

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

Att. 5c

LEA ESHE Items

Public reporting burden of this collection of information is estimated to average 6 hours 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)

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: 80%;">a. 6</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>b. 7</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>c. 8</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>d. 9</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>e. 10</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>f. 11</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>g. 12</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>h. Middle school (No specific grade)</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>i. High school (No specific grade)</td> <td style="text-align: right;">Yes <input type="radio"/> 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="text-align: right;">Yes <input type="radio"/> 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 style="text-align: right;">Yes <input type="radio"/> 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 style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>d. The benefits of being sexually abstinent.</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>e. The importance of limiting the number of sexual partners.</td> <td style="text-align: right;">Yes <input type="radio"/> No <input type="radio"/></td> </tr> <tr> <td>f. The importance of using condoms consistently and correctly.</td> <td style="text-align: right;">Yes <input type="radio"/> 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 style="text-align: right;">Yes <input type="radio"/> 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>

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	<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 <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)</p>

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	<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>
<u>ESHE Process Measure 3:</u> % of priority schools that received assistance on ESHE	<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</p> <p>_____ 1 time</p> <p>_____ 2 times</p> <p>_____ 3 - 5 times</p> <p>_____ 6 - 10 times</p> <p>_____ 11 - 15 times</p> <p>_____ 16 - 20 times</p> <p>_____ 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>