


Tribal Health Profession Opportunity Grant (HPOG) Evaluation


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Michael Meit, MA, MPH
 NORC at the University of Chicago
 4350 East West Hwy, Suite 800
 Bethesda, MD 20814
 301-634-9324
 meit-michael@norc.org




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Tribal HPOG Overview

This Study is funded by the Office of Planning, Research and Evaluation (OPRE) within the Administration for Children and Families (ACF).



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Tribal HPOG Team



- NORC at the University of Chicago
 - Not-for-profit social science and policy research organization with the mission of conducting social science research in the public interest
- National Indian Health Board (NIHB)
 - Not-for-profit organization with the mission of advocating on behalf of all Tribal Governments, American Indians and Alaska Natives (AI/AN) in their efforts to provide quality health care for ALL Indian People
- Red Star Innovations
 - Native American owned small business specializing in consultation services that strengthen organizations, programs and services, with extensive experience working with diverse populations and utilizing community-based approaches



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Tribal HPOG Advisory Committee



- Matthew L. Boulton, MD, MPH: University of Michigan School of Public Health
- Mark Doescher, MD, MPH: University of Washington
- Kristine Gebbie, DrPH, RN: Hunter College of the City of New York
- Jacque Gray, PhD: Center for Rural Health, University of North Dakota (UND) School of Medicine and Health Sciences
- Felicia Schanche Hodge, DrPH: School of Nursing/School of Public Health, Center for American Indian/ Indigenous Research and Education, University of California
- Hugh Tilson, MD, DrPH, University of North Carolina School of Public Health



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Employment in Tribal Communities



- Tribes as employers
 - Support Tribal self-determination through Indian hiring preference
 - Priority of employing culturally competent workforce
- Healthcare providers among the most prominent employers in Tribal communities, on and off reservations
 - On-reservation opportunities include: Tribal health departments and clinics; IHS hospitals; clinics; service units; other Tribal programs
 - Off-reservation opportunities include: nearby hospitals and clinics; private doctors; other reservations
- High demand for health professionals
 - 85% of rural communities designated as primary care health professional shortage areas (HPSAs)



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HPOG Training as a Community Asset

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- The HPOG program a catalyst for Tribal workforce development
 - In-demand healthcare occupations require industry-recognized certificates and training
 - TANF recipients and other low-income individuals among hardest hit in recession – lacking education and technical skill
- Culturally competent healthcare workforce can improve Tribal self-sufficiency
 - Tribal healthcare professionals understand cultural concepts of health, wellness and community values
 - Wide variability of cultural competence and high turnover among non-native health care providers

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Overview of Tribal HPOG

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- **Program Intent:** Provide documentation and lessons about diverse programmatic approaches to health professions training serving Tribal populations.
- **Tribal Grantees:** (with # implementation sites)
 1. Blackfeet Community College (4)
 2. Cankdeska Cikana Community College (4)
 3. College of Menominee Nation (2)
 4. Cook Inlet Tribal Council (1)
 5. Turtle Mountain Community College (1)
- **Partners:** Public and private employers; education and training organizations; community schools; technical and vocational training institutions; nonprofit organizations; labor organizations; National, State, and local foundations; and State and local social service agencies (such and TANF)

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Tribal HPOG Grantees

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Key

A: Cook Inlet Tribal Council, Inc., Anchorage, AK

B: Blackfeet Community College, Browning, MT

C: Turtle Mountain Community College, Belcourt, ND

D: Cankdeska Cikana Community College, Fort Totten, ND

E: College of Menominee Nation, Keshena, WI

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Overall Evaluation Approach

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- **Design focuses on:**
 - Grantees' efforts to establish program structures
 - Processes that lead to improved outcomes for target population & community
- **Approach:**
 - Emphasis on cultural responsiveness & consensus
- **Benefit:**
 - Identify promising practices and inform knowledge base of culturally- and evidence-informed models implemented in Tribal communities

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HPOG Evaluation Approach

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Key Evaluation Questions


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1. Have grantees incorporated **structures** necessary to enhance the health care workforce needs of the community?
 - What materials, relationships, partnerships and program models did the Tribal HPOG grantees create to implement training and service delivery?
2. Have grantees implemented **processes** that successfully prepare participants for employment in the Tribal health care sector?
 - How are training and supportive services delivered and coordinated?
 - Are programs implemented as intended?
3. Is there evidence that participation in the program resulted in successful employment & work force capacity building **outcomes**?
 - What outcomes did participants achieve? Did participants obtain employment in the Tribal community or with a partnering agency? What types of jobs do participants have?


