



The CPIC Core Components Assessment Tool

(The CPIC Tool)

A Guide for Innovating, Designing, and Adapting
Teen Pregnancy Prevention Programs
to Align with the CPIC Framework*

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About AMTC & Associates

Since [AMTC's](#) inception in 1997, founder Angela Turner and her associates have worked with more than 40 schools, nonprofits, and faith-based organizations to provide nonprofit management consulting, performance measurement, research, and evaluation for over 170 programs in over 250 communities throughout the nation, leveraging more than \$500 million in sustainable federal, state, and local programs.

Collectively, AMTC is experienced in nonprofit management consulting, delivering training programs and technical assistance, building nonprofit capacity, and designing, operating, and evaluating large-scale programs funded by the U.S. Departments of Health and Human Services (HHS), Labor (DOL), and Justice (DOJ).

AMTC capitalizes on the deep expertise of its founder, who brings over 30 years of experience to AMTC and her core team of 29 associates, including Ph.D. researchers and consultants with extensive experience in implementing and evaluating state and federal programs.

With its broad national, state, and local partnerships, AMTC has helped small to large community-based organizations successfully deliver program services to participants across a wide array of grant types. These include adolescent pregnancy prevention, workforce development, healthy marriage and responsible fatherhood, and more, with a special focus on increasing family engagement and economic independence.

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About the CPIC Tool and Instructions for Use

Below, you will find an at-a-glance version of instructions for using the CPIC Tool. You can find a more detailed version of the instructions in [Appendix B](#).

How was the CPIC Tool designed?

The CPIC Tool was based on a study conducted by AMTC & Associates called the Content, Pedagogy, Implementation, and Context Core Components Study (CPIC Study). For more information about the CPIC study, see [Appendix A](#).

What is the purpose of the CPIC Tool?

The purpose of the CPIC Tool is to support users in:

1. Assessing their programs for core components.
2. Designing, adapting, implementing, and evaluating programs.
3. Identifying ways to strengthen programs.
4. Advocating for evidence-based and evidence-informed programs
5. Designing facilitator training.

How is the CPIC Tool organized?

- The tool is organized into the four sections listed below.
 1. **Nine Core Content Components (Coded Blue)**
Core content refers to the subject matter (e.g., contraceptive methods, healthy relationships, limit setting) and psychosocial determinant(s) (e.g., knowledge, attitudes, skills) from which that subject matter is being addressed.
 2. **Eight Core Pedagogy Components (Coded Green)**
Core pedagogy components refer to *how* the core content is taught and what teaching methodologies are most apt for transferring content to learners.
 3. **Five Core Implementation Components (Coded Orange)**
Core implementation components refer to how the curriculum overall is delivered (e.g., facilitator training, a facilitator's ability to connect to and engage learners, a comfortable learning environment, etc.).

4. **Ten Core Context Considerations (Coded Purple)**

Context refers to the circumstances and conditions in which a curriculum is implemented. In addition to curriculum content, pedagogy, and implementation, the context in which a curriculum is delivered may also impact its effectiveness.

- Within each of the **first three sections**, you will find tables with questions related to a particular core component. Your team will answer the questions and then give the curriculum you are assessing a score for that core component. There is also a space to reflect on ways to strengthen this core component.
- The **fourth section**, Context Considerations, does not use a scoring system, however there is a space for the team to reflect on contextual variables that could affect curriculum delivery and outcomes.

How should we prepare to use the CPIC Tool?

1. **Convene a team** with members of diverse professional backgrounds to conduct your curriculum assessment. For example, curriculum facilitators, evaluators, developers, and master trainers will have slightly different but complementary lenses in reviewing a curriculum. A diverse set of minds will allow for more insights and creative ideas to strengthen gaps.
2. Plan for a **sufficient amount of time** to conduct the review and so the process is not rushed.
3. Plan to **be together** (face-to-face or virtual) to conduct the assessment and have real-time discussions.
4. Before the meeting, **familiarize yourself** with:
 - The curriculum by skimming its front matter, lesson plans (including learning objectives, activities, and timing), and appendices.
 - The CPIC tool including its sections, organization, and scoring system.

How does the scoring process work?

- Sections are color-coded: **Content is blue**, **pedagogy is green**, and **implementation is orange**.
- Scoring is based on a 0 to 3 scale (see below). Numerical scoring identifies variations, trends, and areas for improvement over time. Scores vary due to differing interpretations among team members but remain within the same overall range.

3 = Fully addressed

2 = Could be strengthened

1 = Needs improvement

0 = Not addressed

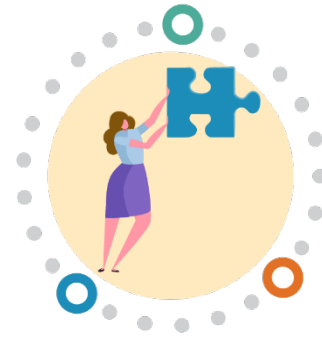
NA = Not applicable

- After scoring, you will find a space to reflect on ways to strengthen core components that are not fully addressed.
- Scores automatically populate into [summary tables](#) for interpretation of individual and total scores.
- The Context Considerations section helps users assess how context variables (e.g., demographics, setting) may affect outcomes. The section does not have a scoring system, rather it provides reflection questions for the user.

Core Content Components

What are core content components?

Core content refers to what the curriculum teaches. Core content is defined by two facets: 1) the essential curriculum subject matter or topic (e.g., contraceptive methods, healthy relationships, limit setting) and 2) with which psychosocial determinant (e.g., knowledge, attitudes, skills) that topic is being addressed.



For example, a curriculum might talk about abstaining from sex (topic) by imparting knowledge, by shifting attitudes about abstinence, or by teaching skills about how to be abstinent—the same topic (abstinence) but addressed with three different determinants (knowledge, attitudes, skills).

The determinants associated with the topic are often linked to the behavior change theories (e.g., social cognitive theory) that the curriculum developers use to map their curricula.

How do we assess for core content components (CCC)?

Follow the guidance for each of the nine specific core content components below. The CCCs fall into two sub-categories: 1) Behavior Change Pathway (3 CCCs) and 2) Specific Core Content or Subject Matter (6 CCCs).

- Assign scores for each component using the scale below. Scores will automatically populate into [summary tables](#) for interpretation of individual and total scores

3 = Fully addressed

2 = Could be strengthened

1 = Needs improvement

0 = Not addressed

NA = Not applicable

- Then, reflect on ways to strengthen components that are not fully addressed.

