

**College of Lake County Health & Wellness Council  
Request for Funding | Project Planning Proposal & Outline**

**Date of Submission to HW Council:** December 8, 2022

**Project Title:** CLC SexFest: A Sexual Health Awareness Carnival

**Project Lead Coordinator(s):**

Michelle Grace, Director of Student Health & Wellness Services  
Zach Clark, Director of Student Activities & Inclusion

**Additional Project Coordinator(s):**

Ad-Hoc Committee:

Shane McClure, Student Conduct Coordinator; Mariel Lopez-Cruz, LGBTQ+ Student Outreach and Programs Coordinator; Beth Wrobel, Therapist for CAPS; Kristin Jones, Title IX and Compliance Coordinator; Teal Mercaean, Gender & Sexuality Faculty; Mick Cullen, Human Services Faculty

**Identify need, rationale, data points:**

Nationally, the Centers for Disease Prevention and Control have identified a concerning 10-year increase in rates of sexually transferred infections amongst 15- to 29-year-olds, which describe most of college-attending students in the United States, including now the College of Lake County. In 2021, across this age group, chlamydia was contracted at a rate of 1,172 cases per 100,000 by men and 2,668 cases per 100,000 by women; gonorrhea was contracted at a rate of 643 cases per 100,000 by men and 642 cases per 100,000 by women; and syphilis was contracted at a rate of 43 cases per 100,000 by men and 16 cases per 100,000 by women. In 2018, the CDC estimated that half of the 26 million new STIs were contracted by Americans aged 15 to 24.<sup>1</sup> Most concerning, as of 2013, 50,000 people are infected with HIV each year, and 26% of new cases are aged 13 to 24 years old and, in total, 7% of Americans living with HIV are youths. There are also concerning multicultural and socioeconomic impacts present in the data analyzed by the CDC, as nearly 60% of new HIV cases in youth impact the Black / African American community, about 20% impact the Latinx community, and about 20% impact other populations. Plus, about 87% of young males acquired HIV from male-to-male sexual contact, and of these cases, 54% of new HIV diagnoses among young gay and bisexual males are in African Americans.<sup>2</sup> Although data suggests Lake County, IL, has STI infection rates lower than nationwide trends, 25 cases per 100,000 for chlamydia and 4 cases per 100,000 for gonorrhea in 2021 on average countywide; it should also be noted that Lake County has a widely disparate income base that has fostered some of the most affluent communities of the state nearby some of the most marginalized, which oftentimes are hardest hit by outbreaks of STIs.<sup>3</sup>

The CDC and the United States Department of Health and Human Services both agree: early intervention resources and educational materials help mitigate the acquisition and transmission of preventable STIs, such as those aforementioned above.<sup>4</sup> High school and college-aged Americans report having increased higher-risk sexual behaviors and decreased preventative measures to protect themselves and their partners.<sup>5</sup> The CLC SexFest: Sexual Health Awareness Carnival event will provide these vital early intervention resources and sexual health and preventative educational materials to students so that they may learn more about their bodies in a safe, open, honest, fun and entertaining, and (most important) student-centered environment so that they can make stronger, safer decisions regarding sex, partner selection, birth control, contraceptives, and family planning, preventative exams for all gender identities, STI testing, symptoms, and prevention, and holistic wellness approaches to intimacy.

Primary prevention planning is required of higher education institutions in Illinois, under the Preventing Sexual Violence in Education Act<sup>6</sup> and the Campus Sexual Violence Elimination Act.<sup>7</sup> Studies have shown that comprehensive sexuality education is the most effective tool for preventing sexual violence. Students who receive comprehensive sexuality education are far less likely to experience sexual violence in college.<sup>8</sup> Jennifer Hirsch describes sex-positive sexuality education as a fundamental sexual violence prevention tool for young adults.<sup>9</sup>

The Maryland Coalition Against Sexual Assault<sup>10</sup> describes the importance of comprehensive sexuality education:

*“According to an article written by Planned Parenthood,<sup>11</sup> sex-positive education focuses on how to have safe sex and healthy relationships. The curriculum is based on age-appropriate lessons. An example of sex-positive education for younger students is a lesson identifying activities that make students feel*

