

Finding the Best Fit

Determining Which Curriculum Is Right for Your Program

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Conference



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Learning Objectives

After viewing this presentation, participants will be able to:

1. Develop a project plan to conduct a curriculum review.
2. Identify stakeholders and subject matter experts to include in a curriculum review.
3. Identify what elements are most important to consider in a curriculum review.
4. Develop a recruitment plan for youth reviewers.

WYPREP Overview

- \$250,000.00 annual grant funding
- 0.25 FTE, plus (for now) 1 FTE CDC Public Health Associate
- Wyoming is VERY rural



What funding stream(s) are you using?

How long have you been using your current curricula?



Before the Review



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Reasons for Review

- How long have you been using your current curricula?
- Have there been recent changes to your service population or are you planning to make any changes to your service population?
- What does your data say?
- What do your subrecipients say (and how can you find out)?

Has your program ever changed its curricula?



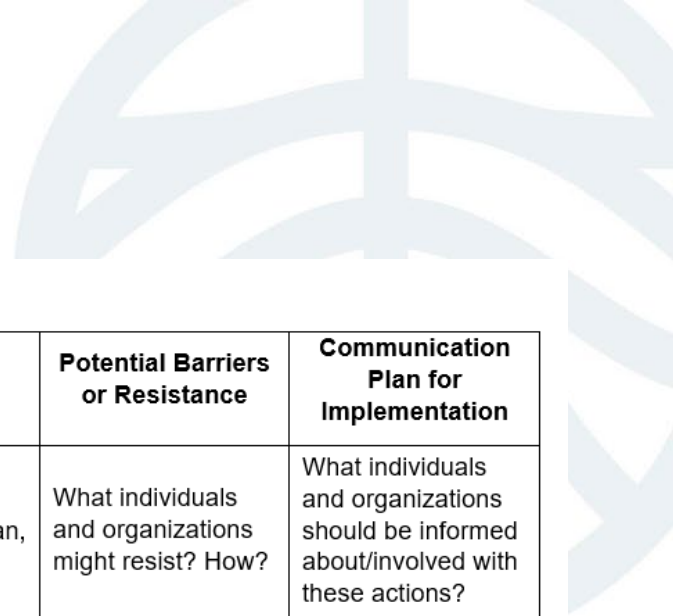
Considerations for your Review

- What staff capacity do you have/can you leverage or obtain?
 - Staff time will be needed to conduct initial curricula review and facilitate later review stages
- What available funding do you have/can you free up?
 - You will need funding to obtain curricula review copies and incentivize participation

Considerations for your Review

- What partnerships can you leverage? What is their capacity?
- Are you on a deadline, or are there other time considerations?
 - Consider the academic year for school sites, contract timelines or other funding/reporting timelines for community sites

Project Planning



ACTION STEPS

Action Steps	By Whom	By When	Resources and Support Available/Needed		Potential Barriers or Resistance	Communication Plan for Implementation
What needs to be done?	Who will take actions?	By what date will the action be done?	Resources Available	Resources Needed (financial, human, political, and other)	What individuals and organizations might resist? How?	What individuals and organizations should be informed about/involved with these actions?
Step 1: By _____						
Step 2:						

Communication & Buy -In

- Determine relevant stakeholders (current or potential):
 - Schools & organizations - facilitators and administrators
 - Service population of youth
 - Internal stakeholders - PREP team, leadership
- Keep senior leadership apprised of project status and next steps
- Identify and follow policies regarding youth engagement, incentive distribution, etc.

Communication & Buy -In

- Talk to your stakeholders about the project
 - Don't want to blindside partners
 - Want stakeholders to be involved in the entire process
- Get feedback from your stakeholders
 - “No-goes” and “must-haves”
 - Target population: what is most important to them?
- Frame the review

