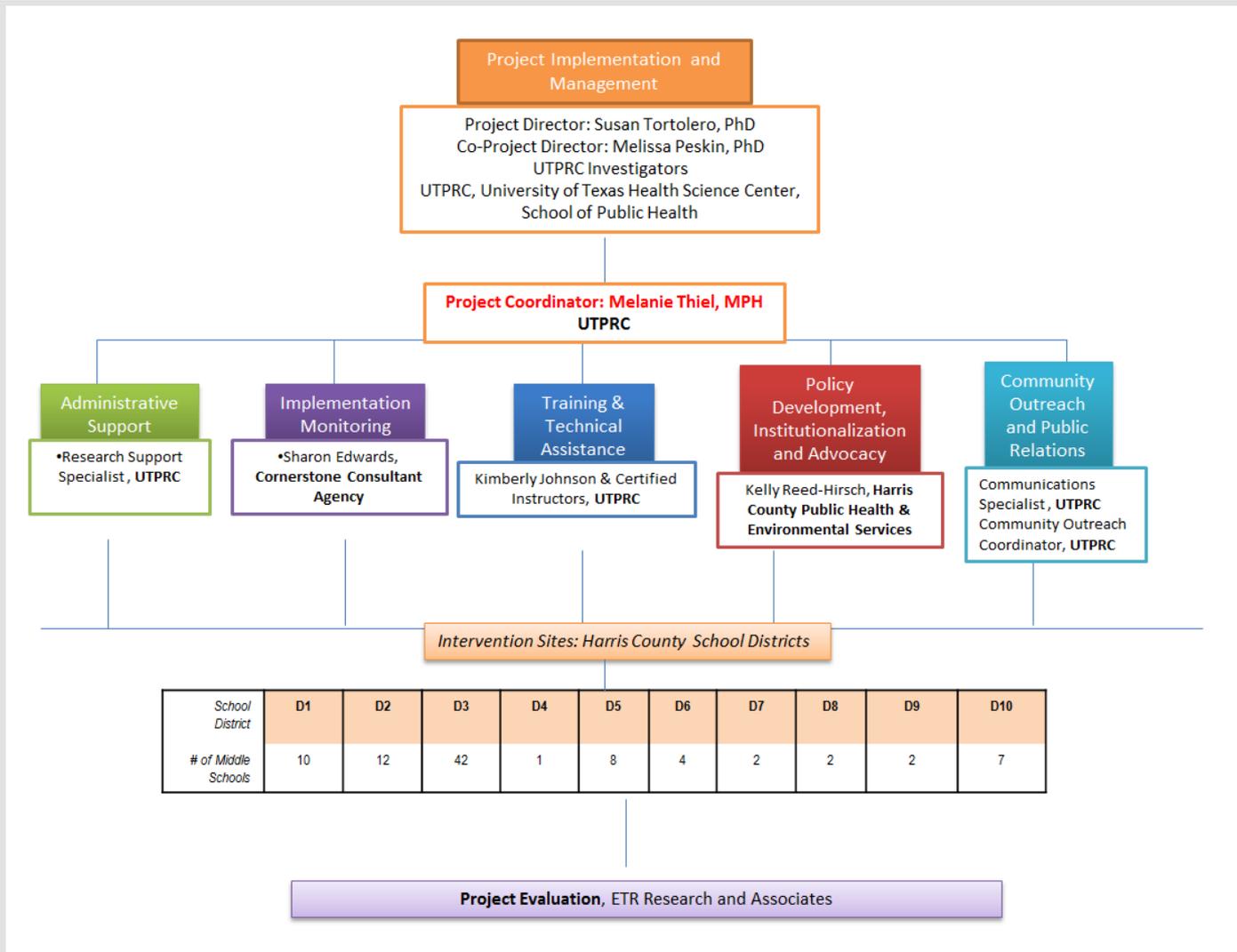


Our Sustainability Journey: Lessons Learned from It's Your Game...Keep it Real



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OAH Tier 1 Replication of It's Your Game...Keep it Real in Harris County and Surrounding Areas



