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# Sex Education in Texas Public Schools:

## Progress in the Lone Star State

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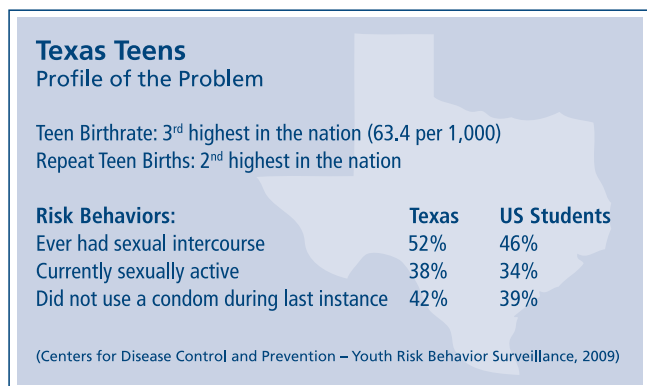


**NOVEMBER 2011**



Texas has long had a reputation as the poster child for the abstinence-only sex education movement. Much of this reputation has been well-earned. Not only has Texas received more federal abstinence-only dollars than any other state (by a significant margin<sup>1</sup>), in recent years abstinence-only programs have enjoyed a virtual monopoly over sex education instruction in Texas public school classrooms. An earlier study by the Texas Freedom Network Education Fund (TFNEF) documented that during the 2007-08 school year, fully 94 percent of Texas districts employed a strict abstinence-only message that omitted references to – or discouraged use of – condoms or other forms of contraception.<sup>2</sup>

Meanwhile, health officials have begun referring to the sky-high pregnancy and STD rates among teens in Texas as a legitimate public health crisis. The sobering chart titled “Texas Teens: Profile of the Problem” (below) shows why the public health community is sounding the alarm.



Despite knowledge of these troubling statistics, when it comes to sex education in our schools, state leaders have been flying blind. State law requires schools that include sex education in the curriculum to emphasize abstinence from sexual activity, but it leaves decisions about the content of classroom instruction largely up to each of the state’s more than 1,000 individual school districts. And no one – not even the Texas Education Agency – tracks or monitors what schools are teaching in this area. As a result, information about what is being taught in Texas classrooms has been entirely anecdotal and local.

In the spring of 2011, however, the Texas Education Agency made an attempt to collect some basic information about school health issues around the state, sending a “School Health Survey” to every public school district in the state. That survey contained a battery of questions relating to various school health-related policies and programs and included several questions about sex education, pregnancy and STD prevention. Response to the survey was surprisingly robust, with almost 700 unique submissions from public school

districts (not counting charter or other non-traditional campuses).

TFNEF worked with a graduate student in the health education program at Texas State University to compile and evaluate the survey data on sex education. This report is based on an analysis of that data. (See Appendix A at the end of this report for an explanation of the methodology employed in this analysis.) While the sample size – as well as the degree of detail included in the survey responses – is not as extensive as our previous study, it provides a revealing snapshot of the rapidly changing landscape of sex education in Texas.

In the three years since TFNEF’s previous study, there has been a quiet revolution underway in Texas school districts. While abstinence-only instruction remains the predominant approach to sex education in the state, this new data shows a noteworthy surge in the percentage of districts going beyond a strict abstinence-only message and including basic information about contraception. Just over 25 percent of districts in this sample reported using abstinence-plus sex education programs – up from just 3.6 percent of districts in 2007-08. Because there is a large body of evidence indicating that most abstinence-only programs are ineffective in changing teen sexual behavior, this is good news for thousands of Texas teens and their parents.<sup>3</sup>