The Review



Curriculum Review Stages



1. Curriculum benchmarking
2. Subject Matter Expert (SME) review
3. Youth review

Post Review Stages

4. Curriculum transition
5. Curriculum review upkeep

Curriculum Benchmarking

Benchmarking Spreadsheet														Share						
File Edit View Insert Format Data Tools Extensions Help																				
Menu																				
75%																				
Default																				
Populations														Connect						
Delivery																				
If a specific population or delivery mode is not mentioned, assume curriculum was not designed for that option (choose N). If a curriculum offers multiple versions, and at least one version is intended for that population, choose Y. School delivery refers to delivery in a class offered during school hours, community include all other delivery options, including a community-based setting and an after-school setting.														If content areas are discussed and one or specific topics are not mentioned, assume curriculum does not include that option (choose N). If content areas are not discussed/discussed, choose U (U).						
Program Link	Copy of Program Download OR Contact Info	Is it a comprehensive sexual health education program? (Y/N)	Designed for rural populations? (Y/N)	Designed for youth in juvenile justice system? (Y/N)	Designed for youth in foster care? (Y/N)	Designed for runaway/ homeless youth? (Y/N)	LBGTQA+ inclusive? (Y/N)	Target racial/ethnic populations? (none all)	Target Gender (M/F/B)	Type of delivery (individual, both)	Method of delivery (in-person, online, both)	Location of delivery (school, community, both)	Trauma informed? (Y/N)	Includes financial literacy? (Y/N/U)	Includes parent-child communication? (Y/N)	Includes adolescent development information? (Y/N)	Includes educational and career success information? (Y/N)	Includes healthy life skills? (Y/N/U)	Includes healthy relationship information? (Y/N/U)	Implementation costs (curriculum licensing, proprietary curricular materials, required facilitator training, etc.)
ban Aya Youth Project	https://www.ayayouthproject.org/document.aspx?id=146424	Y	N	N	N	N	N	African American	Both	Group	Both	Both	--	--	--	--	--	--	--	\$20/month subscription
duIt Identity Mentoring	https://www.ohio.gov/hhs/health/mental/ohio-identity-mentoring-program	N	N	N	N	N	--	African American and Latino	Both	Group	In-person	Both	--	--	--	--	--	--	--	---
IM 4 Teen Moms	https://www.ohio.gov/im-4-teen-moms	Y	N	N	N	N	--	All	F	Both	U	Community	--	--	--	--	--	--	--	Enhanced Set (+ LBGTQ Youth Supplement) \$549; Basic Set \$361 (workbooks set of 30 included in it) \$37/workbook, Three-day Training 1 Educators is required for adult learners to implement 4-6/yr.
It4You	https://www.etr.org/it4you.html	Y	N	N	N	N	Y	All	Both	Group	In-person	Both	--	N	--	N	N	Y	Y	---
isting in Rehabilitating Kids	https://www.rehabilitatingkids.org/	Y	N	N	N	N	--	All	Both	Group	In-person	Rehabilitation centers	--	--	--	--	--	--	--	---
e Proud! Be Responsible!	https://www.etr.org/programs/eproud-be-responsible	Y	N	N	N	N	--	All	Both	Group	Both	Both	--	N	N	N	N	N	N	Research-based professional development training: Print Bundle (set of 30 workbooks) \$699; Digital Bundle (3years) \$1199.00; Train Educators \$699.00
e Proud! Be Responsible! Be Intuitive!	https://www.etr.org/programs/eproud-be-responsible-be-intuitive	Y	N	N	N	N	--	All	F	Group	Both	Both	--	--	--	--	--	--	--	---
ecoming a Responsible Teen	https://www.etr.org/programs/ecom-ing-a-responsible-teen	Y	N	N	N	N	Y	African American	Both	Group	In-person	Community	--	--	--	--	--	--	--	---
AS - Camera Program	https://www.etr.org/programs/as-camera-program	Y	N	N	N	N	--	All	Both	Both	In-person	Both	--	--	--	--	--	--	--	---
udate!	https://www.etr.org/programs/udate!	Y	N	N	N	N	--	Latino	Both	Group	In-person	Both	--	--	--	--	--	--	--	---
raw the Line/Respect the Line	https://www.etr.org/programs/raw-the-line	Y	N	N	N	N	--	All	Both	Group	In-person	Both	--	--	--	--	--	--	--	---
amilies Talking Together	https://www.etr.org/programs/families-talking-together	Y	N	N	N	N	--	African American & Latino	Both	Individual or small group	In-person	Community or home	--	--	--	--	--	--	--	---
LASH	https://www.lashproject.org/	Y	N	N	N	N	Y	All	Both	Group	Both	Both	N	N	Y	Y	Y	Y	Elementary and special ed are free middle and high are each \$50/yr	
OCUS	https://www.thefocusprogram.com/	Y	N	N	N	N	--	All	Both	Group	--	School	--	--	--	--	--	--	--	---
OCUS on Youth (FOY) with IMPACT	https://www.foywithimpact.org/	Y	N	N	N	N	--	African American	Both	Individual families	Both	Home	--	--	--	--	--	--	--	---
enerations	https://www.boudiercountypa.gov/foy-youth-generations	Y	B	N	N	N	--	Racial minorities	Both	Both	In person	Both	--	--	--	--	--	--	--	---
er Real (Middle School)	https://www.etr.org/programs/er-real	Y	N	N	N	N	--	All	Both	Group	Both	School	--	--	--	--	--	--	--	---
Health Improvement Projects for Teens (HIP-Teens)	https://www.etr.org/programs/health-improvement-projects-for-teens	Y	N	N	N	N	Y	All	F	Group	Both	Both	--	--	--	--	--	--	--	---

Curriculum Benchmarking

- Choose your starting list of curricula based on capacity and relevance
- Getting copies to review
 - Possible to evaluate curricula based on summary information
 - Many curricula offer free temporary review copies online or by request

