

How to Select an Evidence-Based Teen Pregnancy Prevention Program that Works for You!



February 5, 2015

This webinar was developed by Child Trends under contract #GS-10F-0030R/HHSP23320130043G for the Office of Adolescent Health; US Department of Health and Human Services as a technical assistance product for use with OAH grant programs.

Presenters



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OAH



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Child Trends



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Child Trends

- Features of the webinar include:
 - Interactive polls
 - External websites
 - Handouts
 - Q&A
 - Resource list
 - Feedback survey

How to Select the Evidence-Based Teen Pregnancy Prevention Program that **WORKS FOR YOU**



At the conclusion of this webinar, participants will be able to:

1. Explain why it is important to select the right teen pregnancy prevention (TPP) program
2. Successfully navigate and use the HHS Evidence-Based Program (EBP) database
3. Understand the resources available to help you learn more about the EBPs
4. List and describe the various components of fit necessary for good program selection

Program Selection e-Learning Module

The screenshot shows the website for the Office of Adolescent Health, part of the U.S. Department of Health & Human Services. The page is titled "How to Select an Evidence-Based Teen Pregnancy Prevention Program" and is part of a series of e-learning modules. The navigation menu includes Home, About Us, OAH Initiatives, Adolescent Health Topics, News, Resources & Publications, and Grants. The current page is "For Grantees" and is located under "Resources and Publications > Online Learning > How to Select an Evidence-Based Teen Pregnancy Prevention Program". The main content area features a progress bar with the following steps: Introduction, Defining 'Evidence-Based', Step 1, Step 2, Step 3, Step 4, After Program Selection, and Conclusion. The "Introduction" step is currently selected. Below the progress bar, the "Introduction" section is displayed, with a sub-section for "Objectives" and a link to "Overview of the Steps". The text below the link reads: "So you want to implement an evidence-based teen pregnancy prevention program..."

<http://www.hhs.gov/ash/oah/resources-and-publications/learning/tpp-evidence-based/index.html>

FYN

Fayetteville Youth Network

- *Get ready*
- *Identify options*
- *Examine programs*
- *Assessing fit*

What is an “Evidence-Based” TPP Program?

Get ready

Identify options

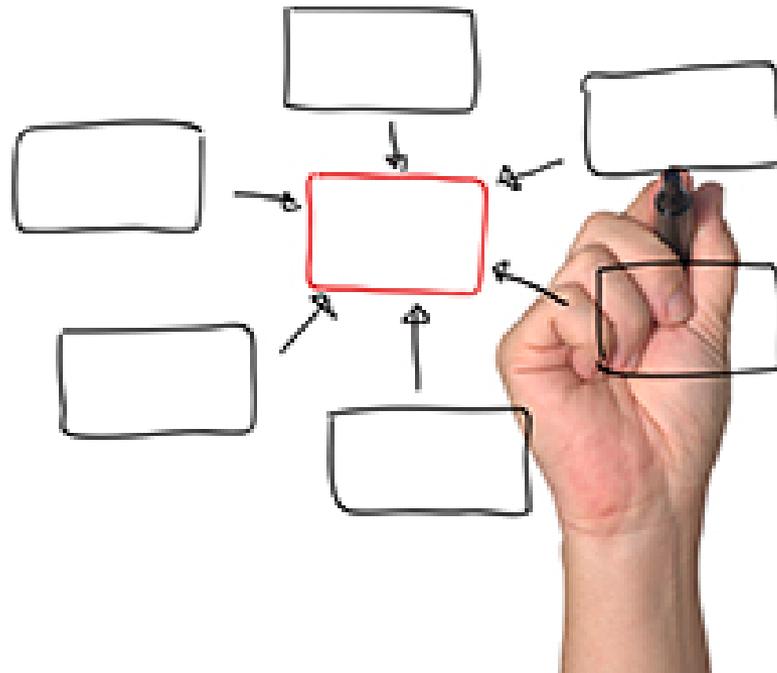
Examine programs

Assess fit

- Programs identified by HHS as having undergone a rigorous evaluation and been shown to be effective at preventing teen pregnancies, sexually transmitted infections, and/or sexual risk behaviors.

