U.S. Department of Health and Human Services
ADMINISTRATION FOR CHILDREN & FAMILIES
Office of Family Assistance

promisingpathways

Promising Pathways Initiative All-Site Orientation Meeting Executive Summary

October 18, 2011 - Washington, DC

This technical assistance activity was funded by the United States Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance and managed by ICF International.
James Butler, Federal Project Officer
Louisa Jones, Project Director
Yvette Lamb, Task Lead

ICF INTERNATIONAL

Promising Pathways All-Site Orientation Meeting |
October 18, 2011
Executive Summary

On October 18, 2011, the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance (OFA) convened an orientation meeting in Washington, DC for the Promising Pathways Initiative. This cutting edge Initiative explores the appropriate technical assistance interventions required to move a program or practice along a continuum of evidence that moves the Temporary Assistance for Needy Families (TANF) field forward. The technical assistance provided through this Initiative to the ten sites selected by OFA will build the capacity of the sites to identify practice and program components; develop and document evidence; and articulate the resulting "story" about the effectiveness of the program or practice. Through this Initiative, OFA will improve the capacity for promising TANF programs to collect non-experimental evidence to demonstrate fidelity of implementation that is "evidence informed,"[1], and is critical to launching these promising programs along a pathway to potentially become an evidence-based practice.

The three primary meeting goals of the Promising Pathways All-Site Orientation Meeting were to orient site representatives to the Promising Pathways Initiative, provide hands-on, interactive training for site coordinators on how to define and document their practice using logic models, and plan the first intensive full team site visit (see Appendix A for the complete agenda). Participants included one or two representatives from each of the ten selected Promising Pathways sites, OFA staff, and ICF International site coaches and team staff (see Appendix B for a complete listing of participants). The ten selected Promising Pathways sites are:

[1] The operational definition of evidence informed practice for this Initiative is a promising program that defines its practices and examines (through data collection, analysis, and documentation) the fidelity of implementation of its practice with respect to its definition. It is acknowledged that this definition of evidence informed practice differs from other existing descriptions that depict programs that are replicating in whole or in part an existing practice. Both the nature of the types of TANF programs being implemented and the context in which they operate necessitate that a more appropriate standard is developed.

Region I: Dorcas Place (RI)
Region II: Placing Individuals in Vital Opportunity Training (PIVOT) Program (NY) *unable to attend*
Region III: Keystone Education Yields Success (KEYS) Program (PA)
Region IV: Kentucky Community and Technical Colleges (KY)
Region V: West Cap JumpStart (WI)
Region VI: Arkansas Career Pathways Initiative (AR)
Region VII: Local Investment Commission (LINC) (MO)
Region VIII: CLIMB Wyoming (WY)
Region IX: SEE Hawaii Work (HI)
Region X: Tanana Chiefs Conference (AK)

Introductions, Welcoming Remarks, and Initiative Overview

Earl Johnson, the Director of OFA, provided opening remarks on the importance of the Promising Pathways Initiative (Promising Pathways) to OFA. He emphasized that the sites' involvement in Promising Pathways will contribute to the knowledge base by informing how Temporary Assistance for Needy Families (TANF) programs collect and use data to document, measure, and improve the program outcomes for low-income individuals and families. Though key stakeholders in the economic self-sufficiency research community are promoting randomized controlled trials (RCT) as the "gold standard" research methodology, sometimes it is challenging to evaluate a program with an RCT. Therefore, OFA seeks to obtain a better understanding of TANF programs' approaches to collecting data and evaluating and documenting program effectiveness. Following Mr. Johnson's welcoming remarks, James Butler, the Federal Project Officer for Promising Pathways, welcomed site representatives and provided an overview of the agenda.

After Mr. Johnson and Mr. Butler's welcoming remarks, Lisa Washington-Thomas, the Technical Assistance Branch Chief at OFA, provided an overview of the Promising Pathways Initiative and introduced Yvette Lamb, Ed.D., Promising Pathways task lead. Dr. Lamb solicited feedback from each site representative on his/her expectations of the All-Site Orientation Meeting. Many site representatives expected to learn more about logic models and how the tool can be used to improve and manage programs. Many site representatives also hoped to learn more about the promising practices of the other sites selected for participation in Promising Pathways. Other sites anticipated that they would learn tools and strategies to improve their program. Two sites expressed an interest in hearing how other sites address common challenges. One site hoped to learn about integrating reflective practice into program management. Another site expected to refine his communication skills specifically for the purpose of communicating with stakeholders.

