Evaluation of
Employment Coaching for
TANF and Related Populations

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Evaluation Design Report

OPRE Report #2019-65 • August 2019

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INTRODUCTION

An important goal of Temporary Assistance for Needy Families (TANF) and other assistance programs is to help their participants become economically secure and achieve self-sufficiency. To meet this goal, some programs offer services to address challenges to employment such as those caused by lack of education or occupational skills, mental health issues, or lack of transportation or child care. However, for some participants, these services are not enough to help them become economically secure. Recently, some researchers and policymakers have argued that people may not succeed if they have difficulty applying the many "self-regulation skills" needed to get, keep, and advance in a job. Self-regulation includes the ability to finish tasks, stay organized, and control emotions and behaviors. Research has shown that self-regulation is important in attaining goals and in determining life outcomes, including those related to employment (Almlund et al. 2011). Moreover, evidence suggests that facing poverty, and the multiple stresses that accompany it, makes it particularly difficult to use self-regulation (Mullainathan and Shafir 2013). However, evidence has also shown that interventions can both strengthen self-regulation and encourage its use, including among populations facing poverty (Almlund et al. 2011; Kautz et al. 2014). Consistent with the notion that improved self-regulation could improve employment outcomes, some employment programs have begun to use trained coaches to help clients set individualized goals and to provide motivation, support, and feedback as the clients strengthen and use self-regulation skills, which in turn will help them pursue those goals. In doing so, they aim to help the clients succeed in the labor market and move toward economic security.

To learn more about the potential of coaching to help TANF recipients and other low-income individuals reach economic security, the Office of Planning, Research, and Evaluation (OPRE) of the Administration for Children and Families (ACF) contracted with Mathematica and Abt Associates to conduct an evaluation of employment coaching interventions—the *Evaluation of Employment Coaching for TANF and Related Populations* (hereafter referred to as the Evaluation of Employment Coaching). The evaluation will use an experimental research design to examine the effectiveness and implementation of coaching interventions that aim to help low-income individuals succeed in the labor market. It will also provide the information necessary to allow other organizations to replicate and enhance employment coaching interventions.

PRIMARY RESEARCH QUESTIONS

The main research questions the evaluation seeks to address are:

- **Do the employment coaching interventions improve the outcomes of low-income people?**
  - —Do the employment coaching interventions affect participants' intermediate outcomes related to goal pursuit and other skills associated with labor market success?
  - —Do the employment coaching interventions affect participants' employment and economic security outcomes?

- —How do the impacts of the coaching-focused interventions change over time?
- —Are the employment coaching interventions more effective for some groups of participants than others?

- **How were the employment coaching interventions implemented?**

- —What is the intervention design?
- —What factors appear to have impeded or facilitated implementation of the program as designed?
- —What were the clients' experiences with coaching, what services did they receive, and what types of coaching and other services did control group members receive?

PURPOSE

This report describes the design of the Evaluation of Employment Coaching. It identifies the types of employment coaching interventions that are the focus of this evaluation and how coaching is expected to affect participants' economic security. Next, it discusses the process for selecting employment coaching interventions to study in the evaluation. It provides details on the design of the impact study, including the process for conducting random assignment, data needs and sources, and the analytic approach to estimating intervention impacts. It also describes the implementation study, including the research questions to be addressed, the data collection strategy, and the analytic approach. The report concludes with an overview of the evaluation and reporting schedule.

KEY FINDINGS AND HIGHLIGHTS

The research design for the Evaluation of Employment Coaching will provide rigorous estimates of the effectiveness of employment coaching in improving the economic security of low-income populations, and important lessons on the implementation of employment coaching. The impact study will estimate intervention impacts using an experimental design. The implementation study will document and analyze the implementation of the employment coaching interventions with three key purposes: (1) to describe the program design and operations of each employment coaching intervention and the conditions necessary for replication; (2) to help interpret the impact analysis results; and (3) to identify lessons learned for purposes of program refinement and replication.

METHODS

To address the evaluation's research questions, the Evaluation of Employment Coaching will include both impact and implementation studies. The impact study will use an experimental research design to assess the effectiveness of each employment coaching intervention in improving employment-related outcomes, economic security, self-regulation, and other measures of well-being. People who are eligible for coaching will be randomly assigned either to a "treatment group" and have access to the employment coaching intervention or to a "control group" and not have access to the employment coaching intervention. The effectiveness of the employment coaching intervention will be assessed based on differences in outcomes between members of the treatment and control groups. Intermediate outcomes of interest will include measures of improvement in self-regulation skills and outcomes that reflect steps toward meeting employment goals, such as preparing a resume and participating in job search activity. Longer-term outcomes examined will include measures of success in obtaining and retaining employment, career advancement, earnings, receipt of TANF and other financial assistance, other measures of economic security, and other indicators of personal and family well-being. Outcomes will be measured using data collected from (1) two follow-up surveys of study participants, (2) administrative employment and unemployment insurance (UI) records from the National Directory of New Hires (NDNH), and (3) administrative records pertaining to TANF and Supplemental Nutrition Assistance Program (SNAP) benefit receipt.[1]

The implementation study will help interpret the impact study findings and document the interventions; discuss the implementation challenges and successes; and support future replication of employment coaching interventions. It will draw on the following data sources: (1) program documents; (2) semi-structured interviews with coaches and other program staff; (3) a survey of coaches and other staff; (4) video recordings of coaching sessions; (5) in-depth interviews with participants who work with a coach; and (6) the two follow-up surveys of study participants.

[1] We will only collect SNAP records when readily available from the agency providing TANF records.

Glossary

ACF	Administration for Children and Families
BLS	Bureau of Labor Statistics
BRIEF-A	Behavior Rating Inventory of Executive Function–Adult Version
GSAB	Goal Systems Assessment Battery
LASER	Lam Assessment on Stages of Employment Readiness
MIS	Management Information System
OPRE	Office of Planning, Research, and Evaluation
RAPTER™	Random Assignment, Participant Tracking Enrollment, and Reporting
SNAP	Supplemental Nutrition Assistance Program
TANF	Temporary Assistance for Needy Families
UI	Unemployment Insurance

Executive Summary

A. OVERVIEW

An important goal of Temporary Assistance for Needy Families (TANF) and other assistance programs is to help their participants become economically secure and achieve self-sufficiency. To meet this goal, some programs offer services to address challenges to employment such as those caused by lack of education or occupational skills, mental health issues, or lack of transportation or child care. However, for some participants, these services are not enough to help them become economically secure. Recently, some researchers and policymakers have argued that people may not succeed if they have difficulty applying the many "self-regulation skills" needed to get, keep, and advance in a job. Self-regulation includes the ability to finish tasks, stay organized, and control emotions and behaviors. Research has shown that self-regulation is important in attaining goals and in determining life outcomes, including those related to employment (Almlund et al. 2011). Moreover, evidence suggests that facing poverty, and the multiple stresses that accompany it, makes it particularly difficult to use self-regulation skills (Mullainathan and Shafir 2013). However, evidence has also shown that interventions can both strengthen self-regulation and encourage its use, including among populations facing poverty (Almlund et al. 2011; Kautz et al. 2014). Consistent with the notion that improved self-regulation could improve employment outcomes, some employment programs have begun to use trained coaches to help clients set individualized goals and to provide motivation, support, and feedback as the clients strengthen and use self-regulation skills, which in turn will help them pursue those goals. In doing so, they aim to help the clients succeed in the labor market and move toward economic security.

To learn more about the potential of coaching to help TANF recipients and other low-income individuals reach economic security, the Office of Planning, Research, and Evaluation (OPRE) of the Administration for Children and Families (ACF) contracted with Mathematica and Abt Associates to conduct an evaluation of employment coaching interventions—the *Evaluation of Employment Coaching for TANF and Related Populations* (hereafter referred to as the Evaluation of Employment Coaching). The evaluation will use an experimental research design to examine the effectiveness and implementation of coaching interventions that aim to help low-income individuals succeed in the labor market. It will also provide the information necessary to allow other organizations to replicate and refine employment coaching interventions. The main research questions the evaluation seeks to address are:

- **Do the employment coaching interventions improve the outcomes of low-income people?**
  - —Do the employment coaching interventions affect participants' intermediate outcomes related to goal pursuit and other skills associated with labor market success?
  - —Do the employment coaching interventions affect participants' employment and economic security outcomes?
  - —How do the impacts of the coaching-focused interventions change over time?
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- **How were the employment coaching interventions implemented?**
  —What is the intervention design?
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The implementation study will help interpret the impact study findings and document the interventions; discuss the implementation challenges and successes; and support refinement and future replication of employment coaching interventions. It will draw on the following data sources: (1) program documents; (2) semi-structured interviews with coaches and other program staff; (3) a survey of coaches and other staff; (4) video recordings of coaching sessions; (5) in-depth interviews with participants who work with a coach; and (6) the two follow-up surveys of study participants.

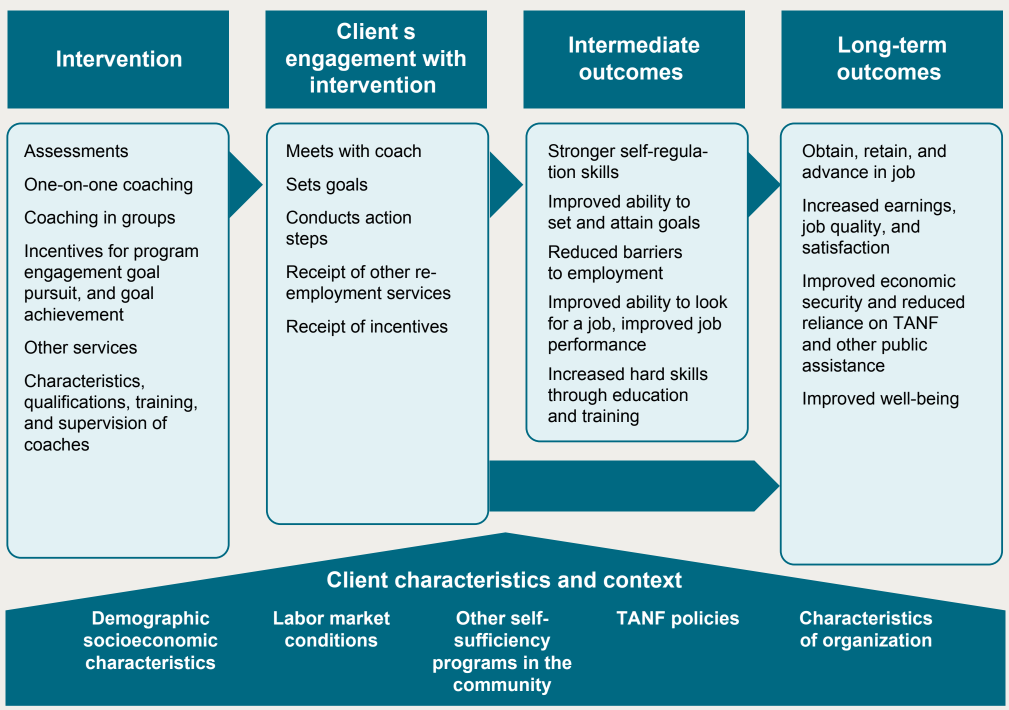
1. Types of coaching to be evaluated

While coaching occurs in a wide variety of contexts—athletics, schools, corporations, and many others—and uses various approaches, this evaluation focuses on a specific coaching approach that, implicitly or explicitly, addresses self-regulation. Under this approach, a trained professional works collaboratively with a program participant to set and pursue goals. Coaching has long been used as an approach to help people attain goals and is increasingly being incorporated into employment programs targeting low-income populations. Some generally accepted elements of a strong coaching intervention are that the coaching: (1) is collaborative and not directive—the coach does not tell the participant what to do; (2) is individualized, ongoing, and solution-focused; (3) includes goal setting and developing action steps for meeting the goals; (4) helps participants learn the skills to set goals on their own and work toward meeting those goals; (5) attempts to increase participants' motivation to meet goals; and (6) holds the participant accountable for outcomes. Many of these elements—such as goal setting and collaborative rather than directive interactions—might strengthen self-regulation skills. Thus employment programs that use coaching often address self-regulation, even though the program's designers may not have conceptualized the design in those terms.

2. How coaching is expected to affect employment outcomes

A logic model, as depicted in Figure ES.1, reflects how employment coaching interventions are expected to affect a participant's life—the intervention's "theory of change." The first column shows key aspects of the intervention, including planned activities that are common to employment coaching interventions and characteristics of the coaching staff. The second column illustrates the extent to which the participants are engaged in intervention activities and receive employment services. The extent of intervention engagement and service receipt affects intermediate outcomes (in the third column). The long-term outcomes that are the ultimate goal of the employment coaching intervention, shown in the fourth column, are affected directly by intervention engagement and indirectly by changes in intermediate outcomes. Client characteristics and contextual conditions may affect intervention design, implementation, and intermediate and long-term outcomes.

Figure ES.1. Generic logic model for employment coaching interventions



B. INTERVENTIONS TO BE INCLUDED IN THE EVALUATION

The process for selecting employment coaching interventions to be included in the evaluation focused on two broad criteria: (1) evaluating the intervention will inform the future development of employment coaching interventions; and (2) it is feasible to rigorously evaluate the intervention. This process sought to identify programs (1) offering strong, well-implemented employment coaching interventions that aim to improve employment outcomes for TANF or other low-income populations, and (2) having the capacity and willingness to participate fully in a rigorous, random assignment evaluation. Appendix A provides details on the programs selected for the evaluation.

C. IMPACT STUDY

The objective of the impact study is to determine the effectiveness of coaching in helping TANF participants and other low-income people find, keep, and advance in jobs and obtain economic security. In addition, we will address four sets of secondary research questions: (1) whether the impacts vary by subgroups; (2) whether impacts are mediated by changes in self-regulation skills and other intermediate outcomes; (3) whether the impacts of employment coaching vary by whether and how much participants received coaching; and (4) how the impacts vary by the amount of coaching received.

The objective of the impact study is to determine the effectiveness of coaching in helping TANF participants and other low-income people find, keep, and advance in jobs and obtain economic security.

To estimate the effects of coaching, we will use a rigorous experimental design. Participants eligible for the coaching services will be randomly assigned to one of two groups: (1) a treatment group offered coaching or (2) a control group not offered coaching. With this design, the research groups should be very similar in terms of their characteristics before receiving the intervention. Therefore, differences in observed outcomes can be attributed to the employment coaching intervention. To conduct and monitor random assignment, the evaluation team will deploy the Random Assignment, Participant Tracking Enrollment, and Reporting (RAPTER™) system, a modular, web-based management information system that programs can use to document informed consent, implement random assignment, and collect data on participant characteristics and service receipt.

The selected employment coaching interventions vary in size, but the sample size at each program needs to be large enough to detect an impact of the employment coaching interventions that would be of interest to policymakers and practitioners. Ideally, we would like samples of at least 500 treatment and 500 control group members for each intervention.

1. Data sources

We will collect data from the following data sources to support the impact study:

- **Baseline survey.** We will use a 20-minute survey to collect baseline data about all study participants (Table ES.1). We will use these data to describe the characteristics of study participants, control for baseline characteristics when estimating intervention impacts, support subgroup and other analysis, and locate study participants for follow-up surveys.

- **Follow-up surveys.** The evaluation team will collect data through two follow-up surveys of study participants administered approximately 9 to 12 months after random assignment and then again at about 21 to 24 months after random assignment. The evaluation team will use these data primarily to assess intervention effectiveness and examine the mechanisms through which intervention impacts operate. The surveys will collect information on outcomes related to employment, self-sufficiency, self-regulation, and service receipt (Table ES.2).

- **Administrative records.** We will collect data on quarterly employment and earnings, date of new hires, and unemployment insurance benefit receipt using the National Directory of New Hires (NDNH), a database maintained by the ACF Office of Child Support Enforcement. We will also collect baseline and follow-up administrative data on TANF benefit receipt from the state or county TANF agency and, if the same agency houses both TANF and Supplemental Nutrition Assistance Program (SNAP) records, we will request records of recent SNAP benefit receipt history and work requirement status. We will use these administrative records to describe baseline characteristics of study participants and assess the effectiveness of interventions in improving employment and benefit receipt outcomes.

Table ES.1. Data collected through baseline survey

Measures
Locating information
Demographic and socioeconomic characteristics
Employment status and history
Goal-setting, goal-pursuit, and self-regulation skills
Propensity to receive program services

Table ES.2. Data collected through follow-up surveys

Domains and measures	
Service receipt	Receipt of employment coaching services
	Receipt of employment services
	Receipt of support services
Mediating outcomes	Reduced employment barriers
	Improved hard skills, such as additional education or completed training
	Improved self-regulation and goal-related skills
Target outcomes	Current employment status and formal employment history
	Job quality
	Economic well-being
	Reliance on public assistance and other sources of income
	Housing status
	Conviction history

2. Estimating intervention impacts

The difference in the mean values of outcomes between the treatment and control group will provide an unbiased estimate of the impact of coaching. However, to increase the precision of the impact estimates, we will control for differences in the baseline characteristics of the treatment and control groups using a linear regression model.

D. IMPLEMENTATION STUDY

The implementation study will document and analyze the implementation of the interventions. It has three key purposes:

- **Describe the program design and operations of each employment coaching intervention and the conditions necessary for replication.** For each intervention tested, the implementation study will describe the elements of the intervention's logic model hypothesized to affect key outcomes. The description will include: program goals and design; program administration and management; target population and program participants; implementation of coaching; program operations and services other than coaching; and the cultural and socioeconomic context in which the intervention operates.

The implementation study will include data from data from program staff, study participants, information collected while providing evaluation technical assistance, observations of program activities and coaching sessions, program documents, and government-based labor market information.

- **Help interpret the impact analysis results.** Understanding the program components and how they were implemented can help us understand what was evaluated, why we may find impacts on some outcomes but not on others, and what may account for observed differences in impacts across the tested interventions.

- **Identify lessons learned for purposes of program refinement and replication.** Based on the opinions of program management and staff, as well as the study's hypotheses about likely reasons for the interventions' successes or failures in producing expected impacts, we will develop a set of implementation challenges, successes, and lessons learned that will be useful for others interested in implementing coaching.

1. Data collection strategies

The implementation study research goals and questions require the collection and analysis of a diverse set of data (Table ES.3). We will collect these data from program staff, study participants, information collected while providing evaluation technical assistance, observations of program activities and coaching sessions, program documents, and government-based labor market information. Data will be collected from program staff via requests to enter information on treatment group members' service receipt in RAPTER™ or the program's management information system, a web-based survey of all staff, discussions with staff during the design of the program-specific evaluation or evaluation monitoring, and in-person interviews with administrators and staff during site visits. We will collect data from participants through the baseline survey, in-depth interviews, and the two follow-up surveys. We will observe program activities on site and will video record coaching sessions. We will review various program-related documents and will access online government-based statistics, such as local unemployment and poverty rates.

Table ES.3. Implementation study research topics and data sources

Research topic	Program data	Staff survey	In-person interviews with staff/Information collected via TA	Coaching observations	In-depth participant interviews	Baseline and follow-up surveys	Program documents	On-line statistical sources
	Data collection source/strategy							
Program goals and design			✓				✓	
Program administration and management		✓	✓				✓	
Program participants	✓	✓	✓		✓	✓	✓	
Implementation of coaching	✓	✓	✓	✓	✓	✓	✓	
Program operations and services other than coaching	✓	✓	✓		✓		✓	
Program context			✓				✓	
Receipt of coaching and other employment services by treatment group	✓	✓	✓		✓	✓		
Receipt of coaching and other employment services by control group			✓			✓		
Intervention implemented by design	✓	✓	✓	✓	✓	✓	✓	
Contextual labor market and socioeconomic data								✓

2. Analysis approach

We address each of the three goals of the implementation study—document the interventions, interpret the impact estimates, and describe lessons learned—with a specific set of analyses. In documenting the employment coaching interventions, similar control group service opportunities, and local contexts, we will use qualitative and quantitative descriptive analysis. In interpreting the impact findings, we will use comparative analysis to describe the differences in services provided to the treatment and control groups, as well as to document the fidelity of the interventions as implemented to their models. Finally, in addressing the goal of deriving lessons for future program realizations, we will use findings from both the implementation and impact studies, as well as the opinions of program staff and treatment group members, to develop hypotheses about which aspects of program design and implementation strategies are associated with intervention effectiveness.

E. PROJECT SCHEDULE

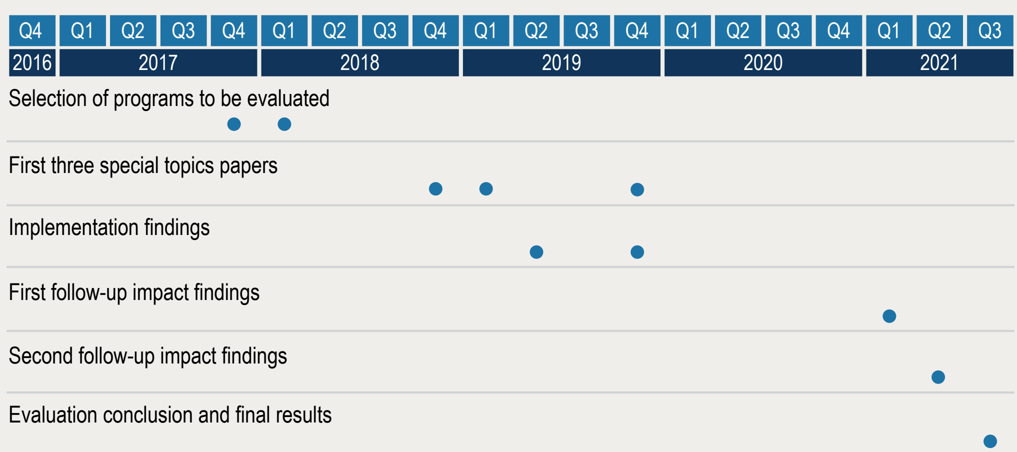
The evaluation began in September 2016 and will be conducted over approximately five years.[2] Figure ES.2 provides an overview of the schedule for major project milestones. The first year will be devoted to selecting and recruiting programs for the evaluation, and preparing for launch of random assignment in 2018. Site visits, staff surveys, and coaching observations will begin in early 2019. Intermediate and longer-term follow-up surveys will be conducted on a rolling basis determined by the enrollment of clients into the program.

Findings from the study will be provided in a series of reports:

- **Early 2019:** Program profiles describing the programs participating in the evaluation
- **Late 2019:** Cross-site implementation report summarizing findings from all data collected from the implementation study
- **Late 2020:** Follow-up report focusing on impacts on intermediate outcomes and the implementation context
- **Late 2021:** Comprehensive final report focusing on impacts on longer-term outcomes such as employment and educational attainment

We will produce special topics reports on a rolling basis throughout the evaluation period.

Figure ES.2. Overview of timing of project milestones



[2] The project schedule may be extended, contingent on contract modifications.

I. Introduction

An important goal of Temporary Assistance for Needy Families (TANF) and other assistance programs is to help their participants become economically secure and achieve self-sufficiency. To meet this goal, some programs offer services to address challenges to employment such as those caused by lack of education or occupational skills, mental health issues, or lack of transportation or child care. However, for some participants, these services are not enough to help them become economically secure. Recently, some researchers and policymakers have argued that people may not succeed if they have difficulty applying the many "self-regulation skills" needed to get, keep, and advance in a job. Self-regulation includes the ability to finish tasks, stay organized, and control emotions and behaviors. Research has shown that self-regulation is important in attaining goals and in determining life outcomes, including those related to employment (Almlund et al. 2011). Moreover, evidence suggests that facing poverty, and the multiple stresses that accompany it, makes it particularly difficult to use self-regulation skills (Mullainathan and Shafir 2013). However, evidence has also shown that interventions can both strengthen self-regulation and encourage its use, including among populations facing poverty (Almlund et al. 2011; Kautz et al. 2014). Consistent with the notion that improved self-regulation could improve employment outcomes, some employment programs have begun to use trained coaches to help clients set individualized goals and to provide motivation, support, and feedback as the clients strengthen and use self-regulation skills, which in turn will help them pursue those goals. In doing so, they aim to help the clients succeed in the labor market and move toward economic security.

To learn more about the potential of coaching to help TANF recipients and other low-income individuals reach economic security, the Office of Planning, Research, and Evaluation (OPRE) of the Administration for Children and Families (ACF) contracted with Mathematica and Abt Associates to conduct an evaluation of employment coaching interventions—the *Evaluation of Employment Coaching for TANF and Related Populations* (hereafter referred to as the Evaluation of Employment Coaching). The evaluation will use an experimental research design to examine the effectiveness and implementation of employment coaching interventions that aim to help low-income individuals succeed in the labor market. It will also provide the information necessary to allow other organizations to replicate and refine employment coaching interventions. The main research questions the evaluation seeks to address are:

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—What factors appear to have impeded or facilitated implementation of the program as designed?

—What were the clients' experiences with coaching, what services did they receive, and what types of coaching and other services did control group members receive?

This report describes the design of this evaluation. It begins in this chapter by describing the types of coaching that are the focus of this evaluation. The chapter then discusses the research evidence underlying coaching; how coaching is incorporated into employment programs; and how it is expected to affect participants' economic security and, more broadly, their lives. The chapter also provides an overview of the evaluation.

The remainder of the report describes the evaluation plans in more detail. Chapter II describes the process for selecting employment coaching interventions for the evaluation. Chapter III provides details on the design of the impact study, including the research questions addressed, process for conducting random assignment, data needs and sources, and the analytic approach to estimating intervention impacts. Chapter IV describes the implementation study, including the research questions addressed, the data collection strategy, and analytic approach. Appendix A describes the interventions selected for the evaluation, including services offered, target population, key implementation features, and any modifications to the general evaluation design we made in response to each intervention's circumstances.

A. TYPES OF COACHING TO BE EVALUATED

While coaching occurs in a wide variety of contexts—athletics, schools, corporations, and many others—and uses various approaches, this evaluation focuses on a specific coaching approach that, implicitly or explicitly, addresses self-regulation. Under this approach, a trained professional works collaboratively with a program participant to set and pursue goals. Coaching has long been used as an approach to help people attain goals and is increasingly being incorporated into employment programs targeting low-income populations. Some generally accepted elements of a strong coaching intervention are that the coaching: (1) is collaborative and not directive—the coach does not tell the participant what to do; (2) is individualized, ongoing, and solution-focused; (3) includes goal setting and developing action steps for meeting the goals; (4) helps participants learn the skills to set goals on their own and work toward meeting those goals; (5) attempts to increase participants' motivation to meet goals; and (6) holds the participant accountable for outcomes. Many of these elements—such as goal setting and collaborative rather than directive interactions—might strengthen self-regulation skills. Thus employment programs that use coaching often address self-regulation, even though the program's designers may not have conceptualized the design in those terms.

This evaluation seeks to assess the effectiveness of employment coaching interventions aimed at improving employment outcomes for TANF or other low-income populations.

This evaluation seeks to assess the effectiveness of employment coaching interventions aimed at improving employment outcomes for TANF or other low-income populations. Currently, coaching that is focused on self-regulation is often used in programs that aim to improve participants' management of their finances. We did not consider financial coaching programs for this evaluation unless they also explicitly focus on employment outcomes.

B. EVIDENCE UNDERLYING COACHING

The recent increased interest in coaching has accompanied, and to some extent been driven by, an increased interest in the research evidence behind goal attainment and the importance of a wide range of self-regulation skills in setting and pursuing goals successfully (Cavadel et al. 2017; Kautz et al. 2014; Almlund et al. 2011; Latham and Locke 1991; Deci and Ryan 2000). Below, we discuss what is meant by self-regulation skills, how poverty affects them, and how coaching can strengthen and promote the use of them.

1. Self-regulation skills

Because there is no consistent term used in the literature, we follow Cavadel et al. (2017) and use the term "self-regulation skills" as an umbrella term to include the broad set of skills that allow people to intentionally control thoughts, emotions, and behaviors and, in turn, attain goals. The self-regulation skills that might contribute to success in the employment context include:

- **Executive function.** The set of skills that help people regulate and control their actions. They include the ability to inhibit automatic or inadvisable actions in favor of more appropriate behaviors (inhibitory control); the ability to hold information in memory while performing complex tasks (working memory); and the ability to adapt to new perspectives, strategies, or demands when faced with obstacles (cognitive flexibility).

- **Selective attention.** The ability to attend to one aspect of a task in the face of other thoughts, information, and tasks.

- **Metacognition.** A person's ability to reflect on her own thinking and actions.

- **Emotion understanding.** The ability to understand one's feelings as well as those of others.

- **Emotion regulation.** The process that makes emotions manageable. This may require lowering the level of emotional expression when angry or raising the level of emotional expression to increase motivation.

