



District of Columbia  
Office of the State Superintendent of Education



# **SEXUAL HEALTH CURRICULUM REVIEW**

**A GUIDANCE DOCUMENT FOR K-12**

**February 2017**



Results presented by ETR  
100 Enterprise Way, Suite G300, Scotts Valley, CA 95066  
[www.etr.org](http://www.etr.org)

---

The District of Columbia's Office of the State Superintendent of Education (OSSE) does not endorse or recommend any commercial products, processes, or services. The views and opinions of authors expressed in this curricula guidance document are for informational and planning purposes only and do not necessarily state or reflect those of "OSSE". This may not be used for advertising or product endorsement purposes.

# TABLE OF CONTENTS

<b>HOW TO NAVIGATE THIS DOCUMENT</b>	<b>5</b>
<b>INTRODUCTION</b>	<b>6</b>
Background	8
Curriculum Selection	8
Curriculum Review Team	8
Curriculum Review Process	9
Summarizing Reviews	10
<b>OVERVIEW OF REVIEWED CURRICULA</b>	<b>15</b>
Introduction	13
Curriculum Review at a Glance	17
Curriculum Overview and Program Descriptions	21
AIDS Prevention for Adolescents in School: Curriculum Handbook	22
BART: An HIV Risk-Reduction Program for Adolescents	23
Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection	24
Cuidate: A Culturally-Based Program to Reduce HIV Sexual Risk Behavior Among Latino Youth: Facilitator's Curriculum	25
DCPS Sexual Health Curriculum (Supplement for BART and Making Proud Choices)	26
Draw the Line, Respect the Line	27
FLASH 4/5/6	28
FLASH 7/8	29
FLASH 9-12	30
Focus on Youth: An HIV Prevention Program for African-American Youth (Ages 12-15)	31
Get Real About AIDS: An Adolescent STD/HIV/AIDS Prevention Program	32
Guide to Implementing Teens for AIDS Prevention: A Peer Education Program to Prevent HIV and STIs	33
Health Smart Middle School: Abstinence, Puberty & Personal Health	34
Health Smart Middle School: HIV, STD & Pregnancy Prevention	35
Making Proud Choices!: A Safer-Sex Approach to HIV/STDs and Teen Pregnancy Prevention	36
Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STI, and Pregnancy Prevention	37
Our Whole Lives: Sexuality Education for Grades 7th-9th	38
Our Whole Lives: Sexuality Education for Grades 10 <sup>th</sup> -12 <sup>th</sup>	39
PARE	40
Project AIM (Adult Identity Mentoring): A Program to Reduce HIV Sexual Risk Among Youth	41
Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV	42
"Reducing the Risk: Understanding Self-Identity: Building a Supportive Environment for LGBTQ Students	43
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 1	44
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 2	45
Scenarios USA (Gender, Power & Relationships)	46
Scenarios USA (Masculinity)	47
SiHLE: Sisters, Informing, Healing, Living, Empowering	48
Sister to Sister: Respect Yourself! & Protect Yourself! - Provider Curriculum	49
Sisters Informing Sisters About Topics on AIDS (SISTA)	50

SWAT - LAYC	51
Teen Health Project-Community Level HIV Prevention Intervention for Adolescents in Low Income Housing Development	52
Teen Health Project 4me! Curriculum	53
Teen Life Club: Steps to S.T.A.R.dom Curriculum	54
The Grassroot Project: Coach's Guide	55
The Pharaoh Program Facilitators Manual	56
<b>CURRICULA SELECTION, IMPLEMENTATION &amp; INCREASED ACADEMIC OUTCOMES</b>	<b>57</b>
Next Steps	59
<b>HEALTH EDUCATION CURRICULUM ANALYSIS TOOL (HECAT)</b>	<b>60</b>
Introduction	60
Standards (HECAT Chapter 6)	61
Curriculum Fundamentals (HECAT Chapter 5)	62
Preliminary Curriculum Considerations (HECAT Chapter 4)	65
<b>APPENDICES</b>	<b>69</b>
Curricula by Grade Ranges	70
Grade Level Results	75
Grades 3, 4, 5	75
Grades 6, 7, 8	87
Grades 9, 10, 11, 12	99
References	120
Coordinated Health Education Team (CHET)	121
Resources for Curriculum Selection	124
<b>ACKNOWLEDGEMENTS</b>	<b>125</b>

## HOW TO NAVIGATE THIS DOCUMENT

This guidance document for comprehensive sexual health is useful for several purposes depending on what you are trying to achieve. The following examples are by no means exhaustive but serve to illustrate some prime ways the information can be used to further enhance health education and research efforts. For any additional navigation inquiries, please feel free to contact OSSE's Healthy Schools and Wellness Programs.

Are you...	Check out...
Looking for sexual health <b>curricula options</b> to use that are aligned to OSSE's Health Education Standards?	The full lists of curricula details on <b>page 10</b> and then refer to each in-depth curriculum overview starting on <b>page 21</b> .
Looking for the most comprehensive sexual health curriculum that you can use for a <b>specific lesson</b> ?	The curricula review at a glance and refer to the coverage scores for each curriculum on <b>page 17</b> .
Interested in better understanding <b>why and how</b> OSSE's curricula review process took place?	The background on the development of the Coordinated Health Education Team (CHET) on <b>page 8</b> .
Interested in <b>adapting</b> a particular sexual health curriculum to better fit your specific target population?	Next steps on curricula selection, planning, and implementation on <b>page 59</b> .
Interested in learning more about the <b>tool</b> that is used to <b>systematically analyze</b> health education curricula?	<b>Page 60</b> to learn more about the Health Education Curriculum Analysis Tool (HECAT)
<b>Unsure or need</b> more support around how to use this document?	Contact Healthy Schools and Wellness Programs at <b>osse.hydt@dc.gov</b> for additional information or technical assistance.

## INTRODUCTION

### Background<sup>1</sup>

The Office of the State Superintendent of Education (OSSE) is delighted to share with you the Curriculum Review Guidance Document as a health and physical education resource for the District of Columbia. OSSE strives to improve the overall health of the children and adolescents who reside in the District of Columbia. Students spend a significant amount of time in their school environment and it is our responsibility to ensure they receive accurate information regarding their health while they are there. In an effort to improve the overall quality of the health, OSSE has made it a goal to educate and impart the skills needed to develop and sustain healthy habits.

Extensive research has highlighted the relationship between health and academic achievement. Numerous studies show that healthy habits positively impact academic performance; healthier children perform better in the classroom including standardized testing. An association has been also found between healthy children, high academic achievement and reduction in high risky behaviors such as alcohol usage, drug usage and engaging in unsafe sexual behavior. Adolescents who practice healthy habits are less likely to become involved in risky behaviors.

OSSE created the Curriculum Review Guidance Document as a guide for educators, particularly those in the District of Columbia Public and Public Charter school systems. The guide includes summary and in-depth information about various health education curricula. Each curriculum has been thoroughly reviewed to ensure it aligns with the Centers for Disease Control and Prevention's Health Education Curriculum Analysis Tool (HECAT) and Physical Education Curriculum Analysis Tool (PECAT) which are based on the National Health Education Standards, OSSE Health Education and Physical Education standards and National standards of Physical Education. Preliminary information and short summaries of each of the available curricula are included in the guide as well as contact information on means of accessing curricula. The Health and Physical Education Curricula and Resource Library may be accessed for viewing through OSSE's Healthy Schools and Wellness Programs.

OSSE is committed to providing tools that support District of Columbia's youth leading healthy lives in their youth and beyond. OSSE hopes that you find this guide helpful as you continue to impart health knowledge into the lives of District of Columbia youth.

In 2010, the Council of the District of Columbia passed the Healthy Schools Act of 2010 (HSA), which outlines requirements and strategies to improve student health. The HSA requires that, by the 2014 - 15 school year, schools provide at least 75 minutes of health education per week – an average of at least 150 minutes per week for students in grades kindergarten through five and an average of at least 225 minutes per week for students in grades six through eight (50% of physical education class time must be devoted to actual physical activity). In addition to these new requirements, in April 2012, the District of Columbia implemented the District of Columbia Comprehensive Assessment System (DC CAS) for Health and Physical Education. DC CAS is the first statewide-standardized test that measures students' proficiency in physical education, sexual health, nutrition, and other health related topics. It was administered in fifth, eighth and high school to students enrolled in health education classes. During the 2014-15 school year, the District of Columbia adopted the Partnership for Assessment for Readiness for College and Careers (PARCC). PARCC's summative exams replaced the previous DC CAS. Due to the requirements outlined by the Healthy Schools Act and the statewide-standardized tests, it is imperative for teachers and schools be equipped with resources to help students make healthy choices and succeed beyond the classroom.

<sup>1</sup> Background information included here was extracted from documents found in Appendices.

In 2011, Office of the State Superintendent of Education (OSSE) developed the Coordinated Health Education Team (CHET) initiative to address health education gaps and services in the District of Columbia's public and public charter schools. The purpose of the CHET is to develop a multidisciplinary approach for coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia. A detailed chart of the CHET structure and priority areas can be found in appendix two.

As there are currently no set health education curricula that are consistently used within District of Columbia schools, to begin addressing CHET's priority area of Health and Physical Education Curriculum and Instruction, OSSE created two Advisory Boards: Risky Behaviors Advisory Board and Health and Wellness Advisory Board. Topics of the Risky Behaviors Advisory Board are Comprehensive Sexual Health; Alcohol, Tobacco, and Other Drugs; and Mental and Emotional Health. Health and Wellness Advisory Board topics include: Physical Education and Activity; Nutrition; Safety Skills (including Violence) and Hygiene. Within their topic areas, both boards are responsible for the following:

- 1) Developing a list of curricula and instructional materials for review;
- 2) Developing a systematic and continuous process for review;
- 3) Providing a recommended list of OSSE approved curricula and instructional materials for schools;
- 4) Developing curricula guidelines and categories;
- 5) Providing recommendations to update and adapt approved curricula and;
- 6) Providing recommendations on implementation and monitoring of curricula.

Members of the two Advisory Boards are content experts from government agencies, community based organizations (CBOs), private industries, schools/universities and school-based health education programs. These boards will continue supporting the systematic process for reviewing and selecting curriculum and/or evidence-based interventions (EBI) over the course of curricula implementation for District of Columbia Local Education Agencies (LEAs). See Acknowledgements for the list of the advisory board members and participating organizations.

The health education curriculum for District of Columbia schools will follow OSSE Health Education and Physical Education Standards, which were approved by the District of Columbia State Board of Education (SBOE) in December 2007. These standards specify what students should know and be able to do by the end of each grade level until they graduate from high school. OSSE health education standards are based on the comprehensive National Health Education Standards. These standards will be the basis for the curricula analysis, a critical

first step in providing a recommended list of curricula for LEAs to implement. In 2016, the District of Columbia State Board of Education (SBOE) approved the new District of Columbia Health Education Standards. These standards provide a clear, skill-based and age appropriate approach to the essential health topics that currently impact District students. Given the timing and creation of this document, a supplemental crosswalk was created for the 2007 and 2016 Health Education Standards. This document will allow users to see which standards were addressed.

The Health Education Curriculum Analysis Tool (HECAT) (CDC, 2012) and Physical Education Curriculum Analysis Tool (PECAT) (CDC, 2006) are based on the National Health Education Standards (NHES; <http://www.cdc.gov/HealthyYouth/SHER/standards/index.htm>), the National Standards for Physical Education (NASPE; <http://www.aahperd.org/naspe/standards/nationalStandards/PEstandards.cfm>), and CDC's Characteristics of an Effective Health Education Curriculum (<http://www.cdc.gov/healthyyouth/SHER/characteristics/index.htm>). These tools guided the curricula review process at OSSE. The HECAT/PECAT process and tools provide a structure and focus that can lead to the adoption of the most appropriate and effective curricula (CDC, 2003). This ensures that the curriculum and information being taught is medically and scientifically accurate, age appropriate, appropriate for students regardless of gender, race, disability status, or sexual orientation, and includes information about abstinence and other methods of preventing pregnancy and sexually transmitted diseases (STDs). OSSE incorporated OSSE's Health and Physical Education Standards within the tool. Note that for these analyses, the 2010 HECAT was used.

This report includes a description of the review process and data used to guide the curricula review. Details on how to access the curriculum library will be publicized to allow health educators in the District the opportunity to review potential resources. A detailed process for access to the curriculum library will be developed and publicized so that health educators in the District of Columbia can have the opportunity to review any items on the recommended list they might be interested in using or purchasing. This process will particularly benefit LEAs who can review curricula and supplemental materials to determine if a specific curriculum is an appropriate fit for their schools without having to commit to purchasing it.

## Curriculum selection

OSSE utilized the following resources and databases to select curricula for review:

- Recommendations from the Risky Behaviors Advisory Board and the Health and Wellness Advisory Board.
- Responses collected from the Healthy Schools Act's School Health Profiles completed by each individual District of Columbia Public and District of Columbia Public Charter Schools.
- Curricula used by Community Based Organizations who are sub-grantees of the Office of the State Superintendent of Education (OSSE) or have partnered or collaborated with the OSSE on various health initiatives.
- Research from other states, national organizations, and evidence-based curricula registries (e.g., SAMSHA, Office of Adolescent Health's Evidence-Based Programs Database). For additional sources, see Section, Appendix 3.

## Curricula Review Team

OSSE's Curricula Review Team is comprised of individuals who have volunteered to analyze and systematically review curricula that have been selected by the Advisory Boards and OSSE staff using the CDC's HECAT and components of CDC's PECAT. Each Curricula Review Team member was trained in the HECAT/PECAT. Reviewers include, but are not limited to, individuals from government agencies, community based organizations, schools and graduate programs. To date, there have been approximately 197 reviewers from over 30 different organizations. A complete list of reviewers by curriculum is included in Acknowledgements.

OSSE secured a trainer from the CDC to hold four (4) trainings on the HECAT and one (1) training on the PECAT. In addition, OSSE staff conducted five (5) additional trainings on the HECAT tool. These trainings were open to District of Columbia educators, school personnel, curriculum committees, professionals who work on health education professionals and school health and community based organizations who work with schools within the District of Columbia.

After these trainings, interested individuals were recruited to join the Curricula Review Team. An application was created to gauge their level of commitment, expertise and experience. An OSSE non-disclosure agreement also was required for each reviewer. A timeline was created that would give individuals opportunities to come in to OSSE's office and have in-person meetings, as well as access hard copies of all materials.

## Curriculum Review Process

Each reviewer was initially assigned two curricula, with an opportunity to review additional ones upon request. If an individual's resume reflected work experience or coursework in a particular health topic, they were assigned analysis using HECAT Chapter four: Preliminary Curriculum Considerations. Reviewers with no previous work or experience in that field were assigned and trained to analyze the curricula using HECAT Chapter five: Curriculum Fundamentals and Chapter six: Health-topic Modules. Each curriculum was assigned to three reviewers. All review materials were provided electronically (e.g., HECAT tool, PECAT tool; scanned curricula).

Two meetings were required for reviewers. The first reviewed the roles and responsibilities of being a member of the Curricula Review Team, as well as walking through the HECAT/PECAT tools, the timeline and answering any questions. The second meeting was in-person with other review team members. This meeting provided an opportunity for reviewers to discuss their analysis and compare their findings with the other individual(s) who had been assigned the same curricula as well as to clarify any questions with the HECAT tool or the analysis process.

All HECAT chapters and instructions were transferred to Adobe Forms Central, an online form builder that allows one to create, distribute and analyze forms and surveys. PDF forms were created and the link was made available to all participants to enter their findings upon completion. More details on how reviewers rated aspects of the curriculum using the HECAT tools are noted below within the HECAT Overview section.

## Summarizing reviews

Part of the curricula review process included having a consultant develop a comprehensive framework for schools and health educators to use based on the results of the curricula review. This report, by Education Training Research (ETR) provides an overview of all the curricula, results of curricula review and details about each curriculum in a user-friendly format for public use. OSSE's Healthy Schools and Wellness Programs team assisted with composing and editing this report. The list of members is included in Acknowledgements.

OSSE provided ETR with all HECAT forms and review data for all curricula obtained via the online Adobe Forms Central and Google Forms. Data was sorted and organized for clear interpretation. For each reported item, an average score was generated from the three reviewers' individual scores unless otherwise noted. The Curricula Review at a Glance table is in Section seven. To complete the Overview of Reviewed Curricula (section seven below) and Curricula Overview and Program Descriptions (Section eight), ETR reviewed data provided from Chapter two: General Curriculum Analysis and included external information on the reviewed curricula (e.g., number of lessons, published date).

Findings from the analysis were provided to OSSE's Coordinated Health Education Team's Risky Behavior Advisory Board and Health and Wellness Advisory Board for review and approval.

## OVERVIEW OF REVIEWED CURRICULA

### Introduction

Thirty-one different Comprehensive Sexual Health curricula and one supplemental health curriculum were reviewed for this document: 5 (five) middle school only, 13 high school only, and 14 that span across multiple school levels. The titles/names of each curricula review, grade ranges, and publisher information can be found below in Table 1.

**Table 1. Reviewed Sexual Health Curricula.**

Curriculum	Published Date	Publisher	Grade Ranges Reviewed		
			3-5	6-8	9-12
AIDS Prevention for Adolescents in School: Curriculum Handbook (APAS)	2002	P.A.S.H.A			*
Becoming a Responsible Teen: An HIV Risk-Reduction Program for Adolescents (BART)	2013	ETR			*
Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection (Be Proud!)	1992	Select Media, Inc.		*	*
Cuidate - A culturally-based program to reduce HIV sexual risk behavior among Latino youth: Facilitator's Curriculum (Cuidate)	2006	Select Media, Inc.		*	*
Draw the Line, Respect the Line (DLRL)	2003	ETR		*	
DCPS Sexual Health Curriculum (Supplement for BART and Making Proud Choices) (DCPS)	2011	District of Columbia Public Schools	*	*	*
Family Life And Sexual Health (FLASH)	2011	Seattle King County Public Health	*	*	*
Focus on Youth: An HIV Prevention Program for African-American Youth (Ages 12-15) (FOY)	1993	ETR		*	*
Get Real about AIDS: An Adolescent STD/HIV/AIDS Prevention Program (Get Real)	NA	P.A.S.H.A			*
Guide to Implementing Teens for AIDS Prevention: A Peer Education Program to Prevent HIV and STIs (TAP)	2002	Advocates for Youth			*
Health Smart Middle School: Abstinence, Puberty & Personal Health (HealthSmart Abs/Pub)	2013	ETR		*	
Health Smart Middle School: HIV, STD & Pregnancy Prevention (HealthSmart HIV/STD)	2013	ETR		*	
Making Proud Choices!: A Safer-Sex Approach to HIV/STDs and Teen Pregnancy Prevention (Proud Choices!)	2014	Select Media, Inc.		*	
Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STI, and Pregnancy Prevention (MMH)	2007	Michigan Model for Health			*
Our Whole Lives: Sexuality Education for Grades (OWL)	2013	UUA		*	*
PARE (PARE)	2008	ETR		*	

Curriculum	Published Date	Publisher	Grade Ranges Reviewed		
			3-5	6-8	9-12
Project AIM (Adult Identity Mentoring): A program to reduce HIV sexual risk among youth (AIM)	2005	Effective Interventions	*	*	
Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV (RTR STD)	2013	ETR			*
Reducing the Risk: Understanding Self-Identity: Building a Supportive Environment for LGBTQ Students (RTR Self ID)	2013	ETR			*
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 1 (Safer Choices L1)	2011	ETR			*
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 2 (Safer Choices L2)	2011	ETR			*
Scenarios USA (Gender, Power & Relationships) (Scenarios GPR)	2014	Scenarios USA		*	*
Scenarios USA (Masculinity) (Scenarios M)	2014	Scenarios USA		*	*
Sisters, Informing, Healing, Living, Empowering (SiHLE)	2012	Effective Interventions		*	*
Sister to Sister: Respect Yourself! & Protect Yourself! - Provider Curriculum (Sister2Stister)	2007	Effective Interventions			*
Sisters Informing Sisters About Topics on AIDS (SISTA)	2013	Effective Interventions			*
SWAT - LAYC	2011	LAYC		*	*
Teen Health Project 4me! Curriculum (4me!)	2011	Northeast Florida Healthy Start Coalition, Inc.		*	*
Teen Health Project: Community-Level HIV Prevention Intervention for Adolescents in Low-Income Housing Developments	2013	Sociometrics		*	*
The Grassroot Project: Coach's Guide (GPCG)	2011	The Grassroot Project		*	*
The Pharaoh Program Facilitators Manual (PPFM)	2004-2007	The Pharaoh Program/CDC			*
Teen Life Clubs: Steps to S.T.A.R.dom Curriculum (TLC S.T.A.R)	2006. 2010	Children's National Medical Center		*	*

## Curricula Review at a Glance

### Index and Example

- 1** Title of curriculum
- 2** Grade level of reviewed curriculum
- 3** Number of lessons in curriculum for that grade level
- 4** Training requirements to implement curriculum
- 5** Cost of curriculum
- 6** Overall score of Sexual Health concepts covered in curriculum: HECAT Standard 1 and The Office of the State Superintendent of Education Health Promotion and Disease Prevention Strand. The score is an average of reviewers scores, 0 to 4, of the percentage of concepts covered (0=none; 4= 100%).
- 7** The Office of the State Superintendent of Education Strands and National HECAT Standards and Scores: The corresponding HECAT Standards and “OSSE” Strands are indicated in the table. The scores represent an average of reviewers' scores. The scores range from 0 to 4, indicating how many of the assigned criteria were met for each standard (0 = none of criteria; 4=all of criteria). For those Strands covering 2 HECAT Standards (Self-Management and Decision-making & Goal-setting) each Student Skill and Teacher Instruction Score was averaged across the 2 HECAT Standards.

7

6

5

4

3

2

1

Curriculum Title		Parameters		Overall Coverage Score Health Promotion & Disease Prevention (HECAT 1)	Office of the State Superintendent of Education and National HECAT Standards Coverage Scores S = Student Skill Score; T = Teacher Instruction and Assessment Score														
					Number of Lessons	Training Required?	Curriculum Cost	Access to & Evaluation of Health Information (HECAT 3)				Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)	
								S	T	S	T	S	T	S	T	S	T	S	T
Curriculum A		K-2	6	Yes	\$350.00	3			3	2	3	1.7	2	4	2.7	4	1.7	2.7	
Curriculum B		3-4	8	Yes	Free	2.3			2.7	2	1.7	3	2.7	3	3	1.7	3	2	
Curriculum C		K-1	5	No	\$1100-1300.00	2.7			3	3	4	4	3.7	2.3	4	3.3	4	4	

CURRICULA REVIEW AT A GLANCE

Curriculum Title	Grade Level K-12	Parameters			Overall Coverage ScoreHealth Promotion & Disease Prevention (HECAT 1)	OSSE and National HECAT Standards Coverage Scores									
		Number of Lessons	Training Required?	Curriculum Cost		Access to & Evaluation of Health Information (HECAT 3)		Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)	
						S	T	S	T	S	T	S	T	S	T
AIDS Prevention for Adolescents in School: Curriculum Handbook	9-12	6		\$220.00	2.25	2.75	2.25	2.88	2.75	3.25	3.00	4.00	3.75	2.63	2.63
BART: An HIV Risk-Reduction Program for Adolescents	9-12	8	Yes	\$374.99	2.33	2.67	2.67	3.33	2.84	3.67	3.00	3.67	3.00	3.34	2.84
Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection	6-8	6	Yes	\$505.00	2.25	2.25	2.75	2.88	2.75	3.50	3.50	4.00	3.75	3.13	3.25
Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection	9-12	6	Yes	\$505.00	1.75	1.00	1.00	2.88	2.63	2.75	3.00	3.25	3.25	2.88	2.75
Cuideate - A culturally-based program to reduce HIV sexual risk behavior among Latino youth: Facilitator's Curriculum	6-8	6	Yes	\$199.00	2.20	1.80	1.40	3.20	3.20	3.40	3.40	3.60	3.40	3.20	2.90
Cuideate - A culturally-based program to reduce HIV sexual risk behavior among Latino youth: Facilitator's Curriculum	9-12	6	Yes	\$199.00	2.25	1.50	0.75	2.75	2.75	3.00	3.00	3.25	3.00	2.50	2.13
Draw the Line, Respect the Line	6-8	7			3.00	3.00	3.00	3.00	2.84	3.00	3.00	3.33	3.00	3.17	3.00
DCPS Sexual Health (Supplement for BART & Making Proud Choices)	3-5	---	---	---	1.33	0.00	0.00	1.67	1.00	0.00	0.00	0.67	0.33	0.50	0.34
DCPS Sexual Health (Supplement for BART & Making Proud Choices)	6-8	---	---	---	3.33	3.67	3.33	3.67	3.33	3.67	3.33	3.67	3.33	3.17	3.00
DCPS Sexual Health (Supplement for BART & Making Proud Choices)	9-12	---	---	---	3.00	3.33	3.33	2.50	2.00	2.67	1.67	3.00	2.67	1.67	1.50
FLASH 4/5/6	3-5	19	Yes	\$55.00	3.33	1.33	1.33	2.33	2.33	3.67	3.33	3.33	2.33	1.17	1.17
FLASH (6 <sup>th</sup> grade)	6	19	Yes	\$55.00	2	1.33	1.33	1.50	1.17	3.67	3.33	3.33	2.33	1.67	1.50
FLASH 7/8	6-8	24	Yes	\$60.00	3.33	3.67	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.50	3.34
FLASH HS 9-12	9-12	18	Yes	\$85.00	3.00	4.00	3.67	4.00	3.67	4.00	3.67	3.67	3.67	3.84	3.67
Focus on Youth: An HIV Prevention Program for African-American Youth (Ages 12-15)	6-8	8		\$59.95	3.00	3.67	3.00	4.00	3.67	3.67	2.67	4.00	3.00	4.00	3.34
Focus on Youth: An HIV Prevention Program for African-American Youth (Ages 12-15)	9-12	8		\$59.95	3.00	4.00	3.00	3.67	3.67	3.67	3.33	4.00	3.67	3.67	3.17

Curriculum Title	Grade Level K-12	Parameters			Overall Coverage ScoreHealth Promotion & Disease Prevention (HECAT 1)	OSSE and National HECAT Standards Coverage Scores S = Student Skill Score; T = Teacher Instruction and Assessment Score											
		Number of Lessons	Training Required?	Curriculum Cost		Access to & Evaluation of Health Information (HECAT 3)				Self-Management (HECAT 7&8)		Analyzing Influences (HECAT 2)		Interpersonal Communication (HECAT 4)		Decision-making & Goal-setting (HECAT 5&6)	
						S	T	S	T	S	T	S	T	S	T	S	T
Get Real about AIDS: An Adolescent STD/HIV/AIDS Prevention Program	9-12	15			3.00	3.67	3.33	3.67	4.00	1.67	1.67	4.00	4.00	4.00	3.17	3.34	
Guide to Implementing Teens for AIDS Prevention: A Peer Education Program to Prevent HIV and STIs	9-12	12		\$75.00	3.00	3.00	2.67	3.50	3.17	4.00	3.67	2.67	4.00	3.50	3.17		
Health Smart Middle School: Abstinence, Puberty & Personal Health	6-8	17		\$91.99	2.33	2.33	2.67	3.34	4.00	2.33	2.67	3.00	4.00	3.50	4.00		
Health Smart Middle School: HIV, STD & Pregnancy Prevention	6-8	15		\$91.99	2.75	4.00	3.00	3.34	2.67	4.00	3.00	4.00	3.00	3.00	2.67		
Making Proud Choices!: A Safer-Sex Approach to HIV/STDs and Teen Pregnancy Prevention	6-8	8		\$648.00	2.00	1.67	1.33	3.00	2.84	2.67	2.00	2.67	3.00	2.67	2.00		
Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STI, and Pregnancy Prevention	9-12	22		\$150.00	3.00	3.80	3.80	3.80	3.70	4.00	3.80	4.00	4.00	3.80	3.50		
Our Whole Lives: Sexuality Education for Grades 7-9	6-8	27	Yes	\$75.00	3.67	3.67	3.50	3.42	3.50	3.17	3.33	3.50	3.17	3.42	3.34		
Our Whole Lives: Sexuality Education for Grades (Grade 9)	9	27	Yes	\$75.00	3.00	3.33	3.50	3.42	3.50	3.17	3.33	3.50	3.17	3.42	3.34		
Our Whole Lives: Sexuality Education for Grades 10-12	9-12	12	Yes	\$60.00	3.33	3.00	3.33	3.00	3.00	3.67	3.67	3.33	3.33	2.17	2.17		
PARE	6-8	4 + 3 boosters			3.33	3.33	3.67	3.84	3.67	3.33	3.67	4.00	3.67	3.50	3.17		
Project AIM (Adult Identity Mentoring): A program to reduce HIV sexual risk among youth	3-5	12			1.33	2.00	1.50	2.00	1.42	2.67	2.00	4.00	3.33	2.00	1.50		
Project AIM (Adult Identity Mentoring): A program to reduce HIV sexual risk among youth	6-8	12			1.00	0.33	1.00	1.50	1.33	2.67	2.67	2.67	2.33	3.00	2.83		
Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV	9-12	16		\$249.00 /\$549.00	2.33	3.00	3.33	4.00	4.00	3.33	3.33	3.67	4.00	4.00	4.00		
Reducing the Risk: Understanding Self-Identity: Building a Supportive Environment for LGBTQ Students	9-12	NA		\$9.95	0.33	1.00	1.00	0.50	0.50	1.50	0.67	1.00	1.00	0.00	0.00		

Curriculum Title	Grade Level K-12	Parameters			Overall Coverage ScoreHealth Promotion & Disease Prevention (HECAT 1)	OSSE and National HECAT Standards Coverage Scores											
		Number of Lessons	Training Required?	Curriculum Cost		S = Student Skill Score; T = Teacher Instruction and Assessment Score											
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 1	9-12	10		\$49.95	3.00	2.67	2.17	4.00	3.25	3.50	3.17	4.00	3.67	3.25	2.67		
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 2	9-12	10		\$49.95	2.33	4.00	3.00	3.84	3.00	4.00	2.33	4.00	2.67	2.84	2.34		
Scenarios USA (Gender, Power & Relationships)	6-8			\$309.00	1.33	0.67	1.00	1.50	1.84	2.33	1.67	2.33	2.00	1.17	1.33		
Scenarios USA (Gender, Power & Relationships)	9-12			\$309.00	2.00	3.67	3.00	3.67	3.00	3.67	3.33	4.00	3.33	2.75	2.50		
Scenarios USA (Masculinity)	6-8			\$309.00													
Scenarios USA (Masculinity)	9-12			\$309.00	1.50	1.25	0.25	3.00	1.25	3.50	1.25	3.50	1.25	1.38	0.25		
SiHLE: Sisters, Informing, Healing, Living, Empowering	6-8	4		\$210.00													
SiHLE: Sisters, Informing, Healing, Living, Empowering	9-12	4		\$210.00	2.75	1.50	1.50	2.94	2.25	3.25	2.25	3.50	2.63	2.50	1.88		
Sister to Sister: Respect Yourself! & Protect Yourself! - Provider	9-12	8		\$129,304	2.33	3.00	2.67	3.00	4.00	3.00	2.67	3.33	3.67	3.50	3.67		
Sisters Informing Sisters About Topics on AIDS (SISTA)	9-12	5 + booster			3.00	3.67	4.00	4.00	4.00	4.00	4.00	4.00	4.00	3.84	4.00		
SWAT - LAYC	6-8	4		NA	3.00	2.75	2.50	3.13	3.13	2.75	2.50	3.75	3.75	3.50	3.25		
SWAT - LAYC	9-12	4		NA	3.25	3.25	3.50	3.63	3.25	3.75	3.50	3.75	3.50	3.63	3.25		
Teen Health Project 4me!	6-8			\$330.00													
Teen Health Project 4me!	9-12			\$330.00	2.33	3.00	2.67	3.50	3.34	4.00	3.00	4.00	3.67	4.17	3.50		
Teen Health Project: Community Level HIV Prevention Intervention for Adolescents in Low Income Housing Developments	9-12			\$330.00	2.50	1.50	1.00	3.75	3.25	4.00	3.00	4.00	4.00	4.00	4.00		
Teen Life Clubs: Steps to S.T.A.R.dom Curriculum	6-8	26		NA	1.00	1.00	1.33	1.67	1.84	4.00	3.00	3.00	3.33	1.17	1.50		
Teen Life Clubs: Steps to S.T.A.R.dom Curriculum	9-12	26		NA	1.00	1.33	1.33	1.33	1.33	2.33	2.33	3.00	2.67	1.83	1.83		
The Grassroot Project: Coach's Guide	6-8	8		NA	2.67	2.67	2.33	3.50	3.17	4.00	3.67	3.67	3.67	3.67	3.50		
The Grassroot Project: Coach's Guide	9-12	8		NA	3.00	3.00	2.67	3.50	3.50	4.00	3.67	4.00	3.67	3.84	3.84		
The Pharaoh Program Facilitators Manual	9-12	5		NA	1.67	3.33	2.00	3.17	2.67	3.33	2.67	3.33	3.00	3.17	3.00		

## Curricula Overview and Program Descriptions

Included here is an overview and brief description of each Comprehensive Sexual Health curricula reviewed in the Office of the State Superintendent of Education's Comprehensive Sexual Health Curriculum Review K-12 (2014). Additional details on curriculum, materials, and training available can be found on each curriculum's listed website. Analysis results for HECAT Chapter 4, 5 and 6 (Standards 1-8), including reviewer comments, are available separately upon request from "OSSE".

