

Sexual Health in Public Schools: Keys to Collaboration Success

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National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health



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Learning Objectives

By the end of this session, participants will be able to:

- ❑ Describe how specific **partnerships** with education agencies can support local efforts to successfully implement sexual health programs in schools;
- ❑ Identify key **challenges** for schools in successfully implementing sexual health programs;
- ❑ Work with education agencies to help overcome **implementation and evaluation** challenges; and
- ❑ Identify **key figures** within education agencies to target for promoting partnerships and strategies for local and state-level collaboration to meet the needs of youth.

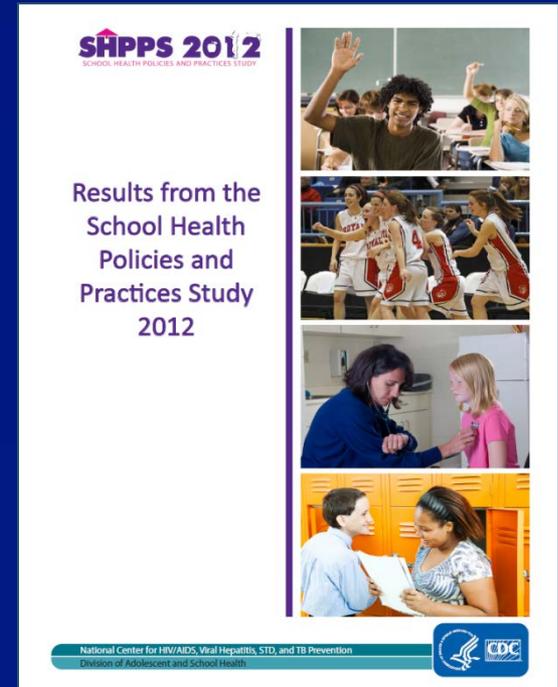
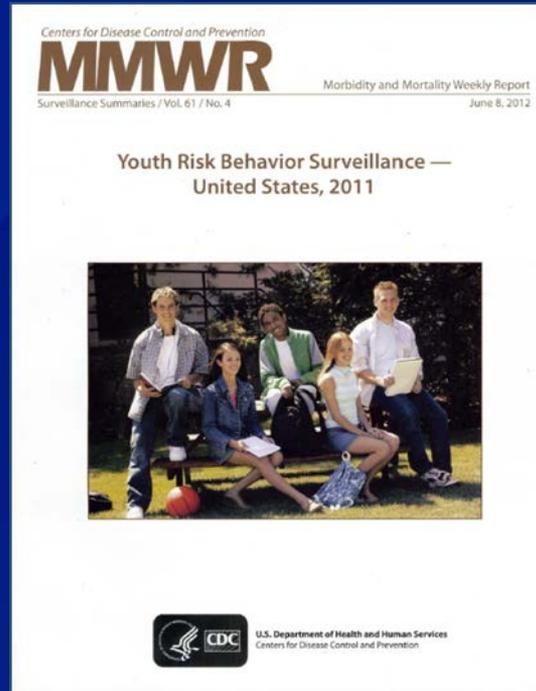
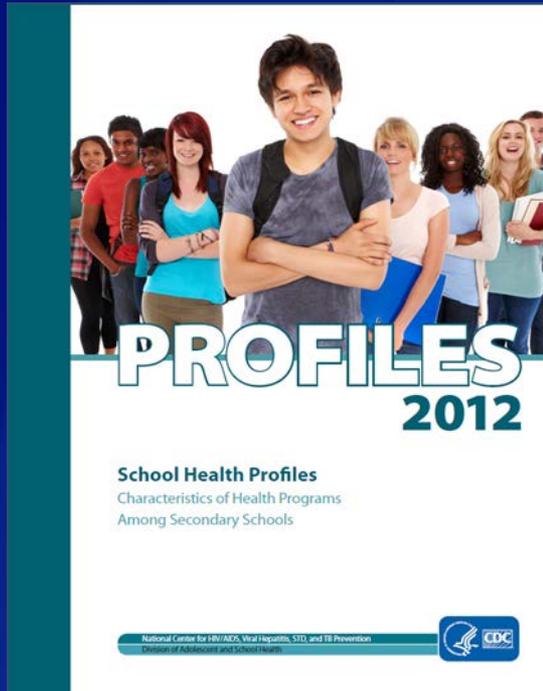
Getting to Know You

- ❑ What types of agencies do you represent?
- ❑ How many of you currently partner with
 - State Education Agencies
 - Districts or Schools
- ❑ How many of you have experienced challenges in your work with the education sector?

Getting to Know the Division of Adolescent and School Health (DASH)

- ❑ Division within a public agency (CDC) that has been working to bridge the gap between public health and education for the past 20+ years.
- ❑ DASH Mission: To prevent HIV, other STDs, and teen pregnancy and promote lifelong health among youth.