This shift away from abstinence-only programs and toward sex education that includes medically accurate information about contraception actually reflects public opinion. A statewide poll of likely voters last summer commissioned by TFNEF revealed that 80 percent of Texas voters favor “teaching about contraception, such as condoms and other birth control, along with abstinence, in high school sex education classes.”<sup>4</sup> Shockingly, state policy-makers ignore this overwhelming public support. Texas’ policy emphasizing instruction on abstinence has been unchanged for more than 15 years, and Gov. Rick Perry continues to tout that policy (even declaring that his personal experience demonstrates that “abstinence works”).<sup>5</sup>

That makes the new survey data even more eye-opening, since changes in school districts do not represent a top-down policy change initiated by lawmakers. Rather, the growth in more responsible approaches to sex education is a result of changes enacted by individual communities and schools districts, as well as improvements made to existing abstinence programs. This report demonstrates the significant progress these courageous health educators, parents and school board members have made over the last three years as well as how much work remains to be done.



## Abstinence-Only Still Dominant in Texas

The abstinence-only philosophy remains the predominant approach to sex education in Texas school districts. But its near-monopoly is weakening. Our analysis of TEA's new school health data revealed the following snapshot of sex education in Texas districts during the 2010-11 school year:

- Abstinence-only: 74.6%**
- Abstinence programs: 27.2%
- Textbook only: 47.4%
- Abstinence-plus: 25.4%**
- Worth the Wait: 19.5%
- Big Decisions: 4.1%
- Other programs: 1.8%

Almost three-quarters of Texas districts in this sample utilize an abstinence-only approach to sex education, meaning these districts either (a) use vendor-supplied or locally developed programs that promote an exclusively abstinence-only message or (b) employ no sex education instruction beyond the state-approved health textbooks, which themselves contain no information about pregnancy or disease prevention beyond abstinence.<sup>6</sup>

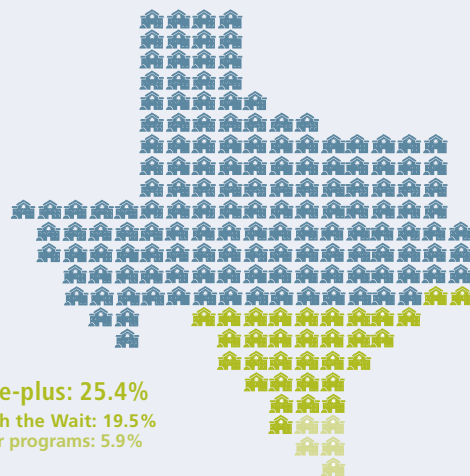
What exactly does this mean in a classroom setting? Generally, abstinence-only programs and materials either ignore contraceptive information altogether or discuss contraception only in terms of failure rates. Moreover, abstinence-only programs typically include no information on proper methods of contraceptive use and censor any information about how to access contraceptive services.

Other studies of abstinence-only materials have revealed a number of additional problems, including misleading or factually incorrect information about condoms and STDs, reliance on shaming and fear-based instruction, and promotion of stereotypes and bias based on gender and sexual orientation.<sup>8</sup> According to TEA's new school health data, these well-documented flaws remain present in the 27 percent of Texas school districts that rely on vendor-produced abstinence programs. An additional 47 percent of districts reported that they have no specific pregnancy or STD prevention program in place, leaving the state-approved textbooks as the only curricular resources available to students. While the current textbooks include basic anatomy and puberty lessons, they lack any information about contraception and family planning.

Ignorance, it seems, remains a central pedagogical strategy in many Texas classrooms.

## Sex Education in Texas School Districts

**Abstinence-only: 74.6%**



**Abstinence-plus: 25.4%**  
Worth the Wait: 19.5%  
Other programs: 5.9%

## Abstinence-Plus Sex Education Is Gaining Ground

Still, there is some good news. In the three years since TFNEF's previous study, school-based sex education in Texas has quietly undergone a significant shift. TEA's new school health data show rapid growth in the percentage of districts going beyond a strict abstinence-only message and including basic information about contraception:

**2007 – 08: 3.6%**  
**2010 – 11: 25.4%**

That change represents a 600 percent increase in districts teaching abstinence-plus sex education – in just three years. And there is reason to believe that these figures might actually understate the extent of this revolution.

