The Teen Pregnancy Prevention Program Components Checklist
Instructions for Program Developers

Objective

This checklist aims to help teen pregnancy prevention (TPP) program developers disaggregate a program into discrete and well-defined components, including content, delivery mechanisms, formats, and dosages, among others. A standardized checklist that quantifies the types of content and other components makes it feasible to document all TPP programs using a consistent process and lens.

The checklist provides a tool for developers to be comprehensive in their documentation of **all** components they intend for participants to experience. Components may differ in how much emphasis they receive in a program, program lesson, or program activity. After documenting every component that is intended for participants, there are opportunities to differentiate components' relative importance to the program through use of checklist designations such as "core" and "optional." (See the glossary on page 4 for the definition of core components).

Description of checklist

The checklist itself is an Excel file, presented as five tabs.

The first tab in the file contains an overview of the checklist tool.

The second tab in the file contains the detailed checklist, organized into seven color-coded panels with these headers: content, delivery mechanism, dosage, staffing, format, environment, and intended population characteristics. Within each of these panels are rows for individual program components, to enable you to enumerate components of your programs in detail (refer to details in the instructions below on how to fill out the columns of the checklist). Some components in this checklist may vary considerably across lessons or activities of a program (such as content components), while others may be relatively stable across the program as a whole (such as the intended setting and population components).

The third tab in the file is for summarizing basic information about the program described in the checklist. It is intended to be a stand-alone synopsis, providing a high-level overview of the more detailed information in the second tab. The third tab also provides space to add a higher-level description of the programmatic approach and focus.

The fourth tab in the file is a glossary of terms (identical to the glossary in this document).

The fifth and final tab provides an example of a completed checklist for a hypothetical TPP program.

Instructions

Step 1. Document program components

Use the **Checklist** tab of the Excel file to document the components of the program. The checklist contains a series of rows, organized into the seven broad component types described earlier. The checklist contains conditional formatting to ensure that the information entered about components is complete. For example, when it is recommended that corresponding cells are completed for a given component, they will automatically be highlighted in red. Once complete, the red highlight will go away. A fully complete checklist will not have any red cells remaining. If cells do not need to be completed, based on responses in corresponding cells, they will automatically be highlighted in gray.

You can document components in a series of columns in the spreadsheet:

- **Column C (Component present?).** You should go through each row and record, using a drop-down menu, whether a given type of component is intended to be delivered as part of the program, whether it is optional, or whether it is not intended to be in the program. This information can be documented for the previously evaluated version of the program (if applicable), or the currently available version of the program. Note that the component does not need to be central to the program or meet a threshold of dosage or emphasis to be considered present in the program – the objective here is to be intentionally inclusive of all components that are expected to be included as part of the program as it is intended for implementation, in general across settings and populations. Note that coding whether a component is present should be based on the intended program, not what is possible. For example, it might be possible to implement a certain program in a faith-based setting, but it might be intended to be implemented in schools. Or, a program may have certain lessons or activities that may be offered in certain situations, but are not expected as part of the standard implementation (components of these lessons/activities should be marked as "optional").[1] When the component checklist does not contain an appropriate description of a given component type or component itself, it might be necessary to use the "other" category so you can completely specify the components of a program.

- **Column D (Is this component core?).** Within this checklist, you should record the subset of components you consider important or core to the program using the drop-down menu. Core components may be central to the identity of the program based on hypotheses around the theory of change of the program, or they may be based on existing evidence that demonstrates that the components favorably affect outcomes, or they may be considered core for some other reason (see next bullet). For example, a core component of a comprehensive sex education program might be a facilitator's demonstration on the use of a condom – the checklist should therefore indicate that content about "Contraception – Condoms," and a "Method: Demonstration" are core components of the program.

- **Column E (Core component justification).** For each component indicated as core, it is recommended that you explain why this component is considered core. For example, a developer may consider a self-esteem content component core because high self-esteem is specified as a proximal outcome in the program's theory of change.

- **Column F (Lesson number(s)/activities where present).** For each component indicated as present or optional in the program, it is strongly recommended that you describe at least one instance of where or how the component is found in the program to provide evidence of that component as part of the program. For example, this column can be completed by indicating one lesson number/name, one activity where a component is presented, or one page number in a manual where the component is described.

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[1] For programs that are designed to be flexible, where users can choose from a set of lessons, you should indicate all of that content/mechanism/format as optional. If there is a typical set of lessons that people use, for instance when implementing under the OPA TPP program, you could create a version of the checklist that is specific to that set of lessons. In such situations, clearly indicate the "version" of the program in the program information summary tab.

- **Column G (Notes).** Several rows in the spreadsheet might warrant detail beyond a yes or no categorization of whether a program component is present. For example, whenever there is an "other" program component, please describe that component in the "Notes" column.

- **Column H (Allowable and unallowable adaptations).** For each component indicated as present or optional in the program, you have the option to describe any allowable or unallowable adaptions in this open field. For example, a developer may want to specify that the small group component can be adapted to a large group if it makes the program more feasible for a given implementation. Or, they might want to specify that although there is not explicit guidance, implementers can adapt the program to include content specific to sexual health experiences of LGBTQ youth, for example.

