Hi. I'm Katie Adamek, a Senior Researcher at Mathematica and I'm going to walk you through the Teen Pregnancy Prevention Evidence Review website (also known as the TPPER). The TPPER is funded through the US Department of Health and Human Services (also known as HHS) and managed by the Assistant Secretary for Planning and Evaluation (also known as ASPE).

This video is aimed at Office of Population Affairs Teen Pregnancy Prevention Grantees, who I'll refer to as OPA TPP grantees, who frequently select programs from this list to implement as part of their grants, but it might be useful to other people and organizations looking for evidence-based teen pregnancy prevention programs.

If you want more information on the TPPER itself and how programs get included on it, there is another video in this series titled, "What is the Teen Pregnancy Prevention Evidence Review?" That I encourage you to watch.

During the walkthrough I'll highlight how the TPPER website can be used to find and compare programs, search the research evidence, and find resources. This video has chapters so you can skip ahead to specific sections if you need to.

Before I switch over to walking through the website, I want to give a few disclaimers about the programs listed on the TPPER.

First, the information that's included on the TPPER website is not exhaustive, especially on program models. It's very important that you do your own research to determine for yourself whether it's a good fit for your program.

Second, just because a program has evidence of effectiveness and is listed on the TPPER, it does not mean the HSS endorses that program model. The TPPER was designed by HHS to serve as a helpful tool for youth-serving professionals to identify programs proven effective to reduce rates of teen pregnancy, STIs, or associated sexual risk behaviors and is used as a reference tool for multiple agencies within HHS.

It's important for you to think about your funding expectations and requirements before moving forward with any implementation. Just because a program is listed on the TPPER, OPA still has additional expectations that should be discussed with your Project Officer before finalizing program selection.

Third, the TPPER is only reviewing studies to determine evidence of effectiveness on sexual behavior outcomes or their consequences. It does not assess anything about the content of the program, including whether it is medically accurate, age appropriate, inclusive, or trauma informed.

If you're interested in using a program on the TPPER, again we encourage you to do your own research and review the program content to determine whether it's a good fit for your context.

Fourth, the program profile that you see on the TPPER website is a brief snapshot of the program and represents information based on when the program was added to the TPPER, with a few exceptions. There are programs on the TPPER that have been there for many years, so the information on the website might be outdated.

The program content itself might be outdated as well! Again, if you're interested in implementing one of these programs, we strongly recommend contacting the program developer or distributor for current information on the program.

ASPE tries to keep contact information for each program up to date, and all developers were contacted in the 2023 review to make sure their information was current.

Now I'm going to switch over to the TPPER website and give you a high-level overview of how it can be useful for you. Here's the TPPER homepage on Youth.gov. The homepage is where you can find links to all the various aspects of the TPPER that I'll walk through today.

From left to right, the links include find a program, reviewed studies, publications, about the review, and frequently asked questions. Lower down on the page are some quick links and links to key publications.

Finally, at the very bottom of the page there's a place to subscribe to the Youth.gov e-newsletter. Important messages from the TPPER, such as the call for studies, go out through that newsletter.

Now I'm going to scroll back up and click on "find a program" to show you how you can search for and find a program on the TPPER website.

This page is set up to address different needs. There are three options to choose from:

• Select a Program,

• Find and Compare Programs,

• and View Resources.

The select a program feature is helpful if you're coming to the website to find detailed information about a specific program. In that case, you can select a program from the drop-down list to pull up a program profile that highlights important information about the program.

Next, you might use the Find and Compare Programs options to search for a program that's a good fit for your needs.

Finally, the View Resources link will take you to a page that provides resources on the features and implementation of evidence-based teen pregnancy prevention programs.

Now I'll walk through how use each of these features.

First, I'm going to select a program from the drop-down list. I want to note that this drop-down list includes both programs that are currently active on the TPPER and programs that are inactive. The INACTIVE programs say "INACTIVE" next to the program name. These programs are inactive because either the program isn't available for implementation, or the evidence of favorable impacts is more than 20 years old.

Now I'm going to select Be Proud! Be Responsible! from the list Which will bring me to that program profile.

The profile pages for each program are set up the same way and they're developed using public-facing documents and information from the program developer or distributor, which means the level of detail might vary across profiles.

Also as a reminder, program profiles are added to the website when a program is first added to the TPPER list, so the information might be outdated for programs that were added to the list a while ago. For any programs you're interested in, we strongly recommend reaching out to the developer or distributor for the most up-to-date information on the program.

With that in mind, let's take a look at the profile for Be Proud! Be Responsible! A sidebar menu on the left lets you display different parts of the profile under Program Information and Research Evidence.

The first section of the program information is the Program Overview, which shows you information about the program developer, a high-level program summary, and the intended population for the program.