According to the new TEA data, most of the highest enrollment districts in Texas opt for more comprehensive sex education. Seven of the largest ten districts in the state currently utilize an abstinence-plus curriculum: Houston, Dallas, Cypress-Fairbanks, Austin, Fort Worth, North East and El Paso ISDs. The combined enrollment of just these seven large districts is more than 765,000 students, which translates to roughly 16 percent of all students currently enrolled in the state's public school system.

Given state lawmakers' stubborn refusal to alter the state's abstinence-promotion policy – a policy that has remained unchanged for more than 15 years – what



## Growth of Abstinence-Plus Programs in Texas

### Abstinence-plus Districts



2007 – 08  
3.6%



2010 – 11  
25.4%

explains this rapid shift? While these statistics obviously reflect recent changes to federal sex education funding (see: “Changing Landscape of Sex Education in America”), at least two factors on the ground in Texas contribute to the sudden expansion of abstinence-plus education.

First, much of this shift is a result of changes to the widely used *Worth the Wait* (WTW) sex education program. That program – used in just over 19 percent of Texas districts in this sample – was formerly a proud promoter of the abstinence-only philosophy. Recent changes in the program, however, incorporate a more robust discussion of contraception. (See a detailed discussion of *Worth the Wait* in the section below.) In short, students in districts utilizing WTW now encounter basic, factual information about contraception and disease prevention. Given the prevalence of this program in Texas schools, changes to WTW’s program have moved a number of districts into the abstinence-plus column.

The second factor is a growing trend of local communities choosing to abandon failed abstinence-only programs and adopt an evidence-based approach to sex education in their schools. This decision typically involves a policy change approved by the school board, with input from the local School Health Advisory Council (SHAC). SHACs are commonly composed of volunteers on the front lines of health education – health teachers, school nurses, parents, local physicians – who see first-hand the devastating costs of teen pregnancy. TEA’s new data and growing anecdotal evidence in the news media suggest that local grassroots pressure is making a difference in

Texas, as a number of districts have opted to transition to more effective sex education.<sup>9</sup> (For an example of this change in one Texas district – San Marcos CISD – see Appendix B of this report.)

Local advocates for comprehensive sex education policies have also been aided by the appearance of two new abstinence-plus programs on the Texas scene. *Big Decisions*, created by San Antonio physician Janet Realini in 2007, is quickly becoming a serious player in school-based sex education in the state, showing up in just over 4 percent of schools in this sample. While not technically evidence-based, *Big Decisions* is classified as a “promising program” according to new federal guidelines because it was developed using the “Characteristics of Effective Sex Education,” including the Behavior-Determinant-Intervention (BDI) Model.<sup>10</sup> The BDI model is a tool for designing effective interventions and programs. It specifies what should be measured when evaluating the impact of interventions. Creating BDI Logic Models involves a process in which programs or program components are logically, comprehensively and strategically identified. None of the abstinence-only programs in Texas appear to be based on any documented theory or model that has been shown to reduce teen pregnancy.

Additionally, the University of Texas Prevention Research Center has developed an abstinence-plus program for middle school students and rigorously tested this program in two randomized, controlled trials. *It’s Your Game... Keep It Real* is a classroom- and computer-based HIV, STI, and pregnancy prevention program for students in middle school. The program was developed using Intervention Mapping, a detailed process which incorporates both theoretical and empirical evidence. Evaluations of the program published in peer-reviewed literature have concluded the program successfully delays sexual initiation among participating students. The program also increases condom use and decreases the number of partners among sexually active students.<sup>11</sup> This program is being implemented in a number of school districts in Harris County, as well as a handful of other districts around the state.

