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Tier 2 Innovation and Impact Network – Evaluation Technical Assistance Kickoff Webinar

July 14, 2021

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Agenda

/ **Introductions**

/ **Feasibility research framing and Innovation and Impact Network (IIN) phases**

/ **Explore and Develop phase**

/ **Test and Refine phase**

/ **Evaluate phase**

/ **Other evaluation technical assistance (TA)**

/ **Next steps and Q&A**

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Evaluation TA leadership team

Jean Knab
Project director

Lauren Scher
Deputy project director

Russell Cole
Principal investigator

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Additional speaker today

Jonathan McCay
Senior program analyst

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Mathematica's TA role

/ **Currently hold two evaluation TA contracts**

- Formative and process evaluations (TPP 2018 and 2019 grantees)
- Impact evaluations (TPP 2020 grantees)

/ **Existing resources on Max.gov and the Reproductive Health National Training Center (RHNTC) site**

/ **Can assist with evaluation activities associated with each phase of your grants**

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Feasibility Research Framing and IIN

Traditional intervention research versus feasibility research

/ **Traditional research question: Is the intervention effective?**

/ **Feasibility research question: Can this intervention be carried out successfully?**

/ **Continuum of evidence**

- Feasibility research helps us to stage our work and generate information along a continuum of evidence

- Lessons learned at each stage are valuable! Disseminate early and often!

/ **See Gadke et al. (2021)**

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Illustration of feasibility research framing relative to IIN stages

Intervention Development
What are needs, concerns?
What should be done?
What is theory of change?

Intervention Feasibility
Can it be done?
How will it work?
Is it feasible to implement?

Intervention Pilot Study
Does it work?
Is there promising evidence of effectiveness?

Intervention Randomized Control Trial
Is it efficacious?
Are outcomes maintained?

Explore and develop (and disseminate)

Test and refine (and disseminate)
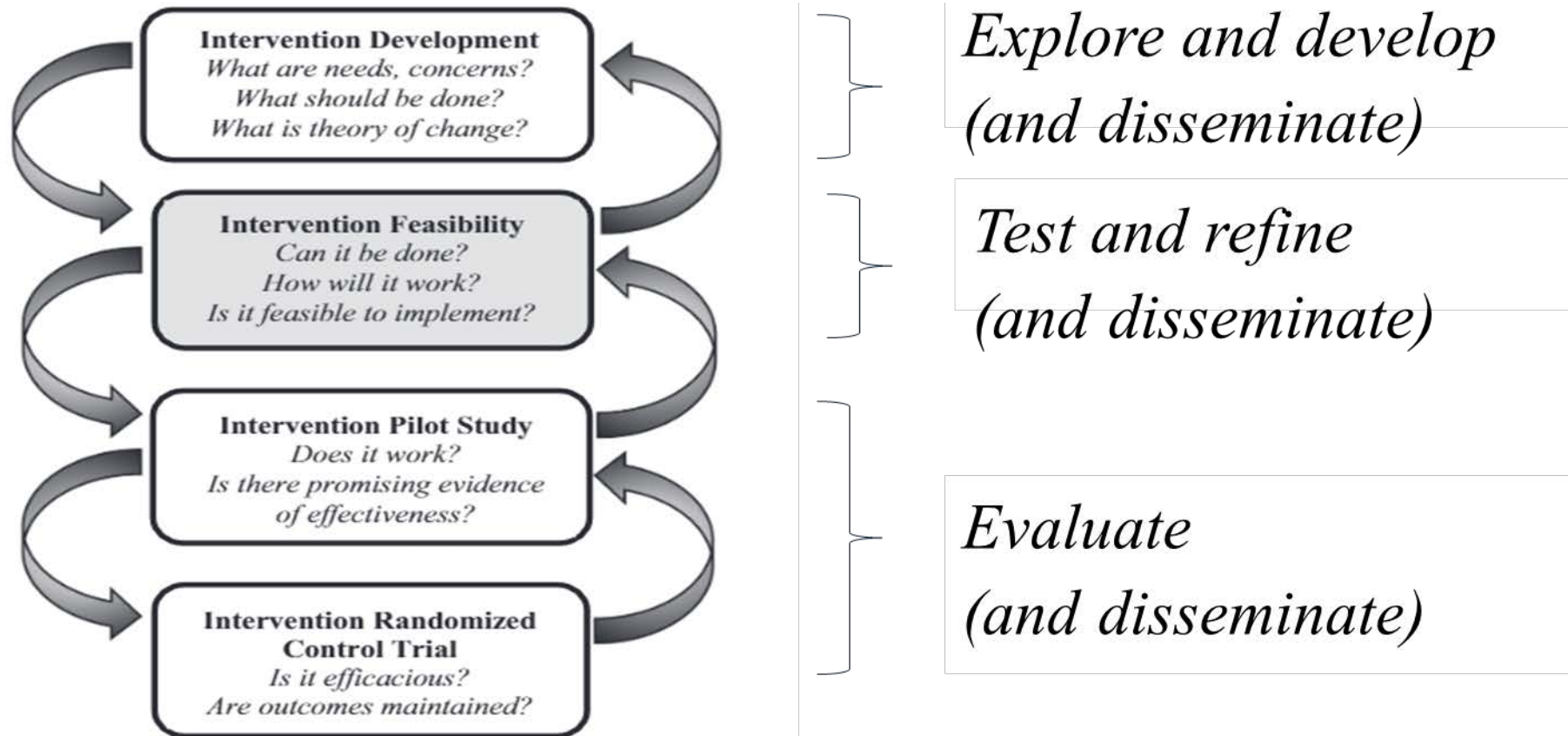
Evaluate (and disseminate)

