



EVALUATING THE FIRST SCHOOL-BASED HEALTH CENTER IN ADAMS 12 FIVE STAR SCHOOLS

Evaluation Report on the New Health Center at
Thornton High School

Kids First Health Care
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Evaluating the First School-Based Health Center in Adams 12 Five Star Schools: Evaluation Report on the New Health Center at Thornton High School

Background

In September 2017, Kids First Health Care opened a School-Based Health Center (SBHC) at Thornton High School (THS) in partnership with Adams 12 Five Star Schools. As the first SBHC in Adams 12, the health center provides medical care and mental health services to students enrolled at THS and Bollman Technical Education Center (BTEC). Through this evaluation, Kids First Health Care (KFHC) aimed to evaluate the implementation and impact of services and outreach provided by the new SBHC. The findings from this evaluation will help Kids First and Adams 12 improve services, processes, and outreach methods at the SBHC.

This evaluation captured input from parents, students, and staff at THS and BTEC through surveys and focus groups. The evaluation sought to answer the following questions:

- How has student and community outreach impacted student utilization of the SBHC?
- How do students, parents and staff perceive SBHC processes (such as enrolling in the SBHC, making referrals, etc.)?
- How satisfied are students, parents, and staff with SBHC services?
- What changes could the SBHC make to increase enrollment numbers, student utilization, and patient satisfaction?

Methodology

This evaluation involved surveying staff, parents, and students from THS and BTEC and conducting focus groups with THS students. The Community Advisory Committee (CAC) and VOIHCE Youth Advisory Board for the SBHC helped develop the evaluation tools and methods.

Surveys: KFHC staff used Google Forms and paper surveys to gather information from various groups, including school staff, parents, students, and SBHC patients.

Staff Surveys: KFHC staff distributed online surveys (Google Forms) via email to all THS and BTEC staff members in February 2018. Staff surveys inquired about referring students to the SBHC, students leaving class for appointments at the SBHC, student feedback on the SBHC, and potential improvements to the SBHC (See Attachment A for staff survey).

Parent Surveys: KFHC and Adams 12 staff collaborated to send online surveys to all THS and BTEC parents via the Schoolmessenger messaging system in March 2018. In addition, paper surveys were available for parents at school events and in the schools' front offices, and posted the online survey information on THS' Facebook page and website during March. The parent surveys asked about awareness of the SBHC, enrollment in the SBHC, child's use of the SBHC, satisfaction with SBHC services, and potential improvements to SBHC outreach and operations (See Attachment B for parent survey).

Student Surveys: Parent permission slips were required for student surveys, per district regulation. KFHC staff distributed permission slips through health and medical science classes, Schoolmessenger, THS website, and events in March 2018. Students who returned their permission slip took the survey online or on paper. Student surveys inquired about awareness of the SBHC, enrollment in the SBHC, use

of the SBHC, satisfaction with SBHC services, and potential improvements to SBHC (See Attachment C for student survey).

Patient Surveys: SBHC staff distributed patient satisfaction surveys to THS and BTEC students enrolled in the SBHC after their appointments during March and April. Students completed the surveys on iPad through the Apex program. Patient surveys inquired about experience utilizing the SBHC, type and frequency of SBHC care, and demographics (See Attachment D for patient survey). Unfortunately, the majority of patient survey data from Apex was not available at the time of publication.

Initially KFHC collected 160 surveys in total, including 56 staff surveys, 70 parent surveys, 26 student surveys, and 8 patient surveys. All staff and students surveys completed in English while 20% of parents completed surveys in Spanish. The majority of the respondents were affiliated with THS rather than BTEC. For instance, 77% of staff respondents work at THS. Approximately 64% of parents said their student attends THS, 20% said their student attends BTEC, and 16% said their student attends both schools. Please see Attachment G for additional data on respondents.

VOIHCE Youth Advisory Board Surveys: Due to the low response rate for the student and patient surveys, VOIHCE student representatives decided to create and conduct their own surveys about the SBHC in March 2018. The student-created surveys inquired about enrollment in the SBHC, experiences using the SBHC, and officially naming the SBHC (See Attachment E for VOIHCE survey). VOIHCE students conducted paper surveys during lunchtime at THS, and administrators at BTEC and THS agreed to help the students distribute the surveys electronically. VOIHCE students collected 662 surveys in total.

Focus Groups: KFHC staff recruited students for focus groups via health classes and the VOIHCE Youth Advisory Board. Parent permission slips were required for participation. KFHC staff held two focus groups during the students' lunch periods in March 2018. The focus group guide inquired about awareness of the SBHC, sources of information for students, experience utilizing the SBHC, and potential improvements to the SBHC (See Attachment F for focus group guide). Three students participated in each focus group.

Findings

The following report provides a summary of the survey and focus group results to help answer the evaluation questions.

Impact of Student & Community Outreach: Since school-based health care is new to the district, KFHC has been working to increase awareness and utilization of the SBHC's services and processes. In order to evaluate these efforts, the surveys inquired about parent and student knowledge of the SBHC, enrollment in the SBHC, and student utilization of the SBHC.

Knowledge of SBHC: Approximately 92% of student respondents and 82% of parent respondents had heard about the SBHC previously. Nearly 88% of students reported hearing about the SBHC through school announcements. Other important sources of information about the SBHC for students included: flyers/posters, school events, and the school website. For parents, the most common sources of information on the SBHC included their children, letters from school, emails from the school, and school events. When questioned about how to increase awareness of the SBHC, students suggested sharing information via flyers/posters, school announcements, social media, and the school website. Parents

suggested increasing awareness of the SBHC by providing more information to students, having more information online, and mailing more information to parents.