Core Content Components Category 1: Behavior Change Pathway

<p>CCC #1—Goals: The curriculum is anchored by specific and measurable goal(s). These include preventing pregnancy, preventing HIV, and/or preventing other sexually transmitted infections.</p>	
<p>In one or two sentences, succinctly summarize the curriculum's sexual health goal(s).</p>	
<p>Which sexual health goals are clearly stated in the curriculum? Check all that apply.</p> <p><input type="checkbox"/> 1. Preventing pregnancy</p> <p><input type="checkbox"/> 2. Preventing HIV</p> <p><input type="checkbox"/> 3. Preventing other sexually transmitted infections (STIs)</p>	
<p>Score the Curriculum for CCC #1—Goals. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum is anchored by specific and measurable goals. Write the score in the yellow row below.</p> <p><input type="checkbox"/> Fully Addressed (3 Points) The curriculum explicitly states the specific sexual health goal(s) it aims to achieve, and the goal(s) is measurable. The goals are frequently addressed in curriculum activities.</p> <p><input type="checkbox"/> Could Be Strengthened (2 Points) The curriculum explicitly states the specific sexual health goal(s) it aims to achieve, and the goal(s) is measurable. BUT the goal(s) is not frequently addressed in curriculum activities.</p> <p><input type="checkbox"/> Needs Improvement (1 Point) The curriculum explicitly states the specific sexual health goal(s) it aims to achieve but the goal is not measurable.</p> <p><input type="checkbox"/> Not Addressed (0 Points) The curriculum does not include specific and measurable sexual health goals.</p>	
<p>CCC #1 Score:</p> <p>Enter the numerical score for this section in the column to the right.</p>	
<p>How might you strengthen the curriculum's sexual health goals, if at all?</p>	

CCC #2—Healthy Sexual Behaviors: The curriculum is anchored by specific and measurable healthy sexual behaviors that are directly linked to one of the goals listed in CCC #1.

Provide 1-3 examples of curriculum activities where healthy sexual behavior(s) are addressed.

- 1.
- 2.
- 3.

Which specific and measurable healthy sexual behaviors are stated and/or addressed in curriculum activities? Check all that apply.

- ☐ 1. Delaying the onset of sexual intercourse (abstaining from sex)
- ☐ 2. Reducing the frequency of sex
- ☐ 3. Reducing the number of sexual partners
- ☐ 4. Avoiding having concurrent partners (practicing serial mutual monogamy)
- ☐ 5. Using condoms correctly and consistently
- ☐ 6. Using effective contraception

Score The Curriculum for CCC #2—Healthy Sexual Behaviors. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum is anchored by specific and measurable healthy sexual behaviors that are directly linked to one of the goals listed in CCC #1. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum explicitly states at least 1 specific and measurable healthy sexual behavior. The behavior(s) are frequently addressed in curriculum activities.
- ☐ **Could Be Strengthened (2 Points)** The curriculum explicitly states at least 1 specific and measurable healthy sexual behavior. BUT the behavior(s) is not frequently addressed in curriculum activities.
- ☐ **Needs Improvement (1 Point)** The curriculum explicitly states at least 1 healthy sexual behavior, and it is measurable. BUT the behavior is not specific and is addressed infrequently in curriculum activities.
- ☐ **Not Addressed (0 Points)** The curriculum does not explicitly state a specific healthy sexual behavior.

CCC #2 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen the healthy sexual behaviors addressed in the curriculum, if at all?

CCC #3—Psychosocial Determinants: The curriculum focuses primarily on nine categories of psychosocial determinants that are directly linked to changing youth sexual behavior (see CCC #2).

Provide at least three examples of the psychosocial determinants and the sexual behavior(s) that each is linked to.

Examples:

- *Knowledge about HIV transmission—might be linked to abstaining from sex*
- *Positive attitude about condom use—might be linked to increasing condom use*
- *Skills to refuse unwanted sex—might be linked to abstaining from sex*

1.

2.

3.

Which psychosocial determinants are addressed in the curriculum? Check all that apply.

- ☐ 1. Knowledge
- ☐ 2. Self-awareness
- ☐ 3. Attitudes
- ☐ 4. Emotions or feelings
- ☐ 5. Perception of risk (susceptibility & severity)
- ☐ 6. Peer norms & perception of peer norms
- ☐ 7. Skill
- ☐ 8. Self-efficacy to use the skill
- ☐ 9. Intentions to use the skill

Score the Curriculum for CCC #3—Psychosocial Determinants. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum focuses primarily on nine categories of psychosocial determinants that are directly linked to changing youth sexual behavior (see CCC #2). Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum addresses most (7-9) of the core psychosocial determinants and each one is directly linked to healthy sexual behavior (see CCC #2).
- ☐ **Could Be Strengthened (2 Points)** The curriculum addresses some (4-6) of the core psychosocial determinants and each one is directly linked to each of the healthy sexual behavior(s) you identified in CCC #2.
- ☐ **Needs Improvement (1 Point)** The curriculum addresses less than 4 of the core psychosocial determinants and each one is directly linked to the healthy sexual behavior(s) you identified in CCC #2.

CCC #3—Psychosocial Determinants: The curriculum focuses primarily on nine categories of psychosocial determinants that are directly linked to changing youth sexual behavior (see CCC #2).

- ☐ **Not Addressed (0 Points)** The curriculum addresses some of the psychosocial determinants but they are NOT directly linked to healthy sexual behaviors.

CCC #3 Score

Enter the numerical score for this section in the column to the right.

How might you strengthen the psychosocial determinants addressed in your curriculum, if at all?

Core Content Components Category 2: Specific Core Content or Subject Matter

CCC #4—SRH Knowledge: The curriculum presents basic knowledge about sexual and reproductive health as a foundation on which to build learners' understanding about pregnancy and HIV/STI prevention.

Provide 1-3 examples of curriculum activities where basic information about sexual and reproductive health is addressed.

- 1.
- 2.
- 3.

Which topics about sexual and reproductive health (listed below) are addressed in the curriculum as a foundation for a learner's understanding of pregnancy and HIV/STI prevention? Check all that apply.

- ☐ 1. Physical, emotional, and social changes associated with puberty
- ☐ 2. Reproductive anatomy and physiology (e.g., internal and external anatomy, hormones, ovulation, menstruation, ejaculation)
- ☐ 3. Sexual intercourse and how a pregnancy occurs
- ☐ 4. Names, symptoms, transmission, and other facts about HIV and other STDs
- ☐ 5. Sexual response
- ☐ 6. Names of contraceptives and how they work
- ☐ 7. SRH resources
- ☐ 8. Adolescent sexual and reproductive health prevalence data

Score The Curriculum for CCC #4—SRH Knowledge. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum presents basic knowledge about sexual and reproductive health (SRH) as a foundation on which to build learners' understanding about pregnancy and HIV/STI prevention. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum addresses at least 6-8 topics about sexual and reproductive health (listed below) as foundation for a learner's understanding of pregnancy and HIV/STI prevention.
- ☐ **Could Be Strengthened (2 Points)** The curriculum addresses at least 3-5 topics about sexual and reproductive health (listed below) as foundation for a learner's understanding of pregnancy and HIV/STI prevention.
- ☐ **Needs Improvement (1 Point)** The curriculum addresses at least 1-2 topics about sexual and reproductive health (listed below) as a foundation for a learner's understanding of pregnancy and HIV/STI prevention.