It's Your Game...Keep it Real (IYG)

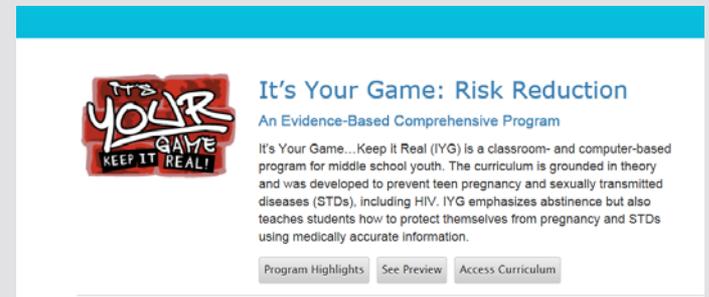
(www.itsyourgame.org)

7th- and 8th-grade curricula

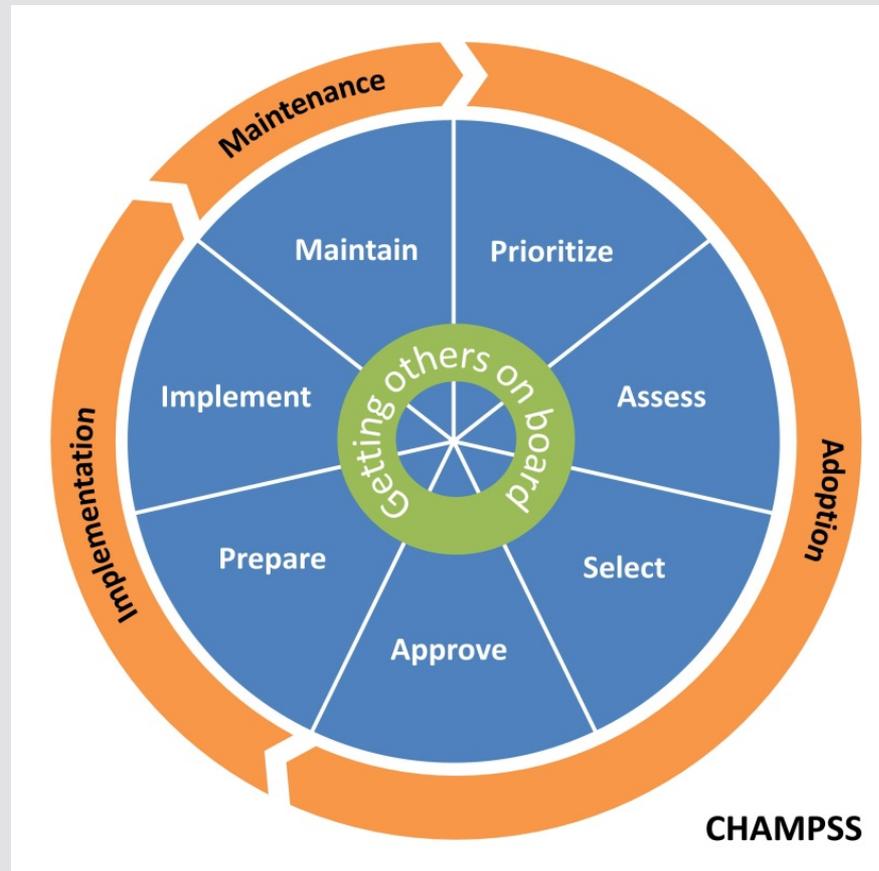
- Primary message: abstinence from sexual behavior
- Secondary: risk reduction
- 12 lessons each grade level

Multiple modalities

- Classroom lessons (role play, discussion)
- Journaling
- Individualized computer-based component
- Selected activities tailored by gender, sexual experience

