TPP20 IIN – Interventions Plan Guidance

Overview

PURPOSE	The Interventions Plan is a tool and living document, to assist Networks with exploring, developing, testing, evaluating, and disseminating multiple interventions to make the most impact and refine existing plans. Due to the nature of innovation, this process is likely to be complex, messy, and iterative. To best prepare, grantees are expected to be strategic, intentional, and theory-driven in their approach and the Interventions Plan is designed to help achieve and document this. You and your Project Officer will use it during the planning period and throughout the grant program.
INSTRUCTIONS	Please start by reviewing this guidance, the [FOA expectations chart](#), your application content, and existing plans, including your Network Plan and work plan. Next, in collaboration with your partners, create and refine your interventions plan or submit existing plans. The structure and format is up to you. However, a concise and streamlined plan will serve as a useful living document for all parties. We are looking to see *plans at large for all interventions*; you are welcome to submit supplemental planning documents *for individual interventions*. **The template and questions below are optional. You may submit existing plans for your interventions.** As with all aspects of the grant, please center equity in your planning and think carefully about whose voices and ideas are uplifted in the planning process.
DATES	Consider uploading an initial draft to MAX by December 1, 2020. Iterate with your Project Officer, Cohort Buddy, and the rest of your Network as new members onboard (Grantee Page > Intervention Tab > Interventions Plan). Upload an updated version to MAX by January 15, 2021.

Interventions Plan Template (Optional)

What	Description
Structure, Teams, and Timeline	*What is your overarching structure and timeline for interventions? How will you manage multiple interventions in all stages? What is the team composition for individual interventions? (OPA recommends small, diverse teams to ensure agility and drive innovation.)*
Connection to Key Priority Area	*How do your plans for interventions relate back to your key priority area? How do they relate back to the prevention of STIs and teen pregnancy and promote optimal health? How will plans account for complexity and systems thinking, such as addressing root causes or leverage points?*
Equitable Engagement	*How are stakeholders and participants, including youth, at the center of all of your interventions? How do they have shared power in developing and testing interventions? What funding is available to support the engagement of participants and stakeholders in developing and testing interventions[1]? How will your interventions factor in equity and address disparities?*

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[1] This refers to the amount budgeted to engage the population of focus for interventions

What	Description
Exploration	*How will you explore existing interventions and integrate findings from your environmental scans, including interventions discovered that could make an impact? How will you take the time to explore underlying issues and barriers before jumping to "the solution"?*
Development and Testing Interventions	*Will you develop new interventions, build from existing ones, or both? How will you manage development and testing of multiple interventions at once? How will you incorporate testing of different intervention components (e.g., format, implementation, content, mode of delivery)? How will you incorporate continuous learning and improvement into all phases of intervention development and testing? How will you pivot based on learning? How will you apply adolescent brain science and theory to intervention development? (See Appendix A for an optional template that you can use to guide individual intervention development and testing.)*
Rigorous, Behavioral Evaluation	*Are you planning to conduct rigorous, behavioral impact evaluation for any of your interventions? If so, which interventions? What's the timeline for the evaluation and will the impact evaluation be completed by the end of this grant? How will you determine intervention readiness?*
Disseminate and Spread Effective Interventions	*How will you identify interventions in your key priority area with evidence of effectiveness (whether developed by your grant or not)? How will you disseminate information about effective interventions and to whom? How will you promote scaling interventions with effectiveness and to whom? How do your dissemination plans support your effort to make sustained and systemic impact in your key priority area?*
Ensure interventions are medical-accuracy, age-appropriateness, trauma-informed, and user-centered	*How will you ensure interventions are medically accurate, age-appropriate, trauma-informed, and user-centered throughout the development stages? (See Appendix B for an optional materials review template.)*

Appendix A: Intervention Development and Testing Template (Optional)

Template modified from "Designing for Growth: A Design Thinking Toolkit for Managers" and "The Designing for Growth Field Book" pg. 108

What is the Key Priority Area?

Who is on the intervention team?

Who is the specific population of focus?

What is the idea/concept/intervention?

What is the problem we are addressing?

What is the theory of change?

At this point, what do we know as certain?

What are the critical, most risky assumptions? What do we not know or really need to know to validate or invalidate those assumptions?

How do we learn what we really need to know? (i.e., how do we design a test, to learn what we need to know? How will we test our assumptions? What prototypes will we use? What will happen during the test?)

Who will we engage to test assumptions? What "extremes" will we involve?

How will we equitably engage participants?

What data validated our assumption(s)?

What data invalidated our assumption(s)?

After conducting the test(s), ensure your team processes what was learned. Convene immediately afterwards, within one or two days to processes the learnings and determine next steps. Use this worksheet or another

Strengths?