The Intended Population section will tell you who the developer designed the program for— which may or may not be the same population as who it was evaluated with.

For example, Be Proud! Be Responsible! was designed by the developer for diverse populations of youth ages 13 to 18 but it evaluated with mostly African American adolescents ages 11 to 14.

The same is true in the Program Setting section. In this case, Be Proud! Be Responsible! was designed for a variety of settings, including schools and community-based organizations, but it was only evaluated in a community-based setting.

These distinctions are important because the evidence of effectiveness will be on the population and setting included in the evaluation or evaluations only. It's also an important piece of information to take into account when considering whether the program may be allowed by OPA to be implemented as you are intending as part of a grant. Changes in population and settings may be considered adaptations and should be discussed with OPA before implementation.

This page also provides program contact information, whether you can get a sample of the curriculum to review prior to purchasing it, whether adaptation guidelines are available, and the languages the program is available in.

Now I'll go back up and click Program Description. This page provides an overview of the program objectives, content, and methods.

The Program Objectives section lists the program's primary objectives, including the types of behaviors and the risk and protective factors the program seeks to affect.

The Program Content section is an overview of the topics, skills, and content covered during the program sessions.

The Program Methods describes the activities and instructional methods the program uses to achieve its objectives.

Now I'll click on the Program Component Table.

Program components are the discrete and well-defined parts that make up a program. These include:

• the program content (or topics it covers);

• delivery mechanism (or how the program is delivered, such as through discussion or text messaging);

• the dosage (or length and frequency of the program);

• the environment, which is the program context and setting;

• the program format, which is the group size and delivery mode—for example, is it a group-based program or online?;

• the intended population characteristics (which includes demographics such as age, race/ethnicity, and gender);

• and finally staffing (the type of staff, their required experience and the training requirements for the program).

A program's core components are a subset of these program components that are critical to a program's ability to produce outcomes, such as changing youth sexual behavior. Core components can be identified based on theory or evidence.

This page has a table that allows you to explore the components of the program, including those that are core components, and help you determine whether a program includes the components that are important to you and is a good fit for your context or not.

It can also help researchers who are interested in studying specific components of programs. The information in the table was all provided by the program developer or distributor.

For each category, the table lists;

• the fine-grained components that fall under that category (for example, the specific settings are shown under the category of environment);

• whether a component is core to the program model or not,

• whether it's in the evaluated and/or current version of the program;

• any notes from the developer on that component; and the lesson number or activities where that component is present (if the developer told us).

For example, you can see that school engagement is not covered in Be Proud! Be Repsonsible!, but morals and values is a component of the program. although not a core component, and it's included in both the evaluated and current versions. You can also filter the table by category or by the presence of the component. If you click on Category, you can select the component category you're interested in from the drop-down list. From there, you can also use the 'Has component' filter, to display whether the component is in the program or not and whether it appears in the current version of the program, the evaluated version of the program, or both. In some cases this might vary.

For example, the sexual health needs and experiences of LGBTQ+ youth might not have been included in the older version of the program that was evaluated for the TPPER, but it could have been added in an updated version of the program.

Now I'll click Program Implementation for Be Proud! Be Repsonsible! This page provides an overview of the;

• Program structure and timeline

• Staffing requirements

• Program materials and resources that come with the program

• Any additional needs for implementation that aren't included with the program (like a TV or internet access)

• Fidelity requirements

• Staff training requirements

• Available technical assistance and ongoing support

• Allowable adaptations

If the developer provided any links to additional information on their website, those links will also be included here.

Now I'll scroll up to the Research Evidence for Be Proud! Be Responsible! and click on reviewed studies.

Although every program listed on the TPPER website has evidence of effectiveness on at least one sexual behavior outcome, the extent of the evidence can vary across programs.

This page displays a table of all the studies that the TPPER review team has reviewed for Be Proud! Be Responsible! and the quality of those studies, not whether they showed evidence of effectiveness (that's found under study findings which I'll show you in a minute).

So for Be Proud! Be Responsible! there are four studies (the first study was summarized across two different journal articles which is why you those both in one row). I should note that some programs on the TPPER only have one study listed in the table.

You can see for Be Proud! Be Responsible! all four studies were high-quality randomized trials. Other programs may have studies with different levels of quality.

Next, I'll click on Study Characteristics.

This provides an overview of the setting, majority age group, majority racial/ethnic group, gender, and sample size for each study.

For example, the Borowski study occurred in high schools, with 14 to 17 year olds who were white and of any gender. There were 1,357 youth who participated in the study.

And finally, I'll click Study Findings.

