# DEPARTMENT OF HEALTH & HUMAN SERVICES

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Subject:     OAH Grantee Guidance, OAH 2013-1: Packaging and Dissemination
             Expectations for OAH Teen Pregnancy Prevention (TPP) Research and
             Demonstration Grantees

To:          OAH TPP Research and Demonstration Grantees

## Purpose

The purpose of this guidance is to outline OAH's packaging and dissemination expectations for TPP Research and Demonstration Grantees.

## OAH's Packaging and Dissemination Goals for TPP Research and Demonstration Grantees

OAH's expectation is that all programs developed and evaluated with funding from the TPP Research and Demonstration Program be (1) packaged, (2) implementation-ready and (3) available for replication by the end of the five-year cooperative agreement. Grantees are strongly encouraged to develop a plan for program dissemination to groups (e.g., schools, organizations, etc.) interested in replication of the program. Furthermore, (4) OAH expects all TPP Research and Demonstration grantees to disseminate their evaluation results, including presentations and publication of findings in peer-reviewed journals.

## Packaging and Dissemination Requirements from the Funding Opportunity Announcement (FOA) (pp. 7-8)

The 2010 TPP Research and Demonstration Program FOA included the following language to communicate the expectation for awardees for packaging programs and disseminating evaluation results by the end of the five-year cooperative agreement.

*Successful applicants will document an intervention with sufficient detail that it could be rigorously evaluated for possible future replication and dissemination.*

> *This includes:*
>    ➢ *identifying the evidence or research base for the proposed intervention;*

> *documenting a new intervention in a logic model and identifying core components (when such components are known);*
> *documenting significant adaptations if testing modifications to an existing evidence-based model;*
> *documenting the program/curriculum in a manual, including staff training materials;*
> *documenting any changes made for quality improvement based on piloting;*
> *documenting any adjustments made throughout the program implementation period; and*
> *including a plan for the development and dissemination of the intervention findings, including publication in a peer-reviewed publication.*

*All applicants will be expected to:*

- *Describe a detailed implementation plan.*
- *Develop a manual that outlines curriculum or intervention instruction and delivery during the funded grant period.*
- *Monitor and document ongoing program implementation to facilitate potential future replication. (pp. 7-8)*

## OAH Expectations for Packaging TPP Research and Demonstration Programs

By the end of the five-year cooperative agreement, OAH TPP Research and Demonstration grantees are expected to document their program with sufficient detail so it can be replicated by others. Grantees should ensure that their program is packaged to be "implementation-ready." To be implementation-ready, a program must include all of the necessary components that will allow it to be effectively implemented by someone other than the original program developer. Implementation readiness relies on a number of important components, and at a minimum OAH expects TPP Research and Demonstration programs to include the following components in an intervention package:

1. Evidence of the program's effectiveness – A description of the evidence supporting the program's effectiveness, including a discussion of the evaluation results and information from the program developer on what makes the program work.

2. Core components- Core components are the program characteristics related to achieving the outcomes associated with the program. Developers should identify core components of the program related to (a) content (what is taught); (b) pedagogy (how the content is taught); and(c) implementation (learning environment in which the program is taught).

3. Logic model and theory- A program logic model describes the connections between the resources available, activities conducted, short-term outcomes, and long-term outcomes.

A logic model enables an understanding of how the activities in the program are associated with the intended outcomes and identifies the critical mediators. In addition to the program logic model, knowledge of the theory used to develop the program is critical in helping implementers understand how the program works to achieve its stated outcomes.

4. Information on how the program was implemented – Background information on how the program was implemented is important so that others interested in replication fully understand what is required to successfully implement the program. This includes, but is not limited to, information on the target population, organizational capacity, programmatic costs, staffing, number and length of sessions, and optimal number of youth per group.

5. Facilitator guide – A facilitator guide should include an overview of the program, detailed instructions on how to implement the program, and any tips or best practices related to implementation.

6. Curriculum – The curriculum should include all lessons and any supplemental materials, including videos and handouts, needed to implement the program.

7. Training materials- Training materials should include all necessary materials used to train staff who will implement the program. Trainings might be implemented in a variety of formats, including Training of Educator/Facilitators and Training of Trainers.

8. Guidance on allowable adaptations- Guidance on what adaptations are allowable and what adaptations are not allowable helps to minimize the number of adaptations that may have a negative impact on the program outcomes. Adaptation guidance should be informed by the program's core components, logic model, and theory, as well as available research evidence.

9. Tools for monitoring fidelity- Tools for monitoring fidelity help organizations assess program implementation and make continuous quality improvements to ensure the program is implemented as intended.

10. Evaluation Instruments *(optional)* – Evaluation instruments developed to assess implementation quality and participant outcomes can be helpful to include for others interested in evaluating their replication of the program.

## Expectations for Dissemination

- Dissemination of Evaluation Findings - All grantees are expected to widely disseminate the results of their evaluation through presentations and publications. Grantees will develop an end-of-year report to summarize the evaluation design and results for posting

on the OAH website. Grantees are also expected to publish the results of the evaluation in a peer-reviewed journal and to present the results, as appropriate, at the local, state, and national level.

- <u>Dissemination of the Packaged Program</u> - Grantees are strongly encouraged to develop a plan and strategies for how their program will be marketed and disseminated to others interested in replication after the end of the five-year cooperative agreement.
  - o There are many dissemination models for grantees to consider:
    - Program developer leads dissemination efforts (in-house model).
    - Program developer partners with another organization that is responsible for disseminating the program, with varying levels of involvement from the developer (publisher/distributer model).
  - o In order to determine the most appropriate dissemination model, grantees need to determine the role of the program developer in such things as dissemination, program copyright, how program materials will be disseminated, how training and technical assistance will be provided, and how questions from those interested in replication will be managed.

OAH looks forward to working with you along the way to ensure that the packaging and dissemination of your program is successful and follows grant requirements.

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