After site representatives shared their expectations of the All-Site Orientation Meeting, Dr. Lamb provided an overview of the agenda and reviewed the purpose of Promising Pathways. Dr. Lamb commented that the limited amount of information at the TANF program level makes determining what constitutes a "best" or "promising" practice for TANF programs problematic. Moreover, determining evidence-based practice using traditional methods is challenging to carry out in the dynamic context of TANF programming. Dr. Lamb explained the technical approach at the core of Promising Pathways, which is to support the selected sites by building the capacity of the sites to identify practice and program components; develop and document

practice/program evidence; and articulate the resulting "story" about the effectiveness of the program or practice. Through the initiative, OFA will develop a better understanding of what technical assistance is needed to develop capacity for TANF programs to collect non-experimental evidence to demonstrate fidelity of implementation that is "evidence-informed." Dr. Lamb also provided site representatives with an overview of the timeline of the initiative (see Appendix C).

Reflection

Following the instructions and overview, Mary Hyde, Ph.D., a Promising Pathways coach, led site representatives in a reflection activity on evidence-informed program management. Dr. Hyde encouraged site representatives to contemplate what evidence means to them, the types of evidence they have to demonstrate the value of their program, and what they need to generate evidence to support their program's value. Following a period of reflection, Dr. Hyde encouraged site representatives to share their definition of evidence. Some site representatives defined evidence as indicators of success and documentation of what is or is not effective. Regarding what site representatives need to generate evidence to support their program's value, one site representative commented that lack of evidence relates to lack of funding for research activities such as collecting data. Another site representative noted that evidence is often scattered across systems and access is an issue.

Logic Model Basics: Using and Developing Logic Models

After site representatives shared reflections on their perspective of evidence and how their program collects evidence, Nanette Antwi-Donkor, Promising Pathways data staff member, presented a framework for developing a logic model to document programs and multiple interactive activities to improve their ability to develop logic models. Ms. Antwi-Donkor provided an overview on the basic components of a logic model and the benefits of using a logic model in planning program and design, implementation and management, and communication, marketing, and assessments. Focusing on outputs and outcomes, Ms. Antwi-Donkor clarified the difference between outputs and outcomes and discussed that good outcomes are SMART, or Specific, Measurable, Attainable, Results-oriented, and Timely. In order to improve site representatives' understanding of outcomes, participants independently identified outcomes on a worksheet and discussed their selections with the group (see Appendix D). After a review of program theory and if-then relationships in logic models, participants independently completed a sequencing activity and convened as a group to discuss the appropriate sequence (see Appendix E). Next, participants collaborated in small groups to develop a logic model on baking cookies. Each group was given a set of cards with activities, inputs, outputs, and outcomes and tasked with placing each card in the appropriate location on a logic model chart. All groups convened to discuss the correct placement for each card (see Appendix F for the "answer key" to the cookie baking logic model activity). Finally, the Promising Pathways team presented different formats of logic models and emphasized that logic models should reflect the culture of the program and community in which it will be used.

Emphasizing the importance of making logic models actionable, the Promising Pathways team next highlighted three types of assessments—process, outcome, and impact—and the primary questions

which each assessment type explores. Key logic model and assessment terminology was presented and Ms. Antwi-Donkor discussed the properties of indicators and the difference between qualitative and quantitative indicators. In order to facilitate site representatives' understanding of indicators and how to identify indicators, Ms. Antwi-Donkor led an activity in which site representatives independently identified the indicators applicable to assessment questions (see Appendix G).

After the introduction to logic models, Dr. Lamb presented the approach through which Promising Pathways Initiative will deliver tailored technical assistance to each site. Dr. Lamb reviewed a diagram depicting the process through which programs become more evidence informed and evidence based (see Appendix H). Dr. Lamb shared that the Promising Pathways team is developing a logic model for the initiative and will share it with the sites.

Site Introductions and Networking

One representative from each site presented an "elevator" speech, or a quick summary to define and describe his or her program, to all meeting participants. Through this activity, site representatives learned about the other sites selected and the site representatives and practiced communicating their program's mission, goals, and outcomes. After each representative presented an "elevator" speech, the Promising Pathways team provided feedback and suggestions for improvement.

Intensive Team Activities

Following site introductions and networking, each site collaborated with the Promising Pathways team to develop a logic model to document their program and demonstrate its intended outcomes. Breaking out into ten smaller groups, the Promising Pathways team coach and data and support staff assigned to each site worked to identify the situation their program strives to change and the activities, inputs, outputs, and intended outcomes of each program. After each site developed a draft of their logic model, all Promising Pathways team members and site representatives were given the opportunity to review the initial drafts of the other Promising Pathways sites' logic models.

Concluding the team activities, each site representative met with his/her assigned coach and data and support staff to identify the next steps and technical assistance for each site including refining logic models and agenda items for next site visits.

Wrap-up and Adjournment

Concluding the All-Site Orientation Meeting, Dr. Lamb encouraged all site representatives to submit pictures of his/her program and edits to the project descriptions to the Promising Pathways team. Following Dr. Lamb's comments, Ms. Washington-Thomas thanked the site representatives for their participation in Promising Pathways and emphasized the importance of the Initiative to OFA. James Butler echoed Ms. Washington-Thomas' comments and wished the site representatives safe travels.

