

Following are resources for each section of the **Adolescent Sexual & Reproductive Health Assessment Tool**, all of which are essential to the health and well-being of adolescents, as demonstrated in the WSCC model:

- Sexual Health Education
- Access to Sexual Health Services
- School Climate & Connectedness
- Family Engagement
- Community Involvement

In each section, we address:

**Why This Is Important**

**RI Laws and Regulations** (as of October 2019)

**Action Steps for Improvement**

**Resources**

Some excellent resources are helpful overall, and they are listed on the following page. This is not an exhaustive list, as there is an enormous amount of very valuable information on this topic.





# Adolescent Sexual & Reproductive Health Assessment Tool

## GENERAL RESOURCES

### Rhode Island Resources

**RI Rules and Regulations for School Health Programs (RIDOH)**

[http://thrivetri.org/documents/Rules\\_Regs\\_School\\_Health.pdf](http://thrivetri.org/documents/Rules_Regs_School_Health.pdf)

**RI Department of Health Adolescent and School Health Program**

[http://health.ri.gov/programs/detail.php?pgm\\_id=94](http://health.ri.gov/programs/detail.php?pgm_id=94)

**Adolescent Sexual Health Rhode Island Profile 2016-2020**

**(RIDOH & RIDE)**

<http://health.ri.gov/publications/healthprofiles/AdolescentSexualHealth.pdf>

**Rhode Island HIV, STD, and Hepatitis Surveillance Report - 2017**

<http://health.ri.gov/publications/surveillance/2017/HIVSTD.pdf>

**RI School Health Profiles 2016 Report**

**relevant information highlighted (latest data; 2018 coming soon)**

[http://www.rihsc.org/uploads/8/2/7/6/82768452/ri\\_profiles\\_2016\\_ash\\_highlighted.pdf](http://www.rihsc.org/uploads/8/2/7/6/82768452/ri_profiles_2016_ash_highlighted.pdf)

**RI Youth Risk Behavior Survey Results 2017**

**(latest data; 2019 result available next year)**

<http://health.ri.gov/flipbook/YRBSResults2017.php#book/7>

**RI Department of Health RightTime app**

<https://righttimeapp.com/>

**RI Basic Education Plan (BEP)**

<https://www.ride.ri.gov/InformationAccountability/Accountability/BasicEducationProgram.aspx#1654786-organization-of-the-bep>

### National Resources

**Addressing Sexual Health in Schools: Policy Considerations (Advocates for Youth)**

[http://www.rihsc.org/uploads/8/2/7/6/82768452/addressing\\_sexual\\_health\\_in\\_schools-adv\\_for\\_youth.pdf](http://www.rihsc.org/uploads/8/2/7/6/82768452/addressing_sexual_health_in_schools-adv_for_youth.pdf)

**Whole School Whole Community Whole Child Model:**

**How it Informs HIV, STD and Pregnancy Prevention (CDC)**

<https://www.cdc.gov/healthyouth/wsc/index.htm#family-engagement-container>

**School Health Index Self-Assessment and Planning Guide (complete) (CDC)**

<https://www.cdc.gov/healthyschools/shi/index.htm>

**School Health Profiles 2016 Report (CDC)**

[https://www.cdc.gov/healthyouth/data/profiles/pdf/2016/2016\\_Profiles\\_Report.pdf](https://www.cdc.gov/healthyouth/data/profiles/pdf/2016/2016_Profiles_Report.pdf)

**Division of Adolescent and School Health (DASH) (CDC)**

<https://www.cdc.gov/healthyouth/index.htm>

**\*\*State Policy Database (regs by state for WSCC components)**

(National Association of State Boards of Education)

<https://statepolicies.nasbe.org/health/states/rhode-island>

**Wall Street Journal Article: "Public Health Puzzle: Young People Having Less Sex Contracting More STDs,"**

[https://www.wsj.com/articles/public-health-puzzle-young-people-having-less-sex-contracting-more-stds-11571391000?](https://www.wsj.com/articles/public-health-puzzle-young-people-having-less-sex-contracting-more-stds-11571391000?shareTo-ken=st0314286aa4434fc1a089f083ac508319&reflink=article_email)