This display provides a table with the evidence of effectiveness by outcome domain and study. The outcome domains used by TPPER are sexual activity, number of sexual partners, contraceptive use, STIs or HIV, and pregnancy.

An outcome domain is a category that includes relevant outcome measures. For example, the outcome domain of sexual activity could include outcomes such as "sexual initiation" or "sex in the past 3 months." The outcome domain of "contraceptive use" could include "hormonal birth control use" or "consistency of condom use."

In the table, the studies are in rows and the outcome domains are in the columns. As new studies are identified for a program, they will be added to this list.

For each domain and study the table includes either an icon or an n.a. If a study examined an outcome in one of the outcome domains there's an icon and if it didn't there is an n.a. I'll explain what the icons mean as I walk through table now.

The Borawski study in the first row has indeterminate evidence on sexual activity, which is shown by the grey icon. This means that the study looked at a sexual activity outcome, but there was no significant effect on sexual activity in a favorable or unfavorable direction.

The Jemmott 2010 study in the second row also has indeterminate evidence on sexual activity. However, it does have favorable evidence, shown by the two green icons, on contraceptive use. This means there were two or more favorable impacts, and no unfavorable impacts for this outcome.

Finally the Jemmott 1999 study in the third row and the Jemmott 1992 study in the fourth row had favorable evidence on sexual activity (shown as two green icons) and potentially favorable evidence on two domains: number of sexual partners and contraceptive use, which is shown by one green icon. Potentially favorable evidence means there was at least one favorable impact and no unfavorable impact on these outcomes.

This table shows you that the evidence varies across studies, but since there were favorable findings in at least one sexual behavior outcome domain, Be Proud! Be Responsible! could be added to the TPPER list.

Below this table is a description of the findings for each study. The details column documents where the study was conducted, who participated in it, and the specific outcomes the study examined.

On any of the pages I just walked through under research evidence you can also click on the name of the study to see more details about it. I'll do that now.

This is the Study Details page. The Study Details page provides an overview of this particular study. First, there's an overview of program information, evaluation setting, study sample, research design, and a summary of the findings.

There's also a brief summary that describes the details of the study design and its findings.

Further down the page is the effect sizes table that provides detailed information about the impact findings for all eligible sexual behavior outcomes that meet TPPER standards. As you can see in the table, this study did not have a statistically significant effect on the outcome of "ever had intercourse" at either the 4- or 12-month follow-up time points.

So, now we've covered all the sections of the program profile.

So let's go back to the main Programs page and click on Find and Compare programs to learn how to find and compare programs if you want to search for programs that were designed for certain populations or settings or if you'd like to compare evidence across programs.

 You can see this page has filters at the top to search for programs and then a table below that provides an overview of the evidence for all TPPER programs.

This table includes the same icons that were in the program profile we just looked at to help you understand what outcomes the program evaluated and what the study or studies found.

The key on the right side of the page shows all the different icons. In addition to the favorable, potentially favorable, and indeterminate evidence icons we saw on the previous pages there are also icons for conflicting evidence, potentially unfavorable evidence, and unfavorable evidence. If you hover over each of these, you can see what they represent.

The icons in this table also vary in size based on how many studies were reviewed in an outcome domain for a given program. You can see the size indicators in the key also. A larger icon means more studies were reviewed in an outcome domain and a smaller icon means fewer studies were reviewed.

So now let's try filtering on a couple characteristics to show you how that works. You can filter all TPPER programs using four characteristics:

• The population it's designed to serve. These include sub searches for…

• Intended Race and Ethnicity

• Intended Gender and

• Intended Populations

You can search on the age group it's designed for. These include sub searches for Intended Age and Intended Grade Level.

You can search on the types of programs. Which include;

• Clinic-based

• Positive youth development

• Sexual risk avoidance

• Healthy relationship

• Sexual health education.

And finally you can search on the preferred implementation settings. These include sub searches for;

• School-based

• Community-based

• Clinic-based

• Residential

• Technology-based and

• Geography.

You can search on multiple criteria at once—but the more filters you include, the fewer programs will appear in your search results. Also, some programs are designed for more than one population or setting, so they might appear in multiple searches.

However, each program was only coded for one program type based on its primary approach. That means a program can't be coded as both sexual health education and positive youth development. It will only show up in a search for the primary approach it uses.

So, now I'm going to walk you through an example of how to search for a program. I'm going to filter on programs for African American or Black young women who are high school aged. I'm not going to put on any additional filters because I don't want to limit my results too much. Now I'll click Apply Filters, and the resulting table below only includes the programs that meet my criteria.

Clicking on the program name will display the program profile that we reviewed before.

You can also compare specific programs within your search results.

