

Eaton High School Class of 2010 Follow-up Survey Executive Summary

In January 2009, Eaton High School Junior Class of 2010 was given a brief follow up anonymous survey to examine the longer-term effects of the school’s adolescent abstinence education and relationship education program. The program, which was first initiated in Eaton School District in 2000, was first implemented to the Class of 2010 in January 2007. The school informed parents about the education program through an opt-out letter. As part of the school’s adolescent abstinence education and relationship education program (AARE) WeldWAITS staff provided the following lessons:

- WAIT Training Overview including differences between males and females, physical, intellectual, emotional, social, spiritual and financial consequences of teen sex, media influences and hopes and dreams.
- Sexual Transmitted Infection Presentation—symptoms, transmission, testing, treatment and prevention
- Steps of Physical Intimacy and Setting Healthy Boundaries in Dating Relationship

Eighty-five percent (100/118) of the Class of 2010 was surveyed. Sixty-three percent of students surveyed said they had received Eaton’s AARE training (also known as Weld WAITS training) during the freshman year; whereas the remaining students (37%) said either they had not or didn’t know if they received the freshman training. Students were classified into two groups based on this information – students who received Eaton’s freshman AARE training and those who did not receive the training. Table 1 (and Chart 1) summarizes the Class of 2010 self-reported attitude and behavior about abstaining from sexual contact. Overall, only 19% of students report they are sexually active, however when comparing students who received training to students who did not only 15% students who received AARE training report they are sexually active compared to 25% of students who did not receive AARE training . In addition, 40% of students who received training report they are choosing to wait to have sexual contact until marriage whereas 35% of students who did not receive AARE training are choosing to wait.

Table 1. Eaton High School Class of 2010 attitudes and behavior about abstinence and sexual contact.

	Received AARE training (n=53)	No training (n=40)	Overall combined Class of 2010 (n=93)
I am choosing to wait until marriage	40%	35%	38%
I still feel undecided about waiting	32%	33%	32%
I am not sexually active yet, but do not plan to wait until marriage	13%	8%	11%
I will continue to have sexual contact	15%	25%	19%

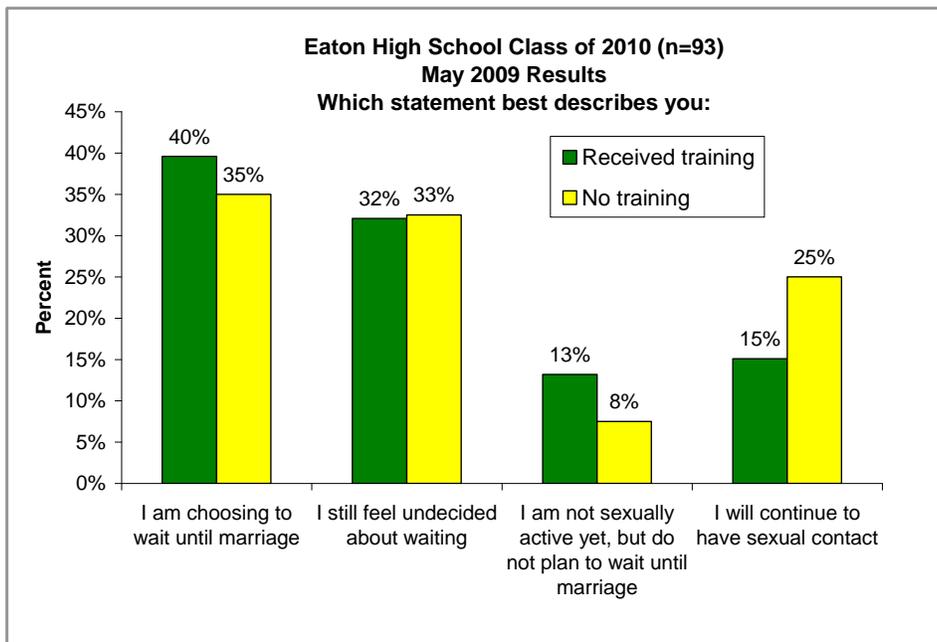


Chart 1.

Students were also asked a series of 13 questions to determine their attitudes toward abstinence and sexual behavior and their intention to abstain from sexual contact. Questions were posed using a four-point strongly agree to strongly disagree scale with a higher score indicating more agreement with the statement. Chart 2 compares students who received AARE training versus those who did not on two items assessing their intention to abstain. The results on these two items were mixed. There were no significant differences ($p > .05$) between the group who received AARE training and the group who did not regarding their agreement with the statement about abstaining from sexual contact in general. On the other hand, there were significant differences ($p < .05$) between the two groups regarding their agreement with the statement about saving sexual activity until marriage. On average, more students who received training said they planned to save sexual activity until marriage compared to students who did not receive training.

