

St. Louis-Area Sex Education: Policies Practices Experiences



Teen Pregnancy &
Prevention *Partnership*

Evaluation Report

Lucy Puckett, Brown School of Social Work

April 24, 2019

Executive Summary

The Purpose of this evaluation was to update the Teen Pregnancy and Prevention Partnership's (TPPP) knowledge of current sex education *policy* in St. Louis-area public school districts, and to obtain a youth perspective on sex education *practices* and *experiences*. The findings aim to inform TPPP's district-level professional development offerings and policy advocacy in the St. Louis region, and to support community stakeholders' efforts to achieve comprehensive sex education as the standard in all Missouri schools.

Key Questions:

PRACTICES

1. What sexual health education topics do teens in St. Louis-area public schools report being taught, and to what extent?

EXPERIENCES

2. What are teens' experiences of sex education in a St. Louis-area public school?

POLICIES

3. What sexual health topics are mandated in districts' sex education policies?
4. What districts need to update their sex education policies based on new, statewide policy and the National Sexuality Education Standards (NSES)?

Data were collected using a survey (YPSE) distributed to youth participants of Planned Parenthood's Teen Advocates for Sexual Health (TASH) program, who shared the survey with their peers. The survey asked teens what topics they were taught in a St. Louis-area public school sex education class and to what extent, and about their experience of the sex education they received. Sex education policies from each district identified in the YPSE survey were reviewed to determine which topics each policy covered, and if the policy met Missouri Sex Education Policy (MSEP) and the NSES.

Key Findings:

- St. Louis teens expressed disappointment with the sex education they received, noted the power of the teacher to determine the quality and content of sex education, and reported learning very little about LGBTQ+ topics or topics related to consent and healthy relationships. They also reported wanting to learn more about those topics. Participants expressed a desire for more time spent on sex education in schools and greater depth of content.
- Students who attended schools with comprehensive sex education policies and curricular frameworks reported learning about more in their sex education classes.
- No schools met NSES, and only three of nine districts analyzed met MSEP. All districts covered abstinence, STDs/HIV, and conflict management. Only one school covered LGBTQ+ topics, another school covered gender identity, and another school covered healthy relationships.

Recommendations:

1) Implement teacher-training on consent, LGBTQ+ topics, and sexual health facilitation skills. 2) Advocate for comprehensive sex education policy and curricula 3) Target district-level policy advocacy to schools who meet few of the MSEP and NSES mandates. 4) Present findings and participant quotes to legislators, stakeholders, and school administrations, along with recommendations to improve statewide sex education.

Results

Participant Characteristics

YPSE Survey. A total of 81 participants from 28 different St. Louis-area public schools completed the survey. All teens who received the survey completed it, representing a 100% response rate. 26 surveys were excluded from analysis because those participants had never received sex education in a St. Louis-area public school. The remaining 55 surveys represented eight St. Louis-area public school districts and one charter school (see Table 1). All 81 surveys were used to analyze answers to the question, “How important do you think it is for teens to have sex ed?”—regardless of whether the participants ever received sex education in a St. Louis-area public school. Most participants were in high school (n=78) and the remaining three were in the eighth grade. The most commonly attended schools were Ladue Horton Watkins High School in the Ladue School District (n=18) and Webster Groves High School in the Webster Groves School District (n=16).

SDSEP Matrix. Based on 2016-2017 student enrollment numbers, the largest school districts analyzed were St. Louis Public School District (21,754 students), Rockwood R-VI School District (20,952 students), and Parkway C-2 School District (17,434 students). Kirkwood R-VII School District had an enrollment of 5,708 students. All other districts had enrollment of under 5,000 students (Ladue School District, Normandy Schools Collaborative, Clayton School District, and Webster Groves School District. The smallest district was Confluence Charter Schools, with 735 students enrolled (See Table 1).

TABLE 1 PARTICIPANT SCHOOL DISTRICTS

<i>Participant School Districts</i>	<i>Surveys per District</i>
Confluence Charter Schools	1
Clayton School District	3
Kirkwood School District	1
Ladue School District	17
Normandy Schools Collaborative	2
Parkway School District	4
Rockwood School District	5
St. Louis Public Schools	9
Webster Groves School District	13
Grand Total	55

