

Adulthood Preparation Subjects Curriculum Assessment Tool

Curriculum: Reducing the Risk

Overview of the Tool

This tool is designed to assess the extent to which curricula used by Personal Responsibility Education Program (PREP) grantees address each of PREP’s six Adulthood Preparation Subjects (APSs). Many PREP grantees aim to address APS topics in their programming through a primary curriculum that is designed to educate youth on preventing sexual activity, pregnancy, and sexually transmitted infections. Because most curricula were developed prior to the PREP legislative mandate to include APS content, there is likely variation in the extent to which grantees’ primary curricula include content about APS topics. With this tool, users can examine how and to what extent the content covered in a curriculum’s lessons and activities integrate information about APS topics. This assessment informs how supplemental materials and instruction can be added to your program to more thoroughly incorporate APS content.

For additional information on incorporating APSs into PREP programming, see the following resources:

- Report: [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program](#)
- Brief: [Integrating Positive Youth Development into PREP Programming](#)
- Resource Guide: [Adulthood Preparation Subjects Resource Guide](#)

Background Information on Assessed Curriculum

The following table includes information about the curriculum assessed with this tool.

Version	Revised and updated fifth edition (Fifth edition published 2011, revised 2015, updated 2020)
Publisher	ETR (Education, Training and Research)
Delivery time and format	The curriculum includes 16 lessons, and each is designed for 45-minute periods, although most lessons can be expanded.
Target population(s)	The curriculum is appropriate for high-school age youth (ages 14-18) and, in some communities, middle-school age youth
Website (for additional information)	https://www.etr.org/ebi/programs/reducing-the-risk/

Using this APS Assessment Tool

This tool allows users to map the lessons and activities of a primary curriculum in order to better understand to what extent the APSs are addressed through that curriculum. 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. For this reason, any assessment of a curriculum against the tool should not be considered a definitive determination or endorsement for how well a curriculum covers each APS. This tool is an important first step in informing both PREP grantees and FYSB of the extent to which curricula grantees use in their programs may include APS content. Using this tool to assess their programs' curricula will help PREP grantees to consider what, if any, supplemental programming could be added to more thoroughly cover their selected APSs.

The tool includes seven total sections: one section for each of the six APS, followed by a curriculum assessment summary section. Further guidance on each section is included below.

APS Mapping Sections

Each of this tool's six APS sections includes three parts: (1) a **definition** of the APS of focus; (2) a **description** of how each of the APS topics are addressed in the curriculum; and (3) a **summary** of the extent to which the APS topics are covered by the curriculum.

1. The **definition** of the APS is listed at the top of the section's first page. The definitions are taken from the [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program](#) report.
2. **Descriptions** of how each topic is covered is shared through a table. Each APS has multiple topics listed in the table and a short description of skills or abilities that participants would gain if the topic is addressed by the curriculum. For additional information on each topic within an APS, see the [Conceptual Models for Adulthood Preparation Subjects within the Personal Responsibility Education Program](#) report. Topics that are not covered by the curriculum should be identified as such in the table. For example, rows for topics that are not covered could be greyed out and/or include a note indicating no coverage (e.g., "Not covered," "N/A," "None"). Users completing this tool for a curriculum should exercise their best judgment when assessing which lessons or activities within that curriculum address the six APS; however, some lessons or activities may be challenging to assess or appear to address multiple topics within an APS or across multiple APSs.

For each topic associated with the APS, the table contains information on:

- **Relevant lesson(s) that promote the topic.** This column identifies the **lessons** that include content that promotes youth skills or abilities associated with the topic. Lessons may be listed as titles, numbers, or a combination of the two, depending on the format of the curriculum. Notes can be used to clarify details, for example, if only a portion of the lesson addresses the topic or if the lesson is optional.
- **Relevant activities that promote the topic.** This column identifies the **activities** that include content that promotes youth skills or abilities associated with the topic. Relevant activities often align with the lessons listed in the column on a relevant lesson(s) that promote the topic. Activities may be listed by name, number, and/or a brief summary of the activity, depending on the format of the curriculum, and notes may be needed to clarify details (for example, if the activity is optional or only applicable to some participants).