SBHC Enrollment: While the vast majority of survey respondents were familiar with the SBHC, a smaller percentage of student respondents had actually enrolled in the SBHC. In order to access most medical services at the SBHC, students must turn in a completed enrollment form with their parent or guardian's signature (if under 18). When asked about enrolling in the SBHC, 63% of parent respondents said they had enrolled their children, and all but one Spanish-speaking parent reported that they had enrolled in the SBHC. On the other hand, VOIHCE found that only 19% of student respondents had definitely enrolled in the SBHC while 20% were not sure of their enrollment status and 60% had definitely not enrolled.

Delving into the rationale behind the enrollment decision, we found that convenience was the top reason for both parents and students to enroll. Other important reasons for enrolling included: saving time, saving money, and improving student's health. On the other hand, the top reason for declining enrollment for both parents and students was satisfaction with current doctor/clinic. VOIHCE reported that a majority of the student respondents did not enroll because they already had a doctor (240 responses) or they did not need the services (196). A large group of students (113) had not enrolled because they forgot to return the enrollment form.

SBHC Utilization: In addition to inquiring about enrollment status, we asked whether students had actually taken advantage of the SBHC's services. One-third of parent respondents reported that their child had used the SBHC. Likewise, one-third of students who responded to VOIHCE's survey had utilized the SBHC's services.

Through the student focus groups, we gained insight into why many students are not utilizing the SBHC even though they are aware of its existence. While all focus group participants had enrolled and utilized the SBHC, they acknowledged that many other students had not yet taken advantage of the resource, due to a lack of trust, discomfort, and uncertainty about the services offered. One student explained, "I think the word is out there [about the SBHC] We just need to gain their trust [because] students don't understand that it's okay to go down there [to the SBHC] and that they'll help you." The other participants agreed with this assessment and added that many students (including themselves) were not aware of all the service offered at the SBHC or felt uncomfortable accessing some services.

Based on this feedback and data, it appears that KFHC staff has successfully spread awareness of the new SBHC; however, there are several areas for improvement. First, KFHC staff need to articulate clearly all the SBHC's services, so that students understand the benefit of enrolling and utilizing the services. In particular, KFHC needs to develop messaging that articulates why students who already have access to a doctor or clinic should enroll in the SBHC. Secondly, KFHC staff needs to emphasize that the SBHC is a safe and welcoming space for students. While building trust is an ongoing process that generally takes some time, KFHC staff can begin to build trust through empathy, consistency, and high-quality care. By taking these steps, KFHC can work towards increasing enrollment and utilization rates at the new SBHC.

Perceptions of SBHC Processes: As a relatively new facility, the SBHC is still refining its processes for providing care. In order to help refine these processes and increase effectiveness, the evaluation investigated perceptions of key processes like SBHC enrollment, staff referrals, leaving class for appointments, and making and checking in for appointments.

SBHC Enrollment: The current SBHC enrollment process requires parents to complete and sign an enrollment form for their children under age 18. The completed enrollment form must be returned to the SBHC or the school office. In order to evaluate the enrollment process, we asked parents what would make the enrollment process easier. Approximately 69% of parents who responded to this question said that online enrollment would make the enrollment process easier. A large segment of parents said that more information online (18 responses) and in person (eight responses) would also make enrollment easier. In the focus groups, student respondents echoed the same themes. Students suggested that online enrollment and providing more information to parents would make it easier for more students to enroll. In addition, the fact that 22% of student respondents said that they had not enrolled because they forgot their enrollment form highlights the challenges associated with relying on students to return paperwork.

Referrals to the SBHC: Since school staff members have a critical role in guiding students to the SBHC, we inquired about their experiences referring students to the SBHC. Currently, the SBHC has an informal process for staff referrals—staff can give out enrollment forms to students, walk with students down to the SBHC, or just tell students about the services offered. Approximately 54% of staff respondents reported that they had referred students to the SBHC. The most common types of staff referrals to the SBHC included health questions (24 responses), physicals (20), acute injury/illness (14), and vaccines (14). Some staff members reported that they had not referred students to the SBHC because they do not know how (17 responses), they are unsure about the services offered (11), or their students have not needed the services (10). In response to open-ended questions regarding suggestions/comments, many staff members suggested providing additional information on referrals and SBHC services to staff via email or a handout.

Leaving Class for Appointments: Currently, students schedule their own appointments during the school day and then receive an appointment card with the date and time of their appointment. If students must leave class for the appointment, they are supposed to show the appointment card to their teacher to get permission to leave class. We asked staff members how this process is working for their classes. Most staff members who responded to this question reported to be satisfied with the process (17 responses) or have not yet encountered students leaving class for appointments (10). However, four respondents brought up concerns about the classes that students are missing (e.g. core classes or missing the same class multiple times) and the amount of time that they are missing from class. Another staff member brought up the fact that IB students are “very unwilling to miss class” and suggested that the SBHC open before or after school to accommodate those students.

Making Appointments: In order to make an appointment in person, students must enter the SBHC and talk with the staff about scheduling an appointment. Parents and students also have the option of making appointments over the phone; however, this option is used less frequently. The patient survey, parent survey, and focus groups inquired about how students and parents perceive of this process. In the patient survey, all student respondents reported that it was easy to get an appointment when they needed one. Unfortunately, the patient survey’s extremely low response rate makes it hard to generalize these findings. In the parent survey, 85% of parents who reported their child had used the SBHC services agreed that it was easy for their child to get an appointment when needed. In the open-end section of the surveys, a few parents and students reported difficulty getting an appointment and suggested having more appointment slots available.

During the focus group, student participants discussed how it is intimidating to make an appointment for the first time: “Making your own appointments can be scary for some kids.” Focus group participants

suggested providing more guidance for students when they try to make appointments. For some students, just opening the SBHC door to make an appointment seemed intimidating. These participants thought that the clinic was more welcoming when the door was propped open at the beginning of the school year. Other participants disagreed and said they felt uncomfortable sitting in the waiting room when the door was open.

