

The HPOG University Partnership 2.0 Research Grants

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Introduction

The Health Profession Opportunity Grants (HPOG) Program funds demonstration projects that provide training and education to Temporary Assistance for Needy Families (TANF) recipients and other low-income individuals for occupations in the healthcare field that pay well and are expected to either experience labor shortages or be in high demand.¹ In 2010, the Administration for Children and Families (ACF) in the U.S. Department of Health and Human Services awarded the first round of HPOG grants to 32 organizations located across 23 states to carry out five-year programs (HPOG 1.0). In 2015, ACF awarded a second round of HPOG grants to 32 organizations located across 21 states for a new five-year period (HPOG 2.0).

ACF's Office of Planning, Research, and Evaluation (OPRE) is evaluating the HPOG Program using a multipronged strategy to examine program implementation, systems change, and outcomes and impacts for participants. The HPOG University Partnership Research Grants (HPOGUP) are part of OPRE's comprehensive HPOG evaluation strategy and fund studies conducted by university researchers partnering with one or more HPOG program to answer specific questions about how to improve HPOG services within local contexts. The first round of HPOGUP grants were awarded in 2011 to five grantees (HPOGUP 1.0). In 2016, OPRE awarded a second round of HPOGUP grants (HPOGUP 2.0) to the following universities:

- **Brandeis University, Heller School for Social Policy and Management, Institute on Assets and Social Policy (IASP)**, conducting a study titled, *Study of Career Advancement and Quality Jobs in Health Care* in partnership with the WorkPlace, Inc. in Bridgeport, Connecticut;
- **Loyola University of Chicago**, conducting a study titled, *Evaluation of Goal-Directed Psychological Capital and Employer Coaching in Health Profession Opportunity Development* in partnership with Chicago State University in Chicago, Illinois;
- **Northwestern University, Institute for Policy Research**, conducting a study titled, *The Northwestern University Two-Generation Study (NU2Gen) of Parent and Child Human Capital Advancement* in partnership with the Community Action Project of Tulsa County, (CAP Tulsa) in Oklahoma.

¹¹ HPOG was established by the Affordable Care Act in 2010 and was extended by the Protecting Access to Medicare Act in 2014.

HPOGUP 2.0 Summary Chart

HPOGUP 2.0 GRANTEE			HPOG PROGRAM PARTNER			HPOGUP 2.0 RESEARCH STUDY		
HPOGUP Grantee	Project Title	Principal Investigators	HPOG Program Partner	Healthcare Training Offered	Target population	Key Research Questions	Primary Methods	Research Sample Size
Brandeis University	Study of Career Advancement and Quality Jobs in Health Care	PI: Janet Boguslaw, Ph.D. Co-PI: Sara Chaganti MA, MS Co-PI: Jessica Santos, Ph.D.	The WorkPlace, Inc. (Bridgeport, CT)	<ul style="list-style-type: none"> ▪Dental Assistant ▪Patient Care Technician ▪Nursing Assistant ▪Home Health Aide ▪Pharmacy Technician ▪Surgical Technologist ▪Radiologic Technologist ▪Medical Assistant ▪Registered Nursing (BSN and ASN) ▪Medical Office Specialist ▪Medical Reimbursement Specialist ▪Certified Professional Coder ▪Electronic Medical Records Specialist ▪Medical Office Manager 	TANF recipients, individuals receiving state assistance or otherwise low income, and the long-term unemployed, low-income incumbent healthcare workers looking to advance.	<ol style="list-style-type: none"> 1. What factors facilitate and impede career advancement for entry-level health professionals? 2. Does enhanced employee knowledge and regular communication about advancement opportunities and workplace environment, practices, and processes facilitate advancement for entry-level workers? 3. How can enhanced employer communications and practices generate increased employer commitment and action to promote employee advancement, and facilitate generation of workplace practices and culture that emphasize retention and advancement following initial employment? 	Surveys and interviews of program participants, program administrators and employer partners; administrative data; curriculum review and development using interactive mobile technology.	267 HPOG 1.0 participants employed in healthcare-related fields; an additional 20-30 HPOG 1.0 participants for interviews Sample for intervention group is all HPOG 2.0 participants who complete training between the Spring of 2018 and Fall of 2019.