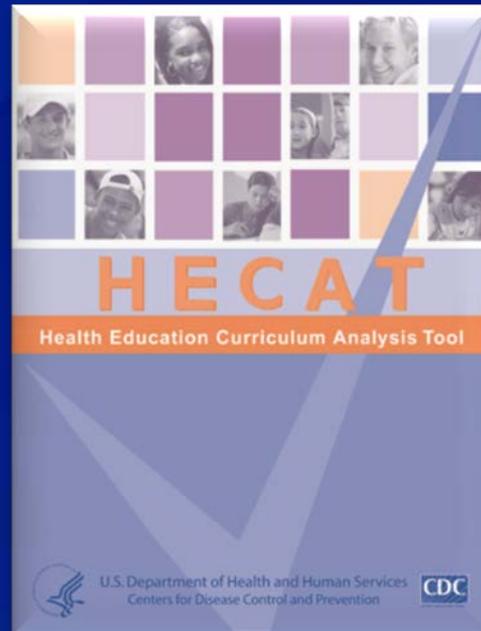
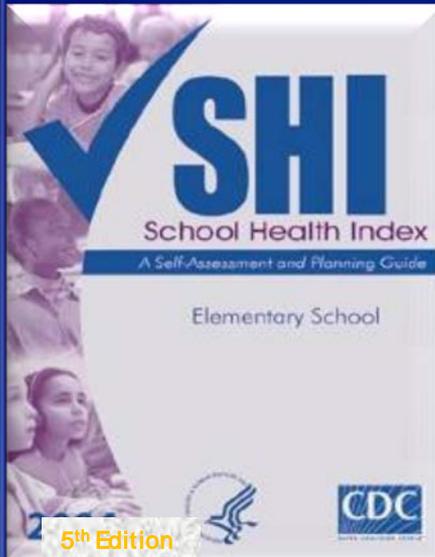
CDC/DASH Collects Data



- www.cdc.gov/schoolhealthprofiles www.cdc.gov/yrbs www.cdc.gov/shpps

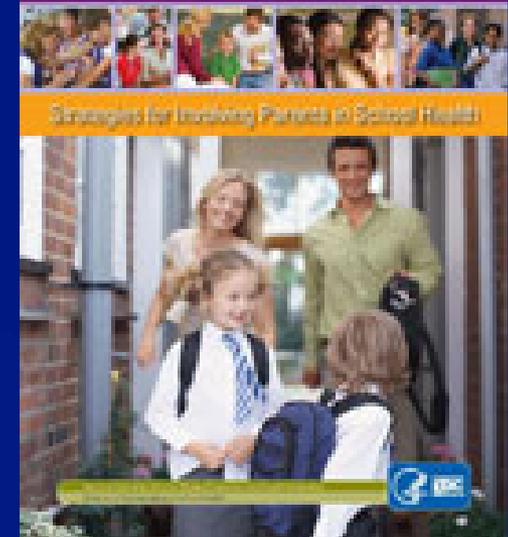
CDC/DASH Translates Research and Carries Out Evaluation Activities

