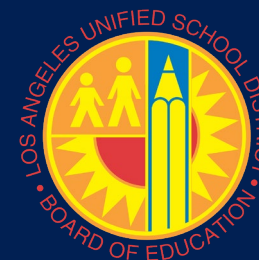


How SASS surveys have been used for monitoring and feedback in Los Angeles

SASS (**S**tudent-**A**ssessed **S**ex Education **S**tandards)

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Importance of Sex Education

- Serves as an integral part of health education in schools
- Gives young adults the information & tools to protect themselves
- Equips students with knowledge and skills for:
 - Reproductive wellness
 - Building safe relationships based on affection and respect
 - Developing healthy attitudes about their bodies and identities



California Healthy Youth Act (CHYA)

- Went into force on January 1, 2016
- Mandated that all public middle and high schools offer comprehensive, unbiased, medically-accurate, and inclusive sexual health education
- Considered the most progressive and inclusive sex education legislation in the country



California Healthy Youth Act

CHYA

- But... very few funds were allocated towards its surveillance and implementation
- Unknown whether school districts had been able to meet the requirements set by law
- **How could CHYA be monitored effectively?**



Student Assessed Sex Education Standards (SASS Project)

- Joint partnership between UCLA Bixby Program in Population and Reproductive Health and the Genders and Sexualities (GSA) Network
- Core issues:
 - Unless CHYA implementation is monitored and schools are provided feedback, how will gaps/problems in sex education in California be identified and rectified?
 - And who best to monitor compliance than those in the classroom when sex education is being taught?

Student Assessed Sex Education Standards (SASS Project)

- SASS aims to answer these key questions:
 - Can students evaluate their own school's compliance with CHYA?
 - Do schools who participate in SASS improve their compliance after receiving feedback?



Student Assessed Sex Education Standards (SASS Project)

- Partnered with LAUSD high school students to design an assessment tool, which was pre-tested with LA Trust Student Advisory Committee and Peace Over Violence
- 15-minute online, anonymous survey
- Consisted of two main sections:
 - 22 items on CHYA standards for curriculum content
 - 8 items on classroom environment during sex education



Examples of SASS survey questions -1

- CHYA Standards (22 items)

	Yes, very well (%)	Yes, but not well or completely (%)	No, not at all (%)	Don't Know/Remember (%)
Did your sex education class...				
Teach you that anyone of any sexual orientation can get HIV/AIDS?	91.8	3.7	2.3	2.1
Explain various ways to avoid getting HIV/AIDS and other sexually-transmitted infections (STIs) like chlamydia and gonorrhea?	89.9	4.3	2.5	3.3
Discuss barrier methods to avoid unwanted pregnancy, such as the condom?	88.9	4.9	2.5	3.1
Explain that even if you have consented to sex, you can change your mind at any time, even if you are in a relationship?	88.7	3.9	4.9	2.5
Define that "consent" to sex means that both people give a definite yes, and are not impaired by alcohol or other substances?	86.9	5.3	3.7	4.1
Explain what is sexual harassment?	85.4	5.7	6	2.9
Discuss various hormonal methods to avoid an unwanted pregnancy, including the pill, injection, patch, and ring?	84.5	7.2	4.7	3.5
Explain what is sexual assault (including rape)?	82.8	6.1	6.8	4.3

Examples of SASS survey questions -2

- Classroom Environment (8 items)

	Yes, definitely (%)	Yes, somewhat good (%)	No, Not at all (%)	Don't Know/ Remember (%)
The teacher seemed comfortable with the subject matter.	85.7	6.4	4.3	3.5
The teacher maintained confidentiality (e.g., did not share students' personal stories).	82.7	5.5	5.1	6.7
The teacher presented sex education curriculum in an unbiased and non-religious manner.	81.8	5.9	4.3	8.0
The teacher created a safe space.	81.5	7.3	5.5	5.7
That material included both biological and social issues.	77.9	6.6	6.4	9.0
There was enough time to absorb the material. Sex education was not rushed.	76.9	9.8	8.8	4.5

Student Assessed Sex Education Standards (SASS Project)