Evaluation Questions

PRACTICES

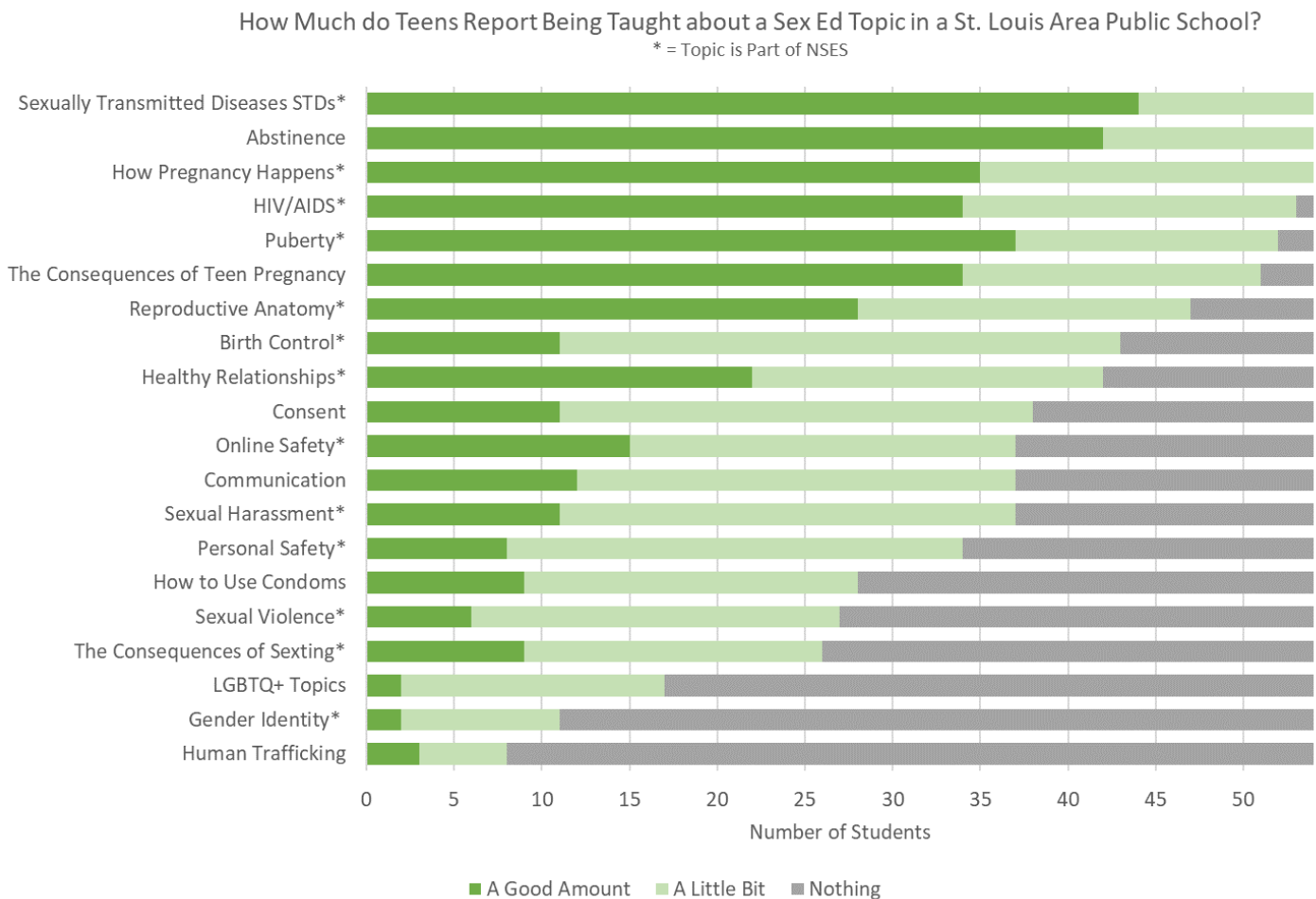
1. What sexual health education topics do teens in St. Louis-area public schools report being taught, and to what extent?

All 20 topics listed in the survey were reported as being taught at least “a little bit.” See Figure 1, Topic Frequency.

Topics Taught the Least: Topics reported as being taught the least were human trafficking, gender identity, and LGBTQ+ topics—with a vast majority of participants reporting being taught “nothing” about those topics. 50.9% of participants reported being taught “nothing” about the consequences of sexting, and almost half of participants reported being taught “nothing” about sexual violence (49%) and how to use condoms (47.7%).

Topics Taught the Most: All participants reported being taught about STDs, abstinence, and how pregnancy happens. More than half of participants reported being taught “a good amount” about STDs (80%), abstinence (76%), puberty (67%), how pregnancy happens (63%), the consequences of teen pregnancy (61%), and HIV/AIDS (61%). Other high-scoring topics included reproductive anatomy (40% of participants reported learning “a good amount”) and healthy relationships (50% of participants reported learning “a good amount”). 11 participants (20%) reported being taught “a good amount” about birth control and consent.

