Abstract

There are three main approaches to sexuality education in the United States, including “abstinence-only programs,” also known as abstinence-only-until-marriage and abstinence centered, “abstinence-plus education,” and “comprehensive sexuality education” (Advocates for Youth, 2001). Research has shown that comprehensive sexuality education programs can help youth delay onset of sexual activity, reduce the frequency of sexual activity, reduce the number of sexual partners, and increase condom and contraceptive use. Conversely, abstinence-only programs have not been proven effective at lowering teen pregnancy or sexually transmitted infection (STI) rates, increasing young people’s knowledge, or helping them remain abstinent.

The goal of this project was to assess the readiness of the Juneau School District (JSD) to implement comprehensive sexuality education curricula at the high school level. Telephone interviews were conducted with seven key informants using a set of 36 semi-structured survey questions and were scored using an anchor weighted scoring system to elicit the stage of readiness of the JSD to implement comprehensive sexuality education curriculum at the high school level. The interviews yielded a combined “readiness score” of 4, on a scale of 1-9, with regards to comprehensive sexuality education, correlating with the preplanning stage. At this stage, the JSD is aware that sexuality education is important and that something can be done to make the efforts more comprehensive. The JSD is well positioned to take a closer look at sexuality education and begin to develop strategies that will make existing efforts more comprehensive.