### AIDS Prevention for Adolescents in School

**Publisher/Developer:** P.A.S.H.A

**Publishing date of reviewed copy:** 2002

**Website:** [socio.com/passt09.php](http://socio.com/passt09.php)

**Grade levels curriculum is available:** 6<sup>th</sup> – 12<sup>th</sup>

**Lessons:** Six-hour program is divided into six class lessons that are delivered on consecutive school days

**Setting:** In-classroom

**E-component:** Available for digital download

**Materials:** Contains Program Materials in PDF Format and Includes the User's Guide and any Original Evaluation Instruments (materials not able to be digitized will be shipped)

**Cost:** \$220.00 or purchase separately

**Training and Technical assistance:** Telephone technical support on implementation and evaluation for one year

**Program Description:** This six-session program for high school students is delivered by regular classroom teachers. Combining principles of the health belief model with social psychology, the curriculum aims to improve students' knowledge, beliefs, self-efficacy, and risk behaviors concerning HIV/AIDS. The first two classes provide general information about the transmission and prevention of HIV/AIDS and teach students how to appraise their own risk behaviors. During the next two sessions, myths about peers' sexual behaviors are corrected, values clarification is introduced, and students use role play and negotiation skills to practice delaying sexual intercourse. The final lessons involve discussions of purchasing and using condoms. A field study of the program was conducted with a predominantly African-American and Hispanic sample of students attending four New York City public high schools. Compared with a comparison group of peers, program participants scored significantly higher on measures of knowledge, beliefs about the benefits of risk reduction, and beliefs about one's own ability to effect positive change (e.g., self-efficacy). At the three-month follow-up assessment, the program was found to be particularly effective in reducing sexually active participants' number of total sex partners and number of sex acts with high-risk partners, and in increasing the use of condoms.

### BART: An HIV Risk-Reduction Program for Adolescents

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 4/1/13

**Website:** [etr.org/pub](http://etr.org/pub)

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** The program consists of eight sessions, one session per week for eight weeks. Each session is 90 minutes to two hours long.

**Setting:** In-classroom

**Materials:** Basic Set includes a leader's guide with instructions for each lesson, black line masters for all participant materials, background materials, and appendices. A CD includes masters for all teacher and student materials and The Monster DVD.

**Cost:** \$374.99 for complete set

**Training and Technical assistance:** The standard training of educators for this evidence-based intervention is two days and training costs include post-training follow-up support services. A two-day Training of Trainers is also available for this evidence-based intervention. In addition, ETR can provide technical support on adaptation and evaluation. Contact ETR for more information on our professional development services.

**Special aspects:** N/A

**Program Description:** B.A.R.T. is designed for use in non-school settings, such as youth-serving organizations and other community-based organizations. Through a variety of methods, including interactive group discussions, demonstrations, role-plays, culturally appropriate videos, and first-hand interactions with people with HIV from the participants' community, participants learn:

- Essential information about HIV and AIDS
- Ways to handle social and sexual pressures
- Ways to communicate assertively with friends and potential sexual partners
- Refusal skills
- Negotiation skills
- Condom use skills

## Be Proud! Be Responsible! Strategies to Empower Youth to Reduce Their Risk for HIV Infection

**Publisher/Developer:** Select Media, Inc.

**Publishing date of reviewed copy:** 1992

**Website:** [selectmedia.org/programs/responsible.html](http://selectmedia.org/programs/responsible.html)

**Grade levels curriculum is available:** Students & Facilitators

**Lessons:** The curriculum has six hours of content divided into six one-hour modules. It can be implemented in six sessions of sixty minutes each or in three two-hour modules. In community settings, it can be implemented in a two-day format (three hours each day), a six-day format (one hour each day) or one-day (Saturday) for approximately five hours, plus time for serving lunch and snacks.

**Setting:** The curriculum can be implemented in various community settings, including schools and youth-serving agencies.

**Materials:** Interactive cards, role-plays, posters and curriculum DVDs

**Cost:** \$505.00

**Training and Technical assistance:** This rigorous two-day training provides a detailed curriculum introduction, theoretical framework overview, in-depth module-by-module walk through, activity teach back sessions, individualized facilitation-skills feedback, discussion, Q&A and conclusion. Participants receive Developer Certification after completing this course.

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** To reduce the risk for HIV, STDs and unwanted pregnancy through behavioral change, adolescents not only need information on their perception of personal vulnerability, but also skills and confidence in their ability to act safely. “Be Proud! Be Responsible!” is designed to meet those needs. “Be Proud! Be Responsible!” is a six-module curriculum that provides adolescents with the knowledge, motivation, and skills necessary to change their behaviors in ways that will reduce their risk of contracting HIV, other sexually transmitted diseases and getting pregnant. This multimedia curriculum has been evaluated and recommended by the Centers for Disease Control and Prevention as a “Program That Works.”

## Cuidate! – A Culturally-Based Program to Reduce HIV Sexual Risk Behavior among Latino Youth

**Publisher/Developer:** Select Media, Inc.

**Publishing date of reviewed copy:** 2006

**Website:** [selectmedia.org](http://selectmedia.org)

**Grade levels curriculum is available:** 8<sup>th</sup> – 11<sup>th</sup>

**Lessons:** The “¡Cuidate!” program is divided into six one-hour modules.

**Setting:** School & Community Setting

**Materials:** Facilitators curriculum, Activity Kit complete with hand-outs, role plays, and posters

**Cost:** \$199.00

**Training and Technical assistance:** This rigorous two-day training provides a detailed curriculum introduction, theoretical framework overview, in-depth module-by-module walk through,

activity teach back sessions, individualized facilitation-skills feedback, discussion, Q&A and conclusion. Participants receive Developer Certification after completing this course.

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** This program is an adaptation of the “Be Proud! Be Responsible!” program. Today all teens, including Latinos, face many health risks related to sexual behavior, such as pregnancy and sexually transmitted diseases (STDs), including HIV. “¡Cuidate!” helps Latino youth develop the knowledge, attitudes, and skills to reduce their risk for HIV. The program, recommended for use with grades 8 to 11, emphasizes risk reduction strategies such as sexual abstinence and condom use through activities that allow youth to:

- Acquire correct and reliable information about risk and disease
- Develop attitudes that support safe decision-making
- Build skills to be able to abstain from sex and use condoms
- Reinforce confidence in their ability to practice safer sex

## DCPS Sexual Health Curriculum (Supplement for BART and Making Proud Choices)

Contact District of Columbia Public Schools for information about this supplement.

<http://dcps.dc.gov/page/health-and-physical-education>

## Draw the Line, Respect the Line

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2011

**Website:** <http://bit.ly/2cJcl8L>

**Grade level curriculum is available:** 6<sup>th</sup>-8<sup>th</sup>

**Lessons:** The curriculum consists of 19 lessons; each is intended to be implemented during a 45-50 minute standard classroom timeframe.

**Setting:** Classroom

**Training and Technical Assistance:** ETR can help organizations meet their funding requirements for ETR’s programs, as well as many other programs on the TPPI approved program list, by providing:

- Training - Skills-based, interactive trainings provide partners with the information, skills and tools needed to implement and replicate EBIs with fidelity. As a developer of many widely used EBIs, we know our trainings generate results.
- Technical Assistance (TA) – In-person and long-distance TA before, during and after EBI implementation will support quality assurance and problem-solve implementation and adaptation issues.
- Adaptation – Adaptation materials, training and TA can assist partners in meeting the needs of individual communities by implementing EBIs effectively and consistently with core components. All trainings and TA services are based on ETR’s groundbreaking, widely disseminated adaptation guidelines and kits for effective adaptations.

- Performance Measurement – TA for process and outcome performance measurement helps partners monitor and document the fidelity of program implementation. ETR uses well-established tools for measuring fidelity and outcomes.

**Program Description:** Draw the Line/Respect the Line (DTL/RTL) is a three-part program for students in grades six through eight designed to encourage youth to delay having sexual intercourse to reduce the incidence of sexually transmitted diseases (STDs), including HIV/AIDS, and pregnancy. This abstinence-focused program also emphasizes developing young people's interpersonal and intrapersonal skills so that they can set sexual limits. For sexually experienced teens, the program focuses on reducing sexual activity and encouraging condom use.

### Family Life And Sexual Health (F.L.A.S.H) Curriculum – Grades 4/5/6

**Publisher/Developer:** Seattle King County Public Health

**Publishing date of reviewed copy:** 2011-2014 - with results expected in 2015 - by Mathematica Policy Research, Inc.

**Website:** <http://bit.ly/2c8PP6a>

**Grade levels curriculum is available:** 4<sup>th</sup> – 6<sup>th</sup>

**Lessons:** It consists of nineteen lesson plans for the intermediate classroom (grades four through six.)

**Setting:** In-classroom

**E-component:** Downloadable PDF's

**Materials:** This curriculum is mostly self-contained.

**Cost:** \$55.00

**Training and Technical assistance:** Yes, training is available. No, the cost is not included in the curriculum price. Teachers need a minimum of two-days of training to do a really skilled job with the curricula - more if possible. Each day (six - seven contact hours) of training would cost \$1,500. Plus trainers' travel and per diem. That is negotiable within King County (since we are a County agency).

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** The FLASH curriculum is unique in several ways:

- Addresses such issues as physical development, promotion of sexual health, prevention of disease, affection, interpersonal relationships, body image, and gender roles.
- Spans the school-age years (grades 5-12 and secondary special education).
- Embraces an abstinence-based approach, as well as information related to the prevention of pregnancy, HIV and other sexually transmitted diseases.
- Rests on a foundation of positive and healthy sexuality across the life span.
- Focuses on the needs of public schools and diverse communities.
- Ensures discussion about the wide spectrum of beliefs on sensitive issues.
- Values family involvement.

### Family Life and Sexual Health (F.L.A.S.H) Curriculum – Grades 7/8

**Publisher/Developer:** Seattle King County Public Health

**Publishing date of reviewed copy:** 2009

**Website:** <http://bit.ly/2cnntWI>

**Grade levels curriculum is available:** 7<sup>th</sup> – 8<sup>th</sup>

**Lessons:** 24 lessons that include information about puberty, sexual health, STDs, HIV/AIDS, reproduction, pregnancy, and birth control.

**Setting:** In-classroom

**E-component:** Downloadable PDF's

**Materials:** This curriculum is mostly self-contained.

**Cost:** \$60.00

**Training and Technical assistance:** Yes, training is available. No, the cost is not included in the curriculum price. Teachers need a minimum of two-days of training to do a really skilled job with the curricula - more if possible. Each day (6-7 contact hours) of training would cost \$1,500; plus trainers' travel and per diem. This price is negotiable with King County (since we are a County agency).

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** The 7/8 F.L.A.S.H. curriculum published by Public Health Seattle & King County 1 consists of 24 lessons that include information about puberty, sexual health, STDs, HIV/AIDS, reproduction, pregnancy, and birth control. Abstinence is emphasized as the most effective method to prevent unintended pregnancy and sexually transmitted diseases (including HIV/AIDS). Skill building is included with focus on decision making, communication, taking no for an answer, saying no, and defending one's own rights.

### Family Life and Sexual Health (F.L.A.S.H) Curriculum – Grades 9-12

**Publisher/Developer:** Seattle King County Public Health

**Publishing date of reviewed copy:** 2011

**Website:** <http://bit.ly/1hkhz4V>

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** It consists of eighteen lesson plans for the classroom.

**Setting:** In-classroom

**E-component:** Downloadable PDF's

**Materials:** This curriculum is mostly self-contained.

**Cost:** \$85.00

**Training and Technical assistance:** Yes, training is available. No, the cost is not included in the curriculum price. Teachers need a minimum of 2-days of training to do a really skilled job with the curricula - more if possible. Each day (6-7 contact hours) of training would cost \$1,500. Plus trainers' travel and per diem. That is negotiable within King County (since we are a County agency).

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** The FLASH curriculum is unique in several ways:

- Addresses such issues as physical development, promotion of sexual health, prevention of disease, affection, interpersonal relationships, body image, and gender roles.
- Spans the school-age years (grades 5 through 12 and secondary special education).
- Embraces an abstinence-based approach, as well as information related to the prevention of pregnancy, HIV and other sexually transmitted diseases.
- Rests on a foundation of positive and healthy sexuality across the life span.
- Focuses on the needs of public schools and diverse communities.
- Ensures discussion about the wide spectrum of beliefs on sensitive issues.
- Values family involvement.

### Focus on Youth: An HIV Prevention Program for African-American Youth

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 1993

**Website:** <http://bit.ly/2cxacL0>

**Grade levels curriculum is available:** 6<sup>th</sup> – 9<sup>th</sup>

**Lessons:** Eight (8) sessions

**Setting:** Community based

**E-component:** Training

**Materials:** Curriculum includes a teacher guide, plus a CD with all teacher and student masters.

**Cost:** \$59.95

**Training and Technical assistance:** Educator trainings for Focus on Youth are available on a fee-for-service basis from ETR Associates. Costs vary depending on the size of the group trained. For more information, contact ETR Associates' Center for Sexual and Reproductive Health Promotion at [training@etr.org](mailto:training@etr.org).

**Special aspects:** Not available

**Program Description:** Focus on Youth is a community-based eight-session HIV, STD, and pregnancy prevention intervention for African American youth. It provides youth with the skills and knowledge to make healthy decisions that will prevent unplanned pregnancies, HIV, and other sexually transmitted diseases. The curriculum uses fun, interactive activities such as games, role plays and discussions, and community projects to convey prevention knowledge and skills. The intervention was updated from Focus on Kids, a community-university linked research and intervention program.

### Get Real About AIDS: An Adolescent STD/HIV/AIDS Prevention Program

**Publisher/Developer:** P.A.S.H.A

**Website:** [socio.com](http://socio.com)

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** 15 sessions

**Special aspects:** Use of Videotapes/DVDs

**Program Description:** This HIV risk reduction curriculum comprises 15 sessions delivered over consecutive days. It includes experiential activities to build skills in refusal, communication, and condom use. Other components include activities, such as public service announcements, to reach more youth and reinforce educational messages. It is recommended for use with sexually active, white and Hispanic, urban, suburban, and rural high school students.

### Guide to Implementing Teens for AIDS Prevention: A Peer Education Program to Prevent HIV and STIs

**Publisher/Developer:** Advocates of Youth

**Publishing date of reviewed copy:** 2002

**Website:** <http://bit.ly/2cl2FOH>

**Grade levels curriculum is available:** Facilitators

**Lessons:** Eight chapters (Outlines 12 sessions, amounting to about 22 hours of activities that will provide information and skills relating to HIV/STI prevention.)

**Setting:** Schools, faith communities, AIDS service organizations, and/or community-based organizations.

**E-component:** Downloadable PDF's

**Materials:** Hard copy book and downloadable PDF's

**Cost:** \$75.00

**Training and Technical assistance:** Resources for Sex Educators

**Program Description:** This is a step by step guide to implementing HIV/STI prevention peer education programs in schools, faith communities, AIDS service organizations, and/or community-based organizations. The guide can assist planners to develop a program tailored to any of many specific settings. Although each school, community, or agency may differ in structure; this manual identifies and covers the key components for creating a successful HIV/STI prevention peer education program. A single program coordinator may plan the program. Better yet, staff and youth may collaborate in planning a program that meets the specific needs of that community's youth. In general, the sections of this guide accommodate varying needs and will guide the planners from beginning to end in implementing a program in schools, agencies, or communities.

### Health Smart Middle School: Abstinence, Puberty & Personal Health

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2013

**Website:** <http://bit.ly/2cxcJF5>

**Grade levels curriculum is available:**

**Lessons:** Features 17 lessons and two unit assessment activities

**Setting:** In classroom

**E-component:** Downloadable PDF's

**Materials:** Consists of one Teacher Guide and 1 CD

**Cost:** 1 for \$91.99

**Training and Technical assistance:** Training options are available

**Program Description:** The ultimate goal of the Health Smart program is to promote the healthy growth and development of youth and give them the knowledge and skills to make healthy choices and establish life-long healthy behaviors.

Health Smart is grounded in sound educational and behavioral theory. It focuses on the primary areas of risk for children and adolescents identified and monitored by the Centers for Disease Control and Prevention (CDC). Health Smart meets the National Health Education Standards and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level.

Lessons are designed to be easy to use with clear, concise teaching steps focused on the essential concepts and skills that will enable students to develop, practice, and support specific healthy behaviors. Activities are developmentally appropriate, challenge students in a variety of ways, and accommodate a range of learning styles.

### Health Smart Middle School: HIV, STD & Pregnancy Prevention

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2013

**Website:** [etr.org](http://etr.org)

**Grade levels curriculum is available:** 6<sup>th</sup> – 8<sup>th</sup>

**Lessons:** Features 15 lessons and two unit assessment activities

**Setting:** In classroom

**E-component:** Website support

**Materials:** Teacher Guide, Student Workbooks, CD of slides, masters and other support materials

**Cost:** \$91.99

**Training and Technical assistance:** Access to teacher support resources on the Health Smart website with purchase of grade-level set

**Program Description:** The ultimate goal of the Health Smart program is to promote the healthy growth and development of youth and give them the knowledge and skills to make healthy choices and establish life-long healthy behaviors.

Health Smart is grounded in sound educational and behavioral theory. It focuses on the primary areas of risk for children and adolescents identified and monitored by the Centers for Disease Control and Prevention (CDC). Health Smart meets the National Health Education Standards and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level.

Lessons are designed to be easy to use with clear, concise teaching steps focused on the essential concepts and skills that will enable students to develop, practice, and support specific healthy behaviors. Activities are developmentally appropriate, challenge students in a variety of ways, and accommodate a range of learning styles.

### Making Proud Choices! A Safer-Sex Approach to HIV/STDs and Teen Pregnancy Prevention

**Publisher/Developer:** Select Media Inc.

**Publishing date of reviewed copy:** 2014

**Website:** [selectmedia.org/programs/choices.html](http://selectmedia.org/programs/choices.html)

**Grade levels curriculum is available:** 6<sup>th</sup> – 8<sup>th</sup>

**Lessons:** 8 modules (1-hour each)

**Setting:** School & Community Setting

**Materials:** Student handouts, role-plays, posters, and curriculum DVDs

**Cost:** \$648.00

**Training and Technical assistance:** Certified Facilitators Training

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** To reduce STD and pregnancy risk related sexual behaviors, young adolescents not only need an awareness of personal vulnerability, but also positive attitudes towards condom-use skills and confidence in their ability to use condoms. The Making Proud Choices! Curriculum is designed to meet those needs.

Making Proud Choices! A Safer Sex Approach to STDs, Teen Pregnancy, and HIV prevention curriculum is an eight module curriculum that provides young adolescents with the knowledge, confidence, and skills necessary to reduce their risk of sexually transmitted diseases (STDs), HIV, and pregnancy by abstaining from sex or using condoms if they choose to have sex. It is based on cognitive-behavioral theories, focus groups, and the authors' extensive experience working with youth. Making Proud Choices! is an adaptation and extension of the original Be Proud! Be Responsible! Curriculum in that it integrates teen pregnancy prevention along with HIV/STD prevention.

## Michigan Model for Health: Healthy and Responsible Relationship: HIV, Other STI, and Pregnancy Prevention

**Publisher/Developer:** Michigan Model for Health

**Publishing date of reviewed copy:** 2007

**Website:** <http://bit.ly/2cNFsX5>

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** 22 Lessons

**Setting:** In classroom

**E-component:** On-line resources

**Materials:** Teachers also receive a CD-ROM that includes print masters for student worksheets and handouts, family resource sheets, slide masters offered in black and white PDF or color PowerPoint options, and assessments offered in PDF or MS Word options.

**Cost:** \$150.00

**Program Description:** School-based HIV and sex education programs can impact young people's potentially life-altering decisions by helping them make choices that support healthy and responsible relationships and prevent HIV, STIs, and unintended pregnancy. The Michigan Departments of Education and Community Health have worked collaboratively with curriculum writers and a broad-based review committee to develop a high school curriculum addressing HIV, STI, and pregnancy prevention and to complete the Michigan Model for Health<sup>®</sup> scope and sequence related to adolescent youth risk behaviors. Healthy and Responsible Relationships was designed to accomplish several outcomes:

- Emphasize abstinence and offer districts options for implementation with either an abstinence-based or abstinence-only approach
- Include extensive family and community involvement through an introductory parent letter, family homework assignments, and activities that can involve community resources
- Incorporate embedded assessments and correlations with items developed through the national Health Education Assessment Project (SCASS~HEAP).

## Our Whole Lives: Sexuality Education for Grades 7-9

**Publisher/Developer:** UUA

**Publishing date of reviewed copy:** 2013

**Website:** <http://bit.ly/2cxcREF>

**Grade levels curriculum is available:** 7<sup>th</sup> – 9<sup>th</sup>

**Lessons:** 27 sessions

**Setting:** Adaptable for classroom, Sunday school or youth group settings.

**E-component:** Available for purchase online

**Materials:** Books

**Cost:** \$75.00

**Training and Technical assistance:** Trained facilitators are key to successfully implementing any Our Whole Lives (OWL) sexuality education program.

**Program Description:** Parents are children's primary teachers, but what is society teaching our children about sexuality? Our Whole Lives is an antidote to sexualized media messages, peer pressure, misinformation and prejudice. It provides accurate, age-appropriate information, puts sexuality in the context of values and personal responsibility, supports healthy decision making, and strengthens social skills. These skills and values help prepare youth to make healthy choices for life.

## Our Whole Lives: Sexuality Education for Grades 10-12

**Publisher/Developer:** UUA

**Publishing date of reviewed copy:** 3/1/00

**Website:** <http://bit.ly/2cxcREF>

**Grade levels curriculum is available:** 10<sup>th</sup> – 12<sup>th</sup>

**Lessons:** 12 sessions

**Setting:** Adaptable for classroom, Sunday school or youth group settings.

**E-component:** Available for purchase online

**Materials:** Books

**Cost:** \$60.00

### Program Description

Our Whole Lives: Sexuality Education for Grades 10-12 helps high school youth gain the knowledge, life principles, and skills they need to express their sexuality in life-enhancing ways. It puts sexuality into the context of values and personal responsibility, helping youth manage social pressure and advocate for equality. It provides an opportunity to bring values and integrity to real-life issues.

**PARE-Parent-Adolescent Relationship Education****Publisher/Developer:** ETR Associates**Publishing date of reviewed copy:** 2008**Website:** <http://bit.ly/2cF9AXH>**Grade level curriculum is available:** 6<sup>th</sup>-8<sup>th</sup>**Lessons:** 4 sessions, 2.5-3 hours in 4 weeks. Three booster session each spaced 6 months apart.**Setting:** After school setting or early evening classes during which parents and youth meet both separately and together on a school campus**E-component:** 1 CD is included with facilitator pages and student master manual page**Materials:** Newsprints, markers, latex gloves, male condoms, penis model (optional), a jar, door prize(optional), small strainer, sponge, water and basin, glitter, paper, pencils**Cost:** \$42.95**Program Description:** The Parent-Adolescent Relationship Education (PARE) program is designed to help prevent teen pregnancy and STDs by promoting family interaction and dialogue regarding responsible sexual behavior. The program targets middle school youth and focuses on strengthening family communication, particularly regarding teen sexuality. PARE consists of a four-week core curriculum, followed by three maintenance or booster sessions at six-month intervals.**Project AIM (Adult Identify Mentoring): A Program to Reduce HIV Sexual Risk Among Youth****Publisher/Developer:** Effective Interventions**Publishing date of reviewed copy:** 2005**Website:** <http://bit.ly/2ctZ1UU>**Grade levels curriculum is available:** 5<sup>th</sup> – 8<sup>th</sup>**Lessons:** 12 sessions divided into four parts**Setting:** In-classroom**E-component:** Website based assistance**Materials:** Project AIM Implementation Manual with a Facilitator's Handbook, posters and CD-ROM with youth worksheets and The Career Game Explorer Booklets and Web tickets.**Training and Technical assistance:** CDC continues to provide funds to organizations to assist in building capacity of funded grantees (including state and local health departments and community-based organizations) in implementing HIV prevention programs.**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities and a PC.**Program Description:** Project AIM is a group-level youth development intervention designed to reduce HIV risk behaviors among youth. It is based on the Theory of Possible Selves and encourages at-risk youth to imagine a positive future and discuss how current risk behaviors can be a barrier to a successful adulthood.

Project AIM consists of 12 sessions divided into four parts.

Project AIM uses group discussions, interactive and small group activities, and role-plays to encourage youth to explore their personal interests, social surroundings, and what they want to become as an adult. Activities include taking a career interest inventory, developing business cards and resumes, and participating in interviews. These activities allow youth to envision themselves in a future career and involve them in the planning and decision-making for their future.

**Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV****Publisher/Developer:** ETR Associates**Publishing date of reviewed copy:** 2013**Website:** [etr.org](http://etr.org)**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>**Lessons:** 16 classroom based lessons**Setting:** In-classroom**E-component:** Website based assistance**Materials:** Teacher Guide, Student Workbooks, CD of slides, masters and other support materials**Cost:** \$249.00 for basic set/\$549.00 for complete set**Training and Technical assistance:** RTRworks! Is a self-paced, highly interactive, evidence-based online training to prepare and support educators.**Program Description:** This evidence-based program goes beyond facts about risk and protection to present a powerful, active approach to preventing teenage pregnancy and protecting against HIV and other STDs. Proven effective in three studies, Reducing the Risk has been named an Evidence-Based HIV Prevention Intervention by the Centers for Disease Control and Prevention (CDC).

The 5<sup>th</sup> Edition features updated activities on pregnancy; STD and HIV risk perception; new emphasis on awareness of the risk of concurrent partners in STD and HIV transmission; new appendix on reproductive anatomy and physiology; specific steps for teaching about condom use and advice on adaptation if necessary; and colorful classroom posters for use in teaching skills.

## Reducing the Risk: Understanding Self-Identity: Building a Supportive Environment for LGBTQ Students

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2013

**Website:** [etr.org](http://etr.org)

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Setting:** In-classroom

**E-component:** Website based assistance

**Materials:** 1 supplemental class, discussion guide and fact sheet

**Cost:** \$9.95 per copy

**Training and Technical assistance:** RTRworks! Is a self-paced, highly interactive, evidence-based online training to prepare and support educators.

**Program Description:** This evidence-based program goes beyond facts about risk and protection to present a powerful, active approach to preventing teenage pregnancy and protecting against HIV and other STDs. Proven effective in three studies, Reducing the Risk has been named an Evidence-Based HIV Prevention Intervention by the Centers for Disease Control and Prevention (CDC).

The 5th Edition features updated activities on pregnancy; STD and HIV risk perception; new emphasis on awareness of the risk of concurrent partners in STD and HIV transmission; new appendix on reproductive anatomy and physiology; specific steps for teaching about condom use and advice on adaptation if necessary; and colorful classroom posters for use in teaching skills.

## Safer Choices: Preventing HIV, other STD and Pregnancy - Level 1

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2011

**Website:** [etr.org](http://etr.org)

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** Each class is designed as a 45-minute session to fit with school lesson segments. Lessons could be longer if needed to allow more time for and discussion of activities. Safer Choices was designed so lessons are implemented at least three times per week.

**Setting:** In-classroom

**E-component:** Support by website

**Materials:** Comes with 1 Student Workbook

**Cost:** \$49.95

**Program Description:** The primary goal of Safer Choices is to prevent HIV infection, other STDs, and unintended pregnancy among participating students. The Safer Choices curriculum was tested with high school students in California and Texas. Safer Choices is a school-based curriculum with five distinct components. The uniqueness of this multiple-component intervention is its focus on school-wide change and the influence of the total school environment on student behaviors. Specifically, the Safer Choices program is designed to reduce the

number of high school students engaging in unprotected sexual intercourse in two ways:

- By reducing the number of students who begin or have sexual intercourse during their high school years;
- By increasing use of latex condoms and other methods of protection among students who do have sex.

Safer Choices is not a comprehensive family life or sexuality education program. It assumes that students have had basic instruction on reproductive anatomy and physiology and puberty.

## Safer Choices: Preventing HIV, Other STD and Pregnancy- Level 2

**Publisher/Developer:** ETR Associates

**Publishing date of reviewed copy:** 2011

**Website:** [etr.org](http://etr.org)

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** Each class is designed as a 45-minute session to fit with school lesson segments. Lessons could be longer if needed to allow more time for and discussion of activities. Safer Choices was designed so lessons are implemented at least three times per week.