Opportunities?

Results?

New assumptions that surfaced?

List out some of the action steps from your findings. Then consider immediate versus gradual changes. Who will be responsible for each step? What is the purpose of the step and when should each step be completed? Repeat additional tests.

Action Steps?	Immediate or Long-term?	Who is responsible?

Appendix B: Material Review Template (Optional)

The OPA expects TPP20 IIN Grantees to ensure interventions are medically accurate, age appropriate, trauma-informed, and user-centered, including being culturally and linguistically appropriate, at all stages of intervention development. TPP20 IIN should determine a process to meet this expectation. For interventions that are fully developed and final, OPA recommends conducting material reviews. Grantees should work individually with their Project Officers to determine readiness and a timeline for their reviews throughout the grant duration.

For all intervention materials, conduct a review using this form, or your own similar process. This form is not mandatory, but may be used as a tool. Upon completion of your reviews, upload this document (or your own similar form) to your grantee page in MAX under the "Intervention" tab > "Materials Review" section, and save it as "Intervention Name_Material Name _Review_Date."

GRANTEE INFORMATION

- Grantee Name:
- Grantee #:
- Project Director Name:
- OPA Project Officer Name:

REVIEW PROCESS

- Review Completed Date:
- Review Coordinator (include title held in grantee organization):
- List of Reviewers (include discipline and/or area of expertise):
- Description of Review Process

MATERIALS REVIEWED (*as a reminder reviews should be done on* **final** *intervention materials and not when developing or conducting small scale tests*)

- Curriculum/Material Name:
- Type of Material (e.g., curriculum, video, brochure):
- Edition:
- Author/Publisher:
- Copyright Date:
- Target Audience and Setting for program implementation:
- Components (e.g., workbook, handout, facilitator manual):
- No. of pages/minutes (total and per component):
- Does the curriculum/material include medical information: ☐ YES ☐ NO
- Brief description of the curriculum/material and how it will be used in the funded project:

REVIEWERS RECOMMENDATION AND FINDINGS

After you complete the review of the material, please check the recommendation made for this curriculum/material and describe any findings identified by reviewers.

RECOMMENDATION

- MEDICALLY ACCURATE

  ☐ Is medically accurate
  ☐ Is medically accurate with modifications (recommended modifications should be described in the "issues section" of the review)
  ☐ Is NOT medically accurate, do not recommend use of the material

- AGE APPROPRIATENESS

  ☐ Is age appropriate for the target population
  ☐ Is age appropriate for the target population with modifications (recommended modifications should be described in the "issues section" of the review)
  ☐ Is NOT age appropriate for the target population, do not recommend use of the material

- USER – CENTERED, INCLUDING CULTURALLY & LINGUISTICALLY APPROPRIATE

  ☐ Is user-centered, including culturally and linguistically appropriate for the target population
  ☐ Is user-centered, including culturally and linguistically appropriate for the target population with modifications (recommended modifications should be described in the "issues section" of the review)
  ☐ Is NOT user-centered, including culturally and linguistically appropriate for the target population, do not recommend use of the material

- TRAUMA-INFORMED

  ☐ Is trauma-informed
  ☐ Is trauma-informed with modifications (recommended modifications should be described in the "issues section" of the review)
  ☐ Is NOT trauma-informed, do not recommend use of the material

MATERIAL REVIEW FINDINGS

Below is a sample for one issue identified. Please add additional issues as they are identified by reviewers (e.g. Issue 2, Issue 3, etc.). Findings have also been separated by type of material (e.g. text and video). Feel free to add/categorize any additional medium for the material you are reviewing. Make changes to the interventions as a result of finding.

<u>Text</u>

Issue 1
- Page Number:
- Paragraph or Exhibit:
- What topic does this cover?
- What are the issue area(s) (e.g., medical accuracy, age appropriateness, user-centered including cultural & linguistic appropriateness, or trauma-informed)?
- What are the details of the issue?
- What is your recommendation to address the issue?

<u>Video</u>

Issue 1

- Minute Number:
- Description of Scene:
- What topic does this cover?
- What issue area(s) (e.g., medical accuracy, age appropriateness, cultural & linguistic appropriateness, or trauma-informed)?
- What are the details of the issue?
- What is your recommendation to address the issue?

GENERAL COMMENTS

Please use this section to provide any general information on the curriculum as a whole that has not been addressed in previous sections and is pertinent to the review.

CERTIFICATION FOR MEDICAL ACCURACY

I certify that materials for this intervention funded by the OPA TPP grant have been reviewed for medical accuracy, that all necessary modifications were made, and that final materials were medically accurate prior to full implementation in the funded project.

☐ YES   ☐ NO

Grantee Representative's Name and Position:⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯⎯

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