FIGURE 1 TOPIC FREQUENCY



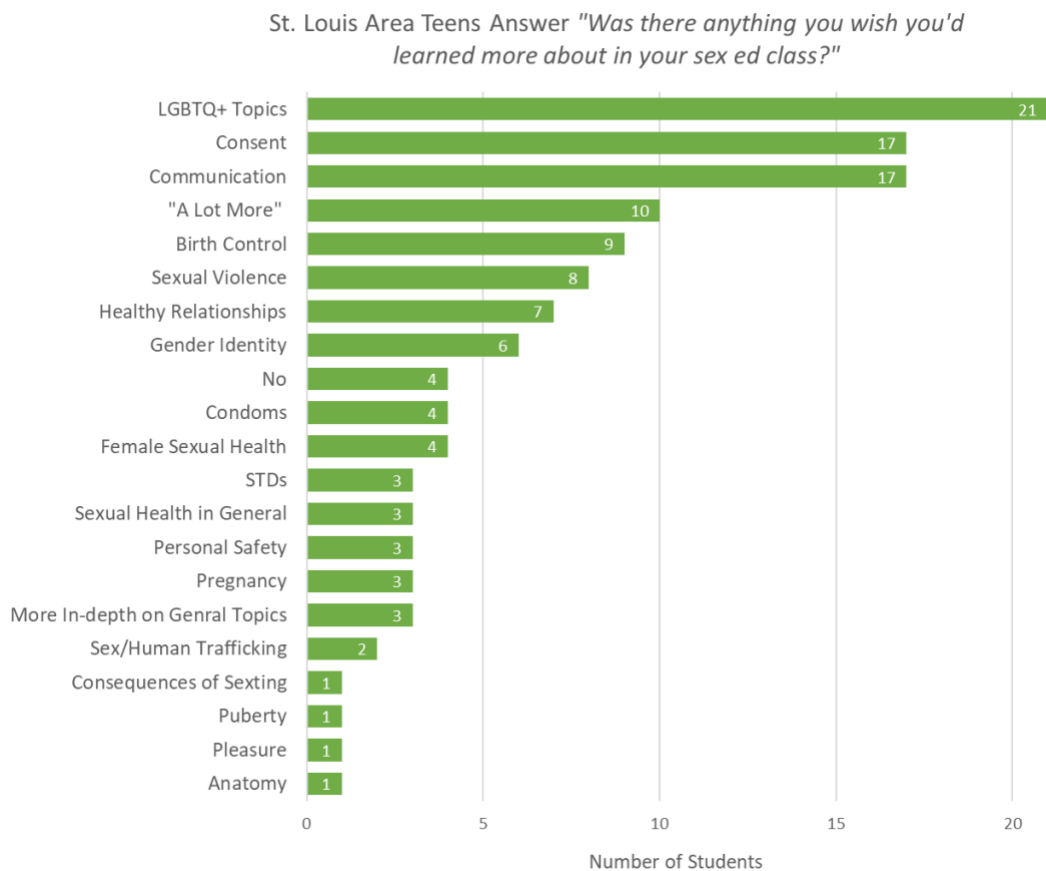
EXPERIENCES

2. What are teens' experiences of sex education in a St. Louis-area public school?

Satisfaction. YPSE Question: *“How satisfied were you with the sex education you received in a St. Louis-area public school?”* Of the 81 participants, 26% (n=15) reported being not at all satisfied with the sex education they received, 40% (n=23) reported being a little satisfied; 22% (n=13) reported being somewhat satisfied, 9% (n=5) reported being satisfied, and only 3% (n=2) reported being very satisfied.

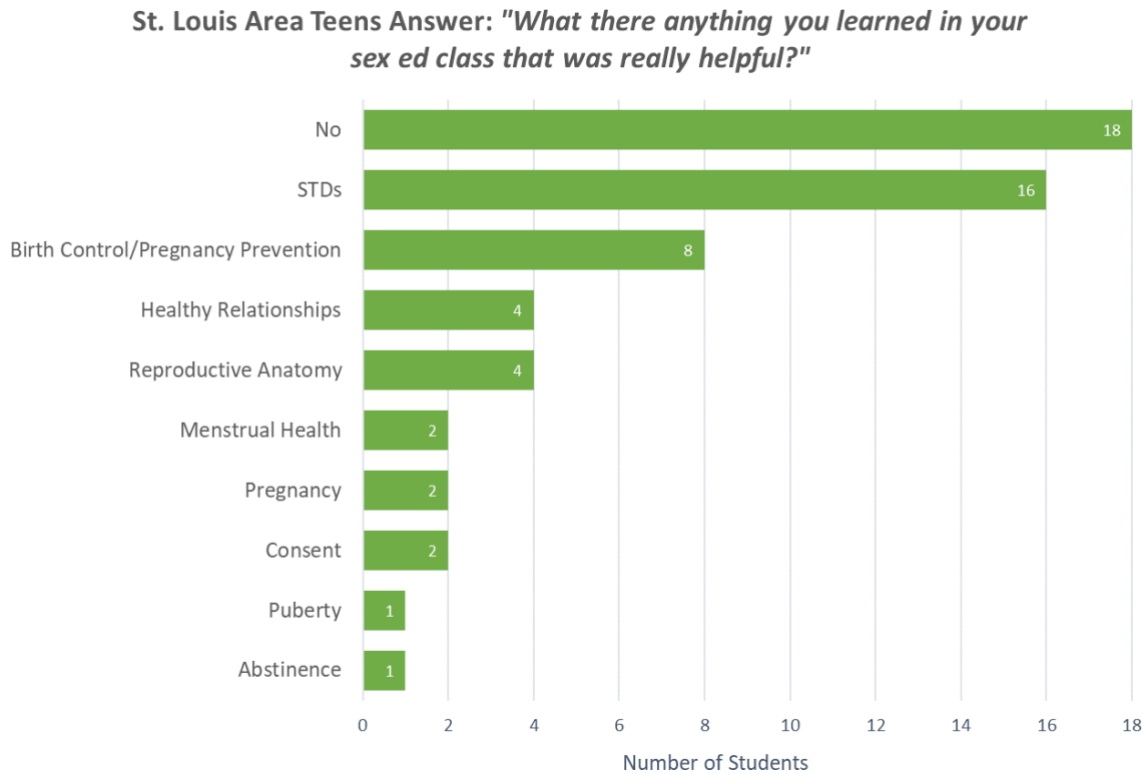
Learning. YPSE Question: *“Were there any topics you wished you’d learned more about?”* Participants most frequently mentioned wanting to learn more about LGBTQ+ topics (n=21). Other topics included consent (n=17), communication (n=17), and birth control (n=9). Ten participants (18%) simply reported that they wanted to learn “a lot more” (See Figure 2).

