Acknowledgment

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ESHE Convening Meeting Goal

The 2017 ESHE Convening will increase capacity of SEAs to sustain PS13-1308 ESHE activities through focused strategies within 4 OAH sustainability factors.

Objectives

1. To increase capacity of SEAs to integrate programs or services into local infrastructures for the institutionalization of teacher professional development. (Factor 5)
2. To increase capacity of SEAs to secure community support of PS13-1308 ESHE activities through the communication tool of "Storytelling". (Factor 4)
3. To increase capacity of SEAs to build a leadership team to support PS13-1308 ESHE activity sustainability. (Factor 6)
4. To increase capacity of SEAs to create strategic partnerships to support PS13-1308 ESHE activity sustainability. (Factor 7)
5. To increase capacity of SEAs to create strategic partnership with SEA, NGO, and PLC at ETR colleagues to support PS13-1308 ESHE activity sustainability. (Factor 7)

State education agencies will be better positioned to achieve sustainable impact when they can…

- *effectively leverage partnerships and resources to continue programs, services, and/or strategic activities that result in improvements in the health and well-being of adolescents.*

The Office of Adolescent Health (OAH) Sustainability Resources

The Framework
Outlines OAH's concept of sustainability, the 8 key factors, and explains the academic research behind the 8 sustainability factors.

The Assessment
Helps assess current sustainability efforts and where increased efforts could be made going forward. This should be used before the Resource Guide.

The Resource Guide
Helps develop an organization's concept of sustainability and helps create a sustainability strategy.

The E-Learning Module
Combines all OAH sustainability resources into one, user-friendly online training module.
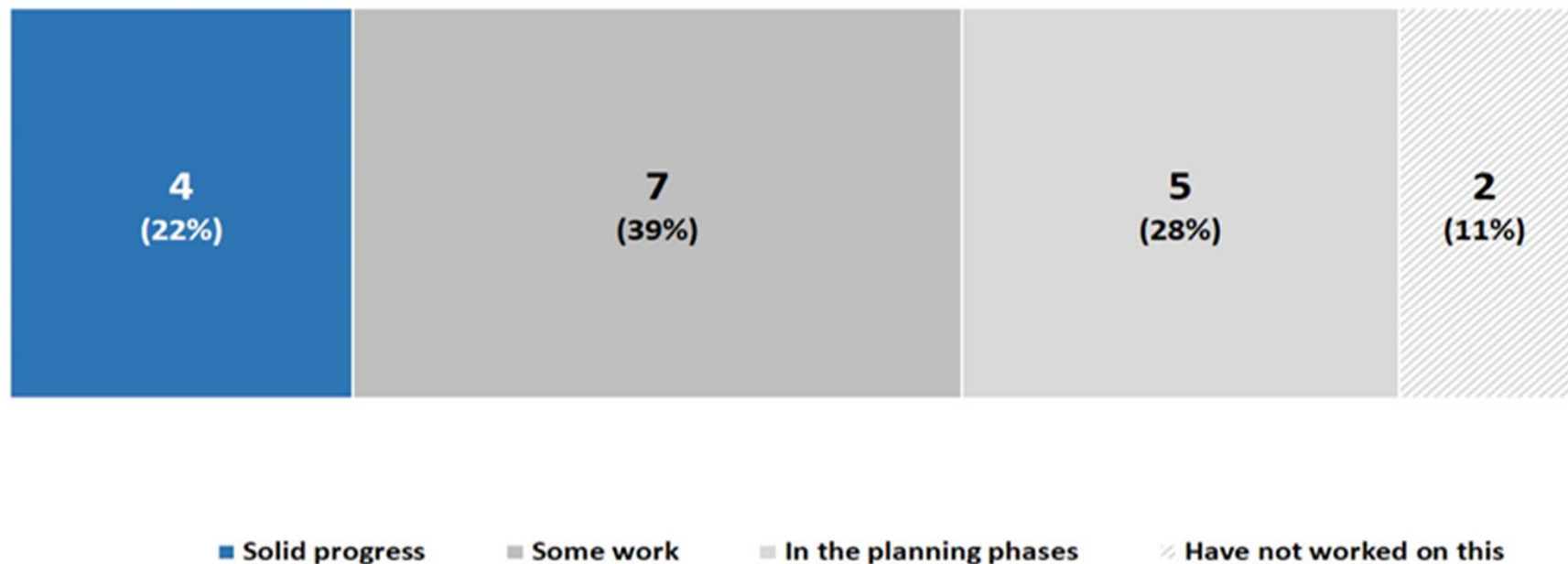
Common Challenges to Sustainability
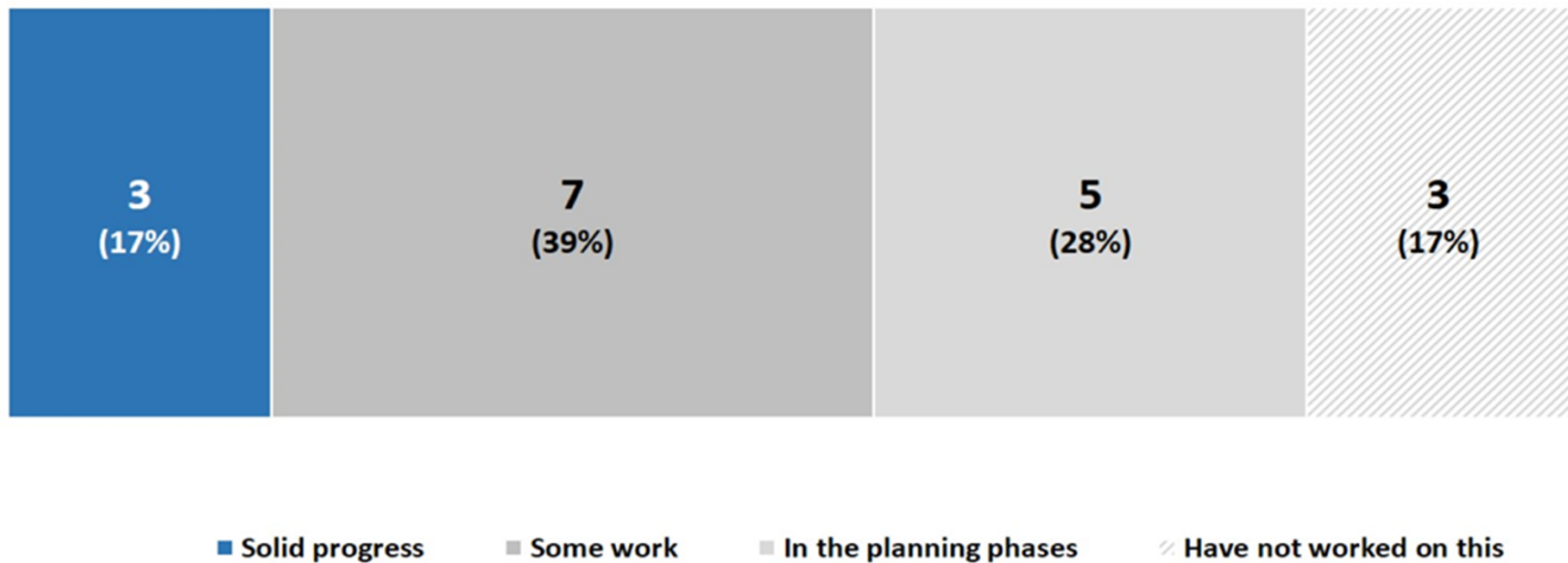
Some commonly cited challenges:

- A lack of well-documented successes to share with the community and funders, despite the quality of programming

- A lack of stakeholder ownership of the programming

- Finite funding streams and competition with organizations doing similar work

Built to Last: Planning Programmatic Sustainability A Tip
Sheet for Grantees of the Office of Adolescent Health and the Family and Youth Services

NGO Annual Survey Year 4

Factor 4: Securing Community Support (n=18)

| 4 (22%) | 7 (39%) | 5 (28%) | 2 (11%) |

Legend: ■ Solid progress ■ Some work ■ In the planning phases ▨ Have not worked on this

Factor 5: Integrating Program Services Into Local Infrastructures (n=18)

3 (17%)	7 (39%)	5 (28%)	3 (17%)

■ Solid progress   ■ Some work   ■ In the planning phases   ▨ Have not worked on this

Factor 6: Building a Leadership Team (n=18)

| 7 (39%) | 6 (33%) | 1 (6%) | 4 (22%) |

■ Solid progress   ■ Some work   ■ In the planning phases   ▨ Have not worked on this
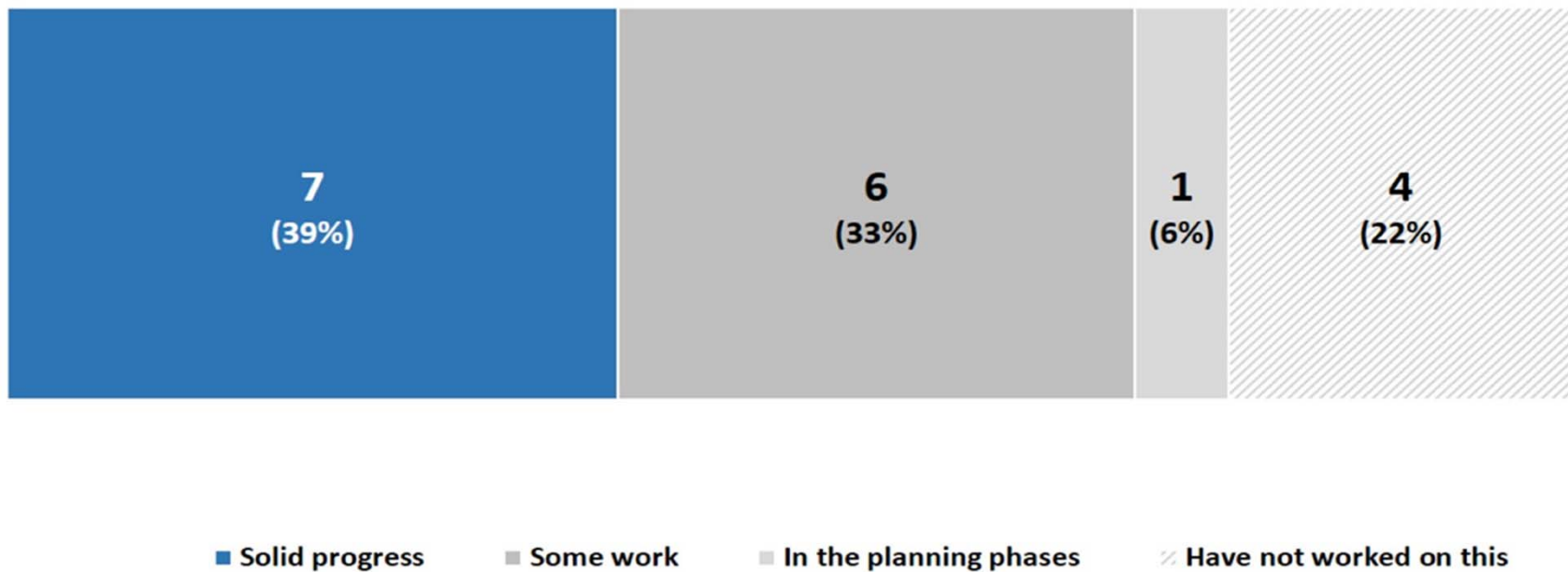
Factor 7: Creating Strategic Partnership (n=18)

| 9 (50%) | 7 (39%) | 2 (11%) |

■ Solid progress ■ Some work ■ In the planning phases ░ Have not worked on this
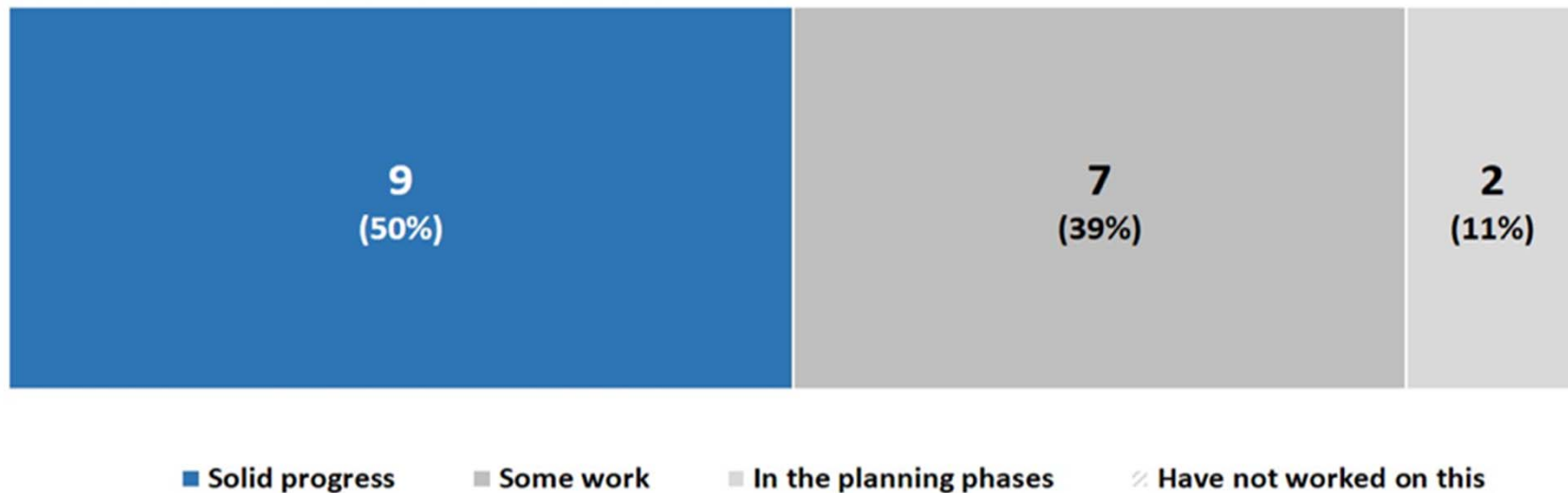
What is your data telling you?