Self Assessment
and Planning



Health Education
Curriculum
Selection or
Development

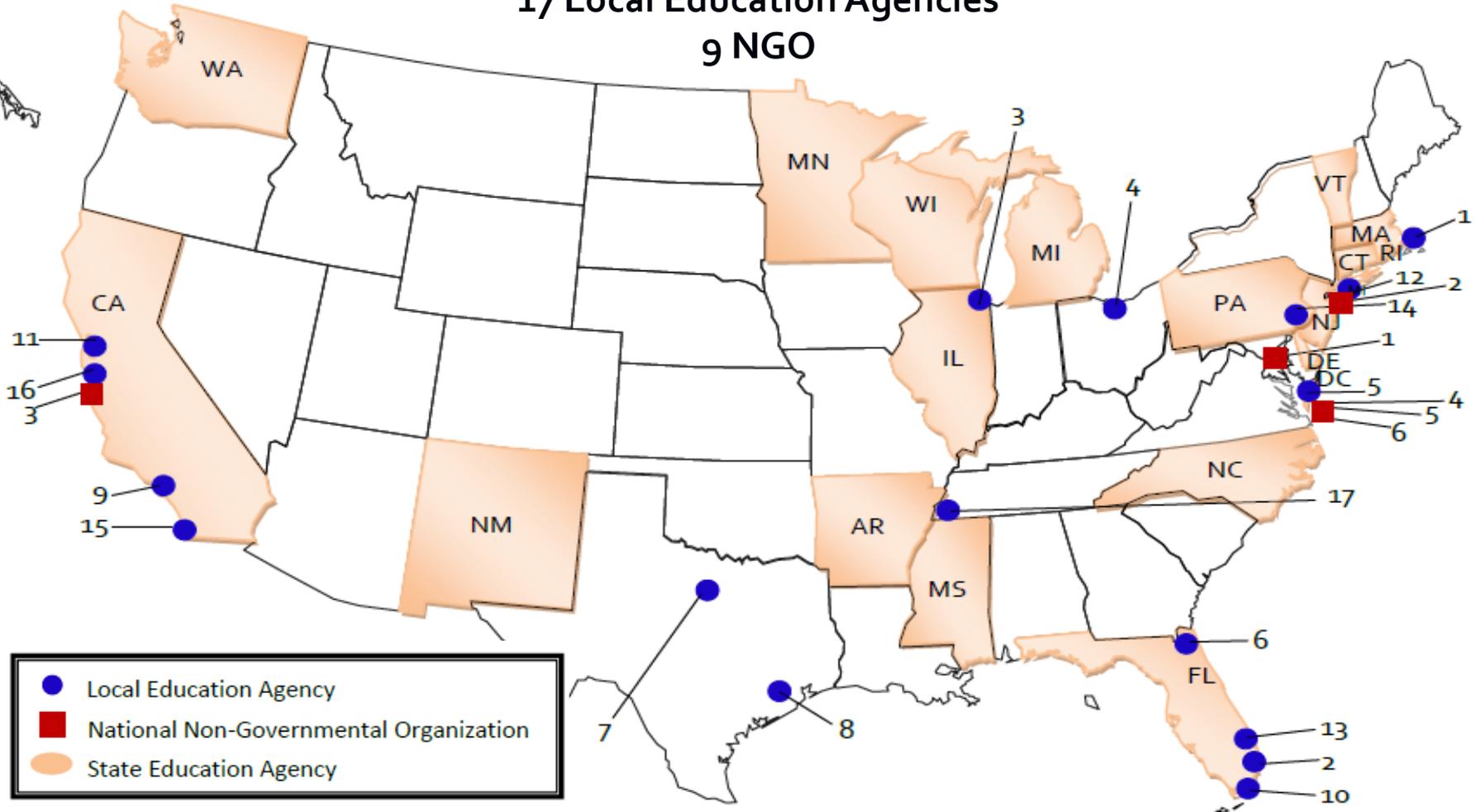
PARENT ENGAGEMENT



Parent
Engagement

**Centers for Disease Control and Prevention
National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention
Division of Adolescent and School Health
Funded 1308 HIV Partners August 1, 2013 – July 31, 2018**

**19 State Education Agencies
17 Local Education Agencies
9 NGO**



Key Approaches

- ❑ Exemplary Sexual Health Education (ESHE)
- ❑ Sexual Health Services (SHS)
- ❑ Safe and Supportive Environments
- ❑ Policy

Youth at Disproportionate Risk (YDR)

❑ Grantees are required to work with one population:

- Students enrolled in alternative education,
- LGBT including YMSM, or
- Homeless youth

www.cdc.gov/healthyyouth

CDC Home
CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People.™

Healthy Youth
All CDC Topics
Choose a topic above

A-Z Index [A](#) [B](#) [C](#) [D](#) [E](#) [F](#) [G](#) [H](#) [I](#) [J](#) [K](#) [L](#) [M](#) [N](#) [O](#) [P](#) [Q](#) [R](#) [S](#) [T](#) [U](#) [V](#) [W](#) [X](#) [Y](#) [Z](#) <#>

Adolescent and School Health

Home

- Adolescent Health
- School Health
- BAM! Body and Mind
- Policy
- Nutrition, Physical Activity, & Obesity
- Protective Factors
- Sexual Risk Behavior
- Health Topics
- Youth Risk Behavior Surveillance
- Data & Statistics
- Publications
- Tools & Training
- Funding Opportunity Announcements
- Multimedia Tools
- Program Evaluation
- Funded National, State, & Local Programs
- Success Stories
- For Funded Partners
- For Specific Groups
- About Us

YRBSS

2013 results date announced [Learn More >](#)

2013 RESULTS COMING SOON!

June 12, 2014



YRBSS
Youth Risk Behavior Surveillance System

1 2 3 4

CDC promotes the health and well-being of children and adolescents to enable them to become healthy and productive adults.

School Health

Coordinated School Health A systematic approach to improving students' health and well-being so they can participate and succeed in school...

Health & Academics The academic success of America's youth is strongly linked with their health...

School Health Surveillance Data from **School Health Profiles** and the **School Health Policies and Practices Study** [More >>](#)

Youth Risk Behavior Surveillance

Trends in HIV-Related Risk Behaviors Among High School Students

Youth Online - Data from the Youth Risk Behavior Surveillance System (YRBSS)

Search 2011 Data For:

[YRBSS Fact Sheets](#)
[YRBSS in Brief](#) [More >>](#)

Health Topics

- Alcohol & Other Drugs
- Nutrition, Physical Activity, & Obesity

Calendar of Events

Sexually Transmitted Diseases (STD) Awareness Month

Contact Us:

- Adolescent and School Health
Centers for Disease Control and Prevention
4770 Buford Hwy, NE
MS K-29
Atlanta, GA 30341
800-CDC-INFO (800-232-4636) (800)
TTY: (888) 232-6348 (800)
- [Contact CDC-INFO](#)

Youth Risk Behavior Survey (YRBS) 2011

United States students who...

