Fidelity and Adaptation for TPP20 Tier 1

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September 2, 2020

Agenda

- Fidelity
  - Understanding what fidelity and why it's important
  - Fidelity monitoring - TPP20 Tier 1 Expectations
  - Understanding what fidelity monitoring is and why it's important
- Adaptations
  - Definition of adaptations and different types
  - Differences between **Minor** and **Major** adaptations
- COVID-19 Implications
- Request and approval process for Adaptations

Overview of Fidelity

What fidelity is

- The degree to which a program is implemented **with adherence** to its **core components.**
  - **Core components:** the key ingredients related to achieving the outcomes associated with the program model.
    - ✓ **Program Content -** what is being communicated
    - ✓ **Program Delivery –** how it is communicated

What fidelity is NOT

- Reading word for word from the script
- Being unresponsive to the population served
- Keeping yourself from ever making adaptations

Why is fidelity important?

Fidelity Monitoring Overview

- **What is fidelity monitoring?**
  - System of measuring and analyzing the degree to which a program is implemented as intended

- **Why is fidelity monitoring important?**
  - Allows learning about how a program is being implemented, to strengthen what works, and to improve what does not

TPP20 Tier 1 Grant Expectation

Include a fidelity monitoring component in your **Monitoring, Evaluation, and Improvement Plan** that, at a minimum:

- Collects data on fidelity and quality from program facilitators;
- Collects data on fidelity and quality from observations of at least 10% of all program sessions and 100% of all program facilitators;
- Ensures data is reviewed and analyzed on a regular basis;
- Uses data to provide feedback to facilitators; and
- Uses data to make continuous quality improvements to the program and its implementation.

Fidelity Monitoring Component?

- Fidelity Monitoring Plan - establishes process and procedures for monitoring fidelity

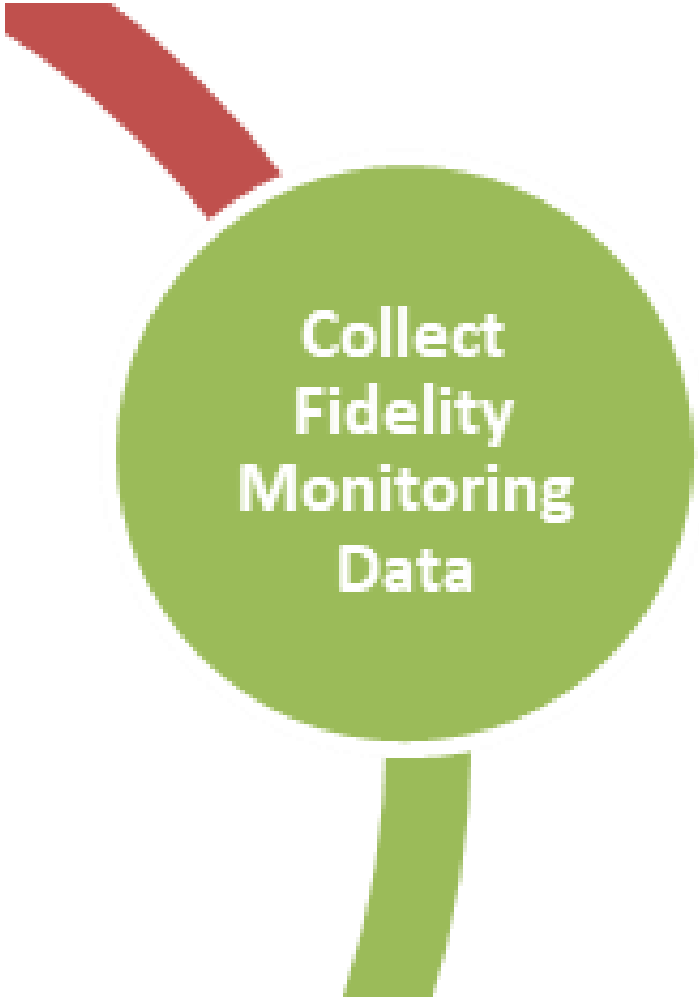
- Fidelity monitoring plan should include:
  - Train Staff and Observers on Maintaining and Monitoring Fidelity
  - Collect Fidelity Monitoring Data
  - Review and Analyze Data
  - Provide Feedback on a Regular Basis
  - Use Data for Continuous Quality Improvement

Train staff and observers

- Program
  - Logic model
  - Theory of change
  - Core components
- Fidelity
  - Why
  - How
  - Expectations

Collect Fidelity Monitoring Data

- Attendance data
- A facilitator self-assessment
- Information on planned and unplanned adaptations
- Observation data for 10% of all sessions implemented and 100% of all program facilitators



Review and Analyze Data

- Who will be responsible?
- How often will data be entered and reviewed?
- How will results be shared?

Provide Feedback on a Regular Basis

- Who?
- How?
- When?

