



South Carolina Campaign to Prevent Teen Pregnancy's Getting to Outcomes Competency Grid*

GTO Questions	Competency	Domain
1. What are the underlying needs and conditions in the community?	a. Understand how local data and five year trend data on teen pregnancy and HIV/STD relates to ethical, political, and public health issues on adolescent sexual health.	Analytical Skills
	b. Understand and apply skills using quantitative and qualitative methods to conduct risk and asset assessments including individual (youth), interpersonal, school, community, and environment.	Program Planning Analytical Skills
	c. Capable of conducting research and reviewing available data to plan, implement, and evaluate pregnancy prevention programs for priority youth.	Analytical Skills
2. What are the goals, target population, and objectives, i.e. desired outcomes?	a. Describe how selected risk and protective factors and behaviors will change by writing short and long-term BDI-logic model based objectives and goals.	Program Planning
	b. Understand the causal relationships between teen pregnancy, behavior, risk and protective factors, and interventions through the development of a BDI Logic Model.	Analytical Skills Health Behavior Theory
	c. Assess relevance and changeability of risk and protective factors identified in the BDI logic model.	Analytical Skills Health Behavior Theory
3. Which best practice programs can be useful to reaching the goals?	a. Identify basic behavioral theories and constructs that are used in HIV and teen pregnancy prevention programs.	Health Behavior Theory
	b. Describe how behavioral theory explains and predicts behavioral change.	Health Behavior Theory
	c. Identify effective evidence-based strategies to teen pregnancy/HIV/STD prevention including but not limited to research-proven curricula, parent-child connectedness, advocacy, and one-on-one education.	Program Planning Health Behavior Theory
	d. Select appropriate and all necessary strategies to reach program goals and objectives.	Program Planning
	e. Understand how the 17 Characteristics can be used to assess, select, adapt, develop, and implement a curriculum.	Program Planning

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	f. When adapting a research-proven curriculum or using an agency-created curriculum, be able to include the 17 Characteristics of Effective Sex Education and HIV Prevention Programs.	Program Planning
	g. When using a research-proven curriculum, be able to implement with fidelity.	Program Planning
4. What actions can be taken so the selected program “fits” the community context?	a. Able to select program strategies, including evidence-based curricula, that are appropriate to youth’s culture, age and sexual experience.	Program Planning Cultural Competency
	b. Able to adapt evidence-based curricula to “fit” the community context without changing program effectiveness.	Program Planning
	c. Understand policy, including the Comprehensive Health Education Act, and how it influences and supports adolescent sexuality education in South Carolina.	Program Planning
	d. Able to advocate for the inclusion of pregnancy prevention programming with all relevant parties including, but not limited to, district-level Comprehensive Health Education Advisory Committees.	Advocacy
5. What organizational capacities are needed to implement the program plan? <i>(Please note that GTO Step 5 responds to organizational capacities. Trainings offered by the SC Campaign primarily address individual capacities; however, GTO Step 5 remains a critical part of a highly functioning prevention agency.)</i>	a. Communicate health-related information to youth, parents, school officials/teachers, media, and community leaders.	Communication
	b. Conduct advocacy efforts to procure necessary resources and support for program.	Program Planning Advocacy
	c. Prepare and train program facilitators on selected program strategies.	Program Planning
	d. Identify organizational/agency strengths, weaknesses, opportunities, and threats as they relate to successful implementation of program.	Program Implementation Strategic Planning
	e. Able to identify, use or have access to data management systems.	Program Planning
	f. Able to recruit, train, and retain staff that are knowledgeable of, comfortable with, and skilled in delivery of the content area. <i>1See content specific list for comprehensive sexuality education on page 4.</i>	Program Planning Program Implementation

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6. What is the plan for this program?	a. Create a plan of action for each component of the intervention program as described in the BDI Logic Model (who will do what, when, where, and how) including a program timeline.	Program Planning
	b. Develop program budget.	Program Planning
	c. Forecast barriers to implementation and develop corresponding solutions.	Program Planning
	d. Translate list of desired outcomes into a written evaluation plan.	Evaluation
	e. Implement program plan with fidelity.	Program Implementation
7. How will the quality of program implementation be assessed?	a. Understand process evaluation, how it is conducted and why it is necessary including the need to keep appropriate records and documentation.	Evaluation
	b. Develop appropriate measurements and data collection tools.	Program Implementation Evaluation
	c. Conduct process evaluation.	Evaluation
	d. Use evaluation results to make short and long-term improvements to the program.	Evaluation
8. How well did the program work?	a. Understand outcome evaluation; why it is necessary, how it relates to program goals and objectives and how it is conducted.	Evaluation
	b. Develop qualitative and quantitative measures and data collection tools.	Evaluation
	c. Conduct outcome evaluation.	Evaluation
	d. Able to analyze, interpret and report evaluation results.	Evaluation
9. How will continuous quality improvement strategies be incorporated?	a. Use evaluation to determine the parts of the program that worked/did not work.	Evaluation
	b. Refine programs based on results.	Evaluation Program Implementation
	c. Assess appropriateness of program continuation.	Evaluation Program Planning

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10. If program is successful, how will it be sustained?	a. Recognize the importance of using evaluation results to build support for programs.	Evaluation Advocacy
	b. Apply skills to communicate and disseminate program results.	Evaluation Communication
	c. Identify relevant funding sources for on-going/future programs.	Program Planning
	d. Prepare and submit proposals for funding.	Program Planning

Comprehensive Sexuality Education

- a. Knowledge of adolescent development theory
- b. Understanding of human reproductive anatomy, physiology, puberty, body image, and gender identity.
- c. Knowledge of adolescent sexuality.
- d. Comfort in discussing adolescent sexuality and sexual behaviors.
- e. Knowledgeable in contraceptive technology.
- f. Comfort in discussing/demonstrating various forms of contraceptive technology with adolescents.
- g. Understanding the basics of HIV/STD transmission and prevention.
- h. Capable of discussing components of healthy relationships.
- i. Knowledge about reproductive health maintenance – both male and female.
- j. Understanding basic principles of sexuality education.
- k. Knowledge about the effectiveness of different prevention philosophies (abstinence, abstinence plus, etc).
- l. Understand the role of the provider’s ethics, values and boundaries.

Adapted from: SEICUS Guidelines

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