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*good like playing with their friends or helping their parents with chores. By doing this, children practice normalizing talking about what makes them feel good. While many parents may be afraid that introducing sex-positive education in schools will encourage sexual activity, the opposite is true. When schools acknowledge that sexuality is a part of being human, students have healthier relationships. Another necessary area of sex-positive education, where many schools fall short, is LGBTQ education. Schooling in general fails to teach about LGBTQ people and experiences, but it is most apparent in health education.<sup>12</sup> In 2015, a survey showed that only 12% of students received education on LGBTQ topics in their sex education classes.<sup>13</sup> Combining inadequate education on LGBTQ experiences with the lack of trusted adults for children and teens to talk to about LGBTQ sexual health, they turn to the internet or peers where they have a higher chance of getting inaccurate and inappropriate information. This could put these students at greater risk of experiencing sexual violence or more difficulty seeking support, which is particularly concerning since research shows that LGBTQ individuals are disproportionately likely to experience sexual violence.<sup>14</sup> Inclusive sex education helps students understand sexual orientation and gender identity at an age-appropriate level. Comprehensive sex education should have positive examples of LGBTQ individuals, relationships, and families embedded in curriculum and work to dismiss common myths and stereotypes of the LGBTQ community.”<sup>12</sup>*

Additionally, offering comprehensive sexuality education to youth throughout Lake County assists local K-12 schools in their compliance with Erin’s Law,<sup>15</sup> which requires all public K-12 schools to offer sexual violence prevention education.

The United Nations Population Fund (UNPF) describes Comprehensive Sexuality Education as:

*“Comprehensive sexuality education is a rights-based and gender-transformative approach, whether in school or outside of school. It is most effective when comprehensive sexuality education is taught over several years by integrating age-appropriate information that accounts for the developing capacities of young people. Comprehensive sexuality education includes scientifically accurate information about human development, anatomy and reproductive health, as well as information about contraception, childbirth and sexually transmitted infections (STIs), including HIV. But it also goes beyond information, helping young people to explore and nurture positive values regarding their sexual and reproductive health and rights. This education includes discussions about family life, relationships, culture and gender roles, and also addresses human rights, gender equality, bodily autonomy and threats such as discrimination, sexual abuse and violence. Comprehensive sexuality education should recognize the unique needs of learners, especially vulnerable youth groups – such as LGBTQ+ youth, youth living with disabilities, young people in humanitarian settings, young people who use drugs, young people living with HIV, and young transgender people – and should be tailored to reflect their realities. Taken together, these programs help young people develop self-esteem and life skills that encourage critical thinking, clear communication, responsible decision-making and respectful and empathetic behavior.”<sup>16</sup>*

## **Develop plan:**

*Identify target group(s):*

**All CLC students will be targeted as potential and desired attendees for this event, as well as CLC educators, both in (faculty) and out (cocurricular) of the classroom.**

*Project Goals and Mapped Outcomes:*

**The Ad-Hoc Planning Committee has identified four vitally important goals as well as several mapped outcomes for CLC SexFest, utilizing the SMART (specific, measurable, achievable, relevant, and time-bound) Goal framework:**

- 1. To positively impact awareness and knowledge as it pertains to sexual health topics, so as to meet the College’s strategic plan pillar of excellence in teaching and learning**
  - a. we will host two dozen interactive exhibits**
  - b. we will test for learning by administering a short, five-item pre- and post-test questionnaire with students**
- 2. To dramatically increase access to campus and community resources, so as to meet the College’s strategic plan pillar of expanded access and success**

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- a. we will collaborate with at least six community partners
  - b. we will check for retention by asking students to name two upon leaving the event
3. To meaningfully reduce bias and stigmas surrounding sexually transmitted infections, especially pertaining to student affinity groups and those communities already marginalized, thereby fostering openness and learning, so as to meet the College-wide goal of personalized and culturally-relevant programming
  - a. we will incorporate common misconception content
  - b. we will track prevalence of correct and incorrect responses throughout the experience
4. To intentionally create spaces and opportunities for students to engage with staff, faculty, peers, and community members, so as to meet the College-wide goal of expanded student engagement in academic and cocurricular environments
  - a. we will build the event from a student-lens, student-first, student-centered perspective by eliciting feedback from club and organization student leaders and students enrolled in Human Sexuality
  - b. we will administer satisfaction surveys upon exit and process feedback for continuous improvement moving forward