How many evidence-based programs have been identified by the HHS TPP Evidence Review?

- Assess needs and existing resources
- Develop a logic model



- A *need* is a lack of some resource, tool, or program that puts adolescents at a disadvantage or places them at risk for negative health or social outcomes
- *Resources* are types of support, services, or programs that are available in the community

- Establish a workgroup
- Develop a data collection plan
- Collect data (existing and new)
- Analyze data
- Link assessment findings to a logic model

Example adapted from http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/tip_sheets/needs-assessment-508.pdf

Develop a Logic Model

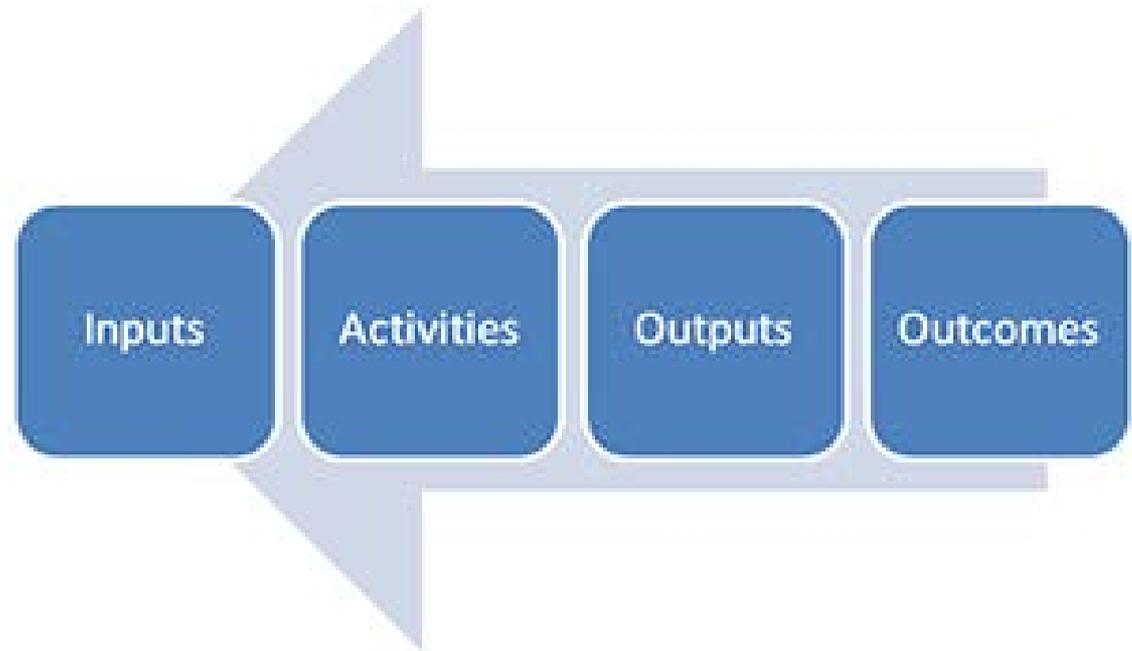
Get ready

Identify options

Examine programs

Assess fit

- Inputs
- Activities
- Outputs
- Outcomes



Outcome, output, input, or activity?

1. Decrease frequency of sexual activity
2. 32 youth enrolled in program
3. 50 copies of program curriculum
4. Video on resisting peer pressure

Order is important

Get ready

Identify options

Examine programs

Assess fit

Needs and resource
assessment



Inputs

Activities

Outputs

Outcomes

1. Decrease frequency of sexual activity
2. Increase condom and/or contraceptive use

Using the HHS EBP Database

Get ready

Identify options

Examine programs

Assess fit

Evidence-Based Programs

This is a searchable database of the program models on the [HHS Teen Pregnancy Prevention Evidence Review](#) (which is a listing of programs with impacts on teen pregnancies or births, sexually transmitted infections (STIs), or sexual activity). You can use this database to find programs that work for certain target populations, settings, ages, and more. For background on the Evidence-Based Programs review process, review protocols, lists of programs and FAQs, see [here](#).

