

Comprehensive Sexuality Education Network Santa Clara County

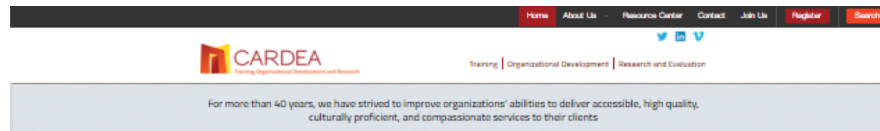
February 2019

Heidi Winig, MEd, MPH
Program Manager,

WELCOME AND THANK YOU FOR BEING HERE!



Cardea Services



Agenda



- Introductions and Warm Up
- Review of resources and Health Framework Updates
- CSE within a Multi-tiered System of Support Framework
- One Love Foundation Presentation: Dating Violence Prevention
- Evaluation Best Practices
- District check in: how is it going and what do you need this spring?
- Community Partner Resource Sharing
- Next Steps and Informal Networking



Are we understanding each other?



FREE training with SC CHYA Partners:

March 14

- Minor Consent and Confidentiality- ALL
- Meet Clinic Services Providers- ALL
- Workshop on Confidential Medical Release for Administrative Teams
- Contraceptive Update for teachers
- Answering Sensitive Questions for Teachers

[Register here for Administrators](#)

[Register here for Teachers](#)

Let's Talk about sex...Ed "hotline"

zoom calls

- Healthy and Unhealthy Relationships with One Love media materials (Jan 2019)
- Incorporating Consent into the Curriculum (March 13)
- LGBTQ Inclusivity (March 27)
- Effective use of Role Plays as a teaching tool (April 23)
- Meeting the needs of students in SPED
- Best Practices for Elementary Sex Ed
- Clinic Services

important California resources

- All the best resources about CHYA and CSE from the Adolescent Sexual Health Working Group (ASHWG)
- CHYA Resources from the ACLU
 - Fast facts/ FAQs
 - Sample Parental Notification Letters
 - CHYA Compliance Checklists
 - Compliance for LGBTQ education
- ASHWG Curriculum Reviews
- BACHE's Resources for Districts and Schools
- Research and literature reviews about the effectiveness of CSE
- CA Health Education Standards
- Foster Youth Resources on CHYA (SB 89 includes mandated CSE for foster youth) and more at fosterreprohealth.org

CHYA Updates....

- AB 2601: CHYA Applies to Charter Schools
- Sexting”: AB 1868
- Human trafficking

The Health Framework

what's the latest and greatest?