- **Total number of relevant lessons/time on the topic.** The **total** column summarizes the amount or proportion of time dedicated to the topic across relevant lessons and activities. If a curriculum provides information on the time needed for lessons or activities, this column should include an estimated amount of time spent on the topic by summing across lessons and activities listed in the previous columns. Depending on the format of the curriculum, this column could be organized by population, such as age categories.
3. The narrative **summary** describes the extent to which the curriculum covers the APS. The summary should address the following questions to provide an overall assessment of coverage:
- Which topics related to the APS are covered, and which are not covered?
 - Within topics that are covered, are some skills or abilities covered to a greater extent than others?
 - What are the primary lessons and activities that promote content related to the APS?
 - What is the estimated number of lessons or total time spent on the APS?

Curriculum Assessment Summary Section

The tool's curriculum assessment summary section, included on the final page, includes each of the narrative **summaries** from the six APS sections. This final section is intended to assist a user in quickly understanding the extent to which each APS is covered by the curriculum. The section also provides comparisons of the lessons and activities that address multiple APSs.

Adolescent Development

Definition of Adolescent Development

Physical, cognitive, social, and emotional maturation that occurs for youth roughly between ages 10 and 19. Age-appropriate programs and education can support the development of positive social behaviors and relationships; emotional well-being; academic achievement; healthy attitudes and values about adolescent growth and development, body image, racial and ethnic diversity; and related subjects.

Coverage of Adolescent Development topics

Adolescent Development Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
AD.1. Physical development Anatomy and physiology, hygiene, puberty, health habits, and healthy risk management skills	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
AD.2. Cognitive development Knowledge of life skills, critical thinking and reasoning skills, and decision-making skills	<p>Not directly addressed.</p> <p>The curriculum aims to improve cognitive development skills or abilities in the context of romantic relationships, but there are no lessons or activities that aim to broadly improve cognitive development skills and abilities.</p>	Not directly addressed (see previous column)	<ul style="list-style-type: none"> None
AD.3. Emotional development Positive self-regard, self-regulation, coping, and conflict resolution skills; prosocial values, spirituality, and morality	<ul style="list-style-type: none"> One activity that facilitators are encouraged to use prior to Lesson 1 encourages students to develop and agree to a set of prosocial values throughout the course 	<ul style="list-style-type: none"> Group Agreements activity prior to Lesson 1 	There is one 15-minute activity related to this topic that facilitators are encouraged to use prior to Lesson 1, and participants are expected to abide by these principles throughout the entire course.
AD.4. Social development Connected to community and social networks; developing a cultural identity; civic engagement	<ul style="list-style-type: none"> Lesson 8 includes a homework activity for students to visit or call a clinic as a way to connect them with community networks and resources. Students discuss this assignment in Lesson 15. 	<ul style="list-style-type: none"> Relevant Lesson 8 activities: <ul style="list-style-type: none"> Visit or Call a Clinic Relevant Lesson 15 activities: <ul style="list-style-type: none"> Review “Shopping” Information and “Visit or Call a Clinic” Homework 	2 brief activities across 2 lessons relate to this topic (approximately 30 minutes total, plus time spent completing the homework assignment)
AD.5. Additional related topics Other topics might include activities that facilitate healthy development and well-being	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

Summary of Adolescent Development Lessons and/or Skills Training

There is little content related to adolescent development, as the curriculum only includes 3 brief activities that relate to elements of **emotional development** (prosocial values) and **social development** (connecting to community resources).

Some content that could be considered to relate to other elements of adolescent development; however, that content is covered only in the context of sexual or romantic relationships rather than building participants’ general knowledge or skills of those topics.

Educational and Career Success

Definition of Educational and Career Success

Obtaining at least a high school diploma or the equivalent is a starting point for long-term career success. Encouraging youths' academic performance and school attendance and engagement may foster improvements in grades and school retention for youth in traditional and alternative education settings. Long-term success can involve multiple paths to completing postsecondary education or training and finding stable and well-paying employment. The development of hard and soft skills for school and workplace productivity, preparation for postsecondary education and employment, job seeking and retention, career planning, independent living, lifelong learning, and career adaptability support future educational and career success.

Coverage of Educational and Career Success topics

Educational and Career Success Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
ECS.1. Academic support and learning-related skills Supplement academic instruction through tutoring, homework assistance, test preparation, study skills, and time-management	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
ECS.2. Enriched learning and extracurricular activities Exploring interests and building skills through activities like arts, sciences and engineering, sports, and community service	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
ECS.3. Education planning and assistance Support high school completion, offer opportunities to earn college credit, support postsecondary application and financial aid processes	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
ECS.4. Job and career planning and activities Support career decision-making with networking opportunities, and career-related exposure and experiences	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None
AD.5. Additional related topics Accessing coursework and school credit related to job/career advancement	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> None

Summary of Educational and Career Success Lessons and/or Skills Training

Educational and career success topics are not covered in the curriculum.

