 Should politicians?

E20. I will read 5 statements. Please tell me which one best describes why you feel that sex education should not be taught in the public schools?

(ASK ONLY IF B20=2, 9 OR 8)

- 1 It is inappropriate to teach adolescents about human sexuality under any circumstances.
- 2 Sex education should be taught in the home by the parents.
- 3 Sex education will encourage adolescents to have sex.
- 4 My children don't need sex education.
- 5 My religious beliefs are against teaching sexuality in the schools.
- 6 Or is there some other reason?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

SECTION F (DEMOGRAPHICS)

SEC_F_INTRO. Now I am going to ask you some questions about yourself. This is the last part of the survey.

F10. Did you vote in the last election?

- 0 NO
- 1 YES
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

F20. What is your age?

- ENTER AGE IN YEARS
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

F30. Are you Hispanic or Latino?

- 0 NO
- 1 YES
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

F40. Which one or more of the following would you say is your race? CHOOSE ALL THAT APPLY.

- 1 White
- 2 Black or African American
- 3 Asian
- 4 Native Hawaiian or Other Pacific Islander
- 5 American Indian or Alaska Native
- 6 OTHER **GOTO F41**
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

IF MORE THAN ONE RESPONSE TO F40, GOTO F50, OTHERWISE GOTO F60.

F41 What other race would that be?
(OPEN TEXT)

F50. Which one of these groups would you say best represents your race?

- 1 White
- 2 Black or African American
- 3 Asian
- 4 Native American or Other Pacific Islander
- 5 American Indian, Alaska Native
- 6 OTHER (SPECIFY)
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

F60. What is the highest grade or year of school you completed?

INTERVIEWER: PROBE FOR SOME HIGH SCHOOL OR SOME COLLEGE IF NECESSARY

- 1 NEVER ATTENDED SCHOOL OR ONLY ATTENDED KINDERGARTEN
- 2 GRADES 1 THROUGH 8 (ELEMENTARY)
- 3 GRADES 9 THROUGH 11 (SOME HIGH SCHOOL)
- 4 GRADE 12 OR GED (HIGH SCHOOL GRADUATE)
- 5 COLLEGE 1 YEAR TO 3 YEARS (SOME COLLEGE, TECHNICAL SCHOOL, OR ASSOCIATES DEGREE)
- 6 COLLEGE 4 YEARS OR MORE (COLLEGE GRADUATE)
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

F70. Is your annual household income from all sources less than \$25,000?

- 0 NO **GOTO F74**
- 1 YES **GOTO F71**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F71. Is it less than \$20,000?

- 0 NO **GOTO F80**
- 1 YES **GOTO F72**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F72. Is it less than \$15,000?

- 0 NO **GOTO F80**
- 1 YES **GOTO F73**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F73. Is it less than \$10,000?

- 0 NO **GOTO F80**
- 1 YES **GOTO F80**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F74. Is it less than \$35,000?

- 0 NO **GOTO F75**
- 1 YES **GOTO F80**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F75. Is it less than \$50,000?

- 0 NO **GOTO F76**
- 1 YES **GOTO F80**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F76. Is it less than \$75,000?

- 0 NO **GOTO F80**
- 1 YES **GOTO F80**
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F80. What county do you live in?

- FPS
- 9 DON'T KNOW/ NOT SURE
- 8 REFUSED TO ANSWER

F90. Does your household have more than one phone number?

- 1 YES
- 2 NO **GOTO THANKS**
- 9 DON'T KNOW/NOT SURE **GOTO THANKS**
- 8 REFUSED **GOTO THANKS**

F100. What are these numbers used for?

- CHECK ALL THAT APPLY
- 1 CELL PHONE
 - 2 DEDICATED FAX LINE
 - 3 DEDICATED COMPUTER LINE
 - 4 DEDICATED BUSINESS LINE
 - 5 ADDITIONAL HOUSEHOLD NUMBER(S) **GOTO F110**

F110. You said your household has phone numbers that are not for cell phones or computer, fax or business lines. How many of these additional numbers do you have?

-- (NUMERIC VALUES)

THANKS Those are all the questions I have for you. Thank you very much for your time. We appreciate your help in answering these questions. Good bye.

Appendix D 1. How many school age children kindergarten through 12th grade are you the legal guardian of in your household?											
Parent Demographics	Total Respondent	One Child		Two Children		Three Children		Four Children		Five + Children	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1200	39.6	(36.2-43.1)	45	(41.6-48.5)	12.9	(10.9-15.2)	1.6	(0.8-3)	0.9	(0.5-1.8)
Gender											
Male	478	40.8	(35.2-46.6)	44.6	(39-50.3)	11.7	(9.1-15.1)	1.8	(0.6-5.1)	1.1	(0.4-2.8)
Female	722	38.7	(34.6-43)	45.4	(41.1-49.7)	13.7	(11-17)	1.4	(0.6-3.1)	0.8	(0.3-2.2)
Race											
White	1051	38.7	(35.7-41.8)	45.5	(42.3-48.6)	13.8	(11.7-16.1)	1.3	(0.8-2.3)	0.8	(0.4-1.5)
Minorities	140	40.9	(32.1-50.4)	44.6	(35.7-53.8)	10.9	(6.9-17)	2.2	(0.5-8.7)	1.3	(0.3-5.1)
Age Groups											
18-35	147	45.5	(35.9-55.5)	39	(30.2-48.6)	14.1	(8.5-22.3)	0.5	(0.1-3.4)	0.9	(0.2-3.8)
36-44	551	30.5	(26.3-35)	50.8	(46-55.6)	15.5	(12.5-19.1)	2	(0.9-4.2)	1.2	(0.5-3)
45+	493	46.7	(41-52.4)	41.2	(35.7-46.8)	10	(7.3-13.4)	1.5	(0.5-5.1)	0.6	(0.1-2.8)
Education											
H.S or Less	218	44.9	(36.7-53.4)	39.5	(31.6-48.1)	12.3	(8.2-18)	2.9	(0.8-10)	0.3	(0-2.4)
Some Post-H.S.	351	43.3	(36.9-50)	43.3	(36.9-49.8)	10.8	(7.6-15.2)	2.1	(0.9-4.9)	0.5	(0.2-1.7)
College Graduate	631	34.1	(30.1-38.4)	49.1	(44.8-53.5)	14.7	(11.9-18.1)	0.5	(0.2-1.4)	1.5	(0.6-3.6)
Household Income											
Less than \$50,000	251	40.9	(33.3-48.9)	42.5	(34.8-50.5)	14.9	(10.5-20.6)	0.6	(0.1-2.3)	1.2	(0.3-4.5)
\$50,000-74,999	228	46.6	(38.6-54.8)	36.2	(29-44.1)	13.3	(8.5-20.1)	3.6	(1.1-11)	0.4	(0.1-2.7)
\$75,000 +	678	34.7	(30.5-39)	50.9	(46.5-55.3)	12	(9.7-14.7)	1.4	(0.6-3.2)	1	(0.4-2.5)
Kids only in Elementary School											
Yes	394	53.1	(47.3-58.8)	39.7	(34.3-45.4)	6.9	(4.6-10.4)	0.3	(0-1.8)	0	(-.)
No	803	33.8	(29.7-38.1)	47.2	(42.9-51.5)	15.5	(12.9-18.6)	2.2	(1.1-4.3)	1.3	(0.7-2.7)
Voted in Last Presidential Election											
Yes	1115	38.7	(35.2-42.3)	46.2	(42.6-49.8)	12.4	(10.5-14.7)	1.7	(0.9-3.3)	1	(0.5-2)
No	84	51.8	(38.9-64.4)	29.6	(20.2-41)	18.7	(9.5-33.5)	0	(-.)	0	(-.)

Appendix D 2. How many of these children are enrolled in public school?											
Parents Demographics	Total Respondent	One Child		Two Children		Three Children		Four Children		Five + Children	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1200	41.9	(38.5-45.4)	44.9	(41.5-48.4)	10.8	(9-13)	1.4	(0.7-2.9)	0.9	(0.5-1.8)
Gender											
Male	478	43.2	(37.5-49)	44	(38.5-49.7)	10.2	(7.7-13.3)	1.6	(0.5-5.1)	1.1	(0.4-2.8)
Female	722	40.9	(36.7-45.2)	45.7	(41.4-50)	11.3	(8.8-14.4)	1.3	(0.6-3)	0.8	(0.3-2.2)
Race											
White	1051	41.1	(38-44.2)	45.6	(42.5-48.8)	11.4	(9.5-13.6)	1.1	(0.6-2)	0.8	(0.4-1.5)
Minorities	140	43	(34.1-52.4)	43.9	(35-53.1)	9.6	(5.9-15.4)	2.2	(0.5-8.7)	1.3	(0.3-5.1)
Age Groups											
18-35	147	46.9	(37.2-56.8)	39.7	(30.7-49.4)	11.5	(6.9-18.7)	0.5	(0.1-3.4)	1.4	(0.4-4.6)
36-44	551	32.5	(28.2-37.1)	50.2	(45.4-55)	14.2	(11.3-17.8)	2	(0.9-4.2)	1.1	(0.4-2.8)
45+	493	49.5	(43.8-55.2)	41.3	(35.9-47)	7.3	(5-10.6)	1.2	(0.3-5.2)	0.6	(0.1-2.8)
Education											
H.S. or Less	218	46.3	(38.1-54.8)	40.3	(32.3-48.8)	10.1	(6.7-15.1)	2.9	(0.8-10)	0.3	(0-2.4)
Some Post-H.S.	351	45.3	(38.8-51.9)	43.4	(37-50)	9	(6-13.2)	1.8	(0.7-4.7)	0.5	(0.2-1.7)
College Graduate	631	37.1	(33-41.4)	48.4	(44.1-52.8)	12.6	(10-15.8)	0.4	(0.1-1.3)	1.5	(0.6-3.6)
Household Income											
Less than \$50,000	251	42	(34.4-50)	44.5	(36.7-52.5)	12.1	(8.3-17.2)	0.6	(0.1-2.3)	0.9	(0.2-4.6)
\$50,000-74,999	228	47.4	(39.4-55.6)	36.7	(29.4-44.6)	11.6	(7-18.4)	3.6	(1.1-11)	0.8	(0.2-3)
\$75,000+	678	38.1	(33.8-42.5)	49.7	(45.3-54.1)	10	(7.9-12.6)	1.2	(0.4-3)	1	(0.4-2.5)
Kids only in Elementary School											
Yes	394	55.2	(49.4-60.9)	39.9	(34.4-45.7)	4.6	(2.9-7.3)	0.3	(0-1.8)	0	(.-)
No	803	36	(31.9-40.3)	47.1	(42.8-51.4)	13.6	(11.1-16.6)	2	(0.9-4.1)	1.3	(0.7-2.7)
Voted in last Presidential Election											
Yes	1115	41.1	(37.5-44.7)	45.9	(42.3-49.5)	10.5	(8.7-12.6)	1.6	(0.8-3.2)	1	(0.5-2)
No	84	52.4	(39.5-64.9)	32.4	(22.2-44.7)	15.2	(7.2-29.2)	0	(.-)	0	(.-)

Appendix D 3. How many of these children are enrolled in private school?					
Parent Demographics	Total Respondent	One Child		Two Children	
		%	CI(95%)	%	CI(95%)
Total	32	84.8	(68.6-93.4)	15.2	(6.6-31.4)
Gender					
Male	10	72.5	(39.1-91.5)	27.5	(8.5-60.9)
Female	22	90.9	(74.2-97.2)	9.1	(2.8-25.8)
Race					
White	28	78.8	(59.5-90.4)	21.2	(9.6-40.5)
Minorities	4	100	(.-)	0	(.-)
Age Groups					
18-35	0		(.-)		(.-)
36-44	7	83.7	(47.5-96.7)	16.3	(3.3-52.5)
45+	25	85.2	(65.3-94.6)	14.8	(5.4-34.7)
Education					
H.S or Less	2	100	(.-)	0	(.-)
Some Post-H.S.	10	89.8	(51.9-98.6)	10.2	(1.4-48.1)
College Graduate	20	78	(55.3-91)	22	(9-44.7)
Household Income					
Less than \$50,000	4	100	(.-)	0	(.-)
\$50,000-74,999	3	100	(.-)	0	(.-)
\$75,000+	24	80.7	(60.9-91.8)	19.3	(8.2-39.1)
Kids only in Elementary School					
Yes	8	65.9	(31.3-89.1)	34.1	(10.9-68.7)
No	24	89.3	(70.1-96.7)	10.7	(3.3-29.9)
Voted in Last Presidential Election					
Yes	32	84.8	(68.6-93.4)	15.2	(6.6-31.4)
No	0		(.-)		(.-)

