



SIECUS

Sexuality Information and Education
Council of the United States



2015 SEX ED STATE LEGISLATIVE YEAR-END REPORT

TOP TOPICS AND TAKEAWAYS

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INTRODUCTION

Sexuality education in the United States varies widely not just from state to state, but from district to district and school to school. The information students receive—or don't receive—regarding their sexuality and sexual health in public schools across the country depends on policy decisions made at every level, from Congress and the Administration down to school districts and individual school staff.

The decisions made in state legislatures are particularly significant given the [many content requirements or prohibitions](#) at the state level that contribute to the patchwork nature of sexuality education. For example, while only 22 states and the District of Columbia require sex education, only 13 require the content to be medically accurate. When sexuality education is provided, only 18 states require that curricula include information on contraceptives and only nine require that the materials be inclusive of all sexual orientations. As the latest Centers for Disease Control and Prevention's [School Health Profiles](#) demonstrate, such variability in state policies on sexuality education create gaps in learning for students and challenges for sexuality education educators and advocates, but it also provides opportunities to improve and advance policies toward quality comprehensive sexuality education (CSE).

The *2015 Sex Ed State Legislative Year-End Report: Trends and Takeaways*, builds upon the overview of enacted legislation and common provisions within legislative topic areas previously reported in SIECUS' [2015 Sex Ed State Legislative Round-Up: An Overview of Activity across the Country](#). In addition to providing updates on state legislative activity, this report provides more in-depth analysis of themes, implementation implications, and limitations within the top legislative topic areas previously reported, as well as suggestions and considerations to inform future strategies. While this analysis focuses on policies at the state level, it should be noted that other factors such as insufficient teacher training and prohibitively priced curricula, among other issues, impact the implementation of such policy and therefore contribute to the patchwork nature of sexuality education across the United States.

OVERVIEW: 2015 STATE LEGISLATIVE ACTIVITY HIGHLIGHTS

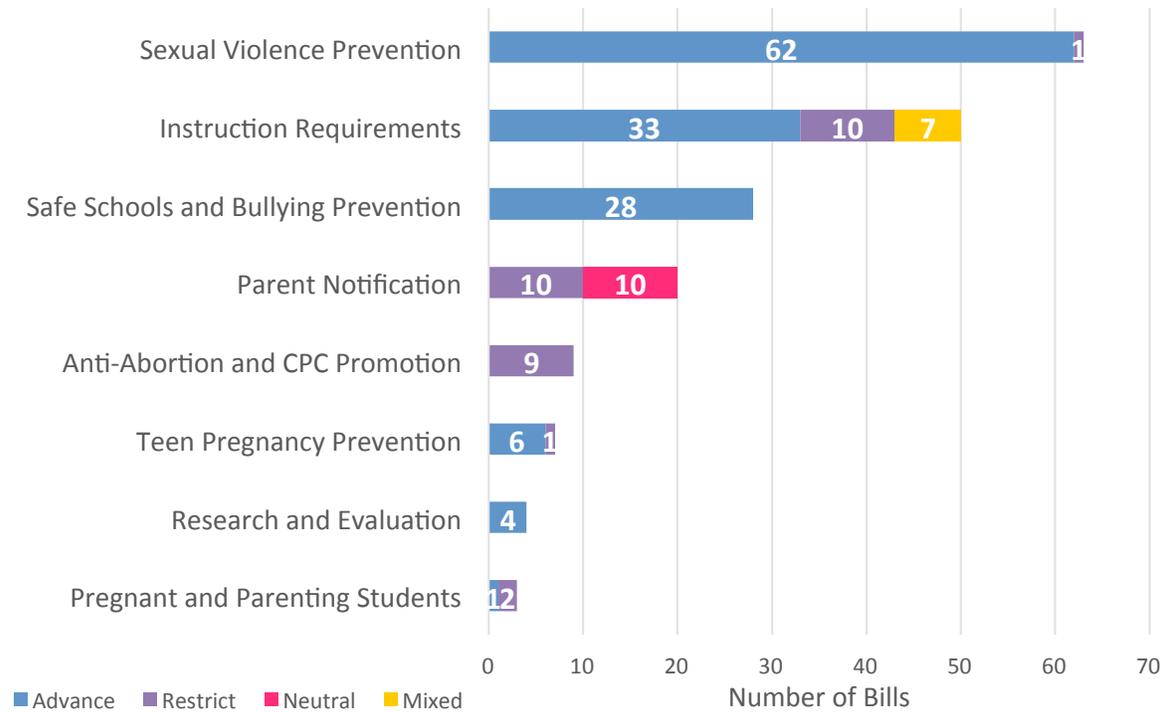
- 184 bills related to school-based sexuality education were introduced in [42 states](#).
- Sexual violence prevention and sexuality education instruction requirements were the most common legislative topics introduced related to school-based sexuality education.
- Of the 184 bills introduced in 42 states, 18 laws were enacted in 14 of these states to advance or restrict school-based sexuality education.
- The majority of introduced (72%) or enacted (79%) bills contained provisions to advance sexuality education in their respective states.
 - 134 bills advanced sexuality education;
 - 33 bills restricted sexuality education;
 - 10 bills reflected neutral policy changes; and
 - 7 bills contained mixed policy changes.