Financial Literacy

Definition of Financial Literacy

Having the knowledge and skills needed to understand the financial terminology and concepts that enable adolescents to acquire and manage financial resources successfully. Short-term financial literacy skills include opening a bank account, saving, managing credit, and preparing and tracking personal budgets. Medium- and long-term financial literacy skills include knowledge of financial services, interest rates, insurance, debt and credit management, and future planning, including planning for college. Financially literate adolescents understand the implications of their spending on their current and future financial well-being and are able to make careful choices about how to acquire and spend their money and other resources.

Coverage of Financial Literacy topics

Financial Literacy Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
FL.1. Spending and budgeting Develop and maintain a budget to track earnings and spending that aligns with one's resources, priorities, and available income.	• None	• None	• None
FL.2. Savings and investments Learn about checking and savings accounts; and how investments can help them set and meet goals for the future.	• None	• None	• None
FL.3. Borrowing, credit, and debt Understanding how to obtain and manage types of credit and debt, including financial aid	• None	• None	• None
FL.4. Insurance Understanding how to purchase and manage insurance including car and health coverage, types of risk and risk management	• None	• None	• None
FL.5. Consumer financial protections How to identify and protect from identity theft and financial fraud; what to do if youth become victims of theft or fraud	• None	• None	• None
FL.6. Additional related topics Engaging in financial discussions with parents; real-life application of skills; learning from financial experts	• None	• None	• None

Summary of Financial Literacy Lessons and/or Skills Training

Financial literacy topics are not covered in the curriculum.

Healthy Life Skills

Definition of Healthy Life Skills

Healthy life skills are the competencies that enable people to solve problems and deal in positive ways with challenges they face in their everyday lives. These skills include social, emotional, and cognitive skills, as well as physical and sexual health skills. Social skills focus on communication, negotiation and refusal, assertiveness, cooperation, and empathy. Emotional skills comprise self-regulation and development of personal confidence. Cognitive skills include decision making, goal setting, problem solving, and critical thinking. Physical and sexual health skills focus on making healthy life choices and can reinforce social, emotional, and cognitive skills. Adolescents can practice and build these skills in the classroom and at school—as peer leaders—and in the community, by providing service to others. Using these skills can enable adolescents to improve their emotional well-being, mental health, and social skills; decrease their involvement in risky behaviors; and improve their academic achievement.

Coverage of Healthy Life Skills topics

Healthy Life Skills Topics	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<p>Descriptions of youth skills/abilities included in topic</p> <p>HLS.1. Cognitive skills Decision-making, problem solving, and critical-thinking skills to understand personal views and values; set and plan for goals</p>	<p>Not directly addressed. The curriculum aims to improve cognitive skills in the context of romantic relationships, but there are no lessons or activities that aim to broadly improve cognitive skills.</p>	<p>Not directly addressed (see previous column)</p>	<ul style="list-style-type: none"> • None
<p>HLS.2. Emotional coping skills Manage stress, feelings, and reactions to conflict; improve confidence and expectations for how behavior leads to outcomes</p>	<p>Not directly addressed. The curriculum aims to improve emotional coping skills in the context of romantic relationships, but there are no lessons or activities that aim to broadly improve emotional coping skills.</p>	<p>Not directly addressed (see previous column)</p>	<ul style="list-style-type: none"> • None
<p>HLS.3. Social skills Communication, negotiation, refusal, assertiveness, and interpersonal skills; cooperating with and being empathetic to others</p>	<ul style="list-style-type: none"> • One activity that facilitators are encouraged to use prior to Lesson 1 encourages students to develop and agree to a set of principles with how they will communicate and interact throughout the course • Lesson 11 includes an activity to assist students in communicating effectively with a family member 	<ul style="list-style-type: none"> • Group Agreements activity prior to Lesson 1 • Relevant Lesson 11 activities: My Favorite Cousin 	<p>There is one 15-minute activity related to this topic that facilitators are encouraged to use prior to Lesson 1</p> <p>There is another 10- to 25-minute activity aimed at teaching youth how to effectively share skills they've learned throughout the course with a family member</p>
<p>HLS.4. Physical health skills Learn about nutrition and healthy eating, exercise practices, and positive body image; effects of substance use</p>	<ul style="list-style-type: none"> • Lesson 13 includes some content focused on substance use activities that could result in HIV transmission 	<ul style="list-style-type: none"> • All Lesson 13 activities include some content related to the effects of substance use: <i>Risk Continuum, Personal Risks, Lesson Summary</i> 	<p>A small portion of Lesson 13 (approximately 5 minutes) includes content focused on high-risk substance use practices that could result in HIV transmission</p>