[Rarely or never wore a seat belt](#)

Partnering with Schools



How Schools Work and
How to Work with Schools
www.nasbe.org



Collaboration Between the Health and Education Sectors

NASBE
National Association of
State Boards of Education

how schools work

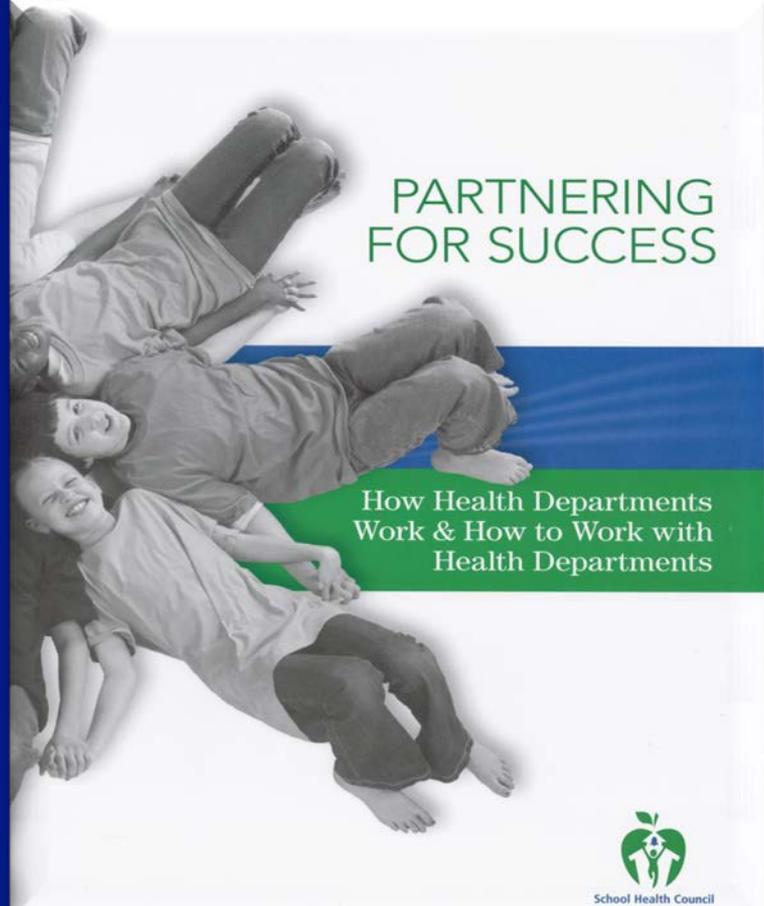


& how to work with schools

A Primer For Those Who Want To
Serve Children and Youth In Schools

**PARTNERING
FOR SUCCESS**

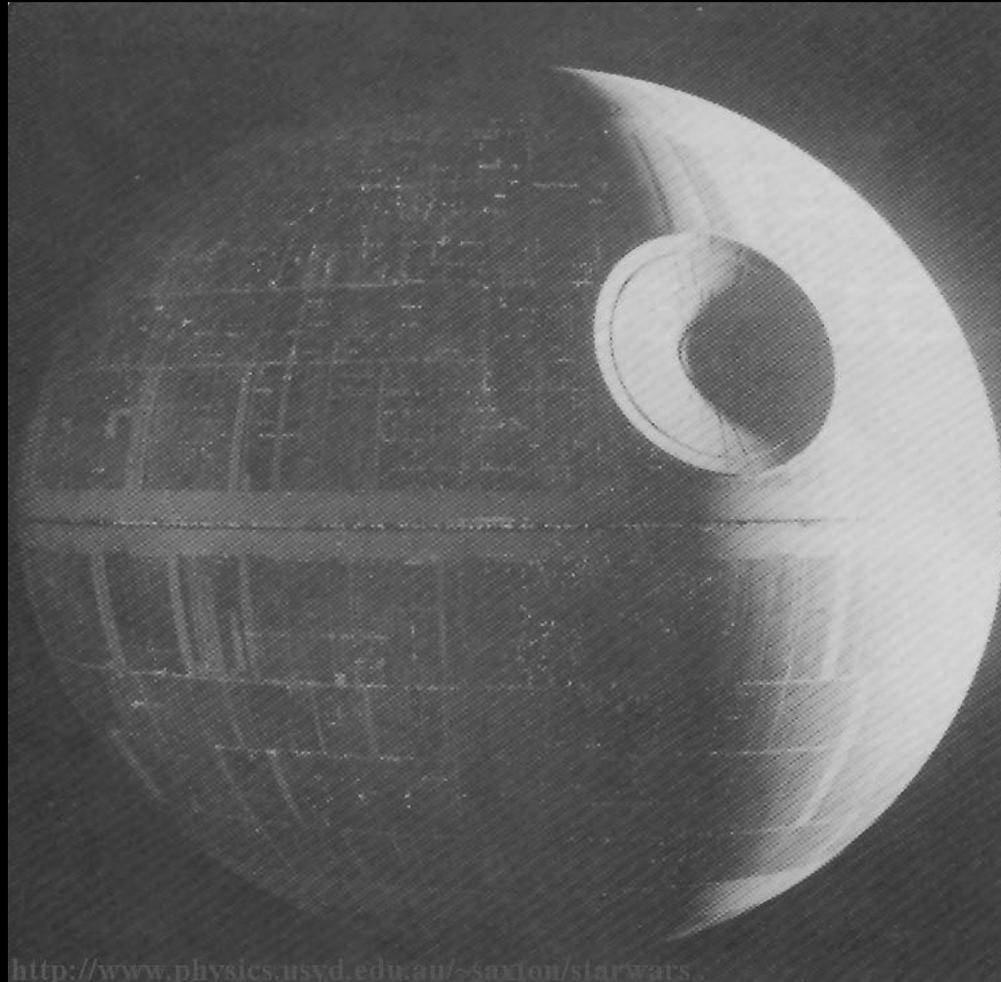
How Health Departments
Work & How to Work with
Health Departments