[Search the Database](#) | Make changes below to find the information that interests you

Find Program By Name

Program Type

- All
- Abstinence
- Clinic-based
- Programs for incarcerated youth

Implementation Setting

- All
- After school program or community-based organization
- Correctional facility
- Elementary school

Intervention Length

- All
- Fewer than 10 sessions
- 10 to 20 sessions
- More than 20 sessions

Age

- All
- 13 or under
- 14 to 17
- 18 to 19

Race/Ethnicity

- All
- White
- African American
- Hispanic

Outcomes Affected

- All
- Sexual initiation or abstinence
- Recent sexual activity
- Number of sexual partners

Study Rating

- All
- High
- Moderate
- Low

To make multiple selections, hold the Control key

Submit

Clear/Reset

Using the HHS EBP Database

Get ready

Identify options

Examine programs

Assess fit

- Type
- Setting
- Length
- Age
- Race/ethnicity
- Outcomes affected
- Study rating

Using the HHS EBP Database

Get ready

Identify options

Examine programs

Assess fit

Teen Pregnancy Prevention Evidence Review

[HOME](#) [FIND A PROGRAM](#) [PUBLICATIONS](#) [ABOUT THE REVIEW](#) [REVIEWED STUDIES](#) [FAQS](#) [CONTACT US](#)

Home >

Welcome to the Teen Pregnancy Prevention Evidence Review



Quick Links

- Read the [summary of findings](#) (196 KB) from the most recent round of the review
- Read the [working paper](#) (326 KB) and [article](#) summarizing findings from earlier rounds of the review
- Read the [research brief](#) (154 KB) on program effect size information
- Read the [brief on using systematic reviews to inform](#)

Since 2009, the U.S. Department of Health and Human Services has sponsored an independent systematic review of the teen pregnancy prevention literature to identify programs with evidence of effectiveness in reducing teen pregnancy, sexually transmitted infections, and associated sexual risk behaviors.

On this website you can...

- Learn about **programs** that may be right for your community.
- Search the **database of studies** included in the review.
- Read about the **review process** and learn how the review is conducted.

Teen Pregnancy Prevention Evidence Review

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Home > Study Search

Study Search

To date, the review team has identified and assessed hundreds of studies released since 1989. Use the search fields below to identify individual studies, or download a complete list of **all studies reviewed** (PDF 475 KB).

Search Our Study Database

Enter Program Name or Author Name

Study Quality Rating*

High ? Low ?

Moderate ? N/A ?

Show only studies most recently reviewed

*A detailed description of the study quality ratings is presented in the [review protocol](#).

2 Studies found - Click on Program Name for additional information.

All4You!

Citation: Coyle, K. K., Glassman, J. R., Franks, H. M., Campe, S. M., Denner, J., & Lepore, G. M. (2013). Interventions to reduce sexual risk behaviors among youth in alternative schools: A randomized controlled trial. *Journal of Adolescent Health, 53*(1), 68-78.

Study Rating: *High*

Evidence of Effectiveness: *Yes*

All4You!

Citation: Coyle, K. K., Kirby, D. B., Robin, L. E., Banspach, S. W., Baumler, E., & Glassman, J. R. (2006). All4You! A randomized trial of an HIV, other stds, and pregnancy prevention intervention for alternative school students. *AIDS Education and Prevention, 18*(3), 187-203.

Study Rating: *Moderate*

Evidence of Effectiveness: *Yes*

Activity: Conducting Searches

Get ready

Identify options

Examine programs

Assess fit

A community-based organization partners with a school district to provide a teen pregnancy prevention program after school to middle school students. Based on time constraints, they must select a program that has no more than 15 sessions.

Use the search functions in the [HHS EBP Database](#) to identify programs that satisfy the *implementation setting, age, and intervention length* criteria.