Fig. 1. Phased intervention development context for conducting feasibility research.

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IIN: Flexibility in definitions of stages

/ **Grantees will have different approaches to development, testing, and evaluation**

- Rigid definitions of expectations are infeasible given diversity of intervention types and prior development
- But guidance or illustrations might be useful
- Grantees will define goals, milestones, or activities for each stage themselves, with their federal project officers (FPOs)

/ **We will use this feasibility research example to illustrate hypothetical milestones and activities for each stage**

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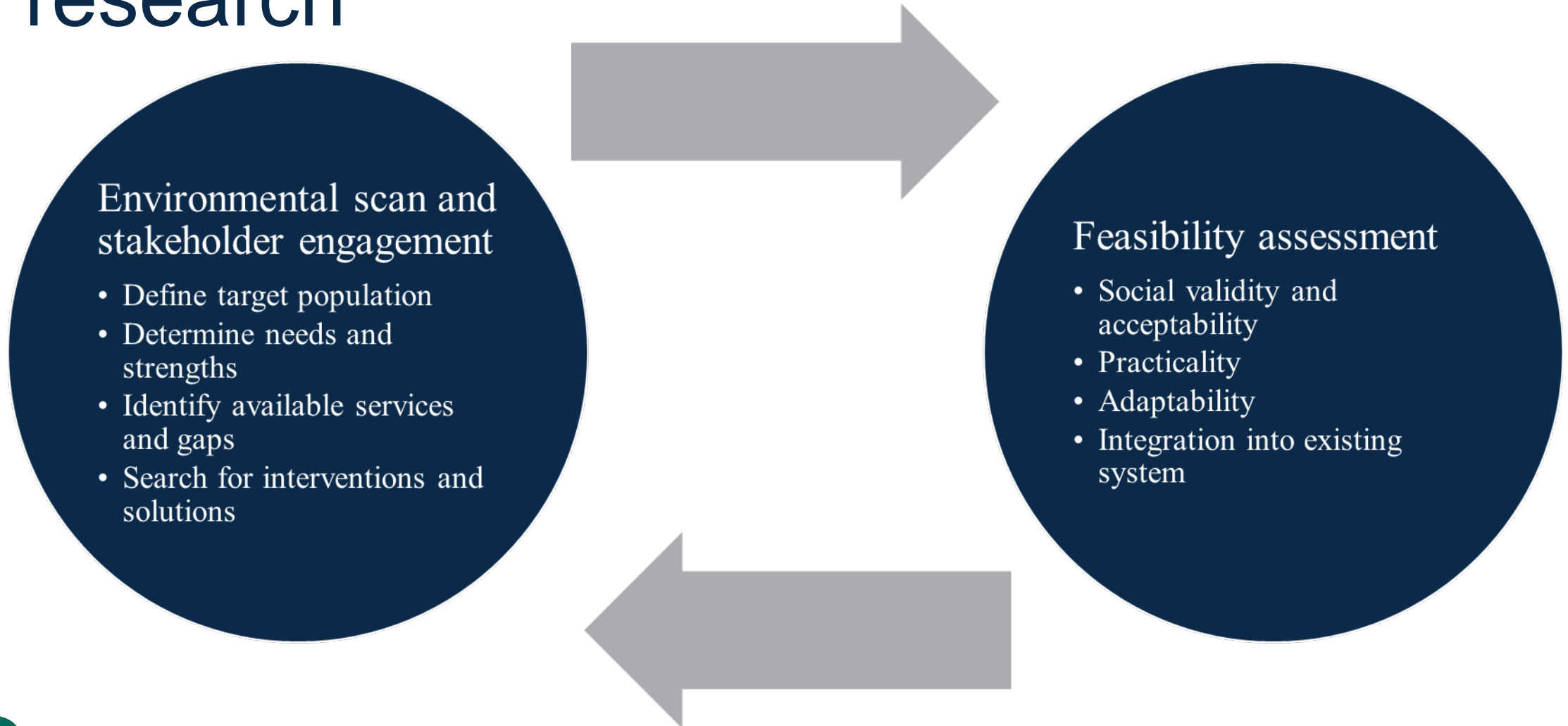# *Explore and Develop*

