

Making Meaning of Data



From Regional CSE Forums
October 2015- March 2016

NYSCAP Regional CSE Forums

- *Purpose - To:*
 - Give voice to people who might not speak up on their own about CSE in schools
 - Find out what people around the state know about CSE in schools
 - Find out what ideas and questions they have about CSE in schools

Description and Method

- Selected 5 regions of the state with NYSCAP representation:
 - Long Island; Southern Tier - Corning; Rochester; Buffalo; North Country - Watertown
- October 2015 – March 2016
- 136 participants, mostly adult convenience groups, who had an interest in CSE in schools;
- Anonymous, voluntary survey with the same tool; no requirement, compensation or consequences to complete or not complete

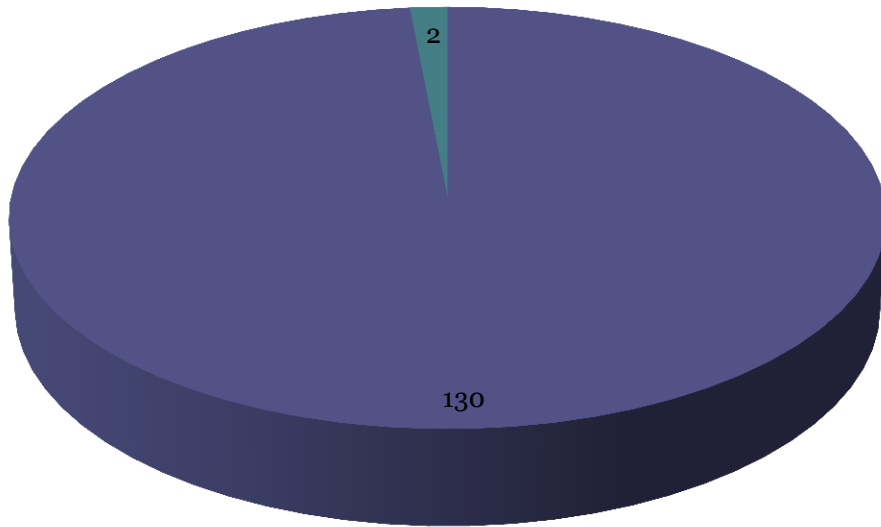
Your thinking added to the mix!

The Survey

- Questions assume a positive presupposition, focusing on strengths, connections, and next steps. Only 1 question asks about barriers.
- 14 short answer or multiple choice questions
 - 9 of the questions are individualized
 - 3 questions are for small, focus group formats
- No pressure to answer; it's all anonymous and voluntary!

Is teaching CSE appropriate for schools?

What you said: 75 responses

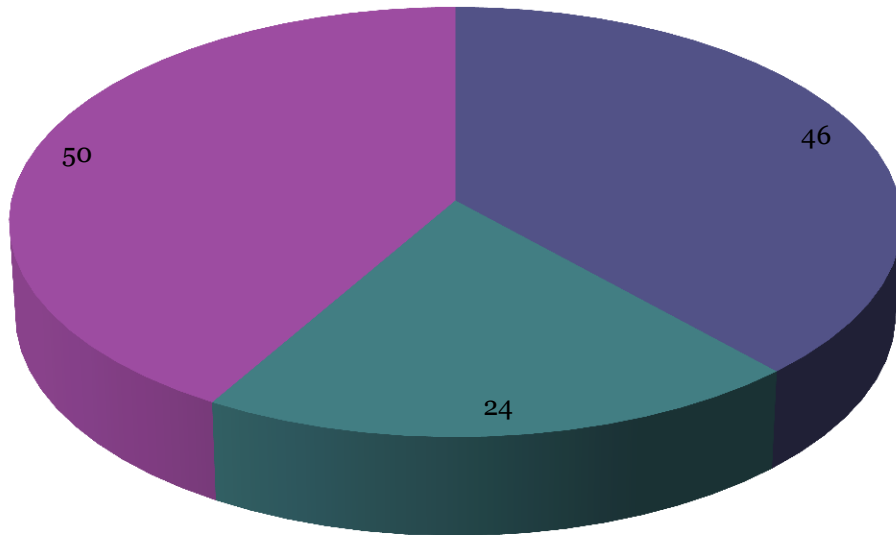


- YES 73
- NO 2

■ Yes ■ No

**Does your district teach K-12
CSE?**

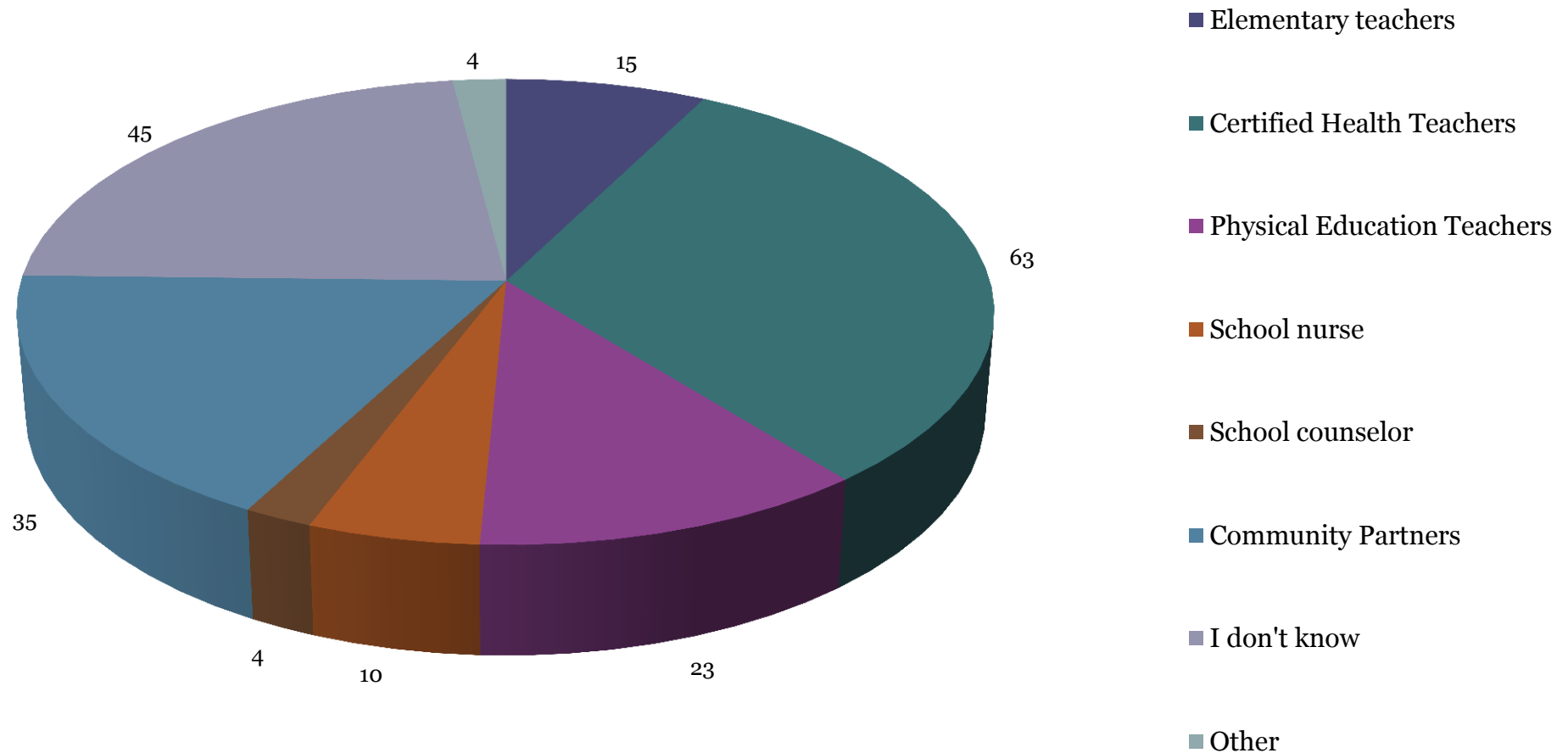
What you said: 75 responses



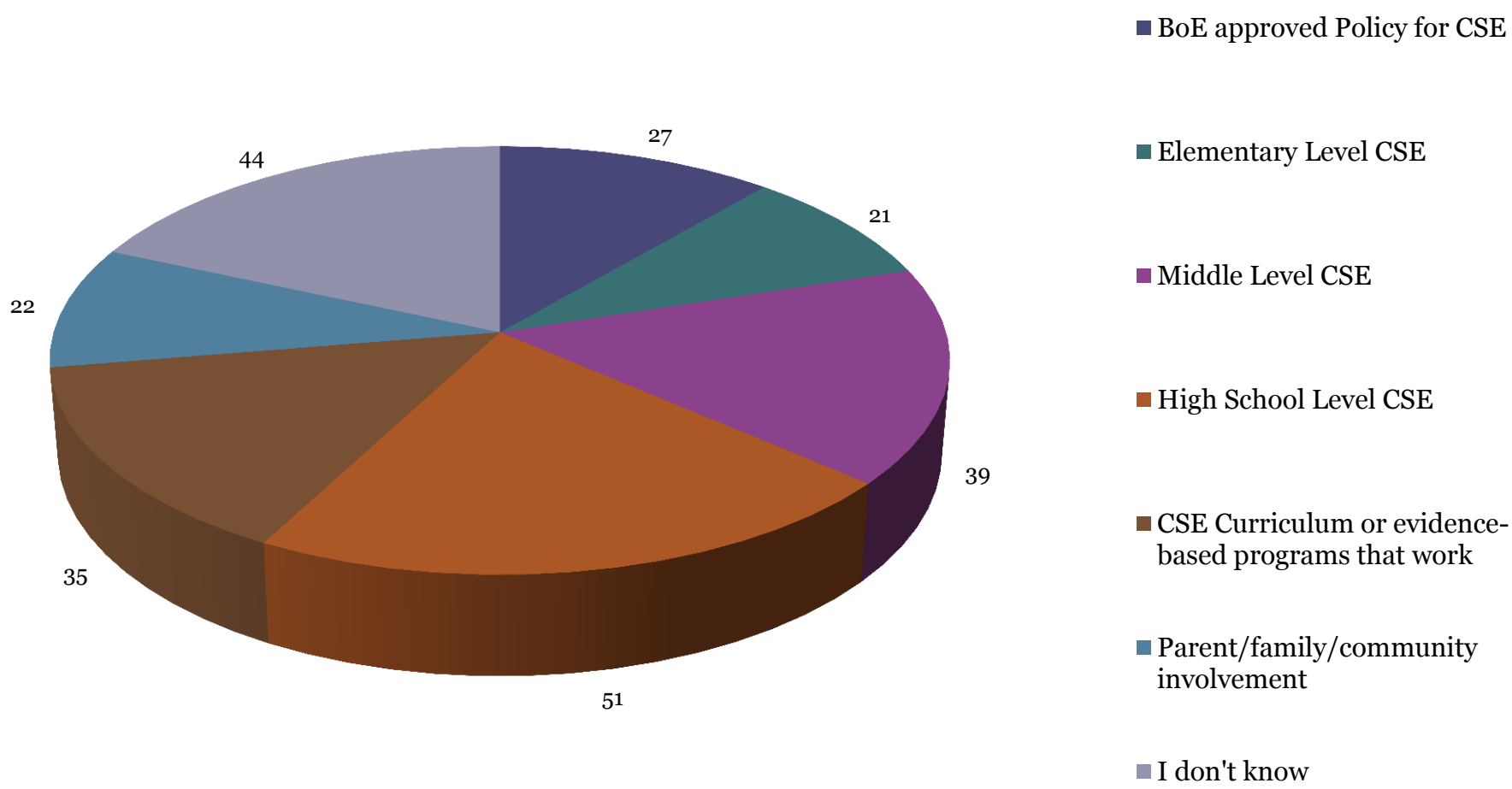
- YES 17
- NO 28
- NOT SURE 28

■ Yes ■ No ■ Not sure

Who teaches CSE in your district?