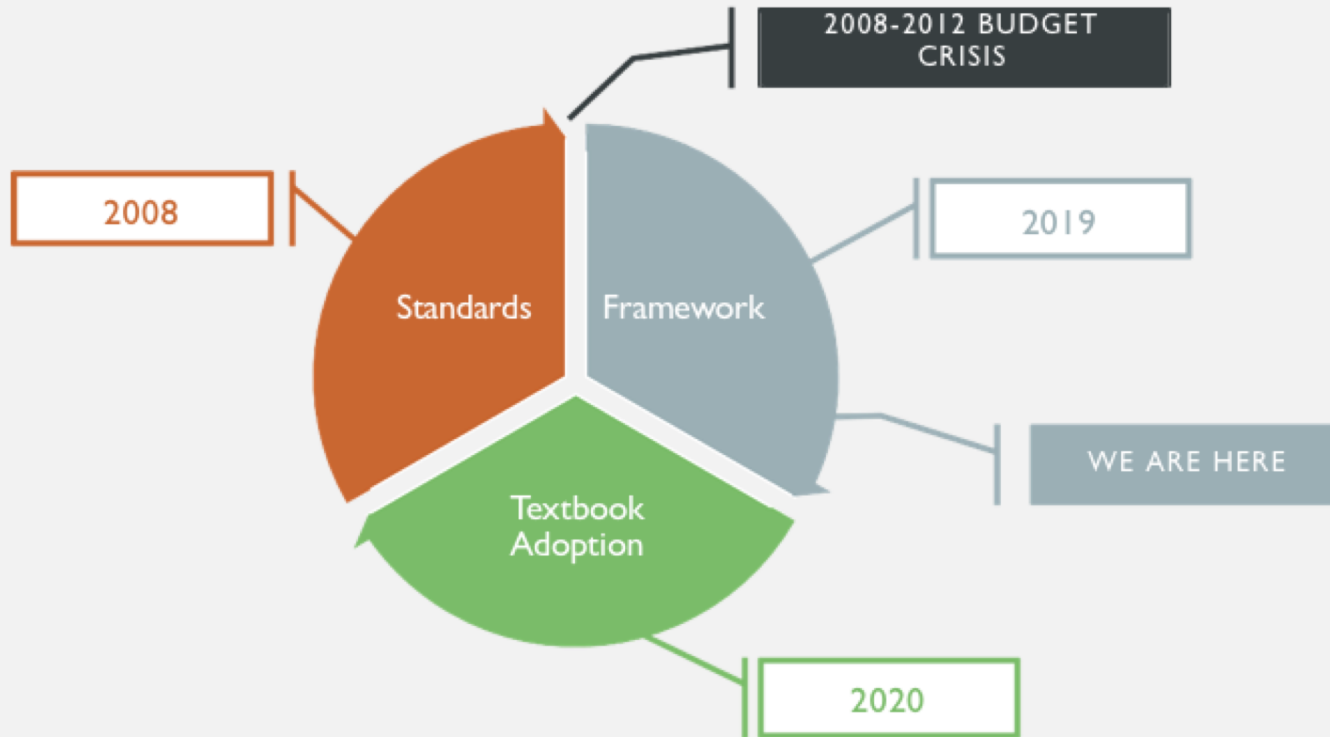
- Currently in second to last phase
- Instructional Quality Committee (IQC) has been open to inclusive language
- Currently provides excellent and extensive guidance about how to provide LGBTQ-inclusive sex education
- First time there is a chapter on Equity and Access
- Section about Sex Trafficking and sets up structure for administrators to address it
- General community support for framework as written

What is the Health Framework?

“Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission ... which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.”

SOURCE: CA Dep't of Education, <https://www.cde.ca.gov/ci/cr/cf/index.asp>

How do we get a framework?



California
Sexual Health Education
ROundtable

What is in this Framework?



Curriculum Frameworks

Guidelines for implementing the content standards adopted by the California State Board of Education that are developed by the Instructional Quality Commission.

Revised Draft Health Education Framework

The IQC and SBE welcome your review and comments on the revised draft *Health Education Framework*.

- [Chapter 1: Introduction](#) (DOCX)
- [Chapter 2: Supporting Health Education](#) (DOCX)
- [Chapter 3: Transitional Kindergarten Through Grade Three](#) (DOCX)
- [Chapter 4: Grades Four Through Six](#) (DOCX)
- [Chapter 5: Grades Seven and Eight](#) (DOCX)
- [Chapter 6: Grades Nine Through Twelve](#) (DOCX)
- [Chapter 7: Access and Equity](#) (DOCX)
- [Chapter 8: Assessment](#) (DOCX)
- [Chapter 9: Instructional Materials for Health Education](#) (DOCX)
- [Appendix: Sex Trafficking](#) (DOCX)
- [Appendix: Examples of Standards-Based Instruction](#) (DOCX)
- [Long Descriptions for Complex Figures and Tables in the Health Education Framework](#)

