



# **Welcome Early Innovation Grantees to Day Two of the TPP Tier 2 Orientation**

# Agenda

- Opening Session
- Break
- Monitoring and Evaluation for Early Innovation
- Lunch
- A Conversation with HHS Idea Lab
- Presenting your Selection and Support Plans with Peer Feedback
- Break
- Dissemination, Communication, and Sustainability
- Closing Remarks (with all)

# Opening Session

- Intros
- Objectives Convo
- 10 min Project Overviews by Grantees
  - Program Grantee – Texas A&M University
  - Technology Grantee – National Campaign
- Selection and Support Guidance
- Sustainability Guidance

# Introductions

- OAH Staff
- Mathematica
- Grantees

# Objectives

- Meet key federal staff
- Meet other TPP grantees
- Connect with others to share resources and best practices
- Develop an understanding of OAH expectations
- Develop an understanding of evaluation expectations

- And also. . . .
  - To question
  - To challenge
  - To clarify
  - To help each other
  - To inspire
  - To aspire
  - To imagine
  - To do something different
  - To be creative
  - To set you up for success
  - **To make the most impact**



# Ground Rules



it always  
seems  
impossible  
until its  
done.

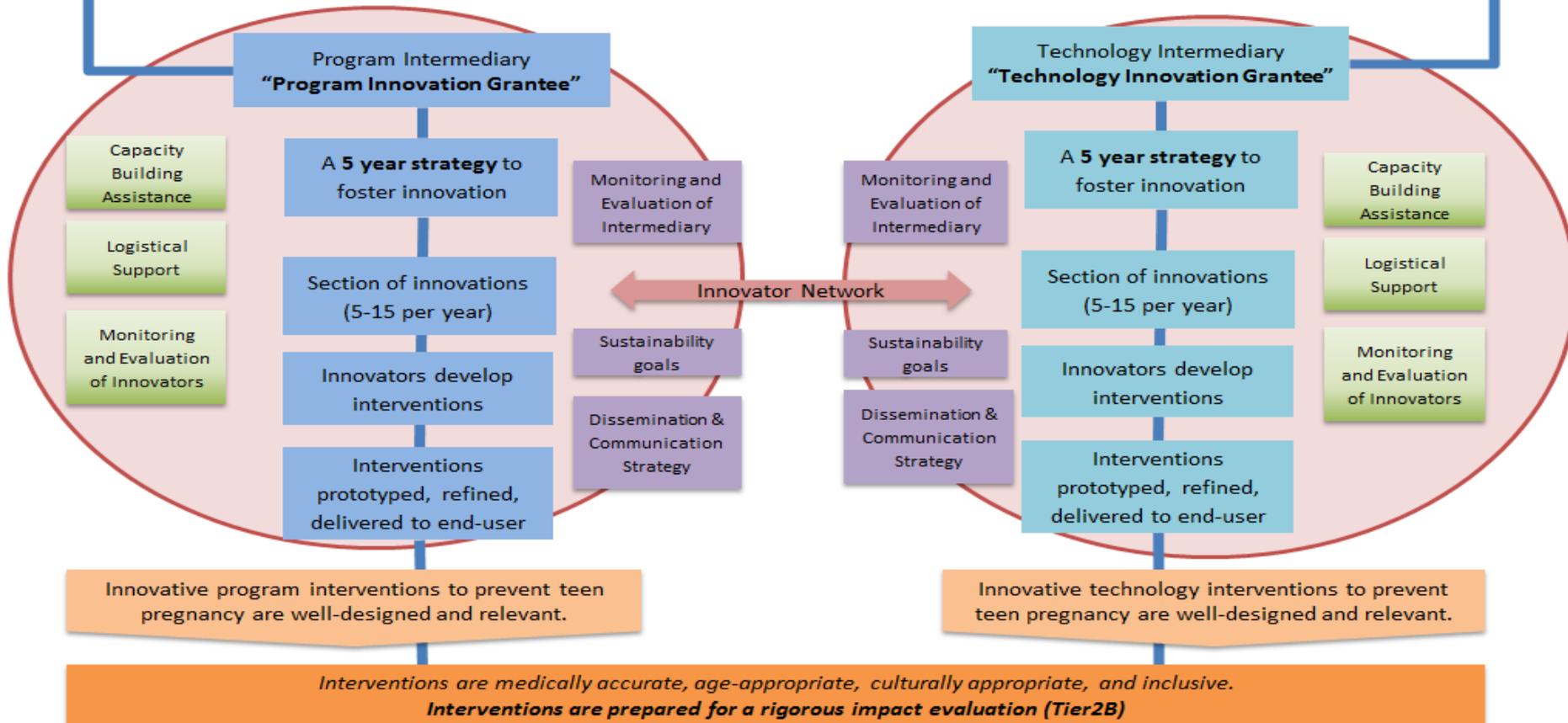
NELSON MANDELA

# TPP Tier 2A Visual

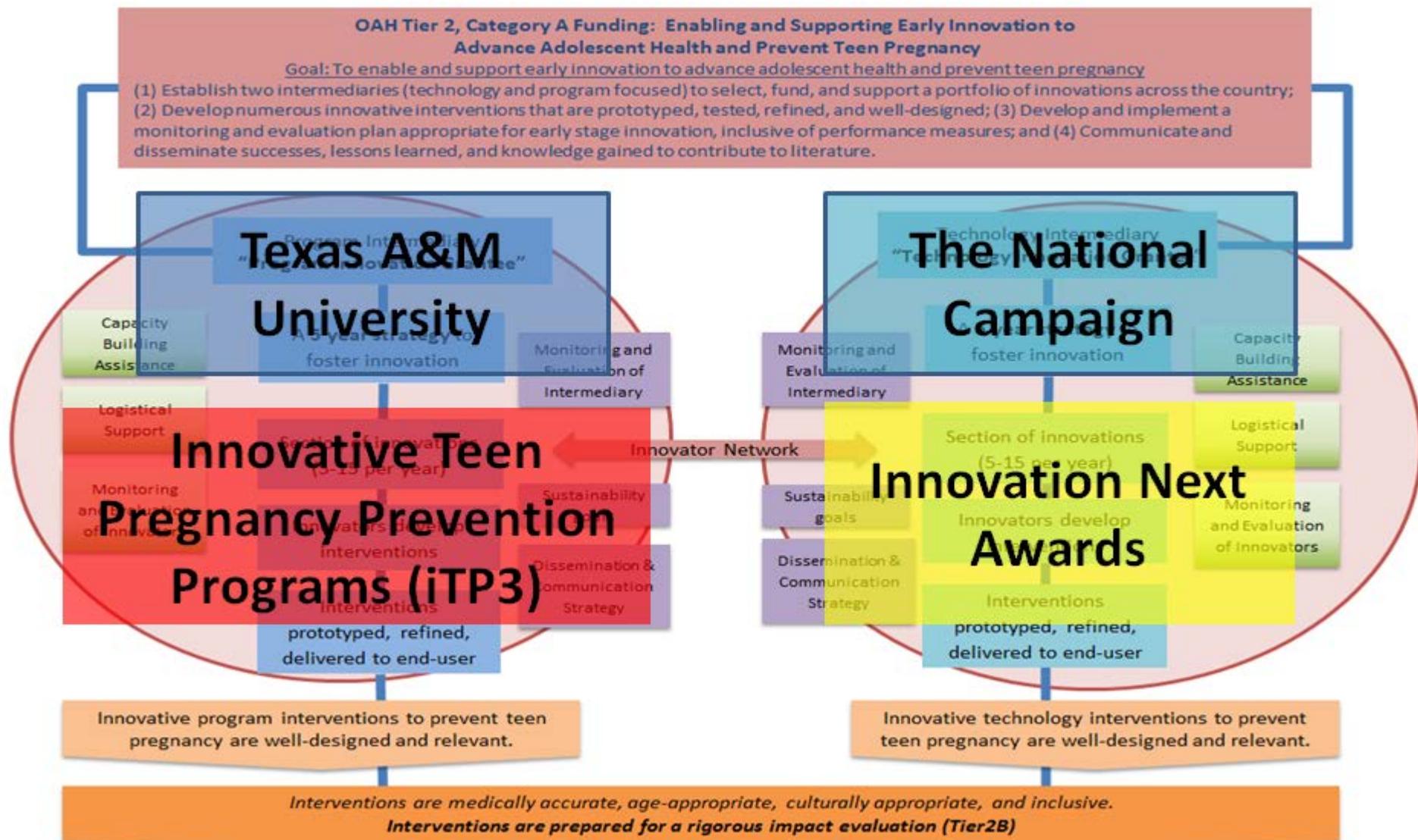
## OAH Tier 2, Category A Funding: Enabling and Supporting Early Innovation to Advance Adolescent Health and Prevent Teen Pregnancy