CCC #4—SRH Knowledge: The curriculum presents basic knowledge about sexual and reproductive health as a foundation on which to build learners' understanding about pregnancy and HIV/STI prevention.

- ☐ **Not Addressed (0 Points)** The curriculum does not address topics about sexual and reproductive health (as listed in previous columns) as a foundation for a learner's understanding of pregnancy and HIV/STI prevention.

CCC #4 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen the topics about sexual and reproductive health addressed in your curriculum, if at all?

CCC #5—Healthy Future Planning: The curriculum facilitates processes where learners can envision and plan healthy futures (short- and long-term).

Provide 1-3 examples of curriculum activities that facilitate processes where learners envision and plan healthy futures.

- 1.
- 2.
- 3.

Which of the four aims listed below are addressed in the curriculum through multiple opportunities or activities for learners to envision and plan healthy futures (short- and long-term)? Check all that apply.

- ☐ 1. Setting long-term goals (and identifying steps needed to reach their goals).
- ☐ 2. Identifying potential consequences (immediate, short-term, and long-term) associated with unwanted/unprotected sex and unhealthy relationships by helping learners see cause and effect, assess personal risk, and reasonably predict behavioral outcomes, as well as how those consequences could affect their future.
- ☐ 3. Planning for relationships and sexual activities rather than just letting things happen to them.
- ☐ 4. Anticipating and preparing for possible challenges related to their short- and long-term goals (e.g., regulating impulses, peer and partner pressure).

Score the Curriculum for CCC #5—Healthy Future Planning. The curriculum facilitates processes where learners can envision and plan healthy futures (short- and long-term). Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum facilitates processes where learners can envision and plan healthy futures (short- and long-term). Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum provides multiple opportunities for learners to envision and plan healthy futures (short- and long-term) by facilitating activities that achieve the four aims listed below.
- ☐ **Could Be Strengthened (2 Points)** The curriculum provides multiple opportunities for learners to envision and plan healthy futures (short- and long-term) by facilitating activities that achieve 3 of the aims.
- ☐ **Needs Improvement (1 Point)** The curriculum explicitly states at least 1 healthy sexual behavior, and it is measurable. BUT the behavior is not specific and is addressed infrequently in curriculum activities.
- ☐ **Not Addressed (0 Points)** The curriculum does not include opportunities for envisioning and planning healthy futures (short- or long-term).

CCC #5—Healthy Future Planning: The curriculum facilitates processes where learners can envision and plan healthy futures (short- and long-term).

CCC #5 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how your curriculum facilitates processes where learners envision and plan healthy futures, if at all?

CCC #6—Healthy Relationships: The curriculum teaches about multiple facets of healthy relationships.

Provide up to 7 examples of curriculum activities that teach about facets of partner communication.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Which healthy relationship facets are addressed in the curriculum activities. Check all that apply.

- ☐ 1. Healthy and unhealthy relationship characteristics and behaviors
- ☐ 2. What they want and expect from a relationship
- ☐ 3. Their limits in a romantic relationship, especially related to sexual activity
- ☐ 4. The importance of respecting a partner's decisions and expecting your partner to respect you
- ☐ 5. The importance of mutuality in a relationship
- ☐ 6. Power dynamics in relationships (related to inequitable gender norms)
- ☐ 7. The importance of regular, clear, and respectful communication
- ☐ 8. The management of feelings, desires, attraction, and pressure
- ☐ 9. The importance of planning relationships
- ☐ 10. Ending an unhealthy or unwanted relationship

CCC #6—Healthy Relationships: The curriculum teaches about multiple facets of healthy relationships.

Score the Curriculum for CCC #6—Healthy Relationships. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum Teaches about multiple facets of healthy relationships. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum teaches at least 7-10 of the core facets of healthy relationships listed above.
- ☐ **Could Be Strengthened (2 Points)** The curriculum teaches about at least 4-6 of the core facets of healthy relationships listed above.
- ☐ **Needs Improvement (1 Point)** The curriculum teaches at least 1-3 of the core facets of healthy relationships listed above.
- ☐ **Not Addressed (0 Points)** The curriculum does not teach facets of healthy relationships.

CCC #6 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how the curriculum teaches about multiple facets of health relationships, if at all?

CCC #7—Communication: The curriculum teaches about multiple facets* of respectful partner communication, including benefits and skills.

***Facets** means addressing communication from different angles such as learning communication skills, building self-efficacy to use those skills, learning how to use those skills with respect, having discussions about the benefits of healthy partner communication, etc.

Provide 1-3 examples of curriculum activities that teach about facets of partner communication.

1.

2.

3.

Which types of respectful partner communication are addressed in the curriculum? Check all that apply.

- ☐ 1. Assertive communication
- ☐ 2. Non-verbal communication
- ☐ 3. Refusing and negotiating (e.g., refusing to have unprotected sex)
- ☐ 4. Responding to peer and partner pressure
- ☐ 5. Making a respectful complaint
- ☐ 6. Listening

Score The Curriculum for CCC #7—Communication. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum presents basic knowledge about sexual and reproductive health (SRH) as a foundation on which to build learners' understanding about pregnancy and HIV/STI prevention. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum teaches about at least 4 of types of respectful partner communication.
- ☐ **Could Be Strengthened (2 Points)** The curriculum teaches about at least 2 of the facets of respectful partner communication.
- ☐ **Needs Improvement (1 Point)** The curriculum teaches about 1 of the facets of respectful partner communication (listed below).
- ☐ **Not Addressed (0 Points)** The curriculum does not teach about the facets of respectful partner communication.

CCC #7 Score:

Enter the numerical score for this section in the column to the right.

CCC #7—Communication: The curriculum teaches about multiple facets* of respectful partner communication, including benefits and skills.

How might you strengthen the topics about multiple facets of respectful partner communication, if at all?

CCC #8—Sexual Limits: The curriculum builds learners’ skills to set and keep personal limits related to sexual activity.

Provide 1-3 examples of curriculum activities that build learners' skills to set and keep personal limits related to sexual activity.

1.

2.

3.

Score The Curriculum for CCC #8—Sexual Limits. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum builds learners’ skills to set and keep personal limits related to sexual activity. Write the score in the yellow row below.

☐ **Fully Addressed (3 Points)** The curriculum includes activities to build learner's skills to set and keep personal limits related to sexual activity.

