Descriptive Evaluation Design
Report for the National Evaluation

National and Tribal Evaluation of the 2nd Generation of Health Profession Opportunity Grants (HPOG 2.0)

Appendixes

OPRE Report #2018-07

January 2018
National and Tribal Evaluation of the 2nd Generation of Health Profession Opportunity Grants (HPOG 2.0)

Descriptive Evaluation Design Report for the National Evaluation

Appendixes

OPRE Report No. 2018-07

January 2018
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Submitted to:
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Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Contract No. HHSP233201500052C, Task Order HHSP3337016T

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Appendix C: National Evaluation In-Person Implementation Interviews ........................................ C-1
This appendix contains detailed information on the data items in the HPOG 2.0 administrative data system (Participant Accomplishment and Grant Evaluation System, or PAGES). PAGES is a web-based management information system developed for the HPOG 2.0 Program and Evaluation. PAGES was designed to serve two related purposes: (1) as an information system for program management and performance monitoring; and (2) as a source of data for research purposes. PAGES is the primary source of data on the characteristics of program participants, as well as a record of their participation in HPOG 2.0 activities and services and their outputs and outcomes. Because it has been in operation since the beginning of HPOG 2.0, it contains data for all HPOG 2.0 participants.

**SUMMARY OF DATA AVAILABLE FROM PAGES**

<table>
<thead>
<tr>
<th>PAGES Data Item</th>
<th>Available Values</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participant characteristics at intake/enrollment</strong></td>
<td></td>
</tr>
<tr>
<td>First name</td>
<td>Participant name</td>
</tr>
<tr>
<td>Last name</td>
<td>Participant name</td>
</tr>
<tr>
<td>Middle initial</td>
<td>Participant name</td>
</tr>
<tr>
<td>Date of birth</td>
<td>MM/DD/YYYY</td>
</tr>
<tr>
<td>Gender</td>
<td>Male, Female, Not reported</td>
</tr>
<tr>
<td>Informed consent</td>
<td>Yes, No</td>
</tr>
<tr>
<td>Social Security Number</td>
<td>SSN</td>
</tr>
<tr>
<td>Ethnicity of participant is Hispanic or Latino</td>
<td>Yes, No</td>
</tr>
<tr>
<td><strong>Race (check all that apply)</strong></td>
<td>American Indian or Alaskan Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White</td>
</tr>
<tr>
<td><strong>United States Citizen</strong></td>
<td>Yes, born in the United States, Yes, born in Puerto Rico, Guam, the U.S. Virgin Islands, or Northern Marianas, Yes, born abroad of U.S. citizen parent or parents, Yes, U.S. citizen by naturalization, Not a citizen of the U.S.</td>
</tr>
<tr>
<td><strong>Relationship status</strong></td>
<td>Currently married, Living with unmarried partner, Divorced or separated, Widowed, Never married, Not reported</td>
</tr>
<tr>
<td><strong>Head of household</strong></td>
<td>Yes, No, Not reported</td>
</tr>
<tr>
<td><strong>Number of people living in household at least half of the last year</strong></td>
<td>Number of people</td>
</tr>
<tr>
<td>PAGES Data Item</td>
<td>Available Values</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Number of children under age 18 who live in household at least half the last year</td>
<td>Number of children</td>
</tr>
<tr>
<td>*For how many of these children are you or your spouse / partner the legal guardian</td>
<td>Number of children</td>
</tr>
<tr>
<td>*For each child in above question: Name</td>
<td></td>
</tr>
<tr>
<td>*For each child in above question: Date of birth MM/YYYY</td>
<td></td>
</tr>
<tr>
<td>Participant or participant’s spouse/partner pregnant and/or expectant</td>
<td>Yes, No, Not reported</td>
</tr>
<tr>
<td>Special characteristics/status:</td>
<td></td>
</tr>
<tr>
<td>a. Refugee</td>
<td></td>
</tr>
<tr>
<td>b. Veteran</td>
<td></td>
</tr>
<tr>
<td>c. Individual with disability</td>
<td></td>
</tr>
<tr>
<td>d. Current Foster care youth</td>
<td></td>
</tr>
<tr>
<td>e. Homeless individual</td>
<td></td>
</tr>
<tr>
<td>f. Limited English proficiency</td>
<td></td>
</tr>
<tr>
<td>g. Formerly incarcerated</td>
<td></td>
</tr>
<tr>
<td>h. WIA/WIOA eligible</td>
<td></td>
</tr>
<tr>
<td>i. Has a child with special needs</td>
<td></td>
</tr>
<tr>
<td>j. Trouble with stable housing</td>
<td></td>
</tr>
<tr>
<td>Approximate total earnings for individual participant from work, including tips and overtime pay during the past 12 months</td>
<td>$0, $1 to $4,999, $5,000 to $9,999, $10,000 to $14,999, $15,000 to $19,999, $20,000 to $24,999, $25,000 to $29,999, $30,000 to $34,999, $35,000 or over</td>
</tr>
<tr>
<td>TOTAL household income including participant's earnings and other income and earnings of all household members for the past 12 months</td>
<td>$0, $1 to $9,999, $10,000 to $14,999, $15,000 to $19,999, $20,000 to $24,999, $25,000 to $29,999, $30,000 to $34,999, $35,000 to $39,999, $40,000 to $44,999, $45,000 to $49,999, $50,000 to $59,999, $60,000 to $69,999, $70,000 or over</td>
</tr>
<tr>
<td>Participant is receiving public benefits at intake (for each):</td>
<td>Yes, No, Not reported</td>
</tr>
<tr>
<td>a. TANF</td>
<td></td>
</tr>
<tr>
<td>b. Medicaid</td>
<td></td>
</tr>
<tr>
<td>PAGES Data Item</td>
<td>Available Values</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Anyone in household including participant is receiving public benefits at intake (for each):</td>
<td>Yes&lt;br&gt;No&lt;br&gt;Not reported</td>
</tr>
<tr>
<td>a. TANF</td>
<td></td>
</tr>
<tr>
<td>b. SNAP</td>
<td></td>
</tr>
<tr>
<td>c. WIC</td>
<td></td>
</tr>
<tr>
<td>d. Free/Reduced Price School Lunch</td>
<td></td>
</tr>
<tr>
<td>e. Supplemental Security Income</td>
<td></td>
</tr>
<tr>
<td>f. Social Security and/or Social Security Disability Insurance</td>
<td></td>
</tr>
<tr>
<td>g. Medicaid</td>
<td></td>
</tr>
<tr>
<td>h. Subsidized Child Care / Voucher</td>
<td></td>
</tr>
<tr>
<td>i. Section 8 / Public Housing</td>
<td></td>
</tr>
<tr>
<td>j. Low-Income Heating Emergency Assistance Program</td>
<td></td>
</tr>
<tr>
<td>k. Refugee Cash Assistance</td>
<td></td>
</tr>
<tr>
<td>l. Bureau of Indian Affairs General Assistance</td>
<td></td>
</tr>
<tr>
<td>m. Alaska Permanent Fund</td>
<td></td>
</tr>
<tr>
<td>Other sources of financial support received by anyone in household including participant (for each):</td>
<td>Yes&lt;br&gt;No&lt;br&gt;Not reported</td>
</tr>
<tr>
<td>a. Alimony</td>
<td></td>
</tr>
<tr>
<td>b. Child Support</td>
<td></td>
</tr>
<tr>
<td>c. Workers compensation</td>
<td></td>
</tr>
<tr>
<td>d. Support from family and friends not living in household</td>
<td></td>
</tr>
<tr>
<td>e. Grants or loans for school</td>
<td></td>
</tr>
<tr>
<td>Unemployment Insurance compensation recipient</td>
<td></td>
</tr>
<tr>
<td>Highest level of education completed</td>
<td></td>
</tr>
<tr>
<td>Ever received a professional, state, or industry certification or license?</td>
<td>Yes&lt;br&gt;No&lt;br&gt;Not reported</td>
</tr>
<tr>
<td>*If yes to above, what is the name of the professional, state, or industry certification or license?</td>
<td>Name of the professional, state, or industry certification or license</td>
</tr>
<tr>
<td>Received an occupational certificate or diploma, excluding any state, professional, or industry certification or license?</td>
<td>Yes&lt;br&gt;No&lt;br&gt;Not reported</td>
</tr>
<tr>
<td>*If yes to above, what is the name of the occupational certificate or diploma?</td>
<td>Name of the occupational certificate or diploma</td>
</tr>
<tr>
<td>PAGES Data Item</td>
<td>Available Values</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Currently in school or training</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>*If yes to above, currently in a healthcare occupational training course</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>*If no or skipped above, ever taken classes to prepare for work in a particular occupation?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>*If yes to above, ever taken classes to prepare for work in a healthcare occupation?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>Ever participated in following classes/educational programs? (ask each)</td>
<td>Yes</td>
</tr>
<tr>
<td>a. Classes to improve basic reading/writing/math skills or prepare for a high school equivalency or college placement test</td>
<td>No</td>
</tr>
<tr>
<td>b. English as Second Language</td>
<td>Not reported</td>
</tr>
<tr>
<td>c. Classes for college credit</td>
<td></td>
</tr>
<tr>
<td>d. Occupational training not for college credit</td>
<td></td>
</tr>
<tr>
<td>e. Classes in how to succeed at work class/workshop</td>
<td></td>
</tr>
<tr>
<td>f. Classes in how to succeed at school</td>
<td></td>
</tr>
<tr>
<td>Literacy assessed at 8th grade level or higher?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>No assessment</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>Numeracy assessed at 8th grade level or higher?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>No assessment</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>Ever worked for pay?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>*If ever worked, ever worked in a healthcare occupation?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>PAGES Data Item</td>
<td>Available Values</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>*If yes to above, specify most recent healthcare occupation?</td>
<td>Standard Occupational Codes</td>
</tr>
<tr>
<td>*If ever worked, are you currently employed?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>*If currently employed, participant employment in healthcare occupation?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
<tr>
<td>*If yes to above, identify healthcare occupation</td>
<td>Standard Occupational Codes</td>
</tr>
<tr>
<td>*If currently employed, the usual number of hours worked per week</td>
<td>Number</td>
</tr>
<tr>
<td>*If currently employed, current hourly wage</td>
<td>Numbers and Decimal Points</td>
</tr>
<tr>
<td>*If currently employed, receives health insurance from your employer?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Not reported</td>
</tr>
</tbody>
</table>

**Participant expectations at intake/enrollment**

<p>| Highest level of education expected to complete?                                | Grades 1 to 12 (no HS diploma)                        |
|                                                                                | High school diploma                                   |
|                                                                                | GED/HiSET/TASC or alternative credential               |
|                                                                                | Some college credit but less than one year of college credit |
|                                                                                | One or more years of college credit, but no degree    |
|                                                                                | Associate’s degree                                     |
|                                                                                | Bachelor’s degree                                      |
|                                                                                | Graduate degree                                        |
| Expect to receive a professional, state, or industry certification or license? | Yes                                                   |
|                                                                                | No                                                    |
| Expect to receive an occupational certificate or diploma, excluding any state, | Yes                                                   |
| professional, or industry certification or license?                            | No                                                    |
| If selected to participate in HPOG, does the participant expect to be going   | Full-time                                              |
| to school full-time or part-time?                                              | Part-time                                             |
| Does the participant expect to be working for pay in the next six months?      | Yes                                                   |
|                                                                                | No                                                    |
| *If yes to above, how many hours does the participant expect to be working in | Number                                                |
| a typical week?                                                                |                                                        |
| In the past 12 months, please note how often each of the following situations | Never                                                 |
| interfered with the participant’s school, work, job search, or family        | Almost never                                           |
| responsibilities:                                                             | Sometimes                                              |
| a. Child care arrangements?                                                    | Fairly often                                           |
| b. Transportation?                                                             | Very often                                             |
| c. Personal illness or health condition?                                       |                                                        |
| d. Alcohol or drug use?                                                       |                                                        |
| e. Another situation?                                                          |                                                        |</p>
<table>
<thead>
<tr>
<th>PAGES Data Item</th>
<th>Available Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>When it comes to careers, some people are more certain than others that they know where they are headed and how to get there. How strongly does the participant agree/disagree that the following statements reflect his/her career situation:</td>
<td></td>
</tr>
<tr>
<td>a. I’m not sure how to accurately assess my abilities and challenges.</td>
<td>Strongly disagrees Most agreed</td>
</tr>
<tr>
<td>b. I know how to make a plan that will help me achieve my goals for the next 5 years.</td>
<td>Somewhat disagree Strongly agree Most agreed</td>
</tr>
<tr>
<td>c. I know how to get help from staff and teachers with any issues that might arise when I am at school.</td>
<td>Somewhat agree Strongly agree Most agreed</td>
</tr>
<tr>
<td>d. I’m not sure what type of job is best for me.</td>
<td></td>
</tr>
<tr>
<td>e. I know the type of employer I want to work for.</td>
<td></td>
</tr>
<tr>
<td>f. I know the occupation I want to be in.</td>
<td></td>
</tr>
<tr>
<td>g. I’m not sure what kind of education and training program is best for me.</td>
<td></td>
</tr>
<tr>
<td>In general, some people have an easier or harder time with problems or difficulties. How true does the participant think are the following statements:</td>
<td></td>
</tr>
<tr>
<td>a. I can always manage to solve difficult problems if I try hard enough.</td>
<td>Not at all true Most agreed Entirely true</td>
</tr>
<tr>
<td>b. It is easy for me to stick to my aims and accomplish my goals.</td>
<td></td>
</tr>
<tr>
<td>c. I am confident that I could deal efficiently with unexpected events.</td>
<td></td>
</tr>
<tr>
<td>d. Thanks to my resourcefulness, I know how to handle unforeseen situations.</td>
<td></td>
</tr>
<tr>
<td>e. I can solve most problems if I invest the necessary effort.</td>
<td></td>
</tr>
<tr>
<td>f. I can remain calm when facing difficulties because I can rely on my coping abilities.</td>
<td></td>
</tr>
<tr>
<td>g. When I am confronted with a problem, I can usually find several solutions.</td>
<td></td>
</tr>
<tr>
<td>h. If I am in trouble, I can usually think of a solution.</td>
<td></td>
</tr>
<tr>
<td>i. I can usually handle whatever comes my way.</td>
<td></td>
</tr>
</tbody>
</table>
### These statements are about how people approach various tasks in life. How strongly does the participant agree/disagree that the following statements apply to the participant:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Available Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. New ideas and projects sometimes distract me from previous ones.</td>
<td>Strongly agrees</td>
</tr>
<tr>
<td>b. Setbacks don’t discourage me.</td>
<td>Somewhat agrees</td>
</tr>
<tr>
<td>c. I have been obsessed with a certain idea or project for a short time but later lost interest.</td>
<td>Somewhat disagrees</td>
</tr>
<tr>
<td>d. I am a hard worker.</td>
<td>Strongly disagrees</td>
</tr>
<tr>
<td>e. I often set a goal but later choose to pursue a different one.</td>
<td></td>
</tr>
<tr>
<td>f. I often have difficulty maintaining my focus on projects that take more than a few months to complete.</td>
<td></td>
</tr>
<tr>
<td>g. I finish whatever I begin.</td>
<td></td>
</tr>
<tr>
<td>h. I am diligent.</td>
<td></td>
</tr>
</tbody>
</table>

### The following contains a series of statements participants might use to describe their behavior, opinions, interests, and feelings. Some are quite general while others ask about their feelings at work or school. If they are not currently working or going to school, please ask them to think about how they would respond if they were. How strongly does the participant agree/disagree that the following statements apply to the participant:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Available Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I’m not smart enough to do well on assignments.</td>
<td>Strongly disagrees</td>
</tr>
<tr>
<td>b. I have difficulties keeping up academically with my classmates.</td>
<td>Moderately disagrees</td>
</tr>
<tr>
<td>c. I am confident of my academic abilities.</td>
<td>Slightly disagrees</td>
</tr>
<tr>
<td>d. I can follow discussions about abstract academic topics.</td>
<td>Slightly agrees</td>
</tr>
<tr>
<td>e. I’m intelligent.</td>
<td>Moderately agrees</td>
</tr>
<tr>
<td>f. I achieve little for the amount of time I spend studying.</td>
<td>Strongly agrees</td>
</tr>
<tr>
<td>g. I find it hard to pick out the main ideas in class readings.</td>
<td></td>
</tr>
<tr>
<td>h. I need to work harder than others to get the grades they do.</td>
<td></td>
</tr>
<tr>
<td>i. I am less talented than other students.</td>
<td></td>
</tr>
<tr>
<td>j. I’m a fast learner.</td>
<td></td>
</tr>
<tr>
<td>k. I have ranked in the top 20% on academic ability among my classmates.</td>
<td></td>
</tr>
<tr>
<td>l. My nervousness interferes with my performance on tests.</td>
<td></td>
</tr>
</tbody>
</table>

### How strongly does the participant agree/disagree with the following statements about his/her work preferences:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Available Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I will take any job even if the pay is low?</td>
<td>Strongly disagrees</td>
</tr>
<tr>
<td>b. I only want the kind of job that is related to my education or training?</td>
<td>Disagrees</td>
</tr>
<tr>
<td></td>
<td>Agrees</td>
</tr>
<tr>
<td></td>
<td>Strongly agrees</td>
</tr>
</tbody>
</table>
If participant is not selected to participate in HPOG, what are his/her plans for education and work? Does he/she plan to:

a. Enroll in another occupational training program? Yes No
b. Enroll in basic skills education training program?
c. Complete a regular high school diploma?
d. Enroll in a four-year or community college?
e. Seek employment?
f. If yes, in healthcare field?

## Support Services

<table>
<thead>
<tr>
<th>Service</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Supports</strong></td>
<td></td>
</tr>
<tr>
<td>Case management</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Academic advising</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Tutoring</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Mentoring</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Peer support</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Post-eligibility assessment</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Training-related costs assistance (other than tuition)</td>
<td>Yes, First date of service over whole Program</td>
</tr>
</tbody>
</table>

## Personal/Logistical Supports

<table>
<thead>
<tr>
<th>Support</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/dependent care assistance</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Emergency assistance</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Housing support/assistance</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Non-emergency food assistance</td>
<td>Yes, First date of service over whole Program</td>
</tr>
<tr>
<td>Transportation assistance</td>
<td>Yes, First date of service over whole Program</td>
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## Employment Assistance Supports
<table>
<thead>
<tr>
<th>PAGES Data Item</th>
<th>Available Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job search assistance</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>First date of service over whole Program</td>
</tr>
<tr>
<td>Job placement assistance</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>First date of service over whole Program</td>
</tr>
<tr>
<td>Job retention services</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>First date of service over whole Program</td>
</tr>
<tr>
<td>Job position type</td>
<td>New job</td>
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<tr>
<td></td>
<td>Promotion or raise in a current job</td>
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<tr>
<td>Program Outputs and Outcomes</td>
<td></td>
</tr>
<tr>
<td>Outputs</td>
<td></td>
</tr>
<tr>
<td>Basic Skills Training</td>
<td>Vendor</td>
</tr>
<tr>
<td></td>
<td>Begin Date</td>
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<tr>
<td></td>
<td>End Date</td>
</tr>
<tr>
<td>Adult basic education</td>
<td></td>
</tr>
<tr>
<td>Adult secondary education (e.g. GED, HiSET, TASC)</td>
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<tr>
<td>College developmental education</td>
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<tr>
<td>English language acquisition</td>
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</tr>
<tr>
<td>Completion of Basic Skills</td>
<td>Dropped out</td>
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<tr>
<td></td>
<td>Did not pass</td>
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<tr>
<td></td>
<td>Certificate of completion</td>
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<td></td>
<td>Degree</td>
</tr>
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<td>Other Skills Development Activities</td>
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<td>College readiness</td>
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<td>CPR training</td>
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<td>Digital literacy</td>
<td></td>
</tr>
<tr>
<td>Introduction to healthcare careers</td>
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<tr>
<td>Work readiness</td>
<td></td>
</tr>
<tr>
<td>Completion of Other Skills Development</td>
<td>Dropped out</td>
</tr>
<tr>
<td></td>
<td>Did not pass</td>
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<td>Certificate of completion</td>
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<td>Prerequisites for healthcare training</td>
<td>Yes</td>
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<td></td>
<td>Vendor</td>
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<td></td>
<td>Begin Date</td>
</tr>
<tr>
<td></td>
<td>End Date</td>
</tr>
<tr>
<td>Healthcare Training Completion</td>
<td>Dropped out</td>
</tr>
<tr>
<td></td>
<td>Did not pass</td>
</tr>
<tr>
<td></td>
<td>Completed training course, no degree</td>
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<tr>
<td></td>
<td>Associate’s degree</td>
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<tr>
<td></td>
<td>Bachelor’s degree</td>
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<td></td>
<td>Master’s degree</td>
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<tr>
<td>HPOG funds used to support tuition/training payment</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Tuition/Payment waived by training provider</td>
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<tr>
<td></td>
<td>Don’t Know</td>
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<tr>
<td>PAGES Data Item</td>
<td>Available Values</td>
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<td>--------------------------------------------------------------------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>Was this specific course of training in progress at the time of intake to HPOG?</td>
<td>Yes/No/Don’t Know</td>
</tr>
<tr>
<td>Professional, state, or industry certification or license</td>
<td>Text</td>
</tr>
<tr>
<td>Enrolled in postsecondary education or attending training in a program that is not a part of HPOG</td>
<td>Yes</td>
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</table>

**Employment**

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<tbody>
<tr>
<td>Begin Date</td>
<td>MM/DD/YYYY</td>
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<tr>
<td>End Date</td>
<td>MM/DD/YYYY</td>
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<tr>
<td>Employed in healthcare occupation</td>
<td>Yes/No/Not reported</td>
</tr>
<tr>
<td>Participant has been promoted (i.e., higher pay and/or title)</td>
<td>Yes/No/Not reported</td>
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<tr>
<td>Individual is self-employed</td>
<td>Yes/No/Not reported</td>
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<tr>
<td>Hours worked in last week</td>
<td>Numeric</td>
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<tr>
<td>Occupational code of employment</td>
<td>Occupational code</td>
</tr>
</tbody>
</table>
Appendix B provides data collection instruments for the Descriptive Evaluation. It includes OMB-approved instruments for conducting interviews with management staff, partners, and stakeholders. The instruments collect information about the HPG program context and about program administration, activities and services, partner and stakeholder roles and networks, and respondent perceptions of the program’s strengths.
Supporting Statement for OMB Clearance Request

Instrument 3: HPOG 2.0 National Evaluation First-Round Telephone Interviews with Management, Staff, Partners, and Stakeholders

National and Tribal Evaluation of the 2nd Generation of the Health Profession Opportunity Grants (HPOG)

0970-0462

October 2016
Revised April 2017

Submitted by:
Office of Planning, Research & Evaluation
Administration for Children & Families
U.S. Department of Health and Human Services

Federal Project Officers:
Nicole Constance, Hilary Forster, and Amelia Popham
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A. Instructions for Interviewers/HPOG Site Teams

As part of this study we are conducting phone interviews with management, staff, partners, and stakeholders to learn more about how programs are designed and implemented as well as the training and support services they provide.

