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

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

(Evaluation of USDA, Supplemental Nutrition Assistance Program (SNAP) Employment and Training Pilots)

May 2022

Non-Discrimination Statement

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, religion, sex, gender identity (including gender expression), sexual orientation, disability, age, marital status, family/parental status, income derived from a public assistance program, political beliefs, or reprisal or retaliation for prior civil rights activity, in any program or activity conducted or funded by USDA (not all bases apply to all programs). Remedies and complaint filing deadlines vary by program or incident.

Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotape, American Sign Language, etc.) should contact the responsible Agency or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program discrimination complaint, complete the USDA Program Discrimination Complaint Form, AD-3027, found online at How to File a Program Discrimination Complaint and at any USDA office or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by: (1) mail: U.S. Department of Agriculture, Office of the Assistant Secretary for Civil Rights, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410; (2) fax: (202) 690-7442; or (3) email: program.intake@usda.gov.

USDA is an equal opportunity provider, employer, and lender.

Expanding Opportunities & Reducing Barriers to Work: Technical Supplement

May 2022

Dallas Dotter, Kelley Monzella, James Mabli, Barbara Carlson, Julie Hartnack, Peter Schochet, Mason DeCamillis, Dan Thal, Leah Shiferaw, Amy Defnet, Nora Paxton, and Stephen Freedman

Submitted to:
U.S. Department of Agriculture
Food Nutrition Service
1320 Braddock Place
Alexandria, VA 22314
Project Officer: Anita Singh
Contract Number: AG-3198-B-15-0002

Submitted by:
Mathematica
955 Massachusetts Avenue, Suite 801
Cambridge, MA 02139
Telephone: 617.301.8997
Project Director: James Mabli
Reference Number: 50142

Suggested citation

Dallas Dotter, Kelley Monzella, James Mabli, Barbara Carlson, Julie Hartnack, Peter Schochet, Mason DeCamillis, Dan Thal, Leah Shiferaw, Amy Defnet, Nora Paxton, Stephen Freedman (2022). Expanding Opportunities & Reducing Barriers to Work: Technical Supplement. Prepared by Mathematica, Contract No. AG 3198-B-15-0002. Alexandria, VA: U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support.

Disclaimer

The findings and conclusions in this report are those of the authors and should not be construed to represent any official USDA or U.S. Government determination or policy.

Contents

Tables

I. Introduction

In this technical supplement to the Supplemental Nutrition Assistance Program (SNAP) Employment and Training (E&T) evaluation final 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 and estimating the pilot benefits relative to their costs (Chapter VI).

This supplement describes the technical approach used to produce findings presented in the 10 pilot-specific final 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 three-year follow-up period, the services individuals received, the effects of the pilot's services on participants' outcomes, and the benefits of the pilot's enhanced services relative to their costs.

A. Evaluation overview and objectives

As described in the final reports[1], 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 living-wage jobs, in an effort to increase their incomes and reduce their need for nutrition assistance benefits. The 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 registrants[2] 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 barrier-reduction plan for individuals; and support services or participant reimbursements, such as transportation assistance, housing assistance, and training and work supplies that supported individuals' involvement in activities designed to reduce barriers to employment. The pilots also offered a range of employment and

[1] The Final Evaluation Reports can be accessed at https://www.fns.usda.gov/research-analysis.

[2] 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.

training-related activities, such as independent job search, job readiness training, job search assistance, basic education, occupational skills training, and work-based learning opportunities (such as subsidized employment, work experience, internships, and work study), 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-benefit analysis*** that describes the total and component costs of each pilot and estimates the return on each dollar invested in the pilots.

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 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

[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.

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 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 which 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 final 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 three 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

Grantee	Implementation site visit dates	Administrative service use data	Survey data [a]	UI wage records	SNAP administrative data	Cost data[b]
Follow-up period		**36 months**	**36 months**	**12 quarters**	**36 months**	
California	July 2016 June 2017 September 2018	01/2016 – 06/2017	01/2016 – 06/2017	01/2016 – 06/2017	01/2016 – 06/2017	Costs from 04/2015 – 03/2019
Delaware	July 2016 June 2017 October 2018	02/2016 – 12/2017	02/2016 – 12/2017	02/2016 – 12/2017	02/2016 – 12/2017	Costs from 04/2015 – 03/2019
Georgia	July 2016 June 2017 September 2018	02/2016 – 12/2017	02/2016 – 12/2017	02/ 2016 – 09/2017	02/2016 – 12/2017	Costs from 04/2015 – 12/2019
Illinois	August 2016 May 2017 September and October 2018	03/2016 – 10/2017	03/2016 – 10/2017	03/ 2016 – 09/2017	03/2016 – 10/2017	Costs from 04/2015 – 04/2019
Kansas	June 2016 June 2017 October 2018	01/2016 – 12/2017	01/2016 – 12/2017	01/2016 – 12/2017	01/2016 – 12/2017	Costs from 04/2015 – 06/2019
Kentucky	September 2016 July 2017 November 2018	04/ 2016 – 12/2017	04/2016 – 12/2017	04/2016 – 12/2017	04/2016 – 12/2017	Costs from 07/2015 – 07/2019
Mississippi	August 2016 June 2017 September 2018	03/2016 – 12/2017	03/2016 – 12/2017	03/2016 – 09/2017	03/2016 – 12/2017	Costs from 04/2015 – 08/2019
Vermont	August 2016 May 2017 September 2018	03/2016 – 12/2017	03/2016 – 12/2017	03/2016 – 09/2017	03/2016 – 12/2017	Costs from 04/2015 – 03/2019
Virginia	July 2016 June 2017 October 2018	03/2016 – 12/2017	03/2016 – 12/2017	03/2016 – 09/2017	03/2016 – 12/2017	Costs from 03/2015 – 06/2019
Washington	June 2016 June 2017 November 2018	02/2016 – 12/2017	2/2016 – 12/2017	02/2016 – 12/2017	02/2016 – 12/2017	Costs from 04/2015 – 01/2019

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. Dates listed for administrative service use data, survey data, and UI wage records indicate the dates in which individuals were randomly assigned.

[a] Data available for individuals enrolled in the pilot who responded to the 12-month follow-up and 36-month follow-up surveys.

[b] Cost data cover the earliest planning period month in each pilot through the month of the closeout of the FNS grant.

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 final 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 36-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 twelve quarters (three years) after random assignment for most individuals who were randomly assigned. The data covered at least eight quarters after random assignment for all individuals. 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 at least two years after their random assignment. Most individuals had data covering three years after random assignment.

6. 12- and 36-month follow-up surveys

We conducted computer assisted telephone interviews (CATI) with individuals enrolled in the pilots about 12 months after each was randomly assigned. Table TS.2 shows the average length of time and range of time between when random assignment occurred and when survey data were collected in each pilot. 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.

The 36-month follow-up survey was launched between January and April 2019, about 36 months after enrollment began for each grantee. All respondents who responded to the 12-month survey and did not revoke consent to participate in the evaluation after random assignment were included in the 36-month follow-up survey. The survey asked for information about individuals' service receipt, employment, and earnings from the date of the 12-month follow-up survey to the date of the 36-month follow-up survey, as well as information on food security, health, well-being, and housing status and stability. The 36-month follow-up survey instrument is presented in Appendix C.

Table TS.2. Survey data collection timeline, in average months after random assignment

State	12-month survey	36-month survey
California	13 (12 to 16)	37 (36 to 49)
Delaware	13 (12 to 16)	37 (35 to 42)
Georgia	13 (12 to 16)	36 (35 to 41)
Illinois	13 (12 to 21)	37 (36 to 42)
Kansas	13 (12 to 16)	37 (35 to 44)
Kentucky	13 (12 to 16)	37 (35 to 40)
Mississippi	13 (12 to 17)	37 (35 to 41)
Vermont	13 (12 to 16)	36 (35 to 40)
Virginia	13 (12 to 17)	36 (35 to 41)
Washington	13 (12 to 16)	36 (35 to 41)

Source: SNAP employment and training evaluation 12- and 36-month survey data.

Note: Range of months shown in parentheses. In Illinois, 1 individual completed their 12-month survey 21 months following random assignment; all other surveys were completed within 16 months of random assignment. In California, 5 individuals completed their 36-month survey over 40 months after random assignment; all other surveys were completed between 36 and 40 months after random assignment.

7. Cost-benefit analysis data

The cost-benefit analysis compared the benefits individuals enrolled in the pilots received in dollar terms through changes in earnings and public assistance with the costs of the services provided during the pilot service period. The analysis estimated the extent to which the benefits exceeded the costs of providing services to the treatment group compared with the benefits and costs of providing services to the control group.

Cost data. For the cost-benefit analysis, we estimated three groups of costs: (1) the costs of the pilot; (2) the costs of all services provided to treatment group members through the pilot, existing SNAP E&T, and the community; and (3) the costs of all services provided to control group members through existing SNAP E&T the community.[4] We used the costs of all services treatment and control group members received for the cost-benefit analysis because the benefits individuals could have accrued through changes

[4] Existing SNAP E&T services were not offered in Kentucky, or in some areas of Illinois and Virginia. They were also not offered to the "No Services" control group in California.

in employment and earnings were a product of all services which they received during the follow-up period, not just the pilot services. Several data sources were used to estimate these costs:

- **Pilot costs.** Pilot costs included those for planning, recruiting, and delivering services. We collected data on pilot costs 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 (such as staff or overhead costs). 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.
- **All treatment group service costs.** We estimated the costs of all services treatment group members received using individual-level data on participation in services and the unit costs (or per-service costs) of specific types of services, such as case management or occupational skills training. We used 12- and 36-month follow-up survey data on participation in services and pilot costs data to estimate the unit costs of specific service types. We calculated individual-level estimates of the costs of services for each treatment group member and summed the estimates for the total cost of all services treatment group members received.
- **All control group service costs.** We estimated the costs of all services control group members received using individual-level data on participation in services and the unit costs of specific types of services, such as case management or occupational skills training. We used 12- and 36-month follow-up survey data on participation in services and recently published data on the costs of similar services offered through the Workforce Innovation and Opportunity Act (WIOA) Adult and Dislocated Worker programs. We used cost data from the WIA (Workforce Investment Act) Gold Standard Evaluation, which were collected using the same methodology as this evaluation and the same workbook and cost ingredients (staff, direct service, supply and equipment, and overhead and operating costs).[5] We adjusted (inflated) the WIA cost estimates to 2016 dollars to facilitate a direct comparison with pilot and treatment group cost estimates, which we also adjusted to 2016 dollars. We calculated individual-level estimates of the costs of services for each control group member and summed the estimates for the total cost of all services control group members received.

Costs and benefits data. The cost-benefit analysis used a framework to present a comprehensive listing of treatment group benefits and costs relative to the control group from three perspectives: (1) individuals enrolled in the treatment group, (2) government and taxpayers, and (3) society as a whole, which represents the sum of the other two perspectives. The framework is similar to an accounting ledger, listing benefits and costs as dollar values that could be positive from one perspective or negative (a cost) from another. All costs and benefits are expressed as the difference between the treatment group and the control group and reflect all services those individuals received during the 36-month follow-up period. Several data sources contributed to our estimation of benefits to treatment group members relative to control group members:

[5] The WIA Gold Standard Evaluation is the most recent national study of the Adult and Dislocated Worker program services, conducted in 2012 and with findings published in 2016. WIA was reauthorized in 2014 under the WIOA. Although WIOA made important changes to the workforce system, it did not significantly change the basic set of services offered, nor who was eligible to receive them. We refer to the WIA Gold Standard Evaluation as WIA because that was the name of the authorization at the time the data were collected.

- **Employment and earnings benefits.** Cumulative earnings over the 36-month follow-up period are based on two data sources presented in the impact analysis – UI wage records and 36-month survey data. Fringe benefits are estimated using the average value of fringe benefits as a percentage of earnings from the Department of Labor National Compensation Survey (20.9 percent of earnings). Tax payments are estimated using the marginal tax rate for federal, State, and Social Security taxes on earnings for the State and year. Tax estimates assumed that all individuals enrolled in each pilot were either married or unmarried based on the most common marital status of both treatment and control group members recorded for that pilot in the baseline information registration data. A 2.6 percent excise tax was also included. Tax rates were calculated using TaxSim, a tax simulator from the National Bureau of Economic Research.
- **Public benefits.** Cumulative SNAP and TANF benefits are based on SNAP administrative data. The costs of administering SNAP and TANF are estimated using publicly available information on the fraction of assistance accounted for by administrative costs from FNS and Administration for Children and Families sources. Administration costs are estimated as 11.8 percent of SNAP benefits and 6.3 percent of TANF benefits.
- **Costs.** We estimated the difference in the costs of all services per treatment and control group member. We described the costs of operating the services (such as staff and service delivery costs) separately from costs used to directly benefit individuals while they were in services, including subsidized earnings provided to individuals engaged in work-based learning activities, and support services provided to individuals to offset the costs of participation, such as transportation assistance.

II. Accounting for survey item non-response and outliers

Missing data are a potential source of bias in the analysis of the 12- and 36-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- and 36-month follow-up surveys 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- and 36-month follow-up survey instruments, presented in Appendices B and C.

A. Logical imputation

Among the 18,524 respondents for the 12-month survey and the 12,100 respondents for the 36-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.

1. 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).
- **Occupation.** In the 36-month follow-up survey, some respondents said that they didn't know or refused to respond to B8, which asked about the occupation for each job that an individual reported in the 12-month survey that continued past the 12-month interview date. We filled in missing values for this variable in the 36-month survey data using individuals' occupation for the same job that was reported in the 12-month survey data (n = 93 jobs).
- **Type of employment.** Like the occupation case above, we used logical imputation to fill in missing responses to B7 in the 36-month survey, which asked about the type of employment (regular full- or part-time, temporary or on-call, self-employed, or day laborer) for continuing jobs. We filled in missing values in the 36-month survey using responses at the 12-month survey for the same job (n = 118 jobs).
- **Fringe benefits.** We performed similar logical imputation using 12-month survey responses to fill in missing values in the 36-month survey for B12, which asked about the fringe benefits available at each continuing job (n = 232 jobs for health insurance, n = 305 jobs for dental insurance, n = 202 jobs for paid vacation, n = 169 jobs for paid holidays, n = 235 jobs for paid sick leave, n = 275 jobs for retirement/pension, n = 494 jobs for tuition assistance, n = 78 jobs for no benefits).
- **Household food sharing.** In the 12- and 36-month follow-up surveys, 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 for 12-month survey data, n = 5 for 36-month survey data).
    - 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 for 12-month survey data, n = 78 for 36-month survey data).
- **Food security.** In the 12- and 36-month follow-up surveys, 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 for 12-month survey data; n = 548 for 36-month survey data). Less than 0.5 percent of individuals in each the 12- and 36-month follow-up surveys 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 = 15).

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.

1. 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 12- and 36-month 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 Chapter II Section C on predictive mean matching) (n = 30 for baseline data, n = 32 for 12-month survey data; n = 37 for 36-month survey data).
- **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 = 861 for SNAP; n = 54 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, and in the time since the 12-month interview as reported in the 36-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 for 12-month survey data; n = 930 for 36-month survey data).[6]

- **Job start and end dates.** In the 36-month survey, individuals reported the start and end dates for two types of jobs:
  - New jobs, which began after the 12-month interview date and therefore were not reported in the 12-month survey data.
  - Continuing jobs, at which respondents were still employed at the time of the 12-month interview. Continuing jobs should have begun before the 12-month interview and ended after the 12-month interview.

  In the 36-month follow-up survey, some individuals provided a start date that was before the 12-month interview for a new job that had not been reported in the 12-month interview. For individuals who reported not being employed at any job at the time of the 12-month interview, we censored new job start dates at the 12-month interview date for that individual (n = 1,621 jobs). We also censored end dates for continuing jobs at the 12-month interview date for individuals who reported an end date for a continuing job that was before the 12-month interview date (n = 6 jobs).
- **Education or training program start and end dates.** Similar to jobs, in Module B of the 36-month survey, individuals reported start and end dates for two groups of education or training programs:
  - New programs, which began after the 12-month interview date and therefore were not reported in the 12-month survey data.
  - Continuing programs, in which respondents were still participating at the time of the 12-month interview. Continuing programs should have begun before the 12-month interview and ended after the 12-month interview.

  In the 36-month follow-up survey, some individuals provided a start date that was before the 12-month interview for a new program that had not been reported in the 12-month interview. For individuals who reported not participating in any program at the time of the 12-month interview, we recoded new program start dates to the 12-month interview date for that individual (n = 507 programs). We also recoded end dates for continuing programs at the 12-month interview date for individuals who reported an end date for a continuing program that occurred before the 12-month interview date (n = 3 programs).
- **Hourly wages.** In the baseline information registration data 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, 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

[6] See https://www.fns.usda.gov/snap/allotment/COLA.

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 jobs for the 12-month follow-up survey data; n = 291 jobs for the 36-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.

1. 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. This small set of variables was used to ensure sufficiently large cell-sizes in each category with which to identify matches.
- For the two cases of chained equations imputation (described in additional detail in Chapter III Section C), 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. These variables were found to be predictive of SNAP and TANF benefit amounts, among individuals with nonmissing values.

2. Imputed variables and frequencies

- **Hours worked.** In the baseline information registration data and 12- and 36-month follow-up surveys, 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 was 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 was 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 jobs for the 12-month follow-up survey data; n = 241 jobs for 36-month follow-up survey data).

- **Salary frequency.** In the baseline information registration data and 12- and 36-month follow-up surveys, 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 jobs for 12-month follow-up survey data; n = 801 jobs for 36-month follow-up survey data).
- **Duration of previous job.** In the 12- and 36-month follow-up surveys, 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 jobs for 12-month follow-up survey data; n =168 jobs for 36-month follow-up survey data). 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 jobs for 12-month follow-up survey data; n =168 jobs for 36-month follow-up survey data).
  - 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 jobs for 12-month follow-up survey data; n = 0 jobs for 36-month follow-up survey data).
  - 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 jobs for 12-month follow-up survey data; n = 0 jobs for 36-month follow-up survey data).
- **Duration of education or training program.** In both the 12- and 36-month follow-up surveys, 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 programs for 12-month follow-up survey data; n = 33 programs for 36-month follow-up survey data). 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 in the 12-month survey, C11_x=0 or C25_*x*=0 in the 36-month survey), 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 based on C15_*x* (in the 12-month survey), C11_*x* (in the 36-month survey), or C25_*x* (in the 36-month survey).