Explore and Develop phase and feasibility research

Environmental scan and stakeholder engagement
- Define target population
- Determine needs and strengths
- Identify available services and gaps
- Search for interventions and solutions

Feasibility assessment
- Social validity and acceptability
- Practicality
- Adaptability
- Integration into existing system

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Illustration of approach: *Explore and Develop* goals, activities, and milestones

/ **Goal: Identify and establish intervention(s) that meet needs and appear to be feasible for a given setting**

/ **Activity: Document and disseminate information about readiness and appropriateness for implementation**

- Results of environmental scan, mapping of selected intervention(s) to address needs
- Key intervention materials (manual, theory of change, recruitment process documentation, and so on)
- Satisfaction/acceptability assessment
- Feasibility/integration assessment

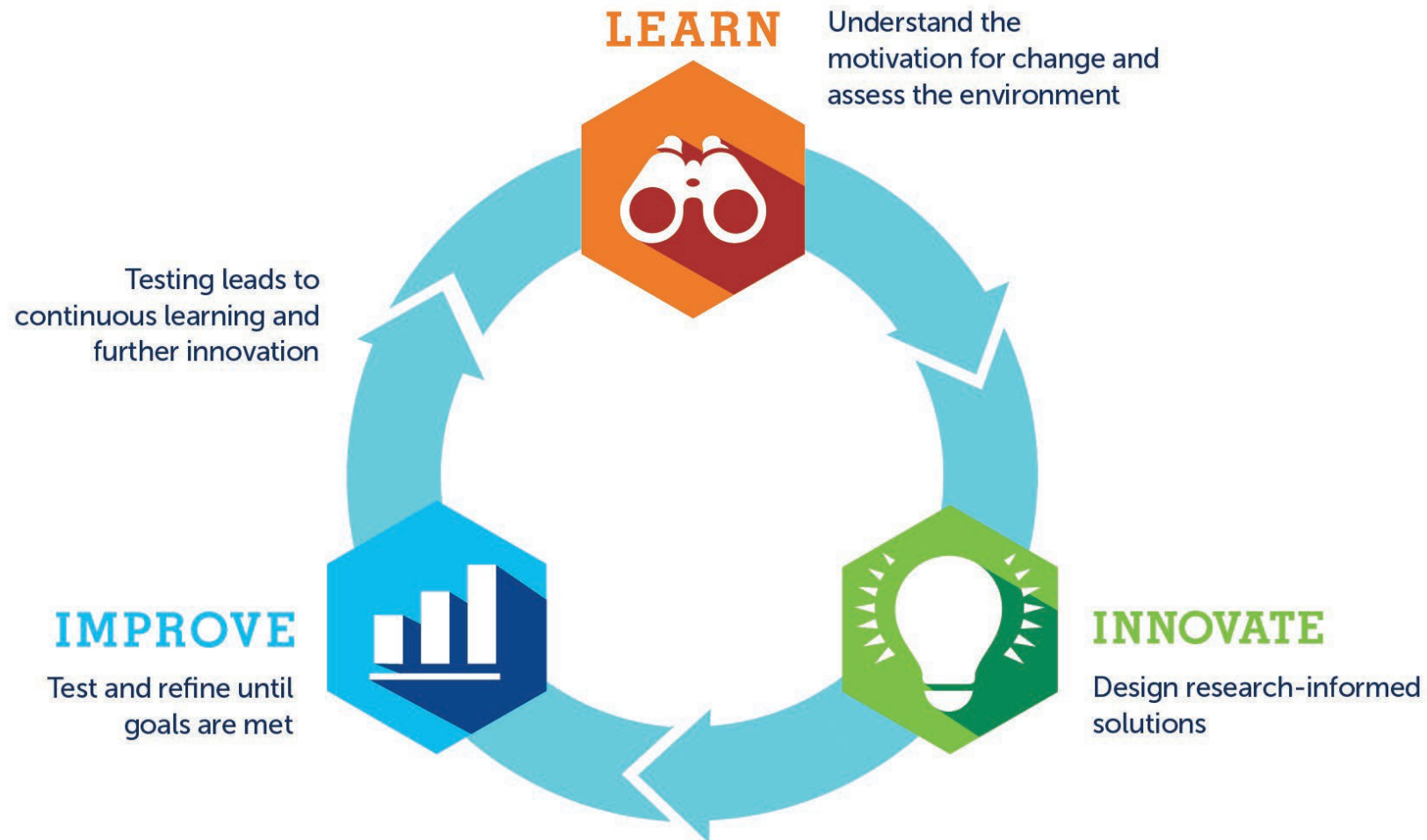/ **Milestone: *Explore and Develop* stage concludes before intervention implementation begins**

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Evaluation TA particularly relevant for *Explore and Develop* stage

/ **Determining youth and stakeholder needs**

/ **Assessing acceptability and feasibility of an intervention**

/ **Developing a logic model that links intervention to outcomes**

/ **Developing definitions of goals, activities, and milestones associated with *Explore and Develop* stage**

/ **Documenting readiness for *Test and Refine* stage**

/ **Disseminating information learned at this stage**

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Test and Refine

Learn, Innovate, Improve (LI^2)

LI²: A framework and process model

LEARN — Understand the motivation for change and assess the environment

INNOVATE — Design research-informed solutions

IMPROVE — Test and refine until goals are met

Testing leads to continuous learning and further innovation

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People are at the center

/ **LI^2 intentionally incorporates the diverse array of human experiences at every step**

- Identifying the problem
- Exploring new possibilities
- Testing and improving solutions

/ **What works <u>for whom</u>, and under what circumstances?**

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The role of human-centered design in LI^2

/ **Whenever people's experiences are a factor in your success, human-centered design (HCD) can be helpful**

- Discover stakeholders' experiences and values, rather than simply asking their opinions
- Develop empathy so that you can design with the best possible understanding of the human experience

/ **Go deep: frame and reframe the problem**

*"Human-centered design is the **discipline** of developing solutions in the service of people."*

\- **LUMA Institute**

"Double Diamond of Design" (UK Design Council)