**Setting:** In-classroom

**E-component:** Support by website

**Materials:** Comes with 1 Student Workbook

**Cost:** \$49.95

**Program Description:** The primary goal of Safer Choices is to prevent HIV infection, other STDs and unintended pregnancy among participating students. The Safer Choices curriculum was tested with high School-age students in California and Texas. Safer Choices is a school-based curriculum with five distinct components. Incorporating multiple components into the curriculum allows a focus on school wide change, while also considering the influence of the overall school climate on student behaviors. Specifically, the Safer Choices program is designed to reduce the number of high school students engaging in unprotected sexual intercourse in two ways:

- By reducing the number of students who begin or have sexual intercourse during their high school years;
- By increasing use of latex condoms and other methods of protection among students who do have sex.

Safer Choices is not a comprehensive family life or sexuality education program. It assumes that students have had basic instruction on reproductive anatomy and physiology and puberty.

**Scenarios USA: “What’s the REAL DEAL About Gender, Power & Relationship?”****Publisher/Developer:** Scenarios USA**Publishing date of reviewed copy:** 2014**Website:** <http://bit.ly/2cluRkj>**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>**Setting:** In-classroom and community based**Materials:** DVD of 3 Scenarios USA films: A Man Made Early, Man in the Mirror, and Life’s Poison 25 Scenarios USA writers’ journals**Cost:** \$309.00

Training and Technical assistance: Scenarios USA has also created and facilitated customized workshops about a wide range of different topics for school districts and organizations nationally and internationally

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** The central role that educators play in this process of discovery cannot be overstated. This is why Scenarios USA has created What’s the REAL DEAL about Gender, Power and Relationships? Curriculum to support the educators who are in the classroom affecting positive change for their students and for all of us.

Key lessons show that the Scenarios USA approach:

- Promotes higher level thinking and reflection skills
- Helps students build confidence in their voice
- Changes attitudes which are linked to sexual health risk and violence
- Improves students’ overall educational experience

**Scenarios USA: “What’s the REAL DEAL About Masculinity?”****Publisher/Developer:** Scenarios USA**Publishing date of reviewed copy:** 2014**Website:** <http://bit.ly/2crN3fC>**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>**Setting:** In-classroom and community based**Materials:** DVD of three Scenarios USA films: Bitter Memories, Misunderstood and MANchild 25 Scenarios USA writers journals**Cost:** \$309.00

**Training and Technical assistance:** Scenarios USA has also created and facilitated customized workshops about a wide range of different topics for school districts and organizations nationally and internationally.

**Special aspects:** The curriculum requires the use of a monitor with DVD capabilities.

**Program Description:** The objective of all the lessons around masculinity is to equip students with the vocabulary (such as “masculinity” and “gender”) to name and use the abstract concepts necessary for critical thinking and reflection.

Key lessons show that the Scenarios USA approach:

- Promotes higher level thinking and reflection skills
- Helps students build confidence in their voice
- Changes attitudes which are linked to sexual health risk and violence
- Improves students’ overall educational experience

**SiHLE – Sisters, Informing, Healing, Living, Empowering****Publisher/Developer:** Effective Interventions**Publishing date of reviewed copy:** 2012**Website:** [effectiveinterventions.org](http://effectiveinterventions.org)**Grade levels curriculum is available:** 8<sup>th</sup> – 12<sup>th</sup>

**Lessons:** SiHLE is delivered in four four-hour sessions for a total of 16 contact hours

**Setting:** Community based**E-component:** SiHLE Digitized Program Package

**Materials:** Penile and vaginal models for condom demonstrations and practice, a variety of male condoms and enough female condoms for all participants, incentives for participants to encourage their attendance (e.g., bus tokens, toiletry items, food, child care, phone cards, music CDs, flowers), intervention materials (e.g., the SiHLE implementation manual, session handouts, training chart paper), culturally relevant and age appropriate room and table decorations (e.g., decorative cloths, photos, drawings) to make participants feel comfortable.

**Cost:** \$210.00 complete set

**Training and Technical assistance:** CDC no longer offers SiHLE training support unless you are a CDC Division of Reproductive Health (DRH) grantee. If SiHLE training is desired, you may contact any of the SiHLE master trainers to make individual arrangements to obtain training. All costs associated with receiving SiHLE training will be paid by the requesting agency or individual.

**Special aspects:** Requires photocopier, computer and CD/DVD player

**Program Description:** SiHLE comes from a Swahili word for beauty and also is an acronym for sisters informing, healing, living, and empowering. This STI/HIV prevention intervention is based on social cognitive theory and theories of gender and power. The program is culturally and gender-specific for African American adolescent women at risk for negative sexual health outcomes. The program’s designers, working in partnership with community African American female teens, developed both the intervention and the study conditions. The intervention consists of four sessions, each lasting four hours and implemented on consecutive Saturdays at a community health clinic, by a trained, female, African American health educator. She is assisted by two female African American peer educators. The peer educators model skills and promote group norms supportive of HIV prevention.

### Sister to Sister: Respect Yourself! & Protect Yourself!

**Publisher/Developer:** Effective Interventions

**Publishing date of reviewed copy:** 2007

**Website:** [effectiveinterventions.org](http://effectiveinterventions.org)

**Grade levels curriculum is available:** 12<sup>th</sup> - Adult

**Lessons:** One-on-one brief intervention, lasting about 20 to 30 minutes

**Setting:** Primary health care clinics (e.g., family planning, women's health reproductive care, etc.).

**Materials:** Package consists of a risk assessment interview guide, four educational posters, a facilitator teaching guide, participant's guide, and two short, dramatic role-play video clips.

**Cost:** Sample budget for one year is \$129,304

**Training and Technical assistance:** Should be implemented by a specially trained female health care provider who completed the 1-day training session.

**Special aspects:** Individual sessions

**Program Description:** The purpose of Sister to Sister is to: provide intensive, culturally sensitive health information to empower and educate women in a clinical setting; help women understand the various behaviors that put them at risk for HIV and other STDs; and enhance women's knowledge, beliefs, motivation, confidence, and skills to help them make behavioral changes that will reduce their risk for STDs, especially HIV.

### SISTA Project (Sisters Informing Sisters on Topics about AIDS)

**Publisher/Developer:** Effective Interventions

**Publishing date of reviewed copy:** 2013

**Website:** [effectiveinterventions.org](http://effectiveinterventions.org)

**Grade levels curriculum is available:** 12<sup>th</sup> and Adults

**Lessons:** Five 2-hour sessions

**Setting:** Community based

**E-component:** Webinars

**Materials:** Printable hand-outs, posters and DVDs

**Cost:** All costs associated with receiving SISTA training will be paid by the requesting agency or individual.

**Training and Technical assistance:** CDC no longer offers training or capacity building for SISTA. If SISTA training is desired, you may contact any of the SISTA master trainers to make individual arrangements to obtain training.

**Special aspects:** T-SISTA: A Resource Guide for Adapting SISTA for Transwomen of Color is available for download at <http://bit.ly/2d0lbRq> under T-SISTA Toolkit.

**Program Description:** The SISTA Project—or Sisters Informing Sisters About Topics on AIDS - is a social skills training intervention aimed at reducing HIV sexual risk behavior among African American women at highest risk. It consists of five two-hour sessions delivered by peer facilitators in a community based setting. The sessions are gender and culturally relevant and include behavioral skills practice, group discussions, lectures,

role play, a prevention video, and take home exercises. The five sessions that generate these discussions and activities include Ethnic/Gender Pride; HIV/AIDS Education; Self Assertiveness Skills Training; Behavioral Skills Management; and Coping.

### S.W.A.T Training Curriculum

**Publisher/Developer:** Latin American Youth Center (LAYC)

**Publishing date of reviewed copy:** 2011

**Website:** <http://bit.ly/2cVOupH>

**Grade levels curriculum is available:** 9<sup>th</sup> – 12<sup>th</sup>

**Lessons:** Four Sessions

**Setting:** Community and Classroom based

**Materials:** Sign-in sheet, pre-tests, pencils/pens, Post it notes, markers, penis models, condoms, handouts.

**Cost:** Non-profit

**Training and Technical assistance:** Trains high-school aged youth to be peer health educators and participate in paid clinical or educational internships with local clinics, hospitals, and schools. Contact Andrea Thomas (Sexual Wellness Coordinator) at [andrea@layc-dc.org](mailto:andrea@layc-dc.org) or (202) 319-2273 for more information.

**Special aspects:** The Counseling, Treatment, Referral and Linkage program offers the testing, treatment, and counseling services indicated above, including risk reduction counseling and referrals to additional health care when necessary. The Sexual Wellness Advocacy by Teens program trains youth to be health outreach workers in the areas of sexual and reproductive health. Project STRIPES provides support and outreach to LGBT youth.

**Program Description:** The Sexual Wellness Advocacy by Teens (SWAT) Program aims to create an "army" of youth who are trained as health outreach workers to promote healthy sexuality and reproductive health, including HIV/STI and unplanned pregnancy prevention. In addition to increasing participants' own knowledge of these topics and how to communicate key information to their peers, the program aims to establish a culture of openness and self-respect around sexual and reproductive health among LAYC youth and contribute to decreasing HIV and STI incidence and pregnancy among youth in Washington, DC.

### Teen Health Project – Community – Level HIV Prevention Intervention for Adolescents in Low Income Housing Development

**Publisher/Developer:** Sociometrics

**Publishing date of reviewed copy:** 2013

**Website:** [socio.com](http://socio.com)

**Grade levels curriculum is available:** 6<sup>th</sup> – 12<sup>th</sup>

**Lessons:** Two 3-hour workshops conducted one week apart; the community-level intervention phase (2 follow-up sessions, 4 program activities and 2 community-wide events, each of unspecified length) delivered over 10 months; and a 90-minute parent workshop.

**Setting:** Low-income housing developments

**E-component:** Download/Digital version of programs

**Materials:** Risk reduction supplies (condoms) & small media (e.g. brochures, project newsletters, t-shirts)

**Cost:** \$330.00 for Teen Health Project Program Package

**Training and Technical assistance:** Two trained facilitators; THPLC peer opinion leaders

**Special aspects:** N/A

**Program Description:** Teen Health Project is a community-level intervention (CLI) that helps adolescents develop skills to enact change and provides continued modeling, peer norm, and social reinforcement for maintaining the prevention of HIV risk behavior. Adolescents first attend two 3-hour workshops that focus on HIV/STD education and skills training on avoiding unwanted sex, sexual negotiation, and condom use, with themes of personal pride and self-respect. Workshops are conducted separately for males and females, who are divided by younger and older enrollees. Adolescents then attend two follow-up sessions and various community activities and events with peers from their social networks in the housing development. Opinion leaders are selected based on nominations and represent 15% of the total number of adolescents in each housing development. A Teen Health Project Leadership Council (THPLC) is established in each housing development to encourage attendance, reinforce abstinence and condom use, plan HIV prevention activities to maintain risk reduction, set norms supporting abstinence and condom use, and gain support from adults to promote activities. Through pledges and videotaped testimonials, adolescents are encouraged to make commitments to HIV reduction. HIV prevention messages were emphasized throughout the activities and on small media, project newsletters, and t-shirts. Prevention messages were also featured at community-wide social events, talent shows, musical performances, and festivals to establish and maintain HIV risk-reduction norms among peers, family members, and the larger community. In addition, parents of adolescent enrollees are offered a workshop that focuses on HIV/AIDS information and approaches to discussing issues related to abstinence and condom use with their children.

### Teen Health Project 4me! Curriculum

**Publisher/Developer:** Northeast Florida Healthy Start Coalition, Inc.

**Publishing date of reviewed copy:** 2011

**Website:** <http://bit.ly/2cnJ3uA>

**Grade levels curriculum is available:** 6<sup>th</sup> – 12<sup>th</sup>

**Lessons:** 4Me curriculum in two workshops of three hours on two consecutive weekends; follow-up sessions (90-120 minutes) over the next four to five months (c)Teen Health Council starts after the 4Me workshops; meets weekly (90 minutes) for six months

**Setting:** Community based

**E-component:** Website assisted

**Materials:** DVDs and brochures

**Cost:** \$330.00 Teen Health Project Program Package at [socio.com](http://socio.com)

**Training and Technical assistance:** Telephone technical support on implementation and evaluation for one year.

**Special aspects:** No specialized background is required to implement THP. However, facilitators will want to familiarize themselves with all the materials, including handouts.

**Program Description:** The 4Me Teen Health Project is a community-level comprehensive sex education and prevention program developed for teens living in low income housing complexes. The evidence-based program focuses on preventing HIV, sexually transmitted infections, and teen pregnancy. The purpose of the study was to evaluate whether the effects of a community-level HIV risk reduction intervention would be stronger and maintained when the intervention targeted change in individual-level risk reduction beliefs and skills as well as change in the social and peer normative environment.

### Teen Life Clubs: Steps to S.T.A.R.dom Curriculum

**Publisher/Developer:** Children's National Medical Center

**Publishing date of reviewed copy:** 2006, 2010

**Website:** <http://bit.ly/2cnJN2P>

**Grade levels curriculum is available:** 5<sup>th</sup> – 8<sup>th</sup>

**Lessons:** Weekly 90 minutes sessions for 26 weeks

**Setting:** School

**Materials:** STAR Chart, STAR Stickers, Implementation checklist, Handouts

**Training and Technical assistance:** Contact Maya Fiellin (Program Coordinator of the Adolescent Prevention Education Programs) at Fiellin, Maya [MFiellin@childrensnational.org](mailto:MFiellin@childrensnational.org) or 202-476-5769 at Children's National for technical assistance and training on the utility of this curriculum.

**Program Description:** The Teen Life Clubs (TLC) at Children's National is a free 30-week health empowerment program (Oct-June) for 11 to 14 year olds. The program works to build life skills by using our copyrighted Steps to S.T.A.R.dom curriculum that focuses on personal identity, healthy bodies, violence prevention, goal setting, world of work, and making money. Additional empowerment comes from monthly enrichment opportunities, group mentors, and a full day caregiver-teen retreat. Members participate in 90 minute after-school lessons once per week free weekend enrichment events they can earn a stipend for their participation throughout the program year.

### The Grassroots Projects – Coach's guide

**Publisher/Developer:** The Grassroot Project

**Publishing date of reviewed copy:** 2011

**Website:** [grassrootproject.org/](http://grassrootproject.org/)

**Grade levels curriculum is available:** Facilitators

**Lessons:** eight sessions over eight weeks for a total of six hours of programming, Interactive curriculum of over 15 games and activities that encourage participatory learning of issues such as basic HIV prevention information, stigma, and discrimination.

**Setting:** Classroom and community based

**E-component:** Website

**Materials:** Sports equipment

**Cost:** Free

**Training and Technical assistance:** Potential Grassroots Coaches – college student athletics- attend a 30-hour Athletics2Coaches (A2C) course in which they learn about teaching HIV prevention and life skills to youth through the Grassroots program. Contact Ryan Pettengill (Executive Director) at [ryan@grassrootproject.org](mailto:ryan@grassrootproject.org) or 703-597-2447 for more information.

**Program Description:** Our programs use peer education to prevent HIV/AIDS in Washington, DC by recognizing the enormous potential of student athletes to serve as role models to local youth and by utilizing an interactive, engaging curriculum that targets middle school aged students. By engaging this age group, The Grassroots Project hopes to provide guidance and positive influence in what can be seen as a transitional period during which lifestyle choices begin to solidify. The curriculum

of The Grassroots Project seeks to create a lasting impression through its unique approach and to develop the life skills and attitudes of young teens so that they can live healthy lives.

The goal of The Grassroots Project is to reach all at-risk youth in Washington D.C. by engaging athletes at the other NCAA Division I institutions in the D.C. metropolitan area. During the next year, we will conduct meetings with students and administrators at American University with the hope of creating a team of Grassroots Eagles under The Grassroots Project umbrella.

Besides engaging student athletes from D-I universities in the District of Columbia area, The Grassroots Project also seeks to involve high school students in the program. These students, selected for both their athletic and academic accomplishments, would join the Grassroots Project team in implementing the HIV/AIDS prevention curriculum in our programs. The inclusion of high school athletes will help to construct local capacity around this project to both build and sustain community rapport.

### The Pharaoh Facilitators Manual

**Publisher/Developer:** The Pharaoh Program/CDC

**Publishing date of reviewed copy:** 2004 - 2007

**Website:** No website support

**Grade levels curriculum is available:** 12<sup>th</sup> - Adult

**Lessons:** Five session lasting 1-2 hours

**Setting:** Community

**Materials:** Handouts, Safer Sex Kits

**Special aspects:** Audio/visual equipment needed

**Program Description:** The Pharaoh Program strives to liberate individuals by improving upon their decision making abilities to prevent the spread of HIV/AIDS. The program uses methods, tools, instruments, and interventions that are culturally focused to assist individuals in a transformation or reclamation that leads to empowerment of self, family, and community.

## CURRICULA SELECTION, IMPLEMENTATION & INCREASED ACADEMIC OUTCOMES

### Next Steps

The Healthy Schools and Wellness Program works with school personnel, students, families, and community based organizations in order to improve the overall health of youth in the District of Columbia public schools and public charter schools. Our goal is to equip personnel with the appropriate resources for healthy environments in school settings. This includes providing quality health and physical education to all District school children.

The Healthy Schools and Wellness Program developed a preliminary plan for a coordinated approach to addressing health education gaps and services in the District of Columbia's public and public charter schools. The purpose of the Coordinated Health Education Team (CHET) is to develop a multi-disciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia.

#### A. Get Involved & Provide Input Through the Healthy Schools and Wellness Programs Advisory Boards

- The CHET Advisory Boards address the needs of Health and Physical Education Curriculum and Instruction:

- Risky Behaviors Advisory Board
  - Comprehensive Sexual Health
  - Alcohol, Tobacco, and Other Drugs
  - Mental and Emotional Health
- Health and Wellness Advisory Board
  - Physical Education and Activity
  - Nutrition
  - Safety Skills and Hygiene

#### B. Professional Development Training

- Receive training on the various curricula that have been aligned with the Office of the State Superintendent of Education's Health Education Standards, including trainings in health content, curricula selection, skill building, instructional strategies, etc.

#### C. Health Education Information Clearinghouse

- Healthy Schools and Wellness Program has identified over 80 different health and physical education curricula for public viewing.
  - Free access to its Health and Physical Education Curricula and Resource Library is available for educators and residents in the District of Columbia.
  - To schedule an appointment for viewing any of the available curricula, please email [osse.hydt@dc.gov](mailto:osse.hydt@dc.gov).
- The Office of the State Superintendent of Education can also provide assistance with linking organizations to District of Columbia public and public charter schools by:
  - Providing Technical Assistance.
  - Adding organizations to a master list CBO and non-profits that work & provide services to schools.

#### D. Health Education Partners

- OSSE can assist organizations that work in schools to have their materials submitted to be reviewed by the Curricula Review Team.

- OSSE can add organizations to the list of partners that work and provide services to schools which include the Healthy Youth Resource Guide, School Health Provider Network, and the Referral Program.

#### E. School Related Data to Aid with Planning and Implementation Purposes

- The Youth Risk Behavior Survey (YRBS) is a survey of health-risk behaviors conducted in middle and high schools every two years in Washington, DC and around the United States. The YRBS covers six topic areas including:
  - Behaviors that contribute to unintentional injuries and violence
  - Tobacco use
  - Alcohol and other drug use
  - Sexual risk behaviors
  - Unhealthy dietary behaviors
  - Physical inactivity
- The Centers for Disease Control and Prevention's (CDC) School Health Profile is a survey of school health policies and practices administered to principals and health educators in middle and high schools every two years in Washington, DC and across the United States. Profiles monitors the status of:
  - School health education requirements and content
  - Physical education and physical activity
  - School health policies related to HIV infection/AIDS, tobacco-use prevention, and nutrition
  - Asthma management activities
  - Family and community involvement in school health programs
  - School health coordination

- Healthy Schools Act/ School Health Profiles
  - Each public school and public charter school within the District of Columbia is required to complete and submit a yearly School Health Profile which includes information on health services, health & physical education instruction, nutrition programs, school gardens and local wellness policy.
- The Partnership for Assessment of Readiness for College and Careers (PARCC) is a group of states working together to develop a set of assessments that measure whether students are on track to be successful in college and their careers.
  - These high quality computer-based K–12 assessments in Mathematics and English Language Arts/Literacy give teachers, schools, students, and parents better information whether students are on track in their learning and for success after high school and tools to help teachers customize learning to meet student needs. The PARCC assessments will be ready for states to administer during the 2014-15 school year.

#### F. Additional Resources

- Resource Guide to provide schools with information about external referrals
  - The purpose of the Healthy Youth Resource Guide is to offer assistance to District of Columbia youth and the community to find services for not only sexual health needs but for other care. This guide is also designed as a resource for District of Columbia schools to connect our students to youth-friendly and youth-serving organizations in the District. This resource guide is structured to help both the provider and the client better navigate the referral process.
- The Office of the State Superintendent of Education and the District of Columbia Public Schools are working together to expand the Healthy Youth Resource Guide as an online resource.
- Sign-up on the Healthy Schools and Wellness Programs list serve to hear more about trainings and opportunities.
- Quarterly Newsletter with additional resources, announcements, training offerings.
- For additional information or technical assistance, please contact Healthy Schools and Wellness Programs at [osse.hydt@dc.gov](mailto:osse.hydt@dc.gov).

## HEALTH EDUCATION CURRICULUM ANALYSIS TOOL OVERVIEW (HECAT)

### Introduction

The 2010 HECAT is organized into six chapters, with Chapters two through six, each containing an analysis form or tool. The four preliminary HECAT tools in Chapters four to five must be completed for each curriculum before the topic-specific module pertaining to the standards (Chapter six) is completed. HECAT chapters and their brief description are listed below:

- HECAT Chapter two: General Curriculum Analysis: Captures general descriptive information that is needed to understand the curriculum such as name, publisher, topics addressed, grade level, theory it's based on, amongst other general information.
- HECAT Chapter three: Overall Summary Forms: Three forms that will assist with consolidating scores across chapters and modules, as well as to compare multiple curricula.
- HECAT Chapter four: Preliminary Curriculum Considerations: Tools to help analyze and score the curriculum in the fields of accuracy, acceptability, feasibility, and affordability.
- HECAT Chapter five: Health Education Curriculum Fundamentals: Tools to analyze and score the curriculum in the areas of curriculum's learning objectives, teacher materials, design and instructional strategies and materials.

The above tools must be completed and analyzed before moving forward with the Chapter six specific health-topic module. Chapter six of HECAT contains modules to assess both topic-specific health education curricula and comprehensive health education curricula (available in 2013). All modules use the National Health Education Standards as the framework for determining the extent to which the curriculum is likely to enable students to master the essential concepts (Standard one) and skills (Standards two through eight) for the particular health topic area. Given that the Office of the State Superintendent of Education has their own health education standards, additions were made to the module to include any "OSSE" standard items that were not included under the National Health Education Standards.

Module SH (Sexual Health) provided the tools to analyze and score curricula that are intended to promote sexual health and disease prevention. All scores reported in this section of our results are an average of the scores from different reviewers. Please note that the number of reviewers ranged from three to nine depending on the curriculum. The exact number of reviewers for each curriculum is noted in the grade level charts below.

## Standards (HECAT Chapter Six)

### Standard 1

The curriculum analysis for Standard 1 resulted in a score that indicates the extent to which the curriculum addresses the knowledge required to achieve the following sexual health behavior outcomes:

#### A pre-K to12 sexual health curriculum should enable students to:

- Establish and maintain healthy relationships
- Practice and maintain sexual abstinence
- Seek support to be sexually abstinent
- Avoid pressuring others to engage in sexual behaviors
- Return to sexual abstinence if sexual active
- Support others to avoid sexual risk behaviors
- Seek health care professionals to promote sexual health
- Limit the number of sexual partners if sexually active
- Use condoms consistently and correctly if sexually active
- Use birth control consistently and correctly if sexually active

A detailed, age-appropriate list of concepts was provided for each grade level group (3 to 5, 6 to 8; 9 to 12). These lists (outlined below in each grade level section) include HECAT concepts as well as additional concepts from The Office of the State Superintendent of Education. Reviewers indicated which concepts were covered in the curriculum under review within a specific grade range and then totaled them, resulting in a Concept Coverage Score. For all grade level groups, the reviewers used the rating scale on the right to assign a score. The reviewer's scores were then averaged for one score per curriculum.

The curriculum addresses:

4 = all of the concepts (100%)

3 = most of the concepts (67-99%)

2 = some of the concepts (34-66%)

1 = a few of the concepts (1-33%)

0 = none of the concepts (0)

### Standards 2-8

Each curriculum was rated on two different categories for each of Standards 2-8.

To assign ratings for each, reviewers identified which of the numbered criteria were met by the curriculum and then added the number of those criteria together for a final rating. Reported results are average ratings for reviewers per curriculum. The rating scale for each is shown on the right.

The curriculum addresses:

4 = all of the student skill or teacher instruction/assessment criteria

3 = 3 of 4 of the student skill or teacher instruction/assessment criteria

2 = 2 of 4 of the student skill or teacher instruction/assessment criteria

1 = 1 of 4 of the student skill or teacher instruction/assessment criteria

0 = none of the student skill or teacher instruction/assessment criteria

One rating is for the extent to which the curriculum addresses important skills and provides the student with the ability to learn and apply the skill. The second reflects the extent to which the curriculum provides the teacher with guidance to instruct and assess the skill.

Listed below are the criteria for the Student Skill Learning and Application and the Teacher Instruction and Assessment criteria.

#### Student Skill Learning and Application criteria (same for each standard):

1. Does the curriculum provide information to the students about the skills needed to meet this standard?
2. Does the curriculum provide one opportunity or activity for students to practice the skills needed to meet this standard?
3. Does the curriculum provide more than one opportunity or activity for students to practice the skills needed to meet this standard? (If yes, also check yes for 2 above.)
4. Does the curriculum provide opportunities for students to assess their own skill progress, such as personal checklists?

#### Teacher Instruction and Assessment criteria (same for each standard):

1. Does the curriculum provide guidance to help the teacher understand the steps required to learn and teach the skills needed to meet this standard?
2. Does the curriculum provide guidance for the teacher to model the skills needed to meet this standard?
3. Does the curriculum provide strategies for the teacher to assess the student's ability to perform the skills needed to meet this standard?
4. Are clear assessment standards provided for the teachers, such as a rubric or check sheet that explains the criteria that need to be met to demonstrate the skills needed to meet this standard?

## Curriculum Fundamentals (HECAT Chapter Five)

Chapter 5 of HECAT includes tools to analyze and score fundamental characteristics of any curriculum but is applied specifically to health education curricula. The characteristics reviewed include the curriculum's learning objectives, teacher materials, design and instructional strategies, and materials. Questions also are included to guide the assessment of how the curriculum promotes personal and social norms that value healthy behavior.

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. These characteristics are outlined below. The reported results are average ratings of the reviewers.

The curriculum addresses:

4 = all of the fundamental characteristics

3 = 3 of 4 of the fundamental characteristics

2 = 2 of 4 of the fundamental characteristics

1 = 1 of 4 of the fundamental characteristics

0 = none of the fundamental characteristics

The five Curriculum Fundamentals and their respective characteristics are outlined below:

### Learning Objectives:

1. Most or all of the learning objectives are clearly written and measurable.
2. Most or all of the learning objectives address important concepts and skills that support healthy behavioral outcomes.
3. The learning objectives address cognitive, affective, and skills domains.
4. The learning objectives are consistent with health education standards or course of study.

### Teacher Materials:

1. Background information is provided to ensure that the teacher has sufficient knowledge about the health topic.
2. Clear, step-by-step procedures are provided to implement the curriculum.
3. Essential learning materials, handouts, assessment strategies and other instructional tools are provided to reduce teacher preparation time.
4. Guidance, strategies, or activities are provided to expand learning opportunities outside of the classroom, such as family activities, investigative assignments, internet review assignments, and field trips.

### Curriculum Design:

1. The design, graphics, and language are engaging, appropriate, and current.
2. All or most of the necessary support materials, such as student texts, teacher guidance, audiovisuals, and teaching aids, are provided to achieve the learning objectives.
3. A progressive sequence has been established so that each lesson plan reinforces the one before it and sets the stage for the next one.
4. Continuity exists between learning experiences that clearly reinforce adopting and maintaining specific health-enhancing behaviors.

**Instructional Strategies and Materials:**

1. Most or all of the instructional strategies use interactive, experiential methods that actively engage students in learning to help them personalize the information, such as cooperative learning, group discussions, problem solving, and role playing.
2. Most or all of the instructional strategies, materials, and learning experiences are culturally relevant to the students to be served.
3. Most or all of the instructional strategies, materials, and learning experiences are developmentally appropriate for the students to be served.
4. Instructional strategies, materials, and learning experiences meet the many different learning needs of the students, including those with learning difficulties.

**Promotion of Norms that Value Positive Health Behaviors:**

1. The curriculum provides opportunities for peer-to-peer activities that affirm health-promoting beliefs and behaviors, such as peer discussions, group problem solving, and peer modeling and teaching.
2. The curriculum includes activities designed to influence the behavior of other students and family members, such as school-wide media campaigns and activities that encourage parents to practice healthy behaviors.
3. The curriculum includes activities designed to counter student perceptions that many of their peers engage in unhealthy or risky behaviors. For example, activities are included that use youth behavior data to point out how few young people engage in an unhealthy behavior or how many engage in a healthy behavior.
4. The curriculum includes strategies to actively engage parents and caregivers in promoting healthy values and behaviors, such as student-family homework assignments that allow parents to express their values and beliefs that support healthy behaviors and discourage risky behaviors.

**Preliminary Curriculum Considerations (HECAT Chapter Four)**

Chapter 4 of HECAT includes tools to analyze and score important general characteristics of a health education curriculum – accuracy, acceptability, feasibility, and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below.

**Accuracy Analysis.**

Reviewers were asked to assess the accuracy of the health, medical, and scientific information in the curriculum, including if the information is scientifically sound, medically accurate, and current. To assist in assigning a final score, errors were identified, described, and assessed for correction (i.e., degree of difficulty to correct, what needs to be done to correct, cost of correction). Reviewers rated the accuracy of the curriculum on the scale on the right.

**Accuracy of information in curriculum:**

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Acceptability Analysis.

Reviewers were asked to assess the acceptability of the curriculum based on the expectations of the school and community for health education materials, state and local policies, frameworks and standards that guide health education, and health education needs of students. To assist in assigning a final score the following aspects of any identified unacceptable information were considered: the degree of unacceptable information, description of what needs to be done to correct the problems, and the degree of difficulty to correct the information. Reviewers rated the acceptability of the curriculum on the scale on the right.

Acceptability of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Feasibility Analysis.

Reviewers were asked to assess the feasibility of the curriculum for implementation in the classroom. To assist in assigning a final score it was considered whether or not and to what extent the curriculum can be reasonably implemented by most health education teachers and others who might use this curriculum; and implemented within the available classroom or instructional time. Reviewers rated the feasibility of the curriculum on the scale on the right.