Use the “Grantee Preparation Guide for the HPOG 2.0 National Evaluation First Round Telephone Interviews” to help management, staff, partners, and stakeholders prepare for the telephone interviews.

We expect that the telephone interview will take approximately 90 minutes to complete depending on the module in the interview protocol and role of key respondents involved in [name of local HPOG program].

The deadline to complete all telephone interviews with management, staff, and stakeholders is [date]. Please follow the 11 steps below to ensure all data collection materials are completed for the HPOG 2.0 Implementation Study.

Before the telephone interview:

1. Complete the “Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone Interviews.” Schedule a meeting with management and staff to identify the most appropriate HPOG program staff, key partners, and stakeholders to interview for each module in the interview protocol (e.g. Program Administration, Outreach and Recruitment, etc.).

2. Schedule telephone interviews with respondents. Once you have identified the appropriate respondents to interview, work with management, staff, partners, and stakeholders to schedule dates and times to complete the telephone interviews.

3. Pre-fill interview questions and responses, if available, with information from required data sources in advance of each telephone interview. The junior site team member/interviewer should pre-fill the interview protocol in the online survey and on paper to help prepare for the telephone interview. Please follow the “Interviewer/HPOG Site Team Instructions” on which data sources to prefill for each interview question and selected tables. Data sources may include, but are not limited, to the following:
   - Evaluation Design and Implementation Plan (EDIP) Reports
     a) Target population and recruitment strategies
     b) Eligibility criteria and application processes
     c) Control group services and conditions
   - PAGES
     a) Screenings and assessments during eligibility
     b) Basic skills and other skills development activities
     c) Healthcare occupational training
     d) Employment
e) Program Supports (e.g., Academic Supports, Personal/Logistical Supports, Employment Assistance Supports, and Work-Based Learning Opportunities)

- Site Team Monitoring Call Notes
  a) Updates on marketing and recruitment strategies
  b) Treatment group use of services and training (e.g., percentage enrolled in remedial/pre-training activities, percentage enrolled in training, etc.)
  c) Documented program changes
  d) Implementation experiences
  e) Updates on control group services

*For interview questions that require information from PAGES:* Junior site team members should follow instructions on how to extract information from PAGES using the spreadsheet saved here: [File Path]. Please note that information from PAGES will vary by grantee and program. Refer to the EDIP and site monitoring call notes to help pre-fill questions or responses in cases where information is limited from PAGES or leave blank until the telephone interview.

4. **Delete all “Interview/HPOG Site Team instructions.”** Once you have pre-filled the questions and responses, please remember to delete all the “Interview/HPOG Site Team Instructions” before emailing the “Grantee Preparation Guide for the HPOG 2.0 National Evaluation First Round Telephone Interviews” to respondents.

5. **Email the pre-filled “Grantee Preparation Guide for the HPOG 2.0 National Evaluation First Round Telephone Interviews.”** We are requesting management, staff, partners, and stakeholders to review selected questions and pre-filled responses to prepare for the telephone interview. Please advise all respondents *not* to submit any changes to the responses by phone or email. Respondents will have an opportunity to change responses during the telephone interview.

6. **Familiarize yourself with the skip patterns in each module of the interview protocol.**

   Some interview questions can be skipped based on how the respondent answers a particular question.

**During the telephone interview:**

7. **Use the online survey to document all responses during the telephone interview.** The junior site team member will record all responses in the online survey during the interview. Please record all changes to any pre-filled responses that management, staff, or stakeholders identify as incorrect in the online survey. This is an internal survey, so please do not share the link with the respondent.

8. **Share screens to reduce burden (optional).** Arrange a WebEx meeting to share screens and allow respondents to view each question and the responses during the telephone interview.

9. **Complete the HPOG 2.0 Site Team Program Module.** We have identified a few questions that site teams can complete on their own using information from the EDIP, site monitoring call
notes, or other data sources. This includes information about outreach and recruitment, eligibility and intake, and control group services.

**After the telephone interview:**

10. **Review all responses to ensure they are complete and accurate.** The lead interviewer will review all closed and open-ended responses to ensure they are completed before submission.

11. **Thank the respondents.** Don’t forget to thank your respondents for completing these interviews and providing important information for the study.
B. Grantee Preparation Guide
Health Profession Opportunity Grants (HPOG) 2.0 Implementation Study
Sample Email to HPOG Management and Staff

Dear [Name of HPOG Program Director/Staff],

As you may know, [name of local HPOG program] is participating in a national evaluation of the Health Profession Opportunity Grants. The second round of grants were awarded in 2015 (referred to as HPOG 2.0) and are sponsored by the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (DHHS). The evaluation is being conducted by Abt Associates, the Urban Institute, MEF Associates, NORC, and Insight Policy Research, Inc. It is studying all HPOG-funded education and training programs across the country and examining how they help low-income individuals, including Temporary Assistance for Needy Families (TANF) recipients, secure well-paying healthcare jobs. I am writing to enlist your support and assistance in this project.

We plan to conduct interviews by phone with all HPOG Program grantees to better understand the structure, operations, and services of their programs. In particular, we are asking about your program background and context, organizations with which you collaborate, including their roles and responsibilities, and program activities such as outreach and recruitment, eligibility and intake, training, and support services. The interview should take approximately 60 to 90 minutes to complete depending on the role of key staff in [name of local HPOG program]. With your help, we have identified the most appropriate staff, partners, and stakeholders to talk to us about each of the topic areas.

In preparation for this telephone interview, we are asking all HPOG Program grantees to review the responses to questions from our telephone interview protocol in the attached document. We selected responses using information from the Evaluation Design and Implementation Plan (EDIP) report, weekly and monthly site monitoring reports, and PAGES. **Please do not submit any changes to the questions or responses in this document.** We simply ask that you review the information in preparation of the telephone interview. You will have an opportunity to share changes and corrections during the telephone interview. Thank you in advance for your assistance for participating in these interviews and providing important information for the study. With your help, we will have better information about the practices of HPOG programs across the nation.

Sincerely,

HPOG site team
Sample Email to HPOG Partners and Stakeholders

Health Profession Opportunity Grants (HPOG) 2.0 Implementation Study
Sample Email to HPOG Partners and Stakeholders

Dear [HPOG Partner or Stakeholder],

As you may know, [name of local HPOG program] is participating in a national evaluation of the Health Profession Opportunity Grants. The second round of grants were awarded in 2015 (referred to as HPOG 2.0) and are sponsored by the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (DHHS). The evaluation is being conducted by Abt Associates, the Urban Institute, MEF Associates, NORC, and Insight Policy Research, Inc. It is studying all HPOG-funded education and training programs across the country and examining how they help low-income individuals, including Temporary Assistance for Needy Families (TANF) recipients, secure well-paying healthcare jobs. I am writing to enlist your support and assistance in this project.

We plan to conduct interviews by phone with all HPOG Program grantees to better understand the structure, operations, and services of their programs. In particular, we are asking about how partners and stakeholders collaborate with HPOG programs, including their roles and responsibilities, and program activities such as education and healthcare occupational training and program supports. We have worked with representatives from [name of local HPOG program] to identify partners and stakeholders that have been involved in their HPOG program. The interview should take approximately 60 to 90 minutes to complete.

In preparation for these telephone interviews, we are asking all HPOG partners and stakeholders to review the responses to questions from our telephone interview protocol in the attached document. We selected responses using information from the Evaluation Design and Implementation Plan (EDIP) report (a brief report that documents the HPOG program’s target population, recruitment strategies, eligibility criteria and application processes for enrollment and services available to individuals randomly assigned to the control group), weekly and monthly site monitoring reports with grantees and programs, and the Participant Accomplishment and Grant Evaluation System (PAGES, the management information system that supports program management, performance reporting, and data collection for the evaluation). As you review, please do not submit any changes to the questions or responses in this document. We simply ask that you review the information in preparation of the telephone interview.

Thank you in advance for your assistance for participating in these interviews and providing important information for the study. With your help, we will have better information about the practices of HPOG programs across the nation.

Sincerely,

HPOG site team
The Paperwork Reduction Act Burden Statement: An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is 0970-0462 and it expires 06/30/2020. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-0462).
Instructions for Management, Staff, Partners, and Stakeholders

Thank you in advance for your assistance in completing these interviews and providing important information for the study. As part of this study we are conducting phone interviews with management, staff, partners and stakeholders at each HPOG program to learn more about how programs are designed and implemented as well as the training and support services they provide. Please follow the steps below in preparation for your telephone interview with Abt on [date of interview].

1. **Review the questions and pre-filled responses.** To help save time during the telephone interview, we have pre-filled responses with information collected from the Evaluation Design and Implementation Plan (EDIP) report (a brief report that documents the HPOG program’s target population, recruitment strategies, eligibility criteria and application processes for enrollment and services available to individuals randomly assigned to the control group), site monitoring call notes, and Participant Accomplishment and Grant Evaluation System (PAGES, the management information system that supports program management, performance reporting, and data collection for the evaluation). Please review the questions and pre-filled responses included in this document to ensure the information is correct and up-to-date. *Please note that responses to questions are left blank when data are not available.*

2. **Do not submit any changes.** If the information is incorrect, use the “Grantee Preparation Guide for First Round Telephone Interviews” to document any changes that need to be made. You will have an opportunity to report all changes during the telephone interview. We simply ask that you only review the questions and pre-filled responses in preparation for your telephone interview. Some response options are left blank in cases where we had limited data from PAGES or other data sources. You will have an opportunity to provide additional responses during the telephone interview.

3. **Review data sources in advance.** To reduce time during the telephone interview, please be prepared to discuss the following information:
   - Roles of partners currently involved in your program;
   - Eligibility criteria, including thresholds to determine financial eligibility (e.g., percent of federal poverty level, household or individual income, etc.);
   - Delivery of basic skills training and other skill development activities;
   - Delivery of healthcare occupational training and program supports (e.g., academic, personal/logistical, employment assistance supports and work-based learning opportunities);
   - Type and accessibility of control group services; and
   - Plans for sustainability.

4. **Contact your HPOG Site Team if you have questions or concerns.** If you have any questions or concerns, please do not hesitate to contact your HPOG site teams members:________ and ___________ at the following email addresses:___________________________.

Abt Associates
1. Program Administration

The following questions focus on how your HPOG program is organized and how you and your partners deliver services and training opportunities to participants.

1.1. Based on information collected by your HPOG study team, we have compiled a list of organizations that are involved with or have supported [name of local HPOG program]. This list currently includes basic skills and healthcare occupational training providers. Do you have any changes or updates to the organizations listed in the table? What type of organization is each partner? If partners include employers, please consider only employers who are involved beyond hiring graduates.

Intervener/HPOG Site Team Instructions: Select only one answer for each organization.
- Question 2.1 in telephone interview protocol
- Question 2.3 in telephone interview protocol
- Question 2.4 in telephone interview protocol
- Question 2.5 in telephone interview protocol

Data Source(s): PAGES [Vendors: Columns Selected (Vendor ID, Name, Type of Organization)]
- EDIP and Site monitoring call notes for new organizations

Grantee/HPOG Program Instructions: Information about organizations involved with your program was collected from PAGES, the EDIP, or site monitoring call notes. Please review each of the organizations listed in the table below. If an organization does not appear below or is no longer involved with [name of local HPOG program], please be prepared to discuss during the telephone interview. Select only one answer for each organization.

<table>
<thead>
<tr>
<th>Organization</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>I</th>
<th>J</th>
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</thead>
<tbody>
<tr>
<td>a. [Organization Name]</td>
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<tr>
<td>b. [Organization Name]</td>
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<td>c. [Organization Name]</td>
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Source: HPOG-NIE Grantee Survey, Questions 1.1 and 5.1 and Master Interview Guide, Question 26

Go to question 1.2
1.2. What is each organization’s current role in [name of local HPOG program]?

**Interviewer/HPOG Site Team Instructions:** Select all that apply.
- Question 2.2 in telephone interview protocol

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category, Vendor, Training/Support Type)]
- EDIP and Site monitoring call notes for new organizations

**Grantee/HPOG Program Instructions:** Information about organizations was collected from PAGES, the EDIP, or site monitoring call notes. Please review each of the partners organizations listed in the table below. Please refer to the key examples listed below if a category is unclear. If an organization does not appear below or is no longer involved with [name of local HPOG program], please be prepared to discuss during the telephone interview. Select all that apply.

<table>
<thead>
<tr>
<th>Organization</th>
<th>A</th>
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<tbody>
<tr>
<td>Planning and design of HPOG grant activities</td>
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<td>Referral of applicants for services provided by [name of local HPOG program]</td>
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<td>Marketing and Outreach</td>
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<td>Healthcare Occupational Training</td>
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<td>Basic and Other Skill Development Activities</td>
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<td>Personal/Logistical Support</td>
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<td>Work-Based Learning Opportunities</td>
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<td>Direct Financial Support</td>
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<td></td>
</tr>
</tbody>
</table>

**Source:** HPOG Stakeholder/Network Survey, Question 14

**Key Examples:**

A Planning and design of HPOG grant activities (e.g., grant writing, letter of commitment, member of advisory/steering committee)

B Referral of applicants for services provided (e.g., formal referral arrangement, initial screening of applicants, referral of current employees)

C Marketing and outreach (e.g., printed materials available on-site, information available on partner’s website, mentions during presentations to stakeholders, mentions during orientation for organization’s services, mentions during assessment and counseling session)

D Curriculum development (e.g., offering examples of relevant curricula, providing feedback on draft curricula, writing modules for curriculum)

E Healthcare occupational training (e.g., operation of training program, provision of faculty/instructors, provision of training space, provision of equipment, provision of learning technologies, provision of work-based learning opportunities—e.g., internships, clinicals)

F Basic and other skill development activities (e.g., Adult basic education, Adult secondary education (GED, HiSET, TASC), English language acquisition, College developmental education, Introduction to Healthcare Career Workshop, WorkReadiness, College Readiness, Digital Literacy, CPR Training, Mandatory work readiness with peer support)
Academic support (e.g., case management, academic advising, tutoring, mentoring, peer support, post eligibility assessments training related costs assistance (other than tuition), laptop for blended learning, internet access for blended learning)

Personal/Logistical support (e.g., emergency, non-emergency food, child/dependent care, transportation, housing support/assistance)

Employment Assistance Support (e.g., job development activities (including job readiness workshops, job search skills training, individual job search assistance, job coach navigator, group job search support, post-placement and retention support), job placement activities (including obtaining and screening job listing for HPOG participants, screening HPOG participants for suitability for a position, scheduling interviews for a job candidate, and providing interview space), and job retention services (including counseling for specific job-related issues, incumbent worker career advancement counseling, and job-specific workplace behavior counseling))

Work-based Learning Opportunities (e.g., work experience, job shadowing opportunities, registered apprenticeships, unpaid internships or externships, or on-the-job training)

Direct Financial Support (e.g., grants, loans, work-study funds, etc.)
Include this question only for returning HPOG 1.0 grantees

1.3. Which of the following organizations are new or returning partners from the HPOG 1.0 grant?

**Interviewer/HPOG Site Team Instructions:** Select only one answer for each row.

**Data Source(s):** PAGES [Vendors: Columns Selected (Vendor ID and Name)]
- Results from the National Implementation Evaluation (NIE) of the HPOG Program Survey.

**Grantee/HPOG Program Instructions:** Information about organizations was collected from PAGES and previous results from the National Implementation Evaluation (NIE) of the HPOG Program Survey. Please review each of the organizations listed in the table below. Please be prepared to discuss any changes during the telephone interview. Select only one answer for each row.

<table>
<thead>
<tr>
<th>Organization</th>
<th>New Organization</th>
<th>Returning Organization from HPOG 1.0 grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Go to question 1.4*
1.4. Are you currently collaborating with (or planning to collaborate with) your partners in one or more of the following ways to improve the service delivery system in which your program operates?

**Interviewer/HPOG Site Team Instructions:** Select all that apply
- Question 2.5 in telephone interview protocol

**Grantee/HPOG Program Instructions:** Please review the responses below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

- Creation of a logic model or theory of change that is being used across organizations to shape practice and track performance
- Curriculum developed for HPOG participants that can be shared with and used for training services by partners
- Development of new credentials that are recognized by employers
- Development of a new or improvement of a current referral system across partners
- Development or improvement of case management practices across partners to reduce duplication
- Outreach efforts to employers to help change their perspectives on and hiring practices for the target groups served by the HPOG program
- Increased capacity across partners for training and other services that HPOG participants and others in need can access
- Articulation agreements between education and training programs to support advancement on a career pathway
- Creation of a sector partnership where employers identify training priorities and lead program design
- Creation of a collaborative group across service and training providers to better coordinate activities
- Sharing of funding or resources or joint identification of new resources by partners
- Data sharing on participants or program operations
- Joint outreach efforts to market training and career opportunities in the healthcare industry to target populations such as youth
- Other (Please specify: )

Go to “Healthcare Occupational Training”
2. Healthcare Occupational Training

2.1. I am going to name the healthcare occupational training courses that our records show you offer, and for each, I would like you to tell me if each course is open only to HPOG participants or to any non-HPOG students, including the control group. By healthcare occupational training, we mean the combination of one or more classes that are necessary for you to consider that a participant has completed the healthcare occupational training. For example, a six-week training for nursing assistants would be one healthcare occupational training activity. The coursework necessary to become a registered nurse would also be listed as one healthcare occupational training activity, even though it is made up of many individual classes.

Interviewer/HPOG Site Team Instructions: Select all that apply.
- Question 5.7 in telephone interview protocol

Data Source(s): PAGES [Training & Services: Columns Selected (Category (Health Occupation Training), Occupational Code, Vendor, Training/Support Type, and Career Pathway Level)]
- Availability to HPOG and non-HPOG students is not available in PAGES
- Supplement with EDIP or site monitoring call notes

Grantee/HPOG Program Instructions: Please review the responses below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

<table>
<thead>
<tr>
<th>Healthcare Training Course (Pre-fill from PAGES)</th>
<th>Available ONLY to HPOG Participants Only</th>
<th>Available to HPOG and other students</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [Training Course]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. [Training Course]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. [Training Course]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Pre-fill with additional trainings as needed</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG Grantee Survey, Question 8.8a-b

Go to “Work-Readiness Training Provision”
### 3. Work-Readiness Training Provision

The following questions focus on the type of skill development training, activities, or workshops provided to improve participants’ soft and/or work-related skills, included when they are offered as part your HPOG program.

**3.1a.** Some HPOG programs offer skill development training, activities, or workshops to improve participants’ soft and/or work-related skills such as orientation/introduction to healthcare careers, work readiness, college readiness, and others. Does your HPOG program currently offer the following skill development training and activities to prepare participants for healthcare training and employment?

**Interviewer/HPOG Site Team Instructions:** Select all that apply

- Question 5.17a in telephone interview protocol

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category (Other Skill Development Activities) and Training/Support Type)]

**Grantee/HPOG Program Instructions:** Information about skill development training, activities, or workshops was collected from PAGES. Please review the responses below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

**Key Definitions:**

- **Introduction to Healthcare Careers:** A workshop that provides information in a group setting about a variety of healthcare careers, including necessary educational and other requirements, day-to-day work activities, and career pathways.

- **Work Readiness:** A course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or “soft skills”) individuals need to be successful in the workplace.

- **Digital Literacy:** A course or workshop that educates participants on the use of digital technology, communication tools or networks to locate, evaluate, use and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; how to read and interpret media; how to reproduce data and images through digital manipulation; and how to evaluate and apply new knowledge gained from digital environments.

- **CPR Training:** Course of instruction in cardiac pulmonary resuscitation (CPR) that follows a nationally recognized program such as those of the American Heart Association or Red Cross and those approved by the Occupational Safety and Health Administration (OSHA) or state license boards for medical professionals.
☐ Introduction to Healthcare Career workshop
☐ Work readiness (e.g. positive work habits, attitudes, and behavior, etc.)
☐ College readiness
☐ Digital literacy
☐ CPR training
☐ Other (Please specify: )

3.1c. Which courses, activities, or workshops are mandatory or voluntary for HPOG participants?

Interviewer/HPOG Site Team Instructions: Select one answer for each course, activity, or workshop offered.
• Question 5.17c in telephone interview protocol

Data Source(s): PAGES [Training & Services: Columns Selected (Category (Other Skill Development Activities), Vendor, and Training/Support Type)]
• Requirements (e.g. mandatory or voluntary) for courses, activities, or workshops are not available in PAGES

Grantee/HPOG Program Instructions: Information about courses, activities, and workshops was collected from PAGES, the EDIP and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss these changes during the telephone interview. Select one answer for each course, activity, or workshop offered.

<table>
<thead>
<tr>
<th>a. Introduction to Healthcare Career workshop</th>
<th>Mandatory for HPOG Participants</th>
<th>Voluntary for HPOG Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Work readiness (e.g. positive work habits, attitudes, and behavior, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. College readiness</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Digital literacy</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. CPR training</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Other (Please specify: )</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Go to “Program Supports”
4. Program Supports

The following questions focus on the type of academic, personal/logistical, and employment assistance supports you and your partners offer and what ways you believe they help participants complete training and obtain employment in the healthcare field.

4.1. What type of case management and counseling services are delivered to participants? Who among your staff provides these services? Are any of the services delivered by partners (at a cost to the HPOG program or not) or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether HPOG staff, partners, or other programs or community service agencies provide the service. Select all that apply.

- Question 6.5 in telephone interview protocol
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP and site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about case management and counseling services was collected from the EDIP and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to your program or not.
## Case Management and Counseling Services

<table>
<thead>
<tr>
<th>Services Provided by</th>
<th>Services Provided by Partners</th>
<th>Services Provided by Other Programs or Community Service Agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>name of local HPOG program</td>
<td>At a cost to the HPOG program</td>
<td>At no cost to the HPOG program</td>
<td></td>
</tr>
</tbody>
</table>

### a. Participant monitoring (e.g., assessing participants’ progress in training or needs for program supports)

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### b. Academic counseling (e.g., course advising)

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### c. Career counseling (e.g., reviewing careers or career pathways)

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### d. Counseling to identify personal and supportive service needs

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### e. Financial counseling (e.g., helping with financial aid or related income support or budget matters)

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### f. Job search assistance

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### g. Job placement assistance

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### h. Job retention services

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

### i. Other (Please Specify:)

- Case Manager
- Academic/Career Advisor
- Job Developer
- Other HPOG staff

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### Key Definitions:

**f.** Job Search Assistance: Provision of assistance, one-on-one or in a group, in job search including information on labor markets, occupational information, and job search techniques (resumes, interviews, applications, and follow-up letters). Resulting job search is self-directed by participants. This assistance does not include job placement assistance.

**g.** Job Placement Assistance: Referral of individuals to jobs matching their abilities and interests. Staff may interview and assess/test participants for the purpose of achieving suitable job placements where there is a good match between management needs and employee qualifications. This is separate from job search assistance that results in self-directed job search.

**h.** Job Retention Services: Various practices that help a person maintain employment or change jobs without a period of unemployment. The services in this category must take place while the participant is employed and differ from services that focus on work readiness training prior to finding employment. Examples of job retention services include counseling for specific job-related issues, incumbent worker career advancement counseling, and job-specific workplace behavior counseling.

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Go to question 4.2

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Source: HPOG-NIE Grantee Survey, Question 9.2
4.2. Please describe the type of advising services that are routinely offered by [name of local HPOG program]. Are these services provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether HPOG staff, partners, or other programs or community service agencies provide the service. Select all that apply.
- Question 6.6 in telephone interview protocol
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP and site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about advising services was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.
- If services are provided by partners, identify whether the service is provided at a cost to your program or not.

<table>
<thead>
<tr>
<th>Advising Services</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Advise on graduation requirements</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>b. Advise on college entrance requirements or prerequisites</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>c. Assistance developing and tracking career goals in healthcare</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>d. Advise on course selection</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>e. Assistance with license/certification examination preparation</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
<tr>
<td>f. Other (Please specify:)</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
<td>☐ ☐ ☐ ☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Question 8.15

*Go to question 4.3*
4.3. Some academic support services are designed to connect participants in a social setting or with other individuals, including mentors or peers. Does your organization and/or any of your partners provide academic support services such as mentoring or peer support to participants? If so, are they provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.
- Question 6.7 in telephone interview protocol
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category {Academic Supports}, Training/Support Type, and Provider)]
- Select only if Provider is "HPOG grantee"
- Supplement with EDIP or site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about academic support services was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.
- If services are provided by partners, identify whether the service is provided at a cost to your program or not.

**Key Definitions:**
- **Mentoring:** Advice and counseling to a participant by a person other than case manager/program staff who has already achieved goals that are the same as or similar to the goals that a participant has set for his/herself, based on the mentor's personal experiences. This involves an ongoing relationship that may be formal or informal.
- **Peer Support:** Activities that foster social and emotional connections among a consistent cohort or group of participants with the intention of enabling mutual assistance and shared accountability and commitment to program retention and completion.
<table>
<thead>
<tr>
<th>Academic Support Services</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>At a cost to the HPOG program</td>
<td>At no cost to the HPOG program</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Mentoring activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Peer support activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Other (Please specify: )</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Question 9.8 and HPOG Master Interview Guide 75

Go to question 4.4
According to our information, the [name of local HPOG program] offers the following personal/logistical supports: Have there been any changes? Are these services provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.
- Question 6.8 in telephone interview protocol
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category (Personal/Logistical Supports), Training/Support Type, and Provider)]
- Select only if Provider is “HPOG grantee”
- Supplement with EDIP or site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about personal/logistical supports was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.
- If services are provided by partners, identify whether the service is provided at a cost to your program or not.
- Please see glossary of terms below.

<table>
<thead>
<tr>
<th>Personal/Logistical Supports</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>At a cost to the HPOG program</td>
<td>At no cost to the HPOG program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Emergency assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Non-emergency food</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Child/dependent care</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Transportation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>assistance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Housing support/assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
f. Other (Please specify:)

Source: HPOG-NIE Grantee Survey, Question 9.11 and 9.19 and HPOG Master Interview Guide, Question 83

**Key Definitions:**

A. Emergency Assistance: Usually a one-time payment for an unexpected and atypical expense for which a participant's current resources are inadequate, and that if not met causes the participant to be at significant risk of ending program participation or employment due to hardship or practical necessity. These include but are not limited to expenses for rent, utilities, food, or car repairs when the lack of payment would result in a loss of housing, utilities, or necessary transportation.

B. Non-Emergency Food Assistance: Payments or other assistance that provide food for an HPOG participant, as part of an HPOG training program or activity on a non-emergency basis.

C. Child/Dependent Care Assistance: Payments or other financial assistance for direct care for children or dependent family members that enable a participant to participate in education and training, other HPOG services, or attaining and retaining employment. Care provider must meet the child/dependent care requirements of state and local law.

D. Transportation Assistance: Payments or other assistance that enable the participant to travel to and from education and training, other HPOG services, or employment that do not meet the definition of emergency assistance. These include but are not limited to bus/subway cards, gas vouchers/cards, or van/carpool arrangements.

E. Housing Support/Assistance: Payments or other assistance that enable a participant to attain or maintain housing or a temporary accommodation that do not meet the definition of emergency assistance. These include but are not limited to first month’s rent, security deposit, housing during training, and utility payments.

**Go to question 4.5**

4.5. **What type of training-related costs and assistance are delivered to participants? Are these services provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?**

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.

- Question 6.9 in telephone interview protocol
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP or site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about training-related costs and assistance was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to your program or not.
<table>
<thead>
<tr>
<th>Training-Related Costs and Assistance</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Book costs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. College fees (e.g., course fees, tuition support)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Licensing and certification fees</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Exam/exam preparation fees</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Work/training uniforms, supplies, tools</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Computer/technology equipment (e.g., laptops, software, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Question 9.17

**Go to question 4.6a**
4.6a. **What type of job search and placement assistance does your organization and/or any of your partners provide to [name of local HPOG program] participants? Are they provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?**

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.

- Question 6.11 in telephone interview protocol
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP or site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about job search and placement assistance was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to your program or not.

---

<table>
<thead>
<tr>
<th>Job Search and Placement Assistance</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Job search skills workshops</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Identifying job openings</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Meeting with employers to identify job openings for graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. One-on-one job search assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Advising on career and job choices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Operating or providing referrals to job fairs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>Job screening (e.g., screen for suitability for a job)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>---</td>
<td>------------------------------------------------------</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>h.</td>
<td>Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Question 9.21 and 9.24

Go to question 4.6b
4.6b. When do you provide these job search and placement assistance to [name of local HPOG program] participants? Are they offered before healthcare training, during healthcare training, during the job search, after job placement, or all of the above?

**Interviewer/HPOG Site Team Instructions:** Select all that apply for each service offered.
- Question 6.11b in telephone interview protocol

**Data Sources(s):** EDIP or site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about job search and placement assistance was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview. Select all that apply.

<table>
<thead>
<tr>
<th>Service Description</th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Job search skills workshops (e.g., group workshops on writing resumes and cover letters, conducting a job search, interviewing, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Identifying job openings for program graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Meeting with employers to identify job openings for graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. One-on-one job search assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Advising on career and job choices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Operating or providing referrals to job fairs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Job screening (e.g., screen for suitability for a job)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG-NIE Grantee Survey, Question 9.21 and 9.24*

Go to question 4.7
4.7. **What type of job retention (e.g., after job placement) services does your organization and/or any of your partners provide to [name of local HPOG program] participants? Are they provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?**

**Interviewer/HPOG Site Team Instructions:** For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP or site monitoring call notes

**Grantee/HPOG Program Instructions:** Information about job retention services was collected from PAGES, the EDIP, and site monitoring call notes. Please review the responses in the table below. If the information is incorrect or left blank, please be prepared to discuss during the telephone interview.
- If services are provided by partners, identify whether the service is provided at a cost to your program or not.

<table>
<thead>
<tr>
<th>Job Retention Services</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In-person meetings with participant</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Phone check-ins with participant</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Phone calls or meetings with participant's supervisor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Email check-ins with participant</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Social media (e.g., Facebook groups, LinkedIn)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Host events for and/or group meetings with program graduates?</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG-NIE Grantee Survey, Question 9.22*
Thank you for your assistance reviewing the responses in preparation of the telephone interview. We greatly appreciate your participation in the pilot. With your help, we will have better information about the practices of participating HPOG programs across the nation.
C. First-Round Telephone Interviews
Study Overview and Consent

Health Profession Opportunity Grants (HPOG) 2.0 Implementation Study
Study Overview and Consent

As you may know, [name of local HPOG program] is participating in a national evaluation of the Health Profession Opportunity Grants. The second round of grants were awarded in 2015 (referred to as HPOG 2.0) and are sponsored by the Administration for Children and Families (ACF) within the U.S. Department of Health and Human Services (DHHS). The evaluation is being conducted by Abt Associates, the Urban Institute, MEF Associates, NORC, and Insight Policy Research, Inc. It is studying all HPOG-funded education and training programs across the country and examining how they help low-income individuals, including Temporary Assistance for Needy Families (TANF) recipients, secure well-paying healthcare jobs.

As part of the HPOG study, we are asking grantee staff, partners, and stakeholders to participate in an interview conducted by phone to help us better understand the structure, operations, and services of their programs. The interview should take approximately 60 to 90 minutes to complete. It asks about your program background and context, organizations with which you collaborate, including their roles and responsibilities, and program activities such as outreach and recruitment, eligibility and intake, training, and support services. With your help we have identified the most appropriate staff, partners, and stakeholders to talk to us about each of the topic areas.

Your answers will be kept private. Information you provide will not be shared with other staff at your program or organization. Only the evaluation team will have access to the information you provide through this interview. Names will not be listed in any reports published and comments will not be attributed to grantees. Instead, your information will be combined with information provided by other grantees. However, because of the relatively small number of organizations participating in the study, there is a possibility that a response could be correctly attributed to a particular grantee. Your responses to these questions are also completely voluntary. We hope you will choose to complete all of the questions in the interview, but you may choose to skip any question you do not feel comfortable answering.

If you have any questions or concerns about participating in the interview, please let me know. Your verbal decision to participate in the interview will be considered as your consent. Do I have your verbal permission to participate in this interview?

☐ Yes
☐ No
1. Staff Positions and Roles

Before we get started, do you have any questions? To begin, could you/each person on the phone please introduce himself or herself?

A. Respondent Characteristics and Roles

1.1. What is/are your title(s)/position(s) as part of [name of local HPOG program, or name of partner organization working with the local HPOG program]?

**Interviewer/HPOG Site Team Instructions:** Select all that apply. If a title/position is not defined, please include it in the “Other” category below.

**Programming Instructions:** Expand the table to include up to thirteen respondents

<table>
<thead>
<tr>
<th>Respondent 1</th>
<th>Respondent 2</th>
<th>Respondent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Program Director</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Program Coordinator</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Case Manager</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Career Advisor/counselor (e.g., assistance with career and training, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Academic advisor (e.g., assistance with course selection, tutoring, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Marketing/recruitment specialist</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Intake coordinator/staff (e.g., eligibility verification and assessment, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Job developer (e.g., assistance with job readiness, job search, job placement, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Instructor (e.g., healthcare occupational training, basic skills, work readiness courses, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. Employer</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k. Community service organization/partner</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l. Academic Dean/Director of Healthcare Training(s)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>m. Other (Please specify: [Textbox, line type=single, size=150 characters])</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG Master Interview Guide, Question 1 and 3

Go to question 1.2
1.2. How long have you been working in this/these position(s)?

**Programming Instructions:** Expand the table to include up to thirteen respondents

<table>
<thead>
<tr>
<th></th>
<th>Respondent 1</th>
<th>Respondent 2</th>
<th>Respondent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Years</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>b. Months</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

*Source: HPOG Master Interview Guide, Question 2*

Go to question 1.3

1.3. How long have you been working at [name of grantee institution]?

**Programming Instructions:** Expand the table to include up to thirteen respondents

<table>
<thead>
<tr>
<th></th>
<th>Respondent 1</th>
<th>Respondent 2</th>
<th>Respondent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Years</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>b. Months</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

*Source: HPOG Master Interview Guide, Question 2*

Go to question 1.4

1.4. How long have you been working as part of [name of local HPOG program]?

**Programming Instructions:** Expand the table to include up to thirteen respondents

<table>
<thead>
<tr>
<th></th>
<th>Respondent 1</th>
<th>Respondent 2</th>
<th>Respondent 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Years</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>b. Months</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

*Source: HPOG Master Interview Guide, Question 2*

Go to “Program Administration”
2. Program Administration

Let’s now discuss how your HPOG program is organized and how you and your partners deliver services and training opportunities to participants.

B. Partnership Characteristics and Roles

2.1. Based on information collected by your HPOG study team, we have compiled a list of organizations that are involved with or have supported [name of local HPOG program]. This list currently includes basic skills and healthcare occupational training providers. Do you have any changes or updates to the organizations listed in the table? What type of organization is each partner? If partners include employers, please consider only employers who are involved beyond hiring graduates.

Interviewer/HPOG Site Team Instructions: This question and list of organizations was shared with respondents in advance of the telephone interview. Please note that PAGES only provides a list of organizations involved with basic skills or healthcare occupational trainings. If the respondent includes employers, please advise that they consider only employers who are involved beyond simply hiring graduates (e.g., select employers who provide work-based learning opportunities such as job shadowing, clinicals, etc.). If the respondent has any changes or updates, please delete or include additional organizations. Select only one answer for each organization.

Data Source(s): PAGES [Vendors: Columns Selected (Vendor ID, Name, Type of Organization)]
- EDIP and Site monitoring call notes for new organizations

<table>
<thead>
<tr>
<th>Organization</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Questions 1.1 and 5.1 and Master Interview Guide, Question 26

Go to question 2.2
2.2. What is each organization’s current role in [name of local HPOG program]?

**Interviewer/HPOG Site Team Instructions:** This question and list of partner organizations was shared with respondents in advance of the telephone interview. If the respondent has any changes or updates, please include them in the table below and select all that apply.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category, Vendor, Training/Support Type)]
- EDIP and Site monitoring call notes for new organizations

**Programming Instructions:** Auto-populate names of organizations from question 2.1. Allow interviewers/HPOG site teams to hover over the terms in columns A-K (e.g., “planning and design of HPOG grant activities”) for examples

<table>
<thead>
<tr>
<th>Organization</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>H</th>
<th>I</th>
<th>J</th>
<th>K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and design of HPOG grant activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Referral of applicants for services provided by [name of local HPOG program]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Marketing and Outreach</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Healthcare Occupational Training</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
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<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Basic and Other Skill Development Activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(non-occupational)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Academic Support</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Personal/Logistical Support</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Employment Assistance Support</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work-Based Learning Opportunities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Direct Financial Support to [name of local HPOG program]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Source:** HPOG Stakeholder/Network Survey, Question 14

**Key Examples:**
- Planning and design of HPOG grant activities (e.g., grant writing, letter of commitment, member of advisory/steering committee)
- Referral of applicants for services provided (e.g., formal referral arrangement, initial screening of applicants, referral of current employees)
- Marketing and outreach (e.g., printed materials available on-site, information available on partner’s website, mentions during presentations to stakeholders, mentions during orientation for organization’s services, mentions during assessment and counseling session)
- Curriculum development (e.g., offering examples of relevant curricula, providing feedback on draft curricula, writing modules for curriculum for different parts of the program)
- Healthcare occupational training (e.g., operation of training program, provision of faculty/instructors, provision of training space, provision of equipment, provision of learning technologies, provision of work-based learning opportunities—e.g., internships, clinicals)
- Basic and other skill development activities (e.g., Adult basic education, Adult secondary education (GED, HiSET, TASC), English language acquisition, College developmental education, Introduction to Healthcare Career Workshop, Work Readiness, College Readiness, Digital Literacy, CPR Training, Mandatory work readiness...
with peer support),
  Academic support (e.g., case management, academic advising, tutoring, mentoring, peer support, post eligibility assessments training related costs assistance (other than tuition), laptop for blended learning, internet access for blended learning)
  Personal/Logistical support (e.g., emergency, non-emergency food, child/dependent care, transportation, housing support/assistance)
  Employment Assistance Support (e.g., job development activities (including job readiness workshops, job search skills training, individual job search assistance, job coach navigator, group job search support, post-placement and retention support), job placement activities (including obtaining and screening job listings for HPOG participants, screening HPOG participants for suitability for a position, scheduling interviews for a job candidate, and providing interview space), and job retention services (including counseling for specific job-related issues, incumbent worker career advancement counseling, and job-specific workplace behavior counseling))
  Work-based Learning Opportunities (e.g., work experience, job shadowing opportunities, registered apprenticeships, unpaid internships or externships, or on-the-

Source: HPOG Master Interview Guide, Question 26

If a returning HPOG 1.0 grantee, go to question 2.3
Otherwise skip to question 2.4
For returning HPOG 1.0 grantees

2.3. Which of the following organizations are new or returning partners from the HPOG 1.0 grant?

**Interviewer/HPOG Site Team Instructions:** This question was shared with returning HPOG 1.0 grantees to review in advance of the telephone interview. If the respondent has any changes or updates, please include them in the table below.

**Data Source(s):** PAGES [Vendors: Columns Selected (Vendor ID and Name)]
- Results from the National Implementation Evaluation (NIE) of the HPOG Program

**Programming Instructions:** Auto-populate names of organizations from question 2.1.

<table>
<thead>
<tr>
<th>Organization</th>
<th>New Organization</th>
<th>Returning Organization from HPOG 1.0 grant</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. [Organization Name]</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Go to question 2.4*
2.4. **Are you currently collaborating with (or planning to collaborate with) your partners in one or more of the following ways to improve the service delivery system in which your program operates?**

**Interviewer/HPOG Site Team Instructions:** This question was shared with the grantee to review in advance of the telephone interview. Please limit discussion to current and future collaborative efforts. Select all that apply.

- ☐ Creation of a logic model or theory of change that is being used across organizations to shape practice and track performance
- ☐ Curriculum developed for HPOG participants that can be shared with and used for training services by partners
- ☐ Development of new credentials that are recognized by employers
- ☐ Development of a new or improvement of a current referral system across partners
- ☐ Development or improvement of case management practices across partners to reduce duplication
- ☐ Outreach efforts to employers to help change their perspectives on and hiring practices for the target groups served by the HPOG program
- ☐ Increased capacity across partners for training and other services that HPOG participants and others in need can access
- ☐ Articulation agreements between education and training programs to support advancement on a career pathway
- ☐ Creation of a sector partnership where employers identify training priorities and lead program design
- ☐ Creation of a collaborative group across service and training providers to better coordinate activities
- ☐ Sharing of funding or resources or joint identification of new resources by partners
- ☐ Data sharing on participants or program operations
- ☐ Joint outreach efforts to market training and career opportunities in the healthcare industry to target populations such as youth
- ☐ Other (Please specify: [textbox, line type= single, size=200 characters])

*Go to “Outreach and Recruitment”*
### 3. Outreach and Recruitment

Next, I would like to discuss the groups you target for HPOG services, including your recruitment strategies.

#### C. Recruitment Strategies

**3.1.** According to information collected by your HPOG study team, your organization used the following strategies to inform your community and potential participants about the program: [Programming Instructions: Include textbox for interviewers/HPOG site teams to pre-fill information from EDIP and site monitoring call notes]. Has this changed over the course of the program? Which strategies do you believe have been most effective? Which strategies have been the least effective?