- **Motivation and grit.** Motivation is the desire to start and finish tasks. Grit is the ability to persevere with long-term goals.

- **Self-efficacy.** A person's belief in his ability to perform at a high level.

2. The effect of poverty on self-regulation skills

> Poverty and other stresses reduce people's ability to develop and use self-regulation skills (Muraven and Baumeister 2000; Mullainathan and Shafir 2013).

Poverty and other stresses reduce people's ability to develop and use self-regulation skills (Muraven and Baumeister 2000; Mullainathan and Shafir 2013). Psychologists have long argued that cognitive skills are a limited resource. The more demanding a situation, the less cognitive capacity or "bandwidth," is available for other tasks (Muraven and Baumeister 2000). Poverty can burden, or tax, this capacity (Mullainathan and Shafir 2013). Many tasks of everyday life are more difficult when money is scarce. Low-income people often face many more decisions and challenges as they navigate their day than those who are more economically secure. For example, people who cannot afford a car may need to coordinate multiple modes of public transportation to get to work. Low-income people may be derailed from taking action to improve their long-term economic security by pressing financial concerns, such as paying their rent every month. Even the possibility of economic insecurity has been found to reduce cognitive performance (Mani et al. 2013). In addition to the effects of not having enough financial resources, the requirements and practices of programs designed to assist low-income people can inadvertently burden a participant's self-regulation skills (Bertrand et al. 2004). For example, complicated eligibility rules, lengthy applications for program participation, and detailed verification of income and eligibility criteria may tax the self-regulation skills of low-income people.

3. How coaching may affect self-regulation skills

Coaching may address self-regulation skills in three ways:

- **Coaching interventions may help teach self-regulation skills and encourage participants to practice them.** By helping the participant set goals and identify the necessary steps to reach those goals, coaches are teaching self-regulation skills and providing opportunities to practice them. In addition, coaches may motivate participants by supporting their goals rather than imposing goals upon them. Coaches may also provide rewards for achieving goals that range from praising the participant to acknowledging success publicly to providing financial incentives.

- **Coaching interventions may help participants accommodate for different self-regulation skills.** Everyone has stronger and weaker self-regulation skills. Coaches can help participants identify ways to compensate for relatively weaker self-regulation skills. For example, coaches may help participants choose jobs that align well with their relatively stronger self-regulation skills or suggest participants use a cell phone app to remind them of appointments.

- **Coaching interventions may reduce factors that hinder the use of self-regulation skills.** Coaching interventions may do this by reducing the burdens of the program or poverty on the participant. For example, interventions could streamline the application paperwork, provide assistance with child care or transportation, or even provide financial assistance. Coaches may also help teach participants techniques to manage the stresses in their lives.

C. COACHING IN EMPLOYMENT PROGRAMS

Most employment programs—including those provided by TANF agencies—use traditional case management and focus on providing assistance for looking for a job, building occupational skills, providing work experience, and/or addressing specific challenges to employment such as mental health, transportation, or child care issues. Traditional case management is a directive process led by the case manager, rather than a collaborative process between the case manager and participant. Typically, case managers set goals for the participants and tell the participants the actions they should take to meet the goals.

A key distinction between coaching interventions and case management is that coaching is collaborative.

A key distinction between coaching interventions and case management is that coaching is collaborative. The participant, not the coach, directs the process of setting and pursuing his or her goals. The coach provides support and motivation, but does not direct what actions participants should take to meet their goals. Coaching interventions in employment programs—sometimes provided in addition to case management and sometimes as a substitute—vary considerably from one another and along the following dimensions:

- **Provider type.** Some employment coaching interventions operate through employment programs offered as part of public assistance programs, such as TANF, Supplemental Nutrition Assistance Program (SNAP), or Unemployment Insurance (UI). Other employment coaching interventions are offered by nonprofit community-based organizations.

- **Dosage.** The frequency of meetings with the coach varies from daily to monthly. The length of the relationship with the coach also varies. In some interventions, the relationship is only designed to last a couple of weeks while in others the goal is for it to last multiple years.

- **Group or one-on-one coaching.** By definition, coaching is individualized. But some interventions provide some coaching in the context of a group in addition to one-on-one sessions. Group coaching is intended to take advantage of peer support and modeling of goal-setting skills.

- **Use of defined curriculum.** Some employment coaching interventions use curricula developed by national experts on coaching. These curricula are often based on academic brain and behavioral research on use and development of self-regulation skills. Other interventions use "homegrown" curricula developed based on local experience and a mixture of ideas from other interventions.

- **Assessments of self-regulation skills.** In some interventions that focus explicitly on self-regulation skills, a participant's skills in this area are assessed and discussed with the participant. The manner in which skills are assessed varies across these interventions.

- **Qualifications, training, and supervision of coaches.** The interventions differ in the experiences and education of coaches. One important difference is whether the coaches were formerly case managers and hence needed to switch to a less directive and more collaborative approach to working with the participant. The interventions differ in how much training coaches receive and how they are supervised. In some interventions, supervisors use coaching techniques with the coaches.

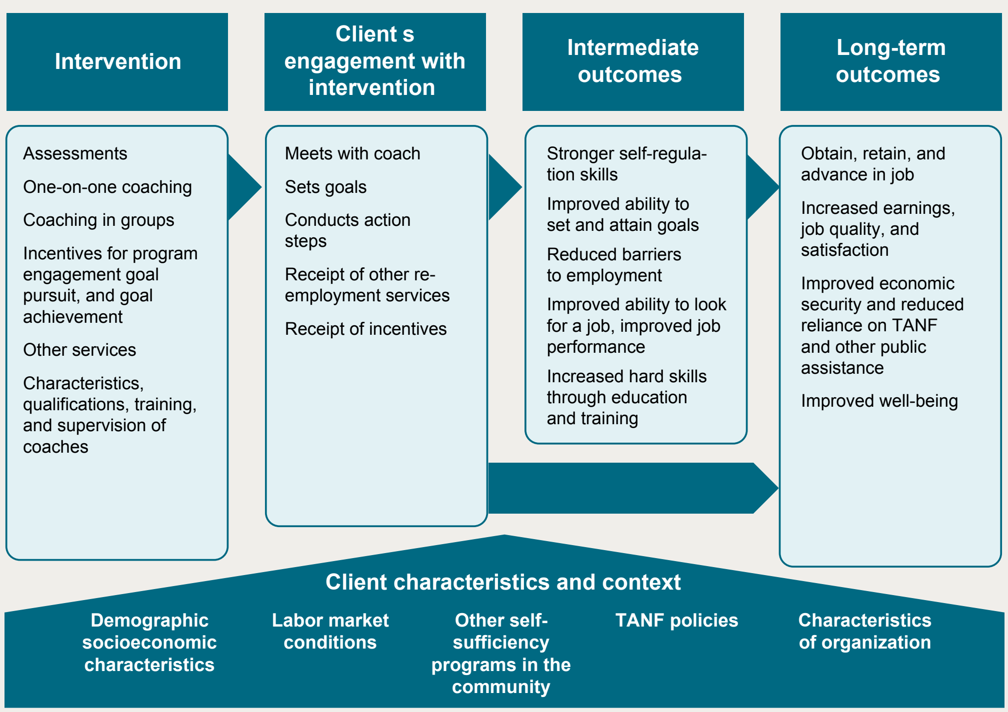
- **Use of incentives.** Enhancing participants' motivation to reach goals is a key element of coaching. Some interventions focus on praise from the coach and public acknowledgement of success to increase motivation. Others aim to increase motivation by providing financial incentives or gifts (such as diapers or gift cards) for participating in the intervention or reaching goals or other milestones.

- **Availability of other employment services.** Coaching is sometimes embedded in a broader employment program that may provide a wide range of services such as job search assistance, education, training, or work experience.

D. HOW COACHING IS EXPECTED TO AFFECT EMPLOYMENT OUTCOMES

A logic model, as depicted in Figure I.1, reflects how employment coaching interventions are expected to affect a participant's life—the intervention's "theory of change." The first column shows key aspects of the intervention, including planned activities that are common to employment coaching interventions and characteristics of the coaching staff. The second column illustrates the extent to which the participants are engaged in intervention activities and receive employment services. The extent of intervention engagement and service receipt affects intermediate outcomes (in the third column). The long-term outcomes that are the ultimate goal of the employment coaching intervention, shown in the fourth column, are affected directly by intervention engagement and indirectly by changes in intermediate outcomes. Client charac-

Figure I.1. Generic logic model for coaching-focused interventions



teristics and contextual conditions may affect intervention design, implementation, and intermediate and long-term outcomes.

E. OVERVIEW OF THE STUDY

The Evaluation of Employment Coaching will include both impact and implementation studies. The impact study will use an experimental research design to assess the effectiveness of each employment coaching intervention in improving employment-related outcomes, economic security, self-regulation, and other measures of well-being. People who are eligible for coaching will be randomly assigned either to a "treatment group" and have access to the employment coaching intervention or to a "control group" and not have access to the employment coaching intervention but retain access to other services available in the community. The effectiveness of the employment coaching intervention will be assessed based on differences in outcomes between members of the treatment and control groups. Intermediate outcomes of interest will include measures of improvement in self-regulation skills and outcomes that reflect steps toward meeting employment goals, such as preparing a resume and participating in job search activity. Longer-term outcomes examined will include measures of success in obtaining and retaining employment, career advancement, earnings, receipt of TANF and other financial assistance, other measures of economic security, and other indicators of personal and family well-being. Outcomes will be measured using data collected from two follow-up surveys of study participants and administrative data.

The implementation study will help interpret the impact study findings and document the interventions; discuss the implementation challenges and successes; and support refinement and future replication of employment coaching interventions. It will draw on the following data sources: (1) program documents; (2) semi-structured interviews with coaches and other program staff; (3) a survey of coaches and other staff; (4) video recordings of coaching sessions; (5) in-depth interviews with participants who work with a coach; and (6) the baseline survey and two follow-up surveys of study participants.

II. Programs to Be Included in the Evaluation

The process for selecting employment coaching interventions to be included in the evaluation sought to identify programs (1) offering strong, well-implemented employment coaching interventions that aim to improve employment outcomes for TANF or other low-income populations, and (2) having the capacity and willingness to participate fully in a rigorous, random assignment evaluation. This chapter describes the intervention selection criteria developed for the evaluation. Appendix A provides details on the programs selected for the evaluation, including services offered, target population, and other implementation features of each intervention selected for the evaluation. This appendix also describes any modifications to the general evaluation design we made in response to each intervention's circumstances.

A. SELECTION CRITERIA

To be included in the evaluation, an employment coaching intervention must meet two broad criteria: (1) evaluating the intervention will inform the future development of employment coaching interventions; and (2) it is feasible to rigorously evaluate the intervention.

Inform the development of employment coaching interventions. Evaluating an employment coaching intervention will add to our knowledge of coaching and how it should be implemented under the following conditions:

- The program aims to improve employment outcomes for TANF and/or other low-income populations. Ideally, the program would focus on job placement, retention, and advancement.

- The program incorporates generally accepted elements of a strong coaching intervention noted in the previous chapter, namely that it: (1) is collaborative and not directive; (2) is individualized, ongoing, and solution-focused; (3) includes goal setting and developing action steps for meeting the goals; (4) helps participants learn the skills to set goals on their own and work toward meeting those goals; (5) attempts to increase participants' motivation to meet goals; and (6) holds the participant accountable for outcomes. Employment coaching interventions that are explicitly focused on self-regulation skills would likely meet these criteria. However, the employment coaching intervention does not need to explicitly address self-regulation skills. As discussed in Chapter I, employment coaching interventions may address self-regulation skills without doing so intentionally.

- The program is implemented well and is faithful to its model. If the program is not implemented well, we will not learn about the effectiveness of the model as it was designed.

- The intervention would expect to see impacts within the proposed follow-up period that are large enough to be detected statistically with the available sample. This requires that the intervention design includes a meaningful dose of coaching services and that the implementation of the intervention is strong. To the extent possible, the evaluation will tailor the follow-up period to accommodate the timing of program impacts suggested by the intervention model.

- The program has not yet been evaluated rigorously.

Feasibility of including the program in the evaluation. An evaluation is feasible if the following conditions are true:

- A control group can be created. This criterion precludes programs in which it would not be possible to withhold coaching services from the control group, as would be the case, for example, in an employment program in a TANF office in which all staff members have been trained in coaching.

- The treatment and control group environments are distinct and control members do not receive the treatment. This is less likely to be a problem for stand-alone programs in which the control group is offered services elsewhere in the community. It is more of a concern in evaluations in TANF offices in which some staff use coaching techniques and others do not.

- The impact of coaching can be isolated from the impact of other offered services. Ideally, the treatment and control group environment should differ only by the availability of coaching. Otherwise, we will be testing the effectiveness of coaching in combination with other services rather than just coaching.

- The sample size is large enough to detect the expected impact of the program. The expected impact increases and the required sample size decreases with larger differences between the intervention received by the treatment and control groups.

- The program's management and staff are supportive of an experimental evaluation.

B. SELECTION PROCESS

The process of selecting programs to study is comprised of four main steps:

1. **Identifying promising employment coaching interventions.** We solicited information from key stakeholders, consulted existing coaching research and literature reviews, and conducted web searches. We identified more than 30 interventions to consider for the evaluation. Most of these programs were too small to meet the evaluation's criteria. Other programs had features that made participation in the evaluation unfeasible. For example, several programs could not form a control group because they had trained all of their service delivery staff in coaching.

2. **Conducting calls with identified employment coaching interventions.** The purpose of these informal calls was to gather general information about the programs, such as services offered, number of participants served, and other factors that affect a program's fit with the evaluation's criteria.

3. **Conducting site visits with the most promising interventions.** The purpose of these visits was to gather further information about the interventions, observe the implementation of coaching services, and assess program willingness to participate in the evaluation.

4. **Selecting programs to be recruited into the evaluation.** The goal of the recruitment process was a Memorandum of Agreement between the evaluation team and the program delineating the terms of the program's agreement to participate in the evaluation.

The programs participating in the evaluation are listed in Appendix A.

III. Impact Study

The objective of the impact study is to determine the effectiveness of coaching in helping TANF participants and other low-income people find, keep, and advance in jobs and obtain economic security. The study will also assess effectiveness in helping participants improve intermediate outcomes related to goal-pursuit and self-regulation skills. We will estimate intervention impacts using an experimental design. Participants eligible for the coaching services will be randomly assigned to one of two groups: a treatment group offered coaching or a control group not offered coaching.

This chapter describes the research questions to be addressed by the impact study, how the experiment will be designed and implemented, the data to be used in addressing the research questions, and the methodological approach to the analysis.

A. RESEARCH QUESTIONS

The impact study will address research questions that are aligned with the generic logic model for employment coaching interventions (see Chapter I, Figure I.1), but that will be fine-tuned based on each selected intervention's specific logic model. The primary research questions will address the extent to which employment coaching interventions improve outcomes of interest and include the following questions:

- **Do the employment coaching interventions affect participants' intermediate outcomes related to goal pursuit and other skills associated with labor market success?**

  —Do the employment coaching interventions improve skills related to goal pursuit and labor market success?
  —Do participants have stronger self-regulation skills?
  —Do they have improved ability to set and attain goals?
  —Do they have improved ability to look for a job? Do they improve job search behaviors and job performance?
  —Do they increase hard skills, such as education and training?

- **Do the employment coaching interventions affect participants' employment and economic security outcomes?**

  —Are participants more likely to obtain, retain, and advance in a job?
  —Do they have increased earnings, job quality, and job satisfaction?
  —Do they have improved economic security and reduced reliance on TANF and other public assistance?
  —Do they have improved well-being?

- **How do the impacts of the coaching-focused interventions change over time?**

  —What are the intermediate versus long-term impacts?

Addressing these research questions will inform our primary assessment of intervention effectiveness. In addition to these primary research questions, the impact study will address secondary research questions that will shed light on how the interventions work and for whom:

- Are the employment coaching interventions more effective for some groups of participants than others, such as those defined by initial self-regulation or goal-setting skill or employment status at baseline?
- To what extent do intermediate impacts on self-regulation and other behaviors explain the long-term impacts on employment outcomes?
- Are the employment coaching interventions effective for study participants who receive different amounts or types of program services?

B. EXPERIMENTAL DESIGN

To estimate the effects of coaching, we will use a rigorous experimental design. Participants eligible for the coaching services will be randomly assigned to one of two groups: (1) a treatment group offered coaching or (2) a control group not offered coaching. With this design, the research groups should be very similar in terms of their characteristics before receiving the intervention. Therefore, differences in observed outcomes can be attributed to the employment coaching intervention. In designing the experiment, it will be important for the evaluation team to work with program staff to determine (1) how best to implement the experimental design within the program intake and service flow, (2) what services will be available to control group members, and (3) ways to minimize threats to the validity of the research design.

1. Unit and point of random assignment

We will conduct random assignment by assigning prospective participants to different research groups within individual programs. This design provides the most precise impact estimates for a given sample size. We will determine with programs the best time during the intake process for study enrollment to take place. The timing of study enrollment will determine what types of participants will make up the study sample. The goal will be to conduct study enrollment in a way that leads to a study sample of eligible participants who are sufficiently interested in the program such that they will be likely to participate fully in the program if assigned to the treatment group. Study enrollment must take place after eligibility has been determined and participants have demonstrated willingness to participate in the program. For example, conducting study enrollment when participants show up for a study orientation would be preferable to conducting enrollment when participants express interest in the program but before they show up at the program location. This is because participants who have not been to the program location in person might be less likely to participate fully in the program if selected to the treatment group, reducing our ability to assess the effectiveness of program services as they were intended to be implemented.

2. Control conditions

The control condition will take one of two forms, depending on the nature of the treatment in a particular program.

- **Other available community services.** For some employment coaching interventions included in the evaluation, particularly those offered by non-government organizations as stand-alone interventions, the intervention could offer the treatment group coaching and not offer the control group any services provided by the program. Control group members would be able to receive alternate employment services available in the community, as would treatment group members.

- **Case management and other program services.** For other employment coaching interventions included in the evaluation, particularly those offered by TANF offices, the control group could be offered the services other than coaching that the program typically offers. For example, the program would offer the treatment group coaching and case management and would offer the control group just case management. Alternatively, the intervention may offer the treatment group coaching instead of case management and the control group could be offered traditional case management.

For either type of control condition, the evaluation team will train program staff not to provide coaching services to control group members during an embargo period that aligns with the time period over which the evaluation will be measuring follow-up outcomes.

3. Threats to research design

The evaluation team will take steps to preserve the validity and policy relevance of the evaluation's impact estimates.

The evaluation team will take steps to preserve the validity and policy relevance of the evaluation's impact estimates. This will require minimizing the extent to which the control group receives or is affected by intervention services, while maximizing the extent to which the treatment group receives intervention services.

Crossover and other types of contamination. Impact estimates can be biased in situations in which the control group is directly or indirectly affected by the intervention. One such situation, referred to as crossover, occurs if control group members receive intervention services that only treatment group members are supposed to receive. Other types of contamination can occur when members of the control group are affected indirectly by the intervention. For example, spillover could occur if a staff member is a coach to treatment group members but also provides regular case management to control group members. In this case, the staff member could approach case management differently (whether consciously or not) because he or she was trained in coaching. Contamination might also occur even if staff treat only members of one research group. For example, the intervention could cause staff who serve the control group to change their approach to service provision. This might be a particular concern for evaluations of coaching interventions if the introduction of coaching causes changes to the organizational culture around service provision.

To mitigate the risk of contamination, we will monitor random assignment procedures. Monitoring will be particularly intensive in the first two months of the intake period. We will conduct biweekly telephone calls with program staff throughout the period during which intake and service provision takes place. We will also design the random assignment procedures to minimize the chance that a participant could enroll in the study more than once in order to increase his or her chance of receiving treatment group services, as discussed below.

One challenge with maintaining a contrast between the treatment and control conditions is that program staff may be tempted to provide the control group with more services and assist them in finding other services in the community. To avoid this problem, we will adopt simple procedures, provide clear written instructions in the procedures manual, and provide detailed training. The training will place particular emphasis on how estimated impacts of the intervention will understate the effectiveness of the intervention if the contrast between treatment and control group services is not maintained. We will provide additional training if compliance is an issue. If the implementation analysis identifies contamination as a problem, we will discuss the implications in interpreting findings from the impact analysis.

Intervention nonparticipation. If members of the treatment group do not take up the offer of coaching, findings from the impact analysis are less policy-relevant. Under this scenario, the treatment-control difference will be smaller, making it harder to detect impacts for a given sample size. If we were to find no impacts, we would not be able to fully distinguish whether this is because the coaching approach is not effective or because treatment group members did not receive sufficient doses of the intervention to generate impacts. We will attempt to minimize this problem by (1) selecting programs that demonstrate an ability to engage participants and (2) monitoring attendance and providing technical assistance to help programs boost attendance. We will also conduct dosage analysis to estimate how effective the intervention is for those who actually receive program services, as discussed in greater detail below.

C. CONDUCTING AND MONITORING RANDOM ASSIGNMENT

The evaluation team will deploy the Random Assignment, Participant Tracking Enrollment, and Reporting (RAPTER™) system, a modular, web-based management information system (MIS) that programs can use to document informed consent, implement random assignment, and collect data on participant characteristics and service receipt.

1. Informed Consent

The informed consent process will be primarily electronic. Program staff will read the consent statement from RAPTER™ and enter a participant's agreement or refusal to participate in the study directly into the system. The consent statement, provided in Appendix B, describes the study and random assignment, provides permission to video record coaching sessions, and indicates that the evaluation will collect program and other administrative data about the participant. The wording of the consent statement allows for administrative data to be collected beyond the current follow-up period to allow for future studies. Participants can request a hardcopy of the consent document that includes information on how to contact the evaluation team or withdraw from the study. Participants who do not consent will not be enrolled in the study and will not be able to receive treatment group services for the length of the embargo period.

2. Random assignment system

Program staff will follow these procedures to conduct random assignment:

- Securing the participant's consent to participate in the study
- Administering the baseline survey using RAPTER™
- Conducting random assignment using RAPTER™
- Notifying the participant of the results of random assignment and discussing its implications
- Ensuring that treatment group members are offered the intervention and control group members are not

We will produce program-specific manuals that describe the study procedures and will train the program staff on these procedures. The manuals will describe how to obtain informed consent and conduct random assignment and how to administer the baseline survey and enter data into RAPTER™, as well as data security procedures. Once a participant has consented to the study and provided baseline data, RAPTER™ will use identifying information to confirm that he or she has not gone through random assignment previously, reducing the chance that control group members would be able to re-enroll in the study in an attempt to be assigned to the treatment group. The system will conduct random assignment with one click and immediately provide the result to program staff. The system will also generate a letter that can be handed to participants identifying their assignment to the treatment or control group.

3. Monitoring random assignment

Monitoring random assignment is necessary to ensure that the study design is faithfully implemented and the integrity of random assignment is maintained. We will ensure adherence to the following two main principles:

- **No one should be randomly assigned more than once.** All members of the sample should remain in the research group to which they are first assigned. RAPTER™ will ensure that people are randomly assigned only once by checking prior to random assignment whether the person is already in the study sample and, if they are, preventing random assignment.
- **All members of the treatment group are offered coaching and no members of the control group are offered coaching.** Maintaining the integrity of the research groups is central to the success of the experimental evaluation. We will

describe in tailored procedures manuals for each program the services that can and cannot be offered to members of each group. All staff will be trained in the evaluation procedures. We will monitor the implementation of the procedures in regular calls with program staff and site visits.

D. STATISTICAL PRECISION OF ESTIMATES

The selected employment coaching interventions vary in size, but the sample size at each program needs to be large enough to detect an impact of the employment coaching intervention that would be of interest to policymakers and practitioners.

The selected employment coaching interventions vary in size, but the sample size at each program needs to be large enough to detect an impact of the employment coaching intervention that would be of interest to policymakers and practitioners. Ideally, we would like samples of at least 500 treatment and 500 control group members that could be enrolled during a one-year intake period.[3] We plan to collect survey and administrative data on employment and other outcomes for all sample members.

These samples are adequate to detect intervention effects large enough to justify their expected costs, even accounting for attrition in the survey sample (Table III.1). For example, if an employment coaching intervention costs $10,000 per person, it would need an impact on earnings of at least $1,250 per quarter for the intervention to be cost-effective during a two-year follow-up period. With an administrative records sample of 1,000 people, we will be able to detect an effect size of 0.158. This effect size corresponds to an impact on employment of 7 percentage points and an impact on quarterly earnings of $1,059. Earnings and employment quarterly impacts of more than $1,059 and 7 percentage points have been found for coaching interventions targeting individuals who are disabled (Bond et al. 2015).

Table III.1. Minimum detectable effects on outcomes based on survey and administrative records, by study enrollment

Study program enrollment (treatment and control)	Minimum detectable effect (proportion of outcome standard deviation)	Minimum detectable impact on quarterly earnings
Administrative records		
500	0.224	$1,501
700	0.189	$1,266
900	0.167	$1,119
1,000	0.158	$1,059
2,000	0.112	$ 750

Notes: We assume that people are assigned with equal probability to the treatment and control groups. We assume that covariates in the regression model will explain 30 percent of the variation in the outcome measures within locations and 30 percent of the variation across locations. For individual-level random assignment, power calculations are based on the following formula: $MDE = [\ ^{-} \quad - \ /2) + T_{df}^{-1}(1-\beta)] * \sqrt{(1-R_W^2)/nlp(1-p}$. where T_{df}^{-1} is the inverse t distribution with df degrees of freedom, α is the significance level of the test, β is the level of Type II error, R_W^2 is the variance in outcomes explained by baseline characteristics within locations, n is the number of participants per location after attrition, l is the number of programs, and p is the fraction of study participants in the treatment group. We assume α=0.05 and power is 80 percent (1–β=0.80). We assume no sample attrition in the administrative data and 20 percent attrition in the survey data.

[3] See Appendix A for more information about the timing of the study intake period for each program.

E. DATA USES AND COLLECTION

We will collect data from the following data sources to support the impact study: (1) baseline survey; (2) two follow-up surveys of study participants; (3) the National Directory of New Hires (NDNH); (4) TANF and SNAP administrative records; and (5) program MIS data. This section discusses how these data will be collected and used.

1. Baseline survey

Data uses. We will use a 20-minute survey to collect baseline data about study participants, including both treatment and control group members. The baseline data will be used to conduct the following analysis:

- **Describe the characteristics of study participants and check that random assignment has created treatment and control groups with similar characteristics.** Descriptive analysis of baseline data will contextualize the research findings by identifying the demographic and socioeconomic characteristics of the research sample. We will also use these data to compare the baseline characteristics of the treatment and control groups to confirm that random assignment resulted in research groups that were initially similar along various dimensions.

- **Provide control variables for regression models that will increase statistical precision of impact estimates.** These control variables will be factors that are highly correlated with key outcomes used in the impact analysis. They include baseline versions of key outcomes and factors such as employment history, employment barriers, measures of goal pursuit and self-regulation, and demographic and socioeconomic characteristics.

- **Construct weights to adjust for survey nonresponse.** The baseline variables selected for use in the weighting analysis must be strongly correlated with whether participants responded to the follow-up survey. These variables could include factors associated with survey staff's ability to contact a study participant at follow-up, such as whether the participant had an email address at baseline. They could also include demographic and socioeconomic characteristics.

- **Support "dosage" analysis and analysis of the mediating factors driving intervention impacts.** The analysis of the impacts of different "doses" or intensity of the receipt of services will benefit from data on factors related to a participant's propensity to receive program services, including participant demographic and socioeconomic characteristics. This analysis will also use the intake worker's assessment of how likely the participant is to receive substantial program services, which is based on the intake worker's perception of the participant given their experience with participation levels of program applicants generally and their interaction with the applicant during the intake process. The mediation analysis will require baseline data on factors such as a participant's goal pursuit and self-regulation skills and their initial employment history.

- **Support subgroup analysis.** If the sample is large enough, we will conduct subgroup analyses to examine who benefits most from the intervention. Subgroups may be defined based on characteristics of participants collected at baseline including previous employment, employment challenges, educational attainment, and baseline measures of goal-setting, goal-pursuit, and self-regulation skills.

- **Locate study participants for the follow-up surveys.** Detailed contact information will be collected at baseline that includes telephone numbers, addresses, and email addresses to aid in locating participants to complete the follow-up. Detailed contact information will also be collected for three relatives, friends, neighbors, and/or past employers whom the participant selects and who may be able to help locate the participant if he/she moves.

We will collect most of the baseline data needed to conduct these analyses in the baseline survey. We will collect additional baseline data from administrative records, as discussed below.

Data collection. Program staff will administer the baseline survey using RAPTER™, reading the baseline survey item prompts from the web-based portal and recording the participants' responses. RAPTER™ will automatically store all baseline survey data on a secure data server. The programs' intake staff will be trained to administer the survey.