Appendix A: Agenda

Tuesday, October 18, 2011

Meeting Goals:

1. Orient site coordinators to the Promising Pathways Initiative
2. Provide hands-on, interactive training for site coordinators on how to define/document their practice using logic models
3. Plan first intensive full team site visit

8:00 a.m. – 8:30 a.m. **Registration and Networking**

8:30 a.m. – 8:45 a.m. **Welcoming Remarks**

Dr. Earl Johnson, Director, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

James Butler, Federal Project Officer, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

8:45 a.m. – 9:15 a.m. **Introductions and Overview of Promising Pathways Initiative**
Lisa Washington-Thomas, Technical Assistance Branch Chief, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

Dr. Yvette Lamb, Promising Pathways Task Lead, ICF International

9:15 a.m. – 9:45 a.m. **Reflective Questions**
Dr. Mary Hyde, Promising Pathways Core Staff, ICF International

promisingpathways

INTERACTIVE TRAINING

9:45 a.m. – 10:05 a.m. **Developing a Logic Model to Document a Program: The Framework**
- What is it
- Why use it
- Components
- Outputs versus Outcomes

ICF Promising Pathways Team

10:05 a.m. – 10:25 a.m. **Logic Model: The Logic**
- Program Theory
- If-Then Relationships

ICF Promising Pathways Team

10:25 a.m. – 10:40 a.m. **Break**

10:40 a.m. – 10:50 a.m. **Logic Models: Different Looks**
- Different Looks
- Cultural Adaptations

ICF Promising Pathways Team

10:50 a.m. – 11:20 a.m. **Logic Model: Assessment and Indicators**
ICF Promising Pathways Team

11:20 a.m. – 12:00 p.m. **Logic Model Practice: Creating the Promising Pathways Logic Model**
Site Coordinators with ICF Team

12:00 p.m. – 1:10 p.m. **Networking Lunch**
Each of the 10 Promising Pathways Initiative programs and partners will provide an overview of their programs.
Site Coordinators with Coaches

All-Site Orientation Meeting

Agenda

INTENSIVE TEAM ACTIVITIES

1:10 p.m. – 2:40 p.m. **Developing Site Logic Models**
Each site coordinator/team will work with their Promising Pathways site coach and data coordinator to develop or refine their program logic model, which will serve as a guide for site visits and technical assistance. Teams will begin to discuss potential areas for technical assistance during the intensive site visit based on the logic model developed.
Site Coordinators with Coaches and Data Coordinators

2:40 p.m. – 2:50 p.m. **Break**

2:50 p.m. – 4:00 p.m. **Present, Exchange and Provide Feedback on Logic Models**
Each site will share their logic model and receive feedback from the group.
Site Coordinators with Coaches and Data Coordinators

4:00 p.m. – 4:45 p.m. **Planning for Intensive Site Visit**
Using the logic model, each site coordinator will work with their coach and data coordinator to develop or refine the intensive site visit.
Site Coordinators with Coaches and Data Coordinators

4:45 p.m. **Wrap-up and Adjourn**
Lisa Washington-Thomas, Technical Assistance Branch Chief, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

James Butler, Federal Project Officer, Office of Family Assistance, Administration for Children and Families, U.S. Department of Health and Human Services

Participating Sites:

Region I:	Dorcas Place (RI)	Region VI:	Arkansas Career Pathways Initiative (AR)
Region II:	Placing Individuals in Vital Opportunity Training (PIVOT) Program (NY)	Region VII:	CLIMB Wyoming (WY)
Region III:	Keystone Education Yields Success (KEYS) Program (PA)	Region VIII:	Local Investment Commission (LINC) (MO)
Region IV:	Kentucky Community and Technical Colleges (KY)	Region IX:	SEE Hawaii Work (HI)
Region V:	West Cap JumpStart (WI)	Region X:	Tanana Chiefs Conference (AK)

Appendix B: Participant Lists

All-Site Orientation Meeting

Participant List

Promising Pathways Site Representatives

Region 1: Dorcas Place

Carol L. Holmquist
President
Dorcas Place
Adult & Family Learning Center
220 Elmwood Avenue
Providence, Rhode Island 02907
Phone: 401-273-8866 ext. 106
Fax: 401-273-8893
Email: cholmquist@dorcasplace.org

Region 2: Placing Individuals in Vital Opportunity Training (PIVOT) Program*

Amy Dvorak
Employer Relations Coordinator
Erie County Department of Social Services
290 Main Street - 10th Floor
Buffalo, New York 14202
Phone: 716-858-1060
Email: amy.dvorak@erie.gov

Region 3: Keystone Education Yields Success (KEYS) Program

Tamila Lay
Director
Pennsylvania Department of
Public Welfare
Bureau of Employment and
Training Programs
Division of Policy, Programs, and Research and Development
Health & Welfare Building, 2nd Floor West
7th and Forster Streets
Harrisburg, Pennsylvania 17015
Phone: 717-787-1302
Fax: 717-787-4106
Email: tlay@state.pa.us

Region 4: Kentucky Community and Technical College System

Shauna King-Simms
Director, Transitions Programs
Kentucky Community and Technical
College System
Chancellor's Office
300 North Main Street
Versailles, Kentucky 40383
Phone: 859-256-3301
Fax: 859-256-3121
Email: shauna.king-simms@kctcs.edu

Todd Trapp
Supervisor
Kentucky Department for Community
Based Services
Policy Development Branch
Community Support Section
Division of Family Support
275 East Main Street 3E-I
Frankfort, Kentucky 40621
Phone: 502-564-3440
Email: Todd.Trapp@ky.gov

Region 5: West CAP, Jumpstart

Peter Kilde
Executive Director
West CAP
525 Second Street
P.O. Box 308
Glenwood City, Wisconsin 54013
Phone: 715-265-4271 ext. 1328
Email: pkilde@wcap.org

*Unable to attend

Participant List

Region 6: Arkansas Career Pathways Initiative

Dr. Karon J. Rosa
Program Director
Arkansas Department of Higher Education
Career Pathways Initiative
114 E. Capitol Avenue
Little Rock, Arkansas 72201
Phone: 501-371-2083
Email: karon.rosa@adhe.edu

Phil Harris
Assistant Director
Temporary Assistance for Needy Families (TANF)
Arkansas Department of Workforce Services
P.O. Box 2981
Little Rock, Arkansas 72203-2981
Phone: 501-683-5363
Fax: 501-683-1531
Email: phil.harris@arkansas.gov

Region 7: Local Investment Commission (LINC)

Tom Jakopchek
LINCWorks Director
Local Investment Commission (LINC)
3100 Broadway, Suite 1100
Kansas City, Missouri 64111
Phone: 816-303-0681
Fax: 816-303-0682
Email: tjakopchek@lincworks.org

Region 8: CLIMB Wyoming

Ray Fleming Dinneen, Psy. D.
Executive Director
CLIMB Wyoming
1001 West 31st Street
Cheyenne, Wyoming 82001
Phone: 307-778-4126 ext. 17
Fax: 307-778-1867
Email: ray@climbwyoming.org

Corrine Livers
TANF Program Manager
Wyoming Department of Family Services
2300 Capitol Avenue
Hathaway Building
Cheyenne, Wyoming 82002
Phone: 307-777-5841
Fax: 307-777-6276
Email: Corrine.livers@wyo.gov

Region 9: SEE Hawaii Work

Genevieve Spear
Program Specialist
Hawaii Department of Human Services
Benefit, Employment & Support Services Division
820 Mililani Street, Suite 606
Honolulu, Hawaii 96813
Phone: 808-586-7060
Fax: 808-586-5229
Email: gcandeau@dhs.hawaii.gov

Participant List

Danielle Moskowitz
Vice President, Human Services
Goodwill Industries of Hawaii, Inc.
1085 S. Beretania Street
Honolulu, Hawaii 96814
Phone: 808-836-0313 ext. 1112
Fax: 808-521-1637
Email: DMoskowitz@higoodwill.org

Region 10: Tanana Chiefs Conference

Don Shircel
Senior Manager and Director
Client Development Division
Tanana Chiefs Conference
122 First Avenue, Suite 600
Fairbanks, Alaska 99701
Phone: 907-452-8251
Email: dshircel@tananachiefs.org

ACF/OFA Staff

James Butler
Federal Project Officer
Administration for Children and Families
Office of Family Assistance
370 L' Enfant Promenade Southwest
Washington, District of Columbia 20447
Phone: 202-401-9284
Email: james.butler@acf.hhs.gov

Earl S. Johnson, Ph.D.
Director
Administration for Children and Families
Office of Family Assistance
370 L' Enfant Promenade Southwest
Washington, District of Columbia 20447
Phone: 202-401-9275
Email: earl.johnson@acf.hhs.gov

Lisa Washington-Thomas
Technical Assistance Branch Chief
Administration for Children and Families
Office of Family Assistance
370 L' Enfant Promenade Southwest
Washington, District of Columbia 20447
Phone: 202-401-5141
Email: lwashington-thomas@acf.hhs.gov

Participant List

Promising Pathways Staff

ICF International
9300 Lee Highway
Fairfax, Virginia 22031

Nanette Antwi-Donkor, Data Coordinator
Phone: 703-225-2249
Email: nAntwi-Donkor@icfi.com

Emily Appel-Newby, Data Coordinator
Phone: 703-225-2409
Email: eAppel-Newby@icfi.com

Nicole Bossard, Ph.D., Coach Consultant
Phone: 202-236-6526
Email: mylifejoy.nb@gmail.com

Katherine Boswell, Ph.D., Coach Consultant
Phone: 801-278-0713
Email: kaboswell@gmail.com

Bill Brumfield, Coach Expert Consultant
Phone: 651-293-1453
Email: wbrumfield@icfi.com

