

Form Approved
OMB Control Number: 0920-1282
Expiration Date: 06/30/2026

Performance Measures for the Improving Adolescent Health and Well-Being Through School-Based Surveillance and the What Works in Schools Program: Appendix A

Public reporting burden of this collection of information is estimated to average **15 hours per response per year**, 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 (0920-1282).

## Contents

<b>Component 1 Work Plan and Work Plan Status Report</b> .....	2
<b>Work Plan Details</b> .....	2
<b>Work Plan Status Report Details</b> .....	3
<b>Component 1 Work Plan</b> .....	4
<b>District-Level Data</b> .....	4
<b>Strategy 1A - Health Education (HED)</b> .....	5
<b>Health Education Required Activities</b> .....	5
<b>Strategy 1B - Health Services (HS)</b> .....	7
<b>Health Service Required Activities</b> .....	7
<b>Strategy 1C - Safe and Supportive Environments (SSE)</b> .....	10
<b>Safe and Supportive Environments Required Activities</b> .....	10
<b>Strategy 1D - Family, School, and Community Engagement (ENGAGE)</b> .....	15
<b>Family, School, and Community-Required Activities</b> .....	15
<b>District-Level Collaborations</b> .....	17
<b>Component 1 Work Plan Status Report</b> .....	18
<b>Strategy 1A: Health Education (HED)</b> .....	18
<b>Strategy 1B: Sexual Health Services (HS)</b> .....	20
<b>Strategy 1C: Safe and Supportive Environments (SSE)</b> .....	23
<b>Strategy 1D: Family, School, and Community Engagement (ENGAGE)</b> .....	28
<b>Collaboration and Partnership</b> .....	30

## Component 1 Work Plan and Work Plan Status Report

### Work Plan Details

You will use this Work Plan to plan annual activities across Component 1 Strategies 1A – 1D. The work plan serves as a forecasting process. It shows the following:

- Proposed activities and who will complete them
- For which audience
- To what extent implemented

You will update this document annually with your proposed activities for the program year. You will use this document during your monthly calls with your program consultant. It will help:

- Guide discussion around progress

- Identify possible barriers to implementation
- Identify technical assistance needs

Consider this work plan your comprehensive roadmap for the year. It will provide direction and support as you plan for staffing needs, resource allocation, and leadership support.

You will need the following information to complete the Work Plan:

- Data sources used to track progress for each required strategy.
- District-level data (total number of schools, staff members, etc.)
- School-level data (total number of school-based health centers (SBHCs), total number of instructional support staff, total number of students, total number of GSAs, etc.)
- Detailed description of activities that will take place in the program year to accomplish each required activity.
- Job title or role of the person responsible for completing the required activity.
- Forecasting Data for the upcoming program year: All reported data will be estimated values for the upcoming program year. The estimated reported data will be used to track progress over time.
- Details regarding any forms of anticipated collaboration that will impact the strategy activity.

### Work Plan Status Report Details

You will use this Work Plan Status Report (WPSR) to capture completed activities twice a year. The work plan status report serves as a bi-annual report to document accomplishments. It shows the following:

- Required Activity Progress and Reach
- Target Audience
- Facilitators and Barriers

You will submit this report bi-annually on April 1 and October 1st. The Work Plan Status Report will be used during your monthly calls with your program consultant and will help:

- Guide Discussion around Progress
- Identify Possible Barriers to Implementation
- Identify Possible Facilitators Utilized to Overcome Barriers to Implementation
- Identify Technical Assistance Needs

You will need the following information to complete the Work Plan Status Report:

- Detailed description of activities in the program year to accomplish each required activity.
- Data sources used to track progress for each required strategy and activity.
- District-level data (total number of schools impacted, staff members reached, etc.)
- School-level data (total number of school-based health centers (SBHCs) utilized, total number of instructional support staff reached, total number of students reached, total number of GSAs utilized, etc.)
- Details regarding any collaborations that impacted the strategy activity.

## Component 1 Work Plan

### District-Level Data

The following chart will be updated annually as needed. Enter “n/a” if the field is “not applicable” to your district.