Check-in & Wait-time: When students check in for their appointments, they must talk with the staff and fill out paperwork in the waiting room. Then, students wait to be called back for their appointments. The focus group participants said that the check-in process was sometimes awkward for students. Some students reported feeling awkward walking into the SBHC for an appointment, especially with all the staff members looking at them, and then sitting in the quiet waiting room. On the other hand, several focus group participants described how the SBHC staff greeted students with a genuine smile and made them feel welcome when they entered the waiting room. After checking in, most focus group participants reported having a short wait time for their appointments; however, one participant reported having a long wait time and feeling bored while waiting for her appointment.

Overall, the evaluation results suggest that the SBHC processes are working well for most students, parents, and staff members; however, a small percentage of respondents expressed negative perceptions of these processes. Refining certain processes would enable the SBHC to better serve the entire school community. For instance, offering online enrollment would make it easier for many parents to enroll their students. In addition, providing school staff with more information on SBHC services and clarifying the referral process would strengthen the partnership between school and SBHC staff. Finally, making minor changes to the processes for scheduling appointments and checking in would make students to feel more comfortable visiting the SBHC.

Satisfaction with SBHC Services: In addition to evaluating the processes that surround care at the SBHC, KFHC staff was also interested in gauging overall satisfaction with SBHC services.

Student Satisfaction: In the VOIHCE survey, one question asked how students would describe their experience at the SBHC, if they had used the services. Approximately 76% of students who had used the SBHC described their experience as good or very good, and another 17% said they were unsure or the experience was okay. In the patient survey, 88% of respondents reported that they were satisfied or very satisfied with the care they received at the SBHC. Likewise, 88% of patients said that they felt welcome at the SBHC and felt comfortable talking openly about how they were doing with SBHC staff. All patient respondents stated that the SBHC staff treats them with respect and that the SBHC is a safe place to go when they are having a problem. Overall, the survey results suggest that most students feel satisfied with the SBHC's services.

Through the focus groups and open-ended questions, student participants provided additional context on their satisfaction with the SBHC services. The focus group participants emphasized how nice the SBHC staff is and how much they appreciated the SBHC services. The student's open-ended survey responses echoed these sentiments: "Everyone there [at the SBHC] that I've seen so far works hard and loves their job. They are very cheerful and they make people in the clinic feel cared for and welcome." Another student stated, "I love it, I just don't think people realize the value of this opportunity." In general, students who had utilized the SBHC services felt satisfied with the care they received.

Parent Satisfaction: In the parent survey, 93% of parents whose children had utilized the SBHC reported that they are satisfied or very satisfied with the care their children received at the SBHC. Similarly, 91% of patient parents felt that the SBHC staff treated their children and themselves with respect. Eighty percent of patient parents agreed or strongly agreed that the SBHC provides them with enough information about their children’s appointments. The survey data indicated that patient parents are generally satisfied with the SBHC services.

Open-ended responses on the parent survey reflected these mostly positive sentiments. The majority of these responses expressed satisfaction with the SBHC or requested additional information. For instance, one parent said, “I think it’s an awesome idea.” Several parents brought up questions like, “How do you assure privacy and confidentiality?” and “Can anybody be seen there?” These questions indicate that some parents just need more detailed information about the SBHC while other comments brought up deeper concerns with the SBHC services. For instance, one parent stated, “I’m concerned about fertility assistance on school grounds.” Another parent indicated that the SBHC could not improve services because “[I] don’t trust the school or district.” A couple of parents stated that they wanted the SBHC staff to share more information about their children’s appointments. In general, additional information and clarification could help ease many of the concerns that parents brought up.

Staff Satisfaction: While school staff members were not asked directly about their level of satisfaction with SBHC services, they were asked to gauge how students feel about the SBHC and how the SBHC could better serve the school community. The majority of staff respondents reported hearing positive feedback (17 responses) or no feedback (13) from students. For instance, one staff member stated, “[Students] are really happy with it. Lots of students I work with rarely access health care, so this has been convenient for them, [and] it has removed barriers.” Another staff member provided context for the lack of feedback from students: “Typically no feedback is good feedback from those students who have used the services.” In response to the question about how the SBHC could better serve the school, staff members (10 responses) emphasized the need for more communication about the SBHC. Aside from finding communication lacking, staff members appeared satisfied with the SBHC services for their students. As one staff member expressed, “The SBHC is such an invaluable resource to our school.”

Recommendations

The evaluation results demonstrated that students, parents, and school staff are generally satisfied with the SBHC services. All groups expressed gratitude for the convenience of the SBHC services, and students emphasized their appreciation for the caring and respectful staff. While patients and their parents appreciated the SBHC services, the majority of eligible students are not accessing the SBHC services. Therefore, our recommendations focus on encouraging students and families to take advantage of the numerous health care services provided at the SBHC. In this vein, the major recommendations from this evaluation include:

1. Providing sufficient information to encourage student enrollment in the SBHC
2. Making the SBHC feel more welcoming and building trust in the SBHC among students
3. Refining processes and operations to make the SBHC more user-friendly

Working to increase the SBHC's reach, the Community Advisory Committee (CAC) and VOIHCE Youth Advisory Board helped KFHC staff develop a plan to achieve these changes.

