



Expanding Opportunities & Reducing Barriers to Work: Interim Report Technical Supplement

Evaluation of Pilot Projects to Promote Work and Increase State Accountability in the Supplemental Nutrition Assistance Program



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I. INTRODUCTION

In this technical supplement to the SNAP E&T evaluation interim reports, we present details of our technical approach for creating analysis variables and estimating impacts of treatment group services on outcomes, including employment, earnings, and SNAP participation. We also describe our statistical approach for measuring participants' receipt of services and the costs grantees incurred when planning the pilots and providing services. In the remainder of this first chapter, we provide an overview of our evaluation design and data sources. Next, we discuss imputation procedures used when constructing the analysis data files (Chapter II). We then explain the construction of analysis weights (Chapter III), followed by our approaches to estimating statistics measuring individuals' participation in services and activities (Chapter IV). We then describe our approach to estimating impacts for all individuals enrolled in the pilot and for subgroups of individuals (Chapter V). Finally, we discuss our approach to measuring and analyzing pilots' planning and implementation costs (Chapter VI).

This supplement describes the technical approach used to produce findings presented in the 10 pilot-specific interim evaluation reports and cross-pilot summary report. Those reports provide a detailed description of the pilot's design and implementation and, using data for a one-year follow-up period, the services individuals received and the short-term effects of the pilot's services on participants' outcomes. A set of final reports will provide more comprehensive and conclusive evidence about the effectiveness of the pilots by examining individuals' experiences over a longer (three-year) follow-up period and examining the benefits of the pilot's new services relative to their costs.

A. Evaluation overview and objectives

As described in the interim reports, in 2015, the Food and Nutrition Service (FNS), part of the U.S. Department of Agriculture (USDA), awarded grants to 10 States—California, Delaware, Georgia, Illinois, Kansas, Kentucky, Mississippi, Vermont, Virginia, and Washington—which represented diverse service areas and populations. These grants funded pilots to test innovative strategies to connect SNAP participants with sustainable-wage jobs, in an effort to increase their incomes and reduce their need for nutrition assistance benefits. Pilots varied in whether they operated statewide, versus in select areas of a State, and whether they focused on urban communities, rural communities, or both. The majority of individuals the pilots targeted were work registrants¹ who were unemployed or underemployed and had significant barriers to employment, such as homelessness, criminal histories, or substance use disorders. Pilots also varied in the services they offered, but services typically included a skills and/or clinical assessment that determined individuals' work readiness, skills, and barriers to employment; case-management services that developed and supported a detailed and individualized work and

¹ Work registrants are SNAP participants who have not met any Federal exemptions from SNAP work requirements and are therefore required to register for work. Federal exemptions apply to individuals who are younger than 16 or older than 59; physically or mentally unfit for employment; subject to and complying with work requirements for another program; a caretaker of a dependent child younger than 6 or an incapacitated individual; participating in a drug or alcohol treatment and rehabilitation program; employed at least 30 hours a week; or enrolled at least half time in a recognized school or training program.

barrier-reduction plan for individuals; and support services, such as transportation, housing, and training and work supplies that supported individuals' involvement in activities designed to reduce barriers to employment. Offered services also included a range of E&T activities, such as job readiness training, basic education, occupational skills training, and subsidized employment, although not every pilot offered all of these services. Each pilot enrolled 3,000 to 7,000 individuals for a total of 44,359 individuals across the 10 pilots. Funding for the pilots included a rigorous, longitudinal evaluation to assess whether the services offered through the pilots connected SNAP participants with jobs that would increase their incomes and reduce their need for public assistance benefits. The evaluation includes the following four components:

1. An *implementation analysis* that documents the context and operations of each pilot;
2. A *participation analysis* that examines the characteristics, participation levels, and service paths of individuals in the pilots;
3. An *impact analysis* that identifies what works and for whom by examining impacts on employment and earnings, public assistance receipt, and other outcomes such as food security, health, well-being, and housing; and
4. A *cost analysis* that describes the total and component costs of each pilot.²

A challenge for any impact analysis is that individuals who receive services might differ from those who do not receive services. This makes it difficult to determine whether differences in outcomes are a result of the services or are driven by pre-existing differences between individuals who did or did not receive services. To overcome this challenge, the evaluation of each pilot used an experimental research design in which individuals enrolled into the pilot were randomly assigned into treatment and control groups that offered differing arrays of services.³ Treatment group members were eligible for an enhanced set of services developed under each pilot, and control group members were eligible for services available through existing SNAP E&T programs in the State; both groups continued to be eligible for other services available in their communities. Through random assignment, the research (treatment and control) groups within a pilot were, on average, similar in all aspects when they enrolled. They differed only in terms of the services they subsequently were eligible to receive. This design allowed the

² Final reports will include additional analyses for two of the study components. The participation analysis will also assess whether the presence of the pilots affected people's decisions to apply for SNAP or to continue to receive SNAP benefits. The cost analysis will also include a cost-benefit analysis which estimates the return on each dollar invested in the pilots.

³ In most cases, each pilot had one treatment group and one control group. However, California had one treatment group and two control groups; the Existing Services (ES) control group was eligible for services available through the existing SNAP E&T program in the State, and the No Services (NS) control group did not receive existing SNAP E&T services. Mississippi had one control group and two treatment groups—the Enhanced Community College Services (ECCS) group and the Basic Community College Services (BCCS) group; in addition to the services offered to the BCCS group, the ECCS group was offered a four-week career readiness course and more intensive case management.

evaluation to confidently attribute differences in outcomes between the two groups to the enhanced services rather than to other potential causes.

B. Overview of the random assignment process

Before being randomly assigned, individuals were recruited into the pilot, provided consent to participate in the evaluation, and completed a baseline information registration form. Some pilots that targeted new SNAP participants recruited individuals who had just applied to SNAP, such as at the end of the SNAP eligibility and benefit determination interview after the individual was certified to receive benefits. Other pilots that targeted existing SNAP participants recruited individuals through outreach campaigns or at SNAP recertification appointments. During recruitment, individuals in many pilots learned more about the evaluation either through a pilot orientation or through a meeting with a caseworker or pilot intake staff member. The orientation described the pilot services, the evaluation, and how random assignment worked. Individuals who were interested in enrolling in the pilot then provided consent to participate in the evaluation. Next, pilot intake staff collected baseline registration information from each individual, including demographic characteristics, household composition, current and recent employment status, and participation in SNAP and other public assistance programs. Once the required fields of the baseline information registration were complete, pilot intake staff submitted the information to the evaluation team through a participant enrollment system and the evaluation team randomly assigned the individual into a treatment or control group. The pilot intake staff member informed the individual of their research group and provided them with information about the next step (which differed by pilot).

C. Data sources

This section describes the sources from which data were collected for the evaluation. Table TS.1 presents the implementation site visit dates, cohorts, and follow-up periods for each data source used in the interim report analyses.

1. Baseline data

As described above, after obtaining study consent from individuals, pilot staff collected baseline information about them. These baseline data were collected for all treatment group members and control group members. The baseline information registration form used to collect these data is presented in Appendix A.

2. Implementation data

Pilot implementation data were collected during two rounds of site visits that included interviews with staff from the grantee agency, local offices, and service providers; structured observations of service provider operations; and in-depth interviews and focus groups with treatment group members.

Table TS.1. Implementation Site Visit Dates, Cohorts, and Follow-Up Periods, by Data Source^a

Grantee	Implementation site visit dates	Administrative	12-month	UI wage	SNAP	Cost data ^d
		service use data cohorts	survey data cohorts ^b	records cohorts	administrative data cohorts	
Follow-up period		12 months	12 months	4 quarters	12 month^c	
California	July 2016 June 2017	01/2016 – 07/2017	01/2016 – 07/2017	01/2016 – 06/2017	01/2016 – 07/2017	Costs from 04/2015 – 12/2017
Delaware	July 2016 June 2017	02/2016 – 12/2017	02/2016 – 12/2017	02/2016 – 03/2017	02/2016 – 12/2017	Costs from 04/2015 – 12/2017
Georgia	July 2016 June 2017	02/2016 – 12/2017	02/2016 – 12/2017	02/ 2016 – 06/2017	02/2016 – 12/2017	Costs from 04/2015 – 10/2017
Illinois	August 2016 May 2017	03/2016 – 10/2017	03/2016 – 10/2017	03/ 2016 – 03/2017	03/2016 – 10/2017	Costs from 04/2015 – 12/2017
Kansas	June 2016 June 2017	01/2016 – 12/2017	01/2016 – 12/2017	01/2016 – 09/2017	01/2016 – 12/2017	Costs from 04/2015 – 12/2017
Kentucky	September 2016 July 2017	04/ 2016 – 12/2017	04/2016 – 12/2017	04/2016 – 06/2017	04/2016 – 12/2017	Costs from 07/2015 – 12/2017
Mississippi	August 2016 June 2017	03/2016 – 12/2017	03/2016 – 12/2017	03/2016 – 03/2017	03/2016 – 12/2017	Costs from 04/2015 – 12/2017
Vermont	August 2016 May 2017	03/2016 – 12/2017	03/2016 – 12/2017	03/2016 – 09/2017	03/2016 – 12/2017	Costs from 04/2015 – 12/2017
Virginia	July 2016 June 2017	03/2016 – 12/2017	03/2016 – 12/2017	03/2016 – 06/2017	03/2016 – 11/2017	Costs from 03/2015 – 11/2017
Washington	June 2016 June 2017	02/2016 – 12/2017	02/2016 – 12/2017	02/2016 – 09/2017	02/2016 – 12/2017	Costs from 04/2015 – 12/2017

Source: SNAP employment and training evaluation data.

Notes: UI wage data are also available for the two years before random assignment for each individual. SNAP administrative data are also available for the one year before random assignment, for each month during which the individual participated in SNAP.

^a“Cohort” indicates the dates in which individuals were randomly assigned.

^bData available for individuals enrolled in the pilot who responded to the survey.

^cIn Kentucky, Mississippi, Virginia, Vermont, and Washington, 11 months of data were used for individuals who were randomly assigned in December 2017.

^dCost data start with the earliest planning period month in each pilot.

3. Administrative service use data

Grantees and local agencies provided administrative data that documented the types of training, education, and other services they provided to treatment group members. The administrative data analyzed for the interim report included information on service receipt from the date of random assignment for each individual through either the last known date of engagement or a 12-month follow-up period.

4. Unemployment insurance wage records

Data on employment status and earnings were obtained from States’ unemployment insurance (UI) wage records. We obtained data for each individual enrolled in a pilot who had positive earnings (those not matching the UI wage records were assumed to have zero UI-covered earnings). These data covered the eight quarters (two years) before the date of random assignment and the four quarters after random assignment. The data contained earnings amounts for each quarter, which we also used to construct indicators of quarterly employment status.

5. SNAP administrative data

State agencies provided SNAP administrative caseload data. These were used to construct measures of receipt of public assistance (SNAP, Temporary Assistance for Needy Families [TANF], and Medicaid), SNAP and TANF benefit amounts, and income, and to characterize individuals’ recent history of SNAP participation. Monthly data were provided for all individuals enrolled in a pilot, covering one year before and one year after their random assignment.

6. 12-month follow-up survey

We conducted telephone surveys with individuals enrolled in the pilots about 12 months after each was randomly assigned. The survey asked for information about individuals’ service receipt, employment, and earnings in the 12 months after random assignment. It also asked for information on food security, health, well-being, and housing status and stability. The 12-month follow-up survey instrument used to collect these data is presented in Appendix B.

7. Cost data

Several data sources contributed to our estimation of costs for treatment group services. For treatment group costs, we collected data from two primary sources: the cost workbooks from pilot staff and the time-use surveys. The workbooks were the basis for calculating total costs and describing the costs by resource type. We used staff time-use survey data to estimate the costs of specific treatment group services, such as case management or job readiness workshops, by accounting for how direct service staff spent their time.

II. ACCOUNTING FOR SURVEY ITEM NON-RESPONSE AND OUTLIERS

Missing data are a potential source of bias in our analysis of the 12-month follow-up survey data. Imputation can help to reduce this bias, particularly when some information is known about the components underlying an outcome. For example, to analyze individuals' earnings in a given quarter, we need to know when the individual started and ended each job reported in the survey, the hourly or periodic wages for these jobs, and how many hours or pay periods were worked in each job. If any one of these elements is missing for any job, it may not be possible to calculate quarterly earnings. But knowing several of these elements can still provide valuable information about an individual's earnings. Imputation enables us to use the features of the data to create an estimate of the missing components needed to construct earnings (and other outcomes). Using imputed information for each component, we can then create the final outcomes of interest.

Imputation is particularly important in cases in which data might be systematically missing. Using the previous example, if an individual was not employed during the quarter of interest, his or her wage and earnings will be zero. But many more data items are required to construct a measure of earnings for employed individuals, and thus, it is more likely that employed individuals will have missing earnings. This suggests that, without imputation, our estimates of earnings might be biased downward by the absence of earnings information for employed individuals.

We used three methods in sequence to impute missing or illogical data for specific items in the baseline information registration form or the 12-month follow-up survey due to recall error, misunderstanding of the questions, or other factors. First, we used logical imputation to correct for inconsistencies or incomplete responses to survey items related to wage rates, food security, and depression. Next, we used a simple imputation method to fill in specific numeric values for categorical responses in which individuals were asked to provide a range of values when they felt they could not provide a specific number. This imputation method was also used when individuals only responded to some of a group of items used in combination to construct a single outcome. Finally, we used predictive mean matching to fill in any remaining missing information from survey items used to construct key outcomes. We describe these methods next. Survey items referenced in this chapter can be found in the 12-month follow-up survey instrument, presented in Appendix B.

A. Logical imputation

Among the 18,524 respondents for the 12-month survey, some survey responses were inconsistent with other responses given by the same individual. In these cases, we replaced or inserted values that made logical sense, conditional on other responses. The list below describes cases where logical imputation was applied and notes the number of observations affected in parentheses, as well as the corresponding survey item number where relevant.

Imputed variables and frequencies

- **Employment status at baseline.** In the baseline information registration form, some registrants said they had previously worked for pay, but were not currently employed, and provided a job end month and year that occurred after the month and year of random assignment. In these cases, we assumed the response about not being currently employed was correct and set the job end month to the month of randomization (n = 76).
- **Previous employment status.** In the baseline information registration form, some respondents said they had previously worked for pay, but were not currently employed, and gave the end year of the last job, but not the end month. For respondents whose job end year was before the year of randomization, we imputed the month that the job ended by drawing a random integer from 1 to 12 (n = 232). For respondents whose job end year was the same as the year of randomization, we imputed the month that the job ended by drawing a random integer from 1 to (M), where M is the month of randomization (n = 106).
- **Household food sharing.** In the 12-month follow-up survey, some respondents said they didn't know or refused to respond to A2 (“Do all the people who live with you share the food that is bought for the household?”). If they answered A3 (“Including yourself, how many people in your household share the food that is bought for the household?”), we compared A1 (“Including yourself, how many people live with you?”) to A3 to determine whether A2 should be “yes” or “no” (n = 11).
 - In the 12-month follow-up survey, some respondents said not all individuals in the household shared food, but recorded household size (A1) and the number of household members that share food (A3) as the same number. For these cases we assumed all household members shared food and recoded the responses accordingly (n = 182).
- **Food security.** In the 12-month follow-up survey, some respondents did not provide answers to all 10 questions in Module E, the USDA’s Adult Food Security Survey Module, which we used to construct indicators for food security, food insecurity, low food security, and very low food security. Where possible, we imputed indicators where we knew their value logically. For example, if a respondent's total score across E1-E8 was 1 and one of those questions was missing a response, then the respondent’s maximum possible total score would be 1 plus the maximum possible value for the missing response. Therefore, we inferred indicator values for food insecurity, low food insecurity, and very low food insecurity for cases where these indicators would not have changed given any potential values in the place of missing responses. For cases where indicator values could differ depending on the values used in place of missing responses, we used probabilistic imputation that filled in missing values based on the proportion of the individual’s non-missing responses that were affirmative. For example, if a respondent answered 6 questions, was missing responses to 2 questions, and the score among the 6 answered questions was 4, we drew 2 random numbers between zero and one (one value for each missing response). We then compared each random number to the respondent’s average response value of 4/6. For each random value greater than 4/6, we imputed the response to the corresponding question as a 1. Otherwise, the response was imputed as a 0 (n = 723). Less than 0.5 percent of individuals had food

security statuses that could differ based on the imputed values of responses to questions in Module E.

- **Self-efficacy.** Like the food security case above, we used logical imputation to fill in missing values for self-efficacy questions. When responses were missing for some of these questions, we assigned the implied aggregate indicator values if that value would not have changed given any potential responses in the place of missing responses. We also used the same process described above for food security of drawing random numbers and comparing them to observation-level average responses to impute missing values with 0 or 1 (n = 34).

B. Bounding of potential responses

When responses fell outside of a reasonable range of values, we censored them to reasonable upper bounds (top-coding) or lower bounds (bottom-coding). This section describes these cases and notes the number of observations affected in parentheses.

Imputed variables and frequencies

- **Age.** We applied an upper bound of 80 years on age, as calculated by the individual's date of birth collected at baseline (n = 5).
- **Hours worked per week.** For both the baseline and follow-up survey data, we applied an upper bound of 84 hours per week of work on the post-imputed version of hours worked per week (the initial imputation procedure for hours worked is described in the predictive mean matching section below) (n = 30 for baseline, 32 for follow-up).
- **Length of benefit receipt after randomization.** Some respondents reported they had been receiving SNAP or TANF benefits for a number of months longer than the time from randomization to the follow-up interview. In those cases, we replaced the number of months with the number of elapsed months between randomization and the follow-up interview (n = 724 for SNAP; n = 33 for TANF).
- **Benefit amount.** We applied lower and upper bound thresholds for reported monthly average SNAP benefit amounts in the 12 months following randomization, as reported in the 12-month follow-up survey. Lower and upper bound thresholds were determined by the fiscal year of the follow-up interview date, household size, and the corresponding minimum and maximum benefit amounts according to FNS Cost of Living Adjustment information (n = 2,982).⁴
- **Hourly wages.** In the baseline and follow-up surveys, some registrants reported combinations of salary rate and salary frequency that led to implausible hourly wages. We defined implausible hourly wages as those not between \$3 and \$50. We then calculated 25th and 75th percentiles of salary rates by pilot, research group, and salary frequency. For each combination of pilot and research group, we compared the salary rate value for implausible observations to the 25th-75th percentile range for each level of salary frequency. If the given salary rate fell within that range, we recoded salary frequency to match the plausible level. As an example, consider a salary rate of \$100, a salary frequency indicating monthly pay,

⁴ See <https://www.fns.usda.gov/snap/allotment/COLA>.

and a reported 40 hours of work per week imply an hourly wage less than \$1. If the \$100 salary rate fell between the 25th and 75th percentiles for salary rate among those who reported daily salary frequency, we recoded the respondent's salary frequency to daily, and re-calculated the hourly wage as \$100 per 8 hours, or \$12.50 per hour. Since percentile ranges for different salary frequencies could sometimes overlap, it is possible that the salary rate would match to multiple levels. In these cases, we selected the value of salary frequency that had the longest interval (for example, monthly over weekly), which resulted in lower and more conservative recoded values for hourly and weekly wages. In cases where a combination of pilot, research group, and salary frequency had fewer than 30 observations, we grouped by pilot and salary frequency to calculate the 25th-75th percentiles. If that group also had fewer than 30 observations, we grouped only by salary frequency. At the end of this process, we recoded salary frequency as a new variable and constructed imputed versions of hourly pay and weekly pay, which used the recoded version of salary frequency (n = 319 for the baseline information registration data; n = 177 for the 12-month follow-up survey data).