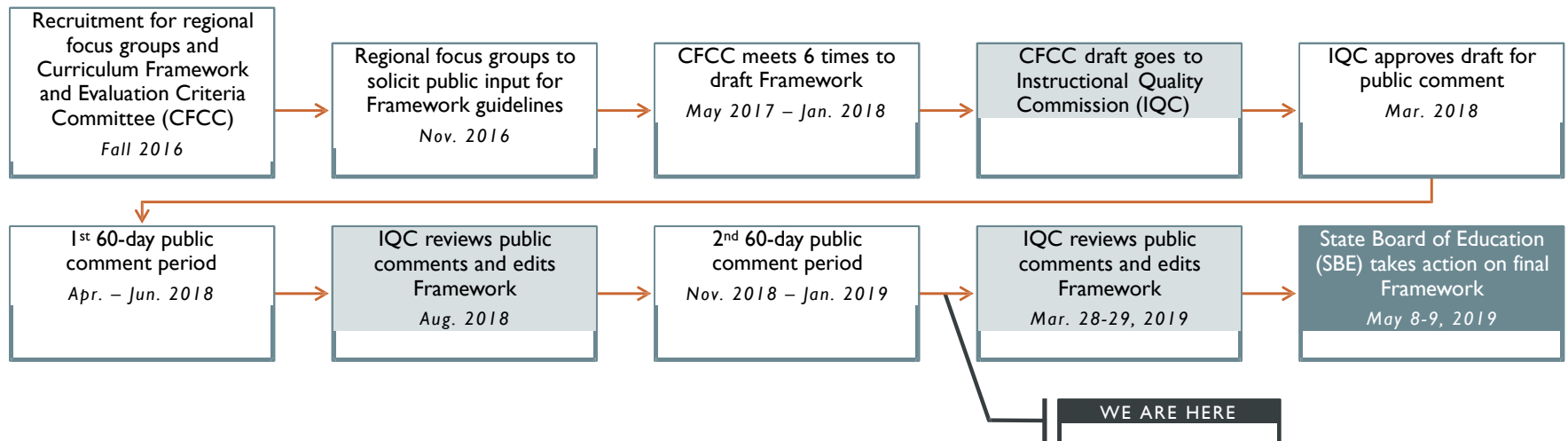
SOURCE: CA Dep't of Education, <https://www.cde.ca.gov/ci/he/cf/>



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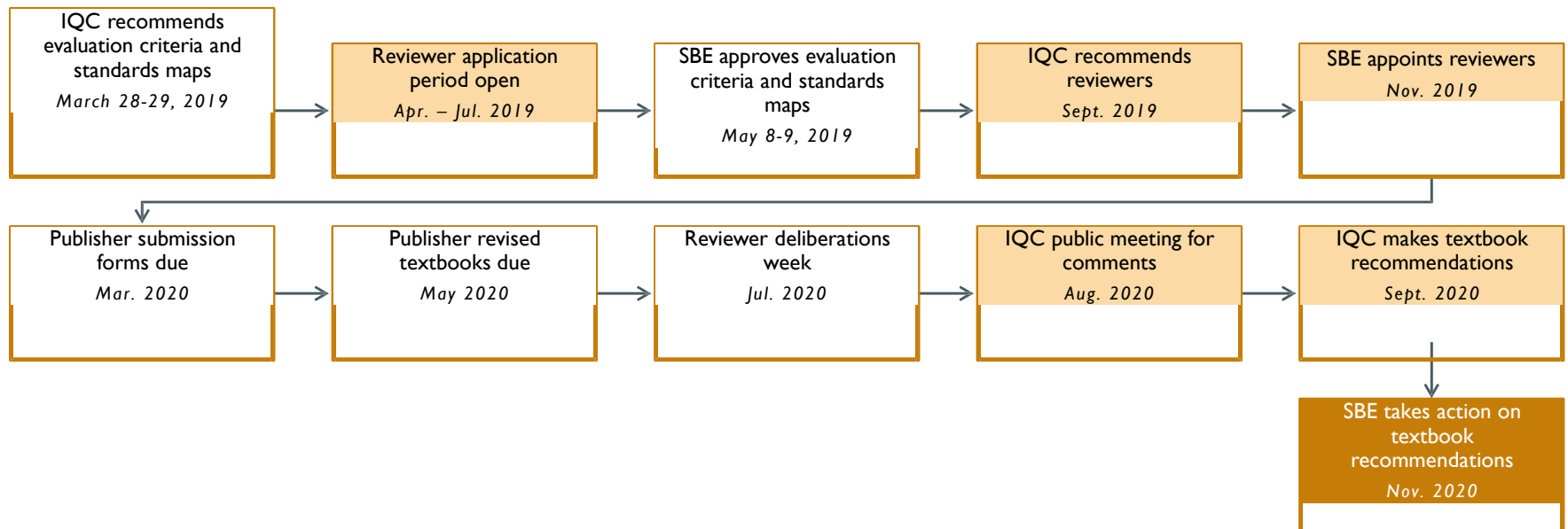
Training, Organizational Development and Research

Timeline



SOURCE: CA Dep't of Education, <https://www.cde.ca.gov/ci/he/cf/heedfwrevisiontimeline.asp>

Timeline for Textbook Adoption



SOURCE: CA Dep't of Education, <https://www.cde.ca.gov/be/cc/cd/healthadoptschedule.asp>

We're monitoring...