Providing sufficient information to encourage enrollment: One major theme that we identified through the evaluation was the need for additional communication about the SBHC's services to all groups—students, parents, and school staff. Increased communication and education about the SBHC's services should help students and parents understand the benefits of enrolling, even for students who already have a primary care provider. Based on the evaluation results and the CAC's input, suggestions for increasing communication and encouraging student enrollment include:

- Update messaging to ensure students and parents better understand the benefits of enrolling
 - Emphasize that the SBHC is a safe space
 - Highlight the fact that the SBHC is very close and convenient for students
 - Explain details around finances/insurance and emphasize that there is no cost to students
 - Clearly describe and advertise the multiple services provided at the SBHC
 - Explain confidentiality laws and procedures in a way that students understand
 - Describe how easy it is for students to access services

- Advertise in multiple ways, using a communications plan for the 18-19 school year (describing when and how to advertise)
 - Have an informational table at lunch with snacks or giveaways to advertise and answer health questions at least once per quarter
 - Have teachers give students informational pamphlets that educate students on confidentiality and emphasize how easy it is to use the SBHC
 - Offer information sessions on the SBHC to classes
 - Host a clinic fair or schedule tours for advisory classes
 - Communicate with parents about enrollment using the school's auto dialer
 - Advertise physicals well before the deadline for sports physicals
 - Make repetitive school announcements about different aspects of the SBHC
 - Put more information on the school's Facebook page
 - Have students send video invites about SBHC enrollment to their parents
 - Give talking points about the SBHC to the front desk staff
 - Email and mail parents information on the SBHC more frequently
 - Attend all mandatory and large events to speak with parents about the SBHC and enroll students
 - Work with health teachers to promote the SBHC
 - Send more frequent email reminders to staff about SBHC services and referrals
 - Put up slides in the lower commons that advertises services, especially when sports physicals are due

Making the SBHC more welcoming and building trust: Another theme that emerged through the evaluation was the need to make students feel more comfortable utilizing the SBHC services. Although the SBHC cannot eliminate the discomfort of visiting a new provider or dealing with an embarrassing

health issue, there are steps that KFHC staff can take to decrease discomfort and build trust among students. Suggestions from focus group participants and CAC members include:

- Make the SBHC entrance and waiting room more inviting
 - Put a more inviting message on the door in addition to the open sign
 - Use shorter messages on the monitor outside the SBHC
 - Have students think of ideas for monitor messages and add humor to the messages
 - Put up a large bulletin board outside of the SBHC and hang up colorful and informative posters
 - Figure out how to open main door or window without compromising confidentiality; maybe use a door stop to keep the door cracked open
 - Put on popular music in waiting room, so it feels less awkward to wait
 - Put up a sign that explains check-in procedures in a simple way in the waiting room

- Build trust through positive interactions and helpful information
 - Continue greeting students warmly when they enter the SBHC, but do not stare at them
 - Provide guidance on making appointments and checking in when students enter the SBHC; do not wait for students to ask questions if they seem uncertain
 - Have written explanations of SBHC processes available
 - Explain confidentiality requirements and ensure that students know it is a safe space for them to discuss any difficult issues
 - Let students know they can discuss their health questions privately with SBHC staff

Refining SBHC processes and operations: Through the evaluation, we found that most SBHC processes seem to be functioning effectively; however, the SBHC could increase its efficiency and better meet student needs by making a few operational changes. Recommendations for operational changes include:

- Develop an online SBHC enrollment process
- Write up a referral process for staff members and share it with staff at the beginning of the year
- Check student attendance and class schedule before scheduling appointments and avoid pulling students from core classes and the same classes multiple times, if possible
- Refine scheduling procedures for sports physicals and same-day appointments
- Change the SBHC hours to better accommodate students who avoid missing class
- Text reminders to students right before their scheduled appointments
- Provide more health education programming

As a disclaimer, many of these suggested changes depend on external factors (e.g. funding, access to technology, district regulations, etc.) and may not be possible to implement at this time.

Conclusion

In conclusion, we would like to reiterate the principal findings from this evaluation. Overall, patients, their parents, and school staff members are satisfied with the SBHC's services and staff. In fact, many respondents expressed a deep appreciation for what the SBHC brings to the school community. However, the majority of THS and BTEC students have not yet taken advantage of this valuable resource.

In order to reach more students and have a greater impact, KFHC staff members should begin implementing the recommendations listed above, as they see fit and attainable.

Attachment A: Staff Survey
School-Based Health Center at Thornton High School

Please tell us the following about your position at Thornton High or Bollman Tech:

Which school do you work at? Thornton High School Bollman Tech

Position: Certified Staff Classified Staff Administrator Other _____

1. Do you know how to refer students to the clinic?

Yes No

2. Do you refer students to the clinic?

Yes No

3. If so, what types of things do you refer students for? (Please check all that apply)

Acute illness/injury Physicals Vaccines Mental health issues

Chronic health conditions Health questions Other _____

4. If not, why haven't you referred students to the clinic? (Please check all that apply)

Don't know how Takes too much time Students haven't needed the services

Unsure about the services offered Other _____

5. How could we make the referral process easier?

6. Please provide your feedback on how and when students leave class for appointments at the clinic.

7. What type of feedback have you gotten from students regarding the clinic?

8. How could the clinic better serve the Thornton High and BTEC community?

9. What additional questions or comments do you have regarding the clinic?

Attachment B: Parent Survey
School-Based Health Center at Thornton High School

Please tell us the following about your student at Thornton High or Bollman Tech:

Grade: _____

Sex: Male Female

School: Thornton High School

Bollman Tech

1. Have you heard about the School-Based Health Center located in Thornton High School?

Yes No

2. If so, how did you hear about it? (Please select all that apply)

Letter from school Your child School website Email from school

School event Visiting the school School messenger Social media

Other: _____

3. Do you know how to enroll your child in the School-Based Health Center?

Yes No

4. Have you enrolled your child in the School-Based Health Center?

Yes No

5. If so, what motivated you to enroll your child? (Please select all that apply)

Convenience Saving money Saving time Improving your child's health

No insurance needed Your child's wishes Other: _____

6. If not, what prevented you from enrolling your child? (Please select all that apply)

Unaware of health center Satisfied with child's provider Services not needed

Concerns about not knowing child's health information

Concerns about insurance billing Other: _____

7. What would make it easier to enroll in the health center?

Online enrollment More information online More information in person

Other: _____

8. How do you think the health center could increase awareness of its services?

More information on website More mailed information Attend more events

More information to students More information on social media

Other: _____

9. How could the health center better serve your family?

10. What questions or comments do you have about the health center?

Attachment C: Student Survey
School-Based Health Center at Thornton High School

Please tell us the following about yourself:

Grade: _____ Gender: Male Female Other _____

School: Thornton High School Bollman Tech

1. Have you heard about the school-based clinic located in Thornton High School?

Yes No

2. If so, how did you hear about it? (Please select all that apply)

School event School announcements School website Flyers/posters

Letter/email from school Friends/classmates Family Social media

Other: _____

3. Are you enrolled in the clinic?

Yes No

4. If you are enrolled, what motivated you to enroll in the clinic? (Select all that apply)

Convenience Saving money Saving time Improving your health

No insurance needed Privacy/confidentiality Other: _____

5. If you aren't enrolled, why not? (Select all that apply)

Didn't know about clinic Already have a doctor/clinic Don't need services

Parents don't want me to enroll Forgot to return enrollment form

Concerns about insurance Other: _____

6. Have you used the clinic?

Yes No

7. If so, how would you describe your experience at the clinic?

Very Good Good Okay/not sure Bad Very bad

8. How should we share information about the clinic with students? (Select all that apply)

School website School events School announcements Posters/flyers
 Student newspaper Social media School newsletters Information in class
 Other: _____

9. How could the clinic improve its services to students?

10. What questions or comments do you have about the health center?

**Attachment D: Patient Survey
School-Based Health Center (SBHC) Program User Experience Survey**

These questions about your experiences with your school-based health center help us make the school-based health center better. All of your answers are private. You do not have to answer any questions that you do not want to answer. Please do not write your name on this survey. When you are done, please give this to the school-based health center people. Thanks for letting us know what you think!

Please tell us how much you agree or disagree with the following statements.

	1 Strongly Disagree	2 Disagree	3 Agree	4 Strongly Agree	I'm not sure
1) It is easy to walk in or get an appointment at the school-based health center when I need one.					<input type="checkbox"/>
2) I feel welcome at the school-based health center.					<input type="checkbox"/>
3) People who work at the school-based health center treat me with respect.					<input type="checkbox"/>
4) People who work at the school-based health center understand me.					<input type="checkbox"/>
5) People who work at the school-based health center make me feel comfortable talking honestly about how I am doing.					<input type="checkbox"/>
6) People who work at the school-based health center will keep my information private.					<input type="checkbox"/>
7) The school-based health center is a safe place to go if I am having a problem.					<input type="checkbox"/>
8) I miss less class time by going to the school-based health center than going someplace else.					<input type="checkbox"/>
9) Overall, I am satisfied with the care I receive at the school-based health center.					<input type="checkbox"/>
Is there anything else you would like to say about your school-based health center?					

10) How many times have you ever used the school-based health center? (check one)

- This is my first time
- 1 or 2 times
- 3 to 9 times
- 10 times or more

11) What care did you get at the school-based health center? (check all that apply)

- Check-up or physical
- Immunizations or shots
- Medical care when I was sick or hurt
- Help with eating better or exercise
- Dental care for cleanings, toothaches or cavities
- Birth control/condoms or testing for pregnancy/STDs
- Information on how to get help with school work, family problems, getting along with others, others hurting or bullying me or other things I need
- Counseling to help deal with stress, feeling sad, family problems, alcohol/drug use or other problems
- Other: _____

12) If you did not have the school-based health center to go to, where would you go to get care? (check all that apply)

- Another doctor or nurse
- Hospital or emergency room
- Home
- Nowhere
- Don't know
- Other: _____

13) What is your current gender identity? (select all that apply)

- Female
- Male
- Female-to-Male (FTM)/Transgender Male/Trans Man
- Male-to-Female (MTF)/Transgender Female/Trans Woman
- Gender queer, neither exclusively male nor female
- Prefer not to answer
- Additional category (please specify): _____

14) Do you think of yourself as ... (select all that apply)

- Lesbian, gay or homosexual
- Straight or heterosexual
- Bisexual
- Don't know
- Prefer not to answer
- Additional category (please specify): _____

15) What grade are you in?

- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th

Other _____

16) What is your race/ethnicity? (select all that apply)

Race

- American Indian/Alaska Native
- Asian
- Black/African American
- Native Hawaiian/Pacific Islander
- White
- Two or more Races
- Unknown
- Prefer not to Answer

Ethnicity

- Hispanic/Latino
- Non-Hispanic/Non-Latino
- Two or more ethnicities
- Unknown
- Prefer not to answer

Attachment E: VOIHCE Survey

Hey Trojans and BTEC students, please take a quick moment and tell us what you think of the clinic. This information will be valuable to improve the clinic. Each response will be greatly appreciated.

--VOIHCE Youth Advisory Representatives

Grade: _____

Gender: Male Female Other _____

1. Are you enrolled in the clinic?

Yes No Don't know

2. If you are enrolled, what motivated you to enroll in the clinic? (Select all that apply)

Convenience Saving money Saving time Improving your health

No insurance needed Privacy/confidentiality Other:

3. If you aren't enrolled, why not? (Select all that apply)

Didn't know about clinic Already have a doctor/clinic Don't need services

Forgot enrollment form Parents don't want me to Concerns about insurance

Other:

4. If you've used the clinic, how would you describe your experience there?

Very Good Good Okay/not sure Bad Very bad

Haven't been at clinic

5. What should the clinic be named?

THS-BTEC Health Center

Royal Health Center

THS-BTEC Health & Wellness Center

Attachment F: Focus Group Guide

Hello and welcome. My name is Merrill, and I work with the THS clinic. We are getting student, staff, and parent feedback on the new clinic at Thornton High School. We will use this feedback to improve the clinic's services and outreach methods.