[shareTo-](https://www.wsj.com/articles/public-health-puzzle-young-people-having-less-sex-contracting-more-stds-11571391000?shareTo-ken=st0314286aa4434fc1a089f083ac508319&reflink=article_email)

[ken=st0314286aa4434fc1a089f083ac508319&reflink=article\\_email](https://www.wsj.com/articles/public-health-puzzle-young-people-having-less-sex-contracting-more-stds-11571391000?shareTo-ken=st0314286aa4434fc1a089f083ac508319&reflink=article_email)

\*\*National but searchable by state



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 1: Sexual Health Education RESOURCES

### Why This Is Important

“As they grow up, young people face important decisions about relationships, sexuality, and sexual behavior. The decisions they make can impact their health and well-being for the rest of their lives. Young people have the right to lead healthy lives, and society has the responsibility to prepare youth by providing them with comprehensive sexual health education that gives them the tools they need to make healthy decisions.

At its core, sexuality education comprises the foundation upon which young people develop knowledge, attitudes and skills that help them as they develop. All young people need and have the right to age-appropriate, honest sexuality education to help them take personal responsibility for their sexual health, both now and in the future.”

- Future of Sex Education (FoSE) Initiative

### Current RI Laws & Regulations as of October 2019

	Is it required?	How is it provided?	Who is providing it?	Role of family or parents?	Required course content?
<b>Sexual Health Education in RI</b>	<a href="#">RI Rules &amp; Regulations for School Health Programs</a> 5.1.7 Family Life & Sexuality 5.1.8 HIV/AIDS 5.1.15 Teen Dating Violence	<a href="#">RI Rules &amp; Regulations for School Health Programs</a> 3.4 Age-appropriate, etc. 4.0 Health Ed Curriculum	<a href="#">RI Rules &amp; Regulations for School Health Programs</a> 3.3 Certified Health Educator	<a href="#">RI Rules &amp; Regulations for School Health Programs</a> 1.37 Definition of Parent 2.2.6 Parental waivers 2.10 Role of Wellness Comm 3.7 Participation in Planning	<a href="#">RI Rules &amp; Regulations for School Health Programs</a> 5.0 Instructional Outcomes (5.1.7, 5.1.8, 5.1.9, 5.1.12, 5.1.14, 5.1.15)  <a href="#">RIDE Comprehensive Health Instructional Outcomes</a> pp 33-38 Sexuality & Family Life



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 1: Sexual Health Education RESOURCES

### Action Steps for Improvement

Ensure that state regulations and local policies, curriculums, topics, learning strategies and professional development for those that teach sexual education all align with the overarching goal to provide medically accurate, comprehensive and age-appropriate sexual health education across the grade levels by:

- Communicating to school community (parents, staff and students) about required topics and content areas in sexual and reproductive health as per RI Rules and Regulations for School Health Programs.
- Adding policy language to local district policies that address the importance of sexual health curriculum within the larger scope of health and wellness promotion for students and academic achievement.
- Providing a chart for those that teach that describes the annual scope and sequence of instruction for sexual health education.
- Encouraging health teachers to employ learning strategies for sexual health education that are age-appropriate, relevant and actively engage students in learning.
- Ensuring all health educators are familiar with the 19 CDC Critical Sexual Education Topics on preventing HIV, STD and pregnancy.
- Using the CDC's Health Education Curriculum Analysis Tool (HECAT) to conduct a complete analysis of written health education curriculum.
- Using the Professional Learning Standards for Sex Education (PLSSE) Assessment Tool help improve educators' ability to effectively address sexuality in the classroom.