Activity: Conducting Searches

Get ready

Identify options

Examine programs

Assess fit

Search the Database : Make changes below to find the information that interests you

Find Program By Name

Type program name here

Program Type

- All
- Abstinence
- Clinic-based
- Programs for incarcerated youth

Implementation Setting

- All
- After school program or community-based organization
- Correctional facility
- Elementary school

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- 10 to 20 sessions
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- Hispanic

Outcomes Affected

- All
- Sexual initiation or abstinence
- Recent sexual activity
- Number of sexual partners

Study Rating

- All
- High
- Moderate
- Low

To make multiple selections, hold the Control key

Submit

Clear/Reset

Activity: Conducting Searches

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Submit

Clear/Reset

Activity: Conducting Searches

Get ready

Identify options

Examine programs

Assess fit

Program Name	Program Types	Implementation Setting	Intervention Length	Age	Race / Ethnicity	Outcomes Affected	Study Rating
Adult Identity Mentoring (Project AIM)	Youth development	Middle school After school program or community-based organization	10 to 20 sessions	13 or under 14 to 17	All	Recent sexual activity	High
Draw the Line/Respect the Line	Sexuality education	Middle school After school program or community-based organization	10 to 20 sessions	13 or under	All	Sexual initiation or abstinence Recent sexual activity	High
Promoting Health Among Teens! Comprehensive Abstinence and Safer Sex Intervention	Sexuality education	Middle school High school After school program or community-based organization	10 to 20 sessions	13 or under 14 to 17	All	Number of sexual partners	High

Last updated: February 04, 2015

Activity: Conducting Searches

Get ready

Identify options

Examine programs

Assess fit

Based on our needs and resource assessment, Fayetteville Youth Network wants to reduce sexual activity and increase correct and consistent condom use among sexually active high school-aged youth in their community.

Use the [HHS EBP Database](#) to sort by *age*, *evaluation setting*, and *outcomes affected* to identify potential programs.

Get ready

Identify options

Examine programs

Assess fit

- Program objectives and goals
- Target population
- Core content and methods
- Staffing
- Training
- Tools and resources
- Developer and/or distributor contact information
- Implementation readiness rating

Teen Pregnancy Prevention Evidence Review

[HOME](#) [FIND A PROGRAM](#) [PUBLICATIONS](#) [ABOUT THE REVIEW](#) [REVIEWED STUDIES](#) [FAQS](#) [CONTACT US](#)

[Home](#) > [Implementation](#) > [Be Proud! Be Responsible!](#) > [Program Overview](#)

Program Overview

Program Components

Implementation Requirements and Guidance

Implementation Readiness Assessment

Be Proud! Be Responsible!

Program Overview

Developer(s)

Program Structure and Timeline

Jimmie M. Jemmott, Ph.D., RN, F.A.A.N.; John B. Jemmott III, Ph.D.; and Patricia A. Cafferree, Ph.D.

Staffing

Summary

[Top](#)

Program Materials and Resources

Be Proud! Be Responsible! is a five hour intervention (delivered in six fifty-minute sessions), designed to modify behaviors and build knowledge, skills, and a sense of responsibility regarding STD/HIV risk in vulnerable youth. The intervention aims to affect knowledge, beliefs, and intentions related to sexual behaviors such as initiation and frequency of sexual activity.

Additional Needs for Implementation

Fidelity

Implementation

[Top](#)

Training and Staff Support

Be Proud! Be Responsible! was designed for diverse populations of youth, ranging from 11 to 18 years. The program was evaluated with African American youth, ages 11-14.

Implementation Report – Program Overview

Get ready

Identify options

Examine programs

Assess fit

Be Proud! Be Responsible!

Program Overview

Developer(s)

Loretta Sweet Jemmott, Ph.D., RN, F.A.A.N.; John B. Jemmott III, Ph.D.; and Konstance A. McCaffree, Ph.D.

Program Summary

Be Proud! Be Responsible! is a five hour intervention (delivered in six fifty-minute modules), designed to modify behaviors and build knowledge, understanding, and a sense of responsibility regarding STD/HIV risk in vulnerable youth. The intervention aims to affect knowledge, beliefs, and intentions related to condom use and sexual behaviors such as initiation and frequency of intercourse.

Target Population

Be Proud! Be Responsible! was designed for diverse populations of youth, ranging in age from 13 to 18 years. The program was evaluated with mostly African American adolescents, ages 11-14.

