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

WELFARE PEER TA

## Administration for Children and Families
## Office of Family Assistance
## Welfare Peer Technical Assistance Network

# Summary of Technical Assistance
# Tanana Chiefs Conference
# Welfare Peer TA Request #216

***2013***

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## Organizational Overview and Context

Tanana Chiefs Conference (TCC) is a not-for-profit corporation comprised of representative members from a consortium of the 37 sovereign native village governments throughout the Alaska interior. TCC has advocated for the political, economic, legal, and social needs of the native/Tribal members within the Alaskan interior since 1962.[1] Slightly smaller than the state of Texas, TCC's service area covers 235,000 square miles and comprises approximately 37 percent of the entire state of Alaska lands (Table 1: Demographic Information for Tanana Chiefs Conference). Nearly half of the Athabascan native population is located in Fairbanks/North Pole, the only urban hub in the region and the largest contributor to the regional economy. The native villages surrounding Fairbanks encompass populations ranging from twenty to 1,000.

| Table 1: Demographic Information for Tanana Chiefs Conference (TCC) | | | |
|---|---|---|---|
| **Size** | | | |
| 235,000 Square Miles (37 percent of Alaska)* | | | |
| **Native Population** | | | |
| 10,623 | | | |
| **Median Income** | | | |
| $12,800 compared to $43,316 per year for the average four-person Alaskan family* | | | |
| **Unemployment Rate Among Alaska Natives** | | | |
| 20 to 90 percent or more* | | | |
| **Cost of Living in TCC's Villages** | | | |
| 30 to 40 percent more than in Fairbanks or Anchorage* | | | |
| **TCC TANF Indicators** | | | |
| | Maximum | Minimum | Median |
| Total Recipients** | 1252 | 134 | 897 |
| Total Families** | 483 | 62 | 341 |
| Total Children** | 843 | 102 | 616 |
| Work Participation Rate | 71% | | |

* Total state population is 86,130. Source: http://www.tananachiefs.org/about/
** Based on per month counts from 1/2001 thru 9/2011

Tanana Chiefs Conference was formed to meet the myriad health and social needs of the 10,623 Native Alaskan members throughout interior and surrounding areas. The Client Development Division provides a range of family-centered services that promote safety, health and well-being, self-sufficiency, and stability. Twenty programs comprise the Client Development Division and address the immediate crises of Native Alaskans while also helping them build the necessary capacity and skills to meet long-term needs. Programs include crisis intervention, early childhood development and child care, Tribal foster care and adoption services, mental and behavioral health, financial assistance, housing, health and nutrition, employment and training for youth and adults, subsidized employment services, multiple assistance

[1] Placeres, G. (Fall 2003). Nurturing Athabascan unity and sovereignty across Alaska: The Tanana Chiefs Conference. Cultural Survival Quarterly Issue 27(3): 1-5. Cambridge: Cultural Survival.

programs, and transportation, among others. Prevention, intervention, and ongoing supports are provided to infants, children, youth, families, adults, and elders through an extensive network of collaborative partners within the village where possible, as well as key state and community-based partners (Tanana Chiefs Conference, 2010).[2]

**The Need/Opportunity for the Use of Evidence Informed Practice in TCC Client Development Division**

Like many native/Tribal governments, Tanana Chiefs Conference exists within a nexus of jurisdictional authorities to which it is accountable, namely, the forty-two village councils that make up the conference, TCC's Board of Directors, state agencies, and Federal programs. Each jurisdictional entity has distinct requirements for demonstrating program and fiscal accountability. Local stakeholders demand to know not only fiscal returns on investment but also the impact of TCC programming on the native/Tribal members served. In short, "What difference did it make?" Strengthening organizational capacity to engage multiple stakeholders in meaningful dialogue about the needs of target populations served, proposed activities to address those needs, and clearly defined measures to monitor progress, are paramount in highly complex, accountability-driven environments like TCC. The ability to communicate the rationale and results of programs across the Client Development Division with data and evidence is now an important management function for each of the programs within Client Development.

**Welfare Peer Technical Assistance Network TA Request #216**

The focus of this technical assistance (TA) request was to take the overall concepts and ideas TCC developed through the Promising Pathways Initiative and expand them to other Client Development Division programs, so TCC can better integrate the way they describe the logic/theory of their programs; identify practice implementation activities; strengthen service delivery; and collect, analyze, and share program results with various stakeholders. The TA request included assisting TCC in thinking globally about a division-wide theory of change that would include an examination underlying assumptions, values, and traditional wisdom that contribute to program design throughout Client Development. Additionally, TCC was interested in continuing to explore an overarching practice framework that could inform service delivery across programs, as well as the development of outcome measures for the Client Development Division as a whole.

**Organizational Readiness to Engage Technical Assistance**

TCC Client Development Division has been at the forefront of data and information utilization as a tool to illustrate and describe the impact of TANF programming amongst Tribal TANF programs within Region X for some time. For example, the Client Development Director and Information Systems Coordinator have been using more and more quantifiable information to convey participation in and results of the Athabascan Self Sufficiency program (see **Appendix A: TCC Use of Data**). Additionally, TCC was selected to participate in the Promising Pathways Initiative sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance from October 2011 to March 2012. The initiative was designed to improve the capacity of programs serving a TANF population to collect evidence that articulates program outcomes by identifying their program components and practices, developing and documenting evidence, and sharing data that depicts program effectiveness. During the

[2] Placeres, G. (Fall 2003). Nurturing Athabascan unity and sovereignty across Alaska: The Tanana Chiefs Conference. Cultural Survival Quarterly Issue 27(3): 1-5. Cambridge: Cultural Survival.

Promising Pathways Initiative, two of the twenty programs within the division were trained in the use of an evidence informed practice framework: the Athabascan Self Sufficiency Assistance Partnerships (ASAP) and Employment and Training program.

The Promising Pathways Initiative laid the conceptual foundation for evidence informed practice (EIP) and served as a useful leverage point for continued reinforcement and inclusion of other program managers in the use of EIP. As a result of participation in the Promising Pathways Initiative, the TCC team discovered several data utilization "promising practices" that were leveraged to strengthen and accelerate knowledge transfer and integration of technical assistance (TA Request #216):

1. *Shared responsibility for data integrity* – Through consistent data reviews by the ASAP program manager and Information Systems Coordinator, a data feedback loop maintained data accuracy and completeness, or data integrity. Complete, up-to-date, and accurate data is arguably the most important precursor for evidence informed practice.
2. *In-house data and research expertise* – The Client Development Division benefits tremendously from a staff person who is not only well versed in information management systems, i.e., where the data will be housed; the information systems coordinator also has a significant research background and can provide internal technical support to the program managers at each phase of the data collection and analysis phases.
3. *The presence of data champions supporting the "real world" use of data and evidence informed practices* – The Client Development Director has gone to great lengths to import data and evidence into all reporting and information sharing on program performance. Likewise, village leaders are increasingly asking for more than individual success stories and want to know about the measurable impact of TCC programming in their village (see **Appendix A: TCC Use of Data**). In short, there is growing demand for data.
4. *A culturally grounded approach to practice* – the TCC team identified several practice principles that inform program development and service delivery across the Client Development Division: training, mentoring, motivating, mirroring, monitoring, and measuring (5MT). The clear articulation of these practice principles helped frame the staff's underlying assumptions about what services are most needed and how they are to be delivered in a culturally appropriate manner. The identification of these practice principles has provided a foundation for quantifying essential qualitative elements of programming.

Taken together, these elements supported a favorable context for the delivery of technical assistance focused on the expansion of the use of an evidence informed practice framework to other programs in the Client Development Division.

**Technical Assistance Provided**

**Content: The Evidence Informed Practice Framework**

The operational definition of evidence informed practice is "a 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."[3] For our purposes, two important assumptions within this working

[3] United States Department of Health and Human Services, Promising Pathways Initiative All-Site Orientation Meeting Executive Summary, October 18, 2011. Available from https://peerta.acf.hhs.gov/uploadedFiles/3_Promising%20Pathways%20All-Site%20Orientation%20Meeting%20Executive%20Summary%20APPROVED_fin2_opt1.pdf

definition are: 1) data and evidence are derived from the analysis of data generated from program implementation, i.e., it is home-grown or practice-based; and 2) evidence informed practice strengthens program management, functioning, and improvement. The capacity to define, collect, and analyze home-grown evidence (evidence informed practice) provides a theoretically sound foundation for program design, implementation, and improvement. Evidence informed practice, as defined here, suggests a capacity to understand and utilize evidence in day-to-day program management and service delivery functions. In short, evidence informed practice can establish an organizational culture in which data and evidence are integral to program functioning and improvement. Figure 1 provides a graphic illustration of the evidence informed practice framework.[4] An organization or program that is evidence informed:

- Defines its practice – describes what it does;
- Documents its practice – records how services are delivered;
- Determines practice fidelity – aligns day-to-day activities with stated practice;
- Examines effectiveness – establishes indicators of success and analyzes program results for consistency and success; and
- Shares its results – disseminates program results with key internal and external stakeholders.

**Figure 1: Evidence Informed Practice Framework**

The Welfare Peer TA team used an interactive practice mapping process and the development of a program logic model to deliver the material and facilitate learning. The practice mapping process was used to help each manager articulate his or her overall approach to practice, as well as program priorities. The logic model provides a graphic depiction of the theorized connections between program resources, activities, and intended results. A program logic model depicts in relative shorthand what the program does, by what means, and the expected results for the target population. For our purposes, the logic model is intended to serve as a program management tool to determine practice fidelity, as well as a foundational tool for outcomes measurement. The basic components of the logic model include: definition of the situation or needs of the program; identification of underlying assumptions and external factors;

[4] "What We have Learned: The Ten Faces of Promising Pathways Innovations" PowerPoint Presentation presented at Promising Pathways Initiative Innovation Institute, March 2012, available from https://peerta.acf.hhs.gov/uploadedFiles/508%20Promising%20Pathways%20What%20we%20have%20Learned%20presentation%203%2013%202012.pptx%20%20v2.pdf

determination of program inputs, activities, and outputs; and definition of program outcomes and measures (see **Appendix D: Logic Model Components**).

**TA Delivery Strategy**

The Welfare Peer TA team combined remote learning and onsite training for the provision of this technical assistance to the TCC team. (See **Appendix B: Participant List** for a complete listing of all participants in the technical assistance process.) Specifically, the TA team hosted a series of webinars to introduce the conceptual framework for, and core concepts of, an evidence informed practice approach. Technical assistance was delivered to program managers, the Information Systems Coordinator, and the Client Development Director. The site visit was conducted at the Tanana Chiefs Conference central office in Fairbanks, Alaska on Monday, May 20 and Tuesday, May 21, 2013 (Table 2: Overview of TA Provided). Close to half of all programs within the Client Development Division were represented during the training, namely:

1. Athabascan Self-Sufficiency Assistance Partnerships
2. Child Development (Child Care)
3. Child Protection and Foster/Adoption Services
4. Developmental Disabilities
5. Education
6. Elder Nutrition Program
7. Employment and Training
8. General Assistance
9. Tribal Vocational Rehabilitation
10. Youth Employment Services
11. Youth Leadership Development

Draft Program Logic Models pertaining to these programs appear later in this report in Appendix E. (Please note that Program #1, Athabascan Self-Sufficiency Assistance Partnerships is an exception--this division was represented at the site visit, but the logic model had previously been completed as a part of the Promising Pathways Initiative, not as part of the Welfare Peer TA site visit.) Also, Programs #10 (Youth Employment Services) and #11 (Youth Leadership Development) are both represented in the Appendix in the Youth Employment Services and Leadership Development logic model. Although the CITGO Logic Model appears in Appendix E, this program manager was not represented at the site visit, but the TCC Director took some time to focus on the program.

**Table 2: Overview of TA Provided**

| Preparation Webinars Conducted | |
|---|---|
| **Tuesday, February 12, 2013** | 9:00 - 11:00 a.m. Alaskan time/1:00 - 3:00 p.m. eastern time |
| **Friday, March 1, 2013** | 10 a.m. - 12 noon Alaskan time/2:00 - 4:00 p.m. eastern time |
| **Tuesday, March 19, 2013** | 9:00 - 11:00 a.m. Alaskan time/1:00 - 3:00 p.m. eastern time |
| **Tuesday, March 26, 2013** | 9:00 - 10:00 a.m. Alaskan time/1:00 - 2:00 p.m. eastern time |
| **Monday, May 20 - Tuesday, May 21, 2013** | 9:00 a.m. - 5:00 p.m. Alaskan time each day |

**Tuesday, February 12, 2013:**
This introductory webinar reviewed the concept of evidence informed practice and highlighted the importance of data. Evidence informed practice is a necessary precursor for evidence based practice, since data collection needs to be conducted prior to developing an evidence based idea. The webinar introduced a logic model exercise that reviewed the cookie baking process based on TCC's knowledge of the logic of baking chocolate chip cookies. Webinar participants participated in the cookie baking logic model exercise and then shared information on their various program activities.

**Friday, March 1, 2013:**
This webinar revisited more of the approaches and processes developed by TCC, as well as the data and information usage, needs, and goals of the TCC staff. The webinar was also designed to continue discussion of the logic model process, TCC practice principles, and data utilization and data availability.

**Tuesday, March 19, 2013:**
This webinar reviewed the evidence informed practice framework, logic model basics, and the logic models previously developed by several TCC staff; it also included a discussion on monitoring and measuring with indicators and outcomes. Key terminology was covered.

**Tuesday, March 26, 2013:**
This webinar included a brief walk-through in preparation for the site visit. In addition, it engaged participants in a conversation on their level of comfort with the materials provided throughout the previous webinars and on incorporating what they have learned into their individual programs. The agenda and objectives of the site visit were also covered.

**Monday, May 20 - Tuesday, May 21, 2013:**
This two-day site visit included a brief review of the central concepts of the evidence informed practice conceptual framework and then shifted to the application of knowledge to practice mapping and logic model development. The program managers and Information Systems staff completed a draft logic model and began to identify measures to determine program effectiveness and success. The team also identified preliminary data sources and data collection methods that could be used or developed to monitor practice fidelity and eventually measure program outcomes. The team also included a discussion of measurement indicators, identification of data sources, data collection methods, and digitizing available data for analysis (see **Appendix C: TA Session Guidebook**).

**Site Visit Participant Feedback**
At the conclusion of the site visit, participants were asked to complete an evaluation form. All of the nine TCC Client Development Division representatives in attendance submitted evaluation forms, and overall, the site visit was very well received. Highlights of the evaluation results reveal that all respondents (100 percent):

- "Strongly agreed" that they were satisfied with the overall quality of the site visit, that the presenters demonstrated a level of expertise in their topic areas, and that the site visit content was appropriate;
- Either "agreed" or "strongly agreed" that the site visit and its overall logistics were organized, and that the material was relevant to their programs' needs;

- Either "agreed" or "strongly agreed" that they were satisfied with the clarity of information shared, and that the site visit increased their knowledge; and
- Either "agreed" or "strongly agreed" that they will be able to apply what they learned to their work, that the site visit was applicable/relevant to their programs' needs, and that the site visit will help in meeting their program goals and objectives.

The TCC team reported that they planned to institutionalize logic models "across the TCC Client Development Division over the span of the next 9-12 months." Participants shared that they now know how logic models work and will apply what they learned to their everyday job and program service delivery. When asked how they will apply their new skills, participants stated that they will finalize the logic model, share with the project staff, try to reproduce this process in other programs, and plan for data collection. Additional participant comments included:

- "Very fun, energetic, useful, and insightful information and workshop."
- "Excellent TA resource."
- "Great details and explanation of logic model."

**TA Deliverables**

As a result of the technical assistance, the program staff developed a working logic model for at least one of their programs (**Appendix E: Draft Program Logic Models**).[5] The development of the program logic models was the application of the discussion of evidence informed practice concepts. The Welfare TA team used a peer-based, small group method for the logic model building. Working in small groups on the logic models facilitated greater cross-fertilization of content learning across the represented programs. This TA delivery method helped each program manager develop greater confidence and facility with his or her program's logic model. "Coaching" another team member through the developmental phase proved mutually beneficial.

**Outcomes, Lessons Learned, and Next Steps**

**Outcomes**

The purpose of this technical assistance was to strengthen and expand capacity in the use of evidence informed practice. The primary outcome and deliverable from the TA was that each program manager creates a working draft of a logic model for at least one of the programs managed by attendant staff (see **Appendix E: Draft Program Logic Models**). In addition to the development of the logic model, a secondary outcome identified by the TA-TCC team was to have each program manager identify next steps to facilitate data gathering and analysis in partnership with the Information Systems coordinator. Each of the program managers completed a logic model draft and received an action plan template from the Information Systems coordinator outlining steps for the identification of existing data sources, including transitioning hard-copy data into digital format for storage and analysis. The plan also included considerations for storing data for interoperability across programs where legally permitted and economically feasible. For example, some service recipients are receiving services from multiple programs; where possible and when the proper identifier is entered, TCC would like the data stored such that basic

[5] Several participants manage more than one program and indicated intent to use the TA to conduct a practice mapping process and logic model for additional programs for which they are responsible.

demographic data will pre-populate forms within the same program or across programs where confidentiality issues are not at issue.

**Lessons Learned**

One of the primary lessons learned from this technical assistance was the importance of repetition and facilitative, inquiry-driven engagement with the TCC staff. Given the evaluative nature of the material (a new topic for most program staff), it was first necessary to establish credibility and program improvement value through facilitative questions, which allowed program managers to absorb the material at their own pace and begin to apply its value in their own real world context. Likewise, the Welfare Peer TA team intentionally focused much of the discussion about logical models as a tool for empowering collaborative engagement with stakeholders. In this regard, evidence informed practice and the logic model are useful tools to facilitate meaningful dialogue about what services and programs are needed, which strategies are effective for delivering those services, and how to empower a shared ownership for results within a context of collaborative partnership. Even in a data-rich and data-friendly environment like TCC, it was necessary to demonstrate credibility and value for the program managers.

Another critical lesson from the continuation of this technical assistance with the TCC Client Development Division was that for the logic model to be a fully integrated resource tool in program management, there must also be a prepared and committed discussion of the structures needed to identify, gather, and analyze data. This will be particularly important for other TANF programs without a foundation of evidence informed practice or data-driven decision making. Getting the logic of a program documented is a hollow exercise without structures to monitor practice fidelity and assess program outcomes. A program that does not follow the development of a logic model with methods to measure outcomes maintains a theoretical description of the program, rather than demonstration of program effectiveness.

In addition to the content and process focused lessons learned, there were also lessons related to logistics and implementation; chief among them were time and staffing. Even with the previous exposure of some of the TCC staff to evidence informed practice through the Promising Pathways Initiative, the TA team and TCC staff concluded that TCC could have used more time to grasp and integrate the EIP concepts. Specifically, another day on site would have been beneficial for a more thorough and robust discussion of outcome measures, identification of data sources and methods, and data digitization next steps. Likewise, though the preparatory webinars completed before the site visit were essential, it will be important to minimize the time between the final preparatory webinar and the site visit.[6] Given the number of programs involved in the site visit, another consideration for future requests for evidence informed practice technical assistance is to have an additional staff person on site to help with notes and to facilitate turnaround of materials during the site visit. Another option for future evidence informed practice TA may be to request that the site provide laptops for staff participants to enter information directly into the logic model format. Also, since the TA team had to draft and leave a more user friendly logic model format with the TA participants to facilitate ease of use for the end-user, another important logistical point would be for users to design their own logic model format. While an interesting and appealing user interface is important for the logic model itself, the format must be easily accessible and updated. If the logic model format is too difficult to access or update with new information, it will lessen its use in day-to-day management.

[6] The length of time between the preparation webinars and the onsite visit could not be adapted; however, for other agencies requesting this technical assistance, the timeline must be carefully considered to maintain momentum and focus.

**Next Steps**

Although the TCC program managers made tremendous progress in a relatively short amount of time, there were still minor edits and updates to be made to the logic models. Following the site visit, the Welfare Peer TA team provided final comments on each of the program logic models and conducted followup coaching calls with each TCC program manager who participated in the TA to finalize the logic models. Specifically, the followup calls clarified distinctions between activities, outputs, and outcomes and the team continued to help with suggestions for indicators and outcome measures. The TCC staff were encouraged to meet with the Information Systems Coordinator as soon as possible to begin identifying necessary data sources and collection methods. Continued data engagement by the TCC program staff is essential, particularly finalizing the logic model and beginning the data digitization and analysis with the Information Systems Coordinator (see **Appendix F: From Data Gathering to Data Analysis**).

**Conclusion and Relevance for the Field**

Increasingly, calls for new levels of accountability in human service programs, including TANF, will require programs to create systematic and rigorous structures for service delivery and program outcomes. All indications suggest that the field is shifting from a compliance-based program assessment focused primarily on compliance with proper reporting procedures to an outcome-driven assessment that outlines the measurable differences that programs are making for the populations served. With the focus on outcomes, the impetus for program managers to create an evidence informed practice foundation upon which rigorous assessment can be conducted is paramount.