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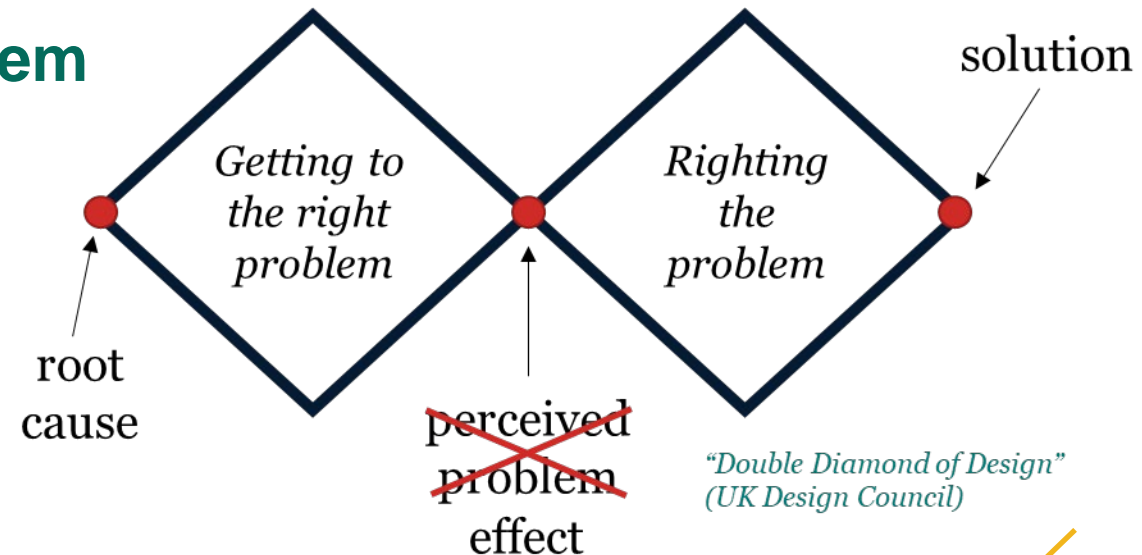
Overview of the Learn phase

Objectives

Clarify the motivation and reasons for change

Identify and engage key stakeholders

Assess the environment's readiness for change

How?

Pairing HCD and traditional research methods to facilitate *analytic discovery*

Rose, thorn, bud

Contextually relevant learnings