- Opposition (California Family Council, Pacific Justice Institute, and Capitol Resource Institute) have recently mobilized their base. Over 2000 letters in open comment that were anti-sex ed and anti-LGBTQ
- SeXXX Ed Sit Out

As educators, what can we do?

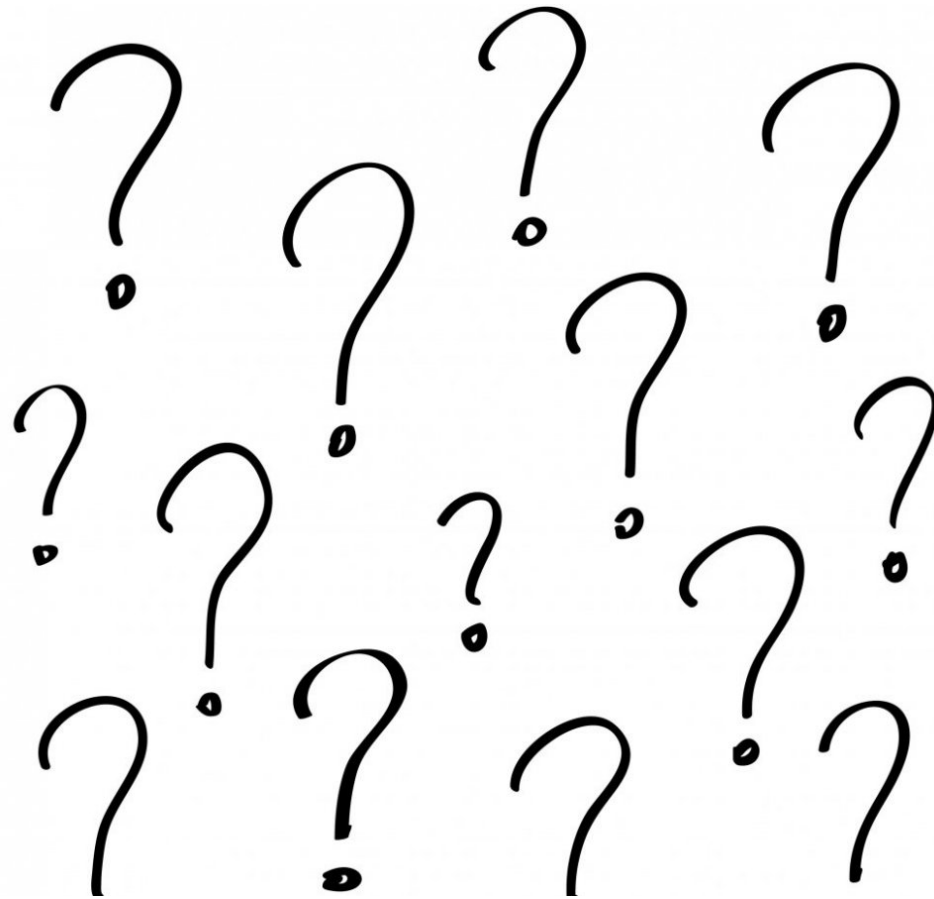
- Joint letter from teachers/ administrators/ counties about the importance of inclusive CSE that incorporates strategies to affirm various learners
- Show up for the next meetings in Sacto
- Credentialed teachers can be on textbook review committees for text book adoption process through CDE
- Textbook adoption process will run through 2020

Discussion

- Do you want to produce or sign on to a letter? If so, from whom?
- Who else should we reach out to this spring during this process?
- What do you need in addition to a textbook and Framework guidance in order to role out this education?
- How do you plan to include expertise of community partners in your rollout?



Questions



How does CSE fit into MTSS planning?