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Loyola University	Evaluation of Goal-Directed Psychological Capital and Employer Coaching in Health Profession Opportunity Development	PI: Philip Hong, Ph.D. Co-PI: Timothy O'Brien, Ph.D.	Chicago State University (Chicago, IL)	<ul style="list-style-type: none"> ▪ Occupational training at the non-credit training level, e.g., CNA or occupational therapy rehabilitation aide; ▪ Certificates and credited coursework, e.g., community health worker, medical assistant and coding; ▪ Educational training programs that lead to associate degrees that lead to credentials, e.g., registered nurse, occupational therapy assistant; ▪ Undergraduate degrees that can incorporate the articulation of credits from previous tiers, e.g., pre-occupational therapy, health information administration, nursing and community health. 	TANF recipients, low-income individuals, and individuals who have not been enrolled in post-secondary education for over a year.	<ol style="list-style-type: none"> 1. To what extent does psychological self-sufficiency (PSS) contribute to economic self-sufficiency (ESS)? 2. How does HPOG program performance compare to traditional job training and placement models based on PSS as the theory of change? 3. How is individuals' short-term and long-term economic success determined by employer engagement? 	Surveys of program participants; focus groups of staff, employers, alumni, and current students; administrative data.	700 survey respondents and 60 focus group participants.

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Northwestern University	The Northwestern University Two-Generation Study (NU2Gen) of Parent and Child Human Capital Advancement	PI: Teresa Eckrich Sommer, Ph.D. Co-PI: P. Lindsay Chase-Lansdale, Ph.D. Co-PI: Terri Sabol, Ph.D. Co-PI: Amanda Morris, Ph.D. (Oklahoma State University)	Community Action Project of Tulsa County, Inc. (Tulsa, OK)	<ul style="list-style-type: none"> ▪ Certified Nursing Assistant ▪ Phlebotomy Technician ▪ Patient Care Technician ▪ Licensed Practical Nurse ▪ Pharmacy Technician ▪ Dental Assistant ▪ Medical Assistant ▪ Certified Medication Aide 	TANF recipients and other low-income parents of children 8 years and younger.	<ol style="list-style-type: none"> 1. What is the impact of CareerAdvance on: <ol style="list-style-type: none"> a) parents' human capital (e.g., healthcare certification, healthcare employment, and household earnings); and b) children's human capital (school attendance and academic achievement)? 2. What are the possible explanatory mechanisms behind why the program is or is not effective, including coping and risk among parents, language interactions in the home environment, and identity and self-efficacy among parents and children? 	<p>The outcomes study uses parent surveys, CAP Tulsa administrative data, and public school administrative data.</p> <p>The explanatory mechanisms study includes data collected from digital recording devices, parent and child focus groups, and parent surveys.</p>	<p>The outcomes study sample includes a total of 450 parents and children.</p> <p>The explanatory mechanisms study includes a total of 175 parents and children.</p>