Learning content is contextually relevant to experiences; students

Box 1   Box 2

Overview of the Innovate phase

Two key objectives

Draw on science, existing research, and practice experience to design solutions

Develop a road map for change that connects your approach with change strategies and measurable outcomes

How?

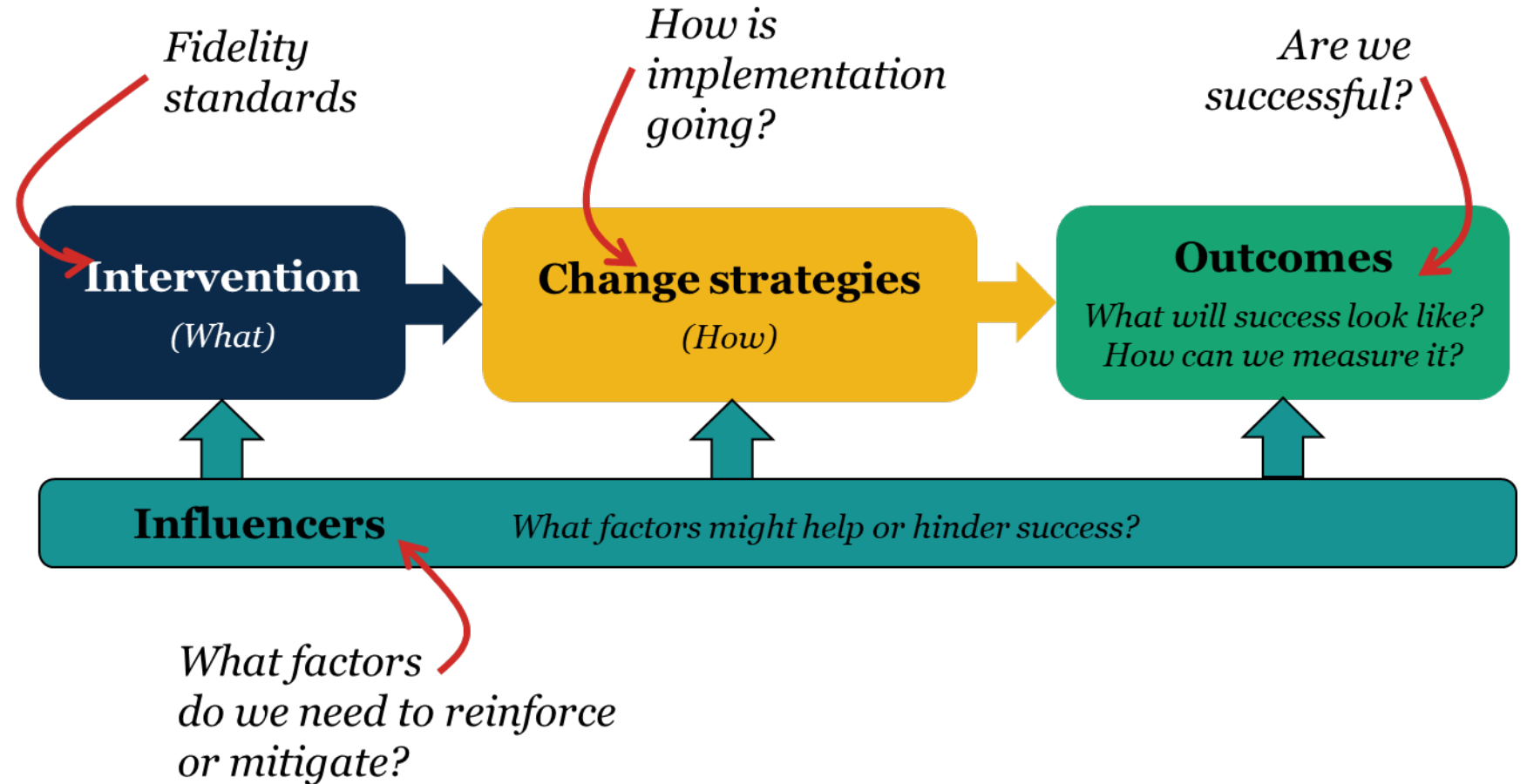Pairing HCD and traditional research methods to facilitate ***analytic creativity***

