

“Promoting Adolescent Health through School-Based HIV Prevention”

Attachment 4

Priority School Questionnaire Items

Public reporting burden of this collection of information is estimated to average 26 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 (0920-1275)

Program Evaluation Reporting System: Priority School Questionnaire

1. Enter the total student enrollment for [Priority School] according to the district's latest official Fall Enrollment/Membership Report (excluding grades K-5): _____

2. Currently, does [Priority School] use the district-approved scope and sequence to guide health education that includes specific sexual health education learning outcomes and content for grades 6, 7, or 8? (Choose one)

- a. Yes
- b. No
- c. There is no district-approved scope and sequence.
- d. Unsure

2A. Does [Priority School] use any of the following materials to guide sexual health education? (Check YES or NO for each)

- A school-specific scope and sequence that includes sexual health education content and knowledge/skills expectations
- A scope and sequence which was provided with a commercial sexual health education instructional program
- Teacher pacing guides for sexual health education instruction
- Other (specify):

3. Currently, does [Priority School] use the district-approved scope and sequence to guide health education that include specific sexual health education learning outcomes content for grades 9, 10, 11, or 12? (Choose one)

- a. Yes
- b. No
- c. There is no district-approved scope and sequence
- d. Unsure

3A. Does [Priority School] use any of the following materials to guide sexual health education? (Check YES or NO for each)

- A school-specific scope and sequence that includes sexual health education content and knowledge/skills expectations
- A scope and sequence which was provided with a commercial sexual health education instructional program
- Teacher pacing guides for sexual health education instruction
- Other (specify):

4. During the past 6 months, did [Priority School] deliver a sexual health education instructional program in grades 6, 7, or 8? (Check YES or NO)

[If no to Q4, skip to Q5]

4A. If yes to Question 4, which of the following components did the sexual health education instructional program(s) include? (Check YES or NO for each)

- Learning objectives and outcomes
- Planned progression of learning experiences
- Continuity between lessons or learning experiences focused on maintaining health-enhancing skills
- Relevant and appropriate content and materials
- Assessment strategies

4B. If yes to Question 4, During the past 6 months, in what setting does [Priority School] deliver sexual health education instruction to students in grades 6, 7, or 8? (Check YES or NO for each)

- As part of a required health or physical education course
- As part of an elective health education course
- During out-of-school time (e.g., after school programming)
- Other (specify):

4C. If yes to Question 4, During the past 6 months, did teachers in [Priority School] teach the following sexual health education topics in a required or recommended course for students in grades 6, 7, or 8? (Check YES or NO for each)

- a. How HIV and other STDs are transmitted
- b. Health consequences of HIV, other STDs, and pregnancy
- c. The benefits of being sexually abstinent
- d. How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy
- e. The influences of family, peers, media, technology and other factors on sexual risk behaviors

- f. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
- g. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
- h. Influencing and supporting others to avoid or reduce sexual risk behaviors
- i. Efficacy of condoms, that is, how well condoms work and do not work
- j. The importance of using condoms consistently and correctly
- k. How to obtain condoms
- l. How to correctly use a condom
- m. Methods of contraception other than condoms
- n. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy
- o. How to communicate sexual consent between partners
- p. How to create and sustain healthy and respectful relationships
- q. Recognizing and responding to sexual victimization and violence
- r. The importance of limiting the number of sexual partners
- s. Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health
- t. Diversity of sexual orientations and gender identities
- u. How gender roles and stereotypes affect goals, decision making, and relationships
- v. The relationship between alcohol and other drug use and sexual risk behaviors

4D. If yes to Question 4, during the past 6 months, did teachers in [Priority School] assess the ability of students to do the following in a required or recommended course in grades 6, 7, or 8? (Check YES or NO for each)

- a. Comprehend concepts important to prevent HIV, other STDs, and pregnancy
- b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors
- c. Access valid information, products, and services to prevent HIV, other STDs, and pregnancy
- d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors
- e. Use decision-making skills to prevent HIV, other STDs, and pregnancy
- f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them
- g. Practice health-enhancing behaviors to avoid or reduce HIV, other STD, and unintended pregnancy
- h. Advocate for self and others to avoid or reduce sexual risk behaviors

4E. If yes to Question 4, if [Priority School] delivered a sexual health education instructional program that was locally developed, specify the name(s) of the curriculum/instructional program and enter the number students reached by each program

- Name of locally developed program #1:
Number of students reached by locally developed program #1:
- Name of locally developed program #2
Number of students reached by locally developed program #2
- Name of locally developed program #3
Number of students reached by locally developed program #3
- Name of locally developed program #4
Number of students reached by locally developed program #4
- Name of locally developed program #5
Number of students reached by locally developed program #5

4F. What sexual health instructional program(s) was delivered in [Priority School] for grades 6, 7, or 8? (Check all that apply and enter the number of students reached by each instructional program delivered.)

