WELCOME AND THANK YOU FOR BEING HERE!
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?

NOT SURE IF ACRONYM MEANS GIRLFRIEND

OR GLUTEN FREE
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.”

How do we get a framework?
What is in this Framework?

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/
Recruitment for regional focus groups and Curriculum Framework and Evaluation Criteria Committee (CFCC)  
Fall 2016

Regional focus groups to solicit public input for Framework guidelines  
Nov. 2016

CFCC meets 6 times to draft Framework  
May 2017 – Jan. 2018

CFCC draft goes to Instructional Quality Commission (IQC)  
Mar. 2018

IQC approves draft for public comment  
Mar. 2018

1st 60-day public comment period  
Apr. – Jun. 2018

IQC reviews public comments and edits Framework  
Aug. 2018

2nd 60-day public comment period  
Nov. 2018 – Jan. 2019

IQC reviews public comments and edits Framework  
Mar. 28-29, 2019

State Board of Education (SBE) takes action on final Framework  
May 8-9, 2019

Timeline

Source: CA Dept of Education, [https://www.cde.ca.gov/ci/he/cf/heedfwrevisiontimeline.asp](https://www.cde.ca.gov/ci/he/cf/heedfwrevisiontimeline.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

**Pre-contemplation**
- Evaluation... what?

**Contemplation**
- Interested, but not sure how to proceed

**Preparation**
- In the process of planning for evaluation

**Action**
- Collecting data for evaluation
- Extracting and analyzing data regularly
- Using data to inform policies & protocols

**Improvement & Maintenance**
- Perfecting data collection, extraction, analysis procedures

Stages of Change or Transtheoretical Model
Why Evaluate?
WHY EVALUATE?

Describe Program

Accountability & Compliance

Compete for Funds

Input For Policy Decisions

Program Planning & Improvement

Demonstrate Achievement

Why Evaluate?
What do we want to know?
# RESULTS-BASED ACCOUNTABILITY

<table>
<thead>
<tr>
<th>Effort</th>
<th>Quantity</th>
<th>Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much did we do?</td>
<td>How well did we do it?</td>
<td></td>
</tr>
<tr>
<td>Effect</td>
<td></td>
<td>Is anyone better off?</td>
</tr>
</tbody>
</table>
# Results-Based Accountability

## Effort

**Quantity**

- How much did we do?
  - # of teachers trained
  - # of lessons delivered
  - # of students reached

**Quality**

- How well did we do it?
  - #/% of students served well
  - #/% of activities/lessons delivered with fidelity

## Effect

**Is anyone better off?**

- #/% students with improvement in knowledge, skills, attitudes, behaviors, decision-making
  - #/% students with improved health and quality of life

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**CARDEA**

Training, Organizational Development and Research
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
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
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. (Milling)
- 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

<table>
<thead>
<tr>
<th>Facilitator:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Date Session Presented:</td>
<td></td>
</tr>
<tr>
<td>Time Start:</td>
<td></td>
</tr>
<tr>
<td>Date Logged:</td>
<td></td>
</tr>
<tr>
<td>Time End:</td>
<td></td>
</tr>
<tr>
<td>Number of Participants in Attendance:</td>
<td></td>
</tr>
</tbody>
</table>

### Session Activities

**Session Notes:**
Describe here reasons for eliminating, adding or modifying activities, and suggested changes.

<table>
<thead>
<tr>
<th>Check one box for each activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part A: Introduction</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part E Continued: Typical Development of the Male Body</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part B: Discussing Embarrassing Topics</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part F: Gender and Sexual Orientation</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part C: Group Agreements and Pre-Test</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part G: Common Sexual Health Concerns</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part D: The Sexual Health of Teens</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
<tr>
<td>Part H: Lesson Wrap-Up</td>
</tr>
<tr>
<td>Taught as suggested</td>
</tr>
<tr>
<td>Taught with changes, please specify:</td>
</tr>
<tr>
<td>Did not teach</td>
</tr>
<tr>
<td>Remarks:</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Strongly agree</th>
<th>Agree</th>
<th>Undecided</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I learned about the ph...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned about huma...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned about hygien...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned about disease...</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I learned about friend...</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
- [ ] Important
- [ ] Neutral
- [ ] Not Important
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?

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

<table>
<thead>
<tr>
<th>1. As a result of this unit, please respond to the following statements: *</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absolutely, yes</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>I would tell some...</td>
</tr>
<tr>
<td>I would tell my pa...</td>
</tr>
<tr>
<td>The puberty unit...</td>
</tr>
<tr>
<td>I was able to have...</td>
</tr>
<tr>
<td>I was comfortable...</td>
</tr>
<tr>
<td>I was comfortable...</td>
</tr>
</tbody>
</table>
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
- Sexual abstinence is the only 100% effective method for preventing pregnancy and the spread of STIs: Agree 85%, Disagree 11%
- Many methods of birth control do not protect against HIV/STIs: Agree 76%, Disagree 16%
- It is possible for a person to have STI and have NO symptoms: Agree 73%, Disagree 13%, Don't Know 14%
- A condom is most effective in preventing HIV, STIs, and pregnancy if it is used consistently and correctly: Agree 71%, Disagree 22%
- ART can keep an infected person healthy for many years, and reduces the chance of transmission: Agree 68%, Disagree 28%
- Using PEP or PrEP can reduce the chances of a person exposed to HIV from being infected: Agree 67%, Disagree 29%
- Contraception can greatly reduce the risk of unintended pregnancy when used consistently and correctly: Agree 57%, Disagree 38%

Attitudes
- A good friendship involves honesty, openness, flexibility and communication: Agree 100%
- Sexual Harassment is when you make someone else feel uncomfortable from something (sexual) you say or do: Agree 96%
Impact of CSE Instruction

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: