

# *Little* (PSBA) GTO

## **10 Steps to Promoting Science-Based Approaches (PSBA) to Teen Pregnancy Prevention using Getting To Outcomes (GTO)**

### **A Summary**

**April 2008**



## **Acknowledgment**

*Little (PSBA) GTO* was adapted from Wiseman S, Chinman M, Ebener P, Hunter S, Imm P, Wandersman A (2007). *Getting to Outcomes: 10 Steps for Achieving Results-Based Accountability*. No. TR- TR101/2. Santa Monica, CA: RAND Corporation.

Available at [http://www.rand.org/pubs/technical\\_reports/TR101.2/](http://www.rand.org/pubs/technical_reports/TR101.2/) with contributions from Carla White, Catherine Lesesne, Kelly Lewis, Claire Moore, Deborah Fisher, Diane Green, and Abraham Wandersman.

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## Welcome

All of us working for teen pregnancy prevention want to know: *Are we making a difference?* We want to achieve **outcomes** regardless of whether we are working at the school, neighborhood, community or state level. In fact, *outcomes, results, impacts* and *accountability* represent a common language that is part of the prevention landscape in any arena. Whether our focus is to prevent substance abuse, AIDS, heart disease, or unintentional injuries—we need to reach outcomes, not only to be funded and stay funded, but most importantly, *to make a difference*. The Centers for Disease Control and Prevention (CDC) is committed to improving the health of the nation and promoting prevention. Thus, this manual represents an effort to help teen pregnancy prevention practitioners use a science-based approach to how they set goals, consider and plan for a prevention program, develop and conduct process and outcome program evaluation, and learn how to improve and sustain the program if it is reaching its intended outcomes.

In the field of teen pregnancy prevention many effective prevention programs are available but adoption of these programs is slow or inconsistent at the community level. Knowing about science-based programs is necessary, but knowledge alone is not enough to achieve outcomes. If you are in the everyday world of putting programs into place, you have probably heard that you should do the following: a needs and resource assessment, have clear goals and objectives, use science-based practices, be culturally competent, build your capacity to do prevention well, have high quality plans, implement your plan and do a process and outcome evaluation, continually improve your work, and sustain your grant funded work. These are essential ingredients for effective prevention.

However, the question remains: How can you connect all of these in your work? This booklet provides a **summary** of the *Promoting Science Based Approaches-Getting To Outcomes* (PSBA-GTO) model that puts all of these steps together with the knowledge base of teen pregnancy prevention in one user-friendly package. *PSBA-GTO* offers a clear and accessible process for local practitioners to follow for delivering teen pregnancy prevention programs using a systematic and science-based approach to their work.

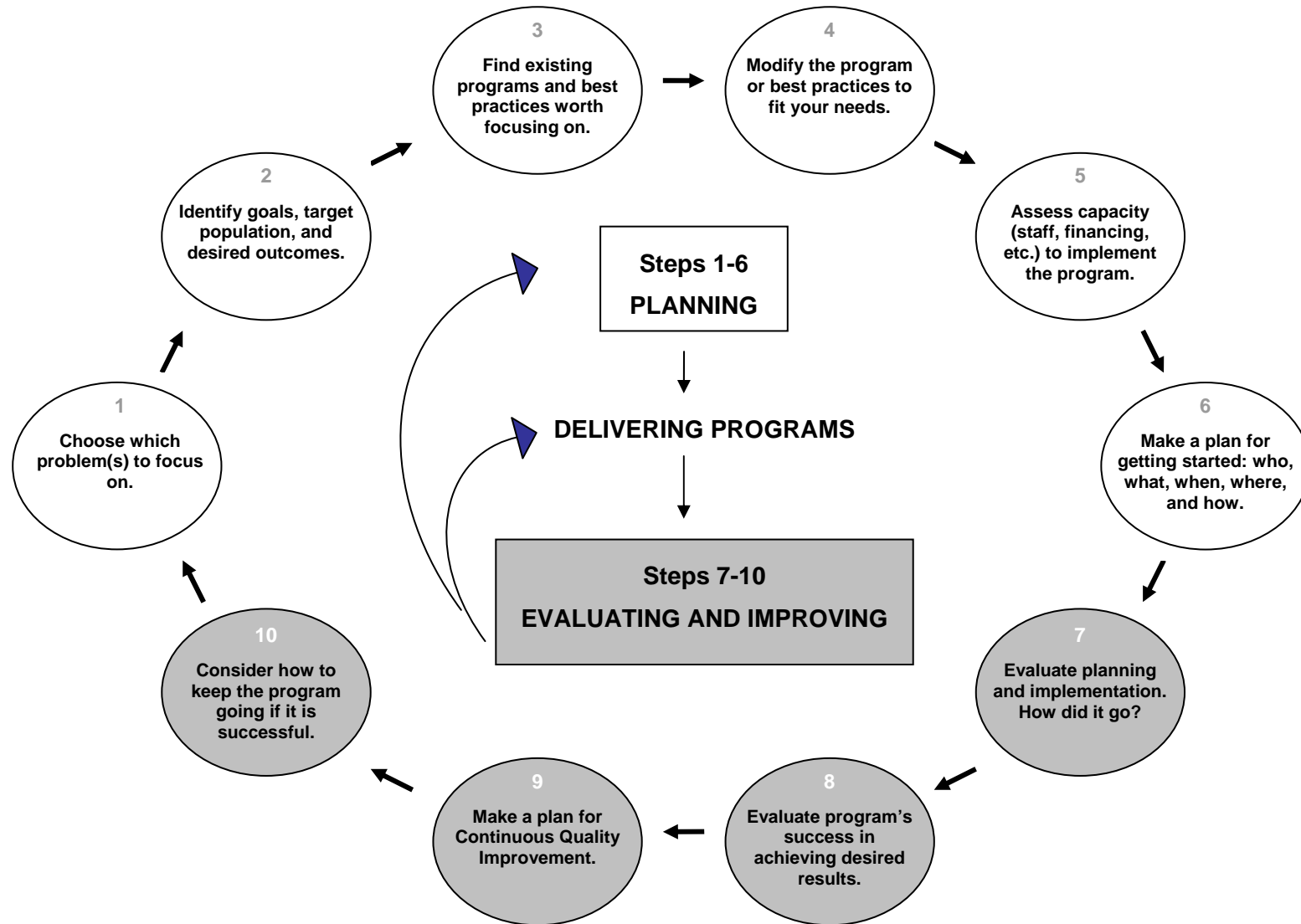
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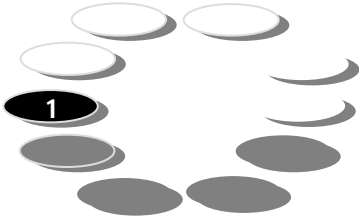
In 2004, the RAND Corporation published an approach called *Getting To Outcomes* — *GTO* for short — with the aim of helping communities develop or improve their substance abuse prevention programs. The authors are Matthew Chinman, Pamela Imm, and Abraham Wandersman. RAND's work was supported by the CDC, and since 2004 *GTO* has been adapted for use in a wide range of programs.

*Little (PSBA) GTO* was developed by Carla P. White, with contributions from Catherine Lesesne, Kelly Lewis, Claire Moore, Deborah Fisher, Diane Green, and Abraham Wandersman.

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# The 10 Steps

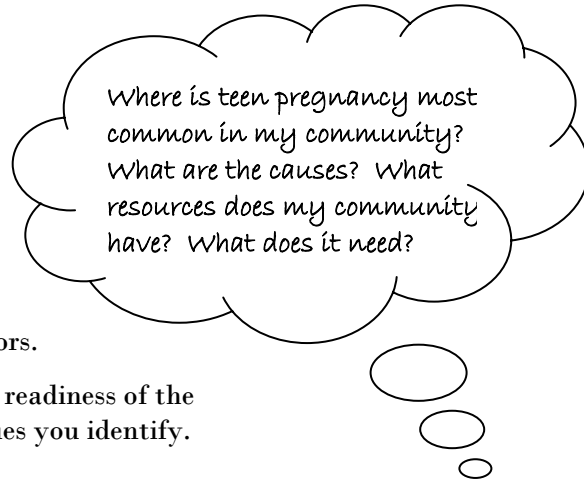




## **Step 1: Look at what needs and resources in your community must be addressed to prevent teen pregnancy.**

### **Why?**

- Identify where teen pregnancy and sexual risk behaviors are the most prevalent.
- Identify which risk and protective factors are most associated with teen pregnancy and sexual risk behaviors in your community.
- Assess community resources that exist to help reduce teen pregnancy and/or sexual risk behaviors.
- Gather support from stakeholders and assess the readiness of the community to embrace action to address the issues you identify.



### **How?**

- Set up a small work group to help gather information. There may even be an existing group you could use or expand. Seek help from your state teen pregnancy coalition if you need to.
- Plan how you will collect your data, and stick to the plan. Use different methods to gather the data, for example: community discussion forums, interviews with experts, surveys, and research of existing information and data.



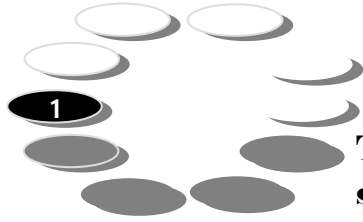
### **Key Points**

- A needs assessment is a key step and does not have to take a long time or be expensive or complicated.
- A needs assessment can focus on the youth you currently serve, and their risk and protective factors, to assess the need for a new program or service.
- Your community's "resources" include policies, previous programs, volunteers, facilities, local expertise, and financial support.

### **Linking the Steps Together**

Knowing more about the risk behaviors and resources available will help you set realistic goals and objectives in Step 2. In Step 2 you will think about what you want your program to do, whom it will be for, what changes you want to see as a result, when the change will be seen, and how the change will be measured.

*Think you've already completed this step?* See how you've done with the checklist on the reverse side of this page.