Healthy Life Skills Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<p>HLS.5. Sexual health skills Learn about STIs, sexual anatomy, contraceptives, and pregnancy; develop negotiation and refusal skills regarding sex</p>	<ul style="list-style-type: none"> • Each of the curriculum’s 16 lessons focus on sexual health skills, including STIs, contraceptives, pregnancy, and negotiation and refusal skills regarding sex 	<ul style="list-style-type: none"> • All Lesson 1A activities: Introduce Curriculum and Model Roleplay, Version 1; Pregnancy Risk Activity, Parts 1 and 2; Model Roleplay, Version 2; Lesson Summary • All Lesson 1B activities: Introduce Curriculum and Model Roleplay, Version 1; STI/HIV Risk Activity; Personalizing Risks; Model Roleplay, Version 2; Lesson Summary • All Lesson 2 activities: Review Previous Lesson; Communicating about Abstinence; Facts about Abstinence; Reasons that Many Teens Don’t Have Sex; Lesson Summary • All Lesson 3 activities: Review Previous Lesson; Talk to Your Parent/Trusted Adult; Introduce Refusals; Demonstrate Roleplays; Lesson Summary • All Lesson 4 activities: Refusals Quiz; Difficult Refusals; Demonstrate Roleplay; Roleplay in Small Groups; Lesson Summary • All Lesson 5 activities: Review Class 4; Introduce Delay Tactics; Demonstrate and Practice Roleplay; Quiz and Skills Review; Lesson Summary • All Lesson 6 activities: Discuss Homework; Signs of Sex and Caution Mini-Lecture; Handling Risky Situations; Protection: True or False? Round 1; Lesson Summary • All Lesson 7 activities: Ways to Prevent Pregnancy – Lecture; Shopping Information Homework; Lesson Summary • All Lesson 8 activities: Condom Demonstration; Visit or Call a Clinic; How Will You Avoid Pregnancy?; How is STI/HIV Prevented?; Lesson Summary • All Lesson 9 activities: Protection: True or False? Round 2; Demonstrate and Practice Roleplay; Demonstrate and Practice Roleplay; Lesson Summary • All Lesson 10 activities: Review Refusals; Generating Alternatives; Roleplay in Small Groups • All Lesson 11 activities: My Favorite Cousin; Roleplay in Small Groups • All Lesson 12 activities: Facts about STI, including HIV; Assign Homework; Lesson Summary • All Lesson 13 activities: Risk Continuum; Personal Risks; Lesson Summary • All Lesson 14 activities: The Steps to Protection; Roleplays; Lesson Summary • All Lesson 15 activities: Review “Shopping Information” and “Visit or Call a Clinic” Homework; Sticking with Abstinence and Protection • All Lesson 16 activities: Review HIV Homework; Chris and Pat; Roleplay in Small Groups; “I Learned” Statements 	<p>The entire curriculum (16 lessons, approximately 800 minutes) includes content focused on sexual health skills</p>
<p>HLS.6. Additional related topics Other topics might include helping youth bolster their positive self-concept and self-efficacy</p>	<ul style="list-style-type: none"> • Lessons 7 and 8 include homework activities that aim to foster students’ self-efficacy and comfort in utilizing healthcare. Students discuss these assignments in Lesson 15. 	<ul style="list-style-type: none"> • Relevant Lesson 7 activities: <ul style="list-style-type: none"> – Shopping Information Homework • Relevant Lesson 8 activities: <ul style="list-style-type: none"> – Visit or Call a Clinic • Relevant Lesson 15 activities: <ul style="list-style-type: none"> – Review “Shopping Information” and “Visit or Call a Clinic” Homework 	<p>3 brief activities across 3 lessons relate to building students’ self-efficacy and comfort in utilizing healthcare (approximately 40 minutes total, plus time spent completing the homework assignments)</p>

Summary of Healthy Life Skills Lessons and/or Skills Training

The primary focus of almost the entire curriculum is building participants' **sexual health skills**.

