HPOG EVALUATION FRAMEWORK

GROUP i & i

We conduct a comprehensive and rigorous three-stage review across all our evaluation projects, which is always customized to the project at hand.

Our objective is to review progress and interpret success from various aspects of the project. We ensure that analyses from data gathered during the three stages of review are integrated into a single assessment model.

OPERATIONAL REVIEW → OUTPUT MEASUREMENT → OUTCOMES ASSESSMENT

Review Model. In each stage, we gather answers to a series of questions through a variety of tools we adopt, including document reviews and observations; polls, surveys, and focus group interviews; as well as activities data available through the project (participation in workshops and student support services) and institutional data (enrollment, persistence, performance, graduation).

We also develop an online customized intake form to (a) assist the client in gathering and accessing pertinent project data; and (b) allow us to conduct statistical association and correlation studies. In the case of HPOG, the intake form mirrors the PRS form and was available for participants to entre data directly, which were encrypted to protect privacy; these records were then streamed securely to PRS through an online connection—reducing all transcription errors and ensuring that all fields were fully completed.

Examples of questions in each phase appear in the table below, taken from an HIS-STEM grant project:

Evaluation Questions:
Are the following statements valid and to what extent?

1. Operational Review

Have implementation strategies been adopted as per Implementation Plan (in terms of actions taken, timeline, and lines of responsibility)? Are management, reporting structures, and input gathering activities functional? Is the planning of gatekeeper courses, experiences, and services effectively address student needs? Are coordination, communication efforts, and collaborations adequate? Are professional development/training workshops well organized, relevant and applicable? Is the tutoring and advising program well structured, orderly, and running smoothly?

2. Output Measurement

Has each of the stated projected outputs been tracked and been achieved for the anticipated period as stated?

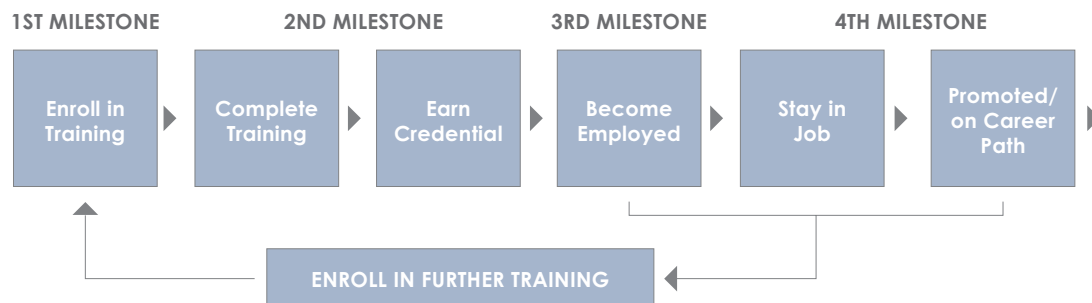If not, what has attributed to the shortcoming, and how it can be corrected?

3. Impact Assessment

Has each of the projected outcomes been met by the time proposed? If not, what has attributed to the shortcoming, and how it can be corrected?

Specifically, how many of the students served enrolled in STEM programs and continued their university studies in this area? What significant changes have been instituted by the College and will be sustained to enhance its ongoing outreach and service to its students?

Ultimately, has the College/Consortium succeeded in improving the pathways to employment and economic self-sufficiency for participants?

The evaluation tracks progress along significant elements of the project, as depicted in the sample diagram below.

SOCIAL SERVICES | ONE STOPS

| Referral | Eligibility Screening Admission | Occupational Orientation | Educational Pre-training + Healthcare Vocational Training | Work Readiness Job Placement Career Support | On-the-Job Training Employment Tracking Career Mentoring |
| Recruitment | | | | | |

COLLEGES | TRAINING SITES

1ST MILESTONE · **2ND MILESTONE** · **3RD MILESTONE** · **4TH MILESTONE**

| Enroll in Training | Complete Training | Earn Credential | Become Employed | Stay in Job | Promoted/ on Career Path |

ENROLL IN FURTHER TRAINING

Focused attention is given during the evaluation project to proposed objectives and outcomes, which guide the analysis and all formative recommendations.
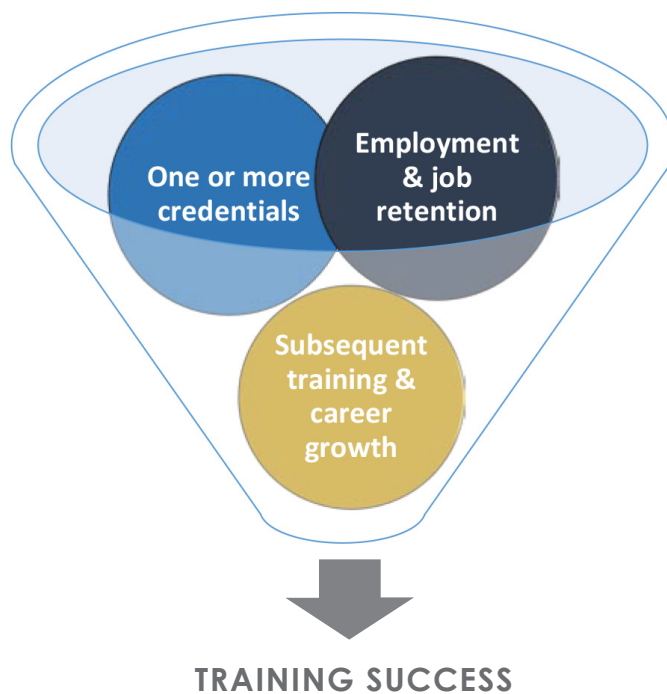

GOALS

First line per bullet: Actual Output (Compare to Projected Output)

Second line: Actual Outcomes (Compare to Anticipated Outcome)

GOAL 1: To provide TANF and other low-income participants with the portable skills, competencies, and credentials needed to secure and retain employment in the regional high demand healthcare sector.