Tanana Chiefs Conference and the Office of Family Assistance understand the contextual shift that is occurring within the TANF field and are expanding on previous technical assistance to prepare program managers to make the leap to evidence informed, outcomes-driven programming. The lessons learned from the design and delivery of this technical assistance will provide valuable information on what TANF programs (particularly native/Tribal TANF programs) need to know and apply to meet this challenge. However, an important issue that will need to be addressed is the proliferation of evidence informed and evidence based ideas within TANF that will necessitate improved data accessibility and data utilization among all programming partners at the local, state, and Federal levels. For example, one of the challenges for several of the TCC program managers is that reports are submitted via web-based information systems to which they have no access. In effect, once the data is uploaded, it is inaccessible to the program manager. Relying on local staff to enter relevant data multiple times in multiple databases for the purposes of data mining and analysis makes data driven programming and program improvement in real time cumbersome and unlikely. Improved data accessibility will support data utilization at the local level.

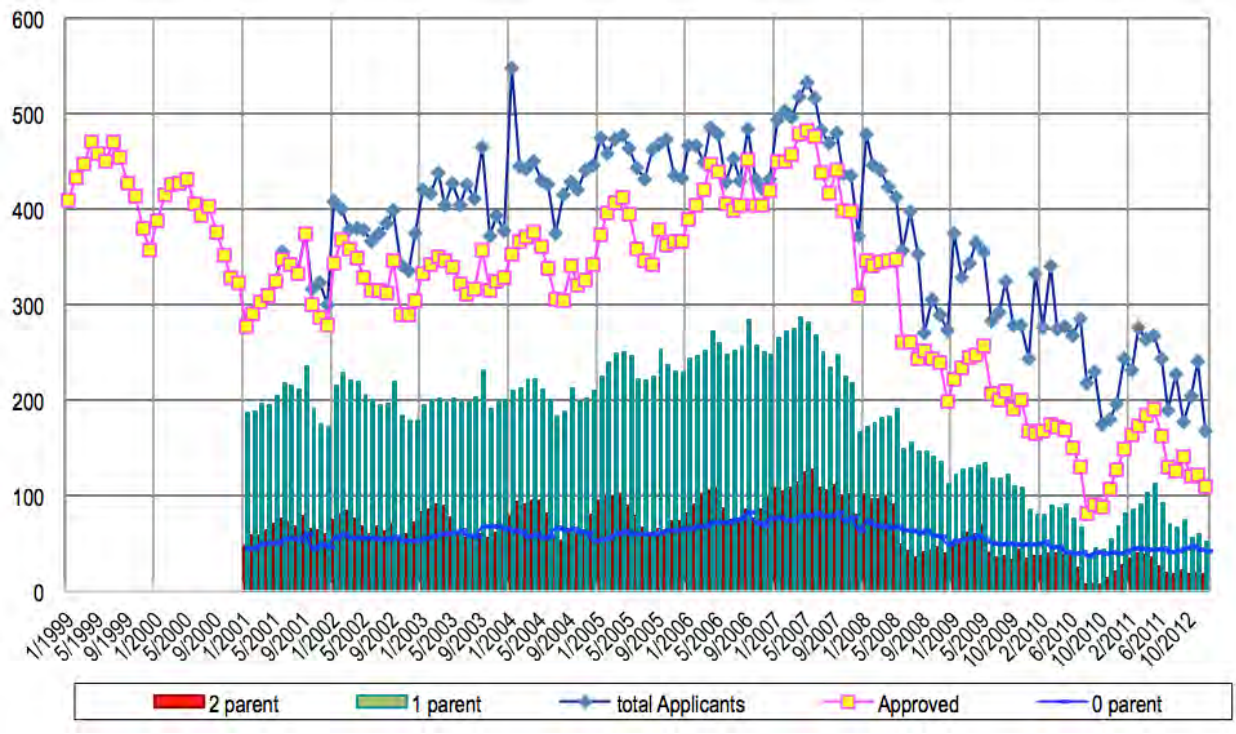
U.S. Department of Health and Human Services
ADMINISTRATION FOR CHILDREN & FAMILIES

WELFARE PEER TA

# Appendices

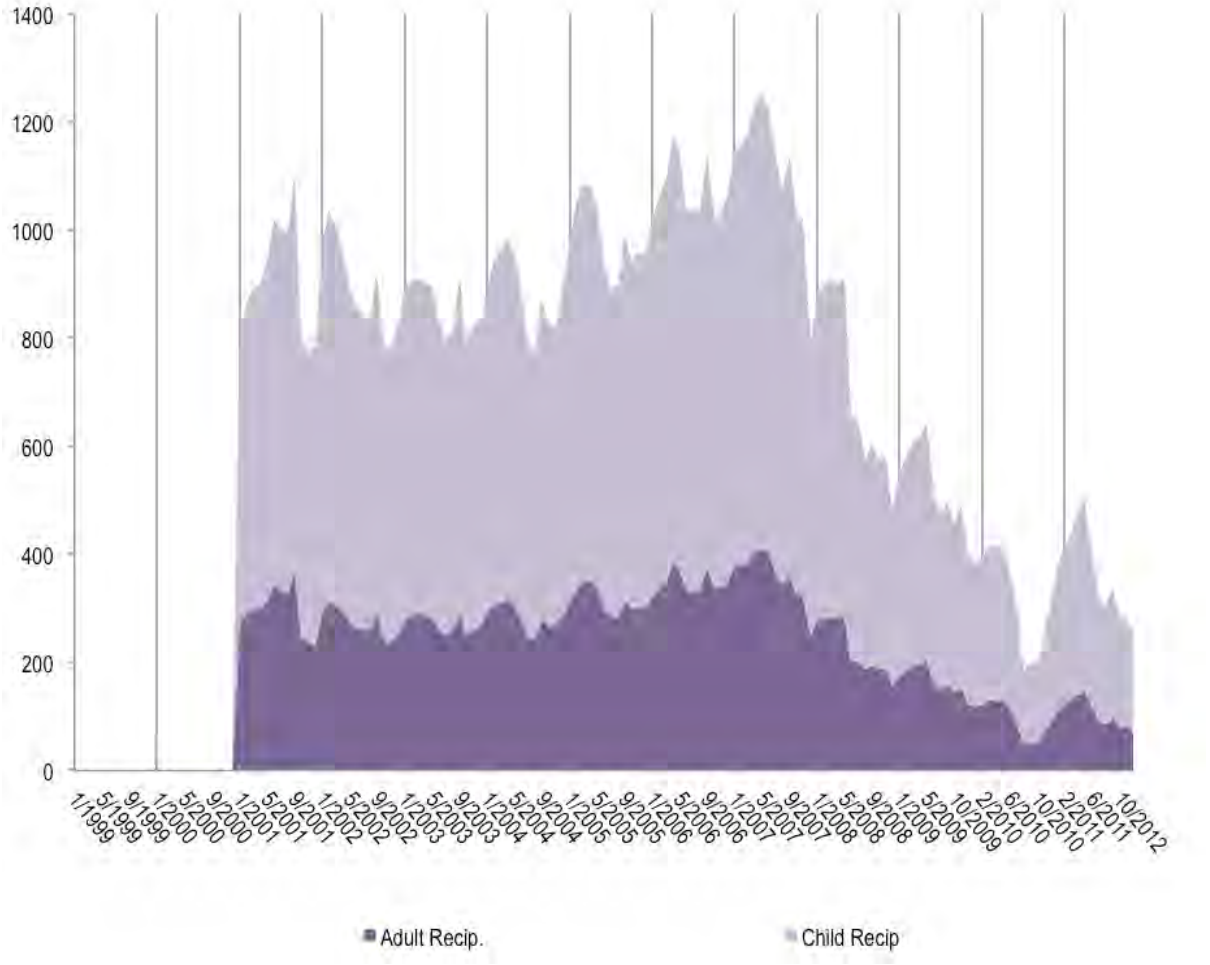
## Appendix A: TCC Use of Data

**Chart 1: "Families Applied and Served by Tanana Chiefs Conference from January, 1999 to October, 2012"**



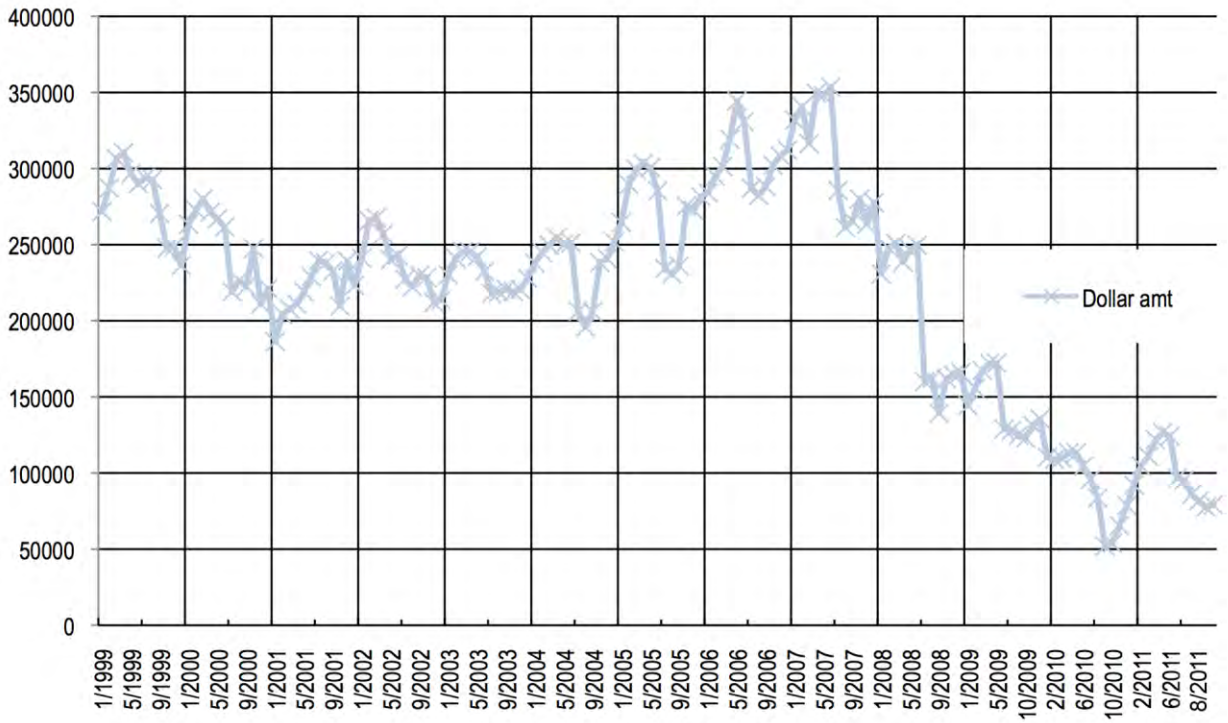
**Appendix A (continued)**

**Chart 2: "Number of Adult Versus Child Recipients Served by Tanana Chiefs Conference from January, 1999 to October, 2012"**



## Appendix A (continued)

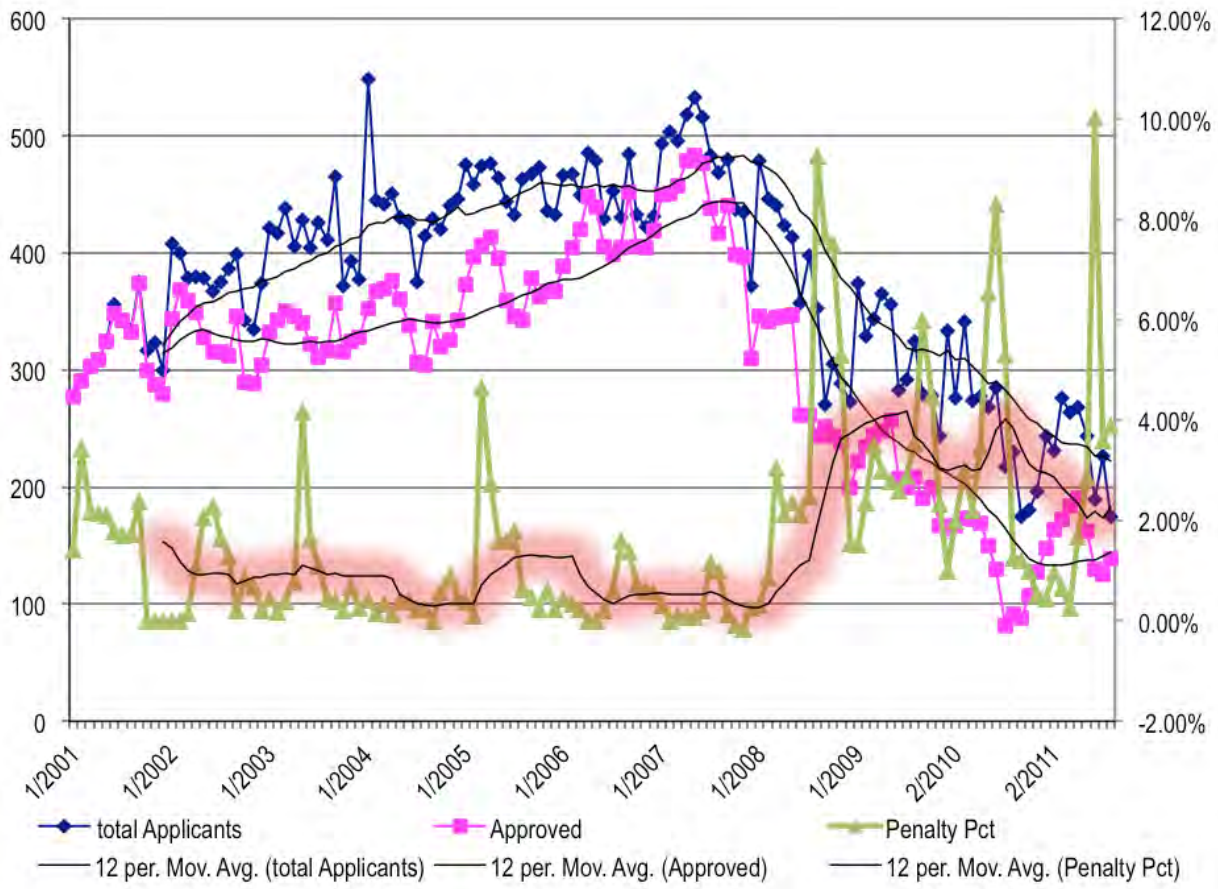
**Chart 3: "Monthly Expenditures/TANF Assistance in Dollars from January, 1999 to August, 2011"**



**Appendix A (continued)**

**Chart 4: "Penalty Proportion vs. Caseload Movement from January, 2001 to February, 2011"**

**(A look at number of cases penalized each month and potential correlation between the caseload reduction trend and increased efforts to monitor fraud)**



**Appendix A (continued)**

**Chart 5: "TCC Geographic Economic Stimulus Funding Breakdown by Village, FY 2011"**

## Appendix B: Participant List

### Welfare Peer Technical Assistance Network

### TA Request # 216: Tanana Chiefs Conference

## Participant List

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**Appendix B: Participant List (continued)**

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**Appendix B: Participant List (continued)**

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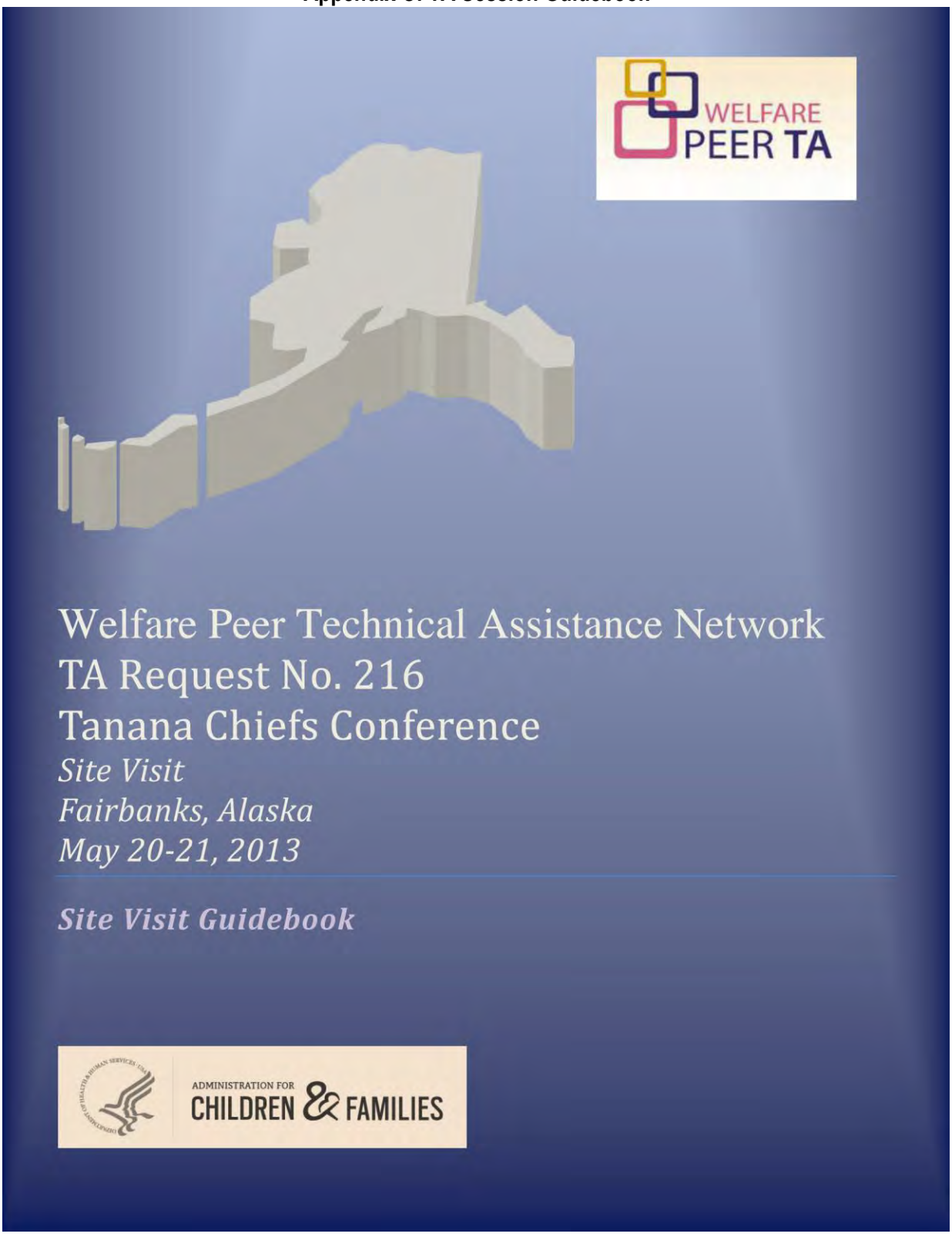
**Appendix C: TA Session Guidebook**



**Appendix C (continued)**



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## Commonly Used Acronyms

| | |
|---|---|
| **WPTA** | Welfare Peer Technical Assistance Network |
| **TA** | Technical Assistance |
| **TCC** | Tanana Chiefs Conference |
| **CDD** | Client Development Division |
| **TANF** | Temporary Assistance for Needy Families |
| **ASAP** | Athabascan Self-Sufficiency Assistance Partnerships |
| **YES** | Youth Employment Services |
| **ICWA** | Indian Child Welfare Act |
| **TFYS** | Tribal Family and Youth Specialist |
| **EHS** | Early Head Start |
| **DD** | Developmental Disabilities |
| **DDCC** | Developmental Disabilities Care Coordinator |
| **TERO** | Tribal Employment Rights Office |
| **IEP** | Individual Employability Plan |
| **ABE** | Adult Basic Education |
| **AVT** | Adult Vocational Training |
| **HE** | Higher Education |
| **JOM** | Johnson O'Malley |
| **IATC** | Interior Athabascan Tribal College |

**Appendix C (continued)**



## Background: Setting the Stage

### *Tanana Chiefs Conference, the Promising Pathways Initiative, and the Welfare Peer TA Network*

In 2011, Tanana Chiefs Conference (TCC) was one of 10 promising programs selected to participate in a national initiative sponsored by the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Family Assistance. The Promising Pathways Initiative provided these programs with individualized technical assistance (TA) designed to improve their capacity to collect evidence that articulates their program outcomes.

Through a series of TA activities, each site received the opportunity to build capacity by identifying their program components and practices, developing and documenting evidence, and sharing data that depicts program effectiveness. Each site had a dedicated team consisting of a coach, data specialist, and support specialist assigned to provide targeted TA while documenting the aspects of the site's program that were promising in their use of evidence-informed practices.

Several key capacity-building needs were identified by TCC and the TA Team to focus the provision of TA during the Initiative that:

1. Defined TCC's practice to examine and document their program model and their fidelity to the model
2. Gathered additional outcome information from all stakeholders involved in the subsidized employment program model
3. Expanded the practice of examining and documenting their program model to all 32 programs in the Client Development Division
4. Expanded the concept of attainment of self-sufficiency within cultural context and the reasons for no longer being on the caseload
5. Explored ways to integrate data on employers, job attainment and employment, and economic data across two of TCC's programs—ASAP and Employment and Training
6. Enhanced a current survey instrument for use at GILA! to not only document feedback and data on participants, but to also be used as a case management tool for participants during their employment
7. Increased capacity to engage in peer-to-peer dialog about TCC programs with clear ideas of what the inputs, activities, outputs, outcomes, and indicators are for program model fidelity and continuous improvement feedback loops.

An area of interest identified by the TCC staff was to use the program asset and outcome mapping processes, i.e., development of program logic models and measurement indicators, with other programs within the Client Development Division. The team developed a roadmap logic model that can be used as an introductory tool to help other managers in the Client Development Division begin to map their programs in a logic model format that incorporates the practice principles and program specific outcome measures.

To further facilitate this process, TCC submitted a Welfare Peer TA Request. The focus of the TA Request is taking the overall concepts and ideas developed through the Promising Pathways Initiative and expanding them to other Client Development Division programs so TCC can better integrate the way they describe the logic and/or theory of their programs and improve how they provide services and collect, analyze, and report data. The TA Request also includes thinking globally about their Theory of Change and organizing the overarching outcomes and framework for the Client Development Division.

**Appendix C (continued)**



## Welfare Peer TA Network, TA Request #216

*Overview of TA to Date*

| Preparation Webinars Conducted | |
|---|---|
| Tuesday, February 12, 2013 | 9:00 – 11:00 a.m. Alaskan/1:00 – 3:00 p.m. eastern time |
| Friday, March 1, 2013 | 10:00 a.m. – 12 noon Alaskan/2:00 – 4:00 p.m. eastern time |
| Tuesday, March 19, 2013 | 9:00 – 11:00 a.m. Alaskan/1:00 – 3:00 p.m. eastern time |
| Tuesday, March 26, 2013 | 9:00 – 10:00 a.m. Alaskan/1:00 – 2:00 p.m. eastern time |

*Tuesday, February 12, 2013*
This introductory webinar reviewed Promising Pathways Initiative concepts and highlighted the importance of data. Evidence-informed practice is a necessary precursor for evidence-based practice, since data collection needs to be conducted before developing an evidence-based idea. The webinar introduced a logic model exercise that reviewed the cookie baking process based on TCC's knowledge of the logic of baking chocolate chip cookies. Webinar participants participated in the cookie baking logic model exercise, and then shared information on their various program activities.

*Friday, March 1, 2013*
This webinar revisited more of the approaches and processes developed by TCC through the Promising Pathways Initiative, as well as the data and information usage, needs, and dreams of the TCC staff. The webinar was also designed to continue discussion of the logic model process, TCC practice principles, and data usage and availability.

*Tuesday, March 19, 2013*
This webinar reviewed the evidence-informed practice framework, logic model basics, and the logic models previously developed by several TCC staff, and included a discussion on monitoring and measuring with indicators and outcomes. Key terminology was covered.

*Tuesday, March 26, 2013*
This abbreviated webinar included a brief walkthrough in preparation for the Site Visit. In addition, it engaged participants in a conversation on their level of comfort with the materials provided throughout the previous webinars and on incorporating what they have learned into their individual programs. The agenda and objectives of the Site Visit were also covered.

**Appendix C (continued)**



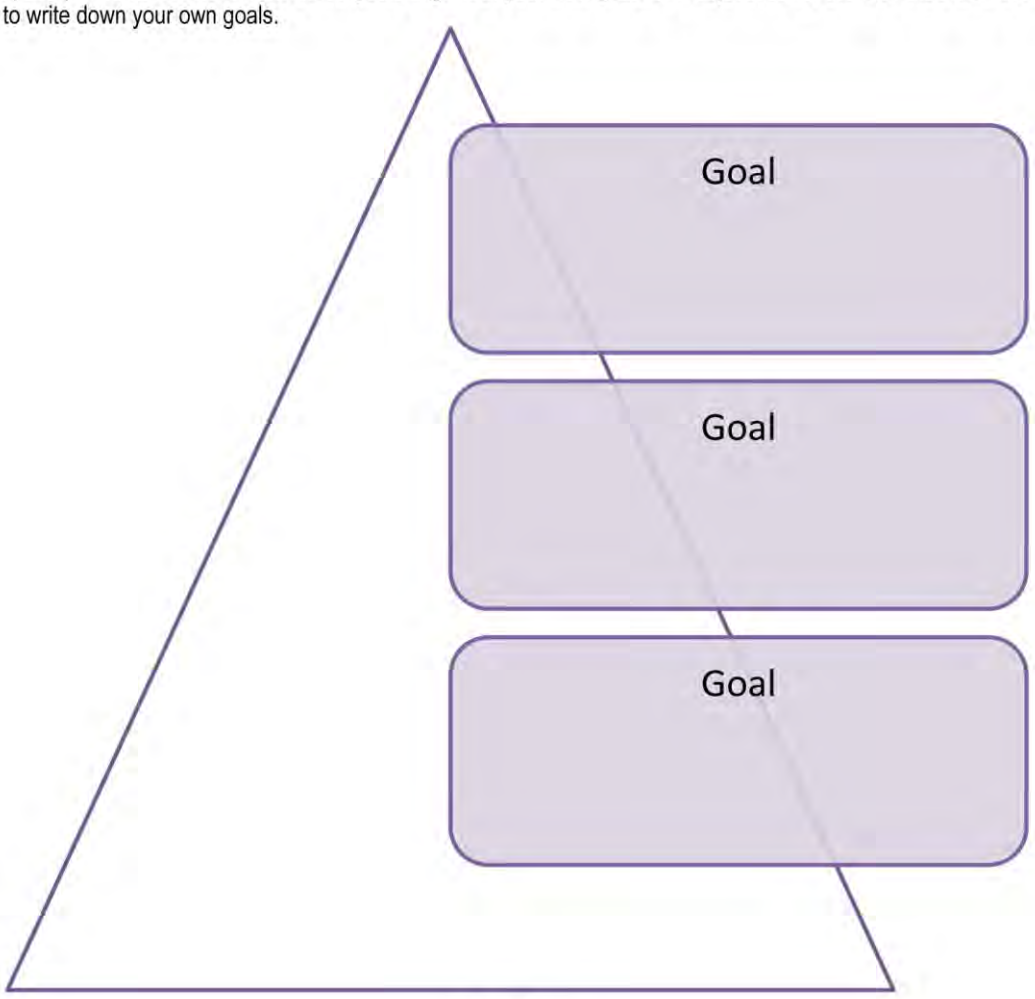
## Goal Setting

### *Preparing for the Site Visit*

**Activity:** As you review the agenda, think about the goals of the Site Visit:

- Participants will have a better understanding of how logic models can be used in their day-to-day program management.
- Participants will have a final working logic model with indicators developed for their programs.
- Participants will have a better understanding of TCC's Practice Principles and how these principles can become entrenched in TCC's Client Development Division.
- Participants will identify data they have available to measure their logic model outcomes. If additional data needs to be collected, participants will be able to begin developing a plan for collecting and analyzing additional data.

In the space provided, reflect on how these goals align with your own goals and objectives for the Site Visit. Use the space below to write down your own goals.



**Appendix C (continued)**



## Welcome and Review of Materials Covered to Date

Monday, May 20, 2013
9:00 – 10:00 a.m.

**Objective:** Introductions and review of the evidence-informed framework, working definitions, and logic model theory (purpose, process, format, and use).

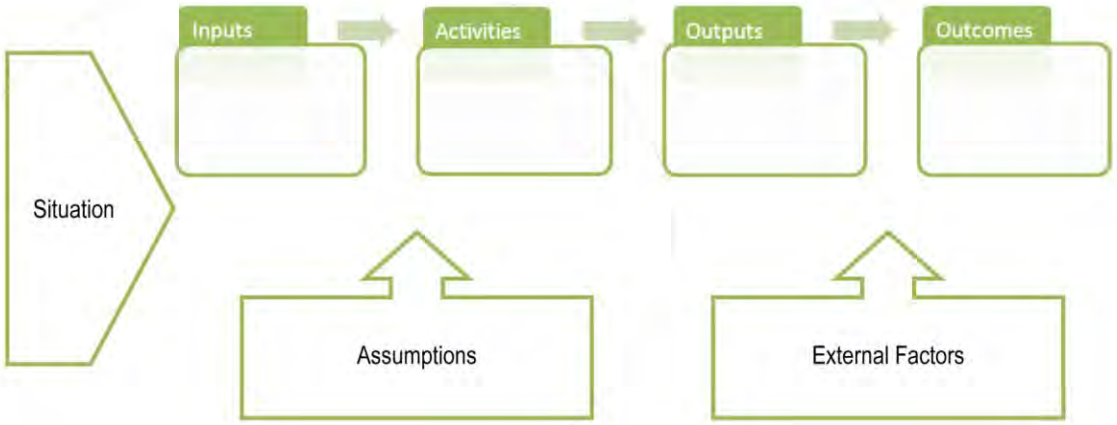
**Appendix C (continued)**



## Logic Model Practice

Monday, May 20, 2013
10:15 a.m. – 12 noon

**Objective:** Discuss the logic model components of situation, assumptions, inputs, and activities. Participants will define and build out these concepts for their programs. Use the space provided on the next several pages to list out these components of your logic model and be prepared to post your information on flip chart paper.




## Situation

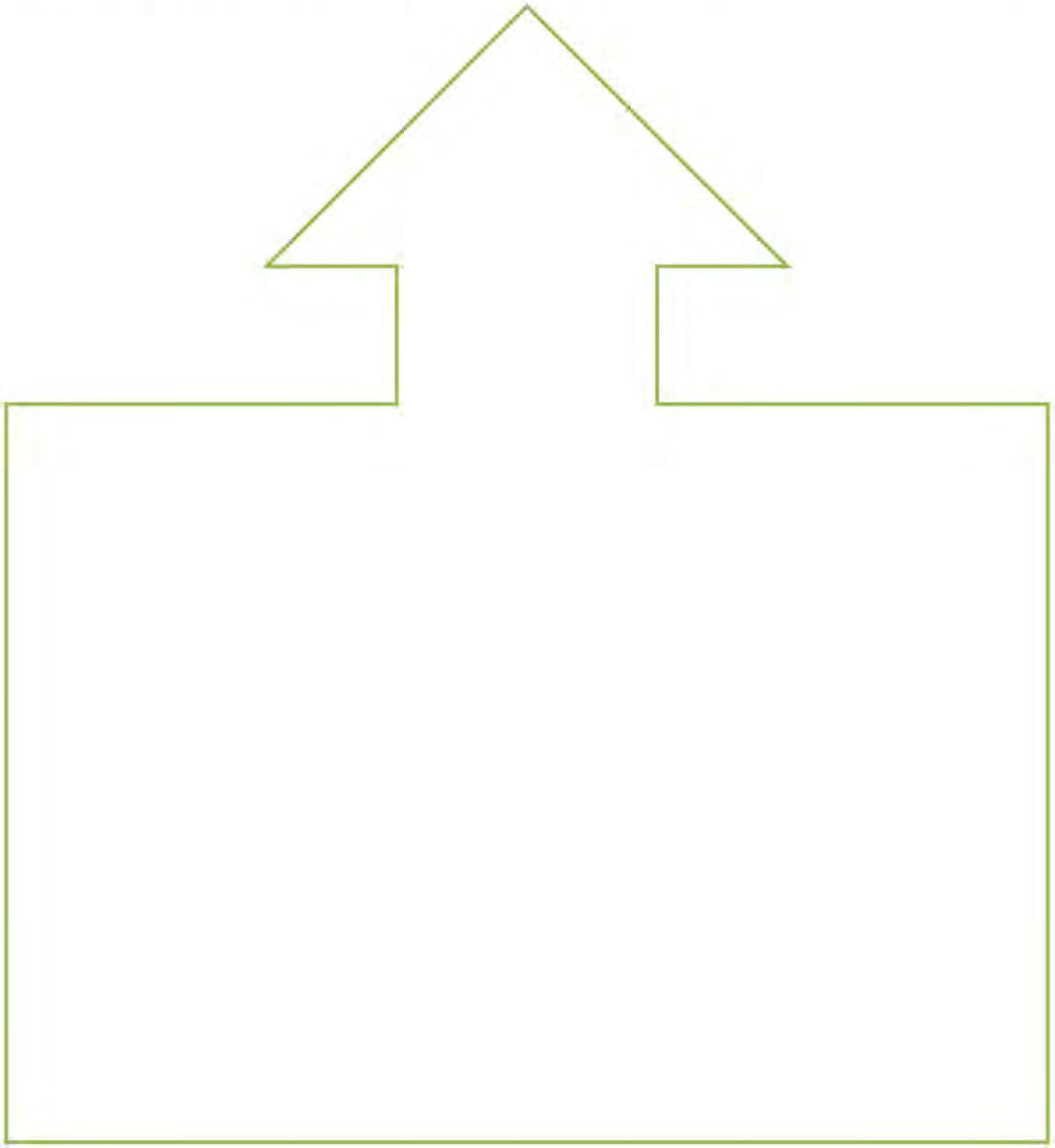
Explains the relevance of the project, including a description of the problem and who is affected. Some models refer to it as the goal and target population. The situation is the beginning point of logic model development. It includes: (1) defining the need, (2) assessing its extent, (3) defining and identifying target populations, (4) identifying the stakeholders, and (5) determining how the program can best serve the target population.

**Appendix C (continued)**



## Assumptions

The beliefs we have about the program: the way the program will operate and what the program expects to achieve. The people involved: how participants learn and their motivations. How we think the program will work: resources and staff, influences of the internal and external environment, and knowledge base.

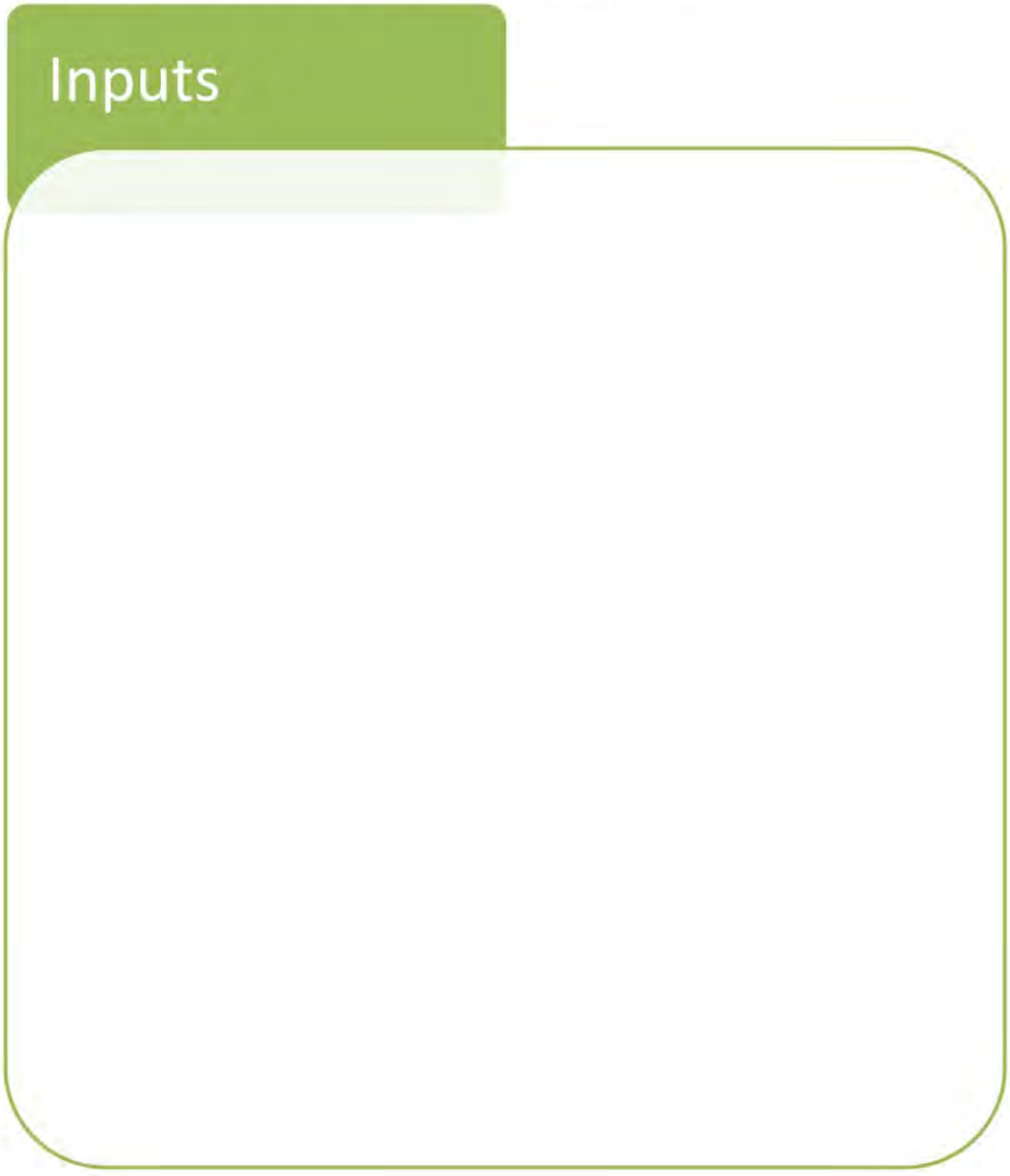


**Appendix C (continued)**



## Inputs

What we invest. What goes into the program: resources and contributions that are invested or directed toward doing the work. Inputs include elements such as staff, money, time, equipment, and partnerships.



**Appendix C (continued)**



## Activities

What the program does with the inputs. Activities are the processes, tools, events, technology, and actions that are an intentional part of the program implementation.

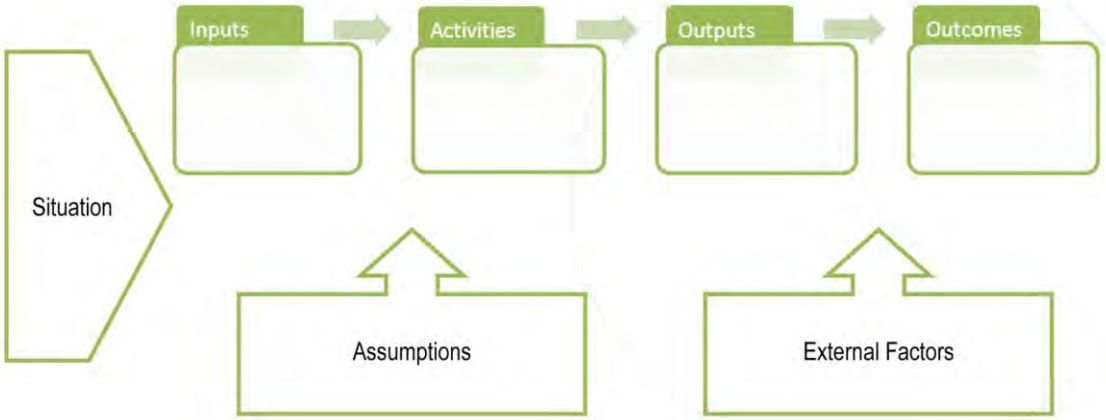
**Appendix C (continued)**



## Logic Model Practice

Monday, May 20, 2013
1:00 – 3:45 p.m.

**Objective:** Discuss the logic model components of outputs, outcomes, external factors, and indicators. Participants will define these concepts for their programs. Use the space provided to list out these components of your logic model and be prepared to post your information on flip chart paper.

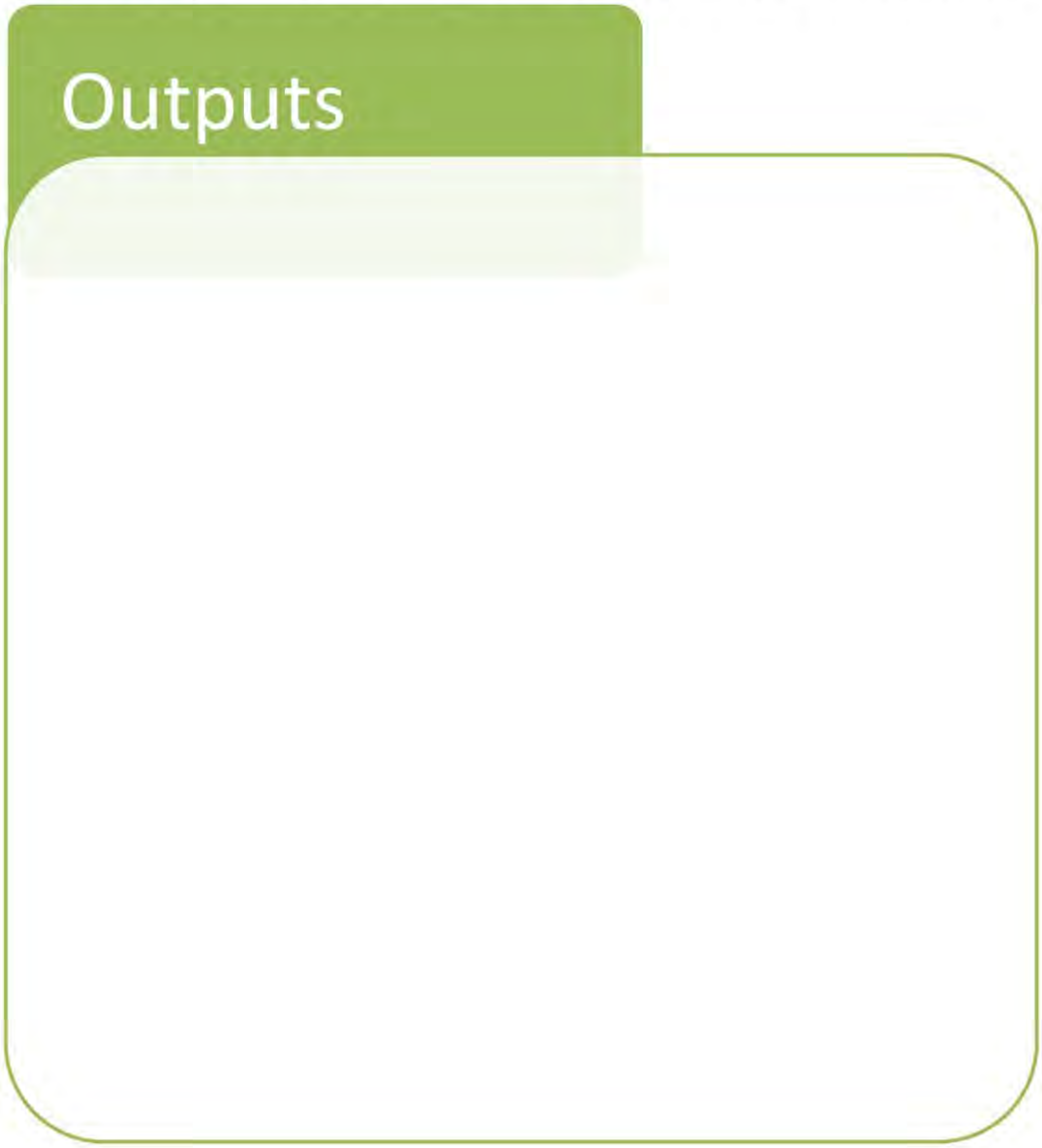


**Appendix C (continued)**



## Outputs

What is done and who is reached: activities, services, events, products, and the people reached. Outputs are also the direct products of program activities and may include types, levels, and targets of services to be delivered by the program.