School Health Council

What Public Health People Think Schools Are Like

What Public Health People Think Schools Look Like



<http://www.physics.usyd.edu.au/~saxton/starwars>

What Schools Think Public Health People Are Like

What Schools Think Public Health People Look Like



Public Expectations are Different

Public Health:

- Reduce disease and death
- Promote health
- Improve quality of life
- Lower tax burden for health care
- Communicate on health issues

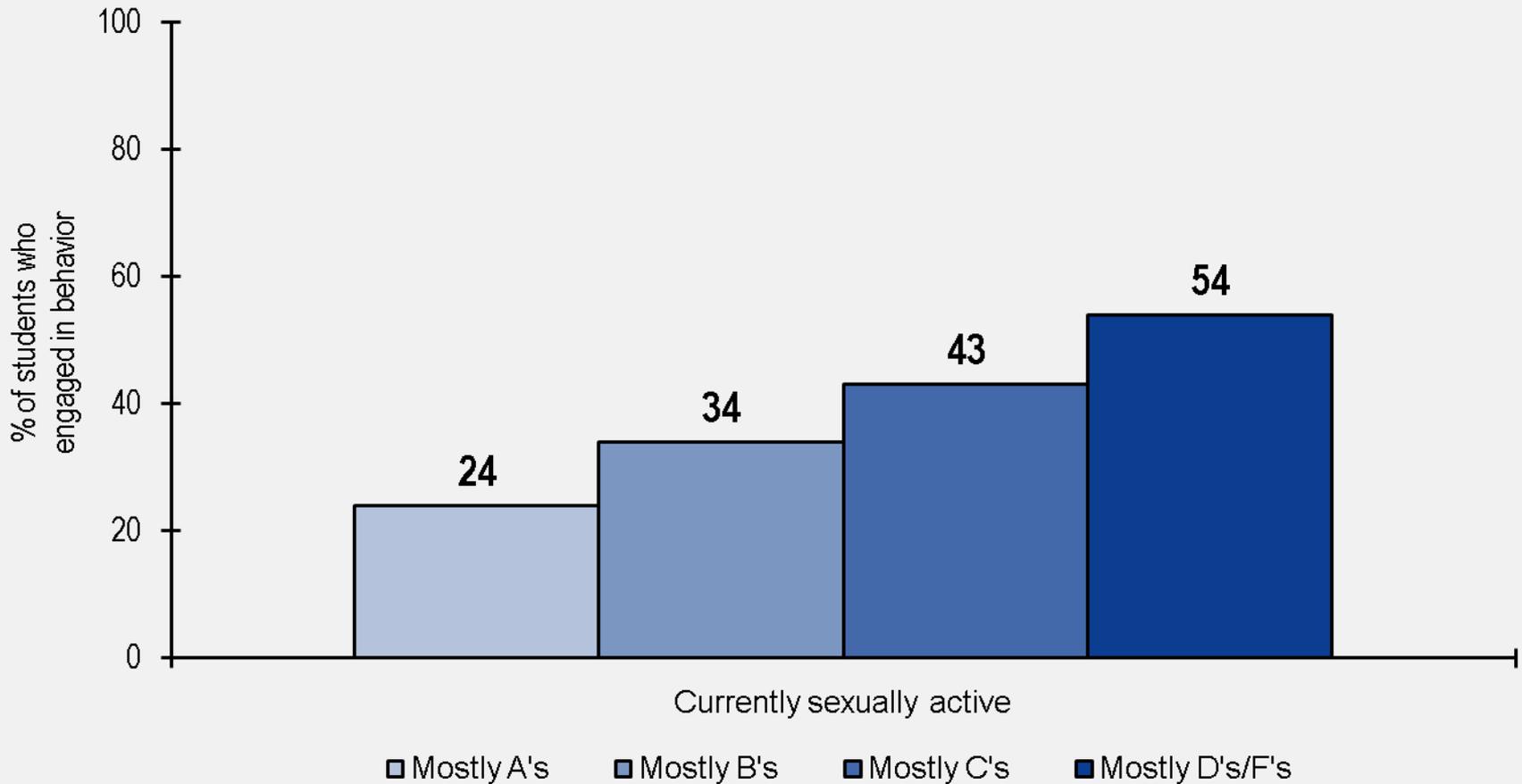
Education:

- Increase knowledge and skills
- Improve academic performance
- Increase graduation rates
- Prepare students for the work force
- Keep kids safe

Why Education Agencies are Optimal Partners for Public Health

- ❑ Schools have direct daily contact with more than 30 million adolescent students
- ❑ Risk behaviors are established during youth
- ❑ Academic success of youth is strongly linked to their health
- ❑ Schools have always had a public health role
- ❑ School health programs can have positive effects on educational outcomes, as well as health-risk behaviors and outcomes

Percentage of High School Students Who Were Currently Sexually Active,^{*} by Type of Grades Earned (Mostly A's, B's, C's or D's/F's), 2009^{**}



^{*}Had sexual intercourse with at least one person during the 3 months before the survey.

^{**} $p < .0001$ after controlling for sex, race/ethnicity, and grade level.

**Seek First to Understand,
Then to be Understood.**

Steven Covey

How Schools and Districts are Structured Education at the Federal Level

- ❑ Limited but influential
- ❑ U.S. Department of Education
- ❑ Authorized by the Elementary and Secondary Education Act
- ❑ Formula & competitive grant opportunities
- ❑ Individuals with Disabilities Education Act (IDEA)
- ❑ State governments are responsible for public education and local school districts- NOT the federal government

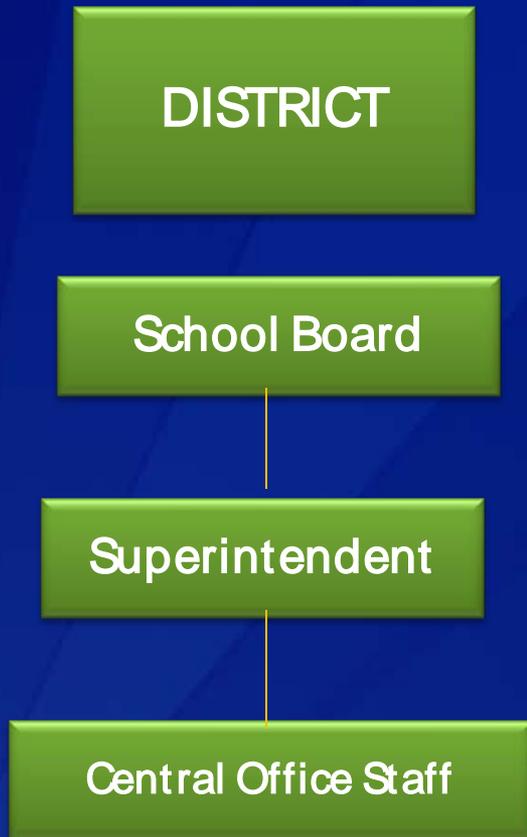
State Level Structure

Decentralized Decision Making



Each state's governance structure is unique. Lines of authority among policymakers vary.