Feasibility of curriculum implementation:

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

### Affordability Analysis.

Reviewers were asked to assess the affordability of the initial curriculum material costs, implementation costs, and the costs required to sustain the curriculum. To assist in assigning a final score, reviewers estimated costs for the core curriculum, additional necessary instructional materials, required consumable student materials, necessary additional staff, professional development costs and training fees, and substitute pay. They also considered what funds were available for curriculum purchase and implementation (initially and annually, identified changes needed in staffing, facilities, and schedules to ensure that lessons can be implemented as written, as well as any costs involved in revising the curriculum if necessary). Reviewers rated the affordability of the curriculum on the scale on the right.

Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

## APPENDICES

## Curricula by Grade Ranges

An overview of each curriculum, including implementation, training and concept coverage, is presented below grouped by grade level ranges. The concept coverage score (i.e., HECAT Standard one score) indicates, on a scale from 0-4, what percentage of grade level specific concepts are covered in the curriculum. Implementation details include the number of lessons and minutes (when available) for each curriculum grade or grade range available. More details on each curriculum is included in the Grade Level Results (Appendix A2), the Curriculum Review at a Glance table (Section six), and the Curricula Overview and Program Descriptions (Section seven).

3<sup>rd</sup> – 5<sup>th</sup> Grade Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Family Life And Sexual Health 4-6 (FLASH)	<ul style="list-style-type: none"> <li>19 lesson plans</li> </ul>	Yes	3.33	<ul style="list-style-type: none"> <li>Elementary School curriculum designed for grades 4-6.</li> <li>Spans the school-age years (grades 5-12 and secondary special education).</li> </ul>
Project AIM (Adult Identity Mentoring): A program to reduce HIV sexual risk among youth (Project AIM)	<ul style="list-style-type: none"> <li>12 lessons divided into four parts</li> </ul>	No	1.33	<ul style="list-style-type: none"> <li>The curriculum requires use of a monitor with DVD capabilities and a PC.</li> </ul>
DCPS Sexual Health Curriculum (Supplement for BART and Making Proud Choices) (DCPS)			1.33	

6<sup>th</sup> – 8<sup>th</sup> Grade Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection (Be Proud!)	<ul style="list-style-type: none"> <li>Six one hour modules</li> <li>implemented in either six 60 minute sessions or in three two hour modules</li> </ul>	Yes	2.25	<ul style="list-style-type: none"> <li>The curriculum requires the use of a monitor with DVD capabilities.</li> <li>Provides adolescents with the knowledge, motivation and skills necessary to reduce risk taking behaviors around HIV, sexually transmitted diseases and pregnancy.</li> </ul>
Cuidate - A culturally-based program to reduce HIV sexual risk behavior among Latino youth: Facilitator's Curriculum (Cuidate)	<ul style="list-style-type: none"> <li>Six one hour modules</li> </ul>	Yes	2.20	<ul style="list-style-type: none"> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
Draw the Line, Respect the Line (DLRL)	<ul style="list-style-type: none"> <li>19 lessons</li> <li>45-50 minutes each</li> </ul>	2.25	3.00	<ul style="list-style-type: none"> <li>Classroom based</li> <li>Developer offers training, technical assistance (TA), adaptation of materials, and TA around performance measures.</li> </ul>
DCPS Sexual Health Curriculum (Supplement for BART and Making Proud Choices) (DCPS)		NA	3.33	

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Family Life And Sexual Health (FLASH)	• 24 lessons	Yes	3.33	<ul style="list-style-type: none"> <li>Classroom based</li> <li>Middle School curriculum is designed for grades 7-8.</li> <li>The curriculum requires the use of a monitor with DVD capabilities</li> <li>Spans the school-age years (grades 5-12 and secondary special education).</li> </ul>
*Family Life And Sexual Health 6th grade only (FLASH)	• 19 lesson plans	Yes	2.00	<ul style="list-style-type: none"> <li>Elementary curriculum designed for grades 4-6. 6-8 Middle School HECAT standards were used in the review of this curriculum.</li> <li>Spans the school-age years (grades 5-12 and secondary special education).</li> </ul>
Focus on Youth: An HIV Prevention Program for African-American Youth (FOY)	• Eight sessions	No	3.00	<ul style="list-style-type: none"> <li>Community based</li> <li>HIV, STD and pregnancy prevention intervention for African American youth.</li> </ul>
Health Smart Middle School: Abstinence, Puberty & Personal Health (Health Smart Abs/Pub)	• 17 lessons and two unit assessment activities	No	2.33	<ul style="list-style-type: none"> <li>Classroom based</li> <li>Training options are available</li> </ul>
Health Smart Middle School: HIV, STD & Pregnancy Prevention (HealthSmart HIV/STD)	• 15 lessons and two unit assessment activities	No	2.75	<ul style="list-style-type: none"> <li>Classroom based</li> <li>Resources available on Health Smart website</li> </ul>
Making Proud Choices!: A Safer-Sex Approach to HIV/STDs and Teen Pregnancy Prevention (Proud Choices!)	• Eight one-hour modules	Yes	2.00	<ul style="list-style-type: none"> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
Our Whole Lives: Sexuality Education 7-9 (OWL)	• 27 sessions	Yes	3.67	<ul style="list-style-type: none"> <li>Curriculum designed for grades 7-9.</li> <li>Adaptable for classroom or community settings</li> </ul>
PARE	<ul style="list-style-type: none"> <li>Four sessions</li> <li>Two and a half to three hours in a four week period.</li> <li>Three booster sessions each spaced 6 months apart.</li> </ul>	NA	3.33	<ul style="list-style-type: none"> <li>Afterschool or early evening setting</li> </ul>

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Project AIM (Adult Identity Mentoring): A program to reduce HIV sexual risk among youth (Project AIM)	<ul style="list-style-type: none"> <li>12 sessions divided into four parts</li> </ul>	No	1.00	<ul style="list-style-type: none"> <li>The curriculum requires the use of a monitor with DVD capabilities</li> <li>Includes group discussions, interactive small group and role play activities.</li> </ul>
Scenarios USA (Gender, Power & Relationships) (Scenarios GPR)	<ul style="list-style-type: none"> <li>NA</li> </ul>	No	1.33	<ul style="list-style-type: none"> <li>Classroom and community based</li> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
Scenarios USA (Masculinity) (Scenarios M)	<ul style="list-style-type: none"> <li>NA</li> </ul>	No	1.50	<ul style="list-style-type: none"> <li>Classroom and community based</li> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
SiHLE: Sisters, Informing, Healing, Living, Empowering (SiHLE)	<ul style="list-style-type: none"> <li>Grade 8: Four four-hour sessions (total of 16 contact hours)</li> </ul>	No	2.67	<ul style="list-style-type: none"> <li>Requires photocopier, computer and CD/DVD player.</li> </ul>
SWAT – LAYC (SWAT)	<ul style="list-style-type: none"> <li>Four sessions</li> </ul>	Yes	3.00	<ul style="list-style-type: none"> <li>Program trains youth to be health outreach workers.</li> </ul>
Teen Health Project 4me! Curriculum (4me!)	<ul style="list-style-type: none"> <li>Two workshops (3 hours each)</li> <li>Follow up sessions (90-120 minutes) over four to five month period.</li> <li>Weekly meetings (90 minutes) for 6 months.</li> </ul>	No	3.00	<ul style="list-style-type: none"> <li>No specialized background is required to implement THP. However, facilitators will want to familiarize themselves with all the materials, including handouts</li> </ul>
The Grassroot Project: Coach's Guide (GPCG)	<ul style="list-style-type: none"> <li>Eight sessions over eight weeks (total of 6 hours)</li> </ul>	NA	2.67	<ul style="list-style-type: none"> <li>Classroom and community based.</li> </ul>
Teen Life Clubs: Steps to S.T.A.R.dom Curriculum (TLC S.T.A.R)	<ul style="list-style-type: none"> <li>Weekly sessions for 26 weeks</li> <li>Each session is 90 minutes</li> </ul>	NA	1.00	<ul style="list-style-type: none"> <li>Free 30-week health empowerment program designed for 11-14 year olds.</li> </ul>

\*Curriculum cuts across HECAT standards. 3-5 curriculum was reviewed using grades 6-8 HECAT standards to capture 6<sup>th</sup> grade.

9<sup>th</sup> – 12<sup>th</sup> Grade Curricula Overview

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
AIDS Prevention for Adolescents in School: Curriculum Handbook (APAS)	<ul style="list-style-type: none"> <li>Six-hour program divided into six class lessons that are delivered on consecutive school days</li> </ul>	No	2.25	<ul style="list-style-type: none"> <li>Telephone and technical implementation and evaluation support are available for one year</li> </ul>
BART: An HIV Risk-Reduction Program for Adolescents (BART)	<ul style="list-style-type: none"> <li>Eight sessions (1 session per week).</li> <li>Each session is 90 minutes to 2 hrs.</li> </ul>	Yes	2.33	<ul style="list-style-type: none"> <li>Community based</li> </ul>
Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection (Be Proud!)	<ul style="list-style-type: none"> <li>Six one hour modules (implemented in either six 60 minute sessions or in three two hour modules).</li> </ul>	Yes	1.75	<ul style="list-style-type: none"> <li>The curriculum requires the use of a monitor with DVD capabilities.</li> </ul>
Cuidate - A culturally-based program to reduce HIV sexual risk behavior among Latino youth: Facilitator's Curriculum (Cuidate)	<ul style="list-style-type: none"> <li>Six one hour modules</li> </ul>	Yes	2.25	<ul style="list-style-type: none"> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
DCPS Sexual Health Curriculum (Supplement for BART and Making Proud Choices) (DCPS)			3.00	
Family Life And Sexual Health (FLASH)	<ul style="list-style-type: none"> <li>18 lessons</li> </ul>	Yes	3.00	<ul style="list-style-type: none"> <li>Classroom based</li> <li>The curriculum requires the use of a monitor with DVD capabilities</li> <li>Spans the school-age years (grades 5-12 and secondary special education).</li> </ul>
Focus on Youth: An HIV Prevention Program for African-American Youth (FOY)	<ul style="list-style-type: none"> <li>Eight sessions</li> </ul>	No	3.00	<ul style="list-style-type: none"> <li>Community based</li> <li>HIV, STD and pregnancy prevention intervention for African American youth.</li> </ul>
Get Real about AIDS: An Adolescent STD/HIV/AIDS Prevention Program (Get Real)	<ul style="list-style-type: none"> <li>15 sessions</li> </ul>		3.00	<ul style="list-style-type: none"> <li>Designed to be delivered over consecutive days</li> </ul>
Guide to Implementing Teens for AIDS Prevention: A Peer Education Program to Prevent HIV and STIs (TAP)	<ul style="list-style-type: none"> <li>12 sessions (about 22 hours)</li> </ul>		3.00	<ul style="list-style-type: none"> <li>The sessions are covered in eight chapters.</li> <li>Resources available for sex educators</li> <li>Classroom and community based</li> </ul>
Michigan Model for Health: Healthy and Responsible Relationships: HIV, Other STI, and Pregnancy Prevention (MMH)	<ul style="list-style-type: none"> <li>22 lessons</li> </ul>	NA	3.00	<ul style="list-style-type: none"> <li>Classroom based</li> </ul>

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Our Whole Lives: Sexuality Education 10-12 (OWL)	<ul style="list-style-type: none"> <li>12 sessions</li> </ul>		3.33	<ul style="list-style-type: none"> <li>Adaptable for classroom or community settings</li> <li>Curriculum designed for grades 10-12</li> </ul>
*Our Whole Lives: Sexuality Education 9th grade only (OWL)	<ul style="list-style-type: none"> <li>27 sessions</li> </ul>	Yes	3.00	<ul style="list-style-type: none"> <li>Adaptable for classroom or community settings</li> <li>Middle school curriculum designed for grades 7-9. 9-12 High school HECAT standards were used in the review of this curriculum.</li> </ul>
Reducing the Risk: Building Skills to Prevent Pregnancy, STD & HIV (RTR STD)	<ul style="list-style-type: none"> <li>16 lessons</li> </ul>		2.33	<ul style="list-style-type: none"> <li>Classroom based</li> </ul>
Reducing the Risk: Understanding Self-Identity: Building a Supportive Environment for LGBTQ Students (RTR Self ID)	<ul style="list-style-type: none"> <li>NA</li> </ul>		0.33	<ul style="list-style-type: none"> <li>Classroom based</li> </ul>
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 1 (Safer Choices L1)	<ul style="list-style-type: none"> <li>Three times/week</li> <li>45 minute sessions (could be longer)</li> </ul>		3.00	<ul style="list-style-type: none"> <li>Classroom based</li> </ul>
Safer Choices Preventing: HIV, Other STD and Pregnancy - Level 2 (Safer Choices L2)	<ul style="list-style-type: none"> <li>Three times/week</li> <li>45 minute sessions (could be longer)</li> </ul>		2.33	<ul style="list-style-type: none"> <li>Classroom based</li> </ul>
Scenarios USA (Gender, Power & Relationships) (Scenarios GPR)	<ul style="list-style-type: none"> <li>NA</li> </ul>	No	2.00	<ul style="list-style-type: none"> <li>Classroom and community based</li> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
Scenarios USA (Masculinity) (Scenarios M)	<ul style="list-style-type: none"> <li>NA</li> </ul>	No	1.50	<ul style="list-style-type: none"> <li>Classroom and community based</li> <li>The curriculum requires the use of a monitor with DVD capabilities</li> </ul>
SiHLE: Sisters, Informing, Healing, Living, Empowering (SiHLE)	<ul style="list-style-type: none"> <li>Grade 8: Four four-hour sessions</li> <li>16 total contact hours</li> </ul>	No	2.75	<ul style="list-style-type: none"> <li>Requires photocopier, computer and CD/DVD player.</li> </ul>
Sister to Sister: Respect Yourself! & Protect Yourself! - Provider Curriculum (Sister2Sister)	<ul style="list-style-type: none"> <li>One-on-on intervention</li> <li>Approximately 20 to 30 minutes</li> </ul>	Yes	1.75	<ul style="list-style-type: none"> <li>Curriculum should be implemented by a specially trained female health care provider.</li> <li>Intervention is designed to be delivered in individual sessions</li> </ul>

Curriculum	Implementation	Training Required?	Concept Coverage Score	Notes
Sisters Informing Sisters About Topics on AIDS (SISTA)	<ul style="list-style-type: none"> <li>• Five sessions</li> <li>• 2 hours each session</li> </ul>	No	3.00	<ul style="list-style-type: none"> <li>• Trainings are no longer offered through the CDC. Contact SISTA master trainers if training is desired.</li> <li>• Resource guide available for download.</li> </ul>
Sexual Wellness Advocacy by Teens (SWAT) - LAYC	<ul style="list-style-type: none"> <li>• Four sessions</li> </ul>	Yes	3.25	<ul style="list-style-type: none"> <li>• Program trains youth to be health outreach workers.</li> </ul>
Teen Health Project 4me! Curriculum (THP)	<ul style="list-style-type: none"> <li>• Two workshops (3 hours each)</li> <li>• Follow up sessions (90-120 minutes) over four to five month period.</li> <li>• Weekly meetings (90 minutes) for six months.</li> </ul>	No	2.33	<ul style="list-style-type: none"> <li>• No specialized background is required to implement THP. However, facilitators will want to familiarize themselves with all the materials, including handouts</li> </ul>
Teen Health Project – Community – Level HIV Prevention Intervention for Adolescents in Low Income Housing Development	<ul style="list-style-type: none"> <li>• Two 3-hour workshops</li> <li>• Two follow-up sessions</li> <li>• Establishment of a Teen Health Project leadership council</li> </ul>		2.50	<ul style="list-style-type: none"> <li>• community-level intervention that helps adolescents develop skills to enact change</li> <li>• provides continued modeling, peer norm and social reinforcement for maintaining the prevention of HIV risk behavior</li> </ul>
The Grassroot Project: Coach's Guide (GPCG)	<ul style="list-style-type: none"> <li>• Eight sessions over eight weeks (total of 6 hours)</li> </ul>	NA	3.00	<ul style="list-style-type: none"> <li>• Classroom and community based.</li> </ul>
The Pharaoh Program Facilitators Manual (PPFM)	<ul style="list-style-type: none"> <li>• Five sessions</li> <li>• 1 to 2 hours each session</li> </ul>		1.67	<ul style="list-style-type: none"> <li>• Audio/visual equipment needed.</li> </ul>
Teen Life Clubs: Steps to S.T.A.R.dom Curriculum (TLC S.T.A.R)	<ul style="list-style-type: none"> <li>• Weekly sessions for 26 weeks</li> <li>• Each session is 90 minutes</li> </ul>	NA	1.00	<ul style="list-style-type: none"> <li>• Free 30-week health empowerment program designed for 11-14 year olds.</li> </ul>

\*Curriculum cuts across HECAT standards. 6-8 curriculum was reviewed using grades 9-12 HECAT standards to capture 9th grade.

## Grade Level Results

The following pages present results of the analyses by grade-level ranges. Please refer to Section 7 for descriptions of each of the curricula reviewed.

Grades 3, 4, 5<sup>2</sup>

Table 2: Reviewer information by curriculum and HECAT chapter

Curriculum Reviewed	Total of reviewers		
	Standards 1-8 (HECAT Chptr 6)	Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)
DCPS	3	3	3
FLASH	3	3	3
Project AIM	3	3	3

\* The total number of reviewers may vary by each HECAT chapter within a curriculum.

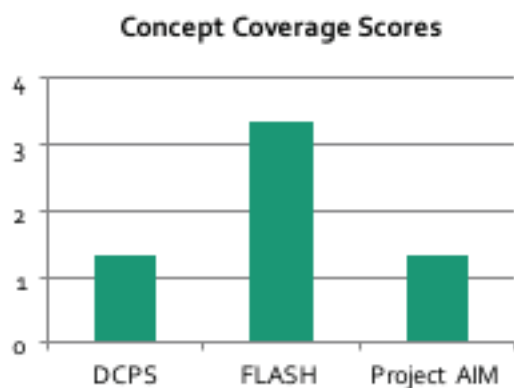
## Standard 1

Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed Grade 3-5 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT. For more detailed information on Standard 1, see Section 10. See Table 1 for curriculum abbreviations.

After implementation of this curriculum, by grade 5, students will be able to:

- Describe appropriate ways to express and deal with emotions and feelings.
- List healthy ways to express affection, love, friendship, and concern.
- Identify qualities of a healthy relationship.
- Describe the benefits of healthy family relationships.
- Identify characteristics of someone who has self-respect.
- Describe values that promote healthy behaviors.
- Describe basic male and female reproductive body parts and their functions.
- Describe the physical and emotional changes that occur during puberty.
- Explain that puberty and development can vary considerably and still be normal.
- Describe the effects of HIV infection on the body.
- Explain why HIV infection is not transmitted through casual contact.
- Explain that it is safe to be a friend of someone who has HIV infection or AIDS.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention. (Average across reviewers.)



The curriculum addresses:

4 = all of the concepts (100%)

3 = most of the concepts (67-99%)

2 = some of the concepts (34-66%)

1 = a few of the concepts (1-33%)

0 = none of the concepts (0)

## Standards 2-8

There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average of reviewers of how many of the assigned criteria were met for each Standard per curriculum. Refer to the reviewer table above for the actual number of reviewers for each curriculum. For more details see Section 10.

The curriculum addresses:

4 = all of the student skill or teacher instruction/assessment criteria

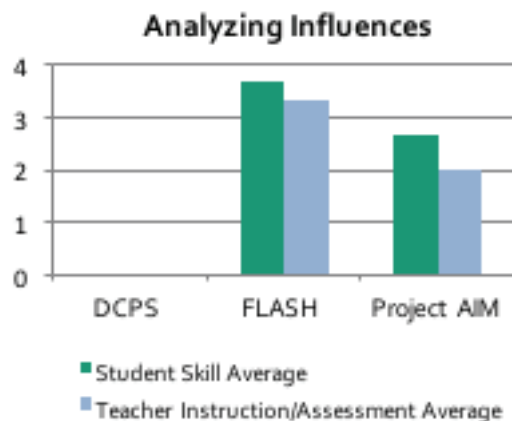
3 = 3 of 4 of the student skill or teacher instruction/assessment criteria

2 = 2 of 4 of the student skill or teacher instruction/assessment criteria

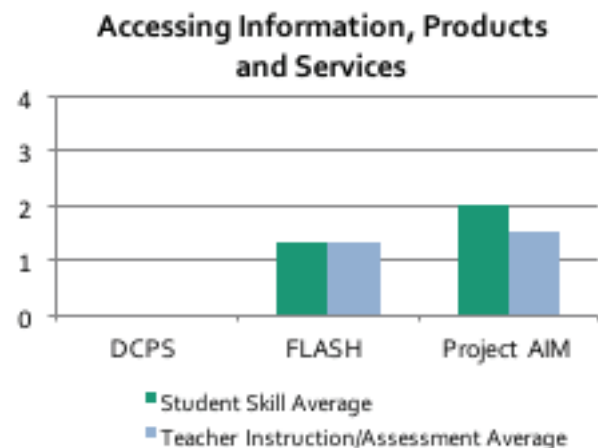
1 = 1 of 4 of the student skill or teacher instruction/assessment criteria

0 = none of the student skill or teacher instruction/assessment criteria

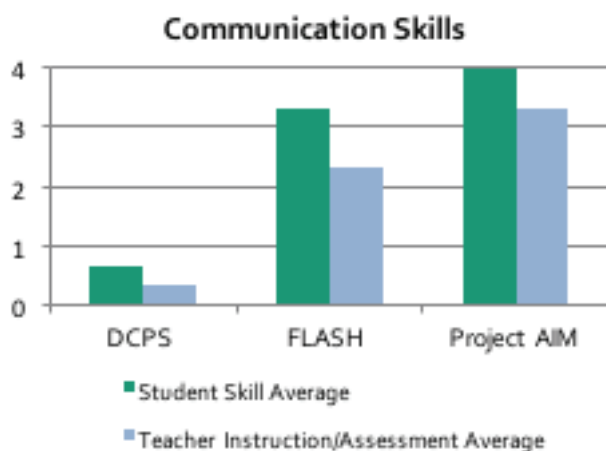
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.



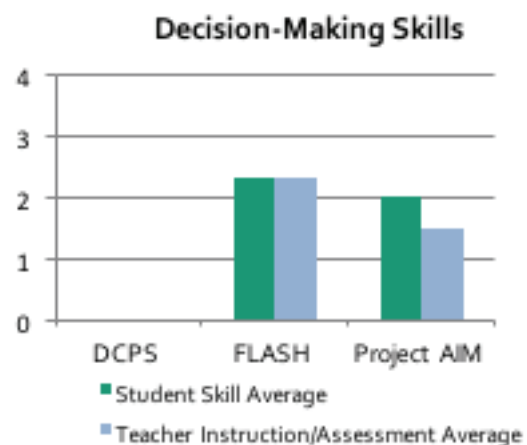
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.



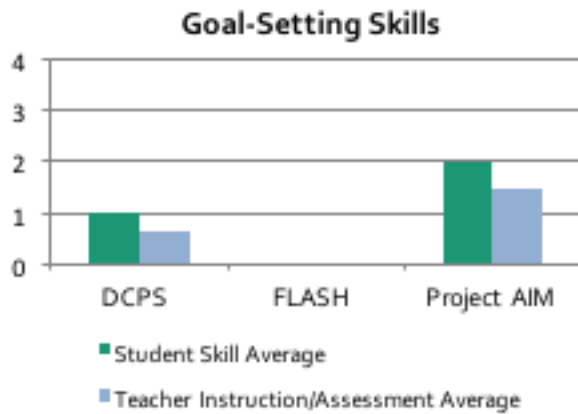
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.



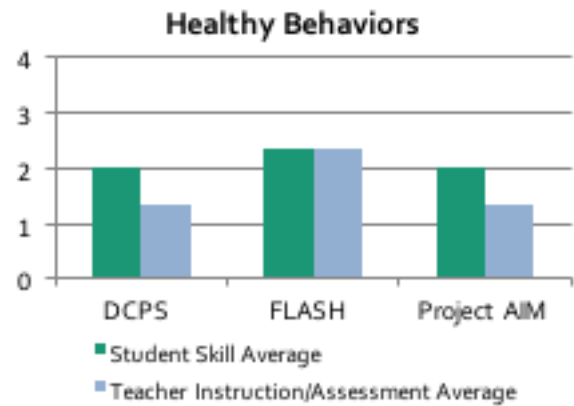
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.



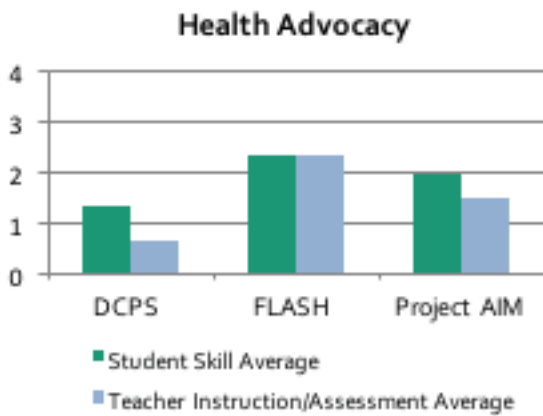
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.



Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

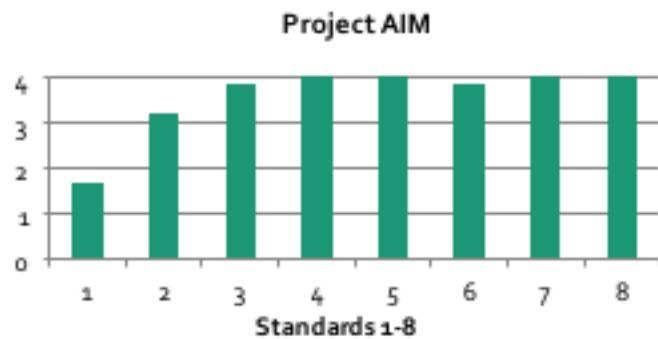
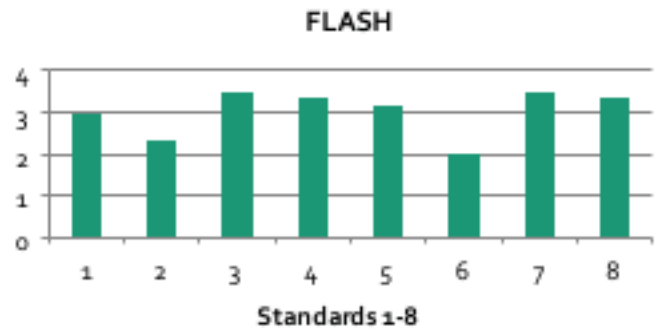


Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.



## Standards 1-8 by Curriculum

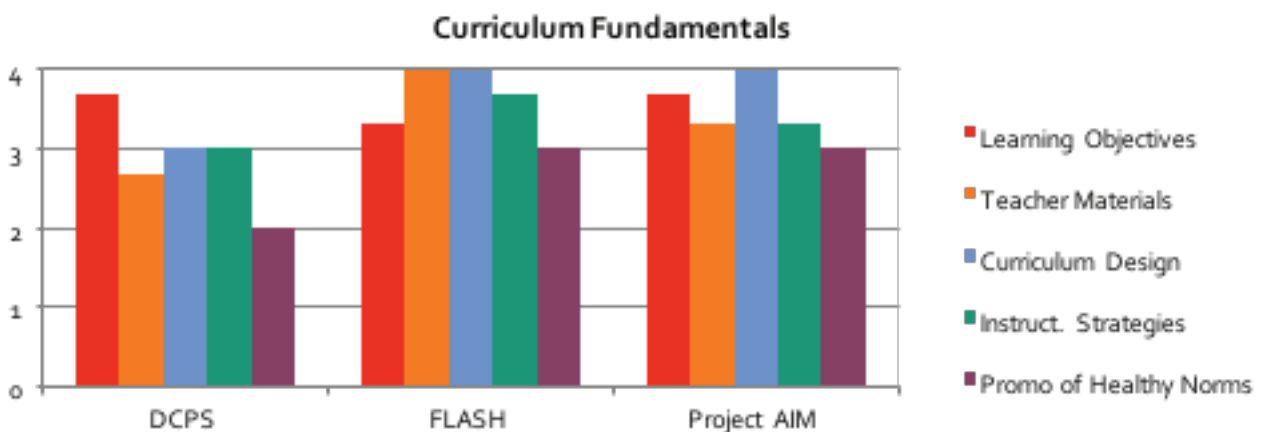
Presented below are ratings for all eight standards for each curriculum. Standards 2-8 ratings are an average of the Student Skill and Teacher Instruction/Assessment ratings presented prior.



## Curriculum Fundamentals

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. The reported results are average ratings of the three reviewers. For more details see Section 11.

The curriculum addresses:  
 4 = all of the fundamental characteristics  
 3 = 3 of 4 of the fundamental characteristics  
 2 = 2 of 4 of the fundamental characteristics  
 1 = 1 of 4 of the fundamental characteristics  
 0 = none of the fundamental characteristics



## Preliminary Curriculum Considerations

Preliminary curriculum considerations address the general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below. The reported results are average ratings of the three reviewers. For more details see Section 12.

### Accuracy of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Acceptability of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Feasibility of curriculum implementation:

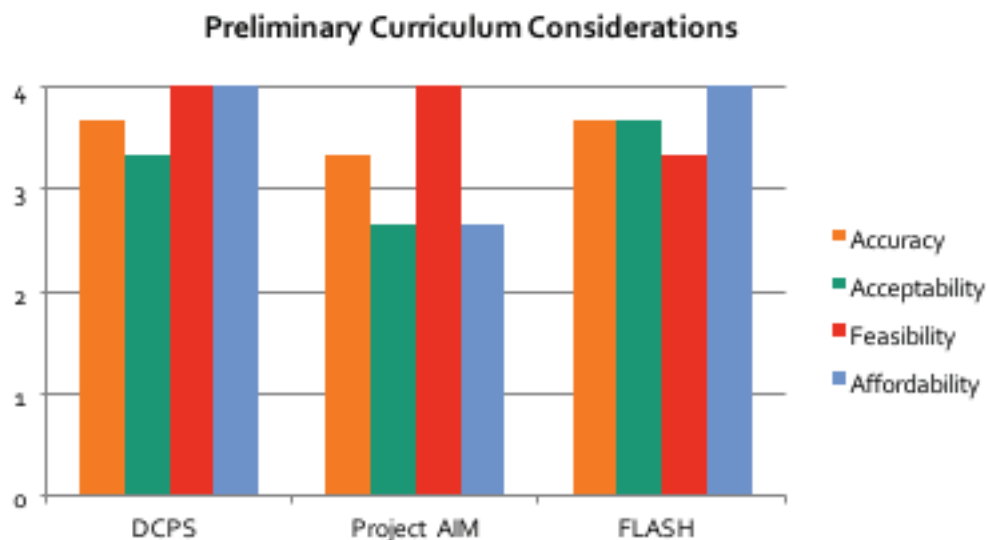
- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

### Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

\*The scores for FLASH represent grades 4-6.