**Prevention Framework (check one):**

- ☒ Education/awareness (**primary**)
- ☐ Environmental strategy
- ☐ Enforcement strategy
- ☒ Early intervention strategy (**secondary**)

**Project description (strategies to be used):**

The Ad-Hoc Planning Committee has brainstormed a variety of initial desired programmatic, intervention strategies to be employed for CLC SexFest, including, but not limited to:

- **Marketing & Emcee**
  - Condom Costume
- **Resource Booths**
  - Ask the Sexpert
  - Bootcamp
  - How to Use A Condom Demonstrations
  - LGBTQ+ CORNER
  - Demystifying Shame-Shame-Shame!
- **Capstone Events**
  - Sex Jeopardy
  - Blind [Lunch] Date
- **Community Resources**
  - Lake County Health Department
  - Planned Parenthood, Waukegan
  - Zacarias Center
- A Safe Place for Help
- LGBTQ+ Center of Lake County
- *Dating expert? Therapist?*
- **Food Vendors**
  - Popcorn
  - Corndogs
  - Churros
  - Lemonade
- **Activities & Games**
  - Dunk Tank
  - Pie the Admin [Ask for Consent]
  - Name that Tune [Sex-themed]
- **Incentives**
  - Tickets for Prizes
  - Extra Credit from Professors
  - Suitable Badging / Credit towards Cocurricular Transcript

**Implementation plan:**

The Ad-Hoc Planning Committee plans to employ the SAI Event Planning & Promotions strategy, which is comprised of six steps, as well as the SAI Event Planning Timeline:

1. Brainstorming
  - a. Does everyone feel creative, safe, open, and brave in this brainstorming space? What can we do with this event? What are some possible options for the event?
  - b. What are the desired goals and outcomes? Who is the intended audience?

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- c. What specific problems might arise? Solutions?
- d. What are your ideas? Opinions?
- e. Can you differentiate this event from other past events?
- f. What about the details? Food? Setup? Location? Time? Date? Staff? Advertising? Timeline? Supplies? Cost?
2. Collaborating
  - a. What do my other committee members think?
  - b. What do my colleagues think? What does my supervisor think?
  - c. What do other peers or departments think? How about faculty or staff partners? Has anyone else provided valuable feedback?
  - d. Are other programming bodies doing similar things in their areas? Can we avoid duplicitous, wasteful programming?
  - e. Are we effectively distributing and sharing cost and human workload?
  - f. Are diverse thoughts, ideas, and identities represented in the programming?
3. Planning
  - a. What are the details of the event?
  - b. How can we turn our ideas into an action plan? How can we make this event happen?
  - c. What paperwork, requests, and forms do we need to complete?
  - d. How will the delegation of jobs take place?
  - e. What possible obstacles may form? Solutions? Contingencies?
  - f. Who else do we need to involve in the plans for this event?
4. Promoting
  - a. Are we using different types of promotions? Comprehensive and varied?
  - b. Attention-grabbing? Original? Guerilla and active? Consistent and passive?
  - c. Is it multimodal? Traditional and print? Electronic and non-print? Social media and video?
  - d. Is it better than what we've done in the past?
  - e. When did we schedule advertising? Where? Are you sticking with the plan?
  - f. Does the cost of the advertising justify its potential success?
5. Managing
  - a. Are we following our plan? Is the team?
  - b. Are we solving problems as they arise, or are we letting things slip through the cracks? Switching from strategic to tactical leadership? Responsive or paralyzed?
  - c. What is our job in this very moment?
  - d. What tasks did we assign the team? Have they accomplished those tasks?
  - e. What hasn't been addressed properly, or what's been forgotten? Am I giving people enough responsibility, or too much to do?
  - f. Are we communicating effectively with all appropriate stakeholders?
6. Evaluating
  - a. Did the venue sustain any damage? Were there any security issues? Complaints?
  - b. Did we record any thoughts about what went well? Poorly? Hits and misses? SWOT? Surveying?
  - c. Was this an effective event for our students? Should we do this again?
  - d. How do we measure effectiveness? Popularity? Learning outcomes? Satisfaction? Wants and needs? Tracking?
  - e. Was the room full, or did most people pass the event by? Attendance? Cost effectiveness?
  - f. What was the overall consensus of everyone involved? Did we remember to debrief afterwards as a team?

