

Adulthood Preparation Subjects (APS) Curriculum Assessment Tool

Frequently Asked Questions

What is the purpose of the Adulthood Preparation Subjects (APSs) Curriculum Assessment Tool?

The APS Curriculum Assessment Tool is designed to support Personal Responsibility Education Program (PREP) grantees as they assess their curriculum against the APSs they believe they are addressing. With the tool, users will better understand to what extent the content covered in their curriculum's lessons and activities integrate information about APS topics. This assessment informs how supplemental materials and instruction can be added to PREP grantees' programs to more thoroughly cover APS content.

Who should complete the APS Curriculum Assessment Tool?

The APS Curriculum Assessment Tool can be completed by PREP grantees, their implementation partners, PREP federal project officers (FPOs), or developers of the curricula used by PREP grantees. It is more efficient to assess a curriculum with which you are already familiar than a curriculum for which you are unfamiliar. Users may find it beneficial to have multiple individuals review the same curriculum in order to compare assessments.

How should a completed APS Curriculum Assessment Tool be used?

A completed APS Curriculum Assessment Tool is not a definitive determination or endorsement for how well a curriculum covers each APS. While federal authorizing legislation requires PREP programs to educate participating youth on at least three of the APSs, the Family and Youth Services Bureau (FYSB) does not currently designate how much APS content must be included or which content related to an APS must be covered in a PREP program to consider the APS sufficiently addressed. Thus, this tool is meant to be an important first step in informing both PREP grantees and FYSB of the extent to which curricula may include APS content. Using the tool to assess a program's curricula enables grantees to consider what, if any, supplemental programming could be added to more thoroughly cover APS content.

Which curricula have already been assessed with the APS Curriculum Assessment Tool?

Four curricula that many PREP grantees use have already been assessed with the tool: *Teen Outreach Program (or TOP)*, *Be Proud! Be Responsible!*, *Making Proud Choices*, and *Reducing the Risk*. Grantees that use these curricula should make use of these tools and do not need to complete their own assessment unless they wish to do so. For example, grantees that have added supplemental content to these curricula may want to assess the extent to which that content addresses the APS. FYSB encourages grantees to use the tool to assess curricula other than these four. At this time, FYSB has no plans to require PREP grantees to submit completed tools of the curricula used in their programs.

What should be considered a lesson or an activity when completing the tool?

The distinction between lessons and activities varies by curriculum. Generally, a lesson should be thought of as a set of activities that collectively aim to meet a learning objective that is provided to youth in one time period, such as a school class period. An activity could be a lecture, roleplaying exercise, homework assignment, or some other use of time that aims to build students' knowledge and skills. While lessons are a collection of activities, some curricula include activities that do not fit within a specific lesson, such as community service requirements, participation in councils or leadership groups, or homework assignments that are not connected to a lesson.

How should total relevant lessons or time spent on a topic be calculated?

The column titled "Total relevant lessons/time on the topic" is meant to summarize the amount or proportion of time the curriculum dedicates to the topic. Some curricula include clear time estimates of lessons or activities. In these cases, users may wish to simply sum up the time spent on relevant lessons and activities listed in the row's other columns (that is, the "Relevant lesson(s) that promote the topic" and "Relevant activities that promote the topic" columns). In other cases, lessons or activities do not have clear time estimates, or there may be a selection of lessons or activities with varying lengths that program implementers choose from. In these cases, users may wish to count the total number of possible lessons or activities available, or estimate the amount of time or number of lessons a typical program may include. The images below provide examples of how the "Total relevant lessons/time on the topic" may be completed using different curricula structures.

Examples of how to complete the “Total relevant lessons/time on the topic” column for a topic

Curricula structured <u>with</u> clear time estimates of set lessons or activities	Curricula structured <u>without</u> clear time estimates of set lessons or activities
<p style="text-align: center;">Total relevant lessons/time on the topic</p> <p>3 activities across 2 lessons (approximately 30 total minutes) include content on this topic</p>	<p style="text-align: center;">Total relevant lessons/time on the topic</p> <p>Across all topics, the total amount of time varies depending on grade level and which lessons/activities facilitators select for their students.</p> <p>Total number of relevant activities available by grade span:</p> <ul style="list-style-type: none"> • 6th-8th grades: 4 activities available • 9th-10th grades: 1 activity available • 11th-12th grades: 3 activities available

Can lessons or activities be duplicated across multiple APSs or topics within an APS?

Yes. Each APS includes several topics, which are described in the APS’s respective section of the tool. Users should list all relevant lessons and activities that address the topic being assessed. Some lessons and activities could be considered to address multiple APS or multiple topics within an APS. However, users should ensure lessons and activities listed across multiple topics do indeed address each of those topics adequately. In some cases, duplicated lessons or activities may be better suited for just one of the topics.

What should be included in each APS narrative summary section?

The narrative summary should give an overall description of how the curriculum addresses that APS. Users should include whatever information they find useful as a part of that narrative summary. For example, users should consider including information on the topics related to the APS that are or are not covered; the skills or abilities most covered in the curriculum; the primary lessons and activities that promote content related to the APS; and the estimated number of lessons or total time spent on the APS across its topics. Each narrative summary should be copied into the tool’s final page so someone reviewing the completed tool could quickly understand the extent to which the assessed curriculum includes content related to each of the six APSs.

Additional information about the Personal Responsibility Education Program (PREP) performance measures and Adulthood Preparation Subjects is available at www.prepeval.com. For further support, contact the Mathematica PREP Performance Measures technical assistance team at PREPPerformanceMeasures@mathematica-mpr.com or call toll-free 1-855-267-6270.