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Data Collection Strategies



- Qualitative data collection
 - Document review
 - Curricula review
 - Annual site visits to grantees
 - Structured in-person interviews with (1) grantee and partner administrative staff, (2) program implementation staff, & (3) employers
 - Focus groups with program participants
 - Telephone interviews with program completers & non-completers
- Quantitative data collection
 - Program operations data collected through HPOG Performance Reporting System (PRS) managed by Abt Associates & the Urban Institute
 - Includes Tribal-specific measures




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Tribal Engagement In Evaluation Process



Cultural Responsiveness & Collaboration




<ul style="list-style-type: none"> • Focus on grantee engagement • Identify the purpose of the evaluation • Seek grantee feedback throughout the process • Adapt instrumentation to ensure cultural relevance 	<ul style="list-style-type: none"> • Engage Tribal partners (NIHB, Red Star) & Tribal HPOG Evaluation Advisory Group to review instruments and processes • Execute MOUs w/ grantees • Share findings with grantees • Disseminate & use/apply the results
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Evaluation Development and Processes




- Engagement throughout evaluation plan development
 - Providing background documents and curriculum
 - Insight on evaluation design
 - Expertise for planning and preparing for data collection
- Memoranda of Understanding
 - To ensure mutual understanding and encourage ongoing collaboration
 - Describes the objectives of the evaluation, methods used to conduct the evaluation, scope of information collected, and terms of privacy




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Evaluation Development and Processes



- Tribal resolutions and IRBs
 - Some tribes asked for additional levels of approval in order to sign the MOU
 - For grantees representing multiple tribes, approvals were needed for each tribal entity
 - Traveling to and presenting before Tribal Councils demonstrated team commitment, respect for tribal sovereignty, and allowed tribal leaders to ask questions of the evaluation team



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Site Visits



- Initial visits conducted in 2012, with follow up visits conducted in 2013 and 2014
- Close coordination with grantees regarding visit purpose, protocols, respondents, and logistics
- Visits gather input directly from Tribal HPOG program administrators, staff, partners, and participants on program structure, processes and outcomes
- Visits allow opportunities to provide evaluation TA



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Practice Briefs

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- Developed collaboratively with tribes, highlighting their program activities.
- First (December 2011) provided an introduction to the programs and services being implemented
- Two additional practice briefs in process:
 - Supportive Services
 - Program Implementation & Evolution

Evaluation of the Tribal HPOG Program | **Practice Brief**

An Introduction to the Tribal Health Profession Opportunity Grants (HPOG) and Evaluation

By Michael Meit, MA, MPH, University of Chicago; and Robert C. Johnson, PhD, University of Chicago; and Robert C. Johnson, PhD, University of Chicago.

This document provides an overview of the Tribal Health Profession Opportunity Grants (HPOG) program and the evaluation process. It includes information on the program's goals, the role of the Tribal Health Professions Program (THPP), and the structure of the evaluation. The document is intended for Tribal leaders and professionals involved in the program.

Key Topics:

- Program Overview
- Program Goals
- Program Structure
- Program Implementation
- Program Evaluation
- Program Impact

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Utilizing Tribal HPOG evaluation findings

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- Evaluation will fill a research gap: few outcomes evaluations using rigorous study designs have been conducted on health professions programs serving diverse populations
- Ongoing communication and coordination with Tribal leaders and professionals will facilitate feedback loop to ACF
- Evaluation technical assistance can help build Tribal evaluation capabilities
- Findings and best practices will be shared with Tribal stakeholders to support replication

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Questions?