	Elementary Schools (Grades K-5)	Middle Schools (Grades 6-8)	High Schools (Grades 9-12)	Total at district or school-levels
Total Number of Schools				
Total Number of Teachers				
Total Number of Instructional Support Staff				
Total Number of Students				
Total Number of SBHCs				
Total Number of SBHC Staff				
Total Number of School Nurses				
Total Number of School Staff providing mental and behavioral services/support				
Total Number of School Staff providing sexual health services/support				
Total Number of GSAs				
Total Number of YACs				
Total Number of Parent Groups				

## Strategy 1A - Health Education (HED)

<b>Agency Name:</b>	<b>Cooperative Agreement Number:(Automatically Populated)</b>
	<b>Program Year:</b>
Describe the data sources you will use to monitor progress within this strategy: <i>(Please consider local and state data, YRBS, Profiles, PERS, Needs Assessments, Focus Groups, Interviews, etc.)</i>	
Describe the agency and jurisdictional context regarding Health Education, including sexual and mental health - Please share key considerations: <ul style="list-style-type: none"> <li>- <i>Any state or district policy limiting or supporting school and community activities.</i></li> <li>- <i>State or District Professional Development Requirements.</i></li> <li>- <i>State or District Level access to Health Education and educators.</i></li> <li>- <i>Curriculum review and selection processes.</i></li> </ul>	

### Health Education Required Activities

<b>HED1.</b> Develop, implement, and review a technical assistance plan. Its goal is to support and improve teacher's and school staff's knowledge, comfort, and skills for delivering health education to students in secondary grades (6 to 12). This includes sexual and mental health education.	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
Associated Performance Measure: <b>(Automatically Populated)</b>	

<b>HED2.</b> Each year, professional development is provided for teachers and school staff, delivering health education instructional programs to students in secondary grades (6 to 12). This includes sexual health and mental health education. Prioritize instructional competencies needed for culturally responsive and inclusive education.	Description of Activity (Provide as much detail as possible and include a list of the HED PD you will offer along with the anticipated dates for the upcoming year):
	Responsible Person(s) (Job Title Only):
<b>HED2 Forecasting</b>	

To forecast and measure your progress, please complete the following questions with your <i>estimated</i> value to be completed in the upcoming year
Estimated number of Teachers and School Staff at Middle School level reached:
Estimated number of Teachers and School Staff at the High School level reached:
Associated Performance Measure <b>(Automatically Populated)</b>

<p><b>HED3.</b> Each year, implement a health education instructional program for students in grades K to 12.</p> <p>Health education instructional programs should:</p> <ul style="list-style-type: none"> <li>Align with a district or school scope and sequence.</li> <li>Be culturally responsive and focused on meeting the needs of students who have been marginalized, including students from racial and ethnic minority groups. These students identify as LGBTQ+ and students with intellectual and developmental disabilities.</li> <li>Incorporate sexual and mental health content.</li> <li>Prioritize skills to identify and access health services.</li> <li>Assess student performance.</li> </ul>	<p>Description of Activity (Provide as much detail as possible to describe the actions <b>you</b> will complete to accomplish this activity. <b>Ensure you include how each of the suggested Health Education components were addressed</b> ):</p>
	Responsible Person(s) (Job Title Only):

### HED3 Forecasting

To forecast and measure your progress, please complete the following questions with your <i>estimated</i> value to be completed in the upcoming year	
Estimated Number of Elementary (grades k-5) Schools Reached:	By (Date):
Estimated Number of Middle (grades 6-8) Schools Reached:	By (Date):
Estimated Number of High Schools (grades 9-12) Reached:	By (Date):
Associated Performance Measure <b>(Automatically Populated)</b>	

## Strategy 1B - Health Services (HS)

<b>Agency Name:</b>	<b>Cooperative Agreement Number:</b>
	<b>Program Year:</b>
Describe the data sources you will use to monitor progress within this strategy. <i>(Please consider local and state data, YRBS, Profiles, PERS, Needs Assessments, Focus Groups, Interviews, etc.)</i>	
Describe the agency and jurisdictional context regarding Health Services - Please share key considerations: <ul style="list-style-type: none"> <li>- Any state or district policy or rule limiting activities within schools and communities.</li> <li>- Any state or district policy or rule supporting activities within schools and communities. (e.g., CAP).</li> </ul>	

### Health Service Required Activities

<b>HS1.</b> Each year, assess district and school capacity, infrastructure, and partnerships. The assessment reviews the ability to implement activities that increase student access to youth-friendly and inclusive sexual, behavioral, and mental health services.	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
Associated Performance Measure ( <b>Automatically Populated</b> )	
<b>HS2.</b> Build partnerships with healthcare providers. The goal is to support student access to youth-friendly and inclusive sexual, behavioral, and mental health services.	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
<b>HS2 Forecasting</b>	
To forecast and measure your progress, please complete the following questions with your <i>estimated</i> value to be completed in the upcoming year	