The road map for change

Fidelity standards

How is implementation going?

Are we successful?

Intervention *(What)*

Change strategies *(How)*

Outcomes What will success look like? How can we measure it?

Influencers *What factors might help or hinder success?*

What factors do we need to reinforce or mitigate?
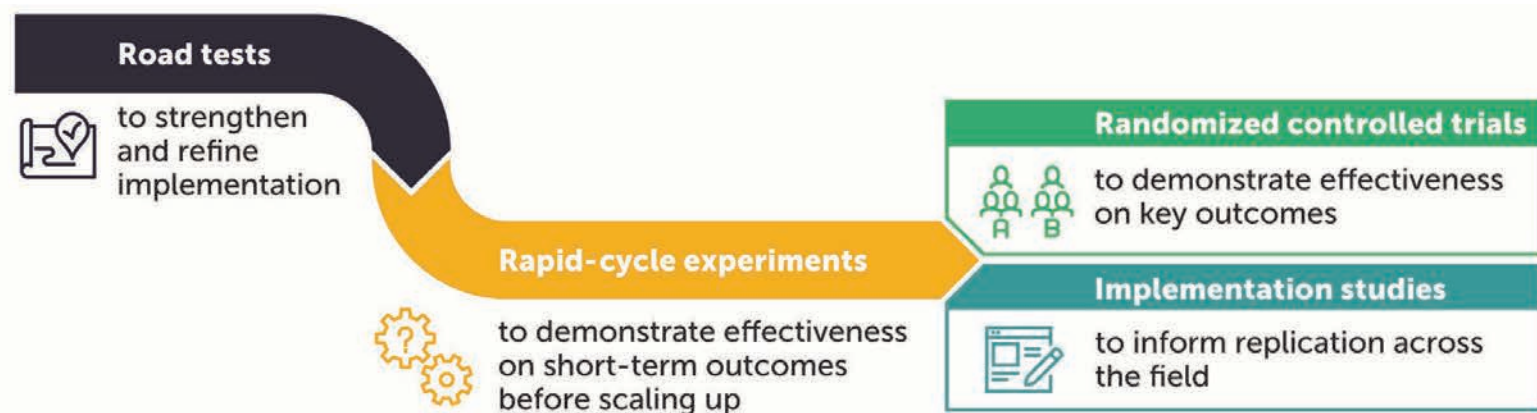
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Overview of the Improve phase