**Appendix C (continued)**



## Outcomes

What results: the value or changes for individuals, families, groups, agencies, businesses, communities, and/or systems. Outcomes include short-term benefits such as changes in awareness, knowledge, skills, attitudes, opinions, and intent. Outcomes include medium-term benefits such as changes in behaviors, decisionmaking, and actions. Outcomes include long-term benefits (often called impact) such as changes in social, economic, civic, and environmental conditions.

### Outcomes

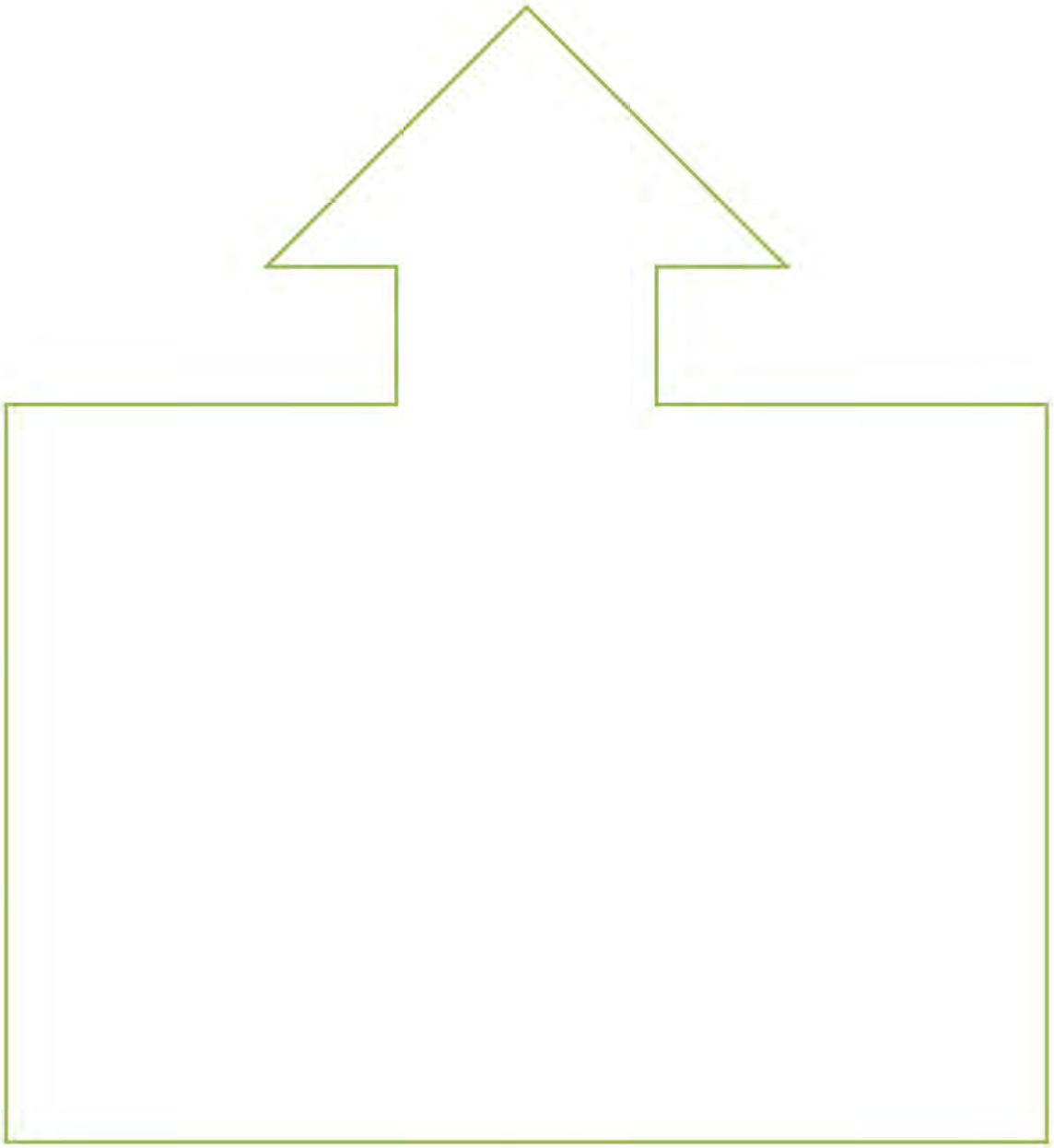
- **Short-Term:**
- **Medium-Term:**
- **Long-Term**:

**Appendix C (continued)**



## External Factors

Aspects outside the program that influence the way the program operates, but are also influenced by the program. Elements that affect the program over which there is little control. Dynamic systems interactions include cultural traditions, cross-cultural exchanges, geography and/or climate, economy, housing, demographics, family circumstances, values, politics, participant experiences, media, policies, and priorities.



**Appendix C (continued)**



## Indicators

| Indicators | |
|---|---|
| *Well-defined measures to show change.* | |
| **Inputs:** | **Input Indicators:**<br>*(Example: Number of staff or amount of funding found via logs or reports of financial/staffing status.)* |
| **Activities:** | **Activity Indicators:**<br>*(Example: Number of planned activities via logs or reports of activities.)* |
| **Outputs:** | **Output Indicators:**<br>*(Example: Number of actual products delivered, number of sessions, number of handouts, etc.)* |
| **Outcomes:**<br>*(Example: Job training graduates will be gainfully employed.)* | **Outcome Indicators:**<br>*(Example: 50 of the employed graduates [81%] will remain employed for at least 6 months.)* |

**Appendix C (continued)**

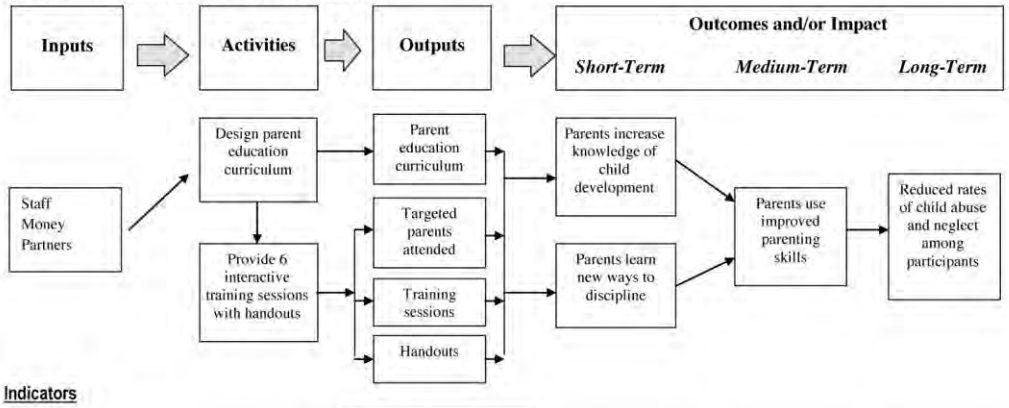


## Finalize Logic Model and Wrap-Up of Day One

Monday, May 20, 2013
4:00– 5:00 p.m.

Objective: Participants will use this time to prepare for their logic model showcase. Using your logic model components, lay out your complete logic model in your preferred graphical depiction. Below is an example with indicators:

Using Indicators Example: *Parent Education Program*




Indicators

| Inputs | Activities | Outputs | Short-Term | Medium-Term | Long-Term |
|---|---|---|---|---|---|
| # staff<br>$ used<br># partners<br>When delivered | Curriculum<br># of sessions held | Curriculum<br>#, % attended per session<br>Certificate of completion<br># of sessions held<br># of handouts | #, % with increased knowledge of…<br>• Child development<br>• Ways to discipline | #, % using skills (Types of differences reported) | #, % abusing and/or neglecting children before/after |

**Appendix C (continued)**



## Recapture of Day One and Check-In

Tuesday, May 21, 2013
9:00 – 9:30 a.m.

**Appendix C (continued)**

*Tanana Chiefs Conference Site Visit Guidebook* *May 20–21, 2013*

## Logic Model Showcase

Tuesday, May 21, 2013
9:30 – 10:45 a.m.

Objective: Each Program Manager will walk through his or her logic model. Write any notes or questions on each logic model below.

Program:

Program:

Program:

Program:

Program:

Program:

Program:

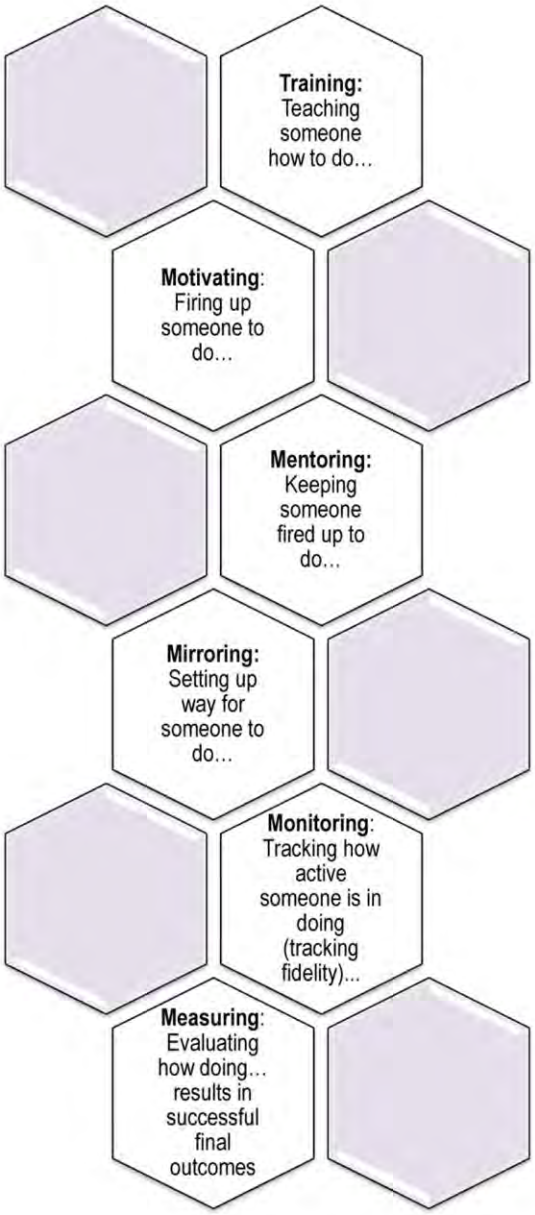
Program:

**Appendix C (continued)**

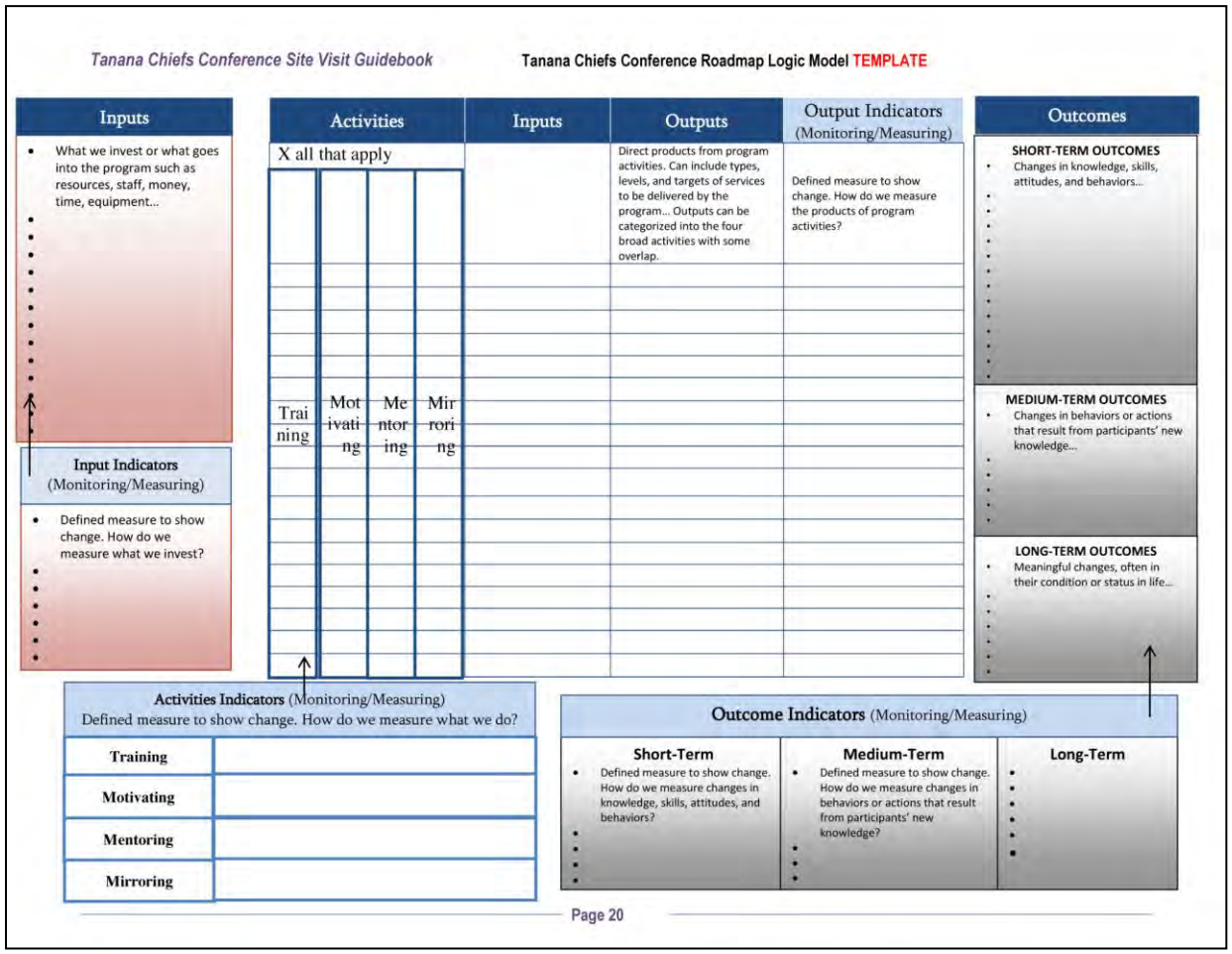


## TCC Practice Principles Discussion (5MT)

Tuesday, May 21, 2013
11:00 a.m. – 12 noon



## Appendix C (continued)



*Tanana Chiefs Conference Site Visit Guidebook*

**Tanana Chiefs Conference Roadmap Logic Model TEMPLATE**

| Inputs | Activities | Inputs | Outputs | Output Indicators (Monitoring/Measuring) | Outcomes |
|---|---|---|---|---|---|
| • What we invest or what goes into the program such as resources, staff, money, time, equipment... | X all that apply | | Direct products from program activities. Can include types, levels, and targets of services to be delivered by the program... Outputs can be categorized into the four broad activities with some overlap. | Defined measure to show change. How do we measure the products of program activities? | **SHORT-TERM OUTCOMES**<br>• Changes in knowledge, skills, attitudes, and behaviors... |
| | Training / Motivating / Mentoring / Mirroring | | | | **MEDIUM-TERM OUTCOMES**<br>• Changes in behaviors or actions that result from participants' new knowledge... |
| | | | | | **LONG-TERM OUTCOMES**<br>• Meaningful changes, often in their condition or status in life... |

**Input Indicators** (Monitoring/Measuring)

- Defined measure to show change. How do we measure what we invest?

**Activities Indicators** (Monitoring/Measuring)
Defined measure to show change. How do we measure what we do?

| | |
|---|---|
| **Training** | |
| **Motivating** | |
| **Mentoring** | |
| **Mirroring** | |

**Outcome Indicators** (Monitoring/Measuring)

| Short-Term | Medium-Term | Long-Term |
|---|---|---|
| • Defined measure to show change. How do we measure changes in knowledge, skills, attitudes, and behaviors? | • Defined measure to show change. How do we measure changes in behaviors or actions that result from participants' new knowledge? | |

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**Appendix C (continued)**



**Data Availability and Use**

Tuesday, May 21, 2013
1:00 – 3:30 p.m.

| Outcome | Indicators | Source | Frequency |
|---|---|---|---|
| *(Short -, Medium - & Long-Term)* | *Well-defined measures to show change.* | *Where to gather the data.* | *When to collect the data.* |
| *The specific changes in program participants' behavior, knowledge, skills, and status.* | | | |

**Appendix C (continued)**



## Discussion of Expansion to All of TCC Client Development Division

Tuesday, May 21, 2013
3:30 – 4:30 p.m.

**Appendix C (continued)**



## Evaluation, Next Steps, and Conclusion

Tuesday, May 21, 2013
4:30 – 5:15 p.m.