Where do you have solid progress?

Where have you put your least efforts?

What factor(s) do you really need to focus on in Year 5?

What is realistic for you?

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Institutionalization Ideas for Professional Development Programs Targeting School Districts:

Lessons from WISE (Working to Institutionalize Sex Education)

WISE Initiative Overview

WISE Sites

WISE is currently active in 12 states:
- California
- Colorado
- Georgia
- Iowa
- Louisiana
- Mississippi
- Nebraska
- New York
- North Carolina
- Texas
- Washington
- West Virginia

WISE is a national initiative that **supports schools in implementing quality sex education** in order to prepare our nation's youth for lifelong health and well being.

Each WISE partner works directly with school staff using the WISE Method to create a **sustainable sex education program that meets the local needs of the school and the students they serve**.

Once sex education is institutionalized, the necessary supports (e.g., policy, community, human resource, financial, etc.) exist to sustain sex education over time.

WISE Method Snapshot

SCAN

> ✓ Learn the policy landscape
> ✓ Determine the funding landscape
> ✓ Identify ready school districts

ENGAGE

> ✓ Assess school district readiness and capacity
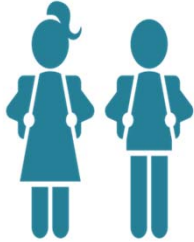> ✓ Secure commitment from stakeholders

DESIGN

> ✓ Create the rollout plan
> ✓ Ensure policies and procedures are in place
> ✓ Communicate the plan

IMPLEMENT

> ✓ Train teachers
> ✓ Implement
> ✓ Monitor and review

wisetoolkit.org

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WISE Impact At-A-Glance

788,800+ unique students

have received new or enhanced sex education in school classrooms as a result of WISE

88 school districts

have reached their sex education institutionalization goals

44 unique school districts

have revised or established district sex ed policies during the course of WISE to promote a positive school climate in support of sex ed

3,700+ teachers

have been trained by WISE partners to provide sex education in public schools

Note: All data through academic year 2015-2016

Institutionalization = Sustainability

- Goal of WISE, much like SEAs, is to help districts start program

- Institutionalize it in sustainable way over time

- Lots of similarities between how WISE grantees work and SEAs

# Institutionalization Activities in WISE

Start with institutionalization in mind

- Operationalized as "sexual health education is part of district's curriculum and there are school staff responsible for its implementation"

- Part of very first meeting and stated goal of partnership

- End date for funding is often outlined with at least one year's notice

- Clearly stated roles in MOU with each district, shows progression of "ownership" over time

- Transition from "heavy touch" to "light touch" so districts don't feel cut off

Four Strategies for Institutionalization

1. Training Cadres (many SEAs already have these)

2. Sexual health education is duty written into district staff job description

3. Partner with county/regional office of education to provide on-going professional development

4. Create a peer mentor program

Training Cadres

How to Build a Training Cadre
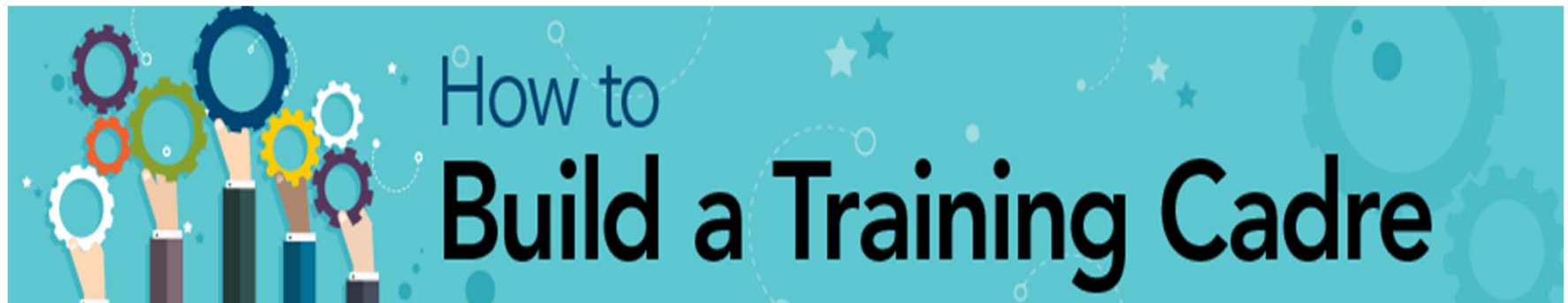
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Health, Physical Education, and Athletics