Goal: To enable and support early innovation to advance adolescent health and prevent teen pregnancy

- (1) Establish two intermediaries (technology and program focused) to select, fund, and support a portfolio of innovations across the country;
- (2) Develop numerous innovative interventions that are prototyped, tested, refined, and well-designed;
- (3) Develop and implement a monitoring and evaluation plan appropriate for early stage innovation, inclusive of performance measures;
- and (4) Communicate and disseminate successes, lessons learned, and knowledge gained to contribute to literature.



# TPP Tier 2A Visual



- Project Overview (10 min)
- Texas A&M University
- Innovative Teen Pregnancy Prevention Programs (iTP3)
- Q&A

- Project Overview (10 min)
- The National Campaign
- Innovation Next Awards
- Q&A

# Selection Plan Guidance

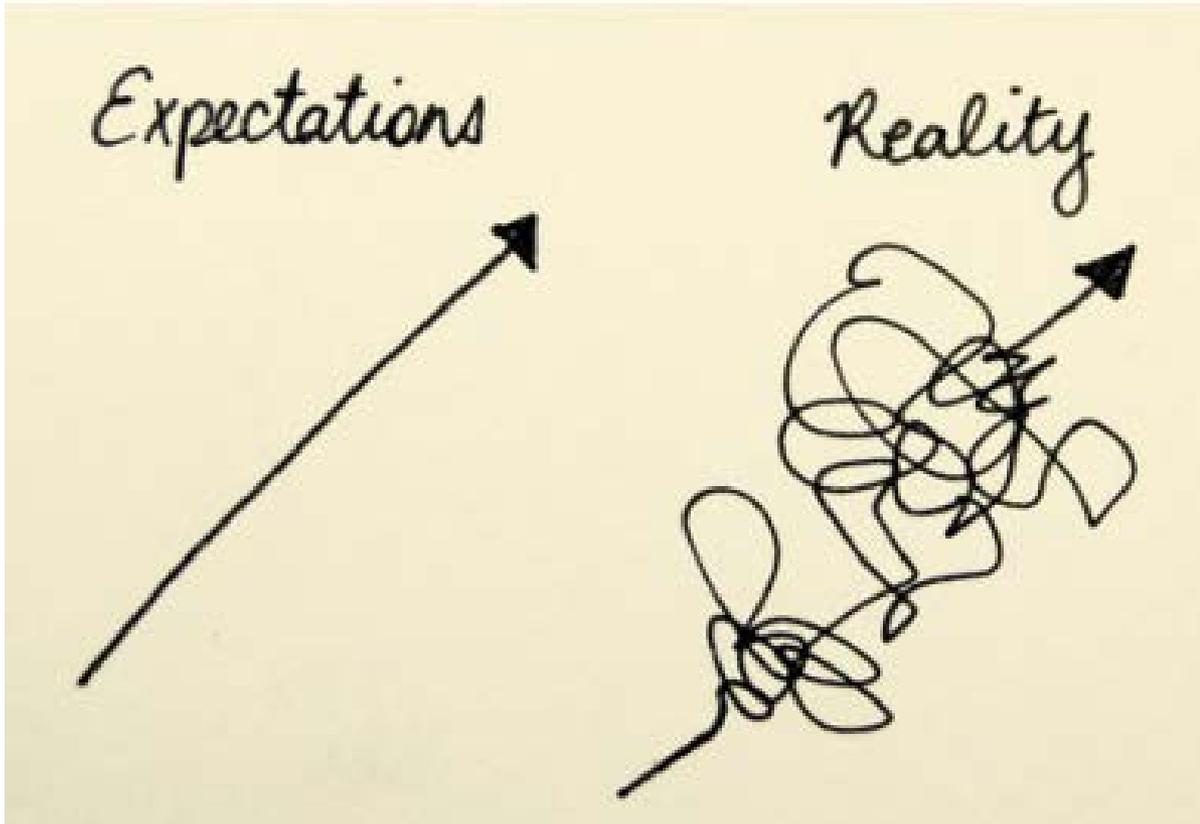
- *“Grantees are expected to establish an efficient and objective process to attract and select innovators from across the country.”*
- No template
- Need OAH approval before launching
- Should include, at a minimum:
  - Description of general process -- purpose of the announcement, number of innovators to be selected, the estimated number of cohorts and/or phases, the amount /range of financial awards, and a short description about what will be provided to finalists/winners.
  - The application itself
  - Instructions for the applicants and the mode
  - Categories of funding, priority areas, or examples of types of projects
  - The evaluation/scoring criteria
  - The methodology for determining the finalists
  - A timeline outlining the stages of selection
  - How the opportunity will be marketed

# Support Plan Guidance

- *“Grantees are expected to provide support to innovators to ensure that they are able to successfully develop, prototype, and test their interventions.”*
- No template
- Need OAH approval before implementing
- Should include
  - Brief description of the support available
  - A detailed description of the level of financial support, how funding will be distributed, and to whom
  - Type of support available
  - The mode of delivery
  - Location of support and CBA
  - Plan to provide CBA/TA outside the innovation network
  - How you intend to measure impact
  - A timeline
  - How the support/CBA will be marketed
  - Key partners for providing support

- Other important things to note!
  - Send me your finalized work plan
    - Include activities related to sustainability (next up) and professional development
  - Your plan for reviewing for medical accuracy, age-appropriateness, cultural and linguistic appropriateness, and inclusivity

# Success!





And why start with it?

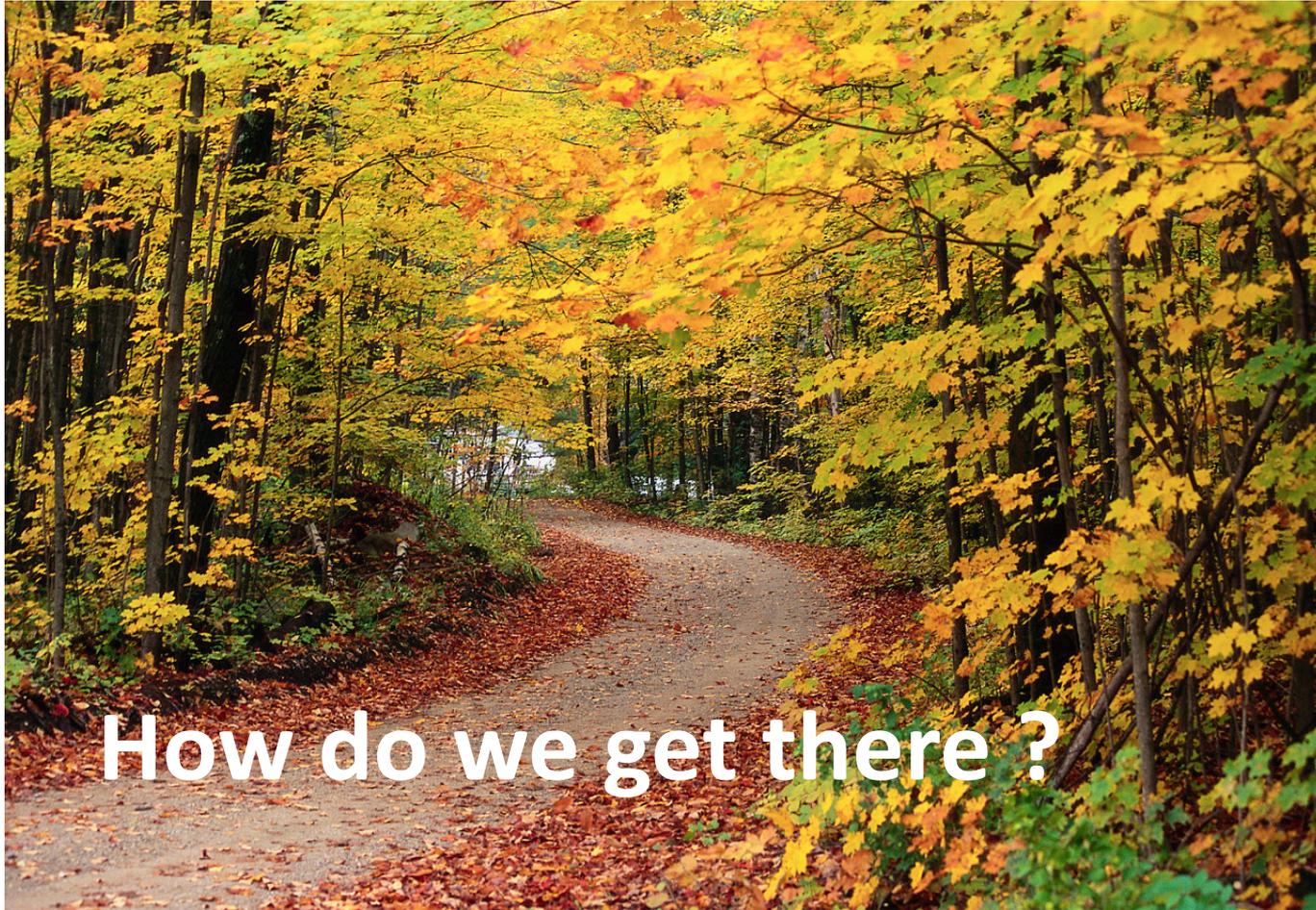
- What does OAH say?
  - *Sustainability is effectively leveraging partnerships and resources to continue programs, services, and/or strategic activities that result in improvements in the health and well-being of adolescents.*
- How do you define or conceptualize sustainability for your program?

- Design Early Innovation grants for sustainability from beginning
  - “Applicant should demonstrate it has a commitment and capacity to sustain the activities articulated beyond the life of the grant.”
- Incorporate a specific objective(s) and activities focused on sustainability into work plan
- Define what sustainability means to your project
- Support interventions that could be sustainable and taken to scale by innovators
- Submit Performance Measures related to sustainability (provided by OAH)
- Leverage other resources and related efforts to promote sustainability

- 1. Create an Action Plan**
2. Assess the Environment
3. Be Adaptable
4. Secure Community Support
5. Integrate Programs and Services
6. Build a Team of Leaders
7. Create Strategic Partnerships
8. Secure Diverse Financial Opportunities

**Where are we going?**

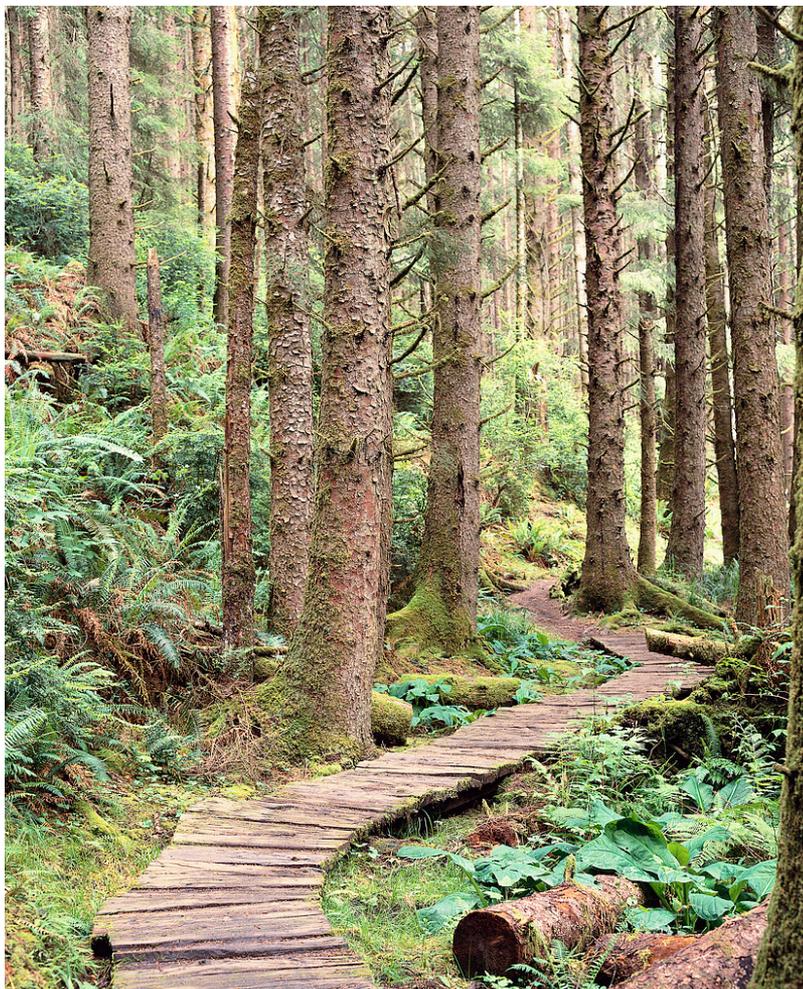




How do we get there ?

Where do we want to be?





**The relevant question is not simply what shall you do tomorrow, but rather what shall you do today to get ready for tomorrow.**

**Peter Drucker**



**If you don't know  
where you're  
going, you  
probably will end  
up somewhere  
else**

**Lawrence J. Peter**



# BREAK

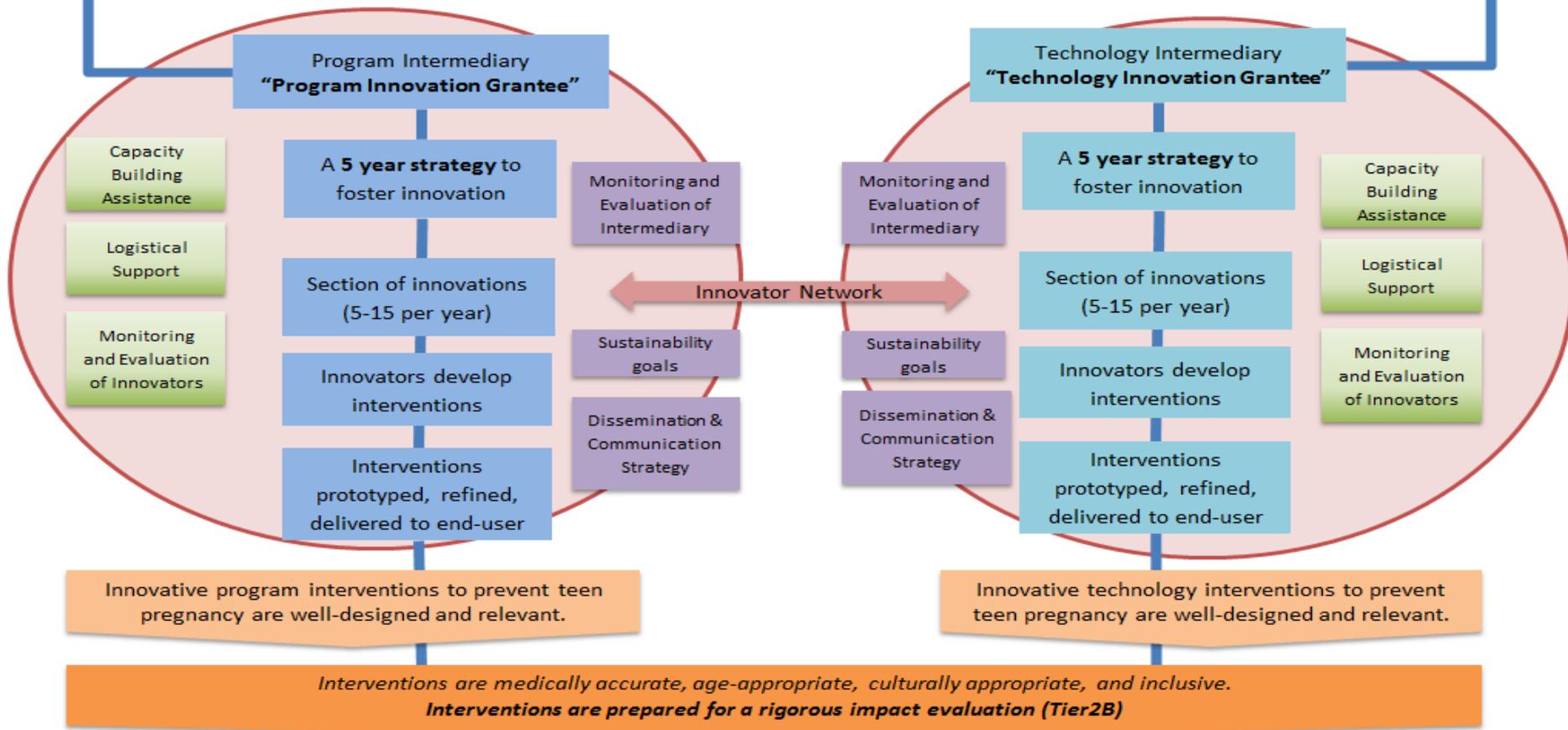
- Overview – Nicole Bennett
- Process Eval – Heather Zaveri
- Rapid Cycle Eval –Alex Resch
- Discussion with Q&A –Heather Zaveri
- Tier2A Performance Measures –Tara Rice