Rebecca Fairchild, Support Staff Analyst
Phone: 703-934-3001
Email: rfairchild@icfi.com

Jeanette Hercik, Ph.D., Data Coordinator
Vice President
Phone: 703-225-2209
Email: jhercik@icfi.com

Mary Hyde, Ph.D., Core Staff and Data Coordinator
Principal
Phone: 410-239-9954
Email: mhyde@icfi.com

Seri Irazola, Ph.D., Support Staff Manager
Phone: 703-225-2255
Email: sirazola@icfi.com

Louisa Fuller Jones, Project Manager
Senior Project Manager
Phone: 703-839-6299
Email: louisajones@icfi.com

Yvette Lamb, Ed.D., Promising Pathways Task Lead and Coach
Principal
Phone: 703-225-2177
Email: ylamb@icfi.com

Ben Kushner, Technical Consultant Expert Consultant
Phone: 917-593-8500
Email: bkushner@icfi.com

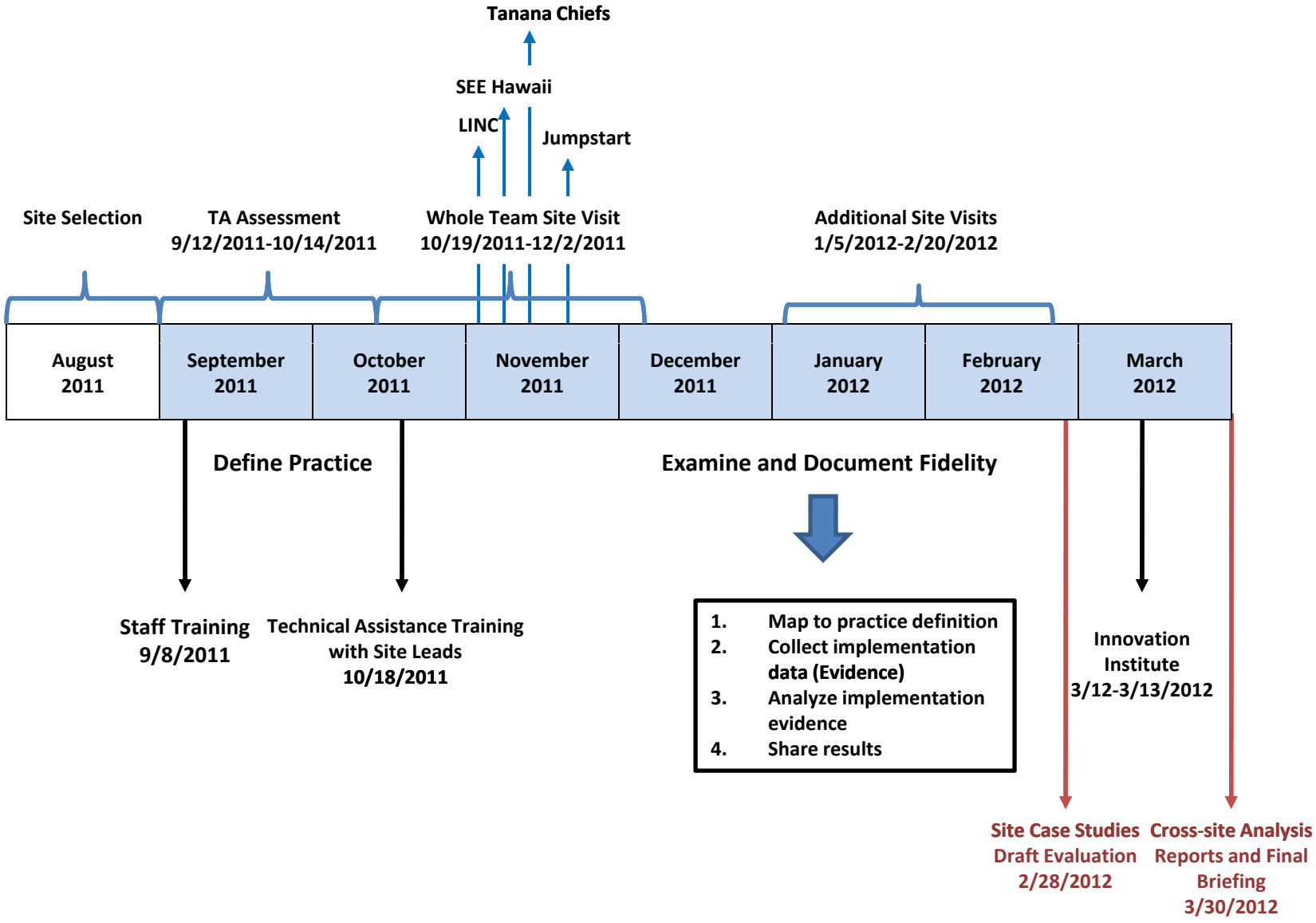
Dominic Modicamore, Data Coordinator
Senior Technical Specialist
Phone: 703-225-2289
Email: dmodicamore@icfi.com

Ellen Simon, Support Staff Research Assistant
Phone: 703-225-2272
Email: esimon@icfi.com

Mack Storrs, Coach Consultant
Phone: 252-633-0677
Email: mstorrs100@suddenlink.net

Appendix C: Promising Pathways Implementation Timeline

Promising Pathways Implementation Timeline



Appendix D: Outcomes Worksheet

Which Are Outcomes Worksheet?

