Policy for Every District

Training of Trainers:
Support your priority districts in their policy advancement

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Disclaimer

• This presentation was made possible by the Centers for Disease Control and Prevention, Division of Adolescent and School Health (CDC-DASH) under cooperative agreement 1UP87PS004154-02. The contents do not necessarily represent the official views of the Centers for Disease Control and Prevention.
When you talk about policy with your school districts or teachers, what has been their general reaction?
Materials Checklist for policy training

SEA
- Addressing Sexual Health in Schools: Policies for Consideration
- CDC/DASH Policy Worksheets
- National Sexuality Education Standards
- Sample district policies
- State polices related to exemplary sexual health education

Priority Districts
- Any policy, guidelines, protocol that guides district sexual health education
- Priority District team to be trained
  Back at their district/ school
- Identify team to conduct policy analysis
What does sex ed look like in your classroom?
The Policy Book

- Chapter 1: Identified policy options
- Chapter 2: State Laws
- Chapter 3: Identifying the gaps
- Chapter 4: Prioritizing
- Chapter 5: Educating on policy needs
- Chapter 6: District policy process
Where is your district at?

Policy
- It works
- It needs an update

No Policy
- Want one
- Need more time
Chapter 1: Identifying Policy Options

Policy

Addressing Sexual Health in Schools: Policy Considerations

Curriculum

National Sexuality Education Standards

Health Education Curriculum Analysis Tool (HECAT)
Why is policy needed?

- Meet a critical need
- Connect health and academics
- Consistent education
- Reduce controversy
- Institutionalize sexual health education
<table>
<thead>
<tr>
<th>Policy Fundamentals</th>
<th>Instructional Time</th>
<th>Parents</th>
<th>Professional Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oregon School Board</td>
<td>Chicago Public Schools</td>
<td>Milford Public Schools</td>
<td>Broward County Public Schools</td>
</tr>
</tbody>
</table>
CHAPTER 2:

State Law, Guidelines and Framework
• Review State Laws and Guidance
• Highlight (if any) tools or supports available in your state that support your districts in policy development
• Example: Connecticut State Department of Education
  – *Connecticut’s Guidelines for the Sexual Health Education Component of Comprehensive Health Education*
  – *Tool to Assess Policy, Program and Practice*
CHAPTER 3

Identifying the Gaps
Assessing Policy

• CDC/DASH Gap Analysis Worksheet: Exemplary Sexual Health Education-Related Policies
## Priority District Gap Analysis Worksheet: Exemplary Sexual Health Education-Related Policies

**CDC PS13-1308: Promoting Adolescent Health through School-Based HIV/STD Prevention, Division of Adolescent and School Health**

This worksheet has been developed to assist priority districts funded by state education agencies to conduct a gap analysis of their current exemplary sexual health education (ESHE)-related policies and policy guidance with CDC’s ESHE School Level Impact Measures. Conducting a gap analysis in priority districts is part of the CDC PS13-1308 requirements for implementing the policy-related activities (Approach D) of promoting adolescent health through school-based HIV/STD prevention (Strategy 2). Completing this worksheet is not a requirement.

### Directions:

- **A:** Insert the title/citation reference for each ESHE-related policy identified in the policy implementation worksheet starting with “Policy #1” below. Insert as many listings as necessary in this spreadsheet.
- **B:** Answer questions 1 through 4 for each one of the policies that you have listed in the spreadsheet. Each question should be answered with a “Yes” or “No” response.
- **C:** Review the completed worksheet to determine how many cells contain a “No” response. A “No” response indicates a potential area that needs addressing in your current ESHE-related policies as compared with the ESHE School Level Impact Measures.
- **D:** Sharing your completed worksheet with your state education agency point-of-contact for consultation and feedback is recommended.

### Date, Name and Title of Person(s) Completing Worksheet:

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### ESHE-related Policies

**Gap Analysis Questions**

A: Please insert below each of the ESHE-related policies that have been identified in the implementation worksheet. (Use as many columns as needed.)