Estimated Number of Partnerships with Sexual Health Providers Formed:	By (Date):
Estimated Number of Partnerships with Behavioral Health Providers Formed:	By (Date):
Estimated Number of Partnerships with Mental Health Providers Formed:	By (Date):
Associated Performance Measure <b>(Automatically Populated)</b>	

<p><b>HS3.</b> Provide annual professional development to help staff support student access to health services, specifically sexual, behavioral, and mental health services. Each year, you must provide professional development to both:</p> <ul style="list-style-type: none"> <li>• Staff who provide health services</li> <li>• Other school staff</li> </ul>	Description of Activity (Provide as much detail as possible and include a list of the HS PD you will offer along with the anticipated dates for the upcoming year):
	Responsible Person(s) (Job Title Only):

### HS3 Forecasting

To forecast and measure your progress, please complete the following questions with your *estimated* value to be completed in the upcoming year

Estimated Number of Middle School Staff who provide health services Reached:	By (Date):
Estimated Number of High Schools Staff who provide health services Reached:	By (Date):
Associated Performance Measure <b>(Automatically Populated)</b>	

<p><b>HS4.</b> Implement or enhance school-based activities that increase access to services. The goal is to increase student access to youth-friendly and inclusive school- and community-based sexual, behavioral, and mental health services. Activities must include <b>at least one</b> of the following:</p> <ul style="list-style-type: none"> <li>• <b>HS4_A:</b> Create a referral system to link students to sexual, behavioral, and mental health services.</li> </ul>	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):

- *Include which requirement (HS4\_A – HS4\_C) is included in the activity.*



- **HS4\_B:** Provide school-based sexual, behavioral, and mental health services to students. For example, STI screening, making condoms available, school-based counseling, and mental health support.
- **HS4\_C:** Provide school-based health center services that support sexual, behavioral, and mental health services for students.

#### HS4 Forecasting

To forecast and measure your progress, please complete the following questions with your *estimated* value to be completed in the upcoming year

Estimated Number of Middle School Activities Implemented or Enhanced:	By (Date):
Estimated Number of High School Activities Implemented or Enhanced:	By (Date):
Associated Performance Measure <b>(Automatically Populated)</b>	

## Strategy 1C - Safe and Supportive Environments (SSE)

<b>Agency Name:</b>	<b>Cooperative Agreement Number:</b>
	<b>Program Year:</b>
Describe the data sources you will use to monitor progress within this strategy. <i>(Please consider local and state data, YRBS, Profiles, PERS, Needs Assessments, Focus Groups, Interviews, etc.)</i>	
Describe the agency and jurisdictional context regarding Safe and Supportive Environments - Please share key considerations: <ul style="list-style-type: none"> <li>- Any state or district policy or rule limiting activities within schools and communities.</li> <li>- Any state or district policy or rule supporting activities within schools and communities. (e.g., CAP).</li> <li>- Identified collaborations/partnerships that will support marginalized groups.</li> <li>- Training history of GSA Advisors and what resources will be used</li> </ul>	

### Safe and Supportive Environments Required Activities

<b>SSE1.</b> Implement activities each year that support marginalized youth and foster safe and supportive school environments for all youth.	
<b>SSE1.A:</b> In Year 1, designate a staff person at the district level to lead and coordinate diversity, equity, and inclusion activities with school-level champions.	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
Associated Performance Measure <b>(Automatically Populated)</b>	
<b>SSE1.B:</b> Establish or enhance student-led clubs that support youth, including youth with LGBTQ+ identities. These are often known as Gender and Sexualities Alliances (GSAs).	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
<b>SSE1.B Forecasting</b>	
To forecast and measure your progress, please complete the following questions with your <i>estimated</i> value to be completed in the upcoming year	