☐ **Could Be Strengthened (2 Points)** NA.

☐ **Needs Improvement (1 Point)** The curriculum includes activities to build learner's skills to set and keep personal limits, but they are not related to sexual activity.

☐ **Not Addressed (0 Points)** The curriculum does not include activities designed to build skills needed to set and keep personal limits related to sexual activity.

CCC #8 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how the curriculum builds learners' skills to set and keep personal limits related to sexual activity, if at all?

CCC #9—Personal Agency: The curriculum strengthens learners’ personal agency to make healthy and autonomous sexual decisions.

Provide 1-3 examples of curriculum activities that strengthens learners’ personal agency to make healthy and autonomous sexual decisions.

- 1.
- 2.
- 3.

Score The Curriculum for CCC #9—Personal Agency. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum includes activities to strengthen learner's personal agency to make healthy and autonomous decisions. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum includes activities to strengthen the learner’s personal agency to make healthy and autonomous decisions.
- ☐ **Could Be Strengthened (2 Points)** NA.
- ☐ **Needs Improvement (1 Point)** The curriculum includes activities to strengthen learner's personal agency, but they are not related to making healthy and autonomous sexual decisions.
- ☐ **Not Addressed (0 Points)** The curriculum does not include activities to address personal agency to make healthy and autonomous decisions.

CCC #9 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how your curriculum strengthens learners' personal agency to make healthy and autonomous sexual decisions, if at all?

Core Pedagogical Components

What are core pedagogical components?

Core Pedagogy refers to how the core content is taught and what teaching methodologies are most apt for transferring content to learners. For example, role plays are more suited for learning communication skills and building self-efficacy to use those skills compared to the facilitator simply lecturing on skill steps. A true/false quiz is an interactive way to share facts about sexually transmitted infections. Large group critical reflection discussions can work well to shift individual attitudes and perceptions of peer norms.



How do we assess for core pedagogical components (CPC)?

Follow the guidance for each of the eight specific pedagogy components below. They fall within the two sub-categories: 1) How Learners Are Engaged in the Learning Process (five CPCs) and 2) How Content is Presented (3 CPCs).

- Assign scores for each component using the scale below. Scores will automatically populate into [summary tables](#) for interpretation of individual and total scores.
 - 3** = Fully addressed
 - 2** = Could be strengthened
 - 1** = Needs improvement
 - 0** = Not addressed
 - NA** = Not applicable
- Then, reflect on ways to strengthen components that are not fully addressed.

Core Pedagogy Component Category 1: How Learners Are Engaged in the Learning Process

CPC #1—Skills Practice: The curriculum provides multiple opportunities to practice skills and build self-efficacy (e.g., communication skills).	
Provide 1-3 examples of curriculum activities where learners practice skills and build self-efficacy.	
1. 2. 3.	
Score The Curriculum for CPC #1—Skills Practice. Considering your response to the question above the definitions provided below, check ONE summary statement that best describes how well the curriculum provides multiple opportunities to practice skills and build self-efficacy (e.g., communication skills). Write the score in the yellow row below.	
<input type="checkbox"/> Fully Addressed (3 Points) The curriculum provides learners with multiple opportunities to practice skills and build self-efficacy in using them throughout the curriculum.	
<input type="checkbox"/> Could Be Strengthened (2 Points) The curriculum provides learners with few opportunities to practice skills and build self-efficacy in using them in parts of the curriculum.	
<input type="checkbox"/> Needs Improvement (1 Point) NA	
<input type="checkbox"/> Not Addressed (0 Points) The curriculum does not provide learners with any opportunities to practice skills and build self-efficacy in using them.	
CPC #1 Score: Enter the numerical score for this section in the column to the right.	
How might you strengthen how the curriculum provides learners with opportunities to practice skills and build self-efficacy, if at all?	

CPC #2—Personalization: The curriculum gives opportunities for the learners to personalize or apply information and skills.

Provide 1-3 examples of curriculum activities where learners personalize or apply information and skills.

- 1.
- 2.
- 3.

Score The Curriculum for CPC #2—Personalization. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum provides opportunities to personalize or apply information and skills. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum provides learners with multiple opportunities to personalize or apply information and skills to their lives by allowing them to reflect on what they learned and how the learning applies or how it can be customized to their lives, decisions, relationships, etc. There is an emphasis on skills.
- ☐ **Could Be Strengthened (2 Points)** The curriculum provides learners with multiple opportunities to personalize or apply information to their lives by allowing them to reflect on what they learned and how the learning applies or how it can be customized to their lives, decisions, relationships, etc. There is no emphasis on skills.
- ☐ **Needs Improvement (1 Point)** The curriculum provides learners with few opportunities to personalize or apply information and skills to their lives by allowing them to reflect on what they learned and how the learning applies or how it can be customized to their lives, decisions, relationships, etc.
- ☐ **Not Addressed (0 Points)** The curriculum does not provide learners with any opportunities to personalize the content.

CPC #2 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how the curriculum provides learners with opportunities to personalize the content, if at all?

CPC #3—Critical Thinking: The curriculum teaches the learners how to think critically.

Provide 1-3 examples of curriculum activities where learners think critically.

- 1.
- 2.
- 3.

Score The Curriculum for CPC #3—Think Critically. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum provides multiple opportunities to think critically.

- ☐ **Fully Addressed (3 Points)** The curriculum provides learners with many opportunities to think critically about situations, relationships, problems, decisions and/or other common aspects of an adolescent's life throughout the curriculum.
- ☐ **Could Be Strengthened (2 Points)** The curriculum provides learners with a few opportunities to think critically about situations, relationships, problems, decisions and/or other common aspects of an adolescent's life in parts of the curriculum.
- ☐ **Needs Improvement (1 Point)** NA
- ☐ **Not Addressed (0 Points)** The curriculum does not provide learners with opportunities to think critically about situations, relationships, problems, decisions and/or other common aspects of an adolescent's life.

CPC #3 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen the curriculum to provide learners with opportunities to think critically, if at all?

CPC #4—Writing: The curriculum gives opportunities for the learners to write with pen and paper (e.g., worksheets, journals).

Provide 1-3 examples of curriculum activities where learners write with pen and paper.

- 1.
- 2.
- 3.

Score The Curriculum for CPC #4—Writing. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum provides opportunities to write with pen and paper. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum provides learners with many opportunities to write with pen and paper (e.g., worksheets, journals) and these activities are not optional.
- ☐ **Could Be Strengthened (2 Points)** The curriculum provides learners with a few opportunities to write with pen and paper (e.g., worksheets, journals) and these activities are not optional.
- ☐ **Needs Improvement (1 Point)** NA
- ☐ **Not Addressed (0 Points)** The curriculum does not provide learners with an opportunity to write with pen and paper (e.g., worksheets, journals).