District Level Structure

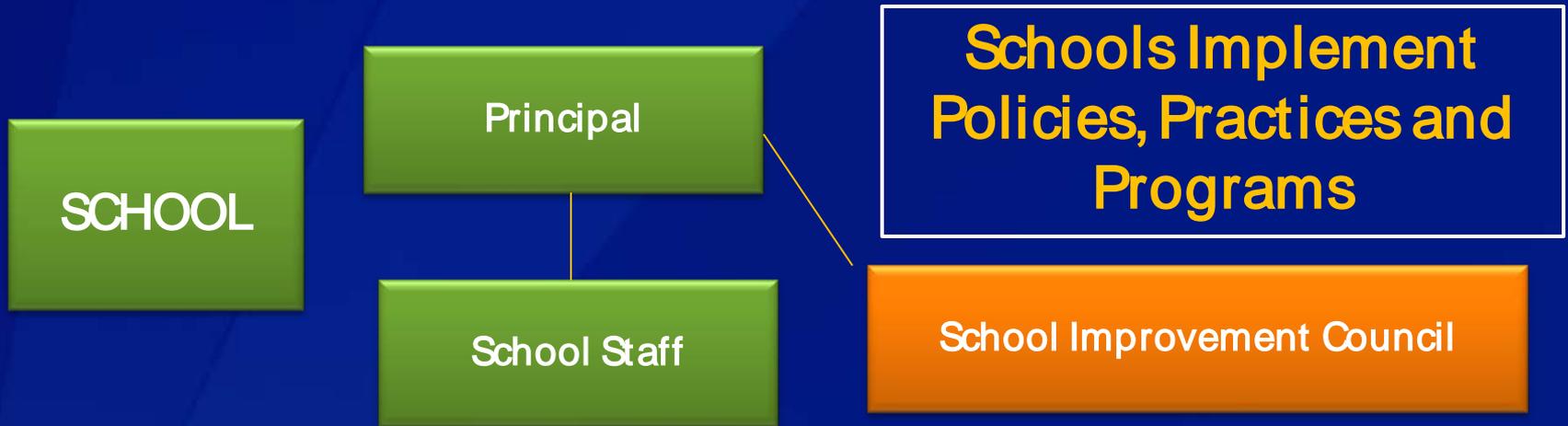


School Boards Make Policy

Superintendents Implement Policy

Communicate with District Leaders & Curriculum Directors

School Building Level Structure



Principal = Gatekeeper

Local Control

- ❑ Highly decentralized
- ❑ Strong in every state
- ❑ Principals are key gatekeepers
- ❑ Local boards have a high degree of responsibility
- ❑ Working with schools requires building relationships and time

Understanding Education Priorities

- Standardized tests
- Absenteeism
- Drop-out reduction
- Graduation rates

Challenges

- ❑ Fear of parent/school board backlash
- ❑ Perceived parental responsibility
- ❑ Fear of front page headlines in local paper
- ❑ 50 minute class sessions
- ❑ Own discomfort with topic
- ❑ Perception: sex ed = permission
- ❑ Too many other priorities
- ❑ Test Scores Test Scores Test Scores
- ❑ Suspicious of data collection

Sexual Health in Schools Thoughts and Considerations



- Consider the challenges we just discussed. Can you think of ways to overcome these challenges using what we have presented?
- Have you run into the concept of local control and how has that impacted what you are doing?

Overcoming Challenges

- ❑ Majority of Parents Support Sex Ed in Schools
- ❑ Provide Talking Points on what sex ed is and what it isn't
- ❑ Work within their priorities and time constraints
- ❑ Transparency about data
- ❑ Time



Homework

First Questions to Ask

- ❑ What do I want from schools/districts as part of a partnership effort?
- ❑ What can I offer schools/districts as part of a partnership effort?
- ❑ How does my program fit into the educational mission of this school/district?

Homework

- ❑ Document the extent of the problem and align it with existing education goals
- ❑ Be prepared with best practice/research-base of proposed program
- ❑ Consider developing a logic model that includes educational outcomes

Homework

□ Review :

- State laws and school board policies
- State's health ed curriculum
- Approved sex ed curriculum
- Approved list of HIV Program Review Panel Resources
- State or National Health Education Standards

Homework

- ❑ Align with state and national standards
- ❑ Design program as it fits into **this** district/building
- ❑ Prepare for the fear of controversy/questions

Education Resource Sites

- Education Agency Website
- Local Education Agency Website
- NASBE website
- Guttmacher website

Partnership: Key to Credibility

Strategic Partnerships are Essential:
Internal and External

- ❑ Identify education leaders
- ❑ Identify an influential champion
 - District Level
 - Building Level
- ❑ Determine key decision makers

District Champions

- ❑ Curriculum Specialist
- ❑ Director of Health Services
- ❑ Student Support Services
 - Social Workers/Counselors
- ❑ Dropout prevention
 - Graduation Coaches
 - Intervention Specialists

Building Champions

- School Nurse
- Counselor
- Health Ed teacher
- Science teacher
- Principal
- Coach
- Parents
- Students

Partnership: Key to Credibility

External

- ❑ HIV coordinator at the State/Local Dept of Educ.;
- ❑ Sexual Health personnel at the State/ Local Dept of Health
- ❑ State Associations and private foundations

Partnership: Key to Credibility

External

- ❑ Health and social service providers
- ❑ Influential community groups
- ❑ Youth-serving community agencies
- ❑ Business leaders
- ❑ Private-sector employees
- ❑ Faith-Based organizations



Sexual Health in Schools Thoughts and Considerations

1. Jot Down 3 contacts you already have and why they are important.
2. Jot down 3 strategic contacts you need to make and how you might go about doing that.

Partnering with Schools

Potential Benefits

- ❑ Better policy initiatives
- ❑ High-quality standards and assessments
- ❑ Enhanced program implementation
- ❑ Expanded technical assistance
- ❑ Evaluation and surveillance assistance
- ❑ Kids lead longer, healthier, happier lives

Closing the Deal: Getting Decisions Made

- ❑ Work with partners to plan the approval process
- ❑ Rely on key informants
- ❑ Offer several options
 - ❑ May be incremental steps
 - ❑ Consider after school programs
 - ❑ Consider school-linked program

Closing the Deal: Getting Decisions Made

- ❑ Factor in time for building support
- ❑ Determine what is politically feasible
- ❑ Anticipate how to address controversies in advance – provide speaking points and prepare materials