Estimated Number of Middle School Clubs Established or Enhanced:	By (Date):
Estimated Number of High school Clubs Established or Enhanced:	By (Date):
Associated Performance Measure <b>(Automatically Populated)</b>	
<b>SSE1.C:</b> Develop, implement, improve, and enforce policies that prohibit harassment based on a student’s perceived or actual sexual orientation or gender identity. These policies are in addition to federally mandated policies based on race, color, national origin, disability, age, sex (including gender identity, sexual orientation, and pregnancy), or other constitutionally protected statuses.	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
Associated Performance Measure <b>(Automatically Populated)</b>	
<b>SSE1.D:</b> Identify “safe spaces” where all youth, including those with LGBTQ+ identities, can receive support from administrators, teachers, or other school staff. These could be a counselor’s office, designated classroom, or student organization space.	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):
	Responsible Person(s) (Job Title Only):
<b>SSE1.D Forecasting</b>	
To forecast and measure your progress, please complete the following questions with your <i>estimated</i> value to be completed in the upcoming year	
Estimated Number of Safe Spaces Identified in Middle Schools:	By (Date):
Estimated Number of Safe Spaces Identified in High Schools:	By (Date):
Associated Performance Measure <b>(Automatically Populated)</b>	

<p><b>SSE2.</b> Each year, provide professional development to school staff to foster safe and supportive school environments. Professional development topics should include supporting youth, including those with LGBTQ+ identities and racial and ethnic minority youth, classroom management, and mental health awareness and crisis response.</p>	Description of Activity (Provide as much detail as possible and include a list of the SSE PD you will offer along with the anticipated dates for the upcoming year):	
	Responsible Person(s) (Job Title Only):	
<b>SSE2 Forecasting</b>		
To forecast and measure your progress, please complete the following questions with your <i>estimated</i> value to be completed in the upcoming year		
Estimated Number of Middle School Staff Reached:	By (Date):	
Estimated Number of High School Staff Reached:	By (Date):	
Associated Performance Measure <b>(Automatically Populated)</b>		

<p><b>SSE3.</b> Implement activities to support school staff's mental health and well-being.</p>	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):	
	Responsible Person(s) (Job Title Only):	
Associated Performance Measure <b>(Automatically Populated)</b>		

<p><b>SSE4.</b> Implement school-wide practices to support the behavioral and mental health and social and emotional well-being of students.</p>		
<p><b>SSE4.A:</b> Establish dedicated time within the school schedule for students to connect with teachers and peers. The goal is to hold structured discussions that promote social-emotional well-being and strengthen relationships. These might include advisory programs or periods and morning meetings.</p>	Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):	
	Responsible Person(s) (Job Title Only):	
<b>SSE4.A Forecasting</b>		

To forecast and measure your progress, please complete the following questions with your *estimated* value to be completed in the upcoming year

Estimated Number of Middle Schools Reached:	By (Date):
---	------------

Estimated Number of High Schools Reached:	By (Date):
---	------------

Associated Performance Measure **(Automatically Populated)**

<p><b>SSE4.B:</b> Implement schoolwide positive behavioral interventions and support for student and teacher well-being.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Setting positive behavioral expectations for students</li> <li>• Teaching academic and social behaviors that students need to meet school expectations</li> <li>• Defining behaviors that negatively affect school environments</li> <li>• Using positive disciplinary practices to respond to negative behaviors</li> </ul>	<p>Description of Activity (Provide as much detail as possible to describe the actions you will complete to accomplish this activity):</p>
--	--

	<p>Responsible Person(s) (Job Title Only):</p>
--	--

**SSE4.B Forecasting**

To forecast and measure your progress, please complete the following questions with your *estimated* value to be completed in the upcoming year

Estimated Number of Middle Schools Reached:	By (Date):
---	------------

Estimated Number of High Schools Reached:	By (Date):
---	------------

Associated Performance Measure **(Automatically Populated)**

<p><b>SSE5.</b> Implement positive youth development approaches. Specifically, provide school-</p>	<p>Description of Activity (Provide as much detail as possible to describe the actions <b>you will complete</b> to accomplish this activity):</p>
--	---

based mentoring, service learning, or other positive youth development programs or connect students to community-based programs.