CPC #4 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how the curriculum provides learners with opportunities to write with pen and paper, if at all?

CPC #5—Being Heard. The curriculum gives opportunities for the learners to voice their opinions, ideas, experiences, suggestions, and solutions to challenges while their peers listen/observe.

Provide 1-3 examples of curriculum activities where learners voice their opinions, ideas, experiences, suggestions, and solutions to challenges while their peers listen/observe.

- 1.
- 2.
- 3.

Score The Curriculum for CPC #5—Being Heard. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum provides opportunities to voice their opinions, ideas, experiences, suggestions, and solutions to challenges, while their peers listen/observe. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum provides learners with many opportunities to voice their opinions, ideas, experiences, suggestions, and solutions to challenges while their peers listen/observe throughout the curriculum.
- ☐ **Could Be Strengthened (2 Points)** The curriculum provides learners with a few opportunities to voice their opinions, ideas, experiences, suggestions, and solutions to challenges while their peers listen/observe in parts of the curriculum.
- ☐ **Needs Improvement (1 Point)** NA
- ☐ **Not Addressed (0 Points)** The curriculum does not provide learners with an opportunity to voice their opinions, ideas, experiences, suggestions, and solutions to challenges while their peers listen/observe.

CPC #5 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how the curriculum provides learners with opportunities to voice their opinions, ideas, experiences, suggestions, and solutions to challenges while their peers listen/observe, if at all?

Core Pedagogy Component Category 2: How Content is Presented

CPC #6—Use of scenarios: The curriculum uses multiple stories, scenarios, case studies, and/or videos as input for discussion.	
Provide 1-3 examples of curriculum activities where your curriculum uses stories, scenarios, case studies, and/or videos as input for discussion.	
1. 2. 3.	
Score The Curriculum for CPC #6—Use of Scenarios. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum uses multiple stories, scenarios, case studies, and/or videos as input for discussion. Write the score in the yellow row below.	
<input type="checkbox"/> Fully Addressed (3 Points) The curriculum presents many stories, scenarios, case studies, and/or videos as input for discussion throughout the curriculum.	
<input type="checkbox"/> Could Be Strengthened (2 Points) The curriculum presents a few stories, scenarios, case studies, and/or videos as input for discussion in parts of the curriculum.	
<input type="checkbox"/> Needs Improvement (1 Point) NA	
<input type="checkbox"/> Not Addressed (0 Points) The curriculum does not include stories, scenarios, case studies and/or videos as input for discussion	
CPC #6 Score: Enter the numerical score for this section in the column to the right.	
How might you strengthen how the curriculum uses multiple stories, scenarios, case studies, and/or videos as input for discussion, if at all?	

CPC #7—Use of Frameworks: The curriculum presents relatively simple and easy-to-remember frameworks and requires youth to apply them.

Provide 1-3 examples of curriculum activities where the curriculum presents relatively simple and easy-to-remember frameworks and requires youth to apply them.

1.

2.

3.

Score The Curriculum for CPC #7—Use of Frameworks. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum presents relatively simple and easy-to-remember frameworks and requires youth to apply them. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum presents content with relatively simple and easy-to-remember frameworks and requires youth to apply them.
- ☐ **Could Be Strengthened (2 Points)** The curriculum presents content with relatively simple and easy-to-remember frameworks but does not require youth to apply them.
- ☐ **Needs Improvement (1 Point)** The curriculum presents content with frameworks to aid memory but they're not simple nor easy to remember.
- ☐ **Not Addressed (0 Points)** The curriculum does not present content with relatively simple and easy-to-remember frameworks.

CPC #7 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how your curriculum presents relatively simple and easy-to-remember frameworks and require youth to apply them, if at all?

CPC #8—Use of Recaps: The curriculum regularly summarizes, repeats, and reinforces key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals).

Provide 1-3 examples of curriculum regularly summarizes, repeats, and reinforces key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals).

- 1.
- 2.
- 3.

Score The Curriculum for CPC #8—Use of Recaps. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum regularly summarizes, repeats, and reinforces key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals). Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** The curriculum includes summaries, repetition, and reinforcement of key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals) in every lesson.
- ☐ **Could Be Strengthened (2 Points)** The curriculum includes summaries, repetition, and reinforcement of key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals) in about half the lessons.
- ☐ **Needs Improvement (1 Point)** The curriculum includes summaries, repetition, and reinforcement of key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals) in only a few lessons.
- ☐ **Not Addressed (0 Points)** The curriculum does not include summaries, repetition, and reinforcement of key points

CPC #8 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how your curriculum regularly summarizes, repeats, and reinforces key points (about information learned during the session) and core messages (about the desired behavior and/or curriculum goals), if at all?

Core Implementation Components

What are core implementation components?

Core Implementation refers to how the curriculum overall is delivered. Curriculum implementation includes factors such as facilitator training, a facilitator’s ability to connect to and engage learners, a comfortable learning environment, delivery setting, time dosage, etc. The quality of curriculum implementation plays an important role in reaching curriculum objectives and intended outcomes—if a curriculum’s core content and pedagogical methods are maintained, but the essential implementation protocols are compromised, the curriculum may not replicate well.



How do we assess for core implementation components (CIC)?

Follow the guidance for each of the five specific implementation components below.

- Assign scores for each component using the scale below. Scores will automatically populate into [summary tables](#) for interpretation of individual and total scores.

3 = Fully addressed

2 = Could be strengthened

1 = Needs improvement

0 = Not addressed

NA = Not applicable

- Then, reflect on ways to strengthen components that are not fully addressed.

CIC #1—School Support: The curriculum is implemented with support from the school district, principal, teachers, and/or other staff.	
Provide 1-3 examples of how the school district, principal, teachers and/or other staff demonstrate support for the program. 1. 2. 3.	
Score The Curriculum for CIC #1—School Support. Considering your response to the question above and the definitions provided below, check ONE summary statement that best describes how well the curriculum is implemented with support from the school district, principal, teachers and other staff. Write the score in the yellow row below.	
<input type="checkbox"/> Fully Addressed (3 Points) The curriculum is implemented with support from the school district, principal, teachers and other staff. These entities express their support in writing and in the classroom or school environment.	
<input type="checkbox"/> Could Be Strengthened (2 Points) The curriculum is implemented with support from the school district, principal, teachers and other staff but their presence/support is not noticed by students.	
<input type="checkbox"/> Needs Improvement (1 Point) The curriculum is implemented with minimal or inconsistent support from the school district, principal, and /or other staff.	
<input type="checkbox"/> Not Addressed (0 Points) The curriculum is implemented without expressed support from the school district, principal, teachers, and or other staff.	
CIC #1 Score: Enter the numerical score for this section in the column to the right.	
How might you strengthen your support for curriculum implementation from the school district, principal, teachers, and/or other staff, if at all? 	

CIC #2—Facilitator Training: The curriculum is implemented by comprehensively trained facilitators.

Answer the three questions below related to facilitator training.

1. Who provided the training?

2. How long was the training?

3. Was the training provided before curriculum implementation with students?

Check which types of comprehensive training the facilitators receive, including formal training on the curriculum? Check all that apply.

- ☐ 1. Booster training (one or more ranging from a full day to a couple of hours)
- ☐ 2. Phone calls or emails with developers for advice on curriculum implementation
- ☐ 3. Shadowing and co-facilitating with more experienced facilitators
- ☐ 4. Dedicated study time
- ☐ 5. Dedicated practice time
- ☐ 6. Support from their supervisor and team through regular meetings
- ☐ 7. Searching for and using reliable resources for background information
- ☐ 8. Observation and feedback (sometimes videotaped or audio recorded)
- ☐ 9. Fidelity monitoring logs, implementation monitoring logs (and analysis of those logs)

Score The Curriculum for CIC #2—Facilitator Training. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum is implemented by comprehensively trained facilitators. Write the score in the yellow row below.

- ☐ **Fully Addressed (3 Points)** Facilitators receive comprehensive training, including formal training on the curriculum, and 7-9 of the other items on the list above.
- ☐ **Could Be Strengthened (2 Points)** Facilitators receive comprehensive training, including formal training on the curriculum, and 4-6 of the other items on the list above.
- ☐ **Needs Improvement (1 Point)** Facilitators receive comprehensive training, including formal training on the curriculum, and less than 4 of the other items on the list above.
- ☐ **Not Addressed (0 Points)** Facilitators do not participate in comprehensive training.

CIC #2 Score:

Enter the numerical score for this section in the column to the right.

CIC #2—Facilitator Training: The curriculum is implemented by comprehensively trained facilitators.

How might you strengthen training for your facilitators, if at all?

CIC #3—Respect for Learners: The curriculum is implemented by facilitators who demonstrate genuine respect and care to learners.

Provide 1-3 examples of how facilitators demonstrate caring to their learners.

- 1.
- 2.
- 3.

Which ways do the facilitators demonstrate genuine respect and care to all learners during every lesson? Check all that apply.

- ☐ 1. Showing respect to youth
- ☐ 2. Showing youth that they (the facilitator) really believe in the program
- ☐ 3. Greeting learners when they enter the classroom
- ☐ 4. Remembering learners' names and using them
- ☐ 5. Bringing up things learners said in one session in the following session (showing that the facilitator was listening)
- ☐ 6. Providing opportunities for learners to voice their opinions and listening to and empathizing with them
- ☐ 7. "Having fun" with them
- ☐ 8. Using anonymous question boxes and answering questions honestly
- ☐ 9. Staying after the session to answer questions
- ☐ 10. Holding "office hours" in the school building
- ☐ 11. Taking a casual stroll around the school campus to interact with the students
- ☐ 12. Attending school functions like a sports game or assembly
- ☐ 13. Making referrals for resources/services inside the school or community

Score The Curriculum for CIC #3—Respect for Learners. Considering your responses to the questions above and the definitions provided below, check ONE summary statement that best describes how well the curriculum is implemented by facilitators who demonstrate genuine respect and care to learners.

- ☐ **Fully Addressed (3 Points)** Facilitators demonstrate genuine respect and care to all learners during every lesson in at least 10 of the ways listed above.
- ☐ **Could Be Strengthened (2 Points)** Facilitators demonstrate genuine respect and care to all learners during every lesson in at least 6 of the ways listed above.
- ☐ **Needs Improvement (1 Point)** Facilitators demonstrate genuine respect and care to all learners during every lesson in at least 3 of the ways listed above.

CIC #3—Respect for Learners: The curriculum is implemented by facilitators who demonstrate genuine respect and care to learners.

☐ **Not Addressed (0 Points)** Facilitators demonstrate genuine respect and care to all learners during every lesson in less than 3 of the ways listed above.

CIC #3 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen how your facilitators demonstrate genuine respect and care to learners, if at all?

CIC #4—Supportive Environment: The curriculum is implemented in a supportive learning environment.

Provide 1-3 examples of curriculum activities for creating a supportive learning environment.

- 1.
- 2.
- 3.

Which ways do the facilitators demonstrate genuine respect and care to all learners during every lesson. Check all that apply.

- ☐ 1. Create a safe and welcoming learning environment by establishing group agreements and inviting learners to introduce themselves.
- ☐ 2. Pace instruction so that learners have a chance to “warm up” to the facilitator, the group process, and the curriculum.
- ☐ 3. Use facilitator notes to advise facilitators on how to address sensitive topics.
- ☐ 4. Be inclusive of diverse gender identities and sexual orientations.
- ☐ 5. Include materials in English and Spanish.
- ☐ 6. Use formative research to inform curriculum activities and make them relatable.
- ☐ 7. Welcome and encourage learners’ diverse perspectives, values, and life experiences.

Score The Curriculum for CIC #4—Supportive Environment. Consider your responses to the questions above and then check ONE answer that best describes how well the curriculum is implemented in a supportive learning environment.

- ☐ **Fully Addressed (3 Points)** The curriculum is implemented in a supportive learning environment using 6-7 of the strategies listed above.
- ☐ **Could Be Strengthened (2 Points)** The curriculum is implemented in a supportive learning environment using 6-7 of the strategies listed above.
- ☐ **Needs Improvement (1 Point)** The curriculum is implemented in a supportive learning environment using 2-3 of the strategies listed above.
- ☐ **Not Addressed (0 Points)** The curriculum is implemented in a supportive learning environment using only 1 of the strategies listed above.

CIC #4 Score:

Enter the numerical score for this section in the column to the right.

CIC #4—Supportive Environment: The curriculum is implemented in a supportive learning environment.

How might you strengthen your strategies to implement the curriculum in a supportive learning environment, if at all?

CIC #5—Adaptations: The curriculum is implemented with reasonable fidelity and applies “green light” adaptations (when needed).

Provide examples of green light adaptations you have made to the curriculum, if applicable.

Score The Curriculum for CIC #5—Adaptations. Consider your responses to the question above and then check ONE answer that best describes how well the curriculum is implemented with reasonable fidelity and applies “green light” adaptations (when needed).

- ☐ **Fully Addressed (3 Points)** The curriculum is implemented with reasonable fidelity and applies only "green light" adaptations which do not compromise its core components.
- ☐ **Could Be Strengthened (2 Points)** The curriculum is implemented with "yellow light" adaptations but are done in thoughtful ways as to not compromise its core components.
- ☐ **Needs Improvement (1 Point)** NA
- ☐ **Not Addressed (0 Points)** The curriculum is implemented with "red light" adaptations which compromise its core components.