FIGURE 2 SEX ED TOPICS TEENS WANTED TO LEARN MORE ABOUT



Learning. YPSE Question: *“Was there anything you learned in your sex ed class in a St. Louis-area public school that was really helpful?”* 18 participants (32%) reported that nothing they learned in their sex education class was helpful. 16 (29%) participants reported learning helpful information about STDs. Other helpful topics included birth control/pregnancy prevention (14%), healthy relationships (7%), and reproductive anatomy (7%). Only 3% of participants reported learning helpful information about menstruation, pregnancy itself (not pregnancy prevention), and consent. One participant reported puberty, and one participant reported abstinence as being helpful topics (see Figure 3).

FIGURE 3 SEX EDUCATION TOPICS REPORTED AS BEING HELPFUL



Importance. YPSE Question: "How important do you think it is for teens to receive sex education?" Seven percent of participants said that sex education was "important." Ninety three percent (n=75) said that sex education was "very important." See Figure 4.

General. YPSE Question: "Is there anything else you would like to say about your experience with sex ed in a St. Louis-area public school?"

Among the 28 participants that answered this

"I wish it taught me more about abusive relationships and what to do when you're in them. We learned the basic and stereotypical warnings, but it goes so much deeper than that. I could've gotten out a lot sooner. More resources are needed."
- Rockwood District, YPSE Survey Participant

YPSE survey question, most respondents expressed disappointment (81%). Six themes emerged through analysis: frustration or emotion in answer (38% of answers); the power of the teacher (23% of answers); desire for more in-depth content (38% of answers); a general expression of wanting sex education to "be better" (38% of answers); frustration with abstinence-only sex

FIGURE 4 TEENS RATE IMPORTANCE OF SEX EDUCATION

St. Louis Area Teens Answer: "How important do you think it is for teens to have sex education?"

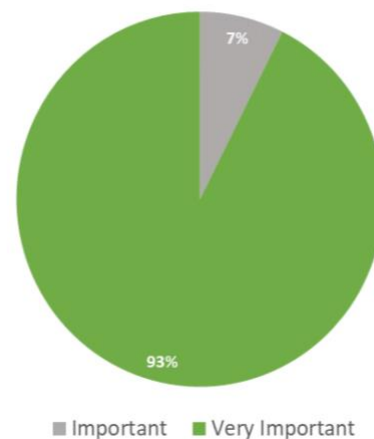


Table 2: What Else do Teens Have to Say About Sex Ed in St. Louis?

FRUSTRATION OR EMOTION IN ANSWER 38%

Teens expressed frustration at sex ed State and school policies, teachers' implementation, or other areas listed below.

DESIRE FOR MORE 38%

Even if they had sex ed that they considered comprehensive, teens felt that they did not get as much, or specific enough, content to be prepared for healthy, safer sex.

GENERAL DESIRE FOR SEX EDUCATION TO "BE BETTER" 38%

Many teens stated simple that they wanted sex ed to "be better."

POWER OF TEACHER. 23%

Answers conveyed the power of the teacher to determine quality and content of a sex education class and highlighted the need for trainings to ensure teacher-preparedness to facilitate sexuality education instruction.

FRUSTRATION WITH ABSTINENCE-ONLY EDUCATION 19%

Teens were specifically frustrated with abstinence-only sex education.

DESIRE FOR LGBTQ+ INCLUSION 15%

Teens wanted sex ed to include the experiences of diverse genders and sexual orientations and expressed harm at the lack of LGBTQ+ inclusion.

education (19% of answers); and a need for LGBTQ+ inclusion (15% of answers). See Table 2 for a detailed description of each theme. See Appendix B, Table B1 for participant quotes taken from the YPSE survey.

POLICIES

3. What sexual health topics are mandated in districts' sex education policies?

All school districts listed STDs and HIV; Conflict Management, Personal Responsibility, and Self-esteem; and Abstinence in their sex education policy or curriculum. Eight of the nine districts listed Online Safety; Emotional and Psychological Consequences of Adolescent Sexuality, Contraception, and Consequences of Teen Pregnancy in their policies. Seven district policies listed Personal Safety and Legal Responsibility to Children Born out of Wedlock. Only four policies included Sexual Harassment, which is an MSEP standard. Three policies included Consequence of Sexting and Consent. Two district policies listed Puberty and Adolescent Development, Healthy Relationships, and Anatomy and Physiology. Only one district policy included Pregnancy and Reproduction, LGBTQ+ Topics and Gender Identity. No school policy or curriculum included Human Trafficking. (See Table 2, for a visual depiction of topics listed in each districts' policy.)

No school district policies surveyed met the National Sexuality Education Standards

4. What districts need to update their sex education policies based on new, statewide policy and the National Sexuality Education Standards?

