**Form Approved**

**OMB No: 0920-XXXX**

**Exp. Date: XX/XX/XXXX**

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

**Att. 4c**

**SEA ESHE Items**

**Public reporting burden of this collection of information is estimated to average 4 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)**

**SEA Measures**

**SEA ESHE Measures**

| **Measures** | **Questions for Collection of Measures** |
| --- | --- |
| **ESHE Performance Measure 1**: % of priority districts that have a written MS/HS curriculum framework that reflects ESHE programs | 1. **Currently, does** [PRIORITY DISTRICT NAME] **have a written curriculum framework for sexual health education?**

Yes ⃝ No ⃝ Don’t Know ⃝ 1. **Does** [PRIORITY DISTRICT NAME] **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.)

|  |  |
| --- | --- |
| Grades |  |
| 1. 6
 | Yes ⃝ No ⃝ |
| 1. 7
 | Yes ⃝ No ⃝ |
| 1. 8
 | Yes ⃝ No ⃝ |
| 1. 9
 | Yes ⃝ No ⃝ |
| 1. 10
 | Yes ⃝ No ⃝ |
| 1. 11
 | Yes ⃝ No ⃝ |
| 1. 12
 | Yes ⃝ No ⃝ |
| 1. Middle school (No specific grade)
 | Yes ⃝ No ⃝ |
| 1. High school (No specific grade)
 | Yes ⃝ No ⃝ |

1. **Currently, does** [PRIORITY DISTRICT NAME] **include each of the following topics in sexual health education for grades 6-8?** (Mark yes or no for each topic.)

|  |  |
| --- | --- |
| 1. How to create and sustain healthy and respectful relationships.
 | Yes ⃝ No ⃝ |
| 1. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. The benefits of being sexually abstinent.
 | Yes ⃝ No ⃝ |
| 1. The importance of limiting the number of sexual partners.
 | Yes ⃝ No ⃝ |
| 1. The importance of using condoms consistently and correctly.
 | Yes ⃝ No ⃝ |
| 1. 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 ⃝ No ⃝ |
| 1. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health.
 | Yes ⃝ No ⃝ |
| 1. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors.
 | Yes ⃝ No ⃝ |
| 1. Influencing and supporting others to avoid or reduce sexual risk behavior.
 | Yes ⃝ No ⃝ |

1. **Currently, does** [PRIORITY DISTRICT NAME] **include each of the following topics in sexual health education for grades 9-12?** (Mark yes or no for each topic.)

|  |  |
| --- | --- |
| 1. How to create and sustain healthy and respectful relationships.
 | Yes ⃝ No ⃝ |
| 1. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. The benefits of being sexually abstinent.
 | Yes ⃝ No ⃝ |
| 1. The importance of limiting the number of sexual partners.
 | Yes ⃝ No ⃝ |
| 1. The importance of using condoms consistently and correctly.
 | Yes ⃝ No ⃝ |
| 1. 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 ⃝ No ⃝ |
| 1. How to access valid and reliable health information, products, and services related to HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Preventive care such as screenings and immunizations that is necessary to maintain reproductive and sexual health.
 | Yes ⃝ No ⃝ |
| 1. Influences of family, peers, culture, media, technology, and other factors on sexual risk behaviors.
 | Yes ⃝ No ⃝ |
| 1. Influencing and supporting others to avoid or reduce sexual risk behaviors.

  | Yes ⃝ No ⃝ |

1. **Currently, does** [PRIORITY DISTRICT NAME] **recommend or require schools to assess the ability of students to do each of the following in grades 6-8?** (Mark yes or no for each topic.)

|  |  |
| --- | --- |
| 1. Comprehend concepts important to prevent HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors.
 | Yes ⃝ No ⃝ |
| 1. Access valid information, products, and services to prevent HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Use interpersonal communication skills to avoid or reduce sexual risk behaviors.
 | Yes ⃝ No ⃝ |
| 1. Use decision-making skills to prevent HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them.
 | Yes ⃝ No ⃝ |
| 1. Influence and support others to avoid or reduce sexual risk behaviors.
 | Yes ⃝ No ⃝ |