The items collected in the baseline survey are shown in Table III.2. The baseline survey instrument is provided in Appendix B.

Table III.2 Data collected through baseline survey

Domains and measures
Locating information. Name, date of birth, Social Security number, home telephone number, cell phone number, additional phone numbers, address, email address, contact information for up to three additional contacts
Demographic and socioeconomic characteristics. Race and ethnicity, sex, education, marital status, number of adults and children with whom respondent lives
Employment status and history. Currently working for pay, worked for pay in the past 30 days, month and year when last worked for pay, amount paid before taxes and deductions in the past 30 days, amount earned over the past 30 days, number of hours worked per week at current or most recent job
Goal-setting, goal-pursuit, and self-regulation skills. Measures of goal setting adapted from the Goal Setting Questionnaire (Noonan and Gaurner 2017), measures of goal pursuit obtained from the LASER Questionnaire (Lam et al. 2010), measures of self-regulation obtained from the BRIEF-A questionnaire (Roth and Gioia 2005) and developed by Mathematica, measures of self-esteem obtained from the Rosenberg Self-Esteem Scale (Rosenberg 1965)
Propensity to receive program services. Intake worker's assessment of participant's likelihood of receiving substantial program services

2. Follow-up surveys on study participants

Data uses. Data from two follow-up surveys of study participants will be used to for the following purposes:

- **Assess intervention effectiveness.** The follow-up surveys will include outcome measures that will form the basis of our assessment of intervention effectiveness. The selection of outcome measures to include will be guided by the logic model for the intervention at each program. These outcome measures include (1) labor market outcomes such as employment and earnings, (2) economic security and reduced reliance on public assistance, and (3) self-regulation skills.

- **Examine differences in the services received by the treatment and control groups.** To interpret impact estimates, we need to understand the differences in the services received by the treatment and control groups. RAPTER™ will provide information on services received by the treatment group from the intervention, but it will not provide information on services received from other providers in the community or services received by the control group (unless the program provides some services to the control group). The follow-up survey will collect information on services received by both the treatment and control groups.

- **Examine the mechanisms through which a program operates.** The selected programs are likely to target key intermediate outcomes on the path to goal attainment and improved labor market outcomes. Important intermediate outcomes include acquisition of hard skills (such as education and training), reduction in challenges to employment (such as available child care), and improvements in self-regulation, goal-related skills, and related job skills. The evaluation team will use measures of these outcomes to assess the success of the intervention in the short run.

- **Examine time-invariant baseline data.** The first follow-up survey will collect data on some baseline characteristics that do not change over time, such as place of birth, along with updated contact information. Collecting time-invariant baseline information on the first follow-up survey allows us to keep the baseline survey as short as possible, making for a more efficient study intake process.

- **Locate study participants for the second follow-up survey.** The first follow-up survey will collect detailed contact information, analogous to the information collected at baseline, to facilitate locating study participants for the second follow-up survey.

The first and second follow-up surveys will collect information on outcomes related to employment, self-sufficiency, and self-regulation.

The first and second follow-up surveys will be similar. Both will collect information on outcomes related to employment, self-sufficiency, and self-regulation. The first follow-up survey will collect detailed information on service receipt. The second follow-up survey will collect information on service receipt only for study participants in programs designed to continue providing services through the administration of the second follow-up survey or for programs that are expected to affect the receipt of services. The first follow-up survey will include questions about baseline characteristics that do not change over time; the second follow-up survey will not.

In addition to using the follow-up surveys to collect the data needed to conduct these analyses, we will collect follow-up data from administrative records, as discussed below.

Data collection. Follow-up survey data will be collected through two surveys administered approximately 9 to 12 months after random assignment and then again at about 21 to 24 months after random assignment. The timing of the first follow-up survey will depend on the timing of intervention service delivery and when each intervention's logic model suggests that impacts might be expected. For example, if an intervention is designed to provide all services within 9 months, then a 9-month follow-up period would be appropriate because it would allow us to collect accurate information on service receipt and outcomes immediately following the intervention. If an intervention has a longer service provision period, then a longer initial follow-up period would be appropriate. The timing of the second follow-up survey is designed to provide estimates of the long-term impact of the intervention as suggested by the program model. Appendix A provides the timing of the follow-up surveys for each program selected for the evaluation. The follow-up outcome items collected on the surveys are shown in Table III.3. The first follow-up survey instrument is provided in Appendix B. The second follow-up survey instrument will be developed after the set of interventions to be included in the evaluation is final.

Table III.3. Data collected through follow-up surveys

Domains and measures	
Service receipt	**Receipt of employment coaching services:** Met one-on-one with someone to talk about employment goals or help with self-regulation skills, received other one-on-one employment assistance, frequency and length of this assistance
	Receipt of employment services: Receipt of assessments, job search activities, work experience programs, subsidized jobs, participation in education (basic education, English as a Second Language, post-secondary occupational education), participation in training programs
	Receipt of support services: Assistance with child care, transportation, housing, substance abuse, tuition, financial issues, domestic violence, relationships, physical or mental health issues
Mediating outcomes	**Reduced employment barriers:** Whether participants have child care or a plan for child care, number of child care providers used in last month, difficulty in arranging for child care, access to adequate and secure transportation, whether they have a driver's license
	Improved hard skills: Additional education credentials, completion of training program, whether participants obtained certificate or diploma in training skill
	Improved self-regulation and goal-related skills: Behavior regulation, metacognition, emotional control, initiation, planning and organizing, task monitoring, self-monitoring, goal setting, goal attainment, self-esteem, employment-related self-regulation behaviors
Target outcomes	**Current employment status and formal employment history:** Employment status, hours worked, wages, benefits, tenure, whether taxes deducted from pay, and whether job is temporary or seasonal
	Job quality: Satisfaction with current job, opportunities for advancement in current job
	Economic well-being: Actions associated with economic instability (cut/skip meals, move in with others, ask to borrow money, go without phone, sell belongings or take payday loan, not get medical care because of cost)
	Reliance on public assistance and other sources of income: Receipt of TANF, SSI, SSDI, SNAP, WIC, unemployment insurance, or housing assistance
	Housing status: Housing status (own, rent, live rent-free, live in shelter, homeless)
	Conviction history: Convicted since random assignmentr the past 30 days, number of hours worked per week at current or most recent job

Many of the outcomes included on the surveys are fairly common to employment evaluations, including outcomes related to employment, economic security, and service receipt. However, outcomes related to self-regulation and other goal-related skills have not been widely assessed in evaluation settings.[4] In designing the first follow-up survey, we selected measures of self-regulation and other goal-related skills using two complementary approaches. First, we adapted items from existing inventories of self-regulation and goal-related strategies. Second, we created items that capture self-regulation behaviors as they are applied in the context of job search and other real-life settings.

As part of the first approach, we selected items from a variety of existing scales and adapted them to the context of employment for low-income populations. To assess general self-regulation skills, we used a subset of items from the Behavior Rating Inventory of Executive Function–Adult Version (BRIEF-A) that span the broad domains of behavior regulation and metacognition and subdomains relevant to employment (Roth and Gioia 2005). These include emotional control, initiation, planning and organizing, task monitoring, and self-monitoring. To assess goal-related skills, we developed several new items and adapted items from the Lam Assessment on Stages of Employment Readiness (LASER; Lam et al. 2010), the Goal Setting Questionnaire (Noonan and Gaurner 2017), and the Goal Systems Assessment Battery (GSAB; Karoly and Ruehlman 1995). For the goal-related questions, we modified existing items related to general goals by focusing them on the employment context. These items cover skills related to both goal setting and goal pursuit. Based on results from a pretest, we further modified the questions so that they were appropriate for the target population. We will also collect data on some of these items on the baseline survey.

As part of the second approach to measurement, we developed new measures of manifest behaviors that reflect self-regulation skills as applied in the TANF/low-income and employment contexts. For example, one item covers whether participants are punctual to job-related appointments. These types of items are directly relevant to the employment context so might be more likely to change as a result of an employment coaching intervention. These types of mediating measures test the logic model of each intervention by shedding light on whether any impacts in employment-related outcomes are correlated with changes in underlying skills taught by the intervention.

3. National Directory of New Hires (NDNH)

Data uses. We will use NDNH data to provide information on both baseline and follow-up employment, earnings, and unemployment insurance (UI) receipt.

Data collection. We will collect baseline and follow-up data on quarterly employment and earnings, date of new hires, and UI benefit receipt using the NDNH. NDNH data, collected from state UI agencies by the ACF Office of Child Support Enforcement, will provide data on employment in jobs covered by UI. However, employment in jobs not covered by UI, such as temporary jobs, informal jobs, self-employment or jobs in certain uncovered employment sectors (such as agricultural work) are not included. We

[4] For more information on measuring self-regulation skills in the context of employment evaluations, see Kautz and Moore (2018). A future report planned as part of the Evaluation of Employment Coaching will examine the validity and reliability of measures of self-regulation skills for low-income populations using data collected for the evaluation.

will collect NDNH data that cover the year before random assignment and two years after random assignment for all study participants.

As soon as study enrollment begins, and throughout the study enrollment period, we will conduct annual "input" data requests to preserve records that would otherwise be destroyed after the two-year NDNH data maintenance period. With this approach, we will be able to obtain earnings information for at least one year prior to random assignment for all study participants.

4. TANF and SNAP data

Data uses. We will use TANF and SNAP administrative records data to provide information on both baseline and follow-up receipt of program benefits.

Data collection. We will collect baseline and follow-up administrative data on TANF benefit receipt from the state or county TANF agency. If possible, we will collect information on whether study participants are exempt from work requirements and whether they participate in specific types of work activities. We will collect records that cover the year prior to random assignment and two years after random assignment. We will determine the interval for input data requests based on each agency's data destruction interval.

In some states, the same agency houses both TANF and SNAP records. For programs in such states, we will also request records of recent SNAP benefit receipt history and work requirement status. For programs not in such states, we will not pursue collection of SNAP benefit records.

5. Program MIS data

Data uses. We will use program MIS data to supplement or replace information collected on the baseline survey and in RAPTER™. These data will provide information about the baseline characteristics of participants and service receipt. Analysis of service receipt is discussed in greater detail in Chapter IV.

Data collection. We will collect MIS data from programs that currently store information in their MIS on clients' baseline characteristics, program engagement, and service receipt. We will ask programs to send us extracts of their MIS data on a regular basis, which will allow us to monitor data quality. Collecting these data could reduce burden on programs by reducing the need for double data entry into multiple systems.

F. ANALYSIS APPROACH

This section outlines the analytic methods that we will use to estimate the impacts of the interventions, conduct exploratory analyses of secondary research questions, and address potential methodological challenges.

1. Impact analysis of key outcome measures

Our main impact analysis will focus on studying the effect of each intervention on key outcomes. The difference in the mean values of outcomes between the treatment and

The difference in the mean values of outcomes between the treatment and control group will provide an unbiased estimate of the impact of coaching.

control group will provide an unbiased estimate of the impact of coaching. However, to increase the precision of the impact estimates, we will control for differences in the baseline characteristics of the treatment and control groups using a linear regression model.

We will estimate the following specification:

(1) $Y_i = \alpha + \beta X_i + \delta T_i + \varepsilon_i,$

where Y_i is an outcome for person i (such as earnings), X_i is a vector of baseline characteristics (such as gender, age, race/ethnicity), T_i is an indicator for whether person i was assigned treatment, and ε_i is an error term; δ represents the impact of the intervention. We will calculate standard errors using heteroskedasticity-robust standard errors that allow for the variance of the error term to differ by treatment status (Huber 1967; White 1980). For binary outcomes, we will use a linear probability model such as (1) for the main specification and test the sensitivity of results using a logistic regression model.

2. Reporting statistical significance

For each impact estimate, we will calculate a t-statistic and conduct a two-tailed test of the null hypothesis that there is no difference between the regression-adjusted means for the treatment and control groups. The associated p-value, which reflects the probability of obtaining the observed impact estimate when the null hypothesis of no effect is true, is used to judge the likelihood that an intervention had a statistically significant impact. Impact estimates with p-values less than 0.10 on two-tailed t-tests will be denoted in the report tables by asterisks, as shown in Table III.4. The text will refer to impact estimates with p-values less than 0.05 as statistically significant and impact estimates with p-values less than 0.10 and greater than or equal to 0.05 as marginally significant.

Table III.4. Conventions for describing statistical significance

p-value of impact estimate	Symbol used to denote p-value	Description of impact estimate
$p < 0.01$	***	Statistically significant
$0.01 \leq p < 0.05$	**	Statistically significant
$0.05 \leq p < 0.10$	*	Marginally significant
$p \geq 0.10$	None	Not statistically significant

3. Exploratory analyses of secondary research questions

We will address four sets of secondary research questions: (1) whether the impacts vary by subgroups; (2) whether impacts are mediated by changes in self-regulation skills and other intermediate outcomes; (3) what the impacts of coaching are for treatment group members who participated in program services, rather than all members of the treatment group; and (4) how the impacts vary by the amount of coaching received.

Subgroup analysis. We will conduct a subgroup analysis to examine whether program participants with specific characteristics benefit more than others from coaching. We will estimate subgroup effects with the following specification:

(3) $Y_i = \alpha + \beta X_i + \delta_1 T_i + \delta_2 G_i + \delta_3 T_i G_i + \varepsilon_i$,

where G_i is an indicator for whether person i is part of a subgroup and δ_3 represents the additional effect of treatment for those in the subgroup. We will determine subgroups that align with the intervention's logic model, such as those defined by initial self-regulation or goal-setting skill, employment status at baseline, number of barriers to employment, baseline educational attainment, or number of months of TANF receipt during the year before study enrollment. All subgroups will be determined using baseline data and defined so that they include about half of the sample.

Mediation analysis will shed light on the mechanisms through which an intervention operates.

Mediation analysis. In addition to the main analysis, we will conduct a mediation analysis, which will shed light on the mechanisms through which an intervention operates. For example, it will explore whether any impacts on employment occur because coaching affects self-regulation skills.

To do this, we will decompose the overall effect of the intervention into a component due to the effect of the intervention on skills and the estimated effect of the skills on the final outcomes of interest, such as employment (Heckman et al. 2013). The following equation summarizes this decomposition as the expected difference between the treatment and control groups:

(4) $$E(Y_1 - Y_0) = \underbrace{(\tau_1 - \tau_0)}_{\substack{\text{Effect due to} \\ \text{non-measured} \\ \text{components}}} + \sum_{k=1}^{K} \underbrace{\alpha^k E(\theta_1^k - \theta_0^k)}_{\substack{\text{Effect due to} \\ \text{improvements} \\ \text{in skill or action k}}} + \underbrace{\beta(X_1 - X_0)}_{\substack{\text{Effect explained by} \\ \text{covariate imbalance}}},$$

where Y_j is the outcome for treatment group j, τ_j is the intercept for treatment group j, θ_j^k is skill or action k for members of treatment group j, and α^k is the factor loading (effect) of skill or action k on outcome Y_j. This decomposition will allow us to quantify the extent to which any impacts on target outcomes are due to changes in self-regulation skills by estimating the impact of the intervention on the skill and the impact of the skill on the outcome. For example, suppose that coaching led to a 0.50 standard deviation improvement in a particular self-regulation skill and that a 1.0 standard deviation improvement in that skill was associated with a 0.10 increase in the probability of employment, then we would estimate that the intervention increased the probability of employment by 0.05 via that skill. If the overall impact of the intervention on the probability of employment were 0.25, then we would attribute 25 percent of the impact on employment to improvements in that skill. We will present the results as a descriptive analysis to better understand the potential mechanisms behind the intervention. To estimate this decomposition we will use a two-step procedure (Heckman et al. 2015; Kautz and Zanoni 2015).

Estimates of the impacts on participants. Our main impact analysis will compare outcomes for all those assigned to the treatment group to those assigned to the control group and provide estimates of the "intent to treat" (ITT) impact. However, policymakers and program administrators are also interested in estimates of the impact of the intervention on those who actually participated in the intervention—the "treatment on the treated" (TOT) impact. To estimate the TOT impact, we will apply the Bloom adjustment (Bloom 1984), which involves dividing the ITT estimate by the percentage of the treatment group who received intervention services. This approach is valid if no members of the control group receive treatment.

Estimates of dosage effects. We will also explore how impacts vary by how much of the intervention is received (the intensity or dosage of services received). To do this, we will use methods that estimate the extent to which baseline characteristics, as well as program staff's impressions of the participant's likelihood of participating in the intervention (collected at baseline), predict the extent to which each treatment group member participates in the intervention (Moore et al. 2012; Schochet and Burghardt 2007). The participation variables might reflect either the intensity of services used (such as the number of times they meet with a coach) or whether they take up certain services (such as participation in a job search workshop). We will then apply these predictors to members of both the treatment and control groups and compare the outcomes of those in the treatment and control groups who are predicted to engage in services. These same methods can be used to assess impacts for participants who received particular types of services.

4. Potential methodological challenges

The evaluation may encounter methodological challenges, including defining outcomes in a way that preserves the experimental evaluation design and accounting for the number of statistical tests in the impact analysis.

Sample truncation. An evaluation using a random assignment design provides unbiased estimates of intervention effectiveness because the baseline characteristics of the research groups can be expected to be equivalent, making any eventual differences between the outcomes attributable to the intervention. However, experimental estimates can be biased when the full sample that was randomly assigned is not included in the impact analysis. Thus, to ensure baseline equivalence and avoid biasing impact estimates, it is important to avoid examining outcomes that are not measured for all members of the sample (often referred to as truncated outcomes). For example, we could examine the impact of an employment coaching intervention on getting a "high-quality" job that offers health insurance benefits. However, this will require that we restrict this analysis to those employed at the time of the follow-up survey. Because the intervention might affect the types of people who become employed, we could not be sure that employed treatment and control group members were similar at baseline. Instead, the outcome measure we will examine will be employment in a job with health insurance benefits, which is defined for all sample members. Under this specification, the outcome would take a value of zero for those who are not employed or those who are employed in a job without health insurance. In selecting and specifying primary measures of intervention effectiveness, we will be mindful of the need to avoid truncated measures whenever possible.

Multiple hypothesis testing. Employment coaching interventions aim to influence a wide range of outcomes related to self-regulation and goal setting, employment, and economic security. Evaluations of programs designed to influence many types of outcomes must be comprehensive in the range of outcomes examined. However, the evaluation design must also be mindful that the probability of spuriously identifying impacts as statistically significant increases with the number of outcomes examined (Schochet 2009). For example, if 100 independent statistical tests are performed, with 5 percent set as the threshold for statistical significance, on average, five results will be statistically significant by chance alone even if coaching had no impact. Furthermore, this scenario has a 99.4 percent chance of at least one statistically significant result that is due to chance. A key challenge in the impact evaluation will be to balance the need to cover the full set of outcomes that could be affected by the intervention with the need to reduce the likelihood of generating multiple spurious intervention impacts.

Deciding which outcomes to include in our assessment of intervention effectiveness will require careful consideration of the intervention's goals. Key outcomes should be not only substantively important but also focused on areas in which the intervention is likely to have an impact. These outcomes will be selected based on the intervention logic model. Based on the generic coaching logic model shown in Chapter I, Figure I.1, some key outcome domains are likely to include (1) labor market outcomes such as employment and earnings, (2) self-sufficiency and reduced reliance on public assistance, (3) skills related to goal pursuit and labor market success, such as self-regulation and job-search behavior. We will develop formal procedures for identifying the main outcomes that indicate intervention effectiveness for each study program and document them in an analysis plan before we begin conducting the impact analysis. We will further document these analytic decisions by registering the study at www.clinicaltrials.gov.

IV. Implementation Study

While the impact study examines the effectiveness of the employment coaching interventions, the implementation study will document and analyze the implementation of the interventions. It has three key purposes: (1) to describe the program design and operations of each employment coaching intervention and the conditions necessary for replication; (2) to help interpret the impact analysis results; and (3) to identify lessons learned for purposes of program refinement and replication.

This chapter begins by describing the key goals of the implementation study and the research questions that it will address. It then discusses the strategies we will use to collect the data needed to address those research questions. The chapter ends by describing our approach to analyzing the collected data.

A. IMPLEMENTATION STUDY GOALS AND RESEARCH QUESTIONS

The research questions fall into three categories, corresponding to the three purposes described above: (1) describe program design and operations, (2) interpret the impact analysis, and (3) identify lessons learned.

1. Describe program design and operations

The core of the implementation study is the description of the program design and operations. For each intervention tested, the implementation study will describe the elements of the intervention's logic model hypothesized to affect key outcomes. The description will include the following domains:

- **Program goals and design.** The description of the program design and goals is important both in communicating the intervention's underlying theory of change and for use as a template against which to assess program fidelity.
- **Program administration and management.** It is important to understand the institutions operating the employment coaching interventions, their partners, how the institutions manage and staff the programs, whether and how they use data to administer the programs, and the programs' costs.
- **Target population and program participants.** To understand the implementation of the program requires an understanding of the characteristics of the participants and the eligibility and application process.
- **Implementation of coaching.** We will examine how the employment coaching intervention is implemented within the larger program.
- **Program operations and services other than coaching.** In some programs, coaching is only one of a set of services provided to participants. Hence, it is important to understand the other services offered by the program and their relationship with coaching.
- **The cultural and socioeconomic context in which the intervention operates.** The context in which the program is operated may influence its implementation, replication, and impacts.

We provide research questions for each of these domains in Table IV.1.

Table IV.1. Research questions by implementation study domain

Program goals and design

- When was the employment coaching intervention first implemented? What approach did it replace and how does it differ from that earlier approach, if applicable? How was the employment coaching intervention introduced, and who was the major force behind its adoption?
- What are the goals of the program generally and the employment coaching intervention specifically? Does the program also include case management, and, if so, how does that differ from coaching? How does coaching fit within the program more generally? What outcomes are expected to be affected and when?
- What are the core elements of the design of the employment coaching intervention? What set of curricula, workbooks, or other tools are used, if applicable?
- What are the key requirements for coaches' qualifications, training, and monitoring?
- What is the planned dosage of coaching? How often should the coaches meet with the participants? What is the length of each session? How long should the relationship last?
- If incentives are offered, what is the design of the incentives plan and what is its rationale?
- Is the program design documented and, if so, how?
- Are there multiple locations for the program? If so, does program implementation differ across locations and, if so, in what ways?
- Was the design of the employment coaching intervention based on the science of self-regulation, other evidence, and/or knowledge gained from previous experiences and other practitioners?
- Has any element of the intervention been tested previously?

Program administration and management

- What type of institution operates the program, and what is its overall mission and organizational culture? What other programs or services does the institution provide?
- What is the management structure of the lead institution and how is it related to the management structure of the program? To what degree is the program managed independently from other lead institution activities?
- How many coaches are employed in the program? Who supervises them? Do they have roles other than coaching?
- How large is the operating institution (annual budget, total staff, number of locations)? How large is the program (annual budget, total staff, number of locations, annual caseload)? What are the major funding sources for the lead institution? For the program?
- What administrative data systems are used and what data do they include? How are the data used?
- What is the annual cost of operating the program? What is the cost per participant?

Target population and program participants

- What marketing and recruitment strategies will the program use to locate, inform, and attract potential participants? Which do agency staff think have been most effective? Why?
- What are the eligibility criteria and their rationale? What is the application process?
- What is the target service population? What are the characteristics of program participants?
- What is the number of participants served in a month? How many participants are served over a year?

(continued on next page)

Table IV.1. Research questions by implementation study domain

(continued from previous page)

Implementation of coaching

- What are coaches' education, prior coaching and other work experience, and other qualifications? What are the demographic characteristics (such as race and ethnicity) of the coaches?
- How and by whom are coaches trained? How often?
- How are coaches supervised and how is their performance assessed? Do the coaches' supervisors use coaching techniques with the coaches?
- How are participants matched with coaches? Does the participant stay with the same coach throughout the program?
- What is the typical coach's caseload at a point in time? Over a year?
- Is coaching provided one-on-one, in groups, or both?
- What is the primary mode of coaching? Is it in person, by phone, by text message, or by email?
- What is the content of coaching sessions, and how individualized are they to specific participants? Do sessions follow a specific schedule of activities and set of expectations over time? Do coaches discuss tasks for participants to complete between meetings? Do coaches use tools, and, if so, what are the tools and their purpose?
- How do coaches assess participant progress?
- How long is each session with a participant? How often are sessions scheduled? At what days and times are sessions available?
- What triggers the end of the coaching relationship?
- Do coaches provide services other than coaching? If so, what are they and how do they relate to coaching goals?
- How is coaching integrated with other program activities and services?
- What skills, knowledge, or behavior do coaches expect participants to change? Do coaches' expectations align with the coaching model? If not, in what ways?

Program operations and services other than coaching

- What are the initial activities in the program, and what is their purpose? How does the program attempt to engage eligible participants? How effective is initial program engagement?
- Do participants have case managers or other staff assigned to them in addition to coaches? If so, what are the respective responsibilities of the coaches and the case managers? To what extent do the coaches and the case managers interact?
- What other services does the program provide?
- How do participants typically access other (non-coaching) services? What is the sequence and timing of those services?
- How does the program determine service length for individual participants? Is it for a fixed time period, does it depend on participant circumstances, and/or does it end by a specific event or outcome? What does it mean to exit the program?
- What post-program services are available? For how long after program exit are they provided?

Program context

- Is the program location urban, suburban, or rural?
- What is the structure and health of the local labor market? In what types of jobs and industries is it likely that program participants will find employment? What is the unemployment rate?
- What are the local demographic, ethnic, and cultural aspects of the program context that may be related to program operations and outcomes?
- What other similar programs and services are available locally? In particular, what other opportunities are there for the program's target population to receive coaching services?

2. Interpret impact findings

The second major goal of the implementation study is to use the descriptive findings from the implementation study to help interpret the impact study findings. Understanding the program components and how they were implemented can help us understand what was evaluated, why we may find impacts on some outcomes but not on others, and what may account for observed differences in impacts across the tested interventions.

Receipt of coaching and other employment services by the treatment group. To understand the observed impacts, the implementation study will assess what coaching and other services the treatment group members receive. Research questions include:

- What is the "dosage" of coaching received by treatment group members? How many coaching sessions do treatment group members attend? What is the average length of time spent in each coaching session? What is the total amount of time spent in coaching sessions? How long is the typical coaching relationship, and how does it vary?
- What is the value of any financial or material incentives received?
- What other services provided by the program do participants receive? How much of these services did they receive (such as number of workshops attended)? Over what period of time did they receive these services?
- What are management and staff opinions about the quality and effectiveness of coaching and other program services provided to participants? What are the opinions of the treatment group members about the quality and effectiveness of coaching and other program services provided to participants?

Receipt of coaching and other employment services by the control group. Understanding the services that the control group receives is necessary to describe the counterfactual—what would the program participants have received in the absence of the intervention? Research questions include:

- What case management or coaching services, if any, do the control group members receive? How do those services differ qualitatively and quantitatively from the coaching offered to program participants?
- What other employment and support services are available to the control group?

Fidelity of the programs to their design. To address this research domain, the implementation study will assess the degree to which the tested interventions were implemented with fidelity to the model. Research questions include:

- Did the programs implement the planned intervention as designed? In particular, was coaching generally conducted as planned?
- If not, in what ways was it not conducted as planned, and how might differences between design and implementation be related to expected impacts?

- Did management change the intervention over time? If so, how, when, and why? Were the changes in response to particular issues management and staff encountered during implementation?
- Were the implemented interventions relatively stable over the course of the evaluation's observation period? If not, what changed and how might changes be related to expected impacts? Were there important differences in implementation across locations in multi-site programs?
- Did staff and management attitudes about program goals, participants, and program efficacy align? If not, in what ways were there disagreements?

Understanding differences in impacts across the tested interventions. In a multi-program evaluation of similar but not identical interventions, it is likely that impact findings will differ across programs. The implementation study will assist in determining the degree to which cross-program differences in impacts may be interpreted as the result of real, reproducible differences in effectiveness across programs; differences in the characteristics of the population served or other contexts; or differences in the quality and fidelity of program implementation.

3. Identify lessons learned

The third major goal of the implementation study is to leverage study results to develop recommendations for program design and implementation. Based on the opinions of program management and staff, as well as the study's hypotheses about likely reasons for the interventions' successes or failures in producing hypothesized impacts, we will develop a set of implementation challenges, successes, and lessons learned that will be useful for others interested in implementing coaching.