\*\*The scores for Project AIM represent grades 3-8



Grades 6, 7, 8<sup>2</sup>

Table 3: Reviewer information by curriculum and HECAT chapter

Curriculum Reviewed	Standards 1-8 (HECAT Chptr 6)	Total of reviewers	
		Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)**
Be Proud!	4	3	3
Cuidate	5	5	4
DCPS	3	3	9
DLRL	3	3	3
FLASH 7-8	3	3	5
FLASH 6 <sup>th</sup> grade only	3	3	5
FOY	3	3	3
Health Smart Abs/Pub	3	3	3
HealthSmart HIV/STD	3	3	3
Proud Choices!	3	3	3
OWL 7-9	3	3	8
PARE	3	3	3
Project AIM	3	3	3
Scenarios GPR	3	3	4
Scenarios M	4	3	3
SiHLE	3	3	4
SWAT	4	3	4
4me!	3	3	3
GPCG	3	5	5
TLC S.T.A.R	3	3	5

\* The total number of reviewers may vary by each HECAT chapter within a curriculum.

\*\*The Data for HECAT chapter 4 was combined across all grade levels, so these data may be represented multiple times depending on the grade range of the curricula.

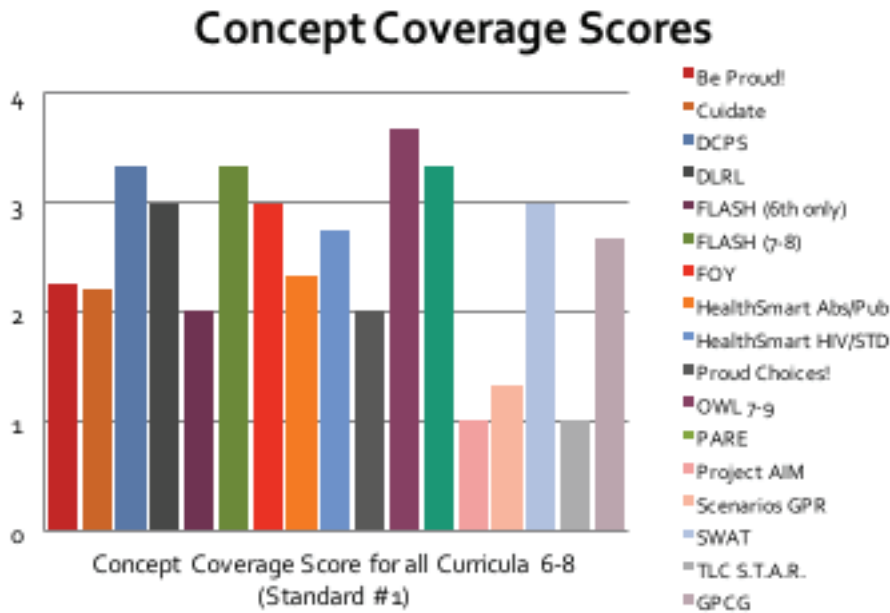
## Standard 1

Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed Grade 6-8 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT by OSSE. For more detailed information on Standard 1, see Section 10. See Table 1 for curriculum abbreviations

After implementation of this curriculum, by grade 8, students will be able to:

- Describe appropriate ways to express and deal with emotions and feelings.
- Summarize the benefits of talking with trusted adults about feelings.
- Describe impulsive behaviors and strategies for controlling them.
- Describe healthy ways to express affection, love, friendship, and concern.
- Summarize basic male and female reproductive body parts and their functions.
- Identify models of healthy relationships.
- Compare and contrast healthy and unhealthy dating relationships.
- Explain the qualities of a healthy dating relationship.
- Describe the emotional effects of breaking up a dating relationship.
- Describe effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Describe situations that could lead to pressure for sex.
- Explain why individuals have the right to refuse sexual contact.
- Recognize techniques that are used to coerce or pressure someone to have sex.
- Analyze the risks of impulsive behaviors.
- Describe the relationship between using alcohol and other drugs and sexual risk behaviors.
- Describe conception and its relationship to the menstrual cycle.
- Identify the responsibilities of parenthood.
- Explain that some STDs are asymptomatic.
- Explain the short and long-term consequences of HIV and common STDs.
- Summarize which STDs can be cured and which can be treated.
- Analyze ways to decrease the spread of germs that cause communicable diseases, such as preventing the spread of HIV by not having sex, not touching blood, and not touching used hypodermic or tattoo needles.
- Describe why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- Determine the benefits of being sexually abstinent.
- Describe the factors that contribute to one engaging in sexual risk behaviors.
- Describe the factors that protect one against engaging in sexual risk behaviors.
- Explain the importance of setting personal limits to avoid sexual risk behaviors.
- Describe the effectiveness or lack of effectiveness of common contraceptive methods in reducing the risk of pregnancy.
- Describe the effectiveness or lack of effectiveness of condoms in reducing the risk of pregnancy, HIV, and other STDs, including Human Papillomavirus (HPV).
- Describe how to reduce the risk of pregnancy and the sexual transmission of HIV and other STDs.
- Justify why it is safe to be a friend of someone who has HIV infection or AIDS.
- Describe the signs and symptoms of pregnancy and the potential challenges faced by adolescent parents and their families.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention. (Average across reviewers.)



The curriculum addresses:

4 = all of the concepts (100%)

3 = most of the concepts (67-99%)

2 = some of the concepts (34-66%)

1 = a few of the concepts (1-33%)

0 = none of the concepts (0)

## Standard 2-8

There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average across three reviewers of how many of the assigned criteria were met for each Standard per curriculum. For more details see section 10.

The curriculum addresses:

4 = all of the student skill or teacher instruction/  
assessment criteria

3 = 3 of 4 of the student skill or teacher instruction/  
assessment criteria

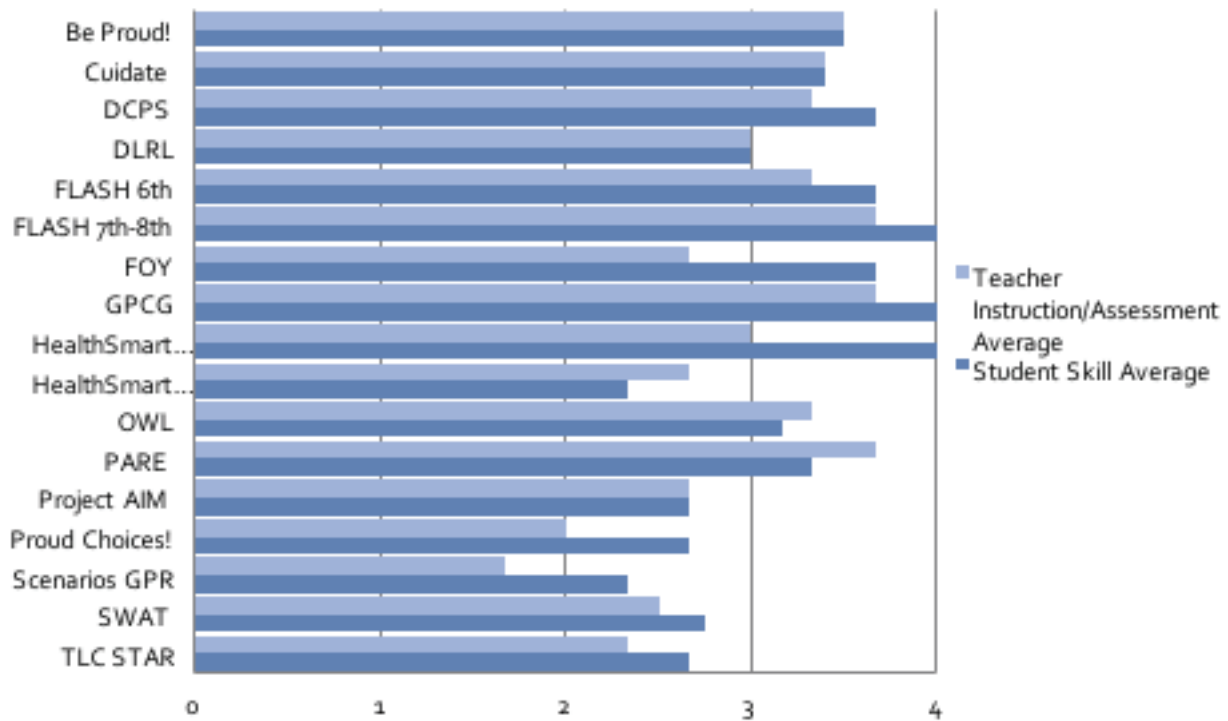
2 = 2 of 4 of the student skill or teacher instruction/  
assessment criteria

1 = 1 of 4 of the student skill or teacher instruction/  
assessment criteria

0 = none of the student skill or teacher instruction/  
assessment criteria

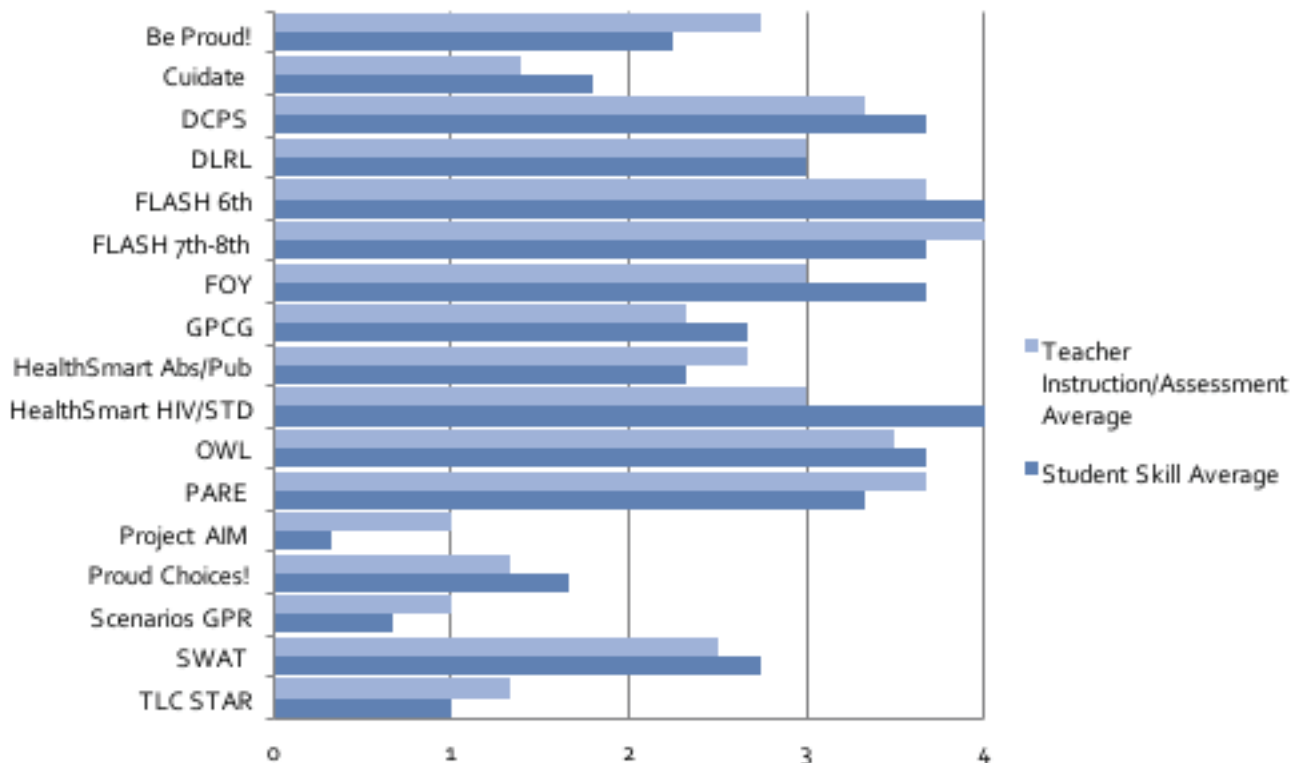
Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.

### Analyzing Influences



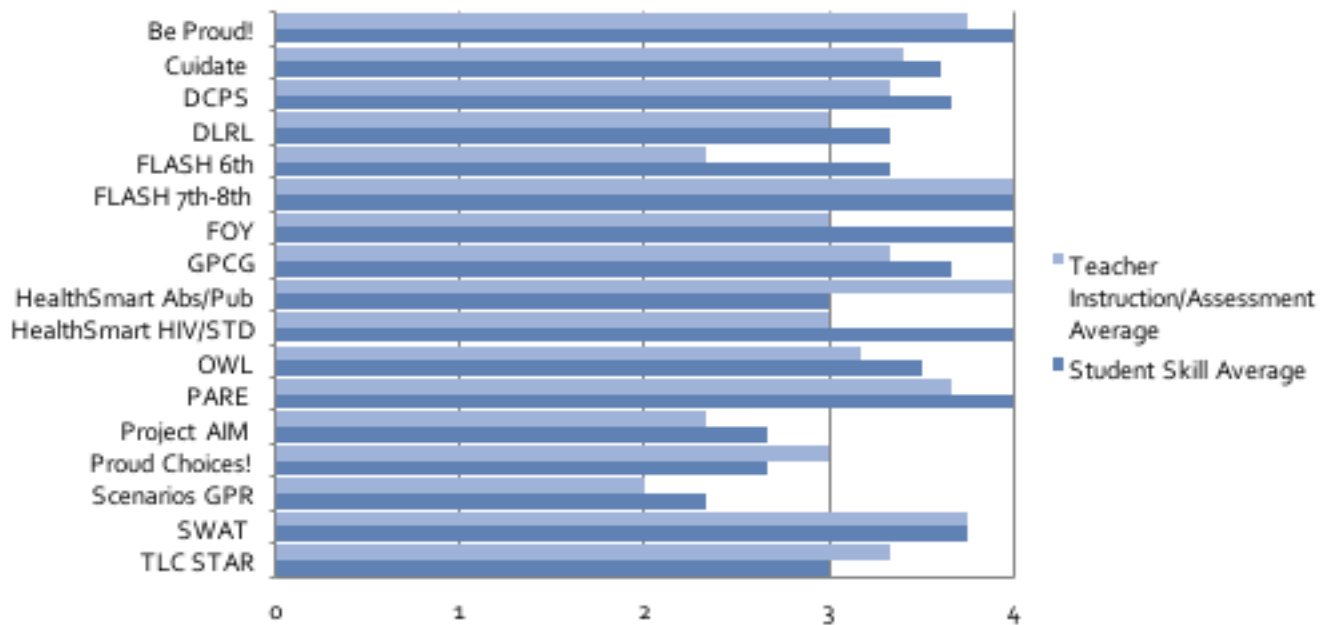
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

### Accessing Information, Products, and Services



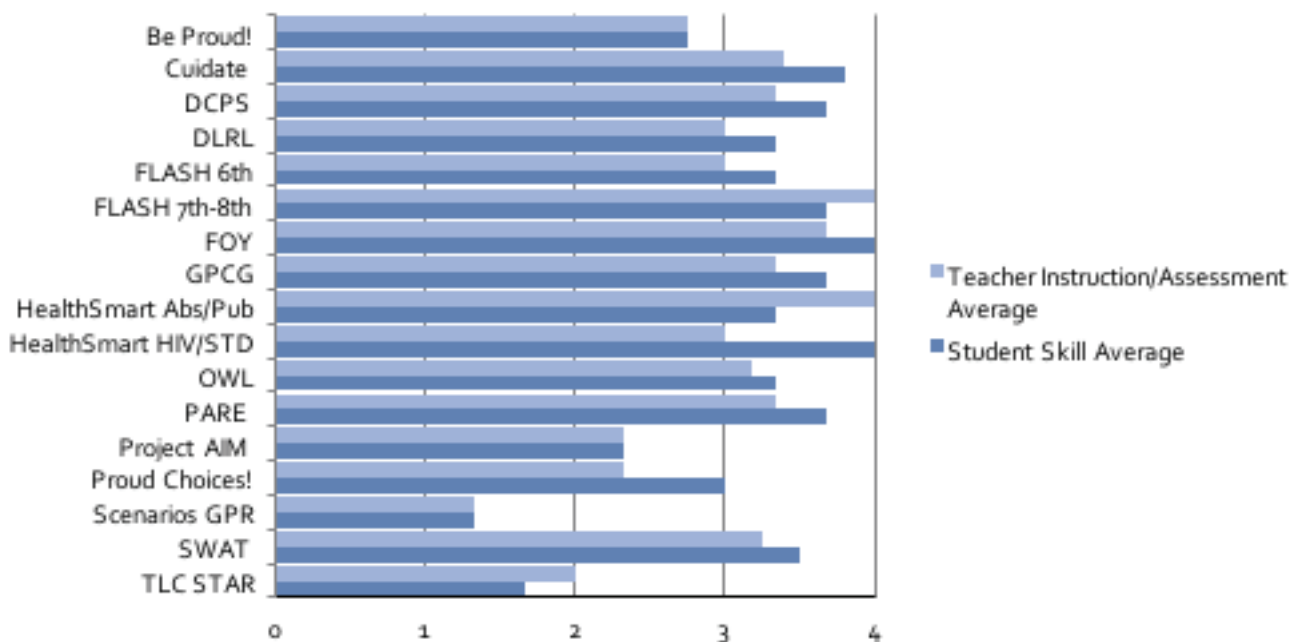
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Communication Skills



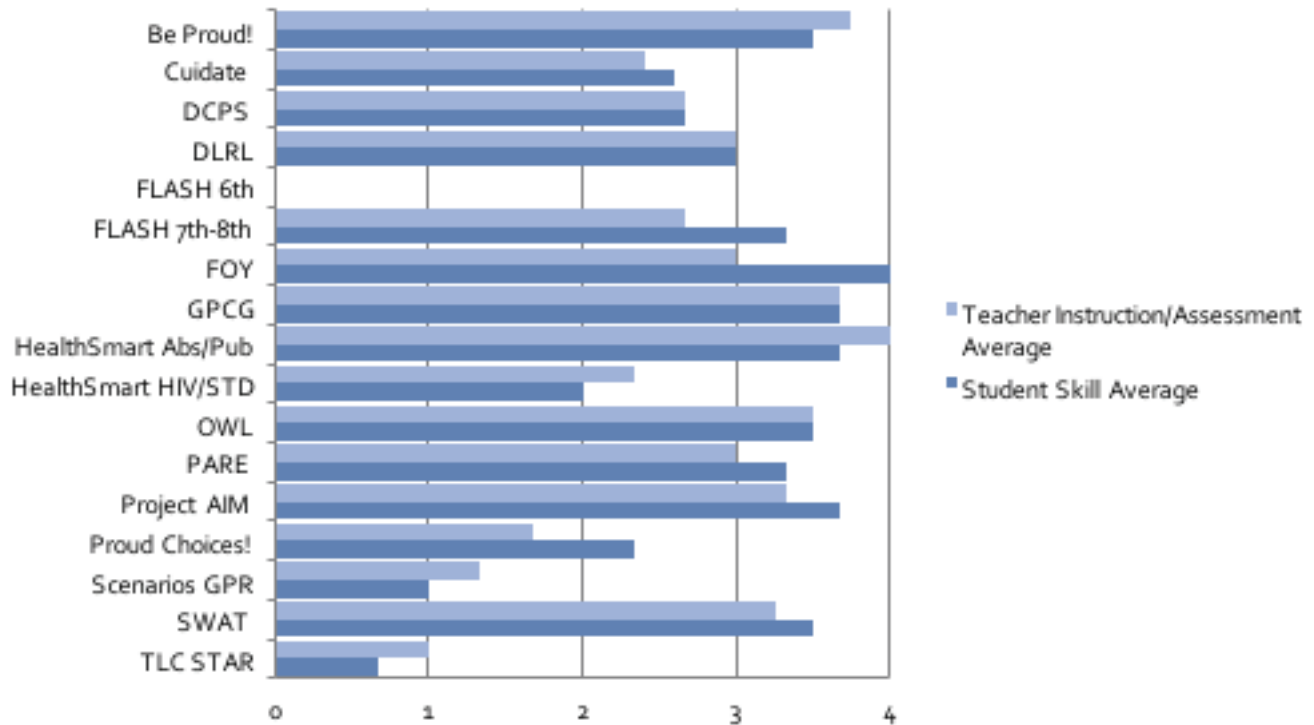
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

## Decision-Making Skills



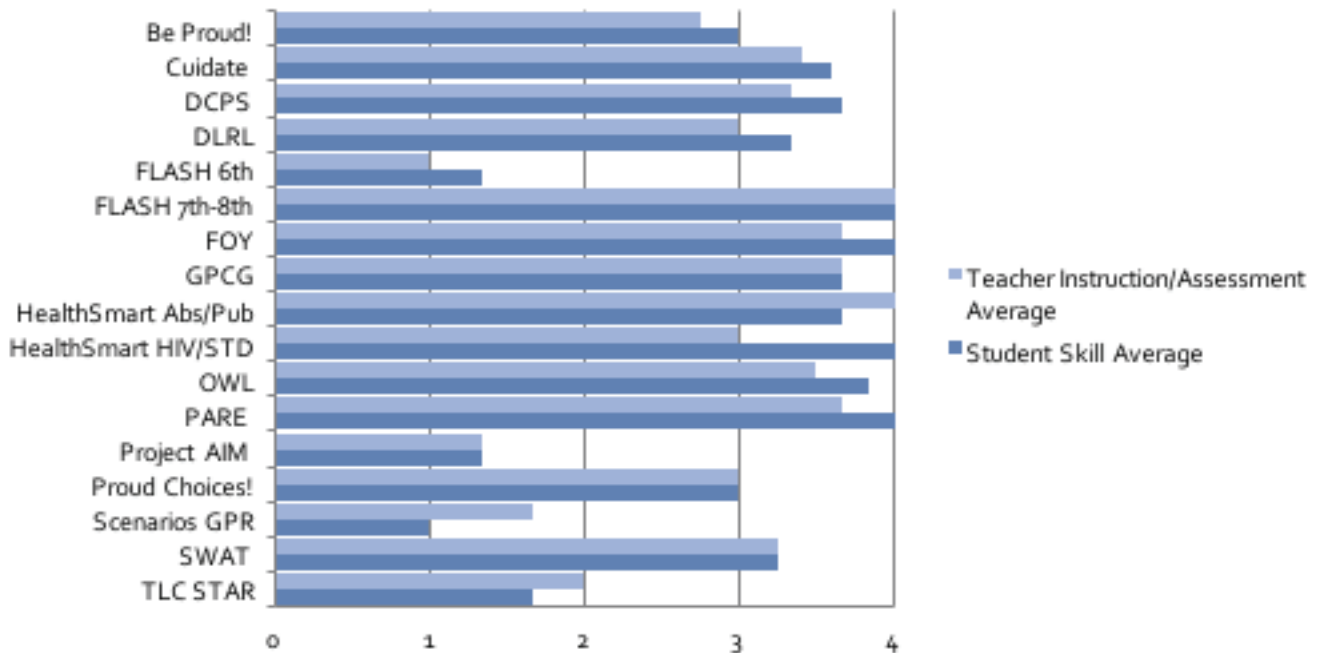
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

### Goal-Setting Skills



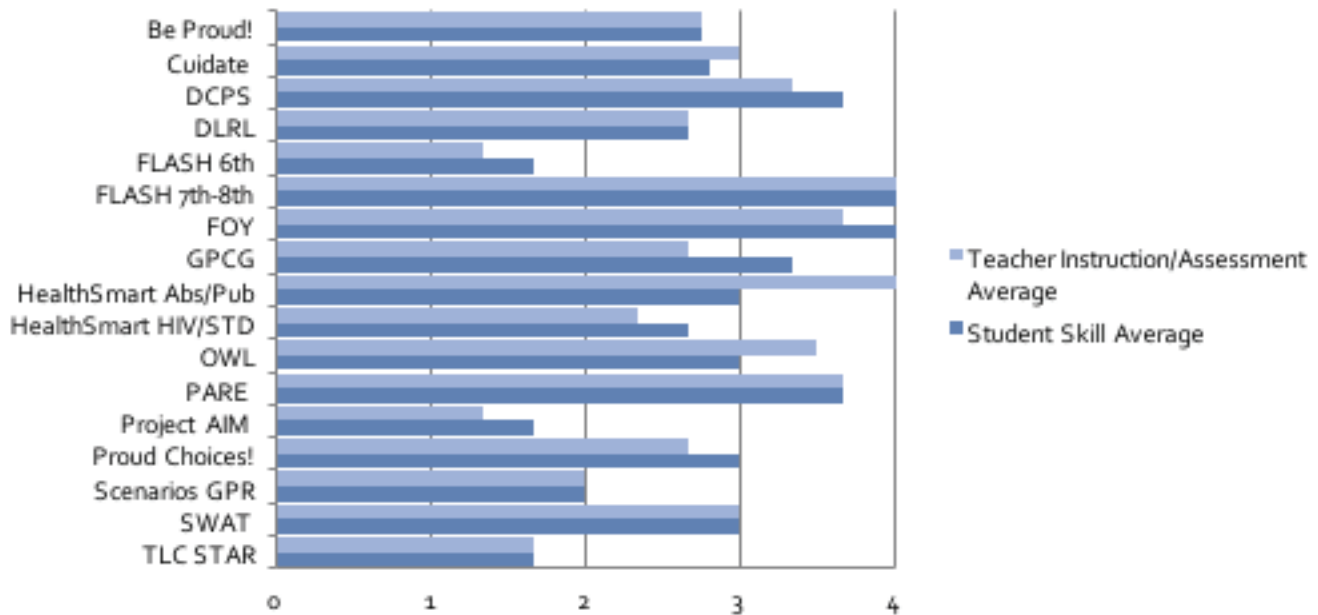
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

### Healthy Behaviors



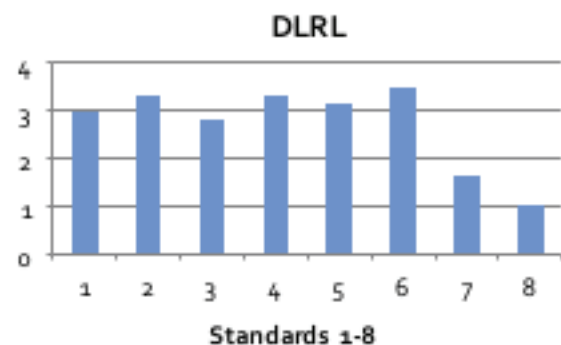
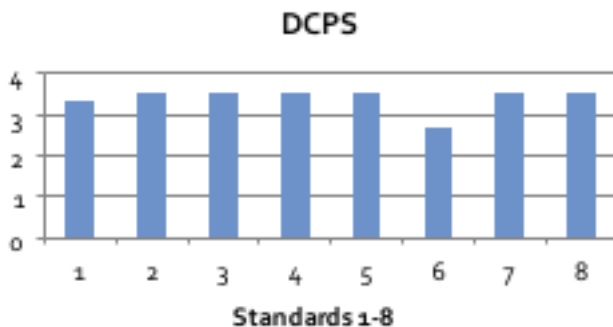
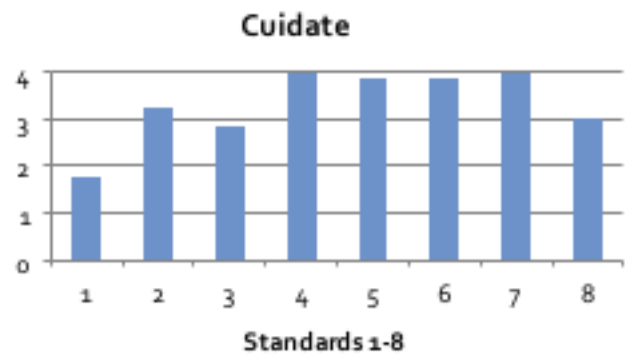
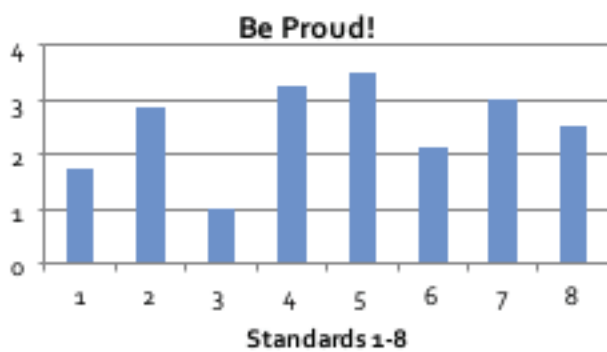
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

## Health Advocacy

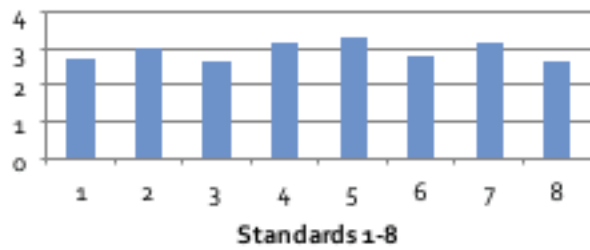


### Standards 1-8 by Curriculum

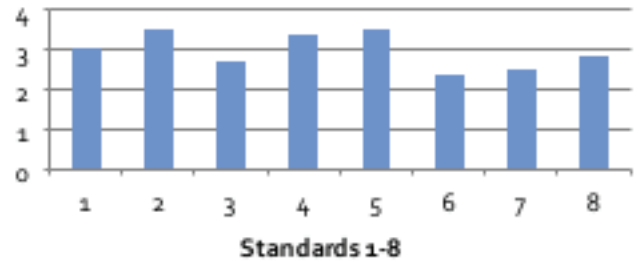
Presented below are ratings for all eight standards for each curriculum. Standards 2-8 ratings are an average of the Student Skill and Teacher Instruction/Assessment ratings presented prior.