<p>IASP Institute on Assets and Social Policy <small>The Heller School for Social Policy and Management • BRANDEIS UNIVERSITY</small></p> <p>Project Title: Study of Career Advancement and Quality Jobs in Health Care</p> <p>Project Website: www.iasp.brandeis.edu/research/RWG/EmploymentNH.html</p> <p>Principal Investigators/ Key Staff: Janet Boguslaw, Ph.D.; Sara Chaganti MS, MA; and Jessica Santos, Ph.D.</p> <p>Research Institution: Brandeis University, Heller School for Social Policy and Management, Institute on Assets and Social Policy (IASP),</p> <p>HPOG Program Partner: The WorkPlace, Inc., Bridgeport, CT</p>	<p>Project Description: Brandeis University is partnering with The WorkPlace in Bridgeport, CT to design, implement, and assess a career advancement intervention that enhances existing supports, leverages innovative technology, and engages with employers to guide participants along successful career paths following entry-level employment. Specifically, this project seeks to achieve the following outcomes:</p> <ul style="list-style-type: none"> a) understanding of the opportunities and barriers faced by entry-level healthcare employees trying to advance; b) development of evidence-based, technology-driven career advancement and engagement curriculum for employees; c) development of advancement tools for employers; d) findings based on a quasi-experimental study of the effectiveness of advancement education and engagement curriculum to be piloted at the HPOG site, and e) identification of leverage points for employer engagement in policies and practices that foster career advancement. <p>The project will also monitor the particular challenges that participants of color face in advancement and develop tools that employers can use to support advancement for all employees in equitable and culturally effective ways.</p>
	<p>Key Research Questions:</p> <ol style="list-style-type: none"> 1. What factors facilitate and/or impede career advancement for entry-level health professionals? <ol style="list-style-type: none"> a. What critical educational and networking communication structures are required to build and sustain a more upwardly-mobile healthcare workforce in Southern Connecticut? b. How do the advancement opportunities, barriers, and outcomes vary for white entry-level workers compared with workers of color? 2. Does enhanced employee knowledge and regular communication about advancement opportunities and workplace environment, practices, and processes facilitate career advancement for entry-level healthcare workers? <ol style="list-style-type: none"> a. What is the effect of the pilot intervention on advancement, as measured by indicators such as attending additional classes, obtaining further certifications, applying for other jobs to advance, meeting with supervisors, mentors, or others to plan career? 3. How can enhanced employer communications and practices generate increased employer commitment and action to promote employee advancement, and facilitate workplace practices and culture that emphasize retention and advancement?