### Questions

•

### Comments

•

### Notes

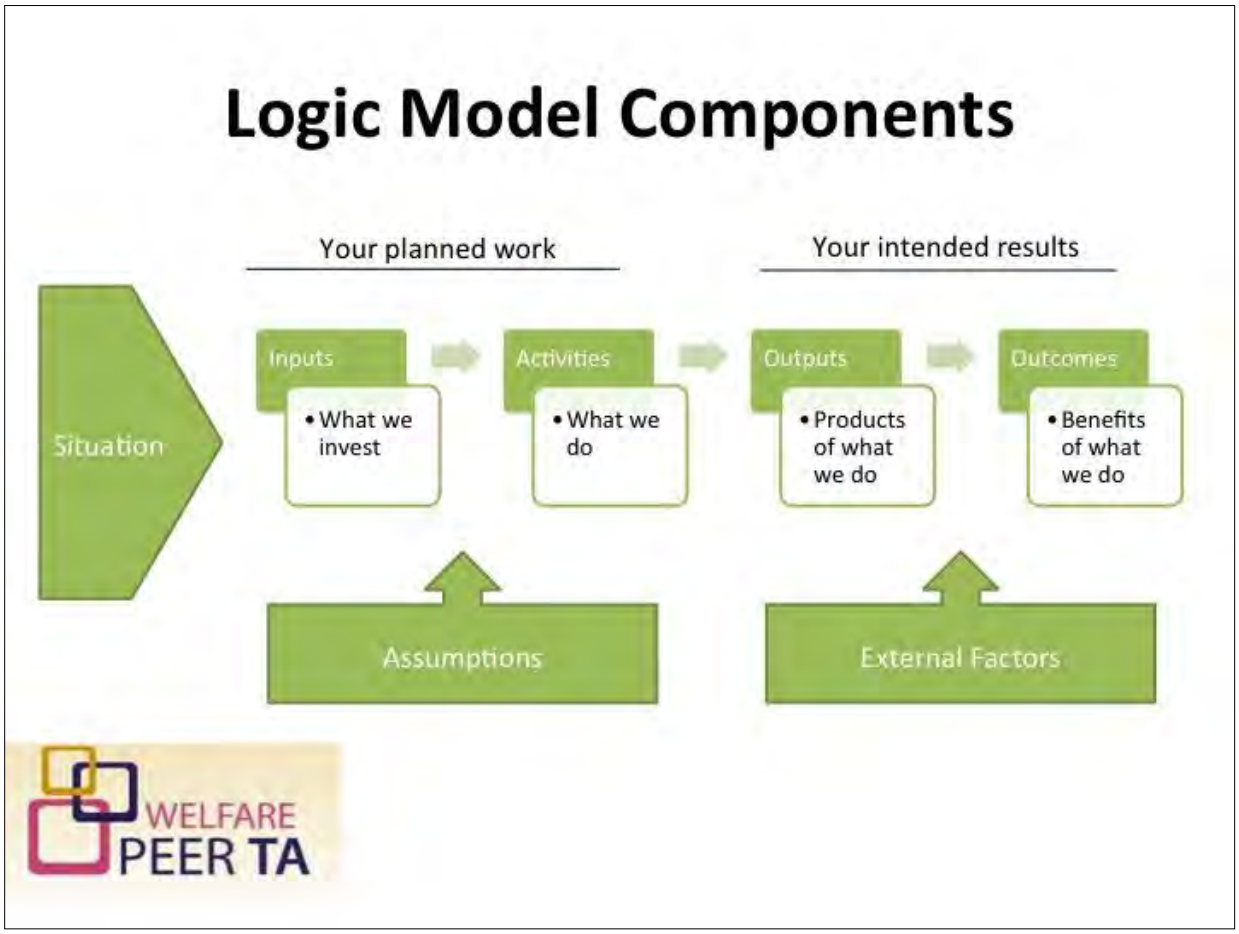
•

**Appendix C (continued)**



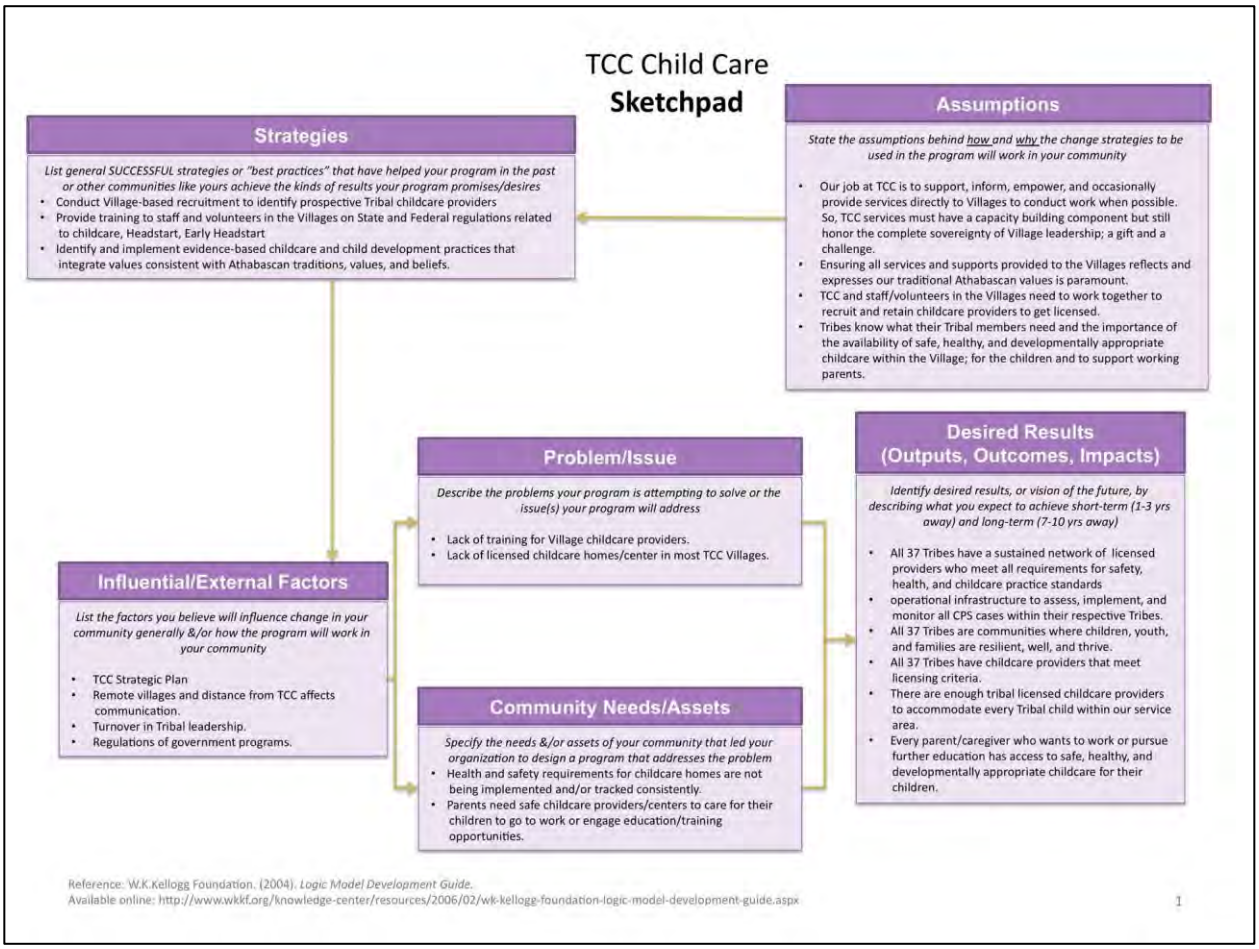
## Additional Notes

**Appendix D: Logic Model Components**



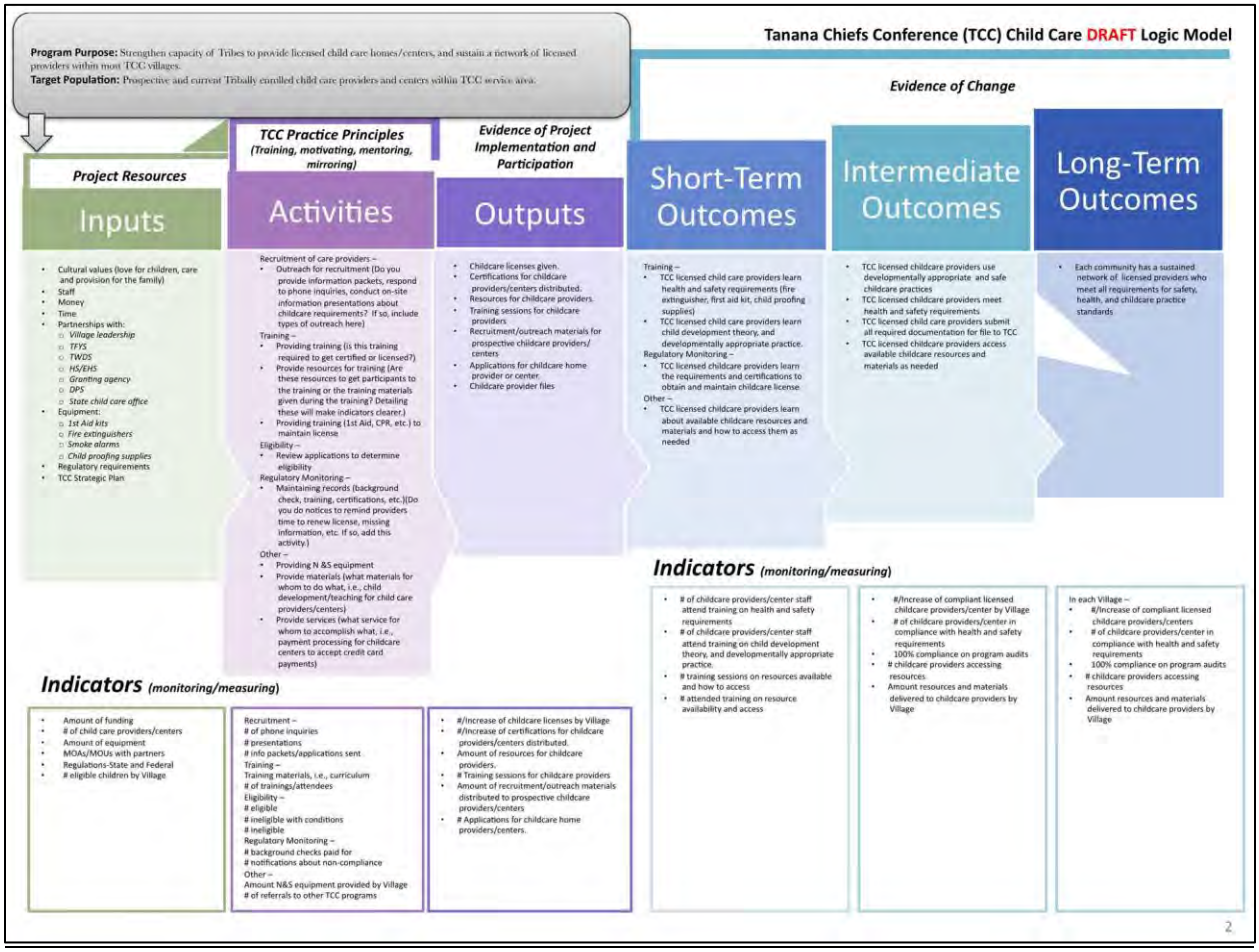
# Appendix E: Draft Program Logic Models

## Child Care



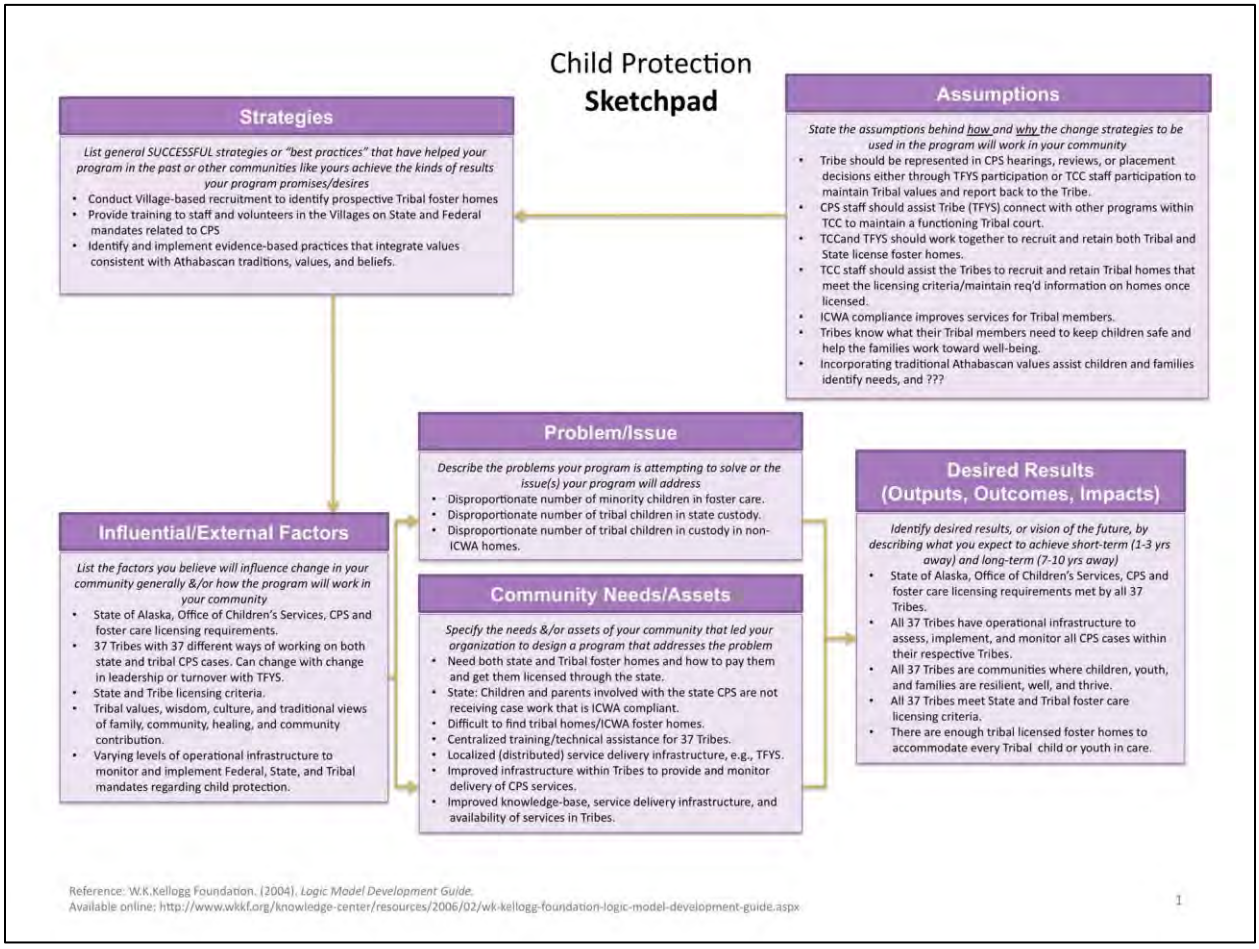
## Appendix E (continued)

### Child Care (continued)



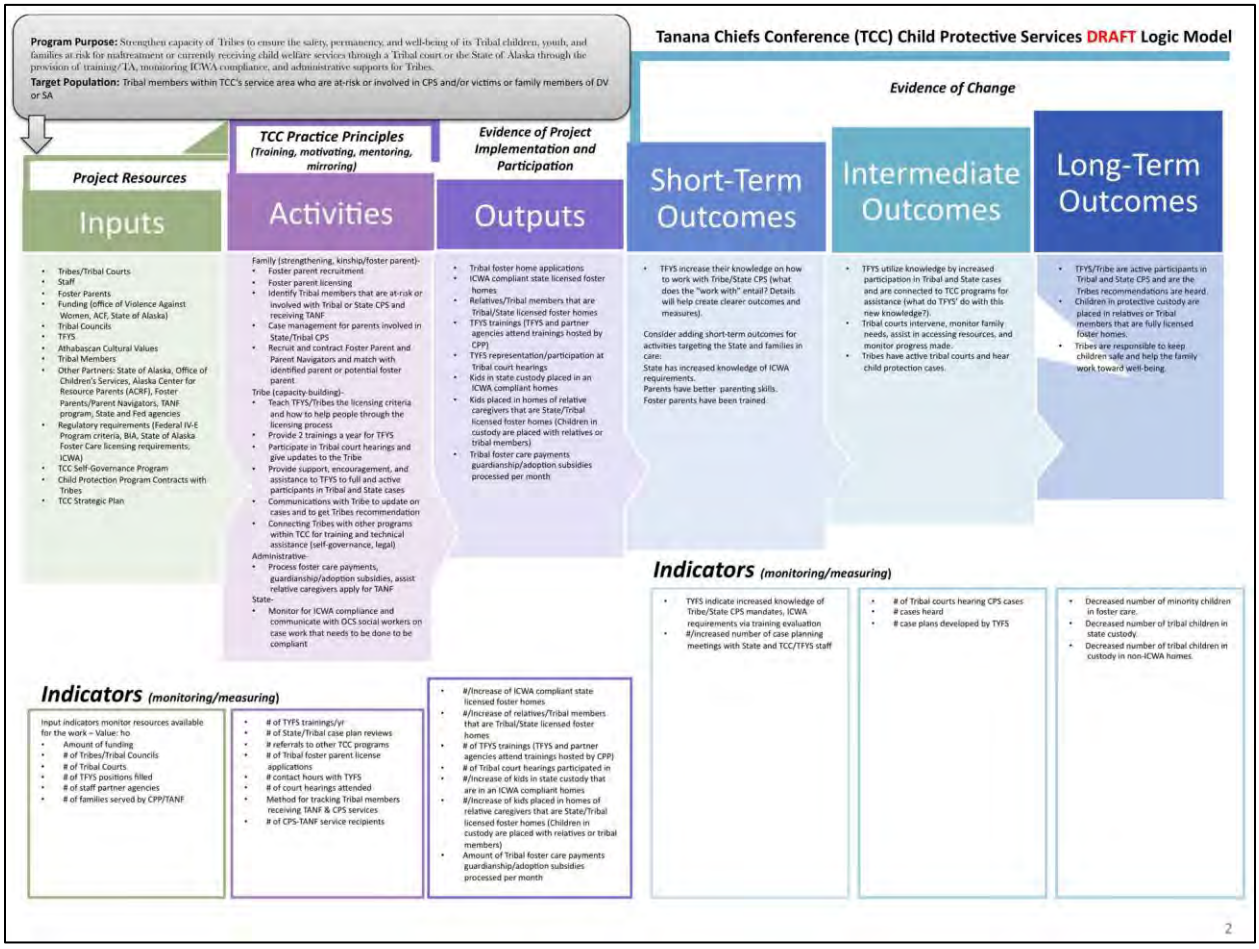
**Appendix E (continued)**

## Child Protection Services



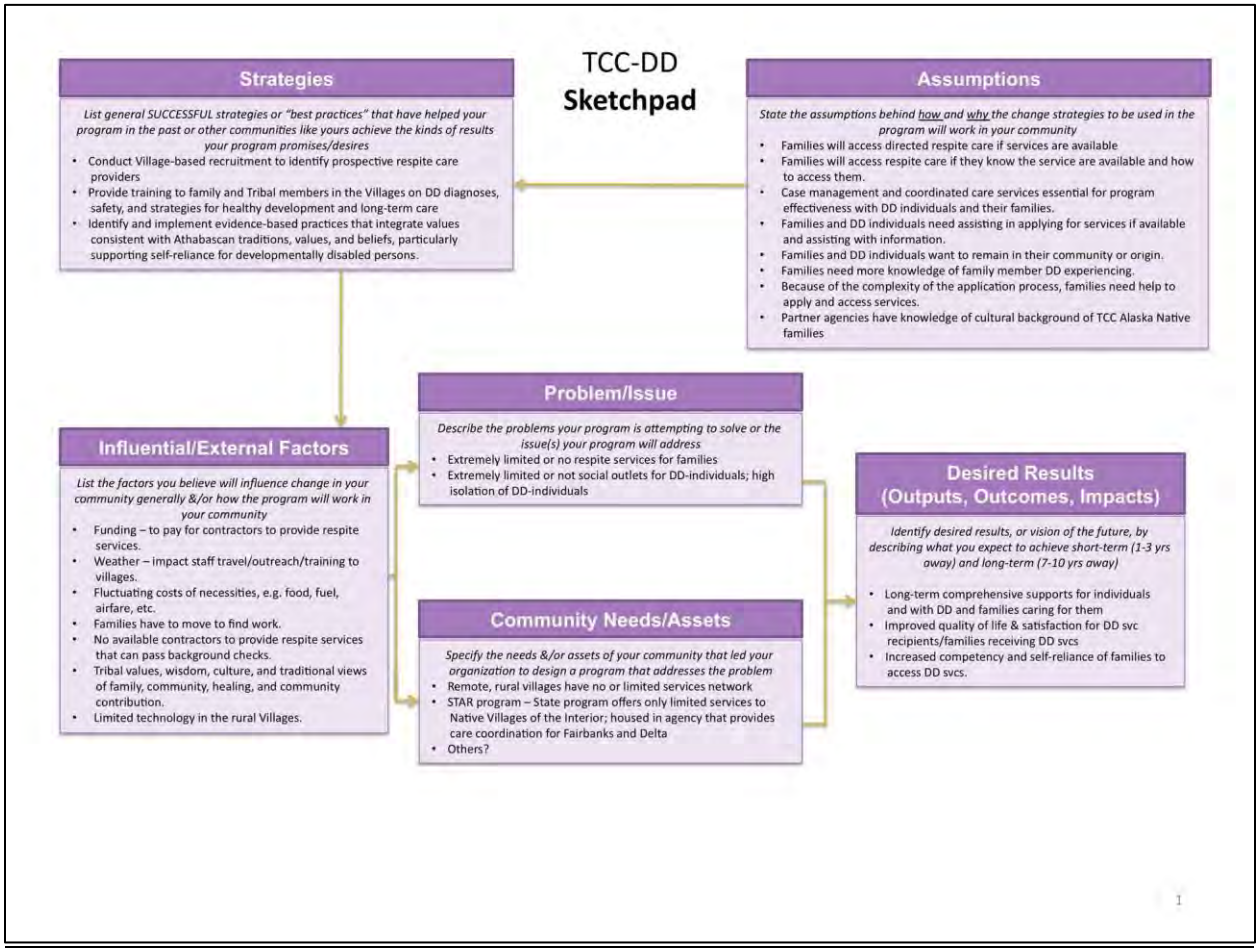
## Appendix E (continued)