After this process, some values remained in the range defined as implausible for hourly wages. We used predictive mean matching imputation to impute hourly wage values for those cases, as described in the next section.

C. Predictive mean matching and chained equations

When we imputed variables' missing values, we used Stata's mi impute command suite for multiple imputation (Little, 1988). In most cases, we used predictive mean matching, and in two cases we used multiple imputation with chained equations. All multiple imputations were done by research group and pilot, separately. For individuals with missing values for a given variable, their imputed value was used in any relevant impact analyses.

Variables used in imputation procedures

- For predictive mean matching imputations, we used the following variables as covariates in the predictive model: baseline measures of education level (less than high school diploma versus having at least a high school diploma), age (less than 40 years versus greater than or equal to 40 years), and gender.
- For the two cases of chained equations imputation (described further below), we used the following variables as covariates: baseline measures of marital status, English proficiency, education, health status, SNAP unit size, number of children in household, whether respondents had ever worked at baseline, and whether respondents were currently employed at baseline.

Imputed variables and frequencies

- **Hours worked.** In the baseline information registration and 12-month follow-up survey, we imputed hours worked per week for registrants who reported working in the five years before random assignment but either (1) did not give a valid response for hours worked per week or for hours worked last week, (2) gave only a range of hours per week, as was the case for some respondents that could not provide a precise number of hours worked per week, or (3) did not give a valid response for hours per week, hours worked last week, or a range of hours

per week. For these cases, we imputed values for hours worked per week using a two-step procedure. First, we imputed the number of hours worked per week for respondents that reported a range of hours using individuals who reported an exact number of hours worked and fell into the same range. Second, we imputed the number of hours worked for respondents who reported working in the last five years and did not provide any information on hours worked per week. The first set of imputations were conducted separately for each combination of pilot, research group, range of hours worked last week, education level, age, and gender. The second set of imputations were conducted similarly, but without ranges of hours worked. Predictive mean matching occurred by imputing missing values using a randomly selected individual with non-missing data who was in the same combination of pilot, research group, education level, age, and gender (and range of hours worked last week for the first set of imputations). Some groups were too small for the imputation procedure to run, so after each imputation iteration, we iteratively removed one grouping variable and used it as an independent variable in a regression model where predictive mean matching was conducted using predicted values from the fitted regression model. This process was repeated until all observations that were missing an original value had an imputed value ($n = 2,252$ for the baseline information registration data, $n = 223$ for the 12-month follow-up survey data).

- **Salary frequency.** In the baseline information registration and 12-month follow-up survey, after the recoding procedure for salary frequency described above, there were still observations for which salary frequency was either not recoded or the imputed value for hourly pay was still in the range defined as implausible (not between \$3 and \$50). We used predictive mean matching to impute these values. We used the same grouping variables as described in the imputation procedure for hours worked per week (see above bullet), iteratively moving group variables to serve as independent variables, until all applicable observations that were missing an original value had an imputed value ($n = 1,893$ for the baseline information registration data; $n = 1,081$ for 12-month follow-up survey data).
- **Duration of previous job.** In the 12-month follow-up survey, some respondents reported some information about a previous job, but failed to give a part of the start month/year or end month/year ($n = 557$). We split these observations into five groups:
 - i. Start month and/or start year were missing, but both end month and year were non-missing
 - ii. End month or end year were missing, but both start month and year were non-missing
 - iii. Both end month and end year were missing, but we could infer that the job had ended from a reason given for leaving the job, and both start month and year were non-missing
 - iv. End year was non-missing, end month was missing, and start month and/or start year were missing
 - v. Start year was non-missing, start month was missing, and end month and/or end year were missing, but we could infer that the job had ended from a reason given for leaving the job

We calculated the job duration for observations with non-missing start and end dates, and then used Stata's `mi` impute procedure with predictive mean matching to impute job duration for those missing parts of the start or end date. We used the same age, gender, and education variables from the baseline data as independent variables and conducted imputations separately by pilot and research group.

- **Employment dates.** After calculating imputed job duration, we imputed job dates as follows:
 - For cases (i), (ii), and (iii) above, which were not missing start month and year or end month and year, we used the imputed job duration to infer the missing date components ($n = 387$).
 - For case (iv), we first used a uniform random variable from the set of integers 1 through 12 to impute the end month. For cases where the end year was the year of the 12-month interview, we used a uniform random variable from the set of integers 1 through m , where m was the interview month. We then inferred the missing components of the start date using the job end date and job duration ($n = 10$).
 - For case (v), we first used a uniform random variable from the set of integers 1 through 12 to impute the start month. We then inferred the missing components of the start date from the job end date and job duration ($n = 160$).
- **Duration of education or training program.** In the 12-month follow-up survey, some people reported having participated in an education or training program but failed to give a part of the start month/year or end month/year ($n = 396$). Similar to our treatment of missing job start or end dates, we split these observations into five groups:
 - i. Start month and/or start year were missing, but both stop month and year were non-missing
 - ii. Stop month or stop year were missing, but both start month and year were non-missing
 - iii. Both stop month and stop year were missing, but we can infer the service stopped because the respondent indicated they were not still participating in the program (question `C15_x=0`), and both start month and year were non-missing
 - iv. Stop year was non-missing, stop month was missing, and start month and/or start year were missing
 - v. Start year was non-missing, start month was missing, and stop month and/or stop year were missing, but we could infer the service stopped because `C15_x=0`.

We calculated the program duration for observations with non-missing start and end dates and then used predictive mean matching to impute job duration for those missing parts of the start or end date. We used the same age, gender, and education variables from the baseline data as independent variables, along with questions C18 (program type), C24 (program completion), and C25 (reason for not completing the program) to conduct imputations separately by pilot and research group.

- **Education or training program dates.** After calculating imputed program duration, we imputed program dates as follows:
 - For cases (i), (ii), and (iii) above, which were not missing start month and year or end month and year, we used the imputed program duration to infer the missing date components ($n = 229$).
 - For case (iv), we first used a uniform random variable from the set of integers 1 through 12 to impute the end month. For cases where the end year was the year of the 12-month interview, we use a uniform random variable from the set of integers 1 through m , where m was the interview month. We then inferred the missing components of the start date using the program end date and program duration. ($n = 3$)
 - For case (v) we first used a uniform random variable from the set of integers 1 through 12 to impute the start month. We then inferred the missing components of the start date from the program end date and program duration. ($n = 164$)
- **In person meetings.** In the 12-month follow-up survey, some respondents did not give a numeric value for the number of times they met with an employment professional or case manager in person or by phone (question C2). However, most of these respondents did give a range of times in the follow-up question, C2a. We imputed values of C2 when it was missing and C2a was not missing. We followed the same imputation procedure as described above for the baseline information registration data on hours worked per week, except that to impute the number of meetings, we used C2a (number of meetings range) as a grouping variable instead of hours worked last week. Otherwise, the procedure was similarly carried out by using predictive mean matching, imputing by pilot and research group, using education, age, and gender as group variables, and iteratively moving group variables to independent variables until all applicable observations had an imputed value for C2 ($n = 422$).
- **SNAP benefits.** In the 12-month follow-up survey, some respondents did not provide the number of months they received SNAP benefits or the monthly average SNAP benefit amount. We used Stata's mi impute procedure with chained equations to impute both values at the same time. Imputations were performed separately by pilot and research group, and the independent variables were baseline measures of marital status, English proficiency, education, health status, SNAP unit size, number of children in household, whether respondents had ever worked at baseline, and whether respondents were currently employed at baseline ($n = 548$ for months on SNAP; $n = 495$ for monthly average SNAP benefit).
- **TANF benefits.** In the 12-month follow-up survey, some respondents did not provide the number of months on TANF or the monthly average TANF benefit. Similar to the imputation for SNAP months and SNAP average monthly benefit described directly above, we used Stata's mi impute procedure with chained equations to impute them at the same time ($n = 39$ for months on TANF; $n = 98$ for monthly average TANF benefit).

III. ANALYSIS WEIGHTS

This section describes the analysis weights for the SNAP E&T 12-month follow-up. The construction of analysis weights consisted of the following components:

- Randomization weights
- Two-phase sampling weights
- Nonresponse adjustments
- Trimming and normalizing

The analysis of outcomes based on administrative data used randomization weights only. The analysis of outcomes based on survey data used weights that combined all four of the above components. The remainder of this chapter describes each of these four components, followed by a description of the final weights constructed for analyses of survey data.

A. Randomization weights

With the exception of California and youth in Washington, individuals in each pilot were randomly assigned in equal proportion to one of two or three groups. Randomization was carried out within grantee and within block (a geographic location, intake location, or an outreach specialist, depending on the pilot) using a random assignment string of length 1000. These strings were coded to ensure each segment of 10 consecutive research group assignments were proportional to pilots' specified rates of assignment to the treatment group. Examples of segments of strings include TCCTCTTCCT, CCCTCTCTTT, and TCTCCTTTCC. When enrollment within a grantee and block stopped in the middle of a segment of 10, which was common, then the exact desired assignment rate may not have been achieved within that last, partial segment. This resulted in minor deviations from the overall target assignment rates. For example, a pilot with equal assignment rates for two research groups may have had 50.3 and 49.7 percent of individuals assigned to the treatment and control groups, respectively.

Eight pilots had two research groups—a treatment group and a control group—to which individuals were assigned upon enrollment. Two pilots had three groups each: Mississippi had two treatment groups and one control group, and California had two control groups and one treatment group. In California, the assignment rates were different across blocks and across time within blocks, as requested by the grantee for operational reasons. Overall, across block and time, the average assignments rates in California were 46 percent for the treatment group and 38 or 16 percent for the two control groups, respectively.

Randomization weights for each research group within each block were constructed to be inversely proportional to the research group's assignment rate. This approach ensures that the sum of the weights for each research group in a block equals the number of all randomized individuals in the block. Stated differently, this approach accounts for the fact that the research groups are random samples from the same population universe. We further scaled the weights by dividing them by the number of research groups so that the weights across all research groups

sum to the number randomized in the block. To show how this randomization weight was constructed, Table TS.2 presents an illustrative example of a pilot with two randomization groups and three blocks. Table TS.3 illustrates the calculation of the randomization weights, where some of the weights are greater than 1 and others are less than 1. Table TS.4 illustrates that the total weighted counts within research groups are equal for each block after weighting the number of individuals by the randomization weights.

Table TS.2. Example of random assignment counts

Research group	Block 1	Block 2	Block 3	All blocks
Treatment group	100	500	330	930
Control group	120	460	340	920
Total	220	960	670	1850

Table TS.3. Example of randomization weights

Research group	Block 1	Block 2	Block 3
Treatment group	$(220/100)/2 = 11/10$	$(960/500)/2 = 48/50$	$(670/330)/2 = 33.5/33$
Control group	$(220/120)/2 = 11/12$	$(960/460)/2 = 48/46$	$(670/340)/2 = 33.5/34$

Notes: Weights are calculated as the total number of individuals in the block, divided by the number of individuals in that block and research group, multiplied by the probability of random assignment to that research group.

Table TS.4. Example of sums of randomization weights

Research group	Block 1	Block 2	Block 3	All blocks
Treatment group	$100 * 11/10 = 110$	$500 * 48/50 = 480$	$330 * 33.5/33 = 335$	925
Control group	$120 * 11/12 = 110$	$460 * 48/46 = 480$	$340 * 33.5/34 = 335$	925
Total	220	960	670	1850

Mathematically, the randomization weight for individual h of research group i in block j in pilot k can be generalized to any number of groups and blocks using the formula:

$$W_{ijk} = \frac{\sum_{i=1}^{R_k} \sum_{h=1}^{H_{ijk}} E_{hijk}}{R_k}$$

where $E_{hijk} = 1$ if individual h is a member of research group i in block j in pilot k , and equal to 0 otherwise, and R_k is the number of treatment and control groups in the pilot (2 or 3). For all

pilots except those with assignment rates that were not always intended to be equal across research groups (California and youth in Washington), the randomization weight was very close to 1 for all individuals.

There were a few notable exceptions to the above formula for randomization weights. Because the blocks in the Delaware pilot were individual enrollment specialists rather than regions or service providers, we opted to use county groupings (North vs. South) as the block for Delaware's randomization weights to reduce the number of blocks. For Kansas, because only one of the two control groups was available in any given block, we set the number of research groups, R_k , to 2 instead of 3. For Illinois, similar to Kansas, only one of the two control groups was available in each of the five blocks. However, all three groups had positive assignment rates in the two other blocks (with one of the two control groups being assigned for only a handful of individuals). Because of this, we combined the two Illinois control groups (which consisted of 3 and 47 percent of all research group assignments, respectively) into a single study group for the analysis and randomization weighting adjustment.

B. Two-phase sampling weights

We used a two-phase sampling approach for selecting individuals enrolled in the pilot for the 12-month follow-up survey. The first phase involved attempting telephone interviews with all individuals enrolled in the pilot. To encourage higher response rates, the second phase involved intensive in-person locating of a random subsample of nonrespondents from the first phase (referred to as *field follow-up* hereafter). We used an initial sampling rate of 0.5 and uniformly distributed random numbers assigned at program intake to select individuals for phase two interviews. After the first 12 months, we adjusted this rate to optimize project resources, reducing it to 0.4 for some grantees and 0.3 for others. Due to time constraints, there was no two-phase sampling (field follow-up) for individuals enrolled in the final month (month 24). This two-phase sampling approach typically increases response rates for hard-to-reach sample members relative to one-phase approaches, which reduces the potential for nonresponse bias and helps maintain a sufficient level of power to detect differences in outcomes between treatment and control groups within pilot sites (Carlson, 2015).

The two-phase weights were assigned separately by grantee and sampling rates (see Table TS.5). These weights were combined with the randomization weights by taking the product of the two. Only the 25,447 observations with non-zero randomization and two-phase weights proceeded with the weighting steps described in subsequent sections of this chapter.

Table TS.5. Two-phase sampling weights

Phase two sampling classification	Number	Sample Type	Two-Phase Sampling Rate	Two-Phase Weight
Phase one resolved (complete or ineligible)	15,423	N/A	N/A	1
Cohort 24 (no phase two) and not resolved in phase one	988	N/A	N/A	1
Phase two not selected	13,163	N/A	N/A	0
Phase two selected	9,036	Months 1-12	0.5	2
		Months 13-24 (4 pilots)	0.4	2.5
		Months 13-24 (6 pilots)	0.3	3.33
Total	38,610			

C. Nonresponse adjustments

Nonresponse weights were used to adjust the weights to account for survey nonresponse. These adjustments account for both phase one individuals not eligible for phase 2 interviews, as well as phase two nonrespondents. Table TS.6 shows the final phase sample and response classifications for the entire sample, including those not selected for phase two.

Table TS.6. Final status classifications

Classification	Number of individuals
Phase 1 complete	15,299
Phase 1 ineligible (deceased)	124
Not randomly selected for phase 2	13,163
Phase 2 complete	3,225
Phase 2 ineligible (deceased)	12
Phase 2 eligible noncomplete*	3,493
Phase 2 undetermined noncomplete*	3,294
Total	38,610

*Also includes cohort 24 cases not completed in phase 1. Because cohort 24 was not part of the two-phase design (due to time constraints), these sample members could only be: Phase 1 complete, Phase 1 ineligible (deceased), Phase 1 eligible noncomplete (known to be alive), or Phase 1 undetermined noncomplete (unknown if alive or deceased). The latter two groups of cohort 24 cases are combined with the analogous Phase 2 groups from other cohorts in the last two rows of the table.

1. Eligibility adjustments for those deceased

Sample members were ineligible for the survey if they were deceased. However, we did not know the mortality status for about half of the nonrespondents because we were unable to contact them or reach any individuals who knew them using available contact info (n = 3,294). Thus, we adjusted the weights to account for this missing information. To do this, we estimated a logistic regression model, where we regressed the probability of being deceased using the sample whose mortality status was known on three types of predictors: pilot, age group at baseline, and self-reported health status at baseline. The resulting estimates were then used to adjust survey sample eligibility among nonrespondents with an unknown status according to the predicted probability (likelihood) they were deceased. These adjustments ranged from 0.981 to 0.999 and were applied to the combination weight. After removing the 136 nonrespondents verified to be deceased, the eligibility-adjusted weights summed to 38,417—the estimated eligible study population for the 12-month follow-up survey.

2. Nonresponse adjustments for those survey-eligible

We used 24 separate logistic regression models—one for each pilot and research group—to model individuals' likelihood of completing the 12-month survey. The pool of potential independent variables for these models comprised of variables from the baseline information registration form and administrative data that were (1) available for both respondents and nonrespondents, (2) predictive of survey response, and (3) likely to be correlated with survey outcomes. Separately for each pilot, we formed categories of variables to ensure that each category contained at least 30 respondents. Binary variables with more than 95 percent of respondents in one category within a pilot were not used as candidate variables in the model for that pilot. Although we identified two-way interactions of variables that appeared to predict response, the sample sizes within interacted categories were too small within all but four of the models. Table TS.7 lists the independent variables included in each of the models when these criteria were met.

Table TS.7. Variables included in nonresponse models

Nonresponse model variables
Demographic and well-being information
Gender
Race and ethnicity
Date of birth
Primary language is English
Marital status
Education level
Self-reported health
Phone number not available

Nonresponse model variables**Household composition**

Household size

Everyone in household shared food

Number of children in household

Employment history

Current employment status

Hours worked most recent week of employment

Most recent rate of pay

Primary reason for unemployment

Public benefit receipt

Current participation in assistance programs

Previous SNAP participation

Study groupings

Block

Randomization date group

Each of the 24 models was weighted by the eligibility-adjusted weights described above, after normalizing them to sum to the sample size. We used stepwise logistic regression models with generous entry and stay significance levels to reduce the number of predictive variables included in the model. We then continued to remove variables one by one to improve the model fit. The final model used the inverse of the response propensity score—the estimated likelihood an individual responded to the survey—as the nonresponse weighting adjustment, applied to the eligibility-adjusted weight if the individual was a respondent and set to zero for nonrespondents. We then made one final ratio adjustment for each study group so that the sum of the nonresponse-adjusted weights among respondents was the same as the sum of the eligibility-adjusted weights among all individuals included in the nonresponse model for that study group.

D. Trimming and normalizing final weights

Because some of the models produced outlier weights, we used a weight trimming process for which the pilot and research group was the trimming class. The procedure we used (sometimes called “the contribution to entropy procedure”) compared the square of each weight to a target cut point that was based on a multiple of the sum of the squared weights (Potter and Zheng, 2015). We then redistributed the trimmed weight to other cases within the trimming class, retaining the same weighted sums.

After creating the final trimmed weights using the steps described above (adjusting for randomization, two-phase sampling, eligibility, and nonresponse), we then normalized the weight using a ratio adjustment, so that the sum of weights within each grantee was equal to 3,841.7: one-tenth of the total eligible population across all ten grantees. We normalized the

weights to sum to the same value in each grantee in order to weight each grantee equally when examining impacts across grantees for the interim summary report.

Tables H.8 and H.9 provide summaries of the final and normalized weights. The analysis of outcomes based on survey data used these weights.⁵

Table TS.8. Weighting Steps for SNAP E&T Pilot 12-Month Follow-Up Survey

Weighting step	Number of individuals with positive weight	Minimum value	Maximum value	Mean	Sum
Sampling	38,610	1.000	1.000	1.000	38,610
Randomization	38,610	0.625	3.494	1.000	38,610
Two-phase	25,447	1.000	3.387	1.517	38,610
Combined	25,447	0.622	8.690	1.517	38,610
Eligible-adjusted	25,311	0.622	8.690	1.518	38,417
Response-adjusted	18,524	0.649	15.234	2.074	38,417
Final (trimmed)	18,524	0.649	13.774	2.074	38,417
Normalized	18,524	0.642	13.630	2.074	38,417

⁵ The analysis of outcomes based on administrative data used randomization weights only.

Table TS.9. Sum of Final Weights by Randomization Group

Grantee	Research group	Sum of final weight
California	Expanded CalFresh E&T services	1,290.11
	No CalFresh E&T services	1,285.88
	Regular CalFresh E&T services	1,306.25
Delaware	Project WONDER	2,646.09
	Traditional SNAP E&T	2,650.71
Georgia	Regular Services	2,270.10
	SNAP Works 2.0 - Expanded Services	2,318.76
Illinois	Community-Only services	167.59
	EPIC SNAP E&T services	2,469.68
	SNAP E&T services	2,354.28
Kansas	Community-Only services group	84.63
	GOALS services group	2,014.12
	SNAP E&T services group	1,650.25
Kentucky	Expanded	1,267.23
	General	1,256.05
Mississippi	Basic Community College Services	735.20
	Enhanced Community College Services	736.15
	Traditional SNAP E&T Services	724.02
Vermont	Jobs for Independence Pilot Services	1,396.16
	Vermont SNAP E&T Program Services	1,335.39
Virginia	EleVAte SNAP E&T Program Services	1,906.37
	Existing Services	1,914.04
Washington	BFET program	2,226.48
	RISE program	2,211.52

IV. METHODOLOGY FOR ANALYSIS OF SERVICE RECEIPT DATA (PARTICIPATION ANALYSIS)

The participation analysis in the interim reports used administrative service receipt data to summarize the treatment groups' participation in services developed under each pilot over the 12 months following random assignment. The analysis also estimated contrasts between the services received by the treatment groups and services received by their corresponding control group. Specifically, this analysis covered the treatment group's overall engagement in services, activities individuals started and completed, the level and intensity of case management services received, the support services individuals received, and exit rates and timing of exits. The remainder of this chapter describes the sample definitions and data elements requested from each grantee, descriptions of key analytic constructs, and details on the estimation approach.

A. Sample definition and data elements

State and local agencies provided service receipt data that documented the types of training, education, and services provided to treatment group members and, where applicable, to control group members. The service receipt data analyzed for the interim report included 12 months of service receipt data for each individual randomly assigned from the start of each pilot through July 2018 (for California), October 2018 (for Illinois), or December 2018 (for all other pilots). Unlike the other states, the interim analysis includes all of the participants from California and Illinois because they were enrolled prior to December 31, 2017.

Table TS.10 lists all of the data elements requested from each grantee. Grantees were able to provide nearly all of these requested items via data extracts from their Management Information System (MIS). Some states used a single system, while other states provided extracts sourced from several systems or providers to cover the full set of variables requested on each participant.

Upon submission, service receipt data was carefully reviewed for data quality issues such as missing responses, outliers, and illogical values. All data quality issues were reported back to and resolved by grantee agencies. The final service receipt data files contained low rates of missing data, which were not imputed. The only exception was for missing service end dates. If a participant was missing a service end date and was still enrolled in the pilot, it was assumed the participant was still participating in the service and the 12-month cutoff date was used to fill in the missing service end date. If a separate variable indicated the participant was no longer participating in the service, the service end date was left as missing. While outliers were not common in the final data, there were a few in the date variables. Specifically, service start dates that were before pilot enrollment date were recoded to the pilot enrollment date. Likewise, service end dates that were after pilot exit date were recoded to the pilot exit date.

In states where the control group also received some SNAP E&T services, the MIS included data on both treatment and control participants. In states where the control group did not receive any SNAP E&T services (such as Kentucky), we received data on their Workforce Innovation Opportunities Act service receipt. However, because these data do not allow for a direct comparison of E&T services, we did not assess treatment-control contrasts using the MIS data in

those states (Kentucky, one of the two control groups in California, and portions of Illinois, Kansas, and Virginia).

Table TS.10. Descriptions of pilots' employment and training related treatment services

Service	Information requested for each reported service
Assessments	Start date
Individual career plan	End date
Case management	Type of service (including subcategories)
Employment services	Date completed/withdrew
Training services	Reason for withdrawal
Education programs	Amount of work-based learning subsidy/support service/incentives (dollars)
Support services	Type of credentials/degrees/certifications earned
Follow-up services	Type of incentive received (when multiple types available)
Incentives	

B. Description of services

States offered many different services as a part of their pilots. Table TS.11 lists what employment and training related services each state had available to treatment participants.

Table TS.11. Descriptions of pilots' employment and training related treatment services

State agency	Employment and training related treatment services offered
California	Job readiness workshops, GED preparation classes, subsidized employment
Delaware	Job placement assistance, occupational skills training, skills building assistance, financial literacy counseling, basic education, work-based learning soft skills training, job search assistance, workfare
Georgia	Job search, job search training, life skills training, occupational skills training
Illinois	Job search, occupational skills training, work-based learning, job search training, post-employment services, post-secondary education, basic education, social services
Kansas	Job search, Job search training, post-employment services, occupational skills training, basic education, social services
Kentucky	Work-based learning, occupational skills training, job search, basic education
Mississippi	Occupational skills training, work-based learning, job search, basic education, life skills, workfare, post-secondary education
Vermont	Job search assistance, Governor's Career Readiness Certificate (GCRC), occupational skills training, work-based learning, workfare, post-secondary education, basic education

State agency	Employment and training related treatment services offered
Virginia	Job search training, CRC, life skills training, MRT, job search, occupational skills training, basic education
Washington	Strategies for Success, occupational skills training, job search, basic education, Alternative Solutions ^a , work-based learning

^a Through an existing contract with the Division of Child Support, Alternative Solutions helps those with a child support enforcement order understand child support policies and helps them arrange payment plans for arrears, lift suspension of licenses, develop family reunification plans, and explore child support debt forgiveness.

In addition to the above, states also offered supplemental services such as case management, assessments, creation of an Individualized Career Plan (ICP), and support services such as transportation and child care reimbursements.

Service receipt was categorized under three broad definitions in reporting: any engagement with the pilot, receipt of any service, and receipt of any post-intake activity. The types of activities included in each of these constructs are identified below in Table TS.12.

Table TS.12. Types of activities included in each service receipt construct

Construct	Engaged in pilot	Received any services	Started any employment and training related activity
Any employment and training related activity	X	X	X
Assessment	X	X	
ICP	X	X	
Supportive service	X		
Orientation	X		
Case management	X		

C. Key analytic constructs

The MIS data included the start date for each service participants received. If that service ended, there was also an end date and an exit reason for that service. Using the random assignment date for each participant and any end dates for services, we created several analysis variables, which are described below. All references to appendix tables refer to the appendices to the individual pilots' interim reports.

- **Service receipt.** A participant was defined as receiving a service if the start date for the service was within twelve months of the individual's random assignment date (Appendix Table D.1). Comparable variables were created for case management and support services (Appendix Tables D.3 and D.4). Training, education, case management and support services were also broken down and reported by subcategories (Appendix Tables D.3, D.4, and D.5).
- **Service completion.** A participant was defined as completing a service if the service end date was within twelve months of the random assignment date and the service exit reason

indicated a successful completion. If the participant was no longer enrolled in the pilot and was missing the service end date, then the service completion variable was set to missing. Likewise, if the exit reason was missing then the service completion variable was set to missing. A second version of service completion was created conditional on starting the particular service. In this measure, participants who did not start the activity were set to missing and were not counted in the numerator and the denominator of the estimate (Appendix Table D.1). Training, education, and support services were also brought down and reported by subcategories (Appendix Tables D.4 and D.5).

- **Number of services received.** To calculate the number of services received for each participant, services were first sorted by the start date. Next, the number of distinct employment and training services, defined by type of service and start date, were counted.
- **Sequence of service receipt.** The sequence of services received (Appendix Table D.2) was determined by sorting employment and training related services by start date. For roughly 1 percent of all pilot participants, at least two services had the same start date. In these cases, a randomly-generated number was used to break the tie for which service happened earlier.
- **Length of time in pilot.** Length of time in the pilot was calculated by subtracting the random assignment date from pilot exit date. If the participant was still enrolled at the end of 12 months and did not have a pilot exit date their length of participation was capped at 12 months. If the participant had multiple participation spells (in other words, the participant exited the pilot and then re-entered the pilot), the length of time in the pilot included all spells within the first year. A second version of length of time in pilot was created conditional on being engaged in the pilot. In this measure, participants who did not engage were set to missing and were excluded from the estimate.
- **Length of time in services.** Length of time in a service was calculated by subtracting the start date from the day after the end date for that service. If the participant was still participating in that service at the end of 12 months and did not have a pilot end date their length of service was capped at 12-months. If the participant was no longer participating and was missing service end date, then length of time in service was missing. In this measure, participants who did not participate in the service were set to a logical missing and were excluded from the estimate.
- **Pilot exit.** A participant was said to have exited the pilot if the exit date was not missing and occurred within the twelve months of random assignment. For the interim reports, participants missing pilot exit date were treated as still enrolled. In addition, only the first spell was analyzed when determining exit reasons (Appendix Table D.6).

D. Estimation of services received by treatment group members

The 10 pilot-specific interim reports describe services received by treatment group members using the administrative service use data. Because these estimates include only the treatment

group members from each pilot, estimates were calculated as simple unweighted means.⁶ The only exception was for the California pilot where estimates were weighted using the randomization weight to account for the probability of random assignment into the treatment group having changed over time.

E. Estimation of treatment-control service contrasts using administrative service receipt data

Appendix E of the interim reports compares service receipt of treatment group and control group members using both administrative service use data and 12-month survey data. The treatment-control service contrasts were estimated separately for each pilot using the following weighted least squares (WLS) model, where we assume two research groups for simplicity:

$$y_{ib} = \alpha + \gamma_b + T_{ib}\delta_b + X'_{ib}\beta + \varepsilon_{ib}, \quad (1)$$

where y_{ib} is the service receipt of interest for the i th individual in block b ; T_{ib} is an indicator for individual i in block b being in the treatment group; δ_b is the average difference in service receipt for the treatment group in block b , relative to the control group in the same block; X_{ib} is a vector of baseline characteristics of individual i with coefficients β , which includes demographic characteristics such as age, educational attainment, and number of children in the household, and economic characteristics such as employment status and earnings; γ_b are block-fixed effects to account for block-specific differences in receipt of services; and ε_{ib} are individual-level errors.⁷

A pilot's overall estimated service contrast between research groups, $\hat{\delta}$, was calculated as the weighted average of estimates $\hat{\delta}_b$ across all blocks. Service contrasts based on administrative data were weighted using randomization weights, while those based on 12-month survey data were weighted using the final weights described in Chapter III. In Mississippi, where there were two treatment groups to which individuals could be assigned, separate models compared each treatment group to the control group. Similarly, for California, where there were two control groups to which individuals could be assigned, separate models compared the treatment group to each control group.

⁶ As described in Chapter 1 of this supplement, when using administrative data, weights were used in the analysis only to balance the number of treatment and control group members within a random assignment block. Thus, analyses using only treatment group data did not need to be weighted.

⁷ See Section V.C.3 for details on our process for selecting variables included in X_{ib} .

V. METHODOLOGY FOR ANALYSIS OF IMPACTS

We structured our analytic approach for estimating impacts to accommodate the specifics of the evaluation design. Our approach accounts for the stratification of individuals within blocks across the pilot (separate service providers or local regions) and the random selection of individuals within blocks. We also used weights (described in Section III) to further account for different probabilities of assignment to the research groups and for the survey sampling design.

A. Outcome measures used for impact analysis

The primary outcomes for the impact analysis in the interim reports were employment and SNAP participation—both in the fourth quarter after random assignment, the most recent observed period for the interim report. The primary outcomes were defined over the final quarter of available data because many treatment group members were expected to be engaged in education and training in the early quarters, which could reduce their opportunity to be employed during those early quarters. Other outcomes for the impact analysis included earnings, receipt of public assistance, job characteristics, food security, health, well-being, and housing stability. Although the effect of pilots' enhanced services on earnings was an important outcome in the evaluation, we excluded it from the set of primary outcomes at this stage due to the lower statistical power of identifying an impact on earnings relative to employment. This reflected the large standard deviation of earnings for the SNAP E&T population broadly, which reduces the precision of the impact estimates.

1. Outcome data sources

We used three sources of data to measure outcomes for which impacts were estimated: (1) State UI wage records, (2) SNAP administrative data, and (3) 12-month follow-up survey data. UI wage records provided information on quarterly earnings (totaled across all jobs that quarter), which were also used to construct measures of quarterly employment status. The SNAP administrative data obtained from State agencies were used to measure whether individuals participated in SNAP or TANF, the amount of SNAP and TANF benefits they received, and whether they were covered by Medicaid (if the State's SNAP administrative data contained this information). The survey data were used to complement the UI wage records and provide more detail on individuals' employment and earnings.

2. Outlier and missing values in outcome data

In some cases, data elements used to measure outcomes contained values that were unrealistically low or high, not internally consistent with other records for the same individual, or the value was simply missing. Before constructing outcomes based on administrative data for the impact analysis, we made the following changes to these data (see Section II for our treatment of missing and outlier data in survey data).

Inconsistency between monthly SNAP participation and SNAP benefit amount. For a small percentage of records, monthly SNAP participation was inconsistent with the monthly SNAP benefit amount (or the same was true for TANF participation and benefit amount). Specifically,

there were some monthly records with a positive SNAP benefit amount or positive TANF benefit amount but the respective monthly participation flag for SNAP or TANF was set to 0. In these cases, we assumed the benefit amount was correct and recoded the corresponding monthly participation flag to 1 to indicate participation for the month.

One-month gaps in SNAP benefit receipt. SNAP administrative data revealed short “gaps” in SNAP benefit receipt of 1 or 2 months for some individuals. For example, an individual received SNAP benefits for 6 months, did not receive any the following month, and then continued receiving SNAP benefits for each of the subsequent 5 months. Across the SNAP administrative data for all pilots, we found that 23 percent of individuals had at least one gap during the first year after random assignment. Among those gaps, 46 percent were one-month long. We examined the change in SNAP benefit amount in the month before and the month after these one-month gaps and found a median change in benefits of \$2, corresponding to a 1 percent change, and a mean change of \$44, or 0.3 percent. We also found that the changes in SNAP benefit amount, income, and household size before and after the gap were different for 1-month gaps than for longer gaps. The median change in SNAP benefit across gaps of at least 2 months was \$49, compared to \$2 for 1-month gaps. Finally, we looked at differences by research group in patterns of one-month gaps and the corresponding changes in benefit amounts, gross income, and household size. We found these to be nearly identical for treatment and control groups.

Based on this information, we assumed many one-month gaps may have been due to administrative data error. Therefore, with FNS’ approval, we replaced the SNAP benefit amount for the gap month with the mean of the benefit amounts for the two adjacent months. Rather than recoding all 1-month gaps, we recoded only those for which the change in the SNAP benefit before and after the month of the gap was less than 10 percent in absolute value. This affected 52 percent of all one-month gaps, including all of the gaps for which there was no change in SNAP benefit amount, as well as gaps with relatively small changes.

Outlier and missing values from UI wage records. We processed UI wage records with dollar amounts of \$1.00 or higher. We dropped UI wage records with missing dollar amounts, negative dollar amounts, dollar amounts of \$0, and dollar amounts between \$0.01 and \$0.99. Together, these dropped records made up about 1 percent of all UI wage records that we read in from the source data (n = 3,039 person-quarters).⁸

For each individual with earnings, we set an upper bound of \$15,000 per quarter (across all jobs). We defined each quarter with total earnings above \$15,000 as an outlier and imputed the value of earnings for these quarters. Roughly 1.5 percent of individuals had at least one quarter with an outlier value. About 90 percent of the time, these individuals also had at least one other quarter with total earnings of at least \$1.00 and less than \$14,999.99. We used earnings information from these quarters to impute values for the quarters that initially contained outlier values (n = 1,729 person-quarters).

⁸ In a data set with multiple quarters for each person, “person-quarters” refers to the total number of quarterly observations across all individuals on the file.

Imputation procedures for quarters with earnings outliers, by order of priority. We used a sequential three-step procedure to impute individuals' quarterly earnings that initially contained an outlier value. First, we reset outliers to the mean of the two adjacent quarters if they both contained non-outlier values. If only one of the adjacent quarters contained a non-outlier values, we set the outlier to the value for that quarter (see Table TS.13 for examples). This imputation applied to 56 percent of outlier values for quarterly earnings (n = 966 person-quarters).

Table TS.13. Example of imputed Quarter 3 earnings using adjacent quarters

	Quarter 2 earnings	Quarter 3 earnings	Quarter 4 earnings	Quarter 3 earnings (imputed)
Individual 1	\$5,000	\$20,000	\$7,000	\$6,000
Individual 2	\$5,000	\$20,000	\$0	\$5,000
Individual 3	\$0	\$20,000	\$7,000	\$7,000

Second, we reset the remaining outliers to the mean value of non-adjacent quarters if more than one of those quarters had non-outlier values. If only one of those non-adjacent quarters contained a non-outlier value, we set the outlier to that value (see Table TS.14 for examples). This imputation applied to 33 percent of outlier values for quarterly earnings (n = 579 person-quarters).

Table TS.14. Example of imputed Quarter 3 earnings using non-adjacent quarters

	Quarter 1 earnings	Quarter 2 earnings	Quarter 3 earnings	Quarter 4 earnings	Quarter 5 earnings	Quarter 3 earnings (imputed)
Individual 1	\$8,000	\$0	\$20,000	\$0	\$0	\$8,000
Individual 2	\$0	\$0	\$20,000	\$0	\$10,000	\$10,000
Individual 3	\$8,000	\$0	\$20,000	\$0	\$10,000	\$9,000

Finally, we reset the remaining outlier values for quarterly earners to \$15,000. This applied to 11 percent of outlier values for quarterly earnings (n=184 person-quarters).

B. Baseline equivalence of research groups

In principle, because individuals were randomly assigned to research groups, treatment and control group members' baseline characteristics should, on average, have been the same at the time of random assignment. Therefore, to the extent this holds, differences in their outcomes after random assignment can be attributed to differences in the services offered to individuals in each group. However, differences in baseline characteristics between research groups in the analytic sample can occur by chance or due to the number and types of individuals that leave the study, either because they withdrew from the study or because outcome data were not available for them.

Appendix C of each pilot’s interim report presents baseline characteristics of the analytic samples for each of the pilot’s and research groups, as well as the differences between them. We conducted t-tests for each individual characteristic, testing whether the corresponding difference between research groups was statistically significant. These tests were statistically significant at the 5 percent level for 4 percent of tests across all pilots, and for between 0 and 9 percent of tests in each pilot, which is roughly the proportion of tests expected to be statistically significant by random chance at a 5 percent significance level.

C. Estimation of main impacts

The SNAP E&T pilots study used a blocked, randomized controlled trial (RCT) design in which individuals were grouped within blocks (separate service providers or local regions) and each individual within a block was randomly assigned to one of two or three research groups.

1. Estimation of treatment effects

To estimate impacts on each outcome of interest, we used [RCT-YES](#)—a software package for estimating average treatment effects from RCTs that was developed by Mathematica as part of research funded by the Institute of Education Sciences (Schochet, 2016). The software uses design-based methods to estimate treatment effects developed using the building blocks of experiments with minimal assumptions, and applies to binary, continuous, and discrete outcomes. The methods are suitable for the SNAP E&T impact analysis because they can accommodate blocking, weighting, and regression adjustment with baseline covariates to improve precision. The methods have been shown to perform well in simulations (Schochet and Kautz, 2018). Analyses of outcomes from administrative data sources used randomization weights, whereas analyses of outcomes from survey data used the full analytic weights described in Section II.

We estimated average treatment effects for outcomes in a pilot using the following weighted least squares (WLS) model, where we assume two research groups for simplicity:

$$y_{ib} = \alpha + \gamma_b + T_{ib}\delta_b + X'_{ib}\beta + \varepsilon_{ib}, \quad (1)$$

where y_{ib} is the outcome of interest for the i th individual in block b ; T_{ib} is an indicator for individual i in block b being in the treatment group; δ_b is the average treatment effect of assignment to the treatment group for block b , relative to the control group in the same block; X_{ib} is a vector of baseline characteristics of individual i with coefficients β ; γ_b are block-fixed effects to account for block-specific differences in outcome levels; and ε_{ib} are individual-level errors. Individuals are weighted using the weights described in Section III. In Mississippi, where there were two treatment groups, separate models compared each treatment group to the control group. Similarly, for California, where there were two control groups, separate models compared the treatment group to each control group. The overall average treatment effect estimated for a pilot, $\hat{\delta}$, is the weighted average of all $\hat{\delta}_b$ across blocks within the pilot.

We reported the weighted mean outcomes for the control groups. Treatment group means were reported as the sum of the corresponding control group mean and the treatment effect estimated

using Equation (1). We also reported the estimated impact, corresponding standard error, and p-value to test the null hypothesis of no average treatment effects.

2. Testing for statistical significance of impacts

For each outcome, we tested whether the estimated average treatment effect—the regression-adjusted outcome difference between a treatment group and control group—was statistically different from zero. To test the null hypothesis that a particular impact was zero, we used a t-test based on the standard errors for the average treatment effect. All reported p-values were then based on a two-tailed test of the hypothesis that the impact was zero.

We reported the results of hypothesis testing using statistical significance at the 0.01, 0.05, and 0.10 levels. The 0.10 level was used because the evaluation is assessing the effectiveness of new interventions for which there is no prior evidence of effectiveness for SNAP participants. A more stringent statistical significance threshold is often used when evaluating ongoing programs for which there is an established literature on program effects based on prior studies. Using a more stringent statistical significance threshold in the evaluation of SNAP E&T pilots would have reduced statistical power and limited our ability to identify and highlight promising sets of services offered through the pilots.

3. Selection of model covariates

The random assignment of individuals to research groups ensures that the WLS model in Equation (1) above will produce asymptotically unbiased (consistent) estimates of average treatment effects, without controlling for any additional covariates. However, including additional variables that control for individuals' characteristics prior to and at the time of random assignment in the impact model may increase precision. We thus explored adding control variables to the model that were predictive of outcomes at 12-months after random assignment. Covariates considered for selection came from three data sources: SNAP administrative data, UI data, and baseline information registration data. These included covariates capturing individuals' demographics and pre-random assignment status for outcomes, including earnings, employment, and receipt of public benefits and services. We also explored including indicators controlling for differences between cohorts of individuals and region-specific conditions at the time of random assignment.

Although controlling for additional covariates in the impact model can increase the precision of treatment effect estimates, including a large set of covariates leads to an unnecessary loss of degrees of freedom and model overfitting. To select a parsimonious set of covariates that would best improve the precision of impact estimates in holdout samples, we first assessed which of the potential covariates were most predictive of individuals' outcomes. This was done using a pooled model of all 10 pilots and two of the report's outcomes during the fourth quarter after random assignment: (1) individuals' earnings based on UI data, and (2) whether individuals were participating in SNAP. Although our primary outcomes were employment and SNAP participation, earnings and SNAP participation were used to select covariates so that our selection process accounted for any differences between continuous and binary outcome variables, as well as any general differences between models using UI data and those using

SNAP administrative data. Models for each outcome included the full set of considered covariates and purposefully omitted a treatment group indicator so that outcome predictions were independent of research group membership.

We used regularized regressions for these models, which allow for the possibility that any number of potential covariates have a non-zero coefficient in the prediction models, while also penalizing models that include large numbers of such covariates. Specifically, we used a flexible form of regularized regression known as elastic net, which has the advantage of more consistent covariate selection within groups of covariates that are strongly correlated, compared to other commonly used regularized regression methods.⁹ The resulting coefficient estimates are those that minimize a combination of outcome prediction errors and the penalty term that increases with the number of included covariates. Cross-validation was used to select optimal tuning parameters and avoid overfitting the model to the data. This process was repeated 200 times to ensure the chosen set of covariates was the one that was most reliably selected as the best optimal set. The single set of covariates chosen most frequently out of the 200 repetitions for each outcome were then combined to form the final set of covariates for the impact model. Table TS.15 shows the data source, description, and type of each variable considered, as well as whether it was selected for inclusion in the main impact model.

Table TS.15. Universe of potential covariates considered for main impact model

Data set and potential covariate	Type	Selected for inclusion
SNAP administrative data		
SNAP participation in the 4th quarter of the year preceding random assignment	Binary	
Number of months of SNAP participation in the year preceding random assignment	Discrete	X
Average monthly SNAP benefit in the year preceding random assignment	Continuous	X
Number of months of TANF participation in the year preceding random assignment	Discrete	X
Average monthly TANF benefit in the year preceding random assignment	Continuous	X
UI wage records		
Earnings in the 4th quarter of the year preceding random assignment	Continuous	
Employed in the year preceding random assignment	Binary	
Employed in the 4th quarter of the year preceding random assignment	Binary	X
Total number of quarters employed in the 2 years preceding random assignment	Discrete	X
Total earnings over the 2 years preceding random assignment	Continuous	X
Total earnings over the 2 years preceding random assignment, squared	Continuous	

⁹ See Zou, H., & Hastie, T. (2005). Regularization and variable selection via the elastic net. *Journal of the royal statistical society: series B (statistical methodology)*, 67(2), 301-320.

Data set and potential covariate	Type	Selected for inclusion
Baseline information registration		
Indicators for quarter of random assignment (range is Quarter 1 in 2016 through Quarter 4 in 2017)	Binary	
Gender	Categorical	X
Age groups: Less than or equal to 24, 25-34, 35-44, 45-54, 55 or older	Categorical	X
Ethnicity: Hispanic	Categorical	X
Race: black, Asian, white, other	Categorical	X
Education: High school diploma / GED / equivalent, 2-year degree or more	Categorical	X
Married or cohabitating	Categorical	X
SNAP unit size	Discrete	X
Number of children in SNAP unit	Discrete	X
Health status self-reported as “Excellent,” “Very good,” or “Good”, as opposed to “Fair” or “Poor”	Binary	X
Indicators for length of unemployment or current employment type: never employed, last worked more than 5 years ago, last worked 2 to 5 years ago, last worked less than 2 years ago currently employed full-time, currently employed part-time	Categorical	X (Currently employed part-time/full-time only)
Indicator for serious barrier to employment, defined as respondent indicating they have physical or mental health issues, alcohol or substance abuse, or a felony	Categorical	X
General		
Indicators for each pilot in the sample (binary, mutually exclusive)	Categorical	
All data sources		
Interactions of all variables above with indicators for each pilot in the sample (binary, discrete integer, or continuous)	<i>Varies</i>	X Pilot-by-quarter of random assignment interactions (only for some pilots and quarters)

Notes: The following pilot and quarter of random assignment interactions were selected. California: Quarter 1 2017, Quarter 2 2017. Delaware: Quarter 1 2017, Quarter 3 2017. Georgia: Quarter 1 2017, Quarter 2 2017, Quarter 3 2017. Illinois: Quarter 1 2017, Quarter 2 2017, Quarter 3 2017. Kansas: Quarter 2 2017, Quarter 3 2017. Vermont: Quarter 1 2017. The following reference category indicators were excluded for each of 5 sets of mutually exclusive variables: indicator for random assignment in Quarter 4 2017, indicator for age 18-24, indicator for white, non-Hispanic racial identity, indicator for highest education level of high school diploma or equivalent, and indicator the individual had never been employed.

D. Estimation of subgroup impacts

The estimation of average impacts across all individuals participating in a pilot could mask differences in impacts across subgroups of individuals. For example, the average effect of the enhanced services offered to the treatment group on employment outcomes might have differed by individuals' age and prior work experience. To determine whether there were different effects across subgroups and whether those differences were statistically significant, we estimated the impact of the pilots on many outcomes and across several subgroups, performing statistical tests for each. Subgroups were based on individuals' age, barriers to employment, recent employment history, presence of children in the household, and income relative to the Federal Poverty Level (FPL). The findings from these analyses are presented in Appendix F of the pilot-specific interim reports.

The likelihood that some subgroup estimates are found to be statistically significant simply by chance increases with the number of estimates tested, leading to false discovery of impacts not actually caused by the enhanced pilot services. Therefore, in contrast to the main findings for primary (confirmatory) outcomes, we view these analyses as exploratory, providing policy-relevant, but less rigorous evidence about program effects. Nevertheless, this information can be valuable for continuous program improvement and for identifying potential hypotheses for more rigorous examination in the future.

We estimated treatment effects across subgroups (defined by binary variables) using a modified version of the model in Equation (1):

$$y_{ib} = \alpha + X'_{ib}\beta + \gamma_b + \phi g_{ib} + T_{ib}\delta_b + T_{ib}g_{ib}\delta_{bg} + \varepsilon_{ib}, \quad (2)$$

where $g_{ib} = 1$ if individual i in block b was a member of group g , and is zero otherwise. In this model, δ_{bg} is the difference between the average treatment effect for treatment group members within group g and block b (for example, older participants) and all other treatment group members within the same block (for example, younger participants). For mutually exclusive subgroups consisting of more than two categories, separate indicators for all subgroup categories except for a reference category were included in Equation (2).

For subgroup estimates, in addition to using t-tests to test the statistical significance of each estimate, we used F-tests to test whether impact estimates for an outcome were statistically equivalent across the subgroups considered. This test indicates whether the effect of the services differed across subgroup levels.

VI. METHODOLOGY FOR ANALYSIS OF PILOT COSTS

We estimated four types of costs in the interim report: total costs, costs by funding source, costs by resource category, and costs by service. This chapter describes the methods used to calculate each type of cost. The interim report presents the costs of the planning and implementation of pilot services through December 2017. Therefore, the percentage of costs attributable to fixed planning and start-up activities in the interim report is likely higher than will be the case in the final report, when we can report final costs data. The final report will include a cost-benefit analysis which estimates the return on each dollar invested in the pilots.

Each pilot program submitted workbooks on a quarterly basis for all costs associated with implementing and operating the pilot for treatment group members.¹⁰ These workbooks were standardized across pilots and recorded quarterly costs for four cost categories: (1) staff and volunteer costs, (2) direct services costs, (3) new supplies and equipment costs, and (4) overhead and operating costs. Grantee and partner staff recorded the actual costs of pilot implementation and operation—that is, costs paid for with pilot grant funds and those paid for with funds used from other sources.

We conducted a web-based survey that asked how staff providing direct services allotted their time among specific activities, such as providing case management and conducting workshops. We asked respondents to consider the allocation of their time between pilot-related activities and other activities during a typical week. We asked most staff to refer to their pilot time as the time they spent providing services to the treatment group, and we asked a small number of staff to refer to their time providing services to the control group. We used this time-use data in combination with the cost of staff time reported in the workbooks to estimate the total cost of time spent on each activity. We also added any direct service costs associated with services reported in the workbooks to the cost of staff time to determine a total cost for each service.

A. Components of pilot costs

Total costs were calculated within each of four individual categories of pilots' operating costs: (1) staff and volunteers' time; (2) direct service contracts and other direct service costs, such as workbooks for a training or subsidized wages for a participant; (3) pilot supplies and equipment; and (4) overhead costs, such as travel for a staff training, and operating costs, such as facilities where services were delivered, utilities, and other administrative (or indirect) costs.

1. Staff and volunteer costs

For each staff member, we used salary and fringe benefit data to calculate their annual salary. We then used the number of weeks the staff member worked on the pilot each quarter to calculate their staff cost for that period. We applied the reported percentage of their time used for

¹⁰ One grantee, Delaware, chose to submit monthly pilot costs workbooks for the first year of implementation. It switched to quarterly workbooks in 2017. Also, all pilots submitted costs for the entire planning period before they implemented the pilot at one time (the period covered in the workbook varied by pilot but generally ranged from 9 to 12 months).

pilot treatment group services to calculate the total cost for the staff person's time specific to those services. The latter was separate from costs corresponding to time that involved evaluation activities (for example, collecting baseline information for the evaluation or meeting with the evaluation team.) Finally, we summed the values of all staff time spent on pilot treatment group services to get the total staff cost for the quarter. We used an estimated hourly wage rate and number of hours worked during the quarter, reported for each volunteer staff member, to calculate the total cost of volunteer staff time, separate from other staff. We also used the amount of each staff person's salary reportedly funded by the FNS grant to calculate costs by funding source (as described below).

We used staff titles and reported primary responsibilities to categorize staff and their associated costs as either administrative (including accountants, executive leadership, or SNAP eligibility staff) or direct service-related. These costs are reported separately in the costs-by-resource category section of the analysis.

2. Direct service costs

The costs of direct service contracts, support services, and other direct service costs incurred by the provider were calculated using data collected in the cost workbook. We assumed that direct service contracts were inclusive of all cost resources needed to deliver the service under the contract (for example, staff, direct, and overhead costs). If a service contract was reported in the grantee workbook, but we also collected a workbook from the provider for that contract, we excluded that provider's cost reported by the grantee and used the costs reported directly by the provider. We assumed the provider's own cost workbook contained the costs included in the service contract, plus any funds leveraged from other sources to provide services to treatment group members. In addition, we assigned one of our universal service types (described under costs by service, below) to each service contract based on the description of the contract reported in order to construct the estimated cost of specific services.

We also collected the cost of support services in a table, with a separate line to report individual types of support services, including how many participants benefitted from each support service cost, and the percentage of that cost funded by the FNS grant.

Finally, we collected the costs of other services, by category of the service. We used universal services common across grantees and provided descriptions of the types of costs to be reported under each service category. The service categories included were assessments, job readiness or life skills workshops, education, vocational skills training, and work-based learning. We assumed these costs did not include staff time, unless the provider noted otherwise. We collected the percentage of each service cost funded by the FNS grant.

3. New pilot supply and equipment costs

We collected the cost of supplies and the cost of equipment separately, with fields for providers to report individual types of supplies and equipment, including the percentage of each cost that the FNS grant funded.

4. Overhead and operating costs

We separately collected overhead, facilities, utilities, and indirect costs for each resource category. We also collected the percentage of each itemized cost that was funded by the FNS grant. For facility costs, we collected the name of the facility, monthly costs, the percentage of the facility used by the pilot treatment services, and the percentage funded by the FNS grant.¹¹ Many respondents found it difficult to estimate partial costs when the entire facility was not used for the pilot. Therefore, we assumed the cost reported was for the entire facility and used the percentage of the facility used for pilot treatment services to estimate costs for just those services from the total facility costs. If the respondent was not able to estimate a cost of the entire facility (for example, if it was donated or owned), we requested the square footage used for treatment services and zip code of the facility. We then imputed a cost for the facility using the average cost per square foot of a commercial property in the same zip code.

B. Pilot cost analysis methods

We used the pilot cost data sources to estimate three types of costs: total costs, costs by funding sources (the FNS grant or other funding sources), costs by resource category, and costs by service type (such as case management and job readiness training, or administration). The following sections describe these analysis methods. Table TS.18 describes these analysis components.

¹¹ Costs for some facilities used time intervals other than monthly to report costs. [Examples]

Table TS.18. Cost analysis components

Total costs	Costs by funding source	Costs by resource category	Costs by service type
<ul style="list-style-type: none"> • Total costs • Planning costs • Service delivery costs 	<ul style="list-style-type: none"> • Costs funded by FNS grant • Costs funded by other sources 	<ul style="list-style-type: none"> • Staff • Direct services • Supplies and equipment • Overhead and operating 	<ul style="list-style-type: none"> • Service costs (case management, education, occupational skills training) • Administration costs (planning, recruiting, supervising)

Total costs. We estimated the total costs of planning for and operating the pilot by summing the costs of individual resource categories within and across months. We also estimated the start-up (or planning period) costs reported in the first round of data collection separately from the implementation costs submitted each subsequent month.

Costs by funding source. Cost workbooks recorded total costs of the services provided to individuals in the treatment group. For all costs reported, workbooks recorded the percentage of the cost that was funded by the FNS grant. Remaining costs were assumed to be covered by other sources.

Costs by service. We used costs by resource category and the average percentage of time staff spent on different activities to estimate costs of providing specific services. These activities included direct services such as case management, assessment, and job readiness or life skills workshops; non-direct service activities such as recruitment, staff supervision and meetings; and other pilot administration activities. The staff time-use survey did not collect information about pilot staff time on support services, education, vocational training, or work-based learning. We assumed staff time for facilitating those activities were reported under case management.

