

“Promoting Adolescent Health through School-Based HIV/STD Prevention”

Att. 5c

LEA ESHE Items

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LEA Measures

LEA ESHE Measures

Measures	Questions for Collection of Measures																																																																
<p><u>ESHE Performance Measure 1:</u> Funded LEA has a written MS/HS curriculum framework that reflects ESHE programs</p>	<p>1. Currently, does your district have a written curriculum framework for sexual health education? Yes <input type="radio"/> No <input type="radio"/></p> <p>2. Does your district require a course including HIV, STD, or pregnancy prevention topics in each of the following grades or range of grades? (Mark yes or no for each.) <u>Grades</u></p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 40%;">a. 6</td> <td style="width: 10%;"></td> <td style="width: 10%;">Yes <input type="radio"/></td> <td style="width: 10%;">No <input type="radio"/></td> </tr> <tr> <td>b. 7</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>c. 8</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>d. 9</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>e. 10</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>f. 11</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>g. 12</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>h. Middle school (No specific grade)</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>i. High school (No specific grade)</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> </table> <p>3. Currently, does your district include each of the following topics in sexual health education for grades 6-8? (Mark yes or no for each topic.)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">a. How to create and sustain healthy and respectful relationships.</td> <td style="width: 10%;"></td> <td style="width: 10%;">Yes <input type="radio"/></td> <td style="width: 10%;">No <input type="radio"/></td> </tr> <tr> <td>b. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>c. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>d. The benefits of being sexually abstinent.</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>e. The importance of limiting the number of sexual partners.</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>f. The importance of using condoms consistently and correctly.</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> <tr> <td>g. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STD) and pregnancy.</td> <td></td> <td>Yes <input type="radio"/></td> <td>No <input type="radio"/></td> </tr> </table>	a. 6		Yes <input type="radio"/>	No <input type="radio"/>	b. 7		Yes <input type="radio"/>	No <input type="radio"/>	c. 8		Yes <input type="radio"/>	No <input type="radio"/>	d. 9		Yes <input type="radio"/>	No <input type="radio"/>	e. 10		Yes <input type="radio"/>	No <input type="radio"/>	f. 11		Yes <input type="radio"/>	No <input type="radio"/>	g. 12		Yes <input type="radio"/>	No <input type="radio"/>	h. Middle school (No specific grade)		Yes <input type="radio"/>	No <input type="radio"/>	i. High school (No specific grade)		Yes <input type="radio"/>	No <input type="radio"/>	a. How to create and sustain healthy and respectful relationships.		Yes <input type="radio"/>	No <input type="radio"/>	b. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.		Yes <input type="radio"/>	No <input type="radio"/>	c. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.		Yes <input type="radio"/>	No <input type="radio"/>	d. The benefits of being sexually abstinent.		Yes <input type="radio"/>	No <input type="radio"/>	e. The importance of limiting the number of sexual partners.		Yes <input type="radio"/>	No <input type="radio"/>	f. The importance of using condoms consistently and correctly.		Yes <input type="radio"/>	No <input type="radio"/>	g. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STD) and pregnancy.		Yes <input type="radio"/>	No <input type="radio"/>
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	<p>h. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>i. Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health. Yes <input type="radio"/> No <input type="radio"/></p> <p>j. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>k. Influencing and supporting others to avoid or reduce sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>4. Currently, does your district include each of the following topics in sexual health education for grades 9-12? (Mark yes or no for each topic.)</p> <p>a. How to create and sustain healthy and respectful relationships. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. The benefits of being sexually abstinent. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. The importance of limiting the number of sexual partners. Yes <input type="radio"/> No <input type="radio"/></p> <p>f. The importance of using condoms consistently and correctly. Yes <input type="radio"/> No <input type="radio"/></p> <p>g. The importance of using a condom at the same time as another form of contraception to prevent both sexually transmitted diseases (STD) and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>h. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>i. Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health. Yes <input type="radio"/> No <input type="radio"/></p> <p>j. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>k. Influencing and supporting others to avoid or reduce sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>5. Currently, does your district recommend or require priority schools to assess the ability of students to do each of the following in grades 6-8? (Mark yes or no for each topic.)</p>

Measures	Questions for Collection of Measures
	<p>a. Comprehend concepts important to prevent HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Access valid information, products, and services to prevent HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Use decision-making skills to prevent HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them. Yes <input type="radio"/> No <input type="radio"/></p> <p>g. Influence and support others to avoid or reduce sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>6. Currently, does your district recommend or require priority schools to assess the ability of students to do each of the following in grades 9-12? (Mark yes or no for each topic.)</p> <p>a. Comprehend concepts important to prevent HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Access valid information, products, and services to prevent HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Use decision-making skills to prevent HIV, other STD, and pregnancy. Yes <input type="radio"/> No <input type="radio"/></p> <p>f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them. Yes <input type="radio"/> No <input type="radio"/></p> <p>g. Influence and support others to avoid or reduce sexual risk behaviors. Yes <input type="radio"/> No <input type="radio"/></p> <p>7. Currently, does your district provide each of the following materials to those who teach sexual health education in grades 6-8? (Mark yes or no for each material.) <u>Materials</u></p>