### Child Protection Services (continued)



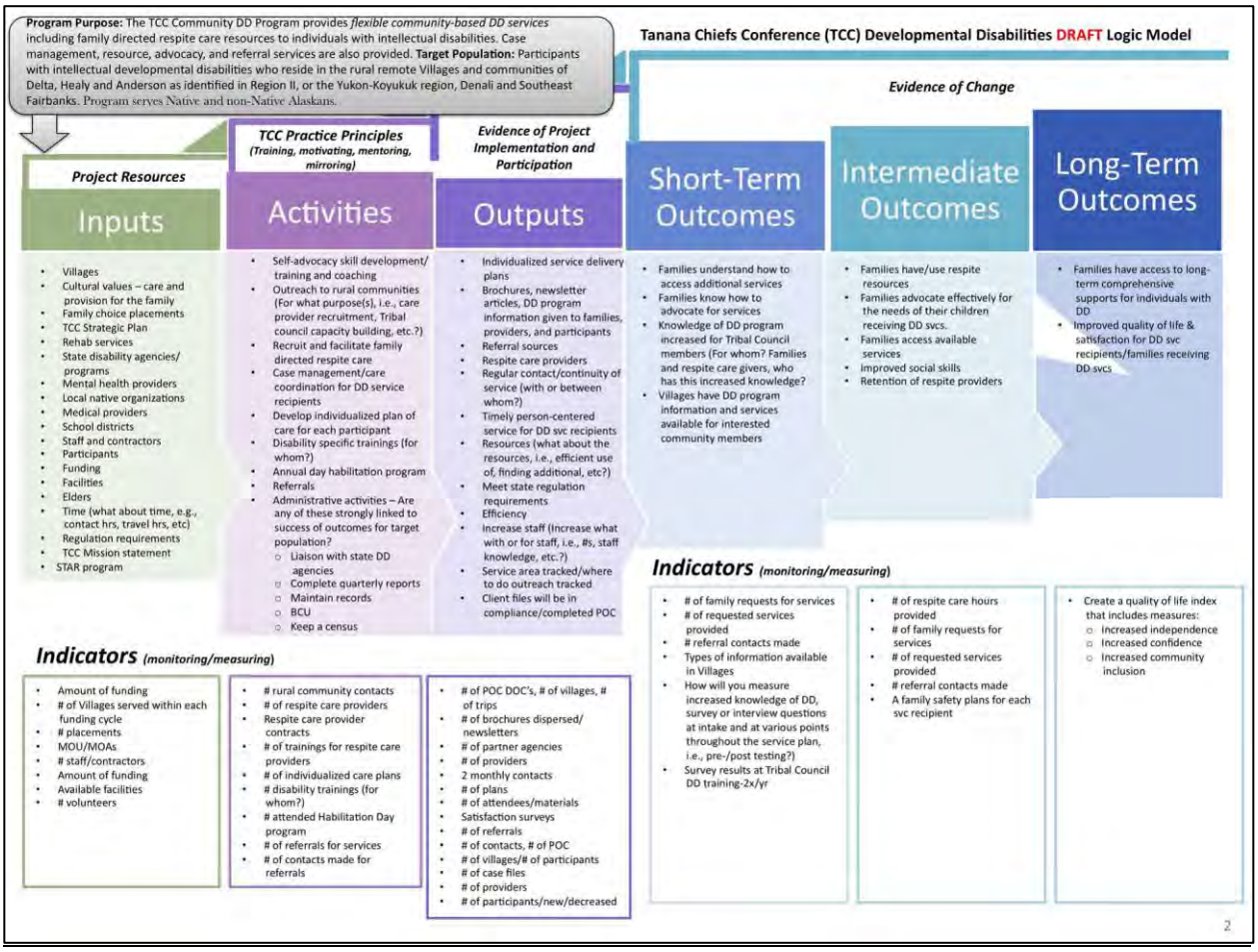
**Appendix E (continued)**

## Developmental Disabilities



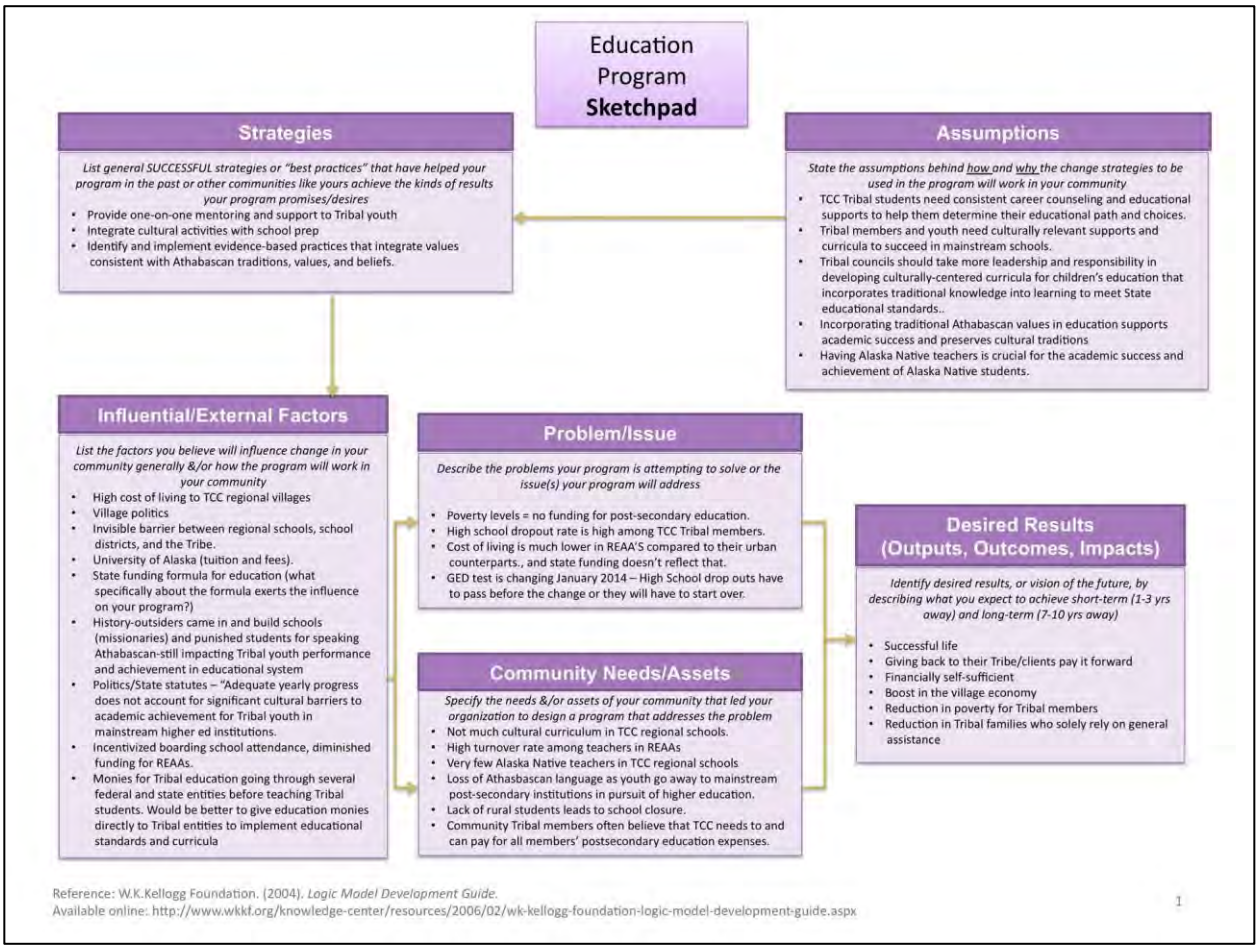
## Appendix E (continued)

### Developmental Disabilities (continued)



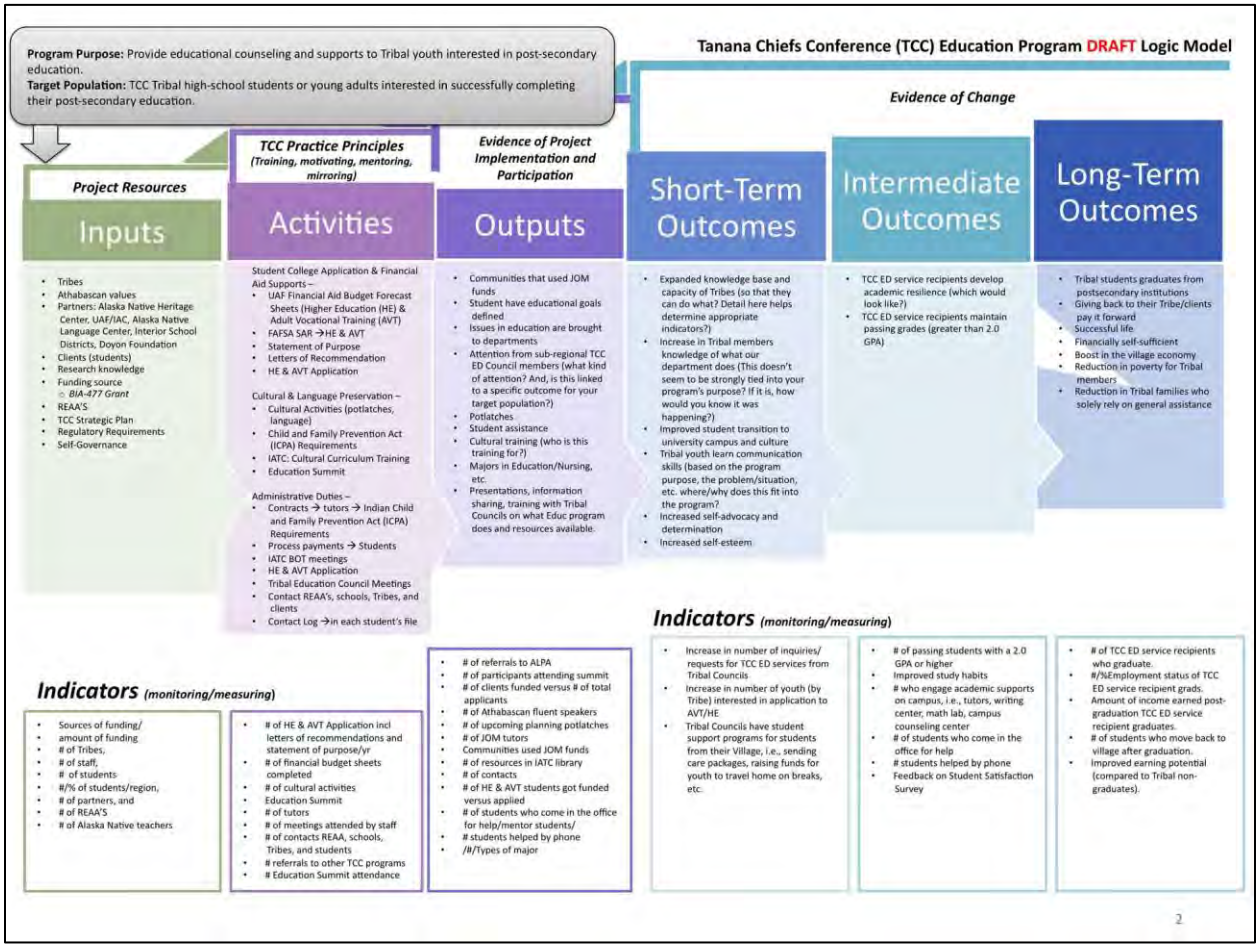
## Appendix E (continued)

### Education Program



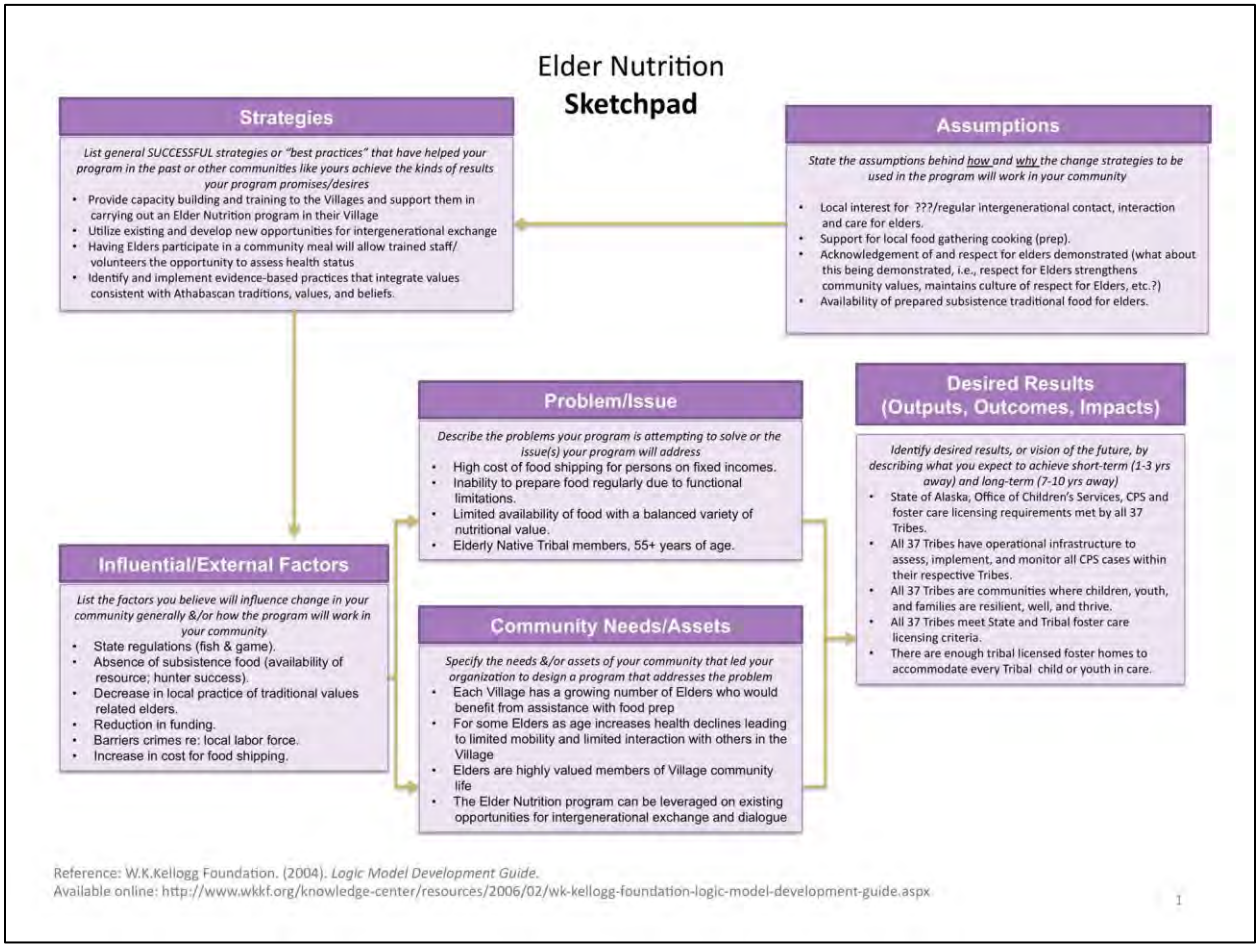
## Appendix E (continued)

### Education Program (continued)



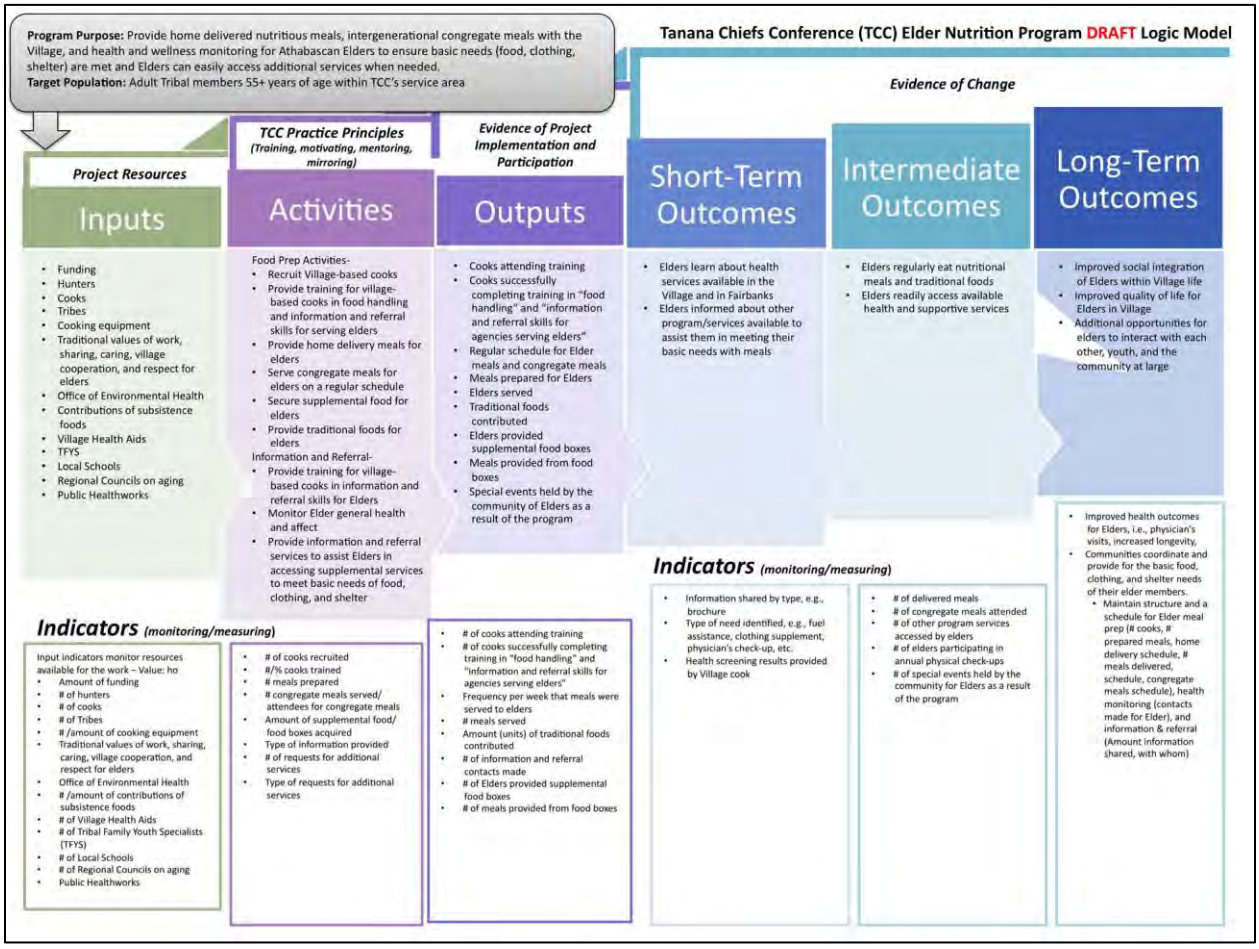
**Appendix E (continued)**

## Elder Nutrition Program



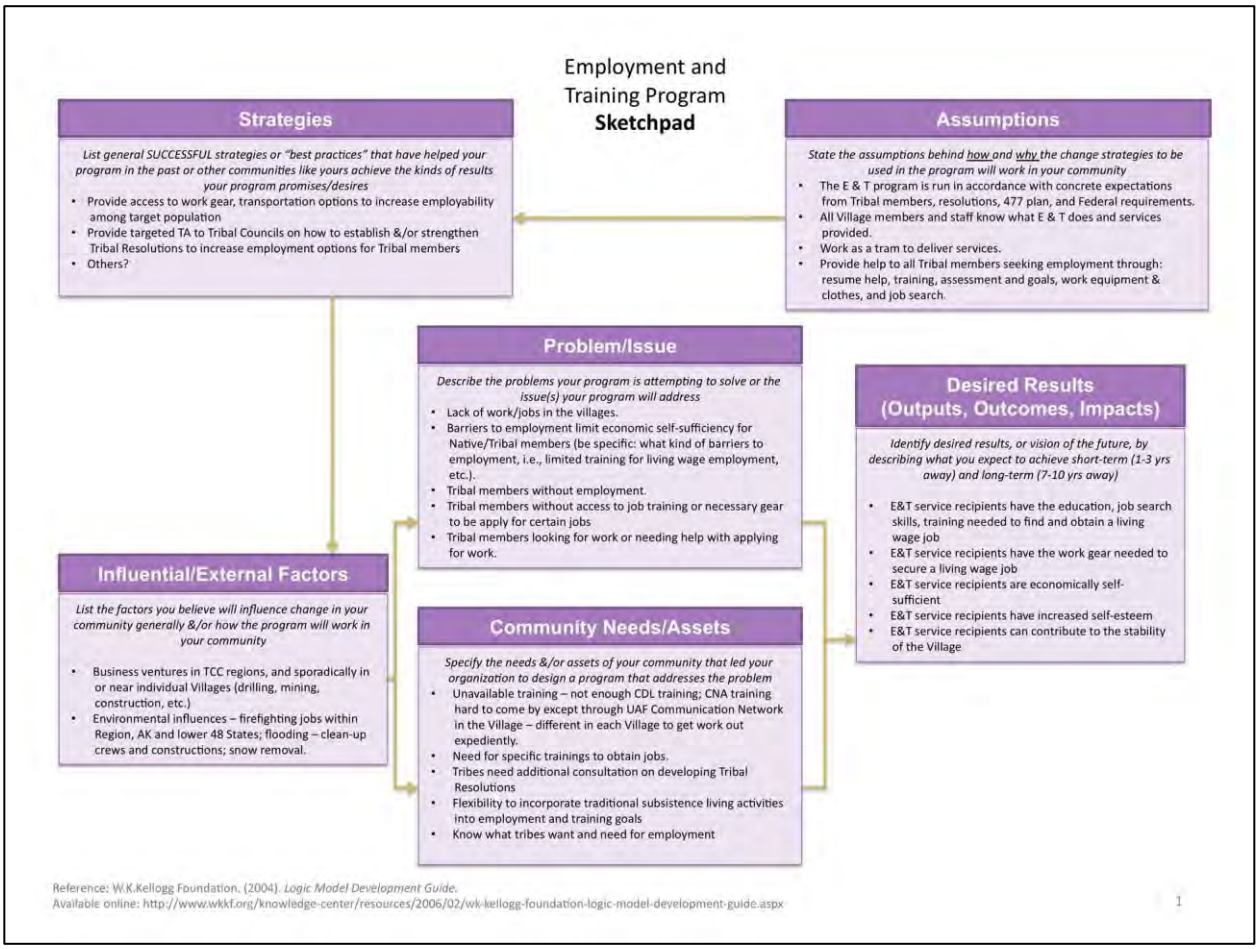
## Appendix E (continued)