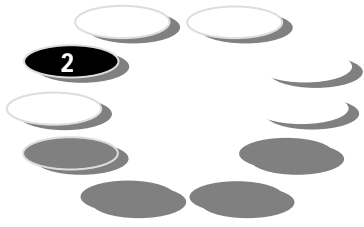
**Think you've already done Step 1? If so, make sure you have —**

*If you do not yet have a program running...*

- Established a diverse assessment committee or work group to collect data if needed.
- Developed and carried out a data collection plan which included gathering new or existing baseline data on youth and teen pregnancy rates in your community.
- Conducted a resource assessment to identify resources that may be already available to help you address teen pregnancy issues.
- Identified the critical data, behaviors, risk, and protective factors connected to teen pregnancy specific to your community and the youth you wish to serve.
- Analyzed the data you collected.
- Selected priorities which emerged from your assessments.
- Identified the potential primary population for your planned program and interventions.
- Used the tools in this step to review your work if you already have a program.

*If you already have a program running...*

If you already have a program running but have not completed all of the items on this check list, you should weigh the costs and benefits of going through each item. Consider carefully which ones might be useful to your program, and which ones might not be necessary. Conducting a needs assessment is important — knowing the state of affairs in *your* community will guide you in the selection of the best program for your primary population.



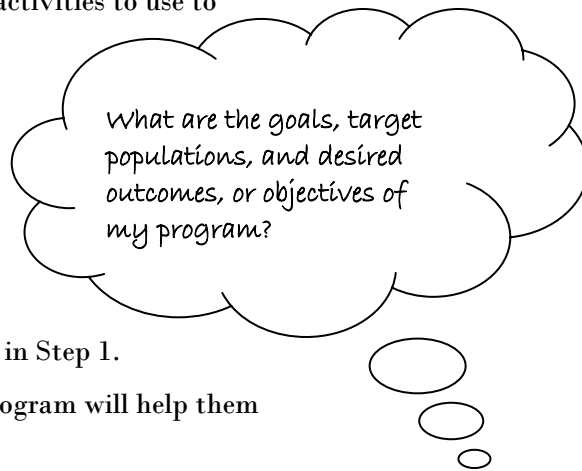
## **Step 2: Choose goals for the program, the youth you want to participate in your prevention program, and desired outcomes (objectives).**

### **Why?**

- Know where you're heading and be able to explain and measure your program's impact.
- It will help you identify the right programs and activities to use to prevent teen pregnancy, and choose the best evaluation method.

### **How?**

- Write *goals* as broad statements that describe what you want to accomplish in the long-term.
- Build your goals on the priorities you decided on in Step 1.
- Focus on one group of people and tell how the program will help them change.
- Write desired outcome statements (objectives) in concrete terms that can be measured. What teen pregnancy and sexual risk behaviors will change, for whom, by how much, and by when? These desired outcomes should be measurable.
- Start a logic model connecting program activities with desired outcomes.



### **Key Points**

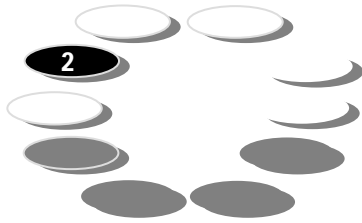
- If you already have an existing program that serves your target population, it is likely that goals have already been identified. Document them, make sure they reflect the need in your community, and that they are "S.M.A.R.T." (Specific, Measurable, Achievable, Realistic, and Time bound).
- Make sure your objectives are realistic given your time and resources.

### **Linking the Steps Together**

Step 3 will help you look at the teen pregnancy prevention programs that that research has shown to be effective. You might be able to adapt one of these existing programs to fit your needs rather than starting from scratch, or improve an existing program.

*Think you've already completed this step?* See how you've done with the checklist on the reverse side of this page.





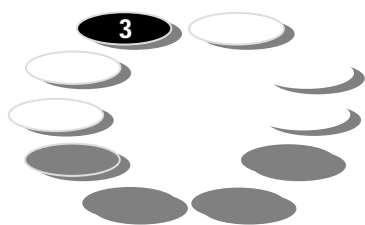
**Think you've already done Step 2? If so, make sure you have —**

*If you do not yet have a program running...*

- Developed a clear health goal(s) and selected behaviors and determinants to address with your program.
- Developed a clear set of desired outcome statements that are focused on the behaviors and determinants you want to address with your program.
- Summarized and documented all your work in a logic model and in Desired Outcome Statements Worksheet.

*If you already have a program running...*

- Developed a clear health goal(s) and selected behaviors and determinants to address with your program.
- Developed a clear set of desired outcome statements that are focused on the behaviors and determinants you want to address with your program.
- Summarized and documented all your work in a logic model and in Desired Outcome Statements Worksheet.



## Step 3: Look at which science-based programs can help you reach your goals.

### Why?

- Use what is already known to focus your planning and increase the success of your program.
- Spend your resources wisely, on programs that have been shown to work.
- Reassure funders that your program is based on the latest science and is likely to make a difference in teen pregnancy, Human Immunodeficiency Virus (HIV) and Sexually Transmitted Infections (STI).

### How?

- Use the resources listed at end of this document (see Links to Lists of Science-Based Programs p. 25). Talk to other people in your field.
- Focus on programs that are meant for youth similar in age, ethnicity, and gender of your participants, and that led to outcomes similar to those you want to achieve.
- Select 2-4 programs to further investigate.

What programs have been shown to reduce teen pregnancy? Do they meet my objectives? What have researchers learned about prevention that I should know before I start?

### Key Points

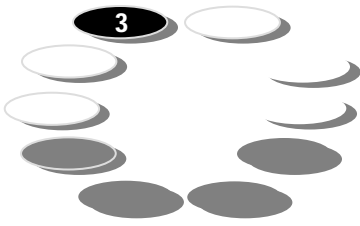
- It is more likely that you will achieve your goals if you use programs that have been shown to work for the particular teen pregnancy and sexual risk behaviors you are trying to change.
- If you copy a program that has been tested and shown to work, it is important to implement the program in the same way to get the same positive results.
- You can make changes (adaptations) to the program to make it fit your needs, but make sure it follows basic prevention best practices. This step will help you identify ways to improve an existing program using characteristics of science-based prevention programs.



### Linking the Steps Together

In Step 4, you will learn more about how to assure that the program will fit your community's goals, target population, and objectives.

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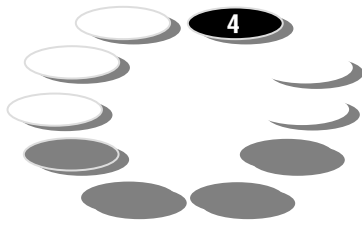
**Think you've already done Step 3? If so, make sure you have —**

*If you do not yet have a program running, have you...*

- Understood what is a science-based program (SBP).
- Conducted a review process to find potential science-based programs you may be able to use to achieve your goals and outcomes.
- Made a preliminary determination as to whether you can adopt a science-based program or adapt one to your needs.
- Selected 2-4 candidate programs to research further for your work and participants.

*If you already have a program running...*

- A basic understanding of what is a science-based program (SBP).
- Reviewed your existing program to improve it using the characteristics of a science-based program.



## **Step 4: Make sure the program you've chosen fits the needs of youth you serve and the community.**

### **Why?**

- Increase the chances that the program will be appropriate to and accepted by participating youth and the community.
- Reduce duplication by complementing what others in your community are already doing.
- Choose and, if necessary, adapt the program to increase your chances of seeing the changes you want to see.
- Make sure the program and any adaptations you make fit the culture of your community and participating youth.



### **How?**

- Use the data collected in Step 1. Compare the population that was helped by the science-based program with your population.
- Consider whether your community is ready and willing to support your program (for example, talk to community leaders).
- Consider whether you will be able to implement the program the way it was designed to be implemented — that is, with *fidelity* — without removing any of the key ingredients that make this program successful.



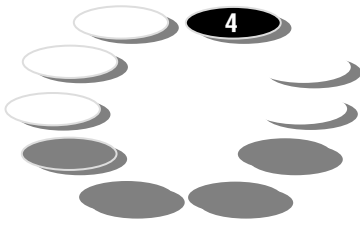
### **Key Points**

- A science-based program might need to be changed to better meet the needs of your youth. This step will help you think about adaptations that won't change the key ingredients of the program.
- If you think you will need to make big changes to a certain program, consider selecting another program.
- “Fit” might not relate to the program itself. For example, if the program is opposed by a group of parents, the fit problem may go away if you communicate with them more fully and address their concerns.

### **Linking the Steps Together**

In Step 5, you will evaluate what your organization needs in order to deliver the selected program.

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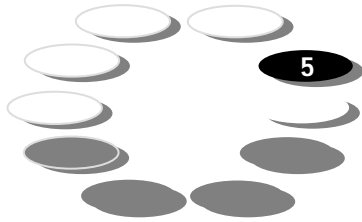
**Think you've already done Step 4? If so, make sure you have —**

*If you do not yet have a program running...*

- An understanding of what fit means.
- Considered the most important aspects of the program, the youth and the community to assess whether there is a good fit.
- Decided if the program(s) fits for your participants, organization and stakeholder community.
- Narrowed your choice of programs to implement.
- Determined if adaptations are needed.
- Determined the right adaptations to make sure your program does fit.

*If you already have a program running...*

- An understanding of what fit means.
- Considered the most important aspects of your program, the youth and the community to assess to make sure there is a good fit.
- Decided if the selected program(s) fits for your participants, organization and stakeholder community.
- Determined if adaptations are needed.
- Determined the right adaptations to make sure your program does fit.



## **Step 5: Assess whether your organization has the capacity to implement the program.**

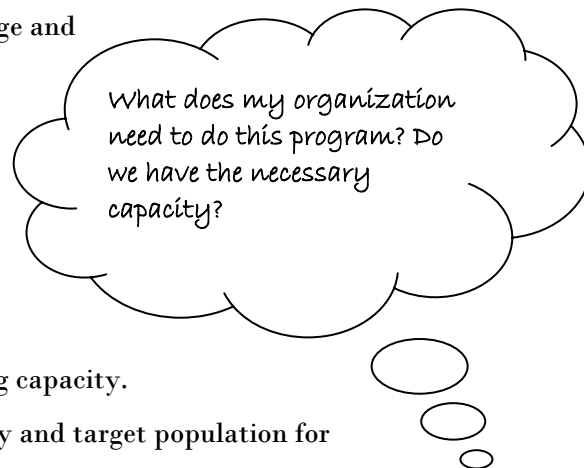
### **Why?**

- Make sure the program is positioned to succeed by identifying capacity needs and deciding how changes in human, technical and/or fiscal resources will be addressed.
- Build and maintain goodwill by ensuring you have enough staff members for the workload.
- Meet the goals and objectives of the program.
- If you are planning the program with a collaboration of agencies, make sure each member of the collaboration is clear on their roles and responsibilities.

