OFFICE OF ADOLESCENT HEALTH
TEEN PREGNANCY PREVENTION (TPP) PROGRAM

ANNUAL PROGRESS REPORT GUIDANCE

Reports Due: September 30th

OAH TPP PROGRAM – ANNUAL PROGRESS REPORT GUIDANCE

Table of Contents

OAH TPP PROGRAM
ANNUAL PROGRESS REPORT GUIDANCE

PART ONE: GENERAL INSTRUCTIONS

Eligibility

This document provides guidance on the preparation of an annual progress report for OAH TPP Grantees.

Purpose

The purpose of the annual progress report is to report on the progress of the project during the recently completed budget period, including the status of programmatic activities, evaluation activities, sustainability efforts, and key successes and challenges encountered.

The OAH TPP Program Annual Progress Report Guidance describes the content and submission procedures for completing the annual progress report. Annual progress reports will be reviewed by the OAH Project Officer and the Office of Grants Management (OGM) Grants Management Specialist. The annual progress report must provide detailed information on the progress in accomplishing goals and objectives during the recently completed budget period.

PART TWO: ANNUAL PROGRESS REPORT SUBMISSION

The annual progress report and all supporting documents must be received no later than **11 p.m. Eastern Standard Time** on **September 30th**.

Electronic Submission (required)

The annual progress report, including all required documents, should be submitted to OAH and OGM electronically through Grantsolutions.gov. All required reporting documents should be submitted and uploaded within the Grant Notes section of "My Grants" for access by the assigned OAH Project Officer and OGM Grants Management Specialist. Grantees should include the grant number on all submissions. All materials must be submitted by **September 30th at 11:00 p.m. Eastern Standard Time.**

The federal financial report is now required to be submitted electronically only through GrantSolutions using the FFR Reporting Module. You must submit the federal financial report by **December 29th**.

PART THREE: ANNUAL PROGRESS REPORT CONTENT

The annual progress report should include:

- Table of contents
- Twelve-month progress with a detailed summary of the status of planned activities for the recently completed budget period (September 1st – August 31st), including an update on sustainability planning ***(NEW)***
- Description of key accomplishments and successes (***NEW***)
- Performance measure data for the entire reporting period
- Evaluation progress update
- Additional materials in the appendices

The contents of the report should be properly labeled and numbered. Content should be concise, complete and written in 12-point font. Adherence to the following guidelines will facilitate the review of the annual progress report.

I. TABLE OF CONTENTS

A Table of Contents outlining the components of the annual progress report is required and will provide assurance that the report is complete.

II. TWELVE-MONTH PROGRESS REPORT (INCLUDING SUSTAINBILITY PROGRESS UPDATE)

The twelve-month progress report should describe the completion of objectives and activities during the entire recently completed budget period as reflected in your Notice of Award (**September 1st – August 31st**). The progress report is a mechanism through which grantees should detail their accomplishments and activities over the past year. The report should add to the six-month progress report submitted with the continuation application in May and include a summary of progress for the entire 12-month budget period. The progress report should include a thorough description of both programmatic and evaluation objectives and activities.

All goals, objectives, and activities identified in the annual progress report should be clearly connected. Each activity identified and described should directly support a corresponding objective. In order to appropriately document the progress of the grant, the progress report should include explanations for each objective and activity identified. Explanations for achieving or not achieving the identified activity should include supportive statements. Descriptions supporting the accomplishment of the activity should provide more information than a “yes” or “no” response.

The progress report should:

- Describe the status (met, ongoing, or unmet) of each objective and activity.
- Provide a narrative describing what has been done to work toward accomplishing the planned activities (include the outcomes of your actions).
- Describe any barriers encountered, and how the barriers were addressed.

- If applicable, include the reasons that goals or objectives were not met and a discussion of assistance needed to resolve the situation.
- ***(NEW)*** Provide an update on sustainability planning activities, including progress on the 8 factors in the OAH sustainability framework and resource guide.
- Report on any other significant project activities, accomplishments, setbacks or modifications (e.g., change in key staff, change in scope) that have occurred in the past year and were not part of the program work plan. These should include legislative and/or judicial actions impacting the program, as well as agency events.

Exhibit B provides a checklist of key information that should be included in your progress report, including updated information regarding reporting on sustainability activities. Ultimately, your progress report should be specific to your program and should provide a thorough update on the status of your program objectives and activities completed during the 12-month period. The checklist provides you with guidance on the minimum activities that should be included in your progress report, but is not exhaustive.

The narrative included in your progress report should be detailed and supporting documents (included as Appendices) should be included if they add clarity or depth, substantiate the narrative, and/or present information succinctly. Extensive appendices are not required. Twelve-month progress reports are evaluated on the basis of substance, not length. Cross-referencing should be used rather than repetition.

See **Exhibit A** for an example Twelve-Month Progress Report Template with new sustainability report component.
See **Exhibit B** for the TPP Checklist of key information, including sustainability information, to include in the progress report.

III. DESCRIPTION OF KEY ACCOMPLISHMENTS AND SUCCESSES *(NEW)*

Grantees should provide a short narrative for each of their top 3-4 accomplishments and successes that occurred as a result of OAH TPP funding during the reporting period. For each accomplishment/success, the paragraph should provide an overview of the activities implemented and the resulting outcomes. The grantee should also describe why the accomplishment/success was meaningful to their organization or community.

Grantees are also encouraged to submit 1-2 photos from their program that can provide a visual for the narratives. All photos should be clearly labeled with the grantee name and uploaded as a separate JPEG (".jpg") file within the Grant Notes section of GrantSolutions. The photos should also be accompanied by a description of the photo and acknowledgement of who took the photo. In addition, the grantee must confirm that it has received permission to use the photo from all persons in the photo.

Success stories are critical in helping educate decision makers about the impacts of programs, demonstrating responsible use of resources, sharing best practices, and attracting new partners.

OAH shares grantee success stories in presentations and publications, during meetings with key stakeholders, and on the OAH website.

See **Exhibit C** for a template to use to document TPP Key Accomplishments and Successes Exhibit C also includes a template for the photo descriptions.

IV. TPP PERFORMANCE MEASURE REPORTING

All TPP grantees are required to submit their performance measure data for the period from **March 1st through August 31st** by **September 30th**.

A summary of all of the measures is provided in **Exhibit D**. Data are to be reported by grantees and their evaluators using the TPP Performance Measures Website (https://tpp.rti.org). Data will be entered using one of two options:

- Option 1: Reporting raw data directly into the web system
- Option 2: Uploading raw data by means of spreadsheets using pre-defined variables

Performance Measures Website

The TPP Performance Measures Website is located at https://tpp.rti.org/. **Detailed instructions for reporting performance measures are provided in the TPP Performance Measures Manual.** Links to the manual and recordings and transcripts of webinar trainings are located on the home page of the website as well as on the resources page. You can also access recordings of the performance measures webinars through the OAH website.