## **Worth the Wait: Abstinence-Only or Abstinence-Plus?**

As noted above, the way one views the current state of sex education in Texas largely turns on the classification of one program: *Scott & White Worth the Wait*, easily the most widely used sex education curriculum in Texas.



## Changing Landscape of Sex Education in America

In December 2009, President Obama signed the Consolidated Appropriations Act of 2010, which included \$114.5 million for the President's Teen Pregnancy Prevention Initiative (TPPI). This legislation created the first federal funding stream that could be utilized for more comprehensive approaches to sex education. The following year, as a part of health care reform legislation, Congress also approved the Personal Responsibility Education Program (PREP), which provides states with grants for comprehensive sex education programs.<sup>12</sup> These programs represent a sharp reversal from the Bush administration's preference for programs that promoted only abstinence.

Politics have prevented Texas from taking full advantage of these new funding sources. In 2010, the Texas Department of State Health Services drafted an application for \$4.4 million in PREP funding for the state, but the application was pulled at the last minute – a decision that apparently involved Gov. Perry. (According to a DSHS official, "...the governor's office was part of that discussion."<sup>13</sup>) The state again prepared an application for these funds in 2011, this time through the Office of Attorney General. And again, after a last minute meeting with the governor's office, the grant application was scuttled.<sup>14</sup>

Even so, these changes in federal funding have unquestionably helped level the playing field in Texas. Previously, large federal subsidies allowed abstinence-only providers a competitive advantage over more comprehensive programs, since abstinence-only groups could offer their products to school districts at a reduced price or even for free. Since current federal funding has significantly reduced the dollars available for abstinence-only programs, these providers are now forced to charge a more competitive price for their programs or raise money from private donations. Further, the new federal funding streams give evidence-based providers the resources they need to expand their programs, making them a larger player in the market.

The new federal funding rules also emphasize "evidence-based" approaches to pregnancy prevention, which requires federally funded programs to be supported by rigorous research or promising models. Most abstinence-only programs do not meet this new evidence-based standard.

According to the sample of schools in the TEA data set, around one out of every five Texas districts utilize materials produced by *Worth the Wait (WTW)*. So what sort of program is it? Previously, this has not been a particularly difficult question to answer – the program was proudly abstinence-only. *WTW* was originally funded with federal Title V abstinence-only funds, which meant, by definition, the program adhered to the strict eight-point definition of "abstinence-only" instruction mandated under these grants.<sup>15</sup>

In recent years, however, it appears that the program has evolved to include more robust information about contraception. A *WTW* PowerPoint module entitled "Contraception & Teens: Providing the FACTS!" (with a copyright date of 2011) includes more than 80 slides describing a dozen of the most commonly used methods of contraception. There is even a slide that includes basic instructions (from the Centers for Disease Control) on "Correct Use" of condoms, information that is missing from abstinence-only curricula.<sup>16</sup>

While this contraception module is apparently provided to all districts that utilize the program, an accompanying

letter from *WTW* addressed to presenters provides instructions on how to "hide" individual slides. The letter states:

*"A variety of slide combinations can be used to tailor a presentation to a specific audience."*<sup>17</sup>

Since this detailed information on contraception is not included in the group's most recent printed curricular materials, it is possible that this presentation on contraception is truncated or skipped altogether in some districts. Nevertheless, this information is clearly made available to schools that use the program.

While we were unable to locate any published reviews of *Worth the Wait's* most recent curricular materials, we asked two experts in the field to evaluate *WTW's* new contraception module. Dr. Susan Tortolero, director of the University of Texas Prevention Research Center at the University of Texas School of Public Health, concluded:

*"The current contraception module included in the WTW materials does include basic, accurate information about various methods of contraception,*



*so I would label the program as an abstinence-plus approach. The program would not qualify as an evidence-based curriculum, but it is encouraging that information about contraception is now a part of their materials.”*

Texas State University health education professor (and author of TFNEF’s 2009 study) David Wiley agreed with this conclusion but points out a number of inadequacies in the *Worth the Wait* curriculum:

*“While it’s true that WTW has added contraceptive information, the overall theme and tone of WTW is still very much abstinence-only. In addition, WTW continues to rely on misleading or biased information from non-scholarly sources. One example: WTW materials cite ‘studies’ that allegedly demonstrate the benefits of marriage, including statements like ‘[married people are] twice as*

*likely to be happy’ and ‘adolescents in married families [are] less likely to be depressed.’ These questionable claims do not come from peer-reviewed literature or academic sources. Rather they come from political activists that push a conservative agenda: the Heritage Foundation, a right-leaning policy think tank, and a book by Maggie Gallagher, former president of the virulently anti-gay National Organization for Marriage. Taken as a whole, I don’t believe WTW materials provide a balanced message – based in legitimate research – to help youth abstain from sex and to help sexually active youth use contraception consistently and correctly.”*

Clearly, *WTW* still has its critics. But the program’s decision to include basic, factual information on contraception represents a major shift toward a more responsible approach to sex education – one that has an enormous impact on the sex education landscape in Texas.

## Conclusion

TFNEF’s 2009 report concluded with some simple recommendations for policy-makers and school districts to help improve the dismal state of sex education in Texas public schools. (The recommendations are available at [www.justsaydontknow.org](http://www.justsaydontknow.org).) It is telling to note that, over the last three years, state and local policy-makers have chosen opposite responses. As this report reveals, a growing number of local school districts around the state have taken important steps to address this public health crisis among teens. State policy-makers, however, have remained stubbornly committed to the status quo, refusing even to consider any changes to the state’s failed abstinence-only policies on sex education.

State officials will have another opportunity to address this critical issue. Over the next 18 months, both the state Legislature and the State Board of Education have the chance to steer Texas away from failed abstinence-only programs and toward scientifically proven approaches that are effective in reducing teen pregnancy. These elected leaders would do well to pay attention to the changes to sex education taking place in local school districts – changes supported by a large majority of parents and voters, as well as the public health community. If school districts had the support of their elected leaders and the assistance of effective curricula, the next few years could bring even greater progress in the Lone Star State.



## Appendix A: Methodology

This report is based on an analysis of data from the “2010-11 School Health Survey” developed and administered by the Texas Education Agency. The data was collected, sorted and analyzed according to the following protocols.

### 2010-11 School Health Survey

In January 2011, the Texas Education Agency (TEA) sent a survey to public school districts containing 51 questions relating to various school health-related policies and programs. The accompanying correspondence from TEA included the following instructions:

*“The survey will gather information on the implementation of school health-related policies and programs... This information is to be submitted only ONCE per school district (not per campus) using the online Survey Monkey website. Please identify one most appropriate person in the district to enter survey responses. This individual will want to work with other district employees to ensure that accurate responses are provided. These responses will be reflective of district-level policies and practices, as well as campus averages...”<sup>18</sup>*

TEA collected a total of 783 survey responses before the survey was closed on March 4, 2011. This total included a number of duplicate and unattributed submissions, as well as responses from charter school districts and other non-traditional public school districts.

The survey included two questions relating to the district’s sex education programs. Question 32 asked the following (requiring a yes/no response):

*“32. Does your district use a teen pregnancy/STD prevention/abstinence program/curriculum?”*

Districts that replied in the affirmative were then asked an open-ended, follow-up question:

*“33. What teen pregnancy/STD prevention/abstinence program/curriculum do you use?”*

The level of detail contained in these open-ended responses varied widely. Many submissions indicated the name of a specific program, curriculum or speaker used in the district. Other responses were vague – such as “teacher directed” or “locally developed” – or simply cited adherence to the Texas Essential Knowledge and Skills (TEKS). Interestingly, a large number of districts listed the state’s Paternity and Parenting Awareness program (PAPA), which is not a sex education or teen pregnancy prevention program.

