

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

Att. 4c

SEA ESHE Items

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SEA Measures

SEA ESHE Measures

Measures	Questions for Collection of Measures
<p><u>ESHE Performance Measure 1:</u> % of priority districts that have a written MS/HS curriculum framework that reflects ESHE programs</p>	<p>1. Currently, does [PRIORITY DISTRICT NAME] have a written curriculum framework for sexual health education? Yes <input type="radio"/> No <input type="radio"/> Don't Know <input type="radio"/></p> <p>2. 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.)</p> <p style="margin-left: 20px;"><u>Grades</u></p> <p style="margin-left: 20px;">a. 6 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">b. 7 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">c. 8 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">d. 9 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">e. 10 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">f. 11 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">g. 12 Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">h. Middle school (No specific grade) Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">i. High school (No specific grade) Yes <input type="radio"/> No <input type="radio"/></p> <p>3. 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.)</p> <p style="margin-left: 20px;">a. How to create and sustain healthy and respectful relationships. Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">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 style="margin-left: 20px;">d. The benefits of being sexually abstinent. Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">e. The importance of limiting the number of sexual partners. Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">f. The importance of using condoms consistently and correctly. Yes <input type="radio"/> No <input type="radio"/></p> <p style="margin-left: 20px;">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 style="margin-left: 20px;">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>

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	<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 behavior. Yes <input type="radio"/> No <input type="radio"/></p> <p>4. 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.)</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 [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.)</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 Yes <input type="radio"/> No <input type="radio"/></p>

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	<p>achieving them.</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 [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)</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 the SEA have the following materials:</p> <p><u>Materials</u> Yes <input type="radio"/> No <input type="radio"/></p> <p>a. A curriculum framework or model curriculum framework that includes sexual health education Yes <input type="radio"/> No <input type="radio"/></p> <p>b. A list of recommended sexual health curricula for grades 6-8 Yes <input type="radio"/> No <input type="radio"/></p> <p>c. A list of recommended sexual health curricula for grades 9-12 Yes <input type="radio"/> No <input type="radio"/></p> <p>d. Guidance on selecting sexual health curricula Yes <input type="radio"/> No <input type="radio"/></p> <p>e. Guidance on adapting sexual health curricula Yes <input type="radio"/> No <input type="radio"/></p> <p>8. 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)</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. 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>9. Currently, does [PRIORITY DISTRICT NAME] provide each of the following materials to those who teach sexual health</p>

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	<p>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. 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>ESHE</p> <p>Performance</p> <p>Measure 3: % of priority districts that have adopted sexual health curricula (including EBI if applicable)</p>	<p>1. Currently, has [PRIORITY DISTRICT NAME] adopted sexual health curricula for use in grades 6-8? Yes <input type="radio"/> No <input type="radio"/></p> <p>2. 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.)</p> <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"/> ¡Cuidate! <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

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	<ul style="list-style-type: none"> <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 curricula: _____ <p>3. Currently, has [PRIORITY DISTRICT NAME] adopted sexual health curricula for use in grades 9-12? Yes <input type="radio"/> No <input type="radio"/></p> <p>4. 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.)</p> <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"/> ¡Cuidate! <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!')

Measures	Questions for Collection of Measures
	<ul style="list-style-type: none"> <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 style="margin-left: 40px;">Provide name or description of other curricula: _____</p>
<p><u>ESHE Process Measure 1:</u> Funded SEA has assessed its sexual health education and/or HIV education policies</p>	<p>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.)</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. Documented any 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>c. Collaborated with SEA leadership and staff to prioritize actions for addressing any 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> % of priority districts that have assessed their sexual health and/or</p>	<p>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.)</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>

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HIV education policies	d. Collaborated with district 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"/>
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.) <ul style="list-style-type: none"> a. Developed or maintained a list of priority districts' current sexual health and/or HIV education policies. Yes <input type="radio"/> No <input type="radio"/> b. 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 <input type="radio"/> No <input type="radio"/> c. Tracked priority districts' implementation of sexual health and/or HIV education policies Yes <input type="radio"/> No <input type="radio"/>
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.) <ul style="list-style-type: none"> a. Maintained or developed a list of schools' current sexual health and/or HIV education policy guidance. Yes <input type="radio"/> No <input type="radio"/> b. 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 <input type="radio"/> No <input type="radio"/> c. Tracked school-level implementation of sexual health and/or HIV education policy guidance. Yes <input type="radio"/> No <input type="radio"/> d. Prepared informational materials about sexual health and/or HIV education 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 sexual health and/or HIV education policy implementation. Yes <input type="radio"/> No <input type="radio"/>
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? <ul style="list-style-type: none"> _____ Never _____ 1 time _____ 2 times _____ 3 - 5 times _____ 6 - 10 times _____ 11 - 15 times _____ 16 - 20 times _____ 21 or more times

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	<p>2. On what ESHE topics did you provide assistance to [PRIORITY DISTRICT 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 checked="" 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>
<p><u>ESHE Process</u> <u>Measure 6:</u> Frequency with which funded SEA received assistance from NGO on ESHE</p>	<p>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?</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>