- Health, Physical Education, & Athletics
  - **Health Education**
  - Physical Education
  - Athletics
- Documents
- Contact Us
- Curriculla for Health Education

Health Education

Students in the RCSD are taught Health Education in a holistic approach, which requires the collaboration of home, school and community. Health Education provides knowledge and skills to enable individuals to make responsible and informed decisions and adopt and maintain healthy behaviors that they need to be safe, healthy and successful productive citizens. Health Education is taught K-6 in the RCSD. Elementary Health is taught by the classroom teachers and at the secondary level, health is taught in 7th and 11th grade by certified health education teachers and students receive 1/2 credit which is required for graduation.

Partnering with County/Regional Office of Ed

CA Story of CSE Networks through County Office of Education

WV Story of RESA Partnership

Peer Mentor Program

Georgia Campaign for Adolescent Power and Potential (GCAPP) was first in WISE to create one.

- North Carolina has replicated

- Hillsborough County, FL has started

- Iowa is planning to start this year

Early Vision ~2012-2013

- Cultivate teacher "influencers" as school-based advocates to help sustain WISE efforts.

- Maximize early WISE efforts and dedicate time to cultivating new school relationships

- Develop school-based "advisors" to help teachers implement Sexual Health Education using best practices

Peer Mentor (PM) Profile
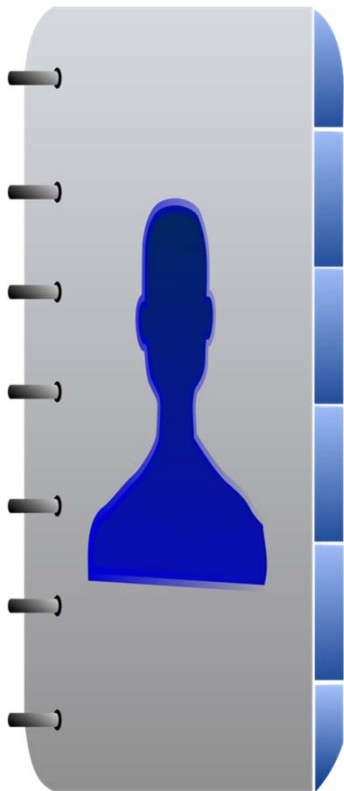
- Exemplary Sexual Health Education facilitator per WISE observations
- Understands the challenges of implementing Sexual Health Education from the perspective of various stakeholders
- Empathetic to peers and inspires them to stretch beyond their comfort
- An effective communicator who is knowledgeable about Sexual Health Education
- Valued contributor to school health education efforts
- Works closely with WISE team

Peer Mentor Vision
Increasing Impact Over Time

Exemplary SHE Facilitator

Building Capacity & Confidence

(especially with more controversial lessons)

Positive Voice for School-based SHE

(an "influencer")

Coach for Peers Facilitating SHE

Trusted Advocate for School-based SHE

District Level Advisor on SHE

Depending on Peer Mentor Capacity/Comfort and District Openness to PM roles

Exemplary Sex Ed. Facilitator

- Well-prepared for sexual health education sessions

- Cultivates safe, respectful, and inclusive spaces for young people

- Answers student questions honestly and respectfully

- Comfortable enough to invite colleagues to observe WISE sessions

Coach for Peers

- Knowledgeable about implementation plans in their district and school

- Able to observe colleagues and offer gentle, constructive feedback on facilitation.
  Celebrate successes!