- Be Proud! Be Responsible!
- Family Life and Sexual Health (FLASH) 4/5/6
- Family Life and Sexual Health (FLASH) 7/8
- Health Smart Middle/High School: Abstinence, Puberty & Personal Health
- Making Proud Choices! A Safer-sex Approach to HIV/STDs and Teen Pregnancy Prevention
- Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STI, and Pregnancy Prevention
- Pearson Sexual Health Curriculum
- Project AIM (Adult Identity Mentoring)
- Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV
- Rights, Respect, Responsibility (3R's)
- Teen Outreach Program (TOP)
- None of the above

4g. If yes to Question 4, if [Priority School] delivered any other sexual health education instructional programs for grades 6, 7, or 8, provide the name(s) of the program and the number of students reached.

- Name of program #1:

Number of students reached by program #1:

- Name of program #2

Number of students reached by program #2

- Name of program #3

Number of students reached by program #3

- Name of program #4

Number of students reached by program #4

- Name of program #5

Number of students reached by program #5

- 5. During the past 6 months, did [Priority School] deliver a sexual health education instructional program in grades 9, 10, 11, or 12? (Check YES or NO)**

[If no to Q5, skip to Q6]

5A. If yes to Question 5, which of the following components does the sexual health education instructional program include for grades 9, 10, 11, or 12? (Check YES or NO for each)

- Learning objectives and outcomes
- Planned progression of learning experiences
- Continuity between lessons or learning experiences focused on maintaining health-enhancing skills
- Relevant and appropriate content and materials
- Assessment strategies

5B. If yes to Question 5, during the past 6 months, in what setting does [Priority School] deliver sexual health education instruction to students in grades 9, 10, 11, or 12? (Check YES or NO for each)

- As part of a required health or physical education course
- As part of an elective health education course
- During out-of-school time (e.g., after school programming)
- Other (specify):

5C. If yes to Question 5, during the past 6 months, did teachers in [Priority School] teach the following sexual health education topics in a required or recommended course for students in grades 9, 10, 11, or 12? (Check YES or NO for each)

- a. How HIV and other STDs are transmitted
- b. Health consequences of HIV, other STDs, and pregnancy

- c. The benefits of being sexually abstinent
- d. How to access valid and reliable health information, products, and services related to HIV, other STDs, and pregnancy
- e. The influences of family, peers, media, technology and other factors on sexual risk behaviors
- f. Communication and negotiation skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
- g. Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STDs, and pregnancy
- h. Influencing and supporting others to avoid or reduce sexual risk behaviors
- i. Efficacy of condoms, that is, how well condoms work and do not work
- j. The importance of using condoms consistently and correctly
- k. How to obtain condoms
- l. How to correctly use a condom
- m. Methods of contraception other than condoms
- n. The importance of using a condom at the same time as another form of contraception to prevent both STDs and pregnancy
- o. How to communicate sexual consent between partners
- p. How to create and sustain healthy and respectful relationships
- q. Recognizing and responding to sexual victimization and violence
- r. The importance of limiting the number of sexual partners
- s. Preventive care (such as screenings and immunizations) that is necessary to maintain reproductive and sexual health
- t. Diversity of sexual orientations and gender identities
- u. How gender roles and stereotypes affect goals, decision making, and relationships
- v. The relationship between alcohol and other drug use and sexual risk behaviors

5D. If yes to Question 5, during the past 6 months, did teachers in [Priority School] assess the ability of students to do the following in a required or recommended course in grades 9, 10, 11, or 12? (Check YES or NO for each)

- a. Comprehend concepts important to prevent HIV, other STDs, and pregnancy
- b. Analyze the influence of family, peers, culture, media, technology, and other factors on sexual risk behaviors
- c. Access valid information, products, and services to prevent HIV, other STDs, and pregnancy
- d. Use interpersonal communication skills to avoid or reduce sexual risk behaviors

- e. Use decision-making skills to prevent HIV, other STDs, and pregnancy
- f. Set personal goals that enhance health, take steps to achieve these goals, and monitor progress in achieving them
- g. Practice health-enhancing behaviors to avoid or reduce HIV, other STD, and unintended pregnancy
- h. Advocate for self and others to avoid or reduce sexual risk behaviors

5E. If yes to Question 5, if [Priority School] deliver a sexual health education instructional program that was locally developed for grades 9, 10, 11, or 12, specify the name(s) of the curriculum/instructional program and enter the number students reached by each program:

- Name of locally developed program #1:
Number of students reached by locally developed program #1:
- Name of locally developed program #2
Number of students reached by locally developed program #2
- Name of locally developed program #3
Number of students reached by locally developed program #3
- Name of locally developed program #4
Number of students reached by locally developed program #4
- Name of locally developed program #5
Number of students reached by locally developed program #5

5F. If yes to Question 5, what sexual health instructional programs were delivered by [Priority School] for grades 9, 10, 11, or 12? (Check all that apply and enter the number of students reached by each instructional program delivered.)