LEGISLATIVE ACTIVITY

In 2015, 184 bills related to school-based sexuality education were introduced in 42 states. Since the release of the [2015 Sex Ed State Legislative Round-Up: An Overview of Activity across the Country](#) in August 2015, an additional 21 bills were identified as impacting school-based sexuality education, bringing the year's total to 184 bills. As a result, Michigan and Tennessee join the list of 40 other states with legislative activity on sexuality education in 2015. For the full state list, see the [2015 State Legislative Sex Ed Activity by State Table](#).

- 63 bills were introduced in 30 states related to **sexual violence prevention**.
 - Eleven bills were enacted in nine states.
- 50 bills were introduced in 19 states related to sexuality education **instruction requirements**.
 - Four bills were enacted in four states.
- 28 bills were introduced in 18 states related to ensuring **safe schools, bullying prevention**, or gender identify and sexual orientation nondiscrimination.
 - California and Idaho enacted legislation.
- 20 bills were introduced in 14 states related to **parent/guardian notification** of sexuality education content and active (opt-in) or passive (opt-out) consent for student participation.
 - Utah enacted legislation.
- Nine bills were introduced in five states related to **prohibiting abortion providers** from providing sexuality education instruction or materials or **promoting crisis pregnancy centers**.
 - None were enacted.
- Seven bills were introduced in four states to support unintended **teen pregnancy prevention** (TPP) efforts.
 - None were enacted.
- Four bills were introduced in three states related to the **research and evaluation** of sexuality education.
 - None were enacted.
- Three bills were introduced in two states related to **pregnant and parenting students**.
 - None were enacted.

2015 State Sex Ed Bill Topics



NEWLY ENACTED LAWS

Eighteen new laws related to school-based sexuality education were enacted in 2015. These laws were passed in a total of 14 states: Alabama, Alaska, Arkansas, California, Colorado, Idaho, Maine, Missouri, North Carolina, Oklahoma, Oregon, Tennessee, Utah, and West Virginia. (See [2015 State Legislative Sex Ed Activity by State Table](#).)

Eleven sexual violence prevention bills were enacted in nine states

Alabama, Alaska, Arkansas, California, Colorado, Maine, and Oklahoma

Many of the enacted bills related to school-based sexual violence prevention were heavily influenced by Erin’s Law and all of them advanced sexuality education in some manner. The sexual violence prevention bills in Alabama, Colorado, Maine, and Oregon call for instruction on sexual abuse prevention beginning in Kindergarten. The sexual violence prevention bills in Alaska and Arkansas call for instruction in grades 7–12. The West Virginia version of Erin’s Law, as enacted, does not call for instruction but instead creates the “Task Force on the Prevention of Sexual Abuse of Children” to create goals and make recommendations on state education policy to prevent child sexual abuse. Similarly, Oklahoma’s bill does not require student instruction on sexual violence prevention, but does require the existing teacher training program to include abuse recognition, reporting, and resources. Most notably, California became the first state to require instruction on affirmative consent for grades 9–12 in school districts that require a health class before graduation.

Four new instruction requirements were enacted in four states

California, Missouri, North Carolina, and Tennessee

California and Missouri enacted new instruction requirements advancing sexuality education in their states. California successfully instituted a CSE mandate for grades 7–12. Missouri enacted a requirement for instruction on safe use of the internet and technology in course materials relating to human sexuality. Tennessee enacted legislation to require instruction on the benefits of adoption as a positive choice in the event of an unwanted pregnancy for students in family life education classes in grades 7–12. Unfortunately, North Carolina enacted a law lowering standards for sexual and reproductive health education in North Carolina schools established by the 2009 Health Youth Act by redefining “expert” so loosely so as to no longer require expertise in sexual health to teach the subject.