  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 about program type (C18 in the 12-month survey or C28 in the 36-month survey), program completion (C24 in the 12-month survey or C13 or C34 in the 36-month survey), and reason for not completing the program (C25 in the 12-month survey or

C14 or C35 in the 36-month survey) 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 programs for 12-month survey data; n=33 programs for 36-month survey data).
  - 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 programs for 12-month survey data; n=0 programs for 36-month survey data).
  - 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 programs for 12-month survey data; n=0 programs for 36-month survey data).
- **In person meetings.** In the 12- and 36-month follow-up surveys, 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 in both the 12- and 36-month surveys). However, most of these respondents did give a range of times in the follow-up question (question C2a in both the 12- and 36-month surveys). 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 for 12-month survey data; n=132 for 36-month survey data).
- **SNAP benefits.** In the 12- and 36-month follow-up surveys, 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 in 12-month survey data; n = 408 for months on SNAP in 36-month survey data; n = 495 for monthly average SNAP benefit in 12-month survey data; n = 213 for monthly average SNAP benefit in 36-month survey data).
- **TANF benefits.** In the 12- and 36-month follow-up surveys, 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 in 12-month survey data; n = 21 for months on TANF in 36-month survey data; n = 98 for monthly average TANF benefit in 12-month survey data; n = 47 for monthly average TANF benefit in 36-month survey data).

III. Analysis Weights

This section describes the analysis weights for the SNAP E&T 12- and 36-month follow-up surveys. The construction of analysis weights consisted of the following components:

- Randomization weights for each survey
- Two-phase sampling weights in the 12-month survey
- Nonresponse adjustments for each survey
- Trimming and normalizing for each survey

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, 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.3 presents an illustrative example of a pilot with two randomization groups and three blocks. Table TS.4 illustrates the calculation of the randomization

weights, where some of the weights are greater than 1 and others are less than 1. Table TS.5 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.3. 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**	**1,850**

Table TS.4. 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.5. 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	**1,850**

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:

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

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), 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. Kansas had one control group and one treatment group in each of its four regions. The control group in the southeast region was eligible only for community services, rather than existing SNAP E&T and community services as in the other three regions. Because we combined both types of control groups in the analysis to form a single control group and only one of the two groups was available in any given block, we set the number of research groups, R_k, to 2 instead of 3. For Illinois, like 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. (We did not use a two-phase sampling approach for the 36-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, referred to as cohort 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.6). 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.6. 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 for the 12-month follow-up survey

Nonresponse weights were used to adjust the 12-month survey 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.7 shows the final phase sample and response classifications for the entire sample, including those not selected for phase two.

Table TS.7. Final status classifications for the 12-month follow-up survey

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 at the time of the 12-month survey. 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 was 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.8 lists the independent variables included in each of the models when these criteria were met.

Table TS.8. Variables included in 12-month follow-up survey 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
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 research 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 12-month survey 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 TS.9 and TS.10 provide summaries of the final and normalized weights for the 12-month follow-up survey. The analysis of outcomes based on the 12-month survey data used these weights.[7]

Table TS.9. 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[8]	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
12-month eligible-adjusted	25,311	0.622	8.690	1.518	38,417
12-month response-adjusted	18,524	0.649	15.234	2.074	38,417
12-month final (trimmed)	18,524	0.649	13.774	2.074	38,417
12-month normalized	18,524	0.642	13.630	2.074	38,417

[7] The analysis of outcomes based on administrative data used randomization weights only.

[8] In March 2021, we recalculated the randomization weight for all 44,229 randomized individuals, adding in 5,619 individuals who were randomly assigned from January 2018 onward, none of whom were included in the survey frame. The minimum, maximum, and mean values of this weight were unchanged. But the weight sum increases to 44,229.

Table TS.10. Sum of Final 12-Month Follow-up Survey Weights by Randomization Group

Grantee	Research group	Sum of final 12-month weight
California	Expanded CalFresh E&T services[9] (treatment group)	1,290.11
	No CalFresh E&T services	1,285.88
	Regular CalFresh E&T services	1,306.25
Delaware	Project WONDER (treatment group)	2,646.09
	Traditional SNAP E&T	2,650.71
Georgia	Regular Services	2,270.10
	SNAP Works 2.0 - Expanded Services (treatment group)	2,318.76
Illinois	Community-Only services	167.59
	EPIC SNAP E&T services (treatment group)	2,469.68
	SNAP E&T services	2,354.28
Kansas	Community-Only services group	84.63
	GOALS services group (treatment group)	2,014.12
	SNAP E&T services group	1,650.25
Kentucky	Expanded (treatment group)	1,267.23
	General	1,256.05
Mississippi	Basic Community College Services (treatment group)	735.20
	Enhanced Community College Services (treatment group)	736.15
	Traditional SNAP E&T Services	724.02
Vermont	Jobs for Independence Pilot Services (treatment group)	1,396.16
	Vermont SNAP E&T Program Services	1,335.39
Virginia	EleVAte SNAP E&T Program Services (treatment group)	1,906.37
	Existing Services	1,914.04
Washington	BFET program	2,226.48
	RISE program (treatment group)	2,211.52

[9] In the Final Evaluation Reports, the Expanded CalFresh E&T services group is referred to as the "California Bridge Academy (CBA)" group.

E. Nonresponse adjustments for the 36-month follow-up survey

We attempted to complete the 36-month follow-up survey only among those who completed the 12-month follow-up survey. This allowed us to use the final 12-month survey weight as the starting point for developing the 36-month survey weights; that is, we adjusted the final 12-month survey weights to account for nonresponse to the 36-month follow-up survey. Table TS.11 shows the final response classifications for the entire sample of those for whom the 36-month survey was attempted.

Table TS.11. Final status classifications for the 36-month follow-up survey

Classification	Number of individuals
Complete	12,100
Ineligible (deceased)	98
Eligible noncomplete	1,342
Undetermined noncomplete	4,984
Total	**18,524**

1. Eligibility adjustments for those deceased

We classified sample members who were deceased at the time of the 36-month survey as ineligible for the survey. However, we did not know the mortality status for about three-quarters of all survey nonrespondents because we were unable to contact them or reach any individuals who knew them using available contact information (n = 4,984). 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 0.932 to 0.999 and were applied to the final 12-month survey weight. After removing the 98 nonrespondents verified to be deceased, the eligibility-adjusted weights summed to 38,091 individuals—the estimated eligible study population for the 36-month follow-up survey which includes individuals randomly assigned through December 2017.

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 36-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. We used the same pool of variables in our models that are listed in Table TS.7, plus two additional variables: (1) geocoded urbanicity status (metropolitan, micropolitan, rural) and (2) field eligible. Field eligible is a binary indicator variable used to represent the set of cases in the states in which we conducted field locating among initial nonrespondents (Mississippi, Kentucky, and Vermont). (This variable was not used in models for the other seven states.) 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.

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 research 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.

F. Trimming and normalizing final 36-month survey 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 is the same as described above for the 12-month survey weights. 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 the final 12-month survey weight for 36-month survey eligibility and nonresponse), we then normalized the weight using a ratio adjustment, so that the sum of weights within each grantee was equal to 3809.1: 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 final summary report.

Tables TS.12 and TS.13 provide summaries of the final and normalized weights for the 36-month follow-up survey.

Table TS.12. Weighting Steps for SNAP E&T Pilot 36-Month Follow-Up Survey

Weighting step	Number of individuals with positive weight	Minimum value	Maximum value	Mean	Sum
12-month final weight	18,524	0.649	13.774	2.074	38,417
36-month eligible-adjusted	18,426	0.637	13.774	2.067	38,091
36-month response-adjusted	12,100	0.760	24.154	3.148	38,091
36-month final (trimmed)	12,100	0.763	19.867	3.148	38,091
36-month normalized	12,100	0.754	19.634	3.148	38,091

Table TS.13. Sum of Final 36-Month Follow-Up Survey Weights by Randomization Group

Grantee	Research group	Sum of final weight
California	Expanded CalFresh E&T services (treatment group)	1284.88
	No CalFresh E&T services	1280.96
	Regular CalFresh E&T services	1288.63
Delaware	Project WONDER (treatment group)	2601.70
	Traditional SNAP E&T	2608.65
Georgia	Regular Services	2259.61
	SNAP Works 2.0 - Expanded Services (treatment group)	2303.28
Illinois	Community-Only services	167.31
	EPIC SNAP E&T services (treatment group)	2451.44
	SNAP E&T services	2345.50
Kansas	Community-Only services group	280.33
	GOALS services group (treatment group)	2002.69
	SNAP E&T services group	1639.08
Kentucky	Expanded (treatment group)	1258.36
	General	1246.94
Mississippi	Basic Community College Services (treatment group)	728.37
	Enhanced Community College Services (treatment group)	733.62
	Traditional SNAP E&T Services	723.20
Vermont	Jobs for Independence Pilot Services (treatment group)	1372.32
	Vermont SNAP E&T Program Services	1324.24
Virginia	EleVAte SNAP E&T Program Services (treatment group)	1890.98
	Existing Services	1901.91
Washington	BFET program	2195.21
	RISE program (treatment group)	2201.62

IV. Methodology for analysis of service receipt data (participation analysis)

The participation analysis in the final reports used administrative service receipt data to summarize the treatment groups' participation in services developed under each pilot up to 36 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 final report included up to 36 months of service receipt data for each individual randomly assigned from each pilot.

Table TS.14 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 pilot service end 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 Workforce Innovation Opportunities Act service receipt. However, because these data do not allow for a direct comparison of E&T services, we generally did not assess treatment-control contrasts using the MIS data in those states (Kentucky, one of the two control groups in California, Illinois, Kansas, and Virginia).

Table TS.14. Requested data elements related to pilots' employment and training treatment services

Types of services included in data request
Assessments
Individual career plan
Case management
Employment services
Training services
Education programs
Support services
Follow-up services
Incentives
Data elements requested of services
Start date
End date
Type of service (including subcategories)
Date completed/withdrew
Reason for withdrawal
Amount of work-based learning subsidy (for work-based learning training services only)
Amount of support service (for support services only)
Type of credentials/degrees/certifications earned
Type of incentive received (for incentives only)
Amount of incentive (for incentives only)

B. Description of services

States offered many different services as a part of their pilots. Table TS.15 lists the employment and training related services each state had available to treatment group participants.

Table TS.15. 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, work-based learning

State agency	Employment and training related treatment services offered
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
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 two broad definitions in reporting: 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.16.

Table TS.16. Types of activities included in each service receipt construct

Construct	Received any services	Started any employment and training related activity
Any employment and training related activity	X	X
Assessment	X	
ICP	X	
Support services		
Orientation		
Case management		

C. Key analytic constructs

The MIS data included the start date for each service a participant 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 pilot-specific final reports.

- **Service receipt.** A participant was defined as receiving a service if the start date for the service was within the pilot service window (Appendix Table D.3). Comparable variables were created for support services and case management (Appendix Tables D.8 and D.9). Training, education, support services, and case management were also broken down and reported by subcategories (Appendix Tables D.7, D.8, and D.9).
- **Service completion.** A participant was defined as completing a service if the service end date was within the pilot end 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.3). Training, education, and support services were also brought down and reported by subcategories (Appendix Tables D.7 and D.8).
- **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.5) 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 the pilot service period and did not have a pilot exit date, their length of participation was capped at the pilot service end date. 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 through the end of pilot services. A second version of length of time in pilot was created conditional on having received any pilot service. In this measure, participants who did not receive a service 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 the pilot and did not have a pilot end date, their length of service was capped at the pilot service end date. 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 pilot service period. For the final reports, participants' missing pilot exit dates were treated as exiting at the end of the pilot service period. In addition, only the first spell was analyzed when determining exit reasons (Appendix Table D.10).

D. Estimation of services received by treatment group members

The 10 pilot-specific 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.[10] 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 pilot-specific reports compares service receipt of treatment group and control group members using both administrative service use data and 12- and 36-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 ith 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 $\varepsilon_{ib'}$ are individual-level errors.[11]

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- and 36-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.

[10] 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.

[11] See Chapter V section 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 Chapter 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 final reports were earnings and SNAP participation in Years 2 and 3 combined after random assignment. We defined the primary outcomes over this period of available data because many treatment group members were expected to be engaged in education and training in the first year, which could have reduced their opportunity for employment during that time. Although it is typical to examine longer-term effects of employment and training programs on outcomes by using a time period farthest from when individuals participated in activities, we did not include Year 3 outcomes separately from Year 2 outcomes among our primary outcomes due to concerns about the adverse effects of COVID-19 on individuals' outcomes in that year. Other outcomes for the impact analysis included employment, receipt of public assistance, job characteristics, food security, health, well-being, and housing stability. Although the effect of pilots' enhanced services on employment was important to assess in the evaluation, we excluded employment from the set of primary outcomes due to our focus on the two-year period (Years 2 and 3); the rate of employment is a more suitable outcome when measuring impacts over a narrower period of time such as a month or quarter. We used the estimated impacts on employment and other outcomes, as well as for subgroups, to support findings for the primary outcomes by examining whether they fit within a pattern of similar impacts.

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- and 36-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 Chapter 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.

Missing SNAP data in Kentucky from April through July 2016. Due to limited data availability, SNAP administrative data were missing in Kentucky from April through July 2016. We imputed SNAP participation and benefit amounts during this period based on SNAP participation and benefit amounts received in months before and after this period of time:

- For participants who did not receive SNAP before or after this time, we assume they did not participate in SNAP.
- For participants who were on SNAP both before and after this time, we assume they participated in SNAP the entire time. SNAP benefit amounts during this time were based on amounts in adjacent months. If benefit amounts differed before and after this time, we assumed the earlier amount applied to April and May 2016, while the later amount applied to June and July 2016. If the benefit amount was missing before or after this time, we assumed the nonmissing value for all four months.

One-month gaps in SNAP benefit receipt. SNAP administrative data revealed short "gaps" in SNAP benefit receipt of 1 month 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 22 percent of individuals had at least one gap (of any length) during the first year after random assignment, and 63 percent had at least one gap in the 36 months after random assignment. Among the gaps in the first year, we found 46 percent were one-month long, while among gaps in the first three years 29 percent where one-month long. We examined the change in SNAP benefit amount in the month before and the month after the gap month and found trivial differences in benefit amount before and after the gap. We also found that the changes in SNAP benefit amount, income, and household size before and after the gap were smaller for 1-month gaps than for longer 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 in the first year after random assignment and 67 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 including pre-random assignment and up to 18 post-random quarters(n = 2,283 person-quarters).[12]

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.[13] Roughly 3.6 percent of individuals had at least one quarter with an outlier value throughout their observation window. About 97 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 = 5,118 person-quarters).

Imputation procedures for quarters with earnings outliers, by order of priority. We used a sequential four-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.17 for examples). This imputation applied to 56 percent of outlier values for quarterly earnings from pre-random assignment and up to 18 post-random quarters (n = 2,887 person-quarters).

Table TS.17. 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 based on the values of non-adjacent quarters within the same pre- or post- random assignment timeframe. If only one of those non-adjacent quarters contained a non-outlier value, we set the outlier to that value (see Table TS.18 for examples). If more than one non-adjacent quarter had outlier values, we set the outlier to the mean value of non-adjacent quarters. This imputation applied to 37 percent of outlier values for quarterly earnings from pre-random assignment and up to 18 post-random quarters (n = 1,899 person-quarters).

[12] 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.

[13] The threshold of $15,000 was selected because it was greater than the 99th percentile of the Quarter 4 earnings distribution in the interim report analysis.

Table TS.18. Example of imputed Quarter 3 earnings using non-adjacent quarters

	Before and including random assignment		After random assignment				
	Quarter -1 earnings	Quarter 0 earnings	Quarter 1 earnings	Quarter 2 earnings	Quarter 3 earnings	Quarter 4 earnings	Quarter 3 earnings (imputed)
Individual 1	$5,000	$0	$8,000	$0	$20,000	$0	$8,000
Individual 2	$5,000	$0	$0	$0	$20,000	$10,000	$10,000
Individual 3	$0	$0	$8,000	$0	$20,000	$10,000	$9,000

Third, we reset outliers based on the values of non-adjacent quarters in the opposite pre- or post- random assignment timeframe. If only one of those non-adjacent quarters contained a non-outlier value, we set the outlier to that value (see Table TS.19 for examples). If more than one non-adjacent quarter had outlier values, we set the outlier to the mean value of non-adjacent quarters. This imputation applied to 3.7 percent of outlier values for quarterly earnings (n = 189 person-quarters).

Table TS.19. Example of imputed Quarter 2 earnings using non-adjacent quarters

	Before and including random assignment			After random assignment			
	Quarter -2 earnings	Quarter -1 earnings	Quarter 0 earnings	Quarter 1 earnings	Quarter 2 earnings	Quarter 3 earnings	Quarter 2 earnings (imputed)
Individual 1	$5,000	$7,000	$0	$0	$20,000	$0	$6,000
Individual 2	$0	$7,000	$0	$0	$20,000	$0	$7,000

Finally, we reset the remaining outlier values for quarterly earners to $15,000. This applied to 3 percent of outlier values for quarterly earnings (n = 143 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 final 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 3 percent of tests across all pilots, and for between 0 and 6 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 Chapter III.

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 ith 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 Chapter 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, $\hat{\bar{\delta}}$, is the weighted average of all δ_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. When analyzing the interim evaluation report findings, we selected a parsimonious set of covariates that would best improve the precision of impact estimates in holdout samples. This was doing by assessing which of the potential covariates were most predictive of individuals' outcomes using a pooled model of all 10 pilots and two of the interim 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 repeated this process when selecting covariates for the final evaluation reports and found similar results. As a result, we used the same set of parsimonious covariates for the final evaluation report for consistency with interim report findings.

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 (Zou and Hastie 2005). 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.20 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.20. 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	
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

Data set and potential covariate	Type	Selected for inclusion
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
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)	*Varies*	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. Categorical variables were included as mutually exclusive sets of binary variables. 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 based on individual characteristics reported in the baseline information registration form

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 impact analyses are presented in Appendix F of the pilot-specific final 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.

E. Estimation of subgroup impacts based on whether individuals enrolled in earlier versus later enrollment periods

As noted above, the estimation of average impacts across all individuals participating in a pilot could mask differences in impacts across groups of individuals. In addition to differing across subgroups defined by individual characteristics, such as age, impacts could differ based on when an individual enrolled in the pilot if services and their implementation changed over time. To determine whether there were statistically different effects across individuals who enrolled at different points in the pilot enrollment period, we estimated impacts across groups of individuals who were enrolled before or after the midway point of the pilot's enrollment period. The findings from these impact analyses are presented in Appendix F of the pilot-specific final reports.

We estimated treatment effects across groups defined by individuals' enrollment dates using a modified version of the model in Equation (2) that mirrors the equation used for analyses of subgroups defined by individual characteristics:

$$y_{ib} = \alpha + X'_{ib}\beta + \gamma_b + \phi g_{ib} + T_{ib}\delta_b + T_{ib}g_{ib}\delta_{bg} + \varepsilon_{ib}, \quad (3)$$

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 individuals within group g and block b (for example, individuals enrolled before the midway point of enrollment) and all other treatment group members within the same block (for example, individuals enrolled after the midway point of enrollment).

For estimates of groups defined by enrollment date, 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.

