



SRAETTA

Sexual Risk Avoidance Education
Training and Technical Assistance

Assuring Program Alignment with Legislative and FOA Criteria

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ADMINISTRATION FOR
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FYSB Family & Youth
Services Bureau

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Mary Anne Mosack

Ascend

Mary Anne Mosack, President/CEO of Ascend, promotes an accurate understanding and appreciation for SRA education as an important primary prevention message for teens.

As a strong advocate of SRA education, she is committed to building the protective assets all teens need to ensure they are given the opportunity to reach optimal health and life success.



Tracey Pike

Ascend

Tracey Pike serves as the Executive Director of Ascend.

With more than 20 years experience in authoring and teaching Sexual Risk Avoidance curricula, Tracey has dedicated her career to helping youth reach their full potential.



Presentation Overview

Part One:

- A. The importance of understanding mission goals and objectives
- B. Review of legislative guidance: Congressional intent and required components
- C. Required Topics: A closer look at A-F
- D. Contraception guidelines

Part Two:

- A. Using a holistic, optimal health framework to present A-F to students
- B. Practical ways to ensure A-F compliance in a SRAE program

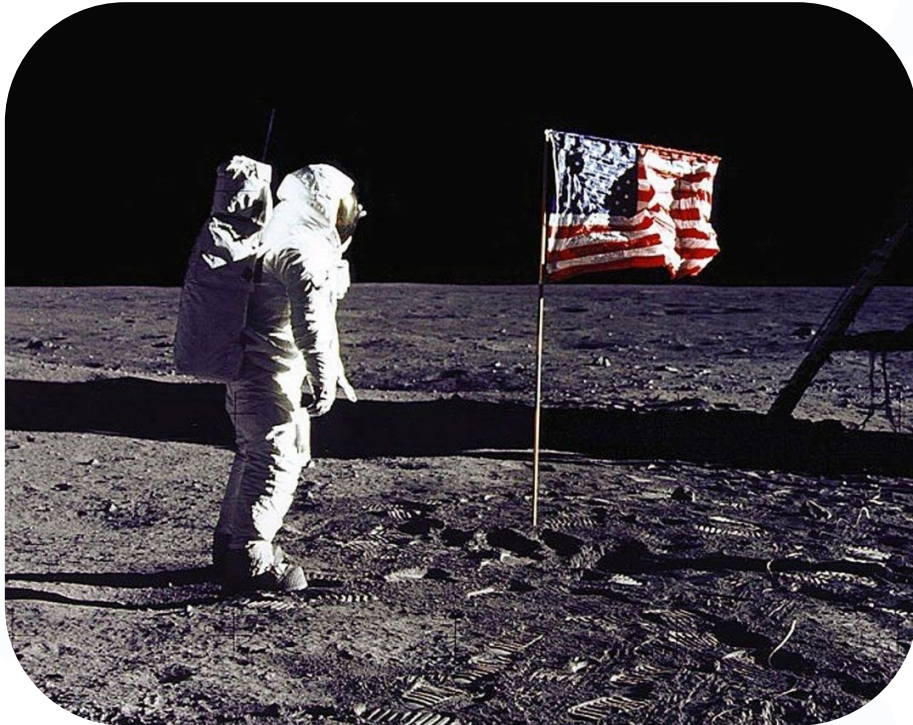


Understanding Legislative Guidance

Sex is always about more than sex.



The Importance of Mission Alignment



*“That’s one small step for man,
one giant leap for mankind.”*

-Neil Armstrong

Ensuring High-Quality, Accurate SRAE Implementation

Program Fidelity and Grant Compliance begin with a clear understanding of the goals and objectives of SRAE as defined in the legislation that guides SRAE content and funding.

The SRAE Facilitator is the organization's frontline delivery system for the program fidelity and grant compliance.



Legislative Authority for SRAE

**Congressional Intent and Required
Components**



Legislative Intent for SRAE:

“Congress amended Section 510 of the Social Security Act (42 U.S.C. 710) in FY 2018 to enable territories or other entities to implement education **exclusively** on sexual risk avoidance.”



Required SRAE Components

- “(A) ensure that the **unambiguous** and **primary emphasis and context** for each topic described in paragraph (3) is a message to youth that normalizes the optimal health behavior of avoiding nonmarital sexual activity;
- (B) be medically accurate and complete;
- (C) be age-appropriate;
- (D) be based on adolescent learning and developmental theories for the age group receiving the education; and
- (E) be culturally appropriate, recognizing the experiences of youth from diverse communities, backgrounds, and experiences.”

Rationale for A-F topics

Rationale

Topics are designed to address areas of adolescent development that will empower youth with personal agency and thriving to successfully move toward adulthood.



SRAE Required Topics: A-F

A Closer Look at A-F



Required SRAE Topics (A-F)

- A. The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future
- **HOLISTIC** as a philosophy means that you cannot talk about the part without discussing the intimate interconnectedness to the whole
 - **PERSONAL RESPONSIBILITY:** by being prepared for class, doing homework assignments, organizing time, showing respect for yourself and others and growing into a reliable, trusted person that others can count on; self-respect

Required SRAE Topics (A-F)

- A. The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future
- **SELF-REGULATION:** increasing their ability to control emotions like anger, disappointment; connecting the dots between the discipline required to achieve a particular goal in sports, art, or academic achievement, etc.
 - **GOAL SETTING:** All students can benefit from seeing a path forward with the practical steps needed to achieve their desired outcomes ; discussing the impact of decisions made now on plans they may have for the future.

Required SRAE Topics (A-F)

- A. The holistic individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future
- **HEALTHY DECISION-MAKING:** deciding is a part of life — the operative word here is “healthy”; encouraging critical thinking to determine if the choices are healthy or unhealthy; they are often not seeing healthy decisions being modeled. Healthy decisions are those that contribute to increased physical, emotional, and material well-being. (Examples: staying in school; avoiding drugs and alcohol use; leaving relationships that are violent, coercive or disrespectful)

Required SRAE Topics (A-F)

- B. The advantage of refraining from nonmarital sexual activity to improve the future prospects and physical and emotional health of youth
- C. The increased likelihood of avoiding poverty when youth attain self-sufficiency and emotional maturity before engaging in sexual activity
- D. The foundational components of healthy relationships and their effect on the formation of healthy marriages and safe and stable families
- E. How other youth risk behaviors, such as drug and alcohol usage, increase the risk for teen sex

Required SRAE Topics (A-F)

- F. How to resist and avoid, and receive help regarding, sexual coercion and dating violence, recognizing that even with consent teen sex remains a youth risk behavior
- Identifying the red flags of abusive relationships
 - Clarifying the difference between dating violence and sexual coercion (non-romantic vs. romantic relationships)
 - Providing ways to get help from trusted adults, referral services, etc., and make those services easily accessible for all students
 - Raising awareness of sex trafficking and the dangers of the internet
 - Sharing that consent does not mitigate the risks of teen sex

Required Contraception Guidelines

Education on sexual risk avoidance pursuant to an allotment under this section shall ensure that:

“(A) any information provided on contraception is medically accurate and complete and ensures that students understand that contraception offers physical risk reduction, but not risk elimination; and

“(B) the education does not include demonstrations, simulations, or distribution of contraceptive devices.”



A-F: Using A Holistic, Optimal Health Approach



What Is Optimal Health?


“Optimal health is a dynamic balance of physical, emotional, social, spiritual, and intellectual health.... Lifestyle change can be facilitated through a combination of learning experiences that enhance awareness, increase motivation, and build skills and, most important, through the creation of opportunities that open access to environments that make positive health practices the easiest choice.”

O'Donnell, M. P. (2009). Definition of Health Promotion 2.0: Embracing Passion, Enhancing Motivation, Recognizing Dynamic Balance, and Creating Opportunities. *American Journal of Health Promotion*, 24(1), iv-iv.
doi:10.4278/ajhp.24.1.iv

A-F: Practical Applications

- A. The **holistic** individual and societal benefits associated with personal responsibility, self-regulation, goal setting, healthy decision-making, and a focus on the future
- B. The advantage of refraining from nonmarital sexual activity to improve the future prospects and **physical and emotional health** of youth
- C. The increased likelihood of avoiding poverty when youth attain self-sufficiency and **emotional maturity** before engaging in sexual activity
- D. The foundational components of healthy **relationships** and their impact on the formation of healthy **marriages** and safe and stable **families** (*social health focus*)
- E. How other youth risk **behaviors**, such as drug and alcohol usage, increase the risk for teen sex (*physical health focus*)
- F. How to resist and avoid, and receive help regarding, sexual **coercion** and dating **violence**, recognizing that, even with consent, teen sex remains a **youth risk behavior**





The holistic health approach
and A-F criteria
should be the framework
of your presentation,
not mere mentions throughout.



Ensuring A-F Criteria Is Covered in Curriculum

- Crosswalk your curricula with A-F criteria
 - Identify criteria present in script and ancillaries that support A-F requirements
 - Identify any A-F criteria absent in your program
- Contact curriculum author regarding any absent criteria
 - Do you have the most recent version?
 - Is author aware of such deficiency?
 - If you are implementing self-authored curricula, make necessary adjustments for the presence of ALL A-F criteria.

Emphasize and Contextualize the Holistic Health Approach and A-F Criteria by:

- Conducting annual, required training for all program staff and facilitators
- Auditing facilitator's presentations by regularly scheduled observation
- Updating scripted materials to ensure program fidelity
- Reviewing visual (multimedia) materials used in presentations
- Inspecting and editing printed materials distributed to students
- Scrutinize website information and parental supplemental information



“Without continual growth and progress, such words as improvement, achievement, and success have no meaning.”

-Benjamin Franklin



QUESTIONS?



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CLOSING REMARKS



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