Two new safe spaces and bullying prevention bills were enacted in two states

California and Idaho

California and Idaho’s new laws enhance existing safe space and anti-bullying laws. California enacted a law to require the State Department of Education to assess whether local educational agencies have provided information on existing school and community resources related to the support of LGBTQ students to certified school employees who serve students in grades 7–12. Idaho enacted a law making harassment, intimidation, and bullying an infraction; adding an element of prevention and training; and requiring districts to write their own anti-bullying policies and charter schools to provide ongoing professional development to help staff identify bullying and intervene on behalf of victims. Idaho’s new law requires school district policies to include a series of graduated consequences that may include, but are not limited to, referral to counseling, diversion, use of juvenile specialty courts, restorative practices, on-site suspension, and expulsion for any student who commits an act of bullying, intimidation, harassment, violence, or threats of violence but does not enumerate bullying based on real or perceived sexual orientation or gender identity.

One parent notification bill was enacted

Utah

Utah enacted a requirement for written parental consent, or an “opt-in” policy, for human sexuality instruction, defined to include such topics as sexual abstinence, human sexuality, human reproduction, reproductive anatomy, physiology, pregnancy, marriage, childbirth, parenthood, contraception, and HIV/AIDS or sexually transmitted diseases (STDs), but does not require written parental consent for instruction on child sexual abuse prevention.

TOP TOPICS

It is notable that of the 184 bills introduced related to school-based sexuality education last year, 113 bills related to either sexual violence prevention or new instruction requirements. These topics are further explored below with specific examples from both introduced and enacted legislation in 2015.

The remaining 69 bills encompassed an array of topics including safe schools/anti-bullying prevention policies, changes to parent/guardian notification of instruction; prohibiting abortion providers or promoting crisis pregnancy centers; unintended TPP efforts; research and evaluation; and supporting pregnant and parenting students.

Though some legislative topic areas are more directly related to school-based sexuality education than others, all topic areas either impact the school environment in which students learn or the political climate in which school-based sexuality education policies are implemented. For more information on states where these additional topics were introduced, please see the [2015 State Legislative Sex Ed Activity by State Table](#) at the end of the report.

Sexual Violence Prevention

Sexual violence prevention was the most common legislative topic issue introduced related to school-based sexuality education in state legislatures in 2015. For the purposes of this report “sexual violence prevention” encompassed legislation relating to the implementation of child sexual abuse prevention, sexual assault prevention, dating violence and/or domestic violence prevention in schools. This legislative topic area is inherently broad given the multiple ways in which instruction intended to reduce sexual violence and promote healthy relationship behaviors and skills overlap and present opportunities for integration with school-based sexuality education.

Of the 63 bills related to this topic, SIECUS identified a total of 25 bills, introduced or enacted, that contained provisions to add sexual violence prevention topics to existing health education or sex education curriculum. Arkansas, for example, enacted a law adding [dating violence](#) education to grades 7–12 health curriculum, while Missouri introduced a similar bill instead using the term [dating abuse](#). Both bills require instruction on the “characteristics of healthy relationships.” Bills introduced, but not passed, in [Michigan](#) and [Oklahoma](#) included definitions for “affirmative consent” while [Washington](#)’s introduced bill added “information on preventing sexual abuse and violence and understanding consent” but did not define consent.

Nationwide focus on sexual abuse and violence prevention, particularly with respect to adolescents, was built off the momentum of [Erin’s Law](#), which seeks to require that public schools in each state implement a child sexual abuse prevention program. In 2015, six states passed their own versions of Erin’s Law, joining the 20 other states with enacted versions beginning in 2011. Named after childhood sexual assault survivor, author, speaker, and activist Erin Merryn, “Erin’s Law” was so titled when legislation in her home state of Illinois passed in 2011.

For states with few healthy relationship or sexual violence prevention instruction requirements, Erin’s Law provides an opportunity to incorporate healthy relationships instruction and other personal and communication skills-building into health curriculum by requiring age-appropriate sexual abuse and assault awareness and prevention education in grades pre-kindergarten–12, along with training school staff on the prevention and impact of sexual abuse.