Program Setting

- In school/classroom-based
- After school
- Community-based organization
- Health clinic or medical facility

Contact and Availability Information

For curriculum and materials, please contact:

Select Media
333 Hudson Street, 4th Floor New York, NY 10013
Phone: 1-800-707-6334 Website:
www.selectmedia.org/programs/responsible.htm

For training and support, please contact:

Jemmott Innovations Group University of Pennsylvania, School of Nursing 418 Curie Blvd, Suite 2L Philadelphia, PA 19104 Ph: 1-844-536-6688 Website:
www.jemmottinnovations.com

Sample of curriculum available for review prior to purchase: Yes

Adaptation guidelines or kit available: Yes

Languages available: English

Health Improvement Project for Teens (HIP Teens)

Program Overview

Developer(s)

Dianne Morrison-Beedy, Ph.D., R.N., W.H.N.P.-B.C.

Program Summary

Health Improvement Project for Teens (HIP Teens) is a four-session (eight hours) sexual risk reduction intervention designed to reduce sexual risk behavior among low-income, urban, sexually active adolescent girls. During the small group sessions, participants receive information on HIV, learn communication and decision-making skills, and receive instruction on contraceptive methods/develop sexual risk-reduction skills. Additional 90-minute booster sessions are delivered three and six months after the program.

Target Population

HIP Teens was designed for sexually active adolescent females, ages 15-19. It was evaluated with teens recruited from youth development centers, adolescent health service centers, and school-based centers in upstate New York.

Program Setting

- Community Center
- Community-based organization
- Health clinic or medical facility

Contact and Availability Information

For curriculum and materials, please contact:

Dr. Dianne Morrison-Beedy
University of South Florida, College of Nursing
12901 Bruce B. Downs Blvd.
MDC Box 22
Tampa, FL 33612
Ph: 813-974-9091
Email: dmbtedy@health.usf.edu

For training and support, please contact:

See above.

Sample of curriculum available for review prior to purchase: Yes

Adaptation guidelines or kit available: Yes

Languages available: English

Be Proud! Be Responsible!

Program Components

Program Objectives

Be Proud! Be Responsible! aims to help participants change behaviors that place them at risk for HIV, STDs and pregnancy, delay the initiation of sex among sexually inexperienced youth, reduce unprotected sex among sexually active youth, and help youth make proud and responsible decisions about their sexual behaviors.

The program seeks to achieve these objectives by:

- Increasing participant knowledge about pregnancy, HIV, AIDS and other STDs
- Affecting participant beliefs in value of safer sex and abstinence
- Increasing confidence in ability to negotiate safer sex and to use condoms correctly, improve condom use and negotiation skills
- Improving intentions to practice safer sex

Program Content

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Be Proud! Be Responsible! consists of six modules, on the following topics:

- **Module 1:** Introduction to HIV and AIDS
- **Module 2:** Building Knowledge about HIV and AIDS
- **Module 3:** Understanding Vulnerability to HIV Infection
- **Module 4:** Attitudes and Beliefs about HIV, AIDS, and Safer Sex
- **Module 5:** Building Condom Use Skills
- **Module 6:** Building Negotiation and Refusal Skills

The curriculum's core content consists of:

- HIV, etiology, transmission, and prevention
- STDs, etiology, types, transmission and prevention
- Pregnancy and prevention
- Prevention strategies – negotiation, condom use, problem solving

The six session curriculum addresses the following types of core behavioral beliefs and outcome expectancies:

- **Goals and Dreams Beliefs:** The belief that unprotected sex can interfere with one's goals and dreams for an education and career. In Session 1, participants engage in a goals and dreams activity and discuss obstacles to their goals and dreams. Having unprotected sex is listed and discussed as an obstacle. This belief is also incorporated throughout the curriculum.
- **Prevention Beliefs:** The belief that condoms can reduce the risk of pregnancy, sexually transmitted diseases, and HIV/AIDS. This belief is incorporated throughout the curriculum.
- **Partner Reaction Beliefs:** The belief that one's boyfriend/girlfriend will not approve of condom use and will react negatively to it. This belief may prevent a person from negotiating condom use. In Sessions 5 and 6, participants learn and practice how to use negotiation and refusal skills to communicate with their partners about safer sex.
- **Hedonistic Beliefs:** The belief that condom use interferes with sexual pleasure. For example, many people believe that condoms reduce physical sensations during sexual activity and ruin the mood. Therefore, they are less likely to use condoms during sexual intercourse. In Sessions 5 and 6, youth learn that sex is still fun and pleasurable when a condom is used, and are taught how to incorporate this belief into role-play scenarios.