### Elder Nutrition Program (continued)



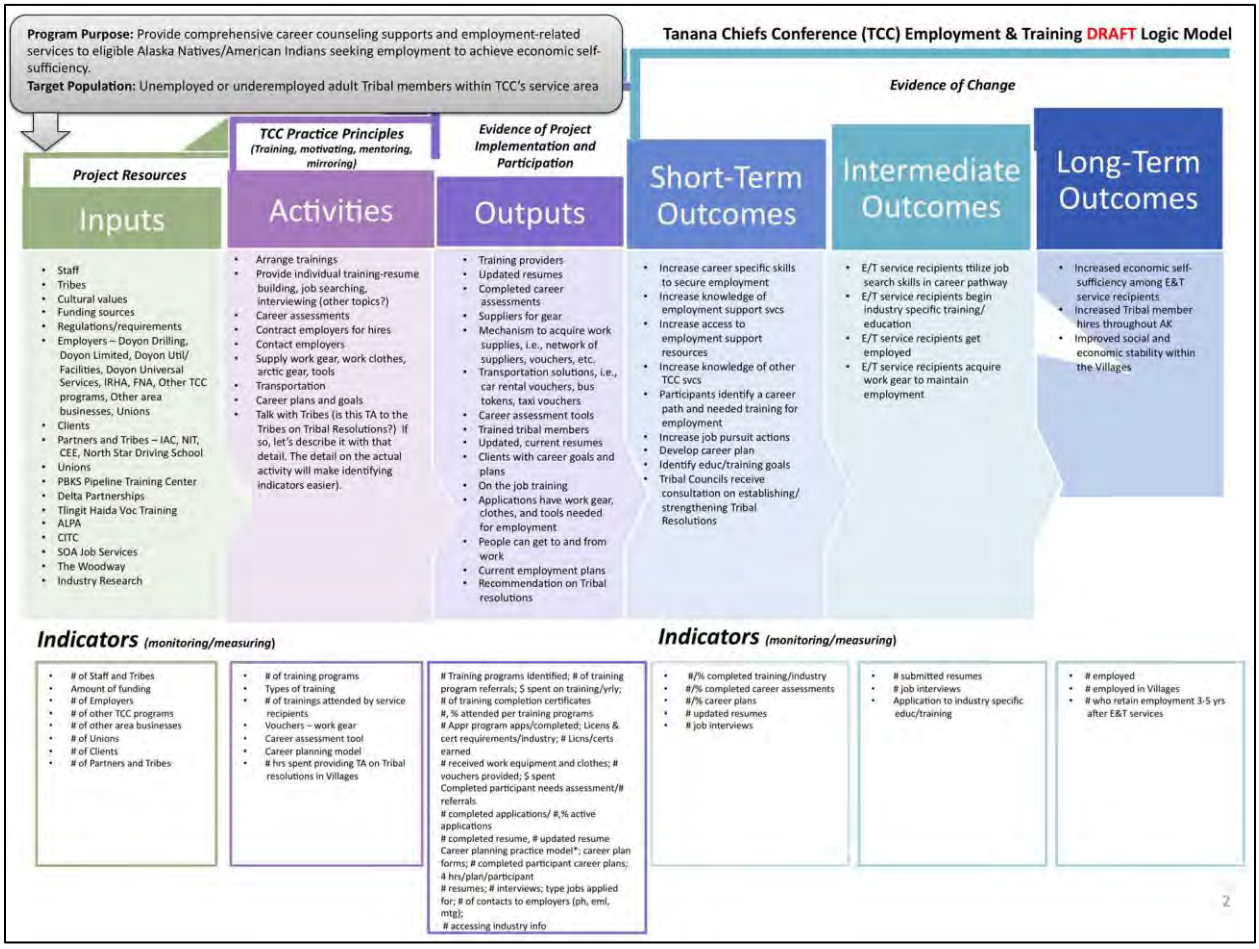
## Appendix E (continued)

### Employment and Training Program



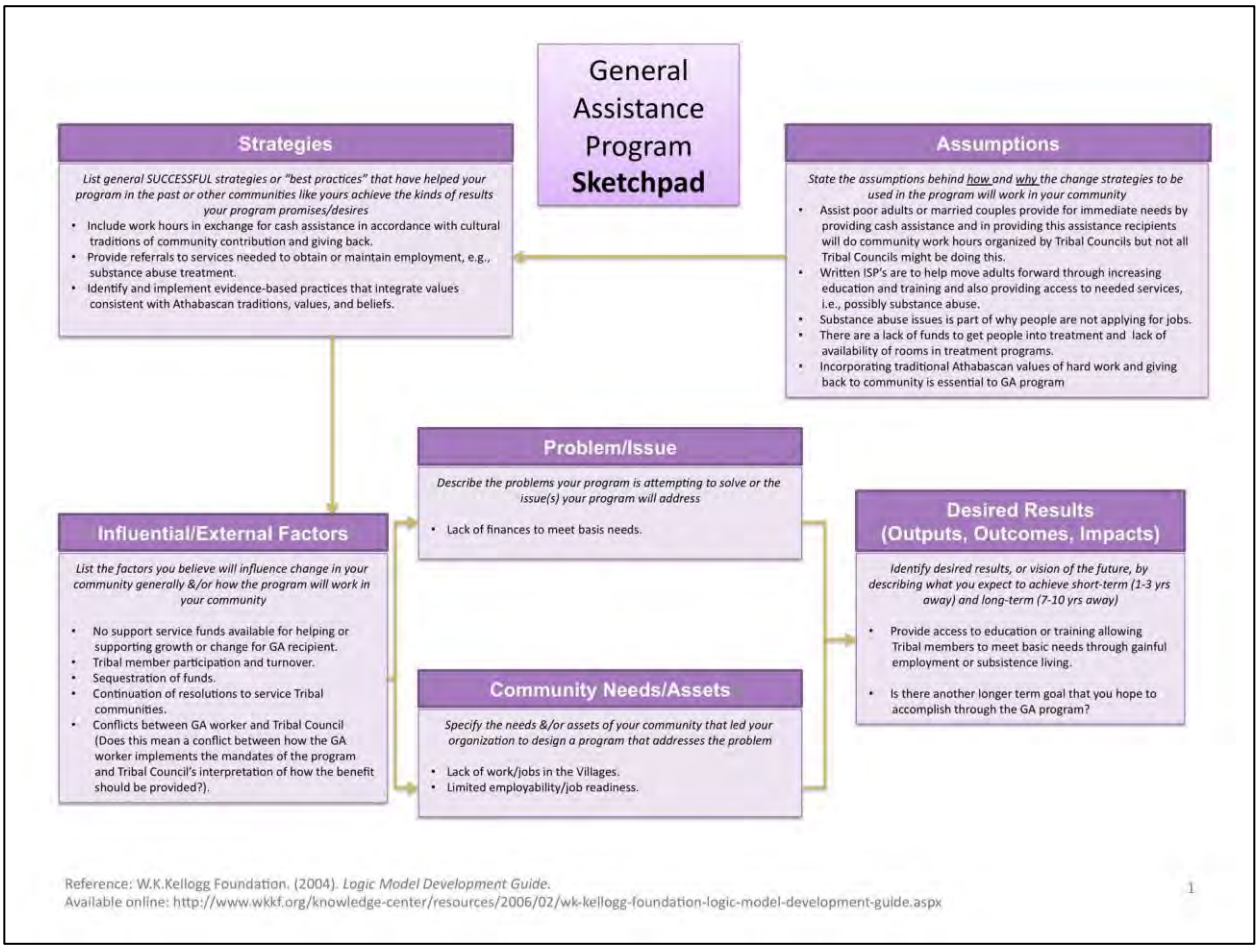
## Appendix E (continued)

### Employment and Training Program (continued)



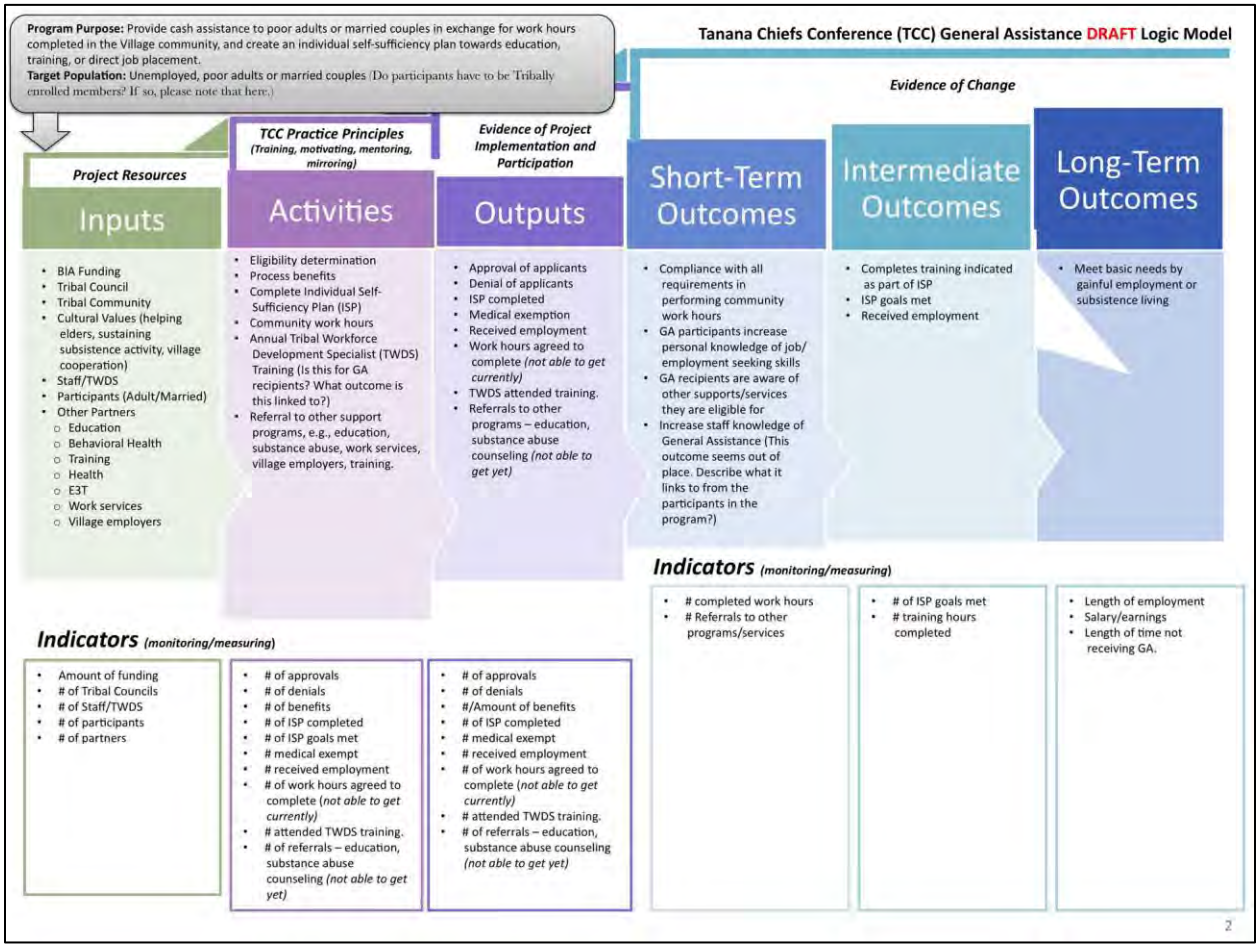
**Appendix E (continued)**

## General Assistance Program



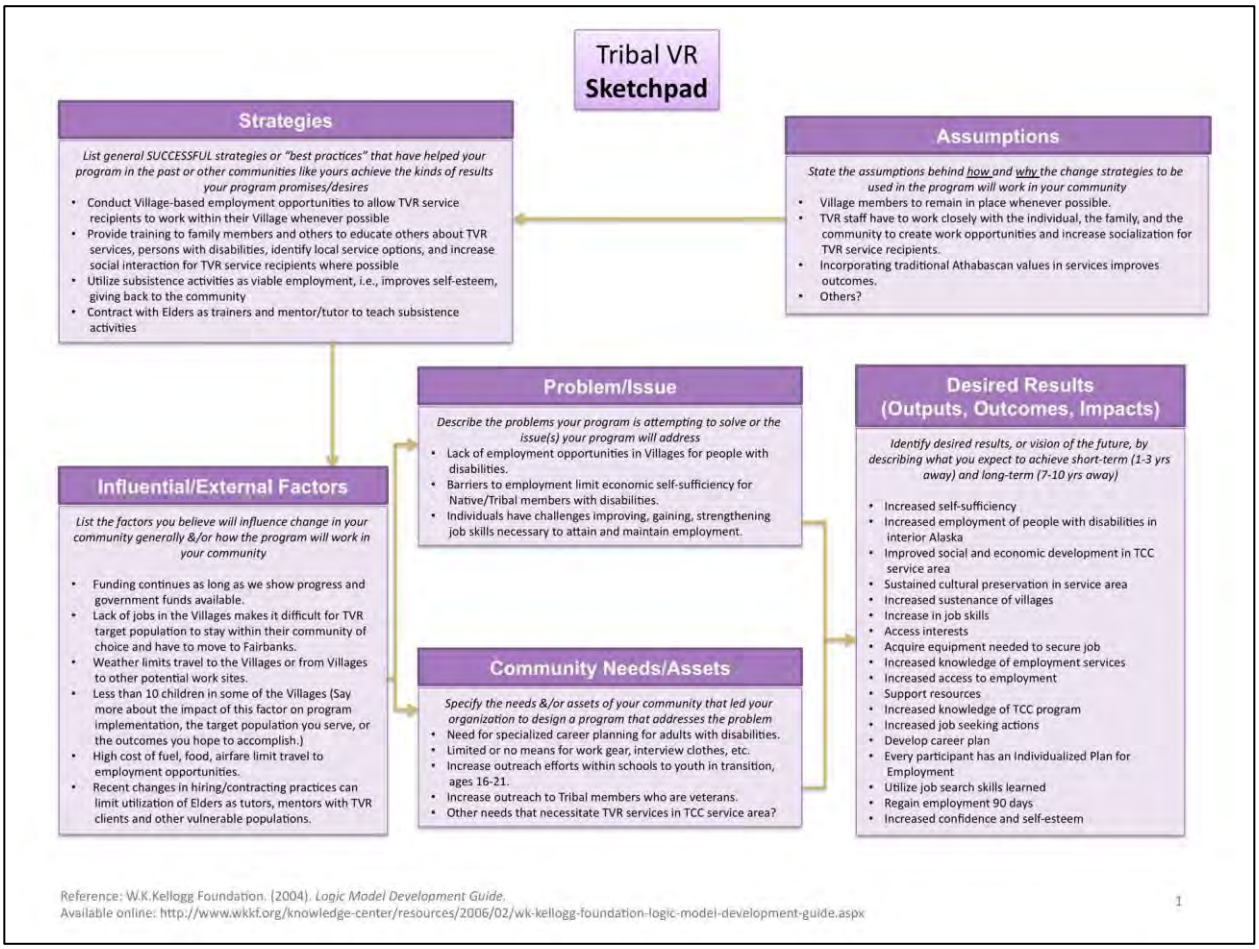
## Appendix E (continued)

### General Assistance Program (continued)



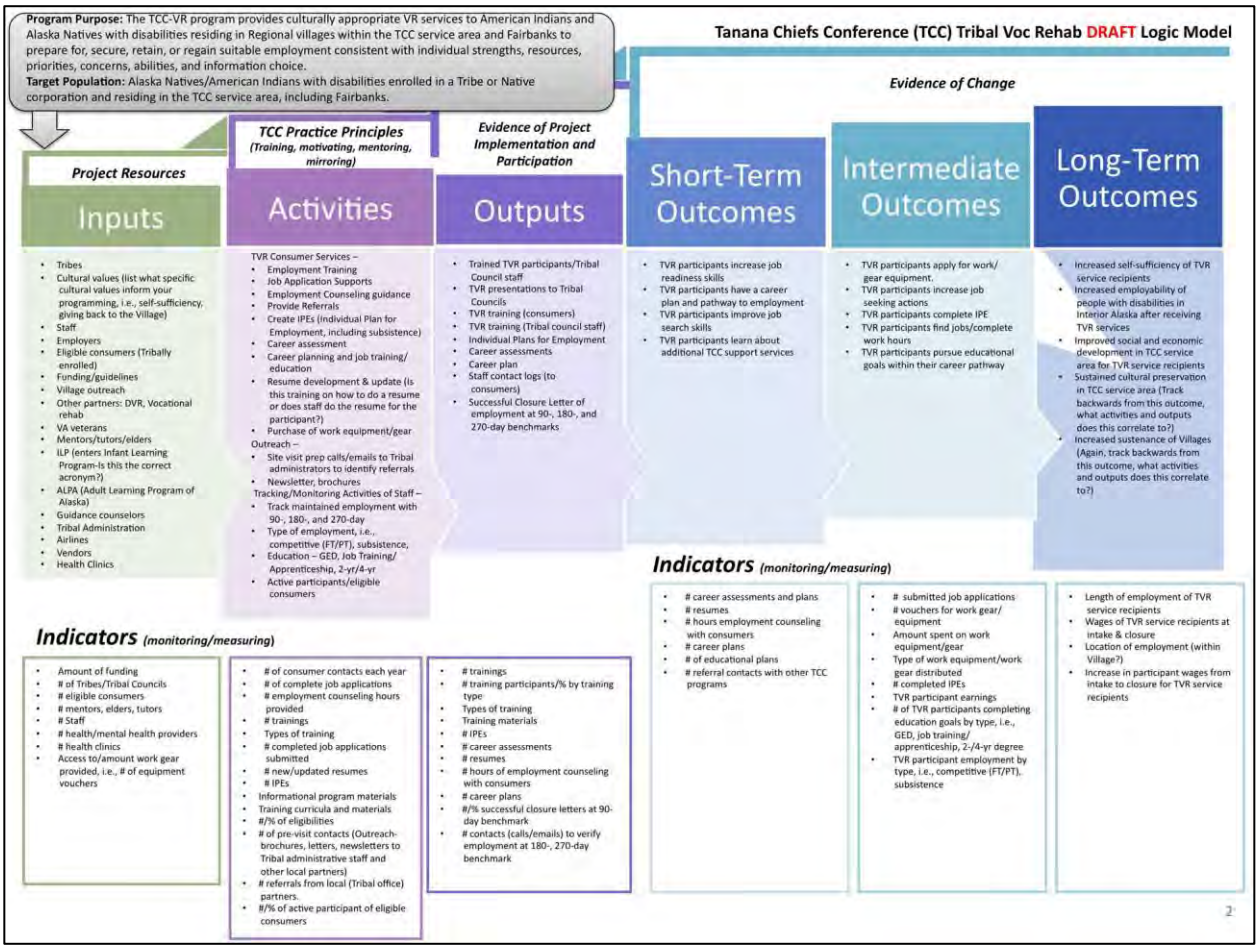
**Appendix E (continued)**

## Tribal Vocational Rehabilitation



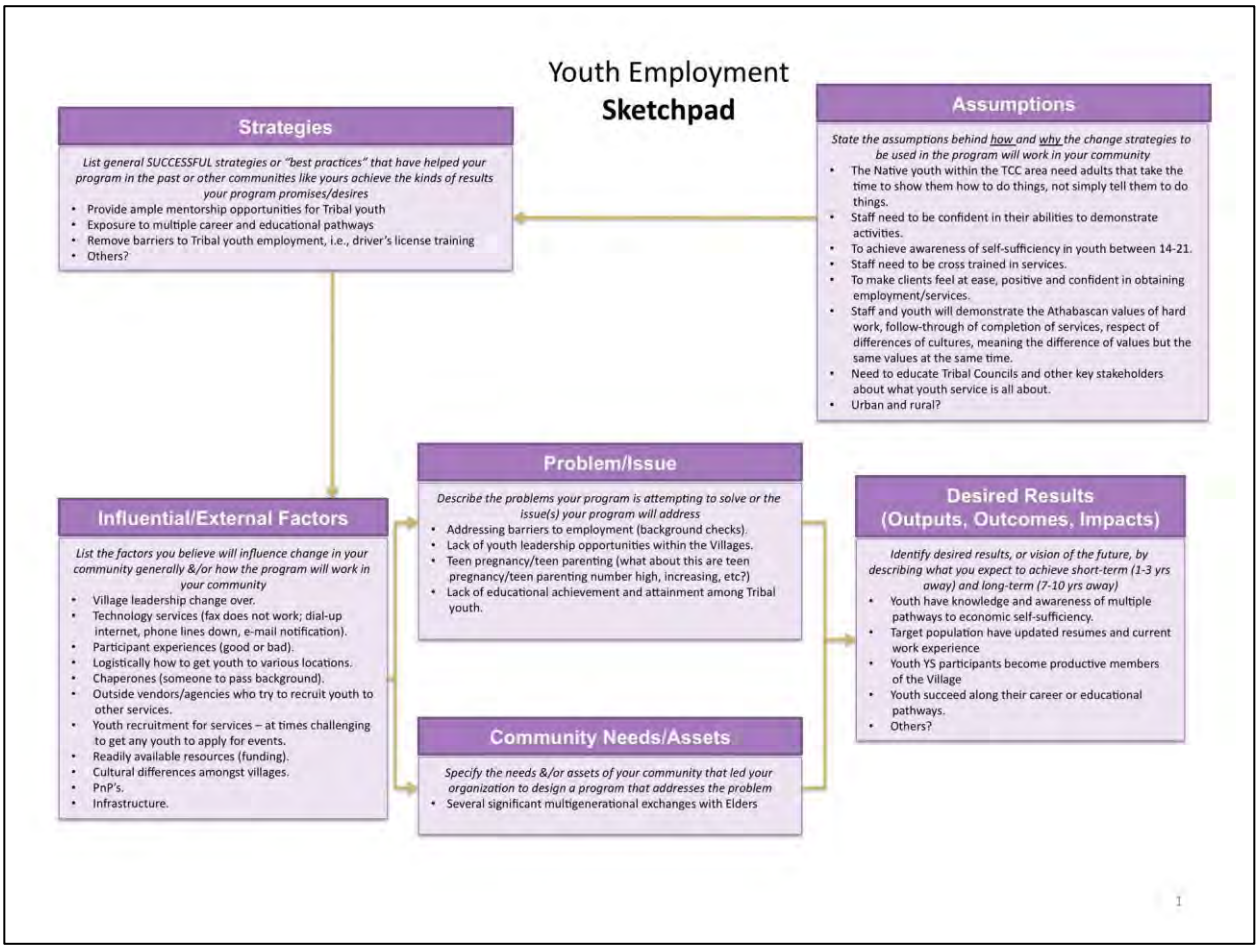
## Appendix E (continued)