Beyond Prevention: Building Skills

Just as health is more than the absence of disease, healthy relationships are about more than the absence of violence. Too often language around sexual violence prevention centers on avoidance and resisting coercion. Preventing sexual abuse is an important aspect of healthy relationships, but a skills-based framework beyond “just say no,” is essential to help students with such skills as setting and communicating boundaries as well as respecting the boundaries of others. While just one component of healthy relationship skills within sexuality education, child sexual abuse prevention laws establish initial requirements for continuous and age-appropriate instruction as well as teacher and staff training; both of these requirements are critical components of quality sexuality education.

Of the sexual violence prevention bills, either introduced or enacted, SIECUS identified seven containing information on “characteristics of healthy relationships.” Five bills, introduced or enacted, mentioned either parent or partner communication skills. Bills introduced in [Massachusetts](#) and [Washington](#) mention consent, while [Michigan](#)’s bill, as mentioned above, introduces an affirmative consent definition, changing statute from “teach pupils how to say ‘no’ to sexual advances and that it is wrong to take advantage of, harass, or exploit another person sexually,” to:

Consent

Given the long overdue attention and response to campus sexual assault as a flash point for action around preventing sexual violence, the concept of “consent” is most frequently assumed to relate to sexual activity. It is important to remember and be deliberate in messaging around the concept of consent in sexuality education as being much broader than simply agreeing or not to engage in sexual activity. Understanding bodily autonomy with respect to any kind of physical touch or emotional engagement, respecting others, and establishing communication to enforce these skills is a foundational concept not only for sexual activity, but overall health and lifelong well-being.

Teach pupils that in order for consent to be given by both parties to sexual activity it must be affirmative consent and that "affirmative consent" means affirmative, conscious, and voluntary agreement to engage in sexual activity; that it is the responsibility of each individual involved in the sexual activity to ensure that he or she has the affirmative consent of the other to engage in the sexual activity; that lack of protest or resistance does not mean consent and that silence does not mean consent; that affirmative consent must be ongoing throughout a sexual activity and can be revoked at any time; and that the existence of a dating relationship between the persons involved, or the fact of past sexual relations between them, should never by itself be assumed to be an indicator of consent.

[California](#)’s affirmative consent legislation, as enacted, did not define consent within the bill text but referenced instead the pre-existing definition in Section 67386 of the CA [Education Code](#) which requires college and university campuses to create and enforce sexual assault policies with an affirmative consent standard in order to receive state funding, [enacted](#) in September 2014.

Implementation Implications and Considerations

Incorporation into health education curriculum

Quality CSE includes instruction that builds students' skills in healthy relationships. As a result, there are many opportunities to move toward the integration of sexual violence prevention and healthy relationship instruction as part of a quality CSE curriculum. Recognizing that states are at varying levels of integration between health education, sexuality education, HIV education, sexual abuse prevention, etc., there are a few intermediary options to consider in pushing to advance healthy relationship education. The [SIECUS Guidelines for Comprehensive Sexuality Education: Kindergarten – 12th Grade](#) and the [National Sexuality Education Standards: Core Content and Skills, K–12](#) (NSES), developed by the Future of Sex Education (FoSE), provide frameworks for incorporating healthy relationship education into quality sexuality education at age-appropriate levels.

Educator and school staff training requirements

Proper training is crucial to support teachers and other school staff, as well as ensure that youth receive age appropriate, accurate, shame-free, and culturally relevant sexuality education. As previously reported in the [Round-Up](#), SIECUS found that 32 bills contained provisions requiring staff training regarding sexual violence prevention.

New Instruction Requirements

SIECUS identified 34 bills, either introduced or enacted, with provisions requiring instruction related to sexual health be scientifically-, medically-accurate, age-, and/or culturally-appropriate. Twenty-four bills in 12 states contained provisions requiring instruction in both abstinence and contraceptives. [Michigan](#) introduced legislation that requires instruction in sexuality education to be medically accurate and age-appropriate, defining “factual information” and “medically accurate.” [Massachusetts](#) also introduced legislation requiring instruction in sexuality education, when provided, be medically accurate and age-appropriate as well as, among such topics as abstinence, delaying sexual activity, and contraceptives, also include:

...the skills to effectively negotiate and implement safer sexual activity; help students develop the relationship and communication skills to form healthy, respectful relationships free of violence, coercion, and intimidation and make healthy decisions about relationships and sexuality; and be appropriate for students regardless of gender, race, disability status, or sexual orientation.