In addition, there are a couple of brief activities that relate to building participants' **social skills**, and a small portion of one lesson includes content related to the effects of substance use, which is an element of **physical health skills**.

The curriculum also includes some content that could be considered to build participants' cognitive or emotional coping skills and further their social skills; however, that content is covered only in the context of sexual or romantic relationships or substance use rather than building participants' general skills of those topics

Healthy Relationships

Definition of Healthy Relationships

Healthy relationships are based on trust, honesty, listening, and respect and allow adolescents to feel supported, connected, and independent. In healthy relationships, adolescents must communicate and establish boundaries. They can learn to communicate, demonstrate empathy, manage conflict, and resist peer pressure. They can learn to recognize the characteristics of healthy (and unhealthy) relationships and develop skills to form healthy relationships and avoid unhealthy ones, including those that involve physical violence, emotional and verbal abuse, and coercion. Adolescents experiencing healthy relationships are less likely to engage in risk-taking behaviors. Such relationships can include peer and romantic relationships, but having healthy relationships with parents, family members, and other adults (guardians and caregivers) is also important and provides a foundation for the skills and behaviors needed to establish healthy relationships and boundaries with peers and partners.

Coverage of Healthy Relationships topics

Healthy Relationships Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
HR.1. Recognition of unhealthy/healthy relationships Identify healthy/unhealthy relationship characteristics; form a healthy relationship; avoid unhealthy relationships	<ul style="list-style-type: none"> • Lesson 2 teaches youth about foundational elements of a successful romantic relationship, including communication 	<ul style="list-style-type: none"> • Relevant Lesson 2 activities: <ul style="list-style-type: none"> – Communicating About Abstinence 	There is one 15- to 20-minute activity aimed at teaching youth foundational elements of healthy relationships
HR.2 Skills for intentional decision making and choices when accepting or rejecting a partner Understand informed/intentional partner choice and characteristics of mature love; develop own values/goals; define relationships they seek	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
HR.3 Respect for self and partner Build positive regard for self and others; use language to maintain healthy relationships	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
HR.4 Age-appropriate social networks Form appropriate friendships with peers; learn how to safely use online resources	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None
HR.5 Positive relationships with peers Use healthy communication and prosocial behaviors with peers; navigate peer opinions and norms	<ul style="list-style-type: none"> • One activity that facilitators are encouraged to use prior to Lesson 1 encourages students to develop and agree to a set of principles with how they will communicate and interact throughout the course 	<ul style="list-style-type: none"> • Group Agreements activity prior to Lesson 1 	There is one 15-minute activity related to this topic that facilitators are encouraged to use prior to Lesson 1, and participants are expected to abide by these principles throughout the entire course.
HR.6 Communication and conflict resolution skills Manage stressful situations and conflict within close relationships; communicate effectively; develop and use problem-solving and conflict resolution skills	<ul style="list-style-type: none"> • Lesson 11 includes an activity to assist students in communicating effectively with a family member 	<ul style="list-style-type: none"> • Relevant Lesson 11 activities: <ul style="list-style-type: none"> – My Favorite Cousin 	There is one 10- to 25-minute activity aimed at teaching youth how to effectively share communication skills that they've learned
HR.7 Gender equity/power balance Equally share power and responsibility with partners; communicate needs and concerns; promote gender-equitable norms	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