Program Methods

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The program is delivered through small group discussions and culturally appropriate exercises, brainstorming, videos, games, and role play. Activities incorporate social cognitive-behavioral skill-building strategies (such as presentation, modeling, and the practice of abstinence negotiation skills). Each activity lasts a brief time, and most activities are active exercises in which adolescents get out of their seats and interact with each other.

Be Proud! Be Responsible!

Implementation Requirements and Guidance

Program Structure and Timeline

Be Proud! Be Responsible! consists of six fifty minute modules, designed to be delivered to a group of 6 to 8 adolescents.

Staffing

[Top](#)

Facilitators must be trained adults and be well-versed in highly participatory and interactive skills and in working with youth. Facilitators should be able relate to participants and their life circumstances.

Program Materials and Resources

[Top](#)

Intervention materials consist of the intervention curriculum manual, posters and activity materials. The program also includes video clips specifically selected for intervention.

Additional Needs for Implementation

[Top](#)

The program requires the use of a TV monitor and DVD player. For sites using Select Media's Digital Solutions e-Book, which allows program delivery directly to users via the web and smart technology, they will need a smart-board, tablet, or cell phone and internet access.

Fidelity

Top

Fidelity benchmarks, a logic model, and monitoring and evaluation tools are available for providers to implement the program with fidelity.

Specific guidelines from the developer consist of:

- The curriculum modules should be delivered in the order presented.
- Delivery of the intervention must be highly participatory.
- Facilitators may not add any other educational materials, social gatherings, community events, etc. to this program during the span of the intervention.

Training and Staff Support

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Staff Training:

The developer requires formal training. Two types of training are currently offered by the Jemmott Innovations Group, in partnership with other national training organizations: A two-day training for facilitators (TOF) and a 4- to 5-day training of trainers (TOT). Facilitator training includes a review of the curriculum, the science behind the intervention, theory and logic model, and core elements, and practice of selected sessions with feedback from trainers. Training can be conducted at the participant's location, at the University of Pennsylvania, in a centralized regional location, or online. Participants receive certification upon completion. Costs depend on location, number of participants, length of training and may vary among partnering agencies.

The developers are also in the process of creating a webinar that can be used as pre-service training prior to the 2-day facilitator training. The webinar will be designed to introduce the program, the science behind the intervention, theoretical framework, logic model, overview of the curriculum, and training agenda. Inquiries about all training should be made to the Jemmott Innovations Group.

Technical Assistance and Ongoing Support:

Technical assistance for implementation is provided by Jemmott Innovations, Select Media, and their partner organizations: www.jemmottinnovations.com.

Allowable Adaptations

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Specific characteristics of this program may be altered without changing the effectiveness of the program. Adaptations are allowed in consultation with the developer, if they do not alter the core components of the program.

1. Number of days to deliver the modules and order in which modules are delivered (the program should be completed within a 2 week time frame)
2. Deletion or replacement of modules or activities
3. Age of participants (in classes with diverse age groups, group students into similar age ranges);
4. Group size (ideally 6-12 youth per group). Larger groups will require additional facilitators.
5. Interactive activities

Get ready

Identify options

Examine programs

Assess fit

- Curriculum and Materials (3 items)
 - Defined lesson plans and materials
 - Defined core components
 - Instruction manual or facilitators handbook
- Staffing (2 items)
 - Pre-implementation training
 - Follow-up training and/or technical assistance
- Fidelity (3 items)
 - Logic model
 - Fidelity benchmarks
 - Monitoring tools and/or protocols

Implementation Readiness Assessment

The review team conducted an independent assessment of the program's readiness for implementation. This assessment is based on the team's review of available program materials and documents. The team also requested input from program developers and distributors about the availability of implementation materials and resources.