February 27, 2019

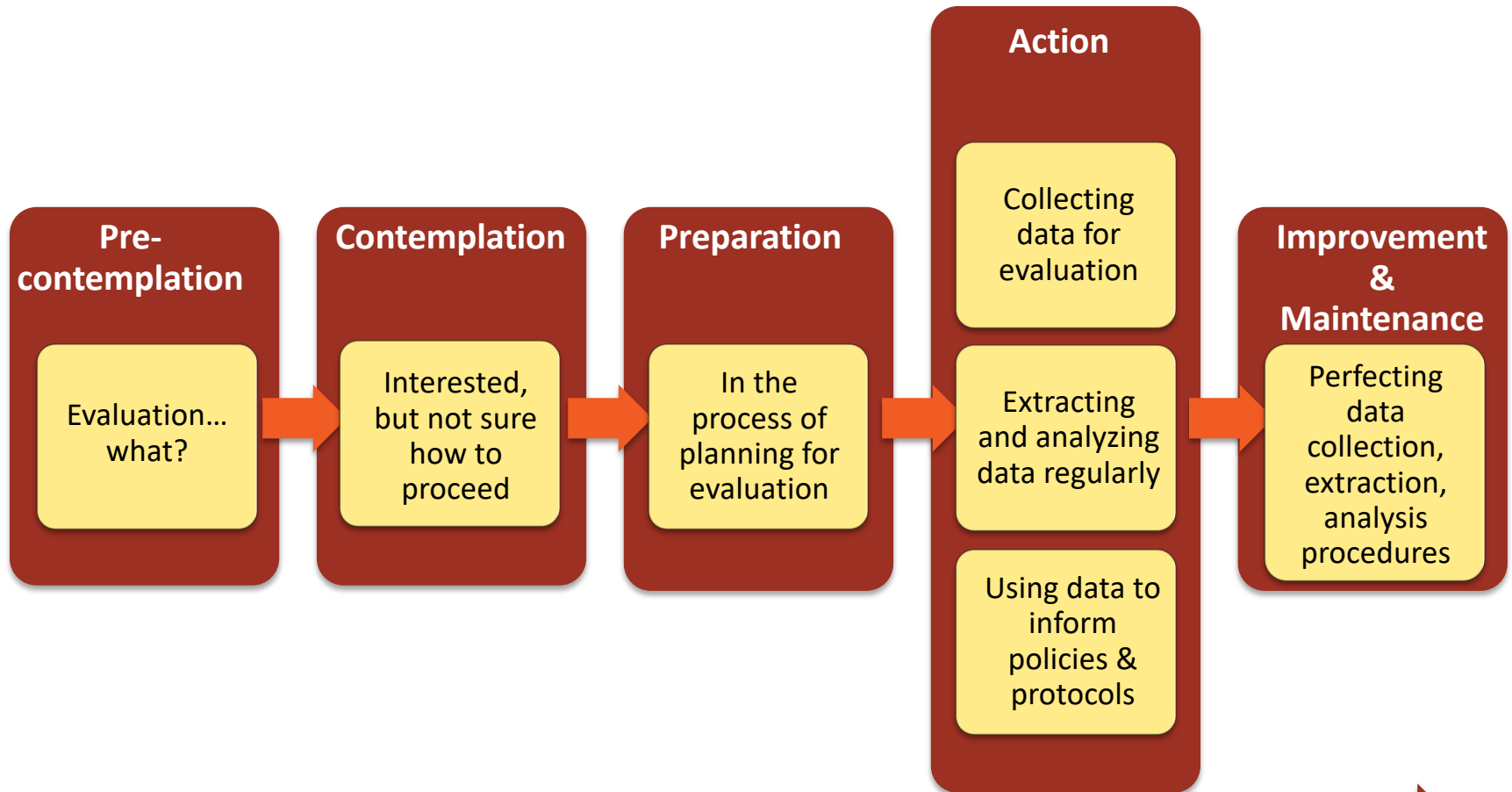


Sonia Gutierrez, Supervisor- Safe & Healthy Schools

Comprehensive Sex Ed Evaluation

Jessica Steele, MPH

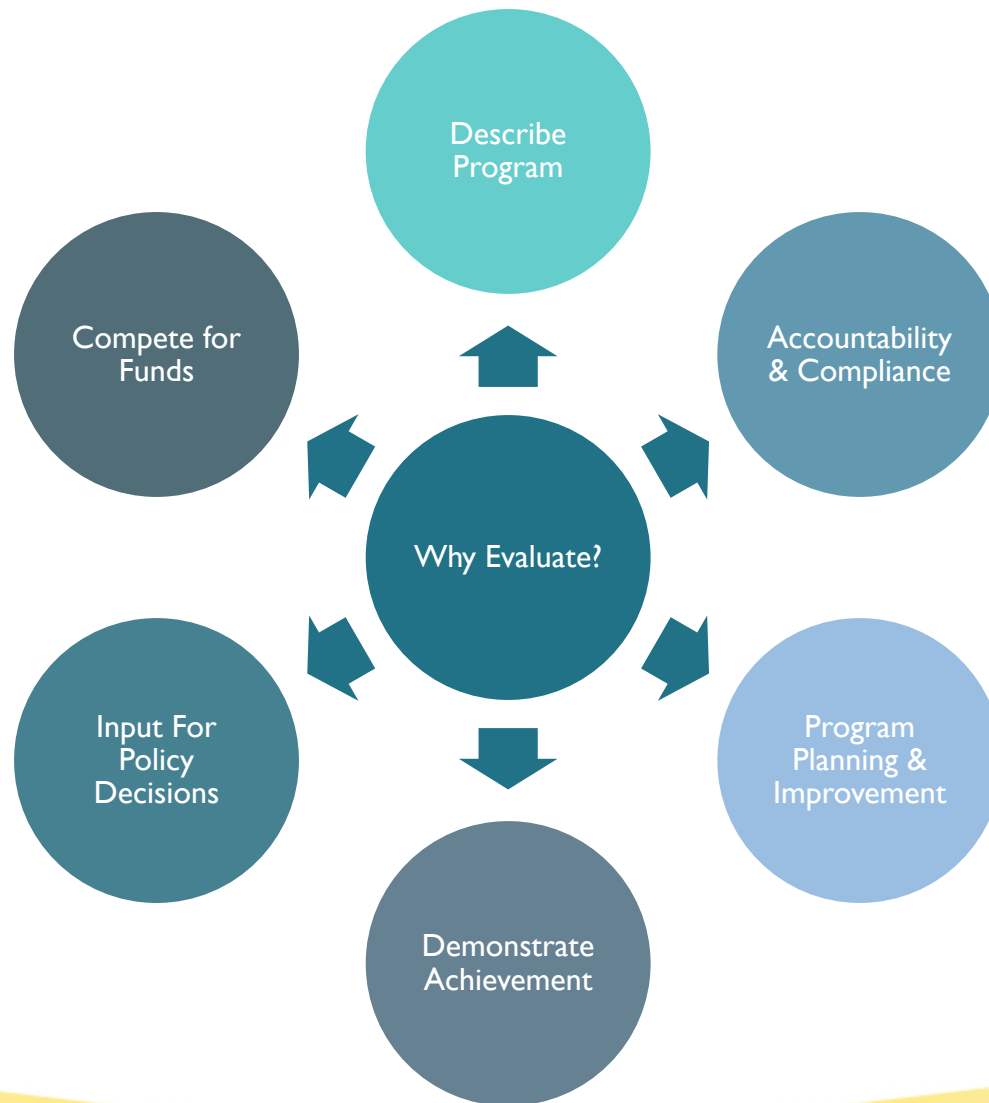
STAGES OF CHANGE



Stages of Change or Transtheoretical Model

Why Evaluate?

WHY EVALUATE?



What do we want to know?

RESULTS-BASED ACCOUNTABILITY

	Quantity	Quality
Effort	How much did we do?	How well did we do it?
Effect	Is anyone better off?	

RESULTS-BASED ACCOUNTABILITY

	Quantity	Quality
Effort	How much did we do? <ul style="list-style-type: none">• # of teachers trained• # of lessons delivered• # of students reached	How well did we do it? <ul style="list-style-type: none">• #/% of students served well• #/% of activities/lessons delivered with fidelity
Effect	Is anyone better off? <ul style="list-style-type: none">• #/% students with improvement in knowledge, skills, attitudes, behaviors, decision-making<ul style="list-style-type: none">• #/% students with improved health and quality of life	

BARRIERS TO EVALUATION

Data Collection Tools & Resources

TOOLS FOR DATA COLLECTION

I. How much did we do? (Quantity of effort)

- Teacher training sign in forms
- Student attendance and opt out logs

TOOLS FOR DATA COLLECTION

II. How well did we do it? (Quality of effort)

- Teacher training survey results
- Fidelity logs; teacher lesson feedback
- Lesson observations
- Student and parent satisfaction surveys
- Opt out data analysis

TEACHER LESSON FEEDBACK

LESSON 1:

Put your initials next to anything you agree with!