Only three school districts (Confluence Charter Schools, Parkway, and Rockwood) met MSEP standards. All schools with a Missouri School Board (MSB) policy (Clayton, Kirkwood, Ladue and Normandy Schools Collaborative) need to be updated to include section 9 of the MO 170.015, requiring schools who provide sex education to include the topics sexual harassment, sexual violence, and consent. St. Louis City School District policy needs

to be updated to include MSEP topics of sexual harassment, sexual violence, and consent, and all topics related to online and digital safety. Webster Groves School District's sexual health education policy could not be located. The curricular materials analyzed in lieu of a policy had no topics related to consent and sexual violence, online and digital safety, or teen pregnancy. (See Appendix B, Table B3). No school districts surveyed met NSES standards

TABLE 2 ST. LOUIS-AREA PUBLIC SCHOOL DISTRICTS' SEX EDUCATION POLICY CATEGORIES

THIS CHART CATEGORIZES THE SEX EDUCATION POLICIES OF THE ST. LOUIS-AREA PUBLIC SCHOOL DISTRICTS IDENTIFIED IN THE YPSE SURVEY. TWO SCHOOL DISTRICTS (PARKWAY AND WEBSTER GROVES) DID NOT HAVE DESCRIPTIVE SEX EDUCATION POLICIES AVAILABLE, SO THEIR HEALTH CURRICULA WERE ANALYZED INSTEAD.

School District	"Medically & Factually Accurate" Contraception Instruction	Absitnence-Only Optional	Meets State Standards	Abstinence-Only	Meets NSES
Clayton School District					
Confluence Charter Schools					
Kirkwood R-VII School District					
Ladue School District					
Normandy Schools Collaborative					
Parkway C-2 School District					
Rockwood R-VI School District					
St. Louis City School District (SLPS)					
Webster Groves School District (Health Curriculum)					
Total Districts	4	4	3	0	0

Implications—*So What?*

Key Implications

PRACTICES

Teachers. Teens’ emphasis on the importance of the teacher in determining the quality and content of sexual health education raises an important point. One participant from Parkway School District stated that their teacher chose not to implement the district’s comprehensive sex education curriculum. TPPP supported that district through a lengthy process to update its sexual health education policy and materials. It is important to note that teachers themselves also need support to implement quality sexual health education—even in districts that have up-to-date sex education policies. Other responses noted teachers’ discomfort with talking about sexual subject matter, which students reported impacted their ability to learn. Still, other participants from less-than-comprehensive districts pointed to teachers who were especially effective in sexuality education instruction as improving students’ learning.

Content. Topics teens reported wanting to learn about more (LGBTQ+ topics, and topics related to healthy relationships like consent and communication) corresponded to topics teens reported learning about the least and were also some of the lowest scoring topics on the SDSEP Matrix. As of now, LGBTQ+ topics and gender identity are not mandated in Missouri sex education policy, but consent and healthy relationships are.

EXPERIENCES

Not Great. Teens’ level of emotion in answering open-ended questions about their experience of sex education conveyed impressive disappointment and frustration. Teens state clearly that they do not feel they are getting what they need to practice healthy sexuality. Results suggest that teens want and expect more content and more depth of content from their in-school sex education.

POLICIES

Districts. Results show that all districts, other than Parkway, need significant work to become up to date with Missouri state sex education policy—much less the National Sexuality Education Standards. SLPS and Webster Groves need the most support, with policies that only include seven topics of the SDSEP matrix. Other districts in highest need of policy revision are Clayton, Kirkwood, Ladue, and Normandy School Collaboratives. Results also reveal the importance of comprehensive sex education policy—even if it is not implemented perfectly. The districts with the most comprehensive policies also had high-frequency reports by YPSE participants of topics taught.

Community Recommendations—*Now What?*

PRACTICES

- **Teachers need education.**

Teachers need more training in general sex education facilitation skills, as evidenced by students' reports of teachers feeling uncomfortable discussing sexual health subject matter. Parents, teachers, administrators, and stakeholders should advocate for teachers who will be implementing in-school sex education to receive adequate professional development to ensure they are prepared and feel confident addressing sexuality in the classroom. Wide-scale professional development in sexuality education may be challenging since schools have limited budgets for trainings and limited time, and teachers face competing topics of importance. However, Missouri sex education policy has changed twice since 2016 and, as seen through this policy analysis, many districts have not updated their policies to match. Highlighting this discrepancy as well as student reports from the YPSE survey can support advocacy efforts.

- **Focus on LGBTQ+, gender identity, consent education.**

In addition to general sex education facilitation skills, teachers specifically need support on LGBTQ+ topics, healthy relationships, consent, and gender identity. The results of the YPSE survey are supported by research showing that “Healthy Relationships” is considered a controversial sexual health topic and that teachers' lack of confidence in teaching consent is a barrier to implementation^{5,6}. Further, the GLSEN 2019 Missouri State Snapshot revealed that many students (23%) heard school staff make homophobic remarks or negative comments about someone's gender expression (44%)⁷.

POLICIES

- **Present YPSE results and participant quotes with policy recommendations to legislators.**

Teens' expressive articulation of their experiences in sex education are meaningful, persuasive data that can be used to leverage policy change towards comprehensive, medically accurate, inclusive sex education in our state.

Limitations

School districts most heavily represented in the evaluation are in higher-income areas. SLPS, the largest district in the region, was represented minimally. Results offer a limited picture of what sex education is like for a vast majority of St. Louis-area teens.