### Sample Construction

The Texas Freedom Network Education Fund (TFNEF) requested raw survey response data, and TEA provided it in spreadsheet form in April 2011.<sup>19</sup> TFNEF contracted with Rebecca Smith, a graduate student in the health education program at Texas State University, to manage the data and subsequent analysis. Ms. Smith culled the raw response data provided by TEA as follows:

- Excluded all responses from charter schools or other non-traditional campuses – thus limiting the sample to traditional public school districts only;
- Eliminated duplicate or unattributed submissions; and
- Contacted district respondents that submitted insufficiently specific information in response to Question 33. A number of districts replied (by email) with additional clarifying information, which was added to the survey data.<sup>20</sup> This follow-up correspondence occurred between May 1, 2011, and September 30, 2011.

These filters resulted in a sample of 677 districts that provided enough information about their sex education programs to be included in this analysis. **All statistics and accompanying analyses included in this report are based on this sample of 677 public school districts.** This sample represents over 65 percent of all traditional school districts in Texas (based on a total of 1,031 districts).





## Methods of Evaluation

To determine the content of various sex education curricula, programs or other instructional materials reported by school districts, we relied on several sources.

- The health education library at Texas State University in San Marcos contains copies of many popular sex education programs.
- The Sexuality Information and Education Council of the United States (SIECUS) has conducted extensive, well-documented reviews of many of the major abstinence-only curricula, and we used these reviews for additional information about identified curricula.
- Many sex education programs make materials available on their respective websites or upon request. This material was also evaluated in some cases.

Under the supervision of Texas State University Professor of Health Education Dr. David Wiley, Rebecca Smith performed qualitative coding on the survey sample, categorizing each district into one of three categories:

- Abstinence-Plus
- Abstinence-Only – Vendor-Produced or District-Developed Program
- Abstinence-Only – No Program/Textbook Only

To determine the sex education philosophy employed by each district, we applied the same criteria used in TFNEF's previous study. A district that indicated the use of curriculum materials or speakers that mentioned basic information about effective contraceptive use was determined to follow an "abstinence-plus" philosophy. Districts that reported using materials that do not include information about contraceptives – or referred to them only in terms of failure rates – were categorized as "abstinence-only" districts. Those districts that reported "No Program" (by answering "no" to Question 32) were presumed to use only a current state-approved health textbook. Since state-approved health textbooks follow a strict abstinence-only rubric, we categorized these districts as "abstinence-only."

While this study relies on voluntary, self-reported data – of varying specificity – the relatively large sample provides some confidence that these analyses yield an accurate snapshot, taken in total, of school-based sex education statewide. Further, certain discrete findings seem to be consistent with data from TFNEF's more extensive 2007-08 study of sex education in Texas schools. Specifically, that earlier study found that the state's most widely used program, *Worth the Wait*, was used by 17 percent of Texas districts. In this current sample, that program was reported in 19.5 percent of districts, which, presuming modest growth in the program's reach over the intervening three years, seems reasonable and consistent. Further research is needed to clarify and confirm these findings, and TFNEF would welcome such research. While the Texas Education Agency's annual school health survey is an important first step, we believe a more targeted, in-depth study of school-based approaches to pregnancy and STD-prevention in Texas is not only warranted, but vitally important to inform decisions about these issues at both the state and local level.



## Appendix B

### A Community Changes Course:

#### Story of the San Marcos Consolidated Independent School District

Communities around the state – even some in politically conservative areas – have reconsidered their abstinence-only policies in recent years. Consider the San Marcos Consolidated Independent School District in Hays County just south of Austin. In the 2010 elections, Hays voters strongly backed Republican incumbent Rick Perry – a proponent of abstinence-only policies. But that same year San Marcos CISD’s Board of Trustees decided to join the county’s largest school district (Hays CISD) in taking an abstinence-plus approach to sex education.

