A GUIDE FOR TECHNICAL ASSISTANCE PROVIDERS WORKING WITH PROMOTING SCIENCE-BASED APPROACHES IN TEEN PREGNANCY PREVENTION USING GETTING TO OUTCOMES (PSBA-GTO)

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Preface

People working in teen pregnancy prevention programs want to know a difference is being made in the lives of young people. If you are a technical assistance provider (TAP) working with these programs, you want to know how to best help them achieve their goals and outcomes. This guide is written for you.

The guide is unique because it goes hand-in-hand with a manual published by the Centers for Disease Control and Prevention called *Promoting Science-Based Approaches to Teen Pregnancy Prevention Using Getting To Outcomes* (PSBA-GTO). This detailed manual was written to help practitioners increase their capacity to employ all of the best-known elements of effective prevention in their work, while methodically planning, implementing, and evaluating their programs and strategies. Blending evidence-based approaches (also called science-based approaches) gleaned from research on existing, effective teen pregnancy prevention programs, PSBA-GTO promotes the use of a comprehensive model in the hopes it will lead to continually improved results in the field.

We've developed this technical assistance (TA) guide to help you, the TAP, collaborate with teen pregnancy prevention staff charged with planning, implementing, and evaluating programs using PSBA-GTO. It assumes you have a basic familiarity with the GTO process and the PSBA-GTO manual, as well as how to provide TA services.

The guide provides detailed descriptions of the kinds of skills and experience TAPs need to use in their work and how to apply those skills and experience; this includes observing how change happens and how to positively motivate people toward change. The guide also describes how to solve common problems that sometimes arise using PSBA-GTO or when providing TA. Useful resources are either included in the Appendix or suggested for further study, if needed.

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Introduction

There are essential public health goals and outcomes in the field of teen pregnancy prevention. We assume that the better the system for supporting achievement of these important goals and outcomes, the better our work will be, and ultimately the better youth we care about will do. One tool for improving teen pregnancy prevention is PSBA-GTO. Another important tool is technical assistance (TA) to support practitioners in their use of that manual. **This guide is a companion piece for technical assistance providers (TAPs) using PSBA-GTO.**

As a TAP, think of yourself as a coach who provides individualized TA to meet the needs and increase the knowledge and skills of people you'll work with – in this case, teen pregnancy prevention practitioners. Keep in mind, though, your job is not to *tell* people what to do; your job is to assess their capacity for doing the work and guide them to achieve quality program implementation. **This guide is designed to support TAPs in coaching practitioners to plan, implement, evaluate, improve, and sustain programs that achieve desired outcomes.**

Definition of technical assistance

This guide focuses on the provision of TA. According to the Centers for Disease Control and Prevention (2008), TA is:

> "Tailored guidance to meet the specific needs of a site or sites through collaborative communication between a specialist and the site(s). Assistance takes into account site-specific circumstances and culture and can be provided through phone, mail, e-mail, Internet, or in-person meetings" (p.59).

The use of the term "specialist" here is not meant to imply a hierarchy; rather it's meant to imply the role of someone with specialized knowledge and skill who shares that knowledge and skill with a group of interested learners.

TA is generally thought of as a very individualized, hands-on approach to help build a program or organization's capacity for achieving outcomes, as well as quality improvement of its work. The TAP may be called upon to help build general program or organizational capacities in a variety of areas such as leadership, resource development, quality program implementation and improvement, and sustainability for the future (Wandersman, et al., 2012).

TA in this guide is considered part of a larger project in which an organization (which we call an *implementation partner*) seeks to select, implement, and evaluate an evidence-or-science-based teen pregnancy prevention program. TA presumes the use of the PSBA-GTO manual as the foundation for your work as well as the following activities:

- Regular site visits and/or virtual meetings;
- Building support that helps reduce barriers to using evidence-based approaches;
- Providing technical or scientific information in user-friendly ways;
- Promoting the use of evidence-based approaches; and
- Providing TA that includes proactive follow-up support, over a period of time.

What is in the guide?

The guide describes how you as a TAP should walk an implementation partner through the use of the PSBA-GTO steps. The guide covers the following content:

- Your role as a TAP;
- The basic skills you need to be a TAP;
- How to start, build, and maintain relationships with the implementation partner;
- Supporting the implementation partner in building its own capacity to implement, evaluate, and continuously improve the program with quality;
- Describing typical challenges and providing examples of TA responses and probing questions for each step; and
- Managing many aspects of your work with an implementation partner, including how to make a graceful exit when the work is done.

This guide walks hand-in-hand with the PSBA-GTO manual and contains ideas and resources that supplement those found in that manual. If the primary purpose of PSBA-GTO is to help programs improve the quality of their work in order to achieve outcomes, the primary purpose of this guide is to walk TAPs through the PSBA-GTO in a parallel process, illustrating how you can guide the implementation partner through the tasks and challenges, thereby increasing understanding of the PSBA-GTO steps.

Table 1 summarizes each of the PSBA-GTO questions and highlights the TAP's primary tasks.

Table 1. PSBA-GTO questions and associated TAP tasks

PSBA-GTO Question	TAP provides knowledge and uses skills to help implementation partners build capacities to:
What underlying needs and resources must be addressed to prevent teen pregnancy in your community?	Conduct a needs and resources assessment; collect data
What are the goals and desired outcomes for your teen pregnancy prevention program or strategy?	Develop program goals, write Specific, Measureable, Attainable, Realistic and Time-limited (SMART) outcomes, create and use a BDI logic model
Which *evidence-based program* or strategies can help you reach your goals and desired outcomes?	Investigate, consider and select evidence-based programs
Which actions should be taken to ensure that selected programs or strategies fit with your community context?	Assess program fit with youth, organizations, and communities; make appropriate adaptations if needed without compromising core components
What organizational capacities are needed to implement the programs or strategies?	Assess organizational capacity to implement programs with fidelity and quality
How do you create a clear, rational, and focused plan for a successful teen pregnancy prevention program or strategy?	Create a program plan that addresses identified gaps
How will you assess the extent and quality of implementation of the program or strategy?	Implement the program plan with quality and conduct a process evaluation
Has your program or strategy had the desired impact(s)?	Conduct an outcome evaluation including data collection tools, data entry, analysis, and reporting
How will you continuously improve the quality of the program or strategy?	Conduct a continuous quality improvement (CQI) process and make improvements throughout the PSBA-GTO process based on the results of assessments
If your efforts were successful, how will they be sustained?	Create and use a program sustainability plan

Your Role as a Technical Assistance Provider

Your job as the TAP is to help an implementation partner work through the PSBA-GTO steps and achieve its desired outcomes. This is often easier said than done. The implementation partner will have its own history, staff composition and levels of experience. The youth involved will have their own set of unique needs, ideals and characteristics. As programs progress toward goals and desired outcomes, new priorities need to take shape, too. For an implementation partner to sustain a program's success, it must be flexible and adaptable to changing contexts and needs. This is the very essence of sustaining a successful program.

TAPs must have the skill, experience, and tools to accurately assess where the implementation partner is starting, and then help move the implementation team to a higher level of competency. This progression rarely goes in a straight line. As a TAP, you will need to feel comfortable and confident moving through a complex change process with implementation partners until their new knowledge, skills, and attitudes are acquired.

Your leadership and relationship skills can help you guide collaboration with the implementation partner without usurping control. You should become familiar enough with the implementation partner's operation and functioning to understand clearly where they are and how things work, but remain removed enough to provide clear feedback on where practices can be improved. For example, while building a logic model, your implementation partner may struggle to draft a health goal that fits with a project goal of reducing teen births by 10%. As the TAP, you should offer to review revised versions of the goal statement rather than writing the goal statement *for* them. If you write the goal statement, it doesn't increase their capacity to write a health goal or promote the spirit of collaboration and buy-in.

While the PSBA-GTO steps are fairly straightforward, helping a team move through those steps will depend on how artfully you apply your knowledge and skills to:

- Building relationships and trust with the implementation partner and among the organization's staff (i.e. program facilitators, program managers, etc.);
- Addressing implementation partner concerns;
- Setting a tone of openness to self-evaluation and new ideas;
- Generating ideas about potential targets for intervention;
- Reaching agreement on next steps; and
- Using quality practices for improvement.

Depending on how the work progresses, you may take turns being a coach, mentor, adviser, guide, instructor, teacher, manager, and even a trainer. Your role – and your approach – can have a huge impact on the project and the people you'll be working with (Chilcoat, et al., 2014). Modeling positive and supportive approaches for the implementation team will enhance the TA experience for everyone.

The TAP skill set

Empowering an implementation partner, building its capacity, and guiding a change process takes a considerable amount of skill. Knowing when and how to apply your expertise, while working in collaboration with the implementation partner, is part of the fun and challenge of being a TAP. An important range of necessary skills for being a TAP include:

- Familiarity with PSBA-GTO and teen pregnancy prevention;
- Knowledge and experience in conducting needs, resources, and capacity assessments, as well as evaluation skills for conducting focus groups, creating tools such as surveys, and helping staff with data collection and analysis;
- Interpersonal skills including working with diverse communities, relationship development and maintenance;
- A clear set of personal and professional ethics such as honesty, integrity and desire for the implementation partner to achieve success;
- Experience guiding organizational change;
- Facilitation skills including working with groups, running meetings, and conducting exercises and activities like brainstorming sessions;
- Project management skills to help prioritize tasks; perform motivational and other kinds of interviewing; guide people through stages of change, implementation planning; and support the implementation partner on meeting project goals;
- Coaching skills including teaching; providing behaviorally-based feedback and positive reinforcement; and motivating implementation partners; and
- Technical skills for using computers and software.

Note

For more information on how to work with diverse communities, go to:

http://www.jsi.com/JSIInternet/USHealth/project/display.cfm?ctid=1000&cid=85&tid=40&id=7641it.

Your responsibilities as a TAP

Many of you have experienced what some companies call "technical assistance." You have a problem with your computer or smart phone so you contact customer service to get help. In some instances, you get an automated response followed by the opportunity to ask someone your question. During a call or live chat, you're expected to follow directions and do exactly as customer support instructs. Unfortunately, this real-time "technical assistance" may or may not work.

That is *not* the kind of technical assistance we're talking about. Your role is not simply to give the implementation partner instructions and then expect that they'll do exactly what you say. Your role is to coach them as an equally invested partner in identifying their own needs and achieving their own goals. TAPs must be flexible in using different strategies and resources to address the changing needs of the implementation partner.

TAPs should use a foundation of best practices in TA to enhance the delivery. Use a variety of strategies to translate these best practices into how you interact with an implementation partner and work to meet *its* needs. Consider using the following categories and competencies developed by Concordia University (2007) and adapted for this TA guide to inform your practice:

- Relationships;
- Effective practices and techniques;
- Professional responsibilities; and
- Managing challenges.

Relationships

TAPs play a crucial role in bringing PSBA-GTO practices to life by providing opportunities for the implementation partner to learn and practice skills described in the PSBA-GTO manual. This hands-on approach helps people integrate PSBA-GTO activities into their everyday work, resulting in positive, long-term impact and sustainability.

How you deliver your TA will be essential to establishing collaborative relationships with the implementation partner. Aspects of relationships important to your work include:

- **Building trust** - Trust without solid TA strategies or TA strategies without good relationships will probably not yield the best results. Being accessible, reliable, and dependable are all critical qualities for building a trusting relationship with an implementation partner.
- **Using different TA practices and techniques** – Variety will better engage team members, help them build their knowledge and skills, and lead them to be more effective in fully implementing the PSBA-GTO model. Sending a periodic email to implementation partners with links to a news story or new resource is not sufficient to engage them. In-person

meetings, video chats, or interactive TA logs may enhance the TA experience -- for both of you!

- **Encouraging meaningful communication** -- The implementation partner needs to know he or she can expect you to (tactfully) tell the truth about the work, especially when it comes to program changes or improvements. They also need to know they can have confidential conversations with you about concerns they may have. For example, if they are unclear about how to complete a fidelity-monitoring log, they need to be able to ask you for help without feeling incompetent or worrying about their status on the project. They also need to know that when they are asked to contribute ideas and strategies for moving forward, what they say will become part of their action plans.

TA success requires building, nurturing, and maintaining relationships so that the implementation partner can better learn to provide and sustain high-quality programs in the community.

Effective practices and techniques

Table 2 is an excerpt from MN SMART's "Relationship Based Professional Development Strategy Specific Competencies: Competencies for Effective Technical Assistance" (Concordia University, 2007). It includes effective technical assistance practices you can use when working with your implementation partner.

Table 2. Content Area II: Effective Technical Assistance Practices

A. Demonstrates expertise in applying research based knowledge and content, best practices, resources, and current technology to address the needs of client
B. Provides information on different strategies and resources available to client
C. Uses observation strategies and appropriate tools to objectively observe client/program to determine prescriptive changes needed
D. Analyzes information from observations to guide the development of program improvement goals with measureable outcomes
E. Demonstrates flexibility and a positive attitude in delivering assistance to meet the challenges and changing needs of client
F. Supports goals that require different levels of intensity and timelines through understanding and planning for specific goals
G. Provides a process for ongoing planning and discussion
H. Provides support and guidance to client in developing a network of peers working to address similar issues
I. Uses new knowledge and skills to assist client in capacity building
J. Employs a broad range of ideas, values and diverse perspectives
K. Provides well documented assessment and reports

Professional responsibilities

You are expected to be professional at all times, demonstrating your competence in applying effective TA practices. This means:

- Understanding your role in the context of your work and maintaining a neutral stance when conflict arises, such as not taking sides during disagreements about the implementation partner's internal operations, policies, and procedures unless they directly affect the project;
- Being realistic and clear about your role and responsibilities, including appropriate limits;
- Being on time for meetings;
- Communicating clearly and effectively, including documenting meetings and TA, as well as maintaining confidentiality when appropriate; and
- Following up when necessary.

It is best to articulate these responsibilities as well as deliverables, and deadlines in a working agreement called a Memorandum of Understanding (MOU) with the organization with which you'll be working. An MOU is a written agreement that describes the details of a relationship between two parties. It is more formal than a verbal agreement, but less formal than a contract. An MOU should describe the purpose of the agreement, the roles and responsibilities of the parties involved (e.g., what kind of space and staff the implementation partner is making available to you), a payment schedule if applicable, and the duration of the agreement. An MOU between you and the implementation partner can specify the details and limitations of the TA you will provide, articulate materials you will have access to, as well as circumstances under which you can attend meetings and make site visits (Huberman & Klaus, 2007). Negotiating the details of an MOU up front in your work will raise and answer important questions before you begin, and help avoid any misunderstandings as the work proceeds.

See the detailed sample of a PSBA-GTO MOU in the **Appendix A: Sample Memorandum of Understanding**.

Managing challenges

Challenges will inevitably surface. Organizational leadership may be eager to tackle a process that is not as enthusiastically embraced by staff. Staff may feel their on-the-ground experience is not perceived as valuable by leadership. Resources may be tight and the use of PSBA-GTO might look overwhelming. Consider these tips gleaned from other PSBA-GTO projects to help address challenges:

Diversify participation in work teams – Occasionally program managers are selected for their management skills, not necessarily their implementation experience. Be sure that the work group includes diverse staff whose knowledge and skills complement one another.

Understand decision-making styles – Knowing how the implementation partner makes decisions can promote or hinder progress. It can also give you important signals about the implementation partner's readiness so you know where to concentrate TA. Consider:

- Does organizational leadership delegate the work but not share decision-making with those doing the work?
- Are significant issues raised, but sidestepped and never resolved?
- Does an implementation partner have a good grasp of what can realistically be accomplished in a project using PSBA-GTO given its resources?

Your baseline understanding of decision-making issues will most likely guide specific recommendations for the TA plan later on.

Competing competencies – TAPs sometimes find themselves in the position of providing TA with people they know well or with whom they have actually worked. For example, a teacher may leave a school position, but eventually provide TA to a former principal when hired as a TAP for a teen pregnancy prevention project. Most often this will be a smooth transition, but sometimes, these relationships need to be acknowledged and renegotiated, clarifying expectations and ideally outlining a few details in an MOU.

When to be in charge – Working collaboratively sometimes means comfortably letting go of control. As the TAP, you have a good grasp of the PSBA-GTO tasks that must be completed to move the project forward. However, you need to reconcile the reality that busy people can't – or even sometimes won't – meet their deadlines and get the required work done. You need to know when to wait, when to gently remind, or when to ask for greater accountability.

Realistic time demands – Even with leadership support, people may have a hard time making PSBA-GTO planning a priority. Get the implementation partner focused as soon as possible on how the work connects to desired teen pregnancy prevention outcomes. If the staff really doesn't seem to have sufficient time for PSBA-GTO tasks, you will need to work with the implementation partner to identify barriers and if necessary, work with organizational leadership to reduce those barriers.

Using “positive, results oriented strategies” (Concordia University, 2007, Content Area IV: Managing Challenges) can address most challenges. If you consistently develop trusting relationships, model open communication, and support the implementation partner in owning the PSBA-GTO process, the team should be well positioned to surface and resolve its own issues with minimal guidance from you.

To help you move the implementation partner’s work forward, we next discuss getting to know where the work team is starting from so you can better support the team through its use of PSBA-GTO.

Note

It’s assumed you’re already familiar with the PSBA-GTO manual. If not, before moving ahead with a technical assistance project, you should read it now. You need to become thoroughly familiar with its contents so you feel comfortable with it before walking others through it.

Assess the Implementation Partner

Once the implementation partner has been identified, but prior to starting TA work, you should learn as much as possible about the organization, its staff, and the context of their work. Through information gathering, interviewing and observing you will form a baseline picture of how "ready" the implementation partner is to engage in the PSBA-GTO process. Understanding the team's level of familiarity and comfort with various tasks and its readiness for change will help you work with the team to design meaningful TA goals and an action plan. Since readiness to change has been found to be more important in determining TA outcomes than the TAP's intervention (Beer & Spector, 1993), determining readiness for change is an essential part of your initial assessment of the implementation partner.

How to conduct an Assessment of the Implementation Partner (AIP)

There are many ways to collect information about an implementation partner's overall readiness for engaging in the PSBA-GTO process. In the next section we discuss several key strategies for gathering information to help you work with the team, including:

- Getting to know the organization and the implementation partner team members;
- Documenting activities with the implementation partner in a **Proactive Group TA Template;**
- Using a tool called the **Program Implementation Partner Needs Assessment (PIPNA)**;
- Using the PIPNA in a group interview setting with the implementation partner's project team;
- Assessing engagement and listening for "change talk" when interviewing or observing implementation partner staff members; and
- Using the results of your assessments when developing the TA Plan.

To help track and document your work with the implementation partner, we've provided two tools for suggested use in the **Appendix.**

Proactive Group TA Template (Appendix B.)

This spreadsheet contains a series of tabbed sections you can use to keep track of all aspects of your work with an implementation partner including:

- **Contact Log –** Provides space for you to track your encounters made with the implementation partner, mode of contact (e.g., by phone, in person, etc.), and topics covered as well as ample space for a brief summary of your notes.
- **TA Plan –** Organized by each of the 10 PSBA-GTO steps, this section provides space for documenting goals, action, dates of completion, lead staff, and deliverables on each step.
- **Call Log –** A place to document your phone contacts with team members and sufficient space for detailed notes taken during the call. These notes are for internal use only.
- **Scores –** Contains all of the team's assessment scores (e.g. capacity assessments, pre/posttest, etc.).
- **Observations –** Space for you to document what you see when you observe staff at work, in meetings or conducting specific PSBA-GTO-related activities. It prompts you to not only note your recommendations, but observe strengths that should be recognized as well.
- **Partner Progress –** Space to note key PSBA-GTO tasks completed by project partners.

Program Implementation Partner Needs Assessment (PIPNA; n.d., Appendix C.)

This document helps an organization identify current strengths, as well as areas of potential growth and need, related to the implementation of evidence-based teen pregnancy prevention programs.

The PIPNA can be given to the implementation partner's team leader to fill out portions on behalf of the implementation partner as follows:

- Questions 1-37 (pages 1-10) ask for general information that will help you get to know the organization. Some of the questions may require a little data collection or follow up from you to help the team leader complete the tool.

Get to know the organization

Review documents described in **Table 3** to learn more about the implementation partner. The most useful documents will be those directly related to the program on which you're working.

Be mindful that what is on paper does not always reflect the full scope of what happens in reality. Organizational leadership may be knowledgeable about written program policies and procedures, but frontline personnel know best how programs are actually implemented. Discrepancies between responses given at different levels of an organization often point to potential areas to target TA.

Table 3. Useful organizational documentation

Documents to examine	What you can learn
Organizational materials	Vision and/or mission statements that illustrate issues of primary importance to the organization and how its main work is viewed and communicated. Organizational charts that may give you a window into the decision-making hierarchy of an organization and help you guide the implementation partner toward shared decision-making in its work.
Programmatic materials	Funding applications related to the prevention program that is part of the PSBA-GTO TA work, such as grant applications, contain important information about how the organization has already begun thinking about how to plan, implement and evaluate a prevention program. They may have already developed goals, outcomes, and plans that the implementation partner can build from instead of starting from scratch. Gaps that can be addressed by the PSBA-GTO accountability questions may also emerge.
Marketing materials	Brochures or a web site can give you a picture of how the organization presents itself to the public. Annual reports will give you insight into the kinds of information gathering and data collection activities with which the implementation partner already has experience. This could make evaluation easier or let you know if you need to provide training on basic skills.
Evaluation materials	Finding out what kinds of mechanisms the organization already has in place for evaluating its programs such as tracking data and satisfaction surveys will be informative to the planned TA project. Existing experience in process and outcome evaluation will save time and resources; whether the organization has been successful in achieving outcomes in other programs will also be informative.

Get to know the implementation partner and its project team

There are many ways to gather information about the implementation partner and its project team, the staff implementing the intervention. Two primary strategies highlighted here are interviews and observations. The kinds of information you're looking for when getting to know the team include:

- General familiarity with PSBA-GTO steps and tasks;
- How ready team members are to engage in the PSBA-GTO process;
- Where the team is in the stages of change;
- How to identify statements indicating a desire to change;
- How to observe signs of engagement or lack of engagement that may indicate readiness stages; and
- How to probe deeper on issues as they emerge.

TA TIPS

Prior to conducting any interviews, you should clarify confidentiality issues and address any concerns that arise. You want the interview process to be transparent while reassuring people that disclosures will be handled sensitively. Also, if you're going to do any individual interviews, you should follow up with every member of the implementation partner to maintain equity.

Some people may not feel as comfortable answering questions in a group interview as others or subjects may come up that you don't have time to go into with more depth. Should this occur, you could set up some one-on-one runs off the interviews (in person or on the phone) to ask more questions.

Interview the implementation partner team

One of the best ways to get to know people and gather information is to talk with them. Once you have gathered general information about the organization and implementation partner, we recommend interviewing the team as a group. This will give you a chance to ask questions, facilitate conversation, probe for more information, and observe group interactions. You may need more than one session to get all the needed information.

Gather information and conduct team interviews

There are several kinds of information to look for during your team interview and several different ways to gather the information you need, including:

Use the PIPNA – The remainder of this tool starting with question 38 on page 10 has a series of questions with various rating scales attached that cover the following:

- Question 38 asks how much the team *agrees or disagrees* with a series of statements about PSBA-GTO-related tasks (e.g., "goals and objectives are primarily for funders and grant applications").
- Question 39 asks how *much assistance* the team believes it needs to complete various tasks such as goal development, examining fit, developing plans, and conducting evaluation among others.

These questions will help you get a sense of a team's confidence for engaging in tasks, but it may be harder to infer motivation for change with this tool. Answers to some of these questions combined with what you learn during your observations and interviews may help you better understand motivation.

- Question 40 is the final section of the PIPNA and is *a simple checklist* asking for an affirmative response from the implementation partner about which tasks they would like to have TA.

  Lack of answers to some of the items may give you ideas about gaps in the team's knowledge that you can help address in upcoming plans.

  Consider giving the tool to the implementation partner project team members ahead of time so they will be better prepared to respond to your questions during the group interview.

  Please note that you can re-ask questions 38 and 39 periodically to check on the team's progress. Are perceptions changing on the importance of certain tasks? Is confidence increasing in conducting certain tasks over time? You will want to document any changes in your contact logs and TA notes.

Recognize and support the change process

Many implementation partners wish to learn new things and acquire new skills. However, even those who are "ready" will move through various, identifiable stages before finally, firmly adopting new skills and practices. Conversely, you may find yourself working with people who aren't quite "ready" to move ahead with the PSBA-GTO process. Maybe they are reluctant to take on new tasks or change their standard practice. Whatever state of readiness an implementation partner is in at the beginning of your TA, you want to:

- Recognize where they are;
- Meet them there;
- Help them get started; and,
- Support their progress, including guiding the implementation partner through any challenges that may arise.

Behavior studies reveal that people move through various identifiable stages of readiness before lasting change is made. A model called Stages of Change (Prochaska, et al., 1992) describes these levels of behavior change as a process rather than an event. TAPs can use the five distinct stages in this model (i.e., pre-contemplation, contemplation, preparation, action, and maintenance) to understand different points in the change process and match appropriate strategies to help implementation partners eventually adopt change and presumably improve their programs.

As part of your TA, you want to understand, observe and assess where you think the implementation partner team is with regard to the five stages of change. Your assessment will eventually help you build an effective TA plan with the team.

To develop your assessment, you'll want to:

- Recognize the partner's current state of change;
- Understand the support you can provide at each stage of change;
- Listen for "change talk";
- Interview team members to elicit and support change talk; and
- Observe change and levels of engagement.

To help you develop your assessment, we have provided the following tip sheets and tools which can be found in the **Appendix**:

- **TAP Tasks for Stages of Change (Appendix D.)**
- **Listen for "Change Talk" (Appendix E.)**
- **Encourage Change Using Motivational Interviewing (Appendix F.)**

Observe change

Along with gathering information about the implementation partner's stage of change, you will want to also observe the project team. In your MOU, you should have negotiated the opportunity to observe the implementation partner's project team so you can see things first-hand without the filter of staff perception. Observation also increases your visibility and provides more opportunities to build relationships in a variety of program settings. Observing staff meetings, programs, and other activities provides information about operations, what staff and group dynamics look like, and organizational culture.

The downside of observation is that people may change their behavior when they know they're being watched, so you may get a skewed impression of what normally occurs. Information gathered through observation must be weighed in light of other information gathered through documentation review and interviews. It's important to note your direct observations rather than just hearing about things from other people.

A checklist of key areas to observe and document is provided in **Appendix G: Potential Changes to Observe**.

Observe engagement

As with change, observing *engagement* is important because it may signal how ready you perceive the implementation partner to be for PSBA-GTO work. When people appear to be engaged in their work they may be more ready to engage in a change process. Lack of engagement may suggest they're not ready.

Short tables illustrating how to recognize positive signs of engagement and engagement problems can be found in **Appendix H: Observe Engagement**.

Assess readiness for change

You're looking for an overall sense of readiness among the team as a whole even though your Assessment of Implementation Partner (AIP) could reveal a wide variation in readiness for change among team members. You may have to spend some time going over your notes and reviewing the answers to some of the questions on the PIPNA to come up with an aggregate "score" to indicate overall readiness.

It's no surprise that readiness to change will vary within a group of individuals. As with any innovation, there will always be early adopters and those who prefer to wait longer before adopting change (Rogers, 1995). A group's overall stage of change is typically based on the stage in which the majority of its members fall. In general you want to work with a broad segment of the implementation partner's team to build up the critical mass capable of eventually sustaining changes beyond your direct involvement.

However, some team members may have more influence within the group than others. If organizational leadership or other influential team members champion the TA process, this can help eventually move the entire group's stage of change forward. Engaging those leaders and champions in order to make progress and demonstrate results will generate additional interest among other team members. Rather than leaving this to chance, you will want to make sure you build intentional strategies in your TA work for continuing to build support within the whole team.

In **Appendix I: Readiness Ruler Questionnaire** we have provided the following additional tool:

Readiness Ruler Questionnaire

This set of five questions can be used to assess readiness on a very specific issue that emerges during your interviews and observations. The questionnaire asks team members to rate levels of concern and confidence on a scale of 1 (not worried) to 10 (losing sleep over it) about tackling a specific issue or challenge identified for TA. A short table that describes how to interpret the results accompanies the ruler, along with suggestions for the TAP on how to address the challenge.

Now that you have gotten to know the implementation partner and the project team, and assessed their readiness to engage in PSBA-GTO, you are ready to work with the team to identify specific TA project goals and develop an action plan.

Develop Implementation Partner TA Goals and Action Plan

TA goals may have been laid out very clearly within the MOU with your implementation partner. If TA goals are not yet clear, you will want to work with the implementation partner to develop them now. Depending on the level of experience and readiness of the team with whom you're working, however, specific TA goals may vary. A team with teen pregnancy prevention experience and a good understanding of the PSBA-GTO steps will not need to start in the same place as an organization brand new to prevention and PSBA-GTO.

Develop TA goals

Set the stage for developing TA goals by sharing the results of your assessments with the implementation partner team. We recommend summarizing your findings in a brief, written report, and delivering your findings and recommendations in a face-to-face meeting with the team so questions and concerns can be raised and discussed. Presenting this information objectively and from a strengths-based perspective (i.e., what the team is already doing that works well or is already in line with PSBA-GTO concepts) will make it easier for everyone to focus on common goals.

Once a list of possible TA goals has been generated, help the team prioritize and select a realistic TA goal, or set of TA goals. **Our experience has been that six (6) or fewer TA goals are a manageable number to consider.** TA goals should describe specific tasks such as increasing the capacity of the implementation partner to assess fit of an evidence-based program, or learning new skills for doing evaluation activities. Identifying a need to find local data to support choosing an evidence-based program might lead to a goal focused on data collection and analysis.

It might be hard for the team to winnow down the list of TA goals. It's helpful to frame the discussion of TA goals around a number of key considerations:

- *What kind of impact will achieving TA goals have on the individuals participating in the program?* For example, additional data gathering should help strengthen the focus of the project to support young people, not just be an information exercise.
- *How much control does the project team have over the achievement of this TA goal?*

  For example, the project team might want TA on content that is not within the scope of the project using PSBA-GTO.

- *Does the team have access to the resources needed to achieve this TA goal?* For example, if implementing a program will require lots of new training for facilitators, does the organization have enough staff and resources needed to cover the costs of training?
- *How long will it take to accomplish this TA goal?* For example, if the organization doesn't have enough time to reach the TA goal, it may need to be re-evaluated.
- *What is the likelihood of success in achieving this TA goal?* For example, is the overall TA goal realistic given what is known about the implementation partner and project staff?

Especially when groups are new to teen pregnancy prevention and PSBA-GTO, it's better to demonstrate a small success quickly by choosing a modest goal rather than to shoot for the moon. For example, in Step 1, many programs are probably accustomed to identifying needs, but not resources to support their work; implementation partner team members, especially if the team is small, may be concerned about not having enough time to create an exhaustive list of resources. Involving young people in conducting needs assessment and cataloguing resources is one solution with many benefits. Along with getting needed information, this strategy would also strengthen the impact of the team's work, give youth and adults a clear mutual strategy on which to collaborate, and ultimately benefit involved youth by giving them new skills, experiences, and enthusiasm for your program.

Team member motivation to tackle proposed goals is crucial. Quick successes motivate people and build momentum. It is easier to tackle more complicated issues once success with a small goal is achieved. If you are able to help the team accomplish a goal they care about, your ability to broach goals about more sensitive areas of change down the road will be greatly enhanced.

Develop TA action plan

It's important to quickly move into action planning to keep momentum going once TA goals are identified. An action plan will help keep everyone on the same page moving forward while clarifying what needs to be accomplished, who is responsible for various tasks, what resources are needed, and when tasks are expected to be concluded.

You and the implementation partner may already have some ideas about the major tasks that will help reach the TA goals, but the specifics of what needs to be completed will be developed as you work through each of the ten (10) PSBA-GTO steps. The team is responsible for identifying the major tasks associated with each goal and then deciding who will do what, by when. You and the implementation partner will eventually review the compiled TA plan to ensure that it's complete and doesn't contain any extraneous tasks which don't really contribute to the project's goals.

Planning practices can vary widely from one organizational culture to the next. If you encounter resistance or have difficulty getting a team to develop an action plan, it may be that your planning practices conflict with how the team

TA TIPS

Help the implementation partner develop a realistic set of goals that can be accomplished in a reasonable amount of time. Moving too fast may increase anxieties; going too slow may cause people to lose interest.

Along with associated tasks specified in PSBA-GTO manual, information gathered using the Proactive Group TA Template and PIPNA will contribute to developing goals and action plans.

generally operates. Take time to check in and talk through planning-related issues so team members can come up with ideas and solutions. If useful, you can make some of the solutions part of the TA plan so the team's progress can be monitored.

Now let's move on to how to walk an implementation partner through each of the ten PSBA-GTO steps.

We have provided a blank **Action Planning Tool** in **Appendix J** which you can use as you work through each of the 10 PSBA-GTO steps with the implementation partner.

Work through the Ten Steps of PSBA-GTO

The *Promoting Science-Based Approaches to Teen Pregnancy Prevention Using Getting to Outcomes* manual was specifically designed to help a team walk through each of the ten (10) GTO steps in an iterative manner. Each step outlines decisions to be made, then offers tools and worksheets to help the implementation partner answer the accountability question for the step, and take important information to the next step. The manual provides all the tips, templates, tools, forms and checklists needed to complete each PSBA- GTO step.

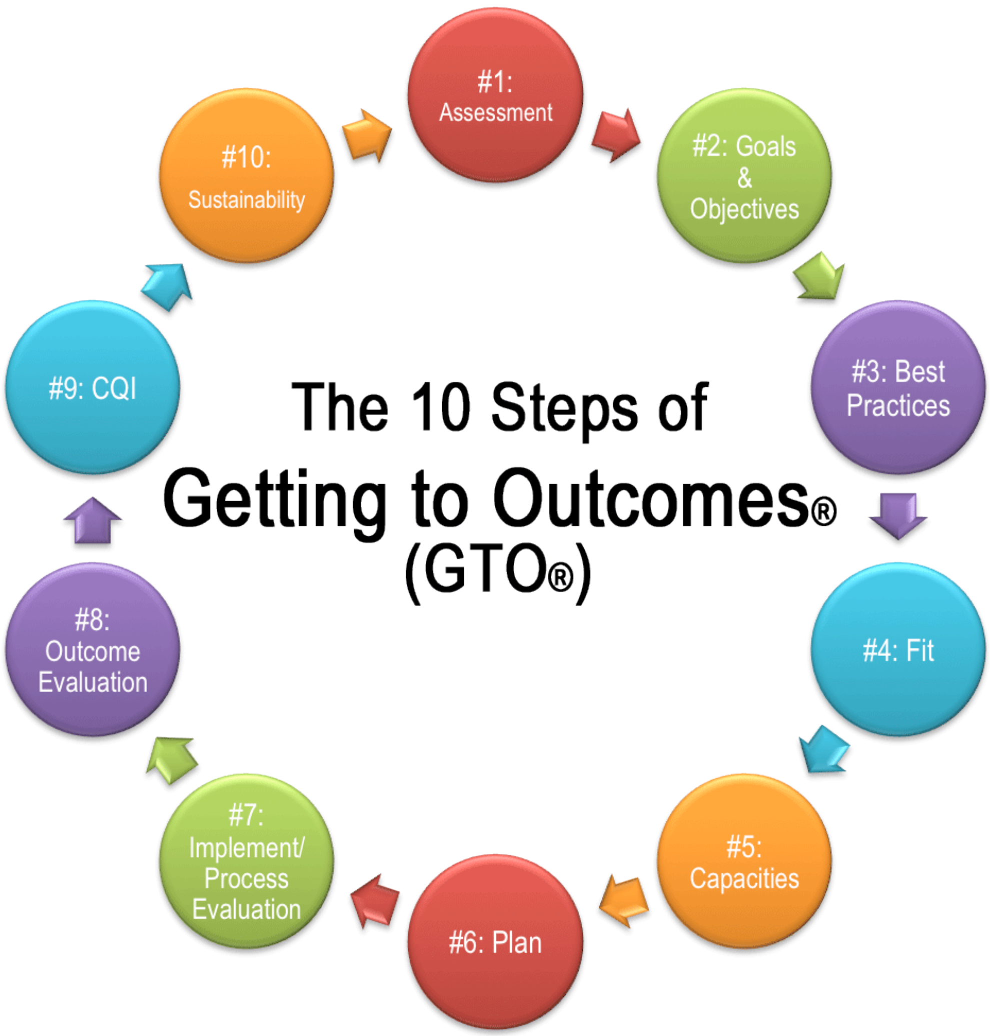
The best-case scenario is that your implementation partner is familiar with the manual, steps, and material; however, this is not always the case. Even if an implementation partner is familiar with PSBA-GTO and the tools, it has been our experience that they rarely use them effectively without guidance and support from a TAP. Manuals and guides can sometimes be neglected unless a TAP repeatedly refers participants back to relevant pieces of them and provides guidance on *how* to use them.

If you or the implementation partner want to know more, refer back to the PSBA-GTO manual. For example, the manual explains why an implementation partner will benefit from engaging in the tasks for each step. You can pull in as much or as little of the content for each step from the original manual as you need to guide a team through the steps or answer questions.

One of the biggest stumbling blocks is that people see the tasks and tools of PSBA-GTO as just one more thing they have to do in addition to their "real" jobs. PSBA-GTO is about planning, implementation, and evaluation with quality; therefore, you want to emphasize that PSBA-GTO is not extra work but work that can actually help them be more effective. Widespread use of PSBA-GTO tools will help staff more easily integrate the entire process into their everyday work, also contributing to the project's sustainability. **Emphasizing that many of the PSBA-GTO tasks are undoubtedly familiar to them will help.** Encouraging everyone to use the same PSBA-GTO tools and worksheets will make it easier for the team to work together and communicate more clearly.

In this next section of the guide, we're going to walk through each of the ten (10) PSBA-GTO steps. The aim here is not to repeat all the content of the PSBA-GTO manual, but to highlight for you, the TAP, the key ideas, tasks, and tools you need to guide the implementation partner through the process. The step-by-step guidance emphasizes strategies for you to use to support the team, especially how to overcome typical challenges implementation partners might encounter during the provision of TA. You may find it useful to print off a specific step as you work with the team and make notes about issues and progress.

Figure A illustrates the ten (10) steps of GTO



For each step we cover the following:

- Common issues the TAP may encounter with suggested solutions and resources
- Questions to support TA moving forward

Note

Before you launch into taking an implementation partner through the PSBA-GTO steps, we recommend you read through all the guidance in this section. Some issues may already have emerged in your implementation partner analysis and you can start making notes about what you anticipate you'll need to cover as you go through the steps.

In particular you should be thinking about sustainability from the beginning so you can help the implementation partner start thinking about it, too. Starting with Step 1, you should build into your TA opportunities awareness about sustainability issues. The more the team understands from the beginning of its work the kinds of actions it can take to build sustainability into its PSBA-GTO work, the stronger the work will be and the less likely the team will get discouraged before you reach Step 10.

Needs and Resources

Step 1 PSBA-GTO accountability question: What underlying needs and resources must be addressed to prevent teen pregnancy in your community?

The foundation of good teen pregnancy prevention program planning and implementation begins with understanding the specific needs that should be addressed and any resources available to help address those needs. A thorough needs and resources assessment provides the information required to choose locally relevant and meaningful priority needs, identify the behaviors and determinants specific to a community that must be addressed, match the right population to an intended program, and eventually lead to development of clear goals and outcomes in Step 2.

Step 1 challenges

Although it's necessary to start program implementation with a thorough needs and resources assessment, this first step can sometimes seem overwhelming if the team doesn't have clear data yet and isn't sure where to start. Typical challenges include:

- Tension between the need to collect enough current, comprehensive data versus the reality of limited resources and time;
- Data can be costly and time consuming to collect;
- Groups can get overwhelmed because they collect too much information, aren't sure how to analyze it, or don't know how to focus on critical data for making decisions; and,
- Organizations may have done lots of needs assessments in the past and don't want to do yet another one they fear will end up sitting on the shelf.

Suggested solutions

Your job as a TAP is to help an implementation partner determine what sort of information needs to be collected and analyzed in order to select and implement a desired program. How much information needs to be collected will depend, in part, on:

- Whether the implementation partner has experience in teen pregnancy prevention or not;
- Whether they have previously conducted any level of needs and resources assessment; and
- What the program's current capacity is for doing an assessment.

You can reassure an implementation partner that the needs and resources assessment will not be amorphous or exhaustive. It simply needs to be meaningful for its community context and intended plans.

Questions to support TA

To help the implementation partner better understand how they might develop and maintain high-quality needs and resources assessments now and in the future, consider discussing the following questions:

- Was the data gathering process sufficient?
- What could improve the data gathering process in the future?
- How hard is it to find the information you need?
- What key pieces of information need to be regularly updated?
- Do you need resources to help maintain high quality assessments?
- Do those resources include potential new partners to support quality data gathering and assessment in the future?

#2: Goals

Goals and Outcomes

Step 2 PSBA-GTO accountability question: What are the goals and desired outcomes for our teen pregnancy prevention program?

The development of goals and desired outcomes logically flows from conclusions made by the implementation partner in Step 1. When the team has a clear idea about their priorities and whom they expect the program to serve, it should be easier to produce focused goals and outcome statements to indicate the program's direction and what will be measured.

Step 2 challenges

It will be hard to know clear direction for goals and outcomes without a set of priorities established in Step 1. Typical challenges encountered in Step 2 include:

- Low motivation to develop and/or use a logic model;
- Confusion experienced by an implementation partner trying to create good goal and outcome statements;
- Anxiety emerging over what to describe and measure; and,
- Challenging basic terms.

PSBA-GTO has very specific meanings for goals and outcomes. Don't assume everyone has the same definitions in mind. Spend time right up front defining terms the implementation partner will be using to avoid confusion.

Another potential source of confusion comes from trying to distinguish between *outcome* measures and *process* measures. In PSBA-GTO, goals and outcomes specify benefits for the young people in the program (e.g., changes in attitudes, knowledge, and behavior) rather than process changes (e.g. changing recruitment practices). Ensuring that the implementation partner understands the difference will help keep everyone focused on the bottom line: preventing teen pregnancy. There may be many changes in service delivery that sound like good ideas, but ultimately it's whether those changes lead to improvements in young people's lives that matter.

Suggested solutions

One way to help the implementation partner stay clear about beneficial outcomes is to ensure they stay focused on changes in youth knowledge, attitudes, skills, and behaviors. If the implementation partner wants to discuss a process measure (e.g., improving retention in the program), explore with them how they anticipate this change will support improved outcomes for youth.

Questions to support TA

To help the implementation partner better understand how clear goals and outcomes contribute to quality implementation and future implementation, consider discussing the following questions:

- How difficult is it to come up with stronger goals and outcomes?
- Can the implementation partner see a connection between its goals and outcomes and the results it eventually hopes to achieve among community youth?
- Does the implementation partner see how it can use the BDI logic model as a versatile tool in the future?
- What are the different ways the team can use the BDI logic model?
- What will the team do if the possibility arises that goals, outcomes, and/or the BDI logic model need to be revisited in the future?

Evidence-Based Approaches

Step 3 PSBA-GTO accountability question: Which science-based (i.e. evidence-based) programs or strategies can help you reach your goals and desired outcomes?

Step 3 is a primer on what works in teen pregnancy prevention. PSBA-GTO promotes the use of programs and strategies that have been shown to be effective in changing at least one of the five factors associated with teen pregnancy prevention:

- Delaying sexual initiation
- Reducing the frequency of sexual intercourse
- Reducing the number of sexual partners (STD/HIV prevention only)
- Increasing the use of condoms and other contraceptives
- Avoiding STD and HIV infection

While packaged prevention programs have been developed over the years, other strategies to increase the use of clinical services, correct and consistent contraception use, promote positive social norms, and address common barriers for youth are also needed. We refer to these packaged prevention programs with rigorous evaluation that demonstrate evidence of effectiveness (i.e., change in sexual risk-taking behaviors) and other important characteristics as evidence-based programs (EBPs) or science-based programs (SPBs) (Lesesne, et al., 2011).

Step 3 challenges

Before choosing a program or considering adaptations, an implementation partner must first examine and understand which EBPs can help reach the goals and outcomes they developed in Step 2. Implementation partners are encouraged to use EBPs to increase their chances of success, but may not know how to choose the right one. Typical challenges that emerge in Step 3 include:

- Implementation partner’s concerns about implementing an EBP, especially if it is something brand new to an organization;
- Some or all members of the implementation partner may be invested in their current programs, anxious about their ability to implement something additional or new, overwhelmed with current demands, or skeptical about the effectiveness of a new program model;
- Implementation partners may sometimes find that there is no existing program which quite fits all their needs and must consider adaptations, which should only be considered very carefully;

- Implementation partners may select an EBP based on perceived needs rather than using data to inform their selection; and,
- Hesitation to expend energy on an EBP because of previous experience with insufficiently supported mandates to implement such programs.

Suggested solutions

Step 3 may present opportunities for addressing concerns if you discover a lack of receptivity to using EBPs. Resist the temptation to immediately try and simply counter concerns. The motivational interviewing literature suggests countering concerns will likely pit you against team members and encourage them to reiterate, and thereby reinforce, their concerns (Miller & Rollnick, 2013).

A better strategy is to acknowledge and validate their concerns. Once you have made it clear that you've heard and understood their concerns, you can gently raise questions to encourage the team to look at the other side of the coin. The more you have built relationships and trust with the implementation partner, the more effective you'll be at raising such questions.

Here are some tips for addressing concerns and increasing team member buy-in:

- **Highlight benefits –** With the team's permission, present information on the potential benefits of the EBP for both teens and practitioners. Going over the specifics of what it will actually take to implement the program can also help build support and lessen anxiety.
- **Use motivational interviewing to facilitate conversation –** While providing the benefit of your experience, you want to continue supporting the implementation partner in raising and solving their issues as much as possible.

  For example, you might say, "So I'm hearing concerns that this program might not be any more effective than what you are already doing. We don't want you to waste time implementing something that's not going to be effective and produce measureable changes in youth. Would it be helpful if I presented some of the outcomes that have been found elsewhere with this program, so we can compare it to the outcomes that you are already getting? Would this help you decide whether it's worth your time to continue exploring this program?"

  Learn more about motivational interviewing in **Appendix F: Encourage Change Using Motivational Interviewing.**
- **Reassure the implementation partner –** To help defuse concerns over autonomy and lessen resistance to change, emphasize that the implementation partner must ultimately decide whether or not to implement an EBP. The implementation partner makes the final decision.
- **Be honest –** It's very unlikely that implementing an EBP will lessen staff workload in the short-term. In fact, staff workload will likely increase as they attempt to learn a new program while continuing to meet their other job requirements. However, there may be opportunities to adjust workload in the long-term. If workload is a concern, it may be helpful to have the implementation partner explore the short-

term versus long-term tradeoff. Addressing work-load should be part of implementation planning.

There will be some variation in receptivity to implementing an EBP among the implementation partner's team members. You may need to slow down your TA and spend time working with the implementation partner to get buy-in. This is the optimal approach and even if not everyone is ready, it should be your goal before moving forward.

However, in those rare cases where you can't get buy-in from the whole team for an EBP, you may have to consider implementation with just those staff members who are motivated to try it. If some people have a positive experience with the program, it will make it easier to convince others to try it later on, especially if those who have had a positive experience with the EBP can "coach" their colleagues. It may also allow you to collect data demonstrating the effectiveness of the EBP in the setting in which you're working. This partial approach may not be practical in all settings, especially where consistency across staff within the organization is considered important to the team and to leadership.

If you are unable to get a team to consider an EBP because they are committed to their current way of doing things, it may be useful to have them create a logic model for their current program. This will help them articulate how the current program links to the desired outcomes for teens. This process may open some team member's eyes to the availability of more effective programs, highlight possible ways to improve their current programming, or integrate more effective practices.

Questions to support TA

To help the implementation partner better understand how implementing an EBP contributes to quality implementation and future sustainability of their work, consider discussing the following questions:

- What characteristics of effective programs does the team anticipate will be easiest to implement? Why?
- Which ones will be harder? Why?
- What sort of staff, facilitator, and volunteer skills are needed to implement the program?
- How can those skills be retained in the organization and program if staff, facilitators, or volunteers leave?
- Has the implementation partner brought community-knowledge into their decision-making?
- How does the implementation partner plan to stay current on research about its chosen program, or others in the future that might be found more effective?
- Will the implementation partner be able to incorporate new knowledge and research into subsequent implementation cycles?

Fit

Step 4 PSBA-GTO accountability question: What actions should be taken to ensure that the selected program or strategy fits with your community context?

Assessing and then confirming the fit of a program increases the chances it will be appropriate for and accepted by the community and participating youth. If your program does not fit with the culture and values of your youth, organization, and stakeholders, it will be harder to implement and may be less effective. In order to ascertain fit, therefore, implementation partners need to grasp the full context in which their program will operate (Lesesne, et al., 2011).

Step 4 challenges

As discussed in Step 3, the accepted standard is to implement a proven EBP with fidelity. Doing so ensures that the program's core components are delivered as written, evaluated, and intended, thereby increasing the likelihood that the program will generate the same outcomes. But Step 4 is when an implementation partner considers adapting a program if it doesn't exactly fit with youth involved in the program, the organization's values and mission, or with the community context in which the program is implemented.

Implementation partners will inevitably encounter some challenges in Step 4, including:

- Not all EBPs will meet the needs of all youth, communities or implementation contexts. A program developed and tested with African American youth in an urban setting will not "fit" all audiences and may require adaptations.
- Implementation partners may want to change EBPs and this may affect the core components, key characteristics and, ultimately, the outcomes. Safe, easy changes to help make a program connect with an audience (considered "green light" changes) can be made without altering the determinants addressed in the EBP; major changes such as reducing or eliminating activities (considered "red light" changes) would compromise the core components of an EBP. In that case, the implementation partner could no longer guarantee the fidelity of an EBP. "Yellow-light" changes are more complex and while not out of the realm of possibility, should only be considered with caution and in consultation with an expert in EBPs and/or the program's developer/s.
- Although the process of adapting a program to a local setting can help foster a sense of ownership of that program and motivate staff to see it succeed, the danger is that people may make changes that undermine the effectiveness of the program. Removing condom activities from a program may make the program more palatable to some community members, for example, but is considered a red light adaptation that would undermine the efficacy of an EPB.

Suggested solutions

It is important to educate the team about appropriate adaptations. **Start by educating yourself on the relevant adaptation issues prior to engaging the implementation partner in a discussion. This will help you provide input as questions about adaptations arise**. It's much easier to influence decisions in the early stages than to change minds later.

If the implementation partner does become attached to an adaptation that you suspect is counter-productive, you need to clearly explain the potential impact to the program. The *Green-Yellow-Red Light Adaptation Guide* in the PSBA-GTO manual provides general advice on this issue, but fitting this general advice to the specifics of an implementation partner's program is not always straightforward. It is extremely useful to get advice from an expert in the EBPs, such as a program developer, before making any questionable adaptations.

It's your responsibility to inform the team of adaptation risks, making sure they understand that program officers and funders will most likely reject their implementation plans unless adaptations are considered safe. For example, e**ven if changes are considered green light, implementation partners must apply to the Centers for Disease Control and Prevention prior to receiving authorization to adapt an EBP**.

Questions to support TA

To help the implementation partner better understand how assessing fit contributes to quality implementation and future sustainability of their work, consider discussing the following questions:

- What would happen to fit if contextual factors change such as funding, shifting demographics, or changes in the implementing organization?
- Has the implementation partner started thinking about how to communicate the benefits of its program to their stakeholders?
- What sort of champions for the program emerged during the fit assessment?
- How can those champions be retained?
- How can other champions be recruited in the future?

Capacities

Step 5 PSBA-GTO accountability question: What organizational capacities are needed to implement the program?

Step 5 leads an implementation partner through confirming it has all the capacities needed to implement an EBP with fidelity. This step usually expands a team's perspective on what "resources" means. Although money is important, capacities mean more than money. Just as critical will be the human, leadership, partnership, and technical capacities that may be needed.

Step 5 challenges

It's generally straightforward to determine whether sufficient capacity is present to implement a particular program. This step can become challenging when:

- Certain capacities are lacking and need to be developed; and,
- Building capacity requires time and resources that may or may not be easy to access.

Suggested solutions

If building needed capacity becomes a daunting task, this may be a sign that the implementation partner should go back to Step 3: Best Practices and re-examine its choices. **The TAP may need to encourage an implementation partner to select and implement a more modest program that better matches their current capacity.**

Questions to support TA

To help the implementation partner better understand how assessing capacities contributes to quality implementation and future sustainability of their work, consider discussing the following questions:

- How can the implementation partner apply solutions to identified gaps in program capacity to overall organizational capacity?
- How can expanding or deepening relationships help sustain your work beyond implementation of a single program?
- What sort of progress has the implementation partner made in authentically engaging youth, the community, and other stakeholders in the PSBA-GTO process so far?
- Have these engagement activities been worth the effort? Why or why not?
- How can engagement help sustain your work?

#6: Plan

Plan

Step 6 PSBA-GTO accountability question: How do we create a clear, realistic, and focused plan for a successful pregnancy prevention program?

Step 6 marks the transition from strategically assessing needs, developing goals, and choosing an appropriate program to achieve those goals, to planning implementation and evaluation. Over the course of the next three steps, the implementation partner will create a work plan, implement, and evaluate their work. The implementation partner will learn that these three steps occur over an extended period of time.

Step 6 challenges

There are a number of factors that can influence a team's preferred approach to planning, including professional backgrounds, expectations and deadlines for planning from organizational leadership or funders, and available resources. In general, TAPs advocate for teams to engage in more detailed planning than they may be used to. Typical challenges can include:

- Tension arises between TAPs and implementation partners around the level of detail to put into plans. This includes specific tasks that must be completed prior to implementation (e.g. recruitment and retention tasks).
- Team members accustomed to operating in uncertain, chaotic environments with few resources who tend to operate in crisis mode with short deadlines and few longer-term planning opportunities leave plans vague, since the details are highly likely to change prior to implementation.
- There are too many unknowns to create a detailed, long-range plan. If key information on needs, resources, best practices, fit, and capacities is missing, it needs to be collected *before* the details of a long-range plan can be filled in.

Suggested solutions

Ultimately, there must be a workable compromise that results in a plan detailed enough to guide work and foster accountability, while not frustrating team members with an overly lengthy process. If the implementation partner needs to spend some additional time filling gaps, the major tasks of a plan can be sketched out with a general timeline so everyone is clear where the project is heading. There should also be detailed plans for short-term next steps, specifying who will do what by when, so that work can begin. The details of the plan can then be filled in as they are worked out.

Note

There are many details in the PSBA-GTO manual about Step 6. We strongly recommend you carefully re-read the details before you work with an implementation partner so you can adequately prepare them. It may take several meetings to cover the material, work out the specifics, answer questions, and fill in all the details. **Teams may be eager to get started on their implementation of the EBP, but time spent on planning improves the quality of implementation, thereby increasing chances of the project's overall success.**

Questions to support TA

As the team moves into implementing its program, you can help them better understand how taking the time to develop detailed plans has contributed to quality implementation and future sustainability of their work. Consider discussing the following questions:

- What kinds of experiences and observations did implementation partner team members have about how EBP implementation went?
- Did anyone perceive any big gaps between plans and what actually happened?
- What were the implications of those gaps on the quality and fidelity of the program?
- What might need to change the next time the EBP is implemented?
- How easy – or how hard – were some aspects of the EBP's implementation such as recruitment, retention, delivery, and evaluation?
- How did new partnerships enhance program implementation?
- Did youth and adults perceive different things about the success or gaps in program implementation?
- What kind of new opportunities for relationship building emerged during implementation?
- Once the program has been implemented, what does the implementation partner think it will take to sustain it in the future?

Implement/Process Evaluation

Step 7 PSBA-GTO accountability question: How will you assess the quality of your program planning and implementation?

As discussed in Step 3 Best Practices, chances of replicating the success of an EBP are bolstered by implementing with fidelity and quality. The evaluation tasks described in this step aid an implementation partner in measuring both the quality of implementation efforts, as well as whether the program proceeded with a high degree of fidelity.

Process evaluation reveals *how* a program was implemented, which is an important component of determining if outcomes were reached in Step 8. A failure to reach anticipated outcomes may be due, in part, to process problems. If a large percentage of youth fail to report an increase in knowledge during the course of a program, for example, tracking done as part of process evaluation might reveal that an important session was missed by half the participants who had another school-related commitment the day that content was taught.

This step provides opportunities for implementation partners to accomplish some important tasks, including examining how well implementation followed the work plan they developed in Step 6, gathering important pretest data, and determining whether any mid-course corrections are needed while the program is still running.

Step 7 challenges

There are a number of potential barriers you may encounter when working with an implementation partner on evaluation, including:

- *Data collection burnout* -- Organizational leadership, funders, and other stakeholders place many data collection requirements on programs, some of which may not be complementary or compatible with each other.
- *Concerns about how results are used* -- Sometimes if programs don't quickly achieve goals and outcomes or meet certain benchmarks, people may fear criticism or program cutbacks and see little benefit in data collection efforts.
- *Perceptions about who is responsible for evaluation* -- Traditionally, people are used to external researchers, not providers themselves, conducting evaluation. Practitioners may feel that evaluation is not their job, preferring to concentrate on their work with teens, not gathering data.
- *Lack of experience or training* – Program staff might have minimal or no training in evaluation.

Suggested solutions

All of these issues can make convincing an implementation partner to collect evaluation data challenging, but there are several important points to make that can help a team overcome these barriers. For example:

- Understanding and planning for evaluation in advance gives the team opportunities to keep data collection simple and tightly tied to questions they care about.
- Along with documenting good results that organizational leadership, funders and other stakeholders will be interested in, the implementation partner can get results that they are interested in too.
- Collecting process evaluation data on implementation can help improve programs for teens, get "credit" for their work from organizational leadership, and also build support for sustaining these efforts.

It's likely that even very modest efforts in this area will be an improvement. Once the team experiences collecting data to answer questions they care about, it will be easier to convince them to expand their efforts. Early successes can lead a team to more willingly and confidently expand their evaluation efforts. The value of collecting process data will become evident during Step 9: Continuous Quality Improvement.

It's also important for implementation partners to have control over how data are used. TAPs can point out that the goal here is not to implement an evaluation that would satisfy a peer review process at a research journal. **The aim is to improve upon program and evaluation processes that are currently in place and have the implementation partner use the evaluation data collected to improve their programs.**

You may need to walk an implementation partner through recognizing and then making appropriate mid-course corrections during implementation, emphasizing that changes in the delivery of an EBP should be based on clear data from the process evaluation. Care should be taken not to make changes that negatively affect core aspects of the program or important sequencing of content required for building knowledge and skills.

Questions to support TA

Once the team moves into implementing and evaluating its program, you can help them better understand how process evaluation may have contributed to quality implementation and future sustainability of their work. Consider discussing the following questions:

- What did the team learn about process evaluation that they thought was useful, not only to the implemented program but in their everyday work?
- Did anyone perceive any big gaps between process evaluation plans vs. what actually happened?
- What were the implications of those gaps on the quality and fidelity of the program?
- What aspects of process evaluation would they do differently in the future?
- How easy – or how hard – were some aspects of process evaluation?
- What difference did it make to learn what worked and didn't work in the process evaluation?
- How can reporting on both successes and shortcomings enhance stakeholder perceptions of the program?
- What sort of new skills did the team learn and what else do they want to learn to improve process evaluation work in the future?
- How does the team see that process evaluation can help sustain programming?

#8: Outcome Evaluation

Outcome Evaluation

Step 8 PSBA-GTO accountability question: Has our program had the desired impact?

This is when implementation partners find out if their work is having the desired outcomes for the youth involved in their program. Step 8 also provides a variety of opportunities to gather other useful information that can help teams document results and make important decisions. Outcome evaluation can help determine (Lesesne, et al., 2011):

- Whether a program is fulfilling planned goals and outcomes;
- Whether to repeat or refine a program;
- Whether a team needs to refine its understanding of who the program should serve;
- Results that should be reported back to the community, funders, and other stakeholders;
- Needs for other programming, policies, or educational efforts; and,
- What's working and not working both in the program and in the evaluation process.

Step 8 challenges

As discussed in Step 7, implementation partners may perceive a number of barriers when approaching evaluation and data collection:

- There may be an assumption that only evaluation data collected by a third-party or that are exhaustive will be considered valid by funders or that team members lack the expertise needed to conduct evaluation.
- Practitioners with full plates at work may experience some anxiety when anticipating the additional tasks needed for outcome evaluation.
- Some of the technical requirements for properly gathering and analyzing data might seem overwhelming.

Suggested solutions

Your work with the team through the previous steps, especially Step 6 Plan, should have helped them see what's coming. **TAPs can also anticipate some of the specific concerns about evaluation so you can walk implementation partners through breaking them down into more manageable pieces they can address before outcome evaluation starts.** Although there may still be a need for a third-party evaluator to conduct some aspects of evaluation at various times, implementation partners need to know that they can gather much of the information they need to understand the impacts of their own programs. The fact that implementation partners know their programs well and are invested in the results can help them develop relevant measures and meaningfully interpret the results. Needed skills can be learned and incorporated into daily practice.

You should be honest with a team, however, that planning and implementing outcome evaluation will take some time and effort up front. Once outcome evaluation, along with other PSBA-GTO tasks, becomes more routinized in the program, the workload for all involved will be much more manageable.

Questions to support TA

Once the team begins evaluating its program, you can help them better understand how prior GTO steps have contributed to outcomes. Consider discussing the following questions:

- How have prior GTO steps (Steps 1-7) contributed to program outcomes?
- What did the team learn about outcome evaluation that they thought was useful, not only to the EBP but in their everyday work?
- Did anyone see any big gaps between outcome evaluation plans and what actually happened?
- What were the implications of those gaps on the quality and fidelity of the program?
- What aspects of outcome evaluation would they do differently in the future?
- How easy – or how hard – were some aspects of outcome evaluation?
- What difference did it make to learn what worked and didn't work in outcome evaluation?
- How can reporting on both successes and shortcomings improve how stakeholders view the program?
- What sort of new skills did the team learn and what else do they want to learn to improve outcome evaluation work in the future?
- How does the team see that outcome evaluation can help sustain programming?

#9: Improve/ CQI

Continuous Quality Improvement (CQI)

Step 9 PSBA-GTO accountability question: How can we continuously improve the quality of the program?

Different levels of CQI can be used depending on the status of a program. The mid-course corrections discussed as part of process evaluation in Step 7 are considered a quick CQI that is intended to occur within a short period of time while a program is still running. The focus of CQI in Step 9 is what we describe as more "strategic," intended to aid an implementation partner in a deeper, more systematic review of potential changes to a program. Implementation partners will do this strategic CQI after a new program has run its first implementation cycle. If a program has been up and running for several years with little or no CQI, a thorough, strategic CQI process in which each of the PSBA-GTO questions are re-examined can also be done.

Helping the implementation partner systematically think through issues and prioritize potential improvements can help them decide what to focus on in a CQI review. Implementation and evaluation results might spotlight the following kinds of issues:

- *Need:* What is the most important issue identified which requires change?
- *Capacity:* What resources can be devoted to making a change?
- *Impact:* What change will yield the biggest impact on those served by the program?
- *Evidence-base:* What change will help move the program to be more in line with the evidence base in the field?

As previously discussed, this is another place where sometimes it's best to accomplish a small win in order to build momentum for future, more ambitious CQI activities. No matter what the implementation partner decides to do, encourage them to select small, quickly achievable changes and not try to do too much at once.

Step 9 challenges

Implementation partners are generally interested in talking over how to improve the quality of programs. Difficulties that can arise include:

- Discussions can become driven more by opinions and anecdotal evidence than by systematically collected evaluation data. Opinions and anecdotal evidence both have their place and can be great sources for ideas about what data would be useful to collect as *part* of a needs assessment or evaluation. However, they should not be the primary drivers in CQI.
- When discussing potential changes and improvements, sometimes individuals may feel they are being targeted as having failed to accomplish some tasks or achieve certain results.

Suggested solutions

Your facilitation and relationship skills will continue to serve you at this stage. **You want to think ahead to how information will be presented, and by whom, in order to get the implementation partner team to focus as a group on changes they find mutually beneficial.** You may wish to wait until data are available, then schedule a specific CQI meeting and present the data at the beginning of the meeting. This will reinforce the purpose of the meeting for discussing the implications of collected data on program delivery as part of continuous quality improvement.

You should also encourage the implementation partner to identify successes as part of the CQI review. It's just as important for program sustainability to know what's working well, not just what corrections may be needed. Strengths can sometimes be applied to making changes. For example, the success of involving youth co-facilitators in presenting a curriculum may lead to increased visibility for the program overall. Increased visibility could yield better recruitment of youth participants, highlights to feature in grant applications, or stronger support from broader segments within the community.

Questions to support TA

Once the team moves into CQI of its EBP, you can help them better understand the value of CQI. Consider discussing the following questions:

- What mid-course corrections were necessary to keep implementation on track?
- Are further adaptations needed to maximize the program's fit?
- Does the team have adequate tools for measuring the program's impact?
- Is there adequate fidelity monitoring to ensure continued quality implementation?
- What kinds of ongoing education will staff need to stay current with program practices and evolving evidence base?
- What regular processes are in place or should be in place for staff to regularly discuss continuous quality improvement?

#10: Sustain-ability

Sustainability

Step 10 PSBA-GTO accountability question: If our program is successful, how will we sustain it?

If your program is successful, then a lot of people are invested in having it continue, not the least of whom are the young people who directly benefit. Practitioners are motivated to sustain the positive impact of their programs, as are funders and other community stakeholders. Achieving intended goals and outcomes is the first requirement for sustainability and a program that is reaching its goals and outcomes *should be* sustained. The question becomes what elements will contribute to a program's longevity?

Sustainability for many years has primarily been thought of as extending funding beyond an initial grant cycle. Although continued funding is important, it's not the only consideration. Sustaining teen pregnancy prevention work means institutionalizing structures and processes into day-to-day operations of an organization; this will provide long-term benefits to stakeholders (Johnson et al., 2004).

Step 10 challenges

It might be hard to get an implementation partner to think about sustainability for a number of reasons:

- Sometimes an implementation partner is just ready to finish working. They might see Step 10 tasks as repetitive after all the work they've already done.
- There might be (legitimate) concerns about funding that take precedence for the team over other organizational and programmatic considerations.
- It might also be hard to get a team to put energy into dealing with what appears to be more distant (and often only potential) threats to the program. This is especially the case in organizations that habitually operate in crisis mode. It's not always easy to stimulate action before the crisis hits.

Suggested solutions

It's hoped that starting to talk about sustainability from Step 1 has helped the team understand important issues early on and perhaps even address some of them as they worked through the PSBA-GTO steps. Much of the content of the steps lends itself to strengthening sustainability such as the use of EBPs. As events unfolded during planning, implementation, and evaluation, unanticipated issues or threats may have emerged which require a sense of urgency to motivate action. Raise questions about the likelihood of certain threats (i.e., budget cuts, staff turnover, etc.) and the impact on the program if these threats materialize. These issues will become more salient to the implementation partner if candidly presented, and then more likely action will follow.

Questions to support TA

Once the team moves into sustaining its program, you can help them reflect by discussing the following questions:

- What should be sustained going forward?
- What should not be sustained?
- In addition to money, what other kinds of resources will be needed to sustain the program's success?
- How can implementation partners make their programming appealing to stakeholders?
- What kind of ongoing support will staff need to do its best work?
- What is the value of having the implementation partner develop a specific sustainability plan using the ten PSBA-GTO steps as a guide?

Monitor the TA process: Working "with" not doing "for"

You want to regularly monitor the TA plan as the project unfolds to make sure tasks are completed, or to identify areas where the implementation partner needs help. You don't need to do extensive written documentation of every aspect of the action plan for every step. Some PSBA-GTO TAPs report keeping a level of detail useful for tracking progress, but identifying important areas of need to address during routine encounters between the TAP and the implementation partner. An example of an area of need might be the identification of key capacities such as developing and adhering to a work plan. Encounters are negotiated with the implementation partner and generally occur every month, or at a minimum once a quarter, to make sure tasks are progressing in an area.

In addition to the specific challenges outlined in each of the PSBA-GTO steps, TAPs may encounter these general concerns while monitoring the work:

TA will not unfold entirely as planned. The complexity of program delivery makes it relatively certain that unforeseen circumstances will arise requiring modification to initial plans. Although most implementation partner members will be abundantly aware of this reality, it may be helpful to gently remind them that "change is normal" throughout the project. Working proactively, you might also be able to prompt discussions ahead of time about possible scenarios based on staff experience and your assessments.

It's likely that some segments of the community, though supportive of program efforts, might be resistant to aspects of teen pregnancy prevention programming. If the implementation partner is prepared to engage reluctant stakeholders early on in the process, they might find more success in moving plans forward. Your insights and expertise can play a valuable role here in providing examples and suggestions.

Repeated disruptions in implementation due to unforeseen circumstances can be demoralizing to the team. The ongoing process evaluation advocated in PSBA-GTO is designed to monitor potential disruptions to the plan caused by such unforeseen circumstances. Model both perseverance and flexibility in confronting these disruptions. This will be helpful in maintaining implementation partner motivation.

Tensions caused by various dynamics will emerge once a project using PSBA-GTO is under way. PSBA-GTO is designed to help bring about concrete quality improvements in program delivery and outcomes. If actions fail to demonstrate such improvements in a timely manner, team members and organizational leadership can quickly -- and understandably -- lose interest.

Staff will be concerned about doing it "right." Promoting continuous quality improvement can be a particularly sensitive topic as doing so may trigger people's concerns that they're being told they're not doing things "right." How these topics are treated – and who handles them -- may have been spelled out in your initial MOU negotiations, but they remain topics that will probably need careful monitoring as they emerge.

Differences in skill levels can impact progress. PSBA-GTO steps are also aimed at building staff capacity to plan, implement, and evaluate their own work. If you are more skilled than the team members at many of the tasks needed to implement the project, implementation partner members may expect you to complete tasks for them given the competing demands on their time and their discomfort attempting unfamiliar tasks.

Finally–and most importantly—a TAP needs to resist the temptation to do "for" rather than work "with" the implementation partner project team. Doing "for" undermines the capacity building intent of PSBA-GTO. Apply the adage of "I do, we do, you do" when working with an implementation partner. If people rely on you to complete essential tasks, they are unlikely to develop the skills needed to continue the process once your involvement ends, and any gains from the project will likely be temporary.

There is no magic formula for navigating some of these tensions, although having as much detail as possible in the TA plan is useful. You should expect to regularly update the plan's details as the work progresses. There could be times when you need to help do some selected tasks for the implementation partner in order to keep things moving or to demonstrate how to do them. There may be times when progress needs to be slowed down in order for you to train and assist the team in acquiring new skills. Even if you end up doing some tasks in order to demonstrate how they should be done, we encourage you to involve implementation partner members as much as possible to help build their capacity to ultimately do and sustain the work. As recommended earlier, picking some modest project goals to start with allows team members to become familiar with the PSBA-GTO process and produce concrete results in a relatively short time frame. Once people gain more experience, they'll also gain the confidence to tackle longer-term goals on their own.

Careful, thorough planning must take into account competing demands on people's time, yet allow adequate time for capacity building. This helps set realistic goals, decreases haphazard implementation, and is more likely to achieve balance between producing results and learning. An implementation partner may feel comfortable working through the PSBA-GTO steps because they are similar to how they already work, but for other teams, working through the steps may reveal ways they need to change. Changes in program delivery are often more concrete and easier for people to see than increases in staff capacity. It is, therefore, important to find ways to acknowledge, document, and reinforce the importance of capacity building so it's not left behind in the rush to implement change.

When Technical Assistance Ends

At some point, your work with an implementation partner will end and you'll need to disengage. It's important to recognize you're not just disengaging because the project is over, but because – if the project has proceeded as planned – the implementation partner has built its own capacities to sustain their program. You may consult with the team in the future, but the ownership the team built from the very beginning should carry the team and its program forward.

The manner in which you bring your TA to an end is still likely to have an impact on the team. Hopefully, you've been preparing the team for your eventual departure from the beginning of your TA so an expectation has been created that PSBA-GTO work will continue after you leave. You do want to ensure a smooth transition; gradually tapering off your contact with the implementation partner rather than abruptly ending it will help do so. This will allow those continuing to lead the PSBA-GTO work an opportunity to take on more responsibility for the work while still having access to your support.

The work done in Steps 9 (CQI) and 10 (Sustainability) should have helped the team prepare for continuing their work without you. The team's ongoing CQI process can be used as a mechanism for continuing to cycle through the PSBA-GTO steps on a periodic basis as needed. The sustainability step can be used to consider not only challenges to the program and staff, but also to the PSBA-GTO process itself. For example, the following questions can be examined:

- Does the program have a plan in place for continually recruiting and retaining champions?
- Are all the implemented PSBA-GTO processes documented so new staff can learn about what's already been done?
- How will new staff and volunteers be trained in PSBA-GTO?
- Are there capacities that need to be built in order to sustain PSBA-GTO work?
- Are there more ways to continuously integrate and institutionalize PSBA-GTO processes into the program and organization?
- How will emerging threats to the continued use of PSBA-GTO be addressed?

Once the implementation partner has a plan and a process for continuing PSBA-GTO work without you, schedule a periodic check-in to assess how things are going and problem solve around any difficulties that have arisen. A scheduled check-in will reduce the team's anxiety around having to do the work alone as well as provide an incentive for having something to show by a given date.

A good way to mark the end of your involvement is to present a final report to implementation partner's team and organizational leadership. Your report should summarize the work completed as part of the TA, any data from evaluations of PSBA-GTO work, including the team's evaluation of your TA, and plans for continued PSBA-GTO work. Allowing time for everyone attending the presentation to reflect and comment on the report provides a fitting end point to your involvement. That reflection should highlight all the positives you and the implementation partner have accomplished together.

Finally, be sure to thank the implementation partner for the opportunity to work together toward a common goal—preventing teen pregnancy.

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Memorandum of Understanding

Between

South Carolina Campaign to Prevent Teen Pregnancy

And

INTENSIVE SITE

In 2005, the South Carolina Campaign to Prevent Teen Pregnancy (SC Campaign) was selected by the Centers for Disease Control and Prevention as one of nine state organizations and regional training centers to participate in a cooperative agreement to promote the implementation of science-based programs (SBP) to reduce teenage pregnancy. This five-year program, known as Promoting Science-Based Approaches (PSBA-GTO), funds the SC Campaign to assist local partners by providing them with technical assistance, training, and resources to implement science-based teen pregnancy prevention programs within their agencies or communities.

I. Purpose and Duration of the Agreement

This Memorandum of Understanding (MOU) sets out the terms by which the SC Campaign and Intensive Site will work together to implement a science-based program to reduce teen pregnancy within the latter's community or agency.

Through this agreement, the SC Campaign agrees to provide Intensive Site with a menu of services including on-going technical assistance, training, and incentives to assist with the implementation of science-based teen pregnancy prevention programs and approaches including Getting to Outcomes.

The terms of this agreement will remain in effect from October 1, 2008 through September 30, 2010 unless modified with the consent of both parties. The key contacts for each site will be responsible for sending and receiving primary communication and ensuring the conduct of the activities listed below.

SC Campaign Key Contact	Intensive Site Key Contact:
Chris Rollison CDC/TA Coordinator 1331 Elmwood Avenue, Suite 140 Columbia, SC 29201 (803) 771-7700 crollison@teenpregnancysc.org	NAME TITLE ADDRESS CITY, STATE ZIP PHONE: EMAIL:

Note: Key contact at intensive site will receive primary communication via telephone, email, and US mail. If for any reason this person's name or contact information changes, please notify the SC Campaign as soon as possible.

II. Roles and Responsibilities

Responsibilities of SC Campaign to Prevent Teen Pregnancy*

Technical Assistance

The SC Campaign agrees to:

1. Provide intensive technical assistance on the use of science-based teen pregnancy prevention programs (SBP) and the 10 steps of Getting to Outcomes (GTO).
2. Conduct a two-day, tape-recorded, onsite assessment of Intensive Site (annually) to garner a full understanding of what planning, implementation, and evaluation activities Intensive Site has undertaken, agency dynamics, current organizational strengths and opportunities for improvement, and any site specific training and technical assistance needs.
3. Create an individualized Technical Assistance Case Plan and 12-month timeline (annually) specific to the expressed need and current levels of Intensive Site's implementation of SBP and GTO.
4. Provide technical assistance either onsite, by telephone or email for the duration of the agreement.

Education and Training

The SC Campaign agrees to:

1. Conduct one-day training introducing GTO to the intensive sites including Intensive Site on December 10, 2008.
2. Offer multiple opportunities for collaboration among all sites selected for intensive work including an annual meeting and monitoring of an interactive discussion board.
3. Recommend multiple on and off site educational opportunities that fit with and respond to needs identified in the organization's on-site assessment.
4. Waive the registration fee for one staff member from Intensive Site to participate in each of the SC Campaign trainings identified in Intensive Site's Case Plan.
5. Conduct one complimentary onsite training for Intensive Site's entire staff. The content of the training must be identified as a need in their Case Plan (note: Intensive Site must guarantee a minimum of 10 participants):
6. Provide registration fee and 3-nights lodging to the SC Campaign Annual Summer Institute for one Intensive Site staff member annually.

Incentives*

The SC Campaign agrees to:

1. Assist Intensive Site with the application for SC Campaign mini-grants as outlined in their Case Plan. All intensive sites will receive priority funding.
2. Assist with developing evaluation protocol and provide free pre and post test data analysis (when using approved SC Campaign-developed instrument) of all youth participating in any research proven curricula implemented under this agreement.
3. Provide up to $500 in materials to Intensive Site to be used for the purchase of research proven curricula or other materials as needed.
4. Waive the APP Certificate Program enrollment fee ($225) for one employee from Intensive Site pending individual's acceptance into the program (employee will still have to pay the $25 application fee).

Responsibilities of Intensive Site

In return for the above, Intensive Site agrees to implement and evaluate science-based teen pregnancy prevention programs and work to incorporate the 10 steps of GTO. Specifically, Intensive Site agrees to:

1. Fully participate in an intensive two-day, tape recorded, onsite organizational needs assessment including Intensive Site staff, Board of Directors, and other relevant key stakeholders.
2. Attend all relevant trainings and educational opportunities as outlined in the organization's Case Plan.
3. Follow the Case Plan developed for Intensive Site in collaboration with the SC Campaign.
4. Utilize the steps of PSBA-GTO as appropriate, for program planning, implementation, evaluation, documentation, and sustainability.
5. Participate in a program evaluation (both process and outcome evaluation) by agreeing to evaluate the implementation of the prevention program/science-based program and allowing youth participants of the prevention program/science-based program to complete outcome evaluation measures before and after the program is delivered.
6. Protect the confidentiality of any data collected from youth in outcome evaluations or any other source. Any data shared with CDC or SC Campaign for this project will be completely confidential, stripped of all identifiers, and will be sent in aggregate form.
7. Participate in technical assistance calls, visits or emails by SC Campaign and CDC project staff.
8. Cover meeting logistics, room rental, if any, and refreshment costs associated with onsite staff trainings.
9. Nominate and support a staff member from the agency to participate as a member of a project advisory group.
10. Complete assessments as needed including but not limited to PSBA-GTO Capacity and Technical Assistance Satisfaction surveys.
11. Provide SC Campaign a copy of Intensive Site's BDI logic model.

III. Duration of Agreement

This agreement will be in effect from October 1, 2008 to September 30, 2010 and may be updated at any time through written agreement of each partner. If Intensive Site has any outstanding balance with the SC Campaign, this agreement will be suspended until the balance is paid in full. Either party can terminate this agreement with 30 days written notice.