Confidentiality

We want to hear from each of you. Please know that everything you say here today is confidential. We will report on the general information you share, but we will not link the information to your identity. We will not share your name or identity in any reports. We will not discuss your medical or health information during the focus group. Ms. Maria will be taking notes of our discussion. We would also like to tape record the discussion so that she can refer to the recording for things she might have missed. The recordings will be discarded after the discussions are summarized.

Survey

Hopefully you have had an opportunity to fill in the participant survey. Thank you for taking the time to complete it. The survey is anonymous and is only intended to provide basic background information regarding participants of the focus group. We will use it to generally describe who came to these focus groups. You can complete one at the end of the focus group.

Ground Rules

In order for everyone to participate in the group, we have some ground rules we hope you will follow. Please....

- Mute or switch off phones and pagers
- Speak one at a time
- Always respect other people's opinions
- Know that there are no silly questions or answers
- Be a part of the discussion
- Agree to keep this discussion confidential
- Is there anything else that would make you feel more comfortable participating in this focus group?

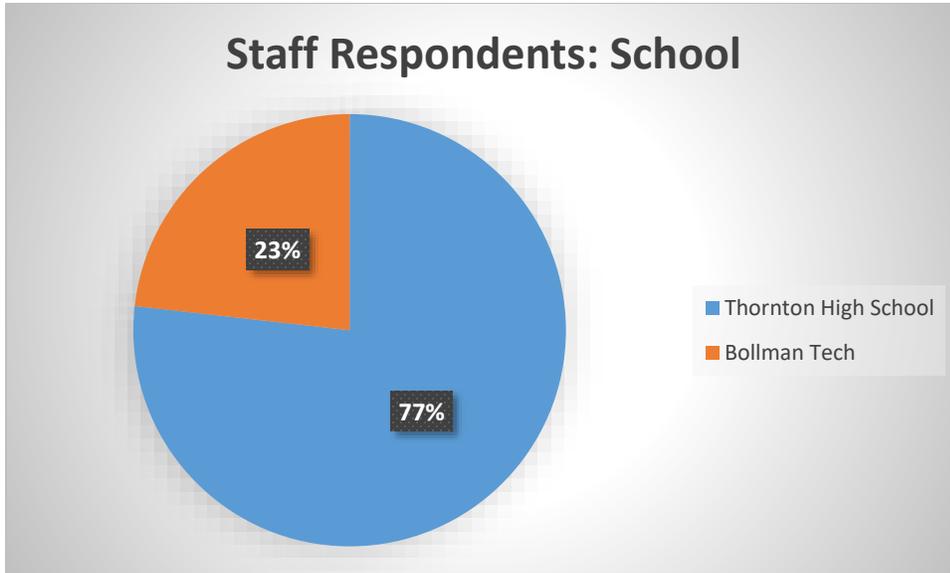
Do you have any questions?

1. First, please share your name, grade, and let us know if you have visited the clinic before.
2. How did you first hear about the clinic?
3. Where do you usually get information about school events and services?
4. How could we make sure all students know about the clinic's services?
5. What has been your experience going to the clinic? (the staff, the space, getting out of class, wait time, etc.—NOT health information)
6. How could we make the clinic easier for students to use? (more teen-friendly)
7. How could we encourage more students to enroll in the clinic?
8. What additional service would you like the clinic to provide (if possible)?
9. What questions or comments do you have about the clinic?