Members of the TASH program who completed and shared the survey may present a bias towards comprehensive sex education, since they have self-elected to participate in sexual health education advocacy. While there were teens present at the meeting who were not members of TASH, those teens also self-selected to attend the meeting. Further, the sample of this survey is not fully representative or generalizable to all St. Louis-area public school attendees.

References

1. Our Mission. (n.d.). Retrieved February 20, 2019, Retrieved from <https://www.teenpregnancy-mo.org/about-us/mission.html>
2. Community Tool Box, & Center for Community Health and Development at the University of Kansas. (2018). Participatory Approaches to Planning Community Interventions. Retrieved from <https://ctb.ku.edu/en/table-of-contents/analyze/where-to-start/participatory-approaches/main>
3. Mo. Rev. Stat. §170.015 (2015). Retrieved from <http://revisor.mo.gov/main/OneChapter.aspx?chapter=170>
4. Future of Sex Education Initiative. (2012). National Sexuality Education Standards: Core Content and Skills, K-12 [a special publication of the Journal of School Health]. Retrieved from <http://www.futureofsexeducation.org/documents/josh-fose-standards-web.pdf>
5. Donovan, P. (2009, December 06). School-Based Sexuality Education: The Issues and Challenges. Retrieved from <https://www.guttmacher.org/journals/psrh/1998/07/school-based-sexuality-education-issues-and-challenges>
6. Eisenberg, M. E., Madsen, N., Oliphant, J. A., & Sieving, R. E. (2013). Barriers to Providing the Sexuality Education That Teachers Believe Students Need. *Journal of School Health*, 83(5), 335-342. doi:10.1111/josh.1203
7. GLSEN. (2019). *School Climate in Missouri (State Snapshot)*. New York: GLSEN.

Appendix A, Instruments

YPSE Survey

What do St. Louis Teens Have to Say About Sex Ed?

This 5-minute survey asks you questions about your experience with sex education. Your answers will help us learn what sex ed is actually like for teens. All responses are confidential. That means that no one will be able to tell what you answered or if you even did the survey. You can stop taking the survey at any time. Your answers will only be saved if you finish.

Thank you so much for sharing your experiences and opinions with us!

Please remember to only take this survey once :)

* Required

1. **Would you like to take the survey? (you can change your mind at any time by closing the survey) ***

Mark only one oval.

- Yes, I want to continue with the survey
 No, I want to exit the survey now *Stop filling out this form.*

2. **What grade are you in? ***

3. **What school do you go to? ***

4. **Have you had a sex education class at the school you currently go to? ***

Mark only one oval.

- Yes *Skip to question 5.*
 No *Skip to question 25.*

When you had sex ed, how much were you taught about each of the following topics?

5. **How much were you taught about CONSENT? ***

Mark only one oval.

1 2 3 4 5
Nothing A lot

6. **How much were you taught about HEALTHY RELATIONSHIPS? ***

Mark only one oval.

1 2 3 4 5
Nothing A lot

7. How much were you taught about COMMUNICATION? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

8. How much were you taught about ABSTINENCE? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

When you had sex ed, how much were you taught about each of the following topics?

9. How much were you taught about BIRTH CONTROL? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

10. How much were you taught about HOW TO USE CONDOMS? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

11. How much were you taught about HOW PREGNANCY HAPPENS? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

12. How much were you taught about THE CONSEQUENCES OF TEEN PREGNANCY? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

13. How much were you taught about SEXUALLY TRANSMITTED DISEASES (STDs)? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

14. How much were you taught about HIV/AIDS? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

When you had sex ed, how much were you taught about each of the following topics?

15. How much were you taught about LGBTQ+ TOPICS? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

16. How much were you taught about GENDER IDENTITY? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

17. How much were you taught about REPRODUCTIVE ANATOMY? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

18. How much were you taught about PUBERTY? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

When you had sex ed, how much were you taught about each of the following topics?

19. How much were you taught about ONLINE SAFETY? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

20. How much were you taught about PERSONAL SAFETY? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

21. How much were you taught about SEXUAL HARASSMENT? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

22. How much were you taught about SEXUAL VIOLENCE? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

23. How much were you taught about THE CONSEQUENCES OF SEXTING? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

24. How much were you taught about HUMAN TRAFFICKING? *

Mark only one oval.

1 2 3 4 5

Nothing A lot

Skip to question 28.

25. Have you had a sex education class in another school in St. Louis? *

Mark only one oval.

- Yes Skip to question 26.
- No Skip to question 33.

26. What was the name of the school or schools where you had sex ed? *

27. What grade or grades were you in when you had sex ed? *

Skip to question 5.

28. How satisfied were you with the sex education that you had? *

Mark only one oval.

1 2 3 4 5

Not at all satisfied Very satisfied

29. Was there anything you learned in sex ed that was really helpful? *

30. Was there any topic you wish you had learned more about? *

31. How important do you think it is for teens to have sex education? *

Mark only one oval.

1 2 3 4 5

Not important at all Very important

32. Is there anything else you would like to say about your experience of sex ed in a St. Louis school?

Stop filling out this form.

33. Have you had a sex education class in any school? *

Mark only one oval.

- Yes
 No
 I'm not sure

34. How important do you think it is for teens to have sex education in school? *

Mark only one oval.