TFNEF’s earlier study found that the San Marcos district used (during the 2007-08 school year) the abstinence-only program *Worth the Wait*. Curriculum documents turned over by the district also included materials produced by the political advocacy group Family Research Council that discouraged the use of contraceptives. One section of the materials was misleadingly titled “The Ineffectiveness of Contraception.”

Three years later the local school board began to consider changes to the district’s sex education policy, including a shift to an abstinence-plus approach. The proposed policy change initially met some opposition on the school board, with one board trustee decrying the proposal as “anti-Christian.” However, the district’s official School Health Advisory Council (SHAC) backed the abstinence-plus approach, and the proposed policy found vocal support among concerned parents and other community members, many of whom lobbied school board members to make the change.

District officials told board members that 67 students had been pregnant the previous school year and that 145 students were parents during the same period. (The district’s lone high school had an enrollment of about 2,000 students.)<sup>21</sup> “I think that research nationwide supports the (conclusion that) there’s the need for abstinence plus,” San Marcos High School Principal Michelle Darling told a reporter.<sup>22</sup>

In July 2010 the school board voted to reverse course, mandating abstinence-plus sex education in the district. The new policy continues to emphasize teaching students in Grades 6-12 about the importance of abstaining from sex. But it also requires medically accurate instruction about condoms and other forms of responsible pregnancy and disease prevention.

Stories like this are increasingly common in communities throughout Texas.