On the basis of this assessment, the team calculated an implementation readiness score comprised of three component scores: (1) curriculum and materials, (2) training and staff support, and (3) fidelity monitoring tools and resources. The component scores are combined into a total score, which ranges from 0 to 8, with higher scores indicating the programs most ready to implement.

Curriculum and Materials

Has defined curriculum with lesson plans and/or activities?	Yes
Has defined core or required components?	Yes
Has facilitator's guide or instructions?	Yes
Component Score	3/3

Training and Staff Support

Formal pre-implementation training (by qualified trainers) available?	Yes
Supplemental training or ongoing technical support available?	Yes
Component Score	2/2

Fidelity Monitoring Tools and Resources

Has defined logic model?	Yes
Defines fidelity guidelines and benchmarks?	Yes
Offers monitoring and evaluation tools?	Yes
Component Score	3/3

Total Implementation Readiness Score 8/8

Get ready

Identify options

Examine programs

Assess fit

- Research Evidence
- Study sample
- Study setting
- Study design
- Study findings

Activity: Using Implementation Reports

Get ready

Identify options

Examine programs

Assess fit

- Use Draw the Line/Respect the Line implementation report that comes up on your screen
- Submit your answers via the Q&A feature in the webinar browser window

Activity: Using Implementation Reports

Get ready

Identify options

Examine programs

Assess fit

FYN Setting: community-based organization

FYN Target population: high school aged sexually-active youth.

FYN Goals: reduce sexual activity, increase condom use to prevent unplanned pregnancy

QUESTION: Is the Draw the Line/Respect the Line target population a good match for the FYN target population?

Activity: Using Implementation Reports

Get ready

Identify options

Examine programs

Assess fit

- Use Becoming A Responsible Teen (BART) implementation report that comes up on your screen
- Submit your answers via the Q&A feature in the webinar browser window

Activity: Using Implementation Reports

Get ready

Identify options

Examine programs

Assess fit

FYN Setting: community-based organization

FYN Target population: high school aged sexually-active youth.

FYN Goals: reduce sexual activity, increase condom use to prevent unplanned pregnancy

QUESTION: How long is the program and over what time period is it delivered?

Other Resources to Examine Programs

Get ready

Identify options

Examine programs

Assess fit

- OAH developer webinars
- Developer and distributor websites
- Request copies of the program
- Adaptation and fidelity kits

- Age
- Race/ethnicity
- Sex
- Socioeconomic status
- Language
- Sexual orientation
- Gender identity
- Culture
- Other considerations (e.g., juvenile justice, parenting teens)

Assessing Fit: Population Fit

Get ready

Identify options

Examine programs

Assess fit



Assessing Fit: Environmental Fit

Get ready

Identify options

Examine programs

Assess fit

- Mission
- Context
- Setting
- Capacity

- Does this program fit within the organization's overall mission?
- Will the program help the organization work toward the attainment of its broader goals?

Fayetteville Youth Network's mission is to promote positive youth development and provide substance abuse services to adolescents and young adults.

Will Be Proud! Be Responsible! help us work toward the attainment of these goals?

- Are there local laws or policies that could be violated by certain components of this program?
- Are there administrative policies and procedures in place to facilitate implementation?
- Does the program align with local norms, customs, and cultural considerations?

- Is this the appropriate setting for this program?
- Will any differences compromise the intervention's effectiveness?