### Resources

#### RI Health Education Framework

[http://thriversi.org/documents/RI\\_HE\\_Framework.pdf](http://thriversi.org/documents/RI_HE_Framework.pdf)

#### RIDE Comprehensive Health Instructional Outcomes

[http://thriversi.org/documents/RI\\_CHI\\_Outcomes.pdf](http://thriversi.org/documents/RI_CHI_Outcomes.pdf)

#### National Sexuality Education Standards (CDC)

[advocatesforyouth.org/wp-content/uploads/2019/09/josh-fose-standards-web.pdf](http://advocatesforyouth.org/wp-content/uploads/2019/09/josh-fose-standards-web.pdf)

#### 19 Critical Sexual Education Topics (CDC)

[www.cdc.gov/healthyyouth/data/profiles/pdf/19\\_criteria\\_landscape.pdf](http://www.cdc.gov/healthyyouth/data/profiles/pdf/19_criteria_landscape.pdf)

#### Health Education Curriculum Analysis Tool (HECAT) (CDC)

[www.cdc.gov/healthyyouth/hecat/index.htm](http://www.cdc.gov/healthyyouth/hecat/index.htm)

#### The Future of Sex Education Initiative

[futureofsexed.org/](http://futureofsexed.org/)

#### Professional Learning Standards for Sex Education (PLSSE) (Sex Education Collaborative) / PLSSE Assessment Tool for Educators

[siecus.org/resources/professional-learning-standards-for-sex-education/](http://siecus.org/resources/professional-learning-standards-for-sex-education/) / [drive.google.com/file/d/1WpYdSgvp6jdpGqJl5dJ\\_2c0428H-SdDa/view](https://drive.google.com/file/d/1WpYdSgvp6jdpGqJl5dJ_2c0428H-SdDa/view)



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 2: Access to Sexual Health Services RESOURCES

### Why This Is Important

“The ability of people younger than 18 (generally, the legal definition of a minor) to consent to a range of sensitive health care services—including sexual and reproductive health care....—has expanded dramatically over the past several decades. This trend reflects the recognition that while involving parents or guardians in young people’s health care decisions is desirable, many young people will not avail themselves of important health care services if they are forced to involve their parents. Moreover, many minors will remain sexually active but not seek services to protect their health if they have to tell their parents or families.”

– *Guttmacher Institute*

YRBS Data 2017	RI	US
Ever had sexual intercourse	36%	40%
Had sexual intercourse for first time before age 13	4%	3.5%
Were currently sexually active	26%	29%
Did not use a condom during last sexual intercourse	42%	46%

### Current RI Laws & Regulations as of October 2019

(per Guttmacher Institute State Laws & Policies; see <https://www.guttmacher.org/state-policy/explore/overview-minors-consent-law>)

	Contraceptive Services	STI (aka STD) Services	Prenatal Care	Adoption	Medical Care for Minor’s Child	Abortion
<b>Rhode Island</b>	There is no law, regulation or explicit policy in place regarding minor’s right to consent to contraceptive services	Allows minors to consent to STI services	There is no law, regulation or explicit policy on minor’s right to consent to prenatal care	Minors need parental consent to put their child up for adoption	Minors who are parents are permitted to make critical decisions affecting the health and welfare of their children without their own parents’ knowledge or consent	Minors need parental consent for an abortion
<b>Status of all states</b>	46 states + DC allow minors to consent to “some” or “all” contraceptive services; RI is one of 4 states not to address it at all	All 50 states + DC allow minors to consent to STI services	38 states + DC allow minors to consent to “some” or “all” prenatal care services; RI is one of only 12 states not to address it at all	40 states + DC allow minors to place their child for adoption; 5 states allow but require minors to be represented by legal counsel; 1 state requires that the parents be notified; RI is one of 4 states to require minors’ parents to consent	30 states (incl. RI) + DC allow minors to consent to medical care for their children; 20 states do not address it at all	2 states + DC allow minors to consent to an abortion; 1 state does not address it all; RI is one of 37 states to require parental involvement, at differing levels



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 2: Access to Sexual Health Services **RESOURCES**

### Action Steps for Improvement

**Ensure district and school infrastructure supports the delivery of sexual and reproductive health services for adolescents by:**