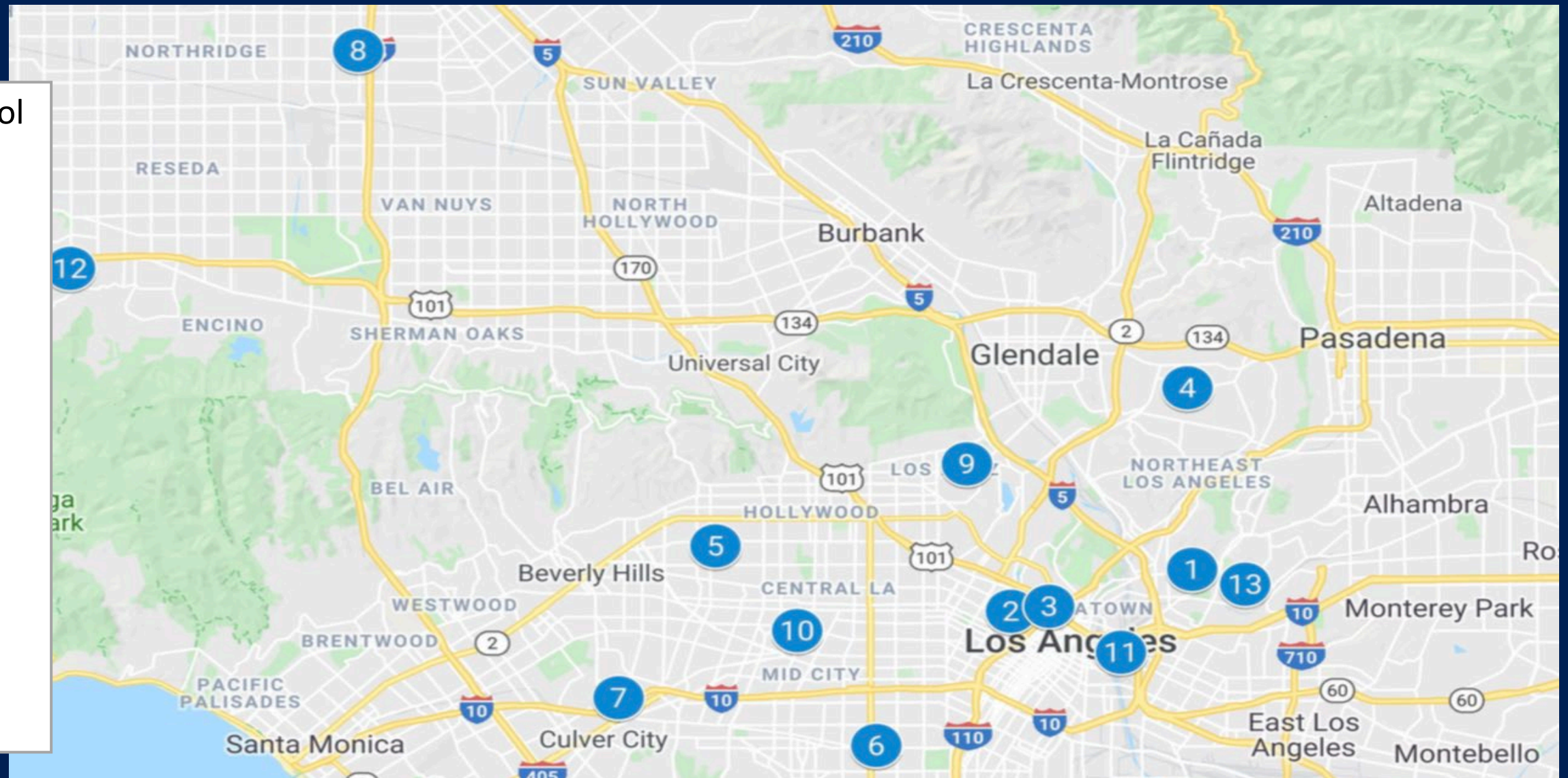
- Note: The survey did not include any questions about students' sexual health knowledge, attitudes, or practices. Hence, the students were not asked to do a survey prior to their taking the sex education class.
- Students were also asked to provide basic demographic information (year in school, gender, sexual orientation, race/ethnicity)