A Help Desk is also available if additional assistance is needed. To contact the Help Desk, click on the Help Desk tab at the top of the TPP/PREIS Performance Measures Website (after logging on), and you will be able to contact our webmaster regarding your issue. When reporting your problem, please be as descriptive as possible by including the page on which the problem was encountered as well as steps that could be used to replicate the issue. In addition, please provide the name of your grantee organization along with your name and email address and telephone number.

V. EVALUATION PROGRESS REPORTING *(for Tier 1 A/B Grantees)*

TPP Tier 1 A/B grantees conducting their own evaluations are encouraged to document their evaluations and submit information on evaluation progress in their annual progress report. Data collected should demonstrate progress achieving program outcomes and goals outside of the OAH performance measures. Grantees can include their evaluation updates within their work plan or as a separate, brief narrative.

Grantees are encouraged to include the following in their evaluation update:

- Data collection methods and strategies implemented during the reporting period (e.g. pre/post surveys, focus groups, student satisfaction, etc.)
- Incentives provided to students for participating in evaluation/program activities

- Status of data analysis and any preliminary results
- How the evaluation data has been used or will be used to make continuous quality improvements to the TPP program
- Conclusions

VI. EVALUATION PROGRESS REPORT *(for Tier 1 C/D & Tier 2 Grantees not in the Federal evaluation)*

All TPP Tier 1 C/D and Tier 2 grantees not participating in the federal evaluation need to provide information on two key components of their independent, grantee-level rigorous evaluation: sample intake and equivalence of the study groups on baseline measures. Monitoring these two aspects of your evaluation are important for understanding whether your implemented evaluation is maintaining the rigor of the original design. Documenting the sample intake process and reporting on sample equivalence using baseline measures will also be important to include in study reports for HHS and peer-reviewed journal articles. This information should be provided by your independent evaluator.

Understanding levels of and reasons for attrition, and whether treatment and comparison groups differ on key characteristics measured at baseline, provides information that can be used to target resources towards maximizing consent rates and response rates, either overall, by study condition, or for key subgroups. Examining sample intake and follow-up data collection sample sizes throughout the study is important for two reasons: 1) assessing whether you are meeting your target sample size on which power calculations were based, and 2) assessing the likelihood that the final analytic sample for key follow-up time periods might have rates of overall or differential attrition that exceed the HHS evidence standard threshold. Examining characteristics of the analytic sample(s) at baseline is important because HHS evidence standards require that baseline equivalence be established for all quasi-experimental studies and for random assignment studies for which attrition rates exceed the threshold.[1]

We recognize that sample enrollment and/or data collection may be limited or incomplete at this time. Most grantees are still conducting follow-up data collection for at least some time periods, and a few have not yet enrolled all of the study youth. For this report, please provide the most recent information available by updating previous report materials with information on additional enrollment and data collection and a re-assessment of baseline equivalence for all requested samples.

As grantees move toward finalizing their plans for analyses, we are customizing these assessments for your evaluation. To that end, we are asking grantees to provide tables assessing baseline equivalence for only those follow-up time periods and measures to be used for either primary or secondary analyses (i.e., the measures and time periods that will be assessed by the HHS evidence review). Sample flow CONSORT diagrams should still contain information on all data collection periods. We hope this modified reporting request also minimizes burden.

[1] See the HHS evidence review standards for more information about the tolerable levels of overall and differential attrition and requirements for establishing baseline equivalence of the analytic sample.

Included below is a description of the items requested regarding sample intake, follow-up sample sizes, and sample equivalence. **Exhibit E** includes template flow charts, which can be used to report sample intake and follow-up sample sizes. **Exhibit G** includes a template spreadsheet, which can be used to report baseline equivalence.

In short, you will send the following items to the Eval TA team (TPPEvalTA@mathematica-mpr.com):

- Youth-level CONSORT diagram, and cluster-level CONSORT diagram for cluster RCTs and QEDs, both of which include the sample sizes of all data collection efforts thus far.
  - In addition, the CONSORT diagram should include the number of youth/clusters eligible for each data collection (more on this below).
- Two or more baseline equivalence tables that look at baseline/pre-test differences between treatment and comparison group members. One table should include the full sample with baseline (or pre-test data). One table should look at baseline data for only the youth who responded to the survey you will use to define the analysis sample for your primary outcome measures. A third table should look at those who responded to the survey you will use to define the analysis sample for your secondary research questions (if different than the primary analysis time period).
- The CONSORT and baseline equivalence tables should reflect the most recent data you can provide.

Sample intake documentation

The following pieces of information are required as documentation of the sample intake process and size of the current sample:

For clustered random assignment designs (for example, clinics, community-based organizations, teachers, or schools were randomly assigned) ***and quasi-experimental designs***:

- A paragraph describing: the definition of a cluster's eligibility for the evaluation; the number of clusters considered/recruited; the outcome of that recruitment effort; whether and how any clusters were prioritized for inclusion in the evaluation sample; and the process for (randomly) assigning clusters to condition and the timing of that assignment.
- The last date through which data included in the report has been processed
  - Note: This is to provide a "time stamp" to provide context for the data included in the report, given that there may be a lag between the time data collected and the time data are processed and can be reported.
- The number of clusters (randomly) assigned to each condition (i.e., treatment and comparison).
- The number of clusters still participating (i.e., that did not drop out), by study condition, at each data collection time point and the reason(s) for nonparticipation for those that dropped out.
- And the items below *for those clusters still participating*[2]

[2] Under the HHS evidence standards, attrition at the sub-cluster level is assessed after accounting for cluster-level attrition. So the starting point for the student level information should be the students recruited in only the clusters that are still participating.

For all designs:

- A paragraph describing what makes a youth eligible for the evaluation; the number of youth screened and determined to be eligible and the counts and reasons for those screened out; the process for selecting the pool to be evaluated among those eligible; and the process for (randomly) assigning youth to condition and the timing of that assignment.
- The last date through which data included in the report has been processed
    - Note: This is to provide a "time stamp" to provide context for the data included in the report, given that there may be a lag between the time data collected and the time data are processed and can be reported.
- The number of youth eligible to receive the program and the start and end dates for enrollment.
- The number of youth consenting for the evaluation (by condition, if post- assignment), and the start and end dates.
    - If program consent was separate from evaluation consent, please include the sample sizes for those youth with evaluation consent who did not consent to the program.
- The number of youth (randomly) assigned to each condition, and the start and end dates of assignment.
- The start date and end dates for the program (and comparison condition, if applicable).
- The number of youth with baseline data, by condition, as well as the start and end dates of data collection, and the reason(s) for non-response and corresponding number of youth.
- For each follow-up data collection point, the number of youth by condition with follow-up data, the number of youth eligible for the data collection effort, the start and end dates of data collection, and the reason(s) for non-response and corresponding number of youth.
    - Note: the number of youth eligible for each follow-up data collection point is very important for obtaining the correct denominator for our assessment. For example, in a rolling admissions or multiple cohort study, we would expect that a larger number of study participants would be eligible to complete a short-term follow-up than a long-term follow-up.

We ask that you provide this information pooled across cohorts.[3] This information allows for an accurate calculation of attrition that does not unfairly penalize the assessment for loss of youth who, in fact, had not yet been contacted for data collection at that time point. Templates for the flow charts (or CONSORT diagrams) are provided in **Exhibit E**. You should customize the flow charts to reflect your research design, including the order in which activities occurred. Importantly, when completing the CONSORT diagrams, it is expected that the sample sizes for each box allow a reader to follow the flow of study participants from the time of random

[3] We are requesting information pooled across cohorts because it will provide the necessary information used in the HHS evidence standards attrition calculation. However, you may also want to calculate this for each cohort to identify the populations to focus on tracking to ultimately improve attrition rates or balance baseline equivalence.

assignment through each data collection time point (baseline, first follow-up, second follow-up, etc.).

While HHS evidence standards do not include an attrition assessment for quasi-experimental designs, understanding sample loss by condition is valuable for determining whether there could have been intervention-induced loss, and also for assessing the representativeness of your final sample. Therefore, those with quasi-experimental designs should also provide all data requested of cluster RCTs (i.e., up to two CONSORT diagrams) to assess sample flow.

Baseline equivalence documentation

All grantees, regardless of research design, should provide *baseline* characteristics for (1) the sample of youth with baseline data and (2) the sample of youth with follow-up data used to estimate program impacts (i.e., the analysis sample).

HHS evidence standards require that randomized controlled trials with high attrition and all quasi-experimental designs ultimately establish that their analytic samples are equivalent on baseline characteristics. The HHS evidence review assesses equivalence on three key demographic characteristics (age or grade level if age is not available, gender, and race/ethnicity) and, if the sample is age 14 (eighth grade) or older at baseline, on at least one behavioral measure that will be analyzed as a program outcome (for example, rates of sexual initiation). Therefore, *again after pooling across all cohorts*, please provide sample sizes[4], unadjusted means, and standard deviations for the demographic measures and the baseline assessments of the measures you proposed to analyze as primary and/or secondary outcomes.

This assessment of *baseline* data (i.e., pre-test data collected prior to the start of the intervention) should be done for multiple samples: (1) all youth for whom baseline data were collected; (2) all youth for whom outcome data were collected for the focal time period(s) for primary research questions as outlined in the analysis plan; and (3) all youth for whom outcome data were collected for the focal time period(s) for secondary research questions as outlined in the analysis plan. For example, if you plan to analyze primary outcomes using 6-month follow-up data and conduct secondary analyses of those outcomes using 12-month follow-up data, please provide three baseline equivalence tables. The first table should provide baseline data for all youth surveyed at baseline on demographic measures and the pre-test version of all measures you will examine as primary and/or secondary outcomes. The second table should provide baseline equivalence data for only those youth for which you have 6-month follow-up data and for the measures on which you will assess impacts at six months. The third table should provide baseline equivalence data for only those youth for which you have 12-month follow-up data and the measures on which you will assess impacts at 12 months. Note that all three tables present baseline data, but for different samples based on the availability of follow-up data and for potentially different pre-test measures depending on the research questions you will answer for

[4] Please clearly indicate the sample sizes for these measures. It is possible you will have collected more baseline data than is prepared for analysis, resulting in a discrepancy between the sample size reported in the sample flow section and the baseline equivalence assessment. We need to be clear on the sample size of the baseline measures reported in the table.

your primary and secondary research questions. Each table should include an assessment of equivalence on demographic characteristics collected at baseline.

For evaluations employing cluster-level random assignment, assessment of baseline equivalence ultimately should be conducted with standard errors adjusted for the level of random assignment. If these (or other) additional tests of statistical significance are done for this report, please include the results (p-values) from those as well with a note about the test(s) performed. (Note: the p-values calculated by the excel worksheet do not adjust for clustering).

Exhibit G, presents an excel worksheet to assess baseline equivalence.

The excel workbook containing both of those tabs (template and example) is available on the Eval TA SharePoint website. This excel worksheet contains equations for calculating t- and chi-square statistics and p-values for the group differences on each of the baseline characteristics.

When using the excel spreadsheet, enter data in the yellow highlighted areas only. Those cells with a large "X" do not require any data entry; those cells otherwise greyed out will report the results of the calculations. For binary variables, you will enter only means. (Please convert yes/no responses to binary variables in which yes = 1 and no = 0, such that the means of these variables are reported as proportions between 0 and 1. Otherwise, statistical tests will not be calculated correctly.) For continuous variables, enter means and unadjusted standard deviations. For the race variable, enter only counts of youth in each race category. The excel template has separate constructs for race and ethnicity to align with the performance measures data request and minimize the data processing burden of this request. However, for this report, we request that you present the race and/or ethnicity data as you would in your analysis (for example, presenting a combined race-ethnicity measure and/or collapsing racial-ethnic categories that have small sample sizes). To do this, you will likely have to make some adjustment to the excel worksheet:

- If you construct a categorical variable with fewer categories than in the template, you should delete unnecessary rows then re-label the remaining categories in the excel file to line up with your analyses.

See **Exhibit E** for Flow Chart templates for presenting sample intake data.
See **Exhibit G** for a template Excel Worksheet for presenting baseline equivalence data.

Please include your evaluation reporting in the reporting to OAH. In addition, please have your evaluators email the CONSORT diagrams and baseline equivalence tables directly to the Evaluation Technical Assistance team at TPPEvalTA@mathematica-mpr.com.

VII. APPENDICES

Supporting documents that add value or clarity to the information presented in the progress report should be included in the appendices. Materials included in the appendices should present information clearly and succinctly and add depth to your report.

PART FOUR: EXHIBIT INFORMATION AND SAMPLE FORMATS

EXHIBIT A. TWELVE-MONTH PROGRESS REPORT TEMPLATE WITH NEW SUSTAINABILITY REPORT COMPONENT

EXHIBIT B. TPP ANNUAL PROGRESS REPORT CHECKLIST WITH UPDATED SUSTAINABILITY INFORMATION

EXHIBIT C. TPP KEY ACCOMPLISHMENTS & SUCCESSES TEMPLATE

EXHIBIT D. TPP PERFORMANCE MEASURES

EXHIBIT E. SAMPLE FLOW CHARTS FOR SAMPLE INTAKE DATA FOR TPP GRANTEES *(TPP Tier 1 C/D and Tier 2 only)*

EXHIBIT F. EXAMPLE FLOW CHARTS FOR SAMPLE INTAKE DATA *(TPP Tier 1 C/D and Tier 2 only)*

EXHIBIT G. SAMPLE EXCEL WORKSHEETS FOR BASELINE EQUIVALENCE DATA FOR TPP GRANTEES *(TPP Tier 1 C/D and Tier 2 only)*

EXHIBIT H. EXAMPLE EXCEL WORKSHEET FOR BASELINE EQUIVALENCE DATA *(TPP Tier 1 C/D and Tier 2 only)*

<table>
<tr><td colspan="3">EXHIBIT A – Twelve-Month Progress Report Template
Grantee Name:
Grant #:
September 1, 20xx – August 31, 20xx</td></tr>
<tr><td colspan="3">Goal:</td></tr>
<tr><td>Objective:</td><td colspan="2">In Progress Met Unmet</td></tr>
<tr><td>Activity:</td><td>In Progress
Met
Unmet</td><td>Provide a description of the accomplishments, barriers encountered, populations served and the collaborative partners involved in working toward the activity. Document any outcomes that are a result of your grant-funded activity. Provide a justification for any activities that are still in progress or were not met.</td></tr>
<tr><td>Activity:</td><td>In Progress
Met
Unmet</td><td>Provide a description of the accomplishments, barriers encountered, populations served and the collaborative partners involved in working toward the activity. Document any outcomes that are a result of your grant-funded activity. Provide a justification for any activities that are still in progress or were not met.</td></tr>
<tr><td>Activity:</td><td>In Progress
Met
Unmet</td><td>Provide a description of the accomplishments, barriers encountered, populations served and the collaborative partners involved in working toward the activity. Document any outcomes that are a result of your grant-funded activity. Provide a justification for any activities that are still in progress or were not met.</td></tr>
</table>

Sustainability Progress Update

Provide an update on sustainability planning activities and accomplishments during the reporting period. Grantees should report progress on sustainability planning overall, as well as sustainability planning related to the 8 factors in OAH's Sustainability Framework, including:

1. Creating an action strategy
2. Assessing the programmatic environment
3. Being adaptable
4. Securing community support
5. Integrating program services into local infrastructures
6. Building a leadership team
7. Creating strategic partnerships
8. Securing diverse financial opportunities

More information about the OAH Sustainability Framework and Resource Guide is available at http://www.hhs.gov/ash/oah/oah-initiatives/teen_pregnancy/training/sustainability.html. Additional suggestions to help you think through reporting progress related to sustainability is included in **EXHIBIT B.**

Additional Narrative

Report on any other significant project activities, accomplishments, setbacks or modifications (e.g. change in key staff, change in scope) that have occurred in the current budget period and were not part of the program work plan. These should include legislative and/or judicial actions impacting the program, as well as agency events.

Additional Barriers, Challenges, and Solutions

Report on any additional barriers, challenges, or innovative solutions not previously captured in the annual progress report. Provide a discussion on each barrier or challenge and any solutions that were identified or are being considered. Include barriers and challenges related to performance measure data (e.g., unable to observe the necessary 10% of sessions implemented), as appropriate.

EXHIBIT B: PROGRESS REPORT CHECKLIST FOR TPP GRANTEES

<u>Instructions</u>:
The content for this checklist is based on information noted in the Funding Opportunity Announcement (FOA) and is not meant to be exhaustive of everything that a grantee will want to include in its progress report. A grantee's progress report should describe the progress for the grantee's overall program and may include objectives and activities in addition to those outlined in the checklist below.

☐ Thorough narrative description on the status (met, ongoing, or unmet) of each objective and activity in the current year's work plan

- Narrative description of work accomplished during the reporting period
- Description of barriers encountered and how they were addressed
- If applicable, description of why goals or objectives were not met and the assistance needed to resolve the situation

☐ Status of project management activities including:

- Staff recruitment and retention efforts
- Staff training and professional development
- Monitoring and oversight of implementation partners and contractors

☐ Status of program implementation during the reporting period

- Number of sessions completed and number of youth served
- Efforts to monitor implementation fidelity and quality at all sites
- Recruitment of program participants, including key strategies, successes, challenges/barriers, and how these challenges/barriers were addressed
- Efforts to retain and engage program participants, including successes, challenges and barriers, and how these challenges/barriers were addressed
- Activities to ensure all materials are medically accurate
- Collection of data and usage of data to continuously improve program practices
- Activities to build, enhance, and retain partnerships to support the program
- Efforts to link youth participants to youth-friendly health care services and providers
- Training and professional development opportunities for partners and/or facilitators
- Efforts to market and raise awareness of the program and teen pregnancy prevention
- Dissemination of evaluation findings and program successes through presentations, publications, etc.
- Packaging of the final program model ***(Tier 2 only)*** and plans for dissemination of the final program model

☐ Progress on evaluation activities, including participation in the Federal evaluation, if applicable

EXHIBIT B – Progress Report Checklist for TPP Grantees – p. 2

☐ Progress on sustainability planning and implementation

- Describe progress on developing and implementing a long-term strategy to plan for sustainability

- Describe progress implementing activities related to the eight factors in the OAH Sustainability Framework:
    - Factor 1 – Create an action strategy
    - Factor 2 – Assess the programmatic environment
    - Factor 3 – Being adaptable
    - Factor 4 – Secure community support
    - Factor 5 – Integrate program services into local infrastructures
    - Factor 6 – Build a leadership team
    - Factor 7 – Create strategic partnerships
    - Factor 8 – Secure diverse financial opportunities

- Describe how sustainability planning has been integrated into your regular work activities

- Describe how you've used the OAH sustainability tools to inform your sustainability planning

- Describe any additional tools or resources you've developed to support your sustainability activities

EXHIBIT C: TPP KEY ACCOMPLISHMENTS & SUCCESSES TEMPLATE

Key Accomplishments & Successes During Reporting Period
What were your project's key successes this past year? Lessons learned? What were your greatest accomplishments? Reflecting on the past year, what makes you most proud?

Accomplishment/Success #1:

Provide an overview of a key accomplishment/success, the activities implemented, and the resulting outcomes. Describe why the accomplishment/success was meaningful.

Accomplishment/Success #2:

Provide an overview of a key accomplishment/success, the activities implemented, and the resulting outcomes. Describe why the accomplishment/success was meaningful.

Accomplishment/Success #3:

Provide an overview of a key accomplishment/success, the activities implemented, and the resulting outcomes. Describe why the accomplishment/success was meaningful.

EXHIBIT C – Key Accomplishments & Successes Template – p. 2

Accomplishment/Success #4:

Provide an overview of a key accomplishment/success, the activities implemented, and the resulting outcomes. Describe why the accomplishment/success was meaningful.