Pros:

- After explaining each gender's physical changes, we use the colorful cards asking students the different changes again, this helps reiterate what they'd just learned (Chaykin)
- I liked the cards. We played the game the lesson suggested where you place the Male, Both, Female cards on the whiteboard. I then had volunteers take a random physical changes card and stick it under the correct heading. Everyone was raising their hand to pick a card. I was pleasantly surprised :)
- Having students' questions from the question box the previous day and answering them the next day works, we were able to blend some of the questions into our lesson today (Chaykin) (van Putten)(Lawson)
- I could tell the students were really interested in the gender identity section. Very respectful, curious, and mature.

Cons:

- We talk about nocturnal emissions and vaginal discharge with no discussion of that those are (Lawson)- Agree, students had no idea of where vaginal discharge come from since they have not learned about the anatomical location yet (Chaykin) (van Putten)(Lawson)
- We talk about physical changes, emotional changes / social changes, then jumped to sexual orientation, and jumped back to how to handle emotions, maybe switching the sexual orientation part to the very last part of the lesson? (Chaykin)
- I agree with the order maybe being switched in this lesson. (Millang)
- The video did not work again in our classroom (it's very frustrating!!!) (Chaykin)
- The slides "dropped" a few times, we had to log in multiple times to get it back up (Chaykin)

SUPPLEMENTAL NEEDS:

- Maybe we do Lesson 2 before Lesson 1. Discuss the physical aspects of both female and male bodies and then teach the changes that happen during puberty?
- Having a diagram of gradual physical development of both boys and girls would have helped. I used a slide of "Tanner's

LESSON FIDELITY LOG

Getting Started

Facilitator:		Date Logged:	
Date Session Presented:		Time End:	
Time Start:			
Number of Participants in Attendance:			

Session Activities	Check one box for each activity	
Session Notes: Describe here reasons for eliminating, adding or modifying activities; and suggested changes <hr/>	Part A: Introduction <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:	Part E Continued: Typical Development of the Male Body <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:
	Part B: Discussing Embarrassing Topics <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:	Part F: Gender and Sexual Orientation <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:
	Part C: Group Agreements and Pre-Test <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:	Part G: Common Sexual Health Concerns <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:
	Part D: The Sexual Health of Teens <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:	Part H: Lesson Wrap-Up <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:
	Part E: Typical Development of the Female Body <input type="checkbox"/> Taught as suggested <input type="checkbox"/> Taught with changes, please specify: <input type="checkbox"/> Did not teach <input type="checkbox"/> Remarks:	

Getting Started: Classroom Ground Rules & Vocabulary

Total Number of Activities "Taught as suggested": /9

Total Number of Activities "Taught with changes": /9

Total Number of Activities "Did not teach": /9

STUDENT-LEVEL SURVEYS

2. As a result of this unit, please respond to these statements: *

	Strongly agree	Agree	Undecided	Disagree
I learned about the ph...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about huma...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about hygien...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about diseases...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I learned about friend...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What other topics would you like to have been included in this unit?

Long answer text

4. What was your favorite thing or the most interesting thing you learned? *

Long answer text

5. How important do you feel it is for students to learn this information in fifth grade?

☐ Very important

☐

PARENT FEEDBACK

2018-2019 Parent Workshop Feedback

General Feedback

6. How satisfied are you with the workshop you attended?

Very satisfied

☐

Satisfied

☐

Unsatisfied

☐

Very unsatisfied

☐

7. What was most helpful about this workshop?

8. What could be improved about this workshop?

Back

Next

TOOLS FOR DATA COLLECTION

III. Is anyone better off? (Effect)

- Student surveys: changes in knowledge, attitudes, skills, confidence, etc
- Parent feedback
- Testimonials

STUDENT-LEVEL SURVEYS

5th Grade Student Human Growth & Development Feedback Form

Please take a few minutes to answer these questions so we can learn how to continue to improve human growth and development instruction.