Appendix E. Is sex education taught in your public school system?							
Parent Demographics	Total Respondent	Yes		No		Don't Know / Not Sure	
		%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1199	70.4	(67.1-73.6)	9.2	(7.2-11.7)	20.4	(17.7-23.4)
Gender							
Male	479	66.9	(61.2-72.2)	9	(5.8-13.6)	24.1	(19.6-29.3)
Female	720	73.2	(69.1-76.9)	9.3	(7-12.3)	17.5	(14.5-21)
Race							
White	1051	72.4	(69.5-75.1)	7	(5.6-8.9)	20.6	(18.2-23.2)
Minorities	139	65.5	(56.3-73.8)	14.6	(9.1-22.4)	19.9	(13.5-28.4)
Age Groups							
18-35	147	69.7	(60.8-77.3)	7	(3.5-13.6)	23.3	(16.9-31.4)
36-44	552	68	(63.3-72.5)	9.6	(7-13.1)	22.3	(18.5-26.7)
45+	491	73	(67.3-78)	9.5	(6.2-14.2)	17.5	(13.4-22.5)
Education							
H.S. or Less	218	62.8	(54.1-70.7)	11.2	(6.6-18.5)	26	(19.2-34.3)
Some Post-H.S.	351	72.6	(66.3-78.2)	9.4	(5.9-14.9)	17.9	(13.6-23.3)
College Graduate	630	72.5	(68.4-76.2)	7.9	(5.9-10.7)	19.6	(16.3-23.3)
Household Income							
Less than \$50,000	250	63.1	(55.3-70.3)	13.2	(8.8-19.3)	23.7	(17.7-31)
\$50,000-74,999	228	68	(59.1-75.7)	9.9	(5.1-18.4)	22.2	(15.8-30.1)
\$75,000+	679	73.9	(69.7-77.6)	7.1	(5-10.2)	19	(15.8-22.6)
Kids Only in Elementary School							
Yes	392	52	(46.2-57.8)	9.9	(6.9-14.1)	38	(32.6-43.7)
No	804	78.8	(74.6-82.4)	8.7	(6.3-12)	12.5	(9.7-16)
Voted in Last Presidential Election							
Yes	1114	71.1	(67.6-74.4)	9.2	(7.1-11.8)	19.7	(16.9-22.8)
No	84	61.5	(48.9-72.7)	9.1	(3.8-20.5)	29.4	(20-41)

Appendix F. Should sex education be taught in the North Carolina public school system?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1194	91.8	(90-93.3)	8.2	(6.7-10)
Gender					
Male	477	90.5	(87.5-92.8)	9.5	(7.2-12.5)
Female	717	92.9	(90.5-94.7)	7.1	(5.3-9.5)
Race					
White	1045	89.6	(87.4-91.4)	10.4	(8.6-12.6)
Minorities	140	97.4	(93.6-98.9)	2.6	(1.1-6.4)
Age Groups					
18-35	147	88.2	(82.1-92.4)	11.8	(7.6-17.9)
36-44	546	93	(90.6-94.9)	7	(5.1-9.4)
45+	492	91.7	(88.5-94)	8.3	(6-11.5)
Education					
H.S. or Less	215	92.1	(87.5-95.1)	7.9	(4.9-12.5)
Some Post-H.S.	348	91.2	(88-93.7)	8.8	(6.3-12)
College Graduate	631	92.2	(89.4-94.3)	7.8	(5.7-10.6)
Household Income					
Less than \$50,000	248	90.1	(85.6-93.4)	9.9	(6.6-14.4)
\$50,000-74,999	227	91.5	(86.8-94.6)	8.5	(5.4-13.2)
\$75,000+	676	92.6	(90.2-94.4)	7.4	(5.6-9.8)
Kids only in Elementary School					
Yes	392	90.8	(87.3-93.4)	9.2	(6.6-12.7)
No	799	92.3	(90.1-94)	7.7	(6-9.9)
Voted in Last Presidential Election					
Yes	1109	91.9	(90.1-93.4)	8.1	(6.6-9.9)
No	84	90.7	(80.6-95.8)	9.3	(4.2-19.4)

Appendix G. At what grade level do you think sex education should first be taught?											
Parent Demographics	Total Respondent	Elementary School (K-5)		Grade 6		Grade 7		Grade 8		High School (9-12)	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1072	41.2	(37.6-44.9)	30.1	(26.9-33.5)	13.5	(11.1-16.4)	8.2	(6.1-10.8)	7	(5-9.6)
Gender											
Male	415	31	(25.7-36.8)	28.9	(24-34.4)	19.5	(14.8-25.2)	9.8	(6.2-15)	10.9	(7.3-15.9)
Female	657	48.9	(44.3-53.4)	31	(26.9-35.4)	9.1	(6.9-11.8)	7	(5-9.7)	4.1	(2.3-7.1)
Race											
White	931	42.4	(39.1-45.8)	29.9	(26.9-33)	14.8	(12.6-17.3)	7.6	(5.9-9.7)	5.3	(3.9-7.1)
Minorities	133	38	(29.5-47.3)	31	(23.3-39.9)	10.8	(5.6-19.8)	9.6	(5-17.6)	10.7	(5.8-18.8)
Age Groups											
18-35	125	51.1	(40.6-61.4)	22.4	(15.4-31.5)	13.2	(8.1-20.9)	4.4	(1.8-10.2)	8.8	(4.3-17.1)
36-44	497	38.4	(33.6-43.4)	35.1	(30.3-40.2)	11.9	(9.3-15.2)	8.6	(5.8-12.5)	5.9	(3.5-9.8)
45+	442	41.2	(35.5-47.1)	27	(22.1-32.4)	15.3	(11-21)	8.9	(5.7-13.7)	7.6	(4.6-12.4)
Education											
H.S or Less	192	36.7	(28.5-45.6)	29.3	(21.7-38.3)	16.4	(10.4-24.8)	10.4	(5.8-18.1)	7.3	(4.4-11.7)
Some Post-H.S.	305	37.3	(30.8-44.2)	30.6	(24.9-36.9)	13.5	(9.1-19.7)	8.4	(4.8-14.1)	10.3	(6-17.2)
College Graduate	575	46.4	(41.9-51)	30.1	(26-34.6)	12.2	(9.7-15.2)	6.9	(4.8-9.9)	4.3	(2.6-7.1)
Household Income											
Less than \$50,000	218	41.4	(33.2-50.1)	27.9	(21.1-35.9)	15.6	(10-23.5)	7.1	(4.1-12.1)	8	(4.4-13.9)
\$50,000-74,999	202	38.4	(30.7-46.7)	37.3	(29.4-46)	15.3	(9.2-24.6)	6.2	(2.5-14.8)	2.7	(0.8-8.6)
\$75000+	613	41.9	(37.4-46.5)	29.2	(25.2-33.5)	12.4	(9.9-15.4)	9.2	(6.4-13)	7.4	(4.7-11.4)
Kids only in Elementary School											
Yes	346	54.3	(48.1-60.4)	24.2	(19.5-29.5)	10.4	(7.6-13.9)	5.9	(3.9-8.9)	5.2	(2.7-9.9)
No	723	35.7	(31.6-40)	32.5	(28.5-36.9)	14.9	(11.7-18.9)	9.2	(6.5-12.8)	7.7	(5.2-11.1)
Voted in Last Presidential Election											
Yes	996	39.8	(36.1-43.6)	31.2	(27.8-34.8)	13.7	(11.1-16.8)	8.5	(6.3-11.2)	6.9	(4.9-9.7)
No	75	59.4	(46.4-71.1)	16	(8.3-28.6)	11.7	(6.4-20.3)	4.5	(1.6-11.8)	8.5	(4.1-16.7)

Appendix H 1. How much classroom time should be given to sex education for the entire school year in elementary school?											
Parent Demographics	Total Respondent	1 hour/week for the entire school year		1 hour/week for half the school year		1 hour/week for one quarter		1 hour every other week for one quarter		2-3 hours for the entire year	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	448	32.5	(27-38.5)	28.8	(24.3-33.8)	21.6	(17.7-26.1)	12	(8.8-16.3)	5	(3.3-7.7)
Gender											
Male	127	39.7	(28.8-51.8)	20.9	(14.4-29.3)	26.1	(18.6-35.3)	8.7	(4.9-14.8)	4.6	(2.1-9.6)
Female	321	29	(23.3-35.5)	32.6	(27-38.8)	19.4	(15.1-24.6)	13.6	(9.4-19.3)	5.3	(3.1-8.7)
Race											
White	391	25.3	(21.1-30.2)	32.5	(27.9-37.5)	24.2	(20.1-28.8)	12.1	(8.8-16.3)	5.9	(3.9-8.9)
Minorities	52	49.5	(34.9-64.1)	20	(10.9-33.6)	15.7	(8.3-27.9)	11.8	(5.3-24.3)	3	(0.7-12)
Age Groups											
18-35	56	29.6	(16-48)	36.6	(22.8-53)	13	(6.9-23.2)	17.9	(8.2-34.7)	3	(0.7-11.8)
36-44	196	28.3	(21.1-36.7)	29.4	(23-36.7)	23.8	(18.1-30.6)	13.3	(8.5-20.2)	5.3	(2.8-9.6)
45+	193	37.3	(28.7-46.8)	25.4	(19.3-32.8)	22.7	(16.4-30.4)	8.9	(5.4-14.4)	5.7	(3-10.5)
Education											
H.S or Less	66	51.5	(37.1-65.8)	21.7	(12.7-34.5)	13.8	(7.7-23.5)	6.4	(1.7-21)	6.6	(2.7-15.4)
Some Post-H.S.	116	37.6	(26.7-50)	30	(21.4-40.2)	17.5	(11.3-26.2)	9.9	(4.7-19.9)	4.9	(2.4-9.9)
College Graduate	266	22.4	(17.3-28.5)	30.7	(24.9-37.2)	26.9	(21.3-33.3)	15.4	(11.1-21)	4.6	(2.4-8.6)
Household Income											
Less than \$50,000	76	42.8	(29.4-57.3)	26.8	(16.7-40)	18.9	(11.5-29.5)	9.3	(3.3-23.5)	2.3	(0.6-9)
\$50,000-74,999	85	33.9	(23.1-46.7)	29.6	(20.2-41)	16	(8.8-27.1)	12.1	(5.8-23.5)	8.5	(4-16.9)
\$75,000+	269	26	(20-33.1)	29.7	(24-36)	25.3	(20-31.5)	13.6	(9.5-19)	5.4	(3.1-9.4)
Kids only in Elementary School											
Yes	169	32.4	(23.4-42.9)	34	(26.1-42.9)	20.8	(15-28.1)	9.4	(5.2-16.5)	3.4	(1.5-7.6)
No	279	32.6	(26-39.9)	25.3	(20.1-31.2)	22.1	(17.1-28.1)	13.9	(9.6-19.6)	6.2	(3.7-10)
Voted in Last Presidential Election											
Yes	409	32.8	(26.9-39.2)	29.2	(24.5-34.4)	20.8	(16.8-25.3)	12.4	(9-16.8)	4.9	(3.1-7.7)
No	38	28.7	(15.6-46.8)	26.4	(12.7-47)	29	(15.3-47.9)	9.5	(2.4-31.2)	6.4	(2-18.6)

Appendix H 2. How much classroom time should be given to sex education for the entire school year in middle school?											
Parent Demographics	Total Respondent	1 hour/week for the entire school year		1 hour/week for half the school year		1 hour/week for one quarter		1 hour every other week for one quarter		2-3 hours for the entire year	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	540	31.6	(26.8-36.8)	35.5	(30.7-40.7)	21.3	(17.3-25.8)	8.8	(6.2-12.3)	2.8	(1.5-5.3)
Gender											
Male	239	30	(22.9-38.3)	38.2	(30.7-46.4)	19.3	(13.6-26.8)	11	(7-16.9)	1.4	(0.4-5)
Female	301	33	(27-39.7)	33	(27-39.6)	23.1	(18-29)	6.8	(3.9-11.4)	4.1	(2-8.3)
Race											
White	473	30	(25.9-34.5)	36.7	(32.3-41.3)	22.9	(19.2-27.2)	8.3	(6-11.2)	2	(1.1-3.7)
Minorities	65	35	(23.2-48.9)	32.8	(21.4-46.7)	17.6	(9.3-30.8)	10.1	(4.5-21.1)	4.6	(1.4-13.5)
Age Groups											
18-35	56	41.2	(27.7-56.2)	21.1	(12.4-33.5)	26.9	(15.2-43.1)	9.1	(4-19.3)	1.8	(0.2-11.6)
36-44	268	28.5	(22.6-35.3)	37.9	(31.2-45.1)	24.4	(19.3-30.3)	7	(4.1-11.7)	2.3	(1.2-4.4)
45+	212	33.2	(25.3-42.2)	35.3	(27.5-44)	17.1	(11-25.6)	10.8	(6.5-17.5)	3.6	(1.3-9.7)
Education											
H.S or Less	104	37	(26.2-49.4)	36.1	(24.5-49.5)	16.8	(9.3-28.6)	8.5	(3-21.9)	1.5	(0.4-5.2)
Some Post-H.S.	165	40.7	(31.6-50.6)	30.7	(23-39.6)	17.7	(11.3-26.8)	8.1	(4.6-13.8)	2.7	(0.8-9)
College Graduate	271	20.9	(16.2-26.5)	39.3	(33-46)	26.7	(21.3-32.9)	9.6	(6.3-14.2)	3.6	(1.5-8.2)
Household Income											
Less than \$50,000	118	57.2	(45.3-68.3)	20.5	(13.3-30.1)	18.3	(10.3-30.2)	3.3	(1-10.7)	0.7	(0.2-3)
\$50,000-74,999	108	27.3	(17.9-39.3)	43.8	(31.7-56.7)	13.4	(8.3-20.9)	11.7	(5.1-24.5)	3.8	(0.9-14.2)
\$75,000+	300	23.7	(18.6-29.8)	39.1	(32.9-45.7)	25	(19.5-31.5)	8.9	(6.2-12.7)	3.2	(1.4-6.9)
Kids only in Elementary School											
Yes	154	28.4	(21.1-37.1)	31.9	(24.8-40.1)	28.2	(21.1-36.7)	8.8	(5.2-14.6)	2.5	(1-6.1)
No	384	32.5	(26.8-38.8)	36.6	(30.7-42.9)	19.2	(14.7-24.7)	8.8	(5.8-13.3)	2.9	(1.3-6.2)
Voted in Last Presidential Election											
Yes	514	31.3	(26.4-36.6)	36.1	(31.1-41.5)	21.3	(17.3-26)	9	(6.4-12.7)	2.2	(1.2-4.3)
No	26	39.7	(21.7-60.9)	20.8	(9-40.9)	20	(8.3-41)	3.4	(0.5-21)	16.1	(3.2-53)