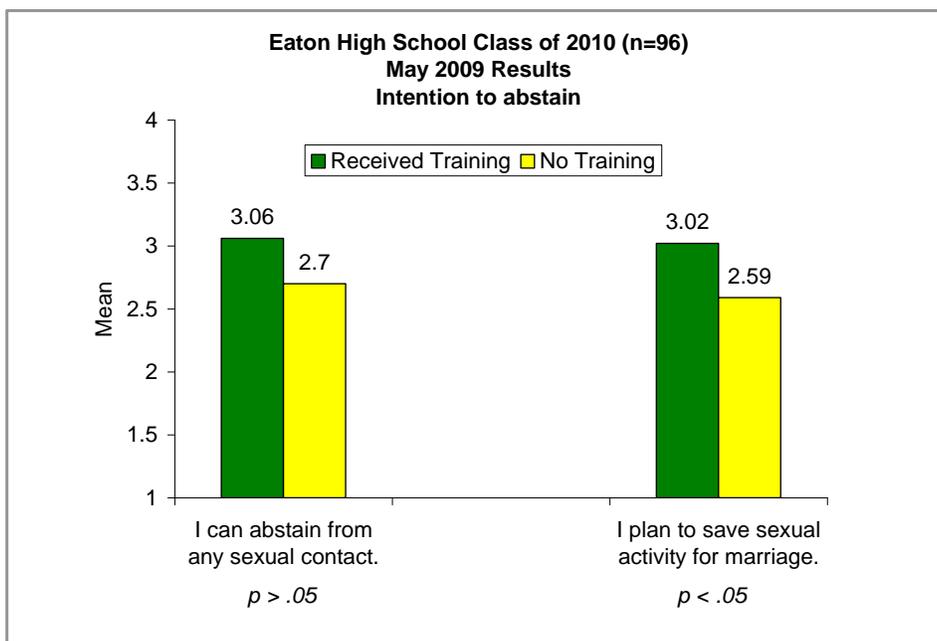


Chart 2.

Chart 3 looks more closely at student's responses to the item "I plan to save sexual activity for marriage". Two-thirds (67%) of students who received AARE training said they agreed or strongly agreed to this statement whereas slightly more than half (56%) of students who were not trained agreed or strongly agreed with this statement.

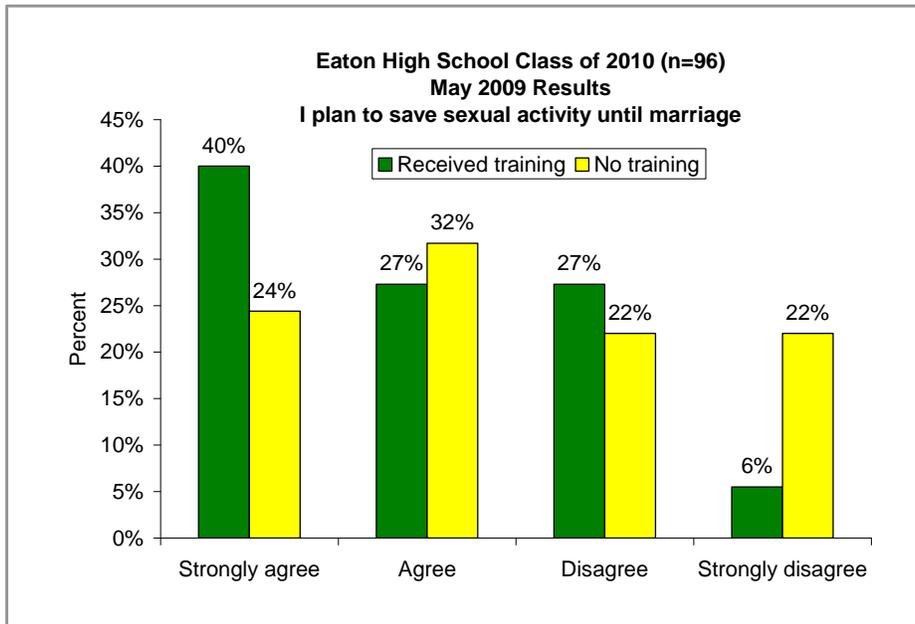


Chart 3.

Two multi-item scales were used to assess students' favorable (or unfavorable) attitudes about abstinence and sexual contact. The *Favorable Attitude toward Abstinence Scale* consisted of eight items and the *Favorable Attitude toward Sexual Contact Scale* consisted of three items. A higher score means students had a more favorable attitude. Both scales had good reliability (.80 and .68, respectively). Chart 4 summarizes student's responses on these two scales. As a group, students who received AARE training had significantly more favorable attitudes toward abstinence ($p < .05$); however the two groups did not differ significantly with regard to their favorable attitudes toward sexual contact ($p > .05$).