F. Estimation of service receipt and impacts relative to the beginning of the COVID-19 pandemic

We also examined differences in service receipt and impacts on earnings, employment, receipt of public assistance benefits, and well-being relative to the beginning of the COVID-19 pandemic. We defined the start of the COVID-19 pandemic is March 27, 2020, the date on which the Coronavirus Aid, Relief, and Economic Security (CARES) Act was signed into law. For between 22 and 66 percent of individuals who were randomly assigned across pilots through December 2017, the COVID-19 pandemic took place during their third year after random assignment. Therefore, these analyses provide important descriptive context around the factors that might affect the Year 3 outcomes presented in the analyses of differences in service receipt and impacts between the treatment and control groups. The findings from these impact analyses are presented in Appendix H of the pilot-specific final reports.

To describe the effects of COVID-19 on outcomes, we examined calendar trends in participation in education or training activities and in impacts between the treatment and control groups. For outcomes based on survey and SNAP administrative data, we used t-tests to determine whether treatment and control group outcomes varied each month from the beginning of pilot enrollment through late 2020. Because UI wage record data were available only at the quarterly level, for outcomes based on UI data, we assessed treatment and control group differences for each quarter from the beginning of pilot enrollment through late 2020. Because estimates are relative to calendar months or quarters, as opposed to months after random assignment, findings from these analyses are considered non-experimental.

In addition to assessing calendar trends in outcomes, we also assessed how job characteristics and well-being outcomes reported in the 36-month survey varied for subgroups of individuals randomly assigned before and after the COVID-19 pandemic began. We used t-tests to determine whether treatment and control group estimates varied within each subgroup defined by 36-month survey completion date. We also 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 defined by 36-month survey completion date.

G. Estimation of subgroup impacts based on whether individuals started or completed employment or training-related activities

The estimation of an impact among individuals participating in a pilot is an average of impacts across individuals with differing levels of engagement with employment or training-related activities. To explore whether impacts differed by individual engagement with activities, we compared impacts between individuals who did and did not start activities, as well as between those that started and completed activities versus that that started and did not complete. Because specific levels of engagement with activities were not randomly assigned to individuals enrolled in the pilot, our analysis modeled individuals' likelihood of engagement and used their corresponding probabilities of engagement to define subgroups within which we compare impact estimates between research groups. For example, we compare pilot impacts between treatment and control group members among individuals who were most likely to complete a pilot activity, based on the modeled probabilities of activity completion. When modeling the likelihood of activity engagement is reasonably successful, that model is likely to be similarly effective in predicting engagement among the control group, should they have been in the treatment group, due to randomization.

We first estimated treatment group members' propensity for starting or completing an activity, using several competing regression-based predictive models. Specifically, we used regression-based models of activity participation as a function of covariates captured at baseline, iterating across regression model specifications and tuning parameters, measuring model performance based on prediction accuracy for a hold-out portion of the sample that was excluded from the model fitting procedure. For each pilot and measure of participation, the option that produced the best out-of-sample prediction accuracy, defined as the mean of prediction sensitivity and specificity, was used to generate propensity scores. The resulting propensity scores were then used to define subgroups based on the percentages of the treatment group that fell into each category of activity participation.

Subgroup estimates of pilot impacts were then estimated similarly to equation (3) of Chapter V Section E above. This analysis separately compares differences in impact estimates between treatment and control group members with (1) a high propensity to start or complete activities; and (2) a low propensity to start or complete activities. Statistical differences are reported for impacts within subgroup and for differences in impacts across subgroups.

VI. Methodology for cost-benefit analysis

This chapter describes the methods used in the cost-benefit analysis, including (1) the calculation of costs and (2) the use of the cost-benefit accounting framework to calculate the two summary measures of the cost-benefit analysis, the net benefit and the benefit-cost ratio.

A. Descriptive cost analysis

We estimated three groups of costs: (1) the costs of the pilot; (2) the costs of all services provided to treatment group members through the pilot, existing SNAP E&T, and the community; and (3) the costs of all services provided to control group members through existing SNAP E&T and the community. For each group of costs, we estimated the total costs, costs by service type (such as case management or education), and costs per individual. The difference between the costs of all services treatment and control group members received is the basis for the cost-benefit analysis.

1. Pilot costs

The costs of the pilot included those for planning and recruiting treatment and control group members and delivering services to treatment group members. Each pilot program submitted workbooks on a quarterly basis for all costs associated with implementing and operating the pilot for treatment group members.[14] 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.

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,

[14] 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).

such as travel for a staff training, and operating costs, such as facilities where services were delivered, utilities, and other administrative (or indirect) costs.

- **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 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.

- **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.

- **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.

- **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.[15] 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.

We used the pilot cost data sources to estimate several types of costs: total costs, costs by funding sources (the FNS grant or other funding sources), costs by resource category, operating costs (including service costs such as case management and job readiness training, and ongoing administration costs), and costs per individual. Table TS.21 describes these analysis components. The following bullets describe the analysis methods.

Table TS.21 Cost analysis components for pilot costs

Total costs	Costs by funding source	Costs by resource category	Operating costs	Costs per individual
• Total costs • Planning costs • Recruitment costs	• Costs funded by FNS grant • Costs funded by other sources	• Staff • Direct services • Supplies and equipment • Overhead and operating	• Service costs (case management, education, occupational skills training) • Ongoing administration costs	• Costs of pilot services per individual

- **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 quarters. We estimated the start-up (or planning period) costs reported in the first round of data collection separately from the implementation costs submitted each subsequent quarter. We estimated the costs of recruiting treatment and control group members using staff time-use survey data on the percentage of time spent on recruitment activities.
- **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**.**
- **Service costs.** We used costs by resource category and the average percentage of time staff spent on different activities to estimate costs of providing specific services and activities. These 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

[15] Costs for some facilities used time intervals other than monthly to report costs—for example, annually or weekly.

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 was 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.

- **Ongoing administration costs.** 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.
- **Costs of pilot services per individual.** To estimate the costs of serving the average individual and the range of costs for serving all treatment group members through the pilot, we used individual-level data on participation in services to attribute a cost to each service in which the individual engaged. We used administrative service use data collected by the grantee, partners, and providers on participation in pilot services only. We used data on the unit (or per-service) cost of pilot services to estimate the total cost of services for each individual in the administrative service use data. We estimated the mean, range, and standard error of the mean.

2. Costs of all services treatment group members received

In addition to estimating the costs of the pilots, we estimated the cost of *all* services that treatment group members received from the pilots, existing SNAP E&T, and the community. We used the costs of all treatment group services in the cost-benefit analysis because the benefits treatment group members could have accrued through changes in employment and earnings were a product of all services in which they participated during the follow-up period, not just the pilot services. We estimated the costs of all services treatment group members received per individual using the same method we used to estimate the per individual costs of the pilot. We used individual-level data on participation in services to attribute a unit cost to each service in which each individual engaged and estimated the mean and range of costs per individual. We summed the individual-level estimates to get an estimated total cost of all services treatment group members received.

We used the unit costs of pilot services and individual-level participation data from the 12- and 36-month follow-up surveys to estimate the costs of all services treatment group members received. There were multiple sources of available data on participation in services for the treatment group: (1) the

administrative service use data and (2) the 12- and 36-month follow-up survey data. However, there are advantages and disadvantages to both data sources:

- **Administrative service use data** were likely more accurate in recording the services treatment group members received from the pilots because they were recorded by partners and providers. However, these data did not include information on participation in services from outside of the pilots, which could have contributed to impacts on outcomes such as employment and earnings. In addition, administrative service use data for control group members generally were not available.
- **The 12- and 36-month follow-up surveys** asked individuals for information about the services they received through any source during the follow-up period, including through the pilots (for treatment group members) or the community (for treatment or control group members) or existing SNAP E&T (control group members). These data were collected for both the treatment and control groups, thus providing the most direct comparison of service receipt between the two groups. In addition, given that the benefits individuals experience reflect the effects of all services received, it is valuable to measure service receipt from all sources rather than limiting the comparison of costs to pilot services alone. However, because survey respondents self-reported service receipt information in the survey, their recollection of services received could have been incorrect or incomplete.

We chose to use the survey data to estimate the cost differentials between the treatment and control groups because, unlike the administrative service use data, the survey data were collected for both the treatment and control groups. In addition, these data reflect all services both groups received, thus maximizing the comparability of the two sets of service costs.

When estimating costs based on 12- and 36-month survey data, we needed to measure treatment group members' receipt of services in the pilot, existing SNAP E&T, and the community during the pilot period only. Because the 12- and 36-month survey data provide information on service use for the 36 months following random assignment, including months after the end of each pilot period, we restricted the survey data to those months during which each pilot was operational. Most pilots offered services to the treatment group between early 2016 and late 2018 or early 2019, but for some individuals the survey measured service receipt through December 2020. Thus, we restricted the analysis period to end in December 2018 for all individuals and excluded the remaining months (December 2018 – December 2020) of service receipt in the survey. For example, for an individual randomly assigned in December 2017 we only included services received between December 2017 and December 2018.

This restriction has different implications for survey questions that were based on start and end dates such as participation in education or training activities and questions that were asked once for the full observation period of the survey such as whether an individual received support services or case management.

- **Participation in job search assistance or training activities or in education or training activities.** Individuals who reported participating in job search assistance or training activities or in education or training activities in the survey reported the start and end date of participation. This allowed us to measure participation in these activities for treatment group members solely during the pilot period.
- **Case management, assessment, and support services.** Data on receipt of case management, assessment, and support services did not include start and end dates that we could use to determine if

a service was received during the pilot period. As a result, we used only 12-month data to measure service receipt during the pilot period for individuals who were randomly assigned during the second half of their pilot's service period, who were more likely to have received services outside of the pilot period. We used the 36-month data to measure service receipt during the pilot period for individuals who were randomly assigned during the first half of the pilot's service period. This approach increases the likelihood that reported receipt of case management, assessment, and support services in the surveys pertained to services received during the pilot period.

We used the pilot unit cost data and the 12- and 36-month follow-up survey data on participation to estimate several types of costs for treatment group members: total costs, costs by service type (such as case management and job readiness training, or administration), and costs per individual. The following bullets describe these analysis methods.

- **Total costs.** The estimated costs of all treatment group services were calculated as the product of the pilot costs per treatment group member for each type of direct service (or unit costs) and the number of treatment group members who received each type of direct service according to survey data weighted for survey nonresponse. The unit costs of pilot services were calculated by dividing the overall cost of each service by the number of individuals in the administrative service use data who received that service. We calculated the product of the unit cost of each service type and individual-level survey data on how many treatment group members received each type of service. The cost of administration was added by applying the percentage of total costs represented by the costs of administration to each estimate. We summed the individual-level cost estimates to estimate the total cost of all services treatment group members received.
- **Service costs.** We used the same method described above to calculate the costs of specific types of services treatment group members received through the pilot, existing SNAP E&T, and the community. 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. We multiplied the unit costs of services with individual-level survey data on the specific types of services received to estimate the costs of each service type.
- **Costs per individual.** To estimate the costs of serving the average individual and the range of costs for serving all treatment group members through the pilot, existing SNAP E&T, or the community, we calculated the product of the unit cost of each service type and individual-level weighted survey data on how many treatment group members received each type of service. The cost of administration was added by applying the percentage of total costs represented by the costs of administration to each estimate. We estimated the mean, range, and standard error of the mean.
- **Sensitivity test.** We tested the sensitivity of the estimated costs of all services treatment group members received to using the unit costs used to calculate control group estimates (WIOA unit costs, described below) and survey data on treatment groups members' participation in services (Appendix Tables G.5b in the pilot-specific reports). It is possible that some of the services treatment group members received were from sources outside the pilot, but the survey data do not identify where individuals received the services they reported. The pilot unit costs of services may be higher than the actual unit costs of services received outside the pilot. We use the WIOA unit costs to re-estimate the

cost of all treatment group services to provide context for what the same services might have cost outside of the pilot.

3. Costs of all services control group members received

Most grantees were unable to report detailed information on costs for the services received by control group members. Although the treatment group services were often similar in type to control group services, pilot staff indicated that the control group members did not receive as expansive or intensive services as the treatment group. As a result, we estimated the costs of all services control group members received using the most recent published data on the costs of similar services offered through the WIOA Adult and Dislocated Worker programs. Services for the control group were generally similar to or a subset of WIOA services, including case management, assessments, job clubs, job readiness training, independent job search (called resource room visits), education, occupational skills training, work-based learning, and support services.

We used cost data from the WIA Gold Standard Evaluation, which was conducted in 28 randomly selected local workforce investment areas across the country to assess the impacts and cost-benefit of intensive and training services provided in American Job Center customers. In addition to representing the costs of similar services, the WIOA costs were collected using the same methodology as this evaluation and the same workbook and cost ingredients (staff, direct service, supply and equipment, and overhead and operating costs). The cost data were collected in 2012 with findings published in 2016. We adjusted (inflated) the WIOA cost estimates to 2016 dollars to facilitate a direct comparison with pilot and treatment group estimates, which we also adjusted to 2016 dollars.

We chose to use WIOA costs to estimate the costs of services control group members received because (1) the costs were collected using the same methodology and represent the same basic ingredients, and (2) because the costs represent services which were similar to control group services offered through existing SNAP E&T and the community in most pilots. Pilot staff reported that control group services generally were less intensive. We found that the estimated costs of control group services per individual overall and by type of service using WIOA data generally were lower than the costs of treatment group services, supporting our hypothesis and the use of these data.

We equated each type of WIOA service to the types of services control group members reported receiving in the survey in order to estimate the costs of services control group members received. We made several service-specific modifications to make the estimates more customized to what we know about that type of control group services in each pilot. For example, for control group members who reported receiving a job readiness or life skills workshop in the survey, we used the costs of WIOA job club (an open group meeting to discuss job search strategies), resource room visits (an open room with computers and job search resources), and/or workshops (a structured class on a job search topic, such as resume writing). We made assumptions about which of these activities would have been offered to control group members based on our knowledge of existing SNAP E&T services in the State, and attributed the unit cost of that service to control group members who reported receiving job readiness or life skills workshops in the survey. In addition, we used data States reported on the costs of support services for the existing SNAP E&T program to estimate those costs for the control group (FNS-583 data from 2018).

We used the same methods to estimate the costs of all control group services that we used to estimate the costs of all treatment group services, including total costs, service costs, and costs per individual. We restricted the 12- and 36-month follow-up survey data on participation in services to the pilot period using the same approach we described for the estimated cost of all treatment group services above. The following bullets describe these analysis methods.

- **Total costs.** The estimated costs of all control group services were calculated as the product of the unit costs of each type of WIOA service and the number of control group members who received each type of service according to 12- and 36- month follow-up survey data weighted for survey nonresponse. We calculated the product of the unit cost of each service type and individual-level survey data on the services received. The cost of administration was included in the unit costs of WIOA services. We summed the individual-level cost estimates to estimate the total cost of all services control group members received.
- **Service costs.** We used the same method described above to calculate the costs of specific types of services control group members received through existing SNAP E&T and the community. 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 administration activities. We multiplied the unit costs of services with individual-level survey data on the specific types of services received to estimate the costs of each service type.
- **Costs per individual.** To estimate the costs of serving the average individual and the range of costs for serving all control group members through existing SNAP E&T or the community, we calculated the product of the unit cost of each service type and individual-level survey data on the services received. We estimated the mean, range, and standard error of the mean.
- **Sensitivity test.** We tested the sensitivity of the estimated costs of all services control group members received to using the unit costs used to calculate treatment group estimates (pilot unit costs) and survey data on control groups members' participation in services (Appendix Tables G.6b in the pilot-specific reports). The WIOA unit costs of services may be lower than the actual unit costs of services received by control group members. We use the pilot unit costs to re-estimate the cost of all control group services to provide context for what the same services might have cost if the unit costs were higher in practice.

B. Cost-benefit analysis

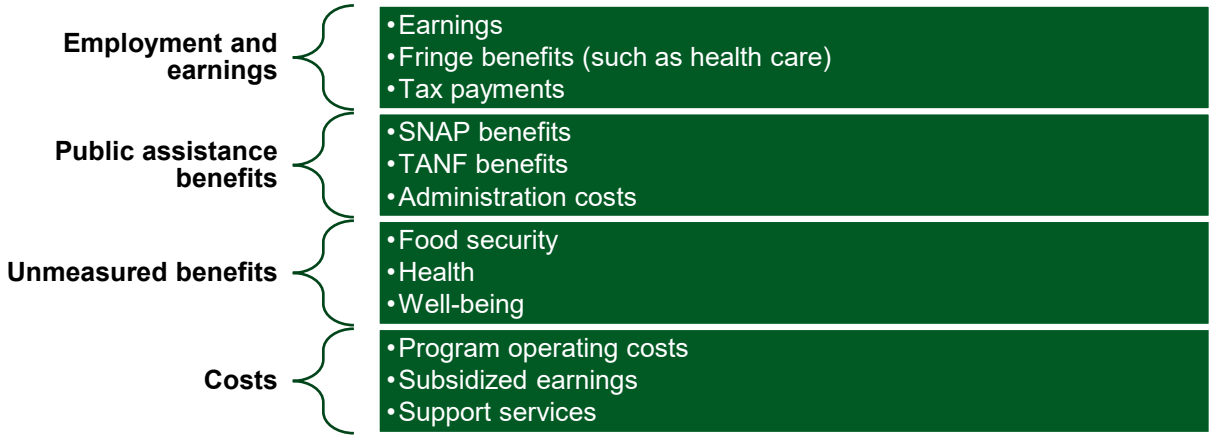
The cost-benefit analysis used a framework to present a comprehensive listing of treatment group benefits and costs, relative to the control group, from three perspectives: (1) individuals enrolled in the pilot, (2) government and taxpayers, and (3) society as a whole, which represents the sum of the other two perspectives. The framework is similar to an accounting ledger, listing benefits and costs as dollar values that could be positive from one perspective or negative (a cost) from another. All costs and benefits are expressed as the difference between the treatment group and the control group, and reflect all services those individuals received during the 36-month follow-up period.

1. Measures of costs and benefits

Given the goal for the SNAP E&T pilots, the primary benefits of interest were (1) increased earnings and fringe benefits (through increased employment), which reflect individuals' increased productivity from participating in services; and (2) reduced need for public assistance benefits, such as SNAP or TANF (Exhibit TS.22). Cumulative earnings estimates are based on two data sources – UI wage records and 36-month follow-up survey data on reported earnings. We estimate fringe benefits using the average value of fringe benefits as a percentage of earnings from the Department of Labor National Compensation Survey (20.9 percent of earnings). Actual fringe benefits individuals earned as a result of their employment likely vary. Public assistance benefits estimates are based on SNAP administrative data.

Additional benefits to government and taxpayers, as well as society, include taxes that individuals pay as part of their post-service employment and reductions in public assistance benefits. We estimated the marginal tax rate for federal, State, and Social Security taxes based on the mean annual earnings for the State and calendar year. The estimated marginal tax rate uses the marital status of the majority of individuals in the baseline survey data for each research group. A 2.6 percent excise tax was also included. Tax rates were calculated using TaxSim, a tax simulator from the National Bureau of Economic Research.[16] In the cost-benefit accounting framework, a tax value which was positive to individuals and negative to government and taxpayers reflects that individuals received a tax refund.