Appendix H 3. How much classroom time should be given to sex education for the entire school year in high school?											
Parent Demographics	Total Respondent	1 hour/week for the entire school year		1 hour/week for half the school year		1 hour/week for one quarter		1 hour every other week for one quarter		2-3 hours for the entire year	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	52	27.5	(15.7-43.6)	35.7	(20.8-53.8)	18.7	(7.7-39.1)	11.6	(3.6-31.6)	6.5	(2.2-17.6)
Gender											
Male	37	22.3	(11.3-39.5)	39.4	(21.1-61.2)	17.5	(5.7-42.7)	16.9	(5.3-42.3)	3.9	(0.9-14.8)
Female	15	38.8	(15-69.5)	27.4	(8.9-59.4)	21.5	(4.5-61.2)	0	(.-)	12.3	(2.6-42.3)
Race											
White	42	36.8	(23.1-53.1)	34.1	(21.3-49.7)	12.6	(5.3-27.1)	9.4	(3.5-22.6)	7.1	(2.3-20)
Minorities	9	17.4	(4.1-50.9)	35.8	(11.7-70.1)	26.3	(6.7-63.8)	14.5	(2.1-58)	6	(0.8-33.9)
Age Groups											
18-35	10	61.2	(27.1-87)	22.5	(6.4-54.9)	0	(.-)	0	(.-)	16.3	(2.3-61.8)
36-44	19	27.8	(10.7-55.2)	38	(16.5-65.5)	8.2	(1.9-28.9)	26.1	(6.6-63.7)	0	(.-)
45+	23	15.8	(5.6-37.1)	38.5	(16.4-66.7)	32.6	(12.1-62.9)	5.4	(1.3-20.5)	7.7	(2.3-23.1)
Education											
H.S or Less	14	52.3	(27.4-76.1)	23.4	(8.5-50.3)	16.2	(4.1-46.4)	0	(.-)	8.1	(1.1-40.3)
Some Post-H.S.	18	21.8	(7.5-49.2)	33	(12.4-63.2)	27.8	(9-59.8)	15.3	(3-51.5)	2.1	(0.3-14.2)
College Graduate	20	22	(7.9-48.1)	48.1	(24.9-72.3)	4.1	(0.6-24.4)	12.4	(3.8-33.4)	13.4	(3.1-43.2)
Household Income											
Less than \$50,000	14	50.2	(19.6-80.7)	13.9	(3.7-40.4)	6	(0.8-34.1)	29.9	(5.3-76.7)	0	(.-)
\$50,000-74,999	4	10.4	(1.1-55.2)	71.1	(22.5-95.4)	18.6	(2-71.7)	0	(.-)	0	(.-)
\$75,000+	29	24	(9.8-47.8)	41.4	(21.1-65)	17.7	(5-46.6)	6	(1.8-18.2)	10.9	(3.6-28.4)
Kids only in Elementary School											
Yes	14	23	(7.9-51)	20.6	(6.6-48.8)	5.7	(0.7-33.1)	38.8	(11.1-76.4)	11.8	(1.6-52.3)
No	37	29.4	(15.2-49)	40.9	(22.7-62)	23	(9-47.5)	1.7	(0.2-11.4)	5	(1.5-15.1)
Voted in Last Presidential Election											
Yes	44	25.1	(13.2-42.4)	34.4	(18.8-54.3)	20.6	(8.4-42.2)	12.8	(4-34.2)	7.1	(2.4-19.3)
No	8	51.9	(20.4-82)	48.1	(18-79.6)	0	(.-)	0	(.-)	0	(.-)

Appendix I1-I20. Sex Education Topics

For the following tables, (Appendices I1-I20) Questions C10 through C29 on the telephone questionnaire, respondents were asked the following question

Section C Introduction I am going to read you a list of topics that are sometimes taught in sex education classes and I'd like for you to tell me how important you think it is that your child learns about the topic at an age-appropriate grade level at some point during their schooling.

C10. How important do you think it is that your child learn about the basics of reproduction or how babies are made, pregnancy, and birth at some point during their schooling? Would you say...

- 1 Very Important
- 2 Somewhat Important
- 3 Not too important
- 4 Not at all important
- 5 or are you opposed to it being taught at any point?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

After the second question, only the topic is read.

C12. HOW IMPORTANT DO YOU THINK IT IS THAT YOUR CHILD LEARN ABOUT... How to deal with pressure to have sex? WOULD YOU SAY...

- 1 VERY IMPORTANT
- 2 SOMEWHAT IMPORTANT
- 3 NOT TOO IMPORTANT
- 4 NOT AT ALL IMPORTANT
- 5 OR ARE YOU OPPOSED TO IT BEING TAUGHT AT ANY POINT?
- 9 DON'T KNOW/NOT SURE
- 8 REFUSED TO ANSWER

Appendix I 1. The basics of reproduction or how babies are made, pregnancy, and birth.											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1089	80.7	(77.7-83.4)	17.9	(15.3-20.8)	0.9	(0.4-2)	0.2	(0-1.2)	0.3	(0.1-1.1)
Gender											
Male	424	82	(77.3-85.8)	17	(13.2-21.5)	0.9	(0.4-2)	0	(.-)	0.2	(0-1.3)
Female	665	79.8	(75.7-83.3)	18.6	(15.2-22.5)	1	(0.3-3.1)	0.3	(0-2.2)	0.4	(0.1-1.9)
Race											
White	947	81	(78.2-83.5)	18.1	(15.6-20.8)	0.8	(0.4-1.5)	0	(.-)	0.2	(0-0.8)
Minorities	134	80.3	(72.2-86.4)	17.2	(11.5-25)	1.4	(0.3-5.7)	0.6	(0.1-4)	0.6	(0.1-4)
Age Groups											
18-35	126	77.5	(67.6-85.1)	22.5	(14.9-32.4)	0	(.-)	0	(.-)	0	(.-)
36-44	505	77.7	(73.3-81.7)	19.8	(16.1-24.1)	1.4	(0.7-2.9)	0.4	(0.1-2.9)	0.7	(0.2-2.5)
45+	449	85.2	(80.5-89)	14	(10.4-18.6)	0.8	(0.2-3.9)	0	(.-)	0	(.-)
Education											
H.S or Less	195	79.8	(71.7-86.1)	18.7	(12.6-26.7)	1.3	(0.4-4.3)	0	(.-)	0.2	(0-1.4)
Some Post-H.S.	309	81.8	(76.2-86.4)	17	(12.6-22.4)	1	(0.2-5.1)	0	(.-)	0.2	(0-1.6)
College Graduate	585	80.3	(76.3-83.7)	18.2	(14.9-22)	0.7	(0.3-1.8)	0.4	(0.1-2.8)	0.4	(0.1-2.8)
Household Income											
Less than \$50,000	219	83.7	(77.4-88.5)	14.1	(9.8-19.8)	2	(0.5-7.2)	0	(.-)	0.2	(0-1.3)
\$50,000-74,999	205	82	(73.5-88.2)	17.8	(11.6-26.3)	0.2	(0-1.7)	0	(.-)	0	(.-)
\$75,000+	626	80.5	(76.7-83.8)	17.9	(14.7-21.6)	0.8	(0.4-1.8)	0.3	(0-2.3)	0.5	(0.1-2.1)
Kids only in Elementary School											
Yes	355	77.4	(72.2-81.9)	20.6	(16.3-25.6)	1.3	(0.6-2.9)	0	(.-)	0.7	(0.1-3.6)
No	731	82.3	(78.6-85.6)	16.5	(13.4-20.2)	0.8	(0.2-2.5)	0.3	(0-1.8)	0.1	(0-0.8)
Voted in Last Presidential Election											
Yes	1012	81.2	(78.1-83.9)	17.4	(14.7-20.4)	1	(0.5-2.2)	0.2	(0-1.3)	0.3	(0.1-1.2)
No	76	76.1	(62.4-86)	23.3	(13.5-37.1)	0	(.-)	0	(.-)	0.6	(0.1-4.2)

Appendix I 2. How to talk with parents about sex and relationship issues											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1088	90	(87.7-91.8)	8.7	(6.9-10.7)	0.8	(0.4-1.7)	0.3	(0.1-1.4)	0.3	(0.1-0.8)
Gender											
Male	424	85.9	(81.7-89.2)	13.1	(9.8-17.2)	0.6	(0.2-1.9)	0.2	(0.1-1)	0.2	(0-1.4)
Female	664	93	(90.5-94.9)	5.3	(3.8-7.4)	0.9	(0.4-2.4)	0.4	(0.1-2.8)	0.3	(0.1-1.2)
Race											
White	946	88.3	(86.1-90.3)	10.3	(8.5-12.5)	0.9	(0.4-1.7)	0.1	(0-0.6)	0.4	(0.1-1.1)
Minorities	134	93.4	(87-96.8)	5.1	(2.2-11.4)	0.7	(0.1-4.9)	0.8	(0.1-5.2)	0	(-.)
Age Groups											
18-35	126	93.7	(87.9-96.8)	5.9	(2.9-11.6)	0.4	(0.1-3)	0	(-.)	0	(-.)
36-44	503	88.8	(85.5-91.4)	10	(7.5-13.1)	0.6	(0.2-1.7)	0.2	(0.1-1)	0.4	(0.1-1.6)
45+	450	89.9	(85.9-92.9)	8.3	(5.6-11.9)	1.1	(0.4-3.1)	0.5	(0.1-3.7)	0.2	(0-1.3)
Education											
H.S or Less	195	90.6	(85.1-94.2)	8.5	(5.1-14)	0.4	(0.1-3.1)	0	(-.)	0.4	(0.1-2.8)
Some Post-H.S.	308	93.2	(88.6-96.1)	5.6	(3-10)	0.3	(0-1.9)	0.7	(0.1-4.7)	0.3	(0-1.8)
College Graduate	585	87.1	(84-89.8)	11	(8.7-14)	1.4	(0.6-3.2)	0.2	(0.1-1)	0.2	(0-1.3)
Household Income											
Less than \$50,000	218	96	(92.3-97.9)	3.7	(1.8-7.2)	0	(-.)	0	(-.)	0.4	(0.1-2.6)
\$50,000-74,999	206	92.9	(88.5-95.7)	6.3	(3.7-10.6)	0.8	(0.2-3.2)	0	(-.)	0	(-.)
\$75,000+	625	86.1	(82.5-89.1)	11.9	(9.1-15.2)	1.2	(0.5-2.8)	0.6	(0.2-2.6)	0.2	(0-1.1)
Kids only in Elementary School											
Yes	354	89.6	(86-92.4)	9.8	(7.1-13.3)	0.6	(0.2-1.9)	0	(-.)	0	(-.)
No	731	90.1	(87.2-92.4)	8.2	(6.1-10.9)	0.9	(0.4-2.1)	0.5	(0.1-2)	0.4	(0.1-1.1)
Voted in Last Presidential Election											
Yes	1011	90	(87.6-91.9)	8.6	(6.8-10.8)	0.9	(0.4-1.8)	0.4	(0.1-1.5)	0.2	(0-0.7)
No	76	89.7	(80.3-94.9)	9.1	(4.3-18.3)	0	(-.)	0	(-.)	1.2	(0.2-8)

Appendix I 3. How to deal with pressure to have sex											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1086	90.4	(87.9-92.4)	9	(7-11.5)	0.1	(0-0.5)	0	(0-0.3)	0.4	(0.1-1.7)
Gender											
Male	424	85.9	(80.9-89.7)	13.6	(9.9-18.5)	0.3	(0.1-1.3)	0	(.-)	0.2	(0-1.6)
Female	662	93.9	(91.2-95.7)	5.5	(3.8-7.9)	0	(.-)	0.1	(0-0.5)	0.6	(0.1-3.2)
Race											
White	945	89.7	(87.4-91.6)	9.8	(8-12.1)	0.2	(0-0.8)	0.1	(0-0.4)	0.2	(0-0.9)
Minorities	133	91.8	(83.8-96)	7.3	(3.3-15.2)	0	(.-)	0	(.-)	0.9	(0.1-6.3)
Age Groups											
18-35	126	89.4	(78-95.3)	10.6	(4.7-22)	0	(.-)	0	(.-)	0	(.-)
36-44	504	88.5	(84.6-91.5)	11	(8-14.9)	0.3	(0.1-1.3)	0.1	(0-0.7)	0.1	(0-0.7)
45+	448	92.4	(88.7-95)	6.7	(4.4-10.1)	0	(.-)	0	(.-)	0.9	(0.2-4)
Education											
H.S or Less	195	88.8	(79.7-94.1)	9.7	(4.8-18.6)	0	(.-)	0	(.-)	1.5	(0.3-8)
Some Post-H.S.	309	92.6	(88-95.5)	7	(4.1-11.6)	0	(.-)	0.1	(0-0.9)	0.3	(0-2)
College Graduate	582	89.5	(86.6-91.8)	10.2	(8-13.1)	0.3	(0.1-1.2)	0	(.-)	0	(.-)
Household Income											
Less than \$50,000	219	91.3	(85-95.2)	7.1	(3.8-13)	0	(.-)	0.2	(0-1.3)	1.4	(0.2-7.3)
\$50,000-74,999	204	92.3	(83.5-96.6)	7.7	(3.4-16.5)	0	(.-)	0	(.-)	0	(.-)
\$75,000+	624	89	(85.8-91.6)	10.5	(8-13.7)	0.3	(0.1-1)	0	(.-)	0.2	(0-1.3)
Kids only in Elementary School											
Yes	355	88.7	(85.1-91.5)	11	(8.2-14.5)	0.2	(0-1.6)	0	(.-)	0.1	(0-1)
No	728	91.1	(87.7-93.7)	8.2	(5.7-11.5)	0.1	(0-0.7)	0.1	(0-0.4)	0.5	(0.1-2.5)
Voted in Last Presidential Election											
Yes	1010	91	(88.6-93)	8.4	(6.5-10.8)	0.1	(0-0.5)	0	(0-0.3)	0.4	(0.1-1.9)
No	75	82.1	(65.5-91.8)	16.3	(7-33.5)	0.9	(0.1-6.5)	0	(.-)	0.6	(0.1-4.2)