Who Participated – May-June 2019

- Students at 13 LAUSD High Schools, of 24 approached

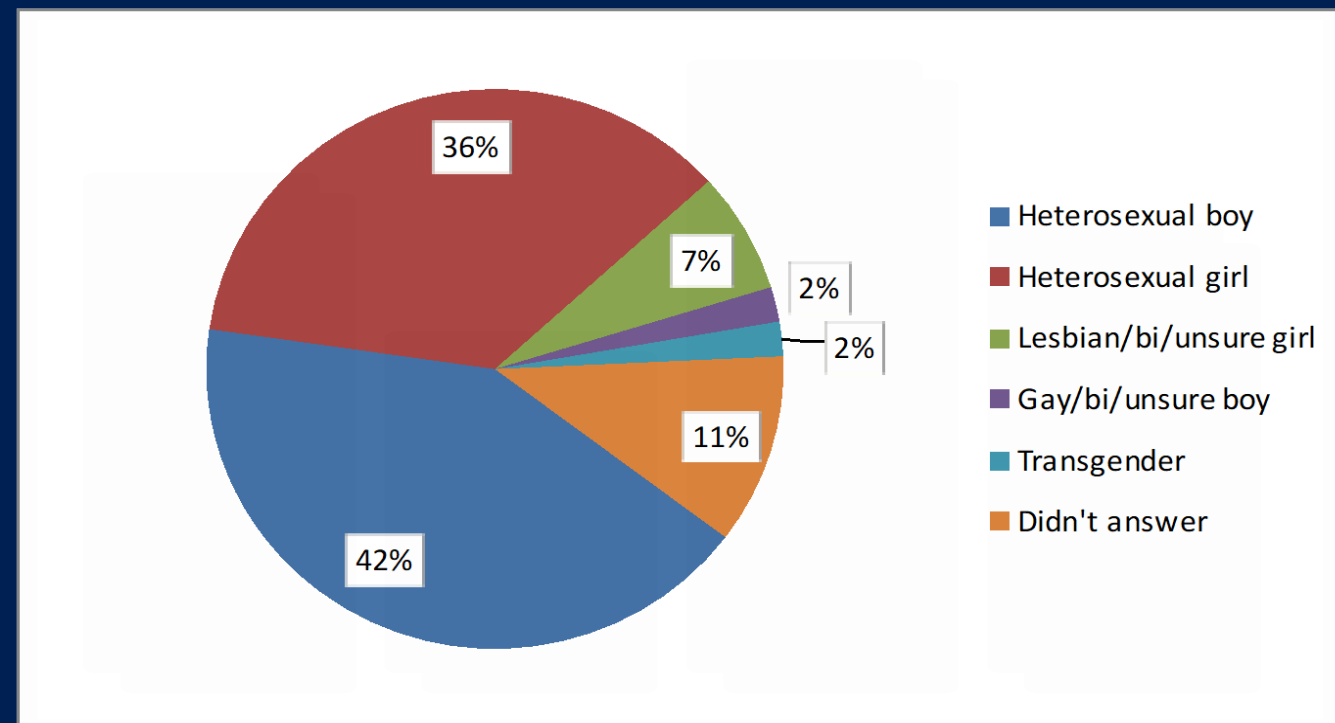
1. Abraham Lincoln High School
2. Belmont High School
3. Downtown Magnets
4. Eagle Rock Junior/Senior
5. Fairfax High School
6. Foshay Learning Center
7. Hamilton High School
8. James Monroe High School
9. John Marshall High School
10. Los Angeles High School
11. Mendez High School
12. Taft Charter High School
13. Woodrow Wilson Senior