NORC
at the UNIVERSITY of CHICAGO

Michael Meit, MA, MPH
NORC at the University of Chicago
4350 East West Hwy, Suite 800
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meit-michael@norc.org

Thank You!

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Project CHOICE

Turtle Mountain Community College


Choosing Health Opportunities for Indian Career Enhancement

Project CHOICE

- Is Choosing Health Opportunities for Indian Career Enhancement.
- Project Choice is located with in the Turtle Mountain Community College.
- The Turtle Mountain Community College is located in Belcourt, ND only 7 miles from the Canadian Border.
- Our geographic area for Project CHOICE is the Turtle Mountain reservation in North central North Dakota, and surrounding Rolette Country.

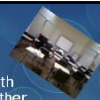
TMCC Project CHOICE Staff

- Irene Bear Runner: Project Director
- Vanessa LaFountain: Administrative Assistant
- Mica Belgarde: Allied Health Career Program Facilitator
- Sherri Monette: Allied Health Career Program Facilitator
- Brian LaRocque: Health Core Instructor
- Marilyn Delorme: MLT/Phlebotomy Instructor
- Nursing Staff:
 - JoAnne Blue – Director
 - Aleta Delorme - Nursing Faculty
 - Michelle Longie - Clinical Nursing Faculty




Project CHOICE

- The goal of TMCC Project CHOICE is to provide health career educational opportunities to 145 TANF and other low income students over the period of the grant.
- Outreach and recruitment is conducted using methods which have proven successful with other programs including: public awareness announcements, open public meetings, posters and flyers, health fairs, parent nights, local job service and local social service office, local hospitals.
- Assessment tools: all TMCC students are required to take placement testing, and basic skills classes, including college success skills courses as part of a graduation requirement. This includes the pre test for nursing students which is given before they are accepted into the LPN program
- Laboratory Technician Program with Phlebotomy, Pharmacy Technician program, Licensed Vocational Nursing Program (CNA and Health Information Tech).



Project CHOICE Support Services

- Tuition and books
- Mileage to campus and clinical sites
- Childcare assistance
- Assistance with FAFSA and Pell grants applications
- Counseling/Advising
- Tutoring Services
- Career Program Monitoring
- Attire for clinical & work purposes
- Placement Services
- Transitional Assistance




Project CHOICE Placement Services

Job Placement Assistance will help students locate and apply for jobs with preparation beginning at the end of the first year with preparing applications and practicing interviews.


Develop employer partnerships through a network of local health care facilities.

Develop a partnership with all surrounding health care providers through out the state.




Project CHOICE Accomplishments

- Project CHOICE's biggest accomplishments are that we provide low income students with the means to move beyond dependency to higher paying health career positions. Inherent in the project is the concept of allowing low-income students to better themselves and their families either through entering health careers or increasing skills to qualify for higher paying positions.
- Our excitement is at its highest as we watch our graduates receive certificates, diplomas, licenses and not only is their self-esteem high but their world is open to achieve their goals at a higher level.
- The students journey has been long and hard but when they receive their diplomas, pass their licensure exams and the employment world is seen in a different perspective.
- We also proud to announce that we are at 45% of our goal. We will reach our goal at the end of the grant.



Project CHOICE Students



State of the art facility for our students



Tanya Poffen, left, practices taking blood on Marilyn Delorme, an instructor at Turtle Mountain Community College's new Allied Health Building. (Photo by Logan Davis)

New medical building opens up opportunities for students

By Logan Davis

The centers of many local people are taking off in the medical field at the Turtle Mountain Community College Allied Health Building, an impressive educational facility that opened at the college's new Allied Health Building on campus here last Monday. November 20. The high-lighted and early a state-of-the-art construction facility. The building is shaped in the form of a turtle and the others run in a circular design that commemorates the native teaching of the "Circle of Life."

The building has a clean and professional environment with all of the modern equipment that a lab or pharmacy program

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Next Steps: A Career Ladder into the Health Professions in Tribal Communities

Phillip Longie
Cankdeska Cikana Community College

Questions?



Thank You!

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