CIC #5 Score:

Enter the numerical score for this section in the column to the right.

How might you strengthen your strategies to implement the curriculum with reasonable fidelity and applies “green light” adaptations (when needed), if at all?

Context Considerations

What is context, and what does it have to do with EBPs?

We define context as the circumstances and conditions in which an evidence-based program is implemented. In addition to curriculum content, pedagogy, and implementation, the context in which a curriculum is delivered may also have an impact on its effectiveness.

Context refers to factors such as community values, community demographics, how the TPP curriculum is combined with other curriculum components (or not), and local and state health education standards. For example, state health education standards may place limits on what core content a school can teach. Significant changes to the context in which the curriculum is delivered can impact its effectiveness.

How can we assess for context?

1. Funding sources and requirements

- a. Have you assessed how your curriculum's goals, learning objectives, content, pedagogy, and implementation align with your funder's requirements?

☐ Yes ☐ No

- b. Did your assessment show that your curriculum aligns with funder's requirements?

☐ 1-not at all ☐ 2-to a moderate degree ☐ 3-to a high degree

- c. If the curriculum does not fully align with the funder's requirements, what steps will you take to modify the curriculum while ensuring that these changes do not compromise the fidelity of the program?

2. State and local policies about health education

- a. Have you assessed your curriculum's goals, learning objectives, content, pedagogy, and implementation to see how well it aligned with local and state health education requirements?

☐ Yes ☐ No

b. To what degree did your assessment show that your curriculum aligns with local and state policies?

- ☐ 1-not at all ☐ 2-to a moderate degree ☐ 3-to a high degree

c. If the curriculum does not fully align with the local and/or state policies, what steps will you take to modify the curriculum while ensuring that these changes do not compromise the fidelity of the program?

3. Setting

a. Is the setting(s) used in the original evaluation study (e.g., school, community, foster care, juvenile justice facility, etc.) similar to the setting(s) you intend to deliver your curriculum?

- ☐ 1-not at all ☐ 2-to a moderate degree ☐ 3-to a high degree

b. If the setting you intend to serve IS similar to the original study setting, how would you summarize the similarities?

c. If the setting you intend to serve is NOT similar to the original study setting, how will you modify the way you deliver the content to best achieve the same evidence-based results?

4. Youth demographics and differences in cultural norms

a. Does your curriculum fit with the demographics and cultural norms of the youth you will serve? (Youth demographics could be race, ethnicity, age, grade, sex, gender identity, sexual orientation, religion, immigration status, socio-economic status, urban/rural, parenting youth, homeless youth, and/or youth with history of trauma, etc.)

- ☐ 1-not at all ☐ 2-to a moderate degree ☐ 3-to a high degree

b. If not, can the curriculum be adapted to better reflect the youth you will serve without compromising fidelity?

5. Organizational capacity

- a. What capacities do your and your partner's organizations need to implement the curriculum effectively? (Consider organizational mission alignment, number of staff, staff training, budget, time, and partnerships.)
- b. After reflecting on your organization's capacities, how strong is its capacity to implement the curriculum effectively?

☐ 1-not at all ☐ 2-to a moderate degree ☐ 3-to a high degree
- c. What can you do to strengthen capacity, if needed?

6. Additional program components

- a. Will your curriculum be implemented simultaneously with other program activities (e.g., health fairs, parent education, youth advisory council, etc.)?

☐ Yes ☐ No
- b. If yes, describe these additional program activities.
- c. How will these additional program components enhance (or not) the curriculum outcomes?

7. Youth access to community services and resources

Many TPP programs encourage sexually active youth or youth thinking about having sex to obtain sexual and reproductive health (SRH) clinical services and/or visit places that dispense condoms. However, there may be various challenges for some youth in accessing these services/resources, such as transportation, lack of youth-friendly services, lack of trust in the system, etc.

- a. Based on your understanding of your community, how easy is it for the youth you serve to access sexual and reproductive health services and resources?

b. What barriers exist, if any?

c. Does your curriculum include activities, messages, or handouts that support participants in accessing sexual and reproductive health services/resources in the local community?

☐ Yes

☐ No

d. If yes, describe them here.

e. If not, how could you incorporate them into your program in a "green light" way?

8. Community environment

a. How do community characteristics such as neighborhood poverty, violence, crime rates, employment opportunities, and community unrest affect the implementation of your curriculum, if at all?

b. How could you adapt to the curriculum to better address how these characteristics affect curriculum participants and implementation?

9. Other contextual factors

a. How do other contextual factors—such as implementation fidelity quality; green, yellow, and red-light adaptations; youth attendance; multi-year interventions; facilitator-to-teacher ratio; group size; youth engagement/satisfaction; use of incentives; and study design/limitations—affect the implementation of your curriculum?

- b. How could you adapt to the curriculum to better address how these characteristics affect curriculum participants?

10. Curriculum facilitators

See Core Implementation Components #2 and #3 for assessment questions.

Appendix A: About the CPIC Core Components Study

In September 2022, [AMTC & Associates](#) was awarded funding from the Office of Population Affairs (OPA) ([Opportunity # PA-PHE-22-002, Teenage Pregnancy Prevention Evaluation and Research Grants](#)) to conduct the Content, Pedagogy, Implementation, and Context Core Components Study (CPIC Study). The CPIC Study aims to identify the core components of five effective evidence-based teen pregnancy prevention (TPP) curricula: [Draw the Line/Respect the Line](#) (DTL/RTL), [Love Notes](#), [Making Proud Choices](#) (MPC), [Promoting Health Among Teens – Abstinence Only](#) (PHAT-AO), and [Reducing the Risk](#) (RTR).

Core components are “the essential elements and activities within the entire intervention that are needed to produce the intended positive outcomes for participants.”

– *Office of Population Affairs*

The CPIC Study was a two-phased. During Phase 1, we used an inductive qualitative research approach based on grounded theory and phenomenology. We collected data from three sources: 1) curriculum manuals, 2) curriculum developers and facilitators, and 3) published journal articles and reports about the curricula using nuanced line-by-line content and thematic analysis and analysis of in-depth interview transcripts. Coding and analyses of curricula, transcripts, and other documents were conducted using Dedoose qualitative data software. The Phase 2 team used a deductive quantitative research approach to empirically test some of the 22 core component hypotheses with youth outcome survey data collected by AMTC over the last 14 years. The CPIC Tool is based on Phase 1 findings only.

A brief about the study is available [here](#).

The full report about the study is available [here](#).

Appendix B: About the CPIC Tool and Full Instructions for Use

What is the purpose of the CPIC Tool?