For case management, assessment, and job readiness or life skills workshops, we estimated a cost of each service that included staff costs, direct service costs, supplies and equipment costs, and overhead costs. We used data on the average time spent on each service to attribute a percentage of the total costs of staff, supplies and equipment, and other overhead and operating costs to the reported direct service cost. We only attributed the cost of direct service staff to these estimates, meaning we excluded the costs of administrative staff in constructing estimated costs for these services.

For support services, work-based learning, occupational skills training, education, and other service contracts, we reported only direct service costs. We assumed that staff, supply and equipment, and overhead and operating costs were either built into those payments, or that the associated staff time and costs represented case management.

We estimated that the difference between the estimated service costs and the total costs reported in the workbook are all non-direct service costs, or the costs of operating and administering the pilot. These costs included service contracts that could not be assigned to one of the defined

direct services, such as a subcontract for recruiting services. Other non-direct service costs also included the costs of other treatment group service-related activities that were not direct services, including planning period costs, administrative staff time, recruitment and enrollment, and staff meetings and supervision.

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Appendix A:

Baseline Information Registration Form

SNAP E&T Pilots

Registration Document

March 1, 2016

Public Burden Statement

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0604. The time required to complete this information collection is estimated to average 12 minutes including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to Food and Nutrition Service, U.S. Department of Agriculture, 3101 Park Center Drive, Room 1014, Alexandria, VA 22302.

CONTACT INFO:

SNAP UNIT ID:

OTHER PARTICIPANT ID:

1. Participant Name:

First Name:

Middle Initial:

Last Name:

2a. In the past 3 years, have you gone by any other names?

Yes1

No0 GO TO Q3

2b. Please provide any other names you have been using to identify yourself over the past 3 years (including Maiden name):

First Name1:

Last Name1:

First Name2:

Last Name2:

3. What is your current address?

Street Address 1:

Street Address 2:

City:

State:

Zip:

No fixed address/No mailing address

4. What is your date of birth?

MONTH DAY YEAR

5. Social Security Number:

6. Gender:

- Male.....1
 - Female2
 - Other (Specify)3
-

7. Landline Phone Number:

- None

7a. Under whose name is that phone listed?

- My own name1
- Someone else's name (SPECIFY).....2

First Name:

Last Name:

8. Cell Phone Number:

- None – GO TO Q9

8a. Do we have your permission to text you to notify you about future surveys for this pilot?

- Yes1
- No.....0

9. Email Address:

- None

DEMOGRAPHIC AND WELL-BEING INFORMATION:

10. Are you...

- Hispanic or Latino.....1
- Not Hispanic or Latino0

11. Please choose one or more races that you consider yourself to be.

Select all that apply

- American Indian or Alaska Native1
- Asian.....2
- Black or African American3
- Native Hawaiian or Pacific Islander, or4
- White5

12. What is your primary spoken language?

Select one only

- English.....1
- Spanish2
- Other (SPECIFY).....3

GO TO Q13

12a. How well would you say you speak English? Would you say...

- Very well1
- Well.....2
- Not well, or3
- Not at all4

13. Are you currently...

Select one only

- Married1
- Living with someone as married,.....2
- Separated,3
- Divorced,4
- Widowed, or5
- Never married?.....6

14. What is the highest grade or degree you have completed?

Select one only:

- Less than 8th grade.....1
- 8th to 12th Grade, no diploma.....2
- General Educational Development (GED) or other high school equivalency (such as Test Assessing Secondary Completion (TASC) or HiSET)3
- High School Diploma.....4
- Adult Basic Education (ABE) certificate5
- Some college but no degree6
- Vocational/Technical degree or certificate7
- Business degree/certificate8
- Associates degree (AA).....9
- Bachelor's degree or equivalent (BA/BS).....10
- Master's degree (MA/MS) or higher (MD, Ph.D).....11
- Other (SPECIFY).....12

14a. In general would you say your health is excellent, very good, good, fair or poor?

- Excellent.....1
- Very good2
- Good.....3
- Fair4
- Poor5

HOUSEHOLD COMPOSITION:

15. **Including yourself, how many people live with you? (Please include babies, small children, people who are not related to you, and people who are temporarily away.)**
 (NUMBER OF PEOPLE LIVING WITH YOU, INCLUDING YOU)

16. **IF PREVIOUS QUESTION GREATER THAN 1: Do all the people who live with you share the food that is bought for the household?**
 Yes1 GO TO 18
 No.....0

17. **Including yourself, how many people in your household share the food that is bought for the household?**
 (NUMBER OF PEOPLE IN HOUSEHOLD THAT SHARE FOOD WITH YOU, INCLUDING YOU)

18. **And (of those who live with you and share the food that is bought for the household), how many people are children age 17 or younger?**
[IF PARTICIPANT IS < 18 SHOW THIS PROBE: **PROBE: Please do not include yourself.**]
 (NUMBER OF CHILDREN AGE 17 OR YOUNGER)

EMPLOYMENT HISTORY:

19. **Have you ever worked at a job for pay? Please include self-employment.**
 Yes1
 No.....0 GO TO 25a

20. **Are you currently self-employed or working at a job for pay?**
 Yes1 GO TO 22
 No.....0

21. **In what month and year did your last job end?**

MONTH YEAR

The next questions are about your current or most recent job. (If you currently have more than one job or had more than one job recently, give answers about your job with the most hours.)

22. **What is the name of the company at which you currently or most recently worked?**

Self-employed1

22a. What (is/was) your job title?

23. What are (or were) your main duties at this company? Please be specific.

24. IF CURRENTLY WORKING, OR DATE LAST JOB ENDED IS LESS THAN 5 YEARS: How many hours per week do (or did) you usually work at your main job?

 (HOURS PER WEEK) - GO TO Q25

Varies/Don't know1

24a. How many hours did you work during the last week you worked?

 (HOURS DURING LAST WEEK WORKED)

Don't know1

24b. IF 24a=DK: Would you say you worked....

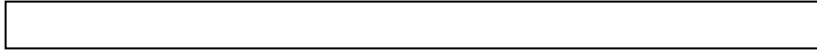
- Less than 20 hours per week,1
- Between 20 and 29 hours per week,.....2
- Between 30 and 39 hours per week,.....3
- Between 40 and 49 hours per week, or4
- 50 or more hours per week?5

25. IF CURRENTLY WORKING, OR DATE LAST JOB ENDED IS LESS THAN 5 YEARS: What was your current or most recent rate of pay, before taxes and deductions at your main job? IF RATE OF PAY VARIES, PROBE FOR AVERAGE RATE OF PAY

 PER

Select one only

- Hour1
- Week2
- Every 2 weeks3
- Twice per month4
- Once per month5
- Year6
- Other (SPECIFY).....7



25a. IF NEVER WORKED FOR PAY OR NOT CURRENTLY WORKING: What is the main reason you (have never worked/are not currently working)?

Select only one.

- Could not find work or lack of jobs available in the area.....1
- Lack necessary schooling, training, skills or experience2
- Could not get along with supervisor or co-workers3
- Physical or mental health problems4
- Alcohol or substance abuse5
- Family responsibilities; caring for children, spouse, or parents6
- Attending school.....7
- Transportation issues or problems (no car or no public transportation available, transportation costs too much)8
- Chose not to work9
- Felony record10
- Other (SPECIFY).....11

OTHER PROGRAM RECEIPT:

26. Do you, or anyone in your household, currently receive assistance from any of the following programs?

Select all that apply

- SNAP (Food Stamps) [also known as STATE SNAP NAME].....1
- TANF (Temporary Assistance to Needy Families) [also known as STATE TANF NAME]2
- Medicaid [also known as STATE MEDICAID NAME]3
- General Assistance4
- Unemployment Compensation.....5
- SSI or SSDI (Supplemental Security Income/Social Security Disability Insurance).....6
- Section 8 or Public Housing Assistance.....7
- WIC (Women, Infants, and Children food program).....8
- Other (SPECIFY).....9

- None.....0 GO TO 28

IF SNAP NOT SELECTED, GO TO Q28

27. IF CURRENTLY RECEIVING SNAP: Before you began receiving SNAP benefits this most recent time, had you ever participated in SNAP before?

- Yes1
- No.....0

OTHER CONTACTS:

28. Please provide the name, address, email address, and phone number(s) of two close relatives or friends who do not live with you but who are likely to know how to contact you in the next year. We will only contact these people if we cannot reach you directly.

PERSON 1:

Name:

First Name:

Middle Initial:

Last Name:

Address:

Street Address 1:

Street Address 2:

City:

State:

Zip:

Phone number:

(LANDLINE)

(CELL)

Email address:

What is this person's relationship to you?

- Parent.....1
- Grandparent2
- Child3
- Brother/Sister4
- Friend/Neighbor.....5
- Employer6
- Other (SPECIFY).....7

PERSON 2:

Name:

First Name:

Middle Initial:

Last Name:

Address:

Street Address 1:

Street Address 2:

City:

State:

Zip:

Phone number:

(LANDLINE)

(CELL)

Email address:

What is this person's relationship to you?

- Parent.....1
- Grandparent2
- Child3
- Brother/Sister4
- Friend/Neighbor.....5
- Employer6
- Other (SPECIFY).....7

Appendix B:

12-Month Follow-Up Survey

OMB Control No.: 0584-0604

Expiration Date: 01/31/2019

MATHEMATICA
Policy Research

SNAP E&T Pilots

12-MONTH

FOLLOW-UP SURVEY

ENGLISH

January 4, 2017

Public Burden Statement

According to the Paperwork Reduction Act of 1995, an agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 0584-0604. The time required to complete this information collection is estimated to average 32 minutes including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate to Food and Nutrition Service, U.S. Department of Agriculture, 3101 Park Center Drive, Room 1014, Alexandria, VA 22302.

S. INTRODUCTION AND SCREENING

S1. My name is [fill INTERVIEWER NAME] from Mathematica Policy Research. I'm following up on a letter sent to you from the U.S. Department of Agriculture, Food and Nutrition Service. About a year ago in [fill RA MONTH/YEAR], while enrolling in [STATE SNAP E&T PILOT PROGRAM NAME], you agreed to be part of a study about employment and training programs.

This study will help programs better meet the needs of people who are looking for jobs. Your participation is completely voluntary. You may skip any questions that you don't want to answer. (You will receive/We'll mail you) a \$30 VISA gift card when you complete the survey. This won't affect any benefits you may be receiving in any way.

Let's begin now.

CODE ONE ONLY

BEGIN INTERVIEW	1	GO TO S2
NOT A GOOD TIME, SCHEDULE CALLBACK	2	Callback
HUNG UP DURING INTRODUCTION	3	Status 640
DOESN'T REMEMBER STUDY.....	4	GO TO S1a
SUPERVISOR REVIEW.....	5	Status 380
REFUSED	r	Status 200

S1a. [IF S1=4] In [fill RA MONTH/YEAR], while enrolling in SNAP employment and training services you filled out paperwork including a Consent Form to participate in some surveys. This survey asks questions about your work history, skills and training needs, and challenges you faced in getting the training you wanted to get and keep a job in your area. The questions may jog your memory so how about we get started?

CODE ONE ONLY

YES, BEGIN INTERVIEW	1	GO TO S2
NO, SUPERVISOR REVIEW	2	Status 380
NOT A GOOD TIME, SCHEDULE CALLBACK	3	Callback
REFUSED	r	Status 200

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

S2. To get started I need to verify that I am speaking with the correct person. Could you please tell me your date of birth?

PROBE IF RESPONDENT RESISTS: I have your year of birth as [fill YEAR], would you please tell me the month and day?

RECORD: |_|_| / |_|_| / |_|_|_|_|
MONTH DAY YEAR

IF MATCHES SAMPLE INFO -
Start Survey (A1), IF DOES NOT
MATCH SAMPLE INFO, ASK S3

REFUSEDr GO TO S3

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

S3. Again, for verification purposes, could you please tell me the last four digits of your social security number?

IF NECESSARY: Please remember that all of your responses on this survey will be kept private and will not affect any benefits you receive now or in the future.

|_|_|_| LAST FOUR SSN DIGITS IF MATCHES SAMPLE INFO - START SURVEY

(A1), IF DOES NOT MATCH

SAMPLE INFO, GO TO S4

DON'T KNOW d

REFUSED r

S4. I am sorry. Before I continue with the interview I will need to check with my supervisor. Thank you for your time.

A. Household Characteristics

The first few questions are about you and the people you live with.

A1. Including yourself, how many people live with you? Please include babies, small children, people who are not related to you, and people who are temporarily away.

|__|__| PEOPLE IN HOUSEHOLD

DON'T KNOW d

REFUSED r

A2. IF A1>1: Do all the people who live with you share the food that is bought for the household?

YES 1 GO TO A4

NO 0

DON'T KNOW d

REFUSED r

A3. IF A1>1: Including yourself, how many people in your household share the food that is bought for the household?

|__|__| PEOPLE WITH SHARED FOOD

DON'T KNOW d

REFUSED r

A4. IF A1>1 AND A3>1: How many of those (N) people are children age 17 or younger?

|__|__| PEOPLE UNDER 18

DON'T KNOW d

REFUSED r

B. Employment

Now I'd like to ask you about any jobs you may currently have, and jobs you may have had since [fill RA MONTH/YEAR].

B1. Since [fill RA MONTH/YEAR], have you ever worked for pay or been self-employed? Please exclude odd jobs, side jobs, and under-the-table jobs.

- YES 1
- NO 0 GO TO B3a
- DON'T KNOW d GO TO B3
- REFUSED r GO TO B3

B2. Since [FILL RA MO/YR], how many jobs have you had or businesses that you've owned, including any current job or business? Please exclude odd jobs, side jobs, and under-the-table jobs.

CODE ONE ONLY

- 1 1
- 2 2
- 3 3
- 4 4
- 5 5
- 6 OR MORE 6
- DON'T KNOW d
- REFUSED r

B3. Are you currently working at a job for pay, or self-employed?

- YES 1 GO TO B4
- NO 0
- DON'T KNOW d GO TO B4
- REFUSED r GO TO B4

B3a. IF NO: What is the main reason you are not currently working?

IF R MENTIONS HOW LAST JOB ENDED (I.E. FIRED, LAID OFF) PROBE: **What is the main reason you have not been able to get a new job?**

CODE ONE ONLY

- COULD NOT FIND WORK OR LACK OF JOBS AVAILABLE IN THE AREA 1
 - LACK NECESSARY SCHOOLING, TRAINING, SKILLS OR EXPERIENCE 2
 - COULD NOT GET ALONG WITH SUPERVISOR OR CO-WORKERS 3
 - PHYSICAL OR MENTAL HEALTH PROBLEMS..... 4
 - ALCOHOL OR SUBSTANCE ABUSE 5
 - FAMILY RESPONSIBILITIES; CARING FOR CHILDREN, SPOUSE, OR PARENTS;
PREGNANCY 6
 - ATTENDING SCHOOL 7
 - TRANSPORTATION ISSUES OR PROBLEMS (NO CAR OR NO PUBLIC
TRANSPORTATION AVAILABLE, TRANSPORTATION COSTS TOO MUCH) . 8
 - LANGUAGE BARRIER/LIMITED ENGLISH PROFICIENCY 9
 - CHOSE NOT TO WORK 10
 - SOME OTHER REASON (SPECIFY)..... 99
-
- DON'T KNOW d
 - REFUSED r

<p>IF B1= NO, GO TO C1</p> <p>IF B1=YES, GO TO B4</p>

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
<p>B4. Please tell me the name of the companies, organizations, or people you've worked for. Start with your [current/most recent] job or jobs, [then the most recent jobs that you had.]</p> <p>PROBE: And what job did you have before that?</p> <p>PROBE IF R SAYS "SELF-EMPLOYED": What (is/was) the name of your business?</p> <p>PROGRAMMER NOTE: USE "IS" IF B3=1 USE "WAS" IF B3=0,D,R</p>	<p>COMPANY NAME (SPECIFY)1 _____</p> <p>DON'T KNOW.....d</p> <p>REFUSED.....r</p>	<p>COMPANY NAME (SPECIFY)1 _____</p> <p>DON'T KNOW.....d</p> <p>REFUSED.....r</p>	<p>COMPANY NAME (SPECIFY) 1 _____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>COMPANY NAME (SPECIFY) 1 _____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>COMPANY NAME (SPECIFY) 1 _____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
<p>B4a. FOR JOB 1: [Is/Was] the job at [FILL COMPANY NAME in [FILL STATE]? PROGRAMMER NOTE: USE "IS" IF B3=1 USE "WAS" IF B3=0,D,R</p> <p>FOR JOBS 2-5: Now we're going to talk about your job at [FILL COMPANY]. Was that job in [FILL STATE]?</p>	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr
<p>B4b. IF NO: In what state [is/was] this job? PROGRAMMER NOTE: USE "is" IF B3=1 USE "was" IF B3=0,D,R</p>	__ STATE DON'T KNOWd REFUSEDr	__ STATE DON'T KNOWd REFUSEDr	__ STATE DON'T KNOWd REFUSEDr	__ STATE DON'T KNOWd REFUSEDr	__ STATE DON'T KNOWd REFUSEDr
<p>B5. When did you start working for [FILL COMPANY NAME]?</p>	__ / __ __ __ __ MONTH YEAR DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR DON'T KNOWd REFUSEDr
<p>B6. When did that job end?</p>	__ / __ __ __ __ MONTH YEAR STILL EMPLOYED2 DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR STILL EMPLOYED2 DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR STILL EMPLOYED2 DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR STILL EMPLOYED2 DON'T KNOWd REFUSEDr	__ / __ __ __ __ MONTH YEAR STILL EMPLOYED2 DON'T KNOWd REFUSEDr