Appendix I 4. Waiting to have sex until after graduating from high school											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1072	85	(82.5-87.2)	11.2	(9.3-13.5)	1.5	(0.9-2.5)	0.5	(0.2-1.4)	1.7	(1.1-2.7)
Gender											
Male	421	81.1	(76.6-85)	15.3	(11.8-19.7)	1.7	(0.9-3.5)	0.2	(0-1.1)	1.6	(0.8-3.1)
Female	651	87.9	(85-90.4)	8.1	(6.2-10.5)	1.4	(0.7-2.8)	0.8	(0.3-2.3)	1.8	(0.9-3.4)
Race											
White	932	81.2	(78.5-83.7)	14.6	(12.4-17.2)	1.7	(1-2.7)	0.4	(0.2-1)	2	(1.2-3.1)
Minorities	132	93.3	(86.8-96.7)	3.6	(1.2-10.3)	1.2	(0.3-4.9)	0.7	(0.1-4.9)	1.2	(0.3-4.6)
Age Groups											
18-35	126	88.4	(81.4-93)	9.7	(5.6-16.4)	1.2	(0.3-4.8)	0	(-.)	0.7	(0.1-4.7)
36-44	497	83.4	(79.9-86.4)	13.1	(10.4-16.3)	1.3	(0.6-2.6)	0.4	(0.1-1.2)	1.8	(1-3.3)
45+	441	85.4	(80.9-89)	9.9	(6.9-13.9)	1.9	(0.9-4)	0.8	(0.2-2.9)	2	(1-4)
Education											
H.S or Less	192	94.6	(90.8-96.9)	3.8	(2-7.1)	0.4	(0.1-2.8)	0	(-.)	1.2	(0.4-3.7)
Some Post-H.S.	306	89	(83.8-92.6)	9.9	(6.4-15.1)	0.3	(0-2)	0.1	(0-0.9)	0.7	(0.2-2.2)
College Graduate	574	77.2	(73.3-80.7)	15.9	(13.1-19.2)	3.1	(1.8-5.2)	1.1	(0.4-3)	2.8	(1.6-4.8)
Household Income											
Less than \$50,000	217	92.4	(87.9-95.3)	6	(3.4-10.3)	0	(-.)	0.5	(0.1-1.9)	1.1	(0.3-3.3)
\$50,000-74,999	200	86.5	(78.6-91.8)	11	(6.1-18.9)	1.4	(0.3-5.5)	0	(-.)	1.2	(0.4-3.6)
\$75,000+	617	81	(77.5-84.1)	13.9	(11.4-16.9)	2.4	(1.4-4.1)	0.8	(0.2-2.4)	1.9	(1-3.4)
Kids only in Elementary School											
Yes	352	84	(79.9-87.4)	13.2	(10.2-17)	1.4	(0.6-3.1)	0.2	(0-1.3)	1.2	(0.5-2.9)
No	717	85.5	(82.2-88.2)	10.3	(7.9-13.2)	1.6	(0.9-3)	0.7	(0.2-1.9)	1.9	(1.1-3.3)
Voted in Last Presidential Election											
Yes	995	84.5	(81.8-86.8)	11.7	(9.7-14.2)	1.3	(0.8-2.3)	0.6	(0.2-1.5)	1.9	(1.2-3)
No	76	90.8	(81.9-95.6)	5.1	(2.1-11.6)	4.1	(1.2-13.2)	0	(-.)	0	(-.)

Appendix I 5. How to talk with a girlfriend, boyfriend or partner about not having sex											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1087	87.3	(84.5-89.7)	10.9	(8.7-13.6)	1.2	(0.6-2.4)	0.4	(0.1-1.8)	0.2	(0.1-0.7)
Gender											
Male	425	80.6	(75.1-85.2)	17.9	(13.5-23.4)	1.3	(0.5-3)	0	(.-)	0.2	(0-1.4)
Female	662	92.4	(89.7-94.5)	5.5	(4-7.6)	1.1	(0.4-3.4)	0.6	(0.1-3.1)	0.3	(0.1-0.9)
Race											
White	944	87.5	(85.2-89.5)	11	(9.2-13.3)	1	(0.5-2.1)	0.1	(0-0.7)	0.3	(0.1-1)
Minorities	135	87.2	(78.7-92.7)	10.3	(5.4-18.7)	1.6	(0.4-6.2)	0.9	(0.1-6.2)	0	(.-)
Age Groups											
18-35	126	92.9	(86.5-96.3)	5.8	(2.7-11.9)	1.4	(0.3-5.4)	0	(.-)	0	(.-)
36-44	503	86.6	(82.8-89.7)	11.6	(8.8-15.2)	1.1	(0.3-3.8)	0.2	(0-1.2)	0.5	(0.2-1.5)
45+	449	86.5	(81.1-90.5)	11.6	(7.9-16.8)	1.2	(0.4-3.5)	0.6	(0.1-4.4)	0.1	(0-0.4)
Education											
H.S or Less	194	86.9	(77.7-92.7)	9.9	(4.9-18.7)	1.9	(0.5-7.5)	1.3	(0.2-8.8)	0	(.-)
Some Post-H.S.	308	91.4	(85.9-94.9)	7.6	(4.3-13.3)	0.5	(0.1-2)	0.2	(0-1.5)	0.2	(0-1.5)
College Graduate	585	84.4	(80.9-87.4)	13.9	(11.2-17.2)	1.3	(0.5-3.6)	0	(.-)	0.4	(0.1-1.3)
Household Income											
Less than \$50,000	219	89.8	(81.6-94.5)	7.5	(3.6-15.2)	1.5	(0.3-7.1)	1.2	(0.2-8)	0	(.-)
\$50,000-74,999	204	90.9	(82.9-95.4)	8.2	(3.9-16.4)	0.7	(0.2-3.2)	0	(.-)	0.1	(0-1)
\$75,000+	625	85.6	(82.4-88.4)	12.7	(10.2-15.7)	1.3	(0.5-3.1)	0.1	(0-0.9)	0.3	(0.1-1.2)
Kids only in Elementary School											
Yes	355	83.8	(77.9-88.3)	14.3	(10-20.1)	1.5	(0.5-4.4)	0.2	(0-1.6)	0.2	(0-1.6)
No	729	88.9	(85.5-91.5)	9.5	(7.1-12.6)	1	(0.4-2.7)	0.4	(0.1-2.9)	0.2	(0.1-0.8)
Voted in Last Presidential Election											
Yes	1010	87.1	(84.1-89.7)	11	(8.7-13.9)	1.2	(0.6-2.6)	0.4	(0.1-1.9)	0.3	(0.1-0.7)
No	76	89.6	(79.3-95.1)	9.4	(4.2-19.7)	0.9	(0.1-6.4)	0	(.-)	0	(.-)

Appendix I 6. How to talk with a girlfriend, boyfriend or partner about birth control and sexually transmitted diseases											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1080	85.2	(82.5-87.6)	11.9	(9.7-14.5)	1.3	(0.8-2.4)	0.2	(0.1-0.7)	1.3	(0.8-2.1)
Gender											
Male	420	82.6	(77.7-86.7)	13.9	(10.2-18.7)	1.5	(0.8-2.9)	0.4	(0.1-1.6)	1.6	(0.8-3.1)
Female	660	87.2	(84-89.8)	10.4	(8.1-13.3)	1.2	(0.5-3)	0.1	(0-0.8)	1.1	(0.6-2.1)
Race											
White	940	83.6	(81.1-85.9)	12.6	(10.6-14.9)	1.5	(0.9-2.5)	0.3	(0.1-1.1)	1.9	(1.2-3)
Minorities	132	89.1	(81.2-93.9)	10	(5.4-17.7)	0.9	(0.1-6.3)	0	(.-)	0	(.-)
Age Groups											
18-35	125	93.1	(86.4-96.7)	6.2	(2.9-12.9)	0.6	(0.1-4.5)	0	(.-)	0	(.-)
36-44	501	84.4	(80.8-87.4)	11.7	(9.2-14.8)	2	(0.9-4.4)	0.6	(0.2-1.7)	1.3	(0.6-2.6)
45+	445	84.2	(79.2-88.2)	13.3	(9.5-18.3)	0.8	(0.3-1.9)	0	(.-)	1.7	(0.9-3.2)
Education											
H.S or Less	192	85	(76.2-90.9)	12.8	(7.3-21.4)	1.8	(0.4-7.7)	0	(.-)	0.5	(0.1-3.2)
Some Post-H.S.	307	90.7	(86.6-93.7)	7.3	(4.7-11.3)	0.4	(0.1-1.8)	0.3	(0-1.8)	1.3	(0.5-3)
College Graduate	581	81.1	(77.4-84.3)	15	(12.1-18.5)	1.8	(1-3.2)	0.3	(0.1-1.4)	1.7	(1-3.1)
Household Income											
Less than \$50,000	217	89.4	(81.9-94)	8.3	(4.2-15.5)	2.4	(0.8-7)	0	(.-)	0	(.-)
\$50,000-74,999	202	85.2	(77.4-90.7)	13.1	(7.9-21)	0.2	(0-1.8)	0.5	(0.1-3.3)	1	(0.3-3.2)
\$75,000+	622	83.5	(80.2-86.3)	12.8	(10.3-15.9)	1.4	(0.8-2.5)	0.3	(0.1-1.1)	2	(1.2-3.4)
Kids only in Elementary School											
Yes	354	85.9	(81.7-89.2)	11.1	(8.1-15)	2.1	(1.1-3.9)	0	(.-)	0.9	(0.3-2.5)
No	723	84.9	(81.4-87.9)	12.3	(9.6-15.7)	1	(0.4-2.5)	0.3	(0.1-1.1)	1.5	(0.9-2.5)
Voted in Last Presidential Election											
Yes	1005	85.1	(82.2-87.5)	11.9	(9.7-14.6)	1.4	(0.8-2.5)	0.3	(0.1-0.8)	1.4	(0.9-2.2)
No	74	87.4	(78.2-93.1)	11.6	(6.2-20.7)	1	(0.1-6.9)	0	(.-)	0	(.-)

Appendix I 7. How to deal with the emotional issues and consequences of being sexually active											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1083	88.7	(86.6-90.5)	9.1	(7.5-10.9)	1.5	(0.9-2.6)	0.3	(0.1-0.7)	0.4	(0.2-1)
Gender											
Male	420	84	(80.1-87.2)	13.5	(10.5-17.2)	1.7	(0.9-3.2)	0.2	(0-1.4)	0.6	(0.2-2)
Female	663	92.3	(89.9-94.1)	5.8	(4.3-7.7)	1.4	(0.5-3.4)	0.3	(0.1-1.1)	0.2	(0.1-0.8)
Race											
White	942	85.7	(83.3-87.9)	11.9	(9.9-14.2)	1.5	(0.9-2.5)	0.4	(0.2-1.1)	0.4	(0.2-1.2)
Minorities	133	96	(91.2-98.2)	2.5	(0.9-6.5)	1.5	(0.4-6)	0	(.-)	0	(.-)
Age Groups											
18-35	125	93.6	(87-96.9)	5.8	(2.6-12.3)	0.6	(0.1-4.5)	0	(.-)	0	(.-)
36-44	502	85.4	(81.9-88.3)	12	(9.5-15.1)	2	(0.9-4.4)	0.3	(0.1-1.4)	0.3	(0.1-1.1)
45+	447	90.8	(87.7-93.2)	7.3	(5.2-10.2)	1.3	(0.6-2.9)	0.1	(0-1.1)	0.4	(0.1-1.6)
Education											
H.S or Less	193	92.5	(87.4-95.7)	5.3	(3.1-9.2)	1.7	(0.4-8)	0	(.-)	0.5	(0.1-3.2)
Some Post-H.S.	307	92.9	(89.6-95.2)	6.4	(4.2-9.5)	0.4	(0.1-1.8)	0	(.-)	0.3	(0-2)
College Graduate	583	83.7	(80.3-86.6)	13	(10.4-16.1)	2.2	(1.2-4)	0.6	(0.2-1.7)	0.5	(0.1-1.4)
Household Income											
Less than \$50,000	218	92.8	(88-95.8)	6	(3.6-9.8)	1.2	(0.2-8.1)	0	(.-)	0	(.-)
\$50,000-74,999	203	93.2	(89.3-95.8)	6.8	(4.2-10.7)	0	(.-)	0	(.-)	0	(.-)
\$75,000+	623	86	(82.9-88.5)	11.1	(8.8-13.9)	2	(1.2-3.2)	0.5	(0.2-1.4)	0.5	(0.1-1.4)
Kids only in Elementary School											
Yes	355	86.9	(83.1-90)	10.7	(7.9-14.3)	1.8	(0.9-3.5)	0.4	(0.1-1.7)	0.2	(0-1.5)
No	725	89.5	(86.9-91.6)	8.4	(6.6-10.7)	1.4	(0.6-3)	0.2	(0.1-0.9)	0.5	(0.2-1.3)
Voted in Last Presidential Election											
Yes	1008	88.6	(86.4-90.4)	9.3	(7.6-11.2)	1.5	(0.9-2.7)	0.3	(0.1-0.8)	0.3	(0.1-0.9)
No	74	92.4	(84.6-96.5)	6.5	(2.9-14.2)	1	(0.1-6.9)	0	(.-)	0	(.-)