### **How?**

Make sure your organization has enough —

- Staff capacity. Enough people with the knowledge and skills needed for program activities. Determine what further training might be needed.
- Fiscal capacity. Funding from grants, gifts, sponsorship, and fund raising to operate the program. Involve key agencies and organizations that might help provide ongoing leadership and financial support for the program after the pilot phase.
- Leadership, evaluation, and partnership-building capacity.
- Partnership capacity. Contacts in the community and target population for collaboration.



### **Key Points**

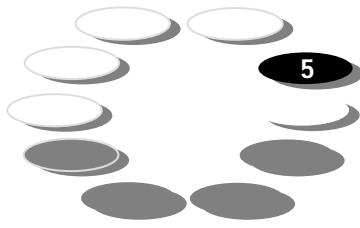
- The capacities listed above are critical for planning, implementing, evaluating, and sustaining your prevention program.
- If you do not have enough capacity, you might be able to build it. For example, staff can be trained and new partnerships can be built.
- If you find a real shortage of resources or capacity needed to implement a particular program, seriously consider choosing a different program.



### **Linking the Steps Together**

You have identified the need, behaviors, and primary population in Step 1, determined your goals and desired outcomes in Step 2, identified potential programs in Step 3, and considered the program's fit and your capacity in Steps 4 and 5. Now, in Step 6, you will make your final program selection and develop a specific plan to implement the program.

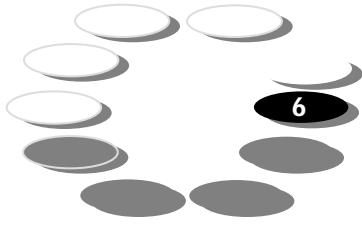
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**Think you've already done Step 5? If so, make sure you have —**

*Whether you have a program running already or not...*

- An understanding of the key capacities you need to support your work.
- Assessed whether you have the right levels of capacity needed to implement your program.
- Determined which capacities need to be further developed so you can move ahead with your work.
- Narrowed your choice of programs to implement.



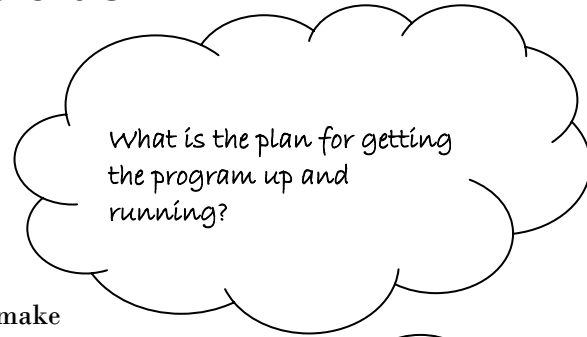
## **Step 6: Make a plan to implement the teen pregnancy prevention program.**

### **Why?**

- Make sure important details are not forgotten.
- See the need for changes before problems arise.
- Reduce turmoil when there is staff turnover, and make it easier to orient new staff.

### **How?**

- Select the program to be implemented.
- Prepare a roadmap for implementation by answering these questions:
  - **Who** will do the implementation?
  - **What** needs to be done? What are the main pieces of your program? What tasks will each person do?
  - **When** will they do it? By when will the tasks be done?
  - **Where** will the tasks be done?
  - **How** will the tasks be done?
  - **Why** will the tasks be done? Make sure all activities are important.
  - **What** are the numbers and hours of each activity, number of target population served and how often?



### **Key Points**

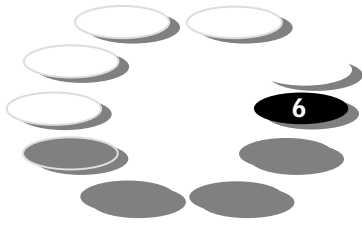
- Planning includes outlining activities, staffing, locations, timelines, and stating up front what you expect for attendance, duration of activities, and resources needed.
- The program will fit your community better if you pay attention to the cultural relevance of program materials, staff, language, and any food offered. Make sure this is in your final plan.
- Putting the program in place will go better if you plan out the roles and responsibilities of everyone who has an interest in the program, including funders.

### **Linking the Steps Together**

In Step 7 you will evaluate how the implementation process went. You will want to look at Steps 7 and 8 before you implement so your program plan includes process and outcome evaluation

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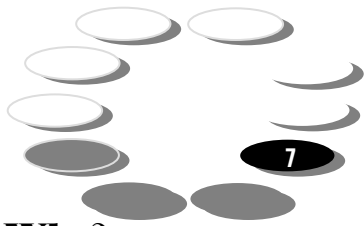
**Think you've already done Step 6? If so, make sure you have —**

*If you do not yet have a program running...*

- Finalized your program selection.
- Considered and planned appropriate adaptations.
- Completed the logic model you started in *PSBA-GTO* Step#2.
- Considered and selected participant recruitment strategies.
- Completed a program budget.
- Confirmed your program is culturally appropriate.
- Completed a detailed plan for your program implementation.