- Be able to offer guidance and provide resources on sexual health education

- Able to influence "the water-cooler talk" about Sexual Health Education

School Level Advocate

- Knowledgeable about district and school POLICIES (both explicit and implicit) re: sex education
- Able to help guide Sexual Health Education implementation planning
- Respected advocate for inclusive school culture
- Capacity & availability to offer guidance and provide resources on Sexual Health Education

District Level Advisor

- Able to volunteer for district

- WISE Cross-functional Teams

- Comprehensive Health Education Advisory Committee (CHEAC)

- School Health Advisory Councils

Keys to a Successful Program

- Establish the Groundwork for Recruitment

- Provide Incentives

- Secure Strong Partners

- Consider Framework:
    -Days of Training, Time of Year, Grouping, Frequency, Observations

Questions/Reactions to Four Strategies?
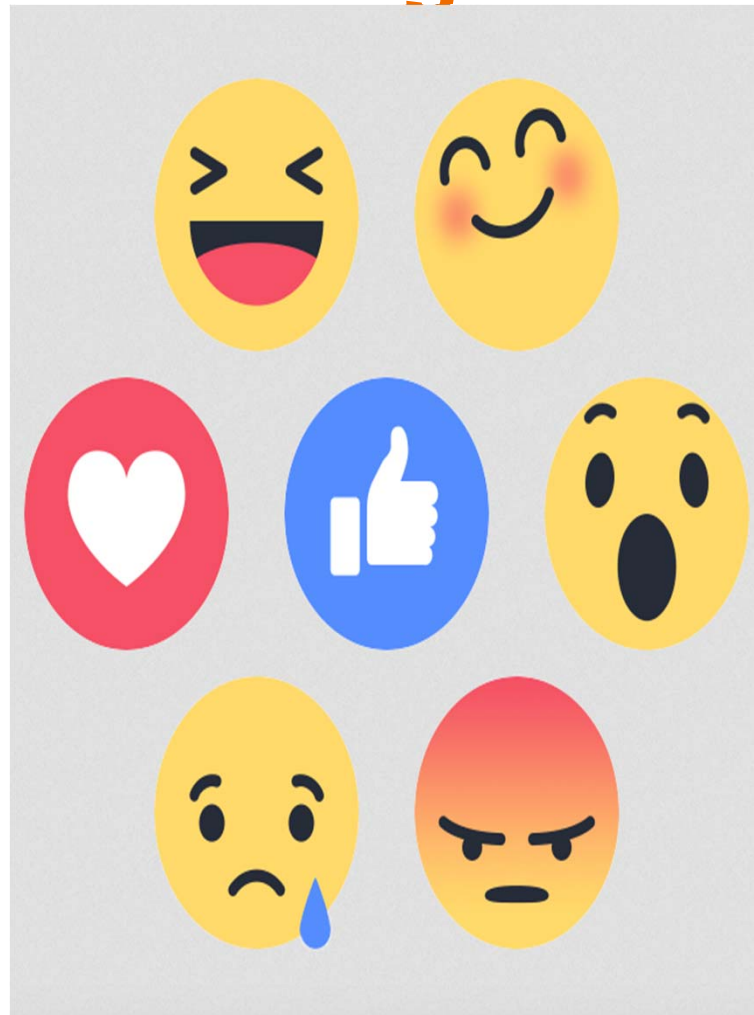
Planning and Sequencing Your Trainings

- Planning Template

- Sequencing Activity in Small Groups

PD Practices Templates

Big-Picture PD Opportunity Planning Worksheet
(A template for planning PD events aligned with the DASH PD Practices)

Creating an impactful Professional Development (PD) opportunity takes vision and planning. This worksheet is purposefully designed to facilitate high-level thinking and brainstorming (not all the details) to plan a PD event that includes implementation of the DASH PD Practices. *PD design is an iterative process and not all the steps below need to be fully completed in the order listed. However, we do recommend completing Step I and beginning Step II before moving on to the other steps. It's okay if you don't have all the answers right now, just enter what ideas and thoughts you have now.*

We have indicated a timeline range for the steps as a *general guide* for you to keep in mind when planning. The more logistically complex your event (e.g., multi-day conference-style event, travel approval needed, one-time live virtual event, 1-2-day in-person event), the sooner you will need to begin planning.

The PLC at ETR is available to assist you with your big-picture planning as well as assist when you're ready to dive into the details that come next in the process. We have many tools to assist you with each step along the way.

Step I – Purpose and Rationale
Timeline range: Begin designing 2-6 months prior to your PD opportunity.

Guiding Questions	Your Thoughts & Ideas
• Why are you planning this PD opportunity? • What need is it intended to serve? ○ Support with data (e.g., PERS, observations, formal needs assessment). *Note: Some or all of this information may be used later in your marketing materials.*	

PD Practices and Evidence-Based PD Design Alignment —
A Checklist for In-Person Skill-Building Training Designs

The following checklist reflects the critical research-based components for the design and delivery of an effective professional development process (training process) and also reflects the CDC DASH Professional Development (PD) Practices of Design, Market, Deliver, Follow-Up Support and Evaluate. Use this checklist to 1) assess the design and delivery of an existing PD process for inclusion of the critical components, or 2) as an aid when first designing a PD process to ensure all the critical components are included.