1 2 3 4 5

Not important at all Very important

TABLE A1, YPSE TOPICS

Below is each topic included in the Youth Perspective on Sex Education (YPSE) survey, and if that topic was identified in the NSES, Missouri sex education statute (MSEP), or another source. Students were asked the degree to which they received instruction on each of these topics in a sex education class in a St. Louis-area public school.

<u>Topic (in order as they appear in survey)</u>	<u>NSES</u>	<u>MO State Statute</u>	<u>Other</u>
1. Consent		X	
2. Healthy Relationships	X		
3. Communication			X
4. Abstinence		X	
5. Birth Control	X	X	
6. How to use condoms			X
7. How Pregnancy Happens	X	X	
8. The Consequences of Teen Pregnancy		X	
9. Sexually Transmitted Diseases (STDs)	X	X	
10. HIV/AIDS	X	X	
11. LGBTQ+ Topics	X		X
12. Gender Identity	X		X
13. Reproductive Anatomy	X	X	
14. Puberty	X	X	
15. Online Safety	X	X	
16. Personal Safety	X	X	
17. Sexual Harassment	X	X	
18. Sexual Violence	X	X	
19. Consequences of Sexting	X	X	
20. Human Trafficking			X

TABLE A2, RATIONALE FOR ADDITIONAL TOPICS

Below is the rationale for inclusion of each YPSE topic that was not identified from the NSES or MSEP (See Table B1 for each topic in the survey).

<u>Topic</u>	<u>Rationale for Inclusion</u>
Communication	Although communication is not listed as a Key Topic in the NSES, Interpersonal Communication is Standard 4 of the NSES’s National Health Education Standards: “Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce risk” (Future of Sex Education Initiative, 2012, p. 11-17). Instruction on interpersonal communication is a vital component of healthy relationship and sexual consent education--both of which are also listed in the Missouri Sex Education Statute. Capturing data on the presence of education in interpersonal communication in sex education classrooms will provide useful insight into how well these two state mandates are being met.
How to Use Condoms	The Missouri State Statute mandates that schools shall teach “the latest medically factual information regarding both the possible side effects and health benefits of all forms of contraception, including the success and failure rates for the prevention of pregnancy and sexually transmitted diseases; or shall present students with information on contraceptives and pregnancy in a manner consistent with the provisions of the federal abstinence education law, 42 U.S.C. Section 710” (Mo. Rev. Stat. §170.015, 2015). Federal abstinence education law mandates that abstinence be presented as the expected standards for unmarried pupils and does not require discussion of methods for reducing the risk of pregnancy or sexually transmitted infections. Asking participants if they have received instruction on each contraceptive method, its efficacy rate, side effects, and benefits, would expand the survey to a prohibitive length. Inclusion of “how to use condoms” in the survey provides broader insight into the depth of information schools cover about contraception than would the topic “birth control” alone, without asking participants about all methods. If participants report being instructed on correct use of condoms, then a school would be classified as “abstinence-plus” and not “abstinence-only,” whereas a student could report being taught “birth control” and still be in a school with an abstinence-only policy.
LGBTQ+ Topics	The grades 6-8 learning indicators associated with the NSES topic “Identity” are: the ability to differentiate between sexual orientation, gender identity, and gender expression; identification of external influences on personal attitudes towards LGBTQ+ identities; and the ability to communicate respectfully regarding LGBTQ+ identities (Future of Sex Education Initiative, 2012, p.10). The word “identity” alone does not communicate the scope of this standard, and so it was modified for clarity.
Gender Identity	“Gender Identity” is included in addition to “LGBTQ+ Topics” due to the results of GLSEN’s (2019) National School Climate Survey Missouri State Snapshot, which found that transgender students are among the most vulnerable students, and likely to report feeling “unsafe” in Missouri schools (p. 2).
Human Trafficking	The 2016 landscape review of sex education in the St. Louis region, conducted by Coro Fellows Program in Public Affairs in partnership with TPPP and the National Council of Jewish Women (NCJW), included the topic “Human Trafficking” in their survey of sex education topics taught in regional school districts. For consistency, it is also included in this survey.

TABLE A3, SDSEP MATRIX TOPICS

School District Policies or Curricula were analyzed in the SDSEP Matrix according to each of the variables listed in this table. See accompanying description where applicable.

School District	
Students Enrolled	
Policy URL	
MSBA or "Other" Policy	Missouri School Board Policy
Notes	Details pertaining to location of policy or materials analyzed if policy could not be located.
Abstinence	Abstinence is required to be covered in the policy, not if the policy is abstinence-only
Anatomy & Physiology	
CM, PR, SE	Conflict Management, Personal Responsibility, Self Esteem. Identified in the MSEP.
Cont.	Contraception
Consent	
Consq. of Teen Pregnancy	Consequences of Teen Pregnancy
Consq. of Sexting	Consequences of Sexting
EP Consq. Adol. Sex	Emotional and Psychological Consequences of Adolescent Sexual Activity. Identified in the MSEP.
Gender Identity	
Healthy Relationships	
Human Trafficking	
Laws Respons. Children	Students must be made aware of the legal responsibility to children born outside of wedlock. Identified in MSEP.
LGBTQ+ Topics	
Online Safety	
Personal Safety	
PG & Repro.	Pregnancy and Reproduction
Pub. & Adolescent Dev.	Puberty and Adolescent Development
Sex. Harassment	Sexual Harassment
STI's & HIV	
Medically + Factually Accurate	Policy states that instruction on contraception must be medically and factually accurate
Abstinence-Only	Policy states that instruction on contraception must focus solely on abstinence as the preferred method for unwed teens in accordance with Federal abstinence-only laws.
Abstinence-Only Optional	Schools in the district may choose abstinence-only or medically and factually accurate contraception instruction.
Meets NSES	Policy meets the National Sexuality Education Standards
Meets MSEP	Policy meets the Missouri Sex Education Policy standards