Use Data for Continuous Quality Improvement

- Learn about implementation
- Make data-driven decisions about:
  - Adaptations
  - Fit of program
  - How to improve

Fidelity Monitoring Data

- Facilitator Assessment Logs
- Attendance data
  - Reach
  - Demographics
  - Dosage
- Observation data from program observers for 10% of all sessions implemented and 100% of all program facilitators
  - **Fidelity** - measures how well the program as implemented as intended
    - ✓ Number of planned sessions/activities vs. number of completed sessions/activities
  - **Quality -** assesses how well the program is implemented

Who should be an observer

- An observer should be someone who is familiar with the program model and not affiliated with its daily implementation
  - Local evaluator
  - Internal evaluator
  - Data analyst
  - A staff person from another department in your organization
  - Project Director, Program manager or coordinator

Planning the Observations

- Observe 10% of all programming
- Observe 100% of facilitators
- Try to balance your observations as much as possible across:
  - Program sites
  - Facilitators/Teachers
  - Sessions of the Program Model

Adaptations

- Adaptations are changes to the program content, program delivery, or core components of an effective program.
- Some adaptations are necessary to make the program more culturally relevant, current, and/or more engaging.
- Adaptations can either be ***MINOR*** or ***MAJOR.***

MINOR vs. MAJOR

- **Minor adaptations** – do not significantly affect the program core components
- **Major adaptations** – those that significantly change the core components

Minor Adaptations	Major Adaptations
Do not significantly change program content	Significantly changes program content
Do not significantly change program delivery	Significantly changes program delivery
Do not change core components of the program	Changes core components of the program
Do not compromise fidelity	May compromise fidelity

Examples of Minor Adaptations

- Adding icebreakers, team-builders, energizers, or reflection activities
- Adding a lesson on reproductive anatomy
- Providing updated or local statistics
- Providing information about local services (e.g. teen-friendly health centers)
- Revising materials to ensure inclusivity and cultural relevancy (e.g. changing names in role plays)
- Changing minor wording (e.g. “group rules” to “group agreement”)

Examples of Major Adaptations

- Omitting an entire lesson
- Omitting a key activity, such as a condom demonstration or an activity designed to practice a skill
- Decreasing the number or length of sessions
- Increasing student to facilitator ratio
- Shortening or eliminating program videos
- Changing the order of lessons
- Implementing a program designed for 15-16 year olds with 10-12 year olds
- Implementing a face-to-face program virtually

Adaptations

Minor Adaptations

- Allowable
- Must be discussed with your project officer first
- Reported on MAX
- Discussed in semi-annual progress reports

Major Adaptations

- Should be avoided if possible
- Require prior approval
- Must go through adaptation request process prior to implementation

Planned vs Unplanned Adaptations

- Planned adaptations
  - Proactively identify any needed adaptations prior to beginning implementation
  - Recommend piloting program without adaptations first to see if adaptation are needed

- Unplanned adaptations
  - Occur during program implementation and are not planned in advance
  - Have system in place to identify unplanned adaptations that occur

Increasing Fidelity and Managing Adaptations

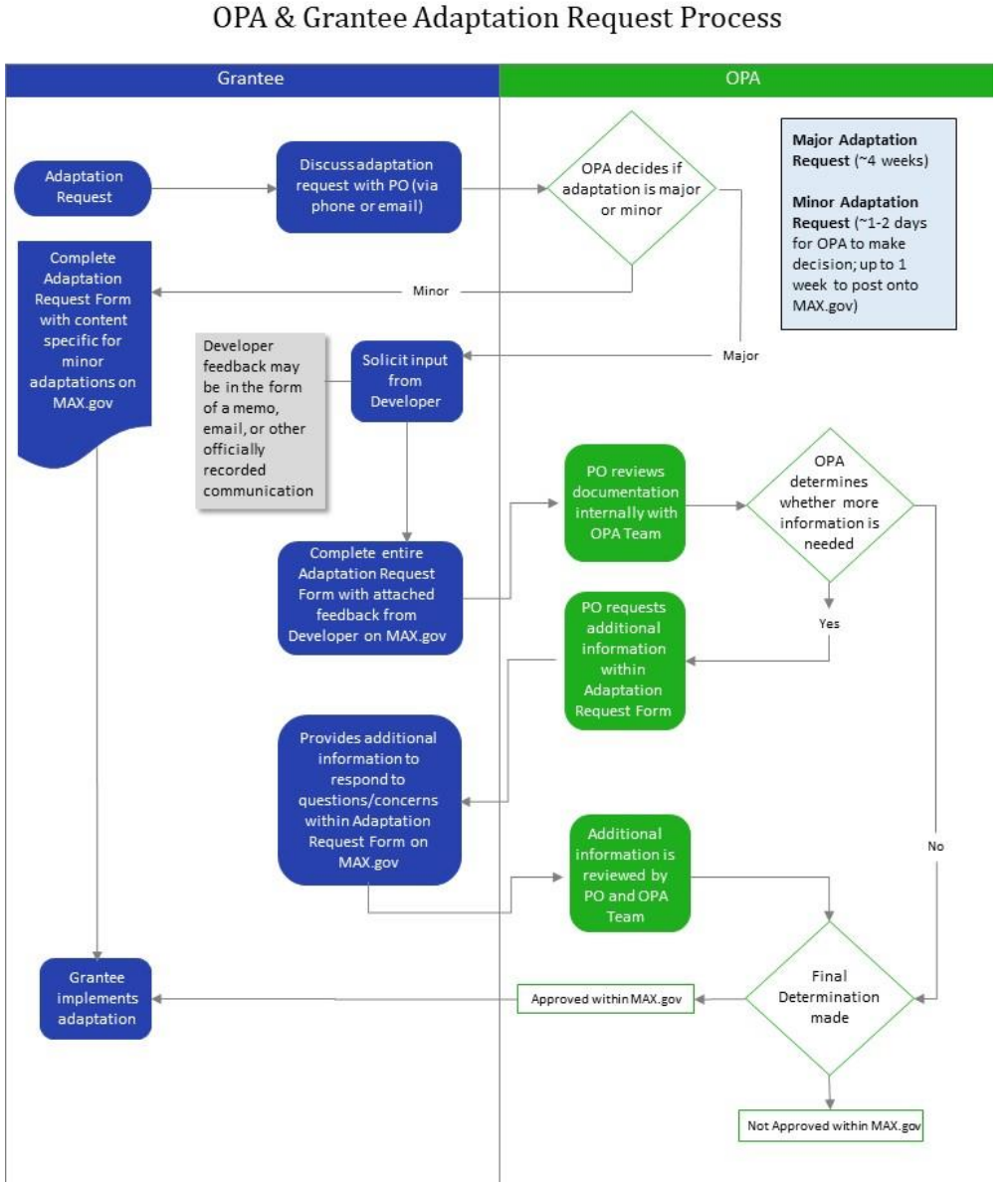
- Ensure program fit
- Ensure effective implementation through fidelity monitoring and use of data for CQI
- Choose the right partners
- Develop an internal system
  - For handling adaptation requests from front-line staff
  - Keeping a record of unplanned adaptations
- Use the materials review period to identify and plan for possible adaptations
- Use the resources from OPA and consult with developer on best practices for adaptations
- Create “report cards” for key partners and stakeholders.
- Train and provide ongoing refreshers to staff and partners on the importance of fidelity