PD Practice: Design PD Offerings – Skill-Building Trainings

| Processes – For each skill-building session offered:	Y/N/?	Notes:
a. Target audience is identified.		
b. Pre-assessment is conducted and/or available data reviewed to guide the development of learning objectives.		
c. Specific, measurable and feasible learning objectives are established and communicated with learners before and during and assessed after the event.		
d. Training design that allows sufficient time to reach the objectives is developed and includes items e – i below.		
e. Pre-work and/or homework are assigned to participants as part of the training design.		

Managing Challenging Participant Behaviors
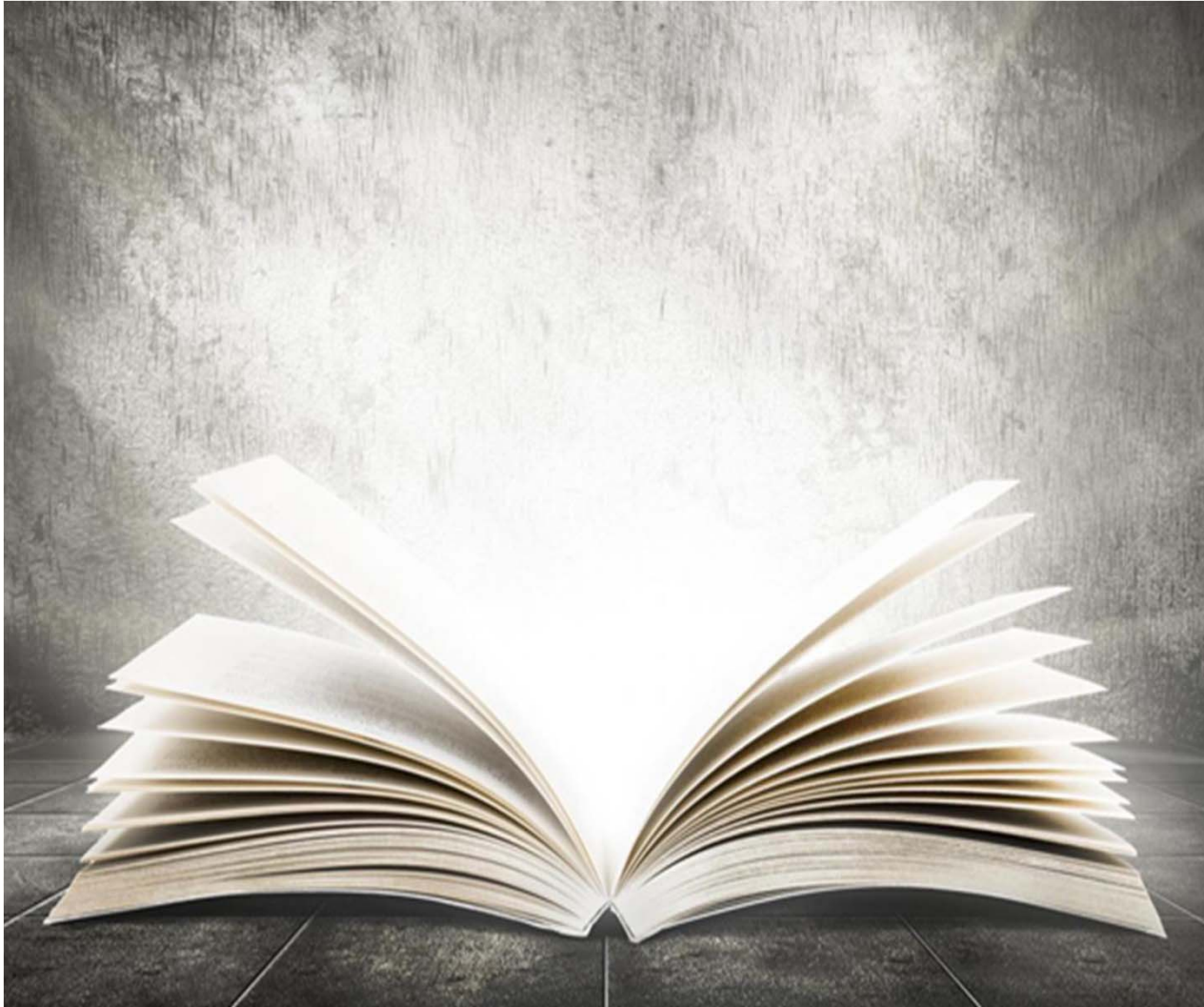
Storytelling

Why do stories matter?

What is storytelling?