**Interviewer/HPOG Site Team Instructions:** Please include a brief high-level summary of recruitment strategies. Refer to following example below. According to information collected by your HPOG study team, your organization used the following strategies to inform your community and potential participants about the program: tv or radio public announcements, Facebook, presentations, and referrals from TANF agencies, and other partner organizations.

**Data Source(s):** EDIP and site monitoring call notes

Go to “Eligibility and Intake”
4. Eligibility and Intake

As you recall, the HPOG study team worked extensively with [name of local HPOG program] to understand your intake and enrollment process for random assignment. At this time we would like to confirm the eligibility criteria and application procedures used to select HPOG participants.

D. Eligibility Criteria

4.1a. Which of the following eligibility criteria does [name of local HPOG program] use for HPOG enrollment? If your HPOG program offers multiple training tracks and eligibility criteria vary by training tracks, select the responses that apply to one or more of the training courses offered by your program.

   **Interviewer/HPOG Site Team Instructions:** Please advise respondents to discuss eligibility criteria used to confirm HPOG enrollment and not criteria used after random assignment or later stages of HPOG participation (e.g., While applicants complete assessments during the intake process, low scores do not preclude an applicant from enrolling in the HPOG program). Select all that apply.

   **Data Source(s):** EDIP and site monitoring call notes

- ☐ Income eligibility standards (e.g., TANF, Pell grant recipient, specific percentage of the Federal Poverty Level, etc.)
- ☐ Educational attainment (e.g., high school diploma or GED)
- ☐ English language proficiency and/or fluency
- ☐ Literacy level (e.g., minimum reading levels on assessments)
- ☐ Numeracy level (e.g., minimum math levels on assessments)
- ☐ Criminal background screening
- ☐ Substance abuse screening
- ☐ Physical or medical exam screening
- ☐ U.S. citizenship or U.S. legal residency
- ☐ Other (Please specify: [textbox, line type= single, size=200 characters])

*Source: HPOG-NIE Grantee Survey, Question 7.4, 7.6, and 7.8a and HPOG Master Interview Guide, Question 52*

*Go to question 4.1b*
4.1b. Which of the following factors does [name of local HPOG program] use in determining financial eligibility?

**Interviewer/HPOG Site Team Instructions:** Select all that apply

**Data Source(s):** EDIP and the site monitoring call notes

- [ ] Federal poverty level
- [ ] Household income
- [ ] Individual income/earnings (e.g., TANF, Social Security, UI, etc.)
- [ ] Eligible for TANF
- [ ] Eligible for SNAP
- [ ] Other (Please specify: [textbox, line type= single, size=200 characters])

*Source: HPOG-NIE Grantee Survey, Question 7.8a*

**Go to question 4.1c**

4.1c. What threshold has your program established to determine financial eligibility?

**Interviewer/HPOG Site Team Instructions:** Use specific percentage or amounts in the table below based on criteria selected in question 4.1b. If household income was selected, use a family size of two.

**Data Source(s):** EDIP and site monitoring call notes

**Programming Instructions:** Present those items selected in question 4.1b

<table>
<thead>
<tr>
<th>Income Eligibility Standards</th>
<th>Eligibility Threshold</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ a. Percent of the Federal Poverty Level</td>
<td>___%</td>
</tr>
<tr>
<td>☐ b. Household income (for a family size of two)</td>
<td>$___</td>
</tr>
<tr>
<td>☐ c. Individual income/earnings</td>
<td>$___</td>
</tr>
<tr>
<td>☐ d. Other (Please specify: [textbox, line type= single, size=100 characters]):</td>
<td>___</td>
</tr>
</tbody>
</table>

*Go to question 4.2*
4.2. Are applicants to [name of local HPOG program] required to apply for a Pell Grant? Would you say yes, no, or no but most do apply?

**Data Source(s):** EDIP and site monitoring call notes

☐ Yes
☐ No
☐ No but most do apply

*Source: HPOG-NIE Grantee Survey, Question 7.10a*

Go to question 4.3

*Source: HPOG-NIE Grantee Survey, Question 7.8b*

4.3. Are applicants to [name of local HPOG program] required to fill out the Free Application for Federal Student Aid (FAFSA) form? Would you say yes, no, or no but most do complete it?

**Data Source(s):** EDIP and site monitoring call notes

☐ Yes
☐ No
☐ No but most do complete it

*Source: HPOG-NIE Grantee Survey, Question 7.10b*

If “criminal background screening” was selected in question 4.1a, go to question 4.4a.

If “Literacy level or Numeracy level” was selected in question 4.1a, go to question 4.5a.

If “criminal background screening” and “Literacy level or Numeracy level” were selected in question 4.1a, go to questions 4.4a-f, and then go to question 4.5a-g.

Otherwise skip to question 4.6a.
4.4a. Does [name of local HPOG program] accept otherwise eligible applicants with misdemeanors?

**Data Source(s):** EDIP and site monitoring call notes

☐ Yes
☐ No

*If Yes, go to question 4.4b
If No, skip to question 4.4d*

4.4b. What criterion(a) does [name of local HPOG program] use in determining eligibility for applicants with misdemeanors? How, if any, does this differ from other applicants?

[textbox, line type=multiple, size=500 characters]

*Go to question 4.4c*

4.4c. Does your program advise applicants with misdemeanors to pursue selected healthcare trainings? If so, which training courses?

**Data Source(s):** EDIP and site monitoring call notes

**Programming Instructions:** If yes is selected, please include up to five textboxes for interviewers/HPOG site teams to specify selected healthcare trainings.

☐ Yes, (If yes, please specify: [Click here to enter text.],[ Click here to enter text.])
☐ No

*Go to question 4.4d*
4.4d. **Does [name of local HPOG program] accept otherwise eligible applicants with felonies?**

*Data Source(s):* EDIP and site monitoring call notes

☐ Yes  
☐ No

*If Yes, go to question 4.4e*  
*If No, go to question 4.5a*

4.4e. **What criterion(a) does [name of local HPOG program] use in determining eligibility for applicants with felonies? How, if any, does this differ from other applicants?**

[Textbox, line type=multiple, size=500 characters]

Go to question 4.4f

4.4f. **Does your program require applicants with felonies to pursue selected healthcare trainings? If so, which training courses?**

*Data Source(s):* EDIP and site monitoring call notes

*Programming Instructions: If yes is selected, please include up to five separate textboxes for interviewers/HPOG site teams to specify healthcare occupational training courses.*

☐ Yes, (If yes, please specify: [Click here to enter text.],[ Click here to enter text.])  
☐ No

*If “Literacy level or Numeracy level” was selected from question 4.1a, go to question 4.5a*  
*Otherwise skip to question 4.6a*
**Programming Instructions:** Show question if “Literacy level” or “Numeracy level” was selected from question 4.1a

**4.5a.** According to our information from the EDIP, your intake process requires applicants to complete the following formal assessments during the intake and enrollment process: [Programming instructions: Include a textbox for interviewers/HPOG site teams to specify the type of formal assessments required (e.g., TABE, CASES, WorKeys etc.)] Have there been any changes? If yes, when did the changes occur, what were they and why were they made?

**Data Source(s):** EDIP and site monitoring call notes

- □ Yes (Please specify any changes, [textbox, line type=multiple, size=500 characters])
- □ No

*Source: HPOG Master Interview Guide, Question 55

*Go to question 4.5b*

**4.5b.** How are these formal assessments used during the intake and enrollment process? Are they used to determine applicants’ career interests, to assess applicants’ needs for basic skills training, to verify applicants’ readiness for healthcare occupational training, or for other purposes?

**Data Source(s):** EDIP and site monitoring call notes

- □ To determine applicants’ career interests or aptitudes
- □ To assess applicants’ needs for basic skills training (e.g., adult basic education, adult secondary education, English language acquisition, or college developmental education)
- □ To verify applicants’ readiness for healthcare occupational training
- □ Other (Please specify: [textbox, line type=single, size=200 characters])

*Source: HPOG Master Interview Guide, Question 55

*Go to question 4.5c*
### 4.5c. What is the minimum reading grade level your program requires?

**Interviewer/HPOG Site Team Instructions:** Select only one answer

**Data Source(s):** EDIP and site monitoring call notes

- [ ] 4th grade or equivalent
- [ ] 5th grade or equivalent
- [ ] 6th grade or equivalent
- [ ] 7th grade or equivalent
- [ ] 8th grade or equivalent
- [ ] 9th grade or equivalent
- [ ] 10th grade or higher

*Source: HPOG-NIE Grantee Survey, Question 7.7b*

*Go to 4.5d*

### 4.5d. What is the minimum math grade level your program requires?

**Interviewer/HPOG Site Team Instructions:** Select only one answer

**Data Source(s):** EDIP and site monitoring call notes

- [ ] 4th grade or equivalent
- [ ] 5th grade or equivalent
- [ ] 6th grade or equivalent
- [ ] 7th grade or equivalent
- [ ] 8th grade or equivalent
- [ ] 9th grade or equivalent
- [ ] 10th grade or higher

*Source: HPOG-NIE Grantee Survey, Question 7.7c*

*Go to 4.5e*
4.5e. Do some healthcare training courses require that applicants meet a certain score on a formal assessment? For example, courses for registered nursing or those leading to a degree may require participants to have higher-level academic skills than training courses that do not confer a degree.

Data Source(s): EDIP and site monitoring call notes

☐ Yes
☐ No

If Yes, go to question 4.5f
Otherwise skip to question 4.5g

4.5f. Please describe the type of formal assessments required for each healthcare training course and the minimum reading and math grade levels required for HPOG enrollment.

Data Source(s): EDIP and site monitoring call notes

Programming Instructions: Allow interviewers/HPOG site teams to specify the reading and math grade levels (e.g., include grades 4-10) and type of assessments required by healthcare training course using a drop-down menu of assessments.

- TABE (Test of Adult Basic Education)
- CASAS (Comprehensive Adult Student Assessment Systems)
- WorKeys
- COMPASS
- ACCUPLACER
- Other (Please specify: [textbox, line type=single, size=100 characters]

<table>
<thead>
<tr>
<th>Healthcare Training Course</th>
<th>Assessments required for HPOG enrollment</th>
<th>Minimum reading level required for HPOG enrollment</th>
<th>Minimum math Grade Level required for HPOG enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>e. [Training Course]</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>f. [Training Course]</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>g. [Training Course]</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
<tr>
<td>h. Pre-fill with additional trainings as needed</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
<td>Choose an item.</td>
</tr>
</tbody>
</table>

Go to question 4.5g
4.5g. Does your program consider applicants who are close but unable to meet minimum reading and math grade level requirements on assessments?

Data Source[s]: EDIP and site monitoring call notes

☐ Yes
☐ No

*If Yes, go to question 4.5h*
*Otherwise skip to question 4.6a*

4.5h. What criteria does [name of local HPOG program] use in determining eligibility for these applicants?

[Textbox, line type=multipline, size=500 characters]

Go to question 4.5i

4.5i. Does your program require these applicants to upgrade their basic skills before enrolling in courses?

☐ Yes
☐ No
☐ No, but it is recommended

Go to question 4.6a
4.6a. In addition to meeting specified eligibility criteria, does your program’s intake process also include an evaluation of an applicant’s general suitability for [name of local HPOG program]? Some examples from other grantees include job readiness, motivation, social skills, etc.

**Interviewer/HPOG Site Team Instructions:** If an activity is not listed in the responses below, please include it in the “Other” category. Select all that apply.

**Data Source(s):** EDIP and site monitoring call notes

- [ ] Career aptitudes
- [ ] Career interests
- [ ] Coping skills
- [ ] Job-readiness or “soft skills” (e.g., problem solving, workplace behavior, etc.)
- [ ] Learning styles
- [ ] Life skills (e.g., time management, personal hygiene)
- [ ] Motivation
- [ ] Social skills (e.g., interpersonal skills)
- [ ] Support service needs (e.g., child/dependent care, housing, transportation, etc.)
- [ ] Other (Please specify: [textbox, size=200 characters])
- [ ] Not applicable

Source: HPOG-NIE Grantee Survey, Question 7.1

*If “Personal and logistical support needs” are selected in question 4.6a, go to 4.6b
Otherwise skip to question 4.6c*
4.6b. How is a need for support services identified? Who identifies the need and is it assessed during intake as well as during participant’s enrollment?

[Textbox, line type=multiple, size=1,000 characters]

Source: HPOG Master Interview Guide, Question 84

Go to question 4.6c

4.6c. What are the three most important criteria your program uses when evaluating an applicant’s general suitability?

Programming Instructions: Insert textboxes for each criterion below

Criterion 1: Click here to enter text.
Criterion 2: Click here to enter text.
Criterion 3: Click here to enter text.

Source: HPOG-NIE Grantee Survey, Question 7.13b

Go to question 4.6d

4.6d. How is this “suitability” review conducted? Do you use one-one-one or group-based interviews, results from assessments, or other screenings?

Interviewer/HPOG Site Team Instructions: Select all that apply

Data Source(s): EDIP and site monitoring call notes

☐ One-on-one interview
☐ Group interview
☐ Results from assessments listed from question 4.6a.
☐ Other screening(s) or assessments(s) (Please specify: )

Source: HPOG-NIE Grantee Survey, Question 7.13c

Go to Section E. Application Process
E. Application Process

**Interviewer/HPOG site team Instructions:** Use the EDIP and site monitoring call notes to determine if orientations or information sessions are conducted as part of intake. If so, auto-populate question 4.7a. Otherwise skip to question 4.9.

4.7a. According to information collected in the EDIP, applicants to [name of local HPOG program] are required to participate in one-on-one and/or group orientations that uses a standard explanation of the program and/or the application process.

**Interviewer/HPOG Site Team Instructions:** Please pre-populate (select one response only). If you don’t have the information, ask question 4.9a in the telephone interview and select the appropriate response.

- ☐ Yes, ONLY one-on-one orientations [Go to question 4.7b]
- ☐ Yes, ONLY group orientations [go to question 4.7b]
- ☐ Yes, one-on-one AND group orientations [go to question 4.7b]
- ☐ No, program does not conduct orientation sessions as part of intake [go to question 4.8a]

**For HPOG programs that require orientations as part of intake**

4.7b. According to information collected in the EDIP, applicants to [name of local HPOG program] are required to participate in one-on-one and/or group orientations that uses a standard explanation of the program and/or the application process (e.g., application forms and required documentation, program services and requirements for participants) prior to enrollment. Has anything about this process changed? If yes, when did the changes occur and why were they made?

- ☐ Yes, (Please specify: [textbox, line type=multi, size=500 characters])
- ☐ No

*Source: HPOG-NIE Grantee Survey, Question 7.5a*

*If 4.7a = “Yes, ONLY one-on-one orientations” or “Yes, one-on-one AND group orientations,” go to question 4.7c
*If 4.7a = “Yes, ONLY group orientations,” go to question 4.8a*
For HPOG programs that require one-on-one orientations

4.7c. As we understand, one-on-one orientations are held [Programming Instructions: pre-fill with information from EDIP and site monitoring call notes]. Has this changed? If your HPOG program has multiple providers and the frequency of one-on-one orientation sessions vary by providers, select the response that best describes the most common approach.

Interviewer/HPOG Site Team Instructions: If any information has changed, please update and select only one answer below. If orientations are held based on the time training courses are offered, please select “on an as needed basis.”

Data Source(s): EDIP and site monitoring call notes

☐ More than once per week
☐ Once per week
☐ 2 to 3 times per month
☐ Once a month
☐ About once a quarter
☐ Rarely, but at least one time over the course of the program
☐ On an “as needed” basis

Source: HPOG-NIE Grantee Survey, Question 7.5b

Go to question 4.7d

For HPOG programs that require one-on-one orientations as part of intake

4.7d. On average, about how long do these orientation sessions last? Are they shorter than one day, one day, or two days to one week?

Note to Interviewer/HPOG Site Team: Select only one answer

Data Source(s): EDIP and site monitoring call notes

☐ Shorter than one day
☐ One day
☐ Two days to one week

Source: HPOG-NIE Grantee Survey, Question 7.5c

If 4.7a=“Yes, one-on-one AND group orientations,” go to question 4.8a
Otherwise skip to question 4.9
For HPOG programs that require group orientations

4.8a. As we understand, group orientations are held [Programming Instructions: pre-fill with information from EDIP and site monitoring call notes]. Has this changed?

Interviewer/HPOG Site Team Instructions: If orientations are held based on the time training courses are offered, please select “on an as needed basis.” Select only one answer.

Data Source(s): EDIP and site monitoring call notes

☐ More than once per week
☐ Once per week
☐ 2 to 3 times per month
☐ Once a month
☐ About once a quarter
☐ Rarely, but at least one time over the course of the program
☐ On an “as needed” basis

Source: HPOG-NIE Grantee Survey, Question 7.5b

Go to question 4.8b

For HPOG programs that require group orientations

4.8b. On average, about how long do these group orientation sessions last? Are they shorter than one day, one day, or two days to one week?

Interviewer/HPOG Site Team Instructions: Select only one answer

☐ Shorter than one day
☐ One day
☐ Two days to one week

Source: HPOG-NIE Grantee Survey, Question 7.5c

Go to question 4.19
4.9. On average, how long does it take to complete the application/intake process (from the day an application is filed to the day an eligibility determination is made)? Would you say it is less than a week, one to two weeks, two to four weeks, or greater than four weeks?

**Interviewer/HPOG Site Team Instructions:** Please advise the respondent not to include time after acceptance waiting for services to begin. If there is substantial variation across training programs, or individual partners’ intake procedures, please ask the respondent for an approximation. Select only one answer.

**Data Source(s):** EDIP and site monitoring call notes

☐ Less than one week
☐ One to two weeks
☐ Two to four weeks
☐ Greater than four weeks

*Source: HPOG-NIE Grantee Survey, Question 7.17a*

*Go to question 4.10a*
F. HPOG Ineligibility

4.10a. Among the applicants who formally apply to your program, approximately what percentage of applicants are found ineligible? Would you say it is 10 percent or less, 11 to 30 percent, 31 to 50 percent, or more than 50 percent? By applicant, we mean an individual who submits a formal application and/or eligibility documentation before random assignment.

**Interviewer/HPOG Site Team Instructions: Select only one answer**

- ☐ 10 percent or less
- ☐ 11-30 percent
- ☐ 31-50 percent
- ☐ More than 50 percent

*Source: HPOG-NIE Grantee Survey, Question 7.13d*

*Go to question 4.10b*

4.10b. Approximately what percentage of applicants do not meet income eligibility standards? Would you say it is 10 percent or less, 11 to 30 percent, 31 to 50 percent, or more than 50 percent?

**Interviewer/HPOG Site Team Instructions: Select only one answer**

- ☐ 10 percent or less
- ☐ 11-30 percent
- ☐ 31-50 percent
- ☐ More than 50 percent

*Go to question 4.10c*
4.10c. For those who meet income standards but are otherwise ineligible, what are the most common reasons for ineligibility? Would you say that applicants do not meet educational and/or academic requirements, do not meet U.S. citizenship or residency requirements, are not proficient in English, or not able to pass criminal background, substance abuse, or medical exam screenings, or other reasons?

**Interviewer/HPOG Site Team Instructions: Select all that apply**

- [ ] Applicants no longer interested in healthcare after orientation
- [ ] Applicants do not meet educational requirements (e.g., High school diploma or GED)
- [ ] Applicants are unable to meet minimum reading and/or math levels on assessments
- [ ] Applicants do not meet U.S. citizenship or U.S. legal residency requirements
- [ ] Applicants are not proficient in English
- [ ] Applicants cannot pass criminal background screenings
- [ ] Applicants cannot pass substance abuse screenings
- [ ] Applicants cannot pass physical or medical exam screenings
- [ ] Applicants are deemed “unsuitable” for healthcare training or employment
- [ ] Other (Please specify: [textbox, line type= single, size= 200 characters])

*If “Applicants are deemed “unsuitable” for healthcare training or employment” is selected, go to question 4.11a*

*Otherwise skip to 4.12*
4.11a. Among applicants who meet the objective eligibility criteria for [name of local HPOG program] (e.g., income, assessments, etc.), approximately what percentage are found not “suitable” for the program? By not suitable, we mean individuals who meet your eligibility criteria, but may lack other important characteristics necessary for program success such as motivation, interest in healthcare, or other important skills. Would you say it is less than 5 percent, 5 to 10 percent, 11 to 20 percent, 21 to 30 percent, or more than 30 percent?

**Interviewer/HPOG Site Team Instructions: Select only one answer**

- ☐ Less than 5 percent
- ☐ 5-10 percent
- ☐ 11-20 percent
- ☐ 21-30 percent
- ☐ More than 30 percent

*Source: HPOG-NIE Grantee Survey, Question 7.13d*

*Go to question 4.11b*

4.11b. Some applicants are less suitable for HPOG based on their lack of motivation, interest, or other skills. What are the most common reasons you believe that applicants are not found suitable for your program?

**Interviewer/HPOG Site Team Instructions: Select all that apply**

- ☐ Applicants lack basic academic skills
- ☐ Applicants are not interested in healthcare careers
- ☐ Applicants lack job-readiness or “soft skills” (e.g., problem solving, appropriate workplace behavior)
- ☐ Applicants lack life skills (e.g., time management, personal hygiene)
- ☐ Applicants lack coping skills
- ☐ Applicants lack social skills (e.g., interpersonal skills)
- ☐ Applicants lack motivation
- ☐ Applicants require substantial support services
- ☐ Other (Please specify: [textbox, line type=single, size=200 characters])

*Go to question 4.12*
4.12. What do you do for applicants that are found ineligible or unsuitable for HPOG participation? Do you refer to another agency or community service organization, enroll them in a different training program, or provide them with a list of alternate services in the community?