COVID-19 Implications

- Fidelity
  - Ensuring you fully understand the “core components” of a program
- Adaptations
  - All virtual delivery should be document as minor only if it’s a result of COVID-19
  - Further adaptations to modify the program to fit virtual delivery may result in needing to submit a major adaptation request

Requesting Approval for Adaptations

1. Discuss adaptation with Project Officer
2a. If **minor**, complete adaptation request form on MAX.gov and implement, monitor, and track
2b. If **major**, solicit input from developer and complete adaptation request form on MAX.gov
3. OPA **may** request for additional information
3a. Provide additional information within adaptation request form on MAX.gov
4. OPA will make final determination on adaptation approval. Grantee may implement if approved.
5. Monitor and track adaptation

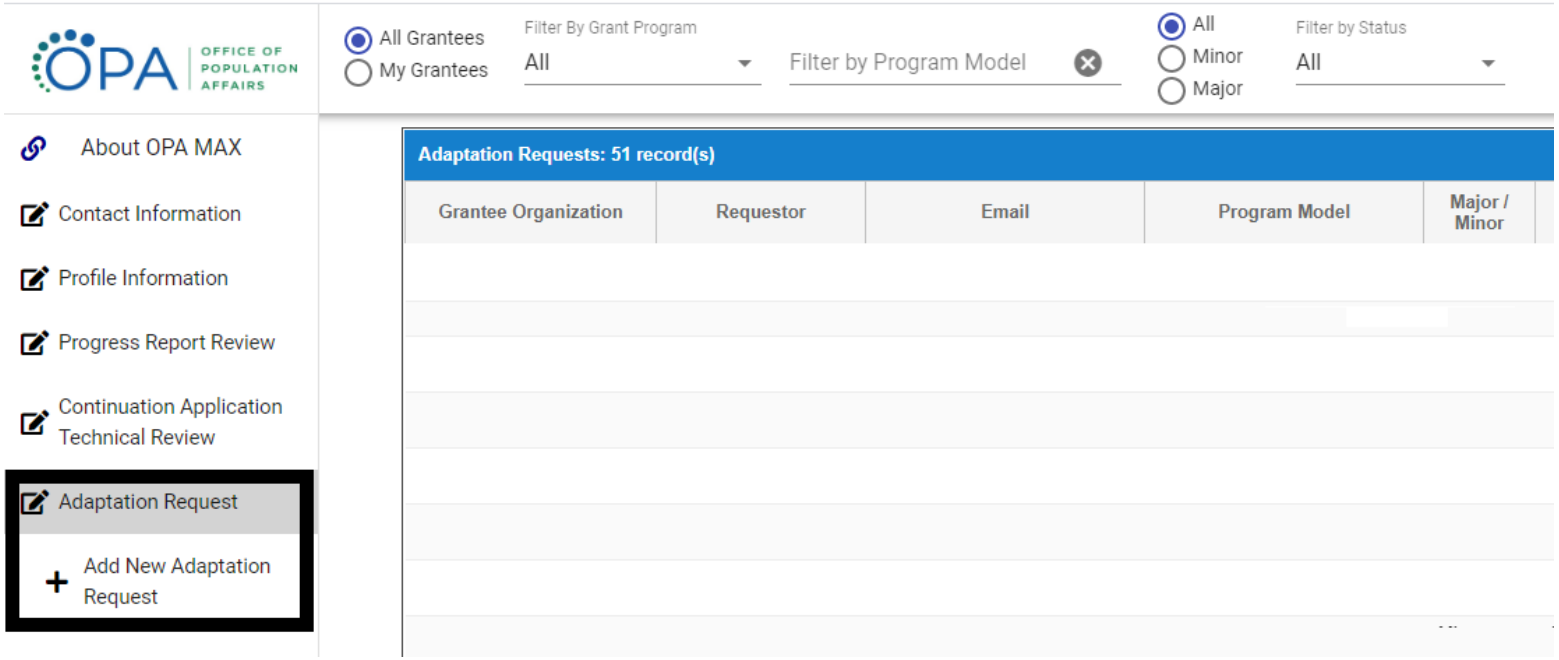


MAX Adaptation Request Form Instructions (Minor)

