

# State Profiles **FISCAL YEAR 2018**

## DESCRIPTIONS OF FEDERALLY-FUNDED PROGRAMS ACROSS THE UNITED STATES

This resource document includes common programs and curricula being implemented with federal resources in Fiscal Year 2018, though does not reflect an exhaustive list. The funding streams that provide support for implementing these programs and curricula include the Office of Adolescent Health's Teen Pregnancy Prevention Program, the Personal Responsibility Education Program, the Personal Responsibility Education Program Innovative Strategies, the Title V abstinence-only-until-marriage state-grant program, and the "Sexual Risk Avoidance Education" grant program within the Administration for Children and Families' Family and Youth Services Bureau.

SIECUS has developed this resource to serve as a reference guide to the programs, curricula, and interventions described in the *Fiscal Year 2018 State Profiles*. Many of the programs included on this list are among the programs identified by the U.S. Department of Health and Human Services (HHS) as evidence-based teen pregnancy prevention programs. These programs have been proven effective—based on rigorous scientific research—in changing a limited set of sexual behaviors, including helping young people delay sexual activity and/or, among those who are sexually active, increase their use of condoms or contraception, reduce their number of sexual partners, reduce their frequency of sexual intercourse, or reduce the incidence of pregnancy. Please refer to the [HHS Teen Pregnancy Prevention Evidence Review](#) for an explanation of how the review of evidence was conducted.

The HHS programs do not have to undergo a content or medical accuracy review prior to their placement on the HHS review website. In fact, the summaries of program content provided below are based upon publicly available information. To date, there has not been a systematic review of the content of any of the programs being implemented with federal dollars by a federal agency.

Many of the programs below are grounded in evidence and ethical practices, since the federal government continues to fund abstinence-only-until-marriage programs, there are several that include harmful messages that perpetuate gender stereotypes, ostracize lesbian, gay, bisexual, transgender, and queer (LGBTQ) young people, and withhold or misconstrue life-saving and life-affirming information. Furthermore, some programs on this list do not address topics specific to sexuality in any capacity such as human development, healthy relationships, sexual assault and abuse prevention, among others, therefore denying young people the vital information they not only want but deserve.

The programs below are categorized according to major curriculum theme, which are defined in the reference table below. The program summaries reflect the language used by the program or curricula. For more information on individual programs, please refer to the cited references.

Please note, SIECUS strives to compile a comprehensive list of programs. It is our goal to provide an overview of each program; however, **this list is not an endorsement of any program.**

For questions about a particular program or to add a federally funded program to this list, please contact the SIECUS State Policy Director [info@siecus.org](mailto:info@siecus.org).

## PROGRAM CATEGORIZATION KEY

Major Theme	Type	Theme Definition
Abstinence-Only (Abstinence-Only-Until-Marriage)	AO	Abstinence-only programs are designed to promote the conservative social ideology that sexual behavior is only morally appropriate in the context of a heterosexual marriage and rarely provide information on the most basic topics in human sexuality such as puberty, reproductive anatomy, and sexual health.
Sexuality Education	SE	Sexuality education programs are classroom-based, sequential, age-appropriate, evidence-based/informed, medically accurate, and provide students with opportunities for exploring their attitudes and values as well as developing knowledge and skills around topics such as human development, sexual health including HIV, other sexually transmitted diseases/infections (STDs/STIs), and unintended pregnancy prevention, sexual behaviors including abstinence, healthy relationships, personal skills and communication, and sexuality within society and culture.
Healthy Relationships	HR	Healthy relationships programs focus on providing information and tools to build skills such as communication, trust, respect, boundaries, consent, and conflict resolution as well as how to identify and prevent unhealthy behaviors within relationships that can lead to abuse.
Homeless Youth	HY	Homeless youth programs promote outreach and support for youth who have left their homes or have become homeless, including housing options and alternatives to running away. Programs do not contain information on sexual health.
Media Literacy	ML	Media literacy programs aim to help students analyze media messages received from television, music, video games, the internet, etc. and evaluate their potential influence, especially as related to sexuality, gender, and violence.
Medical Professionals Education	MP	Medical professionals education programs allow for medical professionals to receive updated knowledge and skills to continue their professional growth. These programs may focus on particular patient populations, such as working with youth.
Money Management	MM	Money management programs aim to provide opportunities for participants to better understand their relationship with money, including learning about tracking expenses, setting financial goals, budgeting, and saving. Programs do not contain information on sexual health.
Parent Education	PE	Parent education programs are designed to provide parents with the tools they need to become knowledgeable about

		educating their children on the different aspects of sexuality. These programs emphasize parent-child communication.
Sexual Health	SH	Sexual health programs contain STD and/or HIV prevention and teen pregnancy prevention information. These programs encourage participants to delay sexual initiation but also provide information and skills on safer sexual health, behaviors, and practices.
STD and/or HIV prevention	DP	Disease prevention programs aim to reduce the risk of STDs and/or HIV transmission by focusing on attitudes and behaviors that support overall health and well-being, such as condom use and negotiation. Some programs may cover HIV prevention without discussing other STDs.
Teen Pregnancy Prevention	TP	Teen pregnancy prevention programs focus on reducing rates of teen pregnancy/births, often with a focus on African American and Latino youth and preventing subsequent pregnancies among teen parents. Some of these programs are hyper focused on outcomes and do not necessarily address the full range of information, skills, and attitudes necessary to support young people's sexual health, rights, and dignity.
Youth Development	YD	Youth development programs emphasize empowerment and focusing on one's own strengths and assets through development of social skills, career development, general education, and fostering positive relationships. These programs may not necessarily contain information about sexual health.

## PROGRAMS

### **17 Days (formerly What Could You Do?) DP\***

*17 Days* is an evidence-based STD risk-reduction program that uses an interactive video to encourage safer sexual behaviors among female high school students. The program is designed as a one-on-one intervention, with each participant viewing the video individually. It aims to increase participants' knowledge of STDs along with reducing their sexual risk behavior and risk of STD infection. The video includes vignettes featuring ethnically diverse young women involved in realistic scenarios related to sexual risk behavior, where the viewer must choose what action the character should take from different options. The vignettes give viewers the opportunity to practice how they would respond in different situations. The video covers sexual situations, risk reduction, reproductive health, and STDs. In addition, the video associates condom use with positive outcomes, such as pleasure and reassurance. *17 Days* can be used in a physician's office or clinic setting and could potentially be used in other settings, such as schools, as long as there was enough privacy for the viewer.<sup>1</sup>

### **About Us: A Healthy Relationships Program for Vulnerable Youth HR**

*About Us: A Healthy Relationship Program for Vulnerable Youth* is an intervention delivered in school-based health centers and focuses on empowering personal responsibility. It incorporates developmental neurosciences principles to support young people in exploring and developing healthy relationships as well as effective contraception and condom use. *About Us* is being

implemented in rural and suburban counties in California and evaluated by ETR. If effective, ETR indicates that *About Us* “would be among the first targeted evidence-based healthy relationships sexual health interventions available for adolescents in [school-based health centers].”<sup>2</sup>

### **Above the Waist YD**

*Above the Waist* is a curriculum for 6th, 7th and 8th grade individuals to help young people “learn about their developing sexuality in a way that will make them feel powerful, extraordinary and worth protecting.” It teaches young people how to think about sexuality, not what to think.<sup>3</sup> The program’s main objective is to promote healthy sexuality by teaching that the most important sexual organ is the brain. The curriculum is taught by trained providers and can be utilized in health centers, school programs, or other youth development settings.<sup>4</sup>

### **Achieving Condom Empowerment (ACE) Plus TP**

*Achieving Condom Empowerment (ACE) Plus* is a teen pregnancy prevention program aimed at young males. The goal of the program is to increase correct and consistent use of latex condoms during sexual intercourse. The program promotes male engagement, dual-method use, positive communication, and supportive decision-making with their female partners in the use of contraceptive methods.<sup>5</sup>

### **Active Parenting of Teens PE**

*Active Parenting of Teens* is a video-based learning module that equip parents of teenagers or “tweens” with the skills to address common parenting challenges and solutions. This educational series can range from 2-4 or 6 sessions and cover technology, drug prevention, bullying, decision making, discipline and communication, and sexuality issues. Parents will learn “methods of respectful discipline; skills for clear, honest communication; concrete strategies to prevent risky behavior; and how to be an encouraging parent.”<sup>6</sup> The sessions provide parents with activities, discussion, real-world examples, and feedback.<sup>7</sup>

### **AIM 4 Teen Moms YD\***

*AIM 4 Teen Moms* is an adaptation of the *Project AIM (Adult Identity Mentoring)* program. The Children’s Hospital Los Angeles created the adaptation to serve teen moms in group sessions and home visits.<sup>8</sup> *Project AIM (Adult Identity Mentoring)* is an evidence-based youth development program designed to help adolescents identify their future goals and consider how engaging in risky behavior may negatively impact their ability to achieve those goals. The program is based on the “theory of possible selves,” which proposes that an individual’s motivation is determined by the ability to imagine their future self. *AIM 4 Teen Moms* expands upon the original program and tailors it to the needs of “low-income pregnant teens and teen parents living in communities at high risk for teen pregnancy, poor school achievement, and other health risks.”<sup>9</sup>

### **All Stars AO**

*All Stars* is a program that begins in late elementary school and continues into high school, designed to “reach youth during the years of greatest vulnerability to experimenting with substances, fighting, bullying, and initiating sexual activity.” *All Stars Junior* is for fourth and fifth grade students, *All Stars Core, Booster,* and *Plus* are for middle school-aged students, and *All Stars Senior* is for high school students. The programs include making a commitment to abstinence, which is described as “an internalized intention which results in a voluntary public expression of one’s intention not to participate in substance use, violence, or premature sexual activity.” These commitments begin in middle school. The program also

states that “when everyone in a peer group agrees that high risk behaviors are stupid, dumb, unpopular, and unacceptable to others, they understand that avoiding these behaviors will help them fit in.”<sup>10</sup>

#### **All4You! SH\***

*All4You!* is an evidence-based pregnancy, STD, and HIV prevention program designed for students ages 14–18 attending alternative high schools. It is adapted from two existing evidence-based programs: *Be Proud! Be Responsible!* and *Safer Choices*. The program, which includes both classroom instruction and a service learning component, aims to reduce the frequency of unprotected sex among participants. The 14-session classroom curriculum consists of nine lessons, which address: STD, HIV, and pregnancy prevention; the risk of STD transmission and unintended pregnancy; negotiation skills; and condom-use skills, among other topics. *All4You!* includes interactive activities, such as role playing, condom demonstration, group discussion, and educational games. The service learning component engages participants in volunteer activities. *All4You2!* is a separate but corresponding program designated for use in alternative educational settings.