From the National Storytelling Network:

"Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener's imagination"

"Stories have power. They delight, enchant, teach, recall, inspire, motivate, challenge. They help us understand. They imprint a picture on our minds. Want to make a point or raise and issue? Tell a story." -- *Janet Litherland, author.*

# Ethics and Protocols of Storytelling

1. Ask permission before you share a story

2. Humanize, not patronize

3. Focus on success of the program, not the trauma

4. Share stories for donors, staff members, parents, etc

5. "Right Withdraw Clause"

What are some examples of stories?

How to craft a story:

1. Stories are about people and experiences

2. Experiences speak for themselves

3. Know your audience

4. Stories have at least one "moment of truth."

5. Stories have a clear meaning

Storytelling Homework
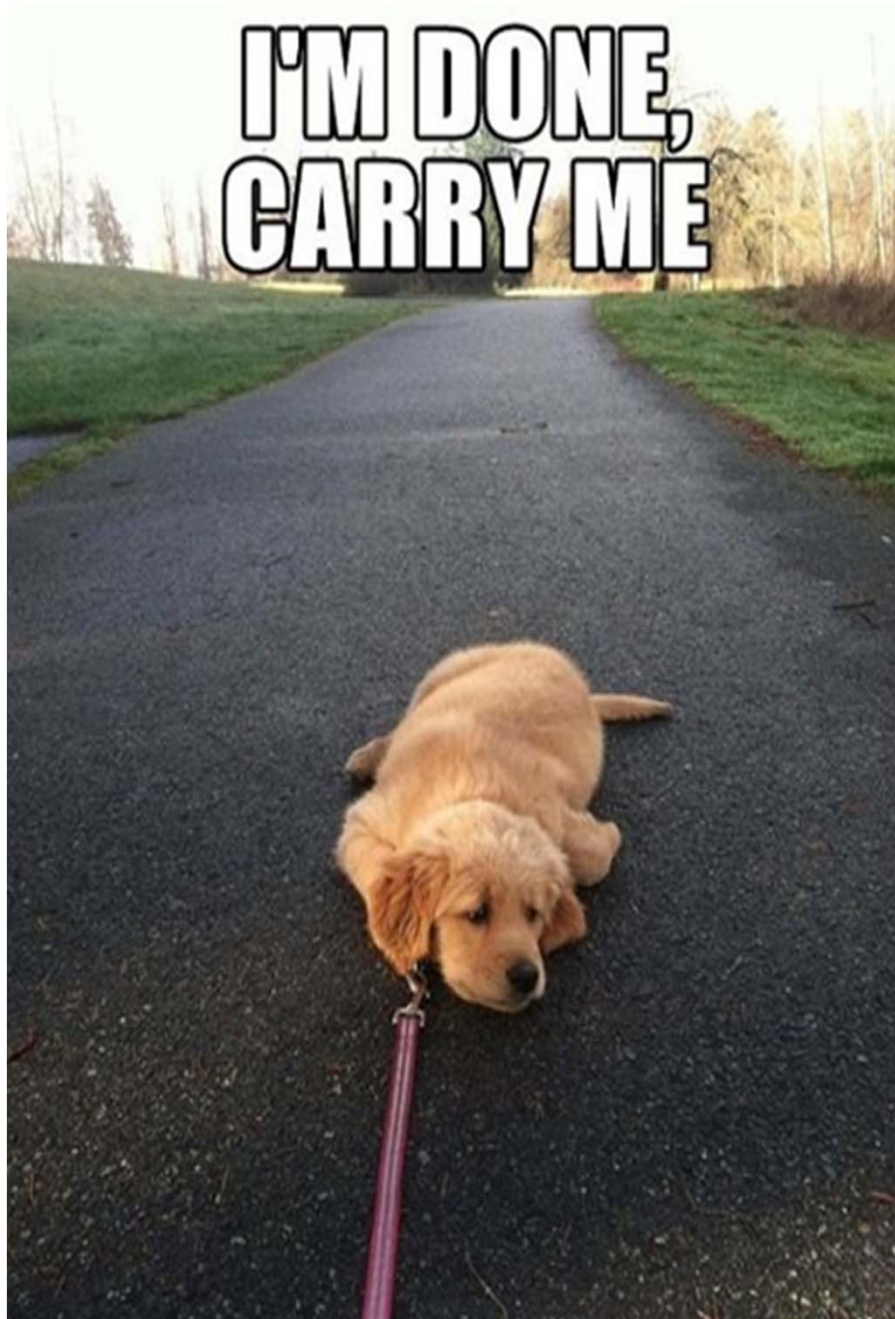
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Need to know for tomorrow