- Ensuring policies spell out how school nurses and/or school-based or school-linked health centers either provide direct services or provide referrals to community partners for those services
- Ensuring there is adequate communication about policies that are related to sexual health education AND access to sexual health services among adolescents – e.g. referral policies
- Partnering with appropriate professionals to help craft or revise policy regarding sexual health education, including the importance of learning how to access health services
- Educating students and families on the RI laws and policies regarding consent to health services as outlined above
- Educating students and families on what health information is subject to mandatory reporting, what information is kept confidential, and where there are gaps in existing laws such as access to contraception
- Raising awareness about the ways student confidentiality may be inadvertently compromised (i.e. when insurance explanation of benefit (EOB) statements are sent to adult policy holders)
- Providing district and school staff with the skills to teach students about sexual health, dispel misconceptions about sexuality, and promote healthy behaviors for young people

### Resources

**Sexual Health Services Fact Sheet (CDC)**

[www.cdc.gov/healthyyouth/healthservices/pdf/sexualhealth-factSheet.pdf](http://www.cdc.gov/healthyyouth/healthservices/pdf/sexualhealth-factSheet.pdf)

**Program Guidance for School-Based HIV/STD Prevention (CDC)**

[www.cdc.gov/healthyyouth/fundedprograms/1807/resources/PS18-1807-GUIDANCE508.pdf](http://www.cdc.gov/healthyyouth/fundedprograms/1807/resources/PS18-1807-GUIDANCE508.pdf)

**Developing a Referral System for Sexual Health Services (Connections for Student Success)**

[www.ncsddc.org/wp-content/uploads/2017/08/referral\\_system\\_implementation-kit-10-17-16.pdf](http://www.ncsddc.org/wp-content/uploads/2017/08/referral_system_implementation-kit-10-17-16.pdf)

**Establishing Organizational Partnerships to Increase Student Access to Sexual Health Services (Connections for Student Success)**

[www.ncsddc.org/wp-content/uploads/2017/08/organizational\\_partnerships-10-17-16-2.pdf](http://www.ncsddc.org/wp-content/uploads/2017/08/organizational_partnerships-10-17-16-2.pdf)



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 3: School Climate & School Connectedness RESOURCES

### Why This Is Important

“School connectedness is the belief held by students that adults and peers in the school care about their learning as well as about them as individuals.

Students are more likely to engage in healthy behaviors and succeed academically when they feel connected to school. Research has shown that young people who feel connected to their school are less likely to engage in many risk behaviors, including early sexual initiation, alcohol, tobacco and other drug use, and violence and gang involvement. Students who feel connected to their school are also more likely to have better academic achievement, including higher grades and test scores, have better school attendance and stay in school longer.

School connectedness is particularly important for young people who are at increased risk for feeling alienated or isolated from others. Those at greater risk for feeling disconnected include students with disabilities, students who are lesbian, gay, bisexual, transgender or question their sexual orientation, students who are homeless or any student who is chronically truant due to a variety of circumstances. Strong family involvement and supportive school personnel, inclusive school environments and curricula that reflect the realities of a diverse student body can help students become more connected to their school.”

– American Psychological Association – Safe & Supportive Schools Project

### Current RI Laws & Regulations as of October 2019

(per RIDE thrive website; see <http://www.thriveri.org/policyAndLegislation.html> )

<a href="#">Guide to Preventing Bullying, Teen Dating Violence, and Sexual Violence in Schools</a>	RIDE Policy
<a href="#">Policy Statement on Discrimination based on Sexual Orientation and gender Identity/Expression</a>	RIDE Policy
<a href="#">Lindsay Ann Burke Act</a> (Dating Violence)	RI General Law
<a href="#">Right to a Safe School</a>	RI General Law
<a href="#">Basic Education Program</a> (section G-14-12 – Supportive and Nurturing School Community)	RIDE Policy
<a href="#">Transgender Policy</a>	RIDE Policy
<a href="#">Supportive and Nurturing School Community</a> (section 200-RICR-20-10-1.3.2 A)	RI BEP



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 3: School Climate & School Connectedness RESOURCES

### Action Steps for Improvement

Encourage staff, families and students to access resources on RIDE website (linked below) re: supportive and safe schools and school connectedness including:

- [Tutorial: Creating A Safe School Environment for LGBTQ Youth](#)
- Poster: [5 Easy Steps to a Safe School](#)
- Encourage and promote student and parent involvement in Wellness Committee (or other appropriate committee) work, including policy revisions that can incorporate language that helps all students feel cared for in a trusted and effective learning environment
- Encourage and promote all student involvement, as their voices and input are important and should be valued
- Review the National School Boards document: [FAQs and Answers for Public School Boards and Staff on 2016 Transgender Students in Schools](#)



### Resources

#### RI Department of Education Health & Safety

<https://www.ride.ri.gov/StudentsFamilies/HealthSafety.aspx>

#### School Connectedness (CDC)

[www.cdc.gov/healthyyouth/protective/school\\_connectedness.htm](http://www.cdc.gov/healthyyouth/protective/school_connectedness.htm)

#### 2016 Transgender Students in Schools (National School Boards Association)

[cdn-files.nsba.org/s3fs-public/reports/Transgender\\_Guide\\_101217\\_V11.pdf?qkRqEN\\_CKoKzjsOpzKQ62VT98vfhzgkv](http://cdn-files.nsba.org/s3fs-public/reports/Transgender_Guide_101217_V11.pdf?qkRqEN_CKoKzjsOpzKQ62VT98vfhzgkv)

#### Best Practices for Effective Schools (Johns Hopkins Urban Health Institute)

[https://urbanhealth.jhu.edu/PDFs/media/best\\_practices/effective\\_schools.pdf](https://urbanhealth.jhu.edu/PDFs/media/best_practices/effective_schools.pdf)



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 4: Family Engagement RESOURCES

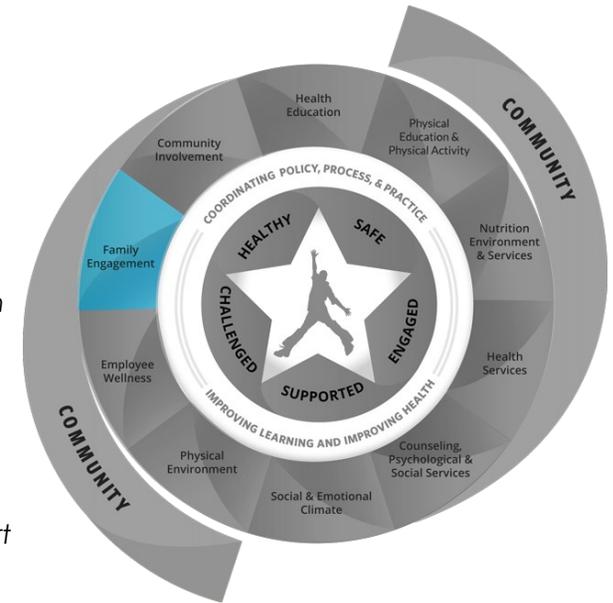
### Why This Is Important

“School environments should set the stage for developing caring and accepting relationships between adults, parents and students. These conditions should be free of discrimination, taunting, harassment and bullying...Positive parenting practices and family engagement strategies and practices can help youth make healthier decisions, avoid risk behaviors and achieve academic success. CDC- DASH offers communication resources to help parents and families communicate about HIV, STD and pregnancy prevention...”

-The WSCC Model: How it Informs HIV, STD and Pregnancy Prevention

“Schools can actively solicit parent engagement in decision-making, school activities or advocacy and family engagement can help family members become more knowledgeable about health issues, thereby enabling them to serve as positive role models and reinforce healthy behaviors at home.”