Nutrition Education Programs

____ (1) Older adults increased the amount of calcium-rich foods they eat
____ (2) A series of lessons on healthy eating was taught in collaboration with a drug treatment program
____ (3) Participants serve more than one kind of vegetable to their families every day after participating
____ (4) Participants report savings as a result of wiser spending at the grocery store
____ (5) 75 adults have consistently attended all the nutrition workshops

Food Safety Programs

____ (1) The ServSafe education program is working with 80% of all food services managers in the state
____ (2) Food poisoning dropped from 677 in 1996 to 225 in 1997
____ (3) Food service workers reported increased knowledge of safe handling practices
____ (4) Food safety skills were taught to state fair food vendors and restaurant workers
____ (5) Food safety information in English and Spanish is available at the University web site

Small Business Development Programs

____ (1) The small business development network grew from 10 to 13 offices in two years
____ (2) Clients generated $40 million in sales
____ (3) Clients received 12,138 hours of counseling in 1999
____ (4) 6,349 participants attended 380 seminars and workshops
____ (5) Clients created and retained 681 jobs

Youth Citizenship Program

____ (1) 4-H groups in 45 counties participated in community service projects
____ (2) Teens volunteered in community service as average of 10 hours over the year
____ (3) Teens reported increased ability to identify and help solve a community need
____ (4) Teens feel more engaged in and responsible for their community
____ (5) A local industry contributed $1500 to the 4-H community service project

* Adapted from *Developing a Logic Model: Teaching and Training Guide*, 2/29/2008. Board of Regents of the University of Wisconsin System.

Appendix E: Let’s Practice Sequencing! Worksheet

Read about the situation; then, read then if-then statement that follow. Determine the correct order for the statements. Indicate your choices by placing the corresponding number in the first column. The statement you decide is first should have a number 1 next to it, the second a number 2, and so on. Identify and discuss the assumptions underlying the theory of change.

An Elderly Nutrition Education Program

A community needs assessment revealed that many elderly do not eat well. They report that it is difficult to get to the grocery store to purchase food and to prepare meals on a regular basis. They do not understand the relationship between nutrition and health.