IV. Signatures of Parties' Principals

____

Name, Title, South Carolina Campaign to Prevent Teen Pregnancy   Date

____

Name, Title, Intensive Site   Date

*Disbursement of Incentives:
In the event Grantee fails to adhere to the requirements outlined herein, the SC Campaign has the sole and complete authority to withhold any future incentives and/or funds that may be outstanding, without right of recourse by the Grantee. Incentives described in this agreement have no cash value and will be distributed solely at the discretion of the SC Campaign as requested by the grantee.

Proactive Group Technical Assistance Template

Grantee Staff Codes

Name	Description	Code/Format
Position	Role of staff in project. "Others" refers to other staff in the project who are not formally part of the cadre.	
Name	Name of staff or community partner	
Dates of Duty	Dates the person was part of the project. In the case of the cadre, dates person was formally part of the cadre. All staff in place by May 2011, will use the date 05/01/2011.	MM/DD/YY **TO** MM/DD/YY
Initials	Initials used in this Plan	Initial First letter of Name and Last Name

Log Codes

Name	Description	
Date	Date conversation or exchange took place	MM/DD/YY
Staff member	HTN staff involved in the exchange	Initial First letter of Name and Last Name
Contact with	Grantee staff involved in the exchange	Initial First letter of Name and Last Name
Mode of contact	Channel of communication used	Email, Face to Face, Telephone
Duration	Length of time of exchange, depends on "mode of contac	Phone or Face to Face: # minutes. Email: # emails
Topic 1	Main topic of discussion	Use same competencies as P-TA Plan. Add new categories as needed
Topic 2	Second topic of discussion, if applicable	Use same competencies as P-TA Plan. Add new categories as needed
Notes	Brief summary on the discussion of each topic	

P-TA Codes

Name	Description	Code/Format
Summary	Brief summary of progress towards the goal	
Action Item	Name of action item, be succinct but clear	
Date Assigned	Date of the TA session the item was assigned	MM/DD/YY
Due	Date the action item must be completed	MM/DD/YY
Lead	Cadre member leading the activity	Initial First letter of Name and Last Name
Status	Not Completed	NC
	In progress	IP
	Complete	C
Deliverable verified	Yes	1
	No	2
Deliverable quality	Needs lots of improvement	1
	Needs some improvement	2
	Satisfactory	3

Proactive Group Technical Assistance Template

	Excellent	4
Raw Notes	Notes on the discussion of each action item. Raw notes are internal	

P-TA Call Log Codes

Name	Description	Code/Format
Date	Date of each P-TA session	MM/DD/YY
Attendance	Initials of each participant, separated by commas	AB, CD, EF, GH
Summary	Brief Summary of call	Very brief and succinct, no more than one sentence.

Partner Progress Codes

Name	Description	Code/Format
Programs selected	Name of program(s) selected	
Access to curricula	Yes	Yes
	No	No
	In Process (if order was placed or making arrangements t	IP
Date Trained (By whom)	First day of training and Name of Agency	MM/DD/YY by HTN
Training design reviewed		
Date began implementation		
TA plan developed		
TOE observed		
Frequency of communication	State the frequency of formal P-TA sessions	
Fidelity monitoring plan		
Outcome evaluation plan		
CQI strategy		
Challenges		
Action steps		
Upcoming trainings?		
Questions		
Notes		

Staff at Grantee Agency and Community Partners			
Position	**Name**	**Dates of Duty**	**Initials**
Project Director			
Project Coordinator			
Trainers and TA Providers			
Others (Specify below)			
Evaluation Team			
Community Members			

Grantee Contact Log

Date	Staff Member	Contact With	Mode of Contact	Duration	Topic 1	Topic 2

External Notes						Internal Notes		
Step 1: Needs assessment						**Step 1: Needs assessment**		
Goal:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

External Notes						Internal Notes		
Step 2: Goals and outcomes/objectives						**Step 2: Goals and outcomes/objectives**		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

External Notes						Internal Notes		
Step 3: Identifying EBIs						**Step 3: Identifying EBIs**		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

Step 4: Fit						**Step 4: Fit**		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

External Notes	Internal Notes

Step 5: Organizational Capacity

Goals: Summary of Notes

Action item	Date	Due	Lead	Status

Step 5: Organizational Capacity

Deliverable verified?	Deliverable Quality	Raw Notes

Step 6: Program Implementation

Goals: Summary of Notes

Action item	Date	Due	Lead	Status

Step 6: Program Implementation

Deliverable verified?	Deliverable Quality	Raw Notes

External Notes	Internal Notes

Step 7: Process Evaluation

Goals: Summary of Notes

Action item	**Date**	**Due**	**Lead**	**Status**

Step 7: Process Evaluation

Deliverable verified?	Deliverable Quality	Raw Notes

Step 8: Outcome evaluation

Goals: Summary of Notes

Action item	**Date**	**Due**	**Lead**	**Status**

Step 8: Outcome evaluation

Deliverable verified?	Deliverable Quality	Raw Notes

External Notes	Internal Notes

Step 9: Continuous Quality Improvement (CQI)

Goals: Summary of Notes

Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

Step 10: Competencies and tasks for sustaining effective programs

Goals: Summary of Notes

Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

External Notes						Internal Notes		
Adult learning principles, various learning styles, importance of creating safe and comfortable learning environment, cultural awareness and sensitivity.						**Adult learning principles, various learning styles, importance of creating safe and comfortable learning environment, cultural awareness and sensitivity.**		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

Teaching methods, including specific actions needed for the successful facilitation of all program activities.						**Teaching methods, including specific actions needed for the successful facilitation of all program activities.**		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

External Notes	Internal Notes

Classroom management techniques and cultural awareness in conducting management strategies						Classroom management techniques and cultural awareness in conducting management strategies		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

Providing Technical Assistance						Providing Technical Assistance		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

External Notes						Internal Notes		
General Professional Development						**General Professional Development**		
Goals:	Summary of Notes							
	Action item	**Date**	**Due**	**Lead**	**Status**	Deliverable verified?	Deliverable Quality	Raw Notes

PTA Calls Log

Date	Attendance	Summary

	Grantee	Event #1	Event #2	Event #3	Event #4	Event #5	Event #6
GTO Competencies	Conduct a needs and resource assessment.						
	Develop a data collection plan, including identifying priority populations, tools and data sources.						
	Select priority populations with which to work based on needs assessment.						
	Develop program goals and write SMART objectives.						
	Develop a BDI Logic Model for community-wide initiative.						
	Develop a program-specific BDI Logic Model.						
	Use a BDI Logic Model in program selection and evaluation.						
	Assess a program for fit (including cultural fit) among youth, organizations, communities, and						
	Use a program fidelity monitoring tool to identify how well an evidence-based program was						
	Conduct process evaluation, including process data collection tools, data entry, analysis and reporting.						
	Conduct CQI and make improvements to the program based on evaluation results.						
Training Competencies	Provide a welcoming, enjoyable, and safe environment						
	Demonstrate sensitivity and respect for diverse backgrounds and cultures						
	Deliver sensitive or controversial material in a competent manner (e.g., correct use of condoms)						
	Answer sensitive questions about reproductive health and sexuality asked by adults.						
	Facilitate large group discussions.						
	Facilitate small group activities.						
	Facilitate brainstorming activities.						
	Conduct short and focused lectures.						
	Facilitate and demonstrate interactive games.						
	Facilitate and demonstrate video/music processing.						
	Facilitate and demonstrate role plays.						
	Manage time efficiently throughout the training.						
	Provide clear instructions for tasks and activities.						
	Employ the "Parking Lot" technique to acknowledge pertinent issues/questions while keeping to the						
	Present information in a manageable, comprehensible and easy to understand manner						
	Manage challenging situations in an adult training environment while keeping the training on track.						
	Address challenging participant behaviors in a respectful and clear manner.						
	Conduct a condom and contraception demonstration.						
	Observe trainer's practice skills and provide constructive feedback.						

TA Competencies	Assess needs for TA specific to program content knowledge.						
	Assess needs for TA specific to facilitating a program's lessons and activities.						
	Identify TA goals based on identified needs.						
	Develop a TA plan to reach stated goals.						
	Provide timely, effective and focused TA based on plan and goals.						
	Demonstrate ability to train on an evidence-based program with fidelity to the training models to						

Observations Trainer 1	Observations Trainer 2
Event, Date	**Event, Date**
Praise:	Praise:
Recommendations:	Recommendations:
Event, Date	**Event, Date**
Praise:	Praise:
Recommendations:	Recommendations:
Event, Date	**Event, Date**
Praise:	Praise:
Recommendations:	Recommendations:

Observations Trainer 3	Observations Trainer 4
Event, Date	**Event, Date**
Praise:	Praise:
Recommendations:	Recommendations:
Event, Date	**Event, Date**
Praise:	Praise:
Recommendations:	Recommendations:
Event, Date	**Event, Date**
Praise:	Praise:
Recommendations:	Recommendations:

Community Partner Progress

Key tasks/indicators	Partner 1	Partner 2	Partner 3	Partner 4	Partner 5
Needs assessment done?					
Logic model developed?					
Programs selected					
Access to curricula?					
Date Trained (By whom?)					
Training design reviewed by HTN?					
Date began implementation/will begin					
TA plan developed?					
TOE observed					
Frequency of communication					
Fidelity monitoring plan in place?					
Outcome evaluation plan in place?					
CQI strategy					
Challenges					
Action steps					
Upcoming trainings?					
Questions					
Notes					

Appendix C

Form Approved
OMB No. 0920-0952
Exp. 12/31/2015

State and Community Awardee
Program Implementation Partner Needs Assessment

Program Implementation Partner Needs Assessment (PIPNA)

The purpose of this assessment is to help your organization identify current strengths, as well as areas of potential growth, related to the implementation of evidence-based programs to prevent teen pregnancy. This information will be used to help you adopt or strengthen evidence-based programs.

Name of Local Organization	
Phone of Local Organization	
Address of Local Organization	
Name of CDC grantee organization	
Name of person conducting assessment	

Please complete the following information for each individual involved in completing this organizational assessment.

Name:		**Length of time in organization:**	
Current position in your organization (select from the following options)			
☐	Executive Director	☐	Health/sexuality educator
☐	Program Director	☐	Outreach Worker
☐	Assistant Director	☐	Teacher/Coach
☐	Program staff member	☐	Other (please describe):________________________

Name:		**Length of time in organization:**	
Current position in your organization (select from the following options)			
☐	Executive Director	☐	Health/sexuality educator
☐	Program Director	☐	Outreach Worker
☐	Assistant Director	☐	Teacher/Coach
☐	Program staff member	☐	Other (please describe):________________________

Name:		**Length of time in organization:**	
Current position in your organization (select from the following options)			
☐	Executive Director	☐	Health/sexuality educator
☐	Program Director	☐	Outreach Worker
☐	Assistant Director	☐	Teacher/Coach
☐	Program staff member	☐	Other (please describe):________________________

How was this assessment conducted (*please select one*):

☐	In-person interview
☐	Telephone interview
☐	Mail
☐	Web-based survey

PART I: Please provide some information about your organization.

1. Which statement best describes your organization? (Please select one)

☐	School	☐	Community-Based Organization (CBO) focusing primarily on teen pregnancy
☐	School district	☐	CBO where adolescent reproductive health is one of many programs
☐	Health department (non-clinical section)	☐	Faith-based organization
☐	Planned Parenthood affiliate	☐	Health care facility (hospital, clinic)
☐	Other (please describe): ______________________________		
Comment:			

2. **a. How long has your organization existed in years?**

Years:	

b. How long has your organization focused on teen pregnancy prevention (TPP)?

☐	<2 yrs
☐	2-5 yrs
☐	6-10 yrs
☐	>10 yrs
☐	TPP is a new focus for us
☐	TPP is not a focus for us

3. **How many hourly or salaried personnel do you have in your organization? Schools, school districts, and health departments may skip this question.**

Fulltime (≥ 35 hours)	
Part-time	

4. **How many hourly or salaried personnel in your local organization work (or will work if this is a new focus) on teen pregnancy prevention (TPP) programming?**

Full-time on TPP	
Part-time on TPP	

5. **How many volunteer or in-kind individuals work (or will work if this is a new focus) on TPP programming**?

Volunteer/In-kind	

6. **Does your organization have written job descriptions for the executive director (or equivalent) and other staff positions?**

☐	Yes
☐	No
☐	Don't Know

7. **Does your organization have written personnel policies and procedures (e.g., a Human Resources Manual)?**

☐	Yes
☐	No
☐	Don't Know

8. Does your organization have someone on the staff or board who interviews candidates and obtains their references?

☐	Yes
☐	No
☐	Don't Know

9. What is the current annual budget (approximate) of your organization? ____________________

10. Does your current budget cover all programming and administrative costs?

☐	Yes
☐	No
☐	Don't Know

11. a. Which of the following <u>fundraising strategies</u> has your organization used during the past 12 months to support teen pregnancy prevention programs?

Strategy	Yes	No
A direct mail campaign	☐	☐
Fees for services	☐	☐
Cause-related marketing which collects a portion of sales on consumer items	☐	☐
Special events such as dinners, fund-raising events, etc.	☐	☐
Grant-writing	☐	☐
Other: Please describe___________________________________	☐	☐
Not applicable: We have not been involved in teen pregnancy prevention in the past 12 months.______	☐	☐

b. Please tell us about the <u>funding sources</u> for your organization during the past 12 months to support teen pregnancy prevention programs and indicate the percentage of total funding for TPP at your organization obtained from that source. Please select all that apply. Approximate values should sum up to 100%.

Funding Source		% of total funding
☐	Federal government	
☐	State government	
☐	Local government	
☐	Corporate donors	
☐	Individual/Private	
☐	United Way	
☐	Foundations (national, community, other)	
☐	Other source (*please describe*):________________________________	
☐	Not applicable: We have not been involved in teen pregnancy prevention during the past 12 months.	

12. How would you rate your organization's success in raising funds during the past 12 months for TPP programs?

☐	Excellent
☐	Good
☐	Fair
☐	Poor
☐	N/A we have not raised funds for this purpose

13. Does your organization have a clearly defined mission?

☐	Yes
☐	No
☐	Don't Know

14. Does your organization have a written strategic plan to guide work and development over the next 3-5 years?

☐	Yes
☐	No, Skip to question 17
☐	Don't Know

15. Is your current strategic plan realistic given the current resources of the organization?

☐	Yes
☐	No
☐	Don't Know

16. Is there support from the board and staff of your organization for the strategic plan?

☐	Yes
☐	No
☐	Don't Know

17. Does your organization have a board of directors?

☐	Yes
☐	No
☐	Don't Know

PART II: Please provide some information about the TPP programs you currently provide or plan to provide.

18. In what setting do you carry out (or plan to carry out if this is a new focus) your TP programs? Please select all that apply.

☐	Schools
☐	After-school
☐	Foster care youth program
☐	Residential or group home
☐	Clinic-based facility
☐	Community Center or similar location
☐	Faith institution
☐	Other (*please describe*):
☐	Don't know

19. What age group(s) do you intend to reach with your current (or future if this is a new focus) teen pregnancy prevention programs? Please select all that apply.

☐	10 years and younger
☐	11-12 years
☐	13-14 years
☐	15-17 years
☐	18-19 years
☐	20 years and older
☐	Parents of Teens/Preteens
☐	Don't Know

20. Do you intend to select programming to use with a single racial/ethnic group? Please select all that apply.

☐	Black or African American
☐	American Indian or Alaska Native
☐	Native Hawaiian or Other Pacific Islander
☐	Asian
☐	White
☐	Hispanic or Latino
☐	Don't know
☐	No, we do not plan to use a program for a single racial/ethnic group

21. a. Approximately how many young people participate in your teen pregnancy prevention programs each year? If you haven't provided teen pregnancy prevention programs enter 0.

Enter number	

b. If you do not currently offer teen pregnancy prevention programs, but plan to in the future, approximately how many young people do you aim to target in the next year?

Enter number	

PART III: Please tell us about available data and planning activities.

22. Has your organization decided to use Getting To Outcomes (GTO) approach to planning, implementing, and evaluating evidence-based TPP programs?