This form is automatically collecting email addresses for SaratogaUSD.org users. [Change settings](#)

1. As a result of this unit, please respond to the following statements: *

	Absolutely, yes	Probably	Not sure	Probably not	Definitely not
I would tell some...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would tell my pa...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The puberty unit ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was able to have...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortabl...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was comfortabl...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



STUDENT-LEVEL SURVEYS

4. Using PEP or PrEP can reduce the chances of a person exposed to HIV from becoming infected. *

- ☐ Agree
- ☐ Disagree
- ☐ I don't know

5. You should not develop friendships with people who are overly controlling, possessive, threatening, and/or abusive. *

- ☐ Agree
- ☐ Disagree
- ☐ I don't know

6. Contraception can greatly reduce the risk of unintended pregnancy when used consistently and correctly. *

- ☐ Agree
- ☐ Disagree
- ☐ I don't know

STUDENT-LEVEL SURVEYS

Student Experience

Students shared their overall experience with the curriculum

627

students responded to the survey at the end of the year

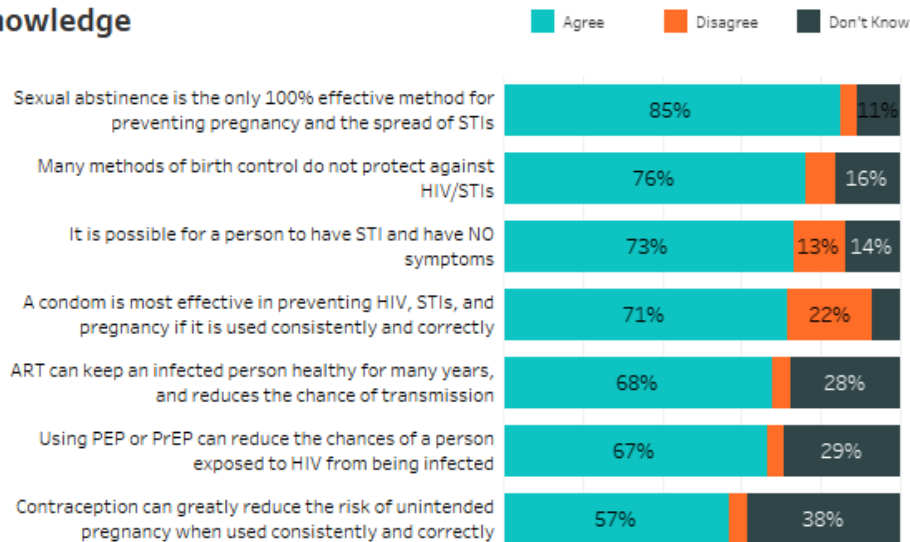
72%

of students reported the lessons were engaging

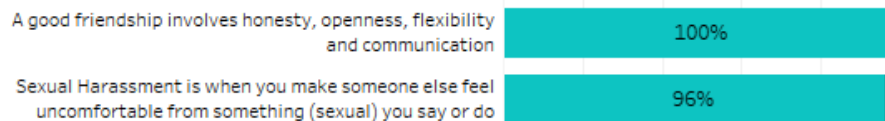
Student Outcomes

Students reported on their knowledge, attitudes and confidence around sexual health following the year long curriculum

Knowledge



Attitudes



PARENT FEEDBACK

Impact of CSE Instruction

Description (optional)

3. Before participating in the CSE unit, what was the likelihood that your child ^{*} would have approached you with their questions about CSE topics?

- ☐ Definitely
- ☐ Very probably
- ☐ Possibly
- ☐ Probably not
- ☐ Definitely not

4. After participating in the CSE unit, what is the likelihood that your child ^{*} would approach you with their questions about CSE topics?

- ☐ Definitely
- ☐ Very probably
- ☐ Possibly
- ☐ Probably not
- ☐ Definitely not

Questions?



We would love your feedback!

Go to the following survey link:

<https://tinyurl.com/yck5awfd>

OR

Use your cell phone QR Reader:

