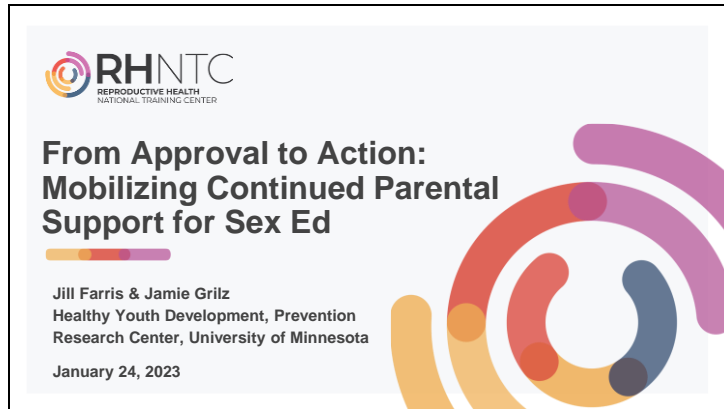


From Approval to Action: Mobilizing Continued Parental Support for Sex Ed

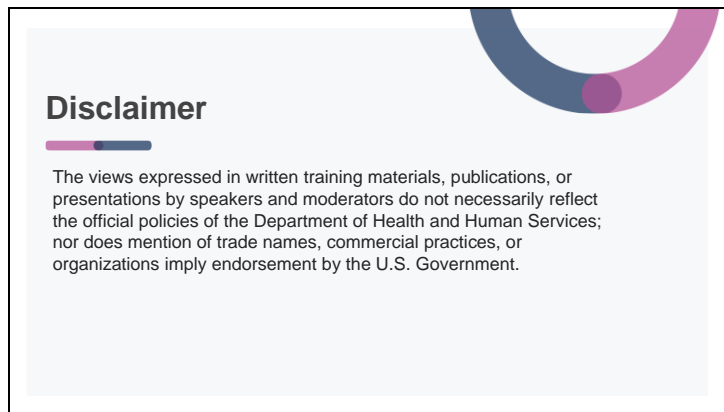
January 24, 2023

Slide 1



Aisha Moore: All right, well welcome to From Approval to Action: Mobilizing Continued Parental Support for Sex Education. My name is Aisha Moore, and I am one of the Teen Pregnancy Prevention grantee liaisons, and I will be your moderator for today. So just a little bit of housekeeping. Everyone on the webinar is muted, given our large number of participants, and we would like you to stay muted if you're not talking. We plan to have some time for questions and answers during the webinar today. So you can ask your questions in the Q&A section. It's like in the middle, at any time during the webinar. A recording of today's webinar, the slide deck, the transcript, will all be available on rhntc.org within the next week. Closed captioning has been enabled for this webinar. So to view the closed captioning, click the CC at the bottom of your screen, and your feedback is extremely important to us, and it really enables us to make quality improvements on our work based on your comments. So please take a moment to open the evaluation link, that's going to be in the chat, and consider completing it in real time. Like as soon as I say goodbye, complete your evaluation, so you don't have to put it on your to-do list for later. So this presentation was supported by the Office of Population Affairs, and on the next slide we have a disclaimer.

Slide 2

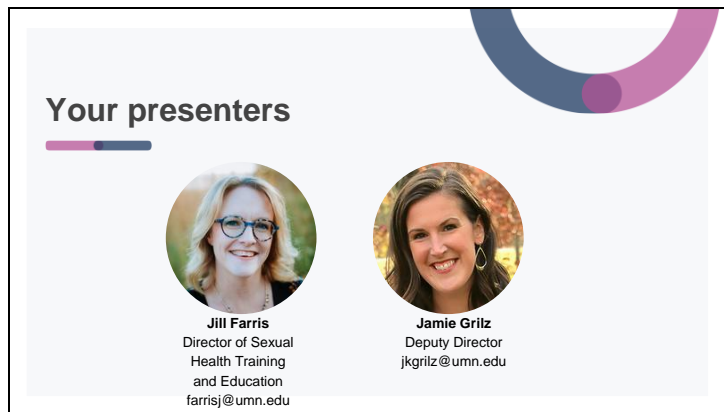


Disclaimer

The views expressed in written training materials, publications, or presentations by speakers and moderators do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Aisha Moore: The contents of this webinar are solely the responsibility of the authors, and do not necessarily represent the official views of OPA or HHS. And so, everything is the responsibility of the authors. So let's get into what we're going to talk about today. So a lot has changed in the context of our programs, and when program planning, it's best that we work with current data, and not old assumptions. So in this workshop you're going to hear a case study of how one organization used the data-driven approach to parent mobilization. And then we're going to have some time to think about what type of messaging will work in your community. So the primary audience for this workshop is people who implement TPP programs, but this information is relevant to anyone working with adolescents. So we're glad that we have a diversity of participants today. So on the next slide you'll see our presenters, we have, and I'll let them introduce themselves fully. But we're going to have Jill Farris, director of Sexual Health Training Education, and from University of Minnesota as well, is Jamie Grilz, Deputy Director of Sexual Health Training Education at University of Minnesota. So I'll turn it over to Jill and Jamie.

Slide 3




Jill Farris: Wonderful, thank you so much Aisha, for that excellent welcome, and welcome everybody to this webinar today. We are so delighted to be here with you today. My name is Jill Farris, my pronouns are she/her. I, as Aisha said, I'm the director of Adolescent Sexual Health Training and Education. I work at the University of Minnesota at the Healthy Youth Development Prevention Research Center, and I'm joined today by my colleague Jamie Grilz. I'll give Jamie a chance to say hello to everyone.

Jamie Grilz: Hello everyone, my name is Jamie Grilz, and I use she/her pronouns. I'm the Deputy Director and Trainer at the Health Youth Development Prevention Research Center, a colleague of Jill's. We're super excited to be here with all of you today presenting this super important content.

Jill Farris: Excellent. Thanks Jamie. So you'll be hearing from both of us during today's webinar. I'll kind of be getting us started off. The first thing I want to say before we jump into the content for today's webinar, is to acknowledge that the University of Minnesota, Twin Cities, which is where we work, is located on the traditional, ancestral, and contemporary lands of Indigenous people. And in particular, our university resides on Dakota land and Ojibwe land that was taken through the treaties of 1837 and 1851. And an acknowledgement like this is a small way, and a simple way, of resisting the erasure of Indigenous history and working towards honoring and inviting the truth. So I wanted to provide that information to you all as an overlay before we begin our time together.

Slide 4



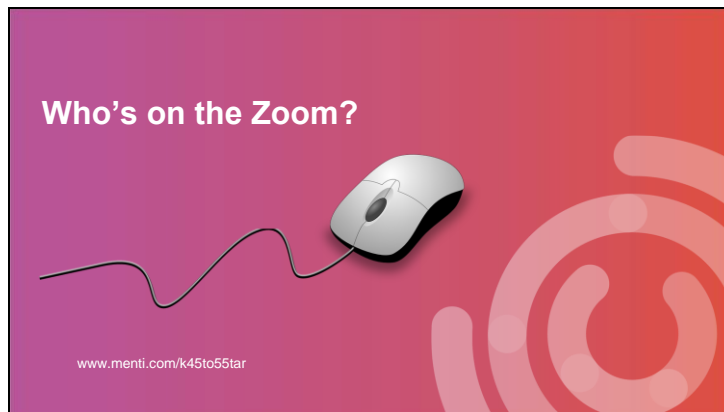
Presentation objectives

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

- Describe parental support for sex education
- Create messages supporting comprehensive sex ed (CSE) in their local communities
- Practice incorporating supportive CSE messages into their conversations with parents and other integral collaborators
- Identify concrete steps to advance the use of national sexuality education standards in their local schools

Jill Farris: All right, so speaking of our time together, what are we going to accomplish in our time together today? So our objectives for you are as follows, that we hope by the end of this presentation, everybody here will be able to describe parental support for sex education. So we're going to be reviewing the results of a survey that was done by our colleagues at the University of Minnesota. So you'll be able to describe kind of some key themes from that research. And then the bulk of what we want you to learn today is really going to happen in conversation, in collaboration, and in community with each other. We're going to have you work on creating some messages, supporting sex education in your local communities, to practice incorporating supportive sex ed messages into your conversations with parents and other important collaborators. And then finally, to identify concrete steps to advance the use of national sexuality education standards in your local schools. So those are our presentation objectives for you today. And we also hope that there will be an amount of networking and collaborating with each other. Again, as we ask questions of each other, learn together, and spend some time in some breakout rooms kind of toward the second half of our time together. So that's what's on the agenda.

Slide 5



Jill Farris: All right, we want to learn a little bit more about you. So I am going to turn it over to Jamie, and she's going to share her screen. And we have a couple of Mentimeter questions for you to get a sense of who's in the room.

Jamie Grilz: All right, okay, this is a huge call. So what I am going to do, I just put the Mentimeter poll in the chat, so you can click right on that poll, and you will see the Mentimeter poll coming up. For the first question where we're going to develop a word cloud, is where are folks joining us from? I'm going to go ahead and share my screen, so we can see it as it comes up. Jill, can you gimme a thumbs up if you can see my screen?

Jill Farris: I can, it looks beautiful.

Jamie Grilz: Perfect, and I see everything coming in right now.

Jill Farris: Yay.

Jamie Grilz: You can put the city and state you are coming from, just the state, the region. I'm going to wait until it stops moving around a little bit to start reading, because we have a lot of people here. Yep, write into the chat too. If the Mentimeter poll isn't working for you, we'll go ahead and read the chat. In the chat, I see Dallas, Idaho, Citrus, California, South Carolina, Kansas, Wyoming, more South Carolina, Michigan, Green Bay. All right, El Paso, Texas, Pennsylvania. We've got lots of people here. The way that the word cloud works, and I'm sure many of you know this, is that the more representation, or the more times the word is written into the word, or the poll, the more representation we have. So it looks like we've got quite a few people from Idaho, Oklahoma, Nebraska, Knoxville, Tennessee, awesome. I'm going to close this in about 10 seconds here, but you all can see from the poll that we've got quite a large representation, which makes sense. We've got Title X as well as TPP grantees on the call here. So welcome, welcome, welcome. Okay, so now I'm going to move us along to a poll question. And this poll question is going to be on, and you'll see, once you've submitted, go on to the next question. This poll question is, how was the sex education you received when you were growing up? So it ranges from amazing, to yeah, it was pretty good, to questioning, I think it was okay, to meh, to non-existent and/or harmful. Got about 30, 35 responses coming in. I'm seeing on the

chat too, that it was meh, none, lot of meh coming in. Okay, I'm going to give it about 10 more seconds here for people to submit their responses to the dictionary poll. Yeah, we're talking about like the sex ed that you received in school, not the kind of sex ed that maybe you had to find out on your own, that was more like probably non-existent if you were trying to find out things on your own. Okay, we've got a good response in, and this is not surprising. I think for a lot of us who work in this field, this poll result is not surprising to you. We've got a lot more leaning toward it was okay, I guess, meh, nonexistent, and/or harmful, which ends up driving a lot of us into this field, right. We want to make it better for the young people that we work with and for the adults that we work with, for everybody that we serve in our sex ed capacity. So we just wanted to use this poll to set the stage for why we need sex ed so much in our community, and how parents kind of come into play with that. So with that, I will stop sharing my screen, and let Jill carry us on.

Slide 6



Do Minnesota parents support sex ed?

- In 2006–2007, the University of Minnesota’s Healthy Youth Development—the Prevention Research Center (PRC) surveyed 1,605 parents of school-age children in Minnesota
- In 2021, the PRC surveyed over 700 parents of school-age children in Minnesota
- In both 2006 and 2021, parents were recruited from a variety of communities, income and education levels, ethnicities, and religious beliefs

Jill Farris: All right. Thanks so much, Jamie. I love doing that even though it's a large group of you, it's fun to see where everyone's coming in from, and it's fun to see some familiar faces and names on the call. So I'm really looking forward to digging into this with you today. So I am going to do just that, I'm going to dig in. So we are here to kind of set the stage for you by talking about some research that was done by our colleagues at the Healthy Youth Development Prevention Research Center. So our presentation today is informed by research done, first in 2007, and then again in 2021. So I'm going to describe a little bit about the research. So our center is focused on youth development. Back in 2007, we conducted research to find out if parents were supportive of sex ed, and if so, in schools, I should say too, in schools and if so, to what extent. And we found out through that research that parents were highly supportive of sex ed. And the results of this research were used widely in our state, in advocacy efforts with elected officials, with decision makers, with key stakeholders. And it became increasingly clear to us as we got further and further away from those original data in 2007, that more current data was needed in order to convince policy makers that their constituents do indeed support sex ed. So we repeated the survey in 2021. It wasn't exactly the same as in 2007. There were some survey measures that remained the same, but the survey did add a few additional items in 2021, including asking about gender identity, consent in sexual relationships, and managing and avoiding online sexual content. So those were some of the things that we added in terms of content to the survey for the parents. And you can see that in 2006 and 2007, our research surveyed about 1,600 parents. The research that we did in 2021 surveyed over 700 parents of school-aged children in Minnesota. And in both cohorts, 2006 and 7, as well as 2021, parents were recruited from a variety of communities, income and education levels, ethnicities, religious beliefs, and a few other things that I'll get into when I talk about the demographics.

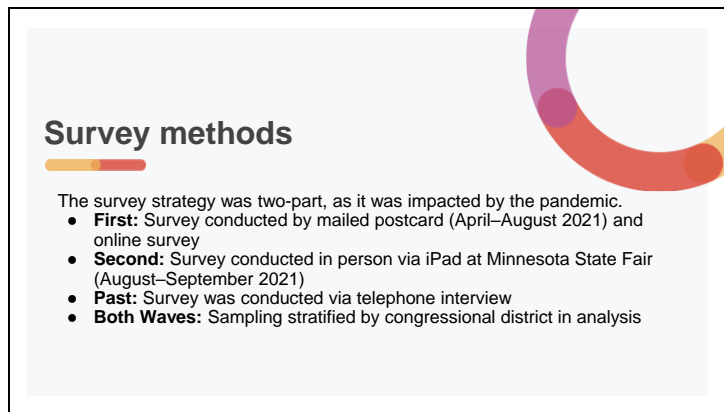
Slide 7

In 15 years, has support changed?

- Has support for comprehensive sexuality education in Minnesota schools changed since 2006?
- What does the landscape of support look like?

Jill Farris: Our research question was really in 15 years, has the support changed? So our survey specifically asked about support for teaching this information in schools as we wanted to determine the level of support, not just for this topic, but for the location in which it should be taught. So our research question was, again, has support for comprehensive sexuality education in Minnesota schools changed since 2006? And what does that landscape of support look like?

Slide 8



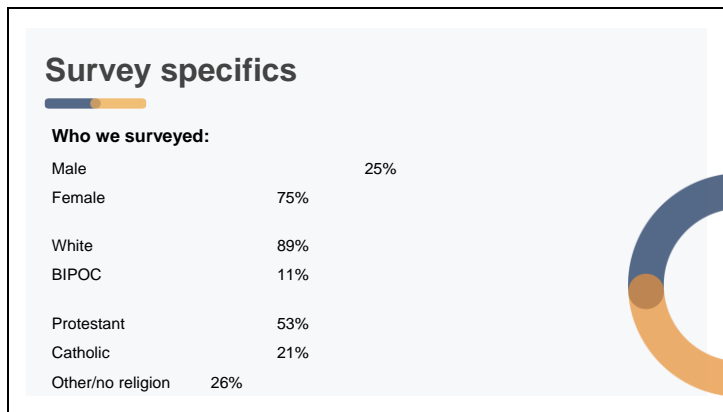
Survey methods

The survey strategy was two-part, as it was impacted by the pandemic.

- **First:** Survey conducted by mailed postcard (April–August 2021) and online survey
- **Second:** Survey conducted in person via iPad at Minnesota State Fair (August–September 2021)
- **Past:** Survey was conducted via telephone interview
- **Both Waves:** Sampling stratified by congressional district in analysis

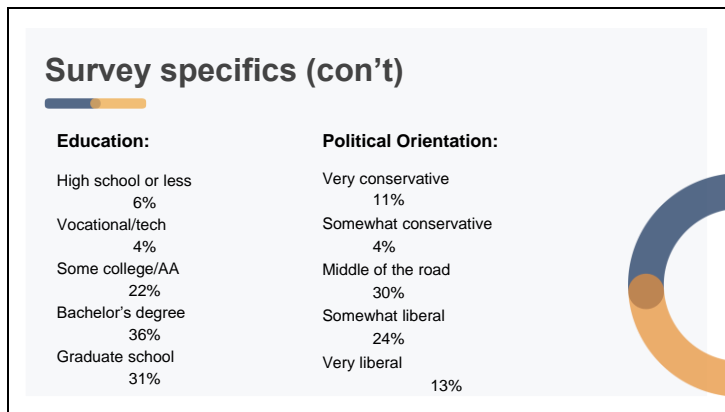
Jill Farris: All right, so here are our survey methods. So about half of our survey responses were from a mailed postcard that had a link to an online survey. And in that iteration, folks received a \$5 electronic gift card for their survey participation. The other sort of half of our survey responses actually came in person via iPad at the Minnesota State Fair. People who know Minnesota, or have been to Minnesota, or I see a couple people on this call from Minnesota, you know that our state fair is actually one of the largest state fairs in the nation. And in terms of sort of average daily attendance, it's actually the biggest one in the country. So it's a big deal. Lots of folks come to the state fair, and we work at the University of Minnesota, as we said, part of one of the really cool things about working where we do, is that our university has a research building at the fair. So they have a building there called the Driven to Discover Building. And that is what it is for, is for folks to, folks at the university who are looking to do research with the community can come to that building and fill out surveys. And that's how we got the other kind of half of our participants. So fairgoers who were eligible took the survey on an iPad, and received a small gift. So it's, as I always say, it's amazing what people will do for a tote bag, because it wasn't even money or a gift card or anything. It was like a water bottle or a tote bag. So both of our waves oversampled people of color and people from rural areas because we wanted to make sure that we had representation from all communities in our survey. You can see here that our survey strategy was definitely impacted by the pandemic. We had kind of some different plans, and we ended up doing half of it by postcard and half of it in person. In the past it was conducted via telephone interview, which is kind of hilarious to think about in 2021. So we did not do that this time. And you can see that we did the postcard and the iPad. So that was our survey methodology.

Slide 9



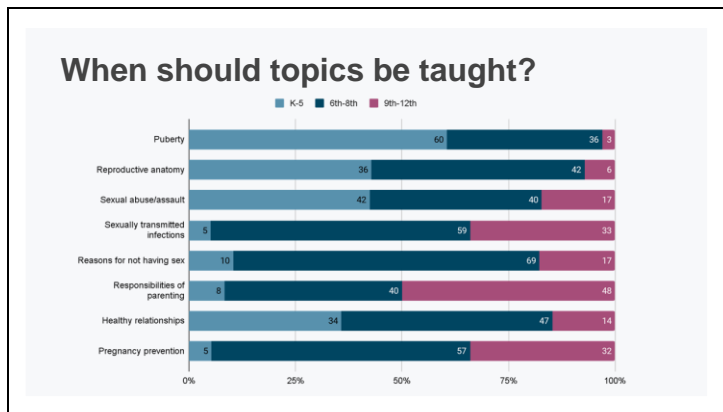
Jill Farris: A few more specifics about our survey. So our sample skewed pretty heavily female, as you can see here, with 75% of respondents identifying as female, and 25% identifying as male. And even though our survey methods attempted to oversample people of color, our rates of respondent who identified as Black, Indigenous or people of color was lower than the rate of Minnesotans to identify as BIPOC. So Minnesota is about 78% white, 22% folks of color. And you can see that in our survey, we missed the mark on that one. It was 89% white people, and 11% folks of color. So that one is something to to just, you know, to know. It's one of the limitations of the study for sure. In terms of religious background or religiosity, a little over half of our respondents identified as Protestant, 21% identified as Catholic, and 26% identified as other religion or no religion.

Slide 10



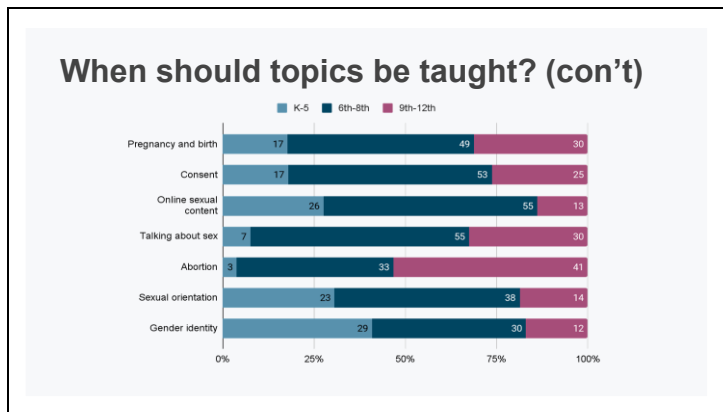
Jill Farris: Right, some more things about our sample. It's a pretty educated group. I think that's the biggest takeaway that I look at when I look at the left-hand side of the screen. 31% of people had a graduate degree, 36% of people had a bachelor's degree. Most importantly though, for our considerations is the right hand side of your screen, which was political orientation. So we of course wanted to make sure that we got a sample that was split evenly across political orientation. It was important for us to have representation from a wide spectrum of political orientations, which as you can see from this slide, we did.

Slide 11



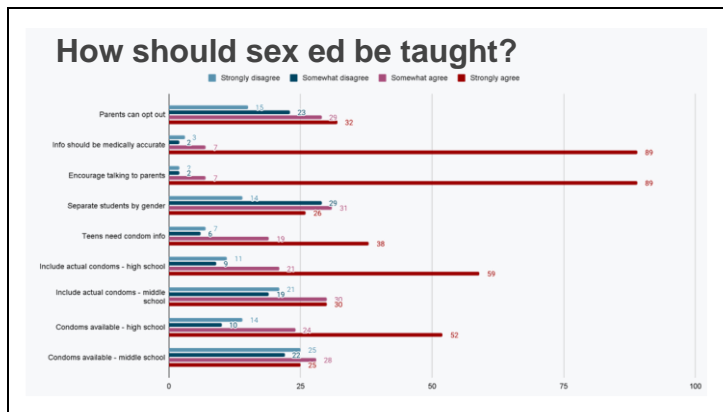
Jill Farris: All right, so we asked parents on this survey, when should these topics be taught? And this is part of the, when I said earlier, we added questions about consent, we added questions about what was the other thing I said. Anyway, we added some questions. These were the places where you'll see those kind of things show up. So 90% of parents overall supported comprehensive sexuality education being taught in schools. So of our sample, 90% were supportive, which is a pretty impressive number to work with. When you break it down, Minnesota parents absolutely have a wide range of opinions on when schools should introduce certain topics, but many agree that their children should start learning the basics in elementary school. And as you can see from the slide, the lightest blue is K through 5, the kind of darker blue, the navy is K through 6, or sorry, 6 through 8, so middle school. And then our high school is the 9th through 12th, that pink color. So the sexual health topics that parents most wanted grade school-aged children to learn about were reproductive anatomy, sexual abuse prevention, and puberty. Probably not surprising to most of you on this call, working with young people, knowing that young people need to know information about their bodies, and about puberty, and about anatomy while they're in elementary school. All right, I'll give you just a moment to look at this slide because I know it's quite busy, there's a lot going on here. But you can see on the left hand side that we asked again when topics should be taught, and the topics, I highlighted a few of them, but there are other things here to make note of. So we asked about puberty and anatomy, sexual abuse and assault. We asked about sexually transmitted infections, and you can see that's a different skew, right. That's very heavily skewed towards middle school. So as reasons for not having sex, that one kind of in the middle there. Responsibilities of parenting was one that we asked about. And you can see that actually is high school age youth that parents thought that should be taught with. Healthy relationships, a pretty good swath of the younger, kind of skewing younger there. And then pregnancy prevention, which was much more focused towards middle school age and high school age.

Slide 12



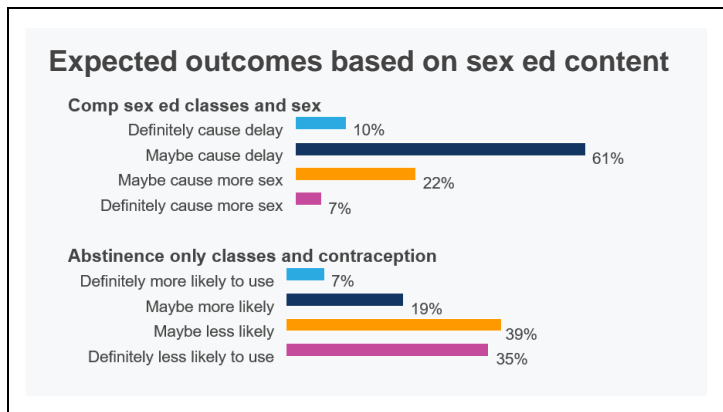
Jill Farris: All right, there's more topics. We asked about a lot of topics, it wouldn't all fit on one slide. So parents really, the big takeaway here is that parents want children to receive most of this content in middle school, which is on this slide, which is often much earlier than these topics are introduced. So this particular slide focuses on, you can see pregnancy and birth, was again, middle school was really the time folks thought that that should be introduced. Consent, online sexual content, talking about sex. That was a big, big swing towards older ages there. We asked about abortion specifically, and folks told us middle school and high school, with a larger percentage saying high school. We asked about sexual orientation. And interestingly there, that is a wider swing actually back towards younger ages talking about sexual orientation. And then gender identity, kind of a similar finding in terms of gender identity. So again, just going to give you a minute to look at it. I know, I can't actually remember, sorry, what Aisha said at the beginning about questions, but you're welcome to submit questions in the chat at any time, and Jamie and I can navigate those with the help of our partners at JSI as they come in. Let's see, was there an option for them to say they should not teach a certain topic at all? That's a very good question, yes, there was. If you actually, and I'm realizing here that these all add up to 100%, but that's actually, I need to, I need to check on it at the break. Not all of these add up to 100%. I think that my chart in here did that for me. I will look into that. But yes, there's an option to say not at all. And I will find that information for you, and tell you what it is. It's very close to 100% for like puberty, anatomy. I feel really bad that this chart goes up to 100%. It's not supposed to, my apologies. Yes, there were parents that said, you know, we shouldn't be teaching this at all. And I think the largest group of that one, I think is, let's see, so I think gender identity and abortion were ones where there were more parents saying not to teach that at all. But even those were upwards of 70% of parents saying that they wanted that being taught in their child's school at these various age bands. Thank you for asking that question, and I will find the more specific information here in just a moment. Yes, Jessica, I am going to, I'm going to put that question on the back burner. It's about, for Jamie and for my folks supporting the call, it's about kind of how did you get approval and buy-in to doing this? I will tackle that kind of when I'm done going through the survey responses. But I definitely want to talk about that, because that's a really, really important point.

Slide 13



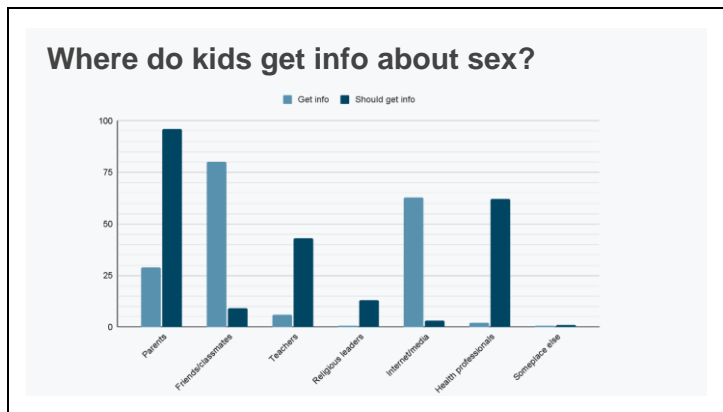
Jill Farris: Okay, so let's go on to, so this is really a lot to look at. I apologize, there's a lot going on here. Let me break down kind of what you're looking at here. So we asked parents for their opinions on how sex ed should be taught. And parents registered some pretty strong opinions, as you can see here, for information being medically accurate and for encouraging young people to talk to parents or trusted adults. And there was also high levels of support for providing condom information, including actual condoms in demonstrations, which was especially true in high school. And making condoms available to students, and again, support is strongest for this to occur in high school. And parents seem to be much more divided on an opt out policy and on separating students by gender, which I know are things that all of you are dealing with in your kind of everyday ins and outs of teaching sexual health education. Those are things that everybody is kind of struggling with and dealing with. But you can see here that there's not much controversy among parents for information being medically accurate and for encouraging talking to parents. And again, I think, a thing that was actually a little bit surprising to us was even the support for including actual condoms in demonstrations and making condoms available to young people. Those were things that adults had a lot of support for. Great, we have people on the call that are in solidarity with you, Jessica, and we will, there'll be more people that are wondering the same thing. So good, I'm glad we have support for the question out there. I will definitely address that when we're done.

Slide 14



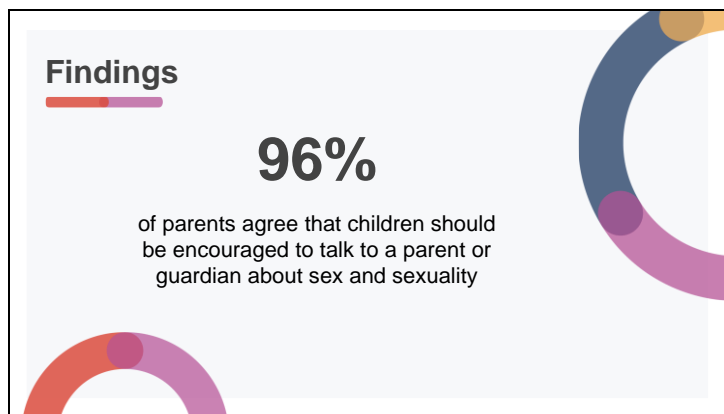
Jill Farris: All right, so we also asked parents about the expected outcomes based on what type of sex education content their young person received. And quite interestingly, at least to me, parents seem to have a pretty good understanding of the goals of comprehensive sex education. As you can see here, more than 2/3 of the parents said that comprehensive sex ed would maybe or definitely cause a delay in sex. So that's great, parents understand what we're trying to do. They understand that the goals of our programming are to help young people wait until they're ready to have sex, wait until they're a little bit older. And also interesting was the finding regarding parental views on abstinence-only education. So 74% of parents said abstinence-only classes would maybe or definitely cause young people to be less likely to use contraception when they do have sex. So I think these are important findings for all of us, as we consider parents as our allies and supporters, and we are trying to get them on board. They understand kind of the outcomes that we should expect based on the type of information that's being taught.

Slide 15



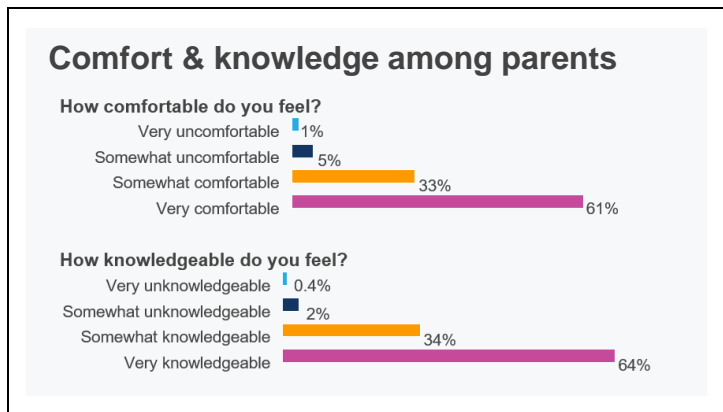
Jill Farris: And so this is just one more thing, I think, where I was surprised with the amount of information that parents understood about this. Pleasantly surprised, I'll say. I like this slide so much because I think that all of us who work in sexual health education use this kind of information in variety of ways all the time. So we asked parents where young people should get information, sorry, we asked them where they do get information, and we asked them where they should get information. And this is probably, again, not surprising, if I had asked you all to guess before I put this slide up, you probably would've had a pretty good handle on what this data says. But parents think that their children get information from friends and classmates and from the internet, but they would rather have them get that information from themselves, from parents themselves. I also think you can see here the strong support that parents have for youth getting this information from health professionals and from teachers, which is also something that I think we can use in our favor to make the case for why we are a really great resource for young people in terms of teaching them this information. Parents are looking to us to get this information to their young people.

Slide 16



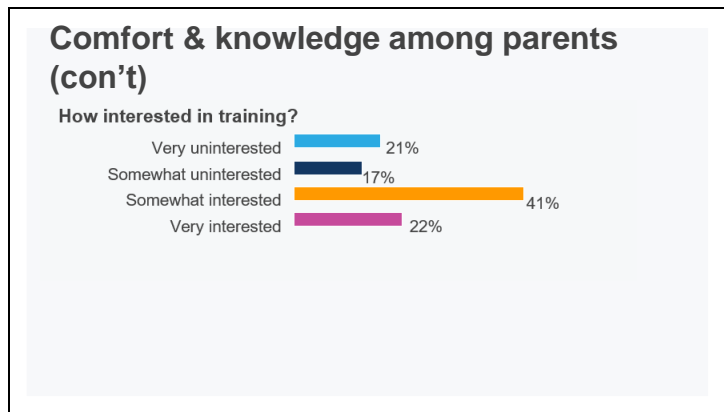
Jill Farris: All right, so this is on its own slide in its own place because it is so, so critical to everything that we're talking about here today. So 96% of parents agreed that children should be encouraged to talk to a parent or a guardian about sex and sexuality. So again, parent child communication is one of those things that we have nearly universal agreement on. It's a place of cohesion, it's a place of agreement. Everyone, nearly, is in agreement that parents, caring and trusted adults, and young people should be in communication and should be talking about these things. So I think that's helpful, that's helpful context, because I think we can use all of those things to our advantage when again, we're trying to kind of garner support and think about ways that we can bring parents over to our side or to bring them into the fold to speak on this and to advocate on behalf of us and on behalf of their children.

Slide 17



Jill Farris: All right, so we asked parents to assess their comfort level with the topic of sex and sexuality, as well as how knowledgeable they about the topic. And this was a very comfortable and knowledgeable sample, as you can plainly see. So this was also, I think, somewhat of a surprise to us, but you'll note that 94% of parents in our sample said that they felt somewhat or very comfortable talking about this topic. That maybe is different than the parents in your community. But in this particular survey, in this sample, 94% of parents registered a great deal of comfort with the topic, and 98% of them said that they felt somewhat or very knowledgeable. So this is a very, very knowledgeable group.

Slide 18



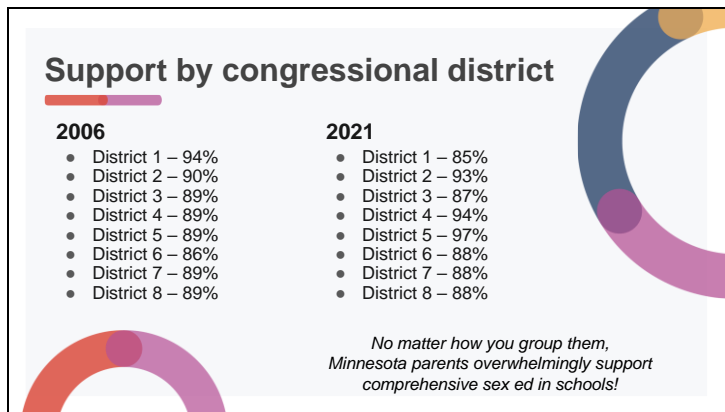
Jill Farris: And interestingly, on our next slide we asked, are you interested in, you know, coming to a training, learning more, having a, you know, a conversation about how to talk with your kids. And you can see it's a much more mixed bag. Which again, some of you are parents, you're busy people, you get how this goes. And I think this is actually very instructive for all of us in terms of sort of our next steps, our good thinking on what do we take this information and do with it. We have to find ways to reach parents, we have to meet parents where they're at. And training, at least as the way that it was defined here, wasn't the thing that parents were maybe most interested in. So fewer parents registered being, you know, very interested or somewhat interested in training, than they did in how comfortable and how knowledgeable they felt.

Slide 19

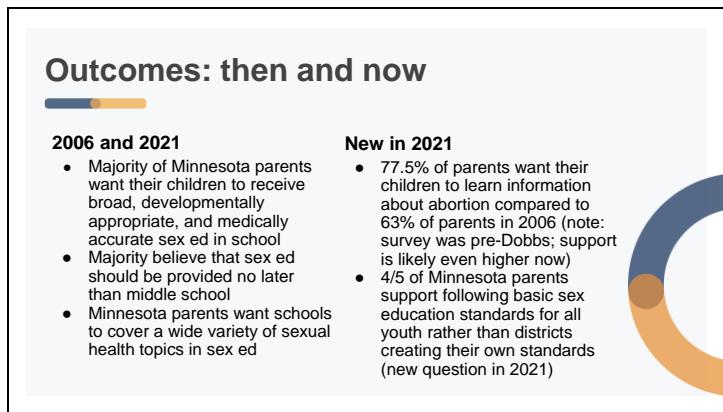


Jill Farris: All right, so here's our lovely, our beautiful picture of our lovely state of Minnesota. This is just some context for you all in terms of the geographic nature of our findings, which I'm going to talk about in a minute. So as you can see from the information in front of you, Minnesota has eight congressional districts, and it's a very even split in terms of political ideology. So there's four districts that are represented by Republicans, which is district 1, 6, 7, and 8. And then four of them are represented by Democrats, which would of course be 2, 3, 4, and 5, okay. And in terms of sort of the population breakdown, the population breakdown's not the same, because there's rural versus urban, and most of the population of our state lives in 2, 4, 5, 3, 6. So you can kind of see where I'm going with this. But in terms of the actual representation among like in, you know, in congressional districts, even split, 50/50 in Minnesota. So thinking about these districts, and thinking about where they are, let's talk about the support. All right, so remembering again that districts 1, 6, 7 and 8 are represented by Republicans, and 2, 3, 4, and 5 are represented by Democrats.

Slide 20



Jill Farris: Here was the support by congressional district. And I included both what was the information from 2006, as well as what was the information from 2021. So you'll recall that our research question was if the level of support for sex ed in schools had changed in the past 15 years. And as you can see there are some small changes from 2006 to 2021, with some districts having slightly more support, some districts having slightly less support, and many of them remaining essentially unchanged. And this information came as a surprise, I think, to some of our partners and colleagues working some of these more congressional conservative, sorry, conservative congressional districts, as they don't often tend to hear support for their work, and they're often met with opposition. So this was very surprising when folks are working in an environment where they're hearing a lot of, you know, opposition and vitriol coming their way to see that, you know, 89% of folks in their district support what they're doing. This was surprising in a good way, again, to the folks that we work with in areas across our state. And so this information is absolutely critical in so many ways, but especially to present to policy makers and elected officials, and especially those who are not convinced that people in their congressional districts support this issue. And again, no matter how you group them, Minnesota parents are overwhelmingly supportive of comprehensive sex education in schools.



Jill Farris: All right, so some kind of big key takeaways, and then I'll answer some of the questions in the chat. So if you've got something brewing in your head, now is the time to pop it into the chat. So our key takeaways for you are that in 2006 and in 2021, the majority of parents want their children to receive broad, developmentally appropriate, medically accurate information around sex ed in school. That was true in 2006, it was true in 2021. We have a lot of support for teaching this at a younger age band than many of us are sort of allowed to do, or that our communities feel comfortable doing. The majority of parents, and a big majority, it wasn't even a, you know, a little bit, big majority believe that sex ed should be provided no later than middle school, and Minnesota parents want schools to cover a wide variety of sexual health topics in sex ed. You could see all the variety of topics we asked about, and there was strong support among parents for teaching nearly all of those topics. You can see that in 2021 we did have a couple of differences that we wanted to point out. So in 2021, 77.5% of parents on this survey said that they wanted their children to learn information about abortion, and that compares to 63% of parents in 2006. So from 2006 to 2021, support for teaching about abortion during sex ed went up among parents by about 14 or 15 points. And as it says here on the slide, this was actually before the Supreme Court overturned Roe versus Wade, and before the Dobbs decision, which overturned Roe. And I would think that everything I'm sort of hearing out in the world, is that the support for this would probably even be higher now if we did this. So we were surprised to see the number grow so much in 15 years. And I think that if we were to do this survey today, that 77.5% would probably be a larger number even than it is here. And then we also asked a question about following sex ed standards, and kind of just couching the kind of readiness among parents for if you did have sex ed in your kid's school, what would you want it to look like? One of the things that I didn't mention at the beginning, but maybe you have started to figure out based on our conversation here today, is that we do not have sex education standards in Minnesota like many of your states do. And I also know plenty of you are in the same boat with us where you don't have standards. And so that I think is always a goal in terms of advocacy is that we would like some kind of basic sex education standards for all districts to follow. And so we asked parents, what do you think about that? Do you think that schools should be able to create their own standards and kind of follow their own guidelines and do whatever they like, or should there be a basic set of standards? And 4/5 of Minnesota parents supported the idea of having a basic set of standards that everyone follows. So that's also something, again, that we can use and we're planning to use in our advocacy efforts to

legislators to say, you know, not only is there support from parents to do this, parents think we should have some kind of broad universal standards that everyone follows. And then of course each district, because we have local control, as many of you probably do too, each district gets to decide what this looks like for their young people, and how best to give this information to the young people that are in their school. Okay, so those are our major outcomes. So thank you for listening to me while I took you through that. I'm happy to entertain questions, and I'll start with Jessica's question, seconded by Abby, in the chat, which is around kind of how did you get approval and people to buy in to doing this type of survey. And the context for this is Jessica saying you're in an abstinence-only state for any health education teaching. All right, so we are very lucky to have some very, very good and robust partners all throughout our state, but we actually have a really strong partnership with our State Department of Health. And we actually were able to use some of the funding that came from the sexual risk avoidance program to actually take some of that funding and use it to ask parents these questions. So we were able to actually hire a research firm that actually went out and did the whole postcard thing where they have a whole like method, where they get the surveys out to folks, and we were able to do that. And then obviously we have the building, the Driven to Discover Building at our state fair that is something that we can tap into as University of Minnesota employees. And so in terms of like, you know, buying in to doing this type of survey, I mean, we work at the University of Minnesota, we work at the Healthy Youth Development Prevention Research Center. So there is support, because the research shows, of course, that young people benefit from high-quality comprehensive sex education. So there was no controversy at like our institution or anything like that. There was support at all levels for us, you know, asking these research questions. And then yeah, we absolutely, you know, that was what we wanted to find out in the world was are parents supporting this, and what does that look like? And that's how we got to the place that we did. So hopefully I answered your question, Jessica. If not, feel free to put something else in the chat, or you can come off mute too. And I saw a new, I saw a question too, Aisha, and then it disappeared. So yes, if whomever wanted to ask something in the chat, feel very free to pop it back in.

