

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

**Att. 4a**

**SEA SSE Items**

**Public reporting burden of this collection of information is estimated to average 60 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to a collection of information unless it displays a currently valid OMB control number. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to CDC/ATSDR Reports Clearance Officer; 1600 Clifton Road NE, MS D-74, Atlanta, Georgia 30333; Attn: OMB-PRA (0920-New)**

## SEA Evaluation Measures

### SEA SSE Evaluation Measures

Evaluation Measures	Questions for Collection of Evaluation Measures
<p><b><u>SSE Performance Measure 1:</u></b> % of priority districts that prevent bullying and sexual harassment, including electronic aggression</p>	<p><b>Currently, does [PRIORITY DISTRICT NAME] recommend or require schools do each of the following?</b> (Mark yes or no for each item.)</p> <p>a. Designate a staff member to whom students can confidentially report student bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Use electronic (e.g., e-mails, district web site), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to publicize and disseminate policies, rules, or regulations on bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Provide information and resources to parents on preventing student bullying and sexual harassment, including electronic aggression. Yes <input type="radio"/> No <input type="radio"/></p>
<p><b><u>SSE Performance Measure 2:</u></b> % of priority districts that promote school connectedness strategies</p>	<p><b>Currently, does [PRIORITY DISTRICT NAME] recommend or require schools do each of the following?</b> (Mark yes or no for each item.)</p> <p>a. Provide a program in which family or community members serve as role models to students or mentor students, such as the Big Brothers Big Sisters program. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Provide service-learning opportunities for students. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Provide peer tutoring opportunities for students. Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Have clubs and other activities that give students opportunities to learn about people different from them, such as students with disabilities, homeless youth, or people from different cultures. Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Have a student-led club that aims to create a safe, welcoming, and accepting school environment for all youth, regardless of sexual orientation or gender identity. (These clubs sometimes are called gay/straight alliances.) Yes <input type="radio"/> No <input type="radio"/></p> <p>f. Provide school staff with materials on classroom management techniques (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management.) Yes <input type="radio"/> No <input type="radio"/></p>
<p><b><u>SSE Performance Measure 3:</u></b> % of priority districts that promote parent engagement</p>	<p><b>Currently, does [PRIORITY DISTRICT NAME] recommend or require schools do each of the following?</b> (Mark yes or no for each item.)</p> <p>a. Give students homework assignments or health education activities to do at home with their parents. Yes <input type="radio"/> No <input type="radio"/></p> <p>b. Use electronic (e.g., e-mails, school website), paper (e.g., flyers, postcards), or oral (e.g., phone calls, parent seminars) communication to inform parents about school health services and programs. Yes <input type="radio"/> No <input type="radio"/></p> <p>c. Have students' families help develop or implement policies and programs related to school health. Yes <input type="radio"/> No <input type="radio"/></p>