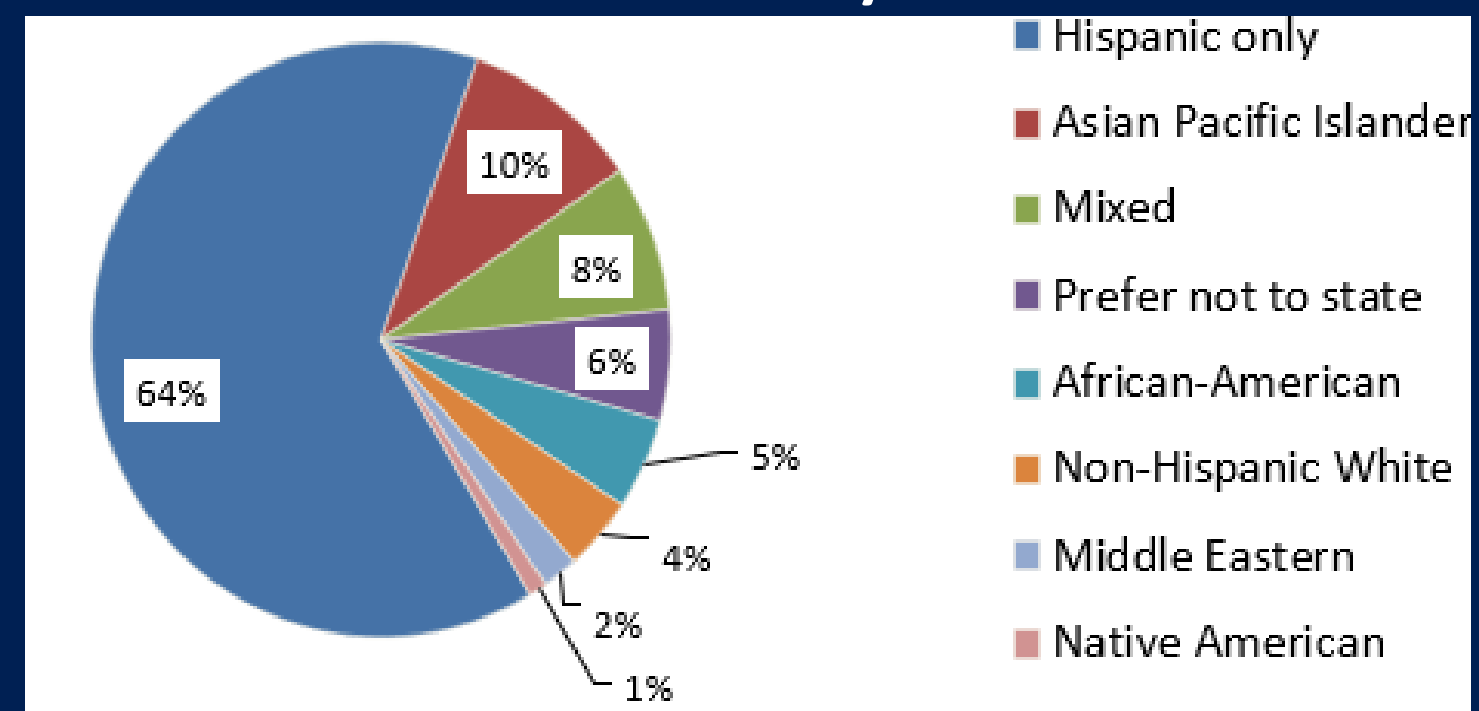
Who Participated -

628 surveys from LAUSD high school students were submitted, 515 (75%) usable for analysis
Year in school: Freshmen (81%), Sophomores (6%), Juniors (7%) Seniors (6%)

Gender and Sexual Orientation



Ethnicity



Results- 1

CHYA Compliance

- High school scores:
 - Ranged from 60-96%
 - Strongest area: HIV misconceptions
 - Weakest areas: Gender & sexual orientation

CHYA Standards (% who responded that the subject was taught "yes, fully")							
		Contraception & consent	HIV misconceptions	Gender & sexual orientation stereotypes	Sexual health services & rights	Harassment, rape & trafficking	Overall Score
	N	%	%	%	%	%	%
Top Performing School	63	96.8	96.4	95.2	96.4	95.2	96.0
Lowest Performing School	41	65.3	70.2	43.7	63.8	57.5	60.1
Average Score (all 13 schools)	515	82.1	85.1	77.1	79.9	79.6	80.7
Gender							
Boys	234	81.3	83.7	78.5	80.6	81.1	81.2
Girls	239	84.4	88.5	76.8	81.1	79.7	82.5
<i>p-value</i>		0.177	0.035	0.618	0.859	0.654	0.543
Ethnicity & Grade							
Hispanic (*)	357	81.6	86.4	76.9	80.3	78.4	80.9
Non-Hispanic	125	83.7	82.4	78.4	78.6	82.9	81.6
<i>p-value</i>		0.432	0.138	0.696	0.605	0.203	0.765
Grade 9	411	80.6	84.9	76.2	79.4	78.5	80.1
Grades 10-12	98	86.0	84.1	79.1	79.3	80.8	82.3
<i>p-value</i>		0.067	0.782	0.473	0.979	0.541	0.411

Results- CHYA Compliance by item

Gave “very well”

Highest rating: 92% (“Did your sex education class teach you that anyone of any sexual orientation can get HIV/AIDS?”)