1. **Currently, does** [PRIORITY DISTRICT NAME] **recommend or require schools to assess the ability of students to do each of the following in grades 9-12?** (Mark yes or no for each topic)

|  |  |
| --- | --- |
| 1. Comprehend concepts important to prevent HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors.
 | Yes ⃝ No ⃝ |
| 1. Access valid information, products, and services to prevent HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Use interpersonal communication skills to avoid or reduce sexual risk behaviors.
 | Yes ⃝ No ⃝ |
| 1. Use decision-making skills to prevent HIV, other STD, and pregnancy.
 | Yes ⃝ No ⃝ |
| 1. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them.
 | Yes ⃝ No ⃝ |
| 1. Influence and support others to avoid or reduce sexual risk behaviors.
 | Yes ⃝ No ⃝ |

1. **Currently, does the SEA have the following materials:**

|  |  |
| --- | --- |
| Materials | Yes ⃝ No ⃝ |
| 1. A curriculum framework or model curriculum framework that includes sexual health education
 | Yes ⃝ No ⃝ |
| 1. A list of recommended sexual  health curricula for grades 6-8
 | Yes ⃝ No ⃝ |
| 1. A list of recommended sexual health curricula for grades 9-12
 | Yes ⃝ No ⃝ |
| 1. Guidance on selecting sexual health curricula
 | Yes ⃝ No ⃝ |
| 1. Guidance on adapting sexual health curricula
 | Yes ⃝ No ⃝ |

1. **Currently, does** [PRIORITY DISTRICT NAME] **provide each of the following materials to those who teach sexual health education in grades 6-8?** (Mark yes or no for each material)

|  |  |
| --- | --- |
| Materials |  |
| 1. Goals, objectives, and expected outcomes for sexual health education.
 | Yes ⃝ No ⃝ |
| 1. A written health education curriculum that includes objectives and content addressing sexual health education.
 | Yes ⃝ No ⃝ |
| 1. Strategies that are age-appropriate, relevant, and actively engage students in learning.
 | Yes ⃝ No ⃝ |
| 1. A chart describing the annual scope and sequence of instruction for sexual health.
 | Yes ⃝ No ⃝ |
| 1. Methods to assess student knowledge and skills related to sexual health education.
 | Yes ⃝ No ⃝ |

1. **Currently, does** [PRIORITY DISTRICT NAME] **provide each of the following materials to those who teach sexual health education in grades 9-12?** (Mark yes or no for each material.)

|  |  |
| --- | --- |
| Materials |  |
| 1. Goals, objectives, and expected outcomes for sexual health education.
 | Yes ⃝ No ⃝ |
| 1. A written health education curriculum that includes objectives and content addressing sexual health education.
 | Yes ⃝ No ⃝ |
| 1. Strategies that are age-appropriate, relevant, and actively engage students in learning.
 | Yes ⃝ No ⃝ |
| 1. A chart describing the annual scope and sequence of instruction for sexual health.
 | Yes ⃝ No ⃝ |
| 1. Methods to assess student knowledge and skills related to sexual health education.
 | Yes ⃝ No ⃝ |

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| **ESHE Performance Measure 3:** %of priority districts that have adopted sexual health curricula (including EBI if applicable) | 1. **Currently, has** [PRIORITY DISTRICT NAME] **adopted sexual health curricula for use in grades 6-8?**

Yes ⃝ No ⃝ 1. **If yes, what sexual health curricula were adopted in** [PRIORITY DISTRICT NAME] **for use in grades 6-8?** (Mark all that apply and specify name or description of any “other” sexual health curricula.)