**Interviewer/HPOG Site Team Instructions: Select all that apply**

- Refer them to another agency or community service organization
- Enroll them in a different training program (e.g., other occupational training or skill development training and activities)
- Provide them with a list of alternate services in the community
- Other (Please specify: [textbox, line type=single, size=200 characters])

*Source: HPOG Master Interview Guide, Question 53b*

*Go to question 4.13a*

4.13a. Approximately, what percentage of applicants do not complete the full application process? Would you say it is 10 percent or less, 11 to 30 percent, 31 to 50 percent, or more than 50 percent? By applicant, we mean an individual who submits a formal application and/or eligibility documentation before random assignment.

**Interviewer/HPOG Site Team Instructions: Select only one answer**

- 10 percent or less
- 11-30 percent
- 31-50 percent
- More than 50 percent

*Go to question 4.13b*
4.13b. What are the most common reasons you believe that applicants do not complete the full application process? Would you say that applicants lose interest in healthcare, cannot provide the required paperwork, lack motivation, learn that they are probably not eligible, find that the intake process is too long, lack childcare or transportation, or other reasons?

**Interviewer/HPOG Site Team Instructions: Select all that apply**

- ☐ Applicants are no longer interested in healthcare
- ☐ Applicants cannot provide/do not have required paperwork
- ☐ Applicants lack motivation
- ☐ Applicants learn they are probably not eligible
- ☐ Applicants find the application process too long
- ☐ Applicants lack childcare
- ☐ Applicants lack transportation
- ☐ Other (Please specify: [textbox, size=200 characters])

*Source: HPOG Master Interview Guide, Question 53b*

*Go to “Education and Healthcare Occupational Training”*
5. Education and Healthcare Occupational Training

Now let's discuss the type of educational, healthcare training, and work-based learning opportunities available to prepare participants for jobs in the healthcare field.

G. Basic Skills Training

5.1a. According to information from the Performance Project Report (PPR) in [Programming Instructions: Pre-fill with grant year], approximately [Programming Instructions: Include a textbox for interviewers to pre-fill with information collected from the Performance Project Report on the number of individuals projected to receive basic skills training] individuals are projected to receive basic skills training. Is this correct? If not, how many individuals do you plan to serve with low basic skills?

**Programming Instructions:** Allow interviewers to hover over term “basic skills” for definition (See below).

**Key Definitions:**

- **Basic Skills:** Basic skills training is the combination of one or more courses or activities designated as basic skills training by a grantee. These courses or activities may include: Adult basic education, Adult secondary education, College developmental education, and English language acquisition. Basic skills training may be delivered prior to healthcare training or concurrent with healthcare training. Basic skills training that is integrated with healthcare occupational training will be listed with healthcare occupational training activities and should not be included as a distinct basic skills training.

☐ Yes
☐ No (Please specify: [textbox, line type=multiple, size=500 characters])

*If Yes, go to 5.1b*  
*If No, go to 5.1c*

5.1b. Is your program on target to serve that many individuals with low basic skills? If no, please explain.

☐ Yes
☐ No, (Please specify: [textbox, line type= multiple, size=500 characters])

*Go to question 5.2*
5.2. According to PAGES, approximately [Programming Instructions: Include a textbox for interviewers to pre-fill with information from PAGES on the percentage of individuals who received basic skills training] % have completed basic skills training. Do you believe your program improved basic skills for these individuals? If yes, please explain.

☐ Yes, (Please specify: [textbox, line type=multiple, size=500 characters])
☐ No

Go to question 5.3

5.3. What do you do for participants requiring training in basic academic skills? Do you refer them to basic skills courses offered by non-HPOG agencies, enroll them in basic skills courses offered by [name of local HPOG program] and partners specifically for HPOG participants, enroll them in basic skills courses offered by [name of local HPOG program] and partners not specifically for HPOG participants, or refer them to basic skills courses offered by another source?

Interviewer/HPOG Site Team Instructions: Select all that apply

☐ Refer them to basic skills courses offered by non-HPOG agencies
☐ Enroll them in basic skills courses offered by [name of local HPOG program] and partners specifically for HPOG participants
☐ Refer them to basic skills courses offered by [name of local HPOG program] and partners not specifically for HPOG participants
☐ Other (Please Specify: [textbox, size=500 characters])

Go to question 5.4a

5.4a. According to information collected from PAGES, [name of local HPOG program] is using the following strategies to accommodate individuals entering your program with low basic skills: [Programming Instructions: Include a textbox that allow interviewers/HPOG site teams to pre-fill with information for all basic skills courses offered from PAGES]. Has anything changed?

Interviewer/HPOG Site Team Instructions: Select all that apply.

Data Source(s): PAGES [Training & Services: Columns Selected (Category (Basic Skills Training), Vendor, Training/Support Type, Accelerated, Blended Learning, Contextualized, Delivery Mode, Integrated Training)]
- Responses one through four below are included in PAGES.
- Please prepopulate response options one through four using PAGES data and confirm the prepopulated responses with respondent during the interview.
• Note that response options five and six are new and not included in PAGES. You should ask both questions during the interview.
• If there are changes to the prepopulated responses, please update the appropriate response options.
• Use the “Other, please specify” option, if needed

☐ 1 Basic skills training is integrated into healthcare training
☐ 2 Basic skills training is provided as a stand-alone component taken independently of healthcare training activities
☐ 3 Participants can simultaneously enroll in basic skills courses and healthcare training
☐ 4 Basic skills training is accelerated (time required to complete the course less than typical similar courses)
☐ 5 Basic skills training is delivered in a flexible way with regard to location, schedule, pace, and strategy
☐ 6 Basic skills training is offered off-site or provided through distance learning opportunities such as an on-line format
☐ 7 Other (Please specify: [textbox, size=500 characters])

Source: HPOG Master Interview Guide, Question 66e

Go to question 5.4b

5.4b. Do you believe these strategies for delivering basic skills training successfully improves participants' basic skills proficiency levels? Is it effective in helping participants earn marketable credentials? If so, how?

☐ Yes, (Please specify: [textbox size = 700 characters])
☐ No

Source: HPOG Master Interview Guide, Question 67

Go to question 5.5

5.5. In what ways, if any, is your program doing something unique or promising regarding basic skills training? You can answer N/A if this question doesn’t apply to your program at this time.

☐ N/A

[textbox, line type=multiple, size=1,000 characters]

Go to “Healthcare Occupational Training”


H. Healthcare Occupational Training

5.5. I am going to name the healthcare occupational training courses that our records show you currently offer, and for each, I would like you to tell me if each course is open only to HPOG participants or to any non-HPOG students, including the control group. By healthcare occupational training, we mean the combination of one or more classes that are necessary for you to consider that a participant has completed the healthcare occupational training. For example, a six-week training for nursing assistants would be one healthcare occupational training activity. The coursework necessary to become a registered nurse would also be listed as one healthcare occupational training activity, even though it is made up of many individual classes.

**Interviewer/HPOG Site Team Instructions:** This question was shared with the grantee to review in advance of the telephone interview. If the respondent has any changes or updates, please include them in the table below and select which healthcare occupational training courses are offered to HPOG and non-HPOG students.

- Please advise the grantee to consider only current healthcare occupational trainings offered to participant and NOT the ones they plan to offer in the future.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category (Health Occupation Training), Occupational Code, Vendor, Training/Support Type, and Career Pathway Level)]

- Availability to HPOG and non-HPOG students is not available in PAGES
- Supplement with EDIP or site monitoring call notes

<table>
<thead>
<tr>
<th>Healthcare Training Course (Pre-fill from PAGES)</th>
<th>Available ONLY to HPOG Participants Only</th>
<th>Available to HPOG and other students</th>
</tr>
</thead>
<tbody>
<tr>
<td>i. [Training Course]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. [Training Course]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>k. [Training Course]</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>l. Pre-fill with additional trainings as needed</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG Grantee Survey, Question 8.8a-b*

*Go to “Career Pathway Training Opportunities”*
I. Career Pathway Training Opportunities

5.6a. Among the healthcare occupational training courses currently offered by [name of local HPOG program], which are available during the day, in the evening or on the weekends?

**Interviewer/HPOG Site Team Instructions:** Select all that apply for each healthcare occupational training course listed below. Please refer to definition of healthcare occupational training courses in question 5.5.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category (Health Occupation Training), Occupational Code, Vendor, Training/Support Type, and Career Pathway Level)]

- Timing of healthcare occupational training courses is not available in PAGES
- Supplement with EDIP or site monitoring call notes

**Programming Instructions:** Auto-populate with response options from question 5.5

<table>
<thead>
<tr>
<th>Healthcare Occupational Training Course (Pre-fill from PAGES)</th>
<th>During the Day</th>
<th>In the Evening (after 5pm)</th>
<th>On Weekends</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. [Training Course]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. [Training Course]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. [Training Course]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Pre-fill with additional trainings as needed</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG-NIE Grantee Survey, Question 8.9*

*Go to question 5.6b*
5.6b. What percentage of your students are working part-time or full-time while enrolled in healthcare training? Would you say the percentage is zero/none, 1 to 10 percent, 11 to 30 percent, 31 to 50 percent, or more than 50 percent?

Interviewer/HPOG Site Team Instructions: Select only one answer

☐ None
☐ 1-10 percent
☐ 11-30 percent
☐ 31-50 percent
☐ More than 50 percent
☐ Don’t know

Source: HPOG-NIE Grantee Survey, Question 8.9

Go to question 5.7

5.7. According to PAGES, the following healthcare occupational training courses were purposely designed (or redesigned/compressed) for accelerated completion: [Programming Instructions: Allow interviewers pre-fill with information from PAGES]. Is this correct? If not, what additional healthcare training courses are accelerated? By accelerated, we mean courses where instruction and/or curricula were reorganized in ways that allow students to complete them more quickly than in a traditional format. This may mean students move through the content in fewer hours of instruction or it may mean that students attend class for more hours per week.

Programming Instructions: If yes is selected, please include up to five separate textboxes for interviewers/HPOG site teams to write in healthcare occupational training courses.

☐ Yes, (Please specify:[Click here to enter text.]; [Click here to enter text.])
☐ No

Source: HPOG-NIE Grantee Survey, Question 8.10 and 8.11

Go to question 5.8a
5.8a. Do you present your program as a “career pathways” program? By career pathways, we mean the following: “a clear sequence, or pathway, of education coursework and/or training credentials” that are reorganized by employers.1

☐ Yes
☐ No

Source: HPOG Master Interview Guide, Question 52d

Go to question 5.8b

5.8b. When and how do you first introduce participants to the concept of career pathways and the training courses needed to move up the pathway? Can you give an example or two of when and how you introduce the concept of career pathways to participants? For example, do you provide career maps or trajectories of how healthcare occupational trainings can fit together? Do you build a customized pathway plan for students?

[Textbox, line type=multiline, size=1,000 characters]

Source: HPOG Master Interview Guide, Question 52d

Go to question 5.8c

---

5.8c. According to information collected from your grantee application, [name of local HPOG program] uses the following strategies to discuss career pathway training opportunities: [Programming Instructions: Allow interviewers to pre-fill information collected from the grantee application]. Is this correct?

☐ Yes
☐ No

Go to question 5.8d

5.8d. When and how do you discuss the concept of career pathways and the training courses needed to move up the pathway for participants as they reach the end of their training course? Can you give an example or two of when and how you discuss career pathways near the end of healthcare occupational training?

[textbox, line type=multiple, size=1,000 characters]

Source: HPOG Master Interview Guide, Question 52d

Go to question 5.9a

5.9a. How often does your program emphasize the concept of career pathways for participants pursuing entry-level healthcare occupational trainings (e.g., CNA, Medical Assistant, Home Health Aide, etc.) relative to participants in higher-level healthcare occupational trainings (e.g., RN, Pharmacy Technician, etc.)? Would you say more often, about the same, or less often?

Interviewer/HPOG Site Team Instructions: Select only one answer

Key Definitions:
Career Pathway level: Entry level training is for occupations with average wages less than $15 an hour; mid-level for occupations with average wages greater than $15 but less than $25 an hour; and high-level for occupations with average wages greater than $25 an hour.

☐ More often
☐ About the same
☐ Less often
Go to question 5.9b

5.9b. Once a participant completes healthcare occupational training, does your program routinely follow-up with the participant about their career path or next steps for training?

Interviewer/HPOG Site Team Instructions: Select only one answer

☐ Yes
☐ No

Go to question 5.10a

5.10a. Do HPOG participants discuss and lay out with staff their short- and long-term educational and employment goals?

☐ Yes
☐ No

Source: HPOG Master Interview Guide, Question 52b

If Yes, go to question 5.10b
Otherwise skip to question 5.11

5.10b. How often do staff revisit these goals with participants? Would you say more than once per week, once per week, 2 to 3 times per month, once a month, about once a quarter or semester, rarely but at least once over the course of the program, or on an “as needed” basis?

Interviewer/HPOG Site Team Instructions: Select only one answer.

☐ More than once per week
☐ Once per week
☐ 2 to 3 times per month
☐ Once a month
☐ About once a quarter or semester
☐ Rarely, but at least one time over the course of the program
☐ On an “as needed” basis

Go to question 5.10b
5.10b. Typically, who initiates the majority of check-ins with participants to monitor progress toward their goals?

*Interviewer/HPOG Site Team Instructions: Select all that apply.*

- ☐ The participant
- ☐ Case manager
- ☐ Academic/career counselor
- ☐ Job developer
- ☐ Other HPOG staff (Please specify: [textbox, line type=single, size=100 characters])
- ☐ Partners or community service agencies (Please specify: [textbox, line type=single, size=300 characters])

*Go to question 5.10c*

5.10c. What are the common ways staff communicate with participants about their goals? Would you say they communicate in-person (e.g., face-to-face), by phone, text message, email, social media such as Facebook, or any other methods?

*Interviewer/HPOG Site Team Instructions: Select all that apply*

- ☐ In-person (e.g., face-to-face)
- ☐ Phone
- ☐ Text message
- ☐ Email
- ☐ Social media (e.g., Facebook)
- ☐ Other (please specify: )

*Go to question 5.11*

5.11. Does your program monitor participants’ passage of licensing or other external credentialing exams after completing HPOG-funded training? If so, what strategies and/or tools are used to monitor completion?

- ☐ Yes, (Please specify: [textbox, line type=multiple, size=500 characters])
- ☐ No

*Go to question 5.12a*
5.12a. Are any of the healthcare occupational trainings offered associated with clearly defined and industry-recognized credentials that are “stackable” with other available trainings? If so, which credentials and/or tracks are stackable (e.g., nursing, HIM, etc.)? By stackable, we mean: a credential “is part of a sequence of credentials that can be accumulated over time to build up an individual’s qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs.”

**Programming Instructions:** If yes, please include up to ten separate textboxes for interviewers/HPOG site teams to write in the type of credentials and/or tracks that are stackable.

☐ Yes, (Please specify: [Click here to enter text.]; [Click here to enter text.])
☐ No

*Source: HPOG Master Interview Guide, Question 73e*

*If Yes, go to question 5.12b*
*Otherwise skip to question 5.13*

5.12b. Approximately what percentage of the healthcare occupational training courses offered convey credentials that are stackable within the same occupational career pathway (e.g., nursing career pathways, information technology, other therapies or technologies)? Would you say 0 to 25 percent, 26 to 50 percent, 51 to 75 percent or 76 to 100 percent?

**Interviewer/HPOG Site Team Instructions:** Select only one answer

☐ 0-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%

*Go to question 5.13*

---

5.13. What strategies and/or tools (e.g., academic advising and supports, career maps, career navigation, and support services) has [name of local HPOG program] implemented to help participants continue along a career pathway when they are ready?

[textbox, line type=multiple, size=1,000 characters]

Go to question 5.14

5.14. What is the biggest obstacle to your participants achieving their career goals?

Interviewer/HPOG Site Team Instructions: Select all that apply

- ☐ Low or inadequate basic skill levels of applicants
- ☐ Problems with transportation or location
- ☐ Inadequate child care options
- ☐ Criminal background/legal issues
- ☐ Problems with housing (e.g., homeless, etc.)
- ☐ Problems with substance abuse or addiction
- ☐ Availability of other training options besides [name of local HPOG program]
- ☐ Availability of tuition to move beyond [name of local HPOG program]
- ☐ Problems with class schedules or off-hours availability of services
- ☐ Prospective applicant’s need to work, which limits feasibility of enrolling in training.
- ☐ Other (Please specify: [textbox, line type=single, size=200 characters])

Go to question 5.15
5.15. How effective is [name of local HPOG program] at developing career pathway training opportunities for participants? Would you say that it is not effective, somewhat effective, effective, very effective, or you are uncertain?

**Interviewer/HPOG Site Team Instructions:** Select only one answer.

- [ ] Not effective
- [ ] Somewhat effective
- [ ] Effective
- [ ] Very effective
- [ ] Uncertain

*Source: HPOG Master Interview Guide, Question 137*

*Go to question 5.16*

5.16. In what ways, if any, is your program doing something unique or promising regarding career pathway training opportunities? You can answer N/A if this question doesn’t apply to your program at this time.

- [ ] N/A

*Go to “J. Work-Readiness Training Provision”*
5.17a. Some HPOG programs offer skill development training, activities, or workshops to improve participants’ soft and/or work-related skills such as introduction to Healthcare Career workshop, work readiness, college readiness, and others. Can you please describe the type of skill development training and activities you currently offer to prepare participants for healthcare training and employment?

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. If any information has changed, please update the responses below and select all that apply.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category [Other Skill Development Activities), Vendor, and Training/Support Type)]

**Programming Instructions:** Allow interviewers/HPOG site teams to hover over each term listed below for the definition:

**Key Definitions:**
- **Introduction to Healthcare Careers:** A workshop that provides information in a group setting about a variety of healthcare careers, including necessary educational and other requirements, day-to-day work activities, and career pathways.
- **Work Readiness:** A course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or “soft skills”) individuals need to be successful in the workplace.
- **Digital Literacy:** A course or workshop that educates participants on the use of digital technology, communication tools or networks to locate, evaluate, use and create information; the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers; how to read and interpret media; how to reproduce data and images through digital manipulation; and how to evaluate and apply new knowledge gained from digital environments.
- **CPR Training:** Course of instruction in cardiac pulmonary resuscitation (CPR) that follows a nationally recognized program such as those of the American Heart Association or Red Cross and those approved by the Occupational Safety and Health Administration (OSHA) or state license boards for medical professionals.

☐ Introduction to Healthcare Career workshop
☐ Work readiness (e.g. positive work habits, attitudes, and behavior, etc.)
☐ College readiness (e.g., study, financial, and time management skills, etc.)
☐ Digital literacy
☐ CPR training
☐ Other (Please specify: [textbox, line type=single, size=200 characters])

Go to question 5.17b

5.17b. Which courses, activities, or workshops are mandatory or voluntary for HPOG participants?

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. If any information has changed, please update the responses below and select all that apply.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category [Other Skill Development Activities], Vendor, and Training/Support Type)]
- Requirements (e.g. mandatory or voluntary) for courses, activities, or workshops are not available in PAGES

**Programming Instructions:** Auto-populate left column in table with responses selected from question 5.17a

<table>
<thead>
<tr>
<th></th>
<th>Mandatory for HPOG Participants</th>
<th>Voluntary for HPOG Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>f. Introduction to Healthcare Career workshop</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Work readiness (e.g. positive work habits, attitudes, and behavior, etc.)</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. College readiness</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Digital literacy</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>j. CPR training</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Other (Please specify: [textbox, line type=single, size=200 characters])</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

If “Voluntary for HPOG Participants” is selected for responses a-g, go to question 5.17c
Otherwise skip to question 5.18a
5.17c. How do you encourage HPOG participants to attend courses, activities, or workshops that are voluntary?

[Textbox, line type=multiple, size=1,000 characters]

Go to question 5.18a

5.18a. Some HPOG programs require participants to complete bootcamps. By bootcamp, we mean an intensive orientation to healthcare training that may focus on vocabulary, study and soft skills, healthcare careers, etc. Does [name of local HPOG program] offer bootcamps as part of HPOG enrollment?

☐ Yes  ☐ No

If Yes, go to question 5.18b  
Otherwise skip to question 5.19

5.18b. Please describe the bootcamp, including its goal, whether it is required or voluntary for all or some participants, and when and how long it is offered.

[Textbox, line type=multiple, size=1,000 characters]

Go to question 5.19
5.19.  Approximately how much time do participants spend in work-readiness training? Would you say a day, week, one quarter, semester or other period? By work readiness, we mean a course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or “soft skills”) individuals need to be successful in the workplace.

**Interviewer/HPOG Site Team Instructions:** Select only one answer

- [ ] One day
- [ ] One week
- [ ] One quarter
- [ ] One semester
- [x] Other (Please specify: [textbox, size=200 characters])

**Go to question 5.20a**

5.20a. Do you formally assess each participant's work-readiness skill level? If so, how?

- [ ] Yes, (Please specify: [textbox, size=700 characters])
- [ ] No

**If yes, go to question 5.20b**

**Otherwise go to question 5.21a**

5.20b. Does the time participants spend in work-readiness training vary by work-readiness skill level. If so, how?

**Interviewer/HPOG Site Team Instructions:** Select only one answer

- [ ] Yes (Please specify: [textbox, size=700 characters])
- [ ] No

**Go to question 5.21a**

5.21a. Have you received any feedback from employers about the quality of your HPOG participants? If so, please describe the type of feedback received.