Step 2. Provide additional context for the component checklist

The "**Program information summary**" tab of the Excel document provides a high-level summary for someone potentially interested in using or learning more about your program. First document the name (and version, if applicable) of the program being coded. Please also provide the contact information for those interested in obtaining the curriculum and information about training, if applicable. Indicate whether there is a sample curriculum available and whether there is an adaptation kit available. Indicate the language of the program.

Then, briefly summarize the key components of the program, organized by type (content, delivery mechanisms, dosage, staffing, format, environment, and intended population characteristics) in this tab, based on the information entered in the checklist tab from Step 1.

Next, describe the program approach (for instance, trauma informed) and type (for instance, youth development), if applicable. See the glossary below and in a tab of the checklist for definitions of program focus and approach types.

In the "additional notes" row, you can provide information that makes it easier to interpret the checklist. For example, some programs are intentionally designed to be flexible, and the lessons or activities may look substantively different across settings by design – use this row to describe additional notes about the program that may not have been captured in previous rows.

The "information about evidence base" row can be used to document evidence of overall program effectiveness, or for individual component effectiveness. Overall program effectiveness can be documented based on results from a rigorous evaluation of the whole program, such as a randomized controlled trial. See the Teen Pregnancy Prevention Evidence Review study database for examples of this type of evidence specific to an overall program. On the other hand, if you are aware that an individual program component (such as the use of an individual booster session, or a text messaging component of a program) has been rigorously evaluated, please indicate that the component is evidence based and include a citation for the evidence used to support this assertion. See Devine et al (2014)[2] and Jemmott et al (2010)[3] for examples of this type of evidence specific to individual program components.

Finally, please provide information about yourself as the checklist author—notably, your affiliation (for example, that you are the program developer), and the date when this checklist was completed.

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[2] Devine, S., S. Bull, S. Dreisbach, and J. Shlay. "Enhancing a Teen Pregnancy Prevention Program with Text Messaging: Engaging Minority Youth to Develop TOP ® Plus Text." Journal of Adolescent Health, vol. 54, 3 Suppl, 2014, pp. S78–S83. doi: 10.1016/j.jadohealth.2013.12.005. PMID: 24560081.

[3] Jemmott, J.B. 3rd, L.S. Jemmott, and G.T. Fong. "Efficacy of a Theory-Based Abstinence-Only Intervention over 24 Months: A Randomized Controlled Trial with Young Adolescents." Archives of Pediatrics & Adolescent Medicine, vol. 164, no. 2, 2010, pp. 152–159. https://doi.org/10.1001/archpediatrics.2009.267.

Glossary

Content: A category of program components that document the intended subject matter of the program.

Core components: Program components that developers or other key stakeholders consider to be important to the program. They may be central to the identity of the program based on hypotheses around the theory of change of the program, or they may be based on existing evidence that demonstrates that they favorably affect outcomes.

Delivery mechanisms: A category of program components that document the intended principles and practices by which the content is provided.

Dosages: A category of program components that document the intended duration, frequency, and intensity of the program.

Environments: A category of program components that documents the intended settings or locations of the program.

Formats: A category of program components that documents the intended structure and organization by which program content is delivered.

Intended population characteristics: A category of program components that reflect the characteristics of the intended population receiving programming.

Program: The set of activities or planned experiences; this may include a curriculum and potentially other intended experiences of participants

Program approach: A delivery approach that permeates all aspects of the program.

- **Culturally appropriate:** Approach to delivering content that is tailored to be relevant to culture of the intended population (cultural references, language, images, etc.). This might include using inclusive language as appropriate.
- **LGBTQ inclusive:** Approach to delivering content that includes discussion of sexual orientation and gender identity throughout the program, rather than as a special stand-alone topic.
- **Trauma informed:** Approach to delivering content that recognizes the effects of trauma on the brain and behavior and considers these effects when providing programming. For example, when program staff are encouraged to allow youth to opt out of any activity they are uncomfortable with.

Program components: The individual elements or activities that constitute a program.

Program focus: An overarching emphasis that permeates all aspects of program delivery.

- **Healthy relationship:** Programs that focus on teaching about healthy relationships with the aim of informing knowledge of the characteristics of healthy (and unhealthy) relationships, informing beliefs about creating healthy relationships and avoiding unhealthy relationships, and developing interpersonal skills and skills to form healthy relationships.

- **Positive youth development:** Positive youth development programs strengthen young people's sense of identity, belief in the future, self-regulation, and self-efficacy as well as their social, emotional, cognitive, and behavioral competence. PYD programs aim to develop and enhance protective factors to support development of healthy life skills, leadership and empowerment to make healthy decisions.

- **Sexual health education:** Programs that focus on teaching about abstinence, condoms, and contraceptives to prevent pregnancy, sexually transmitted infections, and HIV. Programs may include a range of sexual health education topics such as reproductive anatomy/physiology, consent, sexual orientation and gender identity, preventing sexual violence, and holistic life skills education topics such as adolescent development, healthy relationships, communication, decision making, and other relevant topics.

- **Sexual risk avoidance:** Programs that focus on teaching about the social, psychological, and health gains that are realized by abstaining from sexual activity; also referred to as abstinence-only education.

- **Social-emotional learning:** Programs that focus on teaching youth skills that promote their capacity to integrate thinking, emotion, and behavior to manage personal and social challenges.

Staffing: A category of program components that documents the intended training and characteristics of the individuals delivering content.