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	<p>a. Goals, objectives, and expected outcomes for sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. A written health education curriculum that includes objectives and content addressing sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Strategies that are age-appropriate, relevant, and actively engage students in learning. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. A chart describing the annual scope and sequence of instruction for sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Methods to assess student knowledge and skills related to sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>8. Currently, does your district provide each of the following materials to those who teach sexual health education in grades 9-12? (Mark yes or no for each material)</p> <p><u>Materials</u></p> <p>a. Goals, objectives, and expected outcomes for sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. A written health education curriculum that includes objectives and content addressing sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Strategies that are age-appropriate, relevant, and actively engage students in learning. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. A chart describing the annual scope and sequence of instruction for sexual health education. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Methods to assess student knowledge and skills related to sexual health education. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>ESHE</u> <u>Performance</u> <u>Measure 3:</u> % of priority schools that have implemented sexual health curricula (including EBI if applicable)</p>	<p>1. In the past 6 months, did [PRIORITY SCHOOL NAME] implement sexual health curricula in 6-8 grades? Yes <input type="radio"/> No <input type="radio"/></p> <p>2. If yes, what sexual health curricula did [PRIORITY SCHOOL NAME] implement in 6-8 grades? (Mark all that apply and specify name or description of any "other" sexual health curricula.)</p> <p><input type="radio"/> Aban Aya Youth Project</p> <p><input type="radio"/> Adult Identity Mentoring (Project AIM)</p> <p><input type="radio"/> All4You!</p> <p><input type="radio"/> Be Proud! Be Responsible!</p> <p><input type="radio"/> Becoming a Responsible Team (BART)</p>

Measures	Questions for Collection of Measures
	<ul style="list-style-type: none"> <input type="radio"/> ;Cúdate! <input type="radio"/> Draw the Line/Respect the Line <input type="radio"/> FOCUS <input type="radio"/> Focus on Youth + ImPACT <input type="radio"/> Heritage Keepers Abstinence Education <input type="radio"/> Horizons <input type="radio"/> It's Your Game: Keep it Real <input type="radio"/> Making a Difference! <input type="radio"/> Making Proud Choices! <input type="radio"/> Project AIM <input type="radio"/> Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!') <input type="radio"/> Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!') <input type="radio"/> Raising Healthy Children (formerly known as the Seattle Social Development Project) <input type="radio"/> Reducing the Risk <input type="radio"/> RESPECT <input type="radio"/> Safe in the City <input type="radio"/> Safer Choices <input type="radio"/> Safer Sex <input type="radio"/> SIHLE <input type="radio"/> Sisters Saving Sisters <input type="radio"/> Street Smart <input type="radio"/> Teen Health Project <input type="radio"/> Teen Outreach Program <input type="radio"/> What Could You Do? <input type="radio"/> WILLOW <input type="radio"/> Other curriculum Provide name or description of other curriculum: _____ <p>3. In the past 6 months, did [PRIORITY SCHOOL NAME] implement sexual health curricula in 9-12 grades? Yes <input type="radio"/> No <input type="radio"/></p> <p>4. If yes, what sexual health curricula did [PRIORITY SCHOOL NAME] implement in 9-12 grades? (Mark all that apply and specify name or description of any "other" sexual health curricula.)</p>

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	<ul style="list-style-type: none"> <input type="radio"/> Aban Aya Youth Project <input type="radio"/> Adult Identity Mentoring (Project AIM) <input type="radio"/> All4You! <input type="radio"/> Be Proud! Be Responsible! <input type="radio"/> Becoming a Responsible Team (BART) <input type="radio"/> ¡Cúdate! <input type="radio"/> Draw the Line/Respect the Line <input type="radio"/> FOCUS <input type="radio"/> Focus on Youth + ImPACT <input type="radio"/> Heritage Keepers Abstinence Education <input type="radio"/> Horizons <input type="radio"/> It's Your Game: Keep it Real <input type="radio"/> Making a Difference! <input type="radio"/> Making Proud Choices! <input type="radio"/> Project AIM <input type="radio"/> Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!') <input type="radio"/> Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!') <input type="radio"/> Raising Healthy Children (formerly known as the Seattle Social Development Project) <input type="radio"/> Reducing the Risk <input type="radio"/> RESPECT <input type="radio"/> Safe in the City <input type="radio"/> Safer Choices <input type="radio"/> Safer Sex <input type="radio"/> SIHLE <input type="radio"/> Sisters Saving Sisters <input type="radio"/> Street Smart <input type="radio"/> Teen Health Project <input type="radio"/> Teen Outreach Program <input type="radio"/> What Could You Do? <input type="radio"/> WILLOW <input type="radio"/> Other curriculum <p>Provide name or description of other curriculum: _____</p>