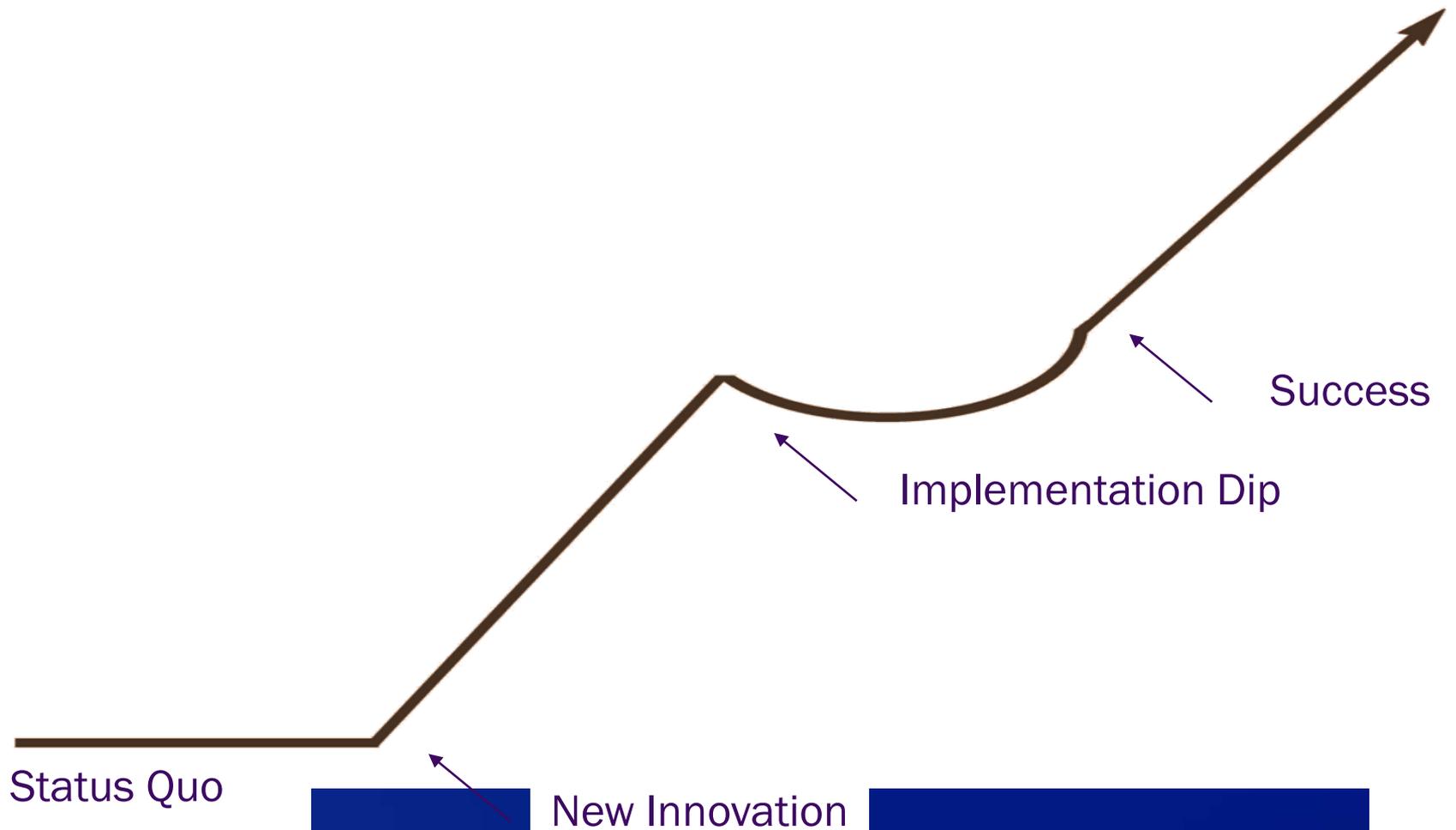
**Success:
Ready, Set,
Implement...**



Michael Fullan

“One of our most consistent findings and understandings about the change process in education is that *all* successful schools (education systems) experience implementation dips as they move forward.”

Implementation Dip



Expect it.

Name it.

Build in

Support.

Final Considerations

- ❑ Taking the time and effort to work *with* Education Agencies can be extremely rewarding, professionally and personally!
- ❑ Respect the hierarchy
- ❑ Engage decision makers in the process
- ❑ Sustain the effort
- ❑ Build the capacity of implementers

Final Considerations

- ❑ Only by working together can health and education professionals effectively support the health, growth, and development of children and youth!

Action Steps for YOU

Developing a Working Relationship with Schools

- First 3 things you plan to do
 - Collaboration opportunities
 - Contacts you have to make
 - Other action steps?

It's A Marathon... Not a Sprint





DEPARTMENT OF HEALTH AND HUMAN SERVICES
CENTERS FOR DISEASE CONTROL AND PREVENTION



Questions?

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Mary Schauer ~ MES9@cdc.gov