<u>Photos to Showcase TPP Program & Successes</u>

Photo #1:

- File Name:
- Description of Photo:
- Has permission been obtained from persons in photo? Yes No
- Photo Credit (who took the photograph):

Photo #2:

- File Name:
- Description of Photo:
- Has permission been obtained from persons in photo? Yes No
- Photo Credit (who took the photograph):

EXHIBIT D: TPP PERFORMANCE MEASURES

Performance Measures Data Required From All Grantees - Grantee-level measures

Construct	Questionnaire item (asked of grantees)	Source
Reach		Information derived from participant data that grantees enter or upload into the system
# of youth served	• How many youth (classified by demographic characteristics) participated in your program for at least one activity during the reporting period?	
# of parents and other clients served	• How many other types of clients (e.g., parents or guardians, other family members) participated in your program for at least one activity during the reporting period?	
Partners	Note that these questions have been revised as per the September 2013 email from RTI	Data entered into the TPP database
# of partners	Formal partners are organizations (e.g., schools) with whom the grantee has an MOU, contract or other formal written agreement in place to provide services or other contributions relevant to the TPP program. During the current reporting period: 1. How many formal partners were you working with, as of the end of the reporting period? 2. How many of these formal partners were new for this reporting period?	

Construct	Questionnaire item (asked of grantees)	Source
	3. How many formal partners did you lose during this reporting period? Since the beginning of the project: 1. What is the total number of formal partners you have had since the beginning of the project? 2. How many formal partners have you lost since the beginning of the project? Informal partners are organizations with whom the grantee does not have a formal written agreement in place. During the current reporting period: 1. How many informal partners were you working with, as of the end of the reporting period? 2. How many of these informal partners were new for this reporting period? 3. How many informal partners did you lose during this reporting period? Since the beginning of the project: 1. What is the total number of informal partners you have had since the beginning of the project? 2. How many informal partners have you lost since the beginning of the project?	

Construct	Questionnaire item (asked of grantees)	Source
Training		Data entered into the TPP database
	• During the reporting period, how many new intervention facilitators (including teachers) have you or one of your partners trained? Please include only training provided to new facilitators. • In the reporting period, how many intervention facilitators (including teachers) have you or one of your partners given follow-up training?	
Dissemination		Data entered into the TPP database
Manuscripts published	• How many manuscripts have been accepted for publication but not yet published or published in a peer-reviewed journal during the reporting period? Do not include manuscripts previously reported as published. • Please list the references for any published manuscripts published in reporting period.	
Manuscripts submitted for publication	• How many manuscripts have been submitted to a peer-reviewed journal for publication in the reporting period? Do not include manuscripts previously reported as submitted or published.	
Presentations	• How many presentations were made at each of the following levels in the reporting period: ○ National ___ ○ Regional ___ ○ State ___ • Please list titles of all presentations and venue (e.g., conference or organization to which the presentation was made)	

Construct	Questionnaire item (asked of grantees)	Source
Packaging of Tier 2/PREIS programs for replication	• Please indicate which of the following have been completed and approved: ○ Logic model ○ Core components ○ Fidelity monitoring tools ○ Curriculum manual ○ Facilitator manual ○ Training materials ○ Adaptation Guidance	
Dosage		Items derived from participant attendance data
Dosage	• What is the mean and median % of program services received by youth (as a whole and subdivided by age and gender) in the reporting period? • What is the mean and median % of program services received by other participants (if applicable) in the reporting period? • What % of youth (as a whole and subdivided by age and gender) received at least 75% of the program in the reporting period? • What % of other participants received at least 75% of the program in the reporting period?	

Construct	Questionnaire item (asked of grantees)	Source
Fidelity*		
Adherence to program-specified activities (based on facilitator self-assessment)	Items derived from session based fidelity data: • For what percentage of completed sessions is there a completed fidelity monitoring log from the facilitator? • Using all of the facilitator completed fidelity monitoring logs (i.e., across all cohorts, sections, and sessions), what is the mean and median percentage of activities completed?	Facilitator fidelity logs
Adherence to program-specified activities (based on observation)	Items derived from session based fidelity data: • Across all sessions, what are the mean and median percentages of activities completed, by observation? • Across all sessions, what are the minimum and maximum percentages of activities completed, by observation?	Observer fidelity logs
Quality of implementation (based on observation)	Items derived from session based fidelity data • Averaging over all scored questions on the TPP Program Observation Form, what percentage of sessions received ratings $\geq$ 4 for quality?	Observer quality form
Adherence to program-specified # of sessions	• Across cohorts, what are the mean and median percentages of total sessions implemented?	Observer quality form
System in place to ensure fidelity	Items derived from the TPP Fidelity Process Report • What is the score on the 11-item TPP Fidelity Process Report?	Fidelity Process Report form

*The first year of data collection will supply these baseline figures and remaining years will be reported as % of grantees that meet or exceed that baseline level

Performance Measures Data Required of Grantees with Rigorous Evaluation *(TPP Tier 1 C/D & Tier 2)*

Behaviors and Intentions Questions: These questions should be included on surveys for all youth in the 7^{th} grade and above in both arms of your study. Measures are to be reported for both treatment and control youth. Participants are to be marked treatment or control in both data entry options. If the data collection phase of your evaluation is complete, you no longer are required to collect or report these measures.

The (next/first) questions are about sexual intercourse. By sexual intercourse we mean a male putting his penis into a female's vagina.

1. Have you ever had sexual intercourse? (yes/no)

2. Now please think about the past 3 months. In the past 3 months, have you had sexual intercourse, even once? (yes/no)

3. (If yes) In the past 3 months, how many times have you had sexual intercourse? (# of times)

4. To the best of your knowledge, have you ever been pregnant or gotten someone pregnant, even if no child was born? (Yes/no)

5. (If yes) To the best of your knowledge, how many times have you been pregnant or gotten someone pregnant? (#)

6. In the past 3 months have you had sexual intercourse without you or your partner using a condom? (yes/no)

7. (If yes) In the past 3 months, how many times have you had sexual intercourse without using a condom? (# of times)

8. In the past 3 months, have you had sexual intercourse with you or your partner using any of these methods of birth control? (yes/no)
    - Condoms
    - Birth control pills
    - The shot (Depo Provera)
    - The patch
    - The ring (NuvaRing)
    - IUD (Mirena or Paragard)
    - Implant (Implanon)

9. (If yes) In the past 3 months, how many times have you had sexual intercourse without using any of these methods of birth control? (# of times)

10. Do you intend to have sexual intercourse in the next year, if you have the chance?
    -Yes, definitely

    -Yes, probably

    -No, probably not

    -No, definitely not

11. If you were to have sexual intercourse in the next year, do you intend to use (or have your partner use) a condom?
    -Yes, definitely

    -Yes, probably

    -No, probably not

    -No, definitely not

12. If you were to have sexual intercourse in the next year, do you intend to use (or have your partner use) any of these methods of birth control?
    - Condoms
    - Birth control pills
    - The shot (Depo Provera),
    - The patch,
    - The ring (NuvaRing)
    - IUD (Mirena or Paragard)
    - Implant (Implanon)

    -Yes, definitely

    -Yes, probably

    -No, probably not

    -No, definitely not

EXHIBIT E - TEMPLATE FLOW CHARTS FOR SAMPLE INTAKE DATA

CONSORT Diagram for Clusters

*Please complete diagrams based on your pooled sample to date. Also complete diagram(s) for youth sample, using retained clusters as starting point.