#### **Be Proud! Be Responsible! SH\***

*Be Proud! Be Responsible!* is an evidence-based HIV prevention curriculum originally designed for urban, African American males ages 13–18 but is also used for youth of other demographics.<sup>11</sup> The curriculum seeks to provide young people with the knowledge, motivation, and skills necessary to reduce their risk of HIV, other STDs, and causing unintended pregnancy. It also aims to impact sexual behavior by equipping youth with negotiation, refusal, and condom-use skills. The curriculum uses a “sense-of-community” approach that emphasizes how HIV/AIDS has affected inner-city communities and discusses the importance of protecting the community in order to instill accountability, sexual responsibility, and a sense of pride in participants. Although the five-hour, six-session intervention was originally designed for use with small groups of six to 12 participants, the curriculum has been used with larger groups and is appropriate for both school- and community-based settings.<sup>12</sup>

#### **Be Proud! Be Responsible! Be Protective! SH\***

*Be Proud! Be Responsible! Be Protective!* is an evidence-based program that targets pregnant and parenting teens and focuses on the concept of maternal protectiveness to encourage adolescent mothers and soon-to-be mothers to make healthy sexual decisions; take responsibility and be accountable for their sexual activity; and decrease risky sexual behavior. The curriculum is an adaptation of *Be Proud! Be Responsible!*, an evidence-based HIV prevention curriculum designed for African American males. *Be Proud! Be Responsible! Be Protective!* discusses the impact of HIV/AIDS on inner-city communities and particularly addresses its impact on pregnant women and their children, providing information on preventing transmission during pregnancy and the postpartum period. The curriculum consists of eight one-hour lessons and uses interactive activities, group discussion, and videos to educate participants. It covers such topics as HIV risk and prevention, family planning and parenting, communication, attitudes and beliefs about HIV/AIDS and safer sex, condom-use skills, stress and emotion management, and staying healthy. The intervention can be delivered in four two-hour sessions or over the course of eight days and is appropriate for use in school-based settings.<sup>13</sup>

#### **Becoming a Responsible Teen (BART) SH\***

*Becoming a Responsible Teen (BART)* is an evidence-based HIV/AIDS prevention education curriculum designed for African American youth ages 14–18. *BART* teaches students to reduce sexual risk-taking by promoting safer sex practices, while also teaching that abstinence is the most effective way to prevent HIV and unintended pregnancy. The eight-session curriculum combines education with behavioral skills training on assertion, refusal, self-management, problem solving, risk recognition, and correct condom

use.<sup>14</sup> *BART* includes interactive activities, group discussions, and role plays developed by teens. It is designed for implementation in community-based settings and with single-sex groups.

### **Big Decisions SH**

*Big Decisions* is an abstinence based curriculum designed for students in grades 7–12. The program emphasizes sex as a big decision, abstinence as the healthiest choice, and mandates that sexually active teens use condoms and be tested for STDs.<sup>15</sup> Ten lessons for classroom instruction include the following topics: anatomy and reproduction, relationships and romance, STDs including HIV/AIDS, abstinence, contraception, peer pressure and other influences, and decision-making. The program also includes materials for an additional parent session that focuses on parent-child communication. *Big Decisions Plus* is an adaptation of the curriculum that includes a service learning component.<sup>16</sup>

### **Blended 4 Teens- B4T**

*Blended 4 Teens - B4T* is an educational curriculum to serve individuals ages 13-19 in Fresno County. The intervention is directed towards teens experiencing homelessness or unstable housing, youth of color, LGBTQ individuals, and young Native Americans. This program addresses health relationships, educational and career success, and healthy life skills.

### **Computer-Assisted Motivational Interviewing (CAMI)**

*Computer-Assisted Motivational Interviewing (CAMI)* is an evidence-based program that aims to motivate young mothers ages 12-18 to use condoms and contraception consistently and reduce repeat pregnancies. CAMI consists of two 60-minute sessions conducted by a trained counselor. At the beginning of each session, participants use the computer-based program to answer questions about sexual intentions, behaviors, and current relationships. Based on the response, CAMI generates a guide for motivational interviewing to enhance participants' motivation to use condoms and contraceptives.<sup>17</sup>

### **The Children's Aid Society – Carrera Adolescent Pregnancy Prevention Program YD\***

*Children's Aid Society – Carrera Adolescent Pregnancy Prevention Program (CAS – Carrera)*, is an evidence-based positive youth development program designed for students in grades 6–12. The program consists of seven integrated components that can be delivered in an after- or in-school setting over the course of a year. The seven components are: Education, Job Club, Family Life and Sexuality Education, Mental Health, Medical and Dental Services, Self Expression, and Lifetime Individual Sports.<sup>18</sup> The program uses a positive youth development approach to increase developmental competency and identity formation among participants, in order to encourage youth to avoid early parenthood and risky sexual behavior. *CAS – Carrera* runs six days a week throughout the academic year and also includes a summer program component.<sup>19</sup>

### **Choosing the Best AO**

*Choosing the Best* is one of the more popular AOUM programs in the country. The series comprises a number of curricula for students from sixth grade through high school: *Choosing the Best WAY* (sixth grade), *Choosing the Best PATH* (seventh grade), *Choosing the Best LIFE* (eighth grade), *Choosing the Best JOURNEY* (ninth and 10th grades), and *Choosing the Best SOULMATE* (11th and 12th grades). The U.S. Department of Health and Human Services recently evaluated the series and found the medical and scientific information to be medically accurate. However, *Choosing the Best* curricula continue to promote heterosexual marriage, rely on messages of fear and shame, and include biases about gender, sexual orientation, and pregnancy options. For example, *Choosing the Best PATH* asks students to brainstorm the “emotional consequences” of premarital sex. Suggested answers include “guilt, feeling scared, ruined

relationships, broken emotional bonds.”<sup>20</sup> There is also *Choosing the Best – PARENT PREP*, which is a 75-minute parent education program that “gets parents ‘on board’ and involved in helping their teens choose abstinence.”<sup>21</sup>

### **Choosing the Best – Parent (on the list already, but not parent edition) AO**

This 75-minute parent education program gets parents “on board” and involved in helping their teens choose abstinence. This program motivates parents to help protect their teens’ health by showing them how and why abstinence works.<sup>21</sup>

### **¡Cúdalos! PE**

*¡Cúdalos!* is a computer-based parent education program separate from, but corresponding to, the adolescent HIV/AIDS prevention education program, *¡Cúdate!*. The primary goal of the program is to increase parent-adolescent communication among Latino parents and their children aged 13–18. The parental intervention aims to “build skills, improve self-efficacy, acquire information, and gain positive parenting practices” so parents feel more ready to encourage healthy sexual behaviors in their children.<sup>22</sup>

### **¡Cúdate! DP\***

*¡Cúdate!* is an evidence-based HIV prevention curriculum adapted from the evidence-based curriculum, *Be Proud! Be Responsible!*, and tailored for use with Latino youth grades 8–11. The curriculum provides information about HIV and its transmission, addresses values and beliefs related to HIV and safer sex, and includes activities aimed to increase skills and self-efficacy for condom use, negotiating abstinence, and safer sex. The intervention consists of six one-hour lessons and is designed for use with small, mixed-gender groups. It draws upon cultural beliefs, such as the importance of family and the responsibility of a man to care for his family, in order to provide messages that resonate with participants. The curriculum consists of educational games, small group discussions, videos, learning exercises, and skill building activities.<sup>23</sup>

### **Development for Youth (DFY) Take Charge! SH**

*DFY Take Charge!* is a multi-session pregnancy prevention and HIV/STD curriculum, originally developed as a group level intervention in New York State foster care settings, focused on building competencies that enable adolescents to make and maintain healthy decisions. In 12, two-hour sessions, youth “explore various issues that relate to sexual behavior including feelings, values, attitudes, decisions, sex, drugs, communications, relationships, and responsibility;” increase their “cognitive and emotional awareness and management skills that help participants better manage their behaviors;” increase their “skills related to sexual risks behaviors such as coping, decision making, and communication skills;” and learn to make “healthier choices through skills building, accurate information, interactive discussions, peer support and sharing.”<sup>24</sup>

### **Digital Initiative for Youth (DIY) SE**

*Digital Initiative for Youth* combines comprehensive sexual health education with wraparound digital technologies, enabling it to reinforce key messages and skills as well as provide a source for referrals, services, and real-time information via the technology. The curriculum focuses on four main areas: sexual health and contraceptive use, healthy relationships, education and career development, and life skills.<sup>25</sup>

### **Discovery Dating YD**

*Discovery Dating* is a 26-hour training tool used to teach young people about healthy decision making, exploring personal values, and discerning character traits of others. The training was created by Wise Women Gathering Place.<sup>26</sup>

### **Draw the Line/Respect the Line SH\***

*Draw the Line/Respect the Line* is an evidence-based program designed to teach youth in grades six through eight to postpone sexual involvement while providing information about condoms and contraception. The school-based curriculum consists of 19 sessions divided between grades six through eight and includes group discussions, small group activities, and role playing exercises focused on teaching youth how to establish and maintain boundaries regarding sexual behavior. Lessons for sixth grade students address using refusal skills in non-sexual situations; lessons for the seventh grade focus on setting sexual limits, the consequences of unprotected sex, and managing sexual pressure; and eighth grade students practice refusal and interpersonal skills and receive HIV/STD prevention education. *Draw the Line/Respect the Line* also includes parent engagement through homework activities. Although it is designed to be implemented in schools with large numbers of Latino youth for use in the classroom, the program may also be delivered in a community-based setting.

### **e-PS-R Practice Self Regulations SH**

*e-PS-R* is an in-person and online instructional tool that is an adaptation of *Practice Self-Regulation (PS-R)*, which aims to decrease risky behaviors of young people who have experienced trauma. *e-PS-R* uses empirically-based, trauma-informed information to educate on the effects trauma can have on sexual decision-making, the ability to manage impulsive behavior, ability to negotiate safe sex, and intention to practice safe sex. The model is based on affect regulation, which is “the ability to manage emotions without causing harm to self or others,” and addresses the underlying issues that increase the risk for teen pregnancy, STIs, HIV, and sexual harm. *e-PS-R* is comprised of eight online, weekly sessions and four face-to-face meetings with a trained helper who supports the young person throughout the program.<sup>27</sup>

### **Families Talking Together PE\***

*Families Talking Together* is a parent-based intervention designed to prevent and/or reduce sexual risk behaviors among Latino and African American adolescents. The goals of the program are to increase target parenting behaviors designed to impact adolescent sexual decision-making, delay “too early” adolescent sexual activity, and reduce frequency of adolescent sexual intercourse.<sup>28</sup> The main components include a face-to-face parent session with an interventionist and a family workbook with both parent and teen materials and parent-adolescent communication activities. The program can be delivered in a range of settings to parents individually or in small group sessions.<sup>29</sup>

### **Family Life and Sexual Health (FLASH) SE**

*Family Life and Sexual Health (FLASH)* is a comprehensive sexuality education curriculum developed by Public Health - Seattle King County, Washington. The curricula are designed for students in grades four through 12 divided by grade level. The elementary level includes 18 lessons; the middle school level contains seven lessons and high school level contains 15 lessons. There is also a version for special education students ages 11–21 in self-contained classes. *FLASH* “rests on a foundation of positive and healthy sexuality across the lifespan;” furthermore, it “focuses on the needs of public schools and diverse communities” and includes a “strong family involvement component.”<sup>30</sup> The curricula focus on abstinence while also providing information on the prevention of pregnancy and STDs, including HIV.

Lessons cover such topics as family, self-esteem, puberty and reproduction, coercion and consent, gender roles, healthy relationships, sexual orientation and gender identity, and sexual health among others.

### **Fathers Raising Responsible Men PE**

*Fathers Raising Responsible Men* is an intervention aimed at adolescent boys and their fathers with the goal to increase sex-related communication skills between fathers and their sons and between adolescent boys and their sexual partners. The program focuses on supporting the use of condoms correctly and consistently and encouraging visits to sexual and reproductive health clinics where males can receive STD screening and treatment, and vaccinations for HPV. The main component of the program is face-to-face sessions between fathers of adolescent boys and an interventionist. Participating fathers receive follow-up booster contacts to enforce the implementation of suggested activities, sustain motivation, and address obstacles.<sup>31</sup>

### **FatherWorks YD**

*FatherWorks* is an intervention designed to reduce the incidence of unplanned pregnancies and risky sexual behavior among young men and promote positive fatherhood. It provides participants with parenting and co-parenting education, case-management services, clinical group and individual therapy services, and vocational and employment opportunities. Other services include relationship skills, financial literacy, activities involving participants' children, and emergency financial assistance.<sup>32</sup>

### **FOCUS: Preventing Sexually Transmitted Infections and Unwanted Pregnancies among Young Women SH\***

*FOCUS: Preventing Sexually Transmitted Infections and Unwanted Pregnancies among Young Women* is an evidence-based intervention program that addresses such issues as responsible behavior, relationships, and HIV/STD and pregnancy prevention in order to encourage young women to practice healthy behaviors and responsible decision-making. The program is appropriate for use with young women ages 17–22 in school- or community-based settings, including clinics. *FOCUS* consists of four two-hour sessions. Session 1 provides information about unintended pregnancy and STDs, including HIV, and addresses the consequences of risky sexual behavior. Session 2 discusses contraception and barrier methods and teaches communication and condom negotiation skills. Session 3 discusses the signs and symptoms of STD infection, including HIV/AIDS. Session 4 addresses the impact of alcohol use on sexual decision making. The sessions are primarily lecture- and discussion-based but also incorporate some interactive activities such as role plays.<sup>33</sup>

### **Focus on the Future (FoF) SH**

*Focus on the Future (FOF)* is a “peer-delivered, clinic-based, single-session, individual-level behavioral intervention” that aims to increase correct and consistent condom use to reduce the spread of HIV and other STDs. Based on the Information, Motivation, and Behavioral Skills (IMB) model and Bandura’s Social Learning Theory, *FOF* provides young people with information and motivation to instill in them new behaviors through observational learning, imitation, and modeling. This training is delivered in health clinics by peers in one session. The target population is African American men who have sex with women, ages 18-29 and have a sexually transmitted disease diagnosis or are reporting symptoms.<sup>34</sup>

### **Focus on Youth: An HIV Prevention Program for African-American Youth (Focus on Youth) SH**

*Focus on Youth* is an HIV, STD, and pregnancy prevention program designed for African American youth ages 12–15. Adapted from the research-proven program, *Focus on Kids*, the curriculum is updated and

tailored to meet the needs of African American youth. *Focus on Youth* consists of eight sessions and is designed for implementation in community-based settings. It includes interactive activities, such as role playing, games, group discussions, and community projects. The curriculum teaches information and skills related to decision making, values, accessing information, communication, negotiation, goals for the future, abstinence, contraception, pregnancy prevention, STDs (including HIV), and “facts about a healthy sexual lifestyle,” among other topics.<sup>35</sup>

#### **Fourth R – Alaska Perspectives HR**

*Fourth R – Alaska Perspectives* is an adaptation of *The Fourth R: Relationship Based Violence Prevention*, a Canadian curriculum and comprehensive school health program focused on reducing violence, substance abuse, and sexual risk behavior among youth. The concept of the “fourth R” is to elevate teaching about relationships in school to the level of the other three R’s: Reading, wRiting, and aRithmetic. The curriculum is a medically accurate and evidence-based intervention that includes information on adolescent growth and development, healthy relationships, violence prevention, abstinence, contraception, and healthy sexuality, among other topics. *Fourth R – Alaska Perspectives* is specifically adapted from *The Fourth R – Aboriginal Perspectives*, which, along with the core content, addresses the unique cultural needs of Alaska Native youth.<sup>36</sup>

#### **Generations YD**

Generations is a family-centered medical home program that provides integrated medical care, including pregnancy prevention, mental health care, and social work services for teen parent families. Teen parents and their children receive care from the same medical provider, often in the same visit. Additionally, families receive comprehensive support, including primary care, social work services, mental health and developmental screenings, and mental health services if needed, all at the same medical facility. The program aims to improve mental and physical health outcomes for teen parents and their children, and to reduce repeat pregnancies.

#### **Get Real About AIDS DP**

*Get Real About AIDS* is a skills-based, HIV risk-reduction curriculum designed for students in grades 9–12. This 15 session school-based program consists of experiential activities that serve to develop participants’ refusal and communication skills as well as their skills in using condoms. The curriculum addresses practicing safer sexual behaviors, including delaying sexual activity, using condoms, being monogamous if sexually active, and avoiding risky situations.<sup>37</sup>

#### **Get Real: Comprehensive Sex Education That Works SE\***

*Get Real: Comprehensive Sex Education That Works* is a three-year middle school curriculum and two-year high school curriculum developed by Planned Parenthood League of Massachusetts emphasizing the “social and emotional skills as a key component of healthy relationships and responsible decision making.” *Get Real* for middle school consists of 27 sequential lessons, with the intention of nine lessons to be taught in each grade—sixth, seventh, and eighth. *Get Real* for high school consists of 11 sequential lessons for ninth or 10th grade and is designed to help students develop the skills needed to delay sex and to encourage correct and consistent use of protection methods when they become sexually active. The high school version can be delivered as a standalone or as a follow-up to middle school version. The curriculum is built on the beliefs that sexual health is an integral part of health education, parents and other caring adults are students’ primary sexuality educators, relationship skills are a key element to a comprehensive sex education curriculum, and abstinence from sex is the healthiest choice for avoiding STDs and unintended pregnancy but that “adolescents require a comprehensive understanding of sexual health, sexuality and protection methods, which they will need when they become sexually active.” The program is culturally

and linguistically sensitive, appropriate for use with youth of any race/ethnicity, and also appropriate for use with LGBT youth.<sup>38</sup>

### **Go Grrrls YD**

*Go Grrrls* is a research-based intervention designed to help adolescent girls “develop a lifelong perspective about living as a female in society” and to aid in the transition from adolescent to adult life.<sup>39</sup> The program strives to increase self-esteem, positive body image, responsible decision-making, and empowerment. It is delivered in 12 weekly 60-minute sessions to groups of 8–12 girls in a variety of role-plays, discussion activities, and journal entries and exercises in the *Go Grrrls* workbook. The sessions cover topics including positive gender role identity, healthy body image, healthy peer relations, independence through decision-making, sexuality, available resources, and future planning.<sup>40</sup>

### **Go for the Gold YD**

*Go for the Gold* is a monetary incentive-based wellness program created by the Vanderbilt University Medical Center. It is a three-step program which teaches participants to identify health risks and take action to reduce those risks. The first step includes a health assessment to identify health risks and way to improve health. The second step involves documenting the actions the participant is taking to maintain or improve their wellness based off the plan established in step 1. The third phase involves learning about health strategies for practical ways to maintain more control over personal health. Participants earn money for each completed step.<sup>41</sup>

### **Guiding Good Choices PE**

*Guiding Good Choices* is a skills-training program for parents and their middle-school aged children that aims to increase parent-child interactions and reduce child risk of engaging in harmful behaviors. It consists of five sessions, one for the child and four for the parents, and includes instruction in family conflict management, development of effective parenting practices, expression of positive feelings, and bond development.<sup>42</sup>

### **Hablemos HY**

*Hablemos* is the Spanish-language version of the *Let's Talk: Runaway Prevention Curriculum*. The curriculum is “intended to educate young people about alternatives to running away as well as to build life skills so that youth can resolve problems without resorting to running away or unsafe behavior.” *Hablemos* was developed to deliver culturally appropriate materials to Spanish-speaking communities working with runaway youth across the country. The curriculum can be implemented in schools or at community-based organizations and is intended for young people who are between the ages of 12–20.<sup>43</sup>

### **Health Improvement Project for Teens (HIP Teens) SH\***

*Health Improvement Project for Teens (HIP Teens)* is an intervention designed to reduce sexual risk behavior among low-income, urban, sexually active adolescent girls ages 15–19. The program is administered through four group sessions, each eight hours long. The group sessions focus on providing information about HIV and contraception, teaching communication and decision-making skills, and developing sexual risk-reduction skills. The program also includes a 90-minute booster session at three and six months after the end of the program.<sup>44</sup>

## **Healthy Adolescent Transitions (HAT): A Comprehensive Approach to Targeting Adolescent Mothers TP**

*Healthy Adolescent Transitions* is a repeat pregnancy prevention program for adolescent mothers that is being evaluated by OhioHealth. With the expectation of approximately 500 participants, OhioHealth will measure the effects of the *Healthy Adolescent Transitions* intervention. The program's main two primary outcome measures are repeat pregnancy and use of long acting reversible contraception. Secondary outcome measures are use of nicotine, financial literacy, school completion, healthy eating behaviors, use of primary care services, and employment. During the intervention, participants will have roughly twelve 90-minute sessions over three months, prenatal and postnatal sessions, and electronic prompts to encourage completion of goals. The study start date was on August 14, 2017 and is expected to be completed in September 2021.<sup>45</sup>

## **Healthy Relationships AO**

*Healthy Relationships* is a new approach to AOUM instruction in Kansas, focused on teaching youth in the foster care system about healthy relationships. The curriculum focuses on addressing “poor decision making, lack of connection with stable adult figure, low self-esteem, lack of goals or positive outlook for future, alcohol and drug involvement, a misconception of what love is due to past sexual abuse trauma, and the belief of some foster youth that a baby will provide them with the unconditional love they so desperately seek.” *Healthy Relationships* aims to increase foster/adoptive/kinship parent-child connectedness.<sup>46</sup> *Healthy Empowering Adolescent Relationship Training (HEART)* is an adaptation of the curriculum *Healthy Relationships* modified for use in residential care facilities.<sup>47</sup>

## **Help Increase the Peace Program HR**

*Help Increase the Peace Program* is a youth-oriented program designed to address issues of interpersonal violence, prejudice, and injustice with young people. While primarily focused towards middle and high school youth, the program has been used with mixed ages in community centers, churches, offices, and college campuses. The program was originally created to promote nonviolence and community participation as a response to the epidemic of violence in schools. It is delivered in a set of three workshops, which are each three days long. The workshops address themes of options to violence, dealing with racism, prejudices, and differences, and bringing positive social change through community participation. Each workshop builds on skills of affirmation, communication, cooperation, conflict resolution, and prejudice reduction through the use of cooperative games, discussions, role-playing, and lively group activities.<sup>48</sup>

## **Heritage Keepers AO\***

*Heritage Keepers Abstinence Education* is a fear-based AOUM curriculum that teaches middle school and high school-aged students to abstain from sexual activity outside of marriage. *Heritage Keepers* relies on messages of fear and shame, inaccurate and misleading information, and biased views of marriage, family structure, gender, and sexual orientation. In addition, *Heritage Keepers* fails to provide important information on sexual health, and instead, devotes most of its lessons to the economic, social, and emotional benefits of marriage and abstinence before marriage. In an exercise designed to help teens keep their commitment to abstinence outside of marriage, students examine possible arguments that people may make in favor of premarital sex. One such argument states “It is all right for people to have sex before marriage if they love each other and are really committed.” Rather than ask teens to actually explore how they feel about this statement, *Heritage Keepers* suggests that students reply to this argument by saying: “If we truly love one another, we will marry, and we can have sex with each other for the rest of our lives.”<sup>49</sup>

### **Horizons: STI/HIV Sexual Risk Reduction Intervention African American Girls DP\***

*Horizons* is an intervention designed to reduce recurrent STDs and promote STD/HIV preventive behaviors. The program is culturally tailored to serve African-American adolescent females seeking sexual health services and address personal, relational, socio-cultural, and structural risk factors.