<table>
<thead>
<tr>
<th>Question 1: Do your ESHE-related policies contain a provision regarding teaching about the following elements?</th>
<th>Yes/No</th>
<th>Yes/no</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
<th>Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a: How to create and sustain healthy and respectful relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1b: Communication and negotiation skills related to eliminating or reducing risk for HIV, other STD, and pregnancy</td>
<td>Yes/No</td>
<td>Yes/no</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>1c: Goal-setting and decision-making skills related to eliminating or reducing risk for HIV, other STD, and pregnancy</td>
<td>Yes/No</td>
<td>Yes/no</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>1d: The benefits of being sexually abstinent</td>
<td>Yes/No</td>
<td>Yes/no</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>1e: The importance of limiting the number of sexual partners</td>
<td>Yes/No</td>
<td>Yes/no</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
<tr>
<td>1f: The importance of using condoms consistently and correctly</td>
<td>Yes/No</td>
<td>Yes/no</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
<td>Yes/No</td>
</tr>
</tbody>
</table>
Assessment

Policy
• Choose 1 out of the 4 sections to review your policy.
• Does your policy include this option?
• Yes-Write down the evidence
• No- Suggestion for what could be included

No Policy
• Choose 2 out of the 4 questions from the worksheet to become familiar with the policy options.
• Share with colleagues
• If considering a policy what would you want to address?
Priority District Priority Mapping Worksheet

CHAPTER 4
**Priority District Priority Mapping Worksheet: Exemplary Sexual Health Education-Related Policies**

**CDC PS13-1308: Promoting Adolescent Health through School-Based HIV/STD Prevention, Division of Adolescent and School Health**

This worksheet has been developed to assist priority districts funded by state education agencies to prioritize actions for addressing any identified gaps in their curriculum and school-based health-related policies. Prioritizing and planning how to address policy gaps in priority districts is part of the CDC PS13-1308 requirements for implementing the policy-related strategies for adolescent health through school-based HIV/STD prevention (Strategy 2). Completing this worksheet is not a requirement.

**Directions:**

A: Please list below all the identified policy gaps from the gap analysis worksheet. Identified policy gaps would be all the questions that received a “No” response in the gap analysis results.

B: Below are factors for consideration to help prioritize the identified policy gaps. For each identified policy gap, please use a scale of “Very Likely, Likely, Not Likely” to show the likelihood of addressing the gap. Shade the cell for each response with red for “Very Likely” or with yellow for “Likely” or with blue for “Not Likely.”

C: Share the completed priority mapping worksheet with your district leadership and staff to help facilitate discussions on planning how to address any gaps.

D: Sharing your completed worksheet with your state education agency point-of-contact for consultation and feedback is recommended.

**Date, Name and Title of Person(s) Completing Worksheet:**

<table>
<thead>
<tr>
<th>Identified ESHE-Related Policy Gaps</th>
<th>B. To help prioritize the identified policy gaps, please use a scale of HIGH (red), MEDIUM (yellow) or LOW (blue) Factors for Consideration</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Please list below all the identified policy gaps from the gap analysis worksheet.</td>
<td>Likelihood of political support/political feasibility</td>
</tr>
</tbody>
</table>
For next time!

Education and Policy Process

CHAPTER 5 AND 6
Education vs. Lobbying

Reminders

The Can

• Educate
• Research
• Support policy approaches and implementation of policies
• Work with their own state or local government’s legislative body on policy approaches to health issues, as part of normal executive-legislative relationships

The Cannot

• Encourage support or opposition of pending legislative or executive action
• Direct lobbying at any level, if not part of the normal executive-legislative relationships
• Advocacy to perpetuate or increase their own funding from the Federal government
Questions

Processing Guide

- What is one cool ESHE thing (tool, resource, process) I want to try?
- What help do I need to implement this cool ESHE thing?
- What from this session can I apply in Year 3?