Appendix B, Tables & Figures

FIGURE B1, QUALITATIVE ANALYSIS OF YPSE QUESTION: "IS THERE ANYTHING ELSE YOU WOULD LIKE TO SAY ABOUT YOUR EXPERIENCE WITH SEX ED IN A ST. LOUIS-AREA PUBLIC SCHOOL?"

FRUSTRATION OR EMOTION IN ANSWER 38%

Teens expressed frustration at sex ed State and school policies, teachers' implementation, or other areas listed below.

DESIRE FOR MORE 38%

Even if they had sex ed that they considered comprehensive, teens felt that they did not get as much, or specific enough, content to be prepared for healthy, safer sex.

GENERAL DESIRE FOR SEX EDUCATION TO "BE BETTER" 38%

Many teens stated simple that they wanted sex ed to "be better."

POWER OF TEACHER. 23%

Answers conveyed the power of the teacher to determine quality and content of a sex education class and highlighted the need for trainings to ensure teacher-preparedness to facilitate sexuality education instruction.

FRUSTRATION WITH ABSTINENCE-ONLY EDUCATION 19%

Teens were specifically frustrated with abstinence-only sex education.

DESIRE FOR LGBTQ+ INCLUSION 15%

Teens wanted sex ed to include the experiences of diverse genders and sexual orientations and expressed harm at the lack of LGBTQ+ inclusion.

"it was not enough. comprehensive sex education is necessary for a complete education. old fashioned adults should not be dictating what teens should learn in this age. they do not understand fully the environment we are growing up in and our sex ed is not sufficient. we need to learn about inclusive sex ed and the lgbt community, gender identity, consent, sexual harassment and violence."
- Webster Groves District

"We need to do better."
-Rockwood District

"The teacher was not comfortable saying penis or vulva. There was some effort put into the program but none of the teachers were equipped or educated enough to make it effective."
- Webster Groves District

"Most sex ed is based on shame."
-Webster Groves District

"It was trash and very targeted at CIS hets and abstinence."
- SLPS

"It was bad. My school even has comprehensive sex education, but they didn't do it. One of our teachers at our school said that a curriculum is a framework, and I will do what I want with it."
- Parkway District

"It was generally pretty in depth, but I think it was mostly because of my teacher rather than the class."
- Ladue School District

"They only do about a week of health class and expect us to be able to know how to have sex safely when there's nothing on how to use contraceptives or birth control. They also don't say anything about the LGBT community, which I think really hurts a lot of students because they're still at risk for STIs but the school doesn't help them learn how to be safe AND have sex."
- Webster Groves District

TABLE B2 SEX ED TOPICS COVERED IN ST. LOUISIS-AREA PUBLIC SCHOOL DISTRICTS' SEX EDUCATION POLICIES

THIS CHART SHOWS THE TOPICS LISTED IN THE SEX EDUCATION POLICIES OF THE ST. LOUISIS-AREA PUBLIC SCHOOL DISTRICTS IDENTIFIED IN THE YPSE SURVEY. TWO SCHOOL DISTRICTS (PARKWAY AND WEBSTER GROVES) DID NOT HAVE SEX EDUCATION POLICIES AVAILABLE, SO THEIR HEALTH CURRICULA WERE ANALYZED INSTEAD.

School Districts	Parkway C-2	Rockwood R-VI	Confluence Charter Schools	Clayton	Kirkwood R-VII	Ladue School	Normandy Schools Collaborative	St. Louis City (SLPS)	Webster Groves	Total Districts
STI's & HIV	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
Conflict Management, Personal Responsibility & Self-esteem	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
Abstinence	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	9
Online Safety	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	8
Emotional and Psychological Consequences of Adolescent Sexuality	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	8
Contraception	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	8
Consequences of Teen Pregnancy	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	8
Personal Safety	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No	7
Legal Responsibility to Children Born Out of Wedlock	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	7
Sexual Harassment	Yes	Yes	Yes	No	No	No	No	No	Yes	4
Consequences of Sexting	Yes	Yes	Yes	No	No	No	No	No	No	3
Consent	Yes	Yes	Yes	No	No	No	No	No	No	3
Puberty & Adolescent Development	Yes	No	No	No	No	No	No	No	Yes	2
Healthy Relationships	Yes	No	No	No	No	No	No	No	Yes	2
Anatomy & Physiology	Yes	No	No	No	No	No	No	No	Yes	2
Pregnancy & Reproduction	Yes	No	No	No	No	No	No	No	No	1
LGBTQ+ Topics	Yes	No	No	No	No	No	No	No	No	1
Gender Identity	Yes	No	No	No	No	No	No	No	No	1
Human Trafficking	No	No	No	No	No	No	No	No	No	0