	<p>Research Design: This research study uses a mixed method, quasi-experimental design to answer the research questions above. In Phase I the Brandeis team will survey HPOG 1.0 participants employed in healthcare-related fields (N=267) and interview a sample of HPOG 1.0 participants, identified by the research team and HPOG partner, to provide insight on the HPOG 1.0 program (N=20-30). The Brandeis team will also analyze existing HPOG 1.0 administrative data, labor market information, and related literature. Finally, the team will convene and interview HPOG employer partners.</p> <p>Phase II of the project includes the implementation of the pilot curriculum. The intervention group will be defined as all HPOG 2.0 participants who complete training from the time the intervention starts in Spring 2018 through the end of Phase II in Fall 2019. HPOG participants who received regular HPOG services for the first two years of HPOG 2.0 will make up the comparison group. The Brandeis team will survey both groups, and conduct observations and in-depth interviews of intervention group participants.</p> <p>Phase III involves the final data collection and analysis. The Brandeis team will conduct follow-up interviews with participants and employers to investigate any additional questions raised by survey data analysis.</p>
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 <p>LOYOLA UNIVERSITY CHICAGO</p> <p>Project Title: Evaluation of Goal-Directed Psychological Capital and Employer Coaching in Health Profession Opportunity Development</p> <p>Project Website: http://www.luc.edu/cross/research/hpog20/</p> <p>Principal Investigators/ Key Staff: Philip Hong, Ph.D.; Timothy O'Brien, Ph.D.; and Nuri Kim</p> <p>Research Institution: Loyola University of Chicago (LUC), Center</p>	<p>Project Description: Loyola University is partnering with Chicago State University (CSU) to evaluate the extent to which goal-directed psychological capital and engaging employers as coaches affect program success. The study will address the challenge of achieving economic self-sufficiency (ESS) among low-income job seekers in the health professions, and examine the extent to which psychological self-sufficiency (PSS), a concept representing goal-directed psychological capital, affects one's employment placement and retention in the health professions. Further, the study seeks to answer whether engaging employers to provide coaching as an organizational practice makes a difference in maintaining PSS that may have been developed through the HPOG program, and whether this leads to employment and retention outcomes.</p> <p>Key Research Questions:</p> <ol style="list-style-type: none"> 1. To what extent does PSS contribute to ESS? <ol style="list-style-type: none"> a. By issues pertaining to specific or special populations participating in HPOG programs. b. By the nature and effect of the provision of supportive services by HPOG programs.
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<p>for Research on Self-Sufficiency (CROSS)</p> <p>HPOG Program Partner: Chicago State University (CSU) STEP UP Program</p>	<ol style="list-style-type: none"> 2. How does HPOG program performance compare to traditional job training and placement models based on PSS as the theory of change? <ol style="list-style-type: none"> a. How well HPOG programs have increased PSS for participants to make more accessible entry points to health professions? b. How other HPOG partners (social service agencies, community college, and 4-year College) uniquely contributed to the PSS progress? 3. How is individuals' short-term and long-term economic success determined by employer engagement? <ol style="list-style-type: none"> a. Workplace cultural transformation through an intentional intervention that targets maintaining PSS (intervention vs. control group employers). b. Individual variation within the intervention or control group employers. <p>Research Design: The evaluation uses a quasi-experimental, mixed method design. The Loyola team will collect survey data from approximately 700 HPOG participants at five time points: intake, training mid-point, end of training, three-month follow-up, and six months post-employment. The surveys are designed to gather PSS data, tracking variables such as grit, resiliency, employment hope and perceived barriers. ESS data such as self-reported employment status and retention will be gathered from the HPOG administrative data system.</p> <p>To analyze the data collected, the Loyola team will use survival analysis, structural equation modeling, and a latent growth model analysis/hierarchical linear modeling to estimate the influence of time variant goal-directed psychological capital on ESS.</p>
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 <p>Project Title: The Northwestern University Two-Generation Study (NU2Gen) of Parent and Child Human Capital Advancement</p>	<p>Project Description: Northwestern University is partnering with the Community Action Project of Tulsa County (CAP Tulsa) to examine whether the scaled-up career-training program, CareerAdvance®, has meaningful impacts on both parent and child human capital outcomes and to understand why the program may have impacts on parents and children. CareerAdvance® is an antipoverty program that serves low-income parents and children together by offering education and training in the healthcare sector to parents while their children are enrolled in Head Start, other early childhood education or care, or early elementary school.</p>
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<p>Project Website: www.ipr.northwestern.edu/research-areas/child-adolescent/NU2gen/</p> <p>Principal Investigators/ Key Staff: Teresa Eckrich Sommer, Ph.D.; P. Lindsay Chase-Lansdale, Ph.D.; and Terri Sabol, Ph.D. Amanda Morris, Ph.D. (Oklahoma State University)</p> <p>Research Institution: Northwestern University, Institute for Policy Research</p> <p>HPOG Program Partner: Community Action Project of Tulsa County (CAP Tulsa)</p>	<p>The study will have two parts: 1) the Two-Generation Human Capital Outcomes Study and 2) the Two-Generation Explanatory Mechanisms Study. The first part will examine the effect of CareerAdvance® on parents' employment and earnings, as well as children's academic achievement and attendance. The second part will look at work-family-school adaptation for both generations, including stress and coping, language interactions in the home environment, and identity and self-efficacy.</p> <p>Key Research Questions:</p> <ol style="list-style-type: none"> 1. What is the impact of CareerAdvance® on: (1) parents' human capital (e.g., healthcare certification, healthcare employment, and household earnings); and (2) children's human capital (school attendance and academic achievement)? 2. What are the possible explanatory mechanisms behind why the program is or is not effective, including coping and risk, language interaction in the home environment, and identity and self-efficacy of parents and children? <p>Research Design: All applicants to the CareerAdvance® program are randomized to either a treatment group in which parents have access to a placement in CareerAdvance® or to a control group in which parents do not have access to CareerAdvance®. Children of treatment and control group parents are all enrolled in either Head Start (or another early childhood education program) or elementary school. The <i>Two-Generation Human Capital Outcomes Study</i> includes surveys at three points in time: baseline, one year post-entry, and two years post-entry. Public school administrative data on children's academic progress is being collected in collaboration with the Tulsa public school districts and charter schools. The main sample includes 450 participant families.</p> <p>The <i>Two-Generation Explanatory Mechanisms Study</i> follows a subsample of families (175 parents and their children) and includes a parent survey in addition to in-depth measurement of coping and risk, the home environment, and identity and self-efficacy. It employs (a) real-time measurement of the linguistic stimulation in the home environment paired with an activity log, (b) parent and child focus groups, and (c) a web-based interactive assessment of children's perceptions of school and family life.</p>
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