Responsible Person(s) (Job Title Only):

**SSE5 Forecasting**

To forecast and measure your progress, please complete the following questions with your *estimated* value to be completed in the upcoming year

Estimated Number of Middle Schools Reached:

By (Date):

Estimated Number of High Schools Reached:

By (Date):

Associated Performance Measure **(Automatically Populated)**

## Strategy 1D - Family, School, and Community Engagement (ENGAGE)

<b>Agency Name:</b>	<b>Cooperative Agreement Number:</b>
	<b>Program Year:</b>
Describe the data sources you will use to monitor progress within this strategy. <i>(Please consider local and state data, YRBS, Profiles, PERS, Needs Assessments, Focus Groups, Interviews, etc.)</i>	
Describe the agency and jurisdictional context regarding family, school, and community engagement- Please share critical considerations: <ul style="list-style-type: none"> <li>- <i>any policies or rules that may limit activities within schools and communities</i></li> <li>- <i>SHAC structure, meeting frequency, estimated involvement</i></li> <li>- <i>Existing parent groups and parent communications</i></li> </ul>	

### Family, School, and Community-Required Activities

<p><b>ENGAGE1.</b> Establish and maintain a SHAC or similar council or team. It must include representation from students, school staff, parents, and community members. The goal is to allow them to regularly provide district or school-level guidance to support and improve health-related policies, programs, and practices.</p>	<p>Description of Activity (Provide as much detail as possible to describe the actions <b>you</b> will complete to accomplish this activity):</p>
	<p>Responsible Person(s) (Job Title Only):</p>
Associated Performance Measure <b>(Automatically Populated)</b>	

<p><b>ENGAGE2.</b> Establish and maintain interdepartmental collaborations across the school district. The goal is to help implement district or school-level activities that support and improve school health policies, programs, and practices.</p>	<p>Description of Activity (Provide as much detail as possible to describe the actions <b>you</b> will complete to accomplish this activity):</p>
	<p>Responsible Person(s) (Job Title Only):</p>
Associated Performance Measure <b>(Automatically Populated)</b>	

**ENGAGE3.** Implement family, school, and community engagement strategies. The goal is to engage parents, caregivers, guardians, and community members in health education, health services, and safe and supportive environment activities.

Such strategies might include:

- Providing seminars, workshops, and information
- Providing opportunities for feedback on program activities
- Leveraging school and community resources

Description of Activity (Provide as much detail as possible to describe the actions **you** will complete to accomplish this activity):

Responsible Person(s) (Job Title Only):

Associated Performance Measure (Automatically Populated)

**ENGAGE4.** Implement youth engagement strategies. The goal is actively engaging students in health education, health services, and safe and supportive environment activities. Strategies should create space for youth to share their ideas.

They might include:

- Implementing school-wide, student-planned marketing campaigns
- Creating district-wide youth advisory councils (YACs)

Description of Activity (Provide as much detail as possible to describe the actions **you** will complete to accomplish this activity):

- *Include how marginalized populations will be actively engaged.*

Responsible Person(s) (Job Title Only):

Associated Performance Measure (Automatically Populated)



## District-Level Collaborations

The following chart will be updated annually as new collaborations are formed.

<b>Name of Group/Organization:</b>	Please include a brief description of the collaboration and the required activity it is associated with.
Please select what content areas will be addressed with this collaboration: <i>(Select All That Apply)</i>	Describe how this collaboration will support the district's capacity to address health equity. <i>(Does it represent or serve a marginalized population identified by the recipient?)</i>
	What are the possible outcomes and/or benefits of collaboration to your organization (monetary, policy implementation, training, health equity, etc.)?

**\*\* Recipient will be able to add more collaborations**

## Component 1 Work Plan Status Report

Site Name	Grant Number	Reporting Period
(Auto-populated)	(Auto-populated)	(Auto-populated)

### Strategy 1A: Health Education (HED)

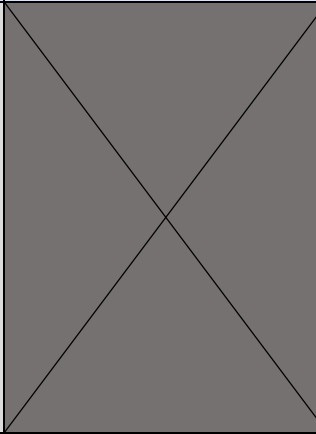
<i>Strategy 1A: Health Education (HED)</i>	<i>Status of Completion</i>	<i>Summarize Progress made in accomplishing activities below (Please include a description of what activities were completed, the intervention/program used, the Target Audience (student, grade level, Teacher, Social Worker, Parents, etc.), and the potential impact of the activity. )</i>	<i>Number Reached (Estimate)</i>
<p><b><i>Required HED1.</i></b> <u>Develop, implement, and review</u> a technical assistance plan. Its goal is to support and improve teacher and school staff’s knowledge, comfort, and skills for delivering health education to students in secondary grades (6 to 12). This includes sexual and mental health education.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	Click or tap here to enter text.	
<p><b><i>Required HED2.</i></b> Each year, <u>provide professional development for teachers and school staff,</u> delivering health education instructional programs to students in secondary grades (6 to 12). This includes sexual health and mental health education. Prioritize instructional competencies needed</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	Click or tap here to enter text.	# of teachers and school staff at the middle school level reached:  # of teachers and school staff at high school level reached:

for culturally responsive and inclusive education.			
<p><b>Required HED3.</b> Each year, <u>implement a health education instructional program for students in grades K to 12.</u> Health education instructional programs should:</p> <ul style="list-style-type: none"> <li>◦Align with a district or school scope and sequence</li> <li>◦Be culturally responsive, inclusive, developmentally appropriate, and focused on meeting the needs of students who have been marginalized, including students from racial and ethnic minority groups, students who identify as LGBTQ+, and students with intellectual and developmental disabilities</li> <li>◦Incorporate sexual and mental health content</li> <li>◦Prioritize skills to identify and access health services</li> <li>◦Assess student performance</li> </ul>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	<p># of Elementary Schools (K-5) reached:</p> <p># of Middle Schools (6-8) reached:</p> <p># of High Schools (9-12) reached:</p>

**Additional HED Activities/Successes/Challenges:** Please describe any additional activities beyond those required by the Cooperative Agreement and any additional successes and/or challenges.

Click or tap here to enter text.

### Strategy 1B: Sexual Health Services (HS)

<b>Strategy 1B: Sexual Health Services (HS)</b>	<b>Status of Completion</b>	<b>Summarize Progress made in accomplishing activities below (Please include a description of what activities were completed, the intervention/program used, the Target Audience (student, grade level, Teacher, Social Worker, Parents, etc.), and the potential impact of the activity. )</b>	<b>Number Reached</b>
<p><b>Required HS1.</b> Each year, assess district and school capacity, infrastructure, and partnerships. The assessment reviews the ability to implement activities that increase student access to youth-friendly and inclusive sexual, behavioral, and mental health services.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	
<p><b>Required HS2.</b> Build partnerships with healthcare providers. The goal is to support student access to youth-friendly and inclusive sexual, behavioral, and mental health services.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	<p># of Partnerships with Sexual Health Providers Formed:</p> <p># of Partnerships with Behavioral Health Providers Formed:</p> <p># of Partnerships with Mental Health Providers Formed:</p>

<p><b>Required HS3.</b> Provide annual professional development to help staff support student access to health services, specifically sexual, behavioral, and mental health services. Each year, you must provide professional development to both: Staff who provide health services, and other school staff.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	<p># of Middle School Staff who provide health services Reached:</p> <p># of High school staff who provide health services Reached:</p>
<p><b>Required HS4.</b> Implement or enhance school-based activities that increase access to services. Activities must <b><i>include at least one of the following:</i></b></p> <ul style="list-style-type: none"> <li>• <b>HS4.A:</b> Create a referral system to link students to sexual, behavioral, and mental health services.</li> <li>• <b>HS4.B:</b> Provide school-based sexual, behavioral, and mental health services to students. For example, STI</li> </ul>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	<p># of Middle School Activities Implemented or Enhanced:</p> <p># of High School Activities Implemented or Enhanced:</p>

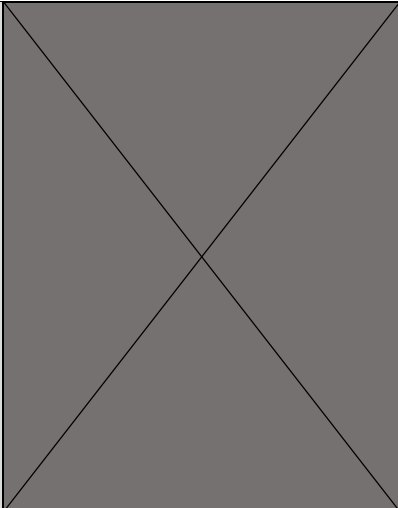
<p><i>screening, making condoms available, school-based counseling, and mental health support.</i></p> <ul style="list-style-type: none"><li>• <i>HS4.C: Provide school-based health center services that support sexual, behavioral, and mental health services for students.</i></li></ul>			
--	--	--	--

***Additional HS Activities/Successes/Challenges:*** Please describe any additional activities beyond those required by the Cooperative Agreement and any additional successes and/or challenges.