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
B7. IF B6 NE 2: What was your main reason for leaving [FILL COMPANY NAME]?	<p style="text-align: center;"><u>CODE ONE ONLY</u></p> LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED1 FIRED2 QUIT3 BECAME DISABLED4 MOVED AWAY FROM THAT AREA5 JOB WAS TEMPORARY AND ENDED6 MATERNITY/PARENTAL LEAVE7 OTHER (SPECIFY)99 DON'T KNOWd REFUSEDr	<p style="text-align: center;"><u>CODE ONE ONLY</u></p> LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED1 FIRED2 QUIT3 BECAME DISABLED4 MOVED AWAY FROM THAT AREA5 JOB WAS TEMPORARY AND ENDED6 MATERNITY/PARENTAL LEAVE7 OTHER (SPECIFY)99 DON'T KNOWd REFUSEDr	<p style="text-align: center;"><u>CODE ONE ONLY</u></p> LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED1 FIRED2 QUIT3 BECAME DISABLED4 MOVED AWAY FROM THAT AREA5 JOB WAS TEMPORARY AND ENDED6 MATERNITY/PARENTAL LEAVE7 OTHER (SPECIFY)99 DON'T KNOWd REFUSEDr	<p style="text-align: center;"><u>CODE ONE ONLY</u></p> LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED1 FIRED2 QUIT3 BECAME DISABLED4 MOVED AWAY FROM THAT AREA5 JOB WAS TEMPORARY AND ENDED6 MATERNITY/PARENTAL LEAVE7 OTHER (SPECIFY)99 DON'T KNOWd REFUSEDr	<p style="text-align: center;"><u>CODE ONE ONLY</u></p> LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED1 FIRED2 QUIT3 BECAME DISABLED4 MOVED AWAY FROM THAT AREA5 JOB WAS TEMPORARY AND ENDED6 MATERNITY/PARENTAL LEAVE7 OTHER (SPECIFY)99 DON'T KNOWd REFUSEDr
B9. How many hours per week, including overtime hours, (IF B6=n: do/IF B6 NE n: did) you usually work at [FILL COMPANY NAME]?	[] [] TOTAL HOURS WORKED IN A TYPICAL WEEK HOURS (VARY/VARIED) EACH WEEK n DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED IN A TYPICAL WEEK HOURS (VARY/VARIED) EACH WEEK n DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED IN A TYPICAL WEEK HOURS (VARY/VARIED) EACH WEEK n DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED IN A TYPICAL WEEK HOURS (VARY/VARIED) EACH WEEK n DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED IN A TYPICAL WEEK HOURS (VARY/VARIED) EACH WEEK n DON'T REMEMBER d REFUSED r
B9a. IF B9=n: How many hours did you work during the last week you worked?	[] [] TOTAL HOURS WORKED DURING LAST WEEK WORKED DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED DURING LAST WEEK WORKED DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED DURING LAST WEEK WORKED DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED DURING LAST WEEK WORKED DON'T REMEMBER d REFUSED r	[] [] TOTAL HOURS WORKED DURING LAST WEEK WORKED DON'T REMEMBER d REFUSED r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
B9b. IF B9 OR B9a=d OR r: (Is/Was) it... PROBE: Your best estimate is fine.	1 – 10 hours, 1 11-20, 2 21 – 34, or..... 3 35 or more? 4 DON'T KNOW..... d REFUSED..... r	1 – 10 hours, 1 11-20, 2 21 – 34, or..... 3 35 or more? 4 DON'T KNOW..... d REFUSED..... r	1 – 10 hours, 1 11-20, 2 21 – 34, or..... 3 35 or more? 4 DON'T KNOW..... d REFUSED..... r	1 – 10 hours, 1 11-20, 2 21 – 34, or..... 3 35 or more? 4 DON'T KNOW..... d REFUSED..... r	1 – 10 hours, 1 11-20, 2 21 – 34, or..... 3 35 or more? 4 DON'T KNOW..... d REFUSED..... r
B10. How many days per week (do/did) you usually work? PROGRAMMER NOTE: USE "do" IF B6=n. USE "did" IF B6 NE n	<input type="checkbox"/> TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK n DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK n DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK n DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK n DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK n DON'T REMEMBER..... d REFUSED..... r
B10a. IF B10=n: How many days did you work during the last week you worked?	<input type="checkbox"/> TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER..... d REFUSED..... r	<input type="checkbox"/> TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER..... d REFUSED..... r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
<p>B11. Which of the following best describes your employment at [FILL COMPANY NAME]? (Are/Were) you working...</p> <p>PROGRAMMER NOTE: USE "Are" IF B6=n. USE "Were" IF B6 NE n</p>	<p><u>CODE ONE ONLY</u></p> <p>As a regular full-time or part-time employee,..... 1</p> <p>For a temporary help agency, a company that contracts out you or your services, or as an on-call employee,..... 2</p> <p>As an independent contractor, independent consultant, free-lance worker, or self-employed, or..... 3</p> <p>As a day laborer?..... 4</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ONE ONLY</u></p> <p>As a regular full-time or part-time employee,..... 1</p> <p>For a temporary help agency, a company that contracts out you or your services, or as an on-call employee,..... 2</p> <p>As an independent contractor, independent consultant, free-lance worker, or self-employed, or..... 3</p> <p>As a day laborer?..... 4</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ONE ONLY</u></p> <p>As a regular full-time or part-time employee,..... 1</p> <p>For a temporary help agency, a company that contracts out you or your services, or as an on-call employee,..... 2</p> <p>As an independent contractor, independent consultant, free-lance worker, or self-employed, or..... 3</p> <p>As a day laborer?..... 4</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ONE ONLY</u></p> <p>As a regular full-time or part-time employee,..... 1</p> <p>For a temporary help agency, a company that contracts out you or your services, or as an on-call employee,..... 2</p> <p>As an independent contractor, independent consultant, free-lance worker, or self-employed, or..... 3</p> <p>As a day laborer?..... 4</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ONE ONLY</u></p> <p>As a regular full-time or part-time employee,..... 1</p> <p>For a temporary help agency, a company that contracts out you or your services, or as an on-call employee,..... 2</p> <p>As an independent contractor, independent consultant, free-lance worker, or self-employed, or..... 3</p> <p>As a day laborer?..... 4</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>
<p>B12. What kind of company is [FILL COMPANY NAME]- what do they make, do, or sell?</p>	<p>KIND OF BUSINESS OR INDUSTRY (SPECIFY)..... 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>KIND OF BUSINESS OR INDUSTRY (SPECIFY)..... 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>KIND OF BUSINESS OR INDUSTRY (SPECIFY)..... 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>KIND OF BUSINESS OR INDUSTRY (SPECIFY)..... 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>KIND OF BUSINESS OR INDUSTRY (SPECIFY)..... 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>
<p>B12a. What (is/was) your job title?</p> <p>PROGRAMMER NOTE: USE "is" IF B6=n. USE "was" IF B6 NE n</p>	<p>JOB TITLE (SPECIFY) 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>JOB TITLE (SPECIFY) 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>JOB TITLE (SPECIFY) 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>JOB TITLE (SPECIFY) 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>JOB TITLE (SPECIFY) 1</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
<p>B13. What (do/did) you do there - what (is/was) your job?</p> <p>PROGRAMMER NOTE: USE "do" IF B6=n. USE "did" IF B6 NE n</p>	<p>JOB DUTIES (SPECIFY)..... 1 _____</p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>JOB DUTIES (SPECIFY)..... 1 _____</p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>JOB DUTIES (SPECIFY)..... 1 _____</p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>JOB DUTIES (SPECIFY)..... 1 _____</p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>JOB DUTIES (SPECIFY)..... 1 _____</p> <p>DON'T KNOW..... d REFUSED..... r</p>
<p>B14. What (is/was) your (current/most) recent rate of pay before taxes and deductions at [FILL COMPANY NAME]?</p> <p>PROGRAMMER NOTE: USE "is" IF B6=n. USE "was" IF B6 NE n</p> <p>PROBE: If your pay (varies/varied), please provide an average amount.</p> <p>PROGRAMMER NOTE: USE "varies" IF B6=n. USE "varied" IF B6 NE n</p>	<p>\$ _ _ _ _ , _ _ _ _ . _ _ _ _ </p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>\$ _ _ _ _ , _ _ _ _ . _ _ _ _ </p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>\$ _ _ _ _ , _ _ _ _ . _ _ _ _ </p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>\$ _ _ _ _ , _ _ _ _ . _ _ _ _ </p> <p>DON'T KNOW..... d REFUSED..... r</p>	<p>\$ _ _ _ _ , _ _ _ _ . _ _ _ _ </p> <p>DON'T KNOW..... d REFUSED..... r</p>

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
B14a. ACCEPT MOST CONVENIENT PAY PERIOD. PROBE: I am not asking how often you get paid, but how much you make, for example, an hour, per week, per year.	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>
	PER HOUR..... 1	PER HOUR..... 1	PER HOUR..... 1	PER HOUR..... 1	PER HOUR..... 1
	PER WEEK..... 2	PER WEEK..... 2	PER WEEK..... 2	PER WEEK..... 2	PER WEEK..... 2
	ONCE EVERY TWO WEEKS..... 3	ONCE EVERY TWO WEEKS..... 3	ONCE EVERY TWO WEEKS..... 3	ONCE EVERY TWO WEEKS..... 3	ONCE EVERY TWO WEEKS..... 3
	TWICE A MONTH..... 4	TWICE A MONTH..... 4	TWICE A MONTH..... 4	TWICE A MONTH..... 4	TWICE A MONTH..... 4
	PER MONTH..... 5	PER MONTH..... 5	PER MONTH..... 5	PER MONTH..... 5	PER MONTH..... 5
	PER YEAR..... 6	PER YEAR..... 6	PER YEAR..... 6	PER YEAR..... 6	PER YEAR..... 6
	DAY/DAILY..... 7	DAY/DAILY..... 7	DAY/DAILY..... 7	DAY/DAILY..... 7	DAY/DAILY..... 7
	PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8	PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8	PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8	PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8	PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8
	PER MINUTE..... 9	PER MINUTE..... 9	PER MINUTE..... 9	PER MINUTE..... 9	PER MINUTE..... 9
	PER MILE..... 10	PER MILE..... 10	PER MILE..... 10	PER MILE..... 10	PER MILE..... 10
	OTHER (SPECIFY)..... 99	OTHER (SPECIFY)..... 99	OTHER (SPECIFY)..... 99	OTHER (SPECIFY)..... 99	OTHER (SPECIFY)..... 99
	_____	_____	_____	_____	_____
	DON'T KNOW..... d	DON'T KNOW..... d	DON'T KNOW..... d	DON'T KNOW..... d	DON'T KNOW..... d
REFUSED..... r	REFUSED..... r	REFUSED..... r	REFUSED..... r	REFUSED..... r	
B15. Which of the following benefits (are/were) available to you on your job, even if you (are/were) not receiving them.... PROGRAMMER NOTE: USE "are" IF B6=n. USE "were" IF B6 NE n	<u>CODE ALL THAT APPLY</u>	<u>CODE ALL THAT APPLY</u>	<u>CODE ALL THAT APPLY</u>	<u>CODE ALL THAT APPLY</u>	<u>CODE ALL THAT APPLY</u>
	Health insurance or membership in an HMO or PPO plan?..... 1	Health insurance or membership in an HMO or PPO plan?..... 1	Health insurance or membership in an HMO or PPO plan?..... 1	Health insurance or membership in an HMO or PPO plan?..... 1	Health insurance or membership in an HMO or PPO plan?..... 1
	Dental insurance?..... 2	Dental insurance?..... 2	Dental insurance?..... 2	Dental insurance?..... 2	Dental insurance?..... 2
	Paid vacation?..... 3	Paid vacation?..... 3	Paid vacation?..... 3	Paid vacation?..... 3	Paid vacation?..... 3
	Paid holidays?..... 4	Paid holidays?..... 4	Paid holidays?..... 4	Paid holidays?..... 4	Paid holidays?..... 4
	Paid sick leave?..... 5	Paid sick leave?..... 5	Paid sick leave?..... 5	Paid sick leave?..... 5	Paid sick leave?..... 5
	Retirement, 401(k), or pension benefits?..... 6	Retirement, 401(k), or pension benefits?..... 6	Retirement, 401(k), or pension benefits?..... 6	Retirement, 401(k), or pension benefits?..... 6	Retirement, 401(k), or pension benefits?..... 6
	Tuition assistance or reimbursement?..... 7	Tuition assistance or reimbursement?..... 7	Tuition assistance or reimbursement?..... 7	Tuition assistance or reimbursement?..... 7	Tuition assistance or reimbursement?..... 7
	NONE..... 8	NONE..... 8	NONE..... 8	NONE..... 8	NONE..... 8
	DON'T KNOW..... d	DON'T KNOW..... d	DON'T KNOW..... d	DON'T KNOW..... d	DON'T KNOW..... d
	REFUSED..... r	REFUSED..... r	REFUSED..... r	REFUSED..... r	REFUSED..... r
CATI PROGRAM: IS THERE ANOTHER JOB TO ASK ABOUT?	YES...GO TO NEXT JOB – B4a	YES...GO TO NEXT JOB – B4a	YES...GO TO NEXT JOB – B4a	YES...GO TO NEXT JOB – B4a	GO TO C1
	NO.....GO TO C1	NO.....GO TO C1	NO.....GO TO C1	NO.....GO TO C1	

C. Participation in E&T Programs and Services

Now we are going to ask you about employment training, job search, and other services you may have received.

C1. First, we are interested in learning about any career counseling or one-on-one assistance you may have received from an employment professional at any location to help you find a job. Since [FILL RA MONTH/YEAR], have you had any contact, in-person or by phone, with an employment professional or case manager from an employment, welfare or other agency or community-based organization?

PROBE: "Employment professional" is a general name and may include counselors, case managers, or coaches or navigators.

- YES..... 1
- NO 0 GO TO C4
- DON'T KNOW.....d
- REFUSED.....r GO TO C4

C2. Since [FILL RA MONTH/YEAR], about how many times did you meet with an employment professional or case manager in person or by phone?

- _____ |__| NUMBER
OF TIMES MET W/ employment prof/CASE MANAGER _____ GO TO C3
- DON'T KNOW.....d
- REFUSED.....r GO TO C4

C2a. Would you say . . .

- 1-3, 1
- 4 to 6, 2
- 7 to 10, or 3
- More than 10 meetings in person or by phone? 4
- DON'T KNOW.....d
- REFUSED.....r

C3. Were these meetings mostly in person or mostly by phone?

- MOSTLY IN PERSON 0
- MOSTLY BY PHONE 1
- EQUALLY IN PERSON AND BY PHONE 2
- DON'T KNOW.....d
- REFUSED.....r

C4. Since [FILL RA MONTH/YEAR], did you complete any career assessment tests to find out what type of job you would be best suited for?

- YES..... 1
- NO 0
- DON'T KNOW.....d
- REFUSED.....r

NO C5-C8 THIS VERSION.

C9. Since [FILL RA MONTH/YEAR], have you participated in job search training or assistance activities to get help with things such as resume writing, interviewing, and networking?

IF SITE=KS: Please do not include here job search as part of Partners 4 Success, Bridges, or Partners in Change.

- YES..... 1
- NO 0
- DON'T KNOW.....d
- REFUSED.....r

Now I'm going to ask you about education or training programs you may have participated in, including any training programs that helped you learn job skills or prepare for an occupation, general educational programs, such as adult basic education or GED courses, ESL classes, college, or other types of school, and any paid or unpaid internships and apprenticeships.

C10. Since [fill RA MO/YR], did you participate in any education or training programs?

PROBE: Include classes you may have attended to learn English (ESL classes) or improve your reading skills.

PROBE: Include training provided by an employer, for self-employment, or on-the-job training (OJT).

IF SITE=KS: Please do not include here job search as part of Partners 4 Success, Bridges, or Partners in Change.

- YES..... 1
- NO0 GO TO C12
- DON'T KNOW.....d GO TO C27a
- REFUSED.....r GO TO C27a

C11. How many different education and training programs have you participated in since [fill RA MO/YR]?

- ____|____| NUMBER OF PROGRAMS GO TO C13
- DON'T KNOW.....d GO TO C27a
- REFUSED.....r GO TO C27a

C12. Why have you not participated in any education or training programs since [fil RA M/YR]?

CODE ALL THAT APPLY

- NOTHING OFFERED/DID NOT KNOW OF ANY 1
 - LOCATION NOT ON PUBLIC TRANSPORTATION ROUTES 2
 - INCONVENIENT OR UNSAFE LOCATION 3
 - TRAINING LASTS TOO LONG OR TOO MANY HOURS..... 4
 - TRANSPORTATION ISSUES OR PROBLEMS (NO CAR OR PUBLIC TRANSPORTATION) 5
 - COST OF PROGRAM TOO HIGH..... 6
 - TOO EXPENSIVE TO GET THERE 7
 - NEED TO CARE FOR CHILD OR OTHERS; PREGNANCY 8
 - PROGRAM AT A BAD TIME OF DAY 9
 - DIDN'T SOUND USEFUL 10
 - THEIR PROGRAM WASN'T ABOUT SOMETHING I WANTED TO LEARN..... 11
 - WAS IN A PROGRAM BEFORE AND DIDN'T LIKE IT 12
 - LIMITED ENGLISH PROFICIENCY/NOT OFFERED IN MY LANGUAGE 13
 - WORKING 14
 - DID NOT QUALIFY 15
 - UNABLE DUE TO ILLNESS/DISABILITY/INJURY 16
 - OTHER (SPECIFY)..... 99
-
- DON'T KNOW.....d ..
 - REFUSED.....r

GO TO C27a

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
<p>C13. What (is/are) the name(s) of the program(s) you attended since [fill RA] IF C11 GT 1: (starting with the first one you attended)?</p> <p>FOR PROGRAMS 2-5: What's the next program you attended?</p>	<p>PROGRAM NAME</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>	<p>PROGRAM NAME</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>PROGRAM NAME</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>PROGRAM NAME</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>PROGRAM NAME</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>
<p>C14. When did you start attending [PROGRAM]?</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>
<p>C15. Are you still in that program?</p>	<p>YES1 GO TO C17</p> <p>NO0</p> <p>.....</p> <p>DON'T KNOWd</p> <p>.....GO TO C17</p> <p>REFUSEDr</p> <p>.....GO TO C17</p>	<p>YES1</p> <p>.....GO TO C17</p> <p>NO0</p> <p>.....</p> <p>DON'T KNOWd</p> <p>.....GO TO C17</p> <p>REFUSEDr</p> <p>.....GO TO C17</p>	<p>YES1</p> <p>.....GO TO C17</p> <p>NO0</p> <p>.....</p> <p>DON'T KNOWd</p> <p>.....GO TO C17</p> <p>REFUSEDr</p> <p>.....GO TO C17</p>	<p>YES1</p> <p>.....GO TO C17</p> <p>NO0</p> <p>.....</p> <p>DON'T KNOWd</p> <p>.....GO TO C17</p> <p>REFUSEDr</p> <p>.....GO TO C17</p>	<p>YES1</p> <p>.....GO TO C17</p> <p>NO0</p> <p>.....</p> <p>DON'T KNOWd</p> <p>.....GO TO C17</p> <p>REFUSEDr</p> <p>.....GO TO C17</p>
<p>C16. When did you stop attending?</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSEDr</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>	<p>____/____/____</p> <p>MONTH YEAR</p> <p>(1-12) (2014-2016)</p> <p>DON'T KNOWd</p> <p>REFUSED.....r</p>

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
C17. How many hours per week (did/do) you attend that program?	_____ HOURS PER WEEK DON'T REMEMBERd REFUSEDr	_____ HOURS PER WEEK DON'T REMEMBERd REFUSEDr	_____ HOURS PER WEEK DON'T REMEMBERd REFUSEDr	_____ HOURS PER WEEK DON'T REMEMBERd REFUSEDr	_____ HOURS PER WEEK DON'T REMEMBERd REFUSEDr
C18. (Is/Was) this program meant to help you learn job skills or prepare for an occupation, or to provide general education?	<u>CODE ALL THAT</u>	<u>CODE ALL THAT</u>	<u>CODE ALL THAT</u>	<u>CODE ALL THAT</u>	<u>CODE ALL THAT</u>
	APPLY LEARN GENERAL JOB SKILLS (JOB READINESS)1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING2 GENERAL EDUCATION3 ENGLISH AS A SECOND LANGUAGE4 INTERNSHIP/APPRENTICESHIP5 ADULT BASIC ED/GED6 DON'T REMEMBERd REFUSEDr	APPLY LEARN GENERAL JOB SKILLS (JOB READINESS)1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING2 GENERAL EDUCATION3 ENGLISH AS A SECOND LANGUAGE4 INTERNSHIP/APPRENTICESHIP5 ADULT BASIC ED/GED6 DON'T REMEMBERd REFUSEDr	APPLY LEARN GENERAL JOB SKILLS (JOB READINESS)1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING2 GENERAL EDUCATION3 ENGLISH AS A SECOND LANGUAGE4 INTERNSHIP/APPRENTICESHIP5 ADULT BASIC ED/GED6 DON'T REMEMBERd REFUSEDr	APPLY LEARN GENERAL JOB SKILLS (JOB READINESS)1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING2 GENERAL EDUCATION3 ENGLISH AS A SECOND LANGUAGE4 INTERNSHIP/APPRENTICESHIP5 ADULT BASIC ED/GED6 DON'T REMEMBERd REFUSEDr	APPLY LEARN GENERAL JOB SKILLS (JOB READINESS)1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING2 GENERAL EDUCATION3 ENGLISH AS A SECOND LANGUAGE4 INTERNSHIP/APPRENTICESHIP5 ADULT BASIC ED/GED6 DON'T REMEMBERd REFUSEDr
C19. IF C18=2 OR 5: (Is/Was) this program considered to be "on-the-job" training?	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr
PROBE: General education programs include adult basic education or GED courses, college, and other types of school.					
PROBE: On-the-job training, also called "OJT," involves getting experience from a particular employer while you are working.					