Aisha Moore: There's another question about the age group that was surveyed.

Jill Farris: Yes. Oh, perfect. Yes, thank you. So the age group that was surveyed, so it had to be people with school-aged children. So if you had a child from five to 18, you were eligible to participate in the survey, but there was no age for the parents, right. The parents can be, as long as they had a child of between five and 18, they could answer the survey. Hopefully that answers your question, Hope, if not, put it in the chat now, happy to follow up. And you know, I see Michelle saying I would love to survey parents in Vermont. We've been talking about this with, you know, at conferences and out in the world, now doing this webinar, which we're so thrilled to be doing. And everywhere we go people say, wow, we could, I wonder if we could do that, that sounds interesting. And so yes, that is absolutely part of why we are so transparent about sharing how we came to do this, is that we want other people to do the same thing. Our PI, our, you know, our researcher who was the PI on our study is very, very happy to share the survey with other people, to share the methodology with people. And if folks want to get in touch with me after the webinar, I can put you in touch with Dr. Marla Eisenberg, who is the person who will be thrilled to have you taking this out into the world, and trying to gain more support for this issue wherever you are. Okay, so let me go back to the chat. Let's see here. Okay, so have we had the chance to use this data yet in advocacy efforts? Great question, not really. Our state legislature convened on January 3rd, and we have not really, it's not been a concerted effort in terms of like lobbying with this at the capitol. One of the things that we did include for you on the resources slide is actually, we have a two pager and a six pager that are meant for, the two pager is really meant for legislators. And so we actually created kind of a front back sheet that's


a real quick and dirty, like what do you need to know about this? That folks are absolutely welcome to, of course look at, but replicate and use in your own communities. And then we have a six pager that's more for you all, right, sort of the allies and the advocates of the world to take and use in their conversations with folks. So we have not really had a chance to use it yet. The other thing I can say is that we had, so in Minnesota we have a Democratic governor, and we actually have a Democratic house and a Democratic senate, which was kind of an unexpected thing that happened with the election. And so I think in terms of advocacy efforts, I think our strategy changed a little bit, honestly, after the election, because we have advocates that have been working on this for years at the state legislature, and they are now, you know, able to get a committee hearing for their bill and able to move things forward. So the convincing looks a little different from our end than it has in the past when we have had to negotiate and kind of move some people over to our side that does not really, it's not really where we are right now. And so yeah, that's another piece of this in terms of why we haven't just jumped right on that yet. And yes, how did you validate the questions? Veronica, great question. They're all validated and tested survey measures from survey and measurement research. So everything that we looked at was a validated and tested survey measure. Let's see, I think folks are just like chatting in the chat with each other, which is brilliant. This is what we want to have happening is folks connecting and networking. How do we get in touch with you? Our information's on the last slide, Michelle, so stay till the end, and you'll get us, no, I'm just kidding, you have our information. I think the slides were sent to everybody a few days ago, so you've got all of our contact info, feel very free to reach out to us. We're happy to do that. Let's see, I am going to look at Andrew's question while we going to kind of move on to the next bit because there's a lot here and I love this, and I also want to actually read it and take it in and really like confidently respond to it. So I'm actually going to turn the microphone over to Jamie, and Jamie is going to take you through the next part of our presentation. So Jamie, it's all yours.

Slide 22

Speaking up for sex ed

EducateUS developed a user-friendly guide to speaking up for sex education

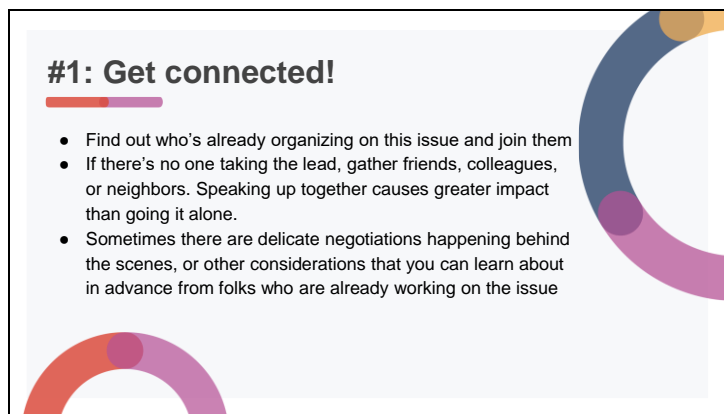
- Intended for school board meetings, public hearings, etc.
- Guide also includes Sample Messages, How to Make Your Own Messages, Dealing with the Opposition, and Opposition Glossary



Tips that follow are used with permission from EducateUS

Jamie Grilz: Awesome, thank you. I encourage you all to keep writing questions for Jill about the data portion into the chat, or using the Q&A function. We appreciate all the interaction and all the questions, and definitely are sensitive to the fact that this data is coming from a state where it's generally supportive, and a lot of other states are not as supportive. So we're here to support you in kind of navigating that. So we're jumping into how we utilize this data in speaking up for sex ed in our community. So we're going to shift gears, and talk about how to leverage this information. The following slides are based on, "So You Want To Speak Up for Sex Education," which is a user-friendly guide developed by EducateUS. EducateUS is a C4 institution that partners with SIECUS, Sex Ed for Social Change, the only national 501c3 organization solely focused on advancing comprehensive sex education policy at the local, state, and national level. So the guide is accessible online, but we're going to go through some steps for how to leverage information like this at places like school board meetings or public hearings. The guide includes sample messages on how to make your own messages, dealing with the opposition, and then of course an opposition glossary so we can understand what the opposition is talking about. So you want to advance to the next slide?

Slide 23




#1: Get connected!

- Find out who's already organizing on this issue and join them
- If there's no one taking the lead, gather friends, colleagues, or neighbors. Speaking up together causes greater impact than going it alone.
- Sometimes there are delicate negotiations happening behind the scenes, or other considerations that you can learn about in advance from folks who are already working on the issue


Jamie Grilz: Thanks, so the first step is to get connected. You'll want to find out who's already organizing on this issue and join them. I'm going to jump to the third point, because it bounces off of that. Sometimes there's delicate negotiations happening behind the scenes, or other considerations that you can learn about in advance from folks who are already working on the issue. So I know people tend to get really excited about wanting to advocate for sex ed, but make sure that you're connecting with people who are already doing the organizing, and make sure that you're on point and on the same message with them. And if there is no one taking the lead, gather friends, colleagues, or neighbors, speaking up together causes greater impact than going at it alone. So how do you find out who's already organizing on this issue? I think a few great places to start are social media, and reaching out to any relevant organizations in your area that might include organizations who are working with young people, public health, reproductive freedom and justice, HIV prevention, and LGBTQIA+, civil rights orgs. Those are all a great place to start. If there isn't anyone organizing in your community, and you want to start building and formalizing a community coalition, connect with the organizations or similar organizations that I just mentioned, and then cast as wide a net as possible to bring folks not just affiliated with sex ed, but anyone who cares about safety, social-emotional learning, sexual violence prevention, and overall getting good quality information to young people. For organizing parents specifically, see if there are any progressive parent groups in your area. In our area, and we call it the Twin Cities, Minneapolis and St. Paul. There are a lot of progressive parent Facebook groups in many cities, and many of the parents in these groups are just geared up and need a little nudge to put them into action around things like this. Advocates for Youth also have a great toolkit for building a community coalition, that outlines how to formalize one, that you'll see in our references slide. Go on to the next one.

#2: Play by the rules

- Find out rules of the meeting in advance—how do you sign up to speak? Who can speak? For how long? When will the public part of the meeting be?
- Many meetings limit public comments to 2–3 minutes, so plan what you're going to say in advance to make the most of your time



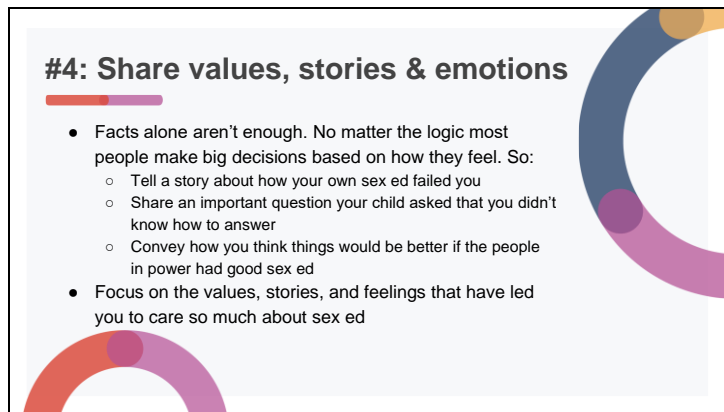
Jamie Grilz: Okay, the next step, number two, is to play by the rules. So find out the rules of the meeting in advance. So at school board meetings they often have a set of rules. How do you sign up to speak, who can speak, for how long? When will the public part of the meeting be? Many meetings limit public comments to two to three minutes. So plan what you're going to say in advance to make the most of your time. Every school district must post their meeting schedule online, meaning your ability to make the biggest impact possible is just a Google search away. So start by showing up to these meetings. You might not plan to speak the first time you show up, but see how the meetings operate, how the board handles public comments, and who else is in the room. It's critical not only to provide an accurate counterpoint to any disinformation that might be spread at school board meetings, but also to show the school board that their district includes parents and citizens who strongly support comprehensive sexual health education. I think one of the things that anti-sex ed folks have done very strategically is getting people in the room at school board meetings, and getting people elected in school boards. And now it's our time for people who advocate for sex ed in schools to start showing up at those places as well. At the end of most meetings, school boards will allow time for public comments. So encourage members of your coalition, especially parents, to speak during this time. Learning the rules of the meeting ahead of time will also help you insist that these rules are applied equally to everyone. If they're not, take notes on how the rules are being bent or broken, and who is in charge. It may be possible to file a complaint, or to even give this information to a friendly reporter.