☐	Yes
☐	No
☐	Don't Know

23. Has your organization had formal training on Getting To Outcomes?

☐	Yes
☐	No
☐	Don't Know

24. Have you received assistance and/or coaching in using Getting To Outcomes?

☐	Yes
☐	No
☐	Don't Know

25. a. Which of the following data for the population that you serve do you now have access to? Please select all that apply.

☐	Teen birth rates by county
☐	Teen birth rates by age
☐	Teen birth rates by race/ethnicity
☐	Teen abortion rates
☐	Teen rates of STI/HIV
☐	A list of teen pregnancy prevention programs that currently exist in the community
☐	None of these

b. Did you consider data such as these when selecting target populations with whom to work?

☐	Yes
☐	No
☐	Don't Know

26. a. In the past 12 months, have you conducted a needs assessment to gather information about the needs, assets and resources related to TPP in your community?

☐	Yes, continue to question 26b
☐	No, skip to question 27
☐	Don't Know, skip to question 27

b. How did you conduct the needs assessment (check all that apply):

☐	Informal discussions with teens
☐	Focus groups
☐	Community survey
☐	Used existing Youth Risk Behavior Survey data
☐	Used recent needs assessment data from another group (*please describe*):____________________
☐	Other (*please describe*):____________________

27. a. Do you currently have a logic model for your TPP program?

☐	Yes, please continue to questions 27b-d
☐	No, please skip to question 28
☐	Don't Know, please skip to question 28

b. Does the logic model indicate which teen pregnancy-related behaviors you are targeting (e.g., age at first sex, contraceptive use)?

☐	Yes
☐	No
☐	Don't Know

c. Does the logic model identify both risk and protective factors for each behavior (i.e., what affects age at first sex or contraceptive use)?

☐	Yes
☐	No
☐	Don't Know

d. Does the logic model include activities addressing these risk and protective factors?

☐	Yes
☐	No
☐	Don't Know

28. a. Has your organization delivered a TPP program in the past 12 months?

☐	Yes, continue to question 28b
☐	No, skip to question 35

b. Thinking about the TPP program you delivered most recently, did you identify and think about various existing science-based programs before you chose your program?

☐	Yes
☐	No
☐	Don't Know

29. **Before the TPP program you delivered most recently, did you assess the program to determine if it fit with the needs and goals of your community?**

☐	Yes
☐	No
☐	Don't Know

30. Before the TPP program you delivered most recently, did you assess your internal capacity to deliver the program (e.g., number of staff, staff training, technical resources, and program budget)?

☐	Yes
☐	No
☐	Don't Know

31. Thinking about the TPP program you delivered most recently, did you develop a written work plan for your program delivery?

☐	Yes
☐	No
☐	Don't Know

32. a. During the past 12 months, did you evaluate the effectiveness of your teen pregnancy prevention program.

☐	Yes, continue to question 32b
☐	No, skip to question 34
☐	Don't Know, please skip to question 34

b. Which of the following evaluation strategies did you use to assess the effectiveness of your program? Please select all that apply.

☐	Evaluation of the way each activity was implemented to see if it was delivered exactly as designed (with fidelity)
☐	Evaluation of youth participation to determine recruitment and retention by the intended target population.
☐	Outcome evaluation to measure the change in each targeted behavior
☐	Outcome evaluation to measure whether you are changing the risk or protective factors associated with said behaviors
☐	Don't know
☐	Other (*please specify*):____

33. a. Did you plan changes to the program based on the evaluation results?

☐	Yes, continue to question 33b
☐	No, please skip to question 34
☐	Don't Know, please skip to question 34

b. Which of the following describes the changes made to the program? (Check all that apply)

☐	Selected a program that was a better fit (*please specify*):____________________________________
☐	Modified the existing curriculum using adaptation guidance
☐	Discontinued the current program
☐	Other (*please specify*): ____

34. During the past 12 months, did you market your TPP programs to partners, funders, or others who might help you continue delivering or funding the programs in the future?

☐	Yes
☐	No
☐	Don't Know

35. How familiar are you with Getting to Outcomes (GTO)?

☐	Not at all
☐	Somewhat
☐	Very

36. Have your been trained on the iGTO web-based system for teen pregnancy prevention?

☐	Yes
☐	No
☐	Don't Know

37. Have you used the iGTO web-based system to complete any of the above activities?

☐	**Yes**
☐	No
☐	**Don't Know**

38. How much do you and your team agree or disagree with each of the following statements [by team, we mean those who will work with you to provide TPP programs]?

Skill set	Strongly Agree 1	2	3	Neutral 4	5	6	Strongly Disagree 7
Goals and objectives are primarily for funders and grant applications	☐	☐	☐	☐	☐	☐	☐
Our programs would be improved by modifying them based on evaluation data	☐	☐	☐	☐	☐	☐	☐
The extra time and costs required to implement scientifically proven programs greatly outweigh the benefits	☐	☐	☐	☐	☐	☐	☐
Program staff often know whether a program is working well without having to do a formal evaluation	☐	☐	☐	☐	☐	☐	☐
Implementing a program that is mismatched with the values of the local community will lead to poor implementation and outcomes	☐	☐	☐	☐	☐	☐	☐
Time spent writing out all the activities of a program on a timeline could be better spent on implementation	☐	☐	☐	☐	☐	☐	☐
We could better achieve our mission by devoting resources to regularly gathering information about the teen pregnancy prevention needs of the community	☐	☐	☐	☐	☐	☐	☐
Funding is available for a teen pregnancy prevention program that produces positive results.	☐	☐	☐	☐	☐	☐	☐
Changing programs based on evaluation data will likely cause problems	☐	☐	☐	☐	☐	☐	☐
When implementing new programs we would benefit from only choosing ones that are scientifically proven	☐	☐	☐	☐	☐	☐	☐
Given all the time constraints on staff, formal evaluations of programs are not critical to do	☐	☐	☐	☐	☐	☐	☐
It is likely that a successful teen pregnancy prevention program will continue to receive funding with little effort	☐	☐	☐	☐	☐	☐	☐
Programs should be changed over time if evaluation data says so	☐	☐	☐	☐	☐	☐	☐

Resources (e.g., staff time, funds) devoted to data collection to understand the teen pregnancy prevention needs of our community could be better spent elsewhere	☐	☐	☐	☐	☐	☐	☐
Staff should only implement program activities that can be linked to our goals and objectives	☐	☐	☐	☐	☐	☐	☐
Using measurable objectives in the planning process is a step that must be taken in order to demonstrate our success	☐	☐	☐	☐	☐	☐	☐
Before implementing programs, it is important to critically assess whether we have adequate resources/ capacity to implement the program (e.g., number of staff, staff training, technical resources, program budget)	☐	☐	☐	☐	☐	☐	☐

39. Imagine that your team is thinking about implementing a new program in your community. For the tasks listed below, please rate each item on a scale of 1 to 5 based on how much assistance you think that you and your team would need in order to complete each task. A rating of 1 indicates the need for a great deal of assistance, while a rating of 5 indicates the ability to complete the task without any assistance.

Task	A great deal of assistance needed 1	2	Some assistance needed 3	4	No assistance needed 5
Develop program goals for your new activity	☐	☐	☐	☐	☐
Assess how well your new program activity will fit within other existing program activities offered to the same target population	☐	☐	☐	☐	☐
Define a target population for your new activity	☐	☐	☐	☐	☐
Measure participant satisfaction	☐	☐	☐	☐	☐
Evaluate the activity to ensure that it is meeting goals and objectives by analyzing and interpreting data	☐	☐	☐	☐	☐
Identify those who will be responsible for each task	☐	☐	☐	☐	☐
Specify the amount of change expected in your objectives	☐	☐	☐	☐	☐
Assess community strengths in programming by examining existing resources such as existing programs and availability of volunteers	☐	☐	☐	☐	☐
Determine if an existing evidence-based program would meet your goals and objectives	☐	☐	☐	☐	☐
Examine how the new program will fit with the values of your organization	☐	☐	☐	☐	☐
For each program activity, measure how well the implementation followed the original program design (i.e., fidelity)	☐	☐	☐	☐	☐
Ensure that all new program activities are linked to the goals and objectives by using a logic model	☐	☐	☐	☐	☐
Determine if any evidence-based programs are applicable to your target population	☐	☐	☐	☐	☐
Assess the causes and underlying risk factors for teen pregnancy in your community	☐	☐	☐	☐	☐
Assess whether there are adequate resources to implement the new program (e.g., number of staff, staff training, technical resources, funding)	☐	☐	☐	☐	☐
Create timelines for completing all program tasks	☐	☐	☐	☐	☐
Develop a budget that outlines the funding required for each program activity	☐	☐	☐	☐	☐
Develop a plan to sustain the program if it is successful (i.e., determine future funding sources)	☐	☐	☐	☐	☐
Use results from an evaluation to improve program delivery the next time it is offered	☐	☐	☐	☐	☐

40. Listed below are the same tasks from question 26. Place a check by those tasks for which your team would like technical assistance or training in the next 12 months.

	Task
☐	Develop program goals for your new activity
☐	Assess how well your new program activity will fit within other existing program activities offered to the same target population
☐	Define a target population for your new activity
☐	Measure participant satisfaction
☐	Evaluate the activity to ensure that it is meeting goals and objectives by analyzing and interpreting data
☐	Identify those who will be responsible for each task
☐	Specify the amount of change expected in your objectives
☐	Assess community strengths in programming by examining existing resources such as existing programs and availability of volunteers
☐	Determine if an existing science-based program would meet your goals and objectives
☐	Examine how the new program will fit with the values of your organization
☐	For each program activity, measure how well the implementation followed the original program design (i.e., fidelity)
☐	Ensure that all new program activities are linked to the goals and objectives by using a logic model
☐	Determine if any science-based programs are applicable to your target population
☐	Assess the causes and underlying risk factors for teen pregnancy in your community
☐	Assess whether there are adequate resources to implement the new program (e.g., number of staff, staff training, technical resources, funding)
☐	Create timelines for completing all program tasks
☐	Develop a budget that outlines the funding required for each program activity
☐	Develop a plan to sustain the program if it is successful (i.e., determine future funding sources)
☐	Use results from an evaluation to improve program delivery the next time it is offered
☐	Use iGTO to support program selection and implementation
☐	No TA requested on any of these topics.

THANK YOU!

TAP Tasks for Stages of change

Behavior studies reveal that people move through various identifiable stages of readiness before lasting change is made. A model called Stages of Change (Prochaska et al., 1992), as shown below in **Figure B,** describes these levels of behavior change as a process rather than an event. TAPs can use the five distinct stages in this model (i.e., pre-contemplation, contemplation, preparation, action, and maintenance) to understand different points in the change process and match appropriate strategies to help implementation partners eventually adopt change, and presumably improve their programs.

Figure B

Although the stages of change seem to be laid out in a linear fashion, we know people move forward and backward through the various stages many times before lasting change is achieved. In this model, *relapse is not considered a failure but a predictable part of the change process.* In fact, relapse can reveal important teachings on what is necessary to sustain change.

One of your first tasks will be to determine the stage of change most of the implementation team is in so you know where to start your work. An important aspect of your TA will be to encourage them to move to the next stage.

Demonstrating respect for the implementation partner will help establish a safe space to try something new, contemplate the pros and cons of change, and ultimately sustain change. Pushing people to engage in behaviors beyond their current stage of change is likely to create resistance and undermine your relationship with the team. Remember, this will be one of the most critical junctures of your work.

Learn more

For more information on understanding and using Stages of Change in adolescent pregnancy prevention, go to Lezin (n.d.): http://recapp.etr.org/recapp/index.cfm?fuseaction=pages.TheoriesDetail&PageID=360

The table on the next page highlights the major tasks for TAPs at each stage of change.

Table 4. TAP tasks for stages of change

Stage of Change/TAP Tasks	What the TAP might hear
Pre-contemplation -- No possibility of change is yet being considered. Individuals and organizations may not be aware of opportunities for improvement. TAP tasks: • Provide information about the benefits of change as well as the potential downsides to not changing. • Convey the possibilities for change. • Help move people forward.	"I've never done that before." "I didn't know we had to do that!" "I don't see any reason for that."
Contemplation -- There is awareness of opportunities for improvement but there is anxiety and ambivalence about change. TAP tasks: • Help your implementation partner consider both the pros and cons of change. • Strengthen the team's belief in the possibility of change. • Describe the advantages of learning new skills.	"I know we should do that, but it seems like so much work."
Preparation -- The decision to change is made and an earnest look into possible courses of action begins. TAP tasks: • Help your implementation partner create a plan to bring about change. • Support the team in frank discussions about possible barriers.	"As soon as this plan is ready to go, I'm going to start calling our new recruits."

Stage of Change/TAP Tasks	What the TAP might hear
Action -- Acts are undertaken to bring about change. TAP tasks: • Support the implementation partner in implementing and practicing their change plan. • Help the team evaluate the effectiveness of its change plan.	"Once the program starts, I want to sit down and talk about how things are going right away to see if there's anything we need to tweak."
Maintenance -- People work to maintain changes already made, and to prevent slipping into old, less effective behaviors. TAP tasks: • Make plans to sustain changes. • Identify potential issues and make plans for dealing with them.	"Can you explain the difference between mid-course corrections and continuous quality improvement again? I'm still having trouble understanding the difference."
Relapse -- There is a return or slip back into old, less effective behaviors. TAP tasks: • Help the implementation partner resume the change process. • Prevent the team from becoming demoralized. • Re-evaluate the change plan's effectiveness. It will be important to continue supporting a team's learning process.	"I forgot to give participants the pre-test." "We didn't have time for that so I skipped it."
Adapted from The Prime Time Project, 2005 and Lezin, N. Resource Center for Adolescent Pregnancy Prevention (2007-2009) ETR Associates.	

Listen for "change talk"

To determine the implementation partner's stage of change, listen for certain key phrases and concepts in conversation which signal where people stand. You'll be listening for people to mention and discuss their *desire, ability, reason*, and *need*, as well as their *commitment,* to change. The more people talk about change, the more likely it will happen. You want to learn to recognize change talk and when you hear it, reinforce it (Glovsky, 2011).

The AIP will help you identify both the stages of change and how frequently change talk is expressed. This becomes the baseline from which you can listen for the presence or absence of change talk over time, indicating whether or not people are pre-contemplative, contemplating change, preparing for change, or taking action.

The following table summarizes significant statements to listen for, which are associated with each stage of change**.**

TA Tip

Some counselors who specialize in motivational interviewing use the mnemonic DARN-CAT to summarize these different kinds of change talk (Mid-Atlantic, 2011).

Table 5. Recognizing change talk

Type of change talk	Statements about
	Preparatory Change Talk
Desire	Preference for change (i.e., I want to change): "We want to…" "We would like to…" "We wish…"
Ability	Capability (i.e., I can change): "We could…" "We can…" "We might be able to…"
Reason	Specific arguments for change (i.e., it's important to change): "It would benefit teens if we…" "Our services would improve if we…"

Type of change talk	Statements about
Need	Feeling obligated to change (i.e., I should change): “We ought to…” “We have to…” “We really should…”
Implementation Change Talk	
Commitment	The likelihood of change (i.e., I will make changes): “We are going to…” “We will…” “We intend to…”
Activation	Preparing for change (I am preparing to make changes): “I am ready to…” “I’m feeling prepared to…” “I am willing to….”
Taking steps	Action taken (i.e., I am taking specific actions to change): “We actually implemented…” “This week we started…”
Adapted from Rollnick, Miller, & Butler (2008); Mid-Atlantic (2011).	

Encourage change using motivational interviewing

How can TAPs best help implementation partners grow and change, especially when there is any reluctance to move ahead? One important strategy is motivational interviewing (MI). First used by Miller and Rollnick (1991) for addiction treatment, MI was originally designed to shift counseling practices from trying to coerce change in clients externally (i.e., directed by the counselor) to eliciting motivation to change *from* the client, based on his or her own intrinsic values and goals. In recent years, MI has been embraced widely in various social science fields.

Miller and Rollnick (2013) describe MI as "…a collaborative conversation style for strengthening a person's own motivation and commitment to change" (page 12). MI is grounded in the idea that conversation is a collaboration between two people in which a counselor – or in our case, the TAP – evokes, or draws out, someone's own ideas about change. This style of conversation also emphasizes that the true power for change rests with the participants, not the TAP; individuals are empowered, but also assume a high degree of responsibility for making change (Mid-Atlantic, 2011).