CSE is often mistakenly perceived, or even used with the best of intent, to mean only information about condoms and contraception. With the establishment of federal funding streams for adolescent sexual health promotion programs in 2010, it is also often conflated with evidence-based interventions related to (unintended) teen pregnancy prevention and/or HIV and other STDs. Despite the word, “comprehensive,” itself in the name, CSE it is also assumed to mean everything *but* abstinence. While all of these topics are elements, aspects, or related to CSE, they are merely pieces of a whole. CSE addresses all the physical, mental, emotional, and social dimensions of human sexuality and topics such as human development, relationships, personal skills, society and culture, as well as sexual behaviors and sexual health.

In addition, when taught by trained educators sequentially throughout K-12, CSE addresses the needs of all young people, including lesbian, gay, bisexual, transgender, and queer/questioning (LGBTQ) youth, youth who are sexually active, pregnant and parenting students, and survivors of sexual violence in ways that are evidence-informed and culturally appropriate.

California's [new law](#) requires school districts to ensure that all pupils in grades 7–12 receive comprehensive sexual health education and HIV prevention education. Such education, “whether taught or supplemented by school district personnel or by outside consultants or guest speakers” shall meet certain criteria. Some such criteria required in California’s new law include:

(d) (1) Instruction and materials shall be appropriate for use with pupils of all races, genders, sexual orientations, and ethnic and cultural backgrounds, pupils with disabilities, and English learners.

(3) Instruction and materials shall be accessible to pupils with disabilities, including, but not limited to, the provision of a modified curriculum, materials and instruction in alternative formats, and auxiliary aids.

(5) Instruction and materials shall affirmatively recognize that people have different sexual orientations and, when discussing or providing examples of relationships and couples, shall be inclusive of same-sex relationships.

With so many components of CSE and the varying degrees to which content specific requirements or prohibitions are implemented, there are many more opportunities to improve state, district, and school policies related to sexuality education, while at the same time opportunities for abstinence-only-until-marriage (AOUM) proponents to limit the necessary information about sexuality and sexual health that youth have the need for, and right to. While obvious in our day-to-day experiences, the physical, mental, emotional, and social dimensions of human sexuality are continually changing. New topics and information, such as some of the examples below, emerge that must be incorporated into sexuality education, but often face the seemingly glacial pace of policy shifts and updates.

Lesbian, Gay, Bisexual, Trans, and Queer/Questioning (LGBTQ) Inclusion

Whether legally barred or simply ignored, LGBTQ-inclusive sexuality education is not available to most young people. A recent [call to action](#), issued by SIECUS and [other partners](#), outlines the problem and legal landscape. In 2015, [Texas](#) unsuccessfully introduced several pieces of legislation to strike discriminatory language that “state that homosexual conduct is not an acceptable lifestyle and is a criminal offense under Section 21.06, Penal Code.” [Alabama](#) was also unsuccessful in removing language requiring “an emphasis, in a factual manner and from a public health perspective, that homosexuality is not a lifestyle acceptable to the general public and that homosexual conduct is a criminal offense under the laws of the state.” [Arizona](#), [California](#), [Hawaii](#), [Massachusetts](#), [New York](#), [Ohio](#), and [Texas](#) all introduced legislation with nondiscrimination of sexual orientation language. Arizona, California, Hawaii, and Ohio’s bills also included gender identity. Only California’s [Healthy Youth Act](#) passed.

However, the distinction between LGBTQ non-discrimination and LGBTQ-inclusion is critical. Even when state legislation calls for gender-identity and/or sexual-orientation-inclusive instruction, because the specific content of sexuality education is typically decided on a local level by school boards, advisory committees, or even individual teachers, the lack of clear guidance and appropriate teacher training too often results in the exclusion, deliberate or otherwise, of LGBTQ youth. As CSE supporters, it is also important to note that there is a difference between LGBTQ-inclusive sexuality education and sexuality education that is responsive to the needs of LGBTQ youth. Just as our statutes and standards lag behind inclusive policies, there is an additional lag in responsive policies and available programs and curriculum.

Electronic Communication and Consequences

An additional topic critical to improving the quality of sexuality education is the role that technology and electronic communication play in the sexual lives of youth. In July, [Missouri](#) enacted a requirement for instruction on the safe use of the Internet and technology in course materials relating to human sexuality. This instruction is to include the dangers of online sexual predators “when using electronic communication methods such as the internet, cellphones, text messages, chat rooms, email, and instant messaging programs” as well as the personal and legal consequences of “inappropriate text messaging, even among friends.” [Louisiana](#), [Massachusetts](#), and [Virginia](#) also introduced bills with provisions related to electronic communication and consequences, but they did not pass.