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strategies	d. Provide parents with information about how to communicate with their child about sex. Yes <input type="radio"/> No <input type="radio"/> e. Provide parents with information about how to monitor their child (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules). Yes <input type="radio"/> No <input type="radio"/> f. Involve parents as school volunteers in the delivery of health education activities and services. Yes <input type="radio"/> No <input type="radio"/> g. Link parents and families to health services and programs in the community. Yes <input type="radio"/> No <input type="radio"/>
<b>SSE Process Measure 1:</b> Funded SEA has assessed its SSE-related policies, codes, and regulations	<b>In the past six months, did you complete each of the following actions regarding the assessment of state-level SSE-related policies (including, laws, codes, or regulations)?</b> (Mark yes or no for each item.) a. Identified policies that guide SSE work. Yes <input type="radio"/> No <input type="radio"/> b. Documented any gaps in SSE policies as compared with the <i>School Level Impact Measures</i> (ESHE SLIM 1-4). Yes <input type="radio"/> No <input type="radio"/> c. Collaborated with SEA leadership and staff to prioritize actions for addressing any identified gaps in SSE policies. Yes <input type="radio"/> No <input type="radio"/>
<b>SSE Process Measure 2:</b> % of priority districts that have assessed their SSE-related policies	<b>In the past six months, did [PRIORITY DISTRICT NAME] complete each of the following actions regarding the assessment of SSE-related policies (including, laws, codes, or regulations)?</b> (Mark yes or no for each item.) a. Identified policies that guide SSE education work. Yes <input type="radio"/> No <input type="radio"/> b. Determined whether SSE policies are aligned with state policies, codes, laws, and regulations. Yes <input type="radio"/> No <input type="radio"/> c. Documented gaps in SSE policies as compared with the <i>School Level Impact Measures</i> (SSE SLIM 1-3). Yes <input type="radio"/> No <input type="radio"/> d. Collaborated with district leadership and staff to prioritize actions for addressing identified gaps in SSE policies. Yes <input type="radio"/> No <input type="radio"/>
<b>SSE Process Measure 3:</b> Funded SEA has monitored the implementation of its SSE-related policies in priority districts	<b>In the past six months, did you complete each of the following actions regarding the monitoring of priority district implementation of state-level SSE-related policies (including, laws, codes, or regulations)?</b> (Mark yes or no for each item.) a. Developed or maintained a list of priority districts' current SSE policies. Yes <input type="radio"/> No <input type="radio"/> b. Reviewed priority districts' SSE policy guidance to ensure alignment with state law, state education agency policy, and district policy. Yes <input type="radio"/> No <input type="radio"/> c. Tracked priority districts' implementation of SSE policies. Yes <input type="radio"/> No <input type="radio"/>
<b>SSE Process Measure 4:</b> % of priority districts that monitored	<b>In the past six months, did [PRIORITY DISTRICT NAME] complete each of the following actions regarding the monitoring of schools' implementation of SSE-related policies (including, laws, codes, or regulations)?</b> (Mark yes or no for each item.) a. Maintained or developed a list of schools' current SSE policy guidance. Yes <input type="radio"/> No <input type="radio"/> b. Reviewed school-level SSE policy guidance to ensure alignment with state law, state education agency policy, and district policy. Yes <input type="radio"/> No <input type="radio"/>

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school implementation of SSE-related policies	c. Tracked school-level implementation of SSE policy guidance. Yes <input type="radio"/> No <input type="radio"/> d. Prepared informational materials about SSE policies or policy options for stakeholders. Yes <input type="radio"/> No <input type="radio"/> e. Maintained a tracking system of schools that have used CDC’s School Health Index to evaluate SSE policy implementation. Yes <input type="radio"/> No <input type="radio"/>
<u>SSE Process Measure 5:</u> % of priority districts that received assistance on SSE	<p><b>In the past six months, how often did you interact with [PRIORITY DISTRICT NAME] to provide assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on SSE?</b></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> <p>1. <b>On what SSE topics did you provide assistance to [PRIORITY DISTRICT NAME]? (check all that apply)</b></p> <p> <input type="radio"/> Select <b>strategies to prevent bullying</b>, sexual harassment, and electronic aggression  <input type="radio"/> Implement <b>strategies to prevent bullying</b>, sexual harassment, and electronic aggression  <input type="radio"/> Select <b>parent engagement</b> strategies  <input type="radio"/> Implement <b>parent engagement</b> strategies  <input type="radio"/> Select <b>school connectedness</b> strategies  <input type="radio"/> Implement <b>school connectedness</b> strategies  <input type="radio"/> <b>Assess</b> safe and supportive environment <b>policies</b>  <input type="radio"/> <b>Monitor</b> the implementation of safe and supportive environment <b>policies</b>  <input type="radio"/> <b>Manage controversy</b> around safe and supportive environments  <input type="radio"/> Build <b>staff and student competencies</b> and techniques to promote a safe and supportive environment for all students         </p>
<u>SSE Process Measure 6:</u> Frequency with	<p><b>In the past six months, how often did you interact with American Psychological Association to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on SSE?</b></p>

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which funded SEA received assistance from NGO on SSE	<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