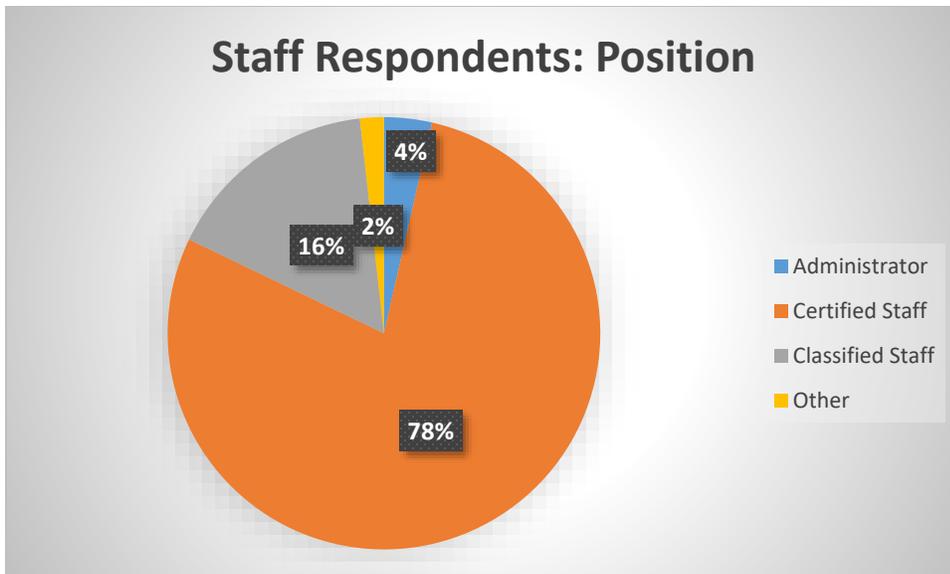
Attachment F: Respondent Information

Staff Respondent Data

Graph 1. Staff Respondents' Schools

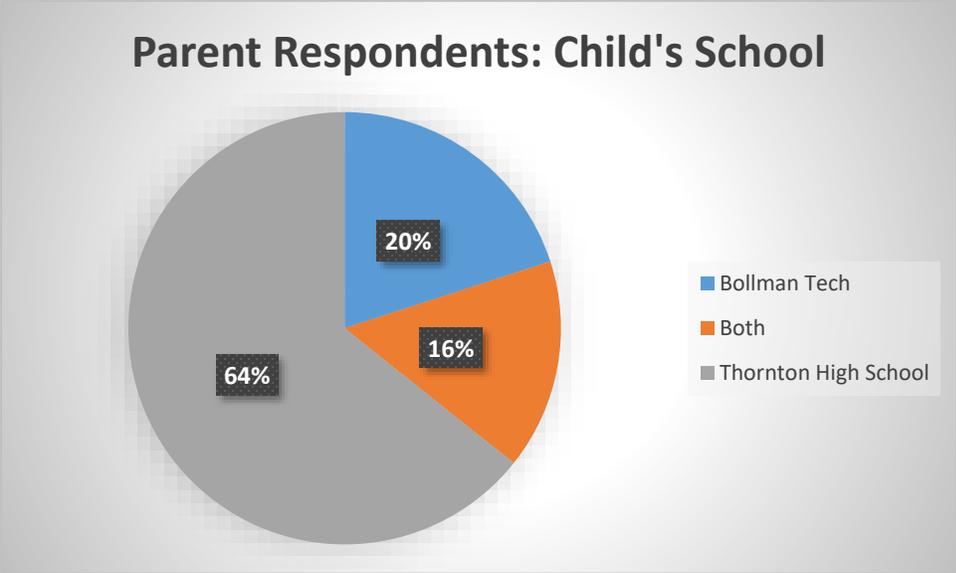


Graph 2. Staff Respondents' Positions

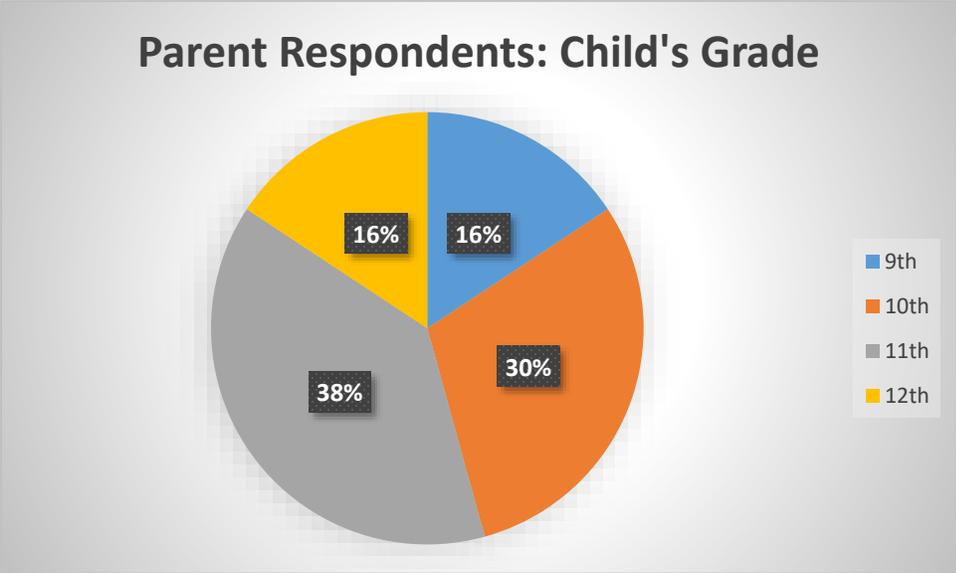


Parent Respondent Data

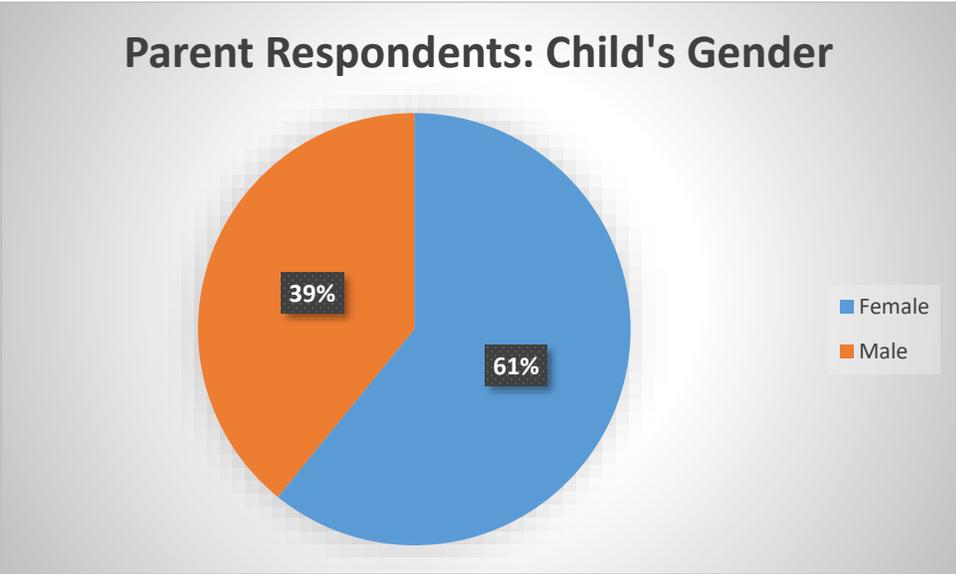
Graph 3. Parent Respondents report on their Child's School