- Aban Aya Youth Project
- Adult Identity Mentoring (Project AIM)
- All4You!
- Be Proud! Be Responsible!
- Be Proud! Be Responsible! Be Protective!
- Becoming a Responsible Teen (BART)
- Big Decisions
- Comprehensive Health Textbook and Curriculum Guidance
- ¡Cuídate!
- Family Life and Sexual Health (FLASH) 9-12
- FOCUS
- Focus on Youth + IMPACT
- Game Plan

- Get Real about AIDS: An Adolescent STD/HIV/AIDS Prevention Program
- Heritage Keepers Abstinence Education
- Love Notes
- Making a Difference!
- Making Proud Choices! A Safer-sex Approach to HIV/STDs and Teen Pregnancy Prevention
- Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STI, and Pregnancy Prevention
- Peer Health Exchange
- Positive Prevention – HIV/STD Prevention Education for California Youth
- Positive Prevention – PLUS – HIV/STD Prevention Education for California Youth
- Promoting Health among Teens! Abstinence-Only Intervention (formally '*Promoting Health among Teens!*')
- Promoting Health among Teens! Comprehensive Abstinence and Safer Sex Intervention (formally '*Comprehensive Abstinence and Safer Sex Intervention!*')
- Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV
- RESPECT
- Rights, Respect, Responsibility (3R's)
- Safer Choices: Preventing HIV, Other STD, and Pregnancy – Level 2
- Safer Sex
- Teen Health Project
- Teen Outreach Program (TOP)
- None of the above

5G. If yes to Question 5, if [Priority School] delivered other sexual health education instructional program(s) for grades 9, 10, 11, or 12, provide the name(s) of the other program(s) and enter the number of students reached:

- Name of program #1:
Number of students reached by program #1:
- Name of program #2
Number of students reached by program #2
- Name of curriculum #3
Number of students reached by program #3
- Name of program #4
Number of students reached by program #4
- Name of program #5

Number of students reached by program #5

- 6. Currently, does the [Priority School] have a School Health Advisory Council (SHAC) or similar advisory committee/council/team in place?**
(Check YES or NO)

[If no to Q6, skip to Q7]

- 6A. If yes, during the past 6 months, which of the following activities has the SHAC or similar committee/council/team completed?** (Check YES or NO for each)

- a. Identified student sexual health needs based on relevant data
- b. Communicated the importance of sexual health education instructional programs, policies, and activities to district administrators, school administrators, teachers and curriculum staff, parents, and community partners
- c. Assessed the availability of sexual health education instructional programs and opportunities for students
- d. Recommended new or revised sexual health education instructional programs, policies, and activities to school administrators or the school improvement plan teams
- e. Developed a written plan for delivering a sexual health education instructional program for students in the district
- f. Leveraged resources to support sexual health education priorities for students and staff

- 7. During the past 6 months, did [Priority School] implement a condom availability program that allowed students to obtain condoms?** (Check YES or NO)

- 8. During the past 6 months, did [Priority School] implement any school-wide, student-planned marketing campaigns that promote recommended sexual health services for teens?** (Check YES or NO)

- 9. Is referral of students the focus of your district's sexual health services work?** (Check YES or NO)

[If no to Q9, skip to Q10]

9A. During the past 6 months, how many referrals did [Priority School] designated school staff provide to students for sexual health services?
(Enter the number of referrals)

9B. During the past 6 months, did [Priority School] provide students with referrals to any organizations or health care professionals not on school property for the following services? (Check YES or NO for each)

- a. HIV testing
- b. STD testing
- c. Pregnancy testing
- d. Provision of condoms
- e. Provision of condom-compatible lubricants (i.e., water- or silicone-based);
- f. Provision of contraceptives other than condoms (e.g., birth control pill, birth control shot, intrauterine device [IUD])
- g. Human papillomavirus (HPV) vaccine administration

10. During the past 6 months, did any staff at [Priority School] receive professional development on any of the following: (Check YES or NO for each)

- Classroom management best practices (e.g., social skills training, environmental modification, conflict resolution and mediation, and behavior management)
- How to support lesbian, gay, bisexual, and transgender (LGBT) students (e.g., bystander intervention skills, implementing safe spaces, use of inclusive language)
- Additional professional development designed to strengthen safe and supportive environments

11. During the past 6 months, did [Priority School] do any of the following related to disseminating resources to parents? (Check YES or NO for each)

- Provide parents with information to support parent- adolescent communication about sex
- Provide parents with information to support parent- adolescent communication about topics other than sex
- Provide parents with information about how to monitor their teen (e.g., setting parental expectations, keeping track of their child, responding when their child breaks the rules)
- Provide parents with information to support 1-on-1 time between adolescents and their health care providers

12. During the past 6 months, did [Priority School] implement any of the following school-based positive youth development programs? (Check YES or NO for each)

- A program in which students receive service-learning opportunities, that is community service designed to meet specific learning objectives
- A program in which family or community members serve as role models to students or mentor students
- Some other type of school-based positive youth development program

13. During the past 6 months, did [Priority School] connect students to any of the following community-based positive youth development programs? (Check YES or NO for each)

- A program in which students receive service-learning opportunities, that is community service designed to meet specific learning objectives
- A program in which family or community members serve as role models to students or mentor students
- Some other type of community-based positive youth development program

14. Currently, does [Priority School] have a student-led club that supports LGBT youth (often known as Gay-Straight Alliances or Genders and Sexualities Alliances)? (Check YES or NO)

End