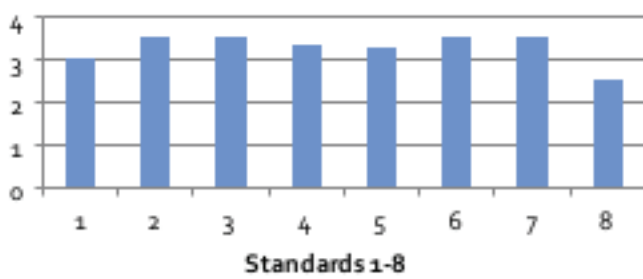
FLASH (Grade 6)



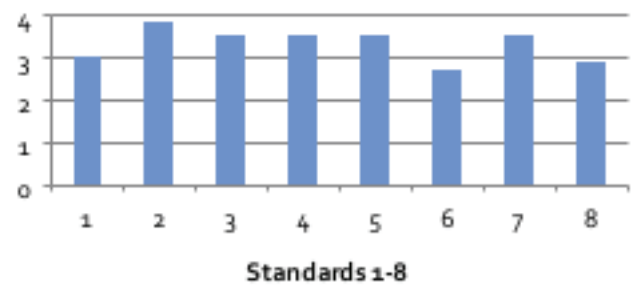
FLASH 7/8



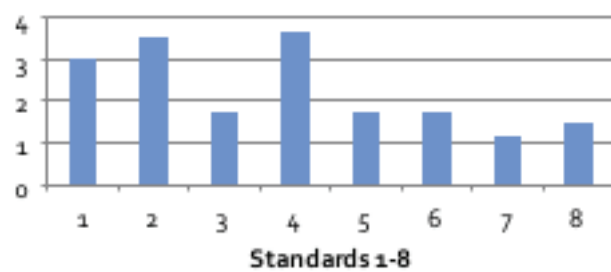
FOY



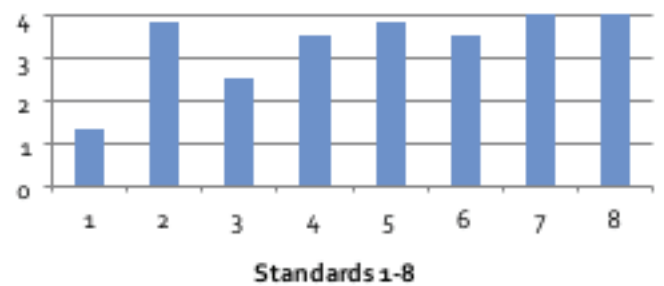
GPCG



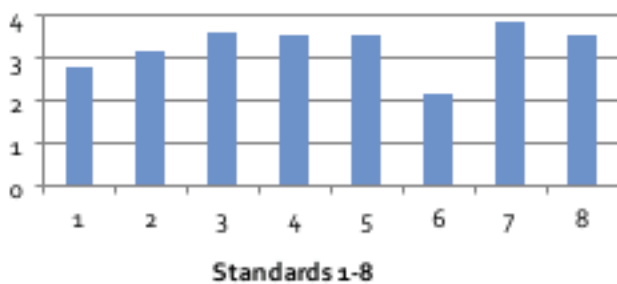
HealthSmart Abs/Pub



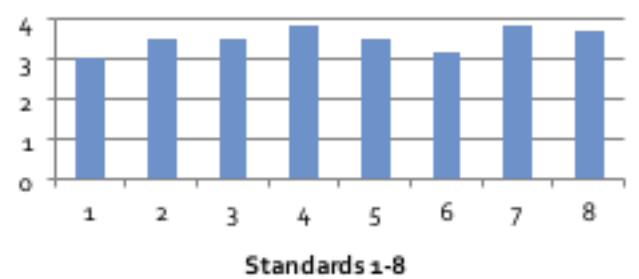
HealthSmart HIV/STD

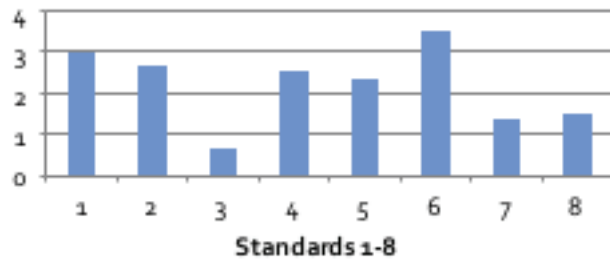
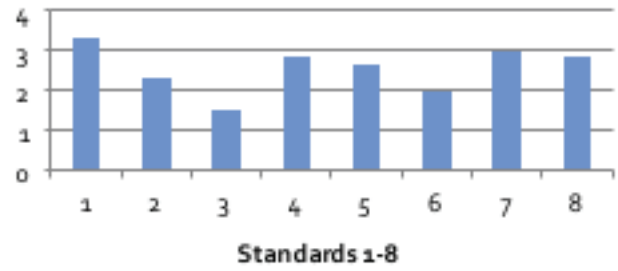
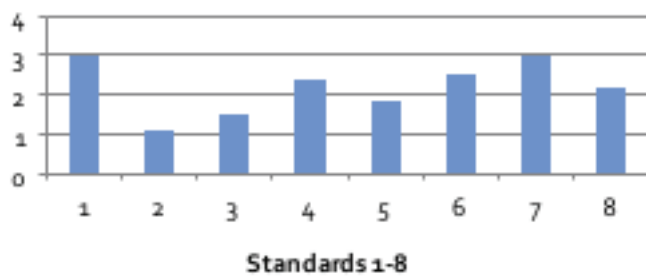
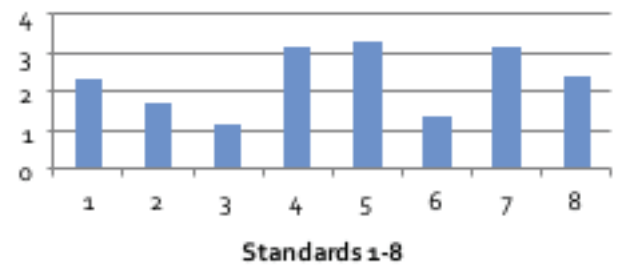
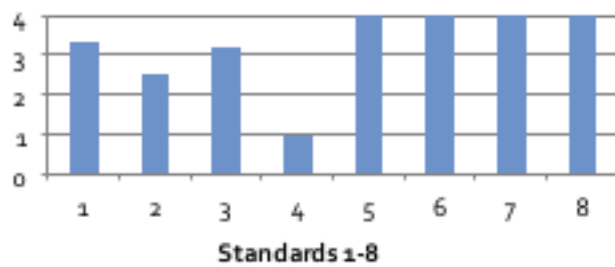


OWL



PARE



**Project AIM****Proud Choices!****Scenarios GPR****SWAT****TLC S.T.A.R**

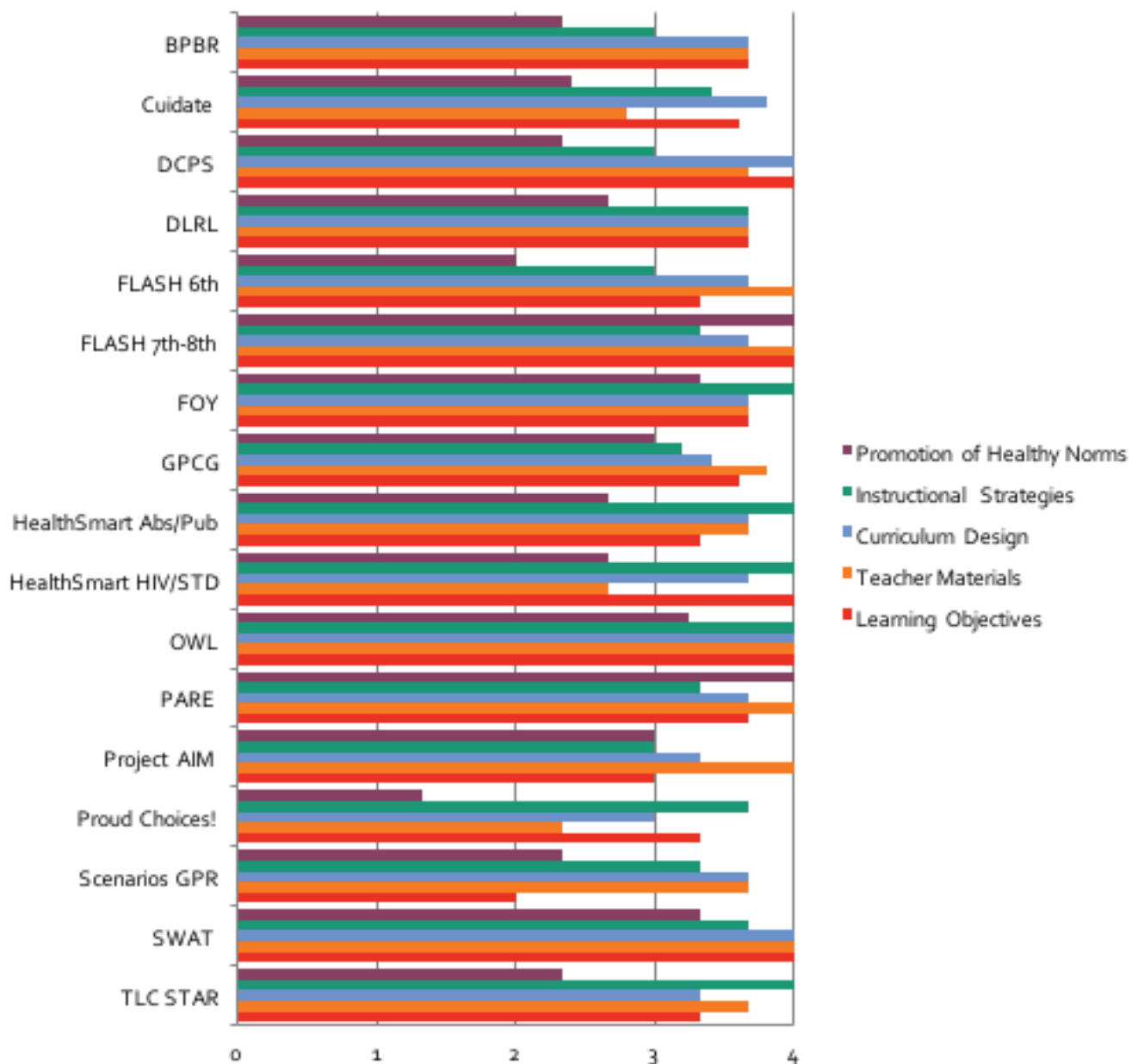
## Curriculum Fundamentals

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. The reported results are average ratings of the three reviewers. For more details see Section 11.

The curriculum addresses:

- 4 = all of the fundamental characteristics
- 3 = 3 of 4 of the fundamental characteristics
- 2 = 2 of 4 of the fundamental characteristics
- 1 = 1 of 4 of the fundamental characteristics
- 0 = none of the fundamental characteristics

## Curriculum Fundamentals



## Preliminary Curriculum Considerations

Preliminary curriculum considerations address the general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below. The reported results are average ratings of the three reviewers. For more details see Section 12.

### Accuracy of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Acceptability of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

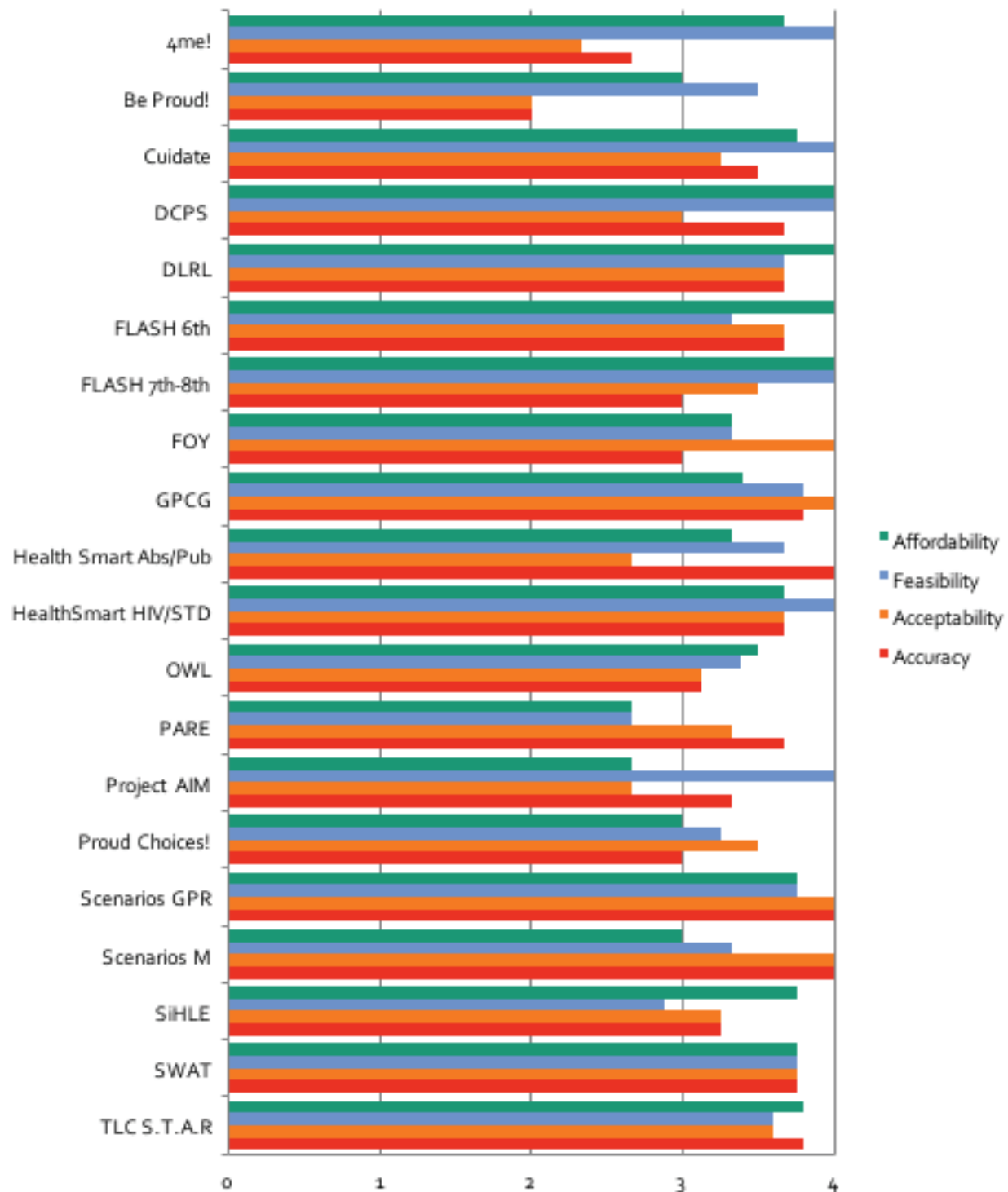
### Feasibility of curriculum implementation:

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

### Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

## Preliminary Curriculum Considerations



Grades 9, 10, 11, 12<sup>2</sup>

Table 4: Reviewer information by curriculum and HECAT chapter

Curriculum Reviewed	Standards 1-8 (HECAT Chptr 6)	Total of reviewers	
		Curriculum Fundamentals (HECAT Chptr 5)	Preliminary Considerations (HECAT Chptr 4)**
4me!	3	3	3
APAS	4	4	3
BART	3	3	3
Be Proud!	3	2	3
Cuidate	4	4	4
DCPS	3	3	9
FLASH	3	4	5
FOY	3	3	3
Get Real	3	3	3
GPCG	3	5	5
MMH	5	5	5
OWL 10-12	3	3	8
OWL 9 <sup>th</sup> grade only	3	3	8
PHE	3	3	3
PPFM	3	3	3
RTR STD	3	3	3
RTR Self ID	3	3	3
Safer Choices L1	3	3	3
Safer Choices L2	3	3	3
Scenarios GPR	3	3	4
Scenarios M	4	4	3
SiHLE	4	4	4
Siter2Sister	3	3	3
SISTA	3	3	3
SWAT	4	4	4
TAP	3	3	3
Teen Health Project	3	3	3
TLC S.T.A.R	3	3	5

\* The total number of reviewers may vary by each HECAT chapter within a curriculum.

\*\*The Data for HECAT chapter 4 was combined across all grade levels, so these data may be represented multiple times depending on the grade range of the curricula.

## Standard 1

Standard 1 curriculum analysis resulted in a Concept Coverage Score that indicates the extent to which the reviewed Grade 9-12 curriculum addresses the knowledge needed to attain the outcomes outlined below. Darker shaded items are those added to the HECAT by OSSE. For more detailed information on Standard 1, see Section 10. See Table 1 for curriculum abbreviations.

**After implementation of this curriculum, by grade 12, students will be able to:**

- Summarize healthy ways to express affection, love, friendship, and concern.
- Summarize appropriate ways to express needs, wants, and feelings.
- Explain how to build and maintain healthy family and peer relationships.
- Summarize the qualities of a healthy dating relationship.
- Summarize the emotional effects of breaking up a dating relationship.
- Evaluate effective strategies for dealing with difficult relationships with family members, peers, and boyfriends or girlfriends.
- Analyze how power and control differences in relationships (e.g., peer, dating, or family relationships) can contribute to aggression and violence.
- Analyze situations that could lead to being pressured to have sex.
- Analyze techniques that are used to coerce or pressure someone to have sex.
- Acknowledge an individual's responsibility to verify that all sexual contact is consensual.
- Acknowledge an individual's right and responsibility to refuse unwanted sexual contact.
- Summarize why individuals have the right to refuse sexual contact.
- Acknowledge it is wrong to trick, threaten, or coerce another person into having sex.
- Analyze the relationship between using alcohol and other drugs and sexual risk behaviors.
- Summarize the relationship between the menstrual cycle and conception.
- Analyze the responsibilities of parenthood.
- Summarize how HIV and common STDs are transmitted.
- Summarize the signs and symptoms of HIV and other common STDs.
- Summarize the problems associated with asymptomatic STDs.
- Summarize the short and long-term consequences of HIV and common STDs.
- Summarize which STDs can be cured and which can be treated.
- Explain the basic side effects and costs of treatment for STDs.
- Summarize the importance of setting personal limits to avoid risky sexual behavior.
- Justify why sexual abstinence is the safest, most effective risk avoidance method of protection from HIV, other STDs, and pregnancy.
- Analyze the factors that contribute to one engaging in sexual risk behaviors.
- Analyze the factors that protect one against engaging in sexual risk behaviors.
- Describe the importance of shared responsibility for avoiding sexual activity and preventing sexual risk behaviors.
- Analyze the effectiveness of perfect use vs. typical use of common contraceptive methods in reducing the risk of pregnancy.
- Analyze the effectiveness of perfect use vs. typical use of condoms in reducing the risk of pregnancy, HIV, and other STD infection, including Human Papillomavirus (HPV).
- Describe the increased risks associated with having multiple sexual partners including serial monogamy.
- Explain the importance of using contraceptives correctly and consistently to reduce risk of pregnancy and infection of HIV and most STDs.
- Summarize ways to prevent pregnancy and the sexual transmission of HIV and other STDs.
- Explain the effects of alcohol and other drug use during pregnancy.
- Explain important health screenings, immunizations, and checkups, including screening and examinations that are necessary to maintain reproductive health such as testicular self-examinations and Pap smears.
- Explain the importance of contraceptive counseling and services if sexually active.
- Explain the importance of STD and HIV testing and counseling if sexually active.
- Clarify why it is safe to be a friend of someone who has HIV infection or AIDS.
- Describe the pathogenic, gender, age, cultural, environmental and behavioral factors that influence the degree of risk for contracting specific diseases.

Standard 1: Students will comprehend concepts related to health promotion and disease prevention.  
(Average across reviewers.)

The curriculum addresses:

4 = all of the concepts (100%)

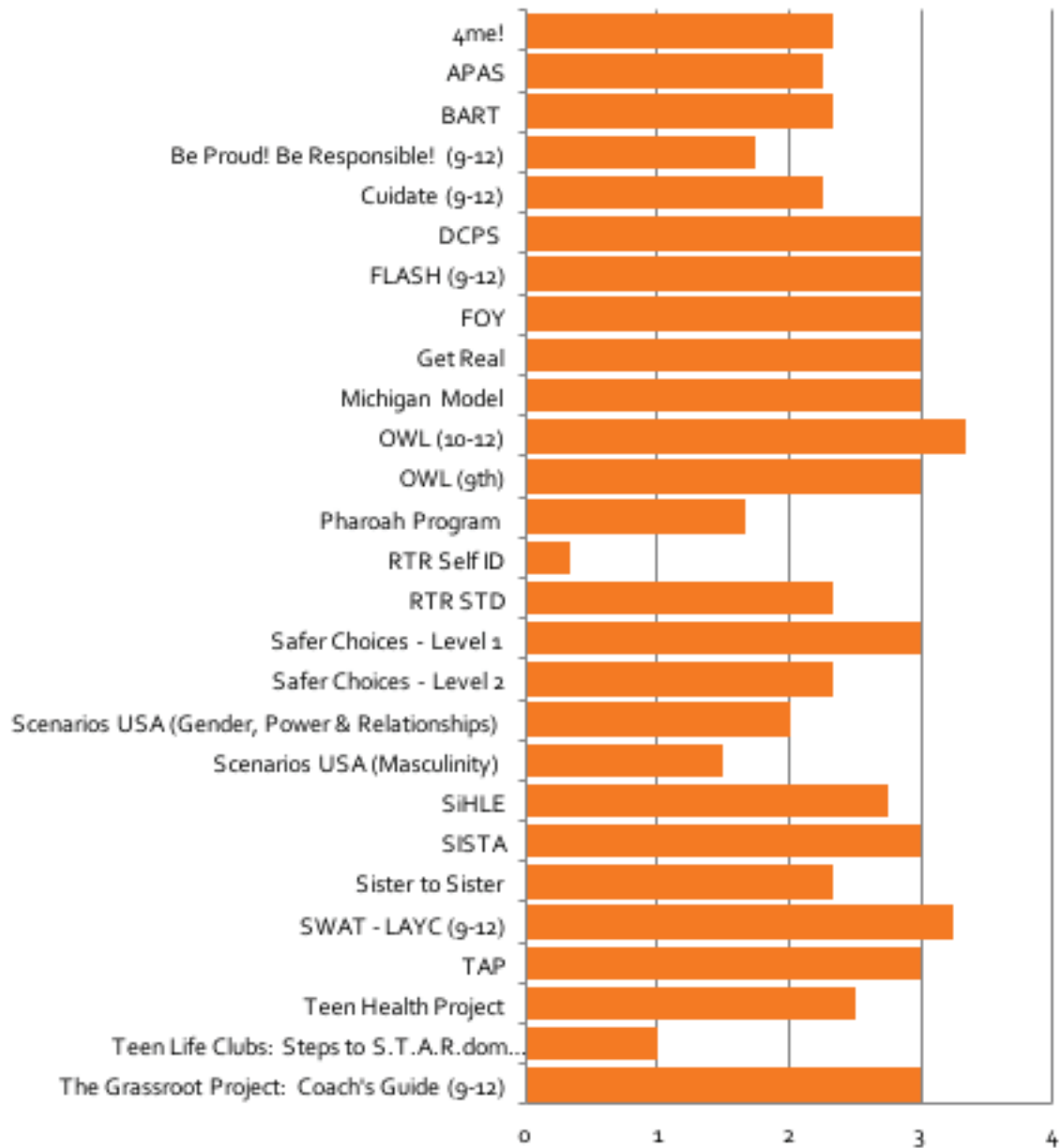
3 = most of the concepts (67-99%)

2 = some of the concepts (34-66%)

1 = a few of the concepts (1-33%)

0 = none of the concepts (0)

## Concept Coverage Scores



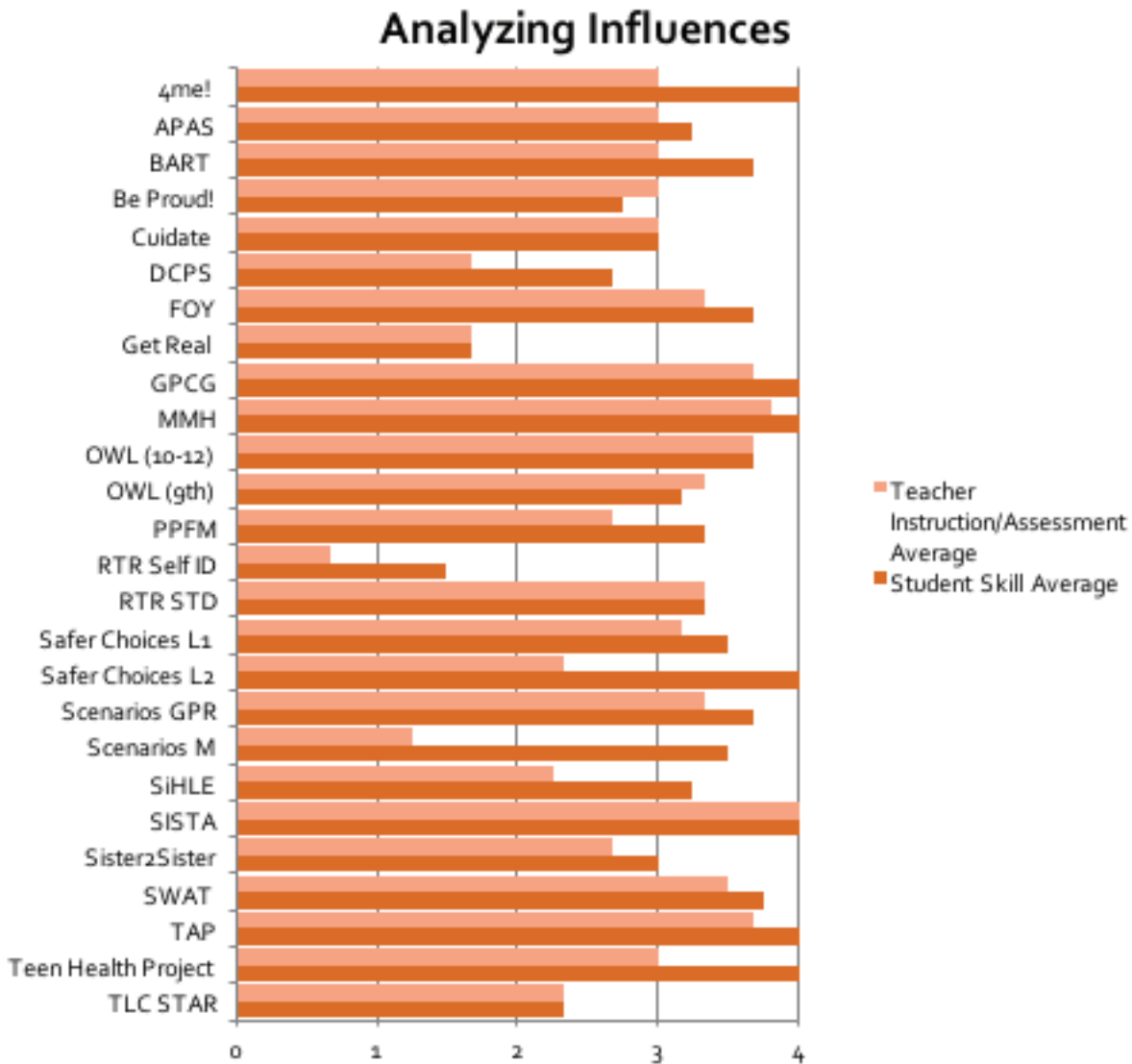
## Standard 2-8

There are two ratings for each of Standards 2-8: Student Skill and Teacher Instruction and Assessment. Results below show an average across three reviewers of how many of the assigned criteria were met for each Standard per curriculum. For more details see Section 10.

The curriculum addresses:

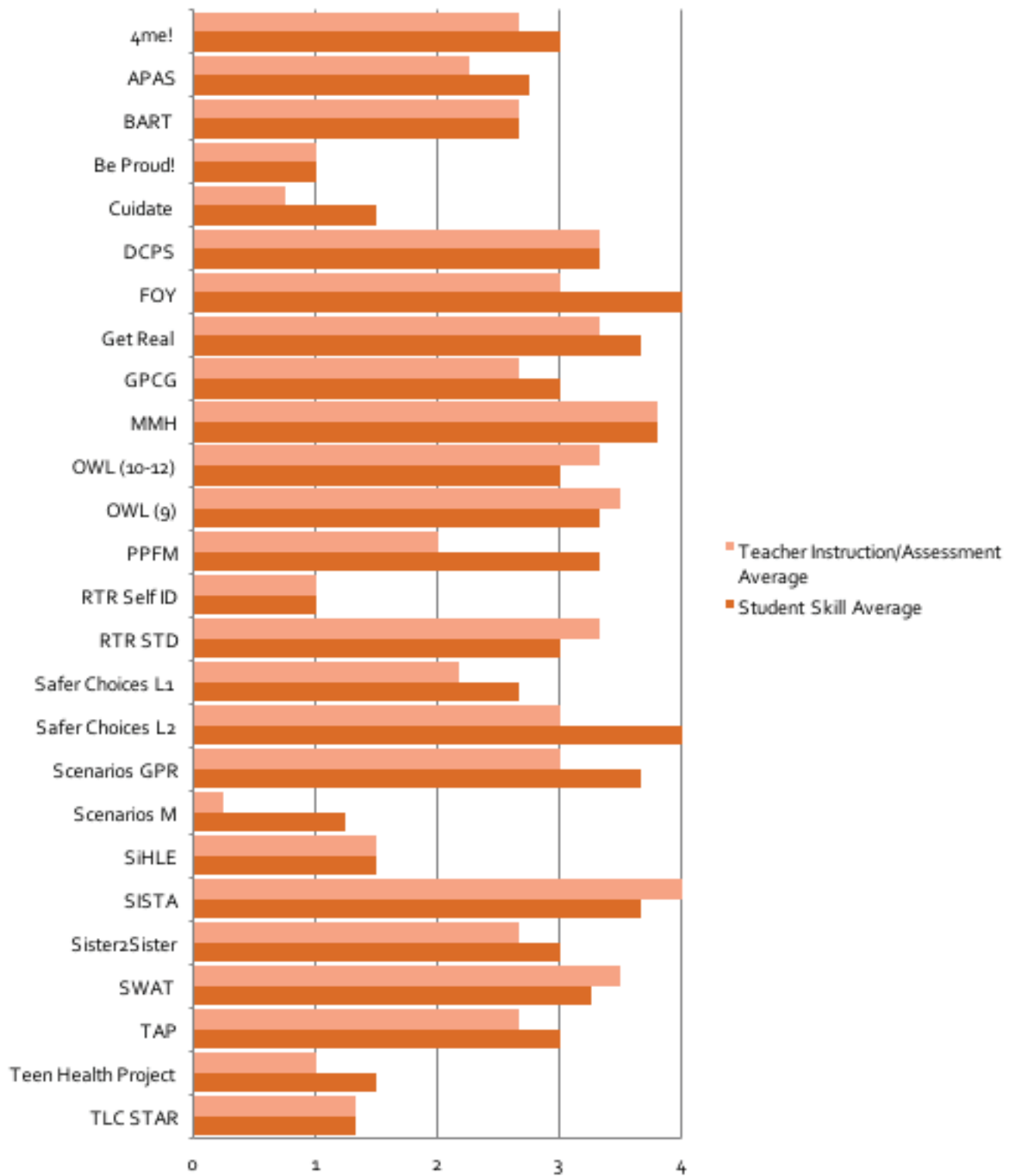
- 4 = all of the student skill or teacher instruction/assessment criteria
- 3 = 3 of 4 of the student skill or teacher instruction/assessment criteria
- 2 = 2 of 4 of the student skill or teacher instruction/assessment criteria
- 1 = 1 of 4 of the student skill or teacher instruction/assessment criteria
- 0 = none of the student skill or teacher instruction/assessment criteria

Standard 2: Students will analyze the influence of family, peers, culture, media, technology and other factors on health behaviors.



