
Summary of Changes Made to the Teen Pregnancy Prevention Evidence Review Protocol 7.0

The Teen Pregnancy Prevention (TPP) Evidence Review (TPPER) is a trusted source on scientific evidence about effective programs intended to prevent teen pregnancy, sexually transmitted infections, and associated sexual risk behaviors. The TPPER identifies existing evaluation research on TPP programs, assesses the quality of this research, and summarizes the evidence from studies that meet TPPER standards.

In 2023, the TPPER released an updated protocol, [Review Protocol 7.0](#), to guide the upcoming round of reviews. This update includes revisions to approaches used to (1) screen and select studies and (2) assess the quality of the research in the studies.

This document briefly summarizes the changes between Review Protocol version 6.0 and Review Protocol version 7.0 of the TPPER standards.

What's new about the approach to screen and select studies in Review Protocol version 7.0 of the TPPER protocol?

In addition to focusing on *programs* that intend to reduce rates of teen pregnancy, STIs, or associated sexual risk behaviors through some combination of educational, skill-building and/or psychosocial intervention, this review now focuses on the impact of well-defined *components* or combinations of components of programs that are intended to reduce teen pregnancy, STIs, or associated sexual risk behaviors. To be eligible for review under version 7.0, a component must be (1) a clearly defined practice, procedure, policy, support, or organizational structure, potentially with documented steps for implementation with fidelity to facilitate replication; and (2) capable of being implemented independently, in conjunction with, or integrated into a TPP intervention. Examples of components that could be eligible for review include practices such as in-class condom demonstrations and text-messaging as an enhancement to a well-defined TPP program.

What's new about the approach used to assess the quality of the evidence in version 7.0 of the TPPER protocol?

There were changes and additions to the protocol to better align TPPER's approach with the approaches used by other federally funded evidence reviews:

- **Increased transparency in TPPER review approaches:** Previously, the TPPER protocol did not provide detailed guidance on several aspects of its review process. Now, the protocol documents what the TPPER will look for when a study presents findings from a longitudinal data analysis, what the TPPER will look for when a study presents a statistical technique used to equate treatment and comparison groups at baseline, and the circumstances in which the TPPER considers it acceptable for an analysis to use a difference-in-differences approach to statistically adjust for baseline differences.

What topics might warrant revision in future rounds of TPPER standards changes?

One change that TPPER anticipates making in 2024 is to adjust the study eligibility criteria to ensure that the list of evidence-based programs is based on research that is current and contextually relevant. This can be accomplished by lowering the maximum age of eligible studies from 20 years to 15 years and using the date of final data collection rather than study publication date to determine study age. Programs whose evidence is no longer eligible would be moved to the TPPER list of inactive programs.

In addition, while not addressed in this update, we know that there is considerable interest in having TPPER explore the following additional potential revisions in the future:

- Expand outcomes beyond sexual behaviors and their consequences.
- Assess evidence from system-level evaluations.
- Consider alternatives to focusing on statistical significance of impacts.
- Use a meta-analytic approach to synthesize evidence across studies of an individual program.
- Establish external validity standards.

These topics and others may be examined in future rounds of TPPER revisions.

Experts consulted to revise TPPER standards:

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- Emily Tanner-Smith – Thomson Professor in the Counseling Psychology and Human Services Department, University of Oregon’s College of Education
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