## Endnotes

- <sup>1</sup> "FY 2010, FY 2011 Teen Pregnancy Prevention (TPP) Grant Awards – Abstinence Education Grants." U. S. Department of Health and Human Services. Retrieved October 18, 2011 from [www.acf.hhs.gov/programs/fysb/content/docs/11-tpp.htm#abstinence](http://www.acf.hhs.gov/programs/fysb/content/docs/11-tpp.htm#abstinence).
- <sup>2</sup> Wiley, David and Wilson, Kelly. *Just Say Don't Know: Sexuality Education in Texas Public Schools*. Texas Freedom Network Education Fund. 2009.
- <sup>3</sup> "What the Research Says About Abstinence-Only-Until-Marriage Programs." Sexuality Information and Education Council of the United States. Retrieved October 18, 2011 from [www.siecus.org/\\_data/global/images/What%20the%20Research%20Says-Ab-Only.doc](http://www.siecus.org/_data/global/images/What%20the%20Research%20Says-Ab-Only.doc). For an evaluation of abstinence-only programs used in Texas, see Goodsen, Patricia et al. "Abstinence Education Evaluation Phase 5: Technical Report." Department of Health & Kinesiology-Texas A&M University. 2004.
- <sup>4</sup> "Culture Wars in the Classroom: Texas Voters Call for a Cease-Fire." Greenberg Quinlan Rosner Research. July 2010.
- <sup>5</sup> "Video: Perry on Abstinence." *Texas Tribune*. Retrieved October 18, 2011 from [www.texastribune.org/texas-people/rick-perry/perry-abstinence/](http://www.texastribune.org/texas-people/rick-perry/perry-abstinence/).
- <sup>6</sup> Wiley, David and Barr, Elissa. "Health Education Textbook Adoption in Texas: A Lesson in Politics and Morality." *American Journal of Health Education*. Volume 38, No. 5. p. 295-300. September/October 2007.
- <sup>7</sup> *Just Say Don't Know*; see also "The Content of Federally Funded Abstinence-Only Education Programs." United States House of Representatives Committee on Government Reform – Minority Staff. December 2004. Retrieved October 18, 2011 from [http://www.apha.org/apha/PDFs/HIV/The\\_Waxman\\_Report.pdf](http://www.apha.org/apha/PDFs/HIV/The_Waxman_Report.pdf).
- <sup>8</sup> The top ten highest-enrollment districts in Texas (listed here in order of number of students enrolled in the 2009-10 school year) are: Houston, Dallas, Cypress-Fairbanks, Northside, Austin, Fort Worth, Fort Bend, North East, Arlington, El Paso. According to this analysis of TEA survey data, only three of these high-enrollment districts utilized a strict abstinence-only approach: Northside, Fort Bend and Arlington ISDs.
- <sup>9</sup> Smith, Morgan. "More Texas Schools Teach Safe Sex With Abstinence." *Texas Tribune*. September 16, 2011. Retrieved from [www.texastribune.org/texas-education/public-education/condoms-safe-sex-appear-more-texas-sex-education/](http://www.texastribune.org/texas-education/public-education/condoms-safe-sex-appear-more-texas-sex-education/). Also "Some Texas Districts Change Tune on Abstinence-only Sex Ed." *Austin American-Statesman*. September 27, 2009. Retrieved from [www.statesman.com/search/content/news/stories/local/2009/09/27/0927abstinence.html](http://www.statesman.com/search/content/news/stories/local/2009/09/27/0927abstinence.html).
- <sup>10</sup> Kirby, Douglas. "BDI Logic Models: A Useful Tool for Designing, Strengthening and Evaluating Programs to Reduce Adolescent Sexual Risk-Taking, Pregnancy, HIV and Other STDs." Retrieved October 19, 2011 from [www.teenpregnancy.ncdhhs.gov/docs/rfa/BDI-LogicModelsManual.pdf](http://www.teenpregnancy.ncdhhs.gov/docs/rfa/BDI-LogicModelsManual.pdf).
- <sup>11</sup> Tortolero, Susan, et al. "It's Your Game: Keep It Real: Delaying Sexual Behavior with an Effective Middle School Program." *Journal of Adolescent Health*. Volume 46, Issue 2. p. 169-179. February 2010. Retrieved October 19, 2011 from [www.jahonline.org/article/S1054-139X%2809%2900247-X/abstract](http://www.jahonline.org/article/S1054-139X%2809%2900247-X/abstract).
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- <sup>13</sup> Hamilton, Reeve. "Texas Forgoes Federal Funds for Comprehensive Sex Ed." *Texas Tribune*. October 4, 2010. Retrieved from [www.texastribune.org/texas-state-agencies/health-and-human-services-commission/texas-forgoes-federal-funds-for-sex-ed/](http://www.texastribune.org/texas-state-agencies/health-and-human-services-commission/texas-forgoes-federal-funds-for-sex-ed/).
- <sup>14</sup> Documents on file at the Texas Freedom Network Education Fund.
- <sup>15</sup> "An eligible abstinence education program is one that: A) has as its exclusive purpose, teaching the social, psychological, and health gains to be realized by abstaining from sexual activity; B) teaches abstinence from sexual activity outside marriage as the expected standard for all school-age children; C) teaches that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems; D) teaches that a mutually faithful monogamous relationship in the context of marriage is the expected standard of human sexual activity; E) teaches that sexual activity outside the context of marriage is likely to have harmful psychological and physical effects; F) teaches that bearing children out-of-wedlock is likely to have harmful consequences for the child, the child's parents, and society; G) teaches young people how to reject sexual advances and how alcohol and drug use increase vulnerability to sexual advances; and H) teaches the importance of attaining self-sufficiency before engaging in sexual activity." U.S. Social Security Act, §510(b)(2).
- <sup>16</sup> "Contraception & Teens: Providing the FACTS!" (PowerPoint). *Scott & White Worth the Wait*. 2011. Copy on file at Texas State University Health Education library.
- <sup>17</sup> "Presenter Guidelines." *Scott & White Worth the Wait*. Copy on file at Texas State University Health Education library.
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- <sup>19</sup> Survey response data available from the Texas Education Agency upon request. Copy also on file at the Texas Freedom Network Education Fund.
- <sup>20</sup> All district correspondence on file at the Texas Freedom Network Education Fund.
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