*Horizons* is delivered to small groups through two interactive STD prevention sessions, each four hours long. The sessions work to reduce STDs by improving risk-reduction knowledge and condom use skills, facilitating communication with male partners about safer sex practices and STD screening and treatment, and reducing the frequency of douching. Participants receive \$20 vouchers to apply towards the cost of STD services and four monthly 15-minute booster sessions to reinforce prevention information.<sup>50</sup>

### **It's That Easy: Guide to Raising Sexually Healthy Children PE**

*It's That Easy* is a parent education program designed to help parents learn how to raise healthy children who make responsible decisions about sex. The two-day program provides education on topics such as: the role of parents as sexuality educators, individual and cultural values, parent-child attachment and connectedness, child and adolescent growth and development, and the influence of media.<sup>51</sup>

### **It's Your Game: Keep it Real SH\***

*It's Your Game: Keep it Real* is an evidence-based HIV, STD, and pregnancy prevention curriculum designed for seventh and eighth grade students. The curriculum consists of 24 classroom-based lessons designed to encourage participants to delay sexual initiation and to use condoms and contraception if and when they become sexually active. It incorporates group activities, computer-based sessions, role modeling, journaling, and group discussion and addresses how to set personal limits for risk behaviors, how to be aware of vulnerable situations that may challenge those limits, and how to use refusal and other skills to maintain limits. Topics addressed in seventh grade include healthy friendships, setting personal limits, human growth and development, and refusal skills, among others. Eighth grade topics include healthy dating relationships, the importance of STD and pregnancy testing, and skills for using condoms and contraceptives.<sup>52</sup>

### **Lions Quest YD**

*Lions Quest* is a school-based Social and Emotional Learning (SEL) program for students in PreK-12 grades. This program uses SEL to promote character development, reduce drug use and bully, and develop positive school behaviors that increase academic performance. The program offers flexible implementation options and has various components: Skills for Growing for students in grades Pre-K-5, Skills for Adolescence for students in grades 6-8, and Skills for Action for students in grades 9-12. *Skills for Adolescence for Out-of-School Time* is an adaptation from *Lions Quest's* middle school curriculum for young people in out-of-school time settings.<sup>53</sup>

### **Love Notes 2.0 HR\***

*Love Notes* is a research-based curriculum for at-risk young people ages 16–24, including those who are pregnant or parenting. It “focuses on making wise relationship and sexual choices; ones that will assist youth rather than create barriers for achieving their education, employment, relationship and family goals.” *Love Notes* consists of 15 lessons that focus on communication skills, pregnancy/STD prevention, healthy relationship development, and dating violence prevention.<sup>54</sup> The curriculum was revised in its current iteration of *Love Notes 2.1*, which includes 13 lessons. The program now combines best practices in relationship skills training and pregnancy prevention and deepens the content on sexual decision making.<sup>55</sup>

### **Making a Difference! SH\***

*Making a Difference!* is an evidence-based HIV, STD, and pregnancy prevention education curriculum that emphasizes abstinence from sexual activity. Adapted from *Be Proud! Be Responsible!*, *Making a Difference!* aims to increase participants' knowledge about HIV, STD, and pregnancy prevention as well as their confidence to negotiate sexual pressure and intention to abstain from sex. It is designed for use with African American, Latino, and white adolescents ages 11–13 and can be implemented in school- or community-based settings. The eight-module curriculum includes interactive activities, small group discussions, and skill building exercises, including role plays, aimed to increase comfort and efficacy with practicing abstinence.<sup>56</sup>

### **Making Proud Choices! SH\***

*Making Proud Choices!* is an evidence-based HIV, STD, and pregnancy prevention curriculum designed for use with African American, Latino, and white adolescents ages 11–13. The curriculum aims to help young people understand the poor reasoning and decision making that can lead to STD/HIV infection and/or unintended pregnancy, as well as to increase their confidence, negotiation skills, and self-efficacy in using condoms. The program consists of eight one-hour sessions and can be implemented in school- or community-based settings. *Making Proud Choices!* includes interactive and skill building activities that are designed to “increase comfort with practicing condom use, address concerns about negative effects of practicing safer sex, and build skills in condom use and negotiation.”<sup>57</sup> The School Edition is a 14-module adaptation designed to fit a school schedule. There is also a 10-module adaptation for youth in out-of-home care.

### **Managing Pressures Before Marriage AO**

*Managing Pressures Before Marriage* is an abstinence-based program designed for fifth and seventh grade students in a series of five sessions taught by trained teen leaders in a supervised classroom. Teen leaders demonstrate assertiveness techniques and refusal skills through role-play situations. Lessons include Risks of Early Sexual Involvement, Media and Social Pressures to Have Sex, Peer Pressures, Assertiveness Techniques, and Reinforcing Skills.<sup>58</sup>

### **Media Madness ML**

*Media Madness* is a media-literacy curriculum designed to give health education information to students while also decreasing the amount of influence the media has on their attitudes and behaviors surrounding sex. Produced by the Jane Fonda Center, *Media Madness* includes skill-building exercises for youth ages 10–17 to manage social and peer pressure that might lead to sexual involvement.<sup>59</sup>

### **Michigan Model for Health SH**

*Michigan Model for Health* is a health education curriculum that uses a building-block approach by addressing major youth health risk behaviors at every grade level. The elementary level targets students in Kindergarten through sixth grade and covers the following topics: Social and Emotional Health; Nutrition and Physical Activity; Safety; Alcohol, Tobacco, and other Drugs; Personal Health and Wellness; and HIV Education. The secondary level targets students in middle school (grades seven and eight) and high school (grades nine through 12) and covers the following topics: Sexual Behaviors, Intentional and Unintentional Injury, Poor Diet, Physical Inactivity, Alcohol and other drugs, Tobacco, Character Education, Gambling Prevention, Sun Safety, and Emergency Preparedness. Sexual health topics covered in middle school lessons include HIV and STDs, how to access information, setting personal boundaries, communicating personal boundaries, and demonstrating skills to avoid risky situations. Sexual health topics covered in high school lessons include relationships and responsibility, healthy relationships, STDs, examining influences, communication and refusal skills, condom use, birth control, testing, goal setting, etc.<sup>60</sup>

### **Money Habitudes MM**

*Money Habitudes* is a card game-like activity to “to help people break the taboo of not talking about money and to get them thinking openly and honestly about their relationship with money.” *Money Habitudes* was initially used by financial planners and financial educators who were working with clients on issues of financial literacy, credit counseling, and bankruptcy recovery. Since then, pre-marital couples programs, faith-based classes, and mental health professionals began using the program as well. The desired outcome of the program is to build self-awareness of financial personality traits, better habituate spending habits, and improve financial independence. Individuals answer approximately 50 statements about their financial habits and are prompted with suggestions for improving their habits.<sup>61</sup>

### **Money Talks MM**

*Money Talks* is an online money management curriculum designed for youth ages 14–18 and adults who work with them to create healthy money habits and practice sound money management skills for a secure financial future. The program is composed of 15 units divided into four modules that cover the following topics: saving early and consistently, smart spending skills, financial protection, establishing savings and checking accounts, obtaining good credit, and job-related skills and activities. Participants explore these topics through videos, games, guides, and assessments. All components of *Money Talks* are also available in a Spanish language version, *Cuida Tu Dinero*.<sup>62</sup>

### **MPowerment Project DP**

*Mpowerment Project* is an evidence-based HIV-prevention program designed for young gay and bisexual men ages 18-29, demonstrated to have reduced rates of unprotected sex among the target population. It encourages communities of gay and bisexual men to build positive social connections, support their friends to have safer sex, and shape a healthier community. The original researchers of the program, who still implement the project, have worked with over 70 community-based organizations and have created empowered and dynamic communities of young men across the country.<sup>63</sup>

### **My Future-My Choice SE**

*My Future-My Choice* is a sexuality education curriculum that provides age-appropriate information and tools to middle school students on how to resist social and peer pressure to become sexually active before they are ready. It is a 10 lesson program in which six of the lessons are peer-led, and four are adult-led. The topics cover subjects such as goal setting, peer pressure, media influences, puberty changes, communication and refusal skills, methods of protection against disease and pregnancy, and healthy relationships.<sup>64</sup>

### **Native It's Your Game SH**

Native It's Your Game (Native IYG) is a web-based HIV, STD, and pregnancy prevention curriculum for American Indian and Alaska Native (AI/AN) youth ages 12-14. Native IYG is comprised of thirteen 30-50 minute interactive lessons, which can be used in the classroom, or as an extracurricular program. The program teaches about healthy relationships, life skills, communication, and refusal skills using interactive activities, videos, games, personalized “journaling” activities, tailored feedback, and individually tailored activities. It emphasizes abstinence, but also teaches learners how to protect themselves from pregnancy and sexually transmitted infections using medically accurate information.

### **Native STAND SH**

*Native STAND* is an adaptation of the program *Stand (Students Together Against Negative Decisions)*, which was developed for young people in rural Georgia, and incorporates modifications suggested by a Native elder, Native youth, and representatives from the National Coalition of STD Directors, the Indian Health Service, the Centers for Disease Control and Prevention, and Mercer University School of Medicine. *Native STAND* is a peer education curriculum that promotes healthy decision making for young Natives. Sessions focus on positive personal development, and the prevention of STDs, HIV, teen pregnancy, dating violence, and drug use.<sup>65</sup>

### **Native VOICES SH**

Native VOICES (Video Opportunities for Innovative Condom Education and Safer Sex) is a 23-minute video, designed to encourage condom use and HIV/STI testing among heterosexual and LGBTQ (Lesbian, Gay, Bisexual, Trans and Queer) American Indian teens and young adults 15-24 years old. The video shows Native role models in situations that youth can relate to – playing basketball, at a party at a friend's home, traveling between urban and rural environments, and seeking advice from older family members and friends. The video demonstrates how to negotiate condom use with a partner, and stresses the importance of talking with partners about sexually transmitted infections.

### **Nu-Culture SE or TP**

A classroom-based relationship education program for grades 6-8. The curriculum helps students understand the risk associated with early sexual activity and develops skills necessary to make healthy decisions and avoid risky behaviors. It emphasizes increasing skills and self-efficacy in communication and refusal skills using through age appropriate, medically accurate information about teen pregnancy prevention, sexually transmitted infections, and other sexual health topics.

### **Our Stories, Your Choices SH**

*Our Stories, Your Choices* is an innovative, age-appropriate, and medically accurate curriculum designed to empower youth, prevent unwanted pregnancies, and encourage youth to make responsible, healthy, and safe life decisions. The program covers topics related to sexuality, human development, relationships, decision making, abstinence, contraception, and disease prevention. Participants explore these topics with the help of parenting teens and adult mentors, game-based tools, technology, and storytelling.<sup>66</sup>

### **PAL Peer Assistance And Leadership YD**

PAL Peer Assistance and Leadership is program designed to enable young people to use their potential to make a difference in their lives, schools and communities. PAL courses use the potential of youth to make a difference in their lives, schools and communities. PAL recognizes an innate capacity for social understanding, personal well-being, and community participation within every student. PAL nurtures and builds capacities to help youth increase resiliency and build protective factors to help them achieve school and social successes which lead to a productive life. PAL students learn to adapt the power of peer pressure to influence others positively and, ultimately, they make a difference in the lives of others. Positive peer influence is utilized as a central strategy for addressing issues like bullying, low achievement, at-risk youth, drop-out prevention, substance abuse prevention, teen pregnancy, suicide, absenteeism, behavior problems, and other community issues.