Let's say I wanted to compare HORIZONS, Plan A, and Project Image. I'd select those programs, and then scroll down and click Compare. This brings up three tables with columns for each of the programs. The first shows you the various program details such as the program type, length, and recommended staffing.

The second table shows you the intended and evaluated demographic characteristics for that program broken down by race and ethnicity, gender, special populations, age, and grade level.

The third table shows the recommended program settings organized by the filtering categories.

In each of the tables, the checkmark means the program was designed for that population or setting and the asterisk means that the program was evaluated in that setting or the majority of the study population was from that racial or ethnic group.

For example, you can see that HORIZONS was developed and evaluated with African American or Black youth— however, Plan A was designed for that population but African American or Black youth were not the majority racial or ethnic group for that study.

Clicking the back button in any browser returns to the Find and Compare Programs page. Here you can conduct a new search or compare different programs.

At the bottom of the page is also a list of all the older or inactive programs. Again, these are either programs that aren't currently available for implementation such as ARK and Guy2Guy or programs whose evidence of favorable impacts in more than 20 years old such as BART and Making a Difference!

Now we'll go back to the Programs web page and click on View Resources. This page includes a list of resources on investments in evidence-based teen pregnancy prevention programs; experiences in the implementation of evidence-based programs, and other resources.

You can click the plus sign to expand each topic and see the list of resources below it.

Please note that this page is not an exhaustive list of resource on these topics.

Now I'm going to go back to the homepage and click on Reviewed Studies.

So, you might be interested in a program and not see it on the TPPER list and wonder why. There's a few reasons you might not see it. Maybe no studies were reviewed on that program, or the studies that TPPER found didn't look at eligible measures (for instance, perhaps they looked at attitudes and intentions about sex but not sexual behaviors). Maybe a study was reviewed and it wasn't sufficiently high quality according to the TPPER protocol. Or maybe a study was reviewed, and it was high or moderate quality but it didn't show evidence of effectiveness on a TPPER eligible measure.

You can figure out which of these by searching the reviewed studies database.

This a database of all the studies that have been reviewed by the TPPER review team, including those that were low quality and many that were ineligible.

You can search by program or author name and also filter by study quality rating.

Using our past example, let's search for Be Proud! Be Responsible! I'll enter the name in the form on the left, then click Apply. You'll see the results that include the studies listed on the program's profile page that we looked at before.

Now I'll look up another program called Media Aware. You'll see that only one study is listed, and it does not have a quality rating, which means it was ineligible for the TPPER.

Again, this is a helpful tool to use if you're interested in a program not listed on the TPPER and you want to see whether it has already been screened or reviewed by the TPPER team.

Now let's go back to the TPPER homepage again and click on Publications. This is a list of all the publications by the TPPER team, including the most recent summary of updated findings that came out in April 2023. The publications are sorted by date, with the most recent ones at the top.

Again, let's go back to the homepage and we're going to click About the Review. This page has the TPPER review protocols, including the most recent Version 7.0. For each protocol, there's a PDF of the protocol itself and a summary of changes document so you can see what's new in this version. These documents include a detailed description of the TPPER review process and study ratings.

On the left side of the page is a high-level Overview of the Research Process for the TPPER.

The review process involves four main steps:

• Searching for studies,

• Screening and selecting studies for review,

• Assessing the individual studies,

• and Analyzing the evidence for individual programs.

You can click the plus signs to display details on each of these steps.

Finally, let's go back to the homepage one last time and click FAQs. This is a list of frequently asked questions that fall into several categories:

• General questions about the review

• Review procedures and criteria

• Review findings

• and plans for updating the review

Click the plus sign next to each category to see its specific questions and responses.

So, that's the end of the overview of the TPPER website, I hope it's been helpful.

The website can be a great tool to help you learn about evidence-based teen pregnancy prevention programs and assess the evidence of each program.

As a reminder, the programs on the TPPER website have not been reviewed for medical accuracy, age appropriateness, inclusivity, or trauma-informed approaches. Their listing on the TPPER website is also not an endorsement by HHS of any specific program.

Anyone interested in implementing a program on the TPPER list, whether it's for a grant program or not, should do your own research on the program to determine if the program is a good fit for your specific context and population.

If you want more information about the TPPER review, there is a research brief available on the Reproductive Health National Training Center, or RHNTC website, that provides an overview of the review process and research standards. Just search for "teen pregnancy prevention evidence review" and it should pop up.

Also, OPA TPP grantees who have questions about the TPPER or selecting or evaluating an evidence-based program should reach out to their OPA project officer, the Mathematica Evaluation technical assistance team at TPPEvalTA@mathematica-mpr.com, or their RHNTC TA liaison.

Anyone else with a question about the TPPER should reach out to Mathematica at TPPER@Mathematica-mpr.com.

Thank you very much!