

Attachment 8

Detailed Description of Changes for Second Middle School Data Collection

[compared to first information collection attempt in Spring 2016]

Recruitment

Original data collection (Spring 2016), previously approved	New, proposed data collection
Students were recruited from individually selected health education classes in 2 middle schools. This required the focus group participants to make additional arrangements for transportation more than 90 minutes after the end of schools (all focus groups were held after the end of the school day).	Students will be recruited from the after-school program conducted in 2 middle schools. We anticipate that this will eliminate barriers related to transportation preventing focus group participation.
Health education teachers read information about the study and provided the parental consent forms for students to have signed and return. A copy of the focus group guide was available at the school in the event parents wished to review it.	A member of the CDC contractor’s evaluation team will visit each school to share information on the study and the parental consent forms directly with parents when they pick up their children from the afterschool program. The team member will be a senior member of the evaluation team who is well-positioned to answer questions from parents or students, and she will have the focus group guide available in case any parents would like to see it.

Parental Consent Form (Attachment 6)

Original data collection (Spring 2016), previously approved	New, proposed data collection
The original parental consent form said “all students currently taking health at your child’s middle school will be invited to participate. Of those, 48 students from 2 middle schools will be selected to be in a focus group.”	The updated parental consent form uses the following language instead: “We would like to conduct a total of 4 focus groups with middle school students who are enrolled in health during the 2016-2017 school year. We will invite students who are part of the after-school program at your school to participate.”
The original parental consent form said the focus would be “held outside of school hours.”	The updated parental consent form says the focus group will be held “after school, during your child’s normal after-school program time.”
The original parental consent form said, “We are not providing transportation home from the focus group...”	The updated parental consent form says, “We are not providing transportation for this study...”
The original parental consent form said, “If you would like to see a copy of the focus group questions, you can call or email XXX at Fort Worth Independent School District: XXX or email XXX.”	This line was removed from the updated parental consent form. The evaluation team member who passes out parental consent forms will have a copy of the guide present on the days these are handed out. A copy of the guide will still be kept on record with the school district’s research review office and with the program contact for the district should a parent seek more information.
Parents who returned a consent form (with a response	The option to participate in a \$20 gift card drawing

of Yes or No) were allowed to participate in an optional \$20 gift card drawing.	has been deleted.
The original parental consent form said “If your child participates in the focus group, he or she will receive a \$30 Target gift card as a thank you. If your child decides to leave the focus group, he or she will still be given the gift card.”	The gift has been changed to a nonmonetary goody bag and the language in the updated parental consent form says, “If your child participates in the focus group, he or she will receive a goody bag with small gifts as a thank you. If your child decides to leave the focus group, he or she will still be given the goody bag.”

Verbal Assent Language (Attachment 7)

Original data collection (Spring 2016), previously approved	New, proposed data collection
“If you decide to be in the focus group, we will give you a \$30 Target gift card to say thank you. If you don’t want to answer all the questions or if you want to stop, you can still get the \$30 Target gift card.”	“If you decide to be in the focus group, we will give you a goody bag with small gifts to say thank you. If you don’t want to answer all the questions or if you want to stop, you can still get the goody bag.”

Focus Group Guide (Attachment 3)

Original data collection (Spring 2016), previously approved	New, proposed data collection
	Introduction language adds a statement that says, “The group will last about an hour and a half.”
Introduction language originally said, “At the end of our discussion, you will receive a \$30 gift card as a thank you for your time.”	Introduction language now says, “At the end of our discussion, you will receive a goody bag as a thank you for your time.”
‘Puberty’ is the time when your body changes from a child’s body to an adult body, and ‘romantic relationships’ are relationships that involve feelings of love or affection.”	<u>When we say</u> ‘puberty’ <u>we mean</u> the time when your body changes from a child’s body to an adult body, and <u>when we say</u> ‘relationships’ <u>we mean</u> feelings of love or affection.
1. When you found out you were going to talk about <u>these things</u> in your health class, how did you feel? What were you hoping to learn? [Note to moderator: Please have definitions of terms (abstinence, puberty, and romantic relationships) pre-written on flip chart to refer to during discussion.	1. When you found out you were going to talk about <u>abstinence, puberty, and relationships</u> [Moderator: Ask about each topic (i.e., abstinence, puberty, relationships) separately] in your health class, how did you feel? What were you hoping to learn?
<u>The way you learn and what you find useful from a class</u> is often influenced by your teacher...	<u>What you learn in class</u> is often influenced by your teacher...
3. How comfortable was your teacher discussing abstinence, puberty, and romantic relationship? (For example, did he or she seem to act different or weird teaching these topics compared to other health topics like healthy eating or exercise?) Probes: a. Were there any topics related to abstinence, puberty, or romantic relationships that seemed to make your teacher particularly uncomfortable (for example, <u>getting your period, waiting to have sex,</u>	3. <u>On a scale of 1 to 5, with 1 being not comfortable at all and 5 being very comfortable</u> , how comfortable was your teacher discussing abstinence, puberty, and romantic relationships? For example, did he or she seem to act different or <u>uncomfortable</u> teaching these topics compared to other health topics like healthy eating or exercise?) [Note to Moderator: Please have rating scale written on flip chart or board to use as a visual.] Probes:

<p>having erections)? b. What makes you think your teacher was uncomfortable talking about these things?</p>	<p>a. Were there any topics related to abstinence, puberty, or romantic relationships that seemed to make your teacher particularly uncomfortable (for example, <u>waiting to have sex, getting your period, having erections</u>)? b. What makes you think your teacher was uncomfortable talking about these things?</p>
<p>4. <u>Did your</u> teacher make the classroom a comfortable place to talk about these things? <u>How so?</u></p>	<p>4. <u>How did your</u> teacher make the classroom a comfortable place to talk about these things?</p>
<p>5. How comfortable were you asking question about <u>any of the topics covered by the sexual health lessons?</u> <u>Was it easy or was it hard to ask questions?</u> What made it easy or hard?</p>	<p>5. <u>On a scale of 1 to 5, with 1 being not comfortable at all and 5 being very comfortable, how comfortable were you asking questions about abstinence?</u> What made it easy or hard? [Note to Moderator: Please use rating scale written on flip chart or board to use as a visual.] <u>Probes:</u> <u>a. How comfortable were you asking questions about puberty?</u> What made it easy or hard? <u>b. How comfortable were you asking questions about relationships?</u> What made it easy or hard?</p>
<p>6. <u>Did you feel like your teacher was able to answer the questions you and your classmates had about abstinence, puberty and relationships?</u> 7. <u>Were there</u> any questions that your teacher either would not or could not answer? <u>Tell us about that.</u> (What were the questions about? Did they forget to answer them or just not want to answer them?)</p>	<p>6. <u>Tell us about</u> any questions that your teacher would not answer or could not answer. (What were the questions about? Did they forget to answer them or just not want to answer them?) <u>Probes:</u> <u>a. How were students encouraged to ask questions in class?</u> <u>b. Did your teacher use a question box? This is a box where students place questions that they don't want to ask out loud. The teacher will then take the questions out of the box and answer them for the students.</u></p>
<p>8. Other than the teacher reading information to you, what types of class activities do you remember doing in the <u>sexual health</u> lessons? (For example, did you do things like role playing, a skit, or a play?) Probe: What did you think of the homework or activities in the workbook or student journal? Was this something your teacher used often?</p>	<p>7. Other than the teacher reading information to you, what types of class activities do you remember doing in the <u>abstinence and puberty</u> lessons? (For example, did you do things like role playing, a skit, or a play?) Probe: What did you think of the homework or activities in the workbook or student journal? Was this something your teacher used often?</p>
<p>9. <u>When your teacher taught you things like how to have a conversation with someone that you like, did you have time to practice it in class? Was this enough time to practice?</u> Why or why not?</p>	<p>8. <u>Did you feel like you had enough time to practice skills that you learned in class, like how to have a conversation with someone you like?</u> Why or why not?</p>
<p>10. Thinking about everything that was covered in class related to <u>sexual health</u>, is there a topic you wanted to spend more time on or anything else you wish you had learned about?</p>	<p>9. Thinking about everything that was covered in class related to <u>personal health</u>, is there a topic you wanted to spend more time on or anything else you wish you had learned about?</p>
<p>11. If you could tell your teacher how she or he could help next year's students learn more about abstinence, puberty, or <u>romantic relationships</u>, what would you say? Probe: What could your teacher do to teach the information better?</p>	<p>10. If you could tell your teacher how she or he could help next year's students learn more about abstinence, puberty, or <u>relationships</u>, what would you say? Probe: What could your teacher do to teach the information better?</p>
<p>Now I want to ask you about how the <u>sexual health</u></p>	<p>Now I want to ask you about how the <u>lessons may</u></p>

<p><u>lessons did or did not change your attitudes about abstinence, puberty, and romantic relationships</u> or the attitudes of other students in your class.</p>	<p><u>have changed</u> your attitudes or the attitudes of other students in your class.</p>
<p>12. Do you think that students your age know about how their body changes during puberty and where to find more information if they need it? Why or why not.</p>	<p>REMOVED FROM UPDATED GUIDE</p>
<p>13. <u>Did anything you learned in health class change the way you think about peer pressure and how to avoid risky situations? If so, what did you learn and how did your attitude change?</u></p>	<p>11. <u>What did you learn in health class that changed the way you think about risky situations? How to avoid peer pressure? How did class change your attitude?</u></p>
<p>14. Did anything you learned in class help you learn how to show romantic feelings in healthy ways? If so, how?</p>	<p>REMOVED FROM UPDATED GUIDE</p>
<p>15. What are some of the benefits to being abstinence that you learned about in your class? [Note to Moderator: Use flip chart or board to list benefits and direct students to list when talking.] Were any of these things that you had not thought about before? If so, which ones?</p>	<p>12. What are some of the benefits to being abstinent that you learned about in your class? <u>Why is it a good thing to be abstinent?</u> [Note to Moderator: Use flip chart or board to list benefits and direct students to list when talking.] Were any of these things that you had not thought about before? If so, which ones?</p>
<p>16. <u>Did anything you learned in class make you feel more confident in your ability to wait to have sex? If so, what did you learn that helped make you more confident?</u></p>	<p>13. <u>What did you learn that helped you feel more confident that you can wait to have sex?</u></p>
<p>Thanks so much for spending your time with me today and sharing all your ideas and experiences. This ends our discussion. Do you have any questions <u>or anything extra you would like to share?</u></p>	<p>Thanks so much for spending your time with me today and sharing all your ideas and experiences. This ends our discussion. <u>As a reminder, we ask that you keep what we discussed today private.</u> Do you have any questions? <u>Is there anything you would like to share that we did not discuss today?</u></p>