B. DATA COLLECTION STRATEGIES

The implementation study research goals and questions require the collection and analysis of a diverse set of data (Table IV.2). We will collect these data from program staff, study participants, information collected while providing evaluation technical assistance, observations of program activities and coaching sessions, program documents, and government-based labor market information. Data will be collected from program staff via requests to enter information on treatment group members' service receipt in RAPTER™ or the program's MIS, a web-based survey of all staff, discussions with staff during the design of the program-specific evaluation or evaluation monitoring, and in-person interviews with administrators and staff during site visits. We will collect data from participants through in-depth interviews, the baseline survey, and the two follow-up surveys. We will observe program activities on site and will video record coaching sessions. We will review various program-related documents and access online government-based statistics on the labor market. Each data collection strategy is described below. Table IV.2 summarizes the types of data collected via each strategy.

Table IV.2. Implementation study research topics and data sources

Research topic	Program data	Staff survey	In-person interviews with staff/Information collected via TA	Coaching observations	In-depth participant interviews	Baseline and follow-up surveys	Program documents	On-line statistical sources
Program goals and design			✓				✓	
Program administration and management		✓	✓				✓	
Program participants	✓	✓	✓		✓	✓	✓	
Implementation of coaching	✓	✓	✓	✓	✓	✓	✓	
Program operations and services other than coaching	✓	✓	✓		✓		✓	
Program context			✓				✓	
Receipt of coaching and other employment services by treatment group	✓	✓	✓		✓	✓		
Receipt of coaching and other employment services by control group			✓			✓		
Intervention implemented by design	✓	✓	✓	✓	✓	✓	✓	
Labor market and socioeconomic data								✓

Data collection source/strategy

1. Program administrative data on enrollment and service receipt

We will obtain information on the receipt of program services from data the program staff enter into RAPTER™ or their own MIS. For non-TANF programs that do not serve the control group, staff will enter information on treatment group members only. For TANF programs, or other institutions that serve both treatment and control group members (with only treatment group members receiving coaching), staff will enter information on services received by both treatment and control group members. Staff will also enter information on each active study participant on an ongoing basis, as the participant receives services between the time of random assignment and when administration of the second follow-up survey is completed. In addition to information on the receipt of coaching, we plan to ask about other services received and the referral source. Table IV.3 lists the program information RAPTER™ will capture.

Table IV.3. Data on program enrollment and service receipt captured by RAPTER™

Program enrollment	Application date Date of random assignment Referral source
Coaching	Dates, time of day, length, and mode (in-person, phone, text message, email) of coaching sessions Name of coach for each session Discussion topics for each session Goals discussed during the session List of activities to pursue before next session Type of referral(s) made and whether coach contacted the referral agency to follow up
Case management (if applicable)	Dates, time of day, length, and mode (in-person, phone, text, email) of case management sessions Discussion topics for each session Type of referral(s) made and whether case manager contacted the referral agency to follow up
Group activities and workshops	Group activity attendance for each session of group activity
Incentives	Date incentive is provided Amount/type of incentive Reason for incentive

2. Staff and management survey

A self-completed online staff and management survey will collect information about implementation strategies and program personnel's attitudes and opinions regarding program quality and effectiveness. Most of the questions are closed-ended to allow for standardization of the data collected. These survey data allow the information collected to be more systematic and standardized than information collected during the on-site interviews or via conversations as part of evaluation design or monitoring. The survey will also serve as a vehicle to collect information on topics that staff may be uncomfortable talking about in a group setting, such as the perceived quality of the program and competence of program managers and other staff.

The survey will be administered to all frontline staff and management at each program location, including coaches, program directors, case managers (if applicable), supervisors of coaches (and case managers), and staff responsible for providing other key services.

Respondents will answer a set of questions appropriate for their responsibilities. Most questions are the same for managers and frontline staff, but some questions are phrased differently depending on the respondent's role. Table IV.4 presents a summary of the topics included in the staff survey. The survey is presented in Appendix B.

Table IV.4. Program staff and management survey topics

Domains and measures	
Personnel background and program involvement	Demographic characteristics Educational background and previous work experience Full- or part-time status Program responsibilities Content of staff training and materials
Program activities and services provided	Types of services provided Contact with and monitoring of participants
Supervision and monitoring	Role of supervisor Extent of staff supervision and monitoring Time spent across responsibilities Understanding of program goals
Attitudes about program	Perception of program components viewed as critical to its success Perceptions of adequacy of training Attitudes about barriers to participant success Attitudes about staff implementation of the program Attitudes about program effectiveness Attitudes about program leadership and support Attitudes about organizational culture and climate

3. On-site interviews and other conversations with program management and staff

To explore program features and experiences in more detail, as well as to gather examples of particular implementation strategies or challenges, we will conduct semi-structured interviews with program management and staff during site visits. These interviews will add details about services, service delivery strategies, and staff opinions to closed-ended data collected in the staff and management survey. The interviews will supplement the information that we will collect about the coaching and other aspects of the program in the course of designing and monitoring the implementation of the evaluation (as discussed in Chapter III, Section C).

The site visits will occur about two months after the staff surveys have been completed. This timing allows site visitors to know how staff responded to the survey and to be able to probe for detail and nuance behind these responses. Tables IV.5 and IV.6 presents major topics to be discussed during these interviews.

The individuals targeted for the interviews will include: the lead organization executive responsible for the program; supervisors; coaches; case managers; employment counselors or navigators; reception desk staff; and any other staff responsible for the provision of employment services.

Some programs may have multiple locations. For programs that have four or fewer locations, we will visit all locations. For programs that have more than four locations, we will visit a random sample of four locations (with the probability of selection proportional to the size of the program in each location). However, we will conduct either in-person interviews or telephone interviews with the director of the program at all locations.

We will conduct both individual and group interviews. Group interviews will include no more than three staff persons with similar program functions. We will send informants topic lists for the interviews in advance of the visit. Interviews are expected to be between 60 and 90 minutes long.

Table IV.5. Topics for on-site interviews with program management

Domains and measures	
Current position and responsibilities	Job title Professional background and training Program responsibilities and activities
Coaching	Timing of coaching model development and implementation How employment coaching intervention was developed Employment coaching intervention theory of change Coaching model core components Process for presenting coaching to participants and assigning coaches Whether all participants are coached Evolution of coaching program over time Program goals and data monitoring of goals Assessment of coaching program's strengths and weaknesses
Organization background and administrative structure	Programs and services provided, and whether available elsewhere in the community Organizational mission and goals, and how coaching fits in local TANF policy Administrative structure of agency
Local economic, policy, and program context	Socioeconomic and demographic context Local economic health and types of available jobs

Table IV.6. Topics for on-site interviews with program staff

Domains and measures	
Current position and responsibilities	Job title Professional background and training Program responsibilities and activities
Coaching program	Approach to working with participants Coaching goals Assessments used Expectations for change of participant's skills, knowledge, attitudes, or values Goals of coaching meetings Content of a typical coaching session Inter-personal interactions during a typical coaching session Frequency of in-person meetings and other interactions Length of coaching sessions Requirements of participation Sanction process Challenges to participant progress Coaching tools Coaching training Definition of successful coaching Strengths and weaknesses of coaching Effectiveness of coaching practices
Case management implementation and practice	Approach to working with participants Casework goals Assessments used Frequency and mode of participant interactions Content of a typical case management session Inter-personal interactions during a typical case management session Goals of participant meetings Process for monitoring participant compliance Case management tools Case management training Ongoing support and supervision Size of caseload Requirements of participation Sanction process Definition of successful case management Effectiveness of case management practices
Participant challenges	Challenges participants face in finding employment and reaching economic security Effective strategies for helping participants facing challenges
Organization background and administrative structure	Organizational mission and goals Organization of work day and interaction with other staff and organizations TANF work requirements and challenges meeting them (if TANF agency) Administrative structure Available services and benefits
Local economic, policy, and program context	Types of available jobs

4. Observations of coaching sessions

To describe in detail the content of coaching sessions, as well as to assess their quality and fidelity to the program's coaching model, we will ask staff to video record a set of coaching sessions at each program. Video recording the sessions allows us to observe them without being in the room. It will also allow for more accurate coding of what occurs during the session.

We will randomly select about five coaches in each program and ask them to record their coaching sessions with program participants. During the site visits, the evaluation team will demonstrate how to set up and send video recordings securely. In the month after the site visit—after we have given them the equipment and trained them on its use—coaches will record all sessions with participants or until they have recorded at least three sessions each. The name of the coach and program participant will be recorded on the video.

Participants are notified that they may be video recorded during the informed consent process at study enrollment. However, the coach will ask the participant's permission at each session and will not video tape if the participant does not want to be recorded.

For each program, the evaluation team will view and code the 15 video recordings of the coaching sessions using a standardized instrument. (Table IV.7 provides a list of the items to be coded.) Coders will record the length of the session as well as how the coach and the participant identify goals and a plan for moving toward those goals. We will code how the coach and the participant review progress toward a goal set during a previous session, and the process for revising existing goals or incorporating lessons learned from working toward and/or achieving a previous goal. Coders will also record the coach's approach to the interaction. For example, coders will record whether the coach showed positive regard for the participant, was flexible and adaptable, used open-ended questions, and avoided directing the participant. Two coders will record about five of the 15 sessions at each program to assess interrater reliability.

5. In-depth interviews with program participants

To collect detailed contextual information on the experiences of program participants, we will conduct in-depth, in-person interviews with program participants who have received some coaching. The interviews will supplement the structured, closed-ended responses to the follow-up surveys by providing contextually rich information about participants' lives, the details of their goals, their perceptions of factors that might impede them from reaching their goals, their relationship with their coaches, and their perceptions of if and how their coach and the program have helped them progress toward their goals. For participants who have become disengaged from the program, the interviews will provide information on why they left the program. In addition, these interviews will provide the "stories" that will give the findings from the implementation and impact studies more depth and help tie the quantitative results to real lives.

We plan to interview about eight participants per program and each interview will last about two to three hours. This plan might be modified based on the final inter-

Table IV.7. Items to be coded on video recorded coaching sessions

Domains and measures	
Meeting overview	Length of coaching session Whether it is the initial meeting Purpose of meeting Description of meeting introduction Goals discussed during meeting
Description of process for identifying goals	Coach used a systematic process to identify participant needs and interests Coach used tools to identify participant needs and interests Goals appear to be meaningful and motivating to the participant Goals are challenging but attainable
Description of process for developing a plan with the participant	Goals are specific and have a clear target and timeline Whether goals are shared with family and friends Goals are broken down into shorter goals or steps Coach asked the participant what might get in the way of his/her goals and how he/she might address those barriers Goals are short-term for participants/families in crisis Mix of short- and long-term goals, for participants/families not in crisis
Description of process for working with participant to make progress toward his/her goal(s)	Coach worked with the participant to build skills to accomplish his/her goals Coach made service referrals that correspond to the participant's needs Coach gave the participant steps to take before the next meeting
Description of process for reviewing a goal set during a previous session	Coach reviewed the participant's progress toward accomplishing goal Coach praised participant and celebrated participant's accomplishments toward goal Coach talked with the participant about what got in the way of accomplishing his/her goal Coach talked with the participant about what he/she could have done differently Whether coach used financial or nonfinancial tangible incentives, and incentive type
Description of process for revising an existing goal or incorporating lessons learned from previous goal	Coach and participant discussed whether the participant needs a new plan, new goal, or revised action steps Coach and participant reviewed the goal and/or plan
Approach to interactions: coach	Showed positive regard for participant Was flexible and adaptable Held participant accountable Used open-ended questions Avoided directing the participant Worked collaboratively with the participant Was solution-focused Did not flood the participant with information Used respectful, inclusive language Tried to motivate participant to achieve goals Used specific tools or assessments
Approach to interactions: participant	Showed positive regard for coach Whether participant chose a goal Seemed committed to the goal Seemed to understand the next steps
Meeting summary	Meeting accomplishments Date of next appointment Action steps

ventions in the evaluation and available resources. We will select these participants randomly but will intentionally include treatment group members who are still in coaching, treatment group members who have completed the program, and treatment group members who began the program but later became disengaged. The interviews will occur at a place of the participant's choice such as in the home or at a local fast-food restaurant, but typically not at the program's office. This ensures that participants feel able to speak freely about their experiences. Interviews will be recorded with the consent of the participant.

The interviewers will be trained in the goals of the interviews and techniques to obtain the most information. For example, they will be trained on ways to evoke detailed narratives, using probes such as "Tell me the story about that," "What happened then?" and "Where do things stand now?" Interviewers will memorize the protocol so they can use a more conversational tone. Before the interview, interviewers will review information, collected previously via RAPTER™, about each individual to be interviewed. Major topic areas for the interviews are presented in Table IV.8 below. Appendix B presents the protocol. The interviews will be transcribed, and the transcripts will be coded using a structured coding protocol.

Table IV.8. In-depth program participant interview topics

Domains and measures	
Participant hopes, expectations, and service needs	Reason(s) for enrolling in program Expectations for the program Participation in program activities
Relationship with coach and other workers	Amount of time spent with coach and/or other workers Topics covered in coaching sessions Activities engaged in during coaching session(s), including use of exercises and other tools Whether there is a plan for activities between sessions Participant's perception of usefulness of sessions Reasons for missing sessions If disengaged from program, reason(s) for disengagement
Goal achievement	Specific goals set Role of coach in setting and achieving goals Challenges in meeting goals and approaches to addressing those challenges Role of incentives Goals achieved, and coach's reaction to goal achievement Goals that were not achieved, reasons, and coach's reaction Role of coach in motivation Role of incentives in motivation
Progress toward improving work and life outcomes	Job search experiences Work experiences Role of coach in shaping experiences
Post-program assessment	Self-assessment of personal changes since participating in the program Benefits of coaching program Shortcomings and potential program improvements

6. Baseline and follow-up surveys

The baseline and follow-up surveys include information relevant to the goals of the implementation study. The baseline survey, administered to program-eligible individuals just prior to random assignment, collects information about individual demographic characteristics and program expectations and goals (see Table III.2 in Chapter III). The follow-up surveys ask treatment group members about their opinions and attitudes about the program, as well as services they received either at the studied program or from other organizations in the community; the surveys ask control group members about the services they received. The implementation study will mainly use survey data on treatment group opinions and attitudes in describing participant program experiences. Table III.3 in Chapter III describes the information collected by the follow-up surveys.

7. Document review

For each program, we will collect and review policy and procedures manuals, staff training materials, recruitment materials, enrollment forms, curricula, forms used to document the coaching sessions and other program activities, aggregate statistical reports, and other relevant documents that contain key information about the program design and operation.

8. Existing labor market data

We will use published labor market and demographic information from available Bureau of Labor Statistics (BLS) (bls.gov) and Census Bureau sources (census.gov/data.html) to describe program community contexts. Generally, we will use BLS data to describe local labor conditions and Census data for information about local demographic and socioeconomic characteristics, such as ethnic composition, poverty rates, and household and family structure.

C. ANALYSIS APPROACH

We address each of the three goals of the implementation study—document the interventions, interpret the impact estimates, and describe lessons learned—with a specific set of analyses. In documenting the employment coaching interventions, similar control group service opportunities and local contexts, we will use qualitative and quantitative descriptive analysis. In interpreting the impact findings, we will use comparative analysis to describe the differences in services provided to the treatment and control groups, as well as to document the fidelity of the interventions as implemented to their models. Finally, in addressing the goal of deriving lessons for future program realizations, we will use findings from both the implementation and impact studies, as well as the opinions of program staff and treatment group members, to develop hypotheses about which aspects of program design and implementation strategies are associated with intervention effectiveness.

1. Documenting the interventions

The logic model for each tested intervention will specify the domains and topic areas for the descriptive analysis. For illustrative purposes, we use the generic logic model for coaching-focused interventions introduced in Chapter I (Figure IV.1). For each domain and subdomain in the model, we indicate in a series of tables the data sources and the content of the relevant qualitative (usually narrative description) or quantitative (statistical manipulation and presentation) data.

Program and employment coaching intervention elements. The description of program and intervention elements includes an account of how the program is designed, how coaching is implemented, and other services and benefits the program offers. It also includes an account of program "flow," or how participants progress through the program and the relationship among program elements, most notably between coaching and other program components. Table IV.9 illustrates the analysis we will conduct and delineates the data sources.

Figure IV.1. Generic logic model for coaching-focused interventions

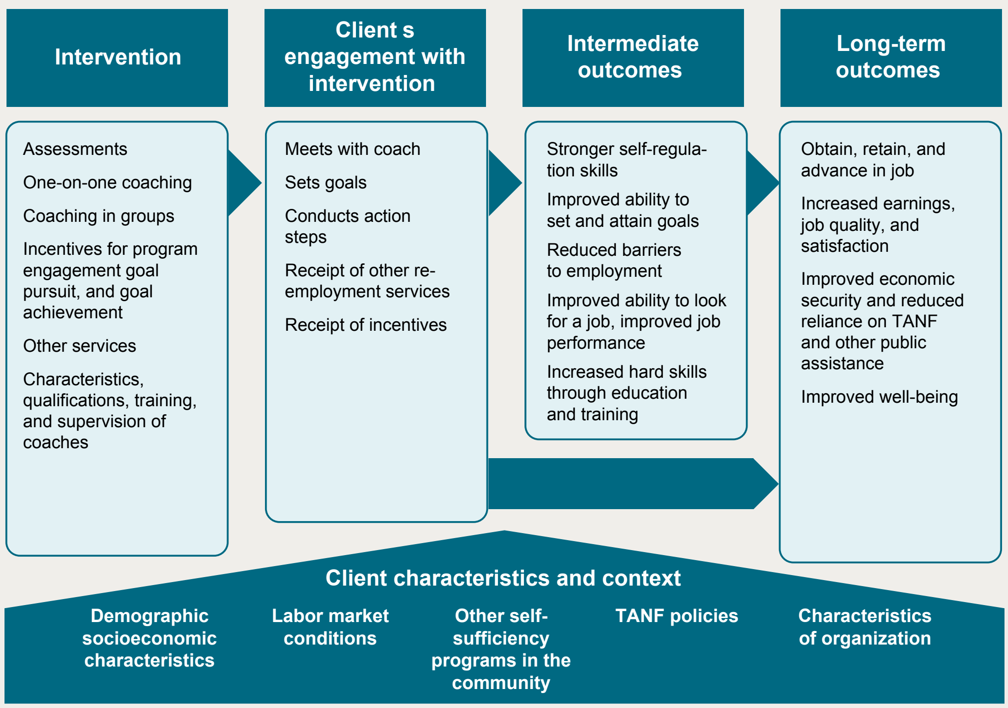


Table IV.9. Descriptive analysis of elements and processes for a coaching-focused intervention and other program components

Element/process	Descriptive analysis content	Data sources
Eligibility criteria and application process	Eligibility criteria and applicant information required; required documents; application process, number of required in-person visits to program/agency offices; number of applicants annually; percentage found eligible	Documents and forms Staff survey Staff interviews Program administrative data
Overall program model sequence	Planned sequencing and schedule of activities, services; criteria or "triggering" events or outcomes that signal progression to a new service phase; criteria for completing program, possible exit statuses	Documents Staff survey Staff interviews
Coaching sessions	Coaching model content, goals, and evidence/research basis; schedule of meetings; assigned participant activities; coach backgrounds, credentials, experience and training; coach responsibilities; number of participant meetings planned; participant monitoring; planned length of participant meetings; average coaching caseloads	Documents Staff survey Staff interviews Program administrative data
Workshops	Number and types of workshops; workshop content and goals; mandatory/voluntary attendance; length of workshops; number of participants assigned to each workshop	Documents Staff survey Staff interviews Program administrative data
Job search	Job search requirements; job search assistance	Documents Staff survey Staff interviews Program administrative data
Licensed clinical therapist sessions	Content and structure of sessions; criteria for referral to therapists; number, frequency, and length of sessions; number and percentage of participants expected to attend; mandatory/voluntary attendance	Documents Staff survey Staff interviews
Peer support	Structure, size, frequency, and attendance rates for peer support discussion sessions; discussion content; inter-peer communication between sessions	Documents Staff survey Staff interviews Program administrative data Participant interviews

Treatment group engagement and participation. The descriptive implementation analysis will also measure treatment group engagement and participation. Table IV.10 presents the content of this analysis, which has two major goals: (1) to measure the degree to which treatment group members take up and engage in the employment coaching intervention and other program activities and (2) to describe the movement of treatment group members along program phases.

Participant characteristics and program context. This last domain for the descriptive analysis includes treatment group characteristics and organizational and community context, including the availability of similar services in the community. Table IV.11 illustrates the content and types of analyses we will conduct for this study goal and the needed data.

Table IV.10. Descriptive analysis of program engagement and participation for a coaching-focused intervention

Program service, activity, benefit	Descriptive analysis content
Participation in coaching	Number and percentage of treatment group members who engaged in coaching, mean and median number of coaching sessions attended, frequency of attendance by number of sessions attended, percentage who completed employment coaching intervention (exited "successfully"), median and mean total hours spent in coaching sessions
Participation in workshops	Number and percentage of treatment group members who participated in each type of workshop assigned, mean number of workshops attended
Completion of a mock interview	Number and percentage of treatment group members who completed a mock interview
Completion of a resume or career portfolio	Number and percentage of treatment group members who completed a resume or career portfolio
Attendance hours	Mean program attendance hours, frequency of attendance by range of hours
Receipt of certificate of completion	Number and percentage of treatment group members who received a certificate of completion, mean time to completion for those who complete program

Table IV.11. Descriptive analysis of treatment group characteristics and context for a coaching-focused intervention

Contextual factor	Descriptive analysis content	
Treatment group baseline characteristics (collected just prior to random assignment)	Socioeconomic and demographic characteristics, aspirations and goals, self-regulation skills	
Geographic context	Urbanicity of program location, size of catchment area, availability of public transportation to program location and to employment opportunities	Existing labor market information Staff interviews
Local economy and labor market	Local economic health during evaluation study period; major industries, sectors, and jobs likely to be sources of employment for treatment and control group members	Existing labor market information Staff interviews
Program organization	Organization identity and type, organization size and locations, organization programs and services, organization funding sources, organization service population, organization mission and philosophy	Documents Staff interviews
Program administration	Administrative relationship of program to organization, program management, and staffing structure	Documents Staff interviews
Community services	Availability and quality of similar services in the program's service area	Documents Secondary data on local human services programs Staff interviews In-depth participant interviews

2. Interpreting impact findings

In addressing this goal, the implementation study has the related tasks of: assessing the fidelity of program implementation; documenting the contrast between treatment group and control group service opportunities, service receipt, and program experiences; and assessing the alignment of staff and management attitudes and beliefs. Broadly speaking, these analyses allow insight into potential reasons for the size and shape of program impacts by addressing issues of quality implementation and intergroup contrast. Table IV.12 illustrates the content and types of analyses we will conduct and the needed data.

Table IV.12. Interpreting impact findings for a coaching-focused intervention

Interpretive factor	Interpretive analysis content	Data sources
Fidelity and quality of employment coaching intervention	Degree to which the content, quality, and dosage of coaching services and sessions match the coaching model, expert-defined elements of effective coaching practice, and their potential association with impact findings	Coaching model literature and training material Video recordings of coaching sessions Staff survey Staff interviews Treatment group follow-up surveys In-depth participant interviews
Fidelity and quality of program elements in the logic model other than coaching	Degree to which the availability, quality, and dosage of program services matched overall program design and goals, and their potential association with impact findings	Program logic model Staff survey Staff interviews Follow-up surveys In-depth participant interviews Video recordings of coaching sessions
Intergroup contrasts in service opportunities, service receipt, and program experiences	Degree to which the availability, quality, and take-up of similar services differ between the treatment and control groups, and their potential association with impact findings	Staff survey Staff interviews Follow-up surveys
Staff and management attitudes and beliefs	Degree to which staff and management attitudes and beliefs about program effectiveness and chances of treatment group success are supportive of program content and goals, and their potential association with impact findings	Staff survey Staff interviews

3. Identifying lessons learned

The final goal of the implementation study is to communicate lessons learned about effective intervention design and implementation. This goal has two related tasks, largely dependent on the execution of the first two goals of the implementation study. The first is to identify key aspects of program operations and results that meet or exceed the expectations of the program model or customary practice. Some examples of important program functions may include:

- **Marketing and recruitment.** Does the program meet or exceed its goal for recruiting eligible members of its target service group?
- **Initial engagement.** Is the program successful in retaining participants through the first stages of program services?
- **Completing a target number of coaching sessions.** Is the program successful in retaining a meaningful number of participants through multiple coaching sessions that meet program goals for minimum effective exposure to the intervention?
- **Implementing a standardized, quality employment coaching intervention.** Is the coaching practice relatively uniform and faithful to the model across coaches?
- **Assessing self-regulation skills.** Do the coaches assess self-regulation skills and use that assessment in coaching?
- **Infusing coaching principles throughout the program.** To what extent do all program staff embrace and use coaching principles?

The second task for this study goal is to identify reasonable explanations for specific design implementation successes, which will rely on the firsthand accounts of key actors—staff, management, and participants. Using information collected through the surveys and interviews planned for the study, we will develop hypotheses about which aspects of program implementation may be responsible for successful performance and results. Although such accounts will be necessarily anecdotal, they should have the strength of "field wisdom" in developing recommendations for good practice.

V. Project Schedule

The evaluation began in September 2016 and will be conducted over approximately five years.[5] Figure V.1 provides an overview of the schedule for major project milestones. The first year will be devoted to assessing, selecting, and recruiting programs for the evaluation; developing a tailored research design for each program; and preparing for launch of random assignment in 2018. Site visits, staff surveys, and coaching observations will begin in early 2019. Intermediate and longer-term follow-up surveys will be conducted on a rolling basis determined by the enrollment of clients into the program.

Findings from the study will be provided in a series of reports:

- **Early 2019:** Program snapshots describing the programs participating in the evaluation

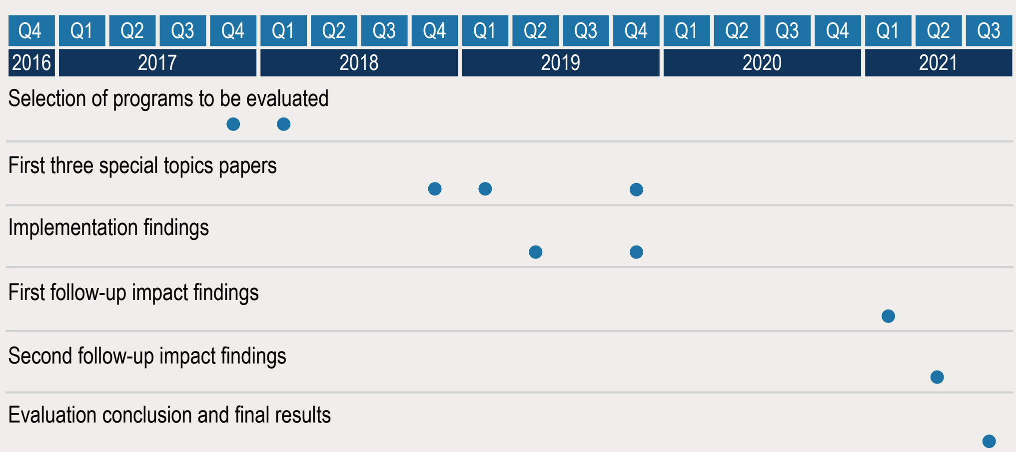
- **Late 2019:** Cross-site implementation report summarizing findings from all data collected from the implementation study

- **Late 2020:** Follow-up report focusing on impacts on intermediate outcomes and the implementation context

- **Late 2021:** Comprehensive final report focusing on impacts on longer-term outcomes such as employment and educational attainment

The study will also produce special topics papers on a rolling basis throughout the evaluation period.

Figure V.1. Overview of project milestones



[5] The project schedule may be extended, contingent on contract modifications.

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Appendix A: Programs Participating in the Evaluation

This appendix describes the programs selected to be in the evaluation—the services they offer, their target population, and other implementation features. It also provides details on how we tailored the basic evaluation design in response to each program's circumstances.

The evaluation team and OPRE selected coaching programs to be included in the evaluation using the selection process described in Chapter II. The programs participating in the evaluation are: the Family Development and Self-Sufficiency (FaDSS) program in Iowa; Goal4 It!™ in Jefferson County, Colorado; LIFT in New York City, Chicago, and Los Angeles; and MyGoals for Employment Success (MyGoals) in Baltimore and Houston. This set of programs offers rich diversity in their coaching models, target populations, and geographic locations, as summarized in Table A.1.