## **PALMS-ASD SH**

Promoting Awareness through Live Movement and Sound (PALMS) for Youth with ASD (PYA). The target audience for this program is youth with autism spectrum disorder (ASD) to prevent teen pregnancies and sexually transmitted infections. The program addressed sexual health issues through interactive theater-based lessons, tailored messaging to reduce risky sexual behaviors and the use of role-plays to practice communication, decision-making, and negotiation skills relating to healthy sexual behaviors.

## **Parent-Adolescent Relationship Education (PARE) PE**

*Parent-Adolescent Relationship Education (PARE)* is a parent-child education program targeting parents and their middle school-aged children. The program includes information on reproduction, STDs and HIV, contraception, and safe-sex behaviors. *PARE* encourages familial communication and “uses social learning and cognitive behavioral concepts to enhance decision-making, refusal, and resistance skills.”<sup>67</sup>

## **Parenting Fundamentals PE**

*Parenting Fundamentals* (formerly the Parenting Education Program) is a parent education program “designed to improve participants' parenting strategies and, by extension, to improve their children's behavior, social capacities, emotional competencies, and cognitive abilities.” The program targets parents of children between the ages of birth and 16 who have low incomes, are part of an immigrant family, and/or receive social services. *Parenting Fundamentals* includes group training sessions, home visits, and access to referral services. The program covers topics such as appropriate nonviolent disciplinary approaches and parent-child communication.<sup>68</sup>

## **Parents Matter! PE**

*Parents Matter!* is a community-level family prevention program developed to assist health professionals and community-based organizations include parents of pre-teens ages 9–12 years in sexual risk prevention efforts. The goal of the program is to enhance protective parenting practices and promote parent-child communication about sexuality. Parents are encouraged to overcome barriers to communication through five 2.5-hour sessions that cover risk awareness, positive parenting, and sexual communication.<sup>69</sup>

## **Personal Success Path (PSP) Project TP**

*Personal Success Path (PSP) Project* is an intervention method designed by Teen Outreach Pregnancy Services to prevent second pregnancies. The program is available for pregnant teens ages 14–19 and uses research-based methods to promote pregnancy prevention practices. Follow ups are provided for participants until the child's second birthday.<sup>70</sup>

## **Pono Choices TP**

*Pono Choices* is a culturally responsive teen pregnancy and STI prevention program utilized in Hawaii for middle school students. It is comprised of 10 modules developed using the social learning theory, self-regulation, and the developmental assets model. These theories develop a sense of autonomy, empowerment, and responsibility to make healthy decisions related to condom use, refusal skills, abusive relationships, and abstinence.<sup>71</sup>

### **Positive Prevention PLUS SH**

*Positive Prevention PLUS* is an evidence-based, medically accurate, comprehensive sexual health education and teen pregnancy prevention curriculum that covers a variety of sexual health topics. This program focuses on personal development, healthy decision making, developing healthy relationships, understanding risks, and reducing risks. The middle school curriculum is more concrete and places greater emphasis on sexual abstinence as the only method that is 100% sure of avoiding STDs and unplanned pregnancies, whereas the high school curriculum emphasizes life planning and the long-term consequences of sexual choices. Each lesson is designed for 45-minute class sessions, but optional lesson extensions are included.<sup>72</sup>

### **Possessing Your Power AO**

*Possessing Your Power* (PYP) describes itself as a youth character development, enhancement, and empowerment curriculum for ages 10–18 and class sizes ranging from 5–20 students. PYP addresses seven “risk behaviors namely: drugs, alcohol, and tobacco, sex before marriage (abstinence), violence, teen pregnancy, pornography and gambling.”<sup>73</sup> The PYP Sessions cover nine topics over nine sessions, or can be adapted to fit within four, six, or eight weeks. The nine topics include: the power of purpose; self-esteem; conflict resolution; bullying; effective communication; media influence; setting boundaries and taking responsibilities; choices, decisions, consequences, and the power of “NO”; and leadership development.<sup>74</sup> Training in the PYP curriculum is required for classroom facilitation.

### **Postponing Sexual Involvement SH**

*Postponing Sexual Involvement* (PSI) is a middle school sex education curriculum that focuses on delaying sexual activity.<sup>75</sup> The PSI curriculum is designed for use in eighth grade to augment course information on human sexuality, including contraceptive information. Five 50-minute sessions are delivered by trained peer educators and five 50-minute sessions on reproductive health are led by health professionals.<sup>76</sup>

### **Power Through Choices SH**

*Power Through Choices* is an HIV, STD, and pregnancy prevention curriculum designed for youth ages 14–18 residing in group homes, foster homes, or other residential care settings.<sup>77</sup> The curriculum focuses on reducing sexual risk behaviors related to unintended pregnancy and STD/HIV infection. It engages youth in interactive exercises “to build self-empowerment and increase their decision making skills.”<sup>78</sup> Additionally, the program provides instruction to help youth gain and practice skills for using contraception, communicating effectively, and accessing available resources and health services.<sup>79</sup> *Power Through Choices* consists of ten 90-minute sessions that are designed to be implemented twice a week over a period of five to six weeks. Lessons include activities, time for reflection, and group discussion.<sup>80</sup>

### **Prime Time TP**

Prime Time, an 18-month youth development program, was created by researchers from the University of Minnesota Prevention Research Center to prevent pregnancy among vulnerable teens. Prime Time combines one-on-one case management and peer educator groups, delivered in tandem. The program seeks to build skills, confidence, motivation, and supportive relationships that every teen needs to succeed, with a focus on responsible sexual health behaviors. Prime Time was designed for use by health clinics.

### **Program H SH**

*Program H* is named after *homens* and *hombres*, the Portuguese and Spanish words for men, and is based on extensive research of young men in Brazil with more gender-equitable attitudes. The research demonstrated that these attitudes were indicative of men who had a peer group supportive of gender equality, better personal experiences around gender equality, and more meaningful male role models.<sup>81</sup> The *Program H* manual includes 70 activities to carry out group work with young men (ages 15–24) on gender, sexuality, reproductive health, fatherhood and caregiving, violence prevention, emotional health, drug use, and preventing and living with HIV and AIDS.<sup>82</sup>

### **Project AIM (Adult Identity Mentoring) YD\***

*Project AIM (Adult Identity Mentoring)* is an evidence-based youth development program designed to help adolescents identify their future goals and consider how engaging in risky behavior may negatively impact their ability to achieve those goals. The program is based on the “theory of possible selves,” which proposes that an individual’s motivation is determined by the ability to imagine their future self. Those that are capable of imagining both possible positive and negative futures are therefore more inclined to work toward their life goals.<sup>83</sup> The school-based intervention consists of 10 sessions, which are divided into four units: 1) Legacy, Role Models, and Peers; 2) Self-Projection: Expanding Visions of Possible Selves; 3) Self-Expression through Work: Development of Possible Self; and 4) Skills of Fulfilling Positive Future Possible Selves.<sup>84</sup> The lessons consist of group discussions, interactive activities, and role playing exercises to encourage youth to explore their personal interests, social surroundings, and goals for their future adult life.<sup>85</sup> *Project AIM* is designed for use with African American youth ages 11–14 and is also appropriate for use with Latino youth. Although it is a school-based program, it can also be implemented in community-based settings.

### **Project Legacy HY**

Project Legacy is a HIV and substance abuse prevention intervention for youth experiencing homelessness. Project Legacy is an adaptation of Project AIM (Adult Identity Monitoring) for homeless youth. Project AIM is a group level intervention based on the Theory of Possible Selves, which proposes that individuals are motivated in their present life by mental images of possible future selves, and that a person’s motivation is determined by a balance of positive and negative ways people see themselves in the future.<sup>85</sup>

### **Project IMAGE DP**

Project IMAGE is a cognitive behavioral intervention intended to reduce subsequent STIs among ethnic minority adolescent women with a history of sexual or physical abuse and STIs. It is delivered through small group workshops and individual counseling sessions and draws on health-promoting elements of African- and Mexican-American culture.

### **Project TALC DP**

Project TALC (Teens and Adults Learning to Communicate) is a 24-session social learning program designed to provide coping skills to HIV-positive parents and their adolescent children. The program seeks to reduce adolescents' emotional distress, problem behaviors, and pregnancy.

### **Promoting Awareness through Live Movement and Sound (PALMS-TPP) TP**

The *PALMS-TPP* project is a theater based intervention and program of the Public Health Management Corporation (PHMC), a non-profit public health institute. Grounded in theories of behavior change, resiliency, and positive youth development, the primary goals of *PALMS-TPP* are to reduce young men’s risk for teen pregnancy and to strengthen protective factors that have been

found to be associated with improved sexual decision-making and reduced likelihood of teen or unplanned pregnancy. The intervention is delivered in four group sessions, including performances by peer actors, role-play activities led by peer facilitators, and trauma informed actions and principles<sup>86</sup>

### **Promoting Health Among Teens! Abstinence-Only (PHAT AO) AO\***

*PHAT Abstinence-Only Intervention* is a curriculum developed to increase knowledge and awareness about STDs (including HIV), increase an understanding of how abstinence can prevent pregnancy and HIV/STDs, and build refusal and negotiation skills for practicing abstinence. *PHAT AO* aims for participants to abstain from vaginal, oral, and anal intercourse until a time later in life when they are ready to handle the potential consequences of having sex, and neither discourages nor encourages condom use. Although originally intended for use with urban, African American youth in small groups, the intervention can be adapted for use with larger groups and those in rural settings. The original *Abstinence-Only* curriculum was designed as eight one-hour modules: 1) Getting to Know You and Steps to Making Your Dreams Come True, 2) Puberty and Adolescent Sexuality, 3) Making Abstinence Work for Me, 4) The Consequences of Sex: HIV/AIDS, 5) The Consequences of Sex: Sexually Transmitted Diseases, 6) The Consequences of Sex: Pregnancy, 7) Improving Sexual Choices and Negotiation Skills, 8) Role-Plays: Refusal and Negotiation Skills. The *Abstinence-Only School Edition* contains 12 modules with expanded “Puberty and Adolescent Sexuality” and “The Consequences of Sex: Pregnancy” sections.<sup>87</sup> Curricula include group discussions, videos, role playing, skill building activities, games, and other experiential exercises and is appropriate for use in both school- and community-based settings.

### **Promoting Health Among Teens! Comprehensive Abstinence & Safer Sex (PHAT) SH\***

*PHAT (Comprehensive Abstinence & Safer Sex Intervention)* was designed to help teens get the skills they need to negotiate and practice abstinence and correct condom use if sexually active. The curriculum modules include: 1) Getting to Know You, 2) Exploring and Expressing Sexual Feelings, 3) The Consequences of Sex: HIV Infection, 4) A Plan to Reduce the Consequences of Sex, 5) The Consequences of Sex: STD Infection, 6) The Consequences of Sex: Pregnancy, 7) STD/HIV Vulnerability, 8) Risky Sexual Behavior and Content Review, 9) Sexual Responsibility: Abstinence Skills, 10) Sexual Responsibility: Condom use Skills, 11) Enhancing Sexual Responsibility Skills, 12) Role-Plays: Refusal and Negotiation Skills.<sup>88</sup> Curricula include group discussions, videos, role playing, skill building activities, games, and other experiential exercises and is appropriate for use in both school- and community-based settings.