# TPP Tier 2A Visual

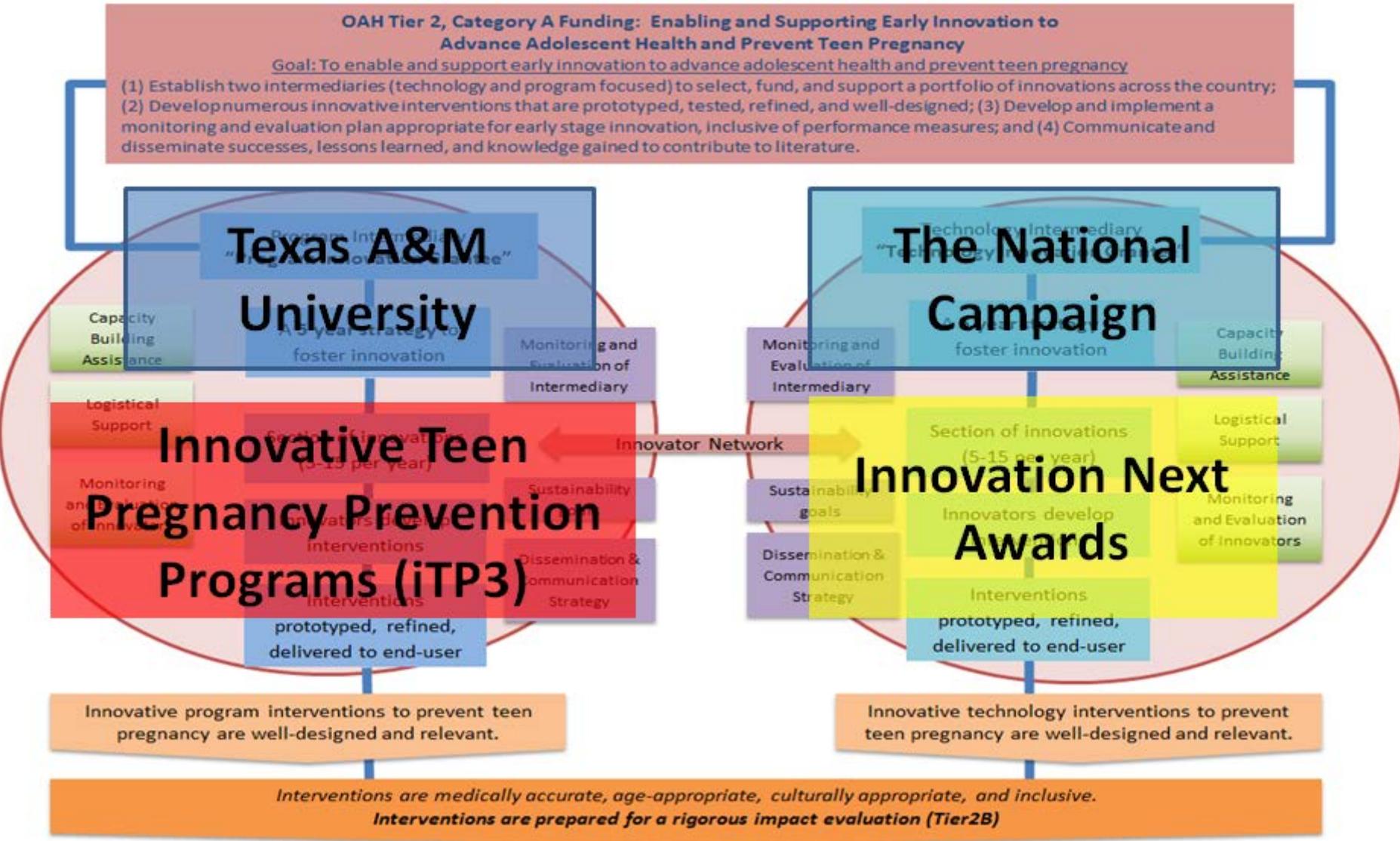
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# TPP Tier 2A Visual



- Started in 2009 by U. S. Department of Health & Human Services
- High-stakes systematic review
  - Identify evidence-based teen pregnancy prevention programs
  - Used by federal government to determine federal grant funding for teen pregnancy prevention
- Broader resource for states and local communities

# Teen Pregnancy Prevention Evidence Review

- HOME
- FIND A PROGRAM
- PUBLICATIONS
- ABOUT THE REVIEW
- REVIEWED STUDIES
- FAQS
- CONTACT US

Home >

## Welcome to the Teen Pregnancy Prevention Evidence Review



### What's New

- Read the [research brief on guidance for making sense of replication studies](#) (130 KB)
- Read the [research brief on information for improving the rigor of quasi-experimental impact evaluations](#) (246 KB)
- Read the [summary of findings](#) (212 KB) from the most recent round of the review (February 2015)

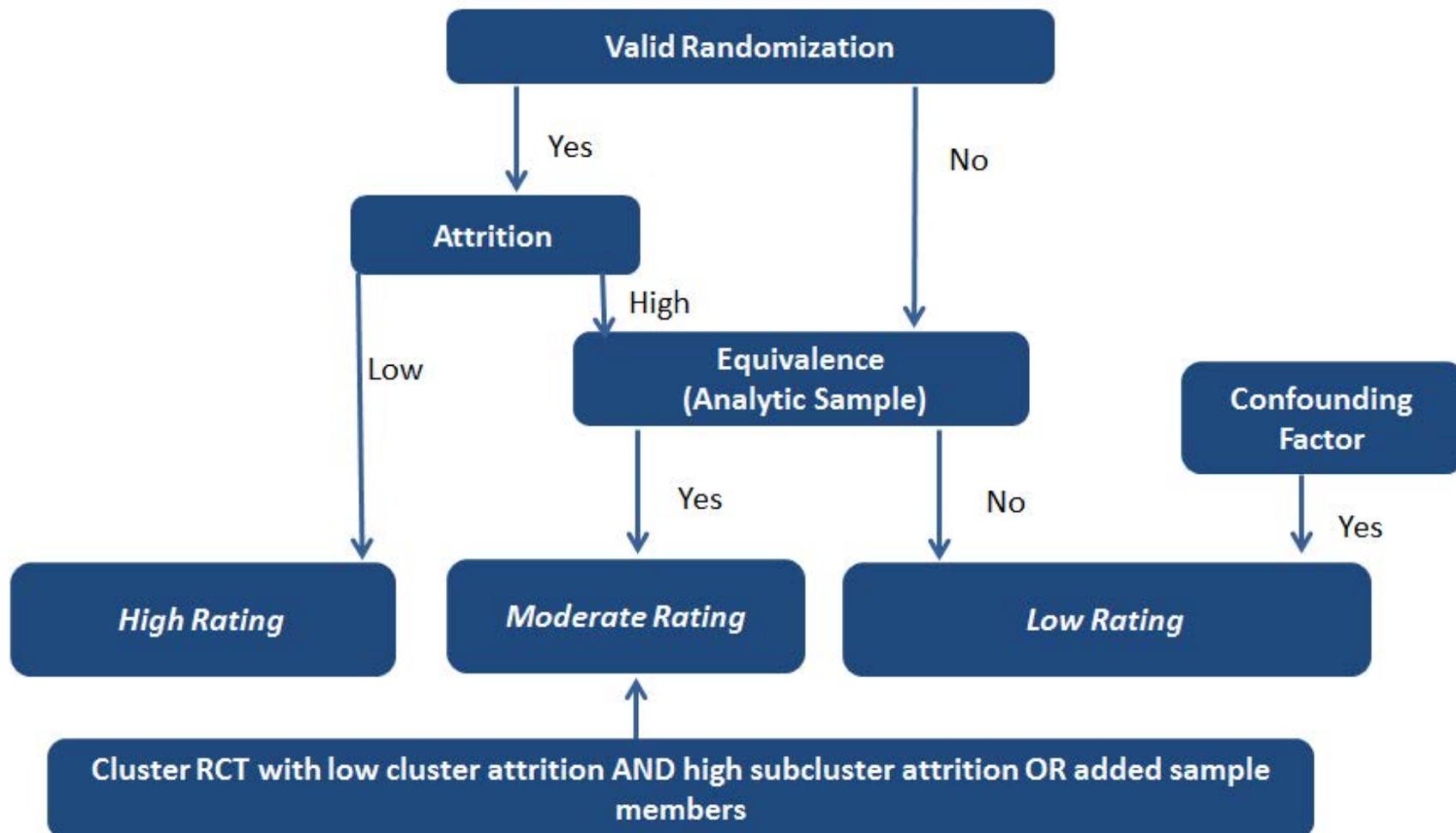
Since 2009, the U.S. Department of Health and Human Services has sponsored an independent systematic review of the teen pregnancy prevention literature to identify programs with evidence of effectiveness in reducing teen pregnancy, sexually transmitted infections, and associated sexual risk behaviors.

### Quick Links

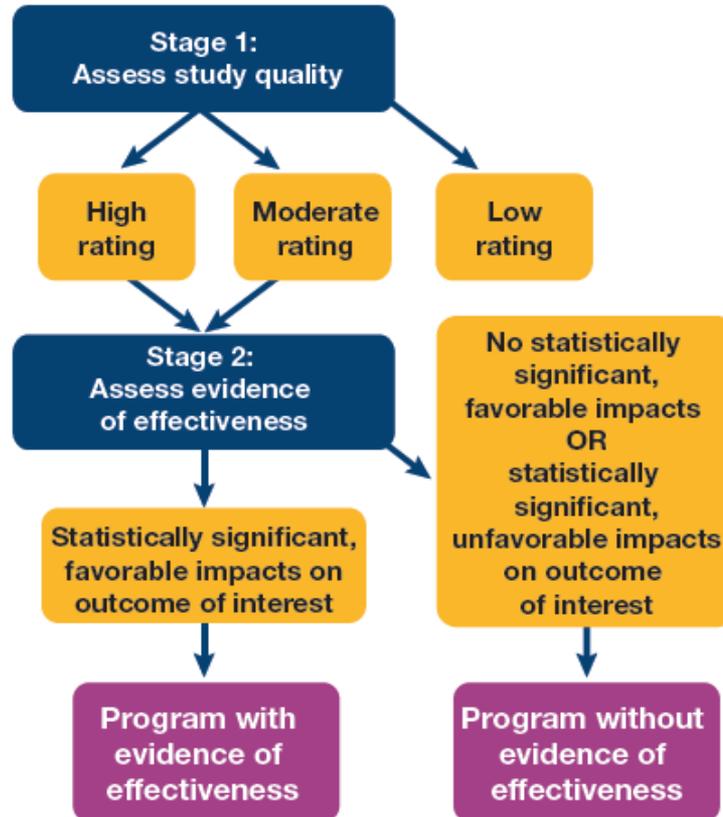
- Learn about [programs](#) that may be right for your community.
- Search the [database of studies](#) included in the review.
- Read about the [review process](#) and learn how the review is conducted.
- Read answers to [frequently asked questions](#).
- [Submit a study](#) for the next round of reviews.

<http://tppevidencereview.aspe.hhs.gov/>

# Overview of Ratings



**Figure 1.** Stages for determining programs with evidence of effectiveness



[Understanding the HHS Teen Pregnancy Prevention Evidence Review](#), Brief 8, June 2015

- Included: measures of sexual risk behavior or its health consequences (sexual activity including initiation, frequency, or number of partners); contraceptive use; STIs; pregnancies; or births.
- Excluded: measures with limitations related to quality or interpretation – reports from males of female partners’ use of contraception, scales of behavioral risk – combine multiple measures into a single “black box”

- Identifying Programs That Impact Teen Pregnancy, Sexually Transmitted Infections, and Associated Sexual Risk Behaviors, Version 4.0
  - <http://tppevidencereview.aspe.hhs.gov/ReviewProtocol.aspx>
- Understanding the HHS Teen Pregnancy Prevention Evidence Review (Brief 8, June 2015)
  - <http://www.hhs.gov/ash/oah/oah-initiatives/assets/tppeval-tabrief8.pdf>
- Sample Attrition in Teen Pregnancy Prevention Impact Evaluations (Brief 5, November 2014)
  - <http://www.hhs.gov/ash/oah/oah-initiatives/assets/attrition-ta-brief.pdf>
- Baseline Inequivalence and Matching (Brief 4, November 2014)
  - <http://www.hhs.gov/ash/oah/oah-initiatives/assets/baselineinequivalence-tabrief.pdf>

# Conducting Process Studies

## Heather Zaveri

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Presentation at the OAH Grantee Orientation  
Conference  
Washington, DC

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November 2015

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# Overview

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- **Purposes of process studies**
- **Using a conceptual framework to organize a process study**
- **Data collection**
- **Data analysis**



# Process Studies May Serve Multiple Purposes

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- **Document program design and implementation**
  - Interpret the impact study findings
  - Assist in program replication
- **Identify promising implementation strategies**
- **Assess factors that may lead to higher-quality implementation**
- **Inform field to support development of “next generation” of programs**

# Conceptual Frameworks Help Guide Process Evaluations

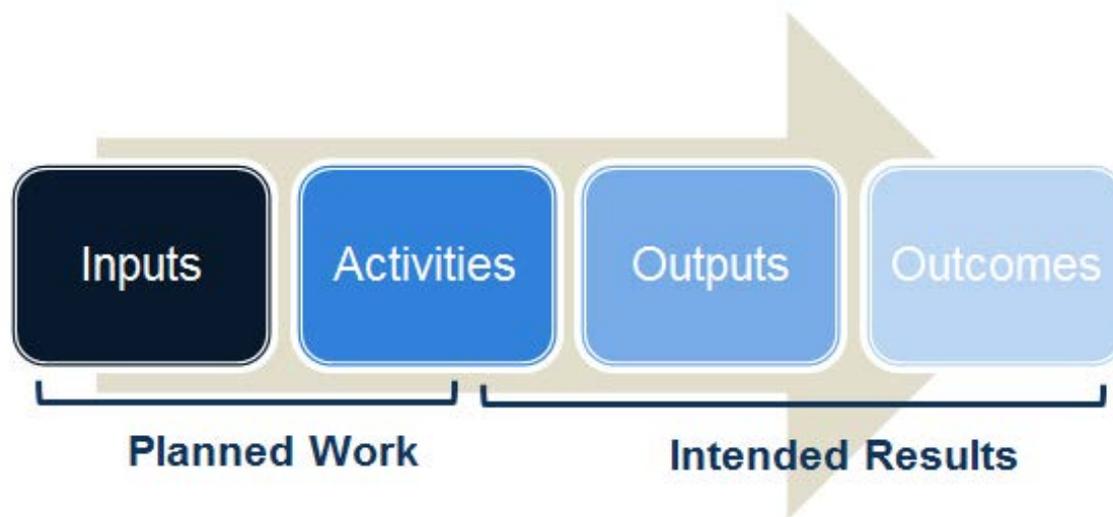
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- **Frameworks help to articulate research questions and should align with goal of process study**
- **Frameworks can be general to capture all aspects of program implementation**
  - Program inputs
  - Program outputs
  - Outcomes
- **Or they can examine specific aspects of program implementation**
  - Fidelity
  - Participant response

# Specifying a Program Model

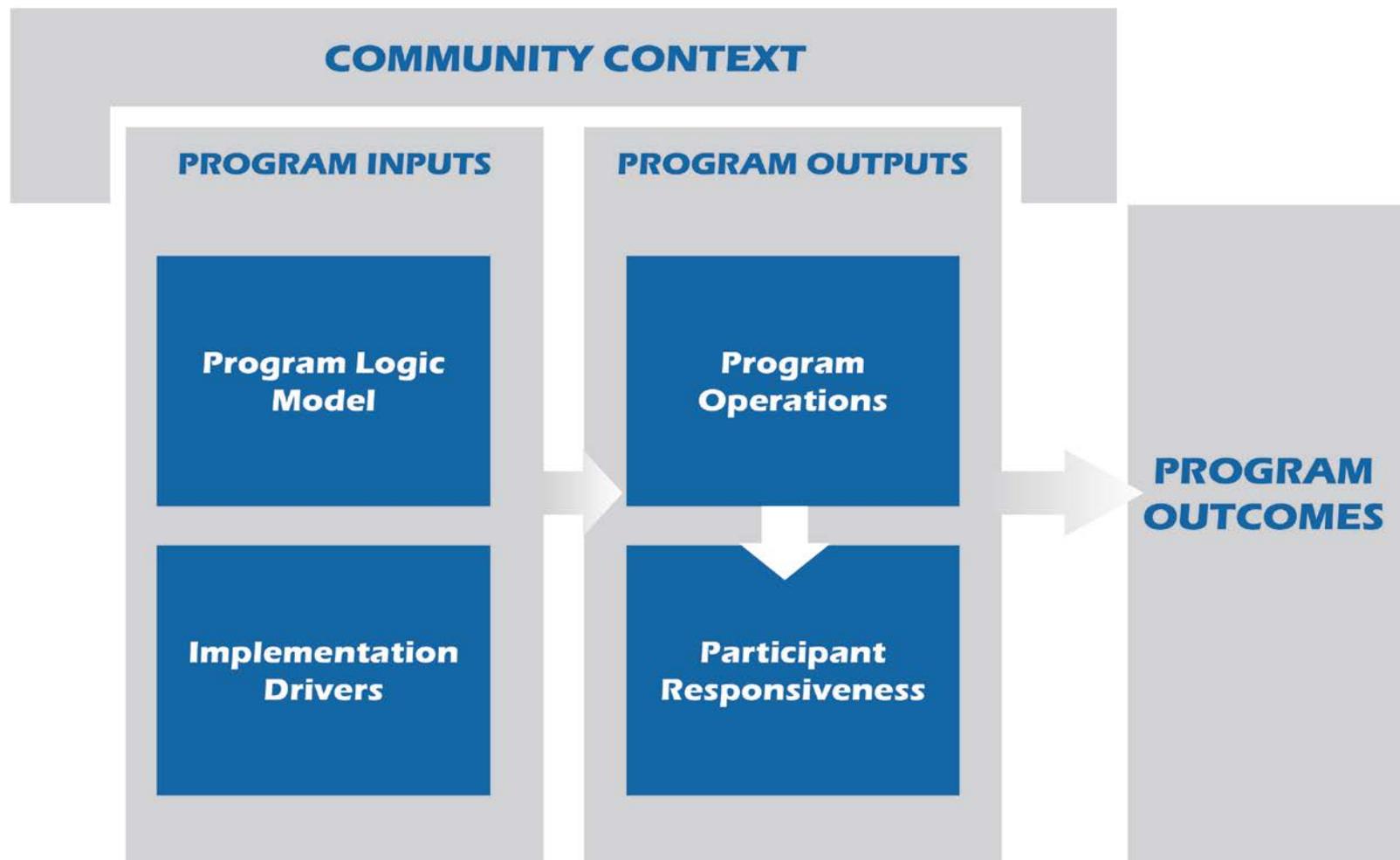
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- **Develop a logic model to define program services and identify what's being evaluated**
  - Visual representation of the relationships among goals, resources, activities, and results
  - Connected by a series of if-then statements
- **Clearly articulate core services, intensity, participant expectations, and expected results**



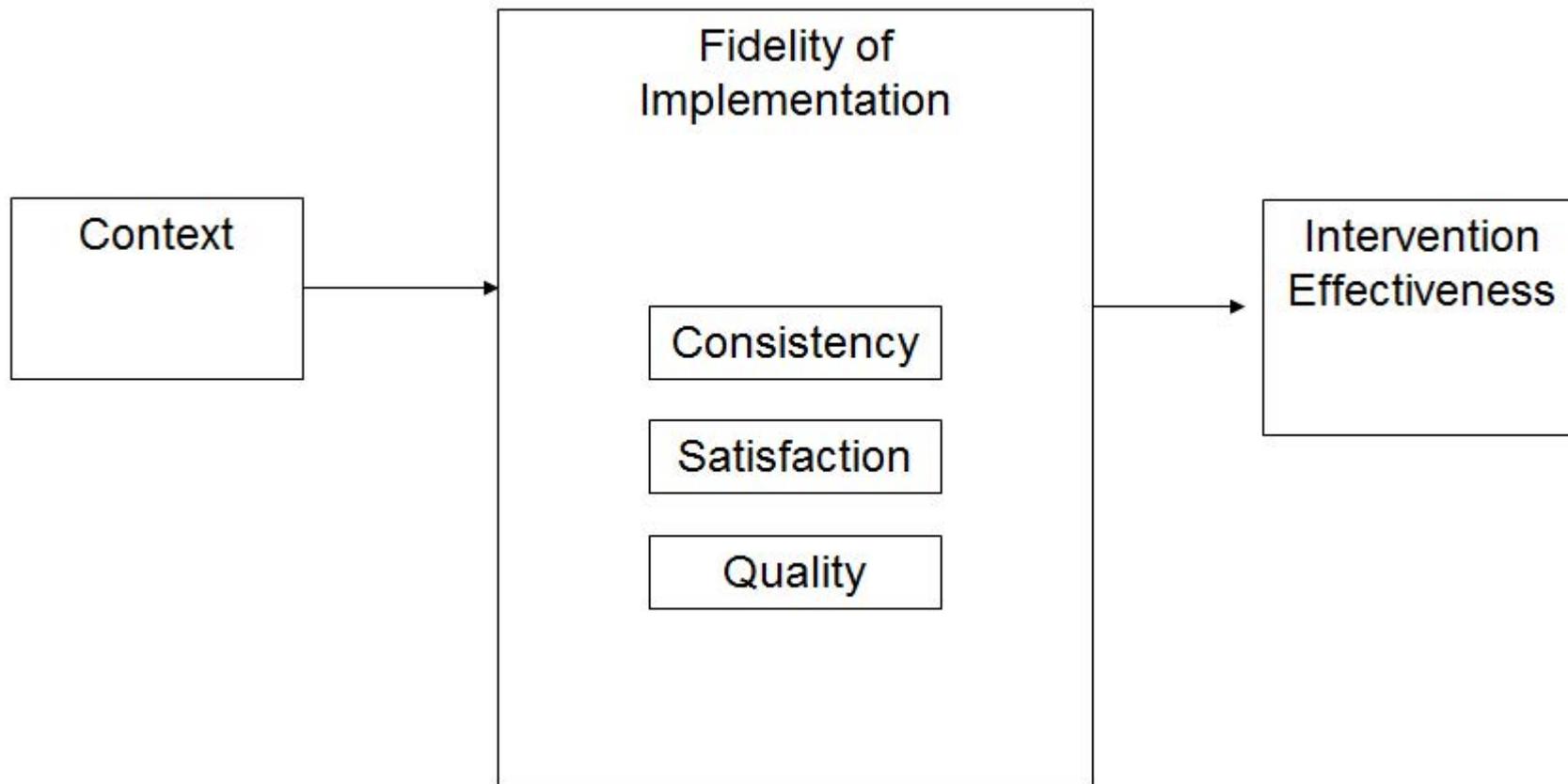
# General Conceptual Framework

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# Framework Specific to Fidelity

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Source: Keith et. al 2010

# Multiple Potential Sources of Data

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- **Interviews with program staff and stakeholders**
- **Observations of program activities**
- **Focus groups/interviews with program participants/non-participants**
- **Grant and program documents**
- **Enrollment and participation data**
- **Staff survey**
- **Survey of characteristics of program enrollees**
- **Community-level information**

# Align Analysis to Data and Questions

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- **Data will suggest appropriate data analysis methods**
  - Coding and theme identification with qualitative data
  - Descriptive analysis of quantitative data
- **Be as rigorous as possible**
- **Ensure analysis helps answer focal questions**

# Rapid Cycle Evaluation: Introduction for TPP Tier 2a grantees

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Presentation at the TPP Tier 2 Orientation

November 10, 2015

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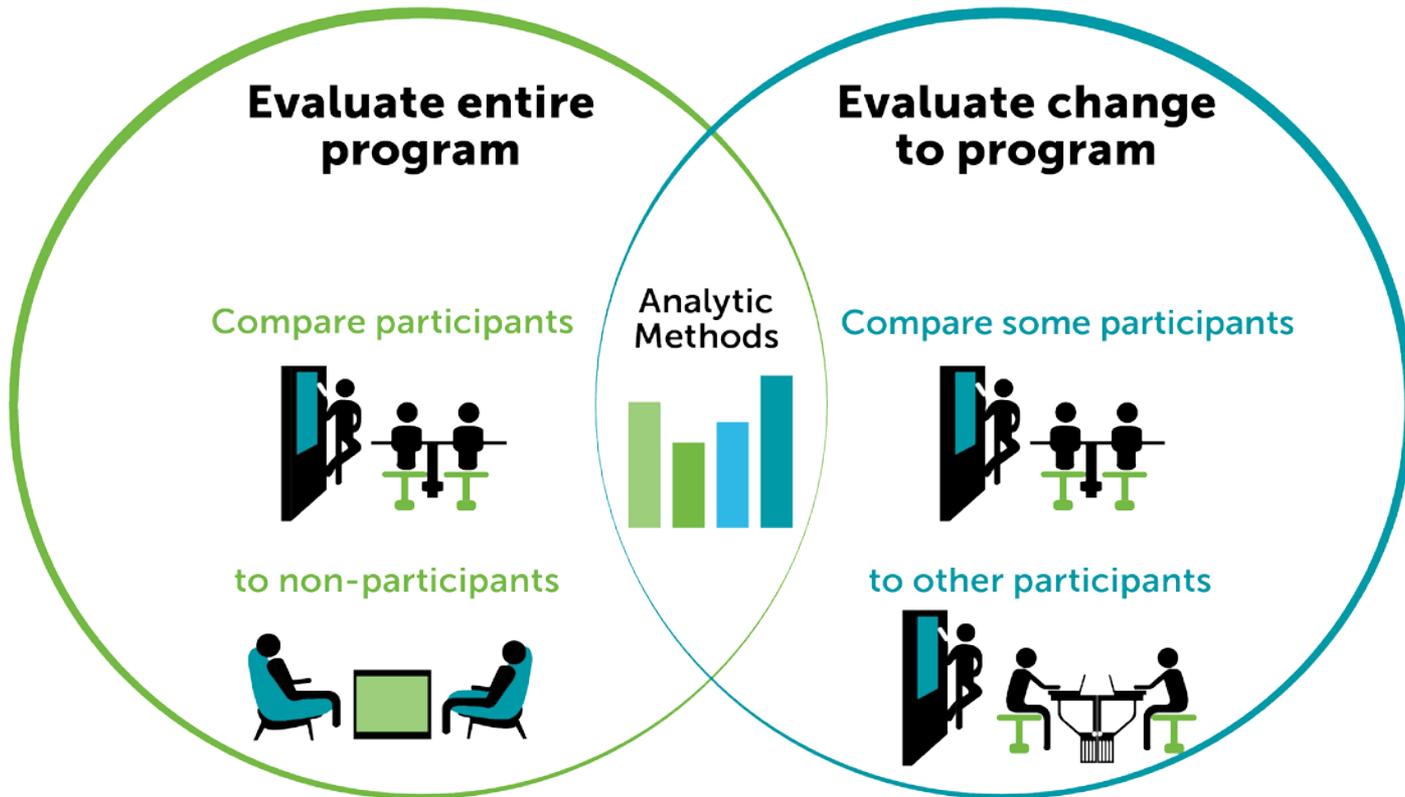
Alexandra Resch

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# Why Evaluate?

Does it **work?**

Can I make it **better?**



# What is Rapid Cycle Evaluation (RCE)?

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- **Rigorous, quick-turnaround approach to determining whether tool or strategy is effective**
  - Typically focused on small improvements to program
  - Sometimes used to mean any evaluation with a short timeline
- **Can be used with existing program or while developing new program**
- **Typically not a comprehensive evaluation, but does attempt to make causal link**
- **Very common in the private sector**
  - Companies routinely test alternatives
  - Can be simple to implement in the right circumstances

# RCE and the TPP Early Innovation Program

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- **Tier 2A grantees in great position to use RCE**
- **Understand the need to test and refine interventions**
  - Can use RCE to test alternatives within an intervention
  - Often have two or more options for how to convey information, conduct outreach, etc
  - RCE can give strong evidence about which option is best
- **Can plan for and encourage RCE from the start**

# Key Features of Rapid Cycle Evaluation

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- **Narrow, specific research question**
- **Data on relevant outcome available quickly**
- **Comparison group to approximate what would have happened**

# Assessing Feasibility for RCE

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- **What are you trying to achieve with this change?**
- **Do you expect it to affect outcomes quickly?**
- **Do you have data on those outcomes? Or something related?**
- **Can we find or create a good comparison group?**

# What could we test with RCE?

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- **Optional features of software**

- Are middle schoolers more likely to access content that is pre-recorded or to participate in a live online presentation? Randomly assign access to each version to half of eligible students and compare usage data.

- **Nudges**

- Are teens more likely to attend a session if they get an email reminder? Send emails to randomly selected set of participating teens and compare attendance rates.

- **Choosing most effective messages**

- Does version A of the intervention's marketing material increase intervention take-up more than version B? Assign versions A and B to half of the teens randomly and compare take-up rates.

# Discussion

- Any questions?
- How does this information relate to your current evaluation design plans?
- How might you change your evaluation designs?
- What type of technical assistance would be useful from OAH?

# Performance Measures for Tier2A

- Current TPP OAH Performance Measures (H/O)
- Determining your performance measures
- Reporting OAH Performance Measures
  - Partnerships
  - Dissemination
  - Trainings
  - Etc.
- Questions and Answers



# LUNCH

- **HHS Ignite** –Read Holman
- **HHS Competes** –Sandeep Patel



- Grantee Selection and Support Plans
  - **Texas A&M University --- Innovative Teen Pregnancy Prevention Program**
  - Peer Feedback
  - Discussion

- Grantee Selection and Support Plans
  - **The National Campaign --- Innovation Next Awards**
  - Peer Feedback
  - Discussion



# BREAK



# **Communication, Dissemination, & Sustainability**

## ■ Communication

- A reminder . . .
- At a minimum: *“This \_\_\_\_\_ (website, flyer, newsletter, etc.) was developed through support by the Office of Adolescent Health, U.S. Department of Health and Human Services through cooperative agreements TPOxxxxxx.”*

## ■ Dissemination

- Design Early Innovation grants for sustainability from beginning
  - “Applicant should demonstrate it has a commitment and capacity to sustain the activities articulated beyond the life of the grant.”
- Incorporate a specific objective(s) and activities focused on sustainability into work plan
- Define what sustainability means to your project
- Support interventions that could be sustainable and taken to scale by innovators
- Submit Performance Measures related to sustainability (provided by OAH)
- Leverage other resources and related efforts to promote sustainability



## ■ 2013 - Present

- Grantee Dialogues
- OAH sustainability workgroup
- TPP & PAF sustainability workgroup
- Review of literature & existing frameworks
- OAH sustainability framework
- OAH sustainability resource guide
- Online E-learning Module
- Project Director's Workshops
- Webinars
- Federal Evaluation efforts

- Responded to expressed grantee need for more support and resources around sustainability
- Incorporated key concepts from OAH staff, OAH grantees, literature and existing federal resources including



## The Framework

Outlines OAH's concept of sustainability, the 8 key factors, and explains the academic research behind the 8 sustainability factors.

## The Assessment

Helps assess current sustainability efforts and where increased efforts could be made going forward. This should be used before the Resource Guide.

## The Resource Guide

Helps develop an organization's concept of sustainability and helps create a sustainability strategy.

## The E-Learning Module

Combines all OAH sustainability resources into one, user-friendly online training module.

# 8 Key Factors that Influence Sustainability



## Factor 1: Create an Action Strategy

- Start planning early
- Create a shared vision with partners and community leaders
- Incorporate sustainability activities into daily program operations
- Create a sustainability plan
- Incorporate measures of success into your sustainability plan



STRATEGY  
STRATEGY  
STRATEGY

## Factor 2: Assess the Environment

*Embed continuous assessments throughout the life of the program or service*

*Identify focus areas for conducting an environmental assessment*

*Use the information gathered*

- Match services offered to community needs and uphold the fidelity or best practice of the model being implemented
- Create opportunities for innovation and utilization of successful practices

## Factor 4: Secure Community Support

- Formulate a communication approach and message
- Promote the program and its services
- Use program leaders, strategic partners, and community champions to share your message



## Factor 5: Integrate Program Services

- Streamline service delivery, policies, and practices
- Integrate programs, services, and practices into the broader community fabric



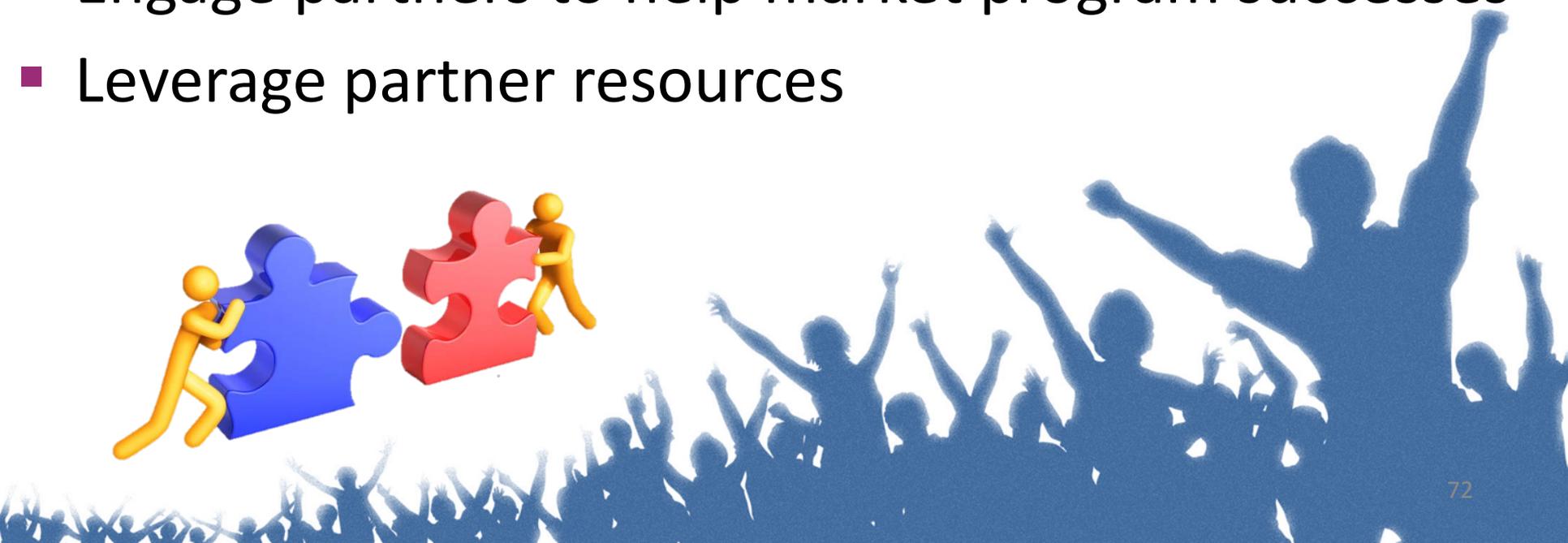
## Factor 6: Build a Team of Leaders



- Identify strong internal leaders
- Keep organizational leaders engaged and secure their commitment
- Identify external community champions
- Promote leadership development

## Factor 7: Create Strategic Partnerships

- Develop strategic partnerships
- Assess existing partnerships continuously
- Establish a shared vision and commitment to sustainability
- Engage partners to help market program successes
- Leverage partner resources



- Review the program budget to identify core activities and services
- Identify and seek funding opportunities
- Develop a strategy for securing funding
- Create a budgetary line item
- Build fundraising and grant writing capacity



## The Framework

Outlines OAH's concept of sustainability, the 8 key factors, and explains the academic research behind the 8 sustainability factors.

## The Assessment

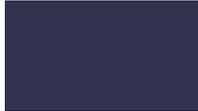
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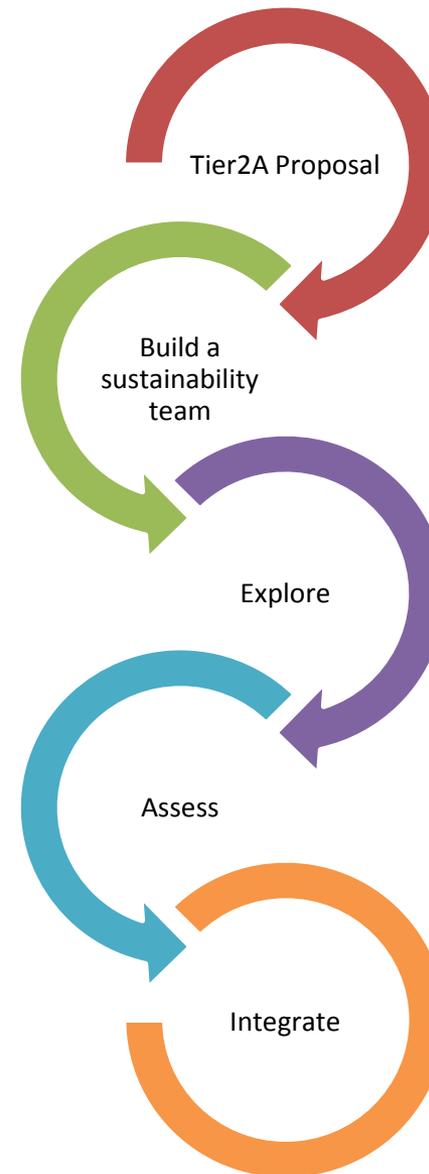
## The E-Learning Module

Combines all OAH sustainability resources into one, user-friendly online training module.



# How do I get started ?

- Review your proposal
- Build a sustainability team
- Explore the OAH sustainability resources
- Identify areas for moving your program towards achieving sustainability
- Integrate sustainability objectives & activities into your work plan





# QUESTIONS?