Table A.1. Key program features

	Distinguishing features of coaching model	Target population	Location of programs being evaluated	Types of implementing organization(s)
FaDSS	Offers self-sufficiency, domestic violence, and child development assessments, employment coaching, and referrals during home visits	TANF recipients with barriers to self-sufficiency	Seven local agencies located throughout Iowa	State agency and local community-based organizations
Goal4 It!™	Offers employment coaching using a suite of tools in place of regular TANF case management	TANF recipients subject to work requirements	Jefferson County, Colorado	TANF agency
LIFT	Offers employment and financial coaching by volunteer students; financial support; workshops; and social activities	Parents and caregivers of young children	New York, New York; Chicago, Illinois; Los Angeles, California	National non-profit organization
MyGoals	Offers employment coaching by coaches trained on self-regulation skills; labor market information; and financial incentives	Unemployed adults receiving housing assistance	Baltimore, Maryland; Houston, Texas	City housing authorities

The overall evaluation design is uniform across sites. The evaluation is using random assignment design in all programs and will be basing its implementation study and impact analysis on the same types of data collection across all of the programs. There is some variation across programs in the types of services available to study participants assigned to the control group, study enrollment procedures, additional study enrollment criteria, timing of the first and second follow-up surveys relative to study enrollment, and the study enrollment period. These variations are summarized in Table A.2; their implications are discussed in greater detail in the program descriptions below.

Table A.2.
Variations in evaluation design, by program

	Services provided to control group by program	Study enrollment setting	Additional study eligibility criteria[a]	Timing of first and second follow-up surveys	Study enrollment period	Study enrollment target
FaDSS	None; provides list of community services	Home visit	• Not enrolled in FaDSS and received more services than the introductory home visit in the three years prior to study enrollment • Not applied for Supplemental Security Income (SSI) • Not in immediate crisis emergency situations that impact the health or safety of the family	9 and 24 months	June 2018 to May 2019	1,000
Goal4 It!™	Regular case management services	Group TANF orientation session	• Not have received Goal4 It!™ services previously	9 and 21 months	October 2018 to September 2019	1,000
LIFT	None; provides list of community services	One-on-one meeting	• Not received LIFT services previously	9 and 21 months	September 2018 to August 2019	1,000
MyGoals, Baltimore	None; provides list of community services	One-on-one meeting after group orientation	None	12 and 24 months	March 2017 to June 2019	750
MyGoals, Houston	None; provides list of community services	One-on-one meeting after group orientation	None	12 and 24 months	February 2017 to June 2019	1,050

[a] To be eligible for the study, applicants in all programs being evaluated (except MyGoals) must: (1) be eligible for the program; (2) not have enrolled in the study previously; (3) not have a spouse or household member who has enrolled in the study previously; and (4) not be less than 18 years old. For MyGoals, there is no distinction in eligibility for the program and eligibility for the study. MyGoals applicants must be: (1) currently unemployed or working fewer than 20 hours per month; (2) aged 18-54; (3) legally able to work in the United States; (4) receiving housing assistance; (5) not have another household member who has enrolled in the study previously; and (5) not enrolled in the Family Self-Sufficiency or Jobs Plus programs administered by the Baltimore housing authority.

A. FAMILY DEVELOPMENT AND SELF-SUFFICIENCY PROGRAM

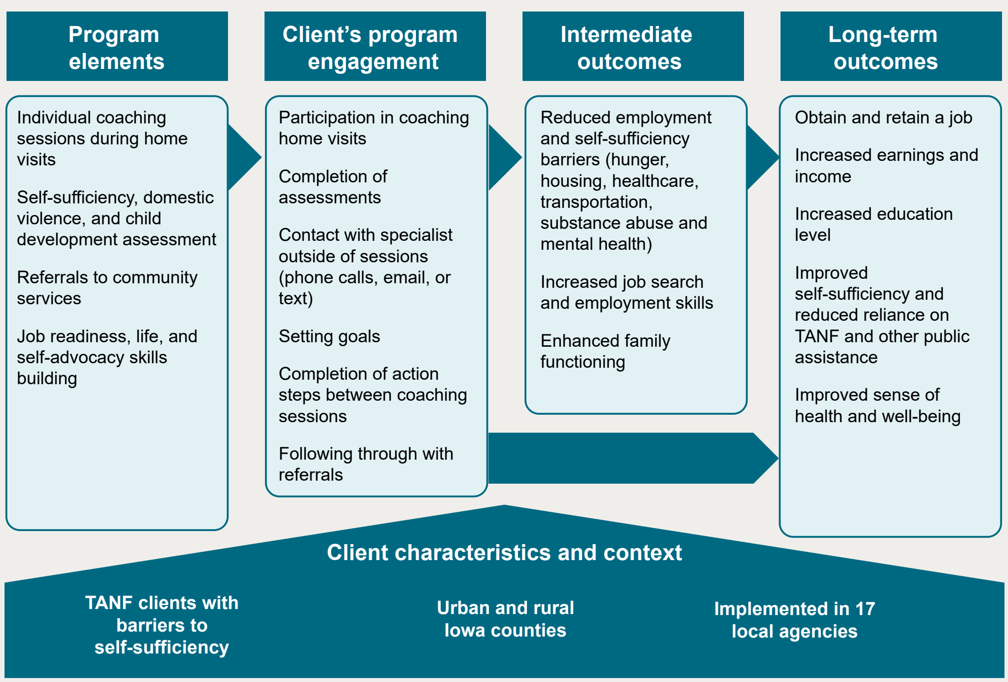
1. The program

FaDSS was developed to help families who are at risk of long-term welfare receipt achieve family stability and economic independence. It is administered by Iowa's Department of Human Rights through contracts with 17 local agencies located throughout the state in urban and rural counties. The program was mandated by the Iowa General Assembly (Iowa's state legislature) in 1988 and is funded through the TANF block grant and state general funds. The state provides $3,500 per FaDSS slot per year to cover the cost of FaDSS services. Some local TANF offices supplement this amount. All program enrollees are TANF recipients who face significant barriers to self-sufficiency, such as mental health issues, substance abuse, or long-term unemployment, at the time of enrollment.

FaDSS uses a family-centered, strengths-based approach. Coaches are trained to consider the needs of the whole family and develop strategies to address those needs leveraging the strengths of family members. The program is structured around home visits to facilitate family engagement and develop strong relationships between coaches and families.

During at least bi-monthly (for the first three months) and then at least monthly home visits, FaDSS coaches provide family members coaching, assessments, and referrals. During early coaching home visits, family members complete self-sufficiency, domestic violence, and child development assessments to identify strengths that will help them overcome their barriers to self-sufficiency. In all home visits, coaches work with family members to set goals and determine action steps they can take to reach those goals. Coaches make referrals to community services that align with the goal pursuit action steps. They also may work with the family members on job readiness and life skills. FaDSS aims to reduce families' employment and self-sufficiency barriers, increase family members' job search and employment skills, and enhance family functioning in the short-term. In the long-term, the program aims to increase the employment, earnings, income, education level, and self-sufficiency of family members, and improve their sense of health and well-being (Figure A.1).

Figure A.1. Program logic model for FaDSS



Program eligibility. To be eligible for FaDSS, families must be receiving TANF cash benefits at the time of enrollment and have significant barriers to self-sufficiency, such as mental health issues, substance abuse, or long-term unemployment.

Program recruitment and referral. Families are referred to FaDSS mainly through the TANF employment and training program, Promoting Independence and Self Sufficiency through Employment (PROMISE JOBS), operated by Iowa Workforce Development. PROMISE JOBS workers complete assessments with adult TANF recipients to determine their job skills, work history, and barriers to employment, and then works with them to determine their employment goals and work activities. The recipient and the PROMISE JOBS worker develop a Family Investment Agreement (FIA), which outlines the steps they will take to reach self-sufficiency. During this process, the worker explains the FaDSS program to recipients who may be eligible and refers those families who are interested. Participating in FaDSS can be included in the FIA, but FaDSS is a voluntary program and does not count toward TANF work requirements.

TANF recipients may apply to participate in FaDSS even if they are not referred by PROMISE JOBS workers. Recipients may hear about FaDSS through acquaintances or elsewhere in the community. About 20 percent of FaDSS participants are self-referred in this way rather than being referred through PROMISE JOBS.

Approach to coaching. The FaDSS coaches, certified family development specialists, visit families in their homes. They work with the families to set two types of goals: (1) family stabilization goals (considered short-term goals, in the areas of housing and transportation,) and (2) economic self-sufficiency goals (considered long-term, in the areas of education and employment,). FaDSS service receipt data for families enrolled in the program in the year prior to the study indicates that most families set both types of goals.

All home visits are centered on goal setting and pursuit, identifying action steps to be taken, tracking progress toward previously set goals, and assessing whether new goals are appropriate. Each visit also includes a support and skills building aspect, in which the coach works with the family on work-preparedness skills, budgeting, or financial education, depending on the family's needs. The goal setting process is family-driven with guidance from the coach. The coach refers families to services appropriate for their goals.

At each home visit, the coach works with the adult TANF recipient to develop action steps to be accomplished before the next meeting. These action steps are intended to break the process of pursuing goals into manageable steps that the family is capable of achieving. When action steps are completed, the coach celebrates the accomplishment verbally and acknowledges the positive consequences that arise from achieving the goal. This is done to improve family member confidence and maintain momentum in the goal pursuit process. When action steps are not completed, the coach works with the family members to identify obstacles to accomplishing the step and revise goals and action steps as necessary.

During early home visits, the coach completes both formal and informal assessments with the family. The coaches are required to assess a family's strengths and challenges within the first 60 days using multiple tools. They also screen for domestic violence in the first 90 days of program participation and for child development issues during the first 120 days. The findings from the assessments inform the goal setting process. For example, a coach may help an adult family member work on enrolling her child in Early Head Start as a means of enrichment for the child and allowing the adult more time to pursue employment.

The coaches meet with the families more intensively for the first three months and then less intensively after that. During each of the first three months, they make at least two home visits. After the third month, the family and coach determine the appropriate number of visits based on the needs of the family, with a minimum of one visit each month. Coaches also contact families between visits, including via follow-up phone calls, emails, or text messages to check on the family's progress. Families may continue receiving FaDSS services while they are receiving TANF and for six months after leaving TANF.

The average length of time a family is in the program is nine months. According to FaDSS service receipt data for families enrolled in the program in the year prior to the study, 20 percent of families stay in the program for less than three months, and 20 percent stay for longer than 12 months. Each family is assigned to one coach. Each coach holds a caseload of no more than 21 families.

FaDSS coaches. The coaches' qualifications are determined by each local agency. Ninety percent of the coaches have a bachelor's degree from varied disciplines. Shortly after being hired, all coaches must be trained in FaDSS procedures and policies by a state-approved trainer. The training focuses on the content and core components of the model and on service delivery. In addition, coaches must receive the Family Development Certification training from the National Resource Center at the University of Iowa within one year of being hired. During this eight-week certification, staff learn about coaching techniques, goal setting, and how to introduce assessments with families. The coaches also receive 10 hours of ongoing training annually.

2. Evaluation design

The evaluation of FaDSS will test the effectiveness of an employment coaching model for TANF recipients that is provided within the home and in addition to regular case management provided by the TANF employment program.

Study enrollment. Seven local agencies from across Iowa are participating in the evaluation (Polk County Family Enrichment Center; Four Oaks; Community Action of Eastern Iowa; Sieda Community Action; Upper Des Moines Opportunity, Inc.; Southeast Community Action; and Western Central Community Action). These agencies are conducting study enrollment during the first home visit with interested potential applicants. Treatment group members receive their first FaDSS session during the study enrollment home visit, immediately after random assignment. Control group members are provided with a list of services available in the community but do not receive any FaDSS coaching services. One FaDSS agency (Polk County Family Enrichment Center) also provides a $25 gift card to study participants as a thank you for taking the time to participate in the intake meeting. These gift cards were approved by the New England Institutional Review board and are funded by the FaDSS agency.

To be eligible for the study, applicants in all programs being evaluated must: (1) be eligible for the program; (2) not have enrolled in the study previously; (3) not have a spouse or TANF household member who has enrolled in the study previously; and (4) be at least 18 years old. In addition to these study-wide criteria, FaDSS study applicants must: (1) not have applied for Supplemental Security Income (SSI) and (2) not have enrolled in FaDSS and received more services than the introductory home visit in the three years prior to study enrollment. SSI applicants are not eligible for the study because FaDSS coaches assist them with pursuing successful disposition of their application and are less likely to pursue employment-related goals, which are the focus of the study. Families who recently received FaDSS services are not eligible for the study because their exposure to FaDSS coaching services could affect outcomes of interest, which could, in turn, bias impact estimates if they were randomly assigned to the control group. Families who received FaDSS services more than three years ago or who received only the introductory home visit more recently are eligible for the study because FaDSS staff and the study team felt that their exposure to FaDSS was unlikely to influence study results in a meaningful way.

Data collection. During study enrollment, FaDSS coaches administer the baseline survey using tablet computers that connect to the web-based interviewing software.

The evaluation team will conduct implementation data collection during site visits to four of the seven local agencies. After the visits, program staff at each of the site visit locations will video record a sample of coaching sessions. The four agencies the team will visit are the Polk County Family Enrichment Center, Four Oaks, Community Action of Eastern Iowa, and Sieda Community Action, which are expected to account for about 70 percent of the study sample. The evaluation team will conduct telephone interviews with program leadership from the three agencies not included in the site visits (Upper Des Moines Opportunity, Inc.; Southeast Community Action; and Western Central Community Action).

The evaluation team will attempt to conduct the first follow-up survey with each study participant approximately nine months after study enrollment. The second follow-up survey will take place approximately 24 months after study enrollment.

Study schedule. FaDSS coaches began conducting study enrollment in June 2018 with the goal of enrolling 1,000 participants. The evaluation team will field the first follow-up survey beginning in March 2019 and the second follow-up survey beginning in June 2020. The staff and management survey will take place in January 2019 and the implementation study site visit will take place in spring 2019.

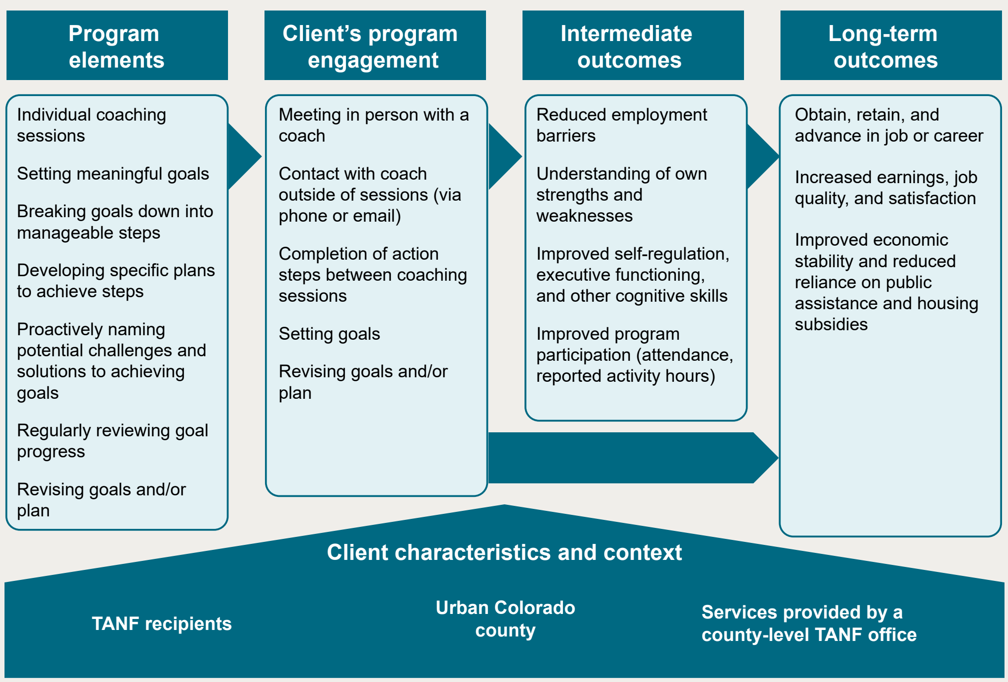
B. GOAL4 IT!™

1. The program

The Colorado Works TANF program in Jefferson County is piloting Goal4 It!™ for work-eligible TANF recipients. Goal4 It!™ is a coaching approach developed by Mathematica in partnership with the Center on the Developing Child at Harvard University, other experts in the field, and practitioners across the country. Mathematica staff who developed Goal4 It!™ will not conduct any data collection, analysis, or reporting for the evaluation of the program.

The Goal4 It!™ approach embeds active skill-building into a structured set of activities and tools that coaches use to interact with participants and help them set and achieve meaningful goals. It aims to improve participants' executive functioning and other self-regulation skills in the short-term and increase economic security and decrease reliance on public assistance in the long-term (Figure A.2). It uses three primary strategies: (1) strengthening core skills, (2) reducing external sources of stress, and (3) creating responsive relationships within and beyond the program.

Figure A.2. Program logic model for Goal4 It!™ in Jefferson County, Colorado



Program eligibility. TANF recipients with work requirements are eligible for Goal4 It!™.

Approach to coaching. Using the Goal4 It!™ approach and tools, the coaches help participants set meaningful goals, break goals down into manageable steps, develop specific plans to achieve the steps, and regularly review goal progress and revise their goals or plans. The Goal4 It!™ approach to goal pursuit focuses on evoking the participants' true motivation; creating strong implementation intentions ("if, then" plans) to overcome obstacles to goal achievement; and facilitating self-reflection about what the participant has learned and how to move forward.

Coaches meet at least once per month with participants who are not working and more frequently for those who are experiencing a crisis, such as becoming homeless or being at risk of losing custody of their children. Coaches meet with participants who are employed at least once every two months. The first meeting is usually for one hour. Ongoing meetings are 30 or 45 minutes long. Each coach serves about 45 recipients. All participants meet with a coach as long as they are still receiving TANF benefits.

Goal4 It!™ coaches. The coaches have case management experience through either TANF or other programs. All of the coaches have at least a bachelor's degree.

The county trained a subset of its existing case managers (8 out of 17) to implement the Goal4 It!™ coaching approach, as well as its two supervisors. Three additional coaches were later hired and trained. Mathematica provided the Goal4 It!™ training. Goal4 It!™ coaches and supervisors conduct weekly, hour-long group sessions to share their experiences and identify successes and challenges. Coaches also receive support through technical assistance provided by Mathematica.

2. Evaluation design

The evaluation will compare the effectiveness of Goal4 It!™ to Jefferson County's regular TANF case management. The regular case management, administered by Jefferson County career and family coordinators, focuses on creating an individual responsibility contract to ensure recipients are meeting federal TANF work requirements and monitoring recipients' compliance to that contract. In contrast, Goal4 It!™ coaches do not create individual responsibility contracts with recipients and instead focus on goal setting and pursuit using Goal4 It!™ tools, such as documents to plan goals and determine goal action steps. By comparing outcomes for study participants assigned to Goal4 It!™ to those assigned to regular case management services, the evaluation will be able to assess the effectiveness of coaching as a replacement for regular TANF case management.

Study enrollment. Jefferson County is conducting study enrollment during group orientation sessions with TANF recipients subject to work requirements. During the orientation, county workers discuss the study and read the consent to the group. The workers then work with applicants individually to collect consent, complete the baseline survey, and conduct random assignment. Treatment group members are assigned Goal4 It!™ coaching services. Control group members are not offered Goal4 It!™ services but are assigned regular compliance-focused case management.

Data collection. During study enrollment, Jefferson County workers initiate the enrollment process and then provide a tablet computer to study applicants to self-administer the baseline survey through the evaluation's web-based interviewing software.

As with all programs in the evaluation, the evaluation team will conduct a staff and management survey of all Goal4 It!™ coaches. Unique to Jefferson County, the team will also conduct a staff and management survey of the staff who are providing regular case management services to the control group.

The evaluation team will attempt to conduct the first follow-up survey with each study participant approximately nine months after study enrollment. The second follow-up survey will take place approximately 21 months after study enrollment.

Study schedule. Jefferson County workers began conducting study enrollment in October 2018 with the goal of enrolling 1,000 participants. Mathematica will field the first follow-up survey beginning in July 2019 and the second follow-up survey beginning in July 2020. The staff and management survey will take place in January 2019, and the implementation study site visit will take place in spring 2019.

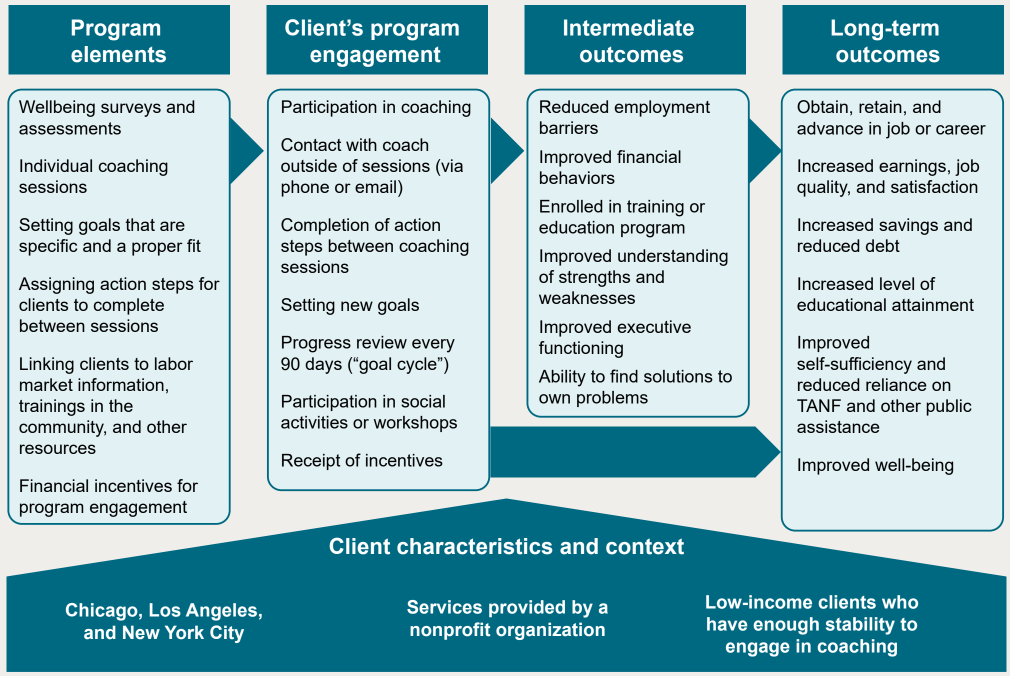
C. LIFT

1. The program

LIFT is a non-profit organization that provides career and financial coaching, financial support, employment and financial workshops, and social activities to parents and caregivers of young children in Washington, D.C., New York City, Chicago, and Los Angeles. LIFT is funded by grants from foundations and other organizations as well as individual donations. All of the locations except Washington, D.C. are included in the evaluation. Washington, D.C. was excluded from the evaluation because it serves a small number of participants and is involved in another study.

LIFT's goal is to help participants find a path toward goal achievement and financial security by matching them with coaches. Participants set short-term and long-term goals and the coach helps participants build an action plan to achieve those goals. LIFT coaches use assessments to identify participants' aspirations in several areas in their life (for example, housing and employment) and to help participants determine in which life areas they want to focus their goal setting. To support this process, some LIFT locations offer financial workshops and facilitate social activities to strengthen social connections and peer networks. LIFT also provides incentives to encourage continued participation and support financial security. In the short term, LIFT intends to reduce participant's employment barriers; increase their enrollment in training and education; and improve their financial behaviors, their understanding of their strengths and weaknesses, their executive functioning skills, and their ability to find solutions to their own problems (Figure A.3). In the long term, LIFT intends to increase participant's employment, earnings, and educational attainment; improve their job quality and satisfaction; increase their savings; reduce their debt; increase their self-sufficiency; reduce their dependence on public assistance; and increase their overall well-being.

Figure A.3. Program logic model for LIFT



Program eligibility. To be eligible for LIFT, participants must: (1) be parents, expectant parents, or caregivers of children ages eight and younger; (2) have stable housing for at least six months; (3) be employed at least part-time or be in an educational program; and (4) be available to meet regularly for coaching sessions and take steps to achieve goals.

Program recruitment and referral. LIFT's participant recruitment strategies vary by location. LIFT New York operates at a center at which people can be screened for public benefit eligibility and file applications. Participants are also referred to LIFT New York's coaching program from community-based partners. LIFT Chicago partners with local early childhood education centers and recruits parents from the centers to participate in the program. LIFT Los Angeles recruits people from other programs that are part of the center in which it is located, as well as from local schools and housing organizations that provide services to young families.

Approach to coaching. LIFT services are framed around long-term financial and career goals rather than short-term needs. Coaches work with participants to set short- and long-term goals and create action plans to achieve those goals. Participants often start with a long-term financial goal such as purchasing a home, saving for their child's college, or increasing their income. Coaches then work with clients to identify milestones to reach the long-term goal and then short-term tasks to work on between sessions. The LIFT coaching approach is nondirective and allows clients to choose the goals and milestones they want to work on.

LIFT participants are expected to meet with a coach on a regular basis for up to two years. Generally, coaches meet with participants twice during the first month and monthly after that. Coaching sessions typically last 60 to 90 minutes. Coaches also check in with participants between sessions by phone, text message, email, or additional in-person meetings. LIFT conducts a formal review of progress toward goals every three months. During the progress review, participants reassess their goals and determine if ongoing coaching is still a priority.

LIFT offers financial payments to participants progressing toward their goals upon completion of a three-month goal cycle. The payments, which are $150 each and can total up to $1,000 over two years, also serve as incentives to participate and share progress updates. This payment is provided on an individual basis at the coach's discretion, but most participants who remain engaged in the coaching process receive it.

LIFT coaches. LIFT coaches are student volunteers pursuing master's degrees in social work from local area colleges. Most volunteers remain with the program for two semesters and are required by their master's program to work on average 21 hours per week, typically as a practicum.

Each coach attends a three-day training conducted by LIFT management staff. The training covers (1) LIFT's history; (2) data collection and entry practices; (3) intake meetings; and (4) coaching techniques to facilitate goal setting and achievement. The training includes both lectures and job shadowing of seasoned coaches. The training is intended to give coaches a basic understanding of the types of goals that can be achieved in the short term (three months) versus the long term and of how to develop action steps with participants to help them make progress toward their goals.

Other services. In addition to coaching, LIFT offers savings incentives, a variety of workshops on topics such as financial health and job readiness, and social activities intended to strengthen peer networks.

2. Evaluation design

The evaluation of LIFT will test the effectiveness of career and financial coaching provided by volunteer student coaches, plus financial support, workshops, and social activities, compared to services regularly available in the community.

Study enrollment. The Chicago, Los Angeles, and New York LIFT locations are participating in the evaluation. These locations are conducting study enrollment during individual intake meetings with program applicants. Treatment group members will be offered LIFT services. Control group members will not be offered LIFT services but will be eligible for other services in the community. Control group members are provided a list of programs and services available in the community. LIFT also provides a $10 gift card to control group members as a thank-you for taking the time to participate in the intake meeting. These gift cards were approved by the New England Institutional Review board and are funded by LIFT.

Data collection. Unlike the other programs in the evaluation, LIFT staff will not enter participant's service receipt data into RAPTER. Instead, the evaluation team will collect information about participant's receipt of program services from LIFT's management information system.

The evaluation team will conduct implementation site visits at all three participating locations. The team will attempt to conduct the first follow-up survey with each study participant approximately nine months after study enrollment. The second follow-up survey will take place approximately 21 months after study enrollment.

Study schedule. LIFT workers began conducting study enrollment in September 2018 with the goal of enrolling 1,000 participants. Mathematica will field the first follow-up survey beginning in June 2019 and the second follow-up survey beginning in June 2020. The staff and management survey will take place in January 2019, and the implementation study site visits will take place in spring 2019.