*If you already have a program running...*

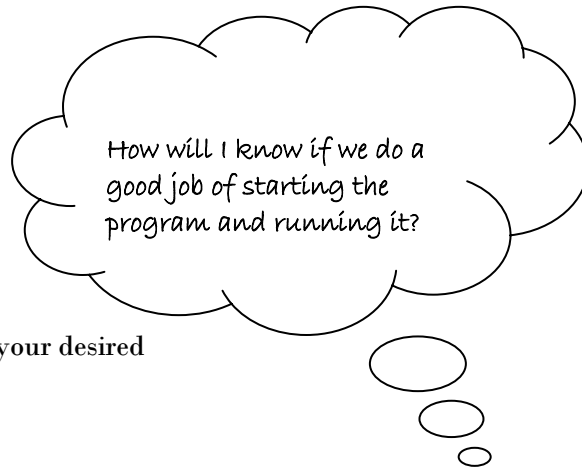
- Considered and selected participant recruitment strategies.
- Completed a program budget.
- Confirmed your program is culturally appropriate.
- Completed a detailed plan for your program implementation.



## **Step 7: Think ahead about how you will know whether the program has been implemented well.**

### **Why?**

- Make corrections while the program is running to keep things on track.
- Make sure you are using your plan for the program and implementation so that you don't leave important things out.
- Be able to explain why you did or did not reach your desired outcomes.



### **How?**

Answer the following questions:

- Was the program implemented as planned?
- Was the program implemented on time?
- What was done well (e.g., with fidelity to the science-based program you selected)? Were staff and participant youth satisfied with the program?
- Were the youth who received the program from the population you intended to reach?
- What midcourse corrections should be made?



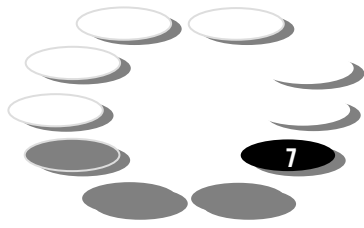
### **Key Points**

- A process evaluation should start before the program begins and continue while the program is running.
- Doing both a process and outcome evaluation (Step 8) is important to get a complete picture of the program's effects.
- A process evaluation should involve tracking attendance of participants, monitoring fidelity for each session, and tracking information in your work plan. It can involve asking questions of staff and/or program recipients, conducting satisfaction surveys, or other efforts to see whether the program was implemented well.

### **Linking the Steps Together**

Now you have a plan for evaluating how well the program was put into place. In Step 8, you will make a plan for evaluating participant outcomes of the program.

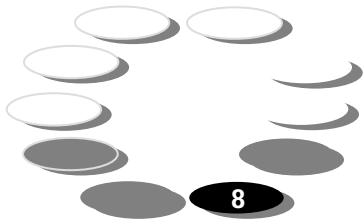
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**Think you've already done Step 7? If so, make sure you have —**

*If you are about to implement or already have a program running...*

- Developed a clear process evaluation plan before launching your program.
- Examined whether the activities captured in your logic model were implemented as planned.
- Monitored the work plan you started in Step #6.
- Determined the quality of your activities.
- Identified and made midcourse corrections if needed.
- Tracked the number of participants and their attendance.
- Monitored your program fidelity.



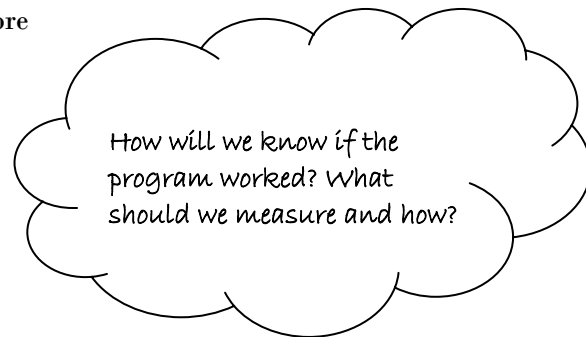
## **Step 8: Evaluate whether the program is meeting its goals, reaching its target audience, and achieving its desired outcomes.**

### **Why?**

- Get evidence that your program worked, or understand why it didn't work.
- Produce facts and numbers that persuade funders to continue their support.
- Identify changes that could make the program more successful.

### **How?**

- To plan and conduct your outcome evaluation —
  - Identify what will be measured.
  - Choose the design of the evaluation.
  - Develop the methods to be used.
  - Develop and finalize a plan to put those methods into place.
  - Conduct the outcome evaluation.
  - Analyze the data, interpret the findings and report your results.
- Plan to deal with issues such as consent, confidentiality, and anonymity.
- Combine process data from Step 7 with outcome data to learn about the program's effectiveness.



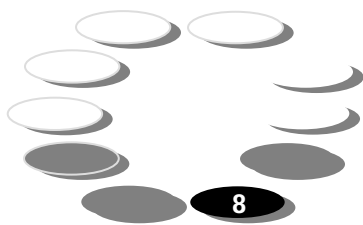
### **Key Points**

- An outcome evaluation measures the target group's knowledge, attitudes, skills, and behaviors to see if they have changed. It is especially good to evaluate changes in behaviors (e.g., condom use among sexually active youth).
- Different designs and methods for data collection and analysis all have benefits and costs that need to be weighed.
- Don't confuse process with outcomes; for example, number of classes taught (process) versus change in behavior among participating youth (outcome).