Exhibit TS.22. Measures of costs and benefits



All benefits are calculated as the difference between the treatment and control group estimates, are adjusted for inflation to 2016 dollars, and are discounted to account the present value of the benefit in 2016 (these adjustments are discussed in greater detail in Section 4 below). In addition, all benefits are included in the cost-benefit accounting framework even if they are not statistically different from zero because they are our best estimate.

The primary costs of interest include costs for operating program services and providing subsidized earnings and support services to individuals while they are engaged in services (the latter of which are a benefit to individuals and a cost to government and taxpayers). Subsidized earnings and support services

[16] TaxSim is available at http://users.nber.org/~taxsim/taxsim32.

directly benefit individuals while they are enrolled in services. We assumed the subsidized earnings benefitting individuals were reflected in the cumulative earnings impacts presented in the cost-benefit accounting framework for both UI wage records and 36-month survey data. There was likely variation in whether providers reported subsidized earnings to the UI agency in their State, but we assumed that they did so for the purpose of this analysis. Individuals likely included subsidized earnings as part of self-reported earnings estimates in the 36-month survey data. All earnings presented in the cost-benefit accounting framework were included in the fringe and tax estimates, though we do not know the extent to which subsidized earnings would have translated into these benefits in practice. These subsidized earnings are offset by the costs to government and taxpayers. We presented the support services as a benefit (positive transfer) to individuals in the cost-benefit accounting framework and these support services are offset by the costs to government and taxpayers. Both subsidized earnings and support services are assumed to have a net neutral (zero) benefit to society because the benefits are offset by the costs.

Although we can attribute a dollar value to benefits such as earnings, fringe benefits like health care, or SNAP benefits, there are other benefits and costs associated with changes in employment and earnings that are more difficult to value. Changes in the rates of food insecurity and well-being (such as improved housing or health status or lower rates of depression) are important outcomes that could be associated with a change in employment and earnings. It is challenging to quantify the dollar value of these benefits reliably—for example, it is difficult to attribute a dollar value to a one-point change on the depression or food security scales used to assess the presence and extent of these issues. Outcomes such as a change in depression or food security might have more value than can be represented by a change in earnings or expenditures, given the relationship of those outcomes to overall and long-term health and well-being. For example, a recent national study found that food insecure adults face an average of $1,834 in additional annual health care costs, compared with food secure adults.[17] In addition, there are other potential costs related to employment, such as changes in child care or transportation needs. We did not make assumptions about the values of these benefits or costs because they could influence estimates with a high degree of uncertainty. However, it is important to recognize the potential value of these costs and benefits to individuals, government and taxpayers, and society.

[17] Feeding America (2018). Map the Meal Gap 2018: A Report on County and Congressional District Food Insecurity and County Food Cost in the United States in 2016. Available at: feedingamerica.org.

2. Costs and benefits by perspective

The findings of the cost-benefit analysis depend on the perspective from which the costs and benefits are considered. For example, an increase in tax payments because of an increase in employment and earnings is a cost to individuals but a benefit to government and taxpayers. We considered variation in the costs and benefits by perspective:

Individuals enrolled in the treatment group could have realized benefits from increased post-program earnings and incurred costs from decreased benefit receipt. Individuals did not incur costs for services but benefitted from receiving subsidized wages and support services while receiving services.

Government and taxpayers (meaning everyone other than individuals) paid costs to fund the services and could have realized benefits from increased taxes from individuals and decreased benefit receipt and program administration costs.

Society as a whole experienced the overall effect of the costs and benefits to individuals and government and taxpayers. Costs or benefits to society were the sum of the costs and benefits to individuals and government and taxpayers. For example, if taxes were a cost to individuals and a benefit to government and taxpayers, there would be a net neutral (zero) benefit to society.

3. Summary measures

To estimate the net benefit, we took the difference between total benefits and costs for each perspective. A negative net benefit is a net cost from that perspective. We also estimated the return to society on each dollar invested by estimating the ratio of benefits to costs. The benefit-cost ratio is the quotient of total benefits and the absolute value of the total costs to society. A benefit-cost ratio greater than one represents greater benefits than costs to society, and a number less than one suggests fewer benefits than costs. For example, a benefit-cost ratio of two suggests that society benefits by two dollars for every one dollar invested; a benefit-cost ratio of negative 2 suggests that society loses two dollars for every one dollar invested.

4. Accounting for accrual of benefits and costs

We adjusted benefits and costs to make them comparable using *a price deflator* to convert inflated dollars after 2016 to a baseline year (2016), and *a discount rate* to adjust the value of future benefits to their present value in a baseline year. The baseline year of 2016 was chosen because it is the year when pilots started incurring service costs and participants started accruing benefits.

- **Price deflator.** To account for inflation, we used the implicit gross national product price deflator from the Bureau of Economic Analysis to convert benefits and costs occurring in later years into constant dollars. Benefits based on earnings and public assistance outcomes presented in the impact analysis were adjusted for inflation in those analyses as well. The pilots incurred costs for a planning period in 2015 and early 2016 and reported costs in a single workbook where costs were not separated by year, in 2016, so the costs from that workbook were not adjusted for inflation.

- **Discount rate:** A dollar in the baseline year (2016) was worth more than a dollar in a later year because it could have been invested and earned interest. To account for this effect, we used a discount rate to convert all benefits and costs incurred after 2016 to their 2016 value based on the 30-year Treasury bond rate on January 1, 2016 (approximately when the pilots started), which was 2.98 percent. Benefits based on earnings and public assistance outcomes presented in the impact analysis were *not* adjusted for their present value in 2016 for those analyses. We only adjusted those benefits for the purpose of the cost-benefit analysis, so the estimates of earnings and public assistance vary between those analyses.

We did not make assumptions about the length of the effects of the services on earnings and public benefits beyond the observation period of 36 months because it would greatly influence estimates with a high degree of uncertainty.

5. Sensitivity analyses for cost-benefit analysis

We conducted a number of sensitivity analyses to determine whether the main conclusions were sensitive to the many assumptions needed to conduct a cost-benefit analysis. We checked the robustness of our estimates to a set of alternative assumptions, described below.

- **Alternative fringe benefit rates.** The main analysis uses a single fringe benefit rate for the pilot (20.9 percent). Individuals' actual fringe benefit rates could vary based on their employment and other household factors (such as having children). We used an alternative fringe benefit rate to assess the sensitivity of benefit estimates to those assumptions. We decreased and increased fringe benefit rates by 5 percent of earnings to estimate an alternative set of net benefits and benefit-cost ratios. The findings were robust to changes in these assumptions in all pilots for both UI wage records and survey data.
- **Alternative tax rates.** The main analysis uses a single marginal tax rate for the pilot based on the earnings impact and the characteristics of individuals in the pilot at enrollment. Individuals' effective tax rates could vary based on their earnings and other deductions (such as having children). We decreased and increased tax rates by 5 percent to estimate an alternative set of net benefits and benefit-cost ratios. The findings were robust to changes in these assumptions in all pilots for both UI wage records and survey data.
- **Alternative discount rates.** The main analysis used a discount rate to convert all benefits and costs incurred after 2016 to their 2016 value. The discount rate was based on the rate of return of a 30-year Treasury bond rate as of January 1, 2016 (approximately when the pilots started), which was 2.98 percent. This sensitivity analysis uses an alternative Treasury bond rate to assess the sensitivity of estimates to different rates of return through the discount rate. We used discount rates of 2 percent and 4 percent to estimate an alternative set of net benefits and benefit-cost ratios. The findings were robust to changes in these assumptions in all pilots for both UI wage records and survey data.
- **Alternative assumption that subsidized earnings are not included in UI wage record estimates of earnings.** The main analysis assumed that subsidized earnings provided to individuals engaged in work-based learning activities were reported to State UI agencies and were included in UI wage record estimates of earnings. It is possible that not all providers reported subsidized earnings to State UI agencies. This sensitivity analysis uses the alternative assumption that subsidized earnings are not

included in UI wage record estimates of earnings, but instead were a direct transfer benefitting individuals. There were no changes to how this assumption impacted the costs of subsidized earnings to the government or society. We assumed subsidized earnings are included in 36-month survey estimates of earnings. The findings were robust to changes in these assumptions in all pilots for both UI wage records and survey data.

- **Alternative assumption that treatment group members only received services through the pilots.** The main analysis assumes that treatment group members received additional services outside of the pilots through existing SNAP E&T and the community. We use data from the 12- and 36-month follow-up surveys to estimate service receipt for treatment group members and assume any difference in estimated costs of the pilot and all services treatment group members received based on the survey is attributed to services received outside of the pilot. Survey data are self-reported and could over or underestimate the services that treatment group members received. This sensitivity analysis uses the alternative assumption that treatment group members only received services through the pilot and estimates the net benefits using these alternate estimates of costs. The findings were robust to changes in these assumptions in all pilots for UI wage records. Based on survey data, the net benefits to society in Kansas and Vermont were positive when restricting the costs of treatment group services to those received through the pilot, and negative according to the main analysis using the costs of all services treatment group members received through the pilots, existing SNAP E&T, and the community.

REFERENCES

Carlson, B. L. "Optimal Sampling Fractions for Two-Phase Sampling for Nonresponse in the Real World." In *American Statistical Association, 2015 Proceedings of the Section on Survey Research Methods*. Alexandria, VA: American Statistical Association, August 2015.

Little, R. J. "Missing-Data Adjustments in Large Surveys." *Journal of Business & Economic Statistics*, vol. 6, no. 3, 1988, pp. 287–296.

Potter, F., and Y. Zheng. "Methods and Issues in Trimming Extreme Weights in Sample Surveys." *Proceedings of the Section on Survey Research Methods*. American Statistical Association.

Schochet, P. Z. "Statistical Theory for the RCT-YES Software: Design-Based Causal Inference for RCTs (NCEE 2015–4011)." Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education, 2016.

Schochet, P. Z., and T. Kautz. "Design-Based Estimators for Clustered RCTS and How They Compare to Robust Estimators." Working Paper No. 1. Princeton, NJ: Mathematica Policy Research, 2018.

Zou, H., and T. Hastie. "Regularization and Variable Selection via the Elastic Net." *Journal of the Royal Statistical Society: Series B (Statistical Methodology)*, vol. 67, no. 2, 2005, pp. 301–320.

Appendix A:

Baseline Information Registration Form

OMB Control No.: 0584-0604

Expiration Date: 01/31/2019

MATHEMATICA Policy Research

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?

❍ Yes 1

❍ No .....0 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
- ❍ Female 2
- ❍ Other (Specify) 3

_____

7. Landline Phone Number:

☐☐☐ ☐☐☐ ☐☐☐☐

- ❍ None

7a. Under whose name is that phone listed?

- ❍ My own name 1
- ❍ 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?

- ❍ Yes 1
- ❍ No.....0

9. Email Address:

_____

- ❍ None

DEMOGRAPHIC AND WELL-BEING INFORMATION:

10. Are you...

- ❍ Hispanic or Latino,.....1
- ❍ Not Hispanic or Latino.....0

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

Select all that apply

- ☐ American Indian or Alaska Native.....1
- ☐ Asian.....2
- ☐ Black or African American.....3
- ☐ Native Hawaiian or Pacific Islander, or.....4
- ☐ White.....5

12. What is your primary spoken language?

Select one only

- ❍ English.....1 GO TO Q13
- ❍ Spanish.....2
- ❍ Other (SPECIFY).....3

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

- ❍ Very well.....1
- ❍ Well.....2
- ❍ Not well, or.....3
- ❍ Not at all.....4

13. Are you currently…

Select one only

- ❍ Married.....1
- ❍ Living with someone as married,.....2
- ❍ Separated,.....3
- ❍ Divorced,.....4
- ❍ Widowed, or.....5
- ❍ 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) certificate 5
- ☐ Some college but no degree 6
- ☐ Vocational/Technical degree or certificate 7
- ☐ Business degree/certificate 8
- ☐ 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 good 2
- ❍ Good....3
- ❍ Fair 4
- ❍ Poor 5

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?**

- ❍ Yes .....1 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.**

- ❍ Yes 1
- ❍ No .....0 GO TO 25a

20. **Are you currently self-employed or working at a job for pay?**

- ❍ Yes .....1 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-employed 1

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 know 1

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

(HOURS DURING LAST WEEK WORKED)

❍Don't know 1

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, or 4
❍ 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

❍ Hour.....1
❍ Week 2
❍ Every 2 weeks 3
❍ Twice per month.....4
❍ Once per month.....5
❍ Year 6
❍ Other (SPECIFY).....7

25a. IF NEVER WORKED FOR PAY OR NOT CURRENTLY WORKING: **What is the <u>main</u> 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 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 6
- ❍ Attending school 7
- ❍ Transportation issues or problems (no car or no public transportation available, transportation costs too much) 8
- ❍ Chose not to work 9
- ❍ Felony record 10
- ❍ 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 Assistance 4
- ☐ 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?**

- ❍ Yes 1
- ❍ 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
- ❍ Grandparent.....2
- ❍ Child.....3
- ❍ Brother/Sister.....4
- ❍ Friend/Neighbor.....5
- ❍ Employer.....6
- ❍ 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
- ❍ Grandparent.....2
- ❍ Child.....3
- ❍ Brother/Sister.....4
- ❍ Friend/Neighbor.....5
- ❍ Employer.....6
- ❍ 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

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: |__|__| / |__|__| / |__|__|__|__| IF MATCHES SAMPLE INFO -

MONTH DAY YEAR Start Survey (A1), IF DOES NOT

MATCH SAMPLE INFO, ASK S3

REFUSED ..... r GO TO S3

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 <u>currently working at a job for pay, or</u> 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

IF B1= NO, GO TO C1
IF B1=YES, GO TO B4

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
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.] **PROBE: And what job did you have before that?** **PROBE IF R SAYS "SELF-EMPLOYED": What (is/was) the name of your business?** PROGRAMMER NOTE: USE "IS" IF B3=1 USE "WAS" IF B3=0,D,R	COMPANY NAME (SPECIFY) .....1 _____ DON'T KNOW.....d REFUSED.....r	COMPANY NAME (SPECIFY) .....1 _____ DON'T KNOW.....d REFUSED.....r	COMPANY NAME (SPECIFY) ..... 1 _____ DON'T KNOW..... d REFUSED..... r	COMPANY NAME (SPECIFY) ..... 1 _____ DON'T KNOW..... d REFUSED..... r	COMPANY NAME (SPECIFY) ..... 1 _____ DON'T KNOW..... d REFUSED..... r

	JOB 1	JOB 2	JOB 3	JOB 4	JOB 5
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 **FOR JOBS 2-5: Now we're going to talk about your job at [FILL COMPANY]. Was that job in [FILL STATE]?**	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r
B4b. IF NO: **In what state [is/was] this job?** **PROGRAMMER NOTE: USE "is" IF B3=1 USE "was" IF B3=0,D,R**	|__|__| STATE DON'T KNOW .... d REFUSED .... r	|__|__| STATE DON'T KNOW .... d REFUSED .... r	|__|__| STATE DON'T KNOW .... d REFUSED .... r	|__|__| STATE DON'T KNOW .... d REFUSED .... r	|__|__| STATE DON'T KNOW .... d REFUSED .... r
B5. When did you start working for [/FILL COMPANY NAME]?	|__|__| / |__|__|__|__| MONTH YEAR DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR DON'T KNOW .... d REFUSED .... r
B6. When did that job end?	|__|__| / |__|__|__|__| MONTH YEAR STILL EMPLOYED .... 2 DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR STILL EMPLOYED .... 2 DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR STILL EMPLOYED .... 2 DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR STILL EMPLOYED .... 2 DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR STILL EMPLOYED .... 2 DON'T KNOW .... d REFUSED .... r

	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]?**	CODE ONE ONLY LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED....1 FIRED....2 QUIT....3 BECAME DISABLED....4 MOVED AWAY FROM THAT AREA....5 JOB WAS TEMPORARY AND ENDED....6 MATERNITY/PARENTAL LEAVE....7 OTHER (SPECIFY)....99 ________ DON'T KNOW....d REFUSED....r	CODE ONE ONLY LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED....1 FIRED....2 QUIT....3 BECAME DISABLED....4 MOVED AWAY FROM THAT AREA....5 JOB WAS TEMPORARY AND ENDED....6 MATERNITY/PARENTAL LEAVE....7 OTHER (SPECIFY)....99 ________ DON'T KNOW....d REFUSED....r	CODE ONE ONLY LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED....1 FIRED....2 QUIT....3 BECAME DISABLED....4 MOVED AWAY FROM THAT AREA....5 JOB WAS TEMPORARY AND ENDED....6 MATERNITY/PARENTAL LEAVE....7 OTHER (SPECIFY)....99 ________ DON'T KNOW....d REFUSED....r	CODE ONE ONLY LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED....1 FIRED....2 QUIT....3 BECAME DISABLED....4 MOVED AWAY FROM THAT AREA....5 JOB WAS TEMPORARY AND ENDED....6 MATERNITY/PARENTAL LEAVE....7 OTHER (SPECIFY)....99 ________ DON'T KNOW....d REFUSED....r	CODE ONE ONLY LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED....1 FIRED....2 QUIT....3 BECAME DISABLED....4 MOVED AWAY FROM THAT AREA....5 JOB WAS TEMPORARY AND ENDED....6 MATERNITY/PARENTAL LEAVE....7 OTHER (SPECIFY)....99 ________ DON'T KNOW....d REFUSED....r
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

	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	|__|TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK .... n DON'T REMEMBER....... d REFUSED....... r	|__|TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK .... n DON'T REMEMBER....... d REFUSED....... r	|__|TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK .... n DON'T REMEMBER....... d REFUSED....... r	|__|TOTAL DAYS WORKED IN A TYPICAL WEEK DAYS (VARY/VARIED) EACH WEEK .... n DON'T REMEMBER....... d REFUSED....... r	|__|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?**	|__| TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER....... d REFUSED....... r	|__| TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER....... d REFUSED....... r	|__| TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER....... d REFUSED....... r	|__| TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER....... d REFUSED....... r	|__| TOTAL DAYS WORKED DURING LAST WEEK WORKED DON'T REMEMBER....... d REFUSED....... r