Target Objective 1.1: # of TANF and other low-income participants enrolled in healthcare training programs targeting high demand healthcare occupations.

Target Objective 1.2: % of training participants completing respective programs and earning state/professional certification.

Target Objective 1.3: % of completed participants with certification placed in jobs with healthcare providers.

Target Objective 1.4: % of employed participants retained six months after initial placement.

...

GOAL 3: Identify and address critical workforce shortages among employer partners.

Target Objective 3.1: # of local healthcare providers enlisted to participate in the proposed training activities.

Target Objective 3.2: % of employers rating training activities "highly effective" in addressing critical workforce shortages.

GOAL 4: To formalize the relationships among the partner agencies by creating a regional consortium focused on preparing TANF and other low-income participants for entry and advancement in the region's healthcare sector.

Objective 4.1: Within 60 days of grant effective date, a regional education and workforce development leadership group will be established to guide project activities.

Objective 4.2: Within 120 days of grant effective date and annually thereafter, project partners will finalize and update a Procedures Handbook for administering project activities on a regional basis and for promoting cross-county communication, collaboration, and resource sharing.

Objective 4.3: Within 12 months of grant effective date, the project activities will be fully integrated into the regional Business Resource Model being implemented by the system of county one-stop centers.

Methodology.

We normally adopt a mixed-method evaluation model, capturing both quantitative data (PRS, surveys) and qualitative data (interviews, surveys, observations) to assess the extent to which three sets of *training success indicators* outcomes were met.

We define training success by the number (and percentage) of TANF and low-income participants having achieved one or more of three consecutive milestones: (I) Enrollment & Training Completion; (II) Employment and Job Retention; (III) Subsequent Training and Career Advancement.) These indicators will serve as dependent variables for which we will identify "influencers."

We then establish input operational indicators for measuring the quality of multi-faceted training activities and services, which in the case of HPOG include: (1) Recruitment & Outreach; (2) Enrollment & Support Services; (3) Technical Training; (4) Job Placement & Workforce Preparation; and (5) Partner Collaboration & Engagement. Each of them depends on a number of independent variables.

One or more credentials

Employment & job retention

Subsequent training & career growth

TRAINING SUCCESS

Recruitment & Outreach

- Quality of promotional material
- # TANF and low-income individuals enrolled
- Quality of referral strategies
- # candidates expressing interest in training
- Quality of info about training

As stated above, for each of the evaluation variables a series of questions gets addressed regarding operational indicators, as shown in the diagram and table to the left.

Sample set of variables for the Recruitment & Outreach

Recruitment & Outreach

Attracting eligible candidates with potential to succeed.

- Quality of promotional material
- Quality of referral strategies
- Quality of information about training
- # of candidates expressing interest in training
- # of TANF & low-income individuals enrolled

Enrollment & Support Services

Removing obstacles to student success.

- Quality of instructors/role models
- Quality of services
- Participant perceptions of support services
- # of trainees retained
- Training completion rates

Academic Training

Meeting participant needs & industry demand/standards

- Quality of orientation & developmental education
- Quality of training (theory & experiential)
- Accessibility of training
- Level of regional demand for training occupations
- Experience and qualifications of instructors

Job Placement & Workforce Preparation

Facilitating transition to employment

- Presence & quality of job-related service
- # of trainees employed post-training
- # of trainees employed in area of training
- Rate of job retention (6 & 18 months)
- Rate of promotion on the job (18 months)

Partner Collaboration & Engagement

Coalescing into a an alliance with shared purpose

- Extent & quality of partner participation
- Extent of responsiveness to employers
- # of employers involved in Consortium activities
- Perceptions of stakeholders re. Consortium

These factors will be measured through a variety of data-gathering instruments:

1. Online surveys of participants upon completion of training

2. Online surveys for participants employed any time during the grant's period

3. Focus group interviews for employed participants

4. Focus group interviews for trained-but-not-yet-employed participants

5. Employer/supervisor surveys

6. Select employer/partner in-person/email in-depth interviews

7. Individual call/Video/in-person interviews of all site coordinators

8. In-person interview of management team

9. SPSS analysis of PRS "raw" participant data (enrollment, training, completion, employment, etc.) to produce the Output tables referred to above

Cohort Group Analysis.

We analyze PRS records, through metadata files transmitted from PRS.

We then apply our own SPSS code to the data to compute and tabulate enrollment data, by training site, training program, and enrollment period; completion and certification data, by occupation; workforce readiness and employment at various times during training and after training, by occupation and training occupation.

Where appropriate, we design comparative studies, working with AOSOS data or state UI data.

A Collaboration.

Our evaluation effort is objective, independent and data-driven.

It often depends on a mixed-method approach. We prefer to engage in formative and summative reviews. Our work rarely takes place in vacuum: evaluation is not simply the responsibility of the external reviewers; we see it as a partnership with the project staff and institutional leadership and design it accordingly.

Excerpts of an HPOG Evaluation Report are available upon request.

G R O U P   i & i

Group i&i Consultancy | www.Groupi-i.com
626 Chestnut Street, Union, NJ 07083
t. 908.258.0043   *f.* 908.845.0222   *e.* info@groupi-i.com