- [ ] Yes (Please describe: [textbox, size=700 characters])
- [ ] No

**If Yes, go to question 5.21b**

**Otherwise skip to question 5.22**
5.21b. How would they rate the overall quality of your HPOG graduates in terms of their soft and work-readiness skills? Would they rate them as very poor, below average, average, above average, excellent, or don’t know?

**Interviewer/HPOG Site Team Instructions: Select only one answer**

- [ ] Very poor
- [ ] Below average
- [ ] Average
- [ ] Above average
- [ ] Excellent
- [ ] Don’t know

*Go to question 5.22*

5.22. In what ways, if any, is your program doing something unique or promising regarding work readiness training provisions? You can answer N/A if this question doesn’t apply to your program at this time.

- [ ] N/A

*Go to “Program Supports”*
6. Program Supports

Now I would like to discuss the type of academic, personal/logistical, and employment assistance services you and your partners offer and what ways you believe they help participants complete training and obtain employment in the healthcare field.

K. Academic Supports

6.1. Is there an individual who is assigned to work one-on-one with each [name of local HPOG program] participant throughout their stay in the program? This person is sometimes called a “case manager” or “academic advisor,” though there are other titles such as “navigator.”

Data Source(s): PAGES [Training & Services: Columns Selected (Category (Academic Supports), Training/Support Type, Participants Have Assigned Case Manager, and Provider)]

☐ Yes
☐ No

Source: HPOG-NIE Grantee Survey, Question 9.1

Go to question 6.2

6.2. How many full-time and part-time case managers and/or academic advisors does [name of local HPOG program] currently use to support its participants and what is the average caseload?

____ # full-time case managers _____ average caseload for full-time case managers
____ # part-time case managers _____ average caseload for part-time case managers
____ # full-time academic advisors _____ average caseload for full-time academic advisors
____ # part-time academic advisors _____ average caseload for part-time academic advisors

Source: HPOG-NIE Grantee Survey, Question 9.3

Go to question 6.3

6.3. Are case managers employed by [name of the local HPOG program], [name of the

Abt Associates First-Round Telephone Interviews pg. 78
grantee institution], partner organization, or both?

Interviewer/HPOG Site Team Instructions: Select only one answer

☐ Employed by [name of local HPOG program] or [name of grantee institution]
☐ Employed by partner organization
☐ Both

Source: HPOG-NIE Grantee Survey, Question 9.4

Go to question 6.4

6.4. Among your HPOG employees, who has responsibility for making sure that various personnel employed by non-HPOG partners are meeting with HPOG participants on a regular basis? Would you say the program director, program coordinator, director of career advising, director of academic advising, director of case management, or other?

Interviewer/HPOG Site Team Instructions: Select all that apply.

☐ Program director
☐ Program coordinator
☐ Director of career advising
☐ Director of academic advising
☐ Director of case management
☐ Other (Please Specify: (Please specify: [textbox, line type=single, size=700 characters])

Go to question 6.5
6.5. What type of case management and counseling services are delivered to participants? Who among your staff provides these services? Are any of the services delivered by partners (at a cost to the HPOG program or not) or other programs or community service agencies? By partners we mean organizations that are involved with or have supported your HPOG program.

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. If the respondent has any changes, please update the table below. For each service offered, indicate whether HPOG staff, partners, or other programs or community service agencies provide the service. Select all that apply:

- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP and site monitoring call notes

<table>
<thead>
<tr>
<th>Case Management and Counseling Services</th>
<th>Services Provided by [name of local HPOG program]</th>
<th>Services provided by partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Case Manager</td>
<td>Academic/Career Advisor</td>
<td>Job Developer</td>
<td>Other HPOG staff</td>
</tr>
<tr>
<td>a. Participant monitoring (e.g., assessing participants' progress in training or needs for program supports)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Academic counseling (e.g., course advising)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Career counseling (e.g., reviewing careers or career pathways)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Counseling to identify personal and supportive service needs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Financial counseling (e.g., helping with financial aid or related income support or budget matters)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Job search assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Job placement assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>h. Job retention services</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>i. Other (Please Specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

**Source:** HPOG-NIE Grantee Survey, Question 9.2
**Key Definitions:**

f. **Job Search Assistance:** Provision of assistance, one-on-one or in a group, in job search including information on labor markets, occupational information, and job search techniques (resumes, interviews, applications, and follow-up letters). Resulting job search is self-directed by participants. This assistance does not include job placement assistance.

g. **Job Placement Assistance:** Referral of individuals to jobs matching their abilities and interests. Staff may interview and assess/test participants for the purpose of achieving suitable job placements where there is a good match between management needs and employee qualifications. This is separate from job search assistance that results in self-directed job search.

h. **Job Retention Services:** Various practices that help a person maintain employment or change jobs without a period of unemployment. The services in this category must take place while the participant is employed and differ from services that focus on work readiness training prior to finding employment. Examples of job retention services include counseling for specific job-related issues, incumbent worker career advancement counseling, and job-specific workplace behavior counseling.

*Go to question 6.6*
6.6. Please describe the type of advising services that are **routinely** offered by [name of local HPOG program]. Are these services provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. For each service offered, indicate whether it is provided by the HPOG program, partner, or other programs or community service agencies. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP or site monitoring call notes

<table>
<thead>
<tr>
<th>Advising Services</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Advise on graduation requirements</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Advise on college entrance requirements or prerequisites</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Assistance developing and tracking career goals in healthcare</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Advise on course selection</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Assistance with license/certification examination preparation</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG-NIE Grantee Survey, Question 8.15*

*Go to question 6.7*
6.7. Some academic support services are designed to connect participants in a social setting or with other individuals, including mentors or peers. Does your organization and/or any of your partners provide academic support services such as mentoring or peer support to participants? If so, are they provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. For each service offered, please indicate whether it is provided by the HPOG program, partner, or other programs or community service agencies. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Source(s):** PAGES [Training & Services: Columns Selected (Category (Academic Supports), Training/Support Type, and Provider)]

- Use information from PAGES to indicate whether services are provided by the HPOG program (e.g. Provider = “HPOG grantee”)
- Supplement with EDIP or site monitoring call notes

**Programming Instructions:** Allow interviewers/HPOG site teams to hover over the terms listed in the table using the key definitions below.

**Key Definitions:**

- **Mentoring:** Advice and counseling to a participant by a person other than case manager/program staff who has already achieved goals that are the same as or similar to the goals that a participant has set for his/herself, based on the mentor’s personal experiences. This involves an ongoing relationship that may be formal or informal.
- **Peer Support:** Activities that foster social and emotional connections among a consistent cohort or group of participants with the intention of enabling mutual assistance and shared accountability and commitment to program retention and completion.

<table>
<thead>
<tr>
<th>Academic Support Services</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Mentoring activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Peer support activities</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Abt Associates
c. Other (Please specify:)

Source: HPOG-NIE Grantee Survey, Question 9.8 and HPOG Master Interview Guide 75

Go to question 6.8
L. Personal/Logistical Supports

6.8. According to our information, [name of local HPOG program] offers the following personal/logistical supports: [Programming instructions: Include a textbox for interviewers/HPOG site teams to pre-fill with information from PAGES or other data sources]. Have there been any changes? Are these services provided directly by your program, your partners (at a cost to the HPOG program or not), or other program or community service agencies?

Interviewer/HPOG Site Team Instructions: This question was shared with the grantee to review in advance of the telephone interview. For each service offered, please indicate whether it is provided by the HPOG program, partner, or other programs or community service agencies. Select all that apply.
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

Data Source(s): PAGES [Training & Services: Columns Selected (Category (Personal/Logistical Supports), Training/Support Type, and Provider)]
- Use information from PAGES to indicate services provided by the HPOG program (e.g. Provider = “HPOG grantee”)
- Supplement with EDIP or site monitoring call notes

Programming Instructions: Allow interviewers/HPOG site teams to hover over each term listed below for definition (these definitions are included in PAGES).

<table>
<thead>
<tr>
<th>Personal/Logistical Supports</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Emergency assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Non-emergency food assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Child/dependent care assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Transportation assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Housing support/assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Other (Please specify)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Question 9.11 and 9.19 and HPOG Master Interview Guide, Question 83

Go to question 6.9
### 6.9. What type of training-related costs and assistance are delivered to participants?

*Are these services provided directly by your program, your partners (at a cost to the HPOG program or not), or other programs or community service agencies?*

**Interviewer/HPOG Site Team Instructions:** This question was shared with the grantee to review in advance of the telephone interview. For each service offered, please indicate whether it is provided by the HPOG program, partner, or other program or community service agencies. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP or site monitoring call notes

**Programming Instructions:** Allow interviewers/HPOG site teams to hover over each term listed below for definition (these definitions are included in the PAGES glossary).

<table>
<thead>
<tr>
<th>Training-Related Costs and Assistance</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Book costs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. College fees (e.g., course fees, tuition support)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Licensing and certification fees</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Exam/exam preparation fees</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Work/training uniforms, supplies, tools</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Computer/technology equipment (e.g., laptops, software, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG-NIE Grantee Survey, Question 9.17*

*Go to “M. Employment Assistance and Work-Based Learning Opportunities”*
M. Employment Assistance and Work-Based Learning Opportunities

6.10. Approximately what percentage of healthcare occupational training courses offered provide HPOG participants with clinicals or employer placements? Would you say 0 to 25 percent, 26 to 50 percent, 51 to 75 percent, or 76 to 100 percent?

Interviewer/HPOG Site Team Instructions: Select only one answer

☐ 0-25%
☐ 26-50%
☐ 51-75%
☐ 76-100%

Go to question 6.11a

6.11a. What type of job search and placement assistance does your organization and/or any of your partners provide to [name of local HPOG program] participants? Are they provided directly by your program, your partners (at a cost to your HPOG program or not), or other programs or community service agencies?

Interviewer/HPOG Site Team Instructions: This question was shared with respondents to review in advance of the telephone interview. For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.
- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

Data Sources(s): EDIP or site monitoring call notes

<table>
<thead>
<tr>
<th>Job Search and Placement Assistance</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Job search skills workshops (e.g., group workshops on writing resumes and cover letters, conducting a job search, interviewing, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Identifying job openings for program graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
c. Meeting with employers to identify job openings for graduates

<table>
<thead>
<tr>
<th></th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

d. One-on-one job search assistance

<table>
<thead>
<tr>
<th></th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

e. Advising on career and job choices

<table>
<thead>
<tr>
<th></th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

f. Operating or providing referrals to job fairs

<table>
<thead>
<tr>
<th></th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

g. Job screening (e.g., screen for suitability for a job)

<table>
<thead>
<tr>
<th></th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

h. Other (Please specify:)

<table>
<thead>
<tr>
<th></th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG-NIE Grantee Survey, Question 9.21 and 9.24

**Go to question 6.11b**

6.11b. When do you provide these job search and placement assistance to [name of local HPOG program] participants? Are they offered before healthcare training, during healthcare training, during the job search, after job placement, or all of the above?

*Interviewer/HPOG Site Team Instructions: This question was shared with respondents to review in advance of the telephone interview. Select all that apply.*

*Data Sources(s):* EDIP or site monitoring call notes

*Programming Instructions: Auto-populate table with services selected from question 6.11a.*

<table>
<thead>
<tr>
<th>Job Search and Placement Assistance</th>
<th>Before healthcare training</th>
<th>During healthcare training</th>
<th>During job search</th>
<th>After Job Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Job search skills workshops (e.g., group workshops on writing resumes and cover letters, conducting a job search, interviewing, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Identifying job openings for program graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Meeting with employers to identify job openings for graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. One-on-one job search assistance</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Advising on career and job choices</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Operating or providing referrals to job fairs</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Job screening (e.g., screen for suitability for a job)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
h. Other (Please specify: [ textbox, line type=single, size=200 characters ])

Source: HPOG-NIE Grantee Survey, Question 9.21 and 9.24

Go to question 6.12a
6.12a. What type of job retention (e.g., after job placement) services does your organization and/or any of your partners provide to [name of local HPOG program] participants? Are they provided directly by your program, your partners (at a cost to your program or not), or other programs or community service agencies?

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. For each service offered, please indicate whether it is provided by the program, partner, or other programs or community service agencies. Select all that apply.

- If services are provided by partners, identify whether the service is provided at a cost to the program or not.

**Data Sources(s):** EDIP or site monitoring call notes

<table>
<thead>
<tr>
<th>Job Retention Services</th>
<th>Services provided by [name of local HPOG program]</th>
<th>Services provided by Partners</th>
<th>Services provided by other programs or community service agencies</th>
<th>Not Offered</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. In-person meetings with participant</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Phone check-ins with participant</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Phone calls or meetings with participant's supervisor</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Email check-ins with participant</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Social media (e.g., Facebook groups, LinkedIn)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Host events for and/or group meetings with program graduates</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Other (Please specify:)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG-NIE Grantee Survey, Question 9.22*

*Go to question 6.12b*
6.12b. During what time period after placement are these services provided? Are they provided the first 30 days, first 60 days, first 90 days, or longer than 90 days after employment?

*Interviewer/HPOG Site Team Instructions: Select only one answer.*

☐ First 30 days
☐ First 60 days
☐ First 90 days
☐ Longer than 90 days

*Source: HPOG-NIE Grantee Survey, Question 9.22*

*Go to question 6.13a*

6.13a. To receive job search services discussed, do [name of local HPOG program] participants request them or are they offered as a standard part of the program and routinely provided?

☐ Available upon request
☐ Standard part of program services

*Source: HPOG-NIE Grantee Survey, Question 9.23*

*Go to question 6.13b.*

6.13b. Do job search services offered depend on the type of healthcare training course completed by the participant? If yes, please give examples.

☐ Yes, (Please specify: [textbox, line type=multiline, size=500 characters])
☐ No

*Go to question 6.14c*
6.13c. To receive job placement services, do [name of local HPOG program] participants request them or are they offered as a standard part of the program and routinely provided?

☐ Available upon request
☐ Standard part of program services

Source: HPOG-NIE Grantee Survey, Question 9.23

Go to question 6.13d

6.13d. Do job placement services offered depend on the type of healthcare training course completed by the participant? If yes, please give examples.

☐ Yes, (Please specify: [textbox, line type=multipl, size=500 characters])
☐ No

Go to question 6.13e

6.13e. Once a participant is employed, do you routinely provide job retention services as a standard part of the program? If no, do [name of local HPOG program] participants need to request them?

☐ Yes
☐ No (Please specify: [textbox, line type=multipl, size=500 characters])

Source: HPOG-NIE Grantee Survey, Question 9.23

Go to question 6.13f

6.13f. Do job retention services offered depend on the type of healthcare training course completed by the participant? If yes, please give examples.

☐ Yes, (Please specify: [textbox, line type=multipl, size=500 characters])
☐ No

Go to question 6.14a
N. Employer Engagement

Now we would like to discuss the ways you engage employers as part of [name of local HPOG program].

6.14a. Please describe the type of activities or services that are provided by employers.

Interviewer/HPOG Site Team Instructions: Please review the following activities and services below with the respondent and select the best response. If the respondent does not understand an activity or service, please review the definitions below. If an activity or service is not listed, please include it in the “Other” category. Select all that apply.

Programming Instructions: Allow interviewers/HPOG site teams to hover over the responses for “key examples.”

☐ 1 Oversight or advisory board membership
☐ 2 Contracting with grantee to provide training
☐ 3 Advising or informing curricula, necessary technical/professional skills, or other aspects of program
☐ 4 Providing work experiences
☐ 5 Providing financial or physical resources
☐ 6 Involvement in career fairs
☐ 7 Delivering lessons, lectures or presentations
☐ 8 Hosting field trips
☐ 9 Special hiring considerations
☐ 10 Providing job opening information
☐ Other (Please specify: [textbox, size=200 characters])

Key Examples:
1 An employer is represented on the grantee’s advisory board or plays another oversight role
2 An employer has contracted the grantee to provide training for current or potential employees
3 An employer provides information to the grantee, such as labor market information, or provides input into the program design, curricula, eligibility criteria, etc.
4 An employer provides work experiences, such as internships, externships, clinicals, apprenticeships, or OJT, for the program participants
5 An employer supports the initiative by providing equipment or other physical resources or financial support
6 An employer participates in events where they provide information on job opportunities, conduct interviews and accept job applications.
7 An employer teaches a component of a course or provides information to participants about what it is like to work in a particular sector or occupation
8 An employer agrees to host field trips to build participants’ knowledge of industries and occupations
9 An employer agrees to special hiring considerations, such as committing to review applications/CVs, interview or hire program participants
10 An employer provides notice of job openings to program staff

Source: HPOG-NIE Grantee Survey, Question 9.27
Go to question 6.14b
6.14b. Of this list, in which activities would you like to see more employer involvement with your program? Please be specific.

[Textbox, line type=multi-line, size=1,000 characters]

If grantee discusses 6.14a3 “Advising or Informing curricula or other aspects of the program, go to question 6.14c.
Otherwise go to question 6.15.

6.14c. How do employers provide input into curricula or program design? What are the ways you ensure curricula are aligned with the needs of employers? Can you provide an example of how you shaped curricula based on feedback from employers?

[Textbox, line type=multi-line, size=1,000 characters]

Go to question 6.15

6.15. How many employers would you say are currently involved with your HPOG program, beyond those involved only because they hire graduates?

Choose an item.

Go to question 6.16
6.16. What strategies are most successful for establishing and maintaining contacts with employers?

**Interviewer/HPOG Site Team Instructions: Select all that apply.**

- Leveraging personal and professional networks to identify potential employer partners
- Marketing what my organization offers to employers
- Involving employers early in the program, not just upon job placement
- Working with employers to understand their needs
- Hiring staff that understand the healthcare industry
- Assigning staff to build and maintain relationships with employers
- Holding staff responsible for employer engagement outcomes
- Communicating regularly with employers and providing opportunities for their input and feedback
- Offering customized training to employers
- Participating in regional workforce or industry partnerships
- Requesting commitments from companies to be involved in the program or to hire program graduates
- Sharing program outcomes/results with employers
- Other (Please specify: [textbox, size=200 characters])

Source: HPOG Master Interview Guide, Question 90

Go to question 6.17a

6.17a. Do you have employers you consider to be strong partners? By strong partners, we mean employers who do more than just hire a small number of program graduates; they are involved in other activities (e.g., oversight, program design, operations, training, etc.) or hire large numbers of graduates.

- Yes
- No

*If Yes, go to question 6.17b*  
*Otherwise skip to 6.18*
6.17b. Please explain.

[textarea, line type=multiple, size=1,000 characters]

Go to question 6.18

6.18. In what ways, if any, is your program doing something unique or promising regarding employer engagement? You can answer N/A if this question doesn’t apply to your program at this time?

☐ N/A

[textarea, line type=multiple, size=1,000 characters]
7. Control Group Services

I would like to discuss the services and training opportunities available from your program or other organizations to non-HPOG participants, including those in the control group.

7.1. I am going to name the support services and job training opportunities within your program and from other organizations that our records indicate are available to control group members. For each, I would like you to tell me if control group members are easily able to access alternate training courses and support services. Please indicate yes, no, or unsure. By access, we mean that control group members can easily enroll in job training programs and/or resources and funding is available.

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. Select only one answer for each row.

**Data Source:** EDIP and site monitoring call notes

**Programming Instructions:** Include textboxes in the table below for interviewers/HPOG site teams to pre-fill support services and job training opportunities available to control group members.

<table>
<thead>
<tr>
<th>Support service or job training opportunities (Healthcare or Non-Healthcare Related) available</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Click here to enter text.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Source: HPOG Master Interview Guide, Question 111

*Go to question 7.2*
7.2. What are the barriers to accessing those alternate services for control group members? Would you say that alternate services are not available in the community, are available in limited supplies, control group generally lose interest, or other reasons?

**Interviewer/HPOG Site Team Instructions: Select all that apply**

- ☐ Alternate services are not available in the community
- ☐ Limited supplies or funds are available for alternate services (e.g., ITA funds, Pell grants, WIOA funds)
- ☐ Control group members generally lose interest
- ☐ Other (Please Specify: [textbox, size=300 characters])

*Source: HPOG Master Interview Guide, Question 113*

**Go to question 7.3**

7.3. Do you know of any colleagues or partners that can provide additional information about control group services? If so, would you be willing to share their contact information with us?

- ☐ Yes, (Please specify: [textbox for first and last name], [textbox for email address], [textbox for phone number])
- ☐ No

**Go to “Sustainability”**
### 8. Sustainability

#### 8.1. What percentage of funds for activities or program components are HPOG funds?

Would you say none (all non-HPOG funds), less than 25 percent, 26 to 50 percent, 51 to 75 percent, or 76 to 100 percent?

**Interviewer/HPOG Site Team Instructions:** This question was shared with respondents to review in advance of the telephone interview. If the respondent has any changes, please include them in the table below. Select one answer for each row.

<table>
<thead>
<tr>
<th></th>
<th>None (all by Non-HPOG funds)</th>
<th>Less than 25 percent</th>
<th>26 to 50 percent</th>
<th>51 to 75 percent</th>
<th>76 to 100 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Healthcare trainings offered</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>b. Basic skills training</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>c. Academic support (e.g., case management, peer support, tutoring, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>d. Personal/logistical support (e.g., emergency assistance, non-emergency food assistance, work-related costs, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>e. Employment assistance (e.g., job search, placement, and retention services)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>f. Work-based learning opportunities (e.g., job shadowing, clinical, etc.)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>g. Other [Please specify: [textbox, line type=single, size=300 characters]]</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

*Source: HPOG Master Interview Guide, Question 130a*

*Go to question 8.2*
8.2. Which of the following training courses or services for low-income individuals are at risk of being reduced after HPOG funding ends? Would you say one or more healthcare training courses offered, basic skills training, academic support, personal/logistical support, employment assistance, work-based learning opportunities, or other services are at risk of being reduced?