Lowest rating: 67% (“Did your sex education class discuss long-acting and reversible contraceptives, including the IUD and implant?”).

Reasons given for lower ratings: instructors rushing through the material, failing to define or thoroughly explain concepts, omitting information or casting judgment.

Standards least likely to be taught:

1. sex trafficking (on which LAUSD had not yet trained teachers)
2. rights to access sexual health services
3. what to do in the case of sexual assault/rape.

In general, topics on HIV/AIDS seemed best taught, while gender identity/sexual orientation were worse taught.

Results- 2

Classroom environment

- High school scores:
 - Ranged from 53-95%
 - Strongest area:
 - Teacher comfortable
 - Weakest area:
 - Could ask questions
 - Was engaging

Classroom environment (% who responded "yes, definitely")										
		Interesting			Feel at Ease					
		Engaging	Biology & Social Issues	Anonymous Questions	Not Rushed	Safe Space	Teacher Comfortable	Unbiased	Confidential	Overall Score
	N	%	%	%	%	%	%	%	%	%
High Schools										
Highest scoring school	63	95.2	93.7	98.4	88.9	95.2	100	98.4	90.5	95.0
Lowest scoring school	57	50.0	52.6	40.4	51.8	47.4	54.4	57.9	66.7	52.8
Average (all 13 schools)	515	72.5	75.6	66.1	75.1	80.5	84.7	79.8	81.3	77.0
Gender										
Boys	234	78.6	79.8	75.2	77.4	82.8	88.8	83.3	85.3	81.4
Girls	239	71.6	79.5	65.1	80.7	84.0	87.9	84.5	84.0	79.7
<i>p-value</i>		0.210	0.233	0.070	0.114	0.037	0.810	0.385	0.795	0.492
Ethnicity & Grade										
Hispanic (*)	357	72.3	77.5	66.3	75.9	81.6	86.5	81.0	82.8	78.0
Non-Hispanic	125	83.9	81.6	75.2	83.1	83.1	88.8	87.1	85.5	83.5
<i>p-value</i>		0.033	0.064	0.070	0.167	0.835	0.615	0.236	0.223	0.077
Grade 9	411	73.0	75.5	68.0	76.8	79.8	84.8	80.9	81.8	77.6
Grades 10-12	98	78.6	87.9	65.7	77.6	88.8	89.8	85.7	86.7	82.6
<i>p-value</i>		0.483	0.049	0.575	0.486	0.226	0.556	0.722	0.460	0.142

Teacher reactions

It was easy to implement

- Some teachers watched the research assistant administer it to their first class, and then did it themselves for the other class.
- By the time sex-ed was taught, there was a comfort and engagement in the class, and the survey was just another part of the course—“seamless integration”.
- Most students had tablets, computers or phones; the link and survey were easy to access.

It gave useful/actionable information

- Teachers could see which areas they did well in, and where the students felt they could do better. One teacher noted that his scores were lower in an area, and re-visited his curriculum to make sure it was covered better the next year.
- Some recommended repeated surveys to see the overall trends in strengths and weaknesses. “It could be a valuable tool to use during Covid-19, especially since with online learning it is harder to gauge student feedback.”

Findings

- Schools in LAUSD lacked any mechanism to evaluate the quality of sex education instruction
- Students *can* evaluate their school's compliance with CHYA
 - Their responses seem reliable and valid
- Teachers were able to administer the survey on their own
- Identified areas of improvement for CHYA standards & classroom environment



Caveats

- SASS can only be used to evaluate schools that were offering sex education
- Selection bias: poor-performing schools may have opted out of participating in SASS
- About 25% of students completed only a few questions
- Needs to be done at end of sex education or shortly thereafter to avoid recall bias





Recommendations

Districts

- Incorporate survey into their evaluation protocol
- Compile results of surveys and give findings to schools

Schools

- Require surveys be administered at the end of sex ed
- Review findings with teacher(s) and discuss how to improve

Thank you!

Questions or comments?

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