D. MYGOALS FOR EMPLOYMENT SUCCESS

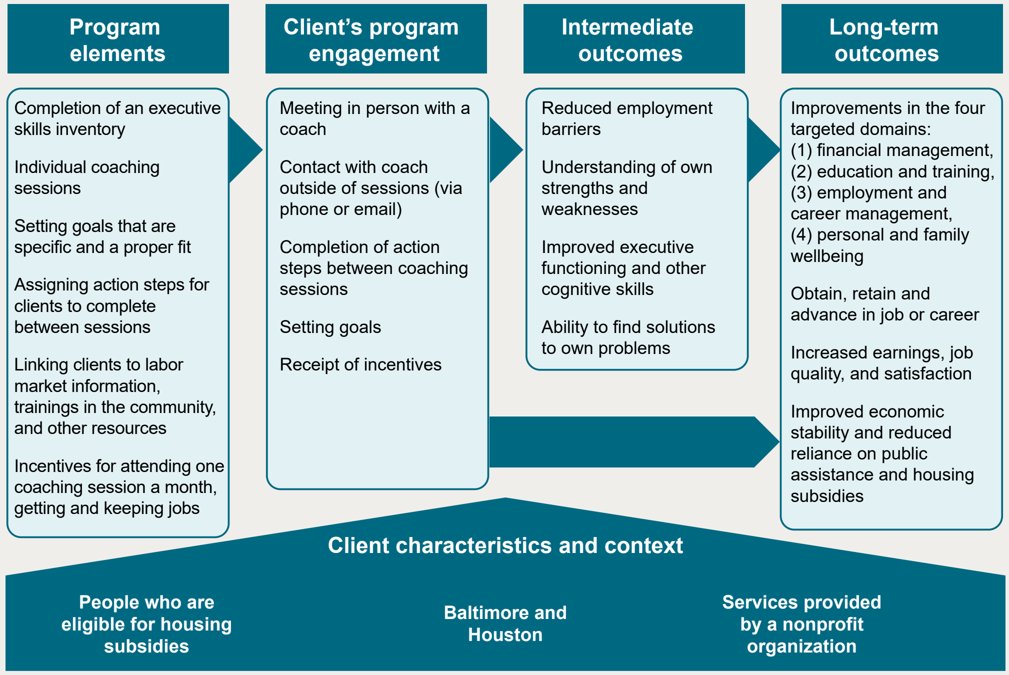
1. The program

MyGoals is a coaching demonstration designed by MDRC, an education and social policy research organization, that provides employment coaching and financial support to unemployed adults. It is being implemented in Baltimore, Maryland, and Houston, Texas, within the cities' housing authorities. The program is targeted to unemployed adults between ages 18 and 56 who are receiving housing support from the housing authority. MyGoals is funded by the Laura and John Arnold Foundation, with additional program funding from the Kresge Foundation, JBP Foundation, Houston Endowment, and Weinberg Foundation.

MyGoals provides participants employment coaching using a highly structured, nondirective approach and financial incentives. This coaching model was informed by the Mobility Mentoring model developed by EMPath[6] and adapted by MDRC and Dr. Dick Guare, an executive functioning expert. The program is designed to assist participants in four main domains: (1) employment and career management; (2) education and training; (3) financial management; and (4) personal and family well-being (Figure A.4). MyGoals aims to reduce participants' employment barriers, increase their understanding of their own strengths and weaknesses, improve their executive functioning skills, and improve their ability to find solutions to their own problems in the short term. In the long term, the program intends to improve participant's financial management skills, education and training, employment and career management, and personal and family well-being; increase their employment, earnings, job quality, and job satisfaction; improve their economic stability; and decrease their reliance on public assistance.

[6] Babcock, E.D., "Mobility Mentoring." Boston, MA: Crittenton Women's Union, 2012.

Figure A.4. Program logic model for MyGoals



Program eligibility. People are eligible for MyGoals if they are: (1) unemployed or working fewer than 20 hours a week, (2) between the ages of 18 and 56, (3) legally able to work in the United States, and (4) a member of a household receiving housing support from the housing authority, including Section 8 voucher holders and residents of public housing. In addition, only one person per household can enroll in MyGoals and the household cannot already be enrolled in the housing authority's Family Self-Sufficiency program, which provides case management assistance and an escrow savings account. Control group and treatment group members are able to enroll subsequently in the Family Self-Sufficiency program if they find the program on their own, but MyGoals staff do not refer participants to Family Self-Sufficiency. In Baltimore, the applicant also must not be participating in the Jobs-Plus program administered by the Baltimore housing authority.

Approach to coaching. The main steps of the coaching process include: (1) assessing executive skills; (2) establishing long-term goals; (3) determining the skills and resources to achieve these goals; (4) looking at potential obstacles to these goals; (5) developing short-term goals; (6) developing action plans to meet these short-term goals; and (7) regularly assessing whether the participant has met them.

Participants meet with their coaches for in-person sessions at a housing authority office. MyGoals is a three-year program; coaches meet with participants every three to four weeks during the first two years of the program and then less frequently in the third year. The third year is viewed as a period in which coaching is "faded out"—the time between coaching sessions is increased and the supports provided by the coach are decreased. Throughout the program period, coaches and participants are encouraged to check in between sessions using phone calls, text messages, or emails, but these check-ins are not a requirement. The first coaching session for a participant generally lasts 90 minutes. Subsequent coaching sessions are usually 60 minutes.

MyGoals coaches. The MyGoals coaches all have case management experience from previous positions. Several of the coaches previously worked for the housing authority in different capacities. All of the coaches have a least a bachelor's degree, and a few coaches also have a master's degree. The coaches all participated in an intensive, multi-day training process.

Other services. In addition to coaching, MyGoals offers participants a monthly stipend for engaging in the program and tiered financial incentives for obtaining and retaining employment. In the first two years, participants receive $30 each month that they attend a coaching session. In the third year, participants do not receive a monthly stipend because they are expected to meet with their coach less frequently. In addition, participants receive a tiered incentive for obtaining a job: $70 for obtaining a part-time job and $150 for a full-time job. There are additional payments for keeping the job. During a participant orientation session, the coaches explain that participants could receive up to $5,000 in payments over the course of the three-year program; $720 of the $5,000 is tied to program participation, and the remainder is tied to achieving employment milestones.

Coaches introduce their participants to a MyGoals employment resource room and help them learn how to use it. The resource room includes specially prepared and locally specific labor market information highlighting relevant job openings and employers, and directories that list free training opportunities offered by partner organizations. In addition, if a participant needs assistance with mental or physical health issues or government benefits, the coach will connect them with a housing authority service coordinator. Service coordinators are case managers who are available to all housing authority residents.

2. Evaluation design

The evaluation of MyGoals will test the effectiveness of employment coaching, plus financial incentives, compared to services regularly available in the community. Both the Baltimore and Houston locations are participating in the evaluation. The evaluation design will allow these locations to be examined together and separately.

Study enrollment. The MyGoals locations are conducting study enrollment primarily during group orientation sessions at the housing authority. During the orientation, workers discuss the study and read the consent to the group. The workers then work with applicants individually to collect consent, complete a baseline questionnaire, and conduct random assignment. Treatment group members are offered the opportunity to meet with a MyGoals coach and receive MyGoals services. Control group members are not offered any coaching services from MyGoals but are given a list of resources in the community.

Data collection. The evaluation team will collect information about MyGoals participants' service receipt from MyGoals' management information system instead of through RAPTER™. The evaluation team will organize site visits to both participating locations.

The evaluation team will attempt to conduct the first follow-up survey with each study participant approximately one year after study enrollment. The second follow-up survey will take place approximately 24 months after study enrollment.

Study schedule. MyGoals began conducting study enrollment in March 2017 in Houston and April 2017 in Baltimore. The target enrolled sample size is 1,050 for Houston and 750 for Baltimore. Mathematica began fielding the first follow-up survey in June 2018 in both location. Mathematica will field the second follow-up survey beginning in April 2019 in Houston and May 2019 in Baltimore. The staff and management survey will take place in January 2019, and the implementation study site visits will take place in spring 2019.

Appendix B: Data Collection Instruments

B.1 INFORMED CONSENT FORM

[PROGRAM LOGO]

[PROGRAM NAME][1]

Evaluation of Employment Coaching for TANF and Related Populations

[PROGRAM NAME] IS PART OF A NATIONAL STUDY

[PROGRAM NAME] is participating in the Evaluation of Employment Coaching for TANF and Related Populations, a national study being conducted by the U.S. Department of Health and Human Services. The study is being done to learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. The study will also help us learn whether there are ways to make the [coaching/program] work better. The U.S. Department of Health and Human Services has asked researchers from Mathematica Policy Research and its partner, Abt Associates, to assist with the study. We invite you to be a part of the study.

THE STUDY INCLUDES TWO GROUPS

All study participants will be in one of two groups: (1) those who are offered [coaching/PROGRAM NAME's services], and (2) those who are not but are still eligible to receive [regular case management/referrals to other services in the community]. The study will compare outcomes for people in each group.

WHICH GROUP WILL I BE IN?

A computer will randomly select which group you will be in. The computer works like a flip of a coin—assignment to a group is random. This procedure makes sure that assignments to the groups are fair. Everyone who agrees to participate in the study has the same chance of being placed into either group. The chance of being able to receive [coaching/PROGRAM NAME services] is not influenced by what you say to us or your answers to the questions you will be asked when you apply. [I/NAME OF STAFF MEMBER] will let you know which group you are assigned to at the end of the application process.

WHAT HAPPENS IF I AM NOT SELECTED TO RECEIVE [COACHING/PROGRAM NAME SERVICES]?

If you are not randomly selected to [receive coaching/participate in PROGRAM NAME], you are still eligible to [receive regular case management services/a list of other services in the community].

WHAT INFORMATION WILL BE COLLECTED ABOUT ME?

If you decide to be in the study, I will ask you to answer some questions today. I will ask you questions about yourself, your family, your employment history, and your receipt of public assistance. These questions will take about 20 minutes to answer. In about [NUMBER] months and again in [NUMBER] months, the researchers will send you an invitation with a user ID and password so that you can complete a follow-up survey online, which should take about one hour. If the researchers don't hear from

[1] All fill-in brackets will be customized for each program depending on their characteristics.

you, then they will contact you by phone or in person. You will be asked about topics such as the services you received from [PROGRAM NAME] or other providers in the community, your employment, and your earnings. If you are in the program, you may also be asked to participate in other study activities, such as a two-hour in-person interview and video recording of one or more of your coaching sessions to be reviewed by members of the research team.

If you agree to be part of the study, it means you are giving permission for our program to share information with the researchers about the services you receive from the program and for our program to use information you provide for program implementation, improvement and research purposes. The researchers may use information you provide to consult directories of contact information to help them contact you about completing the follow-up surveys and verify your identity. The researchers may also contact federal and state agencies for information about your employment and earnings and your receipt of benefits from such programs as Temporary Assistance for Needy Families (TANF) and unemployment insurance. The researchers may request this information for two years before and up to 10 years after you enroll in the study.

WILL MY PRIVACY BE PROTECTED?

Everything you tell the researchers will be used for research purposes only, unless the researchers are required by law to release it for some other purpose, and except that the researchers may also share the data you provide with [PROGRAM NAME] and its data service provider for program implementation, program improvement or research purposes. All data will be kept securely. Nobody will ever publish your name in connection with the information you provide. Instead, information about you will be combined with information about other people in the study, so researchers can describe the overall program effects and participants' experiences.

To help us protect your privacy, the researchers have obtained a Certificate of Confidentiality from the National Institutes of Health. With this Certificate, the researchers cannot be forced to disclose information that may identify you, even by a court subpoena, in any federal, state, or local civil, criminal, administrative, legislative, or other proceedings. The researchers will use the Certificate to resist any demands for information that would identify you, with one exception. The Certificate of Confidentiality does not prevent the researchers from disclosing information that would identify you as a participant in the research project if you tell the interviewers anything that suggests you are very likely to harm yourself, that you are planning to hurt another person or child, or that someone is likely to harm you.

You should understand that a Certificate of Confidentiality does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this research. If an insurer, employer, or other person obtains your written consent to receive research information, then the researchers may not use the Certificate to withhold that information.

WHAT ARE THE BENEFITS AND RISKS OF PARTICIPATING IN THE STUDY?

You may or may not benefit personally from participating in this study, but your participation in the study could help in improving services offered in the future to other people like you.

There are very minimal risks associated with participating in the study. You may feel uncomfortable answering some questions, but you can always refuse to answer those questions if you wish, and it will not change your participation in the program or the study. Although researchers will take many steps to protect all study information, there is a small risk that non-researchers could see it, including information about your employment and earnings and TANF benefits. In addition, representatives from the U.S. Department of Health and Human Services and New England Independent Review Board may inspect and have access to confidential information as they ensure your rights as a study participant are protected.

WILL I RECEIVE INCENTIVES IN APPRECIATION FOR MY PARTICIPATION?

You will not receive an incentive today, but you will receive incentives in appreciation for completing the follow-up surveys. The researchers will send you an invitation once we are ready to start a follow-up survey. The invitation will contain all the information you need to participate. For each of the two follow-up surveys you will receive a $35 gift card if you complete the survey within four weeks of receiving the invitation. If you complete the survey later than four weeks after receiving the invitation, you will receive a $25 gift card for completing the survey.

IS MY PARTICIPATION VOLUNTARY?

We hope you will want to be in the study but your participation is strictly voluntary. If you participate in the study, the researchers will ask you to participate in surveys, will collect some data on you from [PROGRAM NAME] and federal and state agencies, and may ask you to participate in other data collection activities. However, you will never be required to answer questions in the survey, participate in an interview, or be videotaped. If you decide now that you do not want to participate in the study, the researchers will not collect any information about you. However, you cannot [receive coaching/participate in PROGRAM NAME] if you do not participate in the study. Either way, it will not affect your access to TANF or other public benefits.

If you agree to be in the study now, you can withdraw from the study later. However, if you withdraw from the study and were assigned to the group that [receives coaching services/participates in PROGRAM NAME], you will no longer be able to [receive coaching/participate in PROGRAM NAME]. By agreeing now to be in the study, even if later you tell us you want to withdraw from the study, you are authorizing researchers to use information that was collected about you before you withdrew. To withdraw from the study, you must call Mathematica's help line and provide a written letter or email confirming that you no longer want to be in the study.

If you have any questions you can call Mathematica toll-free at 1-8XX-XXX-XXXX.

WHO CAN ANSWER MY QUESTIONS ABOUT THIS RESEARCH?

If you have questions, concerns, or complaints, or think this research has hurt you or made you sick, talk to the research team at the phone number(s) listed above on the first page.

This research is being overseen by an Independent Review Board ("IRB"). An IRB is a group of people who perform independent review of research studies. You may talk to them at (800) 232-9570, info@neirb.com if:

- You have questions, concerns, or complaints that are not being answered by the research team.
- You are not getting answers from the research team.
- You cannot reach the research team.
- You want to talk to someone else about the research.

- You have questions about your rights as a research subject.

SUBJECT'S STATEMENT OF CONSENT

I consent to take part in this research study. This study and the information in this consent form have been explained to me. I have read this consent form or it has been read to me. I have had an opportunity to ask questions and they have been answered to my satisfaction. I have been told that I have not given up any legal rights.

I voluntarily agree to take part in this research study.

An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for the described information collection is 0970-0506 and the expiration date is 3/31/2021.

B.2 BASELINE DATA COLLECTION

OMB No.: 0970-0506
Expiration Date: 3/31/2021

MATHEMATICA Policy Research

Evaluation of Employment Coaching for TANF and Related Populations

Baseline Data Collection

June 7, 2017

PUBLIC VERSION

According to the Paperwork Reduction Act of 1995, no persons are 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 0970-0506. The time required to complete this information collection is estimated to average 20 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

CONTENTS

i. INTRODUCTION

ALL

[PROGRAM NAME] is participating in the Evaluation of Employment Coaching for TANF and Related Populations, a national study being conducted by the U.S. Department of Health and Human Services. The study is being done to learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. The study will also help us learn whether there are ways to make the [coaching/program] work better. The U.S. Department of Health and Human Services has asked researchers from Mathematica Policy Research and its partner, Abt Associates, to assist with the study. We invite you to be a part of the study.

All study participants will be in one of two groups: (1) those who are offered [coaching/PROGRAM NAME's services], and (2) those who are not but are still eligible to receive [regular case management/referrals to other services in the community]. The study will compare outcomes for people in each group.

A computer will randomly select which group you will be in. The computer works like a flip of a coin—assignment to a group is random. This procedure makes sure that assignments to the groups are fair. Everyone who agrees to participate in the study has the same chance of being placed into either group. The chance of being able to receive [coaching/PROGRAM NAMEservices] is not influenced by what you say to us or your answers to the questions you will be asked when you apply. [I/NAME OF STAFF MEMBER] will let you know which group you are assigned to at the end of the application process.

If you are not randomly selected to [receive coaching/participate in PROGRAM NAME], you are still eligible to [receive regular case management services/a list of other services in the community].

If you decide to be in the study, I will ask you to answer some questions today. I will ask you questions about yourself, your family, your employment history, and your receipt of public assistance. These questions will take about 20 minutes to answer.

In about [NUMBER] months and again in [NUMBER] months, the researchers will send you an invitation with a user ID and password so that you can complete a follow-up survey online, which should take about one hour. If the researchers don't hear from you, then they will contact you by phone or in person. You will be asked about topics such as the services you received from [PROGRAM NAME] or other providers in the community, your employment, and your earnings. If you are in the program, you may also be asked to participate in other study activities, such as a two-hour in-person interview and video recording of one or more of your coaching sessions to be reviewed by members of the research team.

If you agree to be part of the study, it means you are giving permission for our program to share information with the researchers about the services you receive from the program. The researchers may use information you provide to consult directories of contact information to help them contact you about completing the follow-up surveys and verify your identity. The researchers may also contact federal and state agencies for information about your employment and earnings and your receipt of benefits from such programs as Temporary Assistance for Needy Families (TANF) and unemployment insurance. The researchers may request this information for two years before and up to 10 years after you enroll in the study.

Everything you tell the researchers will be used for research purposes only, unless the researchers are required by law to release it for some other purpose. All data will be kept securely and the researchers will not share your individual data with [PROGRAM NAME], the TANF agency, or federal officials. Nobody will ever publish your name in connection with the information you provide. Instead, information about you will be combined with information about other people in the study, so researchers can describe the overall program effects and participants' experiences.

To help us protect your privacy, the researchers have obtained a Certificate of Confidentiality from the National Institutes of Health. With this Certificate, the researchers cannot be forced to disclose information that may identify you, even by a court subpoena, in any federal, state, or local civil, criminal, administrative, legislative, or other proceedings. The researchers will use the Certificate to resist any demands for information that would identify you, with one exception. The Certificate of Confidentiality does not prevent the researchers from disclosing information that would identify you as a participant in the research project if you tell the interviewers anything that suggests you are very likely to harm yourself, that you are planning to hurt another person or child, or that someone is likely to harm you.

You should understand that a Certificate of Confidentiality does not prevent you or a member of your family from voluntarily releasing information about yourself or your involvement in this research. If an insurer, employer, or other person obtains your written consent to receive research information, then the researchers may not use the Certificate to withhold that information.

You may or may not benefit personally from participating in this study, but your participation in the study could help in improving services offered in the future to other people like you.

There are very minimal risks associated with participating in the study. You may feel uncomfortable answering some questions, but you can always refuse to answer those questions if you wish, and it will not change your participation in the program or the study. Although researchers will take many steps to protect all study information, there is a small risk that non-researchers could see it, including information about your employment and earnings and TANF benefits. In addition, representatives from the U.S. Department of Health and Human Services and New England Institutional Review Board may inspect and have access to confidential information as they ensure your rights as a study participant are protected.

You will not receive a token of appreciation today, but you will receive a token of appreciation for completing the follow-up surveys. The researchers will send you an invitation once we are ready to start a follow-up survey. The invitation will contain all the information you need to participate. For each of the two follow-up surveys you will receive a $35 gift card as a token of appreciation if you complete the survey within four weeks of receiving the invitation. If you complete the survey later than four weeks after receiving the invitation, you will receive a $25 gift card as a token of appreciation for completing the survey.

We hope you will want to be in the study but your participation is strictly voluntary. If you participate in the study, the researchers will ask you to participate in surveys, will collect some data on you from [PROGRAM NAME] and federal and state agencies, and may ask you to participate in other data collection activities. However, you will never be required to answer questions in the survey, participate in an interview, or be videotaped. If you decide now that you do not want to participate in the study, the researchers will not collect any information about you. However, you cannot [receive coaching/participate in PROGRAM NAME] if you do not participate in the study. Either way, it will not affect your access to TANF or other public benefits.

If you agree to be in the study now, you can withdraw from the study later. However, if you withdraw from the study and were assigned to the group that [receives coaching services/participates in PROGRAM NAME], you will no longer be able to [receive coaching/participate in PROGRAM NAME]. By agreeing now to be in the study, even if later you tell us you want to withdraw from the study, you are authorizing researchers to use information that was collected about you before you withdrew. To withdraw from the study, you must call Mathematica's help line and provide a written letter or email confirming that you no longer want to be in the study.

If you have any questions you can call Mathematica toll-free at 1-8XX-XXX-XXXX.

i1. Do you agree to participate in the Evaluation of Employment Coaching for TANF and Related Populations?

❍ YES.. 1

❍ NO .... 0 END

INTERVIEWER: IF RESPONDENT REFUSES TO BE IN THE STUDY THEN DO NOT PROCEED WITH THE INTERVIEW.

A. CONTACT INFORMATION 1

Thank you for agreeing to participate in the study. [I/We] would like to start by asking you some questions about yourself.

ALL

A1. What is your full name? Please spell that for me.

INSTRUCTION: CONFIRM LAST NAME GIVEN IS THEIR FULL LEGAL NAME (i.e., ARE THERE TWO LAST NAMES OR HYPHENATED LAST NAME).

PACT INSTRUCTION: PLEASE ASK FOR MIDDLE NAME OF CLIENT

[ ] FIRST NAME
(STRING 50)

[ ] MIDDLE NAME
(STRING 20)

[ ] LAST NAME
(STRING 50)

ALL

A1a. I want to make sure that we call you by the correct name. Do you go by another name?

PACT

- YES.. 1
- NO.. 0 A2
- DON'T KNOW.. d A2
- REFUSED.. r A2

A1A=01

A1b. Please spell that name for me.

PACT

[ ] NAME
(STRING 50)

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

ALL

A2. What is your date of birth?

PACT

MONTH	DAY	YEAR	DATE OF BIRTH
(01-12)	(01-31)	(1918-2001)	

SOFT CHECK: IF OUT OF RANGE < 18 YEARS OLD; **I recorded (fill A2 ANSWER). Is that correct?** PROGRAMMER: IF R CONFIRMS THEY ARE <18 YEARS OLD, GO TO END.

ALL

A3. What is your Social Security number?

NUMBER

(000-999) (00-99) (0000-9999)

PACT

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

ALL

A4. What is your home telephone number?

PACT

HOME TELEPHONE

(201-989) (200-999) (0000-9999)

- ❍ NO LANDLINE 1
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

ALL

A5a. Do you have a cell phone?

PACT

- ❍ YES 1
- ❍ NO 0 B1
- ❍ DON'T KNOW .... d B1
- ❍ REFUSED .... r B1

A5a=01

A5b. What is your cell phone number?

PACT

(201-989)	(200-999)	(0000-9999)

CELL PHONE

- ❍ DON'T KNOW... d
- ❍ REFUSED.. r

A5a=01

A6. Is it okay for us to text you at this number? Message and data rates may apply.

YB 30 Mth J3

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

ALL

A7. What is another phone number where you can be reached?

(201-989)	(200-999)	(0000-9999)

PHONE NUMBER

YB 30 Mth J3

- ❍ DON'T KNOW... d
- ❍ REFUSED.. r

B. DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS

Staff-administered: Next, I would like to ask you some questions about your background.

Self-administered: The next questions are about your background.

ALL

B1. Are you Hispanic, Latino, or of Spanish origin?

OMB

- ❍ YES 1
- ❍ NO, NOT OF HISPANIC, LATINO OR SPANISH ORIGIN 0
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

ALL

B2. What is your race?

OMB

Select all that apply

- ☐ AMERICAN INDIAN OR ALASKA NATIVE 1
- ☐ ASIAN 2
- ☐ BLACK OR AFRICAN AMERICAN 3
- ☐ NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER 4
- ☐ WHITE 5
- ☐ OTHER (SPECIFY) 99

Specify ________ (STRING (NUM))

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

IF OTHER SPECIFY (99): SPECIFY OTHER RACE

ALL

B3. How do you describe yourself?

SOGI report modiified

Select one only

- ❍ Male 1
- ❍ Female, or 2
- ❍ Would you describe yourself in some other way? 3

Specify ________ (STRING (NUM))

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

ALL

B4. What is the highest level of education you have completed?

IF RESPONDENT SAYS "HIGH SCHOOL," PROBE: Did you receive a diploma or GED?

COBRA tailored for TANF

Select one only

- ❍ DID NOT COMPLETE HIGH SCHOOL OR GED 1
- ❍ HIGH SCHOOL: DIPLOMA (NOT GENERAL EDUCATION DEVELOPMENT OR GED) 2
- ❍ GENERAL EDUCATION DEVELOPMENT OR GED 3
- ❍ SOME COLLEGE BUT NO DEGREE 4
- ❍ 2-YEAR OR 3-YEAR COLLEGE DEGREE (ASSOCIATE'S DEGREE) 5
- ❍ 4-YEAR COLLEGE DEGREE (BACHELOR'S DEGREE) 6
- ❍ GRADUATE OR PROFESSIONAL DEGREE (e.g., MA, MBA, Ph.D., JD, MD) 7
- ❍ NEVER ATTENDED SCHOOL 8
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

ALL

B5. What is your current marital status—are you now married, separated, divorced, widowed, or have you never been married?

CPS modified

Select one only

- ❍ MARRIED 1
- ❍ SEPARATED 2
- ❍ DIVORCED 3
- ❍ WIDOWED 4
- ❍ NEVER MARRIED 5
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

Staff-administered: Now I would like to ask you some questions about the people who live with you.

Self-administered: The next questions are about people who live with you.

ALL

B6. How many adults age 18 or older currently live in your household at least half the time? Please include yourself.

JSA

ADULTS ....

(1-99)

INTERVIEWER: IF THE RESPONDENT SAYS "0" THEN REMIND THEM THAT THEY SHOULD INCLUDE THEMSELVES IN THIS TOTAL.

- ❍ DON'T KNOW... d
- ❍ REFUSED.. r

ALL

B7. How many children under age 18 live with you at least half the time? This includes biological, adopted, foster, step, and any other children.

JSA

CHILDREN

(0-99)

- ❍ DON'T KNOW... d
- ❍ REFUSED.. r

ALL

The next question is about where you live.

B8. Do you currently own your home or apartment or have a mortgage, rent it, pay some amount toward rent, live rent free with a friend or relative, or do you have some other arrangement?

CODE ONE ONLY

OWN OR HAVE MORTGAGE 1
RENT.. 2
PAY SOME OF THE RENT 3
LIVE RENT FREE (SOMEONE ELSE RENTS/OWNS HOUSE OR APARTMENT) 4
LIVE IN SHELTER 5
LIVE ON STREETS 6
LIVE IN ABANDONED BUILDING/CAR 7
OTHER (SPECIFY)... 99
____ (STRING 250)
DON'T KNOW .... d

REFUSED .... r

IF OTHER SPECIFY (99): **What is the other arrangement?**

ALL

B9. The next questions are about sources of income and other support that you and other members of your household may have received in the past month.

In the past month, have you or anyone in your household received any income from [fill statements a-j]?

CODE ONE RESPONSE PER ROW

		YES	NO	DK	REF
a.	Temporary Assistance for Needy Families, or TANF (this is also known as welfare)	1	0	d	r
b.	Supplemental Security Income, or SSI	1	0	d	r
c.	Social Security Disability Insurance, or SSDI	1	0	d	r
d.	Food stamps or SNAP	1	0	d	r
e.	Women, Infants, and Children, or WIC	1	0	d	r
f.	Unemployment Insurance	1	0	d	r
g.	Housing choice vouchers, Section 8, project-based rental assistance, public housing, housing where an agency helps you pay the rent, or other housing assistance	1	0	d	r

C. EMPLOYMENT STATUS AND BARRIERS

The next questions are about work you have done for pay.

ALL

C1. **Are you currently working for pay?**

CSPED

Working for pay can include regular paid jobs, odd jobs, temporary jobs, work done in your own business, "under the table" work, or any other types of work you have done for pay.

❍ YES	1	C4
❍ NO	0	
❍ DON'T KNOW	d	
❍ REFUSED	r	

C1 NE 1

C2. **In the past 30 days have you worked for pay?**

WFNJ tailored for TANF

PROBE: Please include any regular paid jobs, odd jobs, temporary jobs, work in your own business, "under the table" work, or any other types of work you have done.

❍ YES	1	C4
❍ NO	0	
❍ DON'T KNOW	d	
❍ REFUSED	r	

C2 NE 1

C3. **In what month and year did you last work for pay?**

PACT

PROBE: Please include any regular paid jobs, odd jobs, temporary jobs, work in your own business, "under the table" work, or any other types of work you have done.

MONTH (1-12)	YEAR (1957-2017)	C4

❍ NEVER WORKED FOR PAY	0	C5
❍ DON'T KNOW	d	C4
❍ REFUSED	r	C4

C3 NE 0
IF C1 = 1, FILL "DO" AND "VARIES"; IF C2=1, FILL "DID" AND "VARIED"

C4. **How much [do/did] you get paid before taxes and deductions, at this job?**

WIA –tailored for TANF

PROBE: If your pay [varies/varied], please provide an average amount. If you are paid per job or for completing a particular task, please tell us the total amount you usually made per week or per month while doing this type of work.

IF THE RESPONDENT DOES NOT PROVIDE A PAY PERIOD THEN PROBE: And, is that per hour, per week, per month, once every two weeks, twice a month, per year, day/daily, or something else?