- The Adaptation Request form is online on MAX.gov and can be found under “Dashboard” on the “External Links” menu on the left side

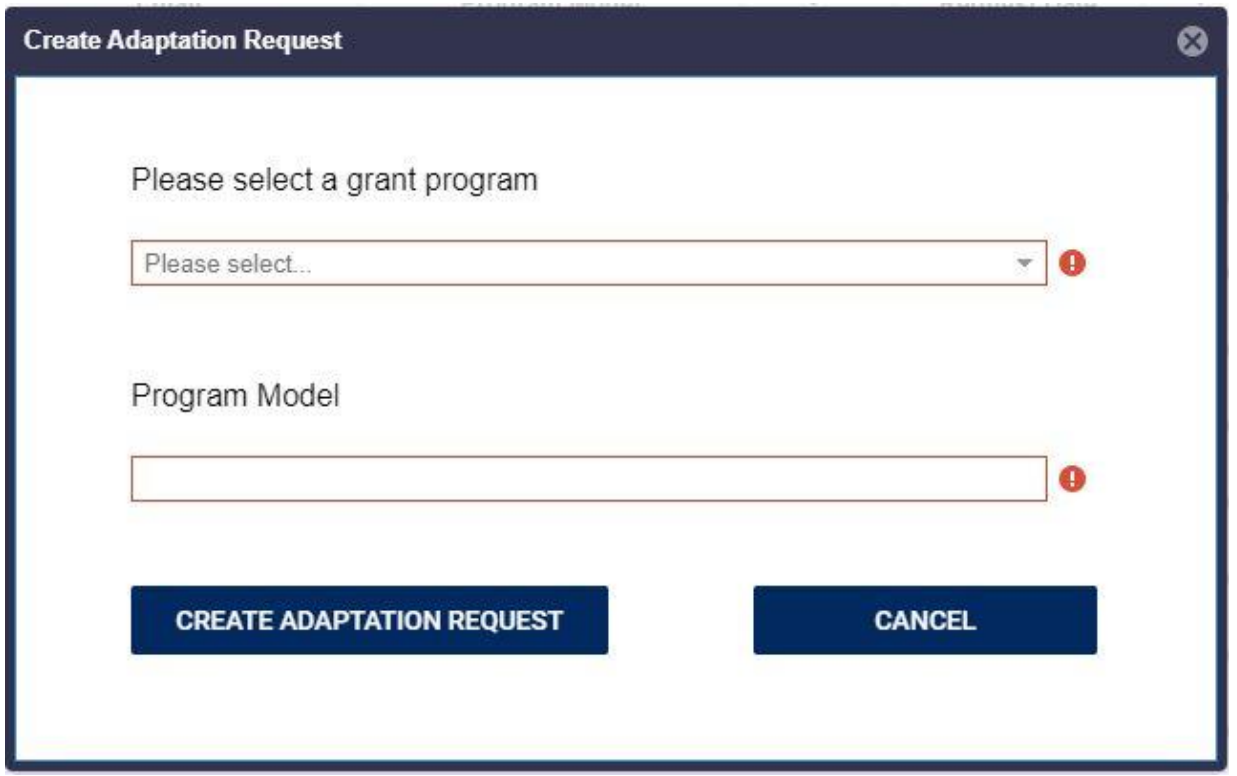
MAX Adaptation Request Form Instructions (Minor) cont.

- To document a minor adaptation click “+ Add New Adaptation Request” on the left side of the screen