-CDC School Health Profiles 2016 Report



### Current Laws & Regulations as of October 2019

(per RIDE thrive website; see <http://www.thriveri.org/policyAndLegislation.html> )

<p><a href="#">US Department of Education Title 1 Programs</a></p>	<p>Title I of the Elementary and Secondary Education Act of 1965 is a federal effort to improve the academic achievement of all students, particularly those living in poverty and those who are at risk of not meeting performance standards. Schools participating in Title I are required to have specific programs, activities and procedures for involving parents.</p>
<p><a href="#">RI General Law 16-22-17</a> (exemption from adolescent sexual health programs)</p>	<p>Upon written request to the school principal, a pupil ... or a parent or legal guardian of a pupil ... shall be permitted to examine the curriculum program instruction materials at the school in which his or her child is enrolled. A parent or legal guardian may exempt his or her child from the program by written directive to the principal of the school. No child so exempted shall be penalized academically by reason of the exemption.</p>
<p><a href="#">Basic Education Program</a> <a href="#">200-RICR-20-10-1.3.2</a></p>	<p><b>Supportive and Nurturing School Community</b>   G. Student, Family, and Community Engagement Each LEA shall provide a broad spectrum of activities, programs, and services that directly involve families in their children's education and personally engage families in the school. Therefore, each LEA shall adopt the national Parent-Teacher Association (PTA) Standards for Parent/Family Involvement Programs...</p>



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 4: Family Engagement RESOURCES

### Action Steps for Improvement

- Invite family members to join in Wellness Committee discussions, initiatives or policy development regarding sexual education, student access to sexual health services and the continuance of a safe and supportive environment for all students and staff.
- Use the sexual health opt-out form to help educate and inform families about the RI required topics for sexual health and the importance your district places on providing all students with accurate information about taking care of themselves, their social-emotional relationships and their health and well-being as they develop into adults.
- Encourage and support health teachers in opening the conversation about sexual and reproductive health between families and students or between health teachers and families, particularly for any concerns families might have about sexual education topics taught in school.
- Partner with local and professional organizations to present at student and/or family assemblies, workshops or conversations about the importance of sexual health education in relationship to current events, recently released statistics on teen pregnancy and STD rates, gender identity, responsible behavior in interpersonal relationships, and emotional and physical development of pre-teen, adolescent and teen bodies and brains.
- Offer professional development for staff that teach sexual health, and for staff that interact directly with students and their families on health to ensure that family values, traditions, cultures and standards for your district's population are recognized when discussing sexual health in schools.
- Provide awareness training for families and staff about the role media, the internet and peer to peer discussions play when discussing timely topics with youth such as consent, gender identity, respectful and healthy relationships and the transition to adulthood, life commitments and parenthood.

### Resources

#### Strategies for Involving Parents in School Health (CDC)

[https://www.cdc.gov/healthyyouth/protective/pdf/parent\\_engagement\\_strategies.pdf](https://www.cdc.gov/healthyyouth/protective/pdf/parent_engagement_strategies.pdf)

#### For Parents (Planned Parenthood)

<https://www.plannedparenthood.org/learn/parents>

#### Talking with Teens about Sex: Going Beyond “the Talk” (CDC)

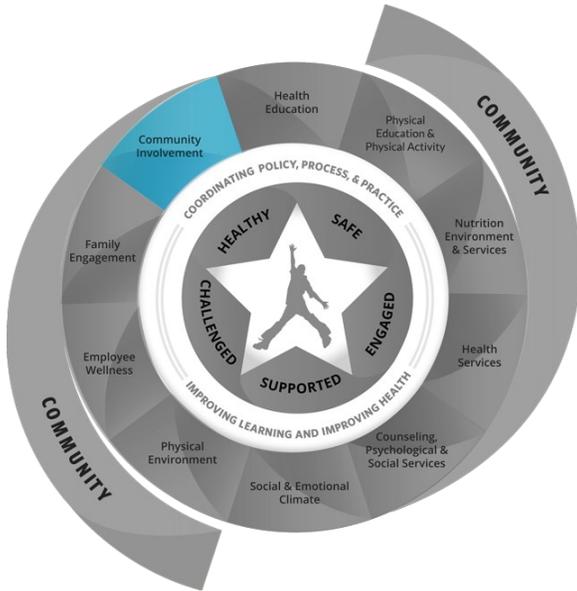
[https://www.cdc.gov/healthyyouth/protective/pdf/talking\\_teens.pdf](https://www.cdc.gov/healthyyouth/protective/pdf/talking_teens.pdf)



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 5: Community Involvement RESOURCES

### Why This Is Important



“A school reflects its community. Partnerships with community-based organizations and others are essential to helping schools secure resources and support for students...Youth development opportunities can come from partnerships with community-based organizations focused on school-based HIV, STD and pregnancy prevention. Many schools work with these partners to provide youth with educational and developmental opportunities that teach new skills...”