Some states and schools have made do without updating their statutes and standards related to sexuality education in decades. However, due to recent “sexting” controversies in [Colorado and other states](#), legislators and administrators who would otherwise steer clear of sexuality topics are becoming increasingly more motivated to address it from the lens of safe electronic communication. This presents an opportunity for CSE supporters to examine other lagging or missing CSE components as statutes and standards are open for revision and updates.

Defining scientifically-, medically-accurate, age-, and/or culturally appropriate

As we saw in [North Carolina](#) this year, definitions matter. [SL 2015-279](#) was enacted in a late-night vote that changed the definition of a sexual health “expert.” North Carolina used to require instruction to be “objective and based upon scientific research that is peer reviewed and accepted by professionals and credentialed experts in the field of sexual health education.” Now, experts in “fields of any of the following: sexual health, education, adolescent psychology, behavioral counseling, medicine, human anatomy, biology, ethics, or health education” may approve curricula and instructional materials. It is imperative to pay attention to how words like expert, evidence, scientifically accurate, medically accurate, age-appropriate, and culturally appropriate are defined. While these meanings may seem straightforward, they have a direct impact on what types of curricula and instructional materials may be used and who may teach them. In the case of North Carolina, the change in definition was for the express [purpose](#) of allowing more AOUM instructors and programs into the classrooms that failed to meet the previous criteria of credentialed experts in the field of sexual health education

AOUM proponents have become highly adept at co-opting the language of CSE advocates. As a result, the phrase “medically accurate and age-appropriate” has become ubiquitous in legislative language and messaging in states across the country, all with varying definitions.

The same is true of “evidence” and “evidence-based” on the federal level. These efforts to subvert the meaning of these terms extend beyond these definitions to include the rebranding of “abstinence” and “AOUM” to “sexual risk avoidance.”

Limitations

Other concerning developments within sexuality education instruction requirements include language emphasizing AOUM, prohibiting alignment with the [National Sexuality Education Standards: Core Content and Skills, K–12](#), prohibiting abortion providers or affiliates from working with or in schools, and biased instruction regarding abortion. [Kansas](#) and [Mississippi](#) proposed legislation prohibiting alignment of programs, assessments, testing, surveys or any educational materials or activities to any curriculum standards developed outside the state, explicitly mentioning the NSES. [Alaska](#), [Michigan](#), and [Texas](#) proposed legislation prohibiting abortion providers and/or any abortion provider affiliates from partnering with schools, providing materials, and/or instruction in sexuality education. Mississippi, Texas, Tennessee, and West Virginia all proposed legislation requiring instruction biased against abortion. [Mississippi](#)’s bill would limit discussion of abortion to “hazards” of the procedure. [Texas](#)’ bill would require instruction that life begins at conception. [West Virginia](#)’s bill would require a high school course in fetal development that shall “not be construed or interpreted to endorse, allow, permit or approve of abortion.” Each of these bills did not pass. [Tennessee](#) was the only state to enact such legislation, requiring instruction on adoption as the positive choice in the event of an unwanted pregnancy, which has the effect of limiting abortion as a reproductive option.

In addition to content-specific requirements and prohibitions being abundant and varied, new requirements and prohibitions can also emerge. The unsuccessful attempts of a majority of the aforementioned states in this section could appear in other states. It is helpful for CSE advocates to [be aware](#) of sexuality education related activity in state legislatures and school boards in their own communities as well as others to prepare for attacks on CSE and replicate the successes of other states. Just as there are many opportunities to move toward CSE, there are also many opportunities for AOUM proponents to limit the information and skills that young people need for lifelong sexual health as well as advance the same old AOUM approach that now masquerades as “sexual risk avoidance.”

BUILDING SUPPORT: PROMOTING AWARENESS & DEMONSTRATING NEED

Legislation promoting awareness days or months for topics within CSE such as dating violence or teen pregnancy prevention—without directly impacting the implementation of school-based sexuality education—was not incorporated into the analysis for this report. However, for states with more challenging political environments and a longer road due to advancing CSE, legislation promoting awareness can be a useful first step in a larger strategy that includes demonstrating need through research and evaluation while facilitating a process that builds support for advancing components of quality sexuality education. Some such examples include resolutions and legislation in Georgia, Nebraska, Louisiana, and Texas.