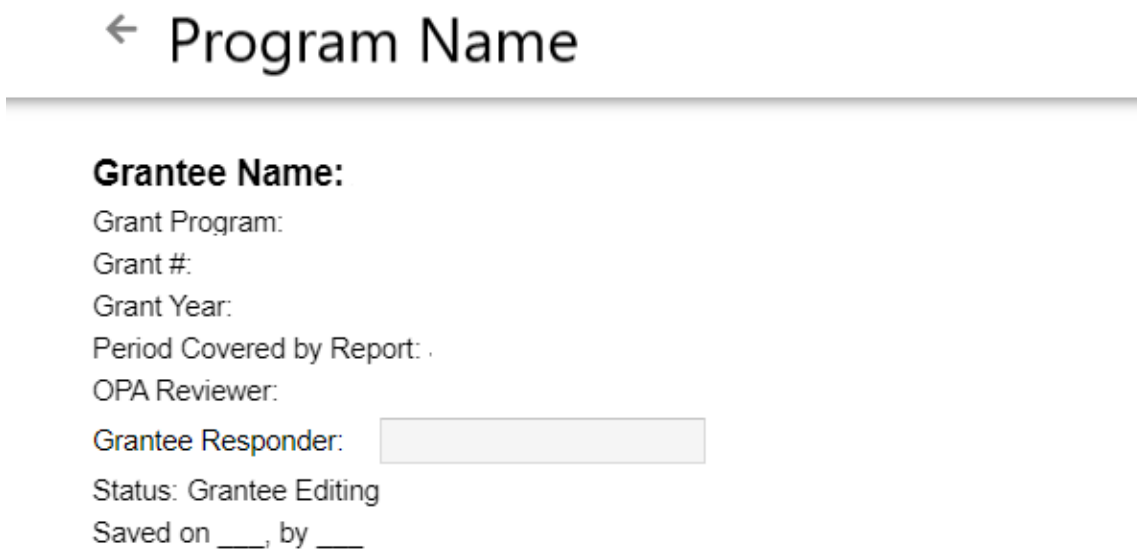


MAX Adaptation Request Form Instructions (Minor) cont.

- Once you click “+ Add New Adaptation Request” then following pop-up will appear.
- Please select your grantee name from the top of the dropdown menu. After this, type in the name of the Program Model you wish to adapt.
- Click “Create Adaptation Request” which will bring you to a blank Adaptation Request Form.



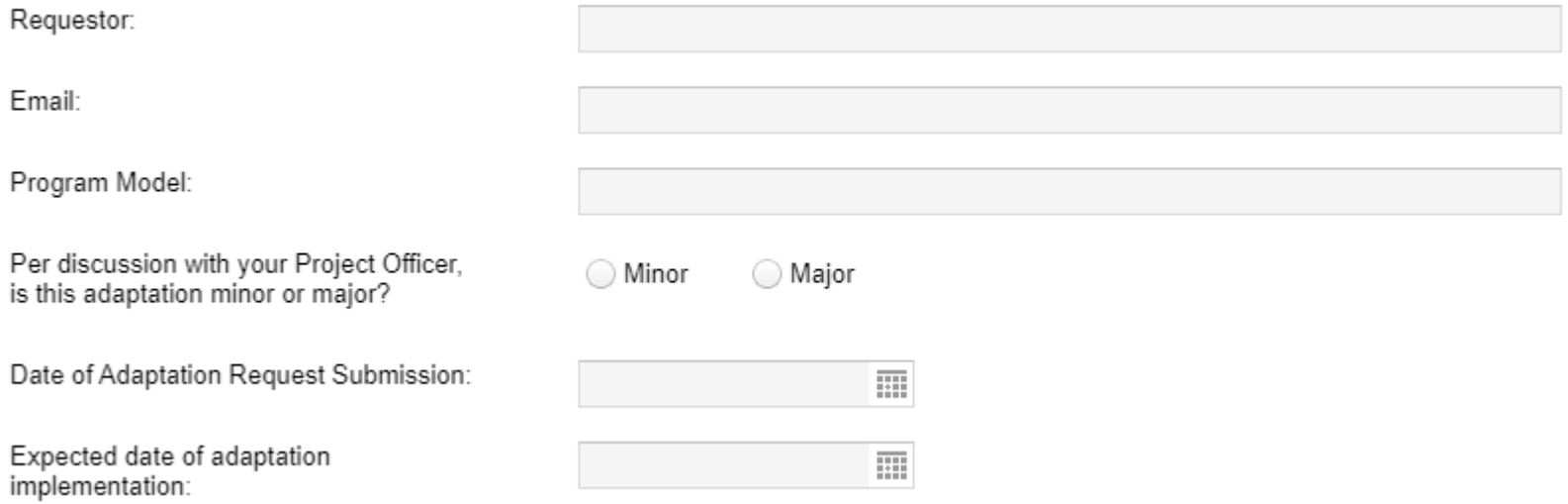
MAX Adaptation Request Form Instructions (Minor) cont.



- The blank adaptation request form will pre-populate the Program Name, Grantee Name, Grant Program, Grant #, Grant year, Period Covered by Report, and OPA Reviewer.

MAX Adaptation Request Form Instructions (Minor) cont.

- Fill in the following fields



MAX Adaptation Request Form Instructions (Minor) cont.

- Please indicate the type of adaptation that is being requested

Type of adaptation:

- ☐ Setting
- ☐ Dosage
- ☐ Method of Implementation
- ☐ Other (Please describe)
- ☐ Population
- ☐ Facilitator
- ☐ Revising Program Materials
- ☐ Addition or removal of an activity/lesson/service/etc.

if other, please describe:

MAX Adaptation Request Form Instructions (Minor) cont.

- Please fill out the following fields when requesting minor adaptations. Ensure enough details are provided to present clear and accurate depiction of minor adaptation.

MAX Adaptation Request Form Instructions (Major)

- Filling out the Adaptation Request Form for **major** adaptations begins similarly to that of minor adaptations although there are additional steps to complete the adaptation request form for major adaptations

MAX Adaptation Request Form Instructions (Major) cont.

For major adaptation requests:

1. Grantees are expected to confer with the program developer and/or publisher regarding the proposed adaptation. Please provide whatever feedback was given by the developer.