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

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

	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.**	CODE ONE ONLY PER HOUR .... 1 PER WEEK .... 2 ONCE EVERY TWO WEEKS........ 3 TWICE A MONTH.......... 4 PER MONTH.......... 5 PER YEAR .... 6 DAY/DAILY .... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8 PER MINUTE .... 9 PER MILE .... 10 OTHER (SPECIFY).......... 99 ____________________ DON'T KNOW.......... d REFUSED .... r	CODE ONE ONLY PER HOUR .... 1 PER WEEK .... 2 ONCE EVERY TWO WEEKS........ 3 TWICE A MONTH.......... 4 PER MONTH.......... 5 PER YEAR .... 6 DAY/DAILY .... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8 PER MINUTE .... 9 PER MILE .... 10 OTHER (SPECIFY).......... 99 ____________________ DON'T KNOW.......... d REFUSED .... r	CODE ONE ONLY PER HOUR .... 1 PER WEEK .... 2 ONCE EVERY TWO WEEKS........ 3 TWICE A MONTH.......... 4 PER MONTH.......... 5 PER YEAR .... 6 DAY/DAILY .... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8 PER MINUTE .... 9 PER MILE .... 10 OTHER (SPECIFY).......... 99 ____________________ DON'T KNOW.......... d REFUSED .... r	CODE ONE ONLY PER HOUR .... 1 PER WEEK .... 2 ONCE EVERY TWO WEEKS........ 3 TWICE A MONTH.......... 4 PER MONTH.......... 5 PER YEAR .... 6 DAY/DAILY .... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8 PER MINUTE .... 9 PER MILE .... 10 OTHER (SPECIFY).......... 99 ____________________ DON'T KNOW.......... d REFUSED r	CODE ONE ONLY PER HOUR .... 1 PER WEEK .... 2 ONCE EVERY TWO WEEKS........ 3 TWICE A MONTH.......... 4 PER MONTH.......... 5 PER YEAR .... 6 DAY/DAILY .... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT..... 8 PER MINUTE .... 9 PER MILE .... 10 OTHER (SPECIFY).......... 99 ____________________ DON'T KNOW.......... d 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	CODE ALL THAT APPLY **Health insurance or membership in an HMO or PPO plan?** .... 1 **Dental insurance?** .... 2 **Paid vacation?** .... 3 **Paid holidays?** .... 4 **Paid sick leave?** .... 5 **Retirement, 401(k), or pension benefits?** .... 6 **Tuition assistance or reimbursement?** .... 7 NONE .... 8 DON'T KNOW.......... d REFUSED .... r	CODE ALL THAT APPLY **Health insurance or membership in an HMO or PPO plan?** .... 1 **Dental insurance?** .... 2 **Paid vacation?** .... 3 **Paid holidays?** .... 4 **Paid sick leave?** .... 5 **Retirement, 401(k), or pension benefits?** .... 6 **Tuition assistance or reimbursement?** .... 7 NONE .... 8 DON'T KNOW.......... d REFUSED .... r	CODE ALL THAT APPLY **Health insurance or membership in an HMO or PPO plan?** .... 1 **Dental insurance?** .... 2 **Paid vacation?** .... 3 **Paid holidays?** .... 4 **Paid sick leave?** .... 5 **Retirement, 401(k), or pension benefits?** .... 6 **Tuition assistance or reimbursement?** .... 7 NONE .... 8 DON'T KNOW.......... d REFUSED .... r	CODE ALL THAT APPLY **Health insurance or membership in an HMO or PPO plan?** .... 1 **Dental insurance?** .... 2 **Paid vacation?** .... 3 **Paid holidays?** .... 4 **Paid sick leave?** .... 5 **Retirement, 401(k), or pension benefits?** .... 6 **Tuition assistance or reimbursement?** .... 7 NONE .... 8 DON'T KNOW.......... d REFUSED .... r	CODE ALL THAT APPLY **Health insurance or membership in an HMO or PPO plan?** .... 1 **Dental insurance?** .... 2 **Paid vacation?** .... 3 **Paid holidays?** .... 4 **Paid sick leave?** .... 5 **Retirement, 401(k), or pension benefits?** .... 6 **Tuition assistance or reimbursement?** .... 7 NONE .... 8 DON'T KNOW.......... d REFUSED .... r
CATI PROGRAM: IS THERE ANOTHER JOB TO ASK ABOUT?	YES...GO TO NEXT JOB – B4a NO………..GO TO C1	YES...GO TO NEXT JOB – B4a NO………..GO TO C1	YES...GO TO NEXT JOB – B4a NO………..GO TO C1	YES...GO TO NEXT JOB – B4a NO………..GO TO C1	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		
NO 0		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

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
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)? **FOR PROGRAMS 2-5: What's the next program you attended?**	_____ PROGRAM NAME DON'T KNOW ..... d REFUSED..... r	_____ PROGRAM NAME DON'T KNOW ..... d REFUSED ..... r	_____ PROGRAM NAME DON'T KNOW ..... d REFUSED ..... r	_____ PROGRAM NAME DON'T KNOW..... d REFUSED..... r	_____ PROGRAM NAME DON'T KNOW..... d REFUSED..... r
C14. When did you start attending [PROGRAM]?	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW ..... d REFUSED..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW..... d REFUSED..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW..... d REFUSED..... r
C15. Are you still in that program?	YES ..... 1 GO TO C17 NO ..... 0 ..... DON'T KNOW ..... d .....GO TO C17 REFUSED ..... r .....GO TO C17	YES ..... 1 .....GO TO C17 NO..... 0 ..... DON'T KNOW..... d .....GO TO C17 REFUSED..... r .....GO TO C17	YES..... 1 .....GO TO C17 NO..... 0 ..... DON'T KNOW..... d .....GO TO C17 REFUSED..... r .....GO TO C17	YES..... 1 .....GO TO C17 NO..... 0 ..... DON'T KNOW..... d .....GO TO C17 REFUSED..... r .....GO TO C17	YES..... 1 .....GO TO C17 NO ..... 0 ..... DON'T KNOW ..... d .....GO TO C17 REFUSED ..... r .....GO TO C17
C16. When did you stop attending?	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW ..... d REFUSED..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW..... d REFUSED..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2014-2016) DON'T KNOW..... d REFUSED..... r

	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 REMEMBER ..... d REFUSED ..... r	|__|__| HOURS PER WEEK DON'T REMEMBER ..... d REFUSED ..... r	|__|__| HOURS PER WEEK DON'T REMEMBER ..... d REFUSED ..... r	|__|__| HOURS PER WEEK DON'T REMEMBER ..... d REFUSED ..... r	|__|__| HOURS PER WEEK DON'T REMEMBER ..... d REFUSED ..... r
C18. (Is/Was) this program meant to help you learn job skills or prepare for an occupation, or to provide general education? **PROBE:** General education programs include adult basic education or GED courses, college, and other types of school.	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ..... 1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ..... 2 GENERAL EDUCATION ..... 3 ENGLISH AS A SECOND LANGUAGE ..... 4 INTERNSHIP/APPRENTICESHIP . 5 ADULT BASIC ED/GED ..... 6 DON'T REMEMBER ..... d REFUSED ..... r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ..... 1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ..... 2 GENERAL EDUCATION ..... 3 ENGLISH AS A SECOND LANGUAGE ..... 4 INTERNSHIP/APPRENTICESHIP. 5 ADULT BASIC ED/GED ..... 6 DON'T REMEMBER ..... d REFUSED ..... r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ..... 1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ..... 2 GENERAL EDUCATION ..... 3 ENGLISH AS A SECOND LANGUAGE ..... 4 INTERNSHIP/APPRENTICESHIP 5 ADULT BASIC ED/GED ..... 6 DON'T REMEMBER ..... d REFUSED ..... r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ..... 1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ..... 2 GENERAL EDUCATION ..... 3 ENGLISH AS A SECOND LANGUAGE ..... 4 INTERNSHIP/APPRENTICESHIP .5 ADULT BASIC ED/GED ..... 6 DON'T REMEMBER ..... d REFUSED ..... r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ..... 1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ..... 2 GENERAL EDUCATION ..... 3 ENGLISH AS A SECOND LANGUAGE ..... 4 INTERNSHIP/APPRENTICESHIP .5 ADULT BASIC ED/GED ..... 6 DON'T REMEMBER ..... d REFUSED ..... r
C19. IF C18=2 OR 5: **(Is/Was) this program considered to be "on-the-job" training?** **PROBE:** On-the-job training, also called "OJT," involves getting experience from a particular employer while you are working.	YES ..... 1 NO ..... 0 DON'T KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DON'T KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DON'T KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DON'T KNOW ..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DON'T KNOW ..... d REFUSED ..... r

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

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

	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 KNOW ....d REFUSED ....r	$ |__|__| , |__|__|__| PROGRAM COST OUT OF POCKET DON'T KNOW ....d REFUSED ....r	$ |__|__| , |__|__|__| PROGRAM COST OUT OF POCKET DON'T KNOW ....d REFUSED ....r	$ |__|__| , |__|__|__| PROGRAM COST OUT OF POCKET DON'T KNOW ....d REFUSED ....r	$ |__|__| , |__|__|__| PROGRAM COST OUT OF POCKET DON'T KNOW ....d REFUSED ....r
C23a. IF C23>0. **(Does/Did) this cover the total cost of the program?**	YES ....1 NO ....0 DON'T KNOW ....d REFUSED ....r	YES ....1 NO ....0 DON'T KNOW ....d REFUSED ....r	YES ....1 NO ....0 DON'T KNOW ....d REFUSED ....r	YES ....1 NO ....0 DON'T KNOW ....d REFUSED ....r	YES ....1 NO ....0 DON'T KNOW ....d REFUSED ....r

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

	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 COULDN'T AFFORD TO CONTINUE .... 2 PERSONAL PROBLEMS .... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM .... 4 DIDN'T THINK IT WOULD HELP TO FIND A JOB .... 5 STARTED (OTHER) SCHOOL/TRAINING .... 6 DECIDED DIDN'T WANT JOB .. 7 ILLNESS/PREGNANCY .... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS .... 9 POOR GRADES .... 10 COURSES OR PROGRAM POORLY TAUGHT .... 11 OTHER (SPECIFY) .... 99 ____________ DON'T KNOW .... d REFUSED .... r	FOUND JOB/REEMPLOYED .... 1 COULDN'T AFFORD TO CONTINUE .... 2 PERSONAL PROBLEMS .... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM .... 4 DIDN'T THINK IT WOULD HELP TO FIND A JOB .... 5 STARTED (OTHER) SCHOOL/TRAINING .... 6 DECIDED DIDN'T WANT JOB .. 7 ILLNESS/PREGNANCY .... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS .... 9 POOR GRADES .... 10 COURSES OR PROGRAM POORLY TAUGHT .... 11 OTHER (SPECIFY) .... 99 ____________ DON'T KNOW .... d REFUSED .... r	FOUND JOB/REEMPLOYED .... 1 COULDN'T AFFORD TO CONTINUE .... 2 PERSONAL PROBLEMS .... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM .... 4 DIDN'T THINK IT WOULD HELP TO FIND A JOB .... 5 STARTED (OTHER) SCHOOL/TRAINING .... 6 DECIDED DIDN'T WANT JOB .. 7 ILLNESS/PREGNANCY .... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS .... 9 POOR GRADES .... 10 COURSES OR PROGRAM POORLY TAUGHT .... 11 OTHER (SPECIFY) .... 99 ____________ DON'T KNOW .... d REFUSED .... r	FOUND JOB/REEMPLOYED ..... 1 COULDN'T AFFORD TO CONTINUE .... 2 PERSONAL PROBLEMS .... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM .... 4 DIDN'T THINK IT WOULD HELP TO FIND A JOB .... 5 STARTED (OTHER) SCHOOL/TRAINING .... 6 DECIDED DIDN'T WANT JOB ... 7 ILLNESS/PREGNANCY .... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS .... 9 POOR GRADES .... 10 COURSES OR PROGRAM POORLY TAUGHT .... 11 OTHER (SPECIFY) .... 99 ____________ DON'T KNOW .... d REFUSED .... r	FOUND JOB/REEMPLOYED .... 1 COULDN'T AFFORD TO CONTINUE .... 2 PERSONAL PROBLEMS .... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM .... 4 DIDN'T THINK IT WOULD HELP TO FIND A JOB .... 5 STARTED (OTHER) SCHOOL/TRAINING .... 6 DECIDED DIDN'T WANT JOB ... 7 ILLNESS/PREGNANCY .... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS .... 9 POOR GRADES .... 10 COURSES OR PROGRAM POORLY TAUGHT .... 11 OTHER (SPECIFY) .... 99 ____________ DON'T KNOW .... d REFUSED .... r
C26. Did you receive a diploma/ degree/ certification/ license for completing that program?	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r

	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 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 KNOW.....d REFUSED.....r	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 KNOW.....d REFUSED.....r	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 KNOW.....d REFUSED.....r	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 KNOW.....d REFUSED.....r	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 KNOW .....d REFUSED .....r
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].**

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].**

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	
NO	0	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 <u>often</u> true, <u>sometimes</u> true, or <u>never</u> 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 <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for (you/your household) in the last 30 days?

CODE ONE ONLY

OFTEN TRUE.....1
SOMETIMES TRUE 2
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 TRUE 2
NEVER TRUE.....3
DON'T KNOW.....d
REFUSED.....r

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

CODE ONE ONLY

OFTEN TRUE.....1
SOMETIMES TRUE 2
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
NO .....0 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

NO 0

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

NO 0

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

NO 0

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

NO .....0 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

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, or 3
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 YOU 3
SOMEWHAT TRUE OF YOU.....4
VERY TRUE OF YOU 5
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)

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

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

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.

Appendix C.

36-Month Follow-Up Survey

OMB Control No.: 0584-0604

Expiration Date: 01/31/2019

MATHEMATICA Policy Research

SNAP E&T Pilots

36-MONTH FOLLOW-UP SURVEY

ENGLISH

September, 2018

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

CONFIRMIT CATI SHELL

TABLE OF CONTENTS

PLEASE READ:

The Confirmit CATI Shell includes standard front-end and back-end questions, most of which are required for Confirmit to function. Shell items should not be changed when applying the shell to your questionnaire. Project decision points will determine which shell items are asked. Contact your Confirmit programmer if you have questions or to request modifications. Requests will be reviewed by the Confirmit CATI team.

V2-180119

S. SCREENING

PROGRAMMER BOX S

PROGRAMMER – S2 – S4 should be asked every time a survey is opened, not just once.

ALL

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?**

INSTRUCTION: ENTER DATE AS MM/DD/YYYY

RECORD: |__|__| / |__|__| / |__|__|__|__|

MONTH DAY YEAR

REFUSED.....r GO TO S3

IF 2 OR MORE VALUES IN S2 DO NOT MATCH SAMPLE INFO DOB

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

DON'T KNOW.....d

REFUSED.....r

IF S3 DOES NOT MATCH SAMPLE INFO LAST 4 SSN, INCLUDE R, D RESPONSES TO S3

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

PROGRAMMER BOX

EXIT AND STATUS CASE AS 1980 (LOCATING SUPERVISOR REVIEW). PULL CASE FROM CATI BY SETTING LOCTYPE = 4 AND SCHEDULING THE CASE TO THE YEAR 2053.

SET CATI EXTENDED STATUS TO INELIGBLE

A. HOUSEHOLD CHARACTERISTICS

PROGRAMMER BOX
Set QL = 3

ALL

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

_____ (1-10)

DON'T KNOW.....d GO TO B1

REFUSED.....r GO TO B1

IF A1 > 1

A2. Do all the people who live with you share the food that is bought for the household?

YES.....1 GO TO A4

NO 0 .....GO TO A3

DON'T KNOW.....d GO TO A3

REFUSED.....r GO TO A3

IF A1 > 1 AND A2 = 0, D, OR R

A3. Including yourself, how many people in your household share the food that is bought for the household?

_____ |__|__| PEOPLE WITH SHARED FOOD

_____ (1-10)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF A3 > A1: **I'm sorry, but the number of people sharing food cannot be greater than the total people in household.**

IF (A1 > 1 AND A3 > 1) OR A2 = 1
IF A2 = 1, FILL A1 IF A2 = 0, FILL A3

A4. How many of those [FILL A1 OR A3] people are children age 18 or younger?

_____ |__|__| PEOPLE UNDER 18

_____ (0-10)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF [(A2 = 0, D, OR R) AND A4 > A3] OR [IF A2 = 1 AND A4 > A1]: **I'm sorry, but the number of children in the household cannot be greater than the number of people in the household.**

B. EMPLOYMENT

ALL
FILL [INTDATE]

B0. Now I'd like to ask you about any jobs you may currently have, and jobs you may have had since [INTDATE].

PROGRAMMER BOX
IFJOB1 != BLANK, CONTINUE; ELSE GO TO B13
LOOP THROUGH B1 – B12 FOR ALL PRE-LOADED JOBS (UP TO 5)

	#1 **(FIRST JOB WORKING AT AS OF INTDATE)**	**#2 - #5** **(SECOND JOB WORKING AT AS OF INTDATE)**
B1. According to my computer, in [INTDATE], you were (also) working at [fill JOB1/JOB2)]. Is this correct?	CORRECT ..... 1 NOT CORRECT ..... 0 B12a DON'T KNOW ..... d B12a REFUSED ..... r B12a	CORRECT ..... 1 NOT CORRECT ..... 0 B12a DON'T KNOW ..... d B12a REFUSED ..... r B12a
(IF B1 = 1) **B2. Are you still working there?**	YES ..... 1 B5 NO 0	YES ..... 1 B5 NO 0
(IF B2=0) **B3. When did that job end?** PROBE**: Your best guess is fine** INSTRUCTION: ENTER MONTH AND YEAR	|__|__| / |__|__|__|__| MONTH YEAR (2016-Current year) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (2016-Current year) DON'T KNOW ..... d REFUSED ..... r

(IF B2=0) **B4. What was your main reason for leaving [JOB1/JOB2]?** INTERVIEWER: IF THE R SAYS THEY LEFT DUE TO COVID-19 (THE CORONAVIRUS), CODE THE REASON THEY LEFT THEIR JOB AT B4 WITH EXISTING RESPONSES, B4a WILL COLLECT WHETHER IT WAS RELATED TO THE VIRUS	LAID OFF, COMPANY DOWN-SIZED, OR PLANT CLOSED .....1 FIRED .....2 QUIT .....3 BECAME DISABLED.....4 MOVED AWAY FROM THAT AREA.....5 JOB WAS TEMPORARY AND ENDED .....6 MATERNITY/PARENTAL LEAVE.....7 OTHER (SPECIFY) .....99 _____ DON'T KNOW .....d REFUSED .....r	LAID OFF, COMPANY DOWN-SIZED, OR PLANT CLOSED.....1 FIRED.....2 QUIT .....3 BECAME DISABLED .....4 MOVED AWAY FROM THAT AREA .....5 JOB WAS TEMPORARY AND ENDED.....6 MATERNITY/PARENTAL LEAVE .....7 OTHER (SPECIFY).....99 _____ DON'T KNOW.....d REFUSED.....r
(IF B2=0) **B4a. Was the reason you left [JOB1/JOB2] related to COVID-19, also known as the coronavirus?**	YES.....1 NO.....0 DON'T KNOW .....d REFUSED .....r	YES ..... 1 NO ..... 0 ..... DON'T KNOW ..... d REFUSED.....r
(IF B1 = 1) **B5. How many hours per week, including overtime hours (**IF B2=1: **do/**IF B2=0: **did) you usually work at [JOB1/JOB2]?**	|___|___| TOTAL HOURS WORKED IN A TYPICAL WEEK (1-99) HOURS (VARY/VARIED) EACH WEEK n ..... DON'T REMEMBER.....d REFUSED .....r	|___|___| TOTAL HOURS WORKED IN A TYPICAL WEEK (1-99) HOURS (VARY/VARIED) EACH WEEK ..... n DON'T REMEMBER..... d REFUSED..... r

(IF B5=n) **B5a. How many hours did you work during the last week you worked?**	|___|___| TOTAL HOURS WORKED DURING LAST WEEK WORKED (1-99) DON'T REMEMBER.....d REFUSED.....r	|___|___| TOTAL HOURS WORKED DURING LAST WEEK WORKED (1-99) DON'T REMEMBER.....d REFUSED.....r
(IF B5 = d OR R) OR (B5a=d OR r) **IF B2=1, fill "Is", else fill "Was"** **B5b. (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 **(FIRST JOB WORKING AT AS OF [INTDATE)**	**#2** **(SECOND JOB WORKING AT AS OF INTDATE)**
(IF B1 = 1) **IF B2=1, fill "do", else fill "did"B6. How many days per week (do/did) you usually work?** PROGRAMMER NOTE: USE "do" IF B2=1. USE "did" IF B2=0	|___|TOTAL DAYS WORKED IN A TYPICAL WEEK (1 – 7) DAYS (VARY/VARIED) EACH WEEK .....n DON'T REMEMBER.....d REFUSED .....r	|___|TOTAL DAYS WORKED IN A TYPICAL WEEK (1 – 7) DAYS (VARY/VARIED) EACH WEEK.....n DON'T REMEMBER.....d REFUSED.....r
(IF B6=n) **B6a. How many days did you work during the last week you worked?**	|___| TOTAL DAYS WORKED DURING LAST WEEK WORKED (1 – 7) DON'T REMEMBER.....d REFUSED .....r	|___| TOTAL DAYS WORKED DURING LAST WEEK WORKED (1 – 7) DON'T REMEMBER ..... d ..... REFUSED ..... r .....
(IF B1 = 1) **IF B2=1, fill "Are", else fill "Were"** **B7. Which of the following best describes your employment at [JOB1/JOB2]. (Are/Were) you working…** PROBE: **You may have told us this information the last time we spoke but I need to re-ask the question in case anything has changed.**	CODE ONE ONLY **As a regular full-time or part-time employee,** .....1 **For a temporary help agency,** **a company that contracts out you or your services, or as an on-call employee,** .....2 **As an independent contractor, independent consultant, free-lance worker, or self-employed, or**.....3	CODE ONE ONLY **As a regular full-time or part-time employee,** .....1 **For a temporary help agency,** **a company that contracts out you or your services, or as an on-call employee,** .....2 **As an independent contractor, independent consultant, free-lance worker, or self-employed, or** 3

PROGRAMMER NOTE: USE "Are" IF B2=1. USE "Were" IF B2=0	**As a day laborer, or** .....4 DON'T KNOW .....d REFUSED .....r	**As a day laborer, or**.....4 DON'T KNOW.....d REFUSED ..... r
(IF B1 = 1) **B8. What kind of company is [FILL COMPANY NAME]- what do they make, do, or sell?** PROBE: **You may have told us this information the last time we spoke but I need to re-ask the question in case anything has changed.**	KIND OF BUSINESS OR INDUSTRY (SPECIFY)..... 1 _____(string 250) DON'T KNOW ..... d REFUSED ..... r	KIND OF BUSINESS OR INDUSTRY (SPECIFY) ..... 1 _____ (string 250) DON'T KNOW..... d REFUSED ..... r
(IF B1 = 1) **IF B2=1, fill "is", else fill "was"** **B8a. What (is/was) your job title?** PROGRAMMER NOTE: USE "is" IF B2=1. USE "was" IF B2=0	JOB TITLE (SPECIFY)..... 1 _____ (string 250) DON'T KNOW ..... d REFUSED ..... r	JOB TITLE (SPECIFY).....1 _____ (string 250) DON'T KNOW .....d REFUSED .....r
(IF B1 = 1) **IF B2=1, fill "do"/"is", else fill "did"/ "was"** **B9. What (do/did) you do there - what (is/was) your job?** PROGRAMMER NOTE: USE "do/is" IF B2=1. USE "did/was" IF B2=0	JOB DUTIES (SPECIFY)..... 1 _____ (string 250) DON'T KNOW ..... d REFUSED ..... r	JOB DUTIES (SPECIFY) ..... 1 _____ (string 250) DON'T KNOW..... d REFUSED ..... r

(IF B1 = 1) **IF B2=1,** **fill "is"/"current"/"varies": else fill "was"/"most recent"/"varied"** **B10. What (is/was) your (current/most recent) rate of pay before taxes and deductions at [JOB1/JOB2]?** PROBE: **If your pay (varies/varied), please provide an average amount.**	$ |___|___|___|,|___|___|___|.|___|___| DON'T KNOW ..... d REFUSED ..... r	$ |___|___|___|,|___|___|___|.|___|___| DON'T KNOW ..... d REFUSED ..... r
IF B10 = RESPONSE B11. 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.**	CODE ONE ONLY PER HOUR ..... 1 PER WEEK ..... 2 ONCE EVERY TWO WEEKS ..... 3 TWICE A MONTH ..... 4 PER MONTH ..... 5 PER YEAR ..... 6 DAY/DAILY ..... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT ..... 8 PER MINUTE ..... 9 PER MILE ..... 10 OTHER (SPECIFY) ..... 99 _____ DON'T KNOW ..... d REFUSED ..... r SOFT CHECK: IF GT $50 PER HOUR: I want to make sure I recorded your pay rate correctly. Is that $XX/hour?	CODE ONE ONLY PER HOUR ..... 1 PER WEEK ..... 2 ONCE EVERY TWO WEEKS ..... 3 TWICE A MONTH ..... 4 PER MONTH ..... 5 PER YEAR ..... 6 DAY/DAILY ..... 7 PER EVENT/ACTIVITY/ UNIT/ JOB/ COURSE/ ASSIGNMENT ..... 8 PER MINUTE ..... 9 PER MILE ..... 10 OTHER (SPECIFY) ..... 99 _____ DON'T KNOW ..... d REFUSED ..... r SOFT CHECK: IF GT $50 PER HOUR: I want to make sure I recorded your pay rate correctly. Is that $XX/hour?

(IF B1 = 1)

IF B2=1, fill "are", else fill "were"

B12. Which of the following benefits (are/were) available to you on your job, even if you (are/were) not receiving them….

	Yes	No	DK	R
Health insurance or membership in an HMO or PPO plan?	1	0	d	r
Dental insurance?	1	0	d	r
Paid vacation?	1	0	d	r
Paid holidays?	1	0	d	r
Paid sick leave?	1	0	d	r
Retirement, 401(k), or pension benefits?	1	0	d	r
Tuition assistance or reimbursement?	1	0	d	r

	Yes	No	DK
Health insurance or membership in an HMO or PPO plan?	1	0	d
Dental insurance?	1	0	d
Paid vacation?	1	0	d
Paid holidays?	1	0	d
Paid sick leave?	1	0	d
Retirement, 401(k), or pension benefits?	1	0	d
Tuition assistance or reimbursement?	1	0	d

B12a. CATI PROGRAM: IS THERE ANOTHER JOB TO ASK ABOUT?

IF Job2 != Blank, B12a = YES

IFJob2-5 = Blank, B12a = No

YES.....1 NEXT JOB – B1

NO.....0 B13

LOOP FOR ALL JOBS PRELOADED (up to 5)

GO TO B13

ALL
IF JOB2 NE empty (had 2 jobs at 12 mo), fill "We are finished talking about the job at JOB2." IF JOB2 = empty (had 1 job at 12 mo), fill "We are finished talking about the job at JOB1." IF JOB1 AND JOB2 = empty, do not fill "We are finished talking about…"

B13. (We are finished talking about the job at ([fill JOB1 OR JOB2.) Now I'd like to ask you about your current employment status.

Are you <u>currently</u> working at a job for pay, or self-employed?

YES	1	GO TO B15
NO	0	
DON'T KNOW	d	GO TO B15
REFUSED	r	GO TO B15

IF B13 = 0

B14. What is the main reason you are not currently working?

INTERVIEWER: IF THE R SAYS THEY AREN'T WORKING DUE TO COVID-19 (THE CORONAVIRUS), CODE THE REASON THEY AREN'T WORKING WITH EXISTING RESPONSES, B14a WILL COLLECT WHETHER IT WAS RELATED TO THE VIRUS

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?**

<u>CODE ONE ONLY</u>

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

IF B13 = 0

B14a. Is the reason you are not currently working related to COVID-19, also known as the coronavirus?

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

ALL
FILL INTDATE IF yes at B1_1 OR B1_2 , fill: **", not including the jobs we already talked about today"**

B15. Let's talk about any jobs you've had since [INTDATE]. You may be currently working at this job or the job may have ended, however, we'd like to learn about new jobs.

How many different places have you worked for pay on a regular basis since [INTDATE] [,not including the jobs we already talked about today]?

INTERVIEWER PROBE: **Your best guess is fine.**

CODE ONE ONLY

NONE 0		GO TO C1
1	1	
2	2	
3	3	
4	4	
5	5	
6 OR MORE.....6		
DON'T KNOW.....d		GO TO C1
REFUSED.....r		GO TO C1

SOFT CHECK: IF B15 = DK OR R: **This question is important. Your best guess is fine.**

IF B15 = 1, 2, 3, 4, 5, OR 6
IF B13 = 1, FILL: "**IS**" IF B13 = 0, D, R, FILL: "**WAS**"

B16_1. Please tell me the name of the companies, organizations, or people you've worked for since [INTDATE]? Start with your most recent jobs that you had.

PROBE IF R SAYS “SELF-EMPLOYED”: **WHAT (IS/WAS) THE NAME OF YOUR BUSINESS?**

_____ COMPANY NAME (SPECIFY)

(STRING (50)

DON’T KNOW.....d
REFUSED.....r

IF B15 = 2, 3, 4, 5, OR 6
IF B13 = 1, FILL: “**IS**” IF B13 = 0, D, R, FILL: “**WAS**”

B16_2. Please tell me the name of the companies, organizations, or people you've worked for since [INTDATE]? Start with your most recent jobs that you had.

And what job did you have before that?

PROBE IF R SAYS “SELF-EMPLOYED”: **WHAT (IS/WAS) THE NAME OF YOUR BUSINESS?**

PROGRAMMER: QUESTION TEXT SHOULD NOT BE BOLD.

_____ COMPANY NAME (SPECIFY)

(STRING (50)

DON’T KNOW.....d
REFUSED.....r

IF B15 = 3, 4, 5, OR 6
IF B13 = 1, FILL: “**IS**” IF B13 = 0, D, R, FILL: “**WAS**”

B16_3. Please tell me the name of the companies, organizations, or people you've worked for since [INTDATE]? Start with your most recent jobs that you had.

And what job did you have before that?

PROBE IF R SAYS “SELF-EMPLOYED”: **WHAT (IS/WAS) THE NAME OF YOUR BUSINESS?**

PROGRAMMER: QUESTION TEXT SHOULD NOT BE BOLD.

_____ COMPANY NAME (SPECIFY)

(STRING (50)

DON’T KNOW.....d
REFUSED.....r

IF B15 = 4, 5, OR 6
IF B13 = 1, FILL: "**IS**" IF B13 = 0, D, R, FILL: "**WAS**"

B16_4. Please tell me the name of the companies, organizations, or people you've worked for since [INTDATE]? Start with your most recent jobs that you had.

And what job did you have before that?

PROBE IF R SAYS "SELF-EMPLOYED": **WHAT (IS/WAS) THE NAME OF YOUR BUSINESS?**

PROGRAMMER: QUESTION TEXT SHOULD NOT BE BOLD.

_____ COMPANY NAME (SPECIFY)

(STRING (50)

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

IF B15 = 5 OR 6
IF B13 = 1, FILL: "**IS**" IF B13 = 0, D, R, FILL: "**WAS**"

B16_5. Please tell me the name of the companies, organizations, or people you've worked for since [INTDATE]? Start with your most recent jobs that you had.

And what job did you have before that?

PROBE IF R SAYS "SELF-EMPLOYED": **WHAT (IS/WAS) THE NAME OF YOUR BUSINESS?**

PROGRAMMER: QUESTION TEXT SHOULD NOT BE BOLD.

_____ COMPANY NAME (SPECIFY)

(STRING (50)

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

PROGRAMMER BOX SECTION B
PROGRAMMER: Loop B17A – B27 for each job mentioned at B15 (up to 5 loops). Fill company mentioned at B16* when appropriate.

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B13 = 1, FILL: "**IS**" IF B13 = 0, D, R, FILL: "**WAS**" IF B16_* NE D, R, FILL B16_* IF B16_* = D, R, FILL, "**that company**" FILL STATE (preload)

B17a_*. Now we're going to talk about your job at [FILL COMPANY].

[Is/Was] the job at [B16_1 / that company] in [STATE]?

YES 1

NO 0

DON'T KNOW ..... d

REFUSED ..... r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15 IF B17A = 0
IF B13 = 1, FILL: "**IS**" IF B13 = 0, D, R, FILL: "**WAS**"

B17b_*. In what state [is/was] this job?

|__|__| STATE

(PROGRAMMER: SHOULD ALLOW ONLY FOR 2-DIGIT STATE ABBREVIATIONS)

DON'T KNOW .....d

REFUSED .....r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B16_* NE D, R, FILL B16_* IF B16_* = D, R, FILL, "**that company**"

B18_*. When did you start working for [B16_* / that company]?

PROBE**: Your best guess is fine**

|__|__| / |__|__|__|__|

MONTH (1-12) / YEAR (2016 – current year)

DON'T KNOW .....d

REFUSED .....r

SOFT CHECK if B18 date is earlier than INTDATE: **We are interested in learning about jobs you have had since [INTDATE]. You just said that this job started on [B19DATE], is that right?**

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B16_* NE D, R, FILL B16_* IF B16_* = D, R, FILL, "**that company**"

B19_*. When did that job end?

PROBE**: Your best guess is fine**

INTERVIEWER PROBE: IF HARD CHECK APPEARS BECAUSE JOB ENDED BEFORE [INTDATE], SELECT JOB NOT IN DATE RANGE BELOW

|__|__| / |__|__|__|__|

MONTH (1-12) / YEAR (2016 – current year)

STILL EMPLOYED.....n

DON'T KNOW.....d

REFUSED.....r

JOB NOT IN DATE RANGE.....99

SOFT CHECK if B19 date is earlier than INTDATE: **We are interested in learning about jobs you have had since [INTDATE]. You just said that this job ended on [B19DATE], is that right?**
HARD CHECK if B19 is earlier than B18: I may have recorded something incorrectly. You said the job started on [B18 date] and ended on [B19date].

PROGRAMMER BOX B19
Programmer, if JOB NOT IN DATE RANGE, end job loop and go to next question (either back to B16 for the next job, or to C1 if no more jobs)

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B19 NE N, MISSING (B19 HAS A VALUE, INCLUDING D OR R, IS NOT EQUAL TO N)

IF B16_* NE D, R, FILL B16_*
IF B16_* = D, R, FILL, "**that company**"

B20_*. What was your main reason for leaving [B16_* / that company]?

INTERVIEWER: IF THE R SAYS THEY LEFT DUE TO COVID-19 (THE CORONAVIRUS), CODE THE REASON THEY LEFT THEIR JOB AT B20 WITH EXISTING RESPONSES, B20a WILL COLLECT WHETHER IT WAS RELATED TO THE VIRUS

CODE ONE ONLY

LAYOFF, COMPANY DOWNSIZED, OR PLANT CLOSED 1
FIRED 2
QUIT 3
BECAME DISABLED 4
MOVED AWAY FROM THAT AREA 5
JOB WAS TEMPORARY AND ENDED 6
MATERNITY/PARENTAL LEAVE 7
OTHER (SPECIFY) 99
_____ (STRING 200)

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

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B19 NE N, MISSING (B19 HAS A VALUE, INCLUDING D OR R, IS NOT EQUAL TO N)

IF B16_* NE D, R, FILL B16_*
IF B16_* = D, R, FILL, "**that company**"

B20a_*. Was the reason you left this job related to COVID-19, also known as the coronavirus?

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

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15

IF B19_* = n, FILL "**do", "VARY"**
IF B19_* NE n, FILL "**did**", "**VARIED**"
IF B16_1 NE D, R, FILL B16_1
IF B16_1 = D, R, FILL, "**that company**"

B21_*. How many hours per week, including overtime hours [do/did] you usually work at [B16_* / that company]?

|___|___| TOTAL HOURS WORKED IN A TYPICAL WEEK

(1-99)

HOURS [VARY/VARIED] EACH WEEK ..... n
DON'T REMEMBER ..... d
REFUSED ..... r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B21_* = N

B21a_*. How many hours did you work during the last week you worked?

|___|___| TOTAL HOURS WORKED DURING LAST WEEK

(1-99)

DON'T REMEMBER ..... d
REFUSED ..... r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15 (IF B21_1 * = D OR R) OR (B21A_* = D OR R)
IF B19_* = n, FILL "**Is"** IF B19_* NE n, FILL "**Was**"

B21b_*. (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 REMEMBER ..... d

REFUSED ..... r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B19_* = n, FILL "**do", "VARY"** IF B19_* NE n, FILL "**did**", "**VARIED**"

B22_*. How many days per week [do/did] you usually work?

|___| TOTAL DAYS WORKED IN A TYPICAL WEEK

(1-7)

DAYS [VARY/VARIED] EACH WEEK ..... n

DON'T REMEMBER ..... d

REFUSED ..... r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15 IF B22 = N

B22a_*. How many days did you work during the last week you worked?

|___| TOTAL DAYS WORKED DURING LAST WEEK WORKED

(1-7)

DON'T REMEMBER ..... d

REFUSED .....r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B16_* NE D, R, FILL B16_1 IF B16_* = D, R, FILL, "**that company**" IF B19_* = n, FILL "**Are"** IF B19_* NE n, FILL "**Were**"

B23_*. Which of the following best describes your employment at [B16_* / that company]. [Are/Were] you working…

CODE ONE ONLY

As a regular full-time or part-time employee, ... 1

For a temporary help agency, a company that contracts out you or your services, or as an on-call employee, ... 2

As an independent contractor, independent consultant, free-lance worker, or self-employed, or 3

As a day laborer? 4

DON'T KNOW ..... d

REFUSED ..... r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B16_* NE D, R, FILL B16_1 IF B16_* = D, R, FILL, "**that company**"

B24_*. What kind of company is [B16_* / that company] - what do they make, do, or sell?

_____ KIND OF BUSINESS OR INDUSTRY (SPECIFY)

(STRING (250)

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

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B19_* = n, FILL "**Is"** IF B19_* NE n, FILL "**Was**"

B24a_*. What [is/was] your job title?