#3: Claim your power

- When you introduce yourself, say why people should listen to you. This can be as simple as "I have lived in this community for x years" or "My child is a student in this district"
- Let people know you have something real at stake, and a connection to the community and the issue

Jamie Grilz: We'll move on to number three. Claim your power. So when you introduce yourself, say why people should listen to you. This can be as simple as I have lived in this community for this number of years, or my child is a student in this district. Let people know you have something real at stake, and a connection to the community and the issue. This is why parents are very powerful at school board meetings. They are the ones who elect our school board members. So it's important that we encourage parents within our coalition to be aligned with messages that they share at the meeting, but make sure they state that they have a student in the school. Because the school board is going to want to know that. How long they've lived in the district for, and/or I suppose they have a business in town. It's important to credential yourself as someone truly connected to the work being done in the meeting at which you're speaking.

The slide content is enclosed in a rectangular frame. On the right side of the frame, there are two large, overlapping, semi-circular arcs. The top arc is dark blue and the bottom arc is purple. On the left side of the frame, there are two smaller, overlapping, semi-circular arcs. The top one is red and the bottom one is purple. The text is centered in the white space of the frame.


#4: Share values, stories & emotions

- Facts alone aren't enough. No matter the logic most people make big decisions based on how they feel. So:
 - Tell a story about how your own sex ed failed you
 - Share an important question your child asked that you didn't know how to answer
 - Convey how you think things would be better if the people in power had good sex ed
- Focus on the values, stories, and feelings that have led you to care so much about sex ed


Jamie Grilz: All right, number four. As we know from recent events with the pandemic, facts are not always enough to change people's minds. So it's important that while we're at these school board meetings and advocating for sex ed, that we make sure to focus on sharing values, stories, and emotions. So facts alone aren't enough, no matter the logic. Most people make big decisions based on how they feel. So tell a story about how your own sex ed failed you, or tell a story about how your sex ed was awesome and you want the same for other young people. Share an important question your child asked that you didn't know how to answer. Convey how you think things would be better if people in power had good sex ed. Focus on the values, stories, and feelings that have led you to care so much about sex ed. Personal stories and experiences go such a long way. Encouraging parents to share about their or their child's experience, both negative and positive, with sex ed at school is super important.

#5: Use the past to inspire the future

- One powerful way to get people to support your vision is to remind them of a time in the past when you've done something big together that maybe seemed impossible at the time
- When you remind people that they rejected fear and came together to make their community better before, it seems more possible to do it again now



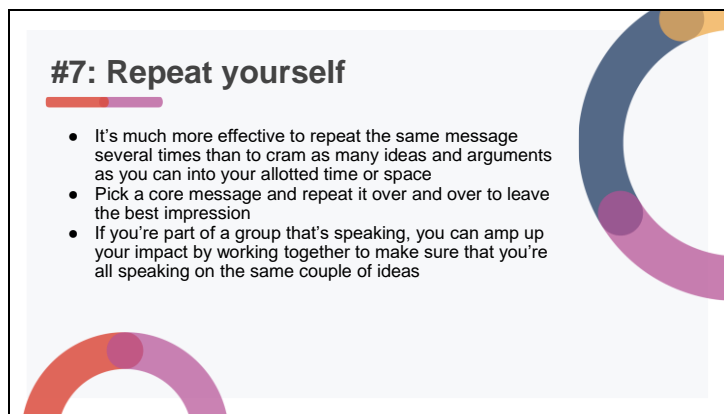
Jamie Grilz: Moving on to number five, this is big and broad, and the time to dream big, I suppose. So use the past to inspire the future. So one powerful way to get people to support your vision is to remind them of a time in the past when you've done something big together that maybe seemed impossible at the time. When you remind people that they rejected fear and came together to make their community better before, it seems more possible to do it again now. So this is really like a dream big question, and this is the time to ask what will be better about the world if enough people or enough of the right people take action to support sex education in schools? Even if you're speaking to stop something bad from happening, the most powerful thing you can do is share your vision of how your community will be better for taking action to support sex education. Share how the community, and especially young people, will be happier and safer.



#6: Don't repeat a lie even to refute It

- Studies shows that repeating a lie—even if you SAY it's a lie—can actually help the lie take a deeper hold in people's minds
- OK to call out that lies and misinformation are being shared, but don't repeat anything that's actually untrue. So you might say:
 - *"You have heard many lies here tonight. Here is the truth."*And then say what's true, and why you know it's true

Jamie Grilz: Number six is super important, and it's easy to get caught up on, especially if you're an advocate for sex ed. But it's really important to not repeat a lie, even to refute it. Those studies show that repeating a lie, even if you say it's a lie, can actually help the lie take a deeper hold in people's minds. It's okay to call out that lies and misinformation are being shared, but don't repeat anything that's actually untrue. So you might say something like, you have heard many lies here tonight, here is the truth. And then say what's true, and why you know that it's true. Opponents of sex ed almost always use fear and misinformation to divide us into an us versus them, so they can gain more power for themselves. This reason alone is why it's so important that our strategies should always be to unify people across differences, around a common value, and make our opposition the one and only them we're standing up against. Make sure that you're familiar with the opposition's argument beforehand, so you'll be less shocked in the moment and more ready to show why they're wrong. For example, if you know they're going to argue that parents have the right to control sex ed. A lot of parents' rights laws are going around in a lot of different states right now. So this is something that the opposition is using quite frequently all over the place. So if you know that they're going to ask, you can be ready to ask which parent? And why do those few parents think that they have the right to control what every child in school learns? That being said, don't spend your whole time and energy focusing on what they're doing. It's going to make a much bigger impact to share your positive vision and values for your community versus repeating lies or refuting it. So make sure that you're staying on top of your positive vision and what you want for your community.

The slide features a title '#7: Repeat yourself' with a horizontal bar below it. To the right of the text is a large, stylized graphic consisting of several overlapping semi-circular arcs in shades of blue, purple, and orange. Below the main text area, there is a smaller version of this graphic. The background is light gray.

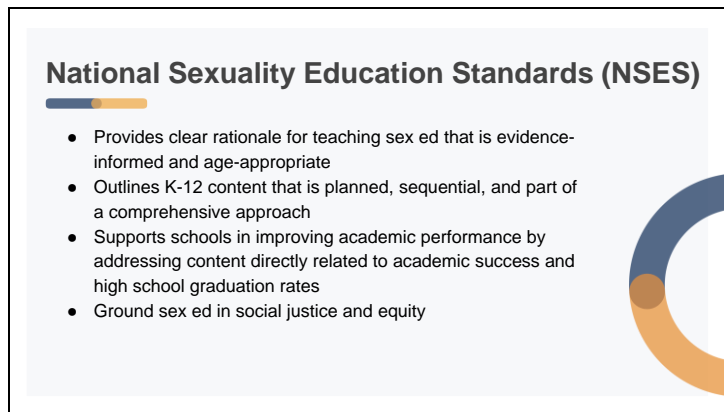
#7: Repeat yourself

- It's much more effective to repeat the same message several times than to cram as many ideas and arguments as you can into your allotted time or space
- Pick a core message and repeat it over and over to leave the best impression
- If you're part of a group that's speaking, you can amp up your impact by working together to make sure that you're all speaking on the same couple of ideas

Jamie Grilz: And then the final step here is repeat yourself. It's much more effective to repeat the same message several times, than to cram as many ideas and arguments as you can into your allowed time or space. Pick a core message and repeat it over and over to leave the best impression. And if you're part of a group that's speaking, you can amp up your impact by working together to make sure that you're all speaking on the same couple of ideas. In the EducateUs "Speaking Up for Sex Ed" toolkit they include sample messages. And in the fall of 2022, EducateUS polled these messages to see which ones were best performing. So I'm going to read the two that polled the highest, and then I'm going to ask you to see and hear from you what you hear in terms of similarities across these messages. And you can write those into the chat, or take yourself off mute. So the first one is around student representation. "Whether we're eight years old or 80, most of us have a deep need to see people like ourselves represented in the world around us. Public school students are no different. They need to see themselves represented in the curriculum that's being taught to them, especially in subjects like relationships and sexuality education. Every student comes to sex ed with a different set of questions and concerns, which is why they deserve to be taught a well-tested curriculum by experienced teachers who can make sure every student gets the answers they need to thrive. Some people are spreading lies and misinformation about the curriculum. They seem to think that if they erase certain kinds of information from the curriculum, the students who need that information will stop existing in real life. But this approach hurts every student, whether they need that particular information or not. Studies show that inclusive relationships and sexuality education decreases bullying and harassment in school, increases academic performance for students who receive it, and make students more likely to stick up for each other if they see someone being bullied. So let's not just say it gets better, by joining together to take action for relationships and sexuality education, we can make sure that schools strengthen students and not silence them." Okay, so that was the first message, I realize that was long. But hopefully you'll be able to make some connections into the second message that's about healing and thriving. "After these past few years, most of us just want the kids in our lives to get everything they need to heal and thrive so we can worry less and enjoy our time with them again. But now extremists are attacking the very education our kids need most urgently. Relationships and sexuality education has been proven to keep young people safer from bullying, help manage their feelings, concentrate in school, and develop the long-lasting skills they need to have healthy, strong relationships. But these so-called leaders are trying to keep our kids from getting

the help they need because they think if they keep us afraid, they'll be more powerful. Don't let them play you. When we trust trained educators to teach our kids this well-tested curriculum, they get what they need to stay safe, enjoy school, and have happy, healthy relationships for their full lives. And we get a lot less to worry about." So I'll pause there. I would love like comments too about these messages, but what similarities did you hear or notice about these messages? I see, hey, Haven, emphasis on how sex education is good for all students, yes. Fear versus facts. Yeah, I think one thing that if anybody here has gone through the foundations training that like, I will repeat myself over and over again. Inclusive sex education is good for all students. It's good for the entire school, and we definitely need it. Promoting trusted health professionals to deliver sex ed. Yes, that was across the board. It started with the universal idea that most people would agree with, yes. So you kind of get from both of these messages that when you're speaking, you want to try to bring people together and not divide them. And that is what these messages are trying to do. Finding shared values, we all care about our kids. Yes, yes, yes, yes, yes. Yep, and I think nobody has said this yet, but the more likelihood for students to stick up for each other if they see someone getting bullied, like sex ed is anti-bullying in itself. So I think that's really powerful too. And I think that is something that every parent and every school board member can really get on board with.

Slide 30

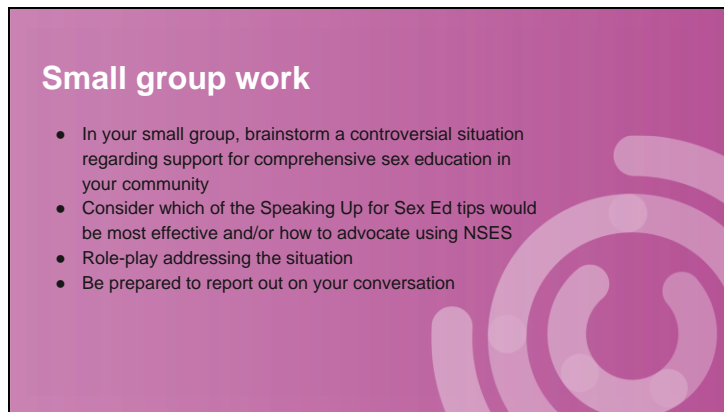
The slide features a title 'National Sexuality Education Standards (NSES)' with a blue and orange horizontal bar below it. To the right of the text is a decorative graphic consisting of two overlapping semi-circles, one blue and one orange. The main content is a bulleted list of four points.