*-The WSCC Model: How it Informs HIV, STD and Pregnancy Prevention*

“Community groups and local businesses can create partnerships with schools, share resources, and volunteer to support student learning and health-related activities. Schools, students, and their families can contribute to the community through student learning and by sharing school facilities with community members.”

*- CDC webpage The Whole School, Whole Community, Whole Child Model*

### Current RI Laws & Regulations as of October 2019

<p><a href="#">Basic Education Program 200-RICR-20-10-1.1.4</a></p>	<p><b>Expectations for the Local Education Agency in Implementing the Basic Education Program</b></p> <p>e) Engage Families and the Community. The LEA shall implement effective family and community communication systems; engage families and the community to promote positive student achievement and behavior; and provide adult and alternative learning opportunities integrated with community needs.</p>
<p><a href="#">Basic Education Program 200-RICR-20-10-1.3.2</a></p>	<p><b>Supportive and Nurturing School Community</b></p> <p>G. Student, Family, and Community Engagement</p> <p>3. Each LEA shall facilitate partnerships with community organizations and agencies, municipal entities, and businesses to meet the needs of students and families. Therefore, each LEA shall establish communication strategies that will engage community partners.....</p>
<p><a href="#">Basic Education Program 200-RICR-20-10-1.3.3</a></p>	<p><b>Health and Social Service Supports</b></p> <p>A. Health, mental health, and social service needs of children and their families may be barriers to academic success. Each LEA shall therefore provide and/or facilitate partnerships with community agencies to provide, on site or through referral, a broad array of services and supports to meet these needs.</p>



# Adolescent Sexual & Reproductive Health Assessment Tool

## SECTION 5: Community Involvement RESOURCES

### Action Steps for Improvement

- Invite community organizations, local healthcare centers, state agency representatives, school nurses, and community physicians to join in Wellness Committee discussions, curriculum initiatives or policy development regarding sexual education, student access to sexual health services and the continuance of a safe and supportive environment for all students and staff
- Engage with community partners for assistance with communicating about sexual health education, student access to sexual health services and sharing policy and data related to student sexual health.
- Engage with community partners for assistance communicating specifically to parents and families about student sexual health education, access to services and/or safe and supportive environments.
- Connect school staff members with national, state or local community partners, healthcare clinic or organizations that can provide professional development on sexual and reproductive health topics.

### Resources

#### Family & Community Engagement (thriveri.org)

[www.thriveri.org/components\\_FamilyCommunityEngagement.html](http://www.thriveri.org/components_FamilyCommunityEngagement.html)

#### “Strategies Guided by best Practice for Community Mobilization” (Advocates for Youth)

[advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/Factsheets/strategies%20guided%20by%20best%20practice\\_8-11-14.pdf](http://advocatesforyouth.org/wp-content/uploads/storage//advfy/documents/Factsheets/strategies%20guided%20by%20best%20practice_8-11-14.pdf)

#### “Using Community Engagement to Promote Sexual Health for Youth” webinar (National Coalition of STD Directors)

[www.ncsddc.org/resource/its-your-call-using-community-engagement-to-promote-sexual-health-for-youth/](http://www.ncsddc.org/resource/its-your-call-using-community-engagement-to-promote-sexual-health-for-youth/)

#### Establishing Organizational Partnerships to Increase Student Access to Sexual Health Services (National Coalition of STD Directors)

[http://www.ncsddc.org/wp-content/uploads/2017/08/organizational\\_partnerships-10-17-16-2.pdf](http://www.ncsddc.org/wp-content/uploads/2017/08/organizational_partnerships-10-17-16-2.pdf)