2. What are the core components of the program model and how will they be affected by the adaptation?

3. How will adaptation be implemented?

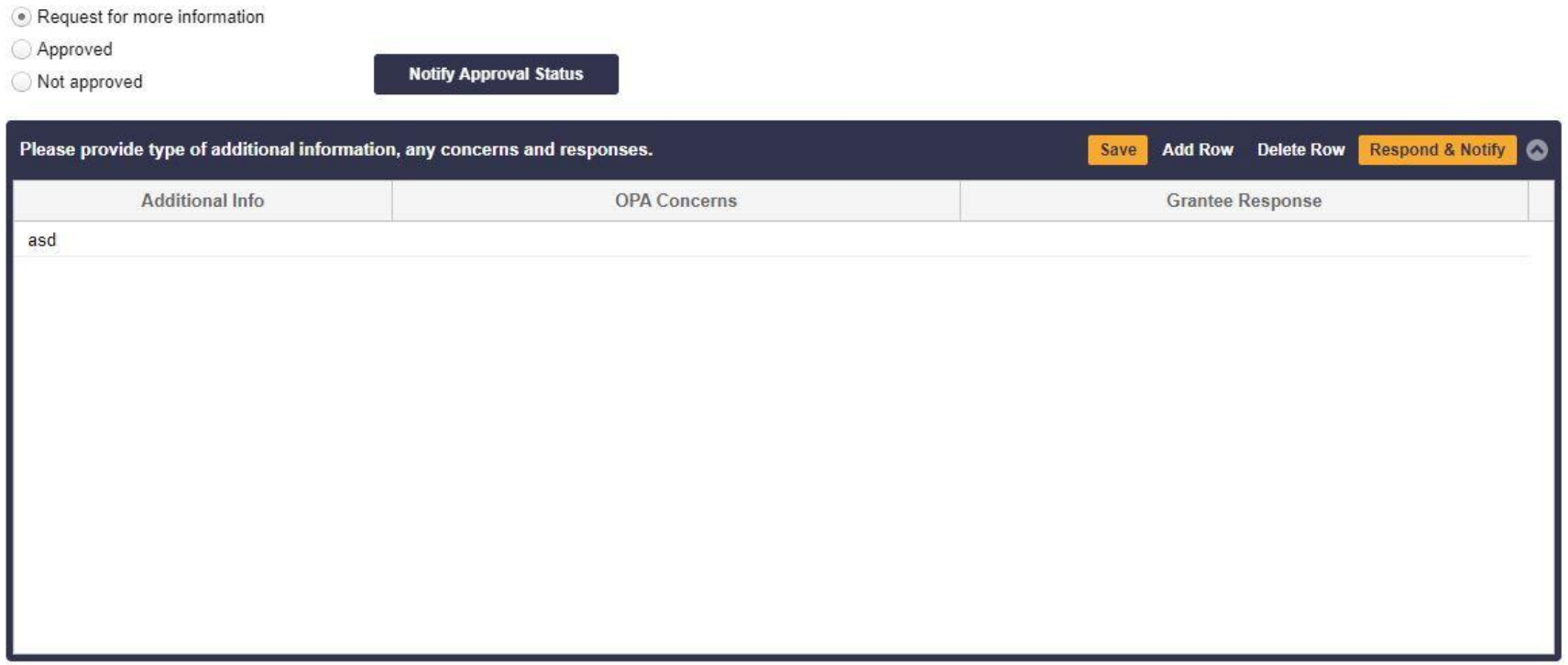
4. What is the expected impact of the adaptation?

5. How will you track and monitor the adaptation to determine if it is having the desired effect? Impacts of adaptation should be reported during semi-annual reports. OPA expects that any approved adaptation that does not achieve the desired impact should be discussed with the Project Officer for possible modification or elimination.

MAX Adaptation Request Form Instructions (Major) cont.

MAX Adaptation Request Form Instructions (Major) cont.

- If OPA requests to address concerns, please return to the MAX Adaptation Form to fill out the following table.



QUESTIONS?