⃝ Aban Aya Youth Project⃝ Adult Identity Mentoring (Project AIM)⃝ All4You!⃝ Be Proud! Be Responsible!⃝ Becoming a Responsible Team (BART)⃝ ¡Cuídate!⃝ Draw the Line/Respect the Line⃝ FOCUS⃝ Focus on Youth + ImPACT⃝ Heritage Keepers Abstinence Education⃝ Horizons⃝ It's Your Game: Keep it Real⃝ Making a Difference!⃝ Making Proud Choices!⃝ Project AIM⃝ Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!')⃝ Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!')⃝ Raising Healthy Children (formerly known as the Seattle Social Development Project)⃝ Reducing the Risk⃝ RESPECT⃝ Safe in the City⃝ Safer Choices⃝ Safer Sex⃝ SIHLE⃝ Sisters Saving Sisters⃝ Street Smart⃝ Teen Health Project⃝ Teen Outreach Program⃝ What Could You Do?⃝ WILLOW⃝ Other curriculum Provide name or description of other curricula:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. **Currently, has** [PRIORITY DISTRICT NAME] **adopted sexual health curricula for use in grades 9-12?**

 Yes ⃝ No ⃝ 1. **If yes, what sexual health curricula were adopted in** [PRIORITY DISTRICT NAME] **for use in grades 9-12? (Mark all that apply and specify name or description of any “other” sexual health curricula.)**

⃝ Aban Aya Youth Project⃝ Adult Identity Mentoring (Project AIM)⃝ All4You!⃝ Be Proud! Be Responsible!⃝ Becoming a Responsible Team (BART)⃝ ¡Cuídate!⃝ Draw the Line/Respect the Line⃝ FOCUS⃝ Focus on Youth + ImPACT⃝ Heritage Keepers Abstinence Education⃝ Horizons⃝ It's Your Game: Keep it Real⃝ Making a Difference!⃝ Making Proud Choices!⃝ Project AIM⃝ Promoting Health Among Teens! Abstinence-Only Intervention (formerly known as 'Promoting Health Among Teens!')⃝ Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention (formerly known as 'Comprehensive Abstinence and Safer Sex Intervention!')⃝ Raising Healthy Children (formerly known as the Seattle Social Development Project)⃝ Reducing the Risk⃝ RESPECT⃝ Safe in the City⃝ Safer Choices⃝ Safer Sex⃝ SIHLE⃝ Sisters Saving Sisters⃝ Street Smart⃝ Teen Health Project⃝ Teen Outreach Program⃝ What Could You Do?⃝ WILLOW⃝ Other curriculum Provide name or description of other curricula:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **ESHE Process Measure 1:**Funded SEA has assessed its sexual health education and/or HIV education policies | **In the past six months, did you complete each of the following actions regarding the assessment of state-level sexual health and/or HIV education policies (including laws, codes, or regulations)?** (Mark yes or no for each item.)

|  |  |
| --- | --- |
| 1. Identified policies that guide sexual health and/or HIV education work.
 | Yes ⃝ No ⃝ |
| 1. Documented any gaps in sexual health and/or HIV education policies as compared with the *School Level Impact Measures* (ESHE SLIM 1-4).
 | Yes ⃝ No ⃝ |
| 1. Collaborated with SEA leadership and staff to prioritize actions for addressing any identified gaps in sexual health and/or HIV education policies.
 | Yes ⃝ No ⃝ |
|  |  |
|  |  |

 |
| **ESHE Process Measure 2:**% of priority districts that have assessed their sexual health and/or HIV education policies | **In the past six months, did** [PRIORITY DISTRICT NAME] **complete each of the following actions regarding sexual health and/or HIV education policies (including laws, codes, or regulations)?** (Mark yes or no for each item.)

|  |  |
| --- | --- |
| 1. Identified policies that guide sexual health and/or HIV education work.
 | Yes ⃝ No ⃝ |
| 1. Determined whether sexual health and/or HIV education policies are aligned with state policies, codes, laws, and regulations.
 | Yes ⃝ No ⃝ |
| 1. Documented gaps in sexual health and/or HIV education policies as compared with the *School Level Impact Measures* (ESHE SLIM 1-4).
 | Yes ⃝ No ⃝ |
| 1. Collaborated with district leadership and staff to prioritize actions for addressing identified gaps in sexual health and/or HIV education policies.
 | Yes ⃝ No ⃝ |

 |
| **ESHE Process Measure 3:** Funded SEA has monitored the implementation of sexual health and/or HIV education policies | **In the past six months, did you complete each of the following actions regarding the monitoring of priority district implementation of state-level sexual health and/or HIV education policies (including laws, codes, or regulations)?** (Mark yes or no for each item.)