[Georgia](#) introduced a resolution, which among other things, called for “implementation of comprehensive, evidence-based sex education.”



Nebraska introduced bills calling for a [study](#) to examine the integral link between achievement and risky health behaviors and a [study](#) to examine bullying by and against students and youth. [Louisiana](#) introduced legislation authorizing surveys of public school students in Orleans Parish regarding risk behaviors. [Texas](#) introduced legislation to establish a workgroup to examine the implementation of dating violence awareness and education programs in public schools.

Statements of support, studies and evaluation demonstrating need, as well as workgroups on implementation are all examples of intermediary legislative steps toward CSE. These steps may be necessary for developing legislative champions, coalescing community groups, and building support within the schools.

TAKEAWAYS: LOOKING FORWARD FOR 2016

Emerging emphasis and common focus on topics such as healthy relationships, affirmative consent, electronic communication, and LGBTQ inclusion, among others, are areas in which CSE supporters can push state and local leaders to enable policies that provide more of the information and skills young people need for their lifelong health and wellbeing. It is critical, however, to be mindful of the multiple levels of policy decisions that impact the implementation of legislative language. Without a coordinated plan for implementation, credible guidelines, standards, or curricula, appropriate resources, supportive environments, teacher training, and accountability, young people still may not have access to the information and skills they need for their lifelong health and wellbeing.

Change—particularly for the good—can take time. Just as we look for opportunities for incremental improvements, long term strategies are critical to ensure these incremental improvements aren't inadvertently limiting future to advancements of CSE.

SIECUS welcomes your feedback, updates, and requests. Please contact Kristina Romines, SIECUS Policy and Communications Coordinator at kromines@siecus.org for questions or more information.

2015 STATE LEGISLATIVE SEX ED ACTIVITY BY STATE

State	Sexual Violence Prevention	Instruction Requirements	Safe Schools and Bullying Prevention	Parent Notification	Anti-Abortion and CPC Promotion	Teen Pregnancy Prevention	Pregnant and Parenting Students	Research and Evaluation
AL	HB 197	◆	◆					
AK	HB 44			◆	◆			
AZ	◆	◆	◆	◆				
AR	HB 1369 & HB 1685			◆	◆			
CA	SB 695	AB 329	AB 827	◆				
CO	SB 20			◆	◆			
CT								
DE								
FL			◆	◆				
GA	◆		◆					
HI	◆	◆	◆	◆				
ID			H 246	◆				
IL								
IN		◆						
IA	◆		◆					
KS	◆	◆		◆				
KY		◆						
LA	◆	◆						◆
ME	LD 1180							
MD	◆					◆		
MA	◆	◆		◆		◆	◆	
MI	◆	◆			◆			
MN	◆							
MS	◆	◆	◆			◆◆	◆	
MO	◆	HB 501 ◆						
MT			◆					
NE	◆		◆					◆

State	Sexual Violence Prevention	Instruction Requirements	Safe Schools and Bullying Prevention	Parent Notification	Anti-Abortion and CPC Promotion	Teen Pregnancy Prevention	Pregnant and Parenting Students	Research and Evaluation
NV			◆					
NH				◆				
NJ	◆		◆			◆		
NM			◆					
NY	◆	◆	◆					
NC		SB 279 ◆ ◆						
ND								
OH	◆	◆						
OK	HB 1684		◆					
OR	SB 790 & SB 856							
PA	◆		◆					
RI								
SC	◆ ◆	◆						
SD	◆			◆				
TN		SB 46 and HB 40						
TX	◆	◆ ◆ ◆	◆	◆	◆			
UT				HB 447				
VT								
VA		◆						
WA	◆							
WV	HB 2527	◆						
WI								
WY								

Bill numbers indicate enacted legislation.

- ◆ Advance
- ◆ Restrict
- ◆ Neutral
- ◆ Mixed

A total of 184 bills were identified in this analysis. Of the 22 bills added since the publication of the *2015 Sex Ed State Legislative Round-Up*, 14 were introduced after the Round-Up had been compiled and 8 were either overlooked or excluded intentionally due to relevance. Of the overlooked and excluded bills, four were instruction requirements, two had to do with parental notification, and two required teacher/staff training in sexual violence prevention