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
C20. IF C18=3: What kind of general education (are/were) you attending?	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>
	Regular high school,.....1	Regular high school, 1	Regular high school, 1	Regular high school,.....1	Regular high school,.....1
	GED classes,2	GED classes, 2	GED classes, 2	GED classes,.....2	GED classes,2
	Non-credit adult education,3	Non-credit adult education, 3	Non-credit adult education, 3	Non-credit adult education,.....3	Non-credit adult education,.....3
	A certification or licensing program,.....4	A certification or licensing program,.....4	A certification or licensing program, 4	A certification or licensing program,4	A certification or licensing program,4
	A two-year program at a community college,.....5	A two-year program at a community college, 5	A two-year program at a community college, 5	A two-year program at a community college,5	A two-year program at a community college,.....5
	A four or five-year program at a college or university,6	A four or five-year program at a college or university, 6	A four or five-year program at a college or university, 6	A four or five-year program at a college or university,6	A four or five-year program at a college or university,6
	A graduate or professional program, or7	A graduate or professional program, or 7	A graduate or professional program, or 7	A graduate or professional program, or7	A graduate or professional program, or7
	Something else? (SPECIFY) ... 99	Something else? (SPECIFY) ...99	Something else? (SPECIFY) ...99	Something else? (SPECIFY) ... 99	Something else? (SPECIFY) ...99
	_____	_____	_____	_____	_____
ESL-English as a second language.....8	ESL-English as a second language 8	ESL-English as a second language 8	ESL-English as a second language8	ESL-English as a second language8	
DON'T KNOWd	DON'T KNOW d	DON'T KNOW d	DON'T KNOWd	DON'T KNOWd	
REFUSED r	REFUSED r	REFUSED r	REFUSEDr	REFUSEDr	
C21. What kind of job or occupation (are/were) you being trained for or what (are/were) you learning to do in that program?	<u>TYPE OF TRAINING/LEARNING</u>	<u>TYPE OF TRAINING/LEARNING</u>	<u>TYPE OF TRAINING/LEARNING</u>	<u>TYPE OF TRAINING/LEARNING</u>	<u>TYPE OF TRAINING/LEARNING</u>
	DON'T KNOWd	DON'T KNOW d	DON'T KNOW d	DON'T KNOWd	DON'T KNOWd
	REFUSED r	REFUSED r	REFUSED r	REFUSEDr	REFUSEDr

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>	<u>CODE ONE ONLY</u>
C22. At what type of place (do/did) you go to participate in that program?	COMMUNITY COLLEGE/2 YEAR COLLEGE 1	COMMUNITY COLLEGE/2 YEAR COLLEGE 1	COMMUNITY COLLEGE/2 YEAR COLLEGE 1	COMMUNITY COLLEGE/2 YEAR COLLEGE 1	COMMUNITY COLLEGE/2 YEAR COLLEGE 1
	4 YEAR COLLEGE OR UNIVERSITY 2	4 YEAR COLLEGE OR UNIVERSITY 2	4 YEAR COLLEGE OR UNIVERSITY 2	4 YEAR COLLEGE OR UNIVERSITY 2	4 YEAR COLLEGE OR UNIVERSITY 2
	PRIVATE PROVIDER OF TRAINING (SPECIFY) 3	PRIVATE PROVIDER OF TRAINING (SPECIFY) 3	PRIVATE PROVIDER OF TRAINING (SPECIFY) 3	PRIVATE PROVIDER OF TRAINING (SPECIFY) 3	PRIVATE PROVIDER OF TRAINING (SPECIFY) 3
INTERVIEWER: READ CHOICES IF NECESSARY	COMMUNITY BASED ORGANIZATION OR OTHER NON-PROFIT PRIVATE AGENCY 4	COMMUNITY BASED ORGANIZATION OR OTHER NON-PROFIT PRIVATE AGENCY 4	COMMUNITY BASED ORGANIZATION OR OTHER NON-PROFIT PRIVATE AGENCY 4	COMMUNITY BASED ORGANIZATION OR OTHER NON-PROFIT PRIVATE AGENCY 4	COMMUNITY BASED ORGANIZATION OR OTHER NON-PROFIT PRIVATE AGENCY 4
	ONLINE 5	ONLINE 5	ONLINE 5	ONLINE 5	ONLINE 5
	VOCATIONAL OR TECHNICAL INSTITUTE/TRAINING CENTER 6	VOCATIONAL OR TECHNICAL INSTITUTE/TRAINING CENTER 6	VOCATIONAL OR TECHNICAL INSTITUTE/TRAINING CENTER 6	VOCATIONAL OR TECHNICAL INSTITUTE/TRAINING CENTER 6	VOCATIONAL OR TECHNICAL INSTITUTE/TRAINING CENTER 6
	ADULT ED/COMMUNITY SCHOOL/ ADULT HS/NIGHT SCHOOL 7	ADULT ED/COMMUNITY SCHOOL/ ADULT HS/NIGHT SCHOOL 7	ADULT ED/COMMUNITY SCHOOL/ ADULT HS/NIGHT SCHOOL 7	ADULT ED/COMMUNITY SCHOOL/ ADULT HS/NIGHT SCHOOL 7	ADULT ED/COMMUNITY SCHOOL/ ADULT HS/NIGHT SCHOOL 7
	EMPLOYER 8	EMPLOYER 8	EMPLOYER 8	EMPLOYER 8	EMPLOYER 8
	GOVERNMENT AGENCY/MILITARY 9	GOVERNMENT AGENCY/MILITARY 9	GOVERNMENT AGENCY/MILITARY 9	GOVERNMENT AGENCY/MILITARY 9	GOVERNMENT AGENCY/MILITARY 9
	CAREER CENTER/JOB CENTER/WIA/WIOA 10	CAREER CENTER/JOB CENTER/ WIA/WIOA 10	CAREER CENTER/JOB CENTER/WIA/WIOA 10	CAREER CENTER/JOB CENTER/WIA/WIOA 10	CAREER CENTER/JOB CENTER/WIA/WIOA 10
	STATE UNEMPLOYMENT OR EMPLOYMENT OFFICE 11	STATE UNEMPLOYMENT OR EMPLOYMENT OFFICE 11	STATE UNEMPLOYMENT OR EMPLOYMENT OFFICE 11	STATE UNEMPLOYMENT OR EMPLOYMENT OFFICE 11	STATE UNEMPLOYMENT OR EMPLOYMENT OFFICE 11
	SENIOR CENTER 12	SENIOR CENTER 12	SENIOR CENTER 12	SENIOR CENTER 12	SENIOR CENTER 12
	HOTEL OR CONFERENCE CENTER 13	HOTEL OR CONFERENCE CENTER 13	HOTEL OR CONFERENCE CENTER 13	HOTEL OR CONFERENCE CENTER 13	HOTEL OR CONFERENCE CENTER 13
	HOSPITAL OR MEDICAL INSTITUTE 14	HOSPITAL OR MEDICAL INSTITUTE 14	HOSPITAL OR MEDICAL INSTITUTE 14	HOSPITAL OR MEDICAL INSTITUTE 14	HOSPITAL OR MEDICAL INSTITUTE 14
	SOME PLACE ELSE (SPECIFY) 99	SOME PLACE ELSE (SPECIFY) 99	SOME PLACE ELSE (SPECIFY) 99	SOME PLACE ELSE (SPECIFY) 99	SOME PLACE ELSE (SPECIFY) 99
	DON'T KNOW d	DON'T KNOW d	DON'T KNOW d	DON'T KNOW d	DON'T KNOW d
	REFUSED r	REFUSED r	REFUSED r	REFUSED r	REFUSED r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
C23. How much of your own money did you or your family pay for the program?	\$, PROGRAM COST OUT OF POCKET DON'T KNOWd REFUSEDr	\$, PROGRAM COST OUT OF POCKET DON'T KNOWd REFUSEDr	\$, PROGRAM COST OUT OF POCKET DON'T KNOWd REFUSEDr	\$, PROGRAM COST OUT OF POCKET DON'T KNOWd REFUSEDr	\$, PROGRAM COST OUT OF POCKET DON'T KNOWd REFUSEDr
C23a. IF C23>0. (Does/Did) this cover the total cost of the program?	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr	YES1 NO0 DON'T KNOWd REFUSEDr

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5	
<p>C23b. Who (else) (pays/paid) for this program? This may include an organization or grant, or scholarship.</p> <p>PROGRAMMER NOTE: USE "else" if C23a=NO.</p> <p>USE "pays" if C15=YES and C23=0</p> <p>USE "paid" if C15=no and C23=0.</p> <p>PROBE: Any other person or organization?</p> <p>PROBE: Do not include student loans or personal bank loans here</p>	<p><u>CODE ALL THAT APPLY</u></p> <p>CAREER CENTER OR JOB CENTER..... 1</p> <p>STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2</p> <p>SNAP OR SNAP E&T PROGRAM 3</p> <p>TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)... 4</p> <p>VETERANS AFFAIRS (VA)..... 5</p> <p>PELL GRANT..... 6</p> <p>OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7</p> <p>OTHER GRANT OR SCHOLARSHIP FUND..... 8</p> <p>OTHER (SPECIFY)..... 99</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ALL THAT APPLY</u></p> <p>CAREER CENTER OR JOB CENTER..... 1</p> <p>STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2</p> <p>SNAP OR SNAP E&T PROGRAM 3</p> <p>TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)... 4</p> <p>VETERANS AFFAIRS (VA)..... 5</p> <p>PELL GRANT..... 6</p> <p>OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7</p> <p>OTHER GRANT OR SCHOLARSHIP FUND..... 8</p> <p>OTHER (SPECIFY)..... 99</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ALL THAT APPLY</u></p> <p>CAREER CENTER OR JOB CENTER..... 1</p> <p>STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2</p> <p>SNAP OR SNAP E&T PROGRAM 3</p> <p>TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)... 4</p> <p>VETERANS AFFAIRS (VA)..... 5</p> <p>PELL GRANT..... 6</p> <p>OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7</p> <p>OTHER GRANT OR SCHOLARSHIP FUND..... 8</p> <p>OTHER (SPECIFY)..... 99</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ALL THAT APPLY</u></p> <p>CAREER CENTER OR JOB CENTER..... 1</p> <p>STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2</p> <p>SNAP OR SNAP E&T PROGRAM 3</p> <p>TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)... 4</p> <p>VETERANS AFFAIRS (VA)..... 5</p> <p>PELL GRANT..... 6</p> <p>OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7</p> <p>OTHER GRANT OR SCHOLARSHIP FUND..... 8</p> <p>OTHER (SPECIFY)..... 99</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p><u>CODE ALL THAT APPLY</u></p> <p>CAREER CENTER OR JOB CENTER..... 1</p> <p>STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2</p> <p>SNAP OR SNAP E&T PROGRAM 3</p> <p>TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)... 4</p> <p>VETERANS AFFAIRS (VA)..... 5</p> <p>PELL GRANT..... 6</p> <p>OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7</p> <p>OTHER GRANT OR SCHOLARSHIP FUND..... 8</p> <p>OTHER (SPECIFY)..... 99</p> <p>_____</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	
	<p>C24. IF C15 NE YES: Did you complete the program?</p> <p>YES..... 1</p> <p>NO..... 0</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>YES..... 1</p> <p>NO..... 0</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>YES..... 1</p> <p>NO..... 0</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>YES..... 1</p> <p>NO..... 0</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>YES..... 1</p> <p>NO..... 0</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>	<p>YES..... 1</p> <p>NO..... 0</p> <p>DON'T KNOW..... d</p> <p>REFUSED..... r</p>

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
C25. IF NO: What was the main reason that you stopped attending that program? INTERVIEWER: REPEAT PROGRAM NAME AS NEEDED [FILL PROGRAM NAME]	FOUND JOB/REEMPLOYED 1	FOUND JOB/REEMPLOYED 1	FOUND JOB/REEMPLOYED 1	FOUND JOB/REEMPLOYED 1	FOUND JOB/REEMPLOYED 1
	COULDN'T AFFORD TO CONTINUE.....2	COULDN'T AFFORD TO CONTINUE 2	COULDN'T AFFORD TO CONTINUE 2	COULDN'T AFFORD TO CONTINUE2	COULDN'T AFFORD TO CONTINUE.....2
	PERSONAL PROBLEMS 3	PERSONAL PROBLEMS 3	PERSONAL PROBLEMS 3	PERSONAL PROBLEMS.....3	PERSONAL PROBLEMS.....3
	NOT INTERESTED/DIDN'T LIKE PROGRAM.....4	NOT INTERESTED/DIDN'T LIKE PROGRAM..... 4	NOT INTERESTED/DIDN'T LIKE PROGRAM 4	NOT INTERESTED/DIDN'T LIKE PROGRAM4	NOT INTERESTED/DIDN'T LIKE PROGRAM4
	DIDN'T THINK IT WOULD HELP TO FIND A JOB 5	DIDN'T THINK IT WOULD HELP TO FIND A JOB 5	DIDN'T THINK IT WOULD HELP TO FIND A JOB 5	DIDN'T THINK IT WOULD HELP TO FIND A JOB5	DIDN'T THINK IT WOULD HELP TO FIND A JOB.....5
	STARTED (OTHER) SCHOOL/TRAINING..... 6	STARTED (OTHER) SCHOOL/TRAINING..... 6	STARTED (OTHER) SCHOOL/TRAINING 6	STARTED (OTHER) SCHOOL/TRAINING6	STARTED (OTHER) SCHOOL/TRAINING6
	DECIDED DIDN'T WANT JOB .. 7	DECIDED DIDN'T WANT JOB .. 7	DECIDED DIDN'T WANT JOB .. 7	DECIDED DIDN'T WANT JOB...7	DECIDED DIDN'T WANT JOB...7
	ILLNESS/PREGNANCY..... 8	ILLNESS/PREGNANCY 8	ILLNESS/PREGNANCY 8	ILLNESS/PREGNANCY8	ILLNESS/PREGNANCY8
	CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS 9	CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS 9	CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS 9	CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS.....9	CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS.....9
	POOR GRADES 10	POOR GRADES 10	POOR GRADES 10	POOR GRADES.....10	POOR GRADES.....10
	COURSES OR PROGRAM POORLY TAUGHT 11	COURSES OR PROGRAM POORLY TAUGHT 11	COURSES OR PROGRAM POORLY TAUGHT 11	COURSES OR PROGRAM POORLY TAUGHT11	COURSES OR PROGRAM POORLY TAUGHT.....11
	OTHER (SPECIFY).....99	OTHER (SPECIFY).....99	OTHER (SPECIFY) 99	OTHER (SPECIFY)99	OTHER (SPECIFY).....99
	_____	_____	_____	_____	_____
	DON'T KNOW d	DON'T KNOW d	DON'T KNOW d	DON'T KNOW.....d	DON'T KNOW d
REFUSED r	REFUSED r	REFUSED r	REFUSED.....r	REFUSED r	
C26. Did you receive a diploma/ degree/ certification/ license for completing that program?	YES 1	YES 1	YES 1	YES1	YES.....1
	NO 0	NO 0	NO 0	NO0	NO0
	DON'T KNOW d	DON'T KNOW d	DON'T KNOW d	DON'T KNOW.....d	DON'T KNOW d
	REFUSED r	REFUSED r	REFUSED r	REFUSED.....r	REFUSED r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
C27. IF C26=1: What kind of certificate or degree/diploma did you receive?	PARTICIPATION/ATTENDANCE ..1 ADULT BASIC EDUCATION (ABE)2 HIGH SCHOOL DIPLOMA/GED....3 ASSOCIATE'S DEGREE4 BACHELOR'S DEGREE.....5 ENGLISH PROFICIENCY CERTIFICATION/ TOEFL.....6 CERTIFICATE OR LICENSE (E.G. - FOOD HANDLER, FORKLIFT OPERATOR, HAIRDRESSING, PLUMBING, CDL).....7 OTHER (SPECIFY).....99 _____ DON'T KNOWd REFUSEDr	PARTICIPATION/ATTENDANCE.. 1 ADULT BASIC EDUCATION (ABE)2 HIGH SCHOOL DIPLOMA/GED....3 ASSOCIATE'S DEGREE.....4 BACHELOR'S DEGREE.....5 ENGLISH PROFICIENCY CERTIFICATION/ TOEFL.....6 CERTIFICATE OR LICENSE (E.G. - FOOD HANDLER, FORKLIFT OPERATOR, HAIRDRESSING, PLUMBING, CDL).....7 OTHER (SPECIFY).....99 _____ DON'T KNOWd REFUSEDr	PARTICIPATION/ATTENDANCE.. 1 ADULT BASIC EDUCATION (ABE)2 HIGH SCHOOL DIPLOMA/GED ...3 ASSOCIATE'S DEGREE.....4 BACHELOR'S DEGREE.....5 ENGLISH PROFICIENCY CERTIFICATION/ TOEFL6 CERTIFICATE OR LICENSE (E.G. - FOOD HANDLER, FORKLIFT OPERATOR, HAIRDRESSING, PLUMBING, CDL).....7 OTHER (SPECIFY)99 _____ DON'T KNOWd REFUSED.....r	PARTICIPATION/ATTENDANCE ..1 ADULT BASIC EDUCATION (ABE)2 HIGH SCHOOL DIPLOMA/GED3 ASSOCIATE'S DEGREE4 BACHELOR'S DEGREE5 ENGLISH PROFICIENCY CERTIFICATION/ TOEFL6 CERTIFICATE OR LICENSE (E.G. - FOOD HANDLER, FORKLIFT OPERATOR, HAIRDRESSING, PLUMBING, CDL)7 OTHER (SPECIFY)99 _____ DON'T KNOW.....d REFUSED.....r	PARTICIPATION/ATTENDANCE ..1 ADULT BASIC EDUCATION (ABE)2 HIGH SCHOOL DIPLOMA/GED3 ASSOCIATE'S DEGREE4 BACHELOR'S DEGREE5 ENGLISH PROFICIENCY CERTIFICATION/ TOEFL6 CERTIFICATE OR LICENSE (E.G. - FOOD HANDLER, FORKLIFT OPERATOR, HAIRDRESSING, PLUMBING, CDL)7 OTHER (SPECIFY)99 _____ DON'T KNOWd REFUSEDr
CATI PROGRAM: IS THERE ANOTHER PROGRAM TO ASK ABOUT?	YES.....GO TO NEXT PROGRAM – C14 NO.....GO TO C27a	YES.....GO TO NEXT PROGRAM – C14 NO.....GO TO C27a	YES.....GO TO NEXT PROGRAM – C14 NO.....GO TO C27a	YES.....GO TO NEXT PROGRAM – C14 NO.....GO TO C27a	GO TO C27a

C27a. What is the highest grade or degree you have completed?