Appendix I 8. Abstinence Until Marriage											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1085	73.4	(70.3-76.3)	20.6	(18-23.4)	3.3	(2.3-4.8)	1.9	(1.1-3.1)	0.9	(0.5-1.6)
Gender											
Male	423	67.4	(61.8-72.5)	24.3	(19.9-29.4)	4.9	(2.9-8.1)	2.6	(1.3-5.1)	0.8	(0.3-2.1)
Female	662	77.9	(74.4-81)	17.8	(14.9-21)	2.1	(1.3-3.4)	1.3	(0.6-2.7)	1	(0.5-1.9)
Race											
White	943	66.9	(63.7-69.9)	26	(23.3-29)	4.2	(3.1-5.6)	1.6	(1-2.6)	1.3	(0.7-2.3)
Minorities	134	87.6	(79.9-92.6)	8.5	(4.5-15.5)	1.4	(0.2-9.3)	2.5	(0.9-6.6)	0	(-.)
Age Groups											
18-35	124	76.8	(67.6-84)	19.9	(13.2-28.9)	1.9	(0.6-5.8)	0.8	(0.1-5.2)	0.7	(0.1-4.6)
36-44	503	70.6	(65.8-75)	20.9	(17.2-25.2)	4.6	(2.7-7.7)	2.4	(1.2-4.6)	1.4	(0.7-2.8)
45+	449	75.2	(70.5-79.4)	20.4	(16.6-24.7)	2.4	(1.4-4)	1.7	(0.7-3.9)	0.4	(0.1-1.6)
Education											
H.S or Less	194	87.3	(80.3-92.1)	10.6	(6.2-17.6)	1.7	(0.7-4.1)	0	(-.)	0.4	(0.1-2.9)
Some Post-H.S.	307	78.4	(72.6-83.3)	17.7	(13.4-22.9)	2.3	(0.7-7.2)	0.6	(0.1-2.2)	1	(0.4-2.7)
College Graduate	584	62.8	(58.4-66.9)	27.6	(24-31.6)	4.8	(3.4-6.8)	3.8	(2.2-6.3)	1	(0.5-2.1)
Household Income											
Less than \$50,000	217	85.8	(79.8-90.3)	9.4	(6.4-13.6)	3.8	(1.4-10.2)	0.3	(0-2)	0.7	(0.2-2.6)
\$50,000-74,999	206	77.3	(69.3-83.8)	17.7	(11.9-25.4)	1.8	(0.7-4.4)	2.8	(1-7.5)	0.4	(0.1-3.1)
\$75,000+	623	65.7	(61.4-69.7)	26.9	(23.3-31)	3.7	(2.6-5.4)	2.4	(1.3-4.3)	1.2	(0.6-2.4)
Kids only in Elementary School											
Yes	353	67.9	(62.2-73.1)	24	(19.7-29)	5.2	(2.7-9.5)	2	(1-4)	0.9	(0.3-2.4)
No	729	75.8	(72.1-79.2)	19.1	(16.1-22.6)	2.4	(1.6-3.6)	1.8	(0.9-3.5)	0.9	(0.4-1.8)
Voted in Last Presidential Election											
Yes	1008	73.3	(70.1-76.3)	20.5	(17.9-23.5)	3.3	(2.3-4.9)	1.8	(1.1-3.1)	1	(0.5-1.7)
No	76	73.5	(61.1-83.1)	21.3	(12.9-33.2)	3	(1-8)	2.2	(0.3-14.2)	0	(-.)

Appendix I 9. Transmission (how one gets) and prevention of HIV / AIDS											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1089	97.4	(96.5-98.1)	2.1	(1.5-3)	0.3	(0.1-0.7)	0	(.-)	0.2	(0.1-0.7)
Gender											
Male	425	97	(95.1-98.1)	2.5	(1.5-4.2)	0.3	(0.1-1.3)	0	(.-)	0.2	(0-1.3)
Female	664	97.8	(96.6-98.6)	1.8	(1.1-2.9)	0.2	(0.1-0.8)	0	(.-)	0.2	(0.1-0.9)
Race											
White	946	96.2	(94.9-97.3)	3.1	(2.2-4.4)	0.4	(0.1-1)	0	(.-)	0.3	(0.1-1)
Minorities	135	100	(.-)	0	(.-)	0	(.-)	0	(.-)	0	(.-)
Age Groups											
18-35	126	99.5	(96.5-99.9)	0.5	(0.1-3.5)	0	(.-)	0	(.-)	0	(.-)
36-44	504	96.5	(94.8-97.7)	3	(1.9-4.7)	0.3	(0.1-1.1)	0	(.-)	0.2	(0-1.1)
45+	450	97.8	(96.3-98.7)	1.7	(0.9-3.1)	0.2	(0-1.1)	0	(.-)	0.3	(0.1-1.3)
Education											
H.S or Less	195	99.6	(97.1-99.9)	0.4	(0.1-2.9)	0	(.-)	0	(.-)	0	(.-)
Some Post-H.S.	309	98.3	(96.6-99.2)	1.7	(0.8-3.4)	0	(.-)	0	(.-)	0	(.-)
College Graduate	585	95.7	(93.8-97)	3.2	(2.1-4.9)	0.6	(0.2-1.5)	0	(.-)	0.5	(0.2-1.5)
Household Income											
Less than \$50,000	219	98.7	(96.8-99.5)	1.1	(0.4-2.9)	0.2	(0-1.6)	0	(.-)	0	(.-)
\$50,000-74,999	206	99	(96.9-99.7)	1	(0.3-3.1)	0	(.-)	0	(.-)	0	(.-)
\$75,000+	625	96.2	(94.6-97.4)	3	(2-4.5)	0.4	(0.1-1.2)	0	(.-)	0.4	(0.1-1.2)
Kids only in Elementary School											
Yes	355	95.6	(93.2-97.2)	3.6	(2.2-5.8)	0.4	(0.1-1.6)	0	(.-)	0.4	(0.1-1.7)
No	731	98.2	(97.1-98.9)	1.5	(0.9-2.5)	0.2	(0-0.8)	0	(.-)	0.1	(0-0.8)
Voted in Last Presidential Election											
Yes	1012	97.4	(96.4-98.1)	2.2	(1.5-3.1)	0.2	(0.1-0.6)	0	(.-)	0.2	(0.1-0.7)
No	76	98	(92.2-99.5)	1.1	(0.2-7.3)	0.9	(0.1-6.4)	0	(.-)	0	(.-)

Appendix I 10. Transmission and prevention of other sexually transmitted diseases											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1087	96.8	(95.6-97.7)	2.8	(1.9-3.9)	0.2	(0.1-0.6)	0.1	(0-0.7)	0.1	(0-0.5)
Gender											
Male	424	96.6	(94.7-97.8)	2.7	(1.6-4.5)	0.3	(0.1-1.3)	0.2	(0-1.6)	0.2	(0-1.1)
Female	663	97	(95.2-98.1)	2.8	(1.7-4.5)	0.1	(0-0.7)	0	(-.)	0.1	(0-0.8)
Race											
White	945	95.8	(94.3-96.9)	3.6	(2.6-5)	0.3	(0.1-0.9)	0.1	(0-1)	0.2	(0-0.8)
Minorities	135	99.1	(93.8-99.9)	0.9	(0.1-6.2)	0	(-.)	0	(-.)	0	(-.)
Age Groups											
18-35	126	99.5	(96.5-99.9)	0.5	(0.1-3.5)	0	(-.)	0	(-.)	0	(-.)
36-44	503	95.7	(93.3-97.2)	4.1	(2.5-6.4)	0.3	(0.1-1.2)	0	(-.)	0	(-.)
45+	449	97.1	(95.4-98.2)	2.2	(1.3-3.7)	0.2	(0-1.1)	0.2	(0-1.5)	0.3	(0.1-1.2)
Education											
H.S or Less	194	99.1	(96.6-99.8)	0.4	(0.1-2.9)	0	(-.)	0.4	(0.1-3.1)	0	(-.)
Some Post-H.S.	309	97.5	(94.5-98.9)	2.5	(1.1-5.5)	0	(-.)	0	(-.)	0	(-.)
College Graduate	584	95.2	(93.3-96.6)	4.1	(2.8-5.9)	0.4	(0.1-1.3)	0	(-.)	0.3	(0.1-1.2)
Household Income											
Less than \$50,000	219	98.7	(96.8-99.5)	1.1	(0.4-2.9)	0.2	(0-1.6)	0	(-.)	0	(-.)
\$50,000-74,999	206	97.7	(91.9-99.4)	2.3	(0.6-8.1)	0	(-.)	0	(-.)	0	(-.)
\$75,000+	624	95.6	(93.9-96.9)	3.7	(2.6-5.3)	0.3	(0.1-1)	0.2	(0-1.3)	0.3	(0.1-1)
Kids only in Elementary School											
Yes	354	95.2	(92.8-96.9)	4.1	(2.6-6.5)	0.4	(0.1-1.6)	0	(-.)	0.2	(0-1.5)
No	730	97.5	(96-98.5)	2.2	(1.3-3.6)	0.1	(0-0.7)	0.1	(0-1)	0.1	(0-0.7)
Voted in Last Presidential Election											
Yes	1010	96.7	(95.4-97.7)	2.9	(2-4.1)	0.1	(0-0.5)	0.1	(0-0.7)	0.1	(0-0.6)
No	76	98	(92.2-99.5)	1.1	(0.2-7.3)	0.9	(0.1-6.4)	0	(-.)	0	(-.)

Appendix I 11. How to use other birth control methods, such as birth control pills, or Depo-Provera											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1076	62	(58.4-65.6)	29	(25.6-32.5)	3.6	(2.6-4.9)	1	(0.5-1.9)	4.4	(3.2-6)
Gender											
Male	418	55.5	(49.2-61.5)	35.6	(29.9-41.9)	3.1	(1.9-5)	1.6	(0.8-3.1)	4.2	(2.3-7.5)
Female	658	67	(62.6-71)	24	(20.4-28)	3.9	(2.6-5.9)	0.6	(0.2-2.3)	4.5	(3.2-6.3)
Race											
White	935	61.2	(57.9-64.4)	28.2	(25.3-31.3)	4.1	(3.1-5.6)	1.2	(0.6-2.2)	5.3	(4-6.9)
Minorities	133	64.2	(54.6-72.8)	30.9	(22.7-40.4)	2.2	(0.8-6.2)	0.7	(0.1-4.9)	2	(0.4-8.5)
Age Groups											
18-35	123	67	(56.6-75.9)	27.7	(19.3-38.1)	1.8	(0.7-4.7)	0.7	(0.1-4.7)	2.9	(1.2-6.9)
36-44	499	60.1	(54.9-65)	29	(24.5-34)	3.7	(2.3-6)	1.3	(0.6-2.7)	5.9	(3.8-9.1)
45+	445	63.4	(57.4-69)	28.7	(23.4-34.6)	3.8	(2.4-6)	0.9	(0.2-3.1)	3.3	(2-5.3)
Education											
H.S or Less	191	68.5	(58.7-76.9)	27.4	(19.2-37.4)	2.2	(0.7-6.8)	0.9	(0.2-3.5)	1	(0.3-3.1)
Some Post-H.S.	307	70.8	(64-76.7)	22.4	(17.1-28.8)	1.5	(0.5-4.3)	0.3	(0-2)	5	(2.7-9.1)
College Graduate	578	52.1	(47.6-56.7)	34.8	(30.5-39.3)	5.9	(4.3-8.1)	1.7	(0.8-3.6)	5.5	(3.9-7.7)
Household Income											
Less than \$50,000	216	74.5	(66.4-81.3)	19.6	(13.8-27.1)	3.4	(1.5-7.3)	0	(-.)	2.4	(0.5-10.6)
\$50,000-74,999	201	60.7	(51.5-69.1)	32.6	(24.4-42.1)	3.2	(1.6-6.4)	0.5	(0.1-3.3)	3	(1.5-6.1)
\$75,000+	620	57	(52.4-61.6)	32.6	(28.3-37.2)	3.4	(2.4-5)	1.8	(0.9-3.4)	5.2	(3.8-7.1)
Kids only in Elementary School											
Yes	351	60.8	(54.7-66.6)	28.7	(23.7-34.4)	3.3	(1.9-5.4)	1.7	(0.7-3.7)	5.5	(3.1-9.9)
No	722	62.5	(58-66.9)	29.1	(24.9-33.6)	3.8	(2.5-5.5)	0.7	(0.3-2)	3.9	(2.8-5.5)
Voted in Last Presidential Election											
Yes	1000	61.1	(57.3-64.8)	29.5	(26-33.2)	3.8	(2.7-5.2)	0.9	(0.4-1.9)	4.7	(3.5-6.4)
No	75	75	(62.3-84.5)	20.8	(12-33.4)	1.6	(0.4-6.5)	2.7	(0.7-10.1)	0	(-.)