*Click or tap here to enter text.*

### Strategy 1C: Safe and Supportive Environments (SSE)

Strategy 1C: Safe and Supportive Environments (SSE)	Status of Completion	Summarize Progress made in accomplishing activities below (Please include a description of what activities were completed, the intervention/program used, the Target Audience (student, grade level, Teacher, Social Worker, Parents, etc.), and the potential impact of the activity. )	Number Reached
<i>SSE1: Implement activities each year that support marginalized youth and foster safe and supportive school environments for all youth.</i>			
<i>SSE1.A: In Year 1, designate a staff person at the district level to lead and coordinate diversity, equity, and inclusion activities with school-level champions.</i>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	Click or tap here to enter text.	X
<i>SSE1.B: Establish or enhance student-led clubs that support youth, including youth with LGBTQ+ identities. These are often known as Gender and Sexualities Alliances (GSAs).</i>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	Click or tap here to enter text.	# of Middle School Clubs that were established or enhanced:  # of High School Clubs that were established or enhanced:
<i>SSE1.C: Develop, implement, improve, and enforce policies that prohibit harassment based on a student's perceived or</i>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	Click or tap here to enter text.	X

<p><i>actual sexual orientation or gender identity. These policies are in addition to federally mandated policies based on race, color, national origin, disability, age, sex (including gender identity, sexual orientation, and pregnancy), or other constitutionally protected statuses.</i></p>			
<p><b><i>SSE1.D:</i></b> Identify “safe spaces” where all youth, including those with LGBTQ+ identities, can receive support from administrators, teachers, or other school staff. These could be a counselor’s office, designated classroom, or student organization space.</p>	<p> <input type="checkbox"/> Completed  <input type="checkbox"/> In Progress  <input type="checkbox"/> Not started </p>	<p>Click or tap here to enter text.</p>	<p># of Safe Spaces Identified in Middle Schools:</p> <p># of Safe Spaces identified in High Schools:</p>
<p><b><i>Required SSE2.</i></b> Each year, provide professional development to school staff on fostering safe and supportive school environments. Professional</p>	<p> <input type="checkbox"/> Completed  <input type="checkbox"/> In Progress  <input type="checkbox"/> Not started </p>		<p># of Middle School Staff reached:</p> <p># of High School Staff reached:</p>



<p>development topics should consist of:</p> <ul style="list-style-type: none"> <li>• <i>supporting youth including those with LGBTQ+ identities and racial and ethnic minority youth</i></li> <li>• <i>classroom management, and</i></li> <li>• <i>mental health awareness and crisis response.</i></li> </ul>			
<p><b>Required SSE3.</b> Implement activities to support school staff's mental health and well-being.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started		X
<p><b>SSE4:</b> <i>Implement school-wide practices to support the behavioral and mental health and social and emotional well-being of students.</i></p>			
<p><b>SSE4.A:</b> Establish dedicated time within the school schedule for students to connect with teachers and peers. These might include advisory programs or periods and morning meetings.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started		<p># of Middle Schools reached:</p> <p># of High Schools reached:</p>
<p><b>SSE4.B:</b> <i>Implement schoolwide positive behavioral interventions</i></p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started		<p># of Middle Schools reached:</p> <p># of High Schools reached:</p>

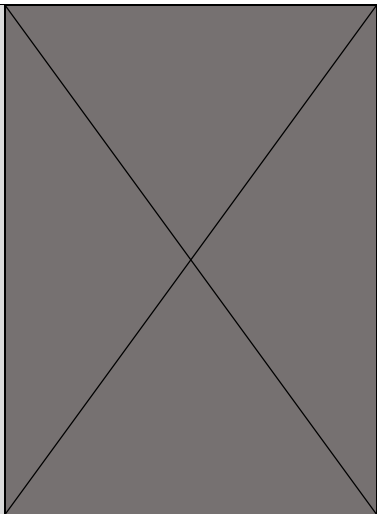
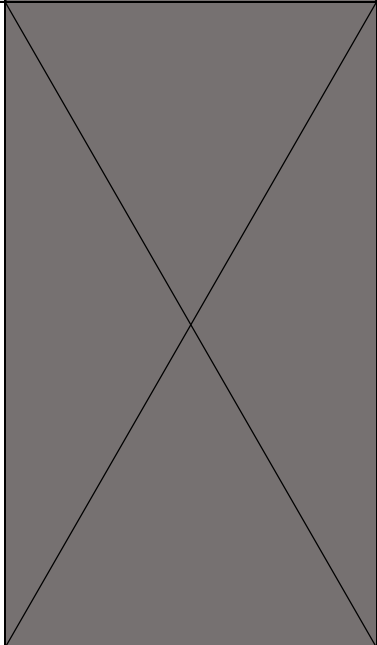
<p><i>and support for student and teacher well-being.</i></p> <p><b><i>This includes:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Setting positive behavioral expectations for students</i></li> <li>• <i>Teaching academic and social behaviors that students need to meet school expectations</i></li> <li>• <i>Defining behaviors that negatively affect school environments</i></li> <li>• <i>Using positive disciplinary practices to respond to negative behaviors</i></li> </ul>			
<p><b><i>Required SSE5.</i></b> Implement positive youth development approaches. Specifically, provide school-based mentoring, service learning, or other positive youth development programs or connect students to community-based programs.</p>	<p><input type="checkbox"/> Completed</p> <p><input type="checkbox"/> In Progress</p> <p><input type="checkbox"/> Not started</p>	<p>Click or tap here to enter text.</p>	<p># of Middle School schools reached:</p> <p># of High School schools reached:</p>

***Additional SSE Activities/Successes/Challenges:*** Please describe any additional activities beyond those required by the Cooperative Agreement and any additional successes and/or challenges.

*Click or tap here to enter text.*

Strategy 1D: Family, School, and Community Engagement (ENGAGE)

<i>Strategy 1D: Family, School, and Community Engagement (ENGAGE)</i>	<i>Status of Completion</i>	<i>Comment and/or Summarize Progress made in accomplishing activities below</i>	<i>Number Reached</i>
<p><b>ENGAGE1.</b> Establish and maintain a SHAC or similar council or team. It must include representation from students, school staff, parents, and community members. The goal is to allow them to regularly provide district or school-level guidance to support and improve health-related policies, programs, and practices.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	
<p><b>ENGAGE2.</b> Establish and maintain interdepartmental collaborations across the school district. The goal is to help implement district or school-level activities that support and improve school health policies, programs, and practices.</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	
<p><b>ENGAGE3.</b> Implement family, school, and community engagement strategies. The goal is to engage parents, caregivers,</p>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	

<p><i>guardians, and community members in health education, health services, and safe and supportive environment activities.</i></p> <p><b><i>Such strategies might include:</i></b></p> <ul style="list-style-type: none"> <li>• <i>Providing seminars, workshops, and information</i></li> <li>• <i>Providing opportunities for feedback on program activities</i></li> <li>• <i>Leveraging school and community resources</i></li> </ul>			
<p><b><i>ENGAGE4.</i></b> Implement youth engagement strategies. The goal is actively engaging students in health education, health services, and safe and supportive environment activities. Strategies should create space for youth to share their ideas.</p> <p><i>They might include:</i></p> <ul style="list-style-type: none"> <li>• <i>Implementing school-wide, student-planned marketing campaigns</i></li> <li>• <i>Creating district-wide youth advisory councils (YACs)</i></li> </ul>	<input type="checkbox"/> Completed <input type="checkbox"/> In Progress <input type="checkbox"/> Not started	<p>Click or tap here to enter text.</p>	

## Collaboration and Partnership

**Evaluation Activities:** Please share any evaluation efforts and updates (i.e., reports, 1-pager, infographics, conference abstracts, developing systems to capture referrals, technical assistance, etc.) developed during the reporting period:

*Click or tap here to enter text.*

**Successes:** Please describe any additional successes (e.g., identified through evaluation results or lessons learned).

*Click or tap here to enter text.*

**Challenges:** Please describe any challenges that might affect your ability to achieve outcomes, , or complete the activities in the work plan.

*Click or tap here to enter text.*

**Collaboration and Partnerships:** Please describe how your collaborations and partnerships supported the implementation of activities outlined in the workplan.

**CDC Program Support to Awardees:** Please describe how CDC could help you overcome challenges to achieving annual and project-period outcomes, and performance measures, and completing activities outlined in the work plan.

*Click or tap here to enter text.*