Assessing a program’s essential core components—those elements and activities within the entire intervention that are needed to produce the intended positive outcomes—provides important insights for curriculum designers, implementors, and evaluators. By knowing an intervention’s mechanisms of action, we know what content and activities to prioritize, maintain, enhance, and evaluate. This understanding, in turn, supports effective implementation and the realization of the intervention’s intended behavioral outcomes.

The CPIC research team developed The CPIC Core Component Framework: A Guide for Innovating, Designing, and Adapting TPP Program with Ease (CPIC Tool) to help TPP professionals (i.e., curriculum designers, implementors, evaluators, and funders) apply the findings from the [CPIC Study](#). The CPIC tool allows users to assess the core components of evidence-based TPP programs and identify gaps. Through this assessment, implementing organizations can identify areas in their programs that can be strengthened.

How is the CPIC Tool organized?

The tool is divided into three main sections to assess a curriculum’s core components in the areas of content, pedagogy, and implementation. A fourth section allows the user to consider important contextual factors that may affect curriculum effectiveness.

1. **Core Content Components.** Core content is defined by two facets: 1) the essential curriculum subject matter or topic (e.g., contraceptive methods, healthy relationships, limit setting) and 2) with which psychosocial determinant (e.g., knowledge, attitudes, skills) that topic is being addressed. There are **nine** core content components.
2. **Core Pedagogy Components.** Core pedagogy components refer to how the core content is taught and the teaching methodologies most apt for transferring content to learners. There are **eight** core pedagogy components.
3. **Core Implementation Components.** Core implementation components refer to how the curriculum overall is delivered, such as facilitator training, a facilitator’s ability to connect to and engage learners, a comfortable learning environment, delivery setting, time dosage, etc. There are **five** core implementation components.

4. **Core Context Considerations.** We define context as the circumstances and conditions under which an EBP is implemented. However, the CPIC study did not identify core context components. As such, we are calling these variables “considerations” rather than “core.” There are **ten** context considerations.

How do I calculate a score for the content, pedagogy, and implementation core components?

As you progress through the tool, you will find three color-coded sections—one for each core component type: content (blue), pedagogy (green), and implementation (orange). Each section opens with a brief and clear definition of the core component area, followed by opportunities to assess each component for that area, presented in table format.

The assessment includes brief and straightforward questions for you to answer and instructions for recording your score near the bottom of the table. Based on the answers to the assessment questions, you will assign a score of 3, 2, 1, 0, or NA, which indicate:

- 3** = This component was fully addressed
- 2** = This component could be strengthened
- 1** = This component needs improvement
- 0** = This component is not addressed
- NA** = Not Applicable

Below each score is a reflection question asking how you might strengthen the component if it is not fully addressed.

You do not have to complete all of the sections of the CPIC Tool, such as if you only want to assess how well your organization is following the implementation guidance of the curriculum publishers. You also do not need to complete the sections in the sequence in which they are presented.

After completing your core component assessment, see the [pages below](#). The scores you entered during your assessment will auto-populate into three tables—one for each component section. Each column has a final row that calculates the total for the component section (content, pedagogy, implementation).

A fourth table allows you to enter the scores for each section to attain your final curriculum score. Guidance for interpreting your scores—for individual component sections and the total of all three combined—is also provided.

Core Content Components SCORE

Do not write in this table; scores will automatically populate as they are entered throughout the tool.

CCC #1—Goals	
CCC #2—Healthy Sexual Behaviors	
CCC #3—Psychosocial Determinants	
CCC #4—Sexual and Reproductive Health Knowledge	
CCC #5—Healthy Future Planning	
CCC #6—Healthy Relating	
CCC #7—Communication	
CCC #8—Sexual Limits	
CCC #9—Personal Agency	
TOTAL Core Content Component Score	

Based on the total content scoring range, the possible score is from 0 to 27. The following guide directs how to interpret your final score for core content components.

- 0-5 Needs significant improvements
- 6-22 Consider making improvements
- 23-27 May not need improvements

Core Pedagogical Components SCORE

Do not write in this table; scores will automatically populate as they are entered throughout the tool.

CPC #1—Skills Practice

CPC #2—Personalization

CPC #3—Critical Thinking

CPC #4—Writing

CPC #5—Being Heard

CPC #6—Use of Scenarios

CPC #7—Use of Frameworks

CPC #8—Use of Recaps

TOTAL Core Pedagogical Component Score

Based on the total pedagogical scoring range, the possible score is from 0 to 24. The following guide directs how to interpret your final score for core pedagogy components.

0-4 Needs significant improvements

5-20 Consider making improvements

21-24 May not need improvements

Core Implementation Components SCORE

Do not write in this table; scores will automatically populate as they are entered throughout the tool.

CIC #1—School Support

CIC #2—Facilitator Training

CIC #3—Respect for Learning

CIC #4—Supportive Environment

CIC #5—Adaptations

TOTAL Core Implementation Component Score

Based on the total implementation scoring range, the possible score is from 0 to 15. The following guide directs how to interpret your final score for core implementation components.

0-3 Needs significant improvements

4-12 Consider making improvements

13-15 May not need improvements

Final Assessment Score

Do not write in this table; scores will automatically populate as they are entered throughout the tool.

Core Content Components Score	
Core Pedagogical Components Score	
Core Implementation Components Score	
Total Core Components Score	

Based on the total scoring range, for all three areas, the possible final score is from 0 to 66. The following guide directs how to interpret your final score

0-13 Needs significant improvements

14-53 Consider making improvements

54-66 May not need improvements

About the Scoring Criteria

We created scoring criteria reflecting some possible categories that TPP curricula will likely fall into. For example, whether a component is fully addressed or is not addressed by the curriculum. Scores fall within a range because different individuals on the team assessing the curriculum will have nuanced interpretations of how to score different components. For example, one individual may score a component as a 1 and another as a 2. These will fall within the same range for total scores.

Numerical scoring is beneficial compared to the Yes/No approach because it allows users to identify variations, trends, and patterns in the assessed quality of the curricula's core components. Numerical scoring also helps users reassess or monitor areas for improvement over time.

The scoring criteria have not been tested empirically and are intended to provide guidance rather than a prescription for what needs to be improved.

How do I assess context considerations?

Please note that the [Context section](#) does not include a scoring system. Although we planned to identify core context components along with content, pedagogy, and implementation, it was difficult to identify core context components with our data. While each curriculum study describes context variables such as learner demographics, setting, and geographic location, we did not see recurrent themes for each curriculum. Our data allowed us to identify 10 context considerations. The section, therefore, offers a set of 10 context considerations and reflection questions on how the context (the circumstances and conditions) in which your curriculum will be implemented may affect fidelity and/or intended outcomes.