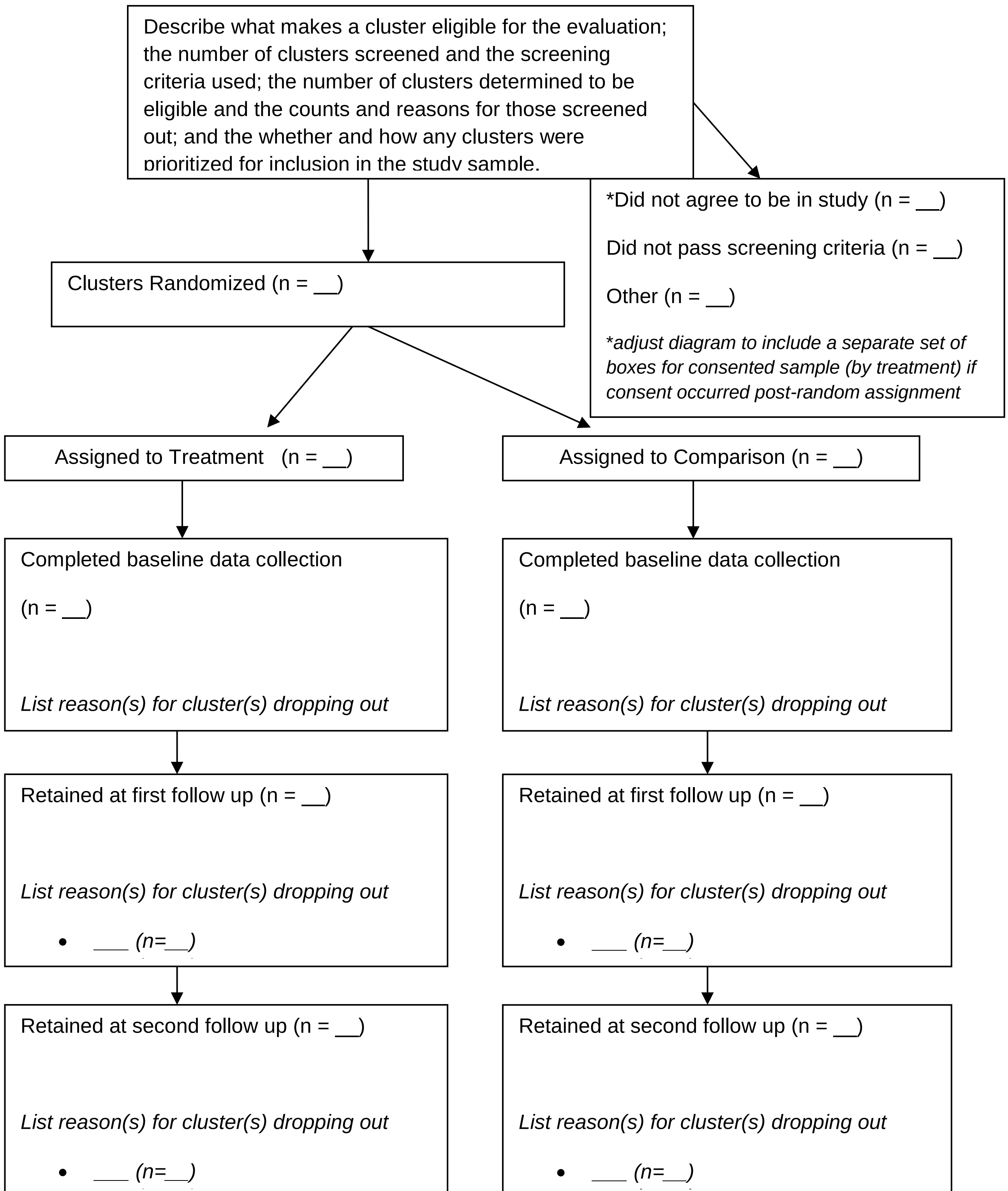

EXHIBIT E - TEMPLATE FLOW CHARTS FOR SAMPLE INTAKE DATA

CONSORT Diagram for Youth

*Please complete diagram based on your pooled enrollment to date. Adjust order if not reflective of your processes.

Describe what makes a youth eligible for the evaluation; the number of youth screened and determined to be eligible and the counts and reasons for those screened out; and the process for selecting the pool to be evaluated among those eligible.

*Did not agree to be in study (n = __)

Unable to contact family (n = __)

Did not pass screening criteria (n = __)

Other (n = __)

Randomized (n = __)

Date(s) of Random Assignment _______

Program start date(s):

Assigned to Treatment (n = __)

Assigned to Comparison (n = __)

Completed baseline (n = __)

Date(s) of data collection:

List reasons for non-completes

- *(n=)*

Completed baseline (n = __)

Date(s) of data collection:

List reasons for non-completes

- *(n=)*

Completed first follow up (n = __)

Date(s) of data collection:

List reasons for non-completes

- *(n=)*

Completed first follow-up (n = __)

Date(s) of data collection:

List reasons for non-completes

- *(n=)*

Completed second follow up (n = __)

Date(s) of data collection:

List reasons for non-completes

- *___ (n=__)*
- *___ (n=__)*

Completed second follow-up (n = __)

Date(s) of data collection:

List reasons for non-completes

- *___ (n=__)*

EXHIBIT F - EXAMPLE FLOW CHARTS FOR SAMPLE INTAKE DATA

CONSORT Diagram for Clusters in a Cluster Randomized Controlled Trial

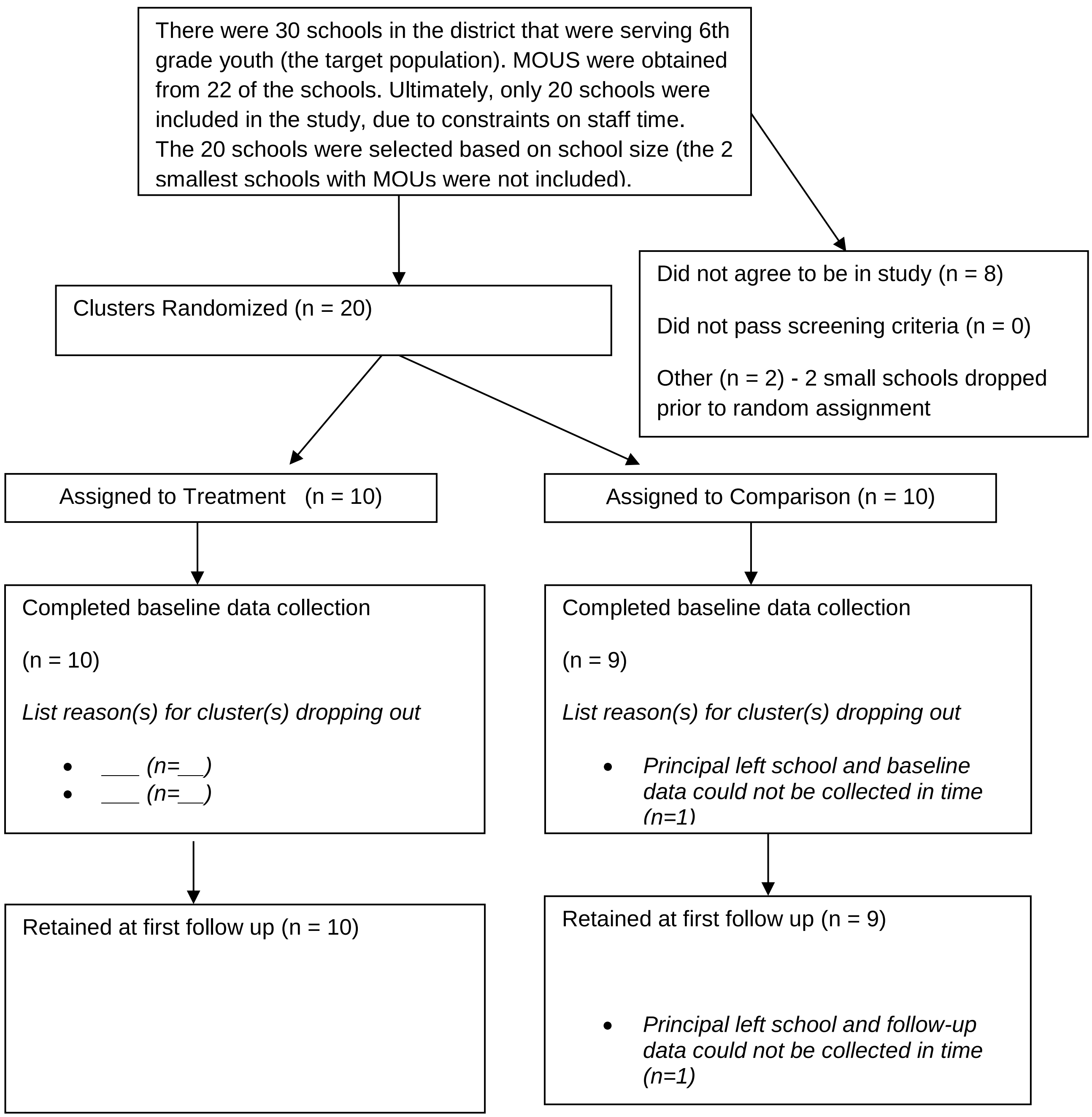

EXHIBIT F - EXAMPLE FLOW CHARTS FOR SAMPLE INTAKE DATA

CONSORT Diagram for the Youth in the Clustered Randomized Controlled Trial Presented on the Prior Page

All 6th grade youth enrolled in the 19 randomly assigned schools as of September 15th were eligible for the evaluation, with the exception of students in self-contained special education classrooms.

Note: This portion of the flow chart excludes the school that dropped out prior to baseline data collection.

Eligible in treatment schools (n = 1,000)

- *Parent consented (n = 851)*
- Parent refused (n = 87)
- Form not returned (n = 62)

Not eligible, special education (n = 159)

Program start date:

10/1/2011

Completed baseline (n = 755 of 851 consented)

Date(s) of data collection: 9/21/11-9/29/11

List reasons for non-completes

- *Absent (n=76)*
- *Lack of student assent (n=20)*

Eligible in control schools (n = 900)

- *Parent consented (n = 820)*
- Parent refused (n = 60)
- Form not returned (n = 20)

Completed baseline (n = 778 of 820 consented)