National Sexuality Education Standards (NSES)

- Provides clear rationale for teaching sex ed that is evidence-informed and age-appropriate
- Outlines K-12 content that is planned, sequential, and part of a comprehensive approach
- Supports schools in improving academic performance by addressing content directly related to academic success and high school graduation rates
- Ground sex ed in social justice and equity

Jamie Grilz: Okay, one more point that I want to bring up, I'm going to move on, but you can keep writing in the things that you saw similar with those messages, or heard similar. But going to the National Sexuality Education standards here there's also an important tie in to these standards. Many of you are likely quite familiar with these standards, which are based on the National Health Education Standards, teaching sex ed in an evidence-informed age-appropriate and comprehensive manner. Follow the standards laid out within the National Sex Ed Standards. We can advocate for our work by talking about parental support for what we do, but also knowing that the sex ed standards outline K through 12 content that is planned, sequential, and a part of a comprehensive approach. The standards can be a powerful advocacy tool because it addresses content directly related to academic success and high school graduation rates. And it also has a social justice and equity framework. The one thing I will note on this is that just like the data doesn't always change people's minds, sex ed standards and health education standards, for that matter, don't always work in terms of changing people's minds. So I just want to add that caveat there.

Slide 31

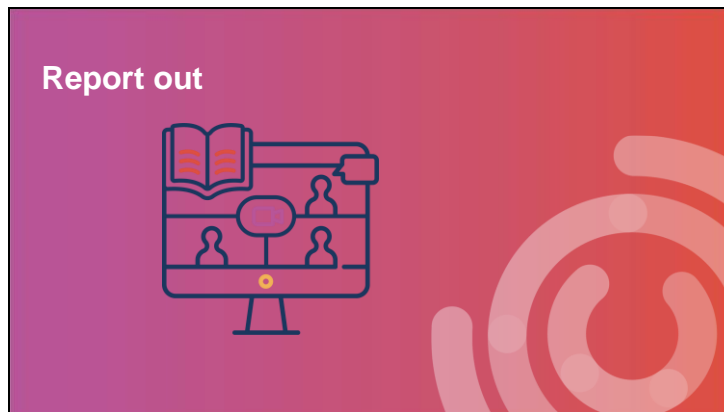


Small group work

- In your small group, brainstorm a controversial situation regarding support for comprehensive sex education in your community
- Consider which of the Speaking Up for Sex Ed tips would be most effective and/or how to advocate using NSES
- Role-play addressing the situation
- Be prepared to report out on your conversation

Jamie Grilz: Okay, so now we are going to break into small groups because we want you all to get an opportunity. It's an opportunity to talk with a lot of different people from around the nation with the different things that are coming up in your community around advocating for sex ed. So we're going to break you into small groups. We're going to give you, I think, 10 minutes. Jill, do you feel good about that time, okay. We'll give you 10 minutes, and in your small group you'll brainstorm a controversial situation regarding support for comprehensive sex ed in your community. I'm sure you will all have a very difficult time doing that. And then you'll consider which of the "Speaking Up For Sex Ed" tips would be most effective, and/or how to advocate using the National Sex Ed Standards. You can dabble in roleplaying how you might address that situation with each other. And then we'll come back together after 10 minutes, and have a few groups share out what they discussed in their small groups.

Slide 32



Jamie Grilz: All right, we should be having people enter back. And I know that our partners are on this, but I know when you come back from a breakout session, if you were unmuted, you may have to re-mute yourself again. So just out of consideration that I have forgotten that a couple times when coming back to a large group. I'll just put that out into the universe right now. Well, I hope you enjoyed having some conversations, hopefully with people that, you know, range in different areas and different kind of support around sex ed so that you can kind of hear from different folks about what their, what controversial situations everybody's going through. We're going to take some time to let a few groups let us know what they were talking about, and what steps or tips they thought would be effective in addressing. So if you all want to take yourself off. Oh, and the Jamboard, Jill, I totally.

Jill Farris: Yeah, I just dropped that into the chat. So if there's anybody who you're like, we'd rather not come off of mute and share, but you wanted to put it on the Jamboard. I just chatted a Jamboard link to all of you in the chat. And I think also our friends at JSI would also really like that too. Just so that we can have a capture of like what folks thought, and where folks might need support going forward. So you're also welcome to use that Jamboard to record your thoughts.

Jamie Grilz: Do we want to share the Jamboard screen?

Jill Farris: Sure, oh, it's saying I need access. Jamie, I think you need to give us access to it.

Jamie Grilz: Of course.

Jill Farris: Of course you do, no worries. Why don't you do that and I will.

Jamie Grilz: I'm doing it.

Jill Farris: Facilitate a conversation, it's all good, sorry guys.

Jamie Grilz: Okay, I'm going to drop I will redrop the link in now that you have permission to write in there. But Jill, if you want to pull up the Jamboard, if you have not used a Jamboard

before, and this is for anyone who wants to just go ahead and go to the left hand panel, and you can grab a sticky note and write kind of what you're taking away from your small group conversations, and add it to the Jamboard. I will keep an eye on the Jamboard, Jill, if you want to facilitate anybody who wants to come off mute.

Jill Farris: Yes, absolutely. So yeah, folks can type right into the chat, that's great. You can go onto the Jamboard, that's great. Or you can come off of mute and share what your small group conversation was. We welcome all approaches.

Natalie Fiato: I'll come off mute because it's probably easier instead of typing, our group.

Jamie Grilz: Please tell me your name, because there's so many people here I can't see who's talking to me.

Natalie Fiato: Oh sure, name is Natalie Fiato.

Jamie Grilz: Hi, Natalie.

Natalie Fiato: Hi, I'm joining from Columbus, Ohio. This is the first one of these webinars I've been able to attend. I'm typically in schools all day, so it's been, I've really enjoyed it, and I've learned a lot, and it's been interesting, so thank you. So our group varied geographically. We had people from Texas, I'm in Ohio, we had Wyoming folks, a few people from South Carolina, New Jersey, Puerto Rico. So we all kind of shared who we were, what we're faced with, and you know, the shared experience. and commiserating around these challenges and barriers and obstacles that we're facing. So I think because that was useful and helpful, and kind of cathartic, and we all agreed that the tips were helpful. This presentation content has been useful in kind of thinking about our approach and next steps. One thing in particular that was brought up was kind of the challenge in just engaging parents. So offering things and they not being able to attend them for one reason or another, whether it's probably just access or schedules, or you know, the things that take them away from being able to do these things outside of their workday. So I just thought I'd add with that comment. But thank you all again for having us.

Jill Grilz: Great, thank you so much for sharing that, Natalie. I think, you know, one of the things that Jamie and I wanted as a takeaway from this for folks, even though this is a really large group, is that sort of commiseration, if you will. We don't want folks to get stuck on commiserating, and never move on to action. But sometimes when we are doing the hard work, and we're all in our own places, and we are sort of isolated or siloed, it can really feel like we're alone, and that there's nobody else going through what we are. And so we wanted this also to be a place where folks could just kind of be like, this is really hard, isn't it, yeah, it is. And so I appreciate that that's something that your group kind of found a little bit of shared value around too. Yeah, anybody else want to come off of mute and share?

Jamie Grilz: I can also start reading.

Jill Farris: Lots of stuff in the Jamboard, yeah, go ahead Jamie.

Jamie Grilz: Yeah, I'll start kind of going through some of these things on the Jamboard. I appreciate everybody who's written in here, and agree 100% with Jill that like, we need to build community around this, commiserate together, and then come up with a plan to charge forward. Because I think somebody just wrote in this research helps us prove that the silent majority is on our side. And that is so the truth here, and we want you to feel supported and know that the

vocal minority is really loud, right, with this, and you have much more support around sex ed than you probably think you do. So I have having school board do role play of lessons to understand curriculum, and how it would look in the classroom. That is super powerful. And I will also just say Jill and I are fresh off of coming from Arizona where we worked with their health department and their contractors who are doing sex ed work to simulate school board like, speaking, and what that looks like, and how powerful it could be, and how you can engage youth and how you can engage parents. So yes, anytime that you can practice around these situations, and also let the school board know what is actually happening in the sex ed classroom is super helpful. We also have the Minnesota survey would be a great tool to use in our communities. Yes, and hopefully you are going to walk away with how that can be replicated in your community. This one says rural populations, if you wrote that, please say more. Would love to know what the comment around that is. If we need something different in rural populations or if you were surprised by the data within rural population. We also have those who oppose great sex ed, that includes gender identity and sexual orientation, are allowed to make it difficult to get into our schools. We have the same issues all over, yes. Again, the opposition, and I will say it again, the vocal minority has been super strategic in getting their messages across, and we need to do the same on our side and know that the majority is supportive of sex ed. Also utilizing social media. There is always that one person that wants to create a larger issue than it really is. Yes, that is very true. There is pushback on condom demonstrations in the classroom. Yep, that's across the board. And like same thing happens here in our state, and we're even seeing more of that than we used to. So like our state, although supportive, it is impacted by things like this. And Jill and I also have tips and tricks for how you can work with people with that pushback. You can still talk about condoms, hopefully, if there's baby steps that you can do. Parent engagement through holding a teen parent summit where parents can sample the content. I love that so much. I think one of the biggest things here is with these parents' rights bills, is that there's so many scare tactics happening with what sex education is actually teaching in schools. And I think if parents understood what is being taught, there would be so much less scrutiny around sex ed. Different dates, but we are so much alike if the interpretation, if of the interpretations we received, I think, yeah. Yeah, Jill and I work a lot outside of Minnesota, and I was at Planned Parenthood for about 15 years previous to my position at the Healthy Youth Development Prevention Research Center. And in my affiliate we worked in the Dakotas and Iowa and Nebraska and rural Minnesota. And I will tell you, and Jill said this with the data, like the support for sex ed is definitely centered around the Twin Cities area. And we are very used to figuring out ways that we can advocate for sex ed and provide good education to young people in areas where it doesn't seem as supportive. Jill, do you want to continue with what you see on the Jamboard too, I just saw a little bit.

