

Attachment G: Constructs for HPOG-Impact Data Collection Efforts

Attachment G presents an overview of the main constructs and variables that will be explored in each of the data collection efforts. The evaluation has identified the constructs specified below both because they are aligned with current research on similar employment training programs and because they are being explored in similar large-scale evaluations, including ISIS.

Table G.1 provides an overview of the constructs and variables that will be explored through study participant surveys (and, depending on the sampling frame developed for the Long-term Follow-up Data Collection on Children) potentially surveys of study participants' children. Those surveys include: baseline data collection efforts (information obtained both from the PRS and the Supplemental Baseline Questions), the 12-Month Follow-up Survey, the 30-36-Month Follow-up Survey, and the Long-term Follow-up Data Collection on Children. Note that the double check in the Baseline Data Collection column refers to those items that, at baseline, are part of the supplemental data collection and not currently among the PRS data elements.

Table G.1 Constructs and Variables Assessed in Study Participant Surveys

Construct or Variable ¹	Baseline Data Collection	12 Month Follow-up Survey	30-36 Month Follow-up Survey	Long-term Follow-up Data Collection on Children
Identifying and contact information	✓	✓ (updated)	✓ (updated)	
Demographic information (race, ethnicity, gender, etc.)	✓			
Incumbent worker status	✓			
Information re: household (family size and structure, head of household status, etc.)	✓	✓ (changes)	✓ (changes)	
Information re: resident children (number, relationship, age)	✓✓	✓ (changes)	✓ (changes)	
Educational background and experience, degrees earned	✓			
Proficiency in math and English	✓			
Prior experience in healthcare training and/or in workforce development programming	✓			
Employment experience (if in healthcare, hours worked, and hourly wages)	✓	✓	✓	
Income, participant and total household	✓✓	✓	✓	
Benefit receipt (type and amount, participant and total household)	✓✓	✓	✓	
Aspirations/expectations re: education	✓✓	✓	✓	
Aspirations/expectations re: employment and employment in healthcare	✓✓	✓	✓	
Perceived self-efficacy and motivation	✓✓	✓	✓	
Barriers to employment (both participant characteristics and logistical barriers)	✓✓	✓	✓	
Perceptions of and experience in HPOG programming ²		✓	✓	

¹ Unless otherwise specified, all constructs or variables in Table G.1 are about study participants (treatment and control group members).

Construct or Variable	Baseline Data Collection	12 Month Follow-up Survey	30-36 Month Follow-up Survey	Long-term Follow-up Data Collection on Children
Type and amount of vocational and academic training and degrees/certification received since random assignment		✓	✓	
Academic and industry-recognized credentials earned since random assignment		✓	✓	
Type and amount of social services received since random assignment		✓	✓	
Knowledge of/access to financial resources necessary for continued education		✓	✓	
Knowledge of career opportunities in healthcare		✓	✓	
Expectations re: continued employment in/advancement in healthcare professions		✓	✓	
Child socio-emotional development				✓
Child academic performance				✓
Child engagement in risk behaviors				✓

² HPOG program participants only

Table G.2 provides an overview of the constructs and variables that will be explored in through data collection efforts involving HPOG program staff and collaborators. These efforts include: the Grantee Survey and Case Studies of Selected HPOG grantees.

Table G.2 Constructs and Variables Assessed in Data Collection Efforts involving HPOG Program Staff and Collaborators

Construct or Variable³	Grantee Survey	Case Studies of Selected HPOG Grantees
<i>Program structure and administration</i>		
Administrative structure (lead and participating organizations, way in which the program is governed, how many sites participate in the program, variations in programming among sites)	✓	✓
Extent & nature of employer engagement in establishing & running program	✓	✓
Program staffing (roles, qualifications)	✓	✓
Program size	✓	
Program target population	✓	
Program goals for enrollment, placement, advancement	✓	
<i>Participation requirements and screening</i>		
Participation requirements (skill levels, experience, etc.)	✓	✓
Extent and type of pre-enrollment screening	✓	✓
Nature of pre-enrollment screening and orientation	✓	✓
<i>Academic and vocational training</i>		
Targeted occupations	✓	
Kinds of training offered, duration of training, location of training, kinds of academic degrees and vocational certifications available	✓	✓
Structure of training (individualized vs. offered to groups)	✓	✓
Availability and description of related workplace-based services (registered apprenticeships, internships, etc.)	✓	✓
<i>Support Services</i>		
Structure and intensity of peer supports (whether classes are taught to cohorts or not, availability and role of peer mentors, etc.)	✓	✓
Structure and intensity of case management (case manager to participant ratios, proactive or reactive case management)	✓	✓
Types and extent of support services available; ways in which support services are provided (on-site, through referrals, etc.)	✓	✓
Types and extent of financial assistance available, ways in which financial assistance is provided (directly, referral to other sources, etc.)	✓	✓
<i>Post-training supports and services</i>		
Types and extent of post-training supports and services	✓	✓
Types and extent of post-placement supports and services	✓	✓
<i>Changes in program</i>		
Changes in program goals, services or structure over time		✓
<i>Perceptions of program strengths, challenges, lessons learned</i>		
Staff perceptions of program strengths, challenges and lessons learned		✓

³ Unless otherwise specified, all constructs or variables in Table G.2 are about study participants (treatment and control group members).