### **Linking the Steps Together**

In Step 9, you will learn how to use information from all the previous steps to continuously evaluate and improve your program.

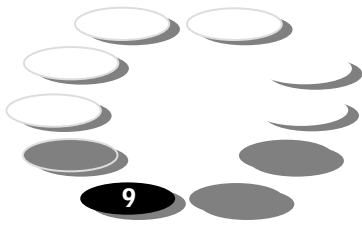
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**Think you've already done Step 8? If so, make sure you have —**

*If you are about to implement or already have a program running...*

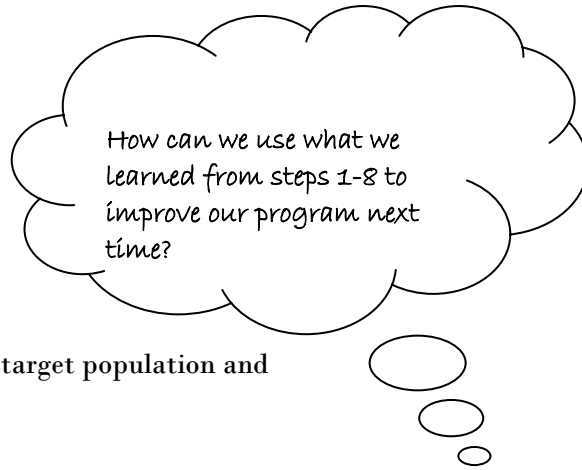
- Identified measures.
- Chosen the design of the evaluation.
- Developed methods to use.
- Developed and finalized a plan to put those methods into place.
- Conducted the outcome evaluation (collected your data).
- Analyzed data, interpreted your findings and reported your results.



## **Step 9: Make a plan for continuous quality improvement (CQI) of the program.**

### **Why?**

- Take advantage of what you learn over time to improve the program.
- Make changes to the program without starting over.
- Keep your program fresh and a good fit for your target population and community.



### **How?**

- In an orderly way, look at the information and data you have about the planning, implementation, and outcomes of the program.
- Start with Step 1 and review Steps 1 – 8.
- Think about what the process and participant outcome data tell you about how you could improve the program.



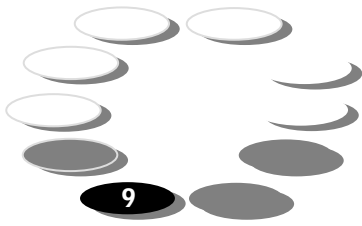
### **Key Points**

- When you keep track of what works well, you can use the same methods in the future, and avoid repeating mistakes or missteps in the future.
- Develop a culture of organizational learning in which everyone is open to learning and continuously making the program better.
- Investing in evaluation makes sense when evaluation findings are used for improvement.

### **Linking the Steps Together**

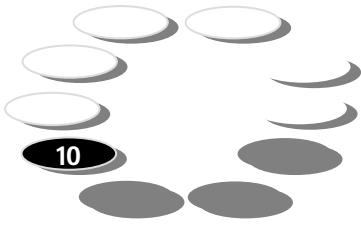
In Step 10, you will consider different ways to help keep your successful program going.

*Think you've already completed this step?* See how you've done with the checklist on the reverse side of this page.



**Think you've already done Step 9? If so, make sure you have —**

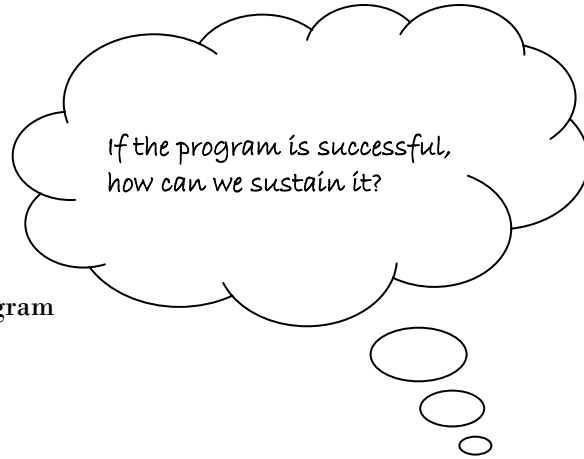
- Completed the CQI Tool.
- Documented successful program activities.
- Assessed program activities which did not work well overall or for specific groups.
- Identified areas for improvement.
- Created strategies for improvement.
- Increased buy-in within your organization by soliciting and acting on the suggestions of program staff.



## **Step 10: Consider what will be needed to keep the program going if it is successful.**

### **Why?**

- Effective prevention programs for youth are needed.
- Get the payoff from the large investment in *starting* the program by keeping it going.
- Maintain the good outcomes your successful program has achieved for the community and funders.