Date(s) of data collection: 9/21/11-9/29/11

List reasons for non-completes

- *Absent (n=32)*
- *Lack of student assent (n=10)*

EXHIBIT F - EXAMPLE FLOW CHART FOR SAMPLE INTAKE

CONSORT Diagram for Youth in a Design in Which Youth Were Randomly Assigned

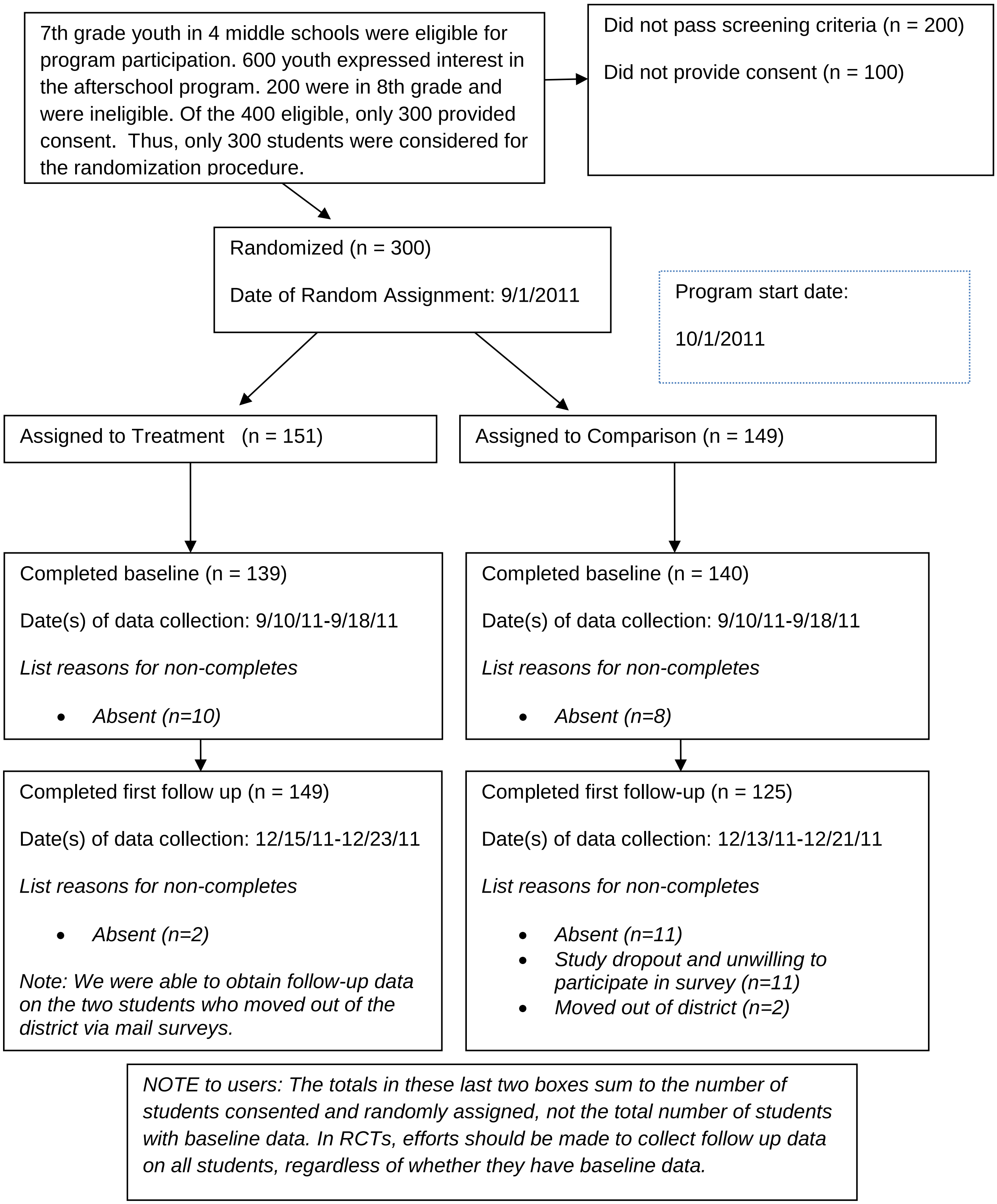

EXHIBIT G: TEMPLATE EXCEL WORKSHEET FOR BASELINE EQUIVALENCE DATA

Please indicate the sample for which you are assessing baseline equivalence:				***Sample with baseline data***						
				Sample with first follow-up data						
				Sample with second follow-up data						
	Treatment Group			Comparison Group			Group differences			
Characteristics at BASELINE	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	t-statistic *(calculated by the worksheet)*	df *(calculated by the worksheet)*	p-value *(calculated by the worksheet)*	p-value adjusted for clustering at level of random assignment, if applicable *(calculated by the evaluator)*
Demographic characteristics										
Age (in years)										
Female (%)										
Hispanic (%)										
Race (% and counts)[1]			0			0				
American Indian or Alaska Native										
Asian										
Black										
Native Hawaiian or Other Pacific Islander										
White										
Two or more races										

EXHIBIT G: TEMPLATE EXCEL WORKSHEET FOR BASELINE EQUIVALENCE DATA

	Treatment Group			Comparison Group			Group differences			
Characteristics at BASELINE	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	t-statistic *(calculated by the worksheet)*	df *(calculated by the worksheet)*	p-value *(calculated by the worksheet)*	p-value adjusted for clustering at level of random assignment, if applicable *(calculated by the evaluator)*
OAH behavioral performance measures										
Ever had sexual intercourse (%)										
Gotten someone pregnant or been pregnant (%)[2]										
Number of times (mean)										
Sexual intercourse in prior 3 months (%)[2]										
Number of times (mean)										
Sexual intercourse in prior 3 months without using condom (%)[3]										
Number of times (mean)										
Sexual intercourse in prior 3 months without using effective contraception (%)[3]										
Number of times (mean)										

Notes: Please enter data in the yellow highlighted cells only. Please convert all yes/no responses to yes = one and no = zero in your datafile.

All binary outcomes should be entered as decimals in the spreadsheet (e.g. 45% should be entered as 0.45). For all "number of times measures," impute cases that skipped out because they had not had sex/gotten someone pregnant/etc to zero in the numerator so that the measure represents the full sample.

1 Please construct this variable, or a similar one, from the data. The percentages should sum to 100 percent. A chi-sq statistic is calculated for this variable (provided there are no rows with zero totals).

2 Impute those who have never had sex as zeroes in numerator.

3 Impute those who did not have ever or did not have sex in prior 3 months as zeroes in numerator.

EXHIBIT H: EXAMPLE EXCEL WORKSHEET FOR BASELINE EQUIVALENCE DATA

Please indicate the sample for which you are assessing baseline equivalence:				***Sample with baseline data***							
	Treatment Group			Comparison Group			Group differences				
Characteristics at BASELINE	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	t-statistic *(calculated by the worksheet)*	df *(calculated by the worksheet)*	p-value *(calculated by the worksheet)*	p-value adjusted for clustering at level of random assignment, if applicable *(calculated by the evaluator)*	
Demographic characteristics											
Age (in years)	12.3	1.1	150	12.4	0.9	160	0.878	308	0.3804		
Female (%)	0.5		150	0.49		160	0.176	308	0.8604		
Hispanic (%)	0.2		150	0.1		160	2.475	308	0.0139		
Race (% and counts)[1]			150			160			0.0008		
American Indian or Alaska Native			20			30					
Asian			30			40					
Black			40			60					
White			60			29					Note: We did not have any students who indicated that they were Native Hawaiian, and deleted that row as per the instructions.
Two or more races			0			1					

EXHIBIT H: EXAMPLE EXCEL WORKSHEET FOR BASELINE EQUIVALENCE DATA

	Treatment Group			Comparison Group			Group differences			
Characteristics at BASELINE	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	Percentage or Unadjusted Mean	Standard Deviation (for continuous variables)	Sample Size	t-statistic *(calculated by the worksheet)*	df *(calculated by the worksheet)*	p-value *(calculated by the worksheet)*	p-value adjusted for clustering at level of random assignment, if applicable *(calculated by the evaluator)*
OAH behavioral performance measures										
Ever had sexual intercourse (%)	0.03		150	0.02		160	0.565	308	0.5722	
Gotten someone pregnant or been pregnant (%)[2]	0.01		150	0.01		160	0.000	308	1.0000	
Number of times (mean)	0.02	0.01	150	0.00	0.005	160	21.356	308	0.0000	
Sexual intercourse in prior 3 months (%)[2]	0.2		150	0.15		160	1.160	308	0.2470	
Number of times (mean)	0.1	0.11	150	0.12	0.08	160	1.839	308	0.0669	
Sexual intercourse in prior 3 months without using condom (%)[3]	0.10		150	0.08		160	0.616	308	0.5384	
Number of times (mean)	0.1	0.22	150	0.09	0.08	160	0.538	308	0.5908	
Sexual intercourse in prior 3 months without using effective contraception (%)[3]	0.15		150	0.12		160	0.774	308	0.4397	
Number of times (mean)	0.2	0.1	150	0.3	0.2	160	5.511	308	0.0000	

Notes: Please enter data in the yellow highlighted cells only. Please convert all yes/no responses to yes = one and no = zero in your datafile.

All binary outcomes should be entered as decimals in the spreadsheet (e.g. 45% should be entered as 0.45). For all "number of times measures," impute cases that skipped out because they had not had sex/gotten someone pregnant/etc to zero in the numerator so that the measure represents the full sample.

[1] Please construct this variable, or a similar one, from the data. The percentages should sum to 100 percent. A chi-sq statistic is calculated for this variable (provided there are no rows with zero totals).

[2] Impute those who have never had sex as zeroes in numerator.

[3] Impute those who did not have ever or did not have sex in prior 3 months as zeroes in numerator.