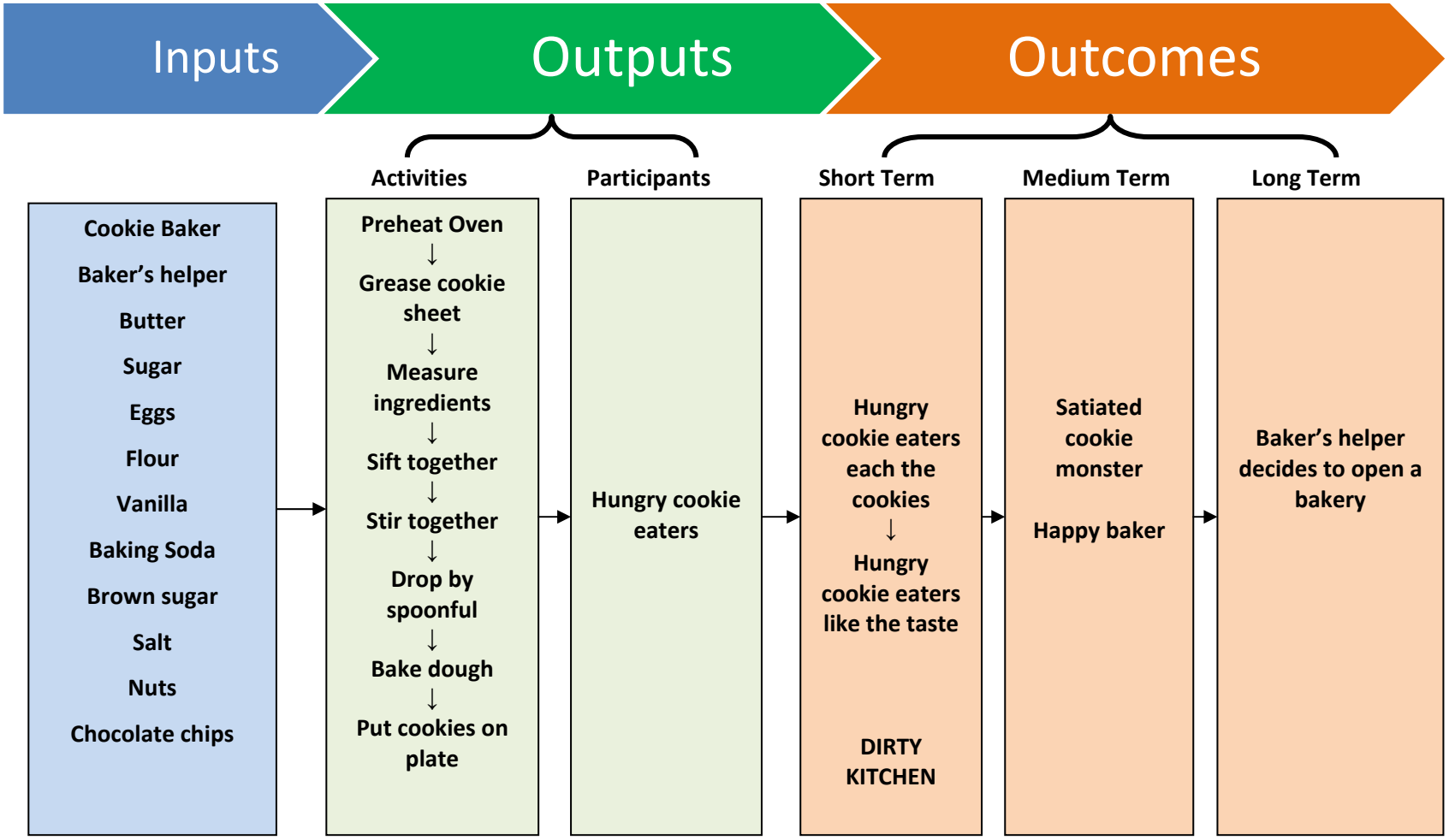
	If recipients use available services and prepare healthful food more regularly,
	If we have time, resources, expertise, and access to the target group,
	then we can provide culturally-appropriate nutrition information about available community services, easy food preparation, and the importance of nutrition.
	then recipients will better understand the importance of good nutrition and regular meals and they will have increased knowledge about how to obtain and use food resources available in their community.
	If we provide culturally-appropriate information about community services, food preparation and the relationship between nutrition and health,
	then recipients will use available services and prepare healthful food more regularly.
	Then recipients will eat better and have improved nutrition status.
	If recipients better understand the relationship between nutrition and healthy and the importance of regular meals and have better access to healthy food through the use of community services,

Appendix F: Cookie Baking Logic Model Activity Answer Key

promisingpathways

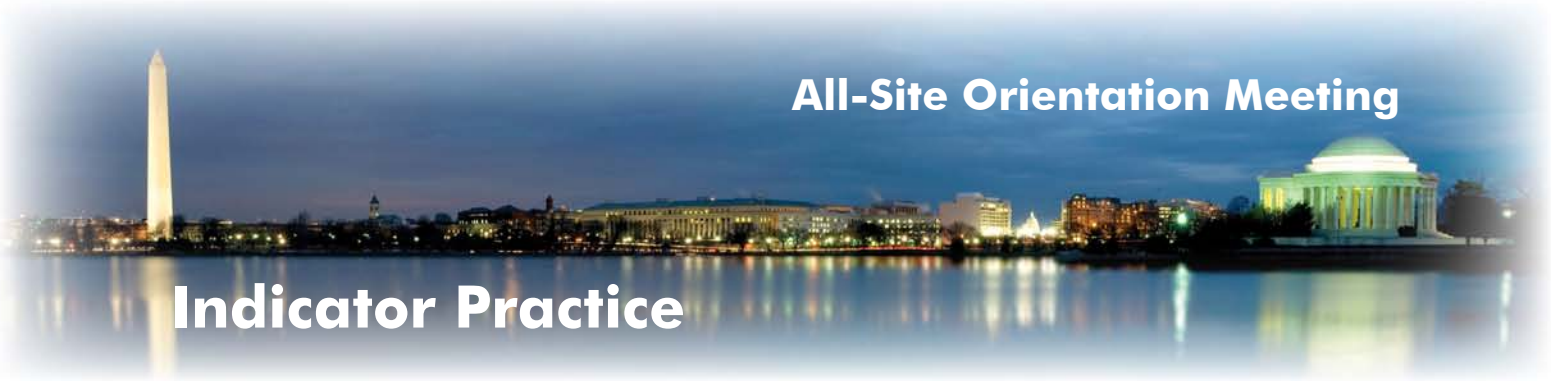
COOKIE BAKING LOGIC MODEL

SITUATION: Kids are hungry for chocolate chip cookies



Model adapted from "Developing a Logic Model: Teaching and Training Guide, 2/29/2008. Board of Regents of the University of Wisconsin System."

Appendix G: Indicators Worksheet



All-Site Orientation Meeting

Indicator Practice

Read the assessment question and select what you believe are the indicators relating to that question. Select ALL answers you think are correct.