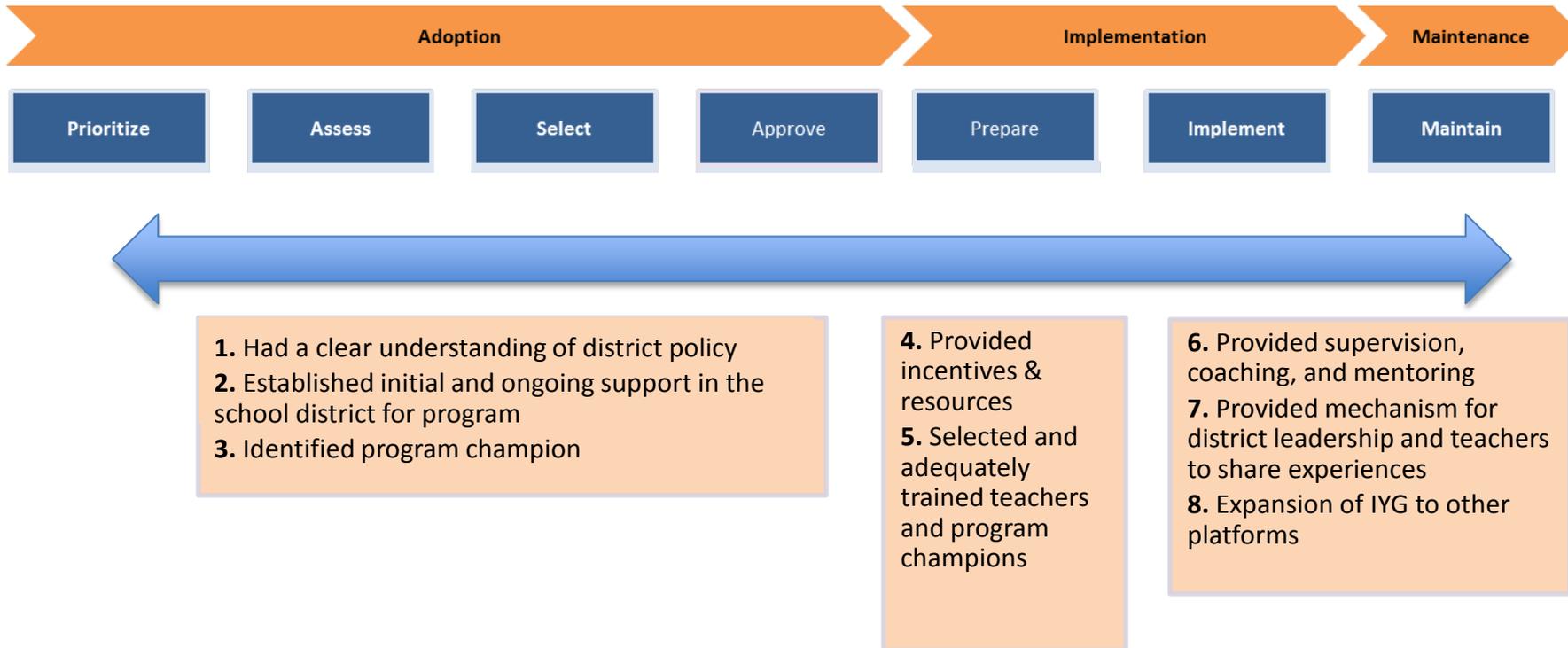


Sustainability Model: CHOosing And Maintaining Programs for Sex education in Schools



Source: Hernandez, B.F., Peskin, M.F., Shegog, R., Markham, C.M., Johnson, K., Ratliff, E.A., Li, D.H., Weerasinghe, I.S., Cuccaro, P.M., Tortolero, S.R. (2011). Choosing and Maintaining Programs for Sex Education in Schools: The CHAMPSS Model. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 2(2):1-33, Article 7.

