



**Support** >>>>

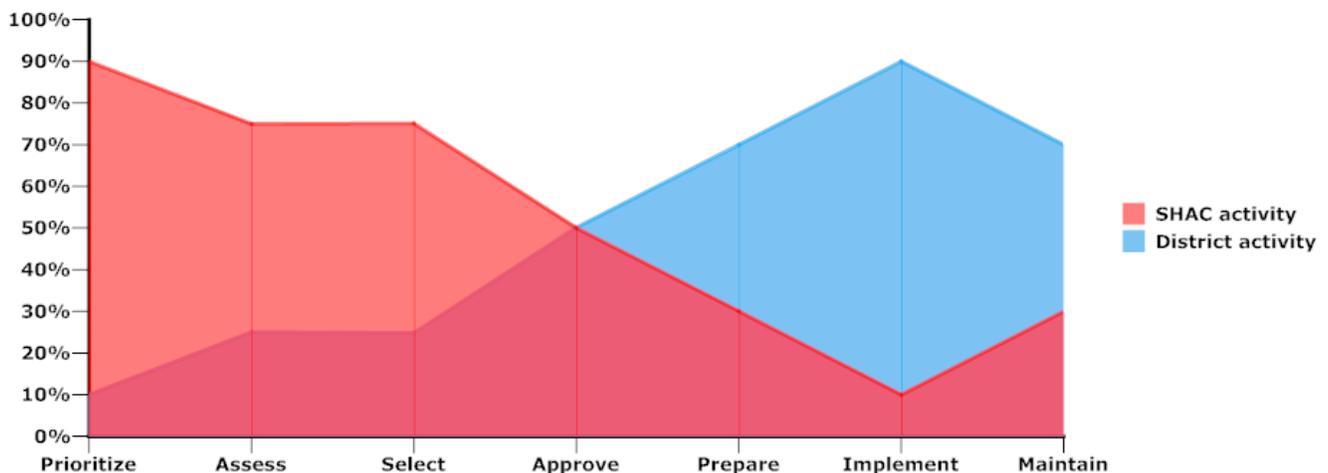
# Mobilizing Key Personnel

## Mobilizing Key Personnel for the Different Steps of the CHAMPSS Process

**CHAMPSS is a group process.** Adopting and implementing an evidence-based<sup>1</sup> sexual health curriculum requires collaboration with other people at every step. As you move through the CHAMPSS process, your collaborators will include members of the school health advisory council (SHAC), employees of the school district and other interested parents and community members. Your role as a champion for sexual health education is to mobilize the right people at the right time to carry out the different activities efficiently and effectively. There are two separate dimensions for mobilizing people in this complex policymaking process: 1) recruiting key personnel with the appropriate knowledge and skills for each CHAMPSS step, and 2) engaging the broader community in this process.

### 1. Recruiting key personnel with the appropriate knowledge and skills

The first part of recruiting key personnel is identifying who is responsible for the activities associated with each step in the CHAMPSS policymaking model. Figure 1 provides an overview of how relative contributions may be distributed between the local SHAC members and District personnel during the CHAMPSS process.



**Figure 1. Relative Proportions of Contributions during Steps of the CHAMPSS Process**

<sup>1</sup> Evidence-based programs have undergone peer review and rigorous evaluation through a randomized controlled trial or strong quasi-experimental design and have shown impact on behaviors.



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Members of the SHAC are responsible for reviewing district policies on sexual health education, assessing the scope of the problem and available resources, and selecting a program to recommend to the local Board of Education. District personnel provide support for these activities, furnishing local data and information about District procedures. To garner approval for a recommended program, SHAC and District personnel work closely together to navigate the politics and procedures of local policymaking.

After the local Board of Education has approved a program, the roles of SHAC and District personnel are reversed. District employees carry out the activities related to the preparation, implementation, and maintenance of the program, while SHAC members provide support by helping disseminate information about the program to parents and other people in the community. SHAC members will also review the program’s progress and assess community support to help sustain its implementation.

Table 1. Summary of CHAMPSS Activities and Key Personnel

CHAMPSS Step	Activities	Personnel
Prioritize	<ul style="list-style-type: none"> <li>Building support in the community and District for evidence-based or evidence-informed sexual health education</li> <li>Composing a resolution</li> </ul>	<ul style="list-style-type: none"> <li>SHAC members, especially parents, are instrumental in getting the topic of sexual health education on the SHAC agenda and proposing a resolution</li> <li>District administrators and teachers can provide additional guidance</li> </ul>
Assess	<ul style="list-style-type: none"> <li>Clarifying the need for teen pregnancy, STI prevention and healthy relationships education in your district</li> <li>Identifying District resources</li> <li>Creating a report</li> </ul>	<ul style="list-style-type: none"> <li>SHAC members can report general data on teen pregnancy and STIs using tools and templates from the <b>ASSESS Step</b>.</li> <li>District personnel can provide information on District resources and health situation</li> </ul>
Select	<ul style="list-style-type: none"> <li>Reviewing and deliberating the suitability of specific curricula for the District</li> <li>Preparing recommendation for Board approval</li> </ul>	<ul style="list-style-type: none"> <li>SHAC parent and community members are essential to reflect “community values” in the process</li> <li>SHACs can establish a sub-committee to review curricula</li> </ul>

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CHAMPSS Step	Activities	Personnel
Select (cont'd)		SHAC District members identify potential resources for implementing curricula and provide guidelines for preparing recommendation
Approve	Submitting curricula recommendation Presenting selected curricula to the local Board of Education	SHAC District members submit recommendation for inclusion on Board agenda  SHAC parent members should prepare and help conduct presentation
Prepare	Mobilizing District personnel for implementation Notifying parents and campus administrators Creating an implementation plan	SHAC District members help coordinate activities with District teachers and administrators  SHAC parent and community members can help generate support by explaining the curriculum and selection process  District teachers and administrators should help develop the implementation plan
Implement	Teaching the curriculum Monitoring implementation	District members should provide periodic updates on implementation at SHAC meetings  District teachers implement and monitor the curriculum

*Table 1 continued on next page*



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CHAMPSS Step	Activities	Personnel
Maintain	<p>Reporting results of implementation</p> <p>Reviewing successes and challenges</p>	<p>District personnel have specific mechanisms for reporting achievements within the District</p> <p>SHAC members can describe program progress in annual reports to the Board; can also report to the community (see below)</p> <p>SHAC members can work with specific District personnel to address any problems that arise</p>

## 2. Engaging the broader community in the CHAMPSS process

It can be helpful to engage others in the community in the CHAMPSS process. Other parents and community residents can help streamline and facilitate the approval and implementation of a new program by showing their support for the selected curriculum. There are several ways to engage other community members:

- Invite parents and others in the community to become members of the local SHAC;
- Invite youth to share their perspectives and needs with the SHAC and district personnel;
- Work with local health care providers to assess the situation concerning teen pregnancy and STDs in the community; ask if they want to become members of the SHAC and/or see if they have reproductive services they can offer to teens;
- Discuss issue of teen pregnancy in news media outlets such as editorials or letter-to-the-editor in the local newspaper, or on local talk radio shows;
- Use social media (e.g., Facebook, Twitter) and other District communication channels to announce when the SHAC will be holding open meetings where people can observe the CHAMPSS process.