Key objectives

Build **e**vidence for everyday decision making and quality improvement

Build **e**vidence for knowledge-building in the field

Test and refine strategies until goals are met
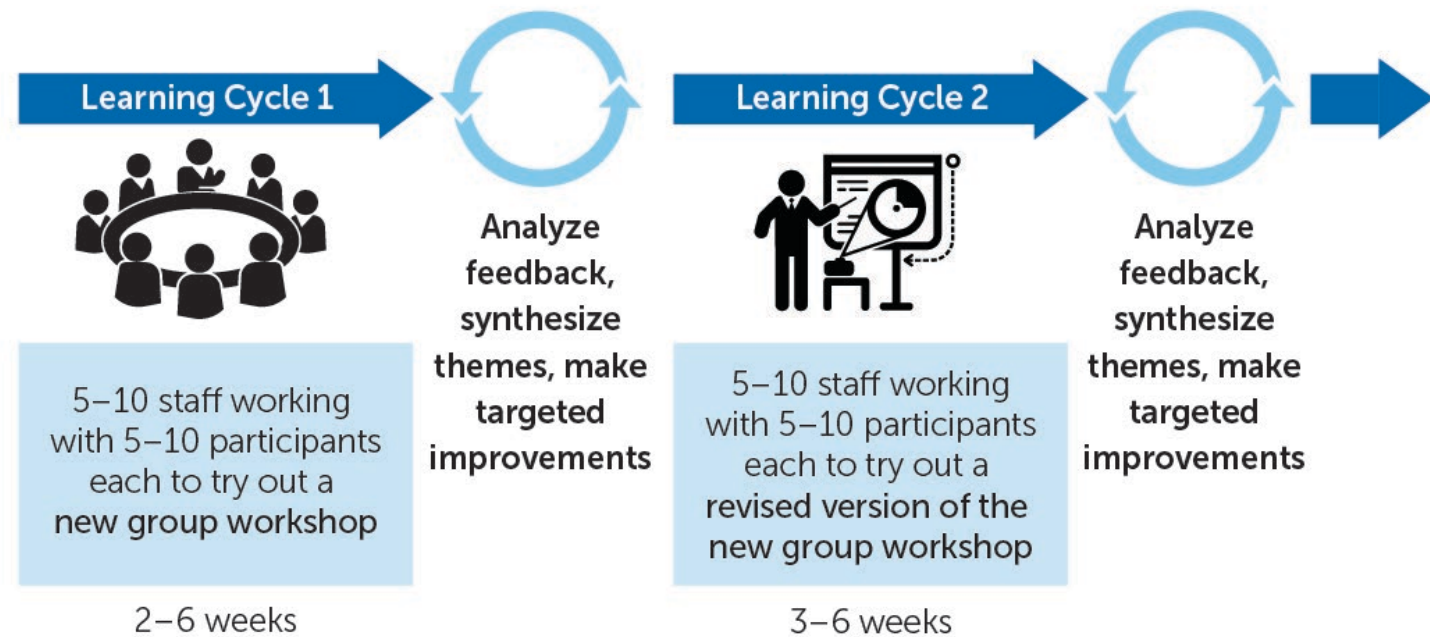
What works for whom under what circumstances?

Implementation → Integration → Impact → Sustainability → Scalability

Road testing

A rapid method for gathering feedback about implementation and integration

Learning Cycle 1 → Analyze feedback, synthesize themes, make targeted improvements

5–10 staff working with 5–10 participants each to try out a new group workshop

2–6 weeks

Learning Cycle 2 → Analyze feedback, synthesize themes, make targeted improvements

5–10 staff working with 5–10 participants each to try out a revised version of the new group workshop

3–6 weeks

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Using LI² in the *Test and Refine* stage

Clarify your model's core components and strategies for integration using a road map for change

Dissect early implementation challenges and co-design solutions

Design and conduct a road test to strengthen the design and implementation of core model components

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Illustration of approach: *Test and Refine* goals, activities, and milestones

/ **Goal: Hone aspects of intervention implementation and delivery**

/ **Activity: Document and disseminate information about readiness for pilot outcome study**