### **How?**

- Make sure the program is worth sustaining: Does it work? Does it address the needs of the youth and community it serves?
- Obtain new funding from inside and outside your organization to continue the program (e.g., resources from your host organization or a new grant). Convince state, county, or city agencies to include the program in “on-going” public funding (e.g., block grants, state agency funding streams).
- Find a program advocate or champion (e.g., a community leader) to generate goodwill for the continuation of the program.
- If you use volunteers, such as students, for certain program activities, make sure your permanent staff members are trained in those activities as well.
- Work to keep the capacities strong from Step #5 (e.g., staff retention, fiscal, etc.).
- Partner with established organizations that have compatible values to help you build good relations with the community and identify local advocates for adolescent sexual health.



### **Key Points**

The likelihood of continued support and funding depends on many factors; such as,

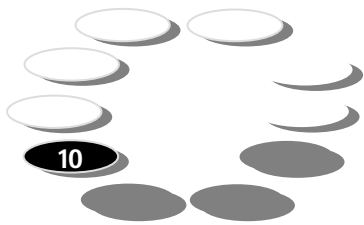
- The organization that sponsors the program likes the program and it meets political needs.
- Many staff members are trained to run the program.
- The program has an influential advocate.
- The program is run well and is liked by participants.

### **Linking the Steps Together**

Use information from other steps to determine if this program should be continued (e.g., Steps 7, 8, 9). Use information from Step 8 and Step 9 to make an argument to funders to continue support.

*Think you've already completed this step?* See how you've done with the checklist on the reverse side of this page.





**Think you've already done Step 10? If so, make sure you have —**

- Developed a Sustainability Plan.
- Started discussions with community members about sustaining the program.
- Have clear strategies in place for gradual financial self-sufficiency.
- Identified a respected program champion.

## **Glossary**

<b>Activities</b>	All of the actions needed to prepare for and carry out the program. This includes intervention activities, training activities, and staff debriefings, among others.
<b>Adaptation</b>	The process of making changes to a science-based program to make it more suitable to a particular population or organization's capacity without changing or removing core components.
<b>Capacity</b>	The resources (i.e., staff, skills, facilities, finances, technology, partnership capabilities, and other resources) an organization has to implement and sustain a program.
<b>Core components</b>	The essential elements that are believed to make a science-based program effective, and which should be kept in order to maintain program effectiveness.
<b>Desired outcomes</b>	The specific changes you expect as a result of the program. Desired Outcome statements are also known as <i>objectives</i> .
<b>Fidelity</b>	The faithfulness with which a science-based program is implemented. This includes implementing the program without removing parts of the program that are essential to the program's effectiveness (core components). This is also sometimes called "compliance" or "adherence."
<b>Fit</b>	Compatibility between a program and the youth and community served. <i>Cultural Fit</i> refers to how well a program fits with the structure of behaviors, beliefs, values, customs, language, and practices of a particular group of people.
<b>Informed consent</b>	Educating potential participants to make sure they can make an informed decision about whether or not to participate in the program or research study. Their informed consent must be given freely, without pressure or coercion, and must be based on a clear understanding of what participation involves. This means more than just obtaining a signature on a form.
<b>Objectives</b>	The specific changes you expect as a result of your program, also known as <i>desired outcomes</i> .
<b>Process evaluation</b>	Assesses the degree to which your program is implemented as planned. It includes monitoring the activities, who participated and how often, as well as the strengths and weaknesses (quality) of the implementation.
<b>Science-based program</b>	A program that research has shown to be effective in changing at least one of the following behaviors that contribute to early pregnancy, STD and HIV infection: delaying sexual initiation, reducing the frequency of sexual intercourse, reducing the number of sexual partners, or increasing the use of condoms and other contraceptives.
<b>Stakeholders</b>	Individuals and organizations that have a shared interest in your program's results. Stakeholders include participants, their families, your program staff and volunteers, funders and community organizations which share your vision.
<b>Work plan</b>	A written list of all of a program's activities, broken down by resources, personnel, delivery dates and accomplishments. A work plan includes specifying who will do what, when, and where.

## Links to Lists of Science-Based Programs

- *Making the List* provides information on where to find all the lists included in their review, but here's some quick information on where to find the key ones we recommend, too:

<http://www.teenpregnancy.org/works/pdf/MakingTheList.pdf>\*

- *Emerging Answers: Research Findings on Programs to Reduce Teen Pregnancy* (2001) written by ETR's Douglas Kirby, PhD and published by the National Campaign to Prevent Teen Pregnancy.

[http://www.teenpregnancy.org/resources/data/report\\_summaries/emerging\\_answers/](http://www.teenpregnancy.org/resources/data/report_summaries/emerging_answers/)\*

- *Preventing Teenage Pregnancy, Childbearing and Sexually Transmitted Diseases: What Research Shows* (2002) published by Child Trends.

<http://www.childtrends.org/Files/K1Brief.pdf>\*

- *The Program Archive on Sexuality, Health & Adolescence* (2002) developed by Sociometrics.

<http://www.socio.com/pasha.htm>\*

- *Science and Success: Sex Education and Other Programs That Work to Prevent Teen Pregnancy, HIV & Sexually Transmitted Infections* (2003) published by Advocates for Youth.

<http://www.advocatesforyouth.org/programsthatwork/index.htm>\*

\* Links to non-Federal organizations found at this site are provided solely as a service to our users. These links do not constitute an endorsement of these organizations or their programs by CDC or the Federal Government, and none should be inferred. The CDC is not responsible for the content of the individual organization Web pages found at these links.