CODE ONE ONLY

- LESS THAN 8TH GRADE 1
 - 8TH TO 12TH GRADE, NO DIPLOMA 2
 - ADULT BASIC EDUCATION (ABE) CERTIFICATE 3
 - HIGH SCHOOL DIPLOMA OR GED 4
 - SOME COLLEGE BUT NO DEGREE 5
 - VOCATIONAL/TECHNICAL DEGREE OR CERTIFICATE 6
 - BUSINESS DEGREE OR CERTIFICATE 7
 - ASSOCIATE DEGREE (AA)..... 8
 - BACHELORS DEGREE (BA/BS) 9
 - MASTERS DEGREE (MA/MS) OR HIGHER (MD, Ph.D) 10
 - OTHER (SPECIFY) 99
-
- DON'T KNOW..... d
 - REFUSED..... r

C28. The next questions are about support services you may have received from an agency or organization to support you in your job search or training, or to support your housing or health needs. Please indicate whether you receive or have received the following support services since [FILL RA MONTH/YEAR]. Since [FILL RA MONTH/YEAR], have you received...

CODE ONE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. Childcare assistance including vouchers or funds	1	0	d	r
b. Transportation assistance (such as gas cards or bus passes)	1	0	d	r
c. Housing assistance	1	0	d	r
d. Mental health or substance abuse counseling	1	0	d	r
e. Clothes, uniforms, tools or other supplies and equipment	1	0	d	r
f. Something else that I haven't mentioned? (SPECIFY).....	1	0	d	r

D. Public Assistance

The next questions are about different types of assistance you may be receiving or have received since (FILL RA MONTH/YEAR). Please remember that all of your responses on this survey will be kept private and will not affect any benefits you receive now or in the future.

D1. Since [FILL RA MONTH/YEAR], did you (IF A1 or A3>1: or anyone in your household) receive any of the following types of assistance...

	CODE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
a. SNAP or Food Stamp benefits (such as [STATE SNAP NAME])?	1	0	d	r
b. TANF or Temporary Assistance to Needy Families (such as [STATE WELFARE NAME])?	1	0	d	r
c. Other welfare such as General Assistance?	1	0	d	r
d. Unemployment Insurance or Unemployment Benefits?	1	0	d	r
e. Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) from the federal, state, or local government?	1	0	d	r
f. Section 8, Housing Choice Vouchers, or Public Housing Assistance?	1	0	d	r
g. Medicaid (such as [MEDICAID STATE NAME])?	1	0	d	r
h. WIC, the Women, Infants, and Children food program?	1	0	d	r
i. Any other assistance? (SPECIFY)	1	0	d	r

D2a. IF D1a=YES: For approximately how many months since [FILL RA MONTH/YEAR] did you (IF A1 or A3>1: or anyone in your household) receive SNAP or Food Stamp benefits (such as [STATE SNAP NAME])?

____ NUMBER OF MONTHS

(RANGE 1-16)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D2A > 16: **We are just asking for the number of months since [RA MONTH/YEAR].**

D2b. And approximately how much SNAP or Food Stamp benefits did you (IF A1 or A3>1: or anyone in your household) receive each month?

PROBE: Your best estimate is fine.

IF MONTHLY AMOUNT VARIED, PROBE: How much was the most recent amount?

\$ |__|__|__| AMOUNT OF SNAP BENEFITS

DON'T KNOW.....d

REFUSED.....r

D3a. IF D1b=YES: For approximately how many months since [FILL RA MONTH/YEAR], did you (IF A1 or A3>1: or anyone in your household) receive TANF or Temporary Assistance to Needy Families (such as [STATE WELFARE NAME])?

|__|__| NUMBER OF MONTHS

(RANGE 1-16)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D3A > 16: **We are just asking for the number of months since [RA MONTH/YEAR].**

D3b. And approximately how much TANF or Temporary Assistance to Needy Families did you (IF A1 or A3>1: or anyone in your household) receive each month?

PROBE: Your best estimate is fine.

IF MONTHLY AMOUNT VARIED, PROBE: How much was the most recent amount?

\$ |__|__|__| AMOUNT OF TANF BENEFITS

DON'T KNOW.....d

REFUSED.....r

D4a. IF D1c=YES: For approximately how many months since [FILL RA MONTH/YEAR], did you (IF A1 or A3>1: or anyone in your household) receive other welfare such as General Assistance?

|__|__| NUMBER OF MONTHS

(RANGE 1-16)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D4A > 16: **We are just asking for the number of months since [RA MONTH/YEAR].**

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

D4b. And approximately how much other welfare such as General Assistance did you (IF A1 or A3>1: or anyone in your household) receive each month?

PROBE: Your best estimate is fine.

IF MONTHLY AMOUNT VARIED, PROBE: How much was the most recent amount?

\$ |__|__|__| AMOUNT OF OTHER WELFARE/GA

DON'T KNOW.....d

REFUSED.....r

D5a. IF D1d=YES: For approximately how many months since [FILL RA MONTH/YEAR], did you (IF A1 or A3>1: or anyone in your household) receive Unemployment Insurance?

|__|__| NUMBER OF MONTHS

(RANGE 1-16)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D5A > 16: We are just asking for the number of months since [RA MONTH/YEAR].

D5b. And approximately, how much did you (IF A1 or A3>1: or anyone in your household) receive in Unemployment Insurance each month?

PROBE: Your best estimate is fine.

IF MONTHLY AMOUNT VARIED, PROBE: How much was the most recent amount?

\$ |__|__|__| AMOUNT OF UNEMPLOYMENT INSURANCE

DON'T KNOW.....d

REFUSED.....r

D6a. IF D1e=YES: For approximately how many months since [FILL RA MONTH/YEAR], did you (IF A1 or A3>1: or anyone in your household) receive SSI or Supplemental Security Income from the federal, state, or local government?

|__|__| NUMBER OF MONTHS

(RANGE 1-16)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D6A > 16: We are just asking for the number of months since [RA MONTH/YEAR].

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

D6b. And approximately how much did you (IF A1 or A3>1: or anyone in your household) receive in Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) from the federal, state, or local government each month?

PROBE: Your best estimate is fine.

IF MONTHLY AMOUNT VARIED, PROBE: How much was the most recent amount?

\$ |__|__|__| AMOUNT OF SSI OR SSDI

DON'T KNOW.....d

REFUSED.....r

D7. Did you claim the Earned Income Tax Credit for your [fill previous year] earnings?

PROBE: The federal government has a special rule that allows working people who make less than about \$49,000 a year to take advantage of something called the Earned Income Tax Credit, or EITC. They can claim the Earned Income Tax Credit by filling out a special form called Schedule EIC when they fill out their income taxes, or they can fill out a special form with their employer.

YES..... 1

NO0 GO TO E1

DON'T KNOW.....d GO TO E1

REFUSED.....r GO TO E1

E. Food Security

Now, I'm going to read you several statements that people have made about their food situation. For these statements, please tell me whether the statement was often true, sometimes true, or never true for (you/your household) in the last 30 days.

E1. The first statement is, “(I/We) worried whether (my/our) food would run out before (I/we) got money to buy more.” Was that often true, sometimes true, or never true for (you/your household) in the last 30 days?

CODE ONE ONLY

- OFTEN TRUE..... 1
- SOMETIMES TRUE2
- NEVER TRUE.....3
- DON'T KNOW.....d
- REFUSED.....r

E2. “The food that (I/we) bought just didn’t last, and (I/we) didn’t have money to get more.” Was that often, sometimes, or never true for (you/your household) in the last 30 days?

CODE ONE ONLY

- OFTEN TRUE..... 1
- SOMETIMES TRUE2
- NEVER TRUE.....3
- DON'T KNOW.....d
- REFUSED.....r

E3. “(I/We) couldn’t afford to eat balanced meals.” Was that often, sometimes, or never true for (you/your household) in the last 30 days?

CODE ONE ONLY

- OFTEN TRUE..... 1
- SOMETIMES TRUE2
- NEVER TRUE.....3
- DON'T KNOW.....d
- REFUSED.....r

IF AFFIRMATIVE RESPONSE (i.e., OFTEN TRUE OR SOMETIMES TRUE) TO ONE OR MORE OF QUESTIONS E1-E3, THEN CONTINUE, ELSE SKIP TO F1.

E4. In the last 30 days, did (you/you or other adults in your household) ever cut the size of your meals or skip meals because there wasn’t enough money for food?

- YES..... 1
- NO0 GO TO E5
- DON'T KNOW.....d GO TO E5
- REFUSED.....r GO TO E5

E4a. How many days did this happen in the last 30 days?

|_|_| NUMBER OF DAYS
(1 – 30)

DON'T KNOW.....d
REFUSED.....r

E5. In the last 30 days, did (you/you or other adults in your household) ever eat less than you felt you should because there wasn't enough money for food?

YES..... 1
NO0
DON'T KNOW.....d
REFUSED.....r

E6. In the last 30 days, were you ever hungry but didn't eat because there wasn't enough money for food?

YES..... 1
NO0
DON'T KNOW.....d
REFUSED.....r

E7. In the last 30 days, did you lose weight because there wasn't enough money for food?

YES..... 1
NO0
DON'T KNOW.....d
REFUSED.....r

E8. In the last 30 days, did (you/you or other adults in your household) ever not eat for a whole day because there wasn't enough money for food?

YES..... 1
NO0 GO TO F1
DON'T KNOW.....d GO TO F1
REFUSED.....r GO TO F1

E8a. In the last 30 days, how many days did this happen?

|_|_| NUMBER OF DAYS
(1 – 30)

DON'T KNOW.....d
REFUSED.....r

F. Health and Well-Being

My next questions are about your health and well-being.

F1. In general would you say your health is excellent, very good, good, fair or poor?

CODE ONE ONLY

EXCELLENT	1
VERY GOOD	2
GOOD	3
FAIR.....	4
POOR	5
DON'T KNOW.....	d
REFUSED.....	r

F2. Now I am going to ask you some questions about feelings you may have experienced over the last 2 weeks.

Over the last 2 weeks, how often have you been bothered by any of the following problems. . .(FILL ITEM)

Would you say - not at all, several days, more than half the days, or nearly every day?

CODE ONE PER ROW

	NOT AT ALL	SEVERAL DAYS	MORE THAN HALF THE DAYS	NEARLY EVERY DAY	DON'T KNOW	REF
a. Little interest or pleasure in doing things	0	1	2	3	d	r
b. Feeling down, depressed, or hopeless.....	0	1	2	3	d	r
c. Trouble falling or staying asleep, or sleeping too much	0	1	2	3	d	r
d. Feeling tired or having little energy	0	1	2	3	d	r
e. Poor appetite or overeating	0	1	2	3	d	r
f. Feeling bad about yourself, or that you are a failure or have let yourself or your family down.	0	1	2	3	d	r
g. Trouble concentrating on things, such as reading the newspaper or watching television.....	0	1	2	3	d	r
h. Moving or speaking so slowly that other people could have noticed. Or the opposite-being so fidgety or restless than you have been moving around a lot more than usual	0	1	2	3	d	r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

F2a. IF ANY F2 RESPONSE IS EQUAL TO 1, 2 OR 3: **How difficult have these problems made it for you to do your work, take care of things at home, or get along with other people? Would you say...**

- Not difficult at all, 1
- Somewhat difficult,.....2
- Very difficult, or3
- Extremely difficult?4
- DON'T KNOW.....d
- REFUSED.....r

F3. Please indicate the extent to which you agree with this statement ...

“I have high self-esteem.”

Would you say that is very untrue of you, somewhat untrue of you, neither true nor untrue of you, somewhat true of you, or very true of you?

- VERY UNTRUE OF YOU 1
- SOMEWHAT UNTRUE OF YOU.....2
- NEITHER TRUE NOR UNTRUE OF YOU3
- SOMEWHAT TRUE OF YOU4
- VERY TRUE OF YOU5
- DON'T KNOW.....d
- REFUSED.....r

F4. The following statements describe the way some people may feel about themselves. Please tell me if you strongly disagree, somewhat disagree, somewhat agree, or strongly agree with each of the following statements...

PROBE: Would you say you strongly disagree, somewhat disagree, somewhat agree, or strongly agree.

	CODE ONE PER ROW					
	STRONGLY DISAGREE	SOMEWHAT DISAGREE	SOMEWHAT AGREE	STRONGLY AGREE	DON'T KNOW	REF
a. I can do just about anything I really set my mind to	1	2	3	4	d	r
b. When I really want to do something, I usually find a way to succeed at it	1	2	3	4	d	r
c. Whether or not I am able to get what I want is in my own hands	1	2	3	4	d	r
d. What happens to me in the future mostly depends on me	1	2	3	4	d	r
e. I can do the things that I want to do.....	1	2	3	4	d	r

G. Housing Status and Stability

G1. Now I'd like to talk about your living arrangements. Where are you living right now?

PROBE: IF R STAYS IN MORE THAN ONE PLACE: Where do you stay most often?

CODE ONE ONLY

- OWN OR RENT OWN HOME OR APARTMENT 1
 - PARENT'S HOME 2
 - OTHER RELATIVE'S OR FRIENDS' HOME 3
 - SHARE WITH ROOMATES/FRIENDS/PARTNER 4
 - GROUP QUARTERS (DORMITORY, GROUP HOME, SHELTER,
HOSPITAL, RESIDENTIAL FACILITY, TRANSITIONAL HOUSING,
HALFWAY HOUSE, ETC.) 5
 - HOMELESS (NO REGULAR PLACE TO STAY) 6 GO TO G4
 - INCARCERATED 7 GO TO H1
 - OTHER (SPECIFY) 8
-
- DON'T KNOW d
 - REFUSED r

G3. (Thinking of the place you live right now, how/How) long have you lived there? Would you say...

CODE ONE ONLY

- Less than one year, or 1 GO TO G5
- One year or longer? 2 GO TO G5
- DON'T KNOW d GO TO G5
- REFUSED r GO TO G5

G4. How long have you been without a regular place to stay? Would you say...

CODE ONE ONLY

- Less than one year, or 1 GO TO H1
- One year or longer? 2 GO TO H1
- DON'T KNOW d GO TO H1
- REFUSED r GO TO H1

G5. What is the zip code of where you currently live?

_____|_____|_____|_____|_____| ZIP CODE

- DON'T KNOW d ..
- REFUSED r

H. Respondent Follow-Up and Contact Information

H1. IF MakeDialPhone NE 5: We are almost done. Please provide an address where we can send your \$30 VISA gift card.

IF MakeDialPhone = 5 : We are almost done. The field interviewer will give you your \$30 Visa prepaid card. While we have you on the phone, we would like to check your mailing address.

COLLECT/CONFIRM CURRENT CONTACT INFO FOR RESPONDENT

FIRST NAME

MIDDLE INITIAL/NAME

LAST NAME

ADDRESS 1

ADDRESS 2

CITY

STATE/TERRITORY

|_|_|_|_|_| - |_|_|_|_|_|

ZIP CODE (+ 4 IF NEEDED)

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

H2. Thank you for participating in the survey. We would like to interview you again in about 24 months and I would like to know how to get in touch with you. There will be a gift card for completing that survey as well. Please provide your (home/cell/email).

|_|_|_| - |_|_|_| - |_|_|_|_|_| PHONE NUMBER - HOME

(200-999) (100-999) (0000-9999)

|_|_|_| - |_|_|_| - |_|_|_|_|_| PHONE NUMBER – CELLULAR

(200-999) (100-999) (0000-9999)

|_|_|_| - |_|_|_| - |_|_|_|_|_| PHONE NUMBER - OTHER

(200-999) (100-999) (0000-9999)

EMAIL

DON'T KNOW.....d

REFUSED.....r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

H3. I would like to ask you for the name, address, and telephone number of 2 close relatives or friends we can contact in case you move and we cannot easily locate you for your next interview. All information collected will be kept private, and will only be used if we cannot contact you.

CONTACT 1:

FIRST NAME

MIDDLE INITIAL/NAME

LAST NAME

RELATIONSHIP TO RESPONDENT

ADDRESS 1

ADDRESS 2

CITY

STATE/TERRITORY

|_|_|_|_| - |_|_|_|_|_|

ZIP CODE (+ 4 IF NEEDED)

|_|_|_|_| - |_|_|_|_|_| - |_|_|_|_|_| PHONE NUMBER - HOME

(200-999) (100-999) (0000-9999)

|_|_|_|_| - |_|_|_|_|_| - |_|_|_|_|_| PHONE NUMBER - CELLULAR

(200-999) (100-999) (0000-9999)

|_|_|_|_| - |_|_|_|_|_| - |_|_|_|_|_| PHONE NUMBER - OTHER

(200-999) (100-999) (0000-9999)

EMAIL

DON'T KNOW.....d GO TO END

REFUSED.....r

12-MONTH FOLLOW-UP SURVEY (ENGLISH)

CONTACT 2:

FIRST NAME

MIDDLE INITIAL/NAME

LAST NAME

RELATIONSHIP TO RESPONDENT

ADDRESS 1

ADDRESS 2

CITY

STATE/TERRITORY

|_|_|_|_|_| - |_|_|_|_|_|

ZIP CODE (+ 4 IF NEEDED)

|_|_|_|_| - |_|_|_|_| - |_|_|_|_|_| PHONE NUMBER - HOME
(200-999) (100-999) (0000-9999)

|_|_|_|_| - |_|_|_|_| - |_|_|_|_|_| PHONE NUMBER - CELLULAR
(200-999) (100-999) (0000-9999)

|_|_|_|_| - |_|_|_|_| - |_|_|_|_|_| PHONE NUMBER - OTHER
(200-999) (100-999) (0000-9999)

EMAIL

DON'T KNOW.....d

REFUSED.....r

END. Thank you for your cooperation. This completes the survey! [If MakeDialPhone NE 5: You should receive your gift card in about 4 weeks.] Thank you again.



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