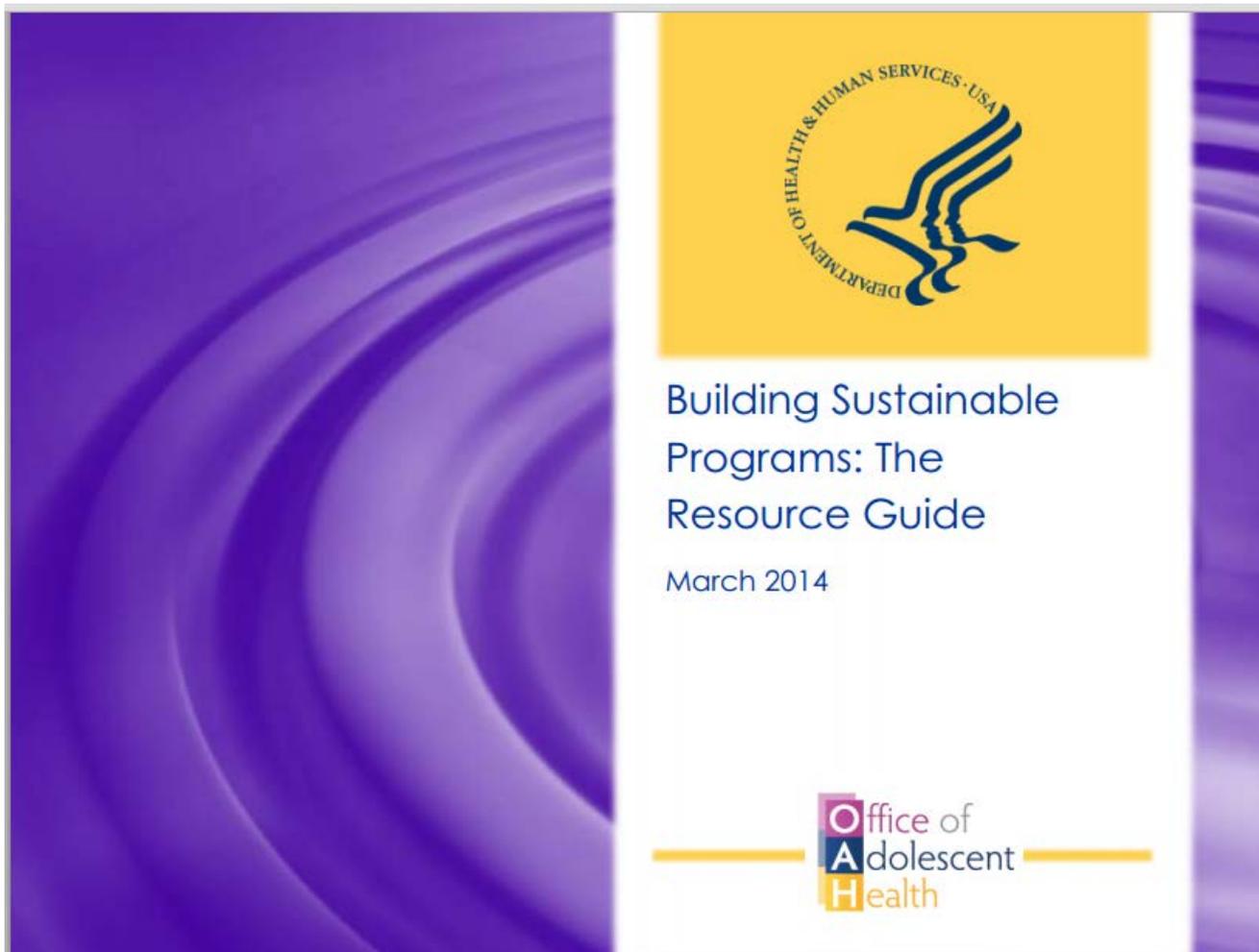
- What are the program's staffing requirements? What kind of training will facilitators need?
- What other resources are required for implementation?
- How much time will the program take?
- How much will the program cost?

Get ready

Identify options

Examine programs

Assess fit



Webinar Objectives:

- Explain why it is important to select the right teen pregnancy prevention (TPP) program
- Successfully navigate and use the HHS Evidence-Based Program (EBP) database
- Understand the purpose and utility of the implementation reports
- List and describe the various components of fit necessary for good program selection

In your opinion, is *Be Proud! Be Responsible!* a good fit for Fayetteville Youth Network?

Questions?



- [HHS EBP Database](#)
- [*How to Select an Evidence-Based Teen Pregnancy Prevention Program* e-learning module](#)
- [Needs Assessment Data Worksheet](#)
- [Logic model template](#)
- [Best Practices for Conducting Needs and Resource Assessments](#)
- [Organizational capacity assessment tool](#)
- [Program Selection Checklist](#)
- [OAH Sustainability Guide](#)
- [OAH adaptation guidance](#)

- Organizational Capacity
 - February 26th
 - 2:00-3:00pm