Lessons Learned by Stage

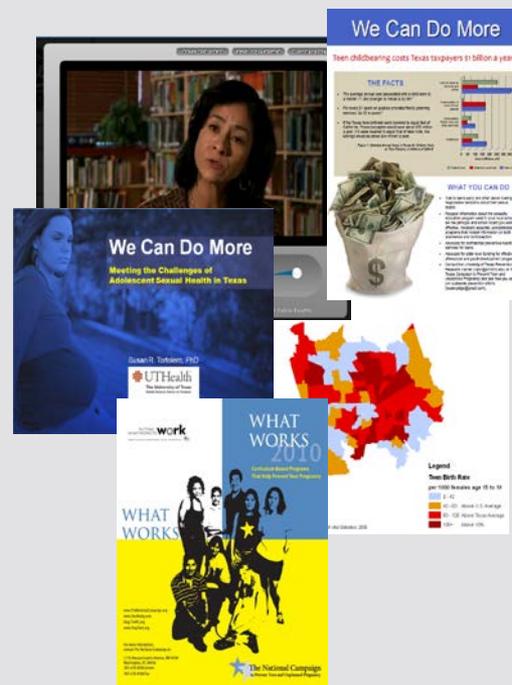


Lesson #1: Had a clear understanding of district policy

- Spoke with school district officials early on to determine sex education policy
 - Schools may or may not have one
 - Some may use state policy
 - Some schools did not know what their policy was or assumed it was abstinence only

Lesson #2: Established initial and ongoing support in the school district for program

- Presentations to Key Stakeholders:
 - School Health Advisory Committee Members
 - School Board Members
 - Superintendents
 - District Health/Wellness Coordinators
 - Teachers
 - Parents
 - School Administrators
 - Community Organizations



Lesson #2: Established initial and ongoing support in the school district for program

- Increased awareness about the problem
- Provided clear picture of the problem simple terms
- Allowed school districts to hear from others
- Allowed school districts to personalize the problem and hear solutions
- Informed them of progress
- Addressed any concerns



Lesson #3: Identified program champion

- Champion was identified for each district
- Liaison with their district
- From across multiple areas – but mostly coordinators for health education, health services, wellness, physical education, and science

Lesson #4: Provide incentives and resources

- Tied incentives to completion of deliverables in stages
 - District approvals and establishment of district coordinator
 - Development and approval of school implementation plan
 - Completion of staff training and certification
- Tied dollar amount to school district size
- Allowed flexibility in how school districts allocated funds (eg, computers, lesson supplies)

Lesson #4: Provide incentives and resources

- Offered website with multiple resources related to adolescent sexual health and implementing effective programs (www.utprc.org)
- It's Your Game website (www.itsyourgame.org)
- Developed and offered other trainings on adolescent sexual health
- Offering incentives to teachers to attend trainings



Lesson #5: Selected and adequately trained teachers and program champions

- Mostly health and physical education teachers, some science and social studies
- Trained approximately 250 teachers
- Training covered 7th and 8th grade
- Booster in between 7th and 8th grade



Lesson #5: Selected and adequately trained teachers and program champions

- Training of Trainers
 - Facilitated by our IYG trainers
 - 8/10 districts participated
 - Plans to train other school districts

So what are teachers saying about these trainings?

"It helped me to understand that it is not just sex ed."

"They are real life activities that we can all use to feel more confident about teaching IYG. This program is fantastic! I'm excited to get started."

"I think it's great you have us think through *our* values."

"The training will enable me to provide a needed tool to my students. Personally, it has given me an additional tool to use with my own children."