_____ JOB TITLE (SPECIFY)

(STRING (250)

DON’T KNOW.....d
REFUSED.....r

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B19_* = n, FILL "**do**", "i**s"** IF B19_* NE n, FILL "**did**", "**was**"

B25_*. What (do/did) you do there - what (is/was) your job?

_____ JOB DUTIES (SPECIFY)

(STRING (250)

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

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B19_* = n, FILL "i**s", "current", "varies"** IF B19_* NE n, FILL "**was**", "**most**", "**varied**" IF B16_* NE D, R, FILL B16_* IF B16_* = D, R, FILL, "**that company**"

B26_*. What [is/was] your [current/most] recent rate of pay before taxes and deductions at [B16_* / that company]?

PROBE: If your pay [varies/varied], please provide an average amount.

$ |___|___|___|,|___|___|___|.|___|___|

($0.01 - $999,999)

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

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B26_* NE D, R, MISSING (HAS A RESPONSE)

IF B19_* = n, FILL "i**s", "current", "varies"**
IF B19_* NE n, FILL "**was**", "**most**", "**varied**"
IF B16_* NE D, R, FILL B16_*
IF B16_* = D, R, FILL, "**that company**"

B26a_*. 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.

CODE ONE ONLY

PER HOUR.....1
PER WEEK.....2
ONCE EVERY TWO WEEKS.....3
TWICE A MONTH.....4
PER MONTH.....5
PER YEAR.....6
DAY/DAILY.....7
PER EVENT/ACTIVITY/ UNIT/JOB/COURSE/ASSIGNMENT.....8
PER MINUTE.....9
PER MILE.....10
OTHER (SPECIFY).....99

_____ (STRING 200)

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

SOFT CHECK: IF B26 > 50 AND G26A = 1 (GT $50 PER HOUR): **You said you get paid [B26] [B26a], is that correct?**

LOOP B16 – B27 FOR EACH JOB MENTIONED IN B15
IF B15 = 1, 2, 3, 4, 5, OR 6

IF B19_* = n, FILL "are"
IF B19_* NE n, FILL "**were**"

B27_*. Which of the following benefits [are/were] available to you on your job, even if you [are/were] not receiving them….

Q#	Question	Yes	No	Don't know	Refused
B27_*_1	**Health insurance or membership in an HMO or PPO plan?**	1	0	d	r
B27_*_2	**Dental insurance?**	1	0	d	r
B27_*_3	**Paid vacation?**	1	0	d	r
B27_*_4	**Paid holidays?**	1	0	d	r
B27_*_5	**Paid sick leave?**	1	0	d	r
B27_*_6	**Retirement, 401(k), or pension benefits?**	1	0	d	r
B27_*_7	**Tuition assistance or reimbursement?**	1	0	d	r

Question not visible, programming only

B28_*. [PROGRAMMING VARIABLE]: Is there another job?

YES.....1
NO 2

PROGRAMMER BOX SECTION B

PROGRAMMER: Loop B16 – B27 for each job mentioned at B15.
IF B28_* = 1, go to next loop
IF B28_* = 0, go to C1

C. PARTICIPATION IN E&T PROGRAMS AND SERVICES

ALL
FILL INTDATE

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 [INDTATE], 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

IF C1 = 1 OR D
FILL INTDATE

C2. Since [INTDATE], 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

(1-99)

DON'T KNOW..... d. GO TO C2a

REFUSED.....r GO TO C4

IF C2 = D

C2a. Would you say...

1 to 3 1

4 to 6, ...2

7 to 10, or.....4

More than 10 meetings in person or by phone? 6

DON'T KNOW.....d

REFUSED.....r

IF C2 NE MISSING AND C2 NE REFUSED

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

ALL
FILL INTDATE

C4. Since [INTDATE], 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

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

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

[FILL IF RESPONDENTSTATE=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

PROGRAMMER BOX C10
IF 12MO_ProgramEnrollment = 0, GO TO C20
IF 12MO_ProgramEnrollment = 1, GO TO C10_intro
Loop through C10 – C19 for all programs pre-loaded in the instrument (up to 5)

IF Program1 != Blank
FILL INTDATE

C10_intro Now I'd like to ask you about education or training programs that you were participating in as of [fill DATE].

	#1 (Program1)	#2 - #5 (Program2)
IF C10_2 (loop for second program), FILL: "also" **C10. According to my computer, in [INTDATE], you were [also] participating in [Program1/Program2]. Is this correct?**	CORRECT ..... 1 NOT CORRECT ..... 0 C19x DON'T KNOW ..... d C19x REFUSED ..... r C19x	CORRECT ..... 1 NOT CORRECT ..... 0 C20 DON'T KNOW ..... d C20 REFUSED ..... r C20
IF C10 = 1 **C11. And are you still in that program?**	YES ..... 1 C15 NO 0	YES ..... 1 C15 NO 0
IF C10 = 1 AND C11 = 0 **C12. And when did you <u>stop</u> attending that program?** PROBE**: Your best guess is fine** INSTRUCTION: ENTER MONTH AND YEAR.	|__|__| / |__|__|__|__| MONTH YEAR (0 – 12) (IntDate Yr – current year) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (0 – 12) (IntDate Yr – current year) DON'T KNOW ..... d REFUSED ..... r

PROGRAMMER BOX: IF C11 = 1 (still in program), GO TO C15 IF C11 = 0, GO TO C13		
IF C11 = 0 **C13. Did you complete the program?** **PROBE: Did you receive a certificate or degree?** INSTRUCTION: REPEAT PROGRAM NAME AS NEEDED	YES ..... 1 C15 NO ..... 0 NO SPECIFIC COMPLETION ..... 2 C15 DON'T KNOW ..... d C15 REFUSED ..... r C15	YES ..... 1 C15 NO ..... 0 NO SPECIFIC COMPLETION ..... 2 C15 DON'T KNOW ..... d C15 REFUSED ..... r C15

	#1 (Program1)	#2 (Program2)
IF C13=0 **C14. What was the main reason that you stopped attending that program?** INSTRUCTION: REPEAT PROGRAM NAME AS NEEDED	CODE ONE ONLY FOUND JOB/REEMPLOYED..... 1 COULDN'T AFFORD TO CONTINUE..... 2 PERSONAL PROBLEMS..... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM..... 4 DIDN'T THINK IT WOULD HELP TO FIND JOB..... 5 STARTED (OTHER) SCHOOL/ TRAINING..... 6 DECIDED DIDN'T WANT JOB..... 7 OWN ILLNESS/PREGNANCY/INJURY .... 8 CHILD CARE/ FAMILY RESPONSIBILITIES/ TRANSPORTATION/ LOGISTICAL PROBLEMS..... 9 POOR GRADES..... 10 COURSES OR PROGRAM POORLY TAUGHT..... 11 OTHER (SPECIFY)..... 99 _____ DON'T KNOW..... d REFUSED..... r	CODE ONE ONLY FOUND JOB/REEMPLOYED..... 1 COULDN'T AFFORD TO CONTINUE..... 2 PERSONAL PROBLEMS..... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM..... 4 DIDN'T THINK IT WOULD HELP TO FIND JOB..... 5 STARTED (OTHER) SCHOOL/ TRAINING..... 6 DECIDED DIDN'T WANT JOB..... 7 OWN ILLNESS/PREGNANCY/INJURY .... 8 CHILD CARE/FAMILY RESPONSIBILITIES/ TRANSPORTATION/LOGISTICAL PROBLEMS..... 9 POOR GRADES..... 10 COURSES OR PROGRAM POORLY TAUGHT..... 11 OTHER (SPECIFY)..... 99 _____ DON'T KNOW..... d REFUSED..... r
IF C10 = 1	$ |__|__| , |__|__|__| OUT OF POCKET COST (0 – 99,999)	$ |__|__| , |__|__|__| OUT OF POCKET COST (0 – 99,999)

C15. How much of your own money did you or your family pay for the program?	DON'T KNOW..... d REFUSED ..... r	DON'T KNOW..... d REFUSED ..... r
IF C15 > 0 OR C15 = D, R **C16. (Does/Did) this cover the total cost of the program?**	YES ..... 1 NO ..... 0 DON'T KNOW..... d REFUSED ..... r	YES ..... 1 NO ..... 0 DON'T KNOW..... d REFUSED r
(C16=0, D, or R) OR (C15=0) FILL "else" IF C15>1 AND C16=0 FILL "pays" if C11=yes; FILL "paid" IF C11=no **C17. Who [else] [pays/paid] for this program? This may include an organization or grant, or scholarship.** PROBE: **Any other person or organization?** PROBE: **Do not include student loans or personal bank loans here**	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER..... 1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2 SNAP OR SNAP E&T PROGRAM..... 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)..... 4 VETERANS AFFAIRS (VA)..... 5 PELL GRANT ..... 6 OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7 OTHER GRANT OR SCHOLARSHIP FUND..... 8 OTHER (SPECIFY)..... 99 _____ DON'T KNOW..... d REFUSED ..... r	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER..... 1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE..... 2 SNAP OR SNAP E&T PROGRAM..... 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)..... 4 VETERANS AFFAIRS (VA)..... 5 PELL GRANT ..... 6 OTHER GOVERNMENT AGENCY OR ASSISTANCE..... 7 OTHER GRANT OR SCHOLARSHIP FUND..... 8 OTHER (SPECIFY)..... 99 _____ DON'T KNOW..... d REFUSED ..... r

	#1 (Program1)	#2 (Program2)
IF C13=1 **C18. Did you receive a diploma, degree, certification/license for completing that program?** INSTRUCTION: REPEAT PROGRAM NAME AS NEEDED	YES ..... 1 NO ..... 0 C19x DON'T KNOW..... d C19x REFUSED ..... r C19x	YES ..... 1 NO ..... 0 C20 DON'T KNOW..... d C20 REFUSED ..... r C20
IF C18=1 **C19. What kind of certificate or degree/diploma did you receive?** INSTRUCTION: REPEAT PROGRAM NAME AS NEEDED	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 KNOW .....d REFUSED .....r	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 KNOW.....d REFUSED.....r
C19x: CATI PROGRAM: IS THERE ANOTHER PROGRAM TO ASK ABOUT?	YES.....1 GO TO NEXT PROGRAM – C10 NO……..0 GO TO C20	LOOP FOR ALL PROGRAMS LOADED (up to 5) GO TO C20

ALL
IF RESPONDENTSTATE = KS FILL "**Please do not include here job search as part of Partners 4 Success, Bridges, or Partners in Change.**" IF C10_1=1 OR C10_2 = 1 (C10 = 1 FOR ANY PROGRAM) FILL: "**that we haven't talked about yet**" FILL: INDATE

C20. Now I'd like to ask you about education or training programs you may have participated in since [INDATE] [that we haven't talked about yet]. Please include training programs that helped you learn job skills or prepare for an occupation. Also include general educational programs, such as adult basic education or GED courses, ESL classes, college, or other types of school.

Since [INTDATE], did you participate in any education or training programs, [that we haven't talked about yet]?

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).**

[Please do not include here job search as part of Partners 4 Success, Bridges, or Partners in Change.]

YES.....1

NO 0 .....GO TO C22

DON'T KNOW.....d GO TO C37a

REFUSED.....r GO TO C37a

IF C20 = 1
FILL: INDATE

C21. How many different education and training programs have you participated in since [INDATE]?

_____ |__|__| NUMBER OF PROGRAMS - GO TO C23

_____ (1 – 10)

DON'T KNOW.....d ..GO TO C37a

REFUSED.....r ...GO TO C37a

SOFT CHECK: IF C21 = DK OR R: **This question is important. Your best guess is fine.**

IF C20 = 0
FILL: INDATE

C22. Why have you not participated in any education or training programs since [INTDATE]?

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

OTHER (SPECIFY) 99

_____

DON'T KNOW ..... d ..

REFUSED ..... r ...

PROGRAMMER BOX C22

IF C20=0, D, or R, GO TO C37a

IF C20>0, GO TO C23

IF C21 > 0

FILL: INDATE

IF C21 > 1, fill: "**are"**, "**names**", "**programs**"

IF C21 > 1, and on first loop (C23_1), FILL: "**Starting with the first one you attended."**

For loops C23_2 – C23_5 (all after the first program), FILL: "**What's the next program you attended?"**

C23. What [is/are] the name(s) of the program(s) you attended since [INDATE]?

IF C21 GT 1 AND C23_1 (first program). FILL: [Starting with the first one you attended.]

FOR PROGRAMS 2-5: What's the next program you attended?

_____ PROGRAM NAME (SPECIFY)

(STRING (250)

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

PROGRAMMER BOX C23

Loop C23 for up to 5 programs listed in C21.

If C21 > 1 (more than one program) and asking about first program (C23_1), FILL: "**Starting with the first one you attended."**

For all programs after the first (C23_2 – C23_5, un-bold "What are the names of the programs…" and display "What's the next program you attended?"

PROGRAMMER BOX C24 – C37

Loop C24 – C37 for each program listed at C23 (should be the count of programs from C21)

Loop below uses fill from C23_* for "ProgramName". If C23_* = d, r, missing, FILL: "that program"

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
ALL **C24. When did you start attending [PROGRAM]?** PROBE: Your best guess is fine	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW.....d REFUSED.....r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW .....d REFUSED .....r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW..... d REFUSED..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW.....d REFUSED.....r
	SOFT CHECK if C24 is earlier than INTDATE: We are interested in learning about programs you have been in since [INTDATE]. You just said that the program started on [C24DATE], is that right?				
ALL **C25. Are you still in that program?**	YES ..... 1 GO TO C27 NO ..... 0 ..... DON'T KNOW ..... d GO TO C27 REFUSED ..... r GO TO C27	YES .....1 GO TO C27 NO .....0 ..... DON'T KNOW .....d GO TO C27 REFUSED ..... r GO TO C27	YES .....1 GO TO C27 NO.....0 ..... DON'T KNOW.....d GO TO C27 REFUSED.....r GO TO C27	YES..... 1 GO TO C27 NO.....0 ..... DON'T KNOW..... d GO TO C27 REFUSED.....r GO TO C27	YES..... 1 GO TO C27 NO ..... 0 ..... DON'T KNOW ..... d GO TO C27 REFUSED ..... r GO TO C27
IF C25=0 **C26. When did you stop attending?** PROBE: Your best guess is fine	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW.....d REFUSED.....r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW .....d REFUSED .....r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW ..... d REFUSED ..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW..... d REFUSED..... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2016-current year) DON'T KNOW.....d REFUSED.....r
	HARD CHECK if C26 is earlier than C24: I may have recorded something incorrectly. You said the program started on [C24] and ended on [C26]. SOFT CHECK IF C26 is earlier than INTDATE: We are interested in learning about programs you have been in since [INTDATE]. You just said you stopped attending the program on [C26DATE], is that right?				
ALL IF C25 = 0, fill "did" **C27. How many hours per week (did/do) you attend that program?**	|__|__| HOURS PER WEEK (1-99) DON'T REMEMBER.....d REFUSED .....r	|__|__| HOURS PER WEEK (1-99) DON'T REMEMBER .....d REFUSED .....r	|__|__| HOURS PER WEEK (1-99) DON'T REMEMBER ..... d REFUSED ..... r	|__|__| HOURS PER WEEK (1-99) DON'T REMEMBER..... d REFUSED ..... r	|__|__| HOURS PER WEEK (1-99) DON'T REMEMBER.....d REFUSED.....r

ALL IF C25 = 0, fill "Was" **C28. (Is/Was) this program meant to help you learn job skills or prepare for an occupation, or to provide general education?** PROBE: **General education programs include adult basic education or GED courses, college, and other types of school**.	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ....1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ....2 GENERAL EDUCATION ....3 ENGLISH AS A SECOND LANGUAGE ....4 INTERNSHIP/APPRENTICESHIP . 5 ADULT BASIC ED/GED ....6 DON'T REMEMBER ....d REFUSED ....r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ....1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ....2 GENERAL EDUCATION ....3 ENGLISH AS A SECOND LANGUAGE ....4 INTERNSHIP/APPRENTICESHIP . 5 ADULT BASIC ED/GED ....6 DON'T REMEMBER ....d REFUSED ....r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ....1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ....2 GENERAL EDUCATION ....3 ENGLISH AS A SECOND LANGUAGE ....4 INTERNSHIP/APPRENTICESHIP 5 ADULT BASIC ED/GED ....6 DON'T REMEMBER ....d REFUSED ....r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ....1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ....2 GENERAL EDUCATION ....3 ENGLISH AS A SECOND LANGUAGE ....4 INTERNSHIP/APPRENTICESHIP 5 ADULT BASIC ED/GED ....6 DON'T REMEMBER ....d REFUSED ....r	CODE ALL THAT APPLY LEARN GENERAL JOB SKILLS (JOB READINESS) ....1 PREPARE FOR AN OCCUPATION/OCCUPATIONAL TRAINING ....2 GENERAL EDUCATION ....3 ENGLISH AS A SECOND LANGUAGE ....4 INTERNSHIP/APPRENTICESHIP . 5 ADULT BASIC ED/GED ....6 DON'T REMEMBER ....d REFUSED ....r

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
IF C28=2 OR 5 IF C25 = 0, fill "Was" **C29. (Is/Was) this program considered to be "on-the-job" training?** PROBE: **On-the-job training, also called "OJT," involves getting experience from a particular employer while you are working.**	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
IF C28=3 IF C25 = 0, fill "were" **C30. What kind of general education (are/were) you attending?**	CODE ONE ONLY **Regular high school,**.....1 **GED classes,**.....2 **Non-credit adult education,**.....3 **A certification or licensing program,**.....4 **A two-year program at a community college,**.....5 **A four- or five year program at a college or university,**.....6 **A graduate or professional program, or**.....7 **Something else?** (SPECIFY)....99 _____ ESL-English as a second language.....8 DON'T KNOW .....d REFUSED .....r	CODE ONE ONLY **Regular high school,** .....1 **GED classes,** .....2 **Non-credit adult education,** .....3 **A certification or licensing program,**.....4 **A two-year program at a community college,**.....5 **A four- or five year program at a college or university,**.....6 **A graduate or professional program, or**.....7 **Something else?** (SPECIFY) ... 99 _____ ESL-English as a second language.....8 DON'T KNOW .....d REFUSED .....r	CODE ONE ONLY **Regular high school,** ..... 1 **GED classes,** ..... 2 **Non-credit adult education,** ..... 3 **A certification or licensing program,** ..... 4 **A two-year program at a community college,** ..... 5 **A four- or five year program at a college or university,**..... 6 **A graduate or professional program, or**..... 7 **Something else?** (SPECIFY)... 99 _____ ESL-English as a second language ..... 8 DON'T KNOW..... d REFUSED..... r	CODE ONE ONLY **Regular high school,** ..... 1 **GED classes,** ..... 2 **Non-credit adult education,** ..... 3 **A certification or licensing program,** ..... 4 **A two-year program at a community college,** ..... 5 **A four- or five year program at a college or university,**..... 6 **A graduate or professional program, or**..... 7 **Something else?** (SPECIFY)....99 _____ ESL-English as a second language..... 8 DON'T KNOW..... d REFUSED..... r	CODE ONE ONLY **Regular high school,**.....1 **GED classes,**.....2 **Non-credit adult education,**.....3 **A certification or licensing program,**.....4 **A two-year program at a community college,**.....5 **A four- or five year program at a college or university,** .....6 **A graduate or professional program, or** .....7 **Something else?** (SPECIFY)....99 _____ ESL-English as a second language.....8 DON'T KNOW .....d REFUSED .....r
ALL IF C25 = 0, fill "were" **C31. What kind of job or occupation (are/were) you being trained for or what (are/were) you learning to do in that program?**	_____ TYPE OF TRAINING/LEARNING DON'T KNOW .....d REFUSED .....r	_____ TYPE OF TRAINING/LEARNING DON'T KNOW .....d REFUSED .....r	_____ TYPE OF TRAINING/LEARNING DON'T KNOW..... d REFUSED..... r	_____ TYPE OF TRAINING/LEARNING DON'T KNOW..... d REFUSED..... r	_____ TYPE OF TRAINING/LEARNING DON'T KNOW .....d REFUSED .....r