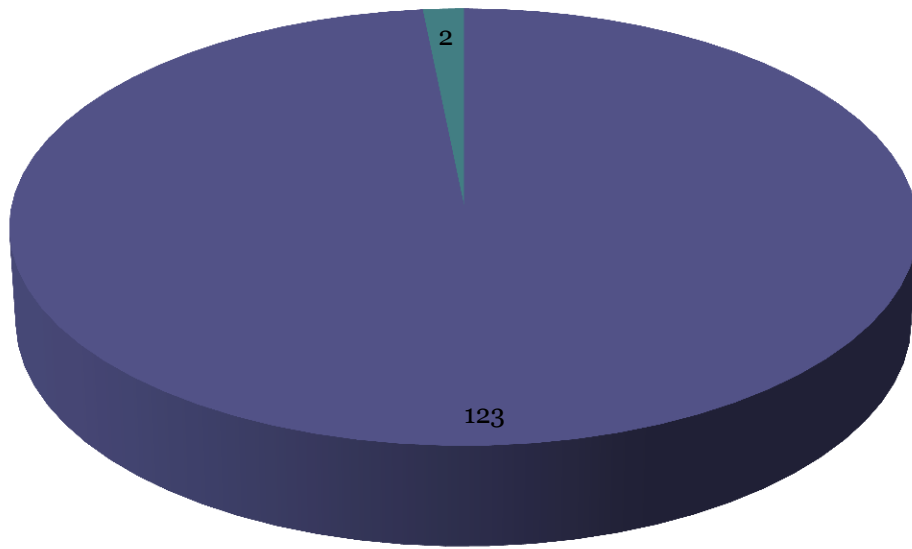


Components of CSE in place in your district



Should content and standards for CSE be required by NYS?

What you said: 75 responses

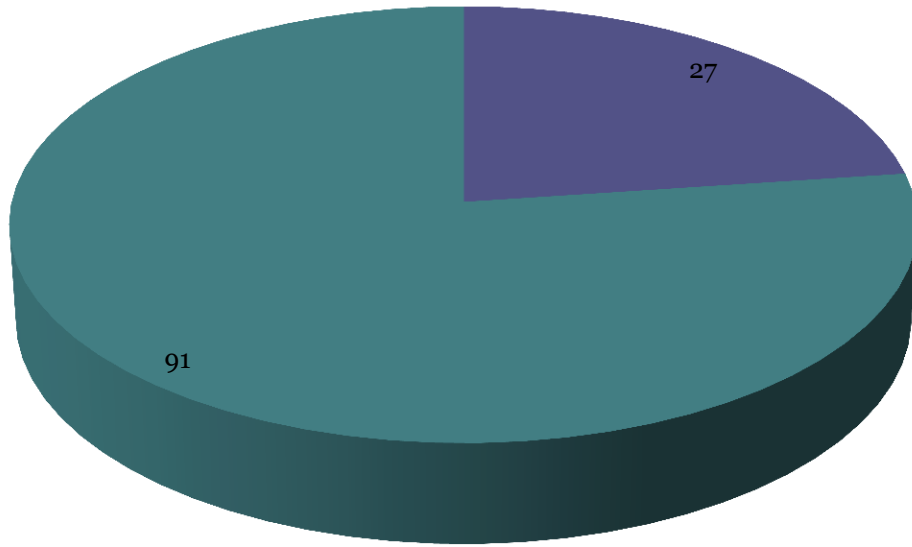


- YES 71
- NO 2
- Not sure: 1

■ Yes ■ No

Should content and standards for CSE be left to the local district?

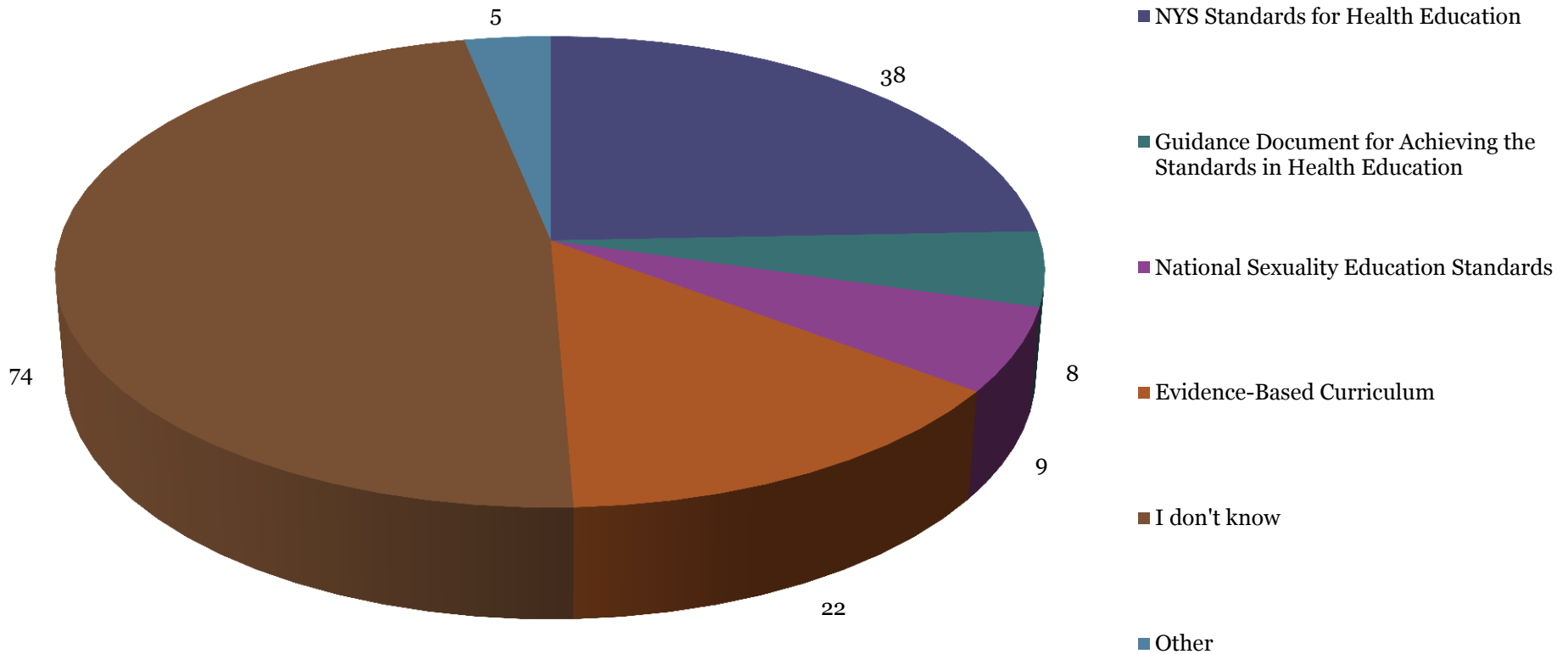
What you said: 75 responses



- YES 8
- NO 64

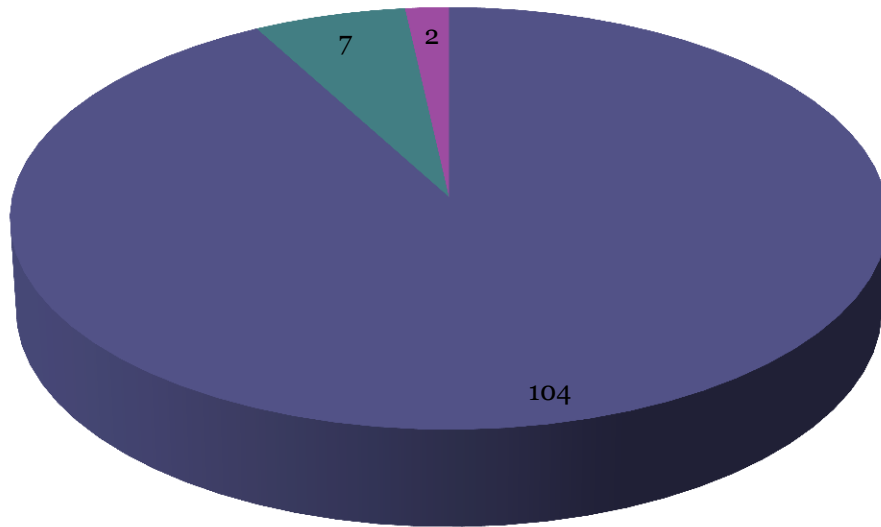
■ Yes ■ No

Documents that inform the CSE program



If there was a community forum to discuss CSE, would you attend?

What you said: 75 responses



- YES 65
- NO 2

■ Yes ■ No ■ Maybe

Let's Talk about it!

1. Please form groups of about 4-6 people from those sitting near you.
2. Identify a facilitator, time keeper, recorder, and summarizer.
3. Using the survey questions, answer the questions.
4. Write clearly. Summarize and highlight your main 1-3 points for each question.
5. Thank your group members for their participation.
6. Hand in your survey summaries.

Three Main Questions

1. What role should community-based organizations and programs play regarding CSE in schools?
2. What role should parents have in working with schools related to CSE?
3. What do you see as the school's strengths with implementing CSE? What barriers?

What education and advocacy measures do you believe would be most helpful?

Three main themes:

1. **Sexuality education that is comprehensive**, including:
 - safe, healthy bodies
 - safe, healthy relationships
 - medically accurate knowledge and skills
 - gender identity and expression
 - emotional well-being
2. **Required standards** and/or curriculum for CSE, starting at younger ages, provided sequentially with accountability measures
3. **Communicating with and educating the entire school and community** about CSE and its role in student success and academic achievement

What role should parents have in working with schools related to CSE?

Three main themes:

1. Acknowledge parents as the primary sexuality educators of their children, and involve them in all aspects of their children's growth and development
2. It would be helpful for schools to support parents with what and how to talk with their children about sexuality as they grow
3. Collaboration between the school and parents is appreciated and expected

What role should community-based organizations and programs play?

Overall:

- CBO's should collaborate strongly with schools and communities to provide education outside the school setting.
- Ways to support this include:
 - Free resources, services and supports related to CSE for youth and adults
 - Teacher education and update programs
 - Community education
 - CSE programming for youth outside school
 - CSE programming within school where teachers do not provide it
 - Advocacy

What do you see as the school's greatest strength with implementing CSE?

Greatest strength is being able to consistently reach all students, sequentially, over time, in a single place while building relationships with the students

- And schools are able to provide many and varied resources necessary for students' overall development

What do you see as barriers to schools implementing CSE?

Three main themes:

- 1. Lack of education and advocacy* – to align parent/school/community in supporting student knowledge and skills to make safe, healthy decisions about their bodies, and their relationships
- 2. No requirements for CSE* – teachers must prioritize time to required content areas – this isn't one; may teach CSE misinformation; feel unsupported
- 3. Opposition from adults* - who may be uncomfortable with CSE or fear it may increase risk behaviors among students (parents, teachers, administrators, community members)



Improving Sexuality Education in Public Schools

**CONSCIOUS, INTENTIONAL
EFFORTS OVER TIME
FROM EACH AND
EVERY ONE OF US**