Curriculum Benchmarking

- Review for general fit criteria
 - Determine if they include “must-have” and “no-go” components
 - Intended population, delivery setting, costs (upfront and ongoing), length of curriculum, specific topic, etc.
 - Put all significant criteria into curriculum benchmarking matrix

Narrow Down your Choices

- Make first round of cuts based on general fit criteria
- Determine the max number of curricula that can be reasonably managed for the next review stage (subject matter expert review)
 - If there are too many curriculum options after narrowing to general fit, may need to review full copies to further narrow

Subject Matter Expert (SME) Review

- What do you want to know?
 - Medical accuracy, completeness (medical and relationship topics), inclusivity, etc.
- Who can tell you?
 - Medical professionals, topic experts, health educators
- Set up a scoring rubric and review process based on those key elements

Subject Matter Expert (SME) Review

- Are you able to offer compensation, or are you asking for volunteers?
- Assess reviewers' available time
- Consider curriculum format
 - Digital, print, mixed format

Hold a Final Discussion Meeting

Template - Curriculum Scoring

Preliminary Curriculum Review Scoring						
Pre - Group Discussion Meeting						
Reviewer #	Curriculum Name 1	Curriculum Name 2	Curriculum Name 3	Curriculum Name 4	Curriculum Name 5	Curriculum Name 6
Reviewer 1						
Reviewer 2						
Reviewer 3						
Reviewer 4						
Reviewer 5						
Reviewer 6						
Reviewer 7						
Reviewer 8						
Reviewer 9						
Reviewer 10						
Total Avg:						
Reviewers 1-5 reviewed: curriculum name 1, curriculum name 2, curriculum name 3 (white curricula)						
Reviewers 6-10 reviewed: curriculum name 4, curriculum name 5, curriculum name 6 (grey curricula)						
(Optional. Highlight each reviewers highest rated curriculum)						

A	B	C	D	E	F	G	H	
1	Preliminary - Pre Group Discussion Meeting	(Criteria 1) Curriculum is medically accurate, up to date, and includes best practices	(Criteria 2) Curriculum contains all necessary content relating to sexual health, STI and pregnancy prevention	(Criteria 3) Curriculum contains the most important proximal information for a sexual health curriculum	(Criteria 4) Curriculum feels comfortable to deliver in a classroom (political climate + LGBTQ inclusivity)	(Criteria 5) Curriculum is engaging, does not feel out-dated, and has interactive activities	(Criteria 6) Total expenses are reasonable	Reviewer total avg score
2	Curriculum Name 1							
3	Avg Score:	%	%	%	%	%	%	
4								
5	Curriculum Name 2							
7	Avg Score:	%	%	%	%	%	%	
9								
10	Curriculum Name 3							
11	Avg Score:	%	%	%	%	%	%	
12								
13	Curriculum Name 4							
15	Avg Score:	%	%	%	%	%	%	
17								
18	Curriculum Name 5							
19	Avg Score:	%	%	%	%	%	%	
20								
21	Curriculum Name 6							
22	Avg Score:	%	%	%	%	%	%	
23								
24								

Facilitate a final discussion for reviewers to share thoughts and opinions on curricula

Youth Review

- Identify and adhere to policies governing youth engagement and incentive distribution
- Keep senior leadership apprised of project status and next steps
- What do you want to know from youth?
 - Is it engaging? Will they pay attention to it?
 - Is it representative of your specific youth population?
- Set up scoring templates or list of guiding questions based on key elements
- Facilitate a final discussion meeting to share youths' thoughts and opinions

Youth Review - Recruitment

- Who do you want to recruit? How can you recruit them?
 - State/local Youth Advisory Council
 - State/local youth advocacy groups
 - Youth from current PREP sites
 - Youth from stakeholder families
- What do they need to participate?
 - Incentives?
 - Parental permission?

After the Review



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Curriculum Transition

- Make any necessary adaptations based on feedback from reviews
 - Add, swap, or remove content if necessary
 - Be mindful of maintaining the fidelity of the curriculum
 - When in doubt— contact the curriculum publishers

Curriculum Transition

- Provide an adjustment period for facilitators
- Administrative preparation – adjust any documents to reflect new curricula
 - Contracts, invoices, fidelity reports, etc.
- Resource allocation to make the switch
 - New facilitator guides, larger training cohorts (with potential travel costs), etc.

Ongoing Review & Curricula Upkeep

- Keep open communication with facilitators to see if the curriculum still fits their needs
- Solicit youth feedback based on youth review
- Make a schedule to update the curriculum benchmarking
 - Investigate any new curricula that could be relevant to your program
 - Assess any significant updates to relevant curricula

Resources

- [University of Kansas Community Toolbox](#)
- [Spitfire Strategies Smart Chart 4.0](#)
- [Google Drive with Excel templates](#)

Questions?

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Session Evaluation

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<https://bit.ly/2024Evaluations>