Graph 4. Parent Respondents report on their Child's Grade

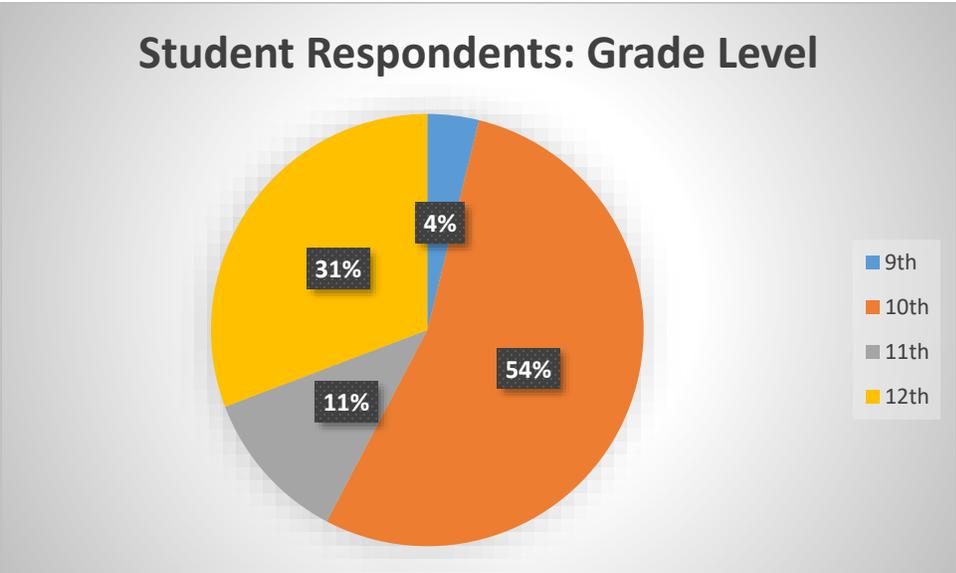


Graph 5. Parent Respondents report on their Child's Gender

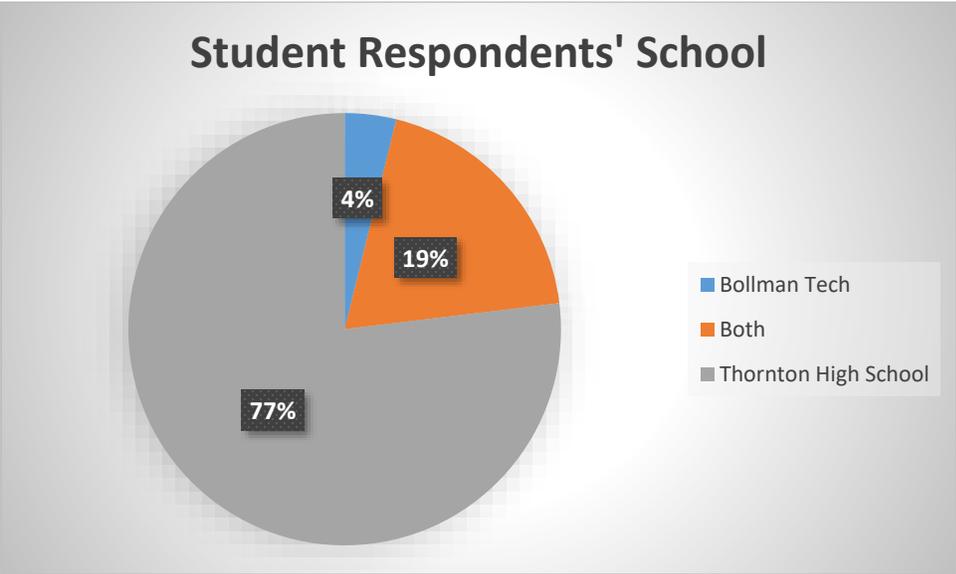


Student Respondent Data

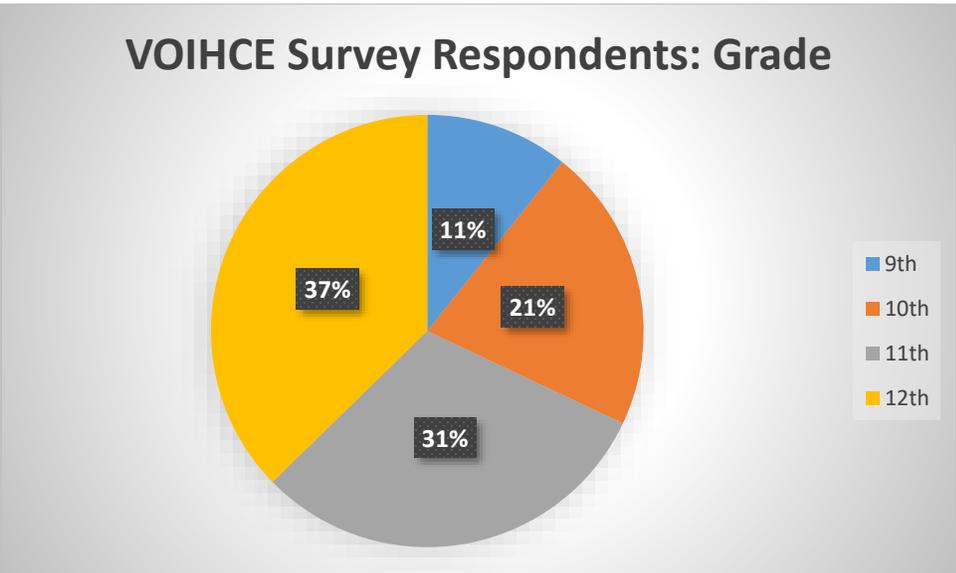
Graph 6. Student Respondents' Grade Level (Initial Student Survey)



Graph 7. Student Respondents' School (Initial Student Survey)



Graph 8. Student Respondents' Grade Level (VOIHCE Student Survey)



Graph 9. Student Respondents' Gender (VOIHCE Student Survey)