### Tribal Vocational Rehabilitation (continued)



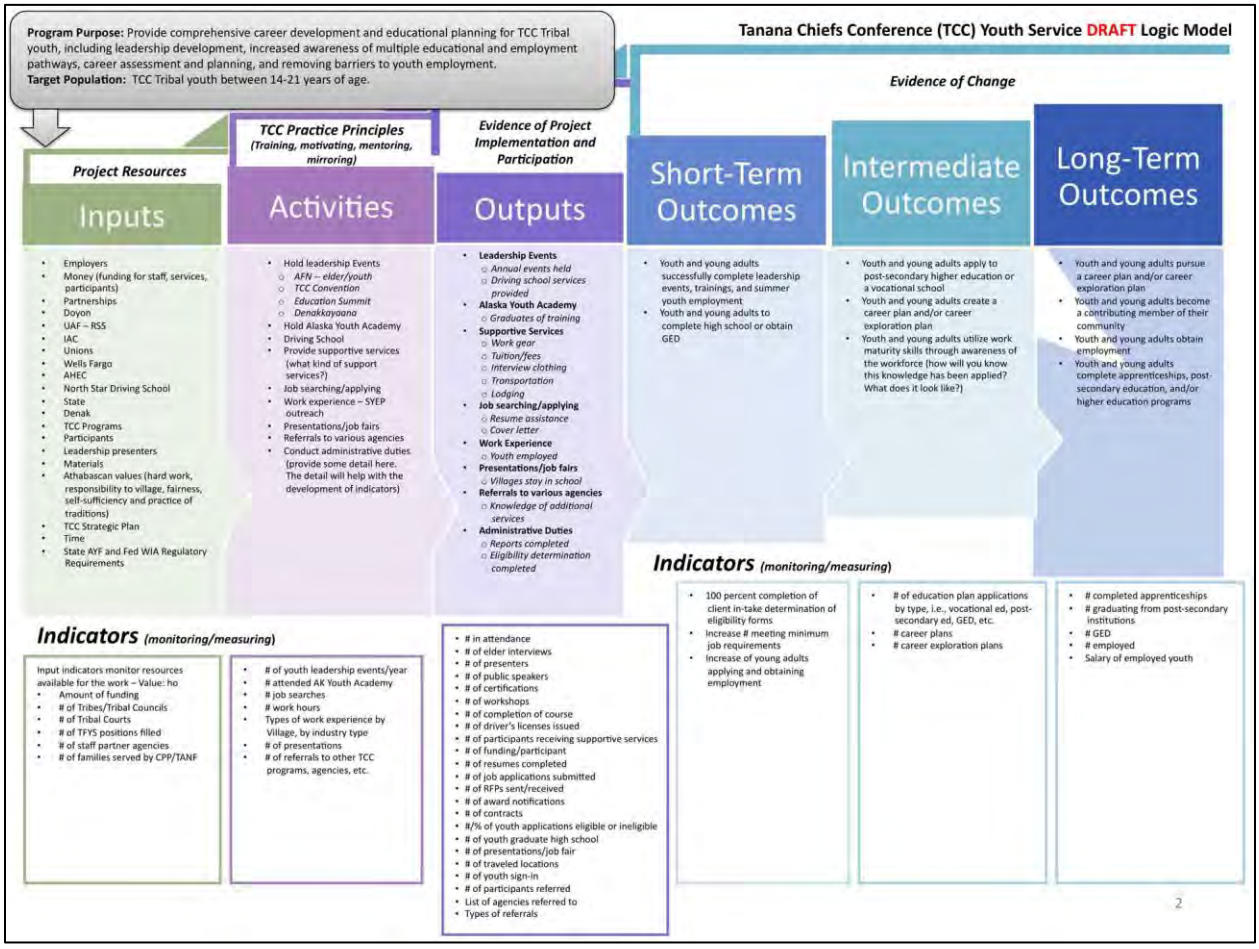
## Appendix E (continued)

### Youth Employment Services and Leadership Development



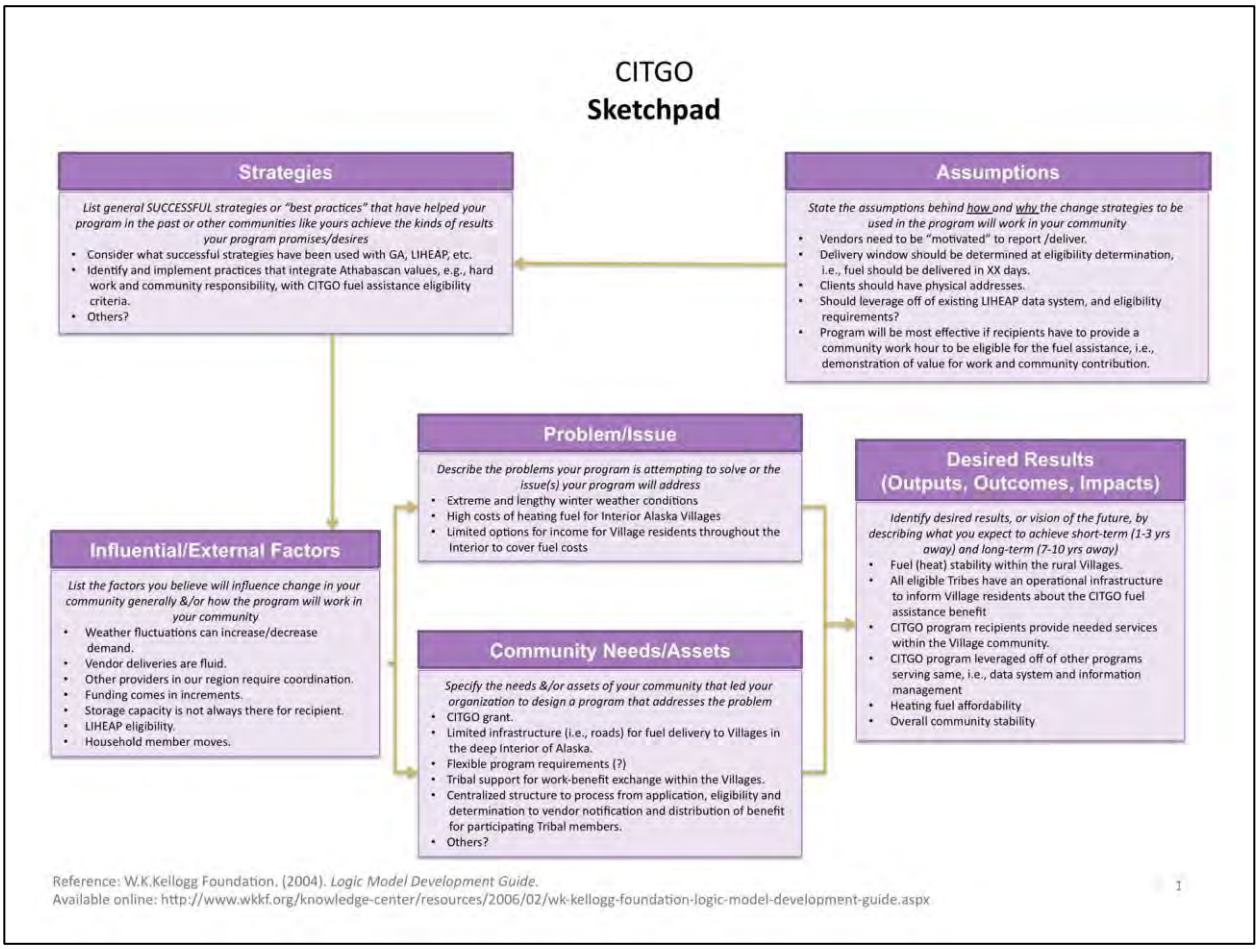
## Appendix E (continued)

### Youth Employment Services and Leadership Development (continued)



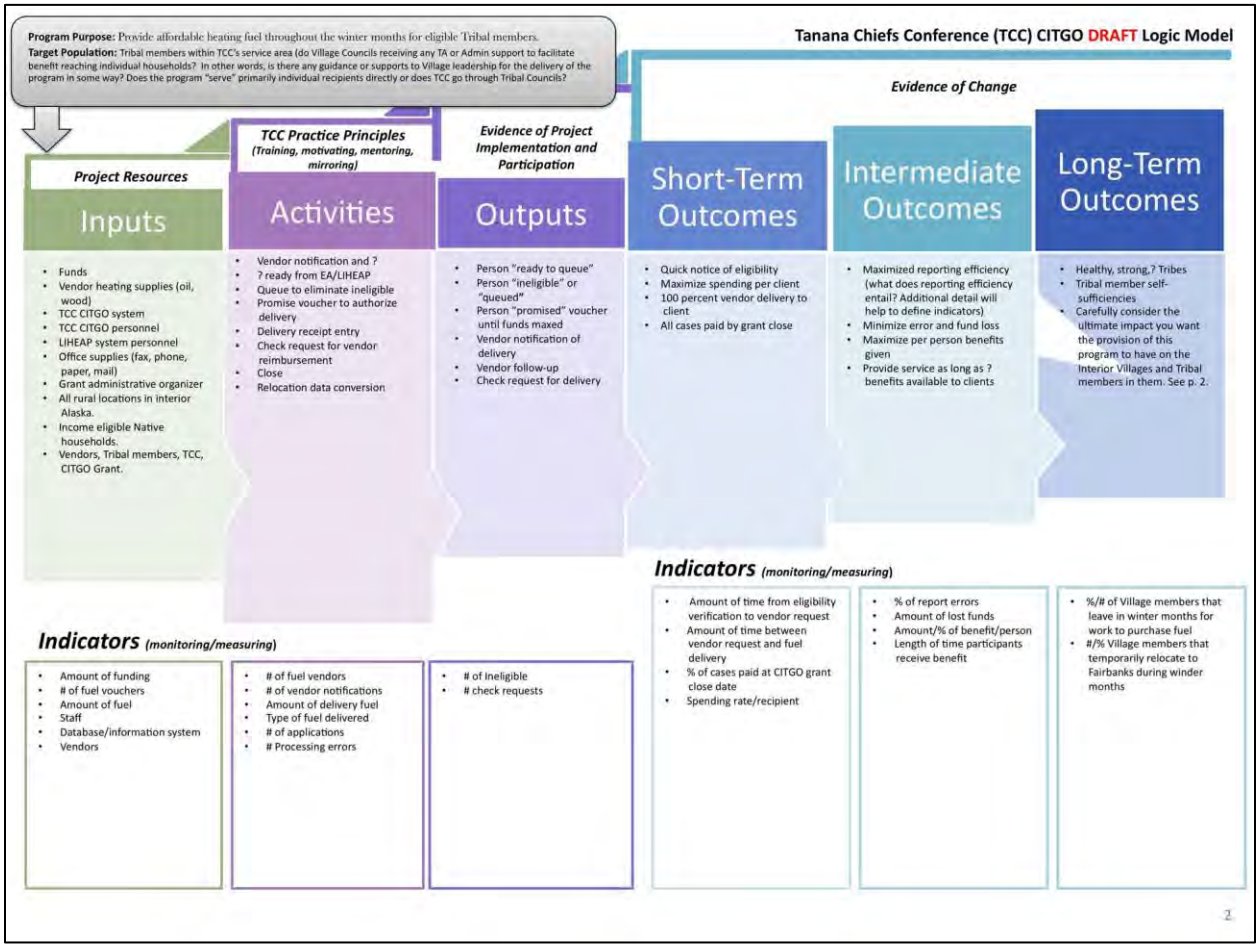
**Appendix E (continued)**

## CITGO



## Appendix E (continued)

### CITGO (continued)



**Appendix F: Data Digitalization: From Data Gathering to Data Analysis**

# From Data Gathering to Data Analysis

*Mission Possible*

*(should you choose to accept it)*

Data Digitization for TCC Client Development Program Managers

Presented by: Keith Bowman, TCC Systems Coordinator

Tanana Chiefs Conference, Fairbanks, AK

May 21, 2013

**Appendix F (continued)**

# Data and Information Phases

| Category | Step |
|---|---|
| Data | Gather |
| | Digitize |
| Information | Summarize |
| | Use(ful) |

Appendix F (continued)

# Gathering

- Taking the points of thin air and getting them together
  Example:
  Application
  Attendance Sheet
  Transcripts
- Why Gather "Data"
  1. Granting agency requires
  2. Required to "monitor" (take pulse of) program
  3. Used to "measure" success, goals, performance

Appendix F (continued)

# Digitizing

- Taking the data in its raw gathered form and converting it into a form that can be "manipulated"
  Example:
  Excel Spreadsheets
  Data Systems
  SharePoint Lists
  Adobe Forms
  ……..
- You don't "HAVE" to do this if you are fine with counting papers or doing the next steps without computer assistance

Appendix F (continued)

# Summarizing (Data to Information)

- Taking the data and collapsing it to a form that helps meet the needs of data gathering requirement (earlier slide)
  Example:
  Percentages
  Means
  Change over time
  ……..
- Any data can be summarized (next page), but only that which is useful should be

**Appendix F (continued)**

# Summarized Data

| Summary | | description | data | Information | sheet with data |
|---|---|---|---|---|---|
| **2012 GILA Monitoring** | | | | | |
| | | Invited | 103 | | |
| | | absent | 28 | | |
| | | attended 1 or more | 75 | | |
| | | had success in SE | 52 | | |
| **2012 GILA Measuring** | | | | | |
| | | ***Number of Surveys*** | ***71*** | | |
| GILA Satisfaction Scores | | introduction | 4.69 | | raw_GILAsurvey |
| | | keynote | 4.82 | | GILAxtab |
| | session | resume | 4.61 | | |
| | session | cust svc | 4.73 | | |
| | session | interviewing | 4.59 | | |
| | session | fssp/cc | 4.64 | | |
| | session | fin plan | 4.33 | | |
| | | coach meet | 4.54 | | |
| | | closing | 4.63 | | |
| | mechanics | regis | 4.69 | | |
| | mechanics | hotel | 4.61 | | |
| | mechanics | conference room | 4.70 | | |
| | mechanics | food | 4.43 | | |
| | mechanics | staff | 4.84 | | |
| | mechanics | resources | 4.73 | | |
| | mechanics | materials | 4.83 | | |
| | mechanics | prizes | 4.77 | | |
| **2012 Subsidized employment Monitoring** | | | | | |
| almost 2/3 (40) of participants either*: | | participated in at least 6 periods or | 38 | | casestartendprd |
| | | particpated lt6 but till the program ended | 2 | 62.50% | |
| Participants used over 3/4 of their hours while in program* | | hrs used | 25532.34 | | pcthrsused |
| | | hrs poss. | 34400 | 74.22% | sehrsdetail |
| In April 2013, it appears like only 25% of participants have returned** | | TANS ON ROLES 4/2013 | 16 | | return analysis |
| | | TANS IN PROGRAM | 64 | | |
| **2012 Subsidized employment Measuring** | | | | | raw_empe_empl |
| Satisfaction response rate | | Survey Not Completed | 71 | | EMPLEMPESVY |
| | | possible | 134 | 47.01% | job type by coach |

* Estimated based on period proxies
** Estimated thru April 2013 payment based on TAN tracking

Appendix F (continued)

# Useful Summarizing Data

- Summaries will only be useful if they are
  1. matched back to the reason they were captured (earlier slide)
  2. reviewed to determine changes, levels,…
- Here is an example where, from all the data, digitizing, and summarized in the prior slide, only those defined as “useful” measures were mapped to those useful measures (subsidized employment “measures”).

**Appendix F (continued)**

# Useful Information

| | | 2011 | | 2012 | |
|---|---|---|---|---|---|
| Workshop Sessions | # of Workshops/Sessions Held | | | 4 BO sessions for 75 individuals | 112.5 person training hours |
| | Training and Learning Objectives | ??? | | ??? | |
| | # of Topics per Workshop/Session | ??? | | ??? | |
| Targeted Participants Attended | #, % Attended Per Workshop | 85 attended of 110 invited | 77.27% | 75 attended of 102 invited | 73.53% |
| Interviewing Skills | # Attended Interviewing Skills Workshop | ?Not Captured | | ?Not Captured | |
| Work Search Skills | # Attended Work Search Skills Workshop | ?Not Captured | | ?Not Captured | |
| Work Behavior Skills | # Attended Work Behavior Skills Workshop | ?Not Captured | | ?Not Captured | |
| GILA Giveaways | # Received Giveaways | ?not summarized from ORACLE | | ?not summarized from ORACLE | |
| Interview Clothes and Hairstyle | # Received Interview Clothes and # of Vouchers for Haircuts | ?not summarized from ORACLE | | ?not summarized from ORACLE | |
| Back-to-School Clothes and School Supplies for Children | # Received Back-to-School Clothes and School Supplies | ?not summarized from ORACLE | | ?not summarized from ORACLE | |
| Work Equipment and Clothes | # Received Work Equipment and Clothes | ?not summarized from ORACLE | | ?not summarized from ORACLE | |
| Child Care Provided for 30 Days | # Receiving PASS 1 Child Care | 20 CC or CCC cases opened | 23.53% | 22 CC or CCC cases opened | 42.31% |
| Resumes | # Completed, Updated Resume | ?Not Digitized | | ?Not captured? | |
| Job Coaches' Logs | # of Calls to Participants and Employers | ?Not Digitized | | ?Not captured? | |
| Written Plan for Future Employment and Career Goals and Objectives | # of Completed Plans, # of Non-Completed Plans | ?Not Digitized | | ?Not captured? | |
| Employer Contacts | # of Employer Contacts Made | ?Not Digitized | | ?Not captured? | |
| Job Placement | #, % Participants in Subsidized Employment | 50 of 85 GILA attendees | 58.82% | 52 of 75 GILA attendees | 69.33% |
| Hours | # of Hours Participated Per Week in Subsidized Employment | 23749 of 39556 used | 60.04% | 25532 of 34400 used | 74.22% |
| Jobs Created | # of Jobs Created | 76 successes | 76 | 68 successes | 68 |
| Job Retention | #, % of Participants Who Are Employed Six Months after Subsidized Employment | 16 | 21.05% | No follow-up data avl. | |
| Wages | # Earning Above Minimum Wage | 8 | | No follow-up data avl. | |

Appendix F (continued)

# Why is this Relevant

- You now have some "measures" that could or could not already have data gathered
- In order to have useful measures, you must plan on how to take the 4 steps mentioned above to gather, digitize, summarize, and make useful the summaries
- As a learning process, I have found that the next slide is recommended to be completed for each "success measure" you have identified.

**Appendix F (continued)**

Appendix F (continued)

# Answer Questions on Measures

**Measure Question Sheet**
**Logic Model Item: _____**

| Column1 | What | Who | When | Where |
|---|---|---|---|---|
| Capture | | | | |
| Digitize | | | | |
| Summarize | | | | |

**Appendix F (continued)**

# A Sample

**Measure Question Sheet**
**Logic Model Item: __Child Care provided for 30 days_**

| Column1 | What | Who | When | Where |
|---|---|---|---|---|
| **Capture** | Child care cases provided to GILA attendees | Child Care Case manager | When Case opened | Harmony System |
| **Digitize** | case opening with associated CaseID for correlation with Sub. Eml. Case | Child Care Case manager | When Case opened | Harmony system |
| **Summarize** | Linkage between Opened Child Care Case, closed tanf case and opened SE contract using common harmony CASE ID | Client Development Systems Coordinator | when summary necessary?? | Data Integration tool |

Appendix F (continued)

# Conclusion

- Measures have been identified here but work still needs to be done to make them reality
- Data summaries for summary sake may not always be the best course
- Make sure the 4 steps are taken for the "useful" information before taking them for "summary" information only
- The mission is possible, but only if we choose to accept it.