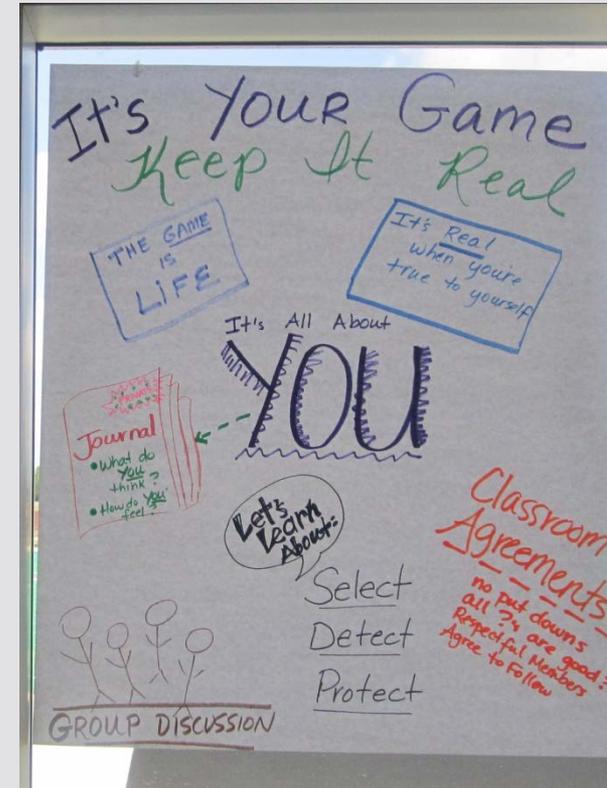
"It was comfortable, supportive, and interactive."

Lesson #6: Provided supervision, coaching, and mentoring

- Supervision
 - Over 250 number of observations conducted by staff, goal to observe every teacher 2x
 - Issues (eg, major fidelity issues, technical difficulties) flagged by observation staff, feedback provided to district coordinators
- Coaching and mentoring
 - Responses provided to all requests for technical assistance
 - Requests come through teacher logs, phone calls, emails
 - Newsletters distributed to all schools to provide testimonials from teachers who taught IYG and resources for improving their teaching practices
 - Online forum for trained facilitators

Lesson #7: Provide mechanism for district leadership and teachers to share experiences

- District coordinator meetings
 - Meets 4 times per year
 - Excellent mechanism for sharing feedback among the districts and providing updates
 - Provided helpful feedback to staff
- Teacher advisory group
- CHAMPSS group facilitated through Harris County Public Health Dept.
- “It’s Your Game” report card



Lesson #8: Expansion of IYG to other platforms

- Content management system
- IYG conversion to iPads to help increase accessibility

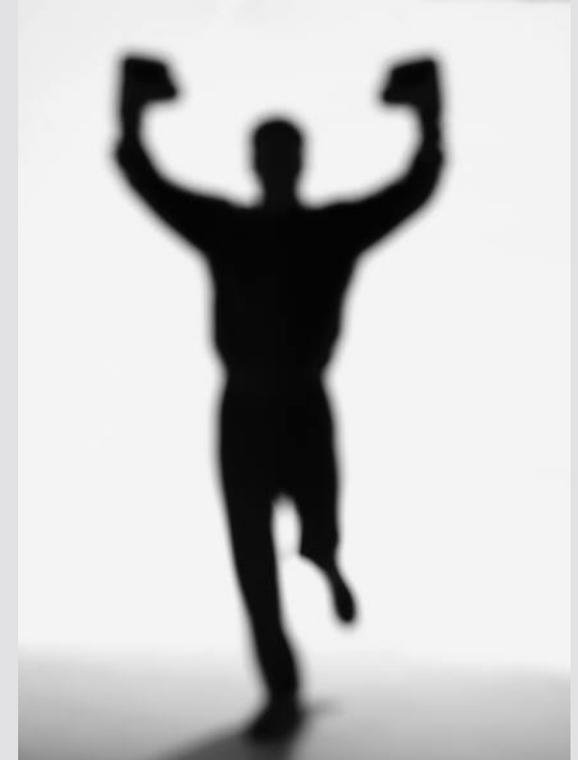


Challenges for Sustainability

- Logistics of implementation planning
 - Large PE classes in the gym
 - Mixed grade levels within classes
- Classes change from 7th to 8th grade
- Most teachers enthusiastic but not all

Overall Conclusions and Issues Going Forward

- Complex process especially with the large number of schools involved – involves collaboration from multiple partners
- Important to establish support from the beginning and to ensure the involvement of a strong program champion throughout
- Important to keep school principals and district administration updated
- Helped to think about sustainability from the beginning (training of trainers, teaching needs)



Any questions?

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QUESTIONS ?

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