INSTRUCTION: ACCEPT MOST CONVENIENT PAY PERIOD.

INSTRUCTION: IF ANSWER IS GREATER THAN $50 PER HOUR, $2000 PER WEEK, $4000 ONCE EVERY 2 WEEKS, $4000 TWICE A MONTH, $100,000 PER YEAR, $400 DAY/DAILY, OR $8000 MONTH, SAY: "I recorded [c4 and c4 amount answer]. Is that correct?"

(0-999,999.99) AMOUNT

Select one only

- ❍ PER HOUR.......... 1
- ❍ PER WEEK.......... 2
- ❍ MONTH.......... 3
- ❍ ONCE EVERY TWO WEEKS.......... 4
- ❍ TWICE A MONTH.......... 5
- ❍ PER YEAR.......... 6
- ❍ DAY/DAILY.......... 7
- ❍ OTHER (SPECIFY).......... 99

Specify ________ (STRING 100)

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

C1=1 OR C2=1

C5. **In the past <u>30 days</u>, how much money did you make from work? Please include tips, bonuses, commissions, and regular overtime pay and count all money you received before taxes and deductions. If you held more than one job, include your total earnings from all of your work during the past 30 days.**

WFNJ tailored for TANF

[ ] AMOUNT C7

(1-999,999

- ❍ DON'T KNOW.. d C6
- ❍ REFUSED... r C6

C5=d OR r

C6. **Staff-administered: I just need to know a range. Can you tell me if it was . . .**

WFNJ tailored for TANF

Self-administered: We just need to know a range. Was it . . .

Select one only

- ❍ $0 - $500,.. 1
- ❍ $501 - $1,000, ... 2
- ❍ $1,001 to $2,000,.. 3
- ❍ $2,001 to $3,000,.. 4
- ❍ $3,001 to $4,000,.. 5
- ❍ $4,001 to $5,000, or 6
- ❍ More than $5,000? 7
- ❍ DON'T KNOW.. d
- ❍ REFUSED... r

C1 OR C2=1

IF C1 = 1, FILL "DO"; IF C2=1, FILL "DID"

C7. **How many hours (do/did) you usually work per week at your current or most recent job?**

PACT tailored for TANF

Select one only

- ❍ 1-19 hours,... 1
- ❍ 20-34 hours,... 2
- ❍ 35-44 hours, ... 3
- ❍ 45 hours or more 4
- ❍ DON'T KNOW.. d
- ❍ REFUSED... r

ALL

C8. CSPED tailored for TANF

Staff-administered: Now I am going to read you a list of things that some people find challenging in finding and keeping a good job.

Please tell me if the following has made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job in the past year.

[FILL a-g]. Would you say that made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job in the past year?

INSTRUCTION: IF NEEDED READ RESPONSE CATEGORIES FOR B-G

Self-administered: The next set of questions are about things that some people find challenging in finding and keeping a good job.

Would you say that [FILL a-g] made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job in the past year?

Select one per row

	NOT AT ALL	A LITTLE	SOMEWHAT	VERY	EXTREMELY	DK	REF
a. **Not having reliable transportation**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
b. **Not having good enough childcare or family help**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
c. **Not having the right clothes or tools for work**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
d. **Not having the right skills or education**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
e. **Having a criminal record**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
f. **A lack of jobs available in your area**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
g. **Not being able to do certain kinds or amounts of work, training, or school work because of your health**	0 ❍	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍

ALL

C9. CSPED

Do you currently have a valid driver's license? By valid we mean that it not expired, and has not been suspended or taken away.

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

ALL

C9a. In the past six months, have you ever not been able to apply to a job because you didn't have a valid driver's license?

Mathematica developed

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

D. GOAL SETTING, GOAL PURSUIT, AND SELF-REGULATION SKILLS

ALL
IF C1 = 1 THEN DO NOT ASK D.

D1. Staff-administered: Now I am going to ask you about employment-related behaviors.

Please tell me if you strongly disagree, disagree, agree, or strongly agree with the following statements.

Self-administered: The next set of questions are about employment-related behaviors.

Please indicate if you strongly disagree, disagree, agree, or strongly agree with the following statements.

Select one per row

		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DK	REF
ADAPTED FROM GOAL SETTING	**a. I set long-term employment goals that I hope to achieve within a year, such as finding a job, finding a better job, getting promoted, or enrolling in further education.**	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
ADAPTED FROM GOAL SETTING	**b. I set specific short-term goals that will allow me to achieve my long-term employment goals.**..................................	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
ADAPTED FROM LASER	**c. I know I need to get a job or a better job and really *think I should* work on finding one.**	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
ADAPTED FROM LASER	**d. I guess being out of work is not good, but there is *nothing I can do* about it right now**……………………………………	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍

D1a, D1b: Noonan, P.M., & Gaumer Erickson, A.S. (2017). The skills that matter: Teaching intrapersonal and interpersonal competencies in any classroom. Thousand Oaks, CA: Corwin.

ALL

D2. Mathematica Developed

In the past 6 months, how often have you been late for a job or a job-related appointment like an interview or meeting with a program worker? Would you say…

Select one only

- ❍ **Every day or almost every day,** 1
- ❍ **A few times a week,** 2
- ❍ **A few times a month,** 3
- ❍ **About once a month** 4
- ❍ **Only a few times, or** 5
- ❍ **Hardly ever or never?** 6
- ❍ RESPONDENT DIDN'T HAVE A JOB OR A JOB-RELATED APPOINTMENT 0
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

ALL

D3.1. **Now we are going to discuss behaviors more generally.**

BRIEF-A

During the past month, how often has each of the following behaviors been a problem? Would you say that the following behaviors have been a problem never, sometimes, or often?

****NOTE:** The specific wording of items D3.1a-l and D3.2a-h are not shown on this copy of the survey because the items are adapted and reproduced by special permission of the Publisher, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, Florida 33549. Further reproduction is prohibited without permission by PAR, Inc.

Select one per row

	NEVER	SOMETIMES	OFTEN	DK	REF
a. **Item 25 **SEE NOTE ABOVE**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
b. **Item 49**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
c. **Item 52**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
d. **Item 6**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
e. **Item 71**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
f. **Item 75**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
g. **Item 24**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
h. **Item 53**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
i. **Item 9**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
j. **Item 15 -edited**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
k. **Item 63 - edited**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
l. **Item 2**	0 ❍	1 ❍	2 ❍	d ❍	r ❍

D3.2. During the past month, how often has each of the following behaviors been a problem? Would you say that the following behaviors have been a problem never, sometimes, or often?

Select one per row

	NEVER	SOMETIMES	OFTEN	DK	REF
a. **Item 28**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
b. **Item 69**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
c. **Item 1**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
d. **Item 72**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
e. **Item 23.**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
f. **Item 50**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
g. **Item 64**	0 ❍	1 ❍	2 ❍	d ❍	r ❍
h. **Item 70 -edited**	0 ❍	1 ❍	2 ❍	d ❍	r ❍

D4. Staff-administered: Next, I'm going to read a list of opinions people have about themselves. After I read each one, I want you to tell me whether you strongly disagree, disagree, agree, or strongly agree.

Self-administered: The next set of items are a list of opinions people have about themselves. Indicate whether you strongly disagree, disagree, agree, or strongly agree with each one.

Select one per row

		STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DK	REF
Rosenberg Self Esteem Scale	a. **I am able to do things as well as most people.**	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
Rosenberg Self Esteem Scale	b. **I certainly feel useless at times.**	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍
Rosenberg Self Esteem Scale	c. **All in all, I tend to feel that I am a failure.**	1 ❍	2 ❍	3 ❍	4 ❍	d ❍	r ❍

E. CONTACT INFORMATION 2

Next, we would like to ask for some contact information.

ALL

E1. **What is your address?**

PACT

PROBE: **Where do you receive your mail?**

PROBE: **Is there an apartment number?**

Street Address 1: ____________ (STRING (NUM))

Street Address 2: ____________ (STRING (NUM))

City: ____________ (STRING (NUM))

State: ____ (STRING (NUM))

Zip: ______ (STRING (NUM))

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

ALL

E2. **What is your email address?**

PACT

____________ EMAIL ADDRESS

(STRING 50)

- ❍ DON'T HAVE ONE 0
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

ALL

E3a. **Mathematica would like to contact you in about 6 to 12 months to see how you are doing. In case Mathematica has trouble reaching you, Mathematica would like to have the names of three people who would most likely know where you are or who you keep in close contact with, such as a grandmother or grandfather, other relative, or friend. Mathematica will not contact these people for any other reason.**

PACT tailored for TANF

What is the full name of the first person we should contact?

[ ] FIRST NAME

(STRING 50)

[ ] MIDDLE INITIAL

(STRING 1)

[ ] LAST NAME

(STRING 50)

❍ DON'T KNOW .... d END

❍ REFUSED .... r END

E3a NE D OR R

E3b. **What is (his/her) address?**

PROBE: Is there an apartment number?

PACT

Street Address 1: [ ] (STRING (NUM))

Street Address 2: [ ] (STRING (NUM))

City: [ ] (STRING (NUM))

State: [ ] (STRING (NUM))

Zip: [ ] (STRING (NUM))

❍ DON'T KNOW .... d

❍ REFUSED .... r

E3a NE D OR R

E3c. What is (his/her) relationship to you?

Select one only

PACT

- ❍ SPOUSE/PARTNER 1
- ❍ MOTHER 2
- ❍ FATHER 3
- ❍ SISTER/BROTHER 4
- ❍ GRANDMOTHER/GRANDFATHER 5
- ❍ SON/DAUGHTER 6
- ❍ FRIEND 7
- ❍ OTHER (SPECIFY) 99

Specify [ ] (STRING 50)

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

IF OTHER SPECIFY (99): ENTER OTHER RELATIONSHIP TYPE

E3a NE D OR R

E3d. What is (his/her) home telephone number?

[ ] [ ] [ ] HOME TELEPHONE

(201-989) (200-999) (0000-9999)

PACT

- ❍ NO LANDLINE 1
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

E3a NE D OR R

E3e. Does (he/she) have a cell phone?

PACT

- ❍ YES 1
- ❍ NO 0 E3g
- ❍ DON'T KNOW .... d E3g
- ❍ REFUSED .... r E3g

E3e=1

E3f. Can I have that number?

(201-989) (200-999) (0000-9999) TELEPHONE

PACT

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

E3a NE D OR R

E3g. What is (his/her) work telephone number?

(201-989) (200-999) (0000-9999) TELEPHONE

PACT

- NO WORK NUMBER 1
- DON'T KNOW .... d
- REFUSED .... r

E3a NE D OR R

E3h. What is (his/her) email address?

EMAIL ADDRESS

(STRING 50)

PACT

- DON'T HAVE ONE 0 E3a
- DON'T KNOW .... d E3a
- REFUSED .... r E3a

E3h NE 0, D, OR R

E3i. Does (he/she) have another email address?

EMAIL ADDRESS

(STRING 50)

PACT

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

SECOND CONTACT

E3a NE D OR R

E4a. **What is the full name of the second person we should contact?**

(STRING 50)	FIRST NAME
(STRING 1)	MIDDLE INITIAL
(STRING 50)	LAST NAME

PACT

- ❍ DON'T KNOW....................d END
- ❍ REFUSED....................r END

E4a NE D OR R

E4b. **What is (his/her) address?**

PROBE: Is there an apartment number?

PACT

Street Address 1:	(STRING (NUM))
Street Address 2:	(STRING (NUM))
City:	(STRING (NUM))
State:	(STRING (NUM))
Zip:	(STRING (NUM))

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

E4a NE D OR R

E4c. What is (his/her) relationship to you?

Select one only

PACT

- ❍ SPOUSE/PARTNER 1
- ❍ MOTHER 2
- ❍ FATHER 3
- ❍ SISTER/BROTHER 4
- ❍ GRANDMOTHER/GRANDFATHER 5
- ❍ SON/DAUGHTER 6
- ❍ FRIEND 7
- ❍ OTHER (SPECIFY) 99

Specify [ ] (STRING 50)

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

E4a NE D OR R

E4d. What is (his/her) home telephone number?

[ ] [ ] [ ] HOME TELEPHONE

(201-989) (200-999) (0000-9999)

PACT

- ❍ NO LANDLINE 1
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

E4a NE D OR R

E4e. Does (he/she) have a cell phone?

PACT

- ❍ YES 1
- ❍ NO 0 E4g
- ❍ DON'T KNOW .... d E4g
- ❍ REFUSED .... r E4g

E4e=1

E4f. **Can I have that number?**

(201-989)	(200-999)	(0000-9999)	TELEPHONE

PACT

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

E4a NE D OR R

E4g. **What is (his/her) work telephone number?**

(201-989) (200-999) (0000-9999)

PACT

- ❍ NO WORK NUMBER 1
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

E4a NE D OR R

E4h. **What is (his/her) email address?**

EMAIL ADDRESS

(STRING 50)

PACT

- ❍ DON'T HAVE ONE 0 E4a
- ❍ DON'T KNOW .... d E4a
- ❍ REFUSED .... r E4a

E4h NE D OR R

E4i. **Does (he/she) have another email address?**

EMAIL ADDRESS

(STRING 50)

PACT

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

THIRD CONTACT

E4a NE D OR R

E5a. **What is the full name of the third person we should contact?**

FIRST NAME

(STRING 50)

MIDDLE INITIAL

(STRING 1)

LAST NAME

(STRING 50)

PACT
- ❍ DON'T KNOW.. d END
- ❍ REFUSED.. r END

E5a NE d OR r

E5b. **What is (his/her) address?**

PROBE: Is there an apartment number?

Street Address 1: (STRING (NUM))

Street Address 2: (STRING (NUM))

City: (STRING (NUM))

State: (STRING (NUM))

Zip: (STRING (NUM))

PACT
- ❍ DON'T KNOW.. d
- ❍ REFUSED.. r

E5a NE d OR r

E5c. **What is (his/her) relationship to you?**

Select one only

PACT

- ❍ SPOUSE/PARTNER 1
- ❍ MOTHER 2
- ❍ FATHER 3
- ❍ SISTER/BROTHER 4
- ❍ GRANDMOTHER/GRANDFATHER 5
- ❍ SON/DAUGHTER 6
- ❍ FRIEND 7
- ❍ OTHER (SPECIFY) 99

Specify [ ] (STRING 50)

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

E5a NE d OR r

E5d. **What is (his/her) home telephone number?**

[ ] [ ] [ ] HOME TELEPHONE

(201-989) (200-999) (0000-9999)

PACT

- ❍ NO LANDLINE 1
- ❍ DON'T KNOW .... d
- ❍ REFUSED .... r

E5a NE d OR r

E5e. **Does (he/she) have a cell phone?**

PACT

- ❍ YES 1
- ❍ NO 0 E5g
- ❍ DON'T KNOW .... d E5g
- ❍ REFUSED .... r E5g

E5e=1

E5f. **Can I have that number?**

[ ] [ ] [ ] TELEPHONE

(201-989) (200-999) (0000-9999)

PACT

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

E5a NE d OR r

E5g. What is (his/her) work telephone number?

TELEPHONE

(201-989) (200-999) (0000-9999)

PACT

- NO WORK NUMBER 0
- DON'T KNOW .... d
- REFUSED .... r

E5a NE d OR r

E5h. What is (his/her) email address?

EMAIL ADDRESS

(STRING 50)

PACT

- DON'T HAVE ONE .... 0 END
- DON'T KNOW .... d END
- REFUSED .... r END

E5h NE 0, d, OR r

E5i. Does (he/she) have another email address?

EMAIL ADDRESS

PACT

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

END. Those are all of the questions I have. Thank you for your time.

B.3 FIRST FOLLOW-UP SURVEY

MATHEMATICA
Policy Research

OMB No: 0970-0506
Expiration Date: 3/31/2021

Evaluation of Employment Coaching for TANF and Related Populations

First Follow-up Survey

June 7, 2017

PUBLIC VERSION

CONTENTS

Section **Page**

i. INTRODUCTION

PROGRAMMER:

PRELOAD PROGRAM NAMES.

PROGRAMMER BOX IN0.
IF DIAL OUT, GO TO IN1;
IF FIELD CALL IN, GO TO IN2;
IF RESPONDENT CALL IN, GO TO IN3.

CALL OUT

IN1. May I please speak with [NAME]? My name is [FILL INTERVIEWER NAME] and I'm calling from Mathematica Policy Research, a research company in Princeton, New Jersey.

CODE ONE ONLY

SPEAKING TO [NAME]	1	GO TO IN13
[NAME] COMES TO PHONE	2	GO TO IN13
PERSON ASKS WHAT CALL IS ABOUT	3	GO TO IN4
[NAME] IS NOT AVAILABLE	4	GO TO IN6
[NAME] IS INCARCERATED	5	GO TO IN8
[NAME] HAS MOVED/HAS A DIFFERENT NUMBER	6	GO TO IN9
NEVER HEARD OF [NAME] / WRONG NUMBER	7	IN22, STATUS 1530
[NAME] IS DECEASED	8	GO TO IN12
[NAME] DOES NOT SPEAK ENGLISH	9	IN22, STATUS 1401
HUNG UP	10	STATUS 1240
REFUSED	r	STATUS 1220

FIELD CALL IN

IN2. May I have your first name?

____(STRING 20)

FIELD INTERVIEWER FIRST NAME

IN2 = ANSWERED (FIELD CALL IN)

IN2a. And your last name?

____(STRING 30)

FIELD INTERVIEWER LAST NAME

IN2a = ANSWERED (FIELD CALL IN)

IN2b. May I have your field interviewer ID number?

|___|___|___|___|___|
(0000 - 99999)

IN2b = ANSWERED (FIELD CALL IN)

IN2c. CODE PURPOSE OF FIELD CALL IN

	CODE ONE ONLY	
CALLED TO COMPLETE INTERVIEW	1	GO TO IN13
CALLED TO SAY [NAME] IS DECEASED	2	GO TO IN12
CALLED TO SAY [NAME] IS INCARCERATED	3	GO TO IN8

RESPONDENT CALL IN

IN3. Thank you for calling. My name is [FILL INTERVIEWER NAME] from Mathematica Policy Research. May I have your name?

	CODE ONE ONLY	
SPEAKING TO RESPONDENT ([NAME])	1	GO TO IN13
SOMEONE ELSE CALLED TO COMPLETE INTERVIEW	2	GO TO IN5
CALLED TO ASK WHY WE CALLED	3	GO TO IN4
CALLED TO SET APPOINTMENT	4	GO TO IN6
CALLED TO REFUSE	5	GO TO IN22 STATUS 1240
CALLED TO SAY [NAME] MOVED/HAS A DIFFERENT NUMBER	6	GO TO IN9
CALLED TO SAY [NAME] IS DECEASED	7	GO TO IN12
CALLED TO SAY [NAME] IS INCARCERATED	8	GO TO IN8
CALLED TO SAY NEVER HEARD OF [NAME] / WRONG NUMBER	9	GO TO IN22 STATUS 1530
HUNG UP	10	STATUS 1240

IN1 = 3 OR IN3 = 3 (WHAT IS CALL ABOUT)
FILL $35 UP TO FOUR WEEKS AFTER RELEASE DATE OTHERWISE FILL $25
IF BL A1C=1 FILL HE/HIM IF BL A1C=2 FILL SHE/HER FILL RESPONDENT NAME

IN4. I would like to speak with [NAME] about a research study [he/she] joined about [FILL MONTHS] months ago. I want to ask [NAME] some questions about how [he/she] has been doing since then. [NAME] will be given a [$35/$25] gift card as a token of appreciation for [his/her] time.

May I please speak with [NAME]?

	CODE ONE ONLY	
SPEAKING TO [NAME]	1	GO TO IN13
[NAME] COMES TO PHONE	2	GO TO IN13
[NAME] IS NOT AVAILABLE	3	GO TO IN6
[NAME] IS INCARCERATED	4	GO TO IN8
[NAME] HAS MOVED/HAS A DIFFERENT NUMBER	5	GO TO IN9
NEVER HEARD OF [NAME] / WRONG NUMBER	6	GO TO IN22 STATUS 1530
[NAME] IS DECEASED	7	GO TO IN12
[NAME] DOES NOT SPEAK ENGLISH	8	GO TO IN22 STATUS 1401
HUNG UP	9	STATUS 1240
REFUSED	r	STATUS 1220

PROGRAMMER SKIP BOX IN4 =6 OR IN4=8
INTERVIEWER: **Thank you for taking time to speak with me. Goodbye.**
IF IN4=6 STATUS CASE 1530
IF IN4=8 STATUS CASE 1401

IN3 = 2 (SOMEONE ELSE CALLED IN TO COMPLETE INTERVIEW)

IN5. I'm sorry, but I need to speak to [NAME]. May I please speak with [NAME]?

CODE ONE ONLY

[NAME] COMES TO PHONE	1	GO TO IN13
[NAME] IS NOT AVAILABLE	2	GO TO IN6
[NAME] IS INCARCERATED	3	GO TO IN8
[NAME] HAS MOVED/HAS A DIFFERENT NUMBER	4	GO TO IN9
NEVER HEARD OF [NAME] / WRONG NUMBER	5	GO TO IN22 STATUS 1530
[NAME] IS DECEASED	6	GO TO IN12
[NAME] DOES NOT SPEAK ENGLISH	7	GO TO IN22 STATUS 1401
HUNG UP	8	STATUS 1240
REFUSED	r	STATUS 1220

PROGRAMMER SKIP BOX IN5 =5 OR IN5=7

INTERVIEWER: **Thank you for taking time to speak with me. Goodbye.**

IF IN5=5 STATUS CASE 1530

IF IN5=7 STATUS CASE 1401

IN1 = 4 OR IN3 = 4 OR IN4 = 3 OR IN5 = 2 (NOT AVAILABLE; SET APPOINTMENT)

IN6. When would be a good time to call back?

[NAME] COMES TO PHONE	1	GO TO IN13
SET APPOINTMENT	2	GO TO IN7

IN6 = 2 (SET APPOINTMENT)

IN7. When would be a good time to reach [NAME]?

INSTRUCTION:RECORD DATE AND TIME FOR CALL BACK.

INSTRUCTION:MAKE AN APPOINTMENT USING THE PARALLEL BLOCK.

INSTRUCTION:USE THE 'APPOINTMENT' TAB OR PRESS <CTRL-S> TO INVOKE THE APPOINTMENT MAKING DIALOG.

____(STRING 20)

IN1 = 5 OR IN2c = 3 OR IN3 = 8 OR IN4 = 4 OR IN5 = 3 (INCARCERATED)

IN8. What is the name of the place where [NAME] is being held?

______________________________ (STRING 200)
NAME OF PRISON

DON'T KNOW .... d
REFUSED .... r   GO TO BOX IN8d.1

IN8 = ANSWERED, d

IN8a. In what city or town is that located?

______________________________ (STRING 50)
NAME OF CITY/TOWN

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

IN8 = ANSWERED, d

IN8b. In what state is that located?

______________________________ (STRING 20)
NAME OF STATE

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

IN8 = ANSWERED, d

IN8c. When is [NAME] expected to be released?

PROBE: I just need a month and year. Your best estimate is fine.

INTERVIEWER: ENTER MONTH ON NEXT SCREEN OR CODE DON'T KNOW

PROGRAMMER: COLLECT DATE WITH SEPARATE FIELDS

ENTER DATE ON NEXT SCREEN 1
SERVING A LIFE SENTENCE 2   GO TO IN8d

IN8c_month & IN8c_year When is [NAME] expected to be released?

PROBE: I just need a month and year. Your best estimate is fine.

|___|___| / |___|___|___|___|
(1-12) (2018- 2099)

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

IN8 = ANSWERED, d

IN8d. And do you know [NAME]'s inmate number?

INTERVIEWER: ENTER NUMBER OR CODE DON'T KNOW

______________________________ (STRING 20)

INMATE NUMBER

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

PROGRAMMER BOX IF IN5=3 OR IN3=8 OR IN4=4 GO TO IN22 & STATUS CASE 1541 (PRISON). ELSE GO TO IN9 OR IN13

IN1 = 6 OR IN3 = 6 OR IN4 = 5 OR IN5 = 4 (MOVED; HAS DIFFERENT PHONE)

IN9. Do you or does anyone there know how we can reach [NAME]?

YES .... 1 GO TO IN10
NO .... 0 STATUS 1530

IF IN9=0 INTERVIEWER: **Thank you for taking time to speak with me. Goodbye.**

IN9 = 1

IN10. May I please have [his/her] telephone number?

INTERVIEWER: ENTER NUMBER ON NEXT SCREEN OR CODE DON'T KNOW

ENTER NUMBER 1
DON'T KNOW .... d GO TO IN11
REFUSED .... r GO TO IN11

IN10 = 1

IN10_phone. Please give me the phone number, area code first.

|___|___|___| - |___|___|___| - |___|___|___|___|

SOFT CHECK: IF IN10_phone IS NOT 10 NUM DIGITS; THE PHONE NUMBER SHOULD BE 10 NUMERIC DIGITS, NO SPACES, DASHES, PARENTHESES OR OTHER PUNCTUATION. THE FIELD SHOULD ALSO NOT BE EMPTY.
SOFT CHECK: USE STANDARD PHONE NUMBER CHECKS.

IN9 = 1 AND IN10=DK OR R

IN11. May I have [his/her] address?

INTERVIEWER: ENTER ADDRESS ON NEXT SCREEN OR CODE DON'T KNOW

ENTER ADDRESS	1	
DON'T KNOW	d	GO TO IN22
REFUSED	r	GO TO IN22

IN11 = 1

IN11_address. What is [NAME]'s address?

____
STREET 1

____
STREET 2

____
STREET 3

____
CITY

____
STATE

____
ZIP

IF IN11=1 GO TO IN22. IF IN10 = 1 (NEW NUMBER), STATUS CASE 1899

IN1=8 AND IN2c = 2 OR IN3 = 7 OR IN4 = 7 OR IN5 = 6 (RESPONDENT IS DECEASED)
I was calling about… IF IN1 = 8 (CALL OUT)

IN12. I am very sorry to hear that. [I was calling about a research study on behalf of the U.S. Department of Health and Human Services.] When did [NAME] pass away?

Thank you. Please accept my condolences. Goodbye.

PROGRAMMER: COLLECT DATE WITH SEPARATE FIELDS

ENTER DATE ON NEXT SCREEN 1

DON'T KNOW .... d

REFUSED .... r

IN12_month & IN12_day & IN12_year

Thank you. Please accept my condolences. Goodbye.

|___|___| / |___|___| / |___|___|___|___|
(1-12) (1 - 31) (2012- 2099)

DON'T KNOW .... d

REFUSED .... r

STATUS CASE 1440 (DECEASED).

IF IN1= 1 OR 2; IN3=1; IN4=1 OR 2; IN5=1; IN6=1
IF BL INTRO1 = 1, fill **PROGRAM NAME** IF BL INTRO1 = 2, fill **PROGRAM NAME** IF BL INTRO1 = 3, fill **PROGRAM NAME** IF IN4 = 1 OR 2; IF IN5=1; IF IN6 =1, fill **"Hello, my name is [FILL INTERVIEWER NAME] and I'm calling from Mathematica Policy Research, a research company in Princeton, New Jersey."** IF IN2c=1, fill **"Today, we are going to talk"** IF IN1 =1 OR 2; IN4 = 1 OR 2; IF IN5=1; IF IN6 =1, fill **"I'm calling you"**

IN13. [Hello, my name is [FILL INTERVIEWER NAME] and I'm calling from Mathematica Policy Research, a research company in Princeton, New Jersey. [I'm calling you/Today, we are going to talk] about a study you joined when you applied to [PROGRAM NAME] about [FILL MONTHS] months ago. Before we get started I would like to make sure we have your name recorded correctly.

Can you verify your first name?

PROBE: Can you spell that for me please?

INTERVIEWER: IF THE NAME DOES NOT MATCH THEN TELL YOUR SUPERVISOR AND IF NECESSARY DISCONTINUE THE INTERVIEW

____ (STRING 20)

FIRST NAME

ALL

IN14. And your middle name please?

PROBE: Can you spell that for me please?

INTERVIEWER: IF THE NAME DOES NOT MATCH THEN TELL YOUR SUPERVISOR AND IF NECESSARY DISCONTINUE THE INTERVIEW

____ (STRING 20)

MIDDLE NAME

ALL

IN15. And your last name please?

PROBE: Can you spell that for me please?

INTERVIEWER: IF THE NAME DOES NOT MATCH THEN TELL YOUR SUPERVISOR AND IF NECESSARY DISCONTINUE THE INTERVIEW

____ (STRING 20)

LAST NAME

ALL
Fill [RESP FIRST name] from IN15.