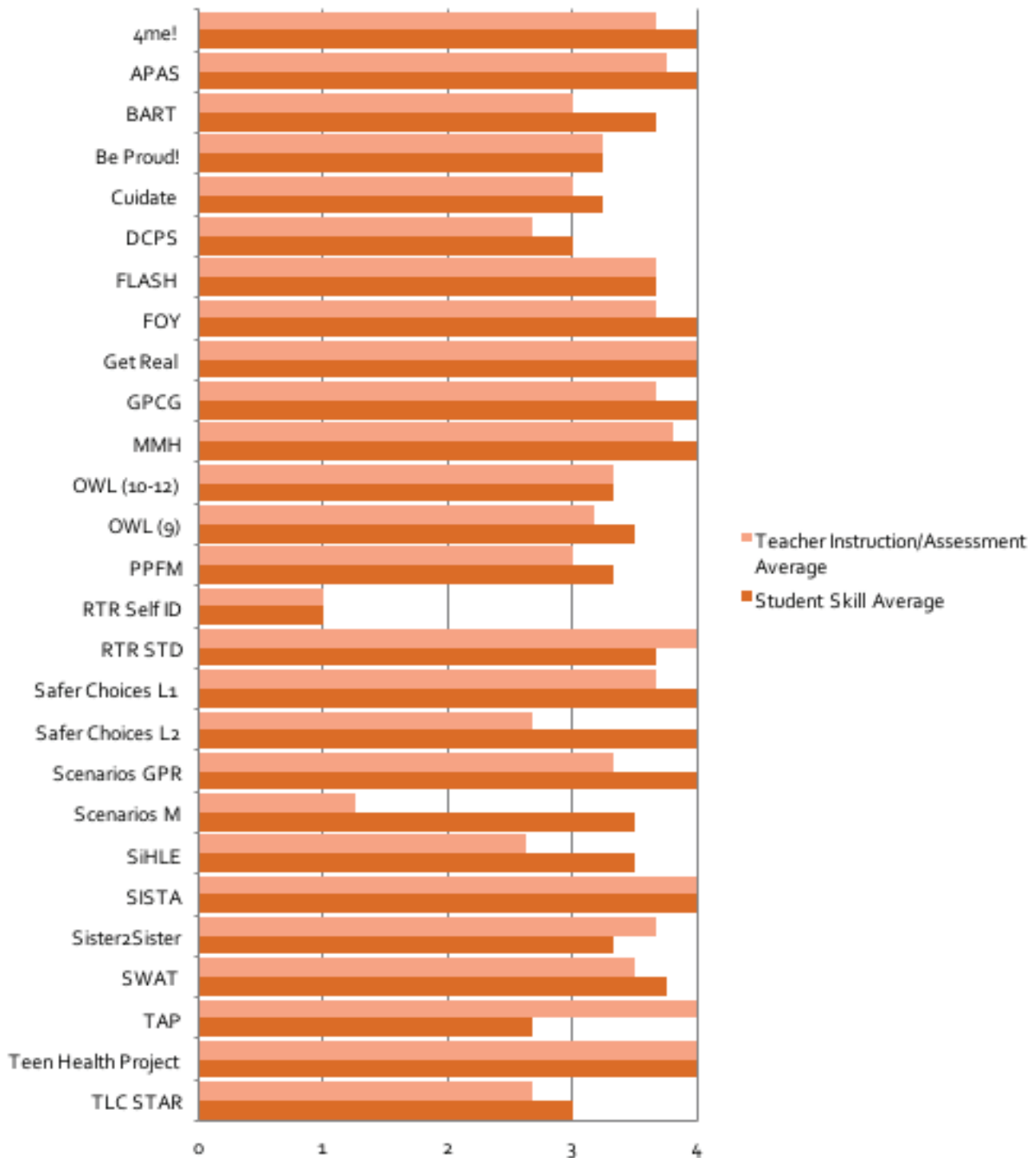
Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

## Accessing Information, Products, & Services



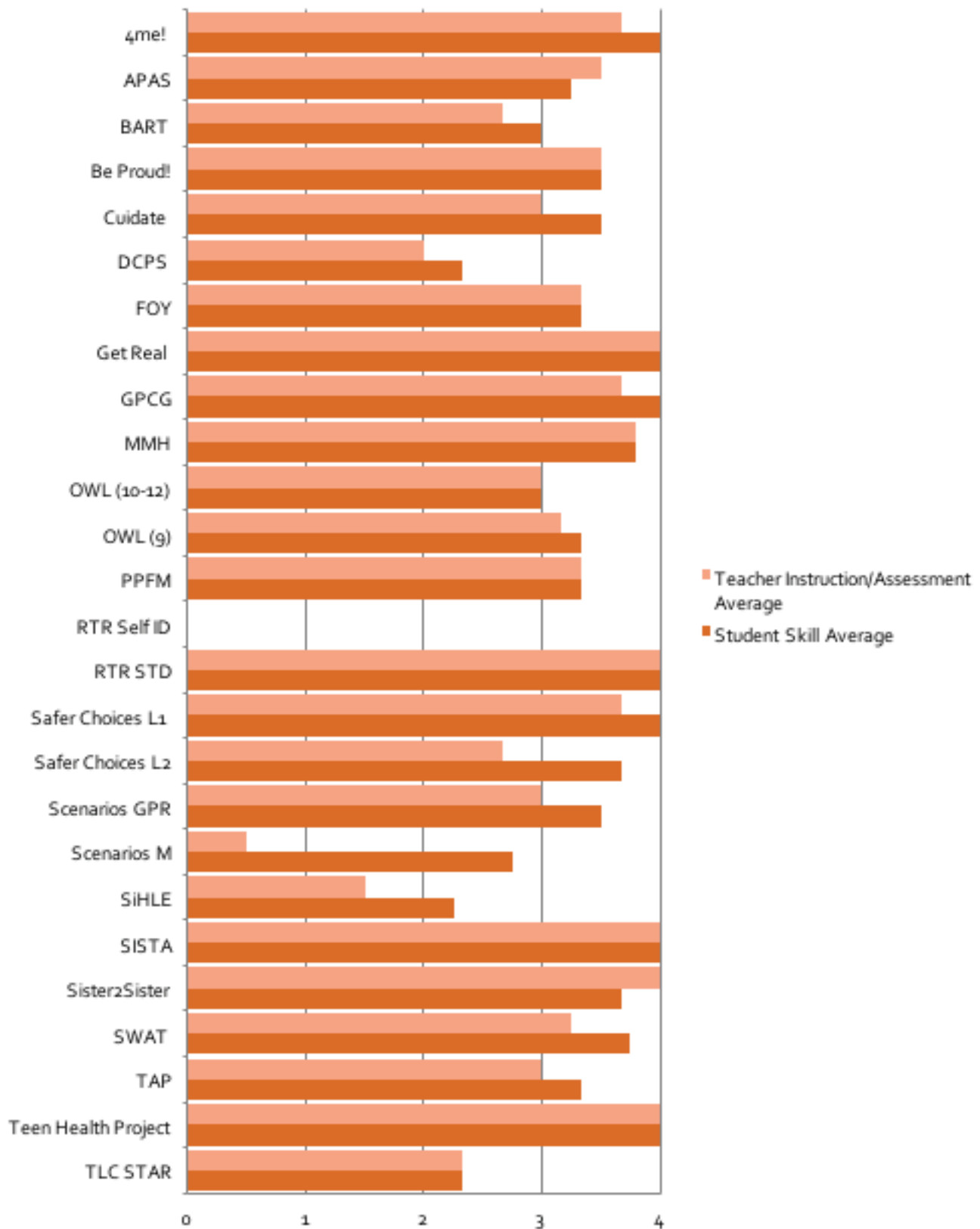
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

## Communication Skills



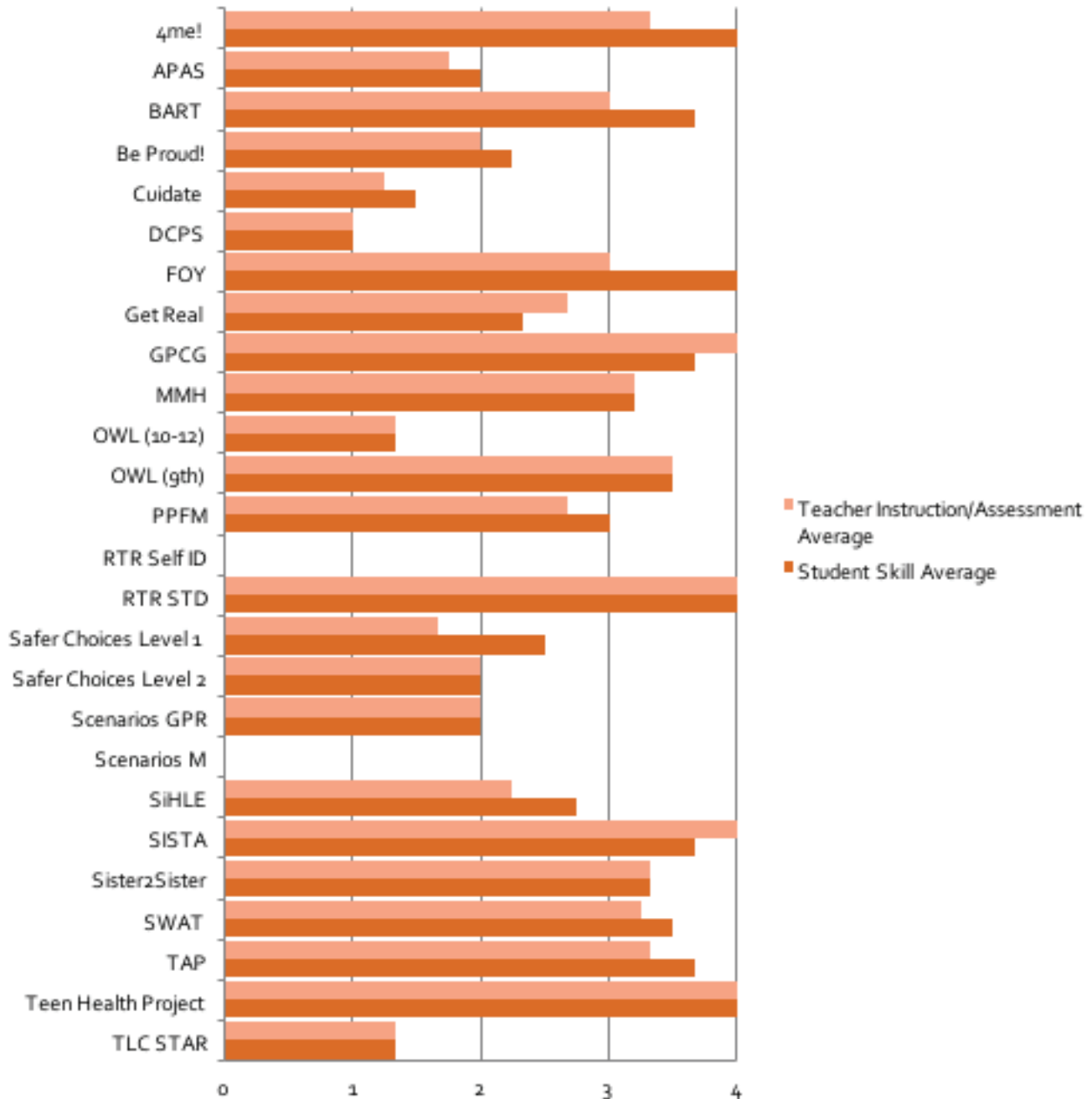
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

## Decision-Making Skills



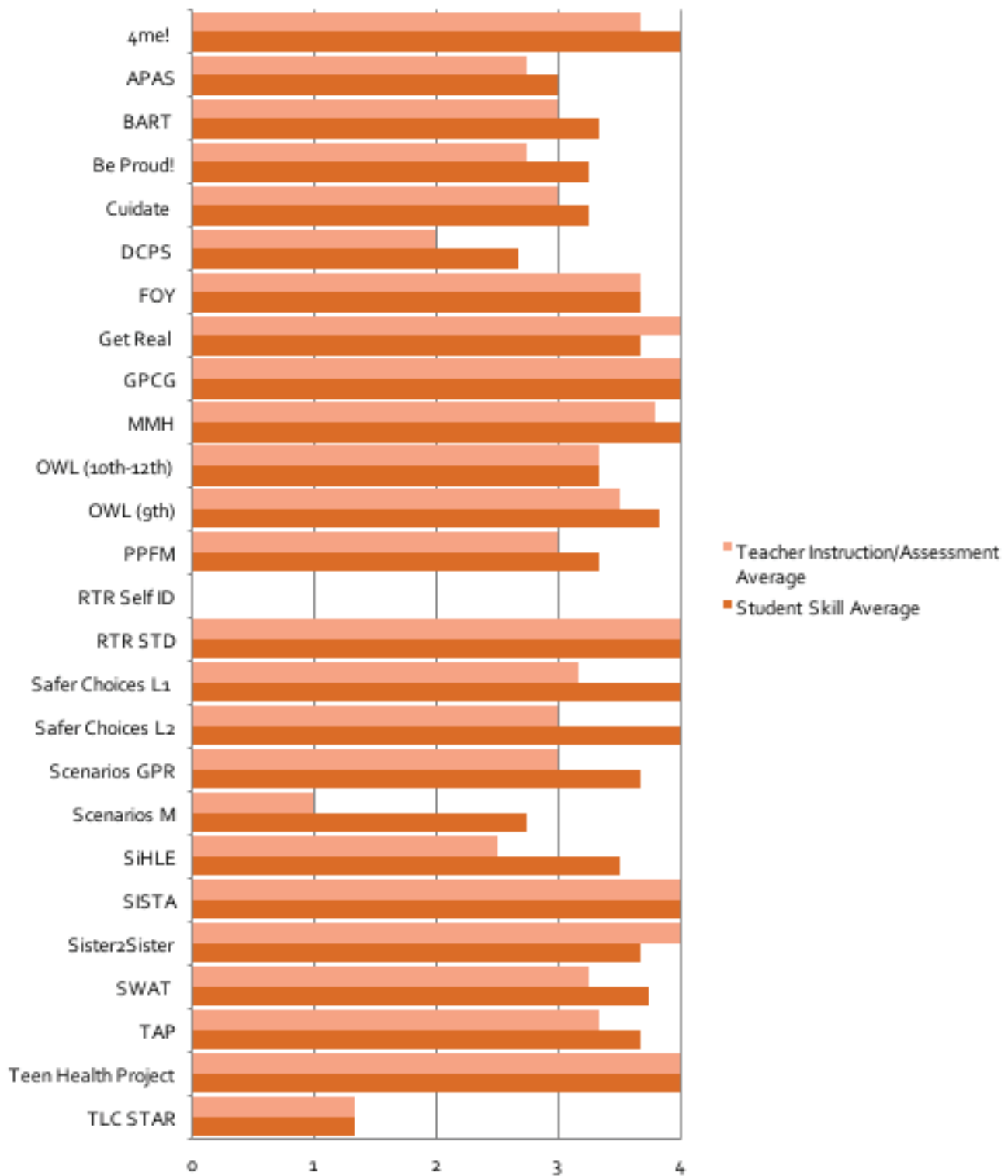
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

## Goal-Setting Skills

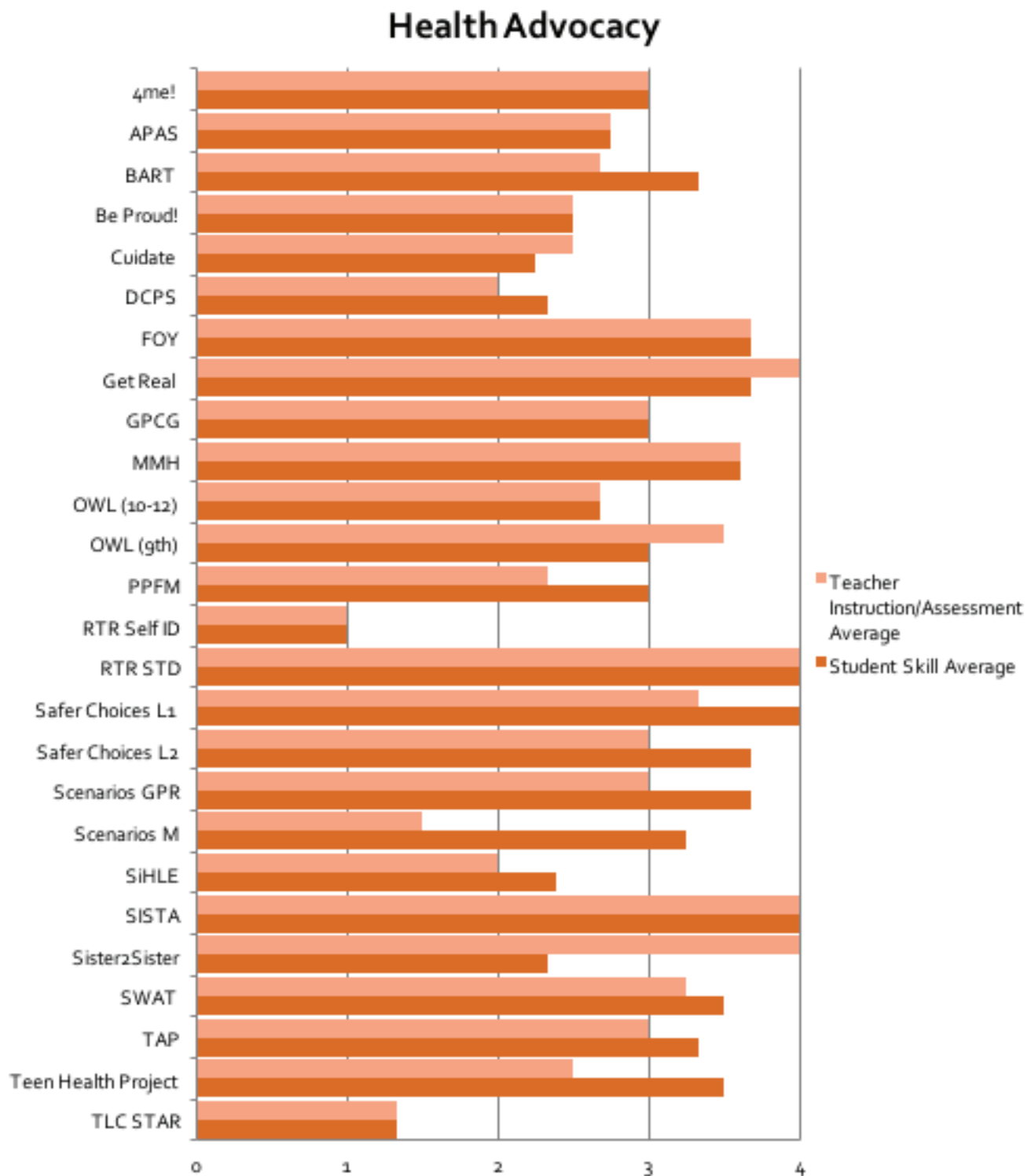


Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

## Healthy Behaviors

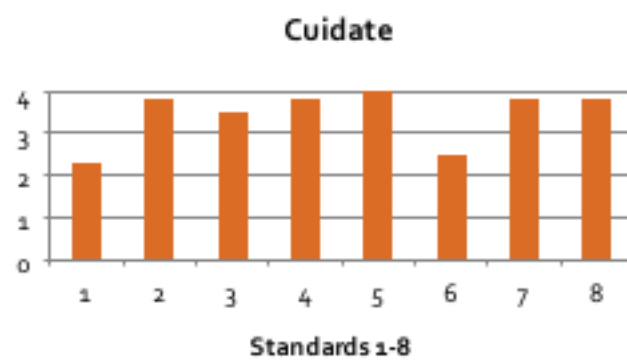
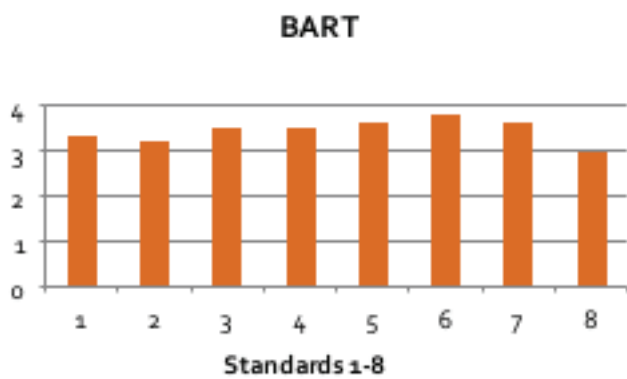
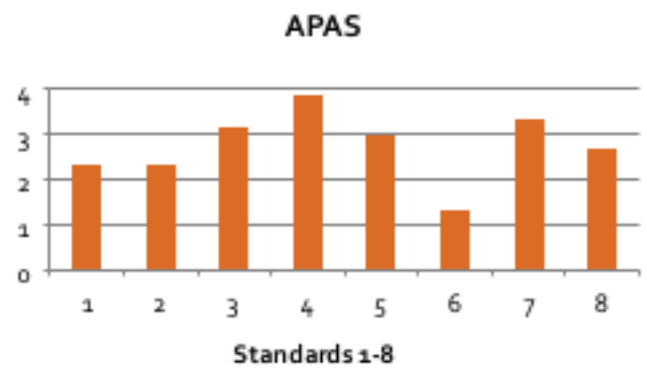
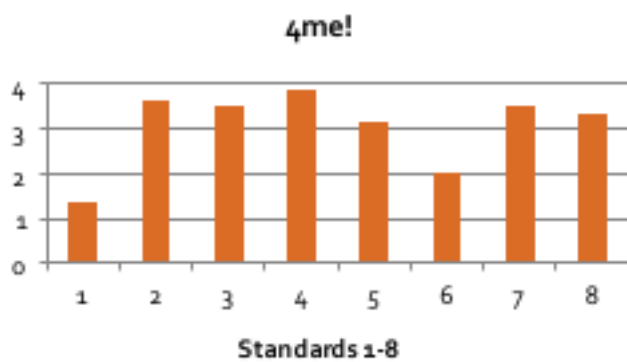


Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

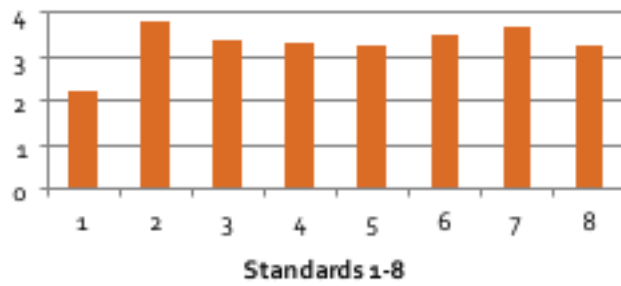


## Standards 1-8 by Curriculum

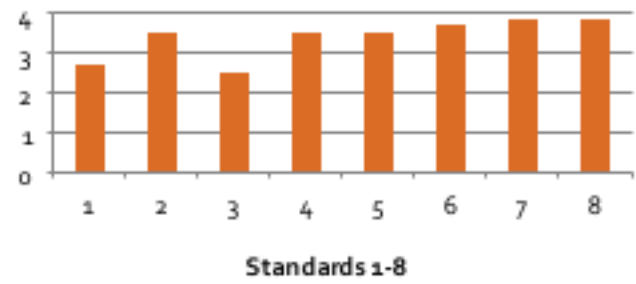
Presented below are ratings for all eight standards for each curriculum. Standards 2-8 ratings are an average of the Student Skill and Teacher Instruction/Assessment ratings presented prior.



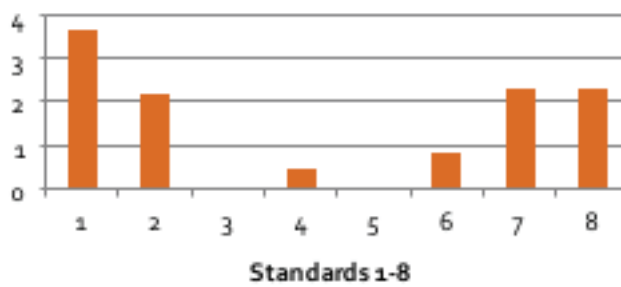
FLASH



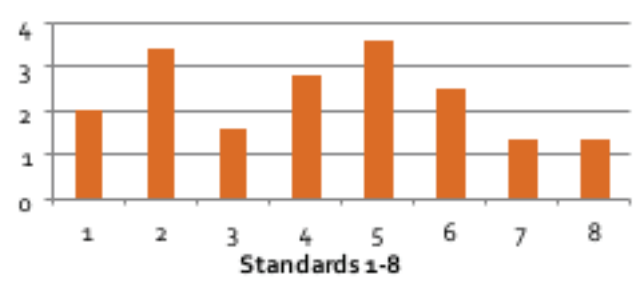
FOY



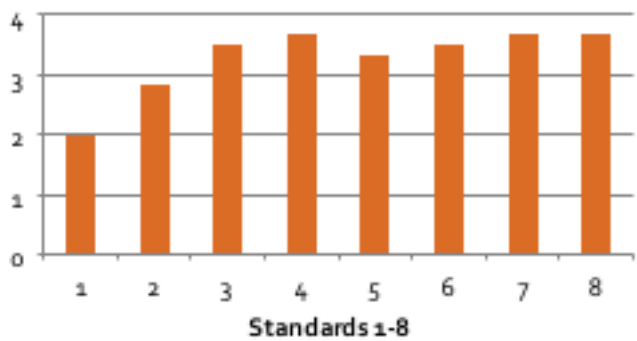
Get Real



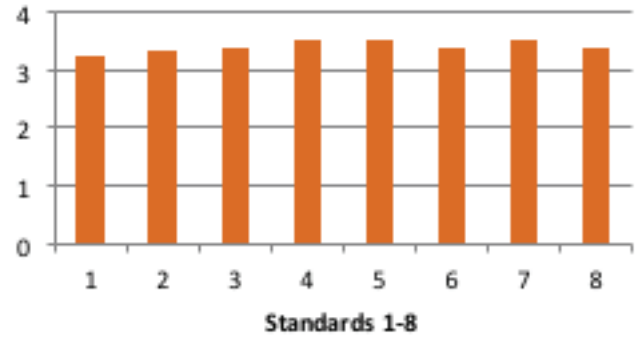
GPCG



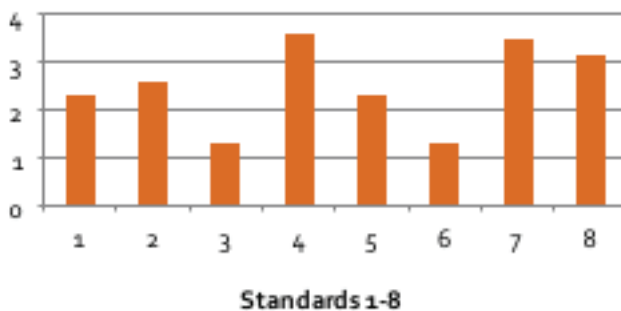
MMH



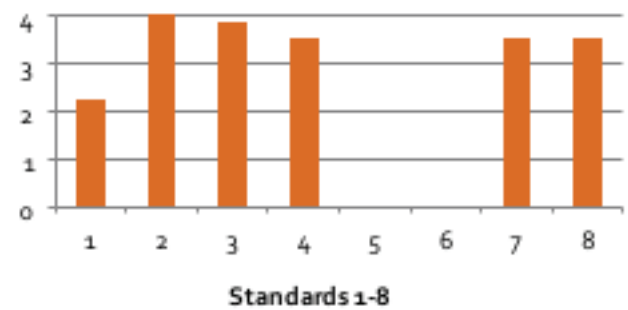
OWL 9



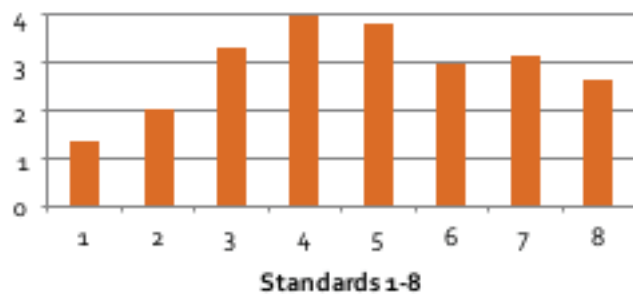
OWL 10-12



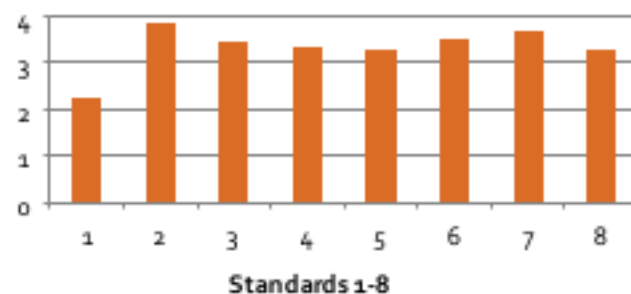
PPFM



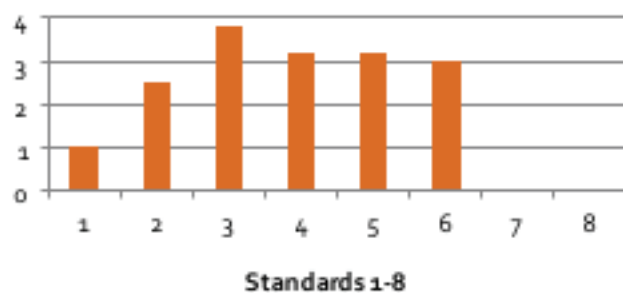
**RTR Self ID**



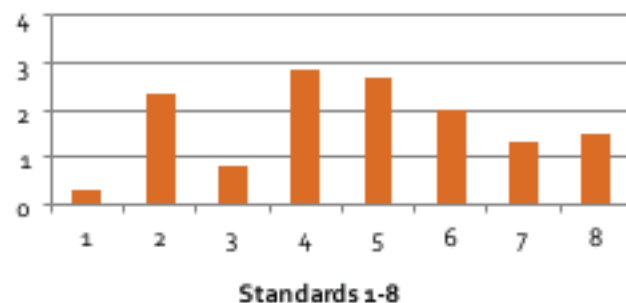
**RTR STD**



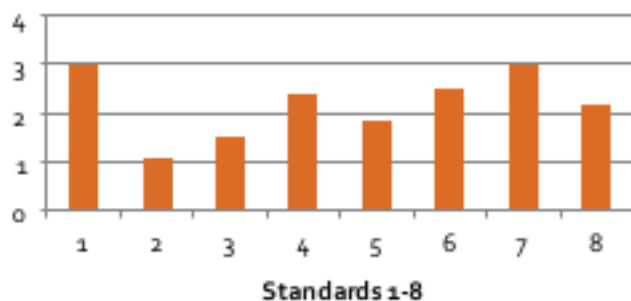
**Safer Choices L1**



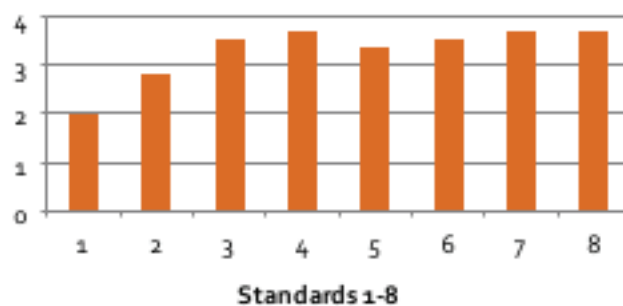
**Safer Choices L2**



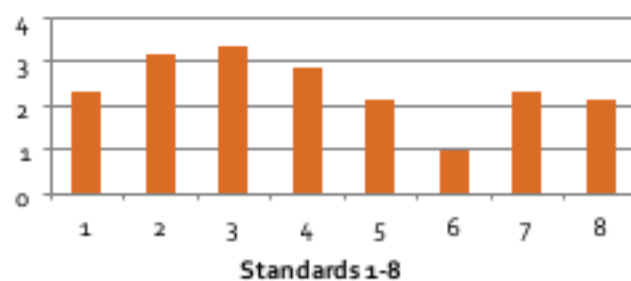
**Scenarios GPR**



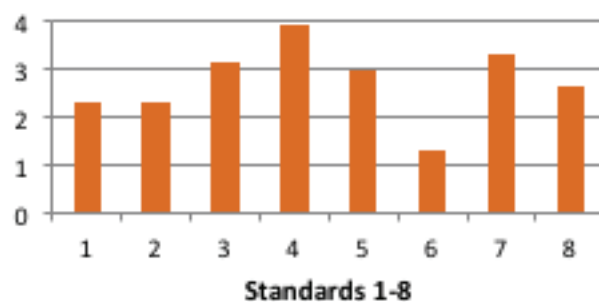
**Scenarios M**

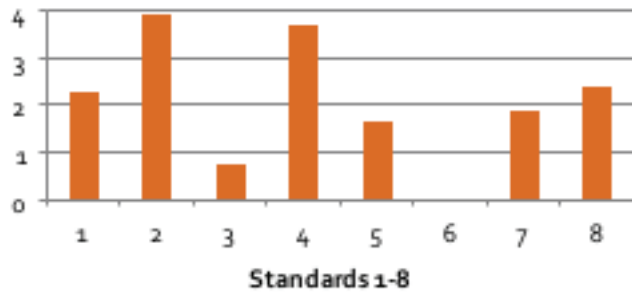
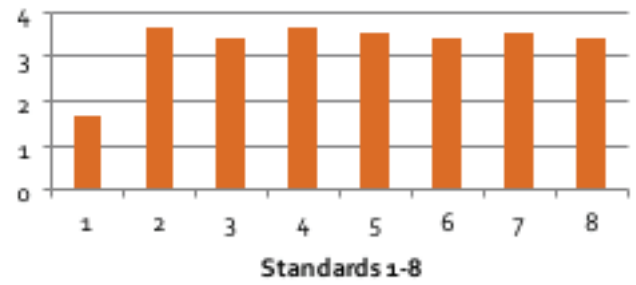
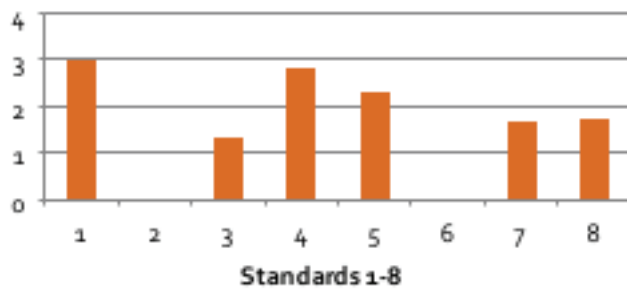
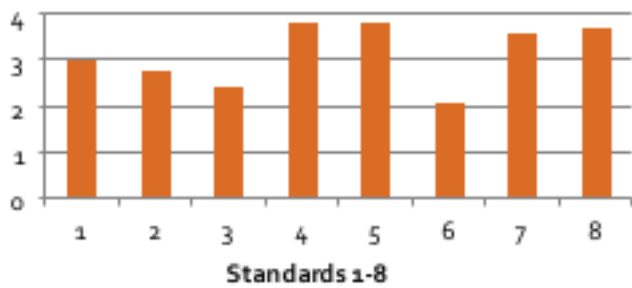


**SiHLE**



**Sister to Sister**



**SISTA****SWAT****TAP****Teen Health Project  
(Leadership Council)****TLC S.T.A.R**

## Curriculum Fundamentals

For each of the five Curriculum Fundamentals, reviewers were asked to indicate how many, of a list of characteristics, were included in the curriculum. Each reviewer added up the number of characteristics addressed for a final rating on a range from 0 to 4. The reported results are average ratings of the three reviewers. For more details see Section 11.

The curriculum addresses:

4 = all of the fundamental characteristics

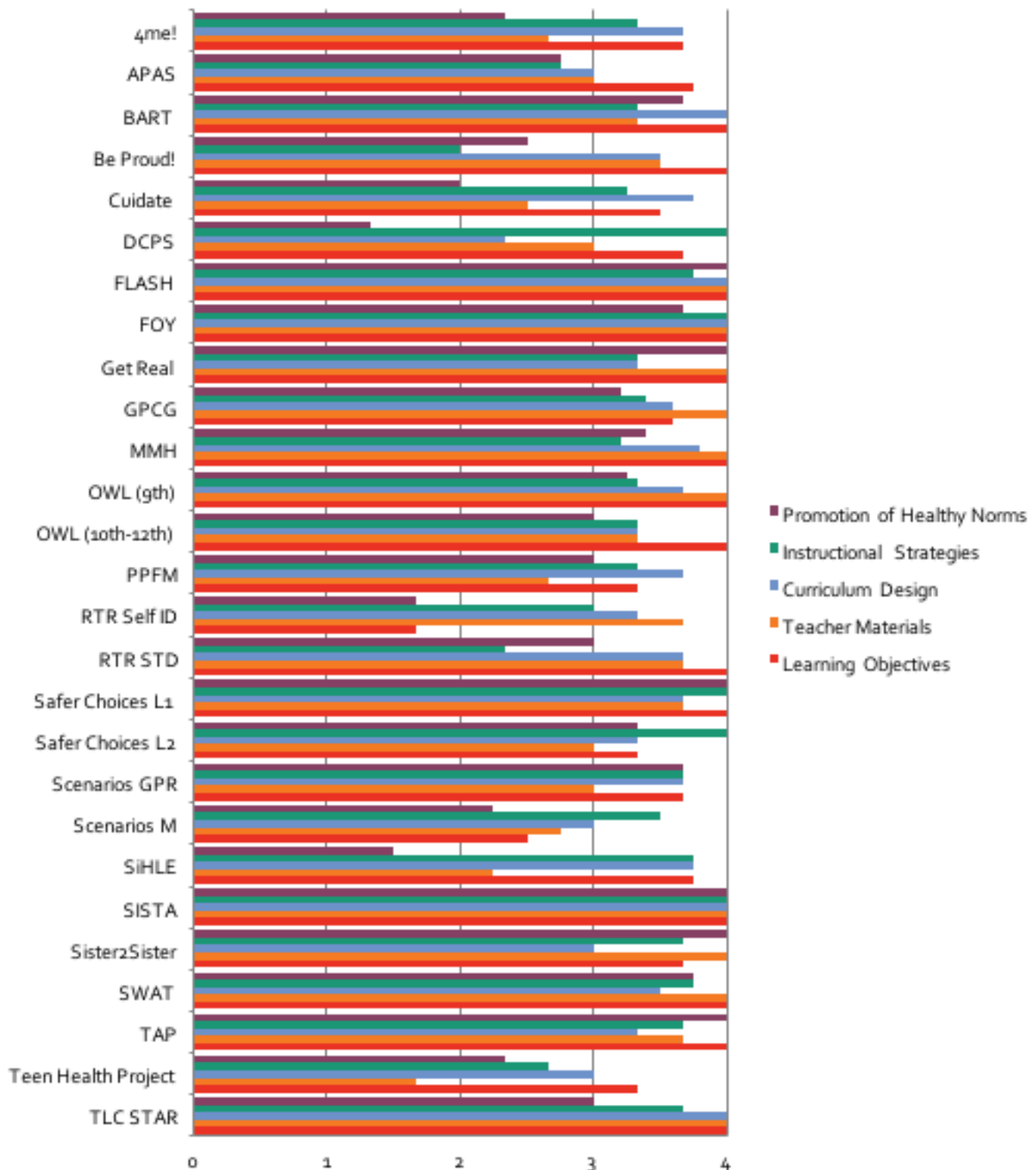
3 = 3 of 4 of the fundamental characteristics

2 = 2 of 4 of the fundamental characteristics

1 = 1 of 4 of the fundamental characteristics

0 = none of the fundamental characteristics

## Curriculum Fundamentals



## Preliminary Curriculum Considerations

Preliminary curriculum considerations address the general characteristics of a health education curriculum – accuracy, acceptability, feasibility and affordability. Accuracy and Acceptability are rated in terms of the amount of errors in the curriculum. Feasibility and affordability each have their own scales as outlined below. The reported results are average ratings of the three reviewers. For more details see section 12.

### Accuracy of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

### Acceptability of information in curriculum:

- 4 = No corrections necessary.
- 3 = A few minor errors or problems are evident, but they are easy to correct.
- 2 = Many minor errors or problems are evident, but they are easy to correct.
- 1 = Major errors and problems are evident, and one would be difficult or costly to correct.
- 0 = Major errors and problems are evident, and more than one would be difficult or costly to correct.

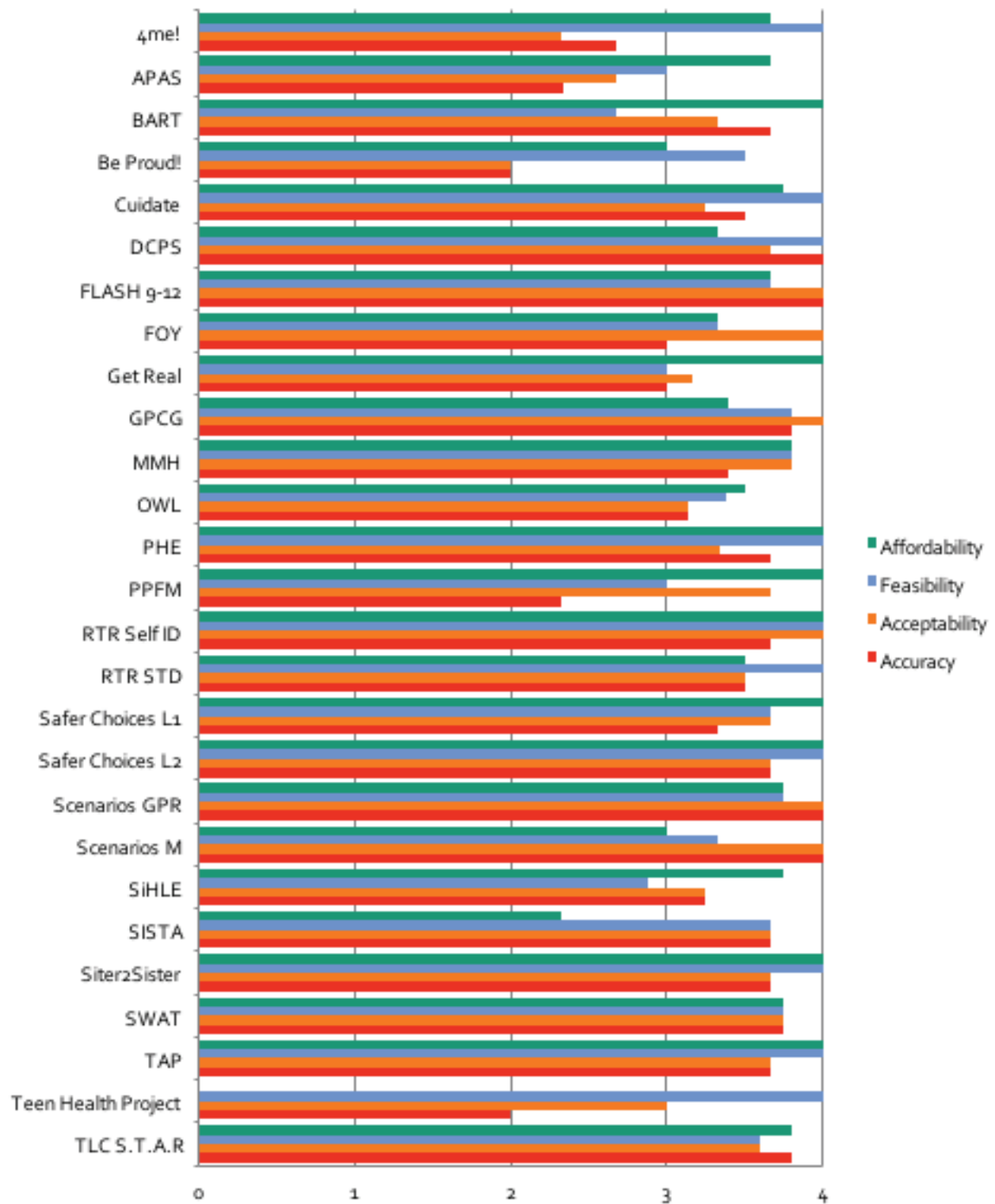
### Feasibility of curriculum implementation:

- 4 = Feasible
- 3 = Probably feasible
- 2 = Possibly feasible
- 1 = Probably not feasible
- 0 = Not feasible

### Affordability of curriculum:

- 4 = Definitely affordable
- 3 = Probably affordable
- 2 = Possibly affordable
- 1 = Probably not affordable
- 0 = Not affordable

## Preliminary Curriculum Considerations



## References

Centers for Disease Control and Prevention (CDC). (2012). Health Education Curriculum Analysis Tool. Atlanta, Georgia.

Centers for Disease Control and Prevention (CDC). (2006). Physical Education Curriculum Analysis Tool. Atlanta, Georgia.

Centers for Disease Control and Prevention (CDC). (2003). Preventing chronic diseases: Investing wisely in health. The critical role of school health programs. Retrieved from <http://www.cdc.gov/nccdphp/publications/factsheets/Prevention/pdf/schoolhealth.pdf>

## Coordinated Health Education Team (CHET)

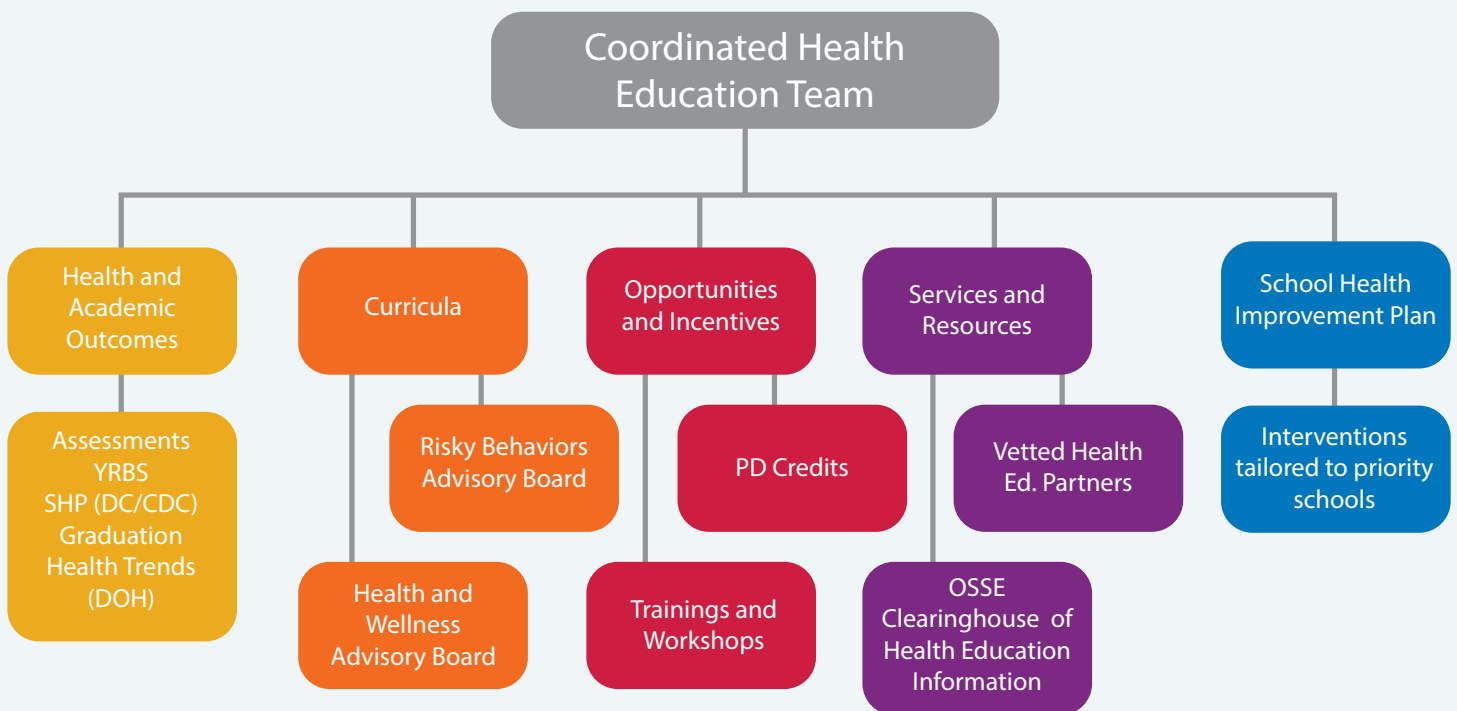


Office the State Superintendent of Education  
 Division of Wellness and Nutrition Services  
 Healthy Schools and Wellness Program  
 Coordinated Health Education Team Initiative

The Coordinated Health Education Team (CHET) within the Division of Health and Wellness is a coordinated approach to addressing health education gaps and services in the District of Columbia's public and charter schools. The purpose of the CHET is to develop a multi-disciplinary approach to coordinating effective health and physical education strategies that support positive health and academic outcomes within the District of Columbia.

Currently, the CHET has identified five priority areas. These are, but not limited to:

1. Health and Academic Outcomes
2. Health and Physical Education Curriculum and Instruction
3. Professional Development Opportunities and Incentives
4. Direct Services and Resources
5. School Health Improvement Plan



### Health and Academic Outcomes

Health and Academic Outcomes will track information that includes behavioral outcomes, knowledge and school health. This data would come from sources such as the Youth Risk Behavior Survey, District of Columbia Comprehensive Assessment System (DC CAS) for Health and Physical Education, School Health Profiles (Healthy Schools Act and CDC), National School Lunch Participation, School Health Index, local epidemiological data on various health trends, and educational outcomes such as graduation and school drop-out rates. Based on the data collected and compiled, OSSE will use this information to provide LEA-level school health reports.

### Health and Physical Education Curriculum and Instruction

Health and Physical Education Curriculum and Instruction include the use of OSSE's two Advisory Boards, Risky Behaviors and Health and Wellness, to provide recommendations and suggestions for our curriculum review process and Curricula Review Team. A tiered list of curricula under six areas

CHET Advisory Boards

- Risky Behaviors Advisory Board
  - Comprehensive Sexual Health
  - Alcohol, Tobacco, and Other Drugs
  - Mental and Emotional Health
- Health and Wellness Advisory Board
  - Physical Education and Activity
  - Nutrition
  - Safety Skills(including Violence) and Hygiene

Advisory Board Responsibilities

- Provide a guidance document of health curricula and instructional materials for schools
- Develop systematic and continuous process for review
- Develop curricula guidelines and categories
- Provide recommendations to update and adapt approved curricula
- Provide recommendations on implementation and monitoring of curricula

### Professional Development Opportunities and Incentives

Professional Development Opportunities and Incentives will allow OSSE to provide trainings on select curricula that have been identified in meeting OSSE Health Education Standards and have scored high on the Health Education Curriculum Analysis Tool's data analysis. In addition, professional development would be provided on health specific topics focused on content knowledge, effective teaching strategies, instructional technology, lesson planning and design, school-wide health improvements, etc. As an incentive, professional development units would be provided for attendees.

### Direct Services and Resources

Direct Services and Resources will include OSSE serving as a Health Education Information Clearinghouse. OSSE would provide a library of all curriculums analyzed and tiered for use. Schools and organizations working with youth will be able to use this library as a resource to review curriculum before deciding which curricula to purchase for use with their population. OSSE will also assist schools and organizations by providing a Resource Guide which would connect youth to youth-friendly health organizations and locations within the District.

### School Health Improvement Plan

OSSE provides sub-grants and technical assistance to schools not only to implement a standard-based curriculum but also to provide assistance to schools that have a demonstrated need for specific intervention through our School Health Improvement Plan. OSSE will use data from sources such as School Health Profiles, Health and Physical Education Assessment scores, Youth Risk Behavior Surveys, Department of Health's Epidemiological data and educational outcomes such as graduation rates, absenteeism and school dropouts to tier schools into priority areas. Schools that have demonstrated and reflected the most need, will be offered tailored assistance which would include interventions that are suggested based on their needs, funding and training of their staff, as well as a monitoring plan to track progress of improvement.

The CHET Advisory Board is comprised of representatives from:

- American Alliance for Health, Physical Education, Recreation and Dance (AAHPERD)
- Alliance for a Healthier Generation
- American Diabetes Association
- American Heart Association
- American School Health Association
- America Scores
- Build Our Kid's Success (BOKS)
- Chartwells
- Children's National Medical Center
- District of Columbia Central Kitchen
- District of Columbia Concerned Providers Coalition
- District of Columbia Department of Health – ARPA, CHA, HAHSTA
- District of Columbia Department of Transportation
- District of Columbia Farm to School Network
- District of Columbia Greens
- District of Columbia Hunger Solutions
- District of Columbia Department of Mental Health
- District of Columbia Department of Parks and Recreation
- District of Columbia Student Support Center
- District of Columbia Public Charter School Board
- District of Columbia Public Schools (DCPS)
- Food Research and Action Center
- Friends of Choice in Urban Schools (FOCUS)
- Kid Power District of Columbia
- Metropolitan Police Department
- Metro TeenAIDS
- Promising Futures
- Sasha Bruce YouthWork
- The George Washington University
- Office of the State Superintendent of Education
- University of the District of Columbia
- Trinity Washington University



**Kafui Y. Doe, MPH, CHES**

Director of Healthy Schools Programs, Health and Wellness Programs

Office of the State Superintendent of Education (OSSE)

Office (202)741-6484 | Kafui.Doe@dc.gov | [www.osse.dc.gov](http://www.osse.dc.gov)

**Resources for curriculum selection**

Advocates for Youth. Science and Success, Second Edition: Sex Education and Other Programs that Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections. 2008. Washington, DC.

Centers for Disease Control and Prevention. Good-evidence interventions CDC. Retrieved from <http://www.cdc.gov/hiv/topics/research/prs/good-evidence-interventions.htm>

Complete listing of risk reduction evidence-based behavioral interventions CDC HIV/AIDS. Retrieved from <http://www.cdc.gov/hiv/topics/research/prs/RRcomplete-list.htm>

Kirby, Douglas. "Emerging Answers 2007: Research Findings on Programs to Reduce Teen Pregnancy and Sexually Transmitted Diseases." National Campaign to Prevent Teen and Unplanned Pregnancy: 2007.

Office the State Superintendent of Education of Education. (2012). Healthy Schools Act School Health Profiles. Washington DC. Retrieved from [www.osse.dc.gov](http://www.osse.dc.gov)

## ACKNOWLEDGEMENTS

The Office of the State Superintendent of Education (OSSE) would like to acknowledge the contributions of individuals and organizations who dedicated their time and expertise to the development of the Sexual Health Curriculum Review Document.

### LEAD DEVELOPERS

Kafui Y. Doe, MPH, CHES Director of Healthy Schools and Wellness Programs Office of the State Superintendent of Education	Latonia Coryatt, MPH, CHES Health Education Specialist Office of the State Superintendent of Education
---	--

### CONSULTANTS

Pamela Drake, PhD Senior Research Associate ETR	Shannon Campe Research Associate ETR	Rebekah Cohen Research Associate ETR
---	--	--

### OSSE's DIVISION OF HEALTH AND WELLNESS

Donna M. Anthony Assistant Superintendent of Health and Wellness	Julie Lane, MPH, CHES Health Education Specialist Christa Goldmon. MPH(c) Tobacco Youth Prevention Specialist Lance Miller, MS Health and Physical Education Specialist Lamar Jones Administrative Assistant Omotunde Sowole-West, MPH Health Education Specialist	Grace Manubay Environmental Literacy Coordinator Kathryn Lantuh Physical Education & Physical Activity Specialist Laura Hansen, MPH, RD, LD Nutrition Education Specialist Carolina Arango, MS, RDN, LD Nutrition Education Specialist
--	---	--

#### OSSE's Healthy Schools and Wellness Programs Staff

Sombo Pujeh, DrPH(c), MPH  
Sexual Health Education Specialist

Kevon Harris, MPH  
Health Analyst

### COORDINATED HEALTH EDUCATION TEAM'S RISKY BEHAVIORS ADVISORY BOARD (RBAB) RBAB Past and Present Members/Representatives

Audrey Williams District of Columbia Public Charter School Board	Maranda Ward Promising Futures
Kamil Quander District of Columbia Department of Health	Charlissa Quick District of Columbia Department of Health
Barbara Parks Department of Behavioral Health	Michael Kharfen District of Columbia Department of Health
Heather Holaday District of Columbia Public Schools	Chris Obermeyer District of Columbia Public Schools
Barry Brinkely Rocketship Education	Natasha Hoyte, MPH, CHES University of Pennsylvania
Kevon Harris, MPH Office of the State Superintendent of Education	Christopher Barnhill The Institute for Public Health Innovations
Brian Casemore The George Washington University	Omotunde Sowole-West, MPH Sasha Bruce Youthwork Inc. / P.O.W.E.R. Program
Lashawn Robinson District of Columbia Department of Health	Christopher Lalik Student Support Center
Carla Galone Student Support Center	Sandra Schlicker, PhD Office of the State Superintendent of Education
Latonia Coryatt, MPH, CHES* Office of the State Superintendent of Education	Daisniel V. Fakunle Department of Behavioral Health
Charles A. Shazor Sasha Bruce Youthwork Inc. / P.O.W.E.R. Program	Sarah Vicente, MPH, CHES Independent Consultant

Diana Bruce  
District of Columbia Public Schools

Sesilia Conchola  
Student Support Center

Elizabeth Reed  
The George Washington University

Sombo Pujeh, DrPH(c), MPH\*  
Office of the State Superintendent of Education

Emmy Stup  
Metro Teen AIDS

Song Nguyen  
District of Columbia Public Schools

Kerriann Peart  
District of Columbia Children and Youth Investment Trust  
Corporation

Stephanie Stines, PhD.  
Children's National Medical Center -Connect to Protect

Vinetta Freeman  
District of Columbia Department of Health

Susan M. Blake, Ph.D.  
The George Washington University

Jerrie Kumalah  
Independent Consultant

Tamara Henry, EdD.  
The George Washington University

Judith Donovan  
Department of Behavioral Health

Tara Humphrey  
District of Columbia Department of Health

Julie Lane, MPH, CHES  
Department of Behavioral Health

Veronica E. Uguilla, MSW  
District of Columbia Department of Health

Kafui Y. Doe, EdD(c), MPH, CHES\*  
Office of the State Superintendent of Education

Isaiah Webster III  
National Alliance of State and Territorial AIDS Directors (NASTAD)

Charneta Scott  
Department of Behavioral Health

Andrew Barnett  
Supporting and Mentoring Youth Advocates and Leaders (SMYAL)

Yasir Shah  
Department of Health

Kimberly Johnson  
Department of Behavioral Health

Paul Kennedy  
AmeriHealth District of Columbia

\*Risky Behaviors Advisory Board Chairs

## RBAB ORGANIZATIONS

Children's National Medical Center  
Metropolitan Police Department  
District of Columbia Concerned Providers Coalition  
Metro TeenAIDS

District of Columbia Department of Health  
Promising Futures

District of Columbia Department of Behavioral Health  
Sasha Bruce YouthWork

District of Columbia Student Support Center  
Trinity University  
District of Columbia Public Charter School Board  
The George Washington University  
District of Columbia Public Schools  
Friends of Choice in Urban Schools  
The Office of the State Superintendent of Education  
The University of the District of Columbia

## SEXUAL HEALTH CURRICULA REVIEWERS

Abigail Alberico	Amanda Whipple Fatima	Sika Dedo	Celeste Gee
Dawanna James-Holly	Wehelie	Bernadette White	Kailah N. Cotton
Kevon Harris	Latonia Coryatt	Heidi Murray-Smith	Odav Jallah
Reshma Arrington	Sarah Summers	Megan DesCamps	Charles A. Shazor
Alexandra Carney	Amber Wilcox	Sombo Pujeh	Kamil Quander
Erin Campbell	Francis Jabati	Betsy Eagin	Odera Ekwunife
Kristen Felicione	Laura Cristal Magaña	Jaye Alison Alfors	Christa Goldmon
Robert Gasior	Setareh Tara Mobaraki	Michael Taylor	Katie Saavedra
Alexandra Dongala	Angela Steel	Tatiana Elghossain	Omotunde Sowole
Erin Watts	Hannah Sheehy	Callie Finkle	Cydney O. Brown
Kristen Wehling	Mary Prudence	Julie Lane	Kelly Phouyaphone
Roda Zigetta	Fitzpatrick	Nasim G. Memon	Paige Kulie
Alexandra Hyman Evelyn Gomez	Shelby Legel	Victoria Seng	Danielle D. Whitaker
Lance Miller	Anne Ballard	Camad Hembree	Kerriann Peart
Russell Bernstein	Hannah Young	Kafui Y. Doe	Racine Harris
	Maya Shimony	Oby Ibe Zhe Xu	

## PANEL OF DISTRICT OF COLUMBIA PUBLIC SCHOOL AND DISTRICT OF COLUMBIA PUBLIC CHARTER SCHOOLS TEACHERS AND SCHOOL REPRESENTATIVES

Andrea Shore	Scottie Handy	Katie Lantuh	Lauren Horton
Michelle McNear	Ewunike Akpan	William P. Thomas	Melanie Cathey
Beverly Clavon	Tanisha Kemp	Lisa Aleshire	Laura Hansen
Patrice Irby	Joel Bounds	Yohnnie Shambourger	Michael Posey
Dennis Jones	Tia Clemmons	Maria Roldan	John Daise

### Suggested Citation

Doe, K., Coryatt, L., Drake, P., Sarkisian, M., & Cohen, R. (2016). District of Columbia's Office the State Superintendent of Education Sexual Health Curriculum Review: A Guidance Document for K-12. Washington, DC.



**Office of the State Superintendent of Education**

810 First Street NE, Ninth Floor  
Washington, DC 20002

[osse.dc.gov](http://osse.dc.gov)

 [facebook.com/ossedc](https://facebook.com/ossedc)

 [@OSSEDC](https://twitter.com/OSSEDC)

 (202) 727-6436