Jill Farris: Yeah, absolutely. Well, and I think, you know, you were talking Jamie, about you know, just being transparent about what we do, and so I just saw that somebody there has like sort of this misperceptions of what sex ed is, and so yeah, being super straightforward and clear with our community about what we're teaching, and mostly what we're not teaching, right. That it's not how to have sex, as we all know, that's so fundamental to like what we do, but it really is a place of confusion for a lot of folks in the community. I think, you know, somebody here wrote, parents are often afraid of what their children will be learning. I think that's a really big one. And I think that it's less necessarily fear about, I mean there's a little bit of fear maybe about what the kids are learning. I think the big fear comes from parents not knowing the information themselves, and not knowing how to navigate questions that their young person might have. I think that that's actually where the fear sort of is coming from. And I think that's sometimes something that feels really hard for parents to navigate is like, how can I help my kid through this when I don't even know this information? And adults are not very good at admitting that we don't know things. So that goes sort of hand in hand with that. Lots of good ones that are getting

added at the last minute here. I love this, remember that sometimes it can take a few years to gain traction. The first year people can be worried, and then they can see that it goes well, students are appreciative and the sky didn't fall, and then it gets easier. Some administrators are afraid of parent pushback. They see it as kind of a boogeyman, yep. I agree, I always say it's the perception of parent, you know, pushback, not actual parent pushback. Usually when you ask an administrator, you know, if they're worried about something, they're worried about the, it's the perception that parents will be mad not that they actually are. So yes, providing survey data and tools on how to advocate can help people feel less skittish, great. Anytime it's possible and safe for them, allowing space for youth to speak. It's so powerful for grownups to hear straight from young people. Yes, yes, yes. As Jamie just mentioned, we just finished doing a training about this, about how to, you know, authentically and effectively engage young people and in school board, you know, presentations, and in presentations to the world. And so that's a larger thing, right. Youth engagement and doing that in an authentic way. But yes, youth are a very, very powerful force, if it is safe. And I think we all know, and many of you are in states where, you know, people that speak up at school board meetings are getting targeted, people are showing up at their homes, and sending horrible, you know, things in the mail, or targeting them on social media. It has to be safe for young people too. So it's not always possible, but when it is, it is very powerful.

Jamie Grilz: So Jill, I'm going to encourage people to keep writing into the Jamboard, but I'm looking at the time.

Jill Farris: Oh yeah, the time.

Jamie Grilz: And I want to be sure that we have like a couple minutes for questions. So why don't we share the slide.

Jill Farris: Let's do it.

Jamie Grilz: Show back up again. But please keep writing onto the Jamboard. We appreciate hearing what you all are taking away from your small group conversations.

Slide 33

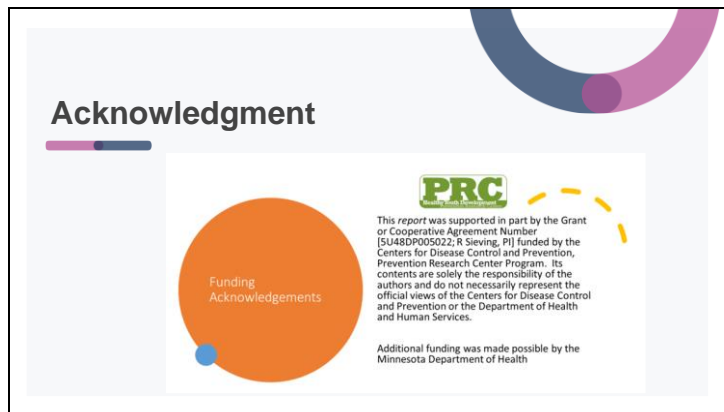


References/resources

- Eisenberg, ME, Farris, J, Oliphant, J, Plowman, S, Pierson, K (2022). Minnesota Parents' Support for Sexuality Education Report. Minneapolis, MN: University of Minnesota Healthy Youth Development—Prevention Research Center. <https://prc.umn.edu/resources>
- Eisenberg ME, Oliphant J, Plowman S, Forstie M, Sieving R. Increased parent support for comprehensive sexuality education over 15 years. Journal of Adolescent Health, 2022, <https://doi.org/10.1016/j.jadohealth.2022.08.005>
- Future of Sex Education Initiative. (2020). National Sex Education Standards: Core Content and Skills, K-12 (Second Edition).
- So You Want to Speak Up for Sex Education, SIECUS, <https://www.educateusaaction.org/get-involved/your-guide-to-speaking-up-for-sex-ed/>
- Advocates for Youth, Blueprint For Ensuring Schools Offer Quality Sex Education, [AFY_SexEdBlueprint_4WEB.pdf \(advocatesforyouth.org\)](#)

Jamie Grilz: We wanted to make sure that we showed all of our references and resources from where we were coming from. So you'll see the dataset, and where it came from, from the Prevention Research Center at the University of Minnesota, as well as where you can find the National Sex Ed Standards. The "So You Want to Speak Up for Sex Ed" guide, and then the blueprint for ensuring schools offer quality sex education from Advocates for Youth is on there too, and then.

Slide 34

The slide features a light gray background with a decorative blue and purple arc at the top right. The title "Acknowledgment" is in bold black text at the top left. Below it is a white rectangular area containing an orange circle with the text "Funding Acknowledgements" and a small blue dot. To the right of the circle is the "PRC" logo and a paragraph of text. At the bottom right of the white area is another paragraph of text. The overall design is clean and professional.

Acknowledgment


PRC

This report was supported in part by the Grant or Cooperative Agreement Number [5U48DP005022; R Sieving, PI] funded by the Centers for Disease Control and Prevention, Prevention Research Center Program. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.

Additional funding was made possible by the Minnesota Department of Health

Jill Farris: This is our quick acknowledgement to where our funding comes from, which is from the Centers for Disease Control and Prevention. And now I will turn it to Aisha, and she is going to talk to you about these last couple slides.

Slide 35



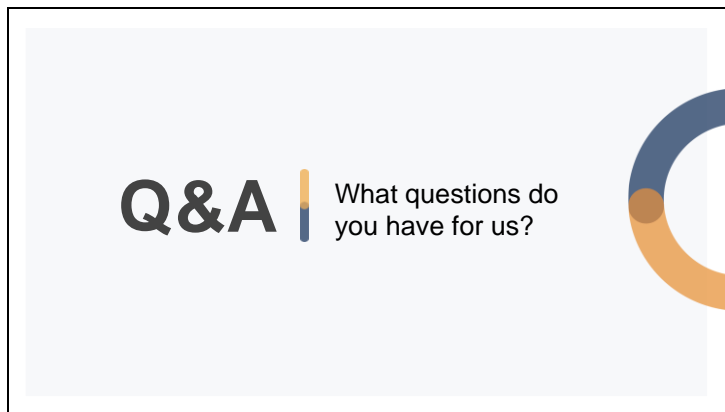
Grantee Spotlights

Cabarrus Health Alliance (North Carolina) received an award from their local school district for their collaborative efforts in the high school that serves students in two counties.

Youth to Youth (Republic of Marshall Islands) shared an overview of their program at PTA meetings and was able to identify new champions.

Aisha Moore: Yeah, so I know that it may sometimes seem impossible, seem like it's going to take years, and that kind of thing. But always just like acknowledge your wins. So let's talk about some wins from our current grantees. So the Cabarrus Health Alliance, they're in North Carolina. They received a award from their local school district for their collaborative efforts in the high school that serves two counties. So they work with the school board all the time. They provide the school board TA, so they're not just going to the meetings, they kind of work a little bit behind the scenes with the school board, so that they become an ally with them on what the school board wants overall. And they just received an award. And then Youth to Youth in the Republic of Marshall Islands, they've gone to their school board and shared a, they've gone to their PTA, and they've shared their program with meetings, and they were able to identify a new champion. They were able to, there was a grandfather who was in the audience of that. And then that grandfather went to another meeting to advocate on their behalf, right. So, you know, you want to, it's like, you know, what was it? Who wants to be a millionaire? Find a friend, phone a friend, and see if they can speak on your behalf. So, you know, take those incremental wins where you can. And we talked a lot about schools, but some people mentioned that if not the school, then we do this in other settings. You know, like afterschool programs and other places that might be receptive. So I really want to thank Jamie and Jill for such a fabulous presentation.

Slide 36



Aisha Moore: We did a lot of questions, but I want to jump back to that one long question, and if we could answer that question, Jill and Jamie, before we say goodbye.

Jill Farris: Yes, so thank you Aisha. So I actually think, I have to thank everybody here on this call for jumping in and actually providing a ton of resources. I was about to answer this person's question. I think what it really was, the crux of it was really around supporting parents of youth that are in foster care, supporting the caregivers of young people that are in out-of-home placement. And I felt like there were a ton of resources that came through. I shared a few just sort of, you know, ideas and strategies. So I think that the question from my perspective feels like we can check that off our list, and we are going to share our contact information, or you have our contact information, I do believe, so feel free to follow up with us if there's more that you wanted from that answer that you didn't get from the chat.

Aisha Moore: Yeah, if you can chat your contact information, because I don't see it on the slides, but we'll update the slides with your contact information.

Jill Farris: Yes, Jamie just put our email addresses in the chat. So yes, feel very free to get in touch with us there. And then, yes, the slide right here is how to get in touch with you all, and then that's the last slide, anything else.


Slide 37

How to engage with us

- Subscribe to the RHNTC monthly eNewsletter at** rhntc.org/enewsletter
- Contact us on** rhntc.org
- Sign up for an account on** rhntc.org
- Follow us on** Twitter [@rh_ntc](https://twitter.com/rh_ntc)
- Subscribe to the RHNTC podcast** podcast.rhntc.org

Aisha Moore: Yeah, so before we go, I just want to thank everyone from joining today, and all of the great questions, and all of the things you put on the Jamboard. Want to make sure that you are signed, you and your staff are signed up for our monthly newsletter. You can go to rhntc.org/enewsletter, which was on the previous slide. And then make sure you're following us on Twitter. We also have a podcast, that you can find on all of the podcast places like Apple, Google, Stitcher, Spotify, and just remember the slides for today will be on our website in a week or so.

Slide 38



rhntc.org

THANK YOU!

Please fill out the evaluation form
after the webinar!

CONTACT US

rhntc@jsi.com

This webinar was supported by the Office of Population Affairs (Grants FP7PA006030, TPSAN000006) and the Office on Women's Health (Grant A5TW0200-90-01-00). The views expressed do not necessarily reflect the official policies of the Department of Health and Human Services; nor does mention of trade names, commercial practices, or organizations imply endorsement by the U.S. Government.

Aisha Moore: And John's going to chat out the evaluation link one more time. But please remember to take a couple of minutes to fill out the evaluation form right now as the webinar ends. And we really appreciate any feedback that you have, and we'll use it to inform our future webinars and products. So if you have any questions, you can always contact us via email at rhntc@jsi.com, and thanks for joining us today.