Interviewer/HPOG Site Team Instructions: Select all that apply.

☐ One or more healthcare training courses offered
☐ Basic skills training
☐ Academic support (e.g., case management, peer support, tutoring, etc.)
☐ Personal/logistical support (e.g., emergency assistance, etc.)
☐ Employment assistance (e.g., job search, placement, retention services)
☐ Work-based learning opportunities (e.g., job shadowing, clinical, etc.)
☐ Other (Please specify: [textbox, line type=single, size=200 characters])

Source: HPOG Master Interview Guide, Question 130b

Go to question 8.3a

8.3a. Have you made any plans for program sustainability when your HPOG grant ends?

☐ Yes  
☐ No

Source: HPOG Master Interview Guide, Question 131

If Yes, go to question 8.3b
Otherwise skip to question 8.4

8.3b. Have you put these plans into action? For example, have you contacted partner agencies or programs for a joint effort in finding and securing funding?

☐ Yes  
☐ No

Go to question 8.4
8.4. Have you assigned staff or hired a consultant to pursue potential future funding or other support?

☐ Yes
☐ No

*Go to question 8.5*

8.5. Please describe any current efforts your organization is engaging in or plans to engage in to sustain HPOG programming after the HPOG 2.0 funding for this effort ends. What strategies has [name of local HPOG program] implemented or will implement (e.g., leveraging funds, maintaining key partnerships, etc.) to sustain HPOG programming?

[textbox, line type=multiple, size=1,000 characters]

*Source: HPOG Master Interview Guide, Question 130*

*Go to question 8.6a*

8.6a. To what extent do you think this approach is or will be effective in sustaining HPOG programming after the HPOG 2.0 funding ends? Would you say that your approach is very ineffective, ineffective, neither ineffective or effective, effective, or very effective?

☐ Very ineffective
☐ Ineffective
☐ Neither ineffective or effective
☐ Effective
☐ Very effective

*Go to question 8.6b*
8.6b. Please explain.

[textbox, line type=multiple, size=1,000 characters]

Go to question 8.7a

8.7a. Are you optimistic about future funding and sustainability?

☐ Yes
☐ No

Go to question 8.7b

8.7b. What are your reasons for optimism or lack of optimism?

[textbox, line type=multiple, size=1,000 characters]

Go to question 8.8
8.8. In what ways, if any, is your program doing something unique or promising regarding sustainability? You can answer N/A if this question doesn’t apply to your program at this time.

☐ N/A

[Textbox, line type=multiple, size=1,000 characters]

Go to “Conclusion”
9. Conclusion

9.1. If there is anything else about the structure and operations of [name of local HPOG program] that was either not covered in this interview or that you would like to share?

[textbox, line type=multiple, size=1,000 characters]

Thank you for your assistance in completing this interview and providing important information for the study. We appreciate the information you’ve shared with us today. With your help, we will have better information about the practices of participating HPOG programs across the nation.

END OF INTERVIEW
APPENDIX C: NATIONAL EVALUATION IN-PERSON IMPLEMENTATION INTERVIEWS

Appendix C provides OMB-approved data collection instruments for the Descriptive Evaluation. It contains discussion guides for in-person implementation interviews with staff from up to ten HPOG 2.0 programs with promising approaches to topic areas of specific interest to the Administration for Children and Families (ACF). The topic areas are: employer engagement, basic skills instruction, career pathways training opportunities, work-readiness training, and program sustainability after the end of the HPOG 2.0 grant period.
Supporting Statement for OMB Clearance Request

Instrument 4: HPOG 2.0 National Evaluation In-Person Implementation Interviews

National and Tribal Evaluation of the 2nd Generation of the Health Profession Opportunity Grants (HPOG)

0970-0462

September 2016

Submitted by:
Office of Planning, Research & Evaluation
Administration for Children & Families
U.S. Department of Health and Human Services

Federal Project Officers:
Nicole Constance, Hilary Forster, and Amelia Popham
Site Visit Preparation for Interviewers

- **Review responses from telephone interviews.** The telephone interviews with grantees include information about the HPOG program’s approach to employment assistance and work-based learning opportunities and employer engagement. The exhibit below highlights the interview questions associated with both topics in the telephone interview protocol.

**Exhibit 1: Interview Topics to Review in Preparation of Site Visits**

<table>
<thead>
<tr>
<th>Interview Topic Areas</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employment Assistance and Work-Based Learning Opportunities</td>
<td>6.11 – 6.14f</td>
</tr>
<tr>
<td>Employer Engagement</td>
<td>6.15a - 6.19b</td>
</tr>
</tbody>
</table>

- **Review the Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone interviews.** Create a list of the local HPOG program staff, key partners, and stakeholders with knowledge and expertise about “Employment Assistance and Work-Based Learning Opportunities” and “Employer Engagement”. Always interview the program director and include others on the list as well. This may include program coordinators, job developers, curriculum developers, instructors, employers or other related partners that have a role with respect to employer engagement (e.g., industry associations, staffing firms, mayor’s office staff, etc.).

- **Select guide (staff or employer/partner) and customize interview topics by the type of respondent.** All topic areas should be covered when interviewing program directors. Based on your list of respondents, tailor the topics and/or questions to the role and level/type of involvement of each respondent (e.g., instructors should not receive the same questions as job developers).

- **Customize interview topics with information collected from the telephone interviews.** Use the italicized notes to customize selected topics in the employer engagement guide to prepare in advance of the site visit.
**HPOG 2.0 Implementation Study**

**Site Visit Guide on Employer Engagement**
(for HPOG program staff)

**Introductory statement to [Pre-fill with Respondent Type]:** Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0; we are members of the research team. We are visiting HPOG 2.0 grantee programs to document in greater detail program design and implementation. The major purpose of this site visit is to gather more information about how your HPOG program engages employers. By “employer engagement,” we mean the involvement of employers in the oversight, development, operation, service delivery and/or hiring of program graduates. We plan to use the information in our research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from your program to identify the most appropriate staff, partners, and stakeholders to talk to us about employer engagement. We have also reviewed responses about employer engagement from telephone interviews we previously conducted with [name of local HPOG program] staff, management and partner organizations in [month and year of telephone interview], as well all other information about the [name of local HPOG program] program we already have available.

The interview will take about 60 minutes to complete. Interview questions are structured around six key topics:

1. Staffing,
2. Employer engagement activities,
3. Curricular and program design,
4. Work-based learning opportunities,
5. Hiring/placement, and
6. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may stop the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is 0970-0462 and it expires on 06/30/2020. If you have comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please send them to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-0462).
Do you have any questions before we begin? I would first like to start by giving you and/or each individual a minute to introduce yourselves. Please tell me:

- Your name
- Your role within [name of local HPOG program]

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about employer engagement and how it contributes to your HPOG program.

**Staffing**

*Let’s first talk about the staff involved in employer engagement.*

1. Staff responsible
2. Other staff involved
3. Familiarity or experience with employer engagement
4. Familiarity or experience with curricular design, work-based learning, or hiring

**Employer Engagement Activities**

*Let’s now talk about the ways you engage employers as part of [name of local HPOG program].* According to information collected from the telephone interviews, we understand that your employers provide the following activities or services: [Pre-fill with information from question 6.15a from the telephone interview protocol under Employer Engagement and information from PAGES]. Let’s discuss:

5. Activities that employers are involved in
6. Strategies for engaging employers
   a. Identifying employers
   b. Building relationships
   c. Engaging employers in programs
7. Timing of strategies, either as part of the grant application, pre-implementation program design and planning, or at distinct times during program operations
8. Goals for engaging employers
9. Changes in employer engagement strategies and activities since HPOG award
10. Reasons for changes

**Curricular and Program Design**

Now let’s discuss how employers are involved with curricula and program design. Based on information collected from the telephone interviews, employers have provided input into curricula or program design in the following ways: [Pre-fill with information from question 6.15c from the telephone interview protocol under Employer Engagement].

11. Strategies and timing for receiving employer input (informal and formal)
12. Examples of how
   a. employers help to design programs or curricula
   b. employers provide input and/or change programs or curricula
   c. employers provide feedback on program graduates
13. Other strategies for alignment with employer needs
14. Curricular requirements
   a. State mandates regarding program and curriculum design
   b. State requirements for making changes to programs
   c. Institutional requirements regarding program and curriculum design
   d. Institutional requirements regarding changes to programs

Work-Based Learning Opportunities

[Name of local HPOG program] provides the following types of work-based learning opportunities for HPOG participants: [Pre-fill with information from PAGES on available work-based learning opportunities].

15. About work-based learning offered
   a. Type
   b. Structure
   c. Design for specific programs and participants
   d. Timing
16. How established and maintained
17. Goals of work-based learning opportunities
18. Changes under HPOG
19. Relationship to licensure requirements

Hiring/Placement

We learned from the telephone interviews that [name of local HPOG program] provides the following job search and placement assistance to HPOG participants: [Pre-fill with information from question 6.12a from the telephone interview protocol under Employer Assistance and Work-Based Learning Opportunities].

20. Approach to engagement for hiring
21. Staffing hiring/placement
22. Difference in approach based on type of training, participant, or other factors
23. Biggest challenges
24. Most successful strategies

Lessons for the Field

I would like to end our discussion today on lessons learned for the field. We learned previously that your program has implemented the following strategies and/or innovative practices to engage employers: [Pre-fill with information from questions 6.17, 6.19a, and 6.19b from the telephone interview protocol under Employer Engagement].

25. Employer engagement outcomes
   a. Employer demand for trainees
   b. Employer feedback on trainees
   c. Repeat employer customers
   d. Comparison to other programs
26. Successful strategies for
   a. Identifying potential partners
   b. Building and maintaining relationships
   c. Moving relationships to deeper partnerships

27. Challenges for
   a. Identifying potential partners
   b. Building and maintaining relationships
   c. Moving relationships to deeper partnerships

28. Areas for improvement

29. Advice for designing programs like [name of local HPOG program]

*Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you’d like to communicate.*
**HPOG 2.0 Implementation Study**

*Site Visit Guide on Employer Engagement (for employers and related partners)*

*Introductory statement to [Pre-fill with Employer or Partner]:* Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0 and of HPOG 2.0 Research Team. We are members of the HPOG 2.0 Research Team. We are visiting HPOG grantees and partners to document in greater detail program design and implementation. The major purpose of this site visit is to gather detailed information about your organization’s involvement with [name of local HPOG program]. Today we’d like to ask about the ways [employer/partner name] has been involved with [name of local HPOG program]. We plan to use the information in our research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from [name of local HPOG program] to identify partners like [employer/partner name] that have been involved in their HPOG program.

The interview will take about 60-90 minutes to complete. Interview questions are structured around six key topics:

1. Staffing,
2. Employer engagement activities,
3. Curricular and program design,
4. Work-based learning opportunities,
5. Hiring/placement, and
6. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may stop the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is 0970-0462 and it expires on 06/30/2020. If you have comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please send them to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-0462).
Do you have any questions before we begin? I would first like to start by giving you and/or each individual a minute to introduce yourselves. Please tell me:

- Your name
- Your role within [employer/partner name]
- How you have worked with [name of local HPOG program]

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about employer engagement and how it contributes to the HPOG program.

**Staffing**

Let’s talk first about the staff involved with [name of local HPOG program]

1. Staff from [employer/partner name] that are involved with [name of local HPOG program]
2. Roles/responsibilities
3. Main contact at [name of local HPOG program]
4. Other staff at [name of local HPOG program]

**Employer Engagement Activities**

Let’s now talk about the ways [employer/partner name] is involved in [name of local HPOG program]. According to information we collected from telephone interviews previously conducted with managers and staff at [name of local HPOG program], we understand that [employer/partner name] is involved in the following activities: [Pre-fill with information from question 6.15a from the telephone interviews under Employer Engagement and information from PAGES].

5. How employer/partner is involved in the program
6. Reasons and goals for involvement
7. History of involvement (e.g., length, how began, etc.)
8. Changes as a result of HPOG award
9. Context of involvement
   a. Shortages
   b. Local labor market conditions
   c. Changes in skills required
   d. Other examples
10. Recruitment and human resource challenges with respect to entry-level workforce

**Curricular and Program Design**

Now let’s discuss how [employer/partner name] is involved with curricula and program design. Based on information we collected from the telephone interviews, [employer/partner name] provided input into curricula or program design in the following ways: [Pre-fill with information from question 6.15c from the telephone interview protocol under Employer Engagement].

11. Input provided by [employer/partner name]
12. Frequency of input
13. Structure for input
14. Examples of suggested changes made
15. Feedback on HPOG graduates
16. State mandates regarding skills and training

**Work-Based Learning Opportunities**

*We understand that [employer/partner name] provides the following types of work-based learning opportunities for HPOG participants: [Pre-fill with information from PAGES].*

17. About work-based learning opportunities offered
   a. Type
   b. Structure
   c. Design for targeted programs and participants
   d. Length and intensity
   e. Supervision
   f. Licensing requirements

18. Inception and history
19. Number of opportunities
   a. At any given time
   b. Ever offered
   c. For HPOG program participants

20. Goals and reasons for offering opportunities
21. Changes under HPOG

**Hiring/Placement**

*We learned that [employer/partner name] has hired [Pre-fill with number of HPOG graduates using information from PAGES] graduates. Let's discuss:*

22. Structure of hiring relationship
23. Length of hiring relationship
24. Frequency and nature of contact related to hiring
25. Difference in approach based on type of training and/or job position being hired for
26. Difference in relationship compared to other training programs

**Lessons for the Field**

*I would like to end our discussion today on reflections and lessons learned from your involvement with [name of local HPOG program].*

27. Satisfaction with program graduates
28. Missing skills
29. Difference in quality of the graduates compared to other programs
30. Challenges working with [name of local HPOG program]
31. Recommended changes and/or program improvements
32. Future plans for hiring from [name of local HPOG program]
33. Lessons learned from involvement with [name of local HPOG program]
34. Areas for improvement
35. Advice for those designing programs like [name of HPOG program]

*Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you’d like to communicate.*
Instrument 4-B: Basic Skills Training Provision
Site Visit Preparation for Interviewers

- **Review Responses from telephone interviews.** The telephone interviews with grantees include information about the HPOG program's approach to basic skills training. The exhibit below highlights the interview questions associated with this topic in the telephone interview protocol.

**Exhibit 1: Interview Topics to Review in Preparation of Site Visits**

<table>
<thead>
<tr>
<th>Interview Topic Areas</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills</td>
<td>5.1 – 5.6</td>
</tr>
</tbody>
</table>

- **Review the definition of basic skills that is included in PAGES.** Basic skills training is the combination of one or more courses or activities designated as basic skills training by a grantee. These courses or activities may include: Adult basic education, Adult secondary education, College developmental education, and English language acquisition. Basic skills training may be delivered prior to healthcare training or concurrent with healthcare training. Basic skills training that is integrated with healthcare occupational training will be listed with healthcare occupational training activities and should not be included as a distinct basic skills training.

  - **Adult basic education**: A class or instructional program which teaches basic skills including reading, mathematics, and writing, provided to adults with skills at or below 8th grade level and which does not charge college tuition.
  - **Adult secondary education (e.g. GED, HiSET, TASC)**: A class or instructional program which teaches secondary education material to adults with skills levels between 9th and 12th grade levels and which does not charge college tuition. Such classes typically prepare students for testing to receive a high school equivalency credential such as GED, HiSET, or the Test for Assessing School Completion (TASC).
  - **College developmental education**: Class or series of classes offered by a college and charging tuition which are designed to raise participants' math, reading, or writing skills to enable them to succeed in college-level work.
  - **English language acquisition**: A class or instructional program to help adult English language learners to improve their proficiency in the English language.

- **Review the Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone Interviews.** Create a list of the local HPOG program staff, key partners, and stakeholders with knowledge and expertise about Basic Skills. Always interview the program director and include others on the list as well. This may include program coordinators, curriculum developers, instructors, tutors, partners or other stakeholders that have a role to play in the HPOG program's basic skills intervention.

- **Customize interview topics by the type of respondent.** All topic areas should be covered when interviewing program directors. Based on your list of respondents, tailor the topics and/or questions to the role and level/type of involvement of each respondent (e.g., instructors should not receive the same questions as partners).

- **Customize interview topics with information collected from the telephone interviews.** Use the italicized notes on which interview questions to customize for selected topics in the basic skills training guide to prepare in advance of the site visit.
**HPOG 2.0 Implementation Study**

**Site Visit Guide on Basic Skills Training Provision**

*Introductory statement to [Pre-fill with Respondent Type]:* Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0; we are members of the research team. We are visiting HPOG 2.0 grantees programs to document in greater detail program design and implementation. The major purpose of this site visit is to gather more information about your HPOG 2.0 program’s approach to basic skills training. By basic skills training, we are referring to courses or activities that may include: Adult basic education, Adult secondary education, College developmental education, and English language acquisition. We plan to use the information in our research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from your program to identify the most appropriate staff, partners, and stakeholders to talk to us about basic skills training. We have also reviewed responses about basic skills training from telephone interviews we previously conducted with [name of local HPOG program] staff, management and partner organizations in [month and year of telephone interview], as well all other information about the [name of local HPOG program] program we already have available.

The interview will take about 90 minutes to complete. Interview questions are structured around seven key topics:

1. Program design and start-up,
2. Recruitment and intake,
3. Education and training activities,
4. Support services tailored/targeted to this group,
5. Partnerships,
6. Participant progress and outcomes, and
7. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may end the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is 0970-0462 and it expires on 06/30/2020. If you have comments regarding this burden estimate or any other aspect of this
collection of information, including suggestions for reducing this burden, please send them to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-0462).

Do you have any questions before we begin? I would first like to start by giving you and each individual a minute to introduce yourselves. Please tell me:

- Your name
- Your role within [name of local HPOG program]

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about basic skills training and services and how it contributes to your HPOG program.

Program Design and Start-up

Let's first talk about how [name of local HPOG program] designed and implemented the basic skills components of your HPOG program.

1. Rationale for addressing basic skill needs within your program
2. Selection of occupation(s) for training this population, local healthcare employer needs, and education/skill levels needed
3. Use of evidence-based models to improve basic skill levels
4. Differences in approach to service delivery for individuals with low basic skills as a part of HPOG compared to approach prior to HPOG
5. Capacity of the local/regional system to serve this population  
   a. Initial partner recruitment to support individuals with low basic skills
6. Any upfront policy or practice challenges, including the following: 
   a. Licensure or certification for occupations requiring a high school credential 
   b. Employer preferences to hire job candidates with a high school diploma 
   c. College/training provider enrollment policies that require a high school credential 
   d. Internal processes that hinder basic skills instruction, including resistance from instructors to include basic skills instruction in occupational training
7. Start-up activities such as curriculum development, teacher training/professional development, assessments/testing, and GED preparation

Recruitment and Intake

Next, I will ask you about how individuals with basic skill needs are recruited and enrolled in the program. According to the information collected from the Evaluation Design and Implementation Plan (EDIP) that we developed along with [name of local HPOG program] to guide the integration of the research study into program operations, we understand [name local HPOG program] uses the following recruitment mechanisms: [Pre-fill with information from question 2 and 3 from the HPOG Site Team Program Information Form under Outreach and Recruitment].

8. Confirm recruitment sources
9. Main recruitment sources for individuals with low basic skills (e.g., current participants, partner referrals, etc.)
10. Targeting outreach to recruit individuals with low basic skills
11. Assessments of basic skills (e.g., TABE, English language assessments, college entrance exams like COMPASS, etc.)
12. Effectiveness of assessments
13. Criteria for placement in basic skills services (e.g., classes, tutoring, etc.)
14. Enrollment in program (e.g., any policy changes needed for those without a high school credential)
15. Other enrollment criteria for those with basic skill needs (e.g., low-skilled individuals targeted, etc.)
16. Financial aid for those with basic skill needs (e.g., use of ability to benefit provision, etc.)
17. Case management (e.g., development of initial plans for participants with basic skill needs to be successful, etc.)

**Education and Training Activities**

*According to information we collected from the telephone interview and the HPOG data system, PAGES, [name of local HPOG program] is using the following strategies to accommodate individuals entering your program with very low basic skills: [Pre-fill with information from questions 5.3, 5.4a, and 5.4b from the telephone interview protocol under Basic Skills Training and information from PAGES].*

18. Confirm strategies and approach
19. For each strategy being used, discuss the following:
   a. Staff responsible
   b. Structure and approach
   c. Frequency and intensity
   d. Course/training sequencing (e.g., how time to completion is adjusted for those with basic skill needs) and duration
20. Any adaptations for those with low basic skills (e.g., work-based learning opportunities, etc.)