In the context of this guide, MI means you aim to help the implementation partner examine issues, identify values and establish goals, assess readiness for change, develop a plan and clarify outcomes. If the implementation partner is unsure about how to move forward, or in some cases unwilling to move forward, your role will be to identify their current state of readiness to change, use strategies to help people express and articulate their concerns, and then support them in figuring out how they can move ahead on agreed-upon goals. The added value that you bring to the process is your experience: knowing what has worked well for others dealing with the same issues and offering a menu of possible options from which the implementation partner can choose.

Consider using these strategies with staff as you begin your work with them (Kraybill & Martin, 2010; Chilcoat et al., 2014):

1. **"Asking** permission to talk with individuals instead of assuming they want to talk;
2. **Creating** a safe and accepting space;
3. **Learning** what is important to the individual and address immediate needs;
4. **Finding** out what services the client wants and has the motivation to pursue;
5. **Refraining** from pushing individuals into services they do not want;
6. **Determining** the individual's stage of readiness to change a particular behavior;
7. **Using** open questions and reflective statements; and,
8. **Pointing out** the individual's strengths." (Content section, para. 2)
9. **Eliciting and reinforcing** people's change statements using MI skills.
10. **Helping** to enhance each person's commitment to change.

How a TAP might use MI in the TA context (Kraybill & Martin, 2010; Sobell & Sobell, 2008) is shown in the following table.

Table 6. Motivational interviewing approaches for TAPs

Concept	Example	Approaches
1. ***Motivation to change is drawn out from the participant, not imposed externally by the TAP*** – The TAP emphasizes helping implementation partner's staff members identify their intrinsic values and goals.	With an implementation partner that includes staff, organizational leadership and youth, it will be important to explore how each "group" perceives the need for a teen pregnancy prevention program and a vision for what is to be done about it. There are likely to be illuminating differences in perspective that once fully explored will help the team better develop shared goals and outcomes.	• Gather information and ask general questions. • Once specific issues or focus areas for possible change emerge, probe further with questions such as: - "What makes you think these changes are needed?" - "What would you like to see done differently?" ***Note:*** Guidance on gathering information is provided in the section titled *Assess the Implementation Partner* and in the section on working through the ten PSBA-GTO questions.
2. Implementation partner members, not the TAP, must articulate and resolve ambivalence– The TAP facilitates each staff member's expression of sometimes confusing and contradictory thoughts and feelings.	Early conversations with implementation partner teams, either individually or in groups, could reveal concerns about trying to implement a new program when so much needs to be learned or there are competing commitments. By making it safe to talk about such concerns, the TAP can facilitate discussions about how to resolve various issues and move forward.	If there is little desire for change or concerns about moving forward, you could ask: • "Suppose changes aren't made, what's the worst thing that could happen?" • "What are some of the best things you could imagine resulting from the changes you're thinking about?"

Concept	Example	Approaches
3. Using force or coercion is not an effective method for resolving ambivalence – The TAP cannot make a team member do or choose; in fact, force or pressure often reduces the likelihood of change.	Directly confronting concerns about the PSBA-GTO process by saying “that’s not accurate” will probably only reinforce someone’s fears or intensify a person’s reluctance to engage in the process. Rather, the TAP can find ways to provide information demonstrating that although legitimate, such concerns can be overcome by the team working together in the planning process.	Several approaches could be used including: • Asking permission to discuss topics or share information -- “Do you mind if we talk about some of the barriers you’ve identified?” • Asking for responses that elicit reasons from the individual (as opposed to the TAP describing the situation) -- “What would you like to see change in your current situation?” • Ask questions in ways that indicate your support – “How could I help you get past some of the concerns you have?”

Concept	Example	Approaches
4. Rushing change can prolong or derail the change process– The pace of change can be slow, but rushing change can also reduce the likelihood of maintaining change because a team, or team member, would be forced to change before being ready.	The TAP can take time to observe some interactions before trying to deal directly with an issue. That doesn't mean the TAP would avoid saying something, particularly if a conflict in a meeting threatens to disrupt the team's functioning. Tactful facilitation and a promise to help the team deal with an issue at a later time or outside a meeting if necessary, is a common technique.	One possible motivational interviewing strategy to use here is called "reflective listening." This involves listening carefully and paraphrasing or "reflecting" back to someone what you think they've said. You might say, for example, "It sounds like you are ready to…" This technique can also help you reflect back to someone their own arguments for change rather than trying to persuade them, demonstrating your understanding. Phrases like "What I hear you saying is…", "It seems as if…" and "It sounds like…" can all be used to promote conversation.
5. The TAP guides implementation partners as they examines and resolves issues around change – The TAP can elicit, clarify, and support the resolution of thoughts, including ambivalence, about change.	The TAP would use what's learned in readiness and implementation partner assessments to continually inform how best to guide the team through resolving issues around change. The TAP provides expertise to illuminate issues while communicating a sense of confidence that issues can be eventually resolved while acknowledging team members' concerns.	You can ask questions such as: • "Can you tell me more about why you identified competence in teaching human sexuality as an issue?" • "What would it take to increase your confidence in teaching human sexuality?" • "What do you think you might do to increase your confidence about teaching human sexuality?"

Concept	Example	Approaches
6. Readiness to change may be revealed in interpersonal interactions between the TAP and the Implementation Partner – Resistance to change is often a sign that someone is not ready to change and is feeling forced by the TAP.	Private conversations with team members who appear to be struggling with an issue could be beneficial before coming back to the team with possible solutions. It will be important to continue building relationships while emphasizing trust and confidentiality.	You could use reflective listening here as well, or it might be appropriate to "normalize" what someone is saying by letting him or her know that others have similar concerns. Normalizing isn't intended to maintain a status quo for not changing, but rather to help someone understand that others may experience some difficulty or ambivalence about changing, too. You could say: • "A lot of people are concerned about that, too." • "It's not unusual to feel that way."
7. The TAP and Implementation Partner are equal partners trying to achieve outcomes – The implementation partner members are ultimately responsible for the results (both positive and negative) of choices. This doesn't mean the TAP avoids identifying gaps or raising issues that need to be addressed, but allows the process for identifying and resolving issues to grow out of the relationship.	The TAP should continue to make the PSBA-GTO change process as transparent as possible, pointing out how the TAP can help with information and ideas, but always suggesting how the team can take ownership and make its own decisions about an issue.	Some motivational interviewing strategies involve a specific focus on helping increase people's self-confidence so they can make changes. This will involve your observations about team members' evolution over time regarding various TA goals. You can say, "In the beginning you were having trouble working with youth but that seems to have changed. What have you done differently?"

Here's a quick table summarizing motivational interview questions you can use to elicit and support change talk. Record initial statements you hear and later on, develop any needed action items for the TA plan that will help the group move through the stages of change. Through your observations and notes, you'll track the team's changes over time.

Table 7. Exploring change talk

What to explore	What to ask
Ask evocative questions	Ask an open question, the answer to which is likely to be change talk.
Explore decisional balance	Ask for the pros and cons of both changing and staying the same.
Identify good things/not-so-good things	Ask about the positives and negatives of the identified issue: "What are some positive aspects of this issue?" "What are some negative aspects of this issue?"
Ask for elaboration/examples	When a change talk theme emerges, ask for more details: "In what ways?" "Tell me more." "What does that look like?" "When was the last time that happened?"
Look back	Ask about a time before the issue emerged: "Can you tell me about a time this happened in the past?" "What was the result?"

What to explore	What to ask
Look forward	Ask what may happen if things continue as they are (status quo). Try the miracle question: "If you were 100% successful in making the changes you want, what would be different? How would you like things to be five years from now?"
Query extremes	"What are the worst things that might happen if you don't make this change?" "What are the best things that might happen if you do make this change?"
Use change rulers	Ask: "On a scale from 1 to 10, how important is it to you to change [the issue] where 1 is not at all important, and 10 is extremely important?" Follow up: "And why are you at ___and not _____ [a higher number than stated]?" "What might happen that could move you from ___ to __ [a higher number]?" Alternatively, you could also ask "How confident are you that you could make the change if you decided to do it?"
Explore goals and values	Ask what the person's guiding values are with regard to the issues at hand: "What do you want to see happen?" Ask how the continuation or change of the issue fits in with the person's goals or values. Does it help realize an important goal or value, interfere with it, or is it irrelevant?
Mid-Atlantic, 2011	

Learn more

Mid-Atlantic Addiction Technology Transfer Center //www.motivationalinterview.org/

The books, *Motivational Interviewing in Health Care: Helping Patients Change Behavior* (Rollnick, Miller, & Butler, 2008) and *Motivational Interviewing: Helping People Change, 3rd Ed.* (Miller & Rollnick, 2013), provide excellent and understandable advice on using MI techniques.

You may also be able to take advantage of locally available training opportunities in motivational interviewing. Scheduled trainings and other resources can be found at the Motivational Interviewing Network of Trainers (MINT) online at http://www.motivationalinterview.net/training/mint.htm.

Potential changes to observe

Being able to assess the implementation partner's readiness for change, use MI to understand stages of change and help implementation partners move through those stages, and recognize when change progress is being made are essential tasks for a TAP. Below is a checklist to record your responses and note any relevant observations about implementation partner's readiness.

Table 8. Readiness

Communications systems	
Do individuals consistently communicate well with each other?	☐Yes ☐ No
Do communications help or hinder productivity and resolution of issues? For example, everyone in the organization uses email, which helps document issues, but do issues dealt with in email get delayed or never resolved?	☐Help ☐Hinder
Infrastructure and logistics	
Are there sufficient resources for getting jobs done (ie - computers, transportation, or enough materials for all facilitators to have a copy)?	☐Yes ☐ No
Are issues regarding infrastructure and logistics dealt with in a timely manner?	☐Yes ☐ No

Is their workspace onsite a desk or a portable card table? You may need to advocate for a more professional workspace.	☐Desk	☐Portable
Productivity		
Is one person doing all the work?	☐Yes	☐ No
If yes, how do that person and everyone else around them feel about that?		
Does this help or hinder the work being done?	☐Help	☐Hinder
Does someone comment about being overworked, but you notice a lack of efficiency and productivity?	☐Yes	☐ No
Do they have trouble prioritizing tasks?	☐Yes	☐ No
Is the implementation partner using administrative staff to help?	☐Yes	☐ No
Are there others who can help support the work the implementation partner is doing?	☐Yes	☐ No
Power structures		

Does the team believe its work is important but lacks administrative or board support?	☐Yes ☐ No
Do seniority issues interfere with work being finished?	☐Yes ☐ No
Are there personality conflicts that keep work from being finished?	☐Yes ☐ No
Congruity	
Are self-reported knowledge, skills, and attitudes in line with what you actually observe when people are working? For example, a team member might feel confident about attitudes regarding adolescent sexuality and say all the right things during training, but when you watch him or her facilitate, you might observe contradictions.	☐Yes ☐ No

Observe engagement

Table 9. Signs of engagement

Positive signs	What to look for
High rates of attendance at meetings	Assuming that meetings are scheduled at convenient times for staff members, determine what a reasonably high attendance should be. This can be tracked over time to note progress or relapse.
Involvement in meetings	Staff members are engaged when lively and energetic during meetings, actively debating, and planning strategies. Although the absence of energy does not necessarily indicate the absence of engagement (some staff have very low-key styles, but are sincerely motivated), the presence of energy generally reflects engagement.
Completion of work assignments	Do staff members typically complete work on time? Eventually the monitoring of tasks linked with TA project goals provides an excellent opportunity to track participant engagement and efforts. Hard work, whether successful or not, almost always reflects engagement. *Tip* – this will also give you an idea about whether you can expect staff to complete any assignments related to their PSBA-GTO work on time, too.
Progress toward goals	What sort of track record does the program have for achieving its goals? Almost by definition, program staff progressing toward goals means they're engaged in the process.
Cunningham & Henggeler (1999)	

Table 10. Signs of engagement problems

Negative Signs	What to look for
Difficulty scheduling meetings	If staff is unwilling to schedule regular meeting times they are probably not engaged in their work and will most likely have difficulty committing to meetings needed for the PSBA-GTO process.
Missed appointments	Frequently missed appointments often indicate a lack of engagement.
Plans not being followed	Plans may not be followed for a number of reasons (e.g., staff doesn't understand or agree with the plan), but this could also indicate low engagement. In your TA, address the importance of developing the PSBA-GTO plan and the benefits of implementing it.
Weak program goals	In some cases, staff may go through the motions of goal setting to placate manager's requirements for involvement, but these goals will probably contain little substance. A clue to this strategy is that staff targets problems minor in nature, while choosing to ignore far more serious problems identified by management or, your TA work.

Negative Signs	What to look for
Uneven progress	Staff ambivalence could result in a cycle in which the project repeatedly progresses slightly and then stalls. This is a sign of missing engagement rather than the natural progression forward and backward through various stages of change described earlier.
Important information withheld	Staff members are not engaged when they are uncooperative in sharing information needed to move their work forward. This reluctance is likely to continue in your work with them unless you are able to build trusting relationships and establish open communications. Small, non-threatening steps will be important.
Cunningham & Henggeler (1999)	

Readiness Ruler Questionnaire

This set of five questions can be used to assess readiness on a very specific issue that emerges during your interviews and observations. The questionnaire asks team members to rate levels of concern and confidence on a scale of 1 (not worried) to 10 (losing sleep over it) about tackling a specific issue or challenge identified for technical assistance. A short table describing how to interpret the results appears on page 2, along with suggestions for the TAP on how to address the challenge.

How much is ________________ a problem for your program?

1	2	3	4	5	6	7	8	9	10
Not a problem									Very serious problem

Does ________________ have an impact on teens?

1	2	3	4	5	6	7	8	9	10
It has no impact									It really hurts teens

How concerned are you about ______________?

1	2	3	4	5	6	7	8	9	10
Not at all worried									Losing sleep over it

How confident are you that you can do something about it?

1	2	3	4	5	6	7	8	9	10
Not at all confident									I am 100% sure we can do something

How hard is it going to be for you to do something about it?

1	2	3	4	5	6	7	8	9	10
Not hard									It will be one of the hardest things we have ever done

Table 11. Readiness Ruler Interpretations

Readiness Ruler Interpretations Sense of Urgency (Q 1-3 on readiness ruler)			
		High	**Low**
Sense of Self-Efficacy (Q 4 & 5 on readiness ruler)	**High**	The staff member perceives the issue as important and solvable. He or she is likely to be in the *preparation stage* of change, maybe even ready to proceed with change! The TA must encourage change talk and hopefulness. TA can teach new skills, but should be careful to support the staff member in planning for challenges he or she may encounter, and should watch for changes in level of motivation.	The staff member either does not acknowledge the issue or sees it as a low priority. He or she may believe that it can be changed, but is likely to give up if challenges arise because it is just not seen as that big of a deal. This staff member is likely in the *precontemplative stage*. The TA should provide information that closes the gap between the current stage and goals.
	Low	The staff member realizes the gravity of the issue, but does not believe that he or she can do much about it. He or she is likely in the *contemplative stage*. He or she may be resigned to things and is at risk for giving up easily on interventions. The TA should encourage hopefulness and bolster the staff member's sense of confidence by validating his or her concerns, acknowledging his or her ambivalence, and affirming successes. Also, working with the staffer to generate a menu of options supports the staff member in practicing proactive problem solving.	The staff member does not see the issue as major and does not believe that he or she can do much about it. He or she is likely in the *precontemplative stage*. If the TA were to begin planning for change at this point, resistance would likely increase. The TA must channel efforts into raising awareness regarding the potential costs associated with not changing, and closing the gap between the staff member's goals and his or her lack of urgency regarding changing the issue.
Prime Time Project. (2005). The Prime Time Project Guide: Community-based Intervention for Youths in the Juvenile Justice System. Seattle: University of Washington.			

ACTION PLANNING TOOL

Step _______ (Insert the PSBA-GTO Step.)					
PSBA-GTO tasks	**TAP observations**	**Actions needed**	**Who's responsible**	**Anticipated deadline**	**Actual completion date**

Additional notes (e.g. resources needed; potential barriers; lessons learned):