**SAI Event Planning Timeline**

Strategy	Timeframe	Assigned to
Meet and discuss collaboration options with Gender & Sexuality Faculty	By October 2022	Shane McClure
Draft and submit Health and Wellness Council Project Planning Proposal for Budget Support Consideration.	By December 2022	Zach Clark
Reserve Commons, Café Willow, Student Street, Pergola, and Patio via R25; establish initial set-up with Rose Pecararo	By December 2022	Michelle Grace

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Draft and submit Student Activities and Inclusion Budget Allocation Team Proposal for Fund 10 Support Consideration.	By January 2023	Michelle Grace
Host master project brainstorming session, in person, with full committee, using project management toolkit	By January 2023	Zach Clark
Reserve Carnival Booth Equipment and Décor from Record a Hit for 24-30 Booths (to be finalized)	By January 2023	Zach Clark
Initialize food reservation with Aladdin with estimated attendance to uncover estimated food expenses	By January 2023	Mariel Lopez-Cruz
Start contact community partners to host booths	By January 2023	Kristin Jones
Design phase of promotions – graphics and advertising plans: staff/promo t-shirts, posters, banners, banner stands, handbills, table tents, yard signs, social media, newsletter, eblasts, web/online presences, electronic signage, contests, promotions, local business collaborations, Athletic game sponsorships, Chronicle ads, Lancer Radio ads, etc.	By January 2023	Zach Clark
Finalize list of activities, booth assignments, vendors / community outreach partners, theming, décor, and purchasing needs	By February 2023	Committee at large
Book DJ or other live entertainment to perform during the event	By February 2023	Zach Clark
Begin to staff event with student, staff, and faculty partners	By February 2023	Shane McClure
Finalize content of activities and booths	By March 2023	Michelle Grace
Confirm all paperwork is submitted as required	By March 2023	Zach Clark
Confirm all supplies have been ordered	By March 2023	Zach Clark
Recruit street team / promo table volunteers	By March 2023	Committee at large
Finalize all event assessment materials and modes	By March 2023	Zach Clark
Confirm all supplies have been received	By April 2023	Zach Clark
Execute short term promotions – clipboards, acrylics, chalking, bulletin boards,	By April 2023	Mariel Lopez-Cruz
Facilitate full debrief and complete committee-wide SWOT	By May 2023	Committee at large

**Budget/Request for Funds (actuals to be submitted at completion of program)**

Category	Description	Quantity	Item Cost	Total Cost Requested
Equipment Rental	Carnival Booths, as advanced	24	\$100.00	\$2,400.00
Food	Carnival Food, as advanced	1,000	\$3.00	\$3,000.00
Staff Shirts	Event Staff Shirts, to help mitigate risk and showcase those who can help and support	24	\$10.00	\$240.00
Printing	Printing of all promotional materials: posters, flyers, banners, banner stands, handbills, table tents, & yard signs	750	\$1.00	\$750.00
Contests and Prizes	Promotional contests to generate interest in event	2	\$50.00	\$100.00
Decorations	Miscellaneous décor for the carnival theming	1	\$500.00	\$500.00
Supplies	Miscellaneous supplies for all activities across all booths	1	\$3,500.00	\$3,500.00
Contests and Prizes	Prizes for ticket trade-in station from games and activities	1	\$250.00	\$250.00
Entertainment	Contract cost for all-day DJ to provide music services as described	7	\$100.00	\$700.00
Contests and Prizes	Assessment methodology incentives in the form of \$10 gift cards to the Lancerzone	50	\$10.00	\$500.00
Total				\$11,940.00

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**Collaborative partners (help develop and pay for project):**

Student Health & Wellness Services; Student Activities & Inclusion; Health & Wellness Council; Budget Allocation Team; <more to be determined>

**Participating partners (help implement project):**

Division of Student Affairs, including Student Health & Wellness Services, Student Activities & Inclusion, Student Conduct, and Title IX and Compliance; Department of Gender & Sexuality; Department of Human Services; <more to be determined>