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
ALL	CODE ONE ONLY	CODE ONE ONLY	CODE ONE ONLY	CODE ONE ONLY	CODE ONE ONLY
C32. 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 ______
INSTRUCTION: 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

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
ALL **C33. How much of your own money did you or your family pay for the program?**	$ |___|___| , |___|___|___| PROGRAM COST OUT OF POCKET (0 – $99,999) DON'T KNOW .... d REFUSED .... r	$ |___|___| , |___|___|___| PROGRAM COST OUT OF POCKET (0 – $99,999) DON'T KNOW .... d REFUSED .... r	$ |___|___| , |___|___|___| PROGRAM COST OUT OF POCKET (0 – $99,999) DON'T KNOW .... d REFUSED .... r	$ |___|___| , |___|___|___| PROGRAM COST OUT OF POCKET (0 – $99,999) DON'T KNOW .... d REFUSED .... r	$ |___|___| , |___|___|___| PROGRAM COST OUT OF POCKET (0 – $99,999) DON'T KNOW .... d REFUSED .... r
IF C33>0 OR D,R IF C25 = 0, fill "Did" **C33a. (Does/Did) this cover the total cost of the program?**	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
(IF C33a = 0, D, R) OR (C33 = 0) IF C33>1 AND C33a=0, fill "else" IF C25 = 0, fill "paid" **C33b. Who (else) (pays/paid) for this program? This may include an organization or grant.** PROBE: **Any other person or organization?** PROBE: **Do not include student loans or personal bank loans here.**	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER....1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE....2 SNAP OR SNAP E&T PROGRAM 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)...4 VETERANS AFFAIRS (VA)....5 PELL GRANT....6 OTHER GOVERNMENT AGENCY OR ASSISTANCE....7 OTHER GRANT OR SCHOLARSHIP FUND....8 OTHER (SPECIFY)....99 __________ DON'T KNOW....d REFUSED....r	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER....1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE....2 SNAP OR SNAP E&T PROGRAM 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)...4 VETERANS AFFAIRS (VA)....5 PELL GRANT....6 OTHER GOVERNMENT AGENCY OR ASSISTANCE....7 OTHER GRANT OR SCHOLARSHIP FUND....8 OTHER (SPECIFY)....99 __________ DON'T KNOW....d REFUSED....r	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER....1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE....2 SNAP OR SNAP E&T PROGRAM 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)...4 VETERANS AFFAIRS (VA)....5 PELL GRANT....6 OTHER GOVERNMENT AGENCY OR ASSISTANCE....7 OTHER GRANT OR SCHOLARSHIP FUND....8 OTHER (SPECIFY)....99 __________ DON'T KNOW....d REFUSED....r	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER....1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE....2 SNAP OR SNAP E&T PROGRAM 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)...4 VETERANS AFFAIRS (VA)....5 PELL GRANT....6 OTHER GOVERNMENT AGENCY OR ASSISTANCE....7 OTHER GRANT OR SCHOLARSHIP FUND....8 OTHER (SPECIFY)....99 __________ DON'T KNOW....d REFUSED....r	CODE ALL THAT APPLY CAREER CENTER OR JOB CENTER....1 STATE UNEMPLOYMENT/ EMPLOYMENT OFFICE....2 SNAP OR SNAP E&T PROGRAM 3 TRADE ADJUSTMENT ASSISTANCE (TAA OR TRA)...4 VETERANS AFFAIRS (VA)....5 PELL GRANT....6 OTHER GOVERNMENT AGENCY OR ASSISTANCE....7 OTHER GRANT OR SCHOLARSHIP FUND....8 OTHER (SPECIFY)....99 __________ DON'T KNOW....d REFUSED....r
IF C25=0, D, R **C34. Did you complete the program?**	YES....1 NO....0 DON'T KNOW....d REFUSED....r	YES....1 NO....0 DON'T KNOW....d REFUSED....r	YES....1 NO....0 DON'T KNOW....d REFUSED....r	YES....1 NO....0 DON'T KNOW....d REFUSED....r	YES....1 NO....0 DON'T KNOW....d REFUSED....r

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
IF C34=0 **C35.** IF NO: **What was the main reason that you stopped attending that program?** INSTRUCTION: REPEAT PROGRAM NAME AS NEEDED [FILL PROGRAM NAME]	FOUND JOB/REEMPLOYED ....1 COULDN'T AFFORD TO CONTINUE.....2 PERSONAL PROBLEMS.....3 NOT INTERESTED/DIDN'T LIKE PROGRAM.....4 DIDN'T THINK IT WOULD HELP TO FIND A JOB.....5 STARTED (OTHER) SCHOOL/TRAINING.....6 DECIDED DIDN'T WANT JOB...7 ILLNESS/PREGNANCY.....8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS .....9 POOR GRADES.....10 COURSES OR PROGRAM POORLY TAUGHT.....11 OTHER (SPECIFY).....99 _____ DON'T KNOW .....d REFUSED .....r	FOUND JOB/REEMPLOYED .... 1 COULDN'T AFFORD TO CONTINUE.....2 PERSONAL PROBLEMS ..... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM.....4 DIDN'T THINK IT WOULD HELP TO FIND A JOB ..... 5 STARTED (OTHER) SCHOOL/TRAINING..... 6 DECIDED DIDN'T WANT JOB .. 7 ILLNESS/PREGNANCY ..... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS ..... 9 POOR GRADES ..... 10 COURSES OR PROGRAM POORLY TAUGHT ..... 11 OTHER (SPECIFY)..... 99 _____ DON'T KNOW ..... d REFUSED ..... r	FOUND JOB/REEMPLOYED.... 1 COULDN'T AFFORD TO CONTINUE ..... 2 PERSONAL PROBLEMS ..... 3 NOT INTERESTED/DIDN'T LIKE PROGRAM ..... 4 DIDN'T THINK IT WOULD HELP TO FIND A JOB ..... 5 STARTED (OTHER) SCHOOL/TRAINING ..... 6 DECIDED DIDN'T WANT JOB .. 7 ILLNESS/PREGNANCY ..... 8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS..... 9 POOR GRADES..... 10 COURSES OR PROGRAM POORLY TAUGHT ..... 11 OTHER (SPECIFY) ..... 99 _____ DON'T KNOW..... d REFUSED..... r	FOUND JOB/REEMPLOYED.....1 COULDN'T AFFORD TO CONTINUE .....2 PERSONAL PROBLEMS.....3 NOT INTERESTED/DIDN'T LIKE PROGRAM .....4 DIDN'T THINK IT WOULD HELP TO FIND A JOB.....5 STARTED (OTHER) SCHOOL/TRAINING .....6 DECIDED DIDN'T WANT JOB...7 ILLNESS/PREGNANCY.....8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS.....9 POOR GRADES.....10 COURSES OR PROGRAM POORLY TAUGHT.....11 OTHER (SPECIFY) .....99 _____ DON'T KNOW.....d REFUSED.....r	FOUND JOB/REEMPLOYED ....1 COULDN'T AFFORD TO CONTINUE.....2 PERSONAL PROBLEMS.....3 NOT INTERESTED/DIDN'T LIKE PROGRAM .....4 DIDN'T THINK IT WOULD HELP TO FIND A JOB.....5 STARTED (OTHER) SCHOOL/TRAINING.....6 DECIDED DIDN'T WANT JOB...7 ILLNESS/PREGNANCY.....8 CHILD CARE/FAMILY TRANSPORTATION/LOGISTICAL PROBLEMS.....9 POOR GRADES.....10 COURSES OR PROGRAM POORLY TAUGHT.....11 OTHER (SPECIFY).....99 _____ DON'T KNOW .....d REFUSED .....r
IF C34=1 **C36. Did you receive a diploma/ degree/ certification/ license for completing that program?**	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r	YES .....1 NO .....0 DON'T KNOW .....d REFUSED .....r	YES..... 1 NO..... 0 DON'T KNOW..... d REFUSED..... r	YES..... 1 NO..... 0 DON'T KNOW..... d REFUSED..... r	YES.....1 NO .....0 DON'T KNOW .....d REFUSED .....r

	PROGRAM 1	PROGRAM 2	PROGRAM 3	PROGRAM 4	PROGRAM 5
IF C36=1 **C37. 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 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 KNOW .....d REFUSED .....r	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 KNOW .....d REFUSED .....r	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 KNOW..... d REFUSED..... r	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 KNOW..... d REFUSED..... r	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 KNOW .....d REFUSED .....r
CATI PROGRAM: IS THERE ANOTHER PROGRAM TO ASK ABOUT?	YES.....1 GO TO NEXT PROGRAM – C24 NO……..0 GO TO C37a	YES.....1 GO TO NEXT PROGRAM – C24 NO……..0 GO TO C37a	YES.....1 GO TO NEXT PROGRAM – C24 NO……..0 GO TO C37a	YES.....1 GO TO NEXT PROGRAM – C24 NO……..0 GO TO C37a	GO TO C37a

ALL

C37a. 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

ALL
FILL INTDATE

C38. 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 [INTDATE].

Since [INTDATE], 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

PROGRAMMER BOX C38

Bold intro ("Since [INDATE], have you received…") only for first question in the series. Then un-bold.

D. PUBLIC ASSISTANCE

ALL
FILL INTDATE

The next questions are about different types of assistance you may be receiving or have received since (INTDATE). 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.

ALL
FILL INTDATE FILL: STATE SNAP NAME, STATE WELFARE NAME, MEDICATE STATE NAME IF A1 > 1 OR A3 > 1 FILL "**or anyone in your household**"

D1. Since [INTDATE], did you [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

	CODE ONE PER ROW			
	YES	NO	DON'T KNOW	REFUSED
h. WIC, the Women, Infants, and Children food program?	1	0	d	r
i. Any other assistance? (SPECIFY) ..... _____	1	0	d	r

PROGRAMMER BOX D1

Programmer: Display intro text and stem in **bold** for first option (a), and then not bold for b-i. The question (a – i) should be bold each time.

Intro text and stem include: "**Since [INTDATE], did you [or anyone in your household] receive any of the following types of assistance…"**

IF D1a = 1
FILL INTDATE FILL: STATE SNAP NAME IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D2a. For approximately how many months since [INTDATE] did you [or anyone in your household] receive SNAP or Food Stamp benefits (such as [STATE SNAP NAME])?

|__|__| NUMBER OF MONTHS
(RANGE 1-30)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D2A > 30: **We are just asking for the number of months since [INTDATE].**

IF D1a = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D2b. And approximately how much SNAP or Food Stamp benefits did you [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

($1 – 9,999)

DON'T KNOW.....d

REFUSED.....r

IF D1b = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**" FILL: STATE WELFARE NAME

D3a. For approximately how many months since [INTDATE], did you [or anyone in your household] receive TANF or Temporary Assistance to Needy Families (such as [STATE WELFARE NAME])?

|__|__| NUMBER OF MONTHS
(RANGE 1-30)

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

HARD CHECK: IF D3A > 30: **We are just asking for the number of months since [INTDATE].**

IF D1b = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D3b. And approximately how much TANF or Temporary Assistance to Needy Families did you [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

($1 – 9,999)

DON'T KNOW.....d

REFUSED.....r

IF D1c = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**" FILL INTDATE

D4a. For approximately how many months since [INTDATE], did you [or anyone in your household] receive other welfare such as General Assistance?

|___|___| NUMBER OF MONTHS
(RANGE 1-30)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D4A > 30: **We are just asking for the number of months since [INTDATE].**

IF D1c = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D4b. And approximately how much other welfare such as General Assistance did you [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

($1 – 9,999)

DON’T KNOW.....d
REFUSED.....r

IF D1d = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D5a. For approximately how many months since [INTDATE], did you [or anyone in your household] receive unemployment insurance?

|__|__| NUMBER OF MONTHS
(RANGE 1-30)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D5A > 30: **We are just asking for the number of months since [INTDATE].**

IF D1d = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D5b. And approximately, how much did you [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

($1 – 9,999)

DON'T KNOW.....d

REFUSED.....r

IF D1e = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D6a. For approximately how many months since [INTDATE], did you [or anyone in your household] receive Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI) from the federal, state, or local government?

|__|__| NUMBER OF MONTHS
(RANGE 1-30)

DON'T KNOW.....d

REFUSED.....r

HARD CHECK: IF D6A > 30: **We are just asking for the number of months since [INTDATE].**

IF D1e = 1
IF A1 > 1 OR A3 > 1 FILL: "**or anyone in your household**"

D6b. And approximately how much did you (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

ALL
FILL last calendar year (e.g., if it's 2019, fill 2018)

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

NO 0

DON'T KNOW ..... d

REFUSED ..... r

E. FOOD SECURITY

ALL
IF A1=1 FILL [you] [I] [my] ELSE FILL [your household] [We] [our] [we]

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 <u>often</u> true, <u>sometimes</u> true, or <u>never</u> 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 <u>often</u> true, <u>sometimes</u> true, or <u>never</u> true for (you/your household) in the last 30 days?

<u>CODE ONE ONLY</u>

OFTEN TRUE.....1
SOMETIMES TRUE 2
NEVER TRUE.....3
DON'T KNOW.....d
REFUSED.....r

ALL
<u>IF A1=1 FILL [I] [you]</u> <u>IF A1 > 1 AND Total Number of Adults = 1 (A1-A4 = 1) FILL [I] [your]</u> <u>IF A1 > 1 AND Total Number of Adults > 1 (A1-A4 > 1) FILL [we] [your household]</u>

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?

<u>CODE ONE ONLY</u>

OFTEN TRUE.....1
SOMETIMES TRUE 2
NEVER TRUE.....3
DON'T KNOW.....d
REFUSED.....r

ALL
IF A1=1 FILL [I] [you] IF A1 > 1 AND Total Number of Adults = 1 (A1-A4 = 1) FILL [I] [you] IF A1 > 1 AND Total Number of Adults > 1 (A1-A4 > 1) FILL [we] [your household]

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 TRUE 2
NEVER TRUE.....3
DON'T KNOW.....d
REFUSED.....r

IF (E1 = 1 OR 2) OR (E2 = 1 OR 2) OR (E3 = 1 OR 2)
IF A1=1 FILL [I] [you] IF A1 > 1 AND Total Number of Adults = 1 (A1-A4 = 1) FILL [you] IF A1 > 1 AND Total Number of Adults > 1 (A1-A4 > 1) FILL [you or other adults in your household]

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
NO 0 .....GO TO E5
DON'T KNOW.....d GO TO E5
REFUSED.....r GO TO E5

IF E4 = 1

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

|__|__| NUMBER OF DAYS – GO TO E5
(1 – 30)

DON'T KNOW.....d
REFUSED.....r
GO TO E5.....

IF E4A = D

E4b. Do you think it was more than one or two days?

YES.....1

NO 0

DON’T KNOW.....d

REFUSED.....r

IF (E1 = 1 OR 2) OR (E2 = 1 OR 2) OR (E3 = 1 OR 2)
IF A1=1 FILL [I] [you] IF A1 > 1 AND Total Number of Adults = 1 (A1-A4 = 1) FILL [you] IF A1 > 1 AND Total Number of Adults > 1 (A1-A4 > 1) FILL [you or other adults in your household]

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
NO 0 .....
DON'T KNOW.....d
REFUSED.....r

IF (E1 = 1 OR 2) OR (E2 = 1 OR 2) OR (E3 = 1 OR 2)

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

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

IF (E1 = 1 OR 2) OR (E2 = 1 OR 2) OR (E3 = 1 OR 2)

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

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

IF (E1 = 1 OR 2) OR (E2 = 1 OR 2) OR (E3 = 1 OR 2)
IF A1=1 FILL [I] [you] IF A1 > 1 AND Total Number of Adults = 1 (A1-A4 = 1) FILL [you] IF A1 > 1 AND Total Number of Adults > 1 (A1-A4 > 1) FILL [you or other adults in your household]

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

NO 0 .....GO TO F1

DON'T KNOW.....d GO TO F1

REFUSED.....r GO TO F1

IF E8 = 1

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

|__|__| NUMBER OF DAYS - GO TO F1
(1 – 30)

DON'T KNOW.....d

REFUSED.....r GO TO F1

IF E8A = D

E8b. Do you think it was more than one or two days?

YES.....1

NO 0

DON'T KNOW.....d

REFUSED.....r

F. HEALTH AND WELL-BEING

ALL

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

ALL

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

	CODE ONE PER ROW					
	NOT AT ALL	SEVERAL DAYS	MORE THAN HALF THE DAYS	NEARLY EVERY DAY	DON'T KNOW	REF
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

PROGRAMMER BOX F3

Programmer: Display intro text and stem in **bold** for first option (a), and then not bold for b-f. The question (a – f) should be bold each time.

Intro text and stem include: "**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…"

PROGRAMMER BOX

SET QL = 4

IF ANY F2 RESPONSE IS EQUAL TO 1, 2 OR 3

F2a. 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, or 3

Extremely difficult? 4

DON'T KNOW.....d

REFUSED.....r

ALL

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 YOU.....3
SOMEWHAT TRUE OF YOU.....4
VERY TRUE OF YOU.....5
DON'T KNOW.....d
REFUSED.....r

ALL

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

PROGRAMMER BOX F3

Programmer: Display intro text and stem in **bold** for first option (a), and then not bold for remaining options. The question (a – e) should be bold each time.

Intro text and stem includes: "**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…**

Would you say you strongly disagree, somewhat disagree, somewhat agree, or strongly agree."

G. HOUSING STATUS AND STABILITY

ALL

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

PROBE: **What kind of place do you live in?**

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	

IF G1 = NE 6 OR 7
IF G1=8, D, OR R FILL: **Thinking of the place you live right now, how**

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

IF G1 = 6

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

IF G1 NE 6

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

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

DON'T KNOW.....d ..

REFUSED.....r ...