

**AT-A-
GLANCE**

Condom Availability Programs

**A GUIDE FOR
DISTRICTS AND SCHOOLS**



Rights.
Respect.
Responsibility.

1325 G STREET NW, SUITE 980 WASHINGTON DC, 20005
202.419.3420 | www.advocatesforyouth.org

Advocates
for Youth
Rights. Respect. Responsibility.

Acknowledgements

Primary Contributors:

Mary Beth Szydlowski, MPH, CHES, *Associate Director, Healthy & Supportive Schools*
Kristen Donnelly, PA-C, MPAS, MPH

Design & Illustration:

Arlene Basilio, *Senior Graphic Design Manager*

Publication: April 2024.

Adapted from “Condom Availability in Schools: A Guide for Programs,”
Advocates for Youth, 1993.

Special thanks to:

Deb Hauser, MPH, *President*
Jennifer Augustine, MPH, *Executive Vice President*
Caitlin Viccora, MSPH, CHES, *Program Manager, Healthy & Supportive Schools*
Tonya Katcher, MD, MPH, *Program Director for Clinical Services and Contraceptive Access*
Brittany Broaddus-Smith LSW, MEd, *Senior Program Manager - Health Equity*
Jaymie Campbell Orphanidys, PhD, *Associate Director of Trans Health and Rights*
Kurt Conklin, *Instructional Specialist*
Kim Westheimer, *Director of Strategic Initiatives*
Claire Simon, *Health Program Analyst*
Kayla Jackson, *Project Director*
Jenny Withycombe, *Program Administrator for Health and PE*
Nyrieda Herman, *Condom Availability Program Coordinator*

Suggested Citation

Szydlowski, MB (April 2024). *Condom Availability Programs: A Guide for Districts and Schools*.
Washington, DC: Advocates for Youth. Download Date. Insert link

About Advocates for Youth

Advocates for Youth (Advocates) envisions a society in which all young people are valued, respected and treated with dignity; sexuality is accepted as a healthy part of being human; and youth sexual development is normalized and embraced. In such a world, all youth and young adults are celebrated for who they are and afforded honest, affirming, inclusive sex education; access to confidential, universal sexual health services; and the economic, educational, and social power to exercise their bodily autonomy and make informed decisions regarding their health and well-being.

www.advocatesforyouth.org

Advocates' *Rights, Respect, Responsibility* philosophy underpins all of the organization's work:

Rights: Youth have the inalienable right to honest, inclusive sex education; confidential, universal sexual health services; and the economic, political and social power that supports their agency, bodily autonomy, and self-determination.

Respect: Youth are due respect. They are leading the fight for equity and justice. Young people must be meaningfully involved in the design, implementation and evaluation of systems, policies and programs that affect their health and well-being.

Responsibility: Society has the responsibility to examine and dismantle systems of oppression that drive sexual health disparities and other inequities and to instead champion community initiatives, programs, policies, and systems that ensure equity and justice for all young people, their families and communities.

This publication is funded by the Centers for Disease Control Cooperative Agreement number NU87PS004295. Its contents are solely the responsibility of the authors and do not necessarily represent the official views of the Centers for Disease Control and Prevention or the Department of Health and Human Services.

Purpose & How to Use this Guide

The **Condom Availability Programs: A Guide for Districts and Schools (CAP Guide)** is designed for use in middle and high schools. It provides the rationale for implementing such a program, the information to get started, and practical step-by-step **recommendations** for implementing or improving a CAP. The CAP Guide will support district or school administration and staff and/or community partners who want to improve the health of young people by increasing access to sexual health services, specifically condoms.

The Centers for Disease Control and Prevention (CDC) supports **Condom Availability Programs** as a structural intervention which increases the availability, accessibility, and acceptability of condoms and has been proven to increase condom use and decrease incidence of STIs.

Research has shown that CAPs:

- ✓ Increase condom acquisition and use among sexually active students compared to similar schools without condom availability.^{viii}
- ✓ Increase condom use among adolescents if they believe their peers are using condoms.ⁱⁱⁱ
- ✓ Are not associated with an increase in sexual activity among young people.^{ix, x}
- ✓ Increase odds of sexually active students acquiring condoms.^{xi}
- ✓ Improve overall sexual health.^{xii}

The CAP Guide mirrors the CDC's **CAPs: Things to Consider** six action steps for districts and schools considering CAPs and adds the necessary detail on how to implement or improve each of these steps.

Who Should Use the CAP Guide?

The CAP Guide is written to be used by members of the **CAP Team** - a group of people invested in making sexual health services available to young people, who serve as a steering committee for the program.

Members of the CAP Team are involved in the day-to-day planning, operation, and implementation of the program's strategy. The CAP Team may include central office staff, school staff, administrators, volunteers, parents, students, researchers, evaluators, partner organizations, or others who can help design and implement the CAP.

Ideally the CAP team has at least five members but no more than eight, as it can be difficult to make decision when a committee gets too large. It is helpful to designate one member of the CAP Team as the official spokesperson/representative.

Don't worry if you do not have a CAP Team in place. **Section 2: Building Support** provides ideas for identifying partners including those who could serve on this important team.

When to Use the CAP Guide

The CAP Guide is meant to help communities design, implement, and continue to improve a CAP. You may use it differently, depending where in the process you are:

1. **If you do not have a Condom Availability Program:** Follow the CAP Guide from the beginning and visit all five sections.
-OR-
2. **If you have a Condom Availability Program but want to update or improve it:** Identify what part of the CAP needs to be updated and go directly to the relevant section.

CAP Guide Six Sections

The CAP Guide is divided into six sections that walk you step-by-step through the process of implementing or improving a CAP. The sections are presented in order and offer information and resources that can help throughout the process.

SECTION 1.

MAKING THE CASE:

Know your facts! This section will help point you to the adolescent health behavior data you will need to make the case for implementing or improving a CAP in your community. It also offers links to state policies on minors' rights to access health services, which will be important when you draft a CAP policy.

SECTION 2.

BUILDING SUPPORT:

Recruit help! This section will help you identify, engage, and organize partners and their expertise for the successful development, implementation, management, and evaluation of the CAP.

SECTION 3.

SETTING THE FOUNDATION:

Plan your program! This section will help you get the key foundation pieces in place including creating goals and objectives, determining who can participate (age of students and parent/caregiver consent procedures), looking for funding, and setting a budget.

SECTION 4.

DRAFTING A POLICY:

Put it in writing! This section will help you craft a CAP policy and engage policy support from administrative leaders, parents/caregivers, community members, and students.

SECTION 5.

DEVELOPING THE PROGRAM:

Make condoms available! This section will help you develop and implement strategies that improve condom knowledge and allow students to access condoms on school grounds.

SECTION 6.

EVALUATING THE IMPACT:

Check your work! This section will help you create an evaluation strategy to collect data that showcases CAP success and provides ongoing feedback for the continual growth and development of the program.

NAVIGATING THE GUIDE

The following graphics can be found throughout the CAP Guide and represent key elements to support implementation or improvement of a CAP. Here is what you'll find when you see each symbol.



RECOMMENDATIONS

Recommendations for the CAP Team and you to implement or improve a CAP.



STEPS

Possible steps for implementing the recommendations.



RESOURCES

Links to additional information, guidance, or data that might be helpful, as well as other comprehensive guides that expand on basic guidance.



EXAMPLES

Best practices for developing a CAP and “real life” examples from schools and/or districts that have implemented a CAP.



TIPS

Quick reference advice using the CAP Guide and recommendations from past and present CAP programs.



TOOLS:

Templates designed to aid in the development of a CAP.