Healthy Relationships Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
<p>HR.8 Assertive communication about sex and contraception Communicate needs and concerns regarding sex and contraceptive use; develop skills to guard against unhealthy situations</p>	<ul style="list-style-type: none"> • Lesson 1 (which includes two options: (A) focused on pregnancy risk, and (B) focused on HIV/STI risk) includes a demonstration of assertive communication about sex • Lesson 2 teaches youth about foundational elements of a successful romantic relationship, including communication • Lessons 3, 4, 5, and 6 focus primarily on developing skills to guard against unhealthy situations • Lessons 9, 10, 11, 14, 15, and 16 focus primarily on developing skills to communicate needs and concerns regarding sex and contraceptive use 	<ul style="list-style-type: none"> • Relevant Lesson 1A activities: <ul style="list-style-type: none"> – Model Roleplay, Version 2 • Relevant Lesson 1B activities: <ul style="list-style-type: none"> – Model Roleplay, Version 2 • Relevant Lesson 2 activities: <ul style="list-style-type: none"> – Communicating About Abstinence • Relevant Lesson 3 activities: <ul style="list-style-type: none"> – Introduce Refusals – Demonstrate Roleplays – Lesson Summary • All Lesson 4 activities: Refusals Quiz; Difficult Refusals; Demonstrate Roleplay; Roleplay in Small Groups; Lesson Summary • All Lesson 5 activities: Review Class 4; Introduce Delay Tactics; Demonstrate and Practice Roleplay; Quiz and Skills Review; Lesson Summary • Relevant Lesson 6 activities: <ul style="list-style-type: none"> – Signs of Sex and Caution Mini-Lecture – Handling Risky Situations – Lesson Summary • All Lesson 9 activities: Protection: True or False? Round 2; Demonstrate and Practice Roleplay; Demonstrate and Practice Roleplay; Lesson Summary • All Lesson 10 activities: Review Refusals; Generating Alternatives; Roleplay in Small Groups • Relevant Lesson 11 activities: <ul style="list-style-type: none"> – Roleplay in Small Groups • All Lesson 14 activities: The Steps to Protection; Roleplays; Lesson Summary • Relevant Lesson 15 activities: <ul style="list-style-type: none"> – Sticking with Abstinence and Protection • Relevant Lesson 16 activities: <ul style="list-style-type: none"> – Chris and Pat – Roleplay in Small Groups 	<p>5 lessons entirely focus on the topic, and another 7 lessons include at least some content related to the topic. This results in approximately 450 minutes spent on the topic.</p>

Healthy Relationships Topics Descriptions of youth skills/abilities included in topic	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
HR.9 Joint responsibility for contraceptive use and STI/HIV prevention practices Recognize shared decision making in contraceptive use; develop negotiation skills for contraceptive use and STI/HIV prevention	<ul style="list-style-type: none"> • Lessons 9, 10, 11, 14, 15, and 16 focus on developing negotiation skills for contraceptive use and STI/HIV prevention 	<ul style="list-style-type: none"> • Relevant Lesson 9 activities: <ul style="list-style-type: none"> – Demonstrate and Practice Roleplay 1 – Demonstrate and Practice Roleplay 2 – Lesson Summary • Relevant Lesson 10 activities: <ul style="list-style-type: none"> – Generating Alternatives – Roleplay in Small Groups • Relevant Lesson 11 activities: <ul style="list-style-type: none"> – Roleplay in Small Groups • All Lesson 14 activities: The Steps to Protection; Roleplays; Lesson Summary • All Lesson 15 activities: Review “Shopping Information” and “Visit or Call a Clinic” Homework; Sticking with Abstinence and Protection • Relevant Lesson 16 activities: <ul style="list-style-type: none"> – Chris and Pat – Roleplay in Small Groups 	2 lessons entirely focus on the topic, and another 4 lessons include at least some content related to the topic. This results in approximately 280 minutes spent on the topic.
HR.10 Additional related topics Other topics might include decision making and communication in relationships, dating violence, staying safe in relationships, what unhealthy relationships look like, age of consent, sexual orientation and identity, and sex trafficking	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None 	<ul style="list-style-type: none"> • None

Summary of Healthy Relationships Lessons and/or Skills Training

Much of the curriculum’s content focuses on two healthy relationships topics: (1) **assertive communication about sex and contraception**, and (2) **joint responsibility for contraceptive use and STI/HIV prevention practices**.

In addition, there is one activity that shares **foundational elements of healthy relationships** with participants, and an optional activity that encourages participants to **agree to and exhibit a set of healthy communication principles with their peers** throughout the course.

Other healthy relationships topics are not addressed, such as age-appropriate social networks and gender equity/power balance.

Parent-Child Communication

Definition of Parent-Child Communication

Exchanges, between parents (or caregivers) and children, of information, opinions, concerns, or advice, either verbal or nonverbal (such as hugging, sharing quality time, and parental modeling). Effective communication begins during infancy and involves trust, empathy, honesty, sharing of accurate information, and willingness to listen and participate in a two-way conversation. Ongoing, positive parent-child communication has a critical influence on youth development, feelings of connectedness, and resiliency.