|  |  |
| --- | --- |
| 1. Developed or maintained a list of priority districts’ current sexual health and/or HIV education policies.
 | Yes ⃝ No ⃝ |
| 1. Reviewed priority districts’ sexual health and/or HIV education policy guidance to ensure alignment with state law, state education agency policy, and district policy.
 | Yes ⃝ No ⃝ |
| 1. Tracked priority districts’ implementation of sexual health and/or HIV education policies
 | Yes ⃝ No ⃝ |

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| **ESHE Process Measure 4:**% of priority districts that monitored school implementation of sexual health and/or HIV education policies | **In the past six months, did [**PRIORITY DISTRICT NAME] **complete each of the following actions regarding the monitoring of schools’ implementation of sexual health and/or HIV education policies (including laws, codes, or regulations)?** (Mark yes or no for each item.)

|  |  |
| --- | --- |
| 1. Maintained or developed a list of schools’ current sexual health and/or HIV education policy guidance.
 | Yes ⃝ No ⃝ |
| 1. Reviewed school-level sexual health and/or HIV education policy guidance to ensure alignment with state law, state education agency policy, and district policy.
 | Yes ⃝ No ⃝ |
| 1. Tracked school-level implementation of sexual health and/or HIV education policy guidance.
 | Yes ⃝ No ⃝ |
| 1. Prepared informational materials about sexual health and/or HIV education policies or policy options for stakeholders.
2. Maintained a tracking system of schools that have used CDC’s School Health Index to evaluate sexual health and/or HIV education policy implementation.
 | Yes ⃝ No ⃝Yes ⃝ No ⃝ |

 |
| **ESHE Process Measure 5:** % of priority districts that received assistance on ESHE  | 1. **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 ESHE?**

\_\_\_\_\_\_ Never\_\_\_\_\_ 1 time\_\_\_\_\_ 2 times\_\_\_\_\_ 3 - 5 times\_\_\_\_\_ 6 - 10 times\_\_\_\_\_ 11 - 15 times\_\_\_\_\_ 16 - 20 times\_\_\_\_\_ 21 or more times1. **On what ESHE topics did you provide assistance to** [PRIORITY DISTRICT NAME]**? (check all that apply)**
* **Assess curricula** with the Health Education Curriculum Analysis Tool (HECAT)
* **Select** an appropriate **curriculum** (including evidence-based interventions, if appropriate)
* **Implement** a specific **curriculum** with appropriate fidelity (including evidence-based interventions, if appropriate)
* **Make** appropriate **adaptations** to curricula (including evidence-based interventions, if appropriate)
* **Implement** a viable **scope-and-sequence** for sexual health education
* **Assess** sexual health and/or HIV education **policies**
* **Monitor** the implementation of sexual health and/or HIV education **policies**
* **Manage controversy** around sexual health education
* Build **instructional competencies** and techniques for sexual health education
* Assess school policies with **School Health Index**
 |
| **ESHE Process Measure 6:**Frequency with which funded SEA received assistance from NGO on ESHE | **In the past six months, how often did you interact with Advocates for Youth to receive assistance (e.g., professional development events, technical assistance, guidance or resource materials, and referrals to other agencies or organizations) on ESHE?**\_\_\_\_\_ Never\_\_\_\_\_ 1 time\_\_\_\_\_ 2 times\_\_\_\_\_ 3 - 5 times\_\_\_\_\_ 6 - 10 times\_\_\_\_\_ 11 - 15 times\_\_\_\_\_ 16 - 20 times\_\_\_\_\_ 21 or more times |