- Implement intervention in full at least once
- Use formative/continuous quality improvement (CQI) processes for intervention improvement (including components or pieces of intervention)
- Document features of satisfaction/engagement in programming
- Disseminate lessons learned from CQI

/ **Milestone: *Test and Refine* stage concludes before commencing pilot outcome study**

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Evaluation TA particularly relevant for *Test and Refine* stage

/ **Additional, in-depth presentation of LI^2 process and examples**

/ **Using data to identify problems with process**

/ **Developing measures well-aligned with identified problems**

/ **Data collection methods**

/ **Data analytic approaches and interpretation for decision support**

/ **Developing definitions of goals, activities, and milestones associated with *Test and Refine* stage**

/ **Documenting readiness for *Evaluate* stage**

/ **Disseminating information learned at this stage**

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Evaluate

Planning and implementing a pilot study

/ **Pilot study is often a pre-post study with implementation data collection to show the following:**

- That intervention(s) can be implemented as expected (with fidelity)
- That outcomes in logic model improve (proximal outcomes likely improving more than distal outcomes)

/ **A good pilot study establishes the foundation or argument for subsequent impact study**

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Planning and implementing an impact study (RCT or QED)

/ **To generate evidence of effectiveness or impact, a counterfactual condition is required**

- Random assignment provides strongest evidence, when feasible

/ **To provide useful evidence of intervention effectiveness, designed study should showcase the following:**

- Strong contrast in services experienced
- Sufficiently large samples
- Outcomes well-aligned to contrast being tested
- Outcome data collected from a large proportion of study participants
- And much more!

/ **Lots goes into doing this well!**

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Illustration of approach: *Evaluate* goals, activities, and milestones

/ **Goal: Produce preliminary evidence about intervention implementation and outcomes (as a whole)**

/ **Activity: Document and disseminate information about readiness for rigorous effectiveness study**

- Measure aspects of intervention implementation and outcomes in logic model
- Conduct analyses to describe implementation and show how outcomes changed
- Disseminate findings
- Design rigorous effectiveness evaluation

/ **Milestone: *Evaluate* stage concludes before commencing rigorous evaluation**

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Evaluation TA particularly relevant for *Evaluate* stage

/ **Developing implementation and outcome measures**

/ **Creating tracking systems to monitor enrollment and participation**

/ **Navigating the institutional review board approval process**

/ **Analyzing implementation and outcome data**

/ **Assessing feasibility of an impact evaluation**

/ **Designing an impact evaluation**

/ **Developing definitions of goals, activities, and milestones associated with *Evaluate* stage**

/ **Disseminating information learned at this stage**

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Disseminate (at all stages!)

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There are opportunities to disseminate at ALL stages!

/ *Explore and Develop*

- Describe target population and their needs

- Describe intended intervention and why it addresses needs

/ *Test and Refine*

- Describe the problems you identify and the solutions you demonstrated

- Don't focus on outcomes—present how you solved problems about process

/ *Evaluate*

- Share pilot findings to establish the foundation of a promising intervention

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Other Topics for Future TA

TA on other topics

/ **Alternative impact evaluation designs**

/ **Preparing an impact evaluation proposal**

/ **Systems evaluation**

/ **Network analysis**

/ **Economic evaluations**

/ **Component studies**

/ **Dissemination plan**

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Toolkits and resources

/ **TPP Eval TA have compiled a list of existing resources into an easy-to-navigate toolkit**

- Impact evaluation toolkit

- Formative evaluation and implementation toolkit

/ **Training center website**

- https://rhntc.org/resources/search/adolescent-health

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Next Steps

Needs assessment survey

/ **Will be sent to the grantee lead and the evaluation lead**

/ **Asks about your interest in TA on a range of different topics**

- Depending on topic, TA might be one-on-one, a webinar or group call, facilitated peer sharing, or a written product

/ **Due August 4, 2021**

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Requesting TA

/ **Drop a note in the chat today**

/ **Via your project officer**

/ **Via the needs assessment survey**

/ **For existing resources, check Max.gov, the RHNTC site, or send an email to TPPEvalTA@mathematica-mpr.com and we can point you to prior webinars and tip sheets**

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Q&A

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