**Support Services Tailored/Targeted to this Group**

*We also want to understand support services that are tailored or targeted to this group. Let’s discuss:*

21. Career navigation and employment placement
22. Academic counseling
23. Tutoring (e.g., individually or by group)
24. Communication between support service staff and instructors with respect to participants with basic skill needs

**Partnerships**

*According to the telephone interviews, we understand that your partners play the following roles in the HPOG program with respect to services for those with low basic skills: [Pre-fill with information from question 2.2 from the telephone interview protocol under Partnership Characteristics and Roles]. Let’s discuss:*

25. Roles of other organizations in basic skills instruction
26. History of the partnership (e.g., when it started, how it evolved, etc.)
27. Communication between [name of local HPOG program] and partners
28. Extent of negative perceptions of individuals with low basic skills by colleges and employers
   a. Strategies to overcome negative perceptions
29. What works in the partnership
30. Areas for improvement

**Participant Progress and Outcomes**

*Next, we want to understand how you measure progress for your students with low basic skills and how this compares to how you measure progress for other students who are not basic skills students.*

31. Process for measuring progress among individuals with low basic skills
32. Process for measuring progress among current students who are not basic skills students
33. Results to date (e.g., evidence on outcomes for those needing basic skills instruction)

**Lessons for the Field**

*Finally, we would like your general reflections for the purposes of sharing lessons with the field.*

34. Effectiveness of basic skills training approaches
35. Challenges with delivery of basic skills training
36. Areas for improvement
37. Advice for those designing programs like [name of HPOG program]

*Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you’d like to communicate.*
Site Visit Preparation for Interviewers

- **Review Responses from telephone interviews.** The telephone interviews with grantees include information about the HPOG program's approach to developing and implementing career pathway training opportunities. The exhibit below highlights the interview questions associated with relevant topics in the telephone interview protocol to prepare for the site visit.

**Exhibit 1: Interview Topics to Review in Preparation of Site Visits**

<table>
<thead>
<tr>
<th>Interview Topic Areas</th>
<th>Question Numbers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Pathway Training Opportunities</td>
<td>5.8a – 5.18b</td>
</tr>
<tr>
<td>Basic skills training</td>
<td>5.1 – 5.6</td>
</tr>
<tr>
<td>Employment assistance and work-based learning opportunities</td>
<td>6.11 – 6.14f</td>
</tr>
</tbody>
</table>

- **Review the Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone Interviews.** Create a list of the local HPOG program staff, key partners, and stakeholders with knowledge and expertise about Career Pathway Training Opportunities. Always interview the program director and include others on the list as well. This may include program coordinators, curriculum developers, instructors, tutors, partners or other stakeholders that have a role to play in developing and implementing career pathway training opportunities for participants.

- **Customize interview topics by the type of respondent.** All topic areas should be covered when interviewing program directors. Based on your list of respondents, tailor the topics and/or questions to the role and level/type of involvement of each respondent (e.g., instructors should not receive the same questions as partners).

- **Customize interview topics with information collected from the telephone interviews.** Use the italicized notes on which interview questions to customize for selected topics in the career pathways training opportunities guide to prepare in advance of the site visit.
HPOG 2.0 Implementation Study
Site Visit Guide on Career Pathways Training Opportunities

Introductory statement to [Pre-fill with Respondent Type]: Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0; we are members of the research team. We are visiting HPOG 2.0 grantee programs to document in greater detail program design and implementation. The major purpose of this site visit is to gather more information about your HPOG 2.0 program’s approach to developing and implementing career pathways opportunities for participants. By career pathways, we mean “a clear sequence, or pathway, of education coursework and/or training credentials aligned with employer-validated work readiness standards and competencies.”1 We plan to use the information in our research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from your program to identify the most appropriate staff, partners, and stakeholders to talk to us about career pathways. We have also reviewed responses about career pathways from telephone interviews we previously conducted with [name of local HPOG program] staff, management and partner organizations in [month and year of telephone interview], as well all other information about the [name of local HPOG program] program we already have available.

The interview will take about 60-90 minutes to complete. Interview questions are structured around seven key topics:

1. Introducing career pathways concepts to participants,
2. Career pathways framework training options,
3. Culture of career pathways,
4. Developing career pathways courses,
5. Available career pathways, and
6. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may end the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid

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OMB control number. The OMB control number for this collection is 0970-0462 and it expires on 06/30/2020. If you have comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please send them to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-0462).

Do you have any questions before we begin? I would first like to start by giving you and/or each individual a minute to introduce yourselves. Please tell me:

- Your name:
- Your role within [name of local HPOG program]

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about career pathway training opportunities and how they contributes to your HPOG program.

Introducing Career Pathways Concepts to Participants

Let's begin by talking about how you introduce the concept of career pathways to participants as part of [name of local HPOG program]. According to information collected from the telephone interviews, we understand that you introduce the concept of career pathways in the following ways: [Pre-fill with information from questions 5.10a, 5.10b, 5.10c, 5.11a, 5.11b, 5.12a, 5.12b, and 5.12c from the telephone interview protocol under Career Pathways Training Opportunities].

1. Familiarity with career pathways
2. Partners’ familiarity with career pathways
3. Comparison of HPOG program’s and partners’ understandings of career pathways
4. Comparison of HPOG program’s and evaluators’ (e.g. definition of career pathways used in study) understandings of career pathways
   a. Examples of how the evaluator’s definition of career pathways is reflected in HPOG program
5. Introducing the concept of career pathways to participants
   a. Examples of when and how staff and partners introduce career pathways
6. Planned training courses for participants around career pathways opportunities

Career Pathways Framework Training Options

Let’s now talk about the career pathways training options available to participants. As we understand, [name of local HPOG program] offers the following training options: [Pre-fill with information from PAGES and the telephone interview protocol:

- Availability of stackable credentials: See questions 5.14a and 5.14b
- Availability of accelerated courses: See question 5.9
- Availability of combined basic skills and training courses: See questions 5.4a and 5.4b
- Availability of alternative modes of delivery: See questions 5.4a and 5.4b
- Availability of work-based learning opportunities: Use information from PAGES]

7. Availability and occupational focus of course offerings that share the following key factors in the career pathways framework:
   a. Examples of training options that provide stackable credentials
i. Type of course sequences  
ii. Location of course sequences  
iii. Participant communication about next steps in course sequence (e.g., when and how are participants provided information about next steps in the course sequence)  
iv. Frequency of participants pursuing additional training (e.g., how often do participants continue on or come back to complete additional training?)

b. Examples of training options that support a single or multiple career pathways  
c. Examples of training options that accelerate courses  
d. Examples of training options that combine basic skills training with occupational training in the same course  
e. Examples of training options that offer alternative modes of delivery (e.g., distance learning, flexible scheduling, self-paced instruction, etc.)  
f. Examples of training options that provide work-based learning opportunities

8. Availability and occupational focus of course offerings that are provided by partners that share the same factors in the career pathways framework discussed in topics 5a-5f above.  
9. Type and availability of support services to facilitate career pathways  
10. Differences in career pathway approaches between entry-level and advanced courses

Developing Career Pathways Courses  
Next, we want to understand how you have developed career pathway courses and the involvement of institutions, professional communities, or healthcare employers.

11. Development of specific career pathways or lattices  
   a. Contribution from local institutions and professional communities in developing career pathway opportunities
12. Development of coursework and services around career pathways  
13. Involvement of healthcare employers  
   a. Examples of developing career pathways for specific occupations
14. Adaptation and refinement of career pathway approaches over time  
   a. Examples of what changed and why

Available Career Pathways
According to the telephone interviews, we understand: [Pre-fill with information from questions 5.14a and 5.14b under Career Pathway Training Opportunities to confirm whether the healthcare trainings offered are “stackable” with other available trainings].

15. Availability and type of course sequences for specific occupations  
   a. Examples of course sequences for nurses  
   b. Examples of course sequences for health information technology, other therapies or technologies, or any other set of healthcare occupations  
   c. Examples of specific “tracks” or “domains” within HPOG offerings (e.g., nursing, HIT, etc.) that do a better job of implementing career pathways concepts than others

Culture of Career Pathways  
We now want to discuss the culture of career pathways within your community.
16. Career pathways as a common foundation for post-secondary occupational training (e.g., broadly within the community)
   a. Career pathway opportunities in post-secondary occupation training institutions
      i. Examples of career pathways framework in coursework
      ii. Examples of career pathways framework in academic requirements
   b. Integration of local HPOG program within the local system for occupational training
   c. Community approaches to strengthening and upgrading career pathways in the health sector
      i. Effective strategies for making healthcare careers more accessible to entry level workers
   d. Significant barriers to implementing stronger career pathways in the health profession sector
      i. Actions required from stakeholders or agencies to overcome barriers
      ii. Assessment of barriers at the local, state or national level
      iii. Resources required to sustain career pathways training opportunities

**Lessons for the Field**

*Finally, we would like your general reflections for the purposes of sharing lessons with the field.*

17. Best strategies for communicating and advising participants about career pathways and plans for occupational training in the career pathways framework
18. Challenges implementing career pathways
   a. Advising participants about career pathways
   b. Reasons participants fail to pursue additional training
19. Effective strategies to address challenges
   a. Actions required from stakeholders or agencies to overcome these challenges
   b. Resources required to sustain career pathway training opportunities
20. Areas for improvement
21. Advice for those designing programs like [name of HPOG program]

*Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you’d like to communicate.*
Instrument 4-D: Work-Readiness Training Provision
Site Visit Preparation for Interviewers

- **Review Responses from telephone interviews.** The telephone interviews with grantees include information about the HPOG program’s approach to work-readiness training. The exhibit below highlights the interview questions associated with this topic in the telephone interview protocol.

**Exhibit 1: Interview Topics to Review in Preparation of Site Visits**

<table>
<thead>
<tr>
<th>Interview Topic Areas</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Readiness Training Provision</td>
<td>5.19a – 5.25b</td>
</tr>
</tbody>
</table>

- **Review the definition of work-readiness that is included in PAGES.** Work-readiness is a course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or “soft skills”) individuals need to be successful in the workplace. It encompasses survival/daily living skills (e.g., using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation), and positive work habits, attitudes, and behaviors (e.g., punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job). This category also includes courses or workshops that entail developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self-image. It can also include cultural awareness skills appropriate for healthcare occupations.

- **Review the Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone Interviews.** Create a list of the local HPOG program staff, key partners, and stakeholders with knowledge and expertise about Work-Readiness Training. Always interview the program director and include others on the list as well. This may include program coordinators, job developers, curriculum developers, instructors, tutors, partners or other stakeholders that have a role to play in work-readiness training.

- **Customize interview topics by the type of respondent.** All topic areas should be covered when interviewing program directors. Based on your list of respondents, tailor the topics and/or questions to the role and level/type of involvement of each respondent (e.g., instructors should not receive the same questions as partners).

- **Customize interview topics with information collected from the telephone interviews.** Use the italicized notes on which interview questions to customize for selected topics in the work-readiness training guide to prepare in advance of the site visit.
HPOG 2.0 Implementation Study
Site Visit Guide on Work-Readiness Training Provision

Introductory statement to [Pre-fill with Respondent Type]: Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0; we are members of the research team. We are visiting HPOG 2.0 grantee programs to document in greater detail program design and implementation. The major purpose of this site visit is to gather more information about your HPOG 2.0 program’s approach to work-readiness training. By work-readiness, we are referring to a course or workshop that focuses on world-of-work awareness and addresses the interpersonal and intrapersonal skills (or “soft skills”) individuals need to be successful in the workplace. It encompasses survival/daily living skills (e.g., using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation), and positive work habits, attitudes, and behaviors (e.g., punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job). We plan to use the information to produce research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from your program to identify the most appropriate staff, partners, and stakeholders to talk to us about work-readiness training. We have also reviewed responses about work-readiness from telephone interviews we previously conducted with [name of local HPOG program] staff, management and partner organizations in [month and year of telephone interview], as well all other information about the [name of local HPOG program] program we already have available.

The interview will take about 60-90 minutes to complete. Interview questions are structured around five key topics:

1. Concept of work-readiness,
2. Developing work-readiness skills training,
3. Work-readiness skills training,
4. Assessing work-readiness skills, and
5. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may end the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid
OMB control number. The OMB control number for this collection is 0970-0462 and it expires on 06/30/2020. If you have comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please send them to [Contact Name]; [Contact Address]; Attn: OMB-PRA (0970-0462).

Do you have any questions before we begin? I would first like to start by giving you and/or each individual a minute to introduce yourselves. Please tell me:

- Your name:
- Your role within [name of local HPOG program]
- Your level of familiarity or experiences with work-readiness training

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about work-readiness training and how it contributes to your HPOG program.

**Concept of Work-Readiness**

Let's begin by talking about how you introduce the concept of work-readiness to participants as part of [name of local HPOG program].

1. Defining “work-readiness” and required skills for healthcare employment
   a. Examples of work-readiness skills (e.g., soft skills, survival/daily living skills, positive work habits, attitudes, and behaviors, including any academic or technical skills)
2. Introducing work-readiness training to HPOG participants (e.g., when and how it is first presented to participants)
3. Assessing the contribution and importance of work-readiness training to participants’ employability

**Developing Work-Readiness Skills Training**

According to information collected from the telephone interviews, we understand that you provide the following skill development training, activities, or workshops to improve participants’ soft and/or work-related skills: [Pre-fill with information from question 5.19a from the telephone interview protocol under Work-Readiness Training Provision].

4. Strategies and training methods used to teach work-readiness skills
   a. Selecting training, activities, or workshops
   b. Developing and/or tailoring training, activities, or workshops to fit participants’ needs
   c. Integrating workplace expectations into healthcare training (e.g. students must dress appropriately, be on time, communicate respectfully, etc.)
5. Contributions from area employers or other institutional partners in developing work-readiness training
6. Strategies for contextualizing work-readiness training for employment in the healthcare industry

**Work-Readiness Skills Training**

Now let's talk in more detail about your program’s approach to developing participants’ work-readiness skills. As we understand from the telephone interview, your program is implementing the following approach to work-readiness. [Pre-fill with information from questions 5.25a and 5.25b in the
telephone interview protocol under Work-Readiness Training Provision on the program’s promising or innovative approach to work-readiness.

7. Description and examples of the HPOG program’s approach to developing the following set of work-readiness skills (if relevant):
   a. Problem-solving
   b. Effective planning and goal-setting
   c. Social skills in the workplace
   d. Task persistence
   e. Workplace behavior and interactions with patients/customers
      i. Positive self-image
      ii. Other behaviors

8. Discussion of who receives work-readiness training and whether it is mandatory for all or some participants

9. Timing and duration of work-readiness training
   a. Before healthcare training
   b. During healthcare training
   c. During job search
   d. After job placement
   e. All of the above

10. Description of how work-readiness concepts and skills are used in participant advising and assessment
   a. Examples within group instruction, individual counseling, or coaching

**Assessing Work-Readiness Skills**

As we understand, [name of local HPOG program] [does/does not] formally assess participants’ work-readiness skill levels. [If the program does assess work-readiness skill levels, pre-fill with information from question 5.23 in the telephone interview protocol under Work-Readiness Training Provision of how the program conducts this assessment].

11. Type and description of assessments used to evaluate participants’ work-readiness skills
    a. Examples of assessments
    b. Timing of assessments (e.g., during intake, after program enrollment, etc.)

12. Work-readiness in suitability assessments for program enrollment
    a. Reasons applicants are not “suitable” for program enrollment (e.g. do they screen out applicants who lack important work-readiness skills?)

**Lessons for the Field**

Finally, we would like your general reflections for the purposes of sharing lessons with the field.

13. Best strategies for engaging participants in work-readiness training
14. Best strategies for engaging staff and partners (e.g., employers, training providers, case managers, job developers, instructors, etc.) in work-readiness training
15. Areas for improvement
16. Advice for those designing programs like [name of HPOG program]

Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you’d like to communicate.
Site Visit Preparation for Interviewers

- **Review Responses from telephone interviews.** The telephone interviews with grantees include information about the HPOG program's approach to sustainability. The exhibit below highlights the interview questions associated with this topic in the telephone interview protocol.

**Exhibit 1: Interview Topics to Review in Preparation of Site Visits**

<table>
<thead>
<tr>
<th>Interview Topic Areas</th>
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<tbody>
<tr>
<td>Sustainability</td>
<td>8.1 – 8.8b</td>
</tr>
</tbody>
</table>

- **Review the Screening Interview to Identify Respondents for the HPOG 2.0 National Evaluation First-Round Telephone Interviews.** Create a list of the local HPOG program staff, key partners, and stakeholders with knowledge and expertise about Sustainability. Always interview the program director and include others on the list as well. This may include program coordinators, job developers, curriculum developers, instructors, tutors, partners or other stakeholders that have a role to play in sustainability.

- **Customize interview topics by the type of respondent.** All topic areas should be covered when interviewing program directors. Based on your list of respondents, tailor the topics and/or questions to the role and level/type of involvement of each respondent.

- **Customize interview topics with information collected from the telephone interviews.** Use the italicized notes on which interview questions to customize for selected topics in the sustainability guide to prepare in advance of the site visit.
Introductory statement to [Pre-fill with Respondent Type]: Thank you for taking the time to talk to us today. As you may know, the Administration for Children and Families (ACF) of the U.S. Department of Health and Human Services has funded the 2nd Generation Health Profession Opportunity Grants (HPOG 2.0). ACF has also funded an evaluation study of HPOG 2.0; we are members of the research team. We are visiting HPOG 2.0 grantee programs to document in greater detail program design and implementation. The major purpose of this site visit is to gather more information about your HPOG 2.0 program’s approach to longer-term sustainability [name of local HPOG program] once the grant ends. We plan to use the information to produce research reports that describe the HPOG 2.0 initiative and analyze its results and effectiveness.

In preparation for our discussion today, we have worked with representatives from your program to identify the most appropriate staff, partners, and stakeholders to talk to us about sustainability. We have also reviewed responses about sustainability from telephone interviews we previously conducted with [name of local HPOG program] staff, management and partner organizations in [month and year of telephone interview], as well all other information about the [name of local HPOG program] program we already have available.

The interview will take about 60 to 90 minutes to complete. Interview questions are structured around five key topics:

1. Sustainability planning,
2. Partners working for sustainability,
3. Working for sustainability,
4. Prospects for sustainability, and
5. Lessons for the field

Before we begin, I would like to assure you that all of your responses will be kept private and used only for this research study. Your name will not appear in any written reports we produce. Also, the interview is voluntary and you may choose not to answer any specific question and may end the interview at any time.

According to the Paperwork Reduction Act (PRA), an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB control number for this collection is 0970-0462 and it expires on 06/30/2020. If you have comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, please send them to [Contact Name]; [Contact Address]; Attn: OMB-PRA (xxxx-xxxx).
Do you have any questions before we begin? I would first like to start by giving you and/or each individual a minute to introduce yourselves. Please tell me:

- Your name:
- Your role within [name of local HPOG program]

I have some topics I would like to cover, but these interviews are meant to be exploratory. Please feel free to bring up additional points that you would like to make about sustainability.

**Sustainability Planning**

Let’s begin by discussing your plans for sustainability. According to information collected from the telephone interview, we understand that your program [has implemented or plans to implement] the following strategies (e.g. leveraging funds, maintaining key partnerships, etc.) to sustain HPOG programming: [Pre-fill with information from questions 8.2, 8.3a, 8.3b, 8.5, 8.8a, and 8.8b from the telephone interview protocol under Sustainability].

1. Perspectives on sustaining HPOG (e.g., assessing which components of the program are worth sustaining)
2. Timing of sustainability planning (e.g., beginning of HPOG, end of year one, etc.)
   a. Rationale for sustainability planning at the allotted time
3. Process and strategies for developing post-grant sustainability plans
   a. Best planning strategies for sustainability

**Partners Working for Sustainability**

Now let’s discuss how your partners are involved in sustainability. As we understand from the telephone interview, [Pre-fill from question from questions 8.3b and 8.4 from the telephone interview protocol under sustainability if the grantee has contacted partner agencies or programs for a joint effort in finding and securing funding (8.3b) or assigned staff or hired a consultant to pursue potential future funding or other support (8.4)].

4. Type of institutions (e.g., partners, other public and private social service or educational institutions, etc.) currently, or may eventually be involved in sustainability planning
   a. Engagement of new partners in sustainability planning (e.g., new partners who were not involved in HPOG program planning and development)
      i. Description of outreach efforts to engage new partners
      ii. Contribution of new partners in sustainability efforts (e.g., ideas, resources, etc.)
5. Rationale for institutional involvement in sustainability planning (e.g., Why did the other institutions involved join in the effort to secure continued funding?)
6. Description of partners’ roles and responsibilities in sustainability efforts
7. Best partners in sustainability efforts
   a. Examples of effective strategies by these partners

**Working for Sustainability**

As we understand from the telephone interviews, staff interviewed believe the approach described [is/will be: Pre-fill with information from question 8.6a from the telephone interview protocol under
Sustainability on respondents views on whether the approach is effective in sustaining HPOG programming after the HPOG 2.0 funding ends.

8. Confirmation and description of strategies pursued in efforts to ensure sustainability
   a. Description of strategies used to sustain funding
      i. Discuss if these strategies include using PAGES data on program activity and results or emphasizing that your program is participating in a rigorous evaluation

9. Effective strategies for gaining recognition and support in the community and elsewhere for the HPOG program

10. Successful approaches in leveraging and/or raising non-HPOG funding for current program operations
    a. Type and contribution from partners, agencies, or institutions supporting program operations
    b. Description of process for raising additional funds
    c. Assessment of whether additional funding will carry over when the HPOG grant period ends

Prospects for Sustainability

Now let's discuss your prospects for sustainability. According to the telephone interview, [Pre-fill with information from questions 8.7a and 8.7b from the telephone interview protocol under Sustainability as to whether respondents are optimistic about future funding and sustainability].

11. Rating of program's prospects for sustained operations
    a. Reasons for rating on program prospects for sustainability

12. Program changes required to support operations when the grant period ends
    a. Examples of program changes needed

Lessons for the Field

Finally, we would like your general reflections for the purposes of sharing lessons with the field.

13. Best strategies to ensure sustainability
14. Areas for improvement
15. Advice for those designing and sustaining programs like [name of HPOG program]

Thank you for your time and your thoughtful responses. Please feel free to contact us if you have additional information you’d like to communicate.