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<p><u>ESHE Performance Measure 4:</u> # of MS and HS students in priority schools who received a sexual health curriculum (including EBI if applicable)</p>	<p>1. For each sexual health curriculum that [PRIORITY SCHOOL NAME] implemented in 6-8 grades, how many students did the curriculum reach?</p> <p>Curriculum 1: _____ Curriculum 2: _____ Curriculum 3: _____</p> <p>2. For each sexual health curriculum that [PRIORITY SCHOOL NAME] implemented in 9-12 grades, how many students did the curriculum reach?</p> <p>Curriculum 1: _____ Curriculum 2: _____ Curriculum 3: _____</p>
<p><u>ESHE Process Measure 1:</u> Funded LEA has assessed its sexual health and/or HIV education policies</p>	<p>In the past six months, did you complete each of the following actions regarding the assessment of sexual health and/or HIV education policies (including laws, codes, or regulations)? (Mark yes or no for each item.)</p> <p>a. Identified policies that guide sexual health and/or HIV education work. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Determined whether sexual health and/or HIV education policies are aligned with state policies, codes, laws, and regulations. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Documented gaps in sexual health and/or HIV education policies as compared with the <i>School Level Impact Measures</i> (ESHE SLIM 1-4). Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Collaborated with LEA leadership and staff to prioritize actions for addressing identified gaps in sexual health and/or HIV education policies. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>ESHE Process Measure 2:</u> Funded LEA has monitored the implementation of sexual health and/or HIV education</p>	<p>In the past six months, did you complete each of the following actions regarding the monitoring of priority schools' implementation of sexual health and/or HIV education policies (including laws, codes, or regulations)? (Mark yes or no for each item.)</p> <p>a. Developed or maintained a list of current school-level sexual health and/or HIV education policy guidance for priority schools. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Reviewed priority schools' sexual health and/or HIV education policy guidance to ensure alignment with state law, state education agency policy, and district policy. Yes <input type="radio"/> No <input type="radio"/></p>

Measures	Questions for Collection of Measures
policies in priority schools	<p>c. Tracked priority schools' implementation of sexual health and/or HIV education related policies. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Prepared informational materials about current sexual health and/or HIV education policies or policy options for stakeholders. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Maintained a tracking system of priority schools that have used CDC's School Health Index to evaluate sexual health and/or HIV education policy implementation. Yes <input type="radio"/> No <input type="radio"/></p>
<p><u>ESHE Process Measure 3:</u> % of priority schools that received assistance on ESHE</p>	<p>1. In the past six months, how often did you interact with [PRIORITY SCHOOL NAME] to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?</p> <p>_____ Never _____ 1 time _____ 2 times _____ 3 - 5 times _____ 6 - 10 times _____ 11 - 15 times _____ 16 - 20 times _____ 21 or more times</p> <p>2. On what ESHE topics did you provide assistance to [PRIORITY SCHOOL NAME]? (check all that apply)</p> <p><input type="radio"/> Assess curricula with the Health Education Curriculum Analysis Tool (HECAT)</p> <p><input type="radio"/> Select an appropriate curriculum (including evidence-based interventions, if appropriate)</p> <p><input type="radio"/> Implement a specific curriculum with appropriate fidelity (including evidence-based interventions, if appropriate)</p> <p><input type="radio"/> Make appropriate adaptations to curricula (including evidence-based interventions, if appropriate)</p> <p><input type="radio"/> Implement a viable scope-and-sequence for sexual health education</p> <p><input type="radio"/> Assess sexual health and/or HIV education policies</p> <p><input type="radio"/> Monitor the implementation of sexual health and/or HIV education policies</p> <p><input type="radio"/> Manage controversy around sexual health education</p> <p><input type="radio"/> Build instructional competencies and techniques for sexual health education</p> <p><input type="radio"/> Assess school policies with School Health Index</p>
<u>ESHE Process</u>	In the past six months, how often did you interact with Healthy Teen Network to receive assistance (e.g., professional

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<p>Measure 4: Frequency with which funded LEA received assistance from NGO on ESHE</p>	<p>development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?</p> <p> <input type="checkbox"/> Never <input type="checkbox"/> 1 time <input type="checkbox"/> 2 times <input type="checkbox"/> 3 - 5 times <input type="checkbox"/> 6 - 10 times <input type="checkbox"/> 11 - 15 times <input type="checkbox"/> 16 - 20 times <input type="checkbox"/> 21 or more times </p>