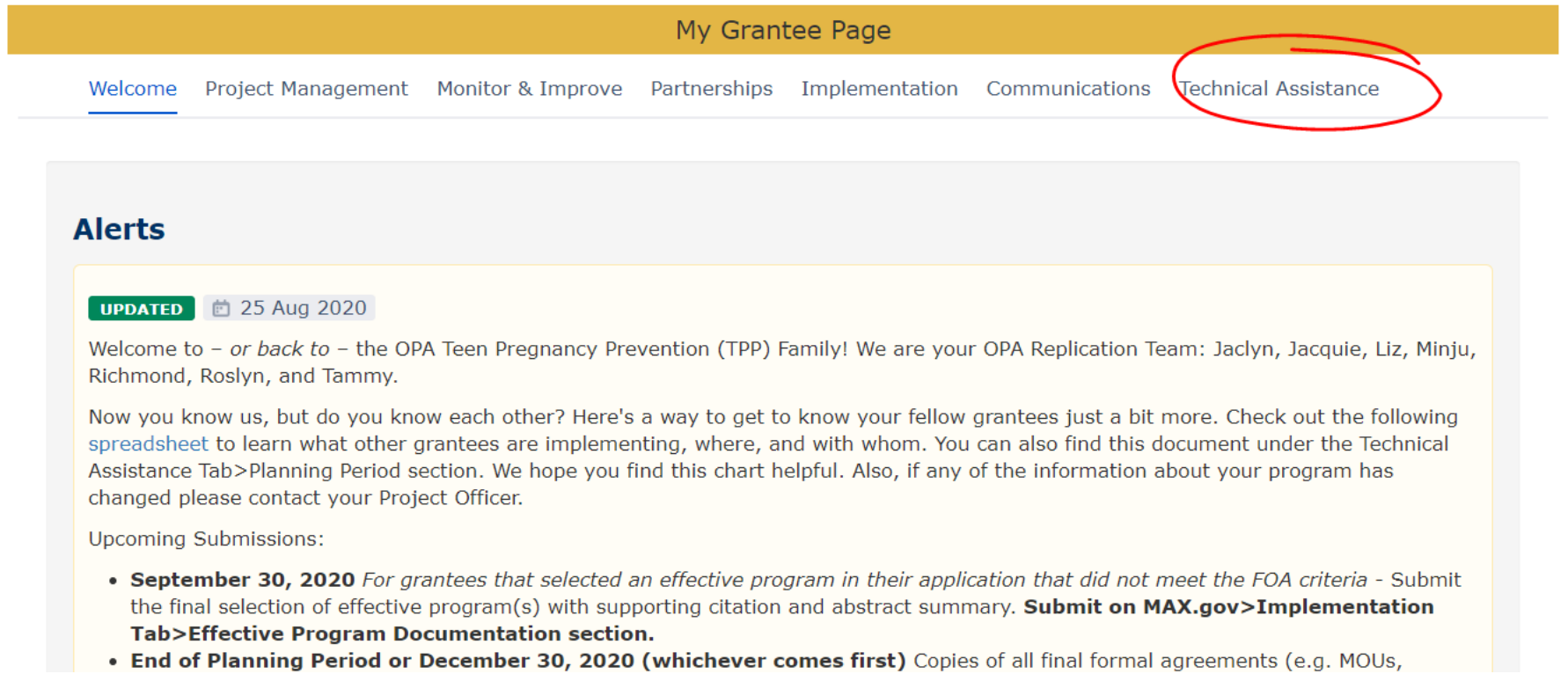
Tools & Resources

- OPA has provided you with the following tools and resources:
  - Fidelity monitoring tip sheet
  - Maintaining and Monitoring Fidelity for Teen Pregnancy Prevention Programs
  - Monitoring, Evaluation, and Improvement Plan Guidance *(coming soon!)*
  - Implementation Plan Template and Instructions *(coming soon)*
  - Adaptations tip sheet
  - TPP Adaptation Guidance for New Grantees

TPP20 T1 IWES

MAX Links

- My TPP20 Tier 1 Page
- My TPP20 Tier 2 Page
- My TPP20 Network Page
- My TPP19 Page
- My TPP18 Page
- My TPP15 Page
- My PAF Page
- Grantee Digest
- Guidance
- TPP Resources
- Help



My Grantee Page

Welcome | Project Management | Monitor & Improve | Partnerships | Implementation | Communications | Technical Assistance

Technical Assistance

Technical Assistance Plan for TPP20 Tier 1 - This document provides a summary of planned TA events for Year 1 of this grant program.

- ▷ Orientation
- ▷ Planning Period
- ▷ Project Management
- ▷ Community Assessments
- ▷ Systems Thinking
- ▷ Impactful Leverage Points to Achieve Optimal Health
- ▽ Collapse

Replication

- Virtual Programming Best Practices Tip Sheet
- Promoting Science-Based Approaches to Teen Pregnancy Prevention Using Getting to Outcomes® (PSBA-GTO). (HHS, Centers for Disease Control and Prevention); 2016.
- Core Intervention Components: Identifying and Operationalizing What Makes Programs Work (HHS, Office of the Assistant Secretary for Planning and Evaluation); February 2013
- Recommendations for Successfully Recruiting and Retaining School Participation in a Teen Pregnancy Prevention Impact Evaluation. Evaluation Technical Assistance Brief - PDF (HHS, Office of Adolescent Health); 2015
- Taking Evidence-Based Teen Pregnancy Prevention Programs to Scale in High-Need Communities: Early Implementation of a Multi-Component Approach: Linkages and Referrals - PDF (HHS, Office of Population Affairs); 2018
- Adaptations tip sheet

- ▷ Supportive Services
- ▷ Program and Materials Review
- ▷ Youth Voice and Action
- ▷ Parent/Caregiver Voice and Engagement
- ▷ Community Engagement
- ▽ Collapse

Monitor, Evaluate, and Improve

- Promoting Science-Based Approaches to Teen Pregnancy Prevention Using Getting to Outcomes (PSBA-GTO)
- Maintaining and Monitoring Fidelity for Teen Pregnancy Prevention Programs
- Fidelity monitoring tip sheet

My Grantee Page

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Alerts

UPDATED 25 Aug 2020

Welcome to – *or back to* – the OPA Teen Pregnancy Prevention (TPP) Fami

Now you know us, but do you know each other? Here's a way to get to kn
grantees are implementing, where, and with whom. You can also find this
helpful. Also, if any of the information about your program has changed pl

Upcoming Submissions:

- **September 30, 2020** *For grantees that selected an effective progra*
program(s) with supporting citation and abstract summary. **Submit o**
- **End of Planning Period or December 30, 2020 (whichever com**
MOUs should detail roles and responsibilities of each partner. **Submit**
- **December 30, 2020** Documentation (e.g. MOUs) verifying ability to
within the defined geographic area with effective programs on an ann
implementation partners outlining their commitment to the grant, abil
required performance measure data from all youth served. **Submit o**

slyn, and Tammy.