Appendix I 12. How to use condoms											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1081	69.5	(66.1-72.7)	21.8	(18.9-25)	2.7	(1.9-4)	0.9	(0.5-1.9)	5	(3.7-6.7)
Gender											
Male	421	65.1	(59.1-70.5)	27.4	(22.3-33.2)	2.5	(1.5-4.3)	1.4	(0.6-2.9)	3.6	(2.3-5.6)
Female	660	72.9	(68.7-76.6)	17.5	(14.5-21.1)	2.9	(1.7-4.8)	0.6	(0.2-2.3)	6.1	(4.2-8.8)
Race											
White	941	67	(63.8-70.1)	23.2	(20.5-26.1)	3.1	(2.1-4.4)	1.1	(0.5-2)	5.7	(4.3-7.5)
Minorities	132	75.7	(66.6-83)	18.6	(12.1-27.5)	1.9	(0.6-6)	0.7	(0.1-4.9)	3.1	(1.2-8.2)
Age Groups											
18-35	125	77.8	(68.1-85.1)	16.7	(10.4-25.6)	0.4	(0.1-3)	0.7	(0.1-4.5)	4.5	(1.6-11.8)
36-44	502	69.3	(64.6-73.6)	22.6	(18.8-26.9)	3.2	(1.9-5.3)	0.7	(0.3-2)	4.2	(2.9-6.2)
45+	446	67.7	(61.7-73)	22.2	(17.4-27.8)	3	(1.8-5.2)	1.2	(0.5-3.3)	5.9	(3.8-9.2)
Education											
H.S or Less	193	75.9	(66.7-83.2)	18.6	(11.9-28)	2.6	(0.9-6.9)	0.9	(0.2-3.5)	2	(0.9-4.6)
Some Post-H.S.	307	76.2	(70-81.4)	16	(11.8-21.5)	1.6	(0.6-4.3)	0.3	(0-2)	6	(3.5-10.1)
College Graduate	581	61.2	(56.7-65.6)	27.8	(23.9-32.1)	3.7	(2.5-5.5)	1.5	(0.6-3.4)	5.8	(4-8.2)
Household Income											
Less than \$50,000	218	83.8	(76.8-89.1)	11.6	(7.1-18.3)	1.9	(0.8-4.3)	0.4	(0.1-2.9)	2.3	(0.7-6.9)
\$50,000-74,999	202	66.2	(57.4-74)	22.9	(16.2-31.4)	2.4	(1.1-5.3)	0	(.-)	8.5	(4.6-15)
\$75,000+	622	64.6	(60.1-68.9)	26.4	(22.4-30.8)	2.9	(1.8-4.7)	1.6	(0.8-3.3)	4.5	(3.2-6.3)
Kids only in Elementary School											
Yes	351	71.9	(66.6-76.7)	20.9	(16.7-25.8)	2.4	(1.3-4.3)	1.1	(0.4-2.9)	3.7	(2.3-5.9)
No	727	68.6	(64.2-72.7)	22	(18.4-26.1)	2.9	(1.8-4.6)	0.9	(0.4-2.2)	5.6	(3.9-7.9)
Voted in Last Presidential Election											
Yes	1005	69	(65.4-72.4)	22.5	(19.5-25.9)	2.7	(1.8-4)	0.9	(0.4-1.9)	4.8	(3.6-6.4)
No	75	77	(63.5-86.5)	11.4	(6.2-20.1)	2.8	(0.8-8.8)	1.3	(0.2-8.9)	7.5	(1.9-25)

Appendix I 13. Classroom demonstrations of how to use a condom correctly											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1012	48.3	(44.5-52.2)	28.4	(25.1-31.9)	7.8	(6-10)	3.2	(2.2-4.6)	12.3	(10.1-14.9)
Gender											
Male	401	43.6	(37.3-50.1)	31.2	(25.7-37.3)	9.1	(6.3-13.1)	4	(2.5-6.2)	12.1	(8.8-16.5)
Female	611	52.1	(47.3-56.8)	26.2	(22.4-30.4)	6.7	(4.7-9.4)	2.6	(1.4-4.9)	12.4	(9.7-15.9)
Race											
White	876	45.6	(42.2-49)	30.1	(27.1-33.4)	8.3	(6.6-10.5)	3.7	(2.6-5.2)	12.3	(10.2-14.7)
Minorities	130	54.5	(44.9-63.7)	24.9	(17.5-34.2)	6.5	(3.2-12.7)	2.3	(0.7-6.9)	11.9	(7.2-19.1)
Age Groups											
18-35	120	59	(48.3-68.8)	23.4	(16.5-32.2)	8.7	(3.9-18.2)	1.8	(0.6-5.4)	7.2	(3.4-14.3)
36-44	469	45.2	(39.9-50.5)	31.4	(26.6-36.6)	7.5	(5.3-10.4)	3.4	(2-5.8)	12.6	(9.4-16.7)
45+	416	49	(42.7-55.3)	26.4	(21.2-32.3)	7.9	(5.2-11.8)	3.5	(1.9-6.2)	13.2	(9.8-17.6)
Education											
H.S or Less	182	56	(46.6-65)	26.7	(19.2-35.9)	6.7	(3.1-13.9)	4.4	(2.1-8.9)	6.2	(3.3-11.2)
Some Post-H.S.	287	56.3	(48.9-63.4)	24.2	(18.4-31.1)	4.7	(2.6-8.4)	2.1	(0.8-5)	12.7	(8.7-18.2)
College Graduate	543	38.4	(33.9-43.1)	32.5	(28.3-37)	10.6	(8-14)	3.5	(2.1-5.6)	15.1	(11.9-18.9)
Household Income											
Less than \$50,000	211	64.1	(55.5-71.8)	22.1	(16.3-29.3)	6.4	(2.9-13.7)	1.6	(0.6-4.1)	5.8	(2.7-11.9)
\$50,000-74,999	186	44.9	(36-54.1)	30.7	(22.4-40.4)	8.5	(5-14)	2.5	(1.1-5.4)	13.5	(8.6-20.4)
\$75,000+	584	43	(38.3-47.9)	31.2	(26.9-35.9)	8.4	(6.3-11.2)	3.8	(2.4-6.1)	13.6	(10.7-17)
Kids only in Elementary School											
Yes	335	50.5	(44.1-56.9)	27.6	(22.7-33.2)	8.3	(5.4-12.5)	3.4	(2-5.9)	10.2	(6.8-15)
No	674	47.4	(42.7-52.2)	28.7	(24.6-33.3)	7.6	(5.5-10.3)	3.1	(1.9-5.1)	13.2	(10.4-16.5)
Voted in Last Presidential Election											
Yes	937	48	(43.9-52)	28.6	(25.1-32.3)	7.9	(6.1-10.2)	3.3	(2.2-4.8)	12.3	(10-15)
No	74	54	(40.5-66.9)	26.6	(17.4-38.4)	5.9	(2.1-15.7)	2	(0.5-8.6)	11.5	(5-24.1)

Appendix I 14. Effectiveness and failure rates of birth control methods, including condoms											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1084	81.6	(78.6-84.2)	15.5	(13.1-18.3)	0.8	(0.5-1.6)	0.3	(0.1-1.4)	1.7	(1.1-2.8)
Gender											
Male	423	76.8	(71.6-81.3)	19.9	(15.7-25)	1.6	(0.8-3.1)	0.2	(0-1.6)	1.5	(0.7-3)
Female	661	85.2	(81.7-88.1)	12.2	(9.6-15.4)	0.3	(0.1-1.3)	0.4	(0.1-2.7)	1.9	(1-3.7)
Race											
Minorities	941	80.3	(77.4-82.8)	16.6	(14.2-19.3)	1	(0.5-1.9)	0.1	(0-1)	2	(1.3-3.2)
White	135	84.5	(76.7-90.1)	13.5	(8.4-21.1)	0.3	(0-2.4)	0.7	(0.1-4.8)	0.9	(0.1-6.2)
Age Groups											
18-35	125	84.1	(74.8-90.4)	14.8	(8.7-24.1)	0.6	(0.1-4.3)	0	(.-)	0.5	(0.1-3.6)
36-44	501	80.3	(75.8-84)	17.2	(13.6-21.5)	0.6	(0.2-1.9)	0	(.-)	1.9	(1.1-3.5)
45+	449	82.1	(77.5-86)	14.1	(10.6-18.4)	1.2	(0.5-2.5)	0.7	(0.2-3.1)	1.9	(0.8-4.2)
Education											
H.S or Less	193	82.1	(73.7-88.3)	15.6	(9.7-24.1)	0.8	(0.2-3.3)	0.4	(0.1-3.1)	1	(0.3-3.2)
Some Post-H.S.	309	87.2	(82.4-90.8)	10.2	(7.1-14.5)	0.3	(0-2)	0	(.-)	2.3	(1-5.4)
College Graduate	582	76.9	(72.8-80.6)	19.7	(16.2-23.6)	1.3	(0.6-2.7)	0.5	(0.1-3.4)	1.6	(0.9-2.9)
Household Income											
Less than \$50,000	218	85.8	(78.5-90.9)	11.1	(6.6-18)	1.2	(0.4-3.6)	0	(.-)	2	(0.5-7)
\$50,000-74,999	205	84.7	(77-90.1)	13.4	(8.2-21.1)	0.5	(0.1-3.5)	0	(.-)	1.5	(0.5-4)
\$75,000+	623	78.8	(75-82.1)	18.1	(15-21.7)	0.8	(0.3-1.8)	0.6	(0.1-2.6)	1.7	(1-3)
Kids only in Elementary School											
Yes	353	80.3	(75.4-84.4)	16.9	(13.1-21.6)	1.3	(0.5-3)	0	(.-)	1.6	(0.7-3.3)
No	728	82.1	(78.3-85.3)	15	(12-18.6)	0.7	(0.3-1.6)	0.4	(0.1-2)	1.8	(1-3.3)
Voted in Last Presidential Election											
Yes	1007	81.1	(78-83.8)	15.9	(13.3-18.8)	0.8	(0.4-1.6)	0.3	(0.1-1.5)	1.9	(1.1-3)
No	76	87.5	(78.7-92.9)	11.6	(6.4-20.2)	0.9	(0.1-6.4)	0	(.-)	0	(.-)

Appendix I 15. Where to get birth control, including condoms											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1082	59.8	(56.1-63.4)	27.2	(23.9-30.7)	4.5	(3.2-6.2)	1.9	(1.1-3.2)	6.6	(5.2-8.5)
Gender											
Male	421	52	(45.8-58.1)	36	(30.2-42.2)	5.1	(3.1-8.4)	1.4	(0.6-2.9)	5.6	(3.9-8)
Female	661	65.7	(61.3-69.9)	20.5	(17.2-24.4)	4	(2.6-6.1)	2.3	(1.2-4.4)	7.5	(5.3-10.3)
Race											
White	939	58.6	(55.3-61.8)	27.6	(24.7-30.6)	4.7	(3.5-6.3)	1.8	(1.1-2.9)	7.4	(5.8-9.2)
Minorities	135	62.6	(53-71.3)	26.9	(19.1-36.5)	4.1	(1.7-9.7)	2.2	(0.7-6.6)	4.2	(1.7-9.8)
Age Groups											
18-35	124	72.5	(62.8-80.4)	23.3	(15.9-32.8)	0.3	(0-2.4)	0	(-.)	3.9	(1.8-8.2)
36-44	502	55.7	(50.5-60.7)	29	(24.5-33.9)	5.7	(3.4-9.3)	2.5	(1.4-4.7)	7.1	(4.9-10.2)
45+	447	60.9	(54.8-66.7)	26.3	(21-32.3)	4.2	(2.7-6.3)	1.9	(0.8-4.3)	6.8	(4.6-9.9)
Education											
H.S or Less	192	66.2	(56.8-74.5)	25.2	(17.6-34.6)	2	(0.8-4.9)	2.1	(0.7-6.6)	4.5	(1.8-10.5)
Some Post-H.S.	308	62.8	(55.7-69.5)	25.4	(19.5-32.3)	4.2	(2-8.6)	1.5	(0.5-4.3)	6.2	(3.7-9.9)
College Graduate	582	54.3	(49.8-58.8)	29.6	(25.6-33.9)	5.9	(4.1-8.4)	2.1	(1.1-4)	8.1	(6.1-10.6)
Household Income											
Less than \$50,000	218	76.1	(68-82.7)	15.4	(10.4-22.3)	4.2	(1.6-10.7)	0.2	(0-1.6)	4	(1.7-9.5)
\$50,000-74,999	203	55.7	(46.9-64.2)	30	(22.3-38.9)	4.3	(2.3-8)	2	(0.8-4.8)	8	(4.4-14.2)
\$75,000+	622	55.7	(51-60.2)	31	(26.7-35.7)	4.6	(3.1-6.8)	2.3	(1.2-4.3)	6.4	(4.8-8.4)
Kids only in Elementary School											
Yes	352	60.6	(54.3-66.5)	27.9	(22.7-33.8)	4.9	(2.4-9.7)	1.4	(0.6-3.1)	5.2	(3.4-7.8)
No	727	59.5	(54.9-64)	26.7	(22.7-31.2)	4.3	(3-6.1)	2.1	(1.2-3.9)	7.3	(5.4-9.8)
Voted in Last Presidential Election											
Yes	1005	58.9	(55-62.6)	27.9	(24.4-31.6)	4.7	(3.3-6.5)	1.9	(1.1-3.3)	6.7	(5.2-8.6)
No	76	72.2	(59.6-82.1)	19.2	(11.8-29.7)	2.1	(0.5-8.3)	1.9	(0.4-8)	4.5	(0.9-20.6)

Appendix I 16. How to get tested for HIV or AIDS and sexually transmitted diseases											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1082	74.6	(71.4-77.6)	19.8	(17.1-22.9)	2.6	(1.7-4.1)	0.3	(0.1-0.8)	2.6	(1.8-3.6)
Gender											
Male	424	70	(64.3-75.2)	23.9	(19.2-29.3)	3.6	(1.8-7)	0.2	(0-1.6)	2.3	(1.3-4)
Female	658	78.2	(74.4-81.5)	16.7	(13.7-20.3)	1.9	(1.2-3.2)	0.4	(0.2-1.2)	2.7	(1.7-4.3)
Race											
White	940	71.9	(68.9-74.8)	21.4	(18.8-24.2)	2.8	(1.9-4.1)	0.5	(0.2-1.2)	3.4	(2.4-4.8)
Minorities	135	80.5	(71.9-87)	16.5	(10.6-24.9)	2.4	(0.6-8.3)	0	(-.)	0.6	(0.1-4)
Age Groups											
18-35	125	87.7	(81.1-92.3)	10.7	(6.5-17.2)	0.6	(0.1-4.3)	0	(-.)	0.9	(0.2-3.8)
36-44	503	70.6	(65.8-74.9)	22.9	(19.1-27.3)	3.9	(2.1-7.3)	0.4	(0.1-1.3)	2.1	(1.2-3.7)
45+	445	74.8	(69.3-79.6)	19.6	(15.1-25)	1.9	(1-3.4)	0.4	(0.1-1.5)	3.4	(2.1-5.5)
Education											
H.S or Less	194	84.2	(76.4-89.7)	14	(8.7-21.8)	0.8	(0.2-3.3)	0.4	(0.1-3.1)	0.6	(0.1-2.4)
Some Post-H.S.	306	78.9	(72.5-84.2)	15.7	(11.1-21.8)	1.8	(0.4-7.3)	0	(-.)	3.6	(2.1-6)
College Graduate	582	66.7	(62.3-70.7)	25.8	(22.1-29.9)	4.2	(2.8-6.3)	0.6	(0.2-1.5)	2.8	(1.7-4.6)
Household Income											
Less than \$50,000	217	85.3	(78.5-90.2)	11.3	(7.3-16.9)	2.7	(0.7-10.3)	0.2	(0-1.6)	0.5	(0.1-2.2)
\$50,000-74,999	204	76.2	(68-82.9)	19.6	(13.4-27.7)	2.2	(0.7-6.4)	0.3	(0-2.4)	1.6	(0.6-4.3)
\$75,000+	624	69	(64.6-73)	24.3	(20.4-28.5)	3	(2-4.5)	0.4	(0.1-1.3)	3.4	(2.3-5)
Kids only in Elementary School											
Yes	353	73.6	(68.1-78.4)	21.1	(17-25.9)	2.3	(0.7-7.8)	0.8	(0.3-2.2)	2.2	(1.2-4.1)
No	726	75.1	(71.1-78.8)	19.2	(15.8-23.1)	2.8	(1.8-4.2)	0.1	(0-1)	2.7	(1.8-4.1)
Voted in Last Presidential Election											
Yes	1005	74	(70.6-77.1)	20.1	(17.3-23.3)	2.8	(1.8-4.4)	0.4	(0.2-0.9)	2.7	(1.9-3.9)
No	76	82.2	(71.6-89.4)	16.2	(9.3-26.6)	0.9	(0.1-6.4)	0	(-.)	0.7	(0.1-5.1)

Appendix I 17. What to do if one has been raped or sexually assaulted											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1088	96.6	(95.4-97.5)	2.8	(2-3.9)	0.3	(0.1-0.8)	0.1	(0-0.5)	0.3	(0.1-0.8)
Gender											
Male	424	96.4	(94.4-97.7)	3.1	(1.9-5)	0.2	(0-1.1)	0	(.-)	0.4	(0.1-1.4)
Female	664	96.7	(95.1-97.8)	2.5	(1.6-4)	0.4	(0.1-1.3)	0.1	(0-0.8)	0.2	(0.1-1)
Race											
White	946	95.8	(94.3-96.9)	3.3	(2.3-4.6)	0.4	(0.2-1.2)	0.1	(0-0.7)	0.4	(0.2-1.2)
Minorities	134	98.5	(95.4-99.5)	1.5	(0.5-4.6)	0	(.-)	0	(.-)	0	(.-)
Age Groups											
18-35	125	99.5	(96.3-99.9)	0.5	(0.1-3.7)	0	(.-)	0	(.-)	0	(.-)
36-44	504	95.9	(93.8-97.3)	3.4	(2.1-5.4)	0.2	(0-1.1)	0	(.-)	0.5	(0.2-1.6)
45+	450	96.5	(94.5-97.8)	2.8	(1.7-4.6)	0.4	(0.1-1.5)	0.1	(0-1.1)	0.2	(0-1.3)
Education											
H.S or Less	194	100	(.-)	0	(.-)	0	(.-)	0	(.-)	0	(.-)
Some Post-H.S.	309	97.8	(95.8-98.8)	1.3	(0.6-2.8)	0.5	(0.1-2)	0	(.-)	0.5	(0.1-1.9)
College Graduate	585	94	(91.7-95.8)	5.2	(3.6-7.5)	0.3	(0.1-1.2)	0.1	(0-1)	0.3	(0.1-1.2)
Household Income											
Less than \$50,000	218	97.8	(95.3-99)	2.2	(1-4.7)	0	(.-)	0	(.-)	0	(.-)
\$50,000-74,999	206	98.3	(95.8-99.3)	0.5	(0.1-2.1)	0.4	(0.1-3.1)	0.3	(0-2.4)	0.4	(0.1-3.1)
\$75,000+	625	95.8	(94-97.1)	3.3	(2.2-5)	0.4	(0.1-1.3)	0	(.-)	0.4	(0.1-1.2)
Kids only in Elementary School											
Yes	355	95.9	(93.4-97.5)	3.2	(1.8-5.6)	0.2	(0-1.6)	0.2	(0-1.5)	0.5	(0.1-1.9)
No	730	96.8	(95.4-97.8)	2.6	(1.7-3.9)	0.3	(0.1-1.1)	0	(.-)	0.2	(0.1-0.9)
Voted in Last Presidential Election											
Yes	1012	96.8	(95.6-97.7)	2.5	(1.8-3.6)	0.3	(0.1-0.9)	0.1	(0-0.5)	0.3	(0.1-0.8)
No	75	93.5	(84.3-97.5)	5.7	(2-15.2)	0	(.-)	0	(.-)	0.8	(0.1-5.4)

Appendix I 18. Talking about what sexual orientation means											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1077	58.2	(54.6-61.7)	28.7	(25.5-32.1)	4.4	(3.3-6)	2.3	(1.5-3.4)	6.5	(5.2-8.1)
Gender											
Male	420	54.2	(48.1-60.1)	31.9	(26.7-37.6)	4.2	(2.7-6.4)	3	(1.8-4.9)	6.8	(4.8-9.8)
Female	657	61.2	(56.7-65.5)	26.3	(22.4-30.5)	4.6	(3.1-7)	1.7	(0.8-3.5)	6.2	(4.7-8.1)
Race											
White	936	53	(49.6-56.3)	31.1	(28-34.2)	5	(3.8-6.6)	2.5	(1.7-3.8)	8.4	(6.8-10.4)
Minorities	133	69.9	(60.7-77.7)	23.5	(16.4-32.5)	3.3	(1.3-8)	1.4	(0.4-5.6)	1.9	(0.6-5.8)
Age Groups											
18-35	125	69.2	(59.3-77.7)	18.5	(12-27.3)	6.4	(2.7-14.5)	0	(-.)	5.8	(3.1-10.8)
36-44	498	52.4	(47.3-57.4)	30.9	(26.2-35.9)	5.1	(3.3-7.8)	3.2	(1.8-5.4)	8.5	(6.3-11.3)
45+	445	61.1	(55.3-66.6)	29	(24-34.5)	3.3	(2.1-5.1)	2.1	(1-4.1)	4.6	(3-6.9)
Education											
H.S or Less	193	70.6	(61.7-78.1)	23.1	(16.2-31.8)	2.9	(1-8)	0.5	(0.1-3.2)	3	(1.4-6)
Some Post-H.S.	303	63.7	(56.8-70)	25.9	(20.2-32.6)	2.9	(1.4-5.5)	1.9	(0.9-4)	5.6	(3.7-8.4)
College Graduate	581	48.1	(43.5-52.7)	33.4	(29.3-37.7)	6.4	(4.5-8.9)	3.4	(2-5.7)	8.8	(6.6-11.6)
Household Income											
Less than \$50,000	215	76	(68.4-82.2)	16.7	(11.4-23.8)	3	(1.1-7.6)	1	(0.3-3.3)	3.3	(1.6-6.7)
\$50,000-74,999	203	56.8	(48.1-65.2)	33	(25.2-41.9)	4.4	(2.5-7.8)	1	(0.3-3.4)	4.8	(2.6-8.4)
\$75,000+	620	51.2	(46.6-55.8)	31.9	(27.8-36.3)	5.2	(3.6-7.5)	3.3	(2-5.4)	8.4	(6.5-10.9)
Kids only in Elementary School											
Yes	351	58	(52-63.7)	25.4	(20.9-30.6)	6.4	(4.1-9.7)	3.1	(1.6-6)	7.1	(4.9-10.1)
No	723	58.2	(53.7-62.6)	30	(26-34.4)	3.6	(2.4-5.5)	1.9	(1.1-3.3)	6.2	(4.7-8.2)
Voted in Last Presidential Election											
Yes	1002	58.1	(54.3-61.7)	28.3	(25-31.8)	4.4	(3.2-6)	2.3	(1.5-3.6)	6.9	(5.5-8.6)
No	74	60.7	(46.9-72.9)	32.5	(21-46.4)	4.7	(1.4-14.6)	1.4	(0.2-9.3)	0.8	(0.1-5.5)

Appendix I 19. The risks of oral sex											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1074	75.6	(72.3-78.6)	17.3	(14.6-20.3)	1.3	(0.8-2.3)	1.3	(0.6-2.6)	4.6	(3.4-6.1)
Gender											
Male	417	67	(61-72.4)	25.3	(20.2-31.1)	2.5	(1.3-4.7)	1	(0.4-2.3)	4.3	(2.7-6.8)
Female	657	82	(78.3-85.2)	11.3	(8.8-14.3)	0.4	(0.2-1.2)	1.5	(0.6-3.9)	4.8	(3.3-6.9)
Race											
White	935	73.4	(70.3-76.3)	18.9	(16.4-21.6)	1.4	(0.8-2.4)	0.8	(0.4-1.6)	5.5	(4.1-7.4)
Minorities	132	80.7	(71.6-87.4)	13.4	(7.6-22.5)	1.2	(0.3-4.7)	2.4	(0.8-7.2)	2.3	(0.9-5.8)
Age Groups											
18-35	123	78.8	(68.4-86.4)	13	(7.5-21.8)	0.6	(0.1-3.9)	2.3	(0.5-10.3)	5.3	(1.8-14.8)
36-44	499	72.9	(68.1-77.2)	20.6	(16.7-25.2)	1.7	(0.7-3.8)	0.5	(0.2-1.7)	4.3	(2.9-6.3)
45+	445	77.5	(72-82.1)	15.2	(11.1-20.4)	1.2	(0.5-2.5)	1.7	(0.6-4.6)	4.5	(2.9-6.9)
Education											
H.S or Less	190	78.8	(68.9-86.1)	18.3	(11.4-28.2)	0	(-.)	2.2	(0.6-8)	0.7	(0.2-2.9)
Some Post-H.S.	304	81.6	(75.7-86.4)	13.1	(9-18.7)	0.5	(0.1-2.1)	0.2	(0-1.5)	4.5	(2.5-8)
College Graduate	580	69.4	(65.2-73.4)	19.9	(16.7-23.6)	2.5	(1.4-4.6)	1.6	(0.6-4)	6.5	(4.7-9)
Household Income											
Less than \$50,000	213	86.7	(79.2-91.7)	10.5	(6.1-17.7)	0.4	(0.1-2.6)	1.2	(0.2-8.3)	1.2	(0.4-3.3)
\$50,000-74,999	201	73.2	(63.7-80.9)	20.3	(13.2-29.9)	2	(0.6-6.3)	0	(-.)	4.5	(2.1-9.6)
\$75,000+	623	71.4	(67.2-75.3)	19.4	(16.1-23.2)	1.6	(0.8-3)	1.7	(0.8-3.7)	5.9	(4.2-8.3)
Kids only in Elementary School											
Yes	349	74.7	(69.4-79.4)	18.9	(14.8-23.7)	1.4	(0.6-3.7)	1.5	(0.5-4.4)	3.5	(2.1-5.7)
No	722	76.1	(71.8-79.9)	16.4	(13-20.4)	1.3	(0.6-2.5)	1.2	(0.5-3)	5.1	(3.6-7.2)
Voted in Last Presidential Election											
Yes	1003	75.3	(71.9-78.5)	17.6	(14.8-20.9)	1.2	(0.6-2.1)	1.3	(0.7-2.8)	4.6	(3.4-6.1)
No	71	79.3	(66.3-88.1)	12.2	(6.6-21.5)	3.6	(0.8-14.5)	0	(-.)	5	(1-21.3)