1. Are Hispanic youth volunteering in the same proportion as other youth?

   a. Number, percent of Hispanic youth volunteering
   b. Number, percent of Hispanic youth in community
   c. Number, percent of other youth volunteers by race/ethnicity
   d. Number, percent of other youth in community

2. Does the entrepreneurial training program for tribal members prepare tribal members to establish a business?

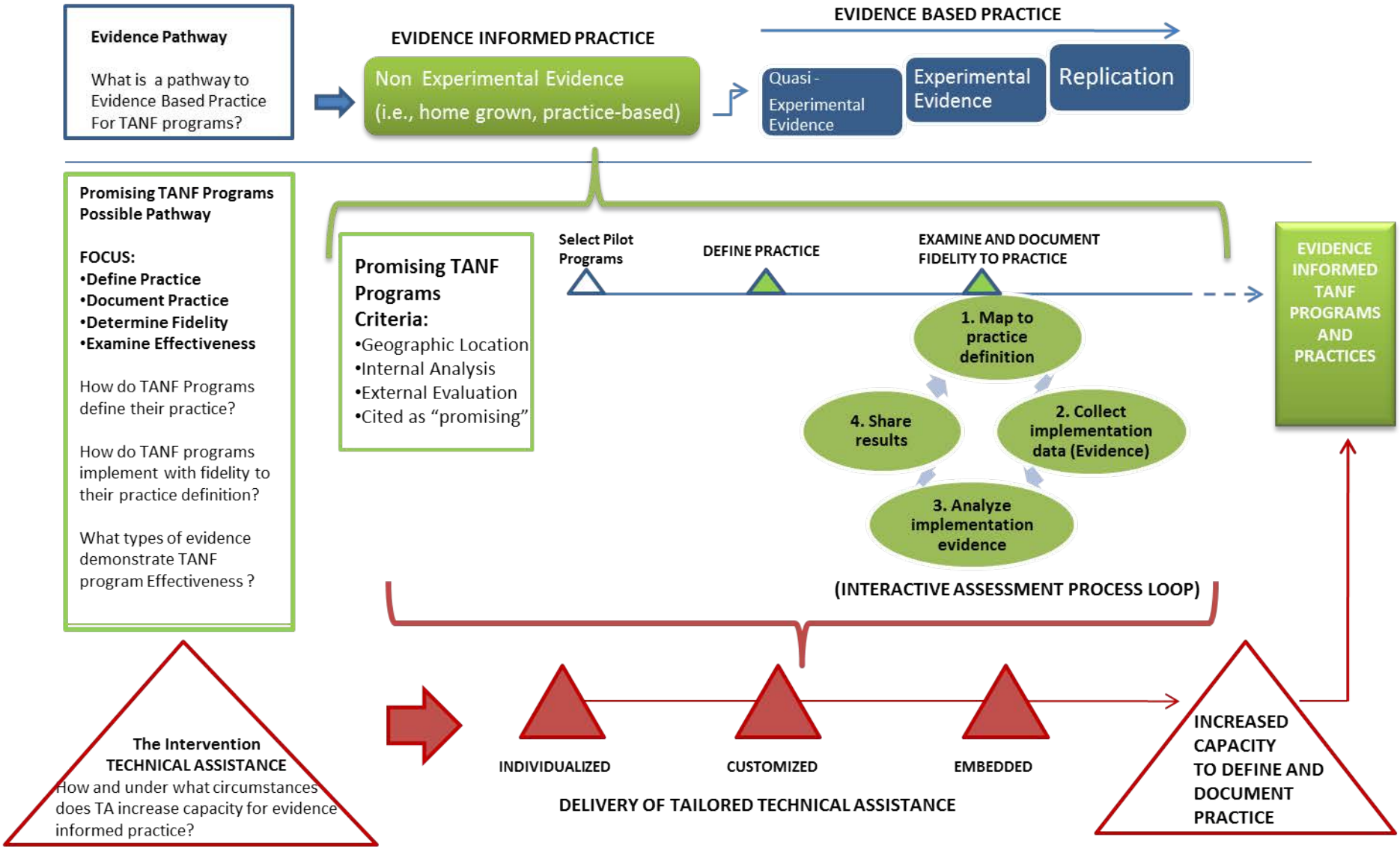
   a. Number, percent of tribal members who participate
   b. Number, percent of participants who increase their ability to write a business purpose
   c. Number, percent of participants who complete a realistic business plan
   d. Number, percent of participants who start up a business
   e. Number, percent who are in business one year later

3. Do members actively participate in the coalition?

   a. Number, percent who attend meetings
   b. Number, percent who served on committees
   c. Number, percent who engaged external partners
   d. Number, percent who implement activities
   e. Members feel engaged

Adapted from Enhancing Program Performance with Logic Models, University of Wisconsin-Extension, Feb 2003

promisingpathways

Appendix H: Promising Pathways Initiative Overview

Promising Pathways Initiative: Developing the Capacity for Evidence Informed Practice