learn what other
you find this chart

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>MOUs section.
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TPP20 Tier 1 - Guidance

Collapse

TOPIC	GUIDANCE

General	• Funding Opportunity Announcement (FOA)
	• FOA Expectations Cheat Sheet and Assessment Criteria
	• Notice of Award (find in GrantSolutions)
	  ◦ OPA Substantial Involvement
	  ◦ Non-duplication of Services
	• GrantSolutions 101 & User Guide
	• Carryover Request
	• No Cost Extension
	• Change of Scope
	• HHS Grants Policy
	• Prior Approvals and Amendments Cheat Sheet
	• Best Practices for Conducting a Needs and Resource Assessment - PDF

COVID-19	• Programmatic Guidance
Programmatic Reporting	• Semi-Annual Progress Report (SAPR) • Performance Measures • Non-Competing Continuation Application • Final Report • MAX Filling Guidance for TPP Tier 1 Grantees
Fiscal Reporting	• Federal Financial Report 101 • Payment Management System 101 • Budget FAQs
Project Management	• Planning Checklist • Milestone Checklist • Implementation Plan • Professional Development and Training Plan
Implementation and CQI	• Materials Review Template • Fidelity Monitoring Plan • Program Observation Form • Adaptations

Upcoming Webinars and Trainings

- Check out MAX.gov > My Grantee Page >Alerts for more information!
- Webinars

Material Review Office Hours	Wednesday, September 16th 3-4pm EDT	**Meeting number:** 199 165 5574 **Meeting password:** gkGWJS5q2J6 **Meeting Link:** Join here **Join by phone:** 1-415-527-5035 **Access code:** 199 165 5574
Performance Measures Office Hours	Wednesday, September 23rd 3-4pm EDT	**Meeting number:** 199 714 4663 **Meeting password:** N3dWBQ2mh42 **Meeting Link:** Join here **Join by phone:** 415-527-5035 **Access code:** 199 714 4663
Youth Engagement Toolkit Office Hours	Wednesday, September 30th 3-4pm EDT	*Logistics coming soon!*

- Systems Thinking Workshop Series – to occur every TUESDAY starting Sept. 29th through Nov. 12th

  https://community.max.gov/display/HHSExternal/Systems+Thinking

Systems Thinking

MAX Links

- My TPP20 Tier 1 Page
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Systems Thinking Workshop Series

September 29 - November 12, 2020

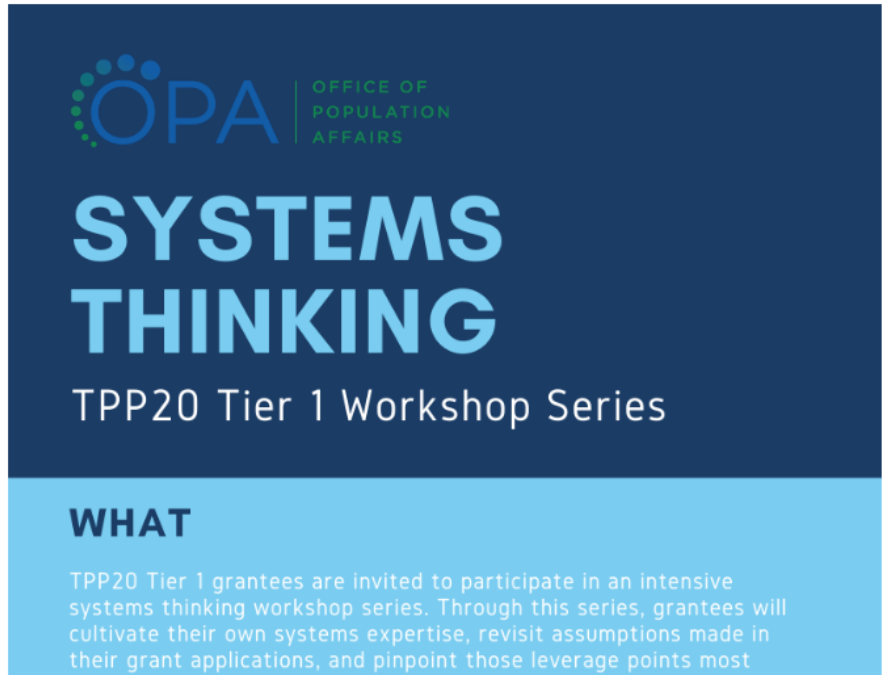
Welcome to the OPA Systems Thinking Workshop Series MAX page. This site is organized into three sections: pre-work (due September 25), informational blocks for each week's lesson, and supplemental resources. Each week's section includes dates and call-in information for demonstrations and office hours, as well as links to homework. Grantees will upload each week's homework here in advance of the following week's demonstration.

- **Update:** Demonstrations will be held on Tuesdays; Office Hours will be held on Thursdays
- **Agenda**

Pre-work

Prior to September 25, please:

- Watch OPA's brief Introduction to Systems Thinking
- Finalize and upload your Systems Thinking Team Plan

▷ Click to upload pre-work

Week 1: Interview