Appendix I 20. The risks of anal sex											
Parent Demographics	Total Respondent	Very Important		Somewhat Important		Not too Important		Not at all Important		Opposed to teaching it	
		%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)	%	CI(95%)
Total	1076	74.7	(71.3-77.7)	14.8	(12.3-17.7)	1.9	(1.2-2.8)	1.6	(0.9-2.9)	7	(5.5-9)
Gender											
Male	419	68.1	(62.3-73.5)	19.2	(14.7-24.7)	3.2	(1.9-5.3)	1.3	(0.6-2.7)	8.2	(5.5-11.9)
Female	657	79.6	(75.8-82.9)	11.5	(8.9-14.6)	0.9	(0.4-1.7)	1.9	(0.9-4.2)	6.1	(4.4-8.4)
Race											
White	937	72.4	(69.3-75.4)	15.8	(13.6-18.4)	2.5	(1.6-3.7)	1.3	(0.8-2.3)	7.9	(6.2-10)
Minorities	131	80.2	(71.2-86.9)	12.4	(7-21.2)	0.5	(0.1-3.8)	2.4	(0.8-7.2)	4.4	(1.9-10)
Age Groups											
18-35	124	75.7	(65.4-83.7)	12.1	(6.7-20.8)	1	(0.2-4)	2.3	(0.5-10.3)	8.9	(4.3-17.4)
36-44	501	71.1	(66.2-75.6)	18.2	(14.4-22.7)	1.9	(1-3.7)	1.2	(0.6-2.4)	7.5	(5.2-10.8)
45+	443	78.4	(73.2-82.9)	11.9	(8.4-16.7)	2.1	(1.2-3.7)	1.9	(0.8-4.7)	5.6	(3.8-8.3)
Education											
H.S or Less	190	81	(71.8-87.7)	13.1	(7.3-22.5)	0.9	(0.2-3.6)	1.8	(0.4-8.1)	3.1	(1.5-6.3)
Some Post-H.S.	304	79.7	(73.4-84.9)	11.6	(7.6-17.2)	1.3	(0.5-3.1)	0.6	(0.2-2)	6.8	(3.9-11.5)
College Graduate	582	67.8	(63.5-71.8)	18	(14.9-21.6)	2.8	(1.7-4.5)	2.4	(1.2-4.6)	9.1	(6.8-11.9)
Household Income											
Less than \$50,000	213	86.9	(79.7-91.9)	6.6	(3.6-11.9)	0.2	(0-1.7)	1.5	(0.3-7.5)	4.7	(2-11)
\$50,000-74,999	203	69.5	(60.2-77.5)	21.9	(14.6-31.5)	1.2	(0.4-3.5)	0.5	(0.1-2.3)	6.8	(3.8-11.9)
\$75,000+	622	71.4	(67.1-75.3)	16	(12.9-19.6)	2.8	(1.7-4.4)	2.1	(1.1-4)	7.7	(5.8-10.3)
Kids only in Elementary School											
Yes	352	71.1	(65.3-76.2)	15.6	(11.9-20.2)	2.8	(1.5-5.1)	2.7	(1.3-5.5)	7.8	(4.9-12.2)
No	721	76.4	(72.3-80.1)	14.4	(11.2-18.2)	1.4	(0.8-2.4)	1.2	(0.5-3)	6.7	(5-9)
Voted in Last Presidential Election											
Yes	1002	74.2	(70.8-77.4)	15.2	(12.6-18.3)	1.8	(1.2-2.7)	1.8	(1-3.2)	7	(5.4-9)
No	73	81.6	(68.8-89.9)	8.6	(4.2-16.9)	3.5	(0.8-14.2)	0	(-.)	6.3	(1.7-20.7)

Appendix J 1. Should PARENTS determine how sex education should be taught in public school systems in North Carolina?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1085	86.2	(83.4-88.6)	13.8	(11.4-16.6)
Gender					
Male	423	84.6	(79.4-88.6)	15.4	(11.4-20.6)
Female	662	87.4	(84.2-90.1)	12.6	(9.9-15.8)
Race					
White	942	86	(83.6-88.2)	14	(11.8-16.4)
Minorities	135	86.4	(78.4-91.8)	13.6	(8.2-21.6)
Age Groups					
18-35	126	89.2	(81.4-94)	10.8	(6-18.6)
36-44	502	86.2	(82.2-89.4)	13.8	(10.6-17.8)
45+	448	85.1	(80.1-89)	14.9	(11-19.9)
Education					
H.S or Less	195	89.9	(83.9-93.8)	10.1	(6.2-16.1)
Some Post-H.S.	307	84.9	(78.5-89.6)	15.1	(10.4-21.5)
College Graduate	583	85.4	(81.9-88.2)	14.6	(11.8-18.1)
Household Income					
Less than \$50,000	218	87.4	(79.9-92.3)	12.6	(7.7-20.1)
\$50,000-74,999	206	86.8	(80.8-91.2)	13.2	(8.8-19.2)
\$75,000+	622	85	(81.1-88.1)	15	(11.9-18.9)
Kids only in Elementary School					
Yes	352	88.7	(84.5-91.9)	11.3	(8.1-15.5)
No	730	85	(81.4-88.1)	15	(11.9-18.6)
Voted in Last Presidential Election					
Yes	1009	85.7	(82.7-88.2)	14.3	(11.8-17.3)
No	75	92.4	(84.7-96.4)	7.6	(3.6-15.3)

Appendix J 2. Should STUDENTS determine how sex education should be taught in public school systems in North Carolina?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1085	39.3	(35.7-43)	60.7	(57-64.3)
Gender					
Male	423	34.8	(29-41)	65.2	(59-71)
Female	662	42.8	(38.3-47.3)	57.2	(52.7-61.7)
Race					
White	942	38.7	(35.5-42)	61.3	(58-64.5)
Minorities	135	41.2	(32.4-50.7)	58.8	(49.3-67.6)
Age Groups					
18-35	126	41.2	(31.4-51.7)	58.8	(48.3-68.6)
36-44	502	38.6	(33.7-43.7)	61.4	(56.3-66.3)
45+	448	39.5	(33.7-45.7)	60.5	(54.3-66.3)
Education					
H.S or Less	195	40.7	(31.9-50)	59.3	(50-68.1)
Some Post-H.S.	307	37.1	(30.6-44.1)	62.9	(55.9-69.4)
College Graduate	583	40.4	(36-44.9)	59.6	(55.1-64)
Household Income					
Less than \$50,000	218	46	(37.6-54.7)	54	(45.3-62.4)
\$50,000-74,999	206	36.3	(28.5-44.9)	63.7	(55.1-71.5)
\$75,000+	622	38	(33.6-42.6)	62	(57.4-66.4)
Kids only in Elementary School					
Yes	352	43.7	(37.6-50)	56.3	(50-62.4)
No	730	37.4	(33-42)	62.6	(58-67)
Voted in Last Presidential Election					
Yes	1009	39.5	(35.8-43.4)	60.5	(56.6-64.2)
No	75	37	(25.2-50.7)	63	(49.3-74.8)

Appendix J 3. Should SCHOOL ADMINISTRATORS determine how sex education should be taught in public school systems in North Carolina?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1085	79.1	(76-81.9)	20.9	(18.1-24)
Gender					
Male	423	76.3	(71-80.9)	23.7	(19.1-29)
Female	662	81.2	(77.3-84.5)	18.8	(15.5-22.7)
Race					
White	942	77	(74.1-79.8)	23	(20.2-25.9)
Minorities	135	83.5	(75.1-89.4)	16.5	(10.6-24.9)
Age Groups					
18-35	126	79.3	(68.3-87.2)	20.7	(12.8-31.7)
36-44	502	78	(73.6-81.9)	22	(18.1-26.4)
45+	448	80	(75-84.3)	20	(15.7-25)
Education					
H.S or Less	195	76.2	(67.5-83.2)	23.8	(16.8-32.5)
Some Post-H.S.	307	77.8	(71.8-82.8)	22.2	(17.2-28.2)
College Graduate	583	81.5	(77.8-84.7)	18.5	(15.3-22.2)
Household Income					
Less than \$50,000	218	80.2	(72.2-86.3)	19.8	(13.7-27.8)
\$50,000-74,999	206	81.3	(74.5-86.7)	18.7	(13.3-25.5)
\$75,000+	622	78	(74-81.6)	22	(18.4-26)
Kids only in Elementary School					
Yes	352	83.7	(79.3-87.3)	16.3	(12.7-20.7)
No	730	77.4	(73.3-81)	22.6	(19-26.7)
Voted in Last Presidential Election					
Yes	1009	79.4	(76.3-82.3)	20.6	(17.7-23.7)
No	75	74.5	(59.1-85.6)	25.5	(14.4-40.9)

Appendix J 4. Should PUBLIC HEALTH PROFESSIONALS determine how sex education should be taught in public school systems in North Carolina?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1085	93.5	(91.4-95.1)	6.5	(4.9-8.6)
Gender					
Male	423	91.6	(87.7-94.4)	8.4	(5.6-12.3)
Female	662	94.9	(92.5-96.6)	5.1	(3.4-7.5)
Race					
White	942	92.8	(90.8-94.4)	7.2	(5.6-9.2)
Minorities	135	95.2	(88.3-98.1)	4.8	(1.9-11.7)
Age Groups					
18-35	126	95.9	(91.5-98.1)	4.1	(1.9-8.5)
36-44	502	93.2	(90.1-95.3)	6.8	(4.7-9.9)
45+	448	93.4	(89.5-96)	6.6	(4-10.5)
Education					
H.S or Less	195	93.2	(87.8-96.3)	6.8	(3.7-12.2)
Some Post-H.S.	307	93.7	(88.6-96.6)	6.3	(3.4-11.4)
College Graduate	583	93.5	(91-95.3)	6.5	(4.7-9)
Household Income					
Less than \$50,000	218	94.4	(85.9-97.9)	5.6	(2.1-14.1)
\$50,000-74,999	206	95.4	(91.9-97.5)	4.6	(2.5-8.1)
\$75,000+	622	92.3	(89.7-94.3)	7.7	(5.7-10.3)
Kids only in Elementary School					
Yes	352	96.4	(94-97.8)	3.6	(2.2-6)
No	730	92.3	(89.5-94.5)	7.7	(5.5-10.5)
Voted in Last Presidential Election					
Yes	1009	93.1	(90.9-94.8)	6.9	(5.2-9.1)
No	75	99.5	(96.8-99.9)	0.5	(0.1-3.2)

Appendix J 5. Should RELIGIOUS LEADERS determine how sex education should be taught in public school systems in North Carolina?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1085	46.6	(42.9-50.3)	53.4	(49.7-57.1)
Gender					
Male	423	45	(38.9-51.3)	55	(48.7-61.1)
Female	662	47.8	(43.2-52.4)	52.2	(47.6-56.8)
Race					
White	942	39.5	(36.3-42.8)	60.5	(57.2-63.7)
Minorities	135	61.3	(52-70)	38.7	(30-48)
Age Groups					
18-35	126	41.3	(31-52.5)	58.7	(47.5-69)
36-44	502	45.5	(40.4-50.8)	54.5	(49.2-59.6)
45+	448	49.1	(43.1-55.2)	50.9	(44.8-56.9)
Education					
H.S or Less	195	55.2	(46.4-63.7)	44.8	(36.3-53.6)
Some Post-H.S.	307	49.6	(42.5-56.6)	50.4	(43.4-57.5)
College Graduate	583	40.1	(35.6-44.7)	59.9	(55.3-64.4)
Household Income					
Less than \$50,000	218	53.8	(45.2-62.1)	46.2	(37.9-54.8)
\$50,000-74,999	206	53.2	(44.5-61.6)	46.8	(38.4-55.5)
\$75,000+	622	39.7	(35.2-44.4)	60.3	(55.6-64.8)
Kids only in Elementary School					
Yes	352	43.7	(37.4-50.3)	56.3	(49.7-62.6)
No	730	48	(43.4-52.6)	52	(47.4-56.6)
Voted in Last Presidential Election					
Yes	1009	46.9	(43.1-50.8)	53.1	(49.2-56.9)
No	75	41.3	(28.6-55.2)	58.7	(44.8-71.4)

Appendix J 6. Should POLITICIANS determine how sex education should be taught in public school systems in North Carolina?					
Parent Demographics	Total Respondent	Yes		No	
		%	CI(95%)	%	CI(95%)
Total	1085	13.4	(10.7-16.7)	86.6	(83.3-89.3)
Gender					
Male	423	12.4	(8.1-18.5)	87.6	(81.5-91.9)
Female	662	14.2	(11.1-18.1)	85.8	(81.9-88.9)
Race					
White	942	9.2	(7.4-11.2)	90.8	(88.8-92.6)
Minorities	135	22.6	(15.5-31.8)	77.4	(68.2-84.5)
Age Groups					
18-35	126	22.3	(13.7-34.3)	77.7	(65.7-86.3)
36-44	502	12.5	(9.2-16.8)	87.5	(83.2-90.8)
45+	448	12	(8-17.5)	88	(82.5-92)
Education					
H.S or Less	195	20.9	(13.4-31)	79.1	(69-86.6)
Some Post-H.S.	307	12.6	(8.3-18.6)	87.4	(81.4-91.7)
College Graduate	583	10.5	(7.9-13.8)	89.5	(86.2-92.1)
Household Income					
Less than \$50,000	218	25.1	(17.7-34.4)	74.9	(65.6-82.3)
\$50,000-74,999	206	12.3	(7.2-20.3)	87.7	(79.7-92.8)
\$75,000+	622	9.4	(6.7-12.9)	90.6	(87.1-93.3)
Kids only in Elementary School					
Yes	352	15.2	(10.2-21.9)	84.8	(78.1-89.8)
No	730	12.6	(9.6-16.4)	87.4	(83.6-90.4)
Voted in Last Presidential Election					
Yes	1009	13.3	(10.5-16.7)	86.7	(83.3-89.5)
No	75	14.9	(7-28.9)	85.1	(71.1-93)

Appendix K. Which reason BEST describes why you feel that sex education should NOT be taught in the public schools?*		
Reason	N	%
It is inappropriate to teach adolescents about human sexuality under any circumstances.	3	2.5
Sex education should be taught in the home by the parents.	96	86.5
Sex education will encourage adolescents to have sex.	3	2.3
My children don't need sex education.	0	0.0
My religious beliefs are against teaching sexuality in the schools.	5	4.4
Other	5	4.3

* Answered only by those who thought sex education should not be taught in public schools.