Coverage of Parent-Child Communication topics

Parent-Child Communication Topics Descriptions of skills/abilities for targeted group (in parentheses)	Relevant lesson(s) that promote the topic	Relevant activities that promote the topic	Total relevant lessons/time on the topic
PCC.1. Proactive communication (parents/caregivers) Encourage caregivers to engage in communication with children before they begin sexual activity rather than responding to behaviors	• None	• None	• None
PCC.2. Accurate knowledge of sexual health (parents/caregivers) Confer a working knowledge of sexual health to parents/caregivers; emphasize their role and recognize the value of other qualified staff	• None	• None	• None
PCC.3. Comfort discussing sexual health (parents/caregivers) Build comfort of caregivers to discuss sex and values with children in a receptive, informal, and composed manner	• None	• None	• None
PCC.4. Closeness to parents (parents/youth) Recognize the importance of strong caregiver-child bonds to effectively communicate, and support the strength of those bonds	• None	• None	• None
PCC.5. Knowledge of parents' expectations (parents/youth) Emphasize open dialogue between caregivers and children on expectations, values, and perceptions of appropriate behaviors	• None	• None	• None
PCC.6. Initiating conversations with parents/caregivers (youth) Build youth skills to start conversations about sexual health, such as role-playing exercises or assignments requiring parental input	• Lesson 3 includes an activity to encourage students to talk to parents/trusted adults about sexual health, and Lesson 6 includes an activity to discuss those conversations	• Relevant Lesson 3 activities: – Talk to Your Parent/Trusted Adult • Relevant Lesson 6 activities: – Discuss Homework	Two activities across two lessons (approximately 25 total minutes) are spent on this topic.
PCC.7. Identifying and communicating with a trusted adult in the absence of a parent/caregiver (youth) Identify trusted adults in youth's lives and guide youth in having discussions with these adults about sexual health topics	• None	• None	• None
PCC.8. Additional related topics Other topics might include the timing, content, context, and frequency of parent-child communication, and the diversity of caregiver-child relationships	• None	• None	• None

Summary of Parent-Child Communication Lessons and/or Skills Training

Parent-child communication topics are not the focus of this curriculum, but it does include one homework assignment for parents to talk with their parents or caregivers about sexual health. The group then debriefs the assignment, and participants are encouraged to have additional conversations with their trusted adults. Most parent-child communication topics are not covered.

Summary of the extent to which each Adulthood Preparation Subject is covered in the curriculum

This page includes each of the narrative summaries from the six APS sections and is intended to assist a user in quickly understanding the extent to which each Adulthood Preparation Subject is covered by the curriculum and compare the lessons and activities that address multiple APSs.

Adulthood Preparation Subject	Summary of coverage in curriculum
Adolescent development	There is little content related to adolescent development, as the curriculum only includes 3 brief activities that relate to elements of emotional development (prosocial values) and social development (connecting to community resources). Some content that could be considered to relate to other elements of adolescent development; however, that content is covered only in the context of sexual or romantic relationships rather than building participants' general knowledge or skills of those topics.
Educational and career success	Educational and career success topics are not covered in the curriculum.
Financial literacy	Financial literacy topics are not covered in the curriculum.
Healthy life skills	The primary focus of almost the entire curriculum is building participants' sexual health skills . In addition, there are a couple of brief activities that relate to building participants' social skills , and a small portion of one lesson includes content related to the effects of substance use, which is an element of physical health skills . The curriculum also includes some content that could be considered to build participants' cognitive or emotional coping skills and further their social skills; however, that content is covered only in the context of sexual or romantic relationships or substance use rather than building participants' general skills of those topics
Healthy relationships	Much of the curriculum's content focuses on two healthy relationships topics: (1) assertive communication about sex and contraception , and (2) joint responsibility for contraceptive use and STI/HIV prevention practices . In addition, there is one activity that shares foundational elements of healthy relationships with participants, and an optional activity that encourages participants to agree to and exhibit a set of healthy communication principles with their peers throughout the course. Other healthy relationships topics are not addressed, such as age-appropriate social networks and gender equity/power balance.
Parent-child communication	Parent-child communication topics are not the focus of this curriculum, but it does include one homework assignment for parents to talk with their parents or caregivers about sexual health. The group then debriefs the assignment, and participants are encouraged to have additional conversations with their trusted adults. Most parent-child communication topics are not covered.

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.