**Evaluation plan:**

Schuh and Associates (2016)<sup>6</sup>, Schuh & Upcraft (2001)<sup>7</sup>, and Upcraft & Schuh (1996)<sup>8</sup> described various types of student affairs assessment:

- **Utilization tracking:** keeping track of who uses our student services, programs, and facilities
- **Student needs:** assessing student needs based on identified learning and development gaps versus expected institutional outcomes
- **Student satisfaction:** assessing student satisfaction with our services, programs, and services, and that those experiences are both high-quality and consistent with the goals of the institution
- **Campus climate:** understanding student cultures, where they conduct their day-to-day lives, and what their collective perceptions of campus are – do they feel safe and like they belong?
- **Student outcomes:** comparing against non-users, do those who use our services, programs, and facilities, see a positive impact upon their academic success, learning, or development?
- **Benchmarking:** comparing with like institutions, this type of assessment can justify existence, improve quality, demonstrate affordability, develop strategic plans, formulate policy, and improve decision-making
- **Professional standards:** comparing our services, programs, and facilities to accepted national standards from leading professional organizations, educational thinktanks, and national or regional accreditors
- **Cost-effectiveness:** analyzing overall cost of services, programs, or facilities versus their overall impact, so as to help determine justifiable benefits students derive from what's offered, and is it worth it to continue or is it worth it to reevaluate and reallocate those funds to something more impactful
- **Continuous improvement:** incorporating student feedback and data to services, programs, and facilities operations to remain student-centered and high-quality

CLC SexFest plans on incorporating utilization tracking, noting that we want to have an accurate, firm number of students and staff in attendance, which will be collected through a check-in station and a passport program; student needs assessment, noting that we want to best understand where gaps exist in students' understanding of sexual health education while also tracking which booths are most highly trafficked; student satisfaction assessment, noting that we want to ensure that students believed the program to be high-quality and valuable to them; student outcomes assessment, noting that this program meaningfully contributes to two College-wide goals, including engagement and culturally-relevant programming, and that we are building in three outcomes based evaluation methods organically including the pre- and post-test check for growth, the vendor recall, and the incorrect bias tracking; cost-effectiveness, noting that the standard SAI Event Analysis protocol incorporates attendance versus overall cost to best understand impact and worth; and continuous improvement, noting that this feedback, holistically, will help determine changes moving forward.

**Evaluation Measures (list process and outcomes measures to be used):**

Utilization: Check-in station and passport program – goal of 500 students

Needs: Tracking incorrect answers given at bias / multicultural booths to identify gaps present

Satisfaction: Upon departure, students invited to complete short 3-item satisfaction survey

Outcomes 1: Via passport, students must visit one bias / multicultural content booth

Outcomes 2: Via survey, students will indicate level of participation / ownership at event

Outcomes 3: Issuing pre- and post-test check for growth during the event on specific mapped values

Outcomes 4: Checking for recall of at least 2 of 6 vendor names and roles

Outcomes 5: Tracking incorrect answers given at bias / multicultural booths to identify gaps present

Cost-effectiveness: Comparing headcount and overall cost, aiming for \$20 to \$24 per person

Continuous improvement: Utilizing SWOT analysis during debrief to codify feedback for future events



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**Plan for participant tracking:**

- ☒ By count: **check-in station and passport tracking**
- ☐ By estimate:
- ☒ Total

**Plans for disseminating evaluation results:**

The Ad-Hoc Committee is planning on distributing an infographic with key information, as well as a final data pack with all important deliverables, outcomes, goals, feedback, input, opinions, and recommendations for future similar events, as well as formalized SWOT and PET analyses from the Ad-Hoc Committee. Any further requests for data sharing will be considered on an individual basis.

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**At Completion of Program**

**Participants:**

- ☐ By count: **Click here to enter text.**
- ☐ By estimate: **Click here to enter text.**

**Evaluation Results:**

**Click here to enter text.**

**Problems encountered (if any):**

**Click here to enter text.**

**Highlights:**

**Click here to enter text.**

**Recommendations:**

- ☐ Discontinue project, explain: **Click here to enter text.**
- ☐ Continue project with the following improvements:  
**Click here to enter text.**



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**References**

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