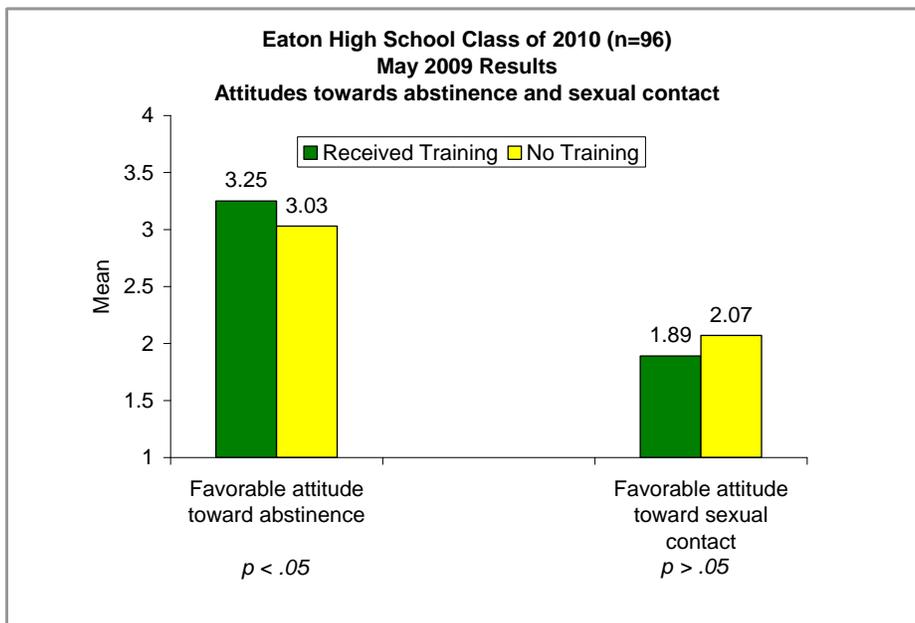


Chart 4.

For Class of 2010 students who received Eaton High School abstinence and relationship education training, we examined their average scores on these two scales compared to the group of students who were surveyed immediately before and after the AARE training given during their freshman year. Students' individual responses could not be compared over time but overall group averages were compared. Chart 5 shows how student's attitudes fluctuated over the three time points. Based on these students, the Class of 2010 attitudes towards abstinence remained higher than their attitude before the AARE training and their attitude toward sexual contact remained lower than their attitude before training.

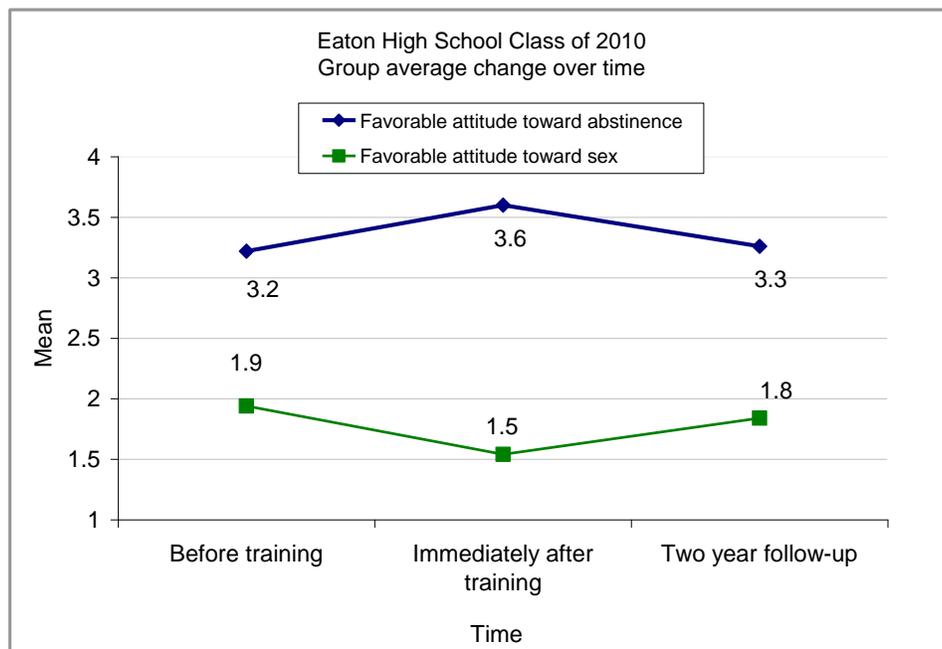


Chart 5.

Conclusions

More students who received the Adolescent Abstinence and Relationship Education training appear to be choosing to wait until marriage to have sexual contact, are more committed to abstaining from sexual contact, and have more favorable attitudes toward abstinence compared to students who did not receive the training (Charts 1 through 4). Forty percent of these juniors say they are choosing to wait, however 32 percent of the AARE trained group is still undecided about choosing to wait and another 13 percent say they do not plan to wait (Table 1). In addition, it appears their favorable (and unfavorable) attitudes about abstinence and sexual contact are waning (Chart 5). While the AARE training appears to have positively impacted the Class of 2010, students might benefit from additional abstinence and relationship education before they graduate from high school. Students' attitudes and behavior are continuing to develop and be influenced by a variety of factors. Re-examining these issues may be especially helpful for the students who are still undecided about these issues.

There are limitations to this follow-up study. For example, because the AARE training was a whole school intervention, groups could not be randomly selected to either the intervention or comparison group. Nor did we begin tracking individual changes in attitudes and behaviors overtime until 2008. Also, the sample size was not large enough to detect some of the moderate differences found in students' attitudes and behavior about abstinence and sex with adequate statistical power.