### **Puberty: The Wonder Years SE**

*Puberty: The Wonder Years* provides the “knowledge, skills, and supports students need to delay sex as long as possible,”<sup>89</sup> with the overarching goal of “promoting appreciation and respect for the amazing changes experienced by self and others.”<sup>90</sup> The curriculum is designed in three tiers with six lessons per tier. Each tier is designed to be a unit for students in grade four, five, and six, but lessons can be reorganized and taught as schools choose. Lessons focus on the following skills: communication, limit setting, refusal, getting help, making friends, analyzing media messages, and distinguishing between reliable and unreliable sources of information.

### **Quest: An Adventurous Journey AO**

*Quest* is an abstinence curriculum designed for seven through tenth grade students that “helps students identify their future goals, such as marriage and family, and avoid obstacles such as sexual activity and other risk behaviors that could keep them from achieving their goals.”<sup>91</sup> The curriculum is created by the Abstinence & Marriage Education Partnership.

### **Quinceañera AO**

The *Quinceañera* program is an abstinence-only-until-marriage program for Hispanic girls ages 11–15 and their families. Originally designed to give young women a chance to reflect on what their Quinceañera means as a rite of passage, the curricula explores topics such as: character development, body image, love, relationships, peer pressure, communication with their parents and peers, the negative consequences to early sexual involvement, and the benefits of sexual abstinence until marriage. The program can be structured in a 10-hour, 16-hour or 24-hour format.<sup>92</sup>

### **Raising Healthy Children YD\***

*Raising Healthy Children* is an evidence-based youth development program that seeks to reduce risk factors—including school failure, substance abuse, and delinquency—among students in grades one through six. It promotes positive youth development by incorporating multiple components, including individual, school, and family programming. *Raising Healthy Children* is designed as a multiyear, comprehensive, school-based program, and targets protective factors such as parent-child connectedness, children’s bonding with their school, academic achievement, interpersonal problem solving skills, refusal skills, and positive classroom behavior to support educational and life success.<sup>93</sup>

### **Reach One Teach One SH**

*Reach One Teach One* (ROTO) is a peer education program that gives young people an opportunity to learn about real-life issues related to sexuality and then share their knowledge with others. Planned Parenthood educators teach comprehensive, medically accurate, and age-appropriate lessons on communication skills, goal setting, healthy relationships, abstinence, anatomy, birth control, responsible decision-making, sexual violence, STDs and HIV/AIDS, and other topics.<sup>94</sup> After 30 hours of reproductive health training, usually two sessions per week over a 12-week period, participants will be paid to teach their peers about lessons learned in the training.<sup>95</sup>

### **REAL Essentials Medical Cessation: Intervention for Sexually Active Youth in a Clinical Setting MP**

*REAL Essentials Medical Cessation: Intervention for Sexually Active Youth in a Clinical Setting* (*REAL Essentials Medical Cessation*) is a program designed for “medical professionals, pregnancy centers and other youth health-serving agencies with a strategic, appropriate plan for equipping and empowering sexually active teens to return to a healthy lifestyle.” The program works under the assumption that early sexual debut and multiple sexual partners prior to a lifetime commitment is not one of “social and emotional wellness.”<sup>96</sup>

### **Reducing the Risk SH\***

*Reducing the Risk: Building Skills to Prevent Pregnancy, STD and HIV* is an evidence-based HIV, STD, and pregnancy prevention curriculum designed for classroom use with students in the ninth and 10th grades. It is appropriate for use with multiethnic populations.<sup>97</sup> *Reducing the Risk* aims to reduce high-risk behaviors among participants and emphasizes strategies for abstaining from sex or practicing safer sex. The 16 lesson curriculum addresses both abstinence and contraception use and includes experiential activities that teach students to develop refusal, negotiation, and communication skills.

### **Relationship Smarts PLUS HR**

*Relationship Smarts PLUS* is a relationship-skills program designed for students in grades 8–12. The curriculum includes 12 lessons on positive youth development, life skills, healthy relationships,

dating violence, and pregnancy prevention.<sup>98</sup> While helping students work to clarify their aspirations rather than tell them what they should avoid, *Relationship Smarts PLUS* unfortunately still adheres to strict gender rules for activities. The program also falls back on the underlying AOUM messages, such as telling students “There is one thing that can be guaranteed – If you leave sex out of your relationship during your teen years, the pain of a broken heart, the level of regret, and the high-cost risks of STDs and pregnancy will be reduced or avoided. You will have less baggage and more freedom to experience relationships and to move on if you need to. For now, the best advice is to enjoy each other and have fun as you try out relationships and keep these principles as a guide.”<sup>99</sup>

### **Relationships Under Construction AO**

*Relationships Under Construction* is a risk avoidance program for young people in grades 6-12 that “teaches the importance of saving sexual activity for marriage.”<sup>100</sup> This program meets the Title V requirements and Ohio State law requirement that abstinence education be taught in all public schools in the state and is used across 30 counties in Ohio.<sup>101</sup> *Relationships Under Construction* focuses on avoiding risky behaviors such as engaging in tobacco, drugs, pornography, and sexual activity outside of marriage.<sup>102</sup>

### **Re:MIX SE**

Re:MIX is a comprehensive, inclusive health education program that includes age-appropriate, medically accurate, and factual information on a broad set of topics related to human development, healthy relationships, gender, decision making, contraception, and infection prevention. The goal of Re:MIX is to empower and educate youth (13 – 17 years old) and young parents (18 – 24 years old) who serve as peer educators with opportunities to learn and practice the crucial skills teens need to make responsible, healthy, and safe life decisions to lead healthy lives. Re:MIX is a unique and innovative program that takes a fun, interactive approach. Designed with youth, for youth, the curriculum emphasizes the stories of peer educators and encourages students to Maximize their Strengths, imagine a healthy future, and explore their identities.

### **Responsible Social Values Program (RSVP) AO**

*Responsible Social Values Program* is an abstinence-until-marriage curriculum for students in grades 6-8. The curriculum is designed for five classes in each of the grades and have the primary goals of reducing teen pregnancy, early sexual activity, and substance use. A 2010 program evaluation report, which was produced from a pre/post quasi-experimental design utilizing a non-equivalent control group, measured perceived likelihood of remaining sexually abstinent, efficacy expectations for resisting sexual pressure and saying “no” to sex, and outcome expectations for practicing sexual abstinence. The report found that there was “moderately strong evidence that the RSVP curriculum was effective in increasing students’ commitment to remaining sexually abstinence in the future,” but “the fact that intervention group students were less likely to commit to sexual abstinence in the distant future time frames than in the near future time frame suggest[ed] that this finding be viewed with caution.”<sup>103</sup> The other measurements were found to be successful for 7th grade students. However, there was no control group for the 6th grade students, so the investigators could not rule out other explanations for any changes and some of the outcomes were ineffective or statistically insignificant for the 8th grade students.<sup>104</sup>

### **Rikers Health Advocacy Program DP\***

*Rikers Health Advocacy Program* is an evidence-based HIV/AIDS prevention education program designed for high-risk youth, particularly those who are incarcerated and have issues with substance abuse. The

program aims to reduce HIV risk behaviors among participants. *Rikers Health Advocacy Program* uses a “problem-solving therapy” approach, which leads participants through the steps of identifying and defining a problem, understanding the nature of the problem, developing possible solutions, engaging in decision making, and implementing a solution. The intervention was originally designed for adolescent males ages 16–19 at Rikers Island correctional facility in New York. The program consists of four one-hour sessions that are facilitated by a male instructor twice a week over a two-week time period. The instruction emphasizes active learning and addresses such topics as factors related to experimenting with drugs and drug use; risks related to sexual activity; the connection between drug use, sexual activity, and HIV risk; and how to access health care services and drug treatment.<sup>105</sup> *Rikers Health Advocacy Program* engages participants in discussions about HIV facts and beliefs, has participants identify attitudes or behaviors that place individuals at risk for HIV infection, and then has participants develop possible strategies for avoiding such risks, which are then evaluated by other participants. The program includes role plays to act out the strategies developed for avoiding risky situations.

### **Rites of Passage YD**

*Rites of Passage* is a program for young people ages 8-18 and that “help young people navigate the journey from childhood to adulthood in a supported, mentored way.” The program uses wilderness adventure to teach self-reliance, responsibility to self and others, and conflict resolution. The program is set up as a wilderness experience that can range from four days to three weeks, depending on age.<sup>106</sup>

### **Safe Dates HR**

*Safe Dates* is a teen dating violence prevention program designed for both male and female students in eighth and ninth grade. It is a ten-session program that also includes parent materials, a poster contest, and a play that can be presented at school or community events. The program has a section in which students learn about gender stereotypes and how they can affect dating relationships.<sup>107</sup>

### **Safer Choices SH\***

*Safer Choices* is an evidence-based HIV, STD, and pregnancy prevention program designed for students in the ninth and 10th grades. The program consists of experiential activities developed to build skills in communication, delaying sexual initiation, and condom efficacy for those students who are or who will become sexually active. *Safer Choices* has five program components, including a “school health protection council” that involves students, parents, school faculty, and community members; a 20-session classroom-based curriculum; a peer team or club responsible for hosting school-wide activities; a parent education component with parent-child activities; and activities to expose and increase students’ awareness of local support services.<sup>108</sup>

### **Safer Sex SH\***

*Safer Sex* is a clinic-based intervention designed for female adolescents. The intervention is delivered to participants in a one-on-one setting and seeks to reduce their incidence of STD infection and improve their efficacy of condom use. The intervention is administered by a female health educator and begins with the viewing of a brief video clip that uses celebrities to dramatize buying condoms as well as negotiating condom use. The video is followed by a 30-minute discussion with the health educator, which is tailored to meet the interests and risk level of the individual participant. The discussion addresses the consequences of having unprotected sex, methods for preventing unintended pregnancy and STDs (including HIV), secondary abstinence, and condom-use skills. Participants also conduct a self-assessment to evaluate their sexual risk and are provided with written information about safer sex and contraception

use. In addition, the intervention includes one-, three-, and six-month booster sessions at which time participants are invited back to the clinic for follow-up.<sup>109</sup>

### **Salud y éxito PE**

*Salud y éxito/Health and Success* is an evidence-based program that helps parents monitor and set rules for their children's behavior, proactively communicate the importance of delayed sexual initiation, and support youth from the threshold of adolescence into the high school years. The program is delivered through audio CDs, which contain short, bilingual stories that provide relatable examples of parents overseeing youths' behavior, initiating conversations, and responding to warning signs of risk.<sup>110</sup>

### **Scott & White Worth the Wait/Wellness & Sexual Health AO**

*Scott & White Wellness and Sexual Health* (formerly *Scott & White Worth the Wait*) is an AOUM program intended for middle and high school-aged students in a classroom setting. The program is "based on the probable consequences of adolescent risk behaviors," and therefore promotes "risk avoidance". Abstinence is emphasized as the "healthiest choice with many benefits, no risks, and the only 100% effective method in the prevention of STDs, pregnancy, and emotional trauma associated with adolescent sexual activity." A lesson on contraception is offered in the eighth grade, but may be removed by the instructor from the curriculum if they so choose. Permission slips from the program state that "this curriculum does not address homosexuality or masturbation issues."<sup>111</sup>

### **Sex Can Wait AO**

*Sex Can Wait* is an abstinence-based curriculum directed towards students in upper elementary school through high school. The curriculum is a five-week program designed to promote sexual abstinence as the best decision for young people. The guide is divided into three general areas of emphasis: "Knowing Myself," which aims to help students feel good about themselves, presents information on reproductive anatomy/physiology and puberty, and discusses values and decision making; "Relating to Others," which focuses on communication skills, family, friendship, dating, and sexual decision making; and "Planning My Future," which is designed to cover goal setting and life planning.<sup>112</sup>

### **Sex Ed 101 SE**

*Sex Ed 101* is a 10 lesson manual written to help facilitate a comprehensive sexuality education program. The lessons address topics such as abstinence, contraception, safer sex, sexually transmitted infections, and decision-making. In addition to the 10 lessons, *Sex Ed 101* includes a "Teacher's Toolbox," providing facilitators with strategies for implementation.<sup>113</sup>

### **Sexual Health and Adolescent Risk Prevention (SHARP) DP\***

*Sexual Health and Adolescent Risk Prevention (SHARP)* is an evidence-based program designed to reduce sexual risk behaviors among high-risk adolescents in juvenile detention centers. The intervention aims to increase condom use and reduce alcohol-related sexual behavior among participants by increasing their knowledge of STDs (including HIV), improving condom-use skills, and teaching them to set long-term goals for reducing their sexual risk behavior. Designed as a three-hour, one-time intervention, the program consists of a learning component followed by group discussion. A trained facilitator administers the program to a small group of same-sex participants. The program includes activities such as a video game and condom-use demonstration.<sup>114</sup>

### **Sexual Wellness and Advocacy by Teens (SWAT) SH**

*Sexual Wellness and Advocacy by Teens (SWAT)* provides sexual wellness and awareness workshops to a target population of youth ages 11–19 who access services at Latin American Youth Center’s (LAYC) Washington, D.C. anchor site and the public and charter schools in which it works. *SWAT* aims to create an “army” of youth who are trained as health outreach workers to promote healthy sexuality and reproductive health, including HIV/STD and unplanned pregnancy prevention. In addition to increasing participants’ own knowledge of these topics and instructing them in 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 to contribute to decreasing HIV and STD incidence and pregnancy among Washington, D.C. youth. *SWAT* is comprised of nine workshops (nine to 12 hours of training) on the following topics: Introduction to *SWAT* and Peer Education, Consent and Healthy Relationships, Decision Making, Condoms and Lubrication, Goal Setting My Future, Pregnancy and Contraceptives, STDs, HIV, and Outreach Planning and Project. After completing their training, the *SWAT* team will lead an outreach event using the skills and knowledge they have acquired during their training and a graduation is held for the participants.<sup>115</sup>

### **SiHLE (Sisters Informing, Healing, Living and Empowering) DP\***

*SiHLE (Sisters Informing, Healing, Living, and Empowering)* is an evidence-based HIV and STD prevention education program designed for African American females ages 14–18 who are sexually active and at high risk for HIV. It is a peer-led, social skills training intervention based on social cognitive theory and the theory of gender and power.<sup>116</sup> The program consists of four, four-hour sessions that are delivered on consecutive Saturdays in a community-based setting. Sessions are led by an African American female adult and two peer-facilitators, ages 18–21. The sessions are designed to reinforce ethnic and gender pride and address HIV prevention strategies, the transmission of STDs, communication and negotiation skills, condom-use skills, self-efficacy, healthy relationships, and personal empowerment. The program incorporates group discussion, lectures, games, and role playing. Participants also complete homework assignments that provide opportunity for reflection and skills practice.

### **Sisters Saving Sisters DP\***

*Sisters Saving Sisters* is designed to reduce frequency of unprotected sexual intercourse (with and without drug and alcohol use), number of sexual partners, and incidence of STDs in Latina and African-American female adolescent populations. The five-module skills-based risk-reduction intervention is administered in small groups of 2–10 female adolescents by trained facilitators in one 4.5-hour session in a community-based clinic setting, but it can be implemented in various community settings such as schools and youth agencies with larger numbers if more time is built into each session. The curriculum is designed to empower the young women to change their behavior in ways that will reduce their risk of becoming infected with HIV, other STDs, and significantly decrease their chances of unintended pregnancy by engaging participants in activities such as role-playing, handling, and practicing correct placement of condoms using anatomical models; teaching effective condom negotiation skills; and discussing the barriers to condom use such as alcohol and drug use.<sup>117</sup>

### **Sisters Rising SH**

Sisters Rising, the workshop series for adolescent female PASS participants, is a sexual health and safety program for girls ages 13-18. The Sisters Rising curriculum teaches girls to think through and challenge gender norms, helps them build healthy relationships, and introduces them to local health experts and clinics.

### **Skills Mastery and Resistance Training (SMART) Moves YD**

*SMART Moves* is a community-based program, administered through local Boys and Girls Clubs of America, and designed to promote prevention of substance use and avoidance of early sexual activity. The program helps young people develop better decision-making and refusals skills, become more assertive and recognize negative peer and media influences. The program consists of three age-graded curriculums; sessions include group and partner discussions, role-plays, activities, games, skill reinforcement exercises, and participant journaling. *SMART Kids*, for youth six to nine years old, discusses self-awareness, making healthy choices, following health routines, practicing social skills, using problem-solving strategies, and understanding age-sensitive information related to alcohol and other drugs. *Start SMART*, for youth 10–12 years old, centers on examining gateway drugs, discussing approaches for resisting peer pressure, considering puberty and reproductive health, exploring media influences, assessing decision-making strategies, and developing refusals skills. *Stay SMART*, for youth 13–15 years old, reviews topics previously covered and includes topics such as understanding interpersonal relationships, using communication skills, developing stress management abilities, and considering responsibility and life planning.<sup>118</sup>

### **Skillstreaming YD**

*Skillstreaming* is a prosocial skills training program published by Research Press that applies a four-part training approach – modeling, role-playing, performance feedback, and generalization – to teach 50 social skills to children and adolescents. *Skillstreaming the Adolescent* focuses on the following skill areas: classroom survival skills, friendship-making skills, skills for dealing with feelings, skill alternatives to aggression, and skills for dealing with stress.<sup>119</sup>

### **Smart Girls Life Skills Training SH**

*Smart Girls Life Skills Training* is an 8-session school-based program that aims to prevent teen pregnancy among middle school-age girls by teaching positive life skills and behaviors. The curriculum is designed to improve students' self-esteem, decision-making skills, family connections, and ability to set goals for their future, and guided by the idea that, in order to learn new positive behaviors, students need a chance to practice these behaviors themselves and to see their peers modeling these same behaviors. The program is delivered through eight weekly 40-minute sessions over eight weeks and covers the topics of self-esteem, personal values and decision-making, assertiveness, pregnancy, STDs/HIV, and healthy dating and incorporates videos, skills training, group discussions, role playing, and a question and answer session.<sup>120</sup>

### **Speak to the Promise, Ability and Resilience Inside Every Kid (S.P.A.R.K.) YD**

*Speak to the Promise, Ability and Resilience Inside Every Kid* is a curriculum focused on helping young people ages 6-22 build “resiliency around academic success, social-emotional skills and healthy relationships.” *S.P.A.R.K.* uses age-appropriate content to reduce the risk around school drop-out, substance use, bullying, and mental health issues. There are 20-22 interactive lessons, Elementary Curriculum for young people ages 6-13 and Teen Curriculum for young people ages 13-22, which will help young people “gain a better understanding of themselves and others, develop vital social and emotional skills, access their creative intelligence and cultivate their personal potential.”<sup>121</sup>

### **STEPS to STARDOM–The Teen Life Clubs (TLC) YD**

*TLC* is an after school empowerment program focusing on the development of necessary life skills for youth aged 11–14. The curriculum helps youth learn how to make safe, responsible choices about nutrition, puberty, money, goal-setting, and sexual activity. *TLC* is held at different sites in the Washington, D.C. area. Each site hosts weekly meetings and enrolled youth participate in various other

enrichment activities such as book clubs and pertinent field trips. Another aspect of *TLC* is the Family Circle workshops, which are held monthly and provide education to parents of youth involved in *TLC*. Participants and families are also linked to Children’s National Medical Center’s adolescent-health services, including HIV testing. The focus of the program is in Washington, D.C.’s Wards 1, 5, 6, 7, and 8, due to the health disparities in the city.<sup>122</sup>

### **Street Smart YD**

*Street Smart* is a HIV and STD prevention education program designed to help youth practice safer sexual behaviors and reduce substance use. It targets homeless and runaway youth, ages 11–18. *Street Smart* is a multi-session, small-group intervention that draws on social learning theory and delivers eight sessions on the following topics: Getting the Language of HIV and Other Sexually Transmitted Diseases, Assessing Personalized Risk, Learning How to Use Condoms, Learning about the Effects of Drugs and Alcohol, Recognizing and Coping with Feelings, Negotiating Effectively, Doing Self-Talk, and Practicing Safer Sex. *Street Smart* was field tested among African American and Latino youth in Los Angeles homeless shelters, but could be adapted for use in other venues and among other race or ethnic groups.<sup>123</sup>

### **Students Together Against Negative Decisions (STAND) SH**

*Students Together Against Negative Decisions* is a sexual risk reduction program created for young people in the rural South that trains peer educators to provide trainings on healthy relationships. *STAND* is a 28-session program that promotes both abstinence and sexual risk reduction. The program seeks to increase sexual knowledge and promote more positive attitudes and behaviors regarding sexuality both on the individual and community level.<sup>124</sup>

### **Students Teaching About Relationships and Success (STARS) AO**

*Students Teaching About Relationships and Success (STARS)* is a fear- and shame-based AOUM mentoring program developed by FRIENDS FIRST. The program is designed for students in grades 5–12 and provides “peer role-models for students choosing or wanting to return to abstinence.” *STARS* consists of 11 weekly, two-hour, after school sessions and is intended to reinforce AOUM classroom instruction. The program pairs middle school students with high school mentors and aims to “develop the foundation of skills necessary and conducive to stable, successful, long-term, monogamous marriage relationships” among participants. *STARS* includes lessons on goal setting, self-control, the consequences of sexual activity, setting boundaries, assertiveness and refusal skills, healthy relationships, and the “benefits of abstinence until marriage.” The middle school participants are divided by gender into groups—STARLites (for girls) and All STARS (for boys)—though the curriculum seems to be written with a number of coed activities that involve both groups coming together. The high school mentors are trained at a four-day national or regional conference run by FRIENDS FIRST and must sign a pledge to abstain from all sexual activity while involved in the program.<sup>125</sup>

### **Successfully Teaching Middle/High School Health SH**

*Successfully Teaching Middle School Health* was created by the North Carolina Association for the Advancement of Health Education in cooperation with the North Carolina School Health Training Center. Both entities created manuals, which include 7-step lesson plans, support materials, and technology, to help educators teach the Clarifying Objectives in the Essential Standards in Healthful Living Education. The materials are medically accurate and address the prevention of health risks for young people.<sup>126</sup>

### **Taking Responsible Actions in Life (TRAIL) YD**

The *TRAIL* program is a project of the Cabarrus Health Alliance that seeks to prevent teen pregnancy by “improving school climate, increasing access to youth-friendly health services, encouraging parent/teen communication, promoting responsible citizenship, and building self-confidence among participants.” The purpose of TRAIL is to implement a “multidimensional, school-wide approach to teen pregnancy prevention.” Program components include youth leadership development, physical activity running clubs, summer advantage opportunities, social norms marketing, and parent involvement.<sup>127</sup>

### **Teen Health Project DP\***

*Teen Health Project* is a community-level, HIV risk-reduction program designed for young people ages 12–17 living in low-income housing developments. The purpose of the program is to reduce sexual activity, increase condom use and negotiation skills, and reduce risky sexual behavior among participants. The initial component of the program consists of two three-hour workshops focusing on HIV/STD prevention and skills building. Some participants in the workshops are then nominated to the Teen Health Project Leadership Council, which meets on a weekly basis during a six-month period to implement community activities and organize HIV prevention activities for their peers. The *Teen Health Project* also includes a parent component, which consists of a 90-minute HIV/AIDS education workshop that provides information about risk reduction and talking to children about sexual health issues.<sup>128</sup>

### **Teen Options to Prevent Pregnancy (TOPP) TP\***

*TOPP* is a “combination of telephone-based care coordination using motivational interviewing and mobile contraceptive services designed to decrease attitudinal, educational, and logistic barriers to contraceptive use and adherence.” Its goal is to reduce repeat pregnancies in young women and, when unable to prevent repeat pregnancies, to increase the period of time between pregnancies in order to ensure better health outcomes.<sup>129</sup> Motivational interviewing involves non-confrontational communication designed to promote individual change. Within the TOPP context, this means that nursing staff may “point out ambivalent or contradictory statements about birth control and pregnancy; reinforce medically-accurate information; reframe thoughts into opportunities for change; reinforce actions toward positive change; reflect, review, and reinforce thoughts, comments, and ‘change talk’ about positive intention and plans, such as wanting to start using birth control; and summarize teen mothers’ self-identified goals.” The premise of this model is that contraceptive behavior can be changed by empowering a young woman to make her own informed choices about birth control and pregnancy, and providing her easy access to birth control.<sup>130</sup>

### **Teen Outreach Program (TOP®) YD\***

*Teen Outreach Program (TOP®)* is an evidence-based youth development program that engages young people in experiential learning activities in order to “prepare for successful adulthood and avoid problem behaviors.”<sup>131</sup> The program is designed for youth ages 12–17 and focuses on reducing rates of school failure, school suspension, and teen pregnancy.

### **Teen Success TP**

*Teen Success* is a group intervention for pregnant and parenting teens, created by the Planned Parenthood of Mar Monte. The program focuses on “developing assets, skills, and resiliency among members through a strong program of education, support, and linkage to clinic services.” *Teen Success* aims to delay a second pregnancy in participants by providing weekly group sessions with incentives, childcare, assistance for setting and achieving future goals, and access to family planning services.<sup>132</sup>

### **Teen Talk SE**

*Teen Talk* is an intervention program developed by Planned Parenthood of Southern New England (PPSNE) with an overarching goal to decrease rates of teen pregnancy and STDs, including HIV, among teens ages 14–17. It is designed to provide reproductive health education and facilitate access to reproductive health care in order to delay sexual activity, prevent unplanned pregnancy, and prevent STDs. Instruction takes place in local Planned Parenthood clinic, and includes a tour of the clinic.<sup>133</sup>

### **The Choice is Yours (TCIY) TP**

*TCIY* was developed by Carnegie Mellon University and its goal is to reduce unplanned pregnancies in females ages 14–19. The intervention consists of a series of seven, 45 to 75-minute group sessions that each have an associated video element incorporated into the activities. In addition, participants are asked to complete brief “homework” activities in between lessons.<sup>134</sup>

### **The Grassroots Project DP**

*The Grassroots Project* is the only sexual-health program for Washington, D.C. youth that is designed, initiated, and managed completely by young people. *The Grassroots Project* uses university-athlete role models and an innovative sports-based curriculum to provide comprehensive sexual health education and life skills interventions to predominantly African American youth ages 12–14 in neighborhoods that have the highest prevalence of HIV, STDs, and pregnancies (Wards 1, 5, 6, 7, and 8). Since 2009, *The Grassroots Project* has trained 427 varsity athletes from Howard University, Georgetown University, and George Washington University as sexual health educators.<sup>135</sup>

### **Think on Point AO**

*Think on Point* is a public school abstinence curriculum for middle and high school students designed to “decrease sexual activity and associated risky behaviors.” The program addresses: “standards-setting, peer pressures, media influences, decision making, healthy relationships, STDs, and pregnancy” in five, one-hour sessions.<sup>136</sup> According to a previous program description, “[t]he curriculum includes homework assignments, in-class handouts, role-playing activities, and focused small-group discussion. . . . Lessons at every grade level discuss the topics of abstinence, sexually transmitted diseases, media influence, and standards and boundaries; other more specific themes include pregnancy, pornography, abuse, value and self-worth, and the essence of real love.”<sup>137</sup>

### **Transition to Independence Process (TIP) YD**

The Transition to Independence Process (TIP) Model addresses the unique needs of young adults (14-25 years old) with emotional and behavioral difficulties. The program assist young people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood with all young persons achieving, within their potential, their goals in the transition domains of education, employment, living situation, and community life.

### **Vision of You (VOY) online curriculum SH**

*Vision of You* online curriculum was developed by James Madison University in Virginia to education vulnerable and hard-to-reach young people who are in detention centers, alternative schools, and referred by Community Service Board programs. The curriculum is an interactive, self-paced online intervention.<sup>138</sup>

### **Why Am I Tempted? (WAIT) Training AO**

*WAIT Training* is a collection of fear-based, abstinence-only-until-marriage curricula and materials created by the Center for Relationship Education. The curriculum, as originally developed, has more

than 100 exercises around seven units and their associated objectives: 1) Learning About Yourself and Others – “To help students learn about themselves and their peers; discover their own skills, talents, hopes, and dreams; and understand and respect individualism and diversity”; 2) Friendship, Dating, and Love – “To teach students the characteristics of a healthy relationship and how to develop healthy, fulfilling, satisfying, and committed relationships”; 3) Cultural Influences – “To educate students about various cultural influences (for example, media and alcohol consumption); 4) Differences Between Men and Women – “To educate students about the physical, emotional, and behavioral differences between men and women, and improve communication between the genders”; 5) Consequences of Teen Sex – “To help students understand the physical, emotional, and financial ramifications of premarital sexual activity”; 6) Dealing Effectively with Conflict – “To help students learn and practice sexual refusal skills and conflict resolution”; 7) Commitment and Marriage – “To increase students’ value of the institution of marriage and help them understand the benefits of being and staying married, as well as the many negative health and social outcomes associated fractured or never-married families.”<sup>139</sup> In order to facilitate the *WAIT Training* program, teachers must attend a 16-hour (two-day) training designed to ensure that the instructor understands and can impart the materials contained in the curriculum effectively.<sup>140</sup>

### **WhyTry YD**

The *WhyTry* program is a series of social/emotional learning resources focused on promoting resiliency for “bullying prevention, drop-out prevention, changing behavior, improving academics, drug and alcohol prevention, improving decision making, and truancy reduction.” The program was designed to engage all major learning styles. Lesson plans include visual analogies, music, video resources, reflection questions, and hands on activities.<sup>141</sup>

### **Wise Guys Male Responsibility Curriculum TP**

*Wise Guys* is a teen pregnancy prevention curriculum designed for adolescent males ages 11–17. The curriculum was originally developed by the Family Life Council of Greensboro, North Carolina. *Wise Guys* focuses on equipping youth to “make wiser and more responsible decisions” about their sexual health.<sup>142</sup> The curriculum includes 10 lessons that address self-esteem, personal and family values, goal setting, stereotypes of masculinity, communication skills, reproductive anatomy, puberty, STDs (including HIV), delaying sexual intercourse, the consequences of teenage pregnancy/early parenthood, and other topics.<sup>143</sup> *Wise Guys* is appropriate for use in both school- and community-based settings.

### **Within My Reach HR**

*Within My Reach* is a relationship-skills program for adults who “struggle with disadvantages and who are at risk for poor quality relationships and relationship instability.” An adaptation of the Prevention and Relationship Enhancement Program (PREP) curriculum, *Within My Reach* aims to reduce divorces and acts of physical aggression and increase relationship satisfaction and communication.<sup>144</sup>

### **YES You Can! SH**

*YES You Can* is a curriculum on sexual knowledge designed to support healthy relationships. The curriculum is taught by trained individuals and is proven to have an impact on sexual knowledge and sexual intent

\* identified by HHS as an evidence-based teen pregnancy prevention program

- <sup>1</sup> “Pregnancy Prevention Intervention Implementation Report – 17 Days,” TPP Evidence Review, [http://tppevidencereview.aspe.hhs.gov/pdfs/17%20Days%20\(formerly%20What%20Could%20You%20Do\).pdf](http://tppevidencereview.aspe.hhs.gov/pdfs/17%20Days%20(formerly%20What%20Could%20You%20Do).pdf).
- <sup>2</sup> “About Us: A Healthy Relationships Program for Vulnerable Youth,” ETR Education, Training and Research, <http://www.etr.org/about-us/our-projects/about-us-a-healthy-relationships-program-for-vulnerable-youth/>.
- <sup>3</sup> “Curriculum,” Above the Waist, <https://www.abovethewaist.org/curriculum>.
- <sup>4</sup> “Begin with the Brain,” Above the Waist, <http://www.abovethewaist.org/>.
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- <sup>6</sup> “Active Parenting of Teens,” Active Parenting Publishers, <http://cdn.activeparenting.com/downloads/4506.pdf>.
- <sup>7</sup> “Introducing a very important class for parents of teens and ‘tweens,” Active Parenting Publishers, [http://www.activeparenting.com/Teens\\_parents](http://www.activeparenting.com/Teens_parents).
- <sup>8</sup> “Taking a Teen Pregnancy Prevention Program to the Home: The AIM 4 Teen Moms Experience,” Executive Summary, Department of Health and Human Resources, [www.hhs.gov/ash/oah/oah-initiatives/assets/teenmom\\_implementationexecutivesummary.PDF](http://www.hhs.gov/ash/oah/oah-initiatives/assets/teenmom_implementationexecutivesummary.PDF).
- <sup>9</sup> “California,” Personal Responsibility Education Program Innovative Strategies Program Summaries, Family and Youth Services Bureau, [www.acf.hhs.gov/programs/fysb/resource/preis-summaries](http://www.acf.hhs.gov/programs/fysb/resource/preis-summaries).
- <sup>10</sup> “Objectives,” All Stars: Building Bright Futures, [www.allstarsprevention.com/new/objective.html](http://www.allstarsprevention.com/new/objective.html).
- <sup>11</sup> *Science and Success: Sex Education and Other Programs That Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections, Second Edition* (Washington, DC: Advocates for Youth, 2008), [www.advocatesforyouth.org/storage/advfy/documents/sciencesuccess.pdf](http://www.advocatesforyouth.org/storage/advfy/documents/sciencesuccess.pdf), 56–59.
- <sup>12</sup> “Be Proud! Be Responsible!” Evidence-Based Programs, Resource Center for Adolescent Pregnancy Prevention (ReCAPP), ETR Associates, <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.ebpDetail&PageID=1>.
- <sup>13</sup> “Be Proud! Be Responsible! Be Protective!” Evidence-Based Programs, Resource Center for Adolescent Pregnancy Prevention (ReCAPP), ETR Associates, <http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.ebpDetail&PageID=607>.
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- <sup>15</sup> Davis, M. “Curriculum: Big Decisions: Making Healthy, Informed Choices about Sex,” *American Journal of Sexuality Education*, Vol. 4, Issue 3-4 (Dec 1 2009), [www.tandfonline.com/doi/abs/10.1080/15546120903409006](http://www.tandfonline.com/doi/abs/10.1080/15546120903409006).
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