IN16. Are you usually called [RESP FIRST NAME] or do you go by another name?

INSTRUCTION: IF SAME JUST HIT ENTER.

PROBE: Can you spell that for me please?

______________________________ (STRING 20)

FIRST NAME

[IN1=1 OR 2] OR IN2C=1 OR [IN4=1 OR 2] OR IN5=1 OR IN6=1
FILL $35 UP TO FOUR WEEKS AFTER RELEASE DATE OTHERWISE FILL $25

IN17. You may have received a letter recently to let you know that we would be calling you for a follow-up interview for our study. I'd like to interview you today.

The interview will take about 60 minutes and you will receive a [$35/$25] gift card as a token of our appreciation for completing the interview. Your participation in the survey is voluntary. You do not have to answer any questions that make you uncomfortable. All your responses will be kept strictly private and will only be used for research purposes, except if you say something that suggests you are very likely to harm yourself, that you are planning to hurt another person or child, or that someone is likely to harm you. Nobody will ever publish your name in connection with the information you provide. Instead, information about you will be combined with information about other people in the study. This interview may be recorded so my supervisor can monitor the interview and make sure that the questions are asked correctly. These recordings will be destroyed when the study is completed.

Is now a good time to start?

YES	1	GO TO IN19
NO	0	

IN17=0

IN18. When would be a good time to do the interview?

INSTRUCTION: RECORD DATE AND TIME FOR CALL BACK.

INSTRUCTION: MAKE AN APPOINTMENT USING THE PARALLEL BLOCK.

INSTRUCTION: USE THE 'APPOINTMENT' TAB OR PRESS <CTRL-S> TO INVOKE THE APPOINTMENT MAKING DIALOG.

______________________________ (STRING 20)

First we are going to ask you some questions to check that we are speaking with the correct person.

IN17=1

IN19. What is your date of birth?

|___|___| / |___|___| / |___|___|___|___|
MONTH DAY YEAR
(1-12) (1-31) (1918-2001)

DON'T KNOW ....d

REFUSED ....r

BL INTRO1 = 2 OR 3

IN20. And what are the last 4-digits of your Social Security number?

|___|___|___|___| LAST FOUR
(0000-9999)

DON'T KNOW ....d GO TO IN21

REFUSED ....r GO TO IN21

PROGRAMMER:
IF EITHER IN19 = EXACT MATCH ON BL A2 (DOB) OR IN20 = EXACT MATCH ON A3 GO A1
IF IN19 AND I20 IS NOT A MATCH GO TO IN21

IN19 AND IN20 = MISMATCH

IN21. I'm sorry. I need to check my records before I can interview you. Is this the best time and number to reach you in the future?

YES 1

NO, CALL BACK INFO 0

____(STRING 20)

INSTRUCTION: RECORD DATE, TIME, AND BEST NUMBER FOR CALL BACK.

IN11=D OR R OR IN18=ANSWER

IN22. Thank you for taking time to speak with me. Goodbye.

INSTRUCTION: STATUS THIS CASE 1380 FOR SUPERVISOR REVIEW.

IF IN11=D OR R STATUS CASE 1530.

A. Economic Stability

ALL

A1. The first questions are about sources of income and other support that you and other members of your household may have received in the past month.

In the past month, have you or anyone in your household received any income from [fill statements a-j]?

CODE ONE RESPONSE PER ROW

		YES	NO	DK	REF
a.	Temporary Assistance for Needy Families, or TANF (this is also known as welfare)	1	0	d	r
b.	Supplemental Security Income, or SSI	1	0	d	r
c.	Social Security Disability Insurance, or SSDI	1	0	d	r
d.	Food stamps or SNAP	1	0	d	r
e.	Women, Infants, and Children, or WIC	1	0	d	r
f.	Unemployment Insurance	1	0	d	r
g.	Housing choice vouchers, Section 8, project-based rental assistance, public housing, housing where an agency helps you pay the rent, or other housing assistance	1	0	d	r

A1a = 1

A1h. How much money have you or anyone in your household received from TANF in the past month? If both you and someone else in your household received money from TANF, please add those amounts together.

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

$|___|___| , |___|___|___|
(0-99,999)

DON'T KNOW .... d

REFUSED .... r

Now I would like to ask some questions about work.

ALL

A2. Are you currently working for pay?

Working for pay can include regular paid jobs, odd jobs, temporary jobs, work done in your own business, "under the table" work, or any other types of work you have done for pay.

YES	1	GO TO A3
NO	0	GO TO A2a
DON'T KNOW	d	GO TO A2a

REFUSED ....r GO TO A2a

A2 NE 1

A2a. Have you worked for pay at any time since [RA MONTH YEAR]?

YES ....1 GO TO A4b

NO ....0 GO TO A15

DON'T KNOW ....d GO TO A15

REFUSED ....r GO TO A15

	JOB 1	JOB 2
A2 =1 **A3. First I am going to ask about your current job or jobs. Please tell me who you work for. This could be the name of a job, organization, person, or you could work for yourself or have your own business. If you currently work at more than one job, please start with the job where you usually work the most hours.**	JOB NAME (SPECIFY) .... 99 ____________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW .... d REFUSED..................................... r PROGRAMMER: IF A3 = d, r, make [Company Name] be "Job 1" for Job 1, "Job 2" for Job 2, etc. INTERVIEWER: IF A3=d, r, THEN SAY: **That's okay, we'll just refer to this job as "Job 1" in the next few questions.**	JOB NAME (SPECIFY) .... 99 ____________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW .... d REFUSED..................................... r
A2=1 (CURRENTLY EMPLOYED) **A4. Including all types of jobs, do you currently have any other paid jobs?**	YES ....1 GO TO A4a, JOB 2 NO ....0 GO TO A4c DON'T KNOW.............d GO TO A4c REFUSED....................r GO TO A4c	YES..............................1 GO TO A4a, JOB 3 NO ....0 GO TO A4c DON'T KNOW..............d GO TO A4c REFUSED....................r GO TO A4c
A2=1 (CURRENTLY EMPLOYED) **A4a. Please tell me who you work for on that job?**		COMPANY NAME (SPECIFY) ....99 ____________________(STRING 50) SELF EMPLOYED………..2 DON'T KNOW.................................d REFUSED.......................................r IF A2=1 LOOP A4 AND A4a JOBS UNTIL A4=(0,d, r). WHEN A4= 0,d,or r GO TO A4c.
A2a=1 (NOT CURRENTLY EMPLOYED) **A4b. Since [RA MONTH YEAR], please tell me who you worked for? This could be the name of a company, organization, person, or you could work for yourself or have your own business. If you had more than one job, please start with the job where you worked the most hours.**	JOB NAME (SPECIFY) .... 99 ____________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW .... d REFUSED..................................... r	JOB NAME (SPECIFY) ....99 ________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW .... d REFUSED..................................... r
If A4=(0, d, r) [TOLD INTERVIEWER THAT NO MORE CURRENT JOBS] or A2=1 [NOT CURRENTLY EMPLOYED BUT EMPLOYED SINCE RA MONTH YEAR] **A4c. Have you had any other paid jobs since [RA MONTH YEAR] that you haven't told me about?**	YES ....1 GO TO A4b, JOB 2 NO ....0 GO TO A5 DON'T KNOW................d GO TO A5 REFUSED......................r GO TO A5 IF A4c=1 LOOP A4b AND A4c UNTIL A4C=0,d, or r . WHEN A4C=0, d, or r GO TO A5.	YES............................1 GO TO A4b, JOB 3 NO ....0 GO TO A5 DON'T KNOW............d GO TO A5 REFUSED..................r GO TO A5 IF A4c=1 LOOP A4b AND A4c UNTIL A4C=0,d, or r . WHEN A4C=0, d, or r GO TO A5.
A2=1 OR A2a=1 IF A3 or A4b=2 FILL "to become" ELSE FILL "to help get" IF A3 or A4b = 2, FILL "SELF EMPLOYED" ELSE FILL "NOW THINKING OF THE JOB YOU [DO/DID] AT [JOB NAME 1]." **A5. [Now thinking of the job you [do/did] [at JOB NAME 1].] Did you receive assistance from an organization or an agency [to help get/to become] [JOB NAME 1/self-employed]. Please do not include temp agencies.**	ORGANIZATION.. 1 AGENCY.. 2 DID NOT RECEIVE ANY ASSISTANCE ...... 3 DON'T KNOW.. d REFUSED.. r	ORGANIZATION.. 1 AGENCY.. 2 DID NOT RECEIVE ANY ASSISTANCE ...... 3 DON'T KNOW.. d REFUSED.. r

	JOB 1	JOB 2
A2=1 OR A2a=1 IF A3 or A4b = 2, FILL "YOURSELF;" ELSE FILL "NOW THINKING OF THE JOB YOU [DO/DID] AT [JOB NAME 1]." **A6. When did you <u>start</u> working for [JOB NAME 1/yourself]?** INTERVIEWER: RECORD MONTH AND YEAR. NOTE: ALLOW SKIP ON MONTH.	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (1990-2017) DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (1990-2017) DON'T KNOW .... d REFUSED .... r
A2=1 OR A2a=1 If A3 = 2 or A3b = 2 FILL "YOURSELF," ELSE FILL JOB NAME **A7. Are you still working for [JOB NAME/yourself]?**	YES ....1 GO TO A8 NO ....0 GO TO A7a DON'T KNOW ....d REFUSED ....r	YES .... 1 GO TO A8 NO .... 0 GO TO A7a DON'T KNOW .... d REFUSED .... r
A2=0 **A7a. When did you <u>stop</u> working at this job?** INTERVIEWER: RECORD MONTH AND YEAR.	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2013-2018) STILL AT JOB .... 98 DON'T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (2013-2018) STILL AT JOB .... 98 DON'T KNOW .... d REFUSED .... r
A2a=1 FILL "ARE" IF A7=1, ELSE FILL "WERE" SKIP IF A3 = 2 or a3b = 2 **A8. Which of the following best describes your employment at that job? [Were/Are] you working . . .** **PROBE: A temporary help agency supplies workers to other companies on an as needed basis.** **PROBE: Some companies provide employees or their services to others under contract. A few examples of services that can be contracted out include security, landscaping, or computer programming.** **PROBE: Independent contractors, independent consultants, and free-lance workers obtain customers on their own to provide a product or service and can have other employees working for them.** **PROBE: Day laborers are people who work as needed. For example, day laborers may get work by waiting at a place where employers pick up people to work for a day or by posting paper or electronic job wanted ads and responding on a day-by-day basis.** **PROBE: On-call workers are in a pool of workers who are ONLY called to work as needed, although they can be scheduled to work for several days or weeks in a row, for example, substitute teachers, and construction workers supplied by a union hiring hall.**	CODE ONE ONLY as a regular full-time employee,.................... 1 as a regular part-time employee, ... 2 for a temporary help agency, ... 3 for a company that contracts out you or your services, ... 4 as an independent contractor, independent consultant, or freelance worker,.................... 5 as a day laborer, ... 6 as an on call employee,................................ 7 for friends, family, or other people doing part-time tasks or odd jobs, ... 8 or something else (PLEASE specify)? .... 99 ______________ (STRING (100)) DON'T KNOW .... d REFUSED .... r	CODE ONE ONLY as a regular full-time employee,.................... 1 as a regular part-time employee, ... 2 for a temporary help agency, ... 3 for a company that contracts out you or your services, ... 4 as an independent contractor, independent consultant, or freelance worker,.................... 5 as a day laborer,... 6 as an on call employee,................................ 7 for friends, family, or other people doing part-time tasks or odd jobs,................................... 8 or something else (PLEASE specify)? .... 99 ______________ (STRING (100)) DON'T KNOW .... d REFUSED .... r

	JOB 1	JOB 2
A2=1 OR A2a=1 IF A7=1 FILL DO; ELSE, FILL DID **A8a. [Do/Did] you have taxes taken out of your paycheck for the work you [do/did] at this job?**	YES .... 1 NO .... 0 R VOLUNTEERS: WAS PAID IN CASH ..... 9 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 R VOLUNTEERS: WAS PAID IN CASH ..... 9 DON'T KNOW .... d REFUSED ....r
A2=1 OR A2a=1 IF A7=1 FILL DO ELSE FILL DID **A9. How many hours [do/did] you usually work in a week at this job? Your best estimate is fine.**	|__|__| HOURS PER WEEK (0-98) 99 OR MORE HOURS PER WEEK.......... 99 DON'T KNOW .... d REFUSED .... r IF A4=1 OR A4c=1 GO TO A5 [JOB 2-6] WHEN (=A4 NE 1 AND A4c NE 1) GO TO A10	|__|__| HOURS PER WEEK (0-98) 99 OR MORE HOURS PER WEEK.......... 99 DON'T KNOW .... d REFUSED .... r IF A4=1 OR A4c=1 GO TO A5 [JOB 2-6] WHEN A4 NE 1 AND A4c NE 1 GO TO A10
A2=1 OR A2a=1 FILL "DO" IF A7=1, ELSE FILL "DID" **A10. Now thinking about your job at [JOB NAME], how much [do/did] you get paid before taxes and deductions, at this job?** **PROBE: If your pay [varies/varied], please provide an average amount. If you are paid per job or for completing a particular task, please tell us the total amount you usually made per week or per month while doing this type of work.** **IF THE RESPONDENT DOES NOT PROVIDE A PAY PERIOD THEN PROBE: And, is that per hour, per week, per month, once every two weeks, twice a month, per year, day/daily, or something else?** ACCEPT MOST CONVENIENT PAY PERIOD. SOFT CHECK: IF ANSWER IS GREATER THAN $50 PER HOUR, $2000 PER WEEK, $4000 ONCE EVERY 2 WEEKS, $4000 TWICE A MONTH, $100,000 PER YEAR, $400 DAY/DAILY, OR $8000 MONTH, SAY: "**I recorded [A10 and A10 amount answer]. Is that correct?"**	$ |__|__|__|,|__|__|__|.|__|__| AVERAGE (0-999,999.99) AMOUNT PER HOUR ....1 PER WEEK ....2 MONTH ....3 ONCE EVERY TWO WEEKS........4 TWICE A MONTH ....5 PER YEAR........6 DAY/DAILY ....7 OTHER (SPECIFY)........99 __________(STRING (100)) DON'T KNOW ....d REFUSED........r	$ |__|__|__|,|__|__|__|.|__|__| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 MONTH .... 3 ONCE EVERY TWO WEEKS........ 4 TWICE A MONTH .... 5 PER YEAR........ 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 __________(STRING (100)) DON'T KNOW .... d REFUSED........ r
FILL WAGE FROM A10 **A11. Did you always earn {A10 WAGE} per [HOUR/UNIT FROM A10] at this job?**	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED........ r	YES........ 1 NO .... 0 DON'T KNOW .... d REFUSED........ r

	JOB 1	JOB 2
If A11= no **A11a. How much were you paid when you started working at this job before taxes and deductions?** **PROBE: If your pay [varies/varied], please provide an average amount.** ACCEPT MOST CONVENIENT PAY PERIOD. SOFT CHECK: IF ANSWER IS GREATER THAN $50 PER HOUR, $2000 PER WEEK, $4000 ONCE EVERY 2 WEEKS, $4000 TWICE A MONTH, $100,000 PER YEAR, $400 DAY/DAILY, OR $8000 MONTH, SAY: "**I recorded [A11a and A11a amount answer]. Is that correct?"**	$ |__|__|__|,|__|__|__|.|__|__| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 MONTH .... 3 ONCE EVERY TWO WEEKS .... 4 TWICE A MONTH .... 5 PER YEAR .... 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 __________(STRING (100)) DON'T KNOW .... d REFUSED .... r	$ |__|__|__|,|__|__|__|.|__|__| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 MONTH .... 3 ONCE EVERY TWO WEEKS .... 4 TWICE A MONTH .... 5 PER YEAR .... 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 __________(STRING (100)) DON'T KNOW .... d REFUSED r
SKIP IF A3=2 OR A4a=2 FILL "ARE" IF A7=1 ELSE FILL "WERE" **A12. Which of the following benefits [are/were] available to you at your job? (READ EACH ITEM) . . .** SELECT IF AVAILABLE, BUT NOT USED.	CODE ALL THAT APPLY **Paid leave for holidays, vacation or illness?** .... 1 **Health insurance or membership in an HMO or PPO plan?** .... 2 **Retirement benefits?** .... 3 DON'T KNOW .... d REFUSED .... r	CODE ALL THAT APPLY **Paid leave for holidays, vacation or illness?** .... 1 **Health insurance or membership in an HMO or PPO plan?** .... 2 **Retirement benefits?** .... 3 DON'T KNOW .... d REFUSED r
SKIP IF A3=2 OR A4a=2 Have" IF A7=1 ELSE FILL " Had" **A13. [Have/Had] you been promoted to a higher position with greater responsibility while working at this job?**	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r
A7=1 SKIP IF A3=2 OR A4a=2 **A14. How likely do you think it is that you will be promoted by [employer] in the next 12 months?**	**very likely,** .... 01 **somewhat likely,** .... 02 **not very likely, or** .... 03 **not likely at all?** .... 04 DON'T KNOW .... d REFUSED .... r IF A4=1 OR A4c=1 GO TO A10 [JOB 2-6] WHEN (=A4 NE 1 AND A4c NE 1) GO TO A15	**very likely,** .... 01 **somewhat likely,** .... 02 **not very likely, or** .... 03 **not likely at all?** .... 04 DON'T KNOW .... d REFUSED .... r IF A4=1 OR A4c=1 GO TO A10 [JOB 2-6] WHEN (=A4 NE 1 AND A4c NE 1) GO TO A15

ALL

A15. Since [RA MONTH YEAR], was there anything else you did for pay, such as odd jobs, "under the table" jobs, or any other type of work, that we haven't already talked about?

YES 1
NO .... 0 GO TO A18
DON'T KNOW .... d GO TO A18
REFUSED .... r GO TO A18

A15=1

A16. What is your best guess of how much money you received from these activities in a typical month since [RA MONTH YEAR]? Please do not include money you made from jobs we talked about earlier.

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

$|___|___| , |___|___|___|
(0-99,999)

DON'T KNOW .... d

REFUSED .... r

A2 = 1
IF NUMBER OF CURRENT JOBS EQUALS 1 FILL "JOB" IF NUMBER OF CURRENT JOBS IS GREATER THAN 1 FILL "JOBS"

A17. How satisfied are you with your current [job/jobs]? Would you say very satisfied, somewhat satisfied, or not satisfied?

CODE ONE ONLY

VERY SATISFIED 1

SOMEWHAT SATISFIED 2

NOT SATISFIED 3

DON'T KNOW .... d

REFUSED .... r

ALL

A18. Are you currently looking for a job?

YES 1

NO 0

DON'T KNOW .... d

REFUSED .... r

A18=0, D, R; A2 NE 1

A18a. How would you describe your current status. Are you . . .

CODE ALL THAT APPLY

Temporarily laid off, ... 1
Retired, ... 2
In school or training, ... 3
Unable to work because of caring for another family member, ... 4
Unable to work because of pregnancy 5
Sick or disabled, ... 6
Gave up looking for work, or 7
Something else? (SPECIFY).......... 99

______________________ (STRING (NUM))

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

ALL

Now we would like to ask you some questions about the things you may have done to look for a job since [RA MONTH YEAR].

A19. Since [RA MONTH YEAR], have you [FILL WITH A-G]?

CODE ONE RESPONSE PER ROW

	YES	NO	DK	REF
a. Updated your resume	1	0	d	r
b. Looked into the requirements needed to get a job you wanted	1	0	d	r
c. Been able to get stable and reliable childcare that would allow you to work, go to school, or go to job interviews	1	0	d	r
d. Looked into how to get new skills or credentials to get a job or advance your career	1	0	d	r
e. Figured out how to get transportation to school or a job you wanted	1	0	d	r

ALL

A20. Since [RA MONTH YEAR] have you received a job offer?

YES .... 1 GO TO A20a
NO .... 0 GO TO A22a
DON'T KNOW .... d
REFUSED .... r

A20=1

A20a. How many times did that happen?

|___|___| NUMBER OF OFFERS
(0-25)

DON'T KNOW .... d

REFUSED .... r

ALL

A21. Did you receive any of these job offers when you were working in another job?

YES 1

NO .... 0 GO TO A22a

DON'T KNOW .... d

REFUSED .... r

RESPONDENT HAS NOT HAD A JOB SINCE RA GO TO A22a

A21=1

A21a. How many times did you receive a job offer when working?

|___|___| NUMBER OF OFFERS
(0-25)

DON'T KNOW .... d

REFUSED .... r

ALL

A22a. Thinking about a typical month since [RA MONTH YEAR] when you <u>were not working</u>, how often did you [FILL WITH A-D]? Was it almost every day, a few times a week, a few times during the month, once or never?

INSTRUCTION: IF RESPONDENT SAYS THAT THEY WERE ALWAYS WORKING SINCE RANDOM ASSIGNMENT THEN CODE AS "I NEVER HAD A MONTH WHERE I DIDN'T WORK."

I NEVER HAD A MONTH IN WHICH I DID NOT WORK .... 0 GO TO A22b

CODE ONE RESPONSE PER ROW

	ALMOST EVERY DAY	A FEW TIMES A WEEK	A FEW TIMES DURING THE MONTH	ONCE	NEVER	DK	REF
a. Look for job openings..........	1	2	3	4	5	d	r
b. Submit a job application..........	1	2	3	4	5	d	r
c. Attend an interview	1	2	3	4	5	d	r

IF A2 OR A2A = 1

A22b. Thinking about a typical month since [RA MONTH YEAR] when you were working, how often did you [FILL WITH A-D]? Was it almost every day, a few times a week, a few times during the month, once or never?

INSTRUCTION: IF RESPONDENT SAYS THAT THEY NEVER WORKED SINCE RANDOM ASSIGNMENT THEN CODE AS "I DIDN'T WORK AT ALL SINCE [RA MONTH YEAR]."

I DIDN'T WORK AT ALL SINCE [RA MONTH YEAR] .... 0 GO TO A22b

CODE ONE RESPONSE PER ROW

	ALMOST EVERY DAY	A FEW TIMES A WEEK	A FEW TIMES DURING THE MONTH	ONCE	NEVER	DK	REF
a. Look for job openings	1	2	3	4	5	d	r
b. Submit a job application	1	2	3	4	5	d	r
c. Attend an interview	1	2	3	4	5	d	r

Now we are going to talk about some of things you might do because there wasn't enough money.

ALL

A23. Since [RA MONTH YEAR], did you do any of the following because there wasn't enough money?

CODE ONE RESPONSE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. Cut the size of your meals or skip meals because you couldn't afford enough food?	1	0	d	r
b. Move in with other people, even for a little while, because of financial problems?	1	0	d	r
c. Ask to borrow money from friends or family?	1	0	d	r
d. Go without a phone because you could not afford to pay the bill or buy extra cell phone minutes?	1	0	d	r
e. Took a payday loan or auto-title loan, or sold or pawned your belongings?	1	0	d	r
f. Thought about going to the doctor, dentist or hospital, but decided not to because of the cost?	1	0	d	r

ALL

The next question is about where you live.

A24. Do you currently own your home or apartment or have a mortgage, rent it, pay some amount toward rent, live rent free with a friend or relative, or do you have some other arrangement?

CODE ONE ONLY

OWN OR HAVE MORTGAGE	1
RENT	2
PAY SOME OF THE RENT	3
LIVE RENT FREE (SOMEONE ELSE RENTS/OWNS HOUSE OR APARTMENT)	4
LIVE IN SHELTER	5
LIVE ON STREETS	6
LIVE IN ABANDONED BUILDING/CAR	7
OTHER (SPECIFY)	99
______________________________ (STRING 250)	
DON'T KNOW	d
REFUSED	r

IF OTHER SPECIFY (99): **What is the other arrangement?**

B. Employment Challenges and Skills

ALL

B1. **Now I am going to read you a list of things that some people find challenging in finding and keeping a good job.**

Please tell me if the following has made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job since [RA MONTH YEAR].

Would you say that [FILL a-g] made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job in the past year?

INTERVIEWER INSTRUCTION: IF NEEDED READ RESPONSE CATEGORIES FOR B-J

PROGRAMMER: CODE ONE PER ROW

CODE ONE RESPONSE PER ROW

	NOT AT ALL	A LITTLE	SOMEWHAT	VERY	EXTREMELY	DK	REF
a. Not having reliable transportation	1	2	3	4	5	d	r
b. Not having good enough childcare or family help	1	2	3	4	5	d	r
c. Not having the right clothes or tools for work	1	2	3	4	5	d	r
d. Not having the right skills or education	1	2	3	4	5	d	r
e. Having a criminal record	1	2	3	4	5	d	r
f. A lack of good jobs available in your area	1	2	3	4	5	d	r
g. Not being able to do certain kinds or amounts of work, training, or school work because of your health	1	2	3	4	5	d	r

ALL

B2a. **Do you have a regular child care arrangement you can use so that you can go to a job, a job interview, school, or other appointment?**

YES 1
NO 0
RESPONDENT SAYS THAT THEY DON'T NEED CHILD CARE .... 2 GO TO B3
DON'T KNOW .... d
REFUSED .... r

B2a=1

B2b. Now I would like to talk about backup child care arrangements. If your child care falls through would you say that you always, very often, sometimes, rarely or never have a backup child care arrangement?

ALWAYS 1
VERY OFTEN 2
SOMETIMES 3
RARELY 4
NEVER .... 5 GO TO B3
DON'T KNOW .... d
REFUSED .... r

B2b=1

B2c. How many backup child care arrangements do you have?

|___|___| NUMBER
(0-50)

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

ALL

B3. Are you unable to do certain kinds or amounts of work, training, or school work because of [FILL A-C]?

CODE ONE RESPONSE PER ROW

	YES	NO	DK	REF
a. A physical disability or illness........	1	0	d	r
b. An emotional or mental health problem........	1	0	d	r
c. A learning disability........	1	0	d	r

ALL

B4. Do you currently have a valid driver's license? By valid we mean that it not expired, and has not been suspended or taken away.

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

ALL

B4a. Since [RA MONTH YEAR], have you ever not been able to apply to a job because you didn't have a valid driver's license?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

ALL; IF A2=1 THEN DO NOT ASK B

B5. Please tell me if you strongly disagree, disagree, agree, or strongly agree with the following statements or if you never had an employment goal.

CODE ONE RESPONSE PER ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	NEVER HAD EMPLOYMENT GOAL	DK	REF
a. I know I need to get a job or a better job and really think I should work on finding one.	1	2	3	4		d	r
b. I guess being out of work is not good, but there is *nothing* I can do about it right now.	1	2	3	4		d	r
c. I set employment goals based on what is important to me or my family .	1	2	3	4	5	d	r
d. I set long-term employment goals that I hope to achieve (such as finding a job, finding a better job, getting promoted, or enrolling in further education).	1	2	3	4	5	d	r
e. I set specific short-term goals that will allow me to achieve my long-term employment goals.	1	2	3	4	5	d	r
f. Based on everything I know about myself, I believe I can achieve my employment goals.	1	2	3	4	5	d	r
g. When I set employment goals, I think about barriers overcoming those barriers.	1	2	3	4	5	d	r
h. Even when I face challenges, I continue to pursue my employment goals.	1	2	3	4	5	d	r
i. I keep track of my overall progress toward my long-term employment goals and adjust my plans if needed.	1	2	3	4	5	d	r

B5c-g: Noonan, P.M., & Gaumer Erickson, A.S. (2017). The skills that matter: Teaching intrapersonal and interpersonal competencies in any classroom. Thousand Oaks, CA: Corwin.

ALL

B6.1. During the past month, how often has each of the following behaviors been a problem? Would you say that the following behaviors have been a problem never, sometimes, or often?

****NOTE:** The specific wording of items B6.1a-l and B6.2a-h are not shown on this copy of the survey because the items are adapted and reproduced by special permission of the Publisher, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, Florida 33549. Further reproduction is prohibited without permission by PAR, Inc.

CODE ONE RESPONSE PER ROW

	NEVER	SOMETIMES	OFTEN	DK	REF
a. **Item 25 **SEE NOTE ABOVE**	0	1	2	d	r
b. **Item 49**	0	1	2	d	r
c. **Item 52**	0	1	2	d	r
d. **Item 6**	0	1	2	d	r
e. **Item 71**	0	1	2	d	r
f. **Item 75**	0	1	2	d	r
g. **Item 24**	0	1	2	d	r
h. **Item 53**	0	1	2	d	r
i. **Item 9**	0	1	2	d	r
j. **Item 15 -edited**	0	1	2	d	r
k. **Item 63 - edited**	0	1	2	d	r
l. **Item 2**	0	1	2	d	r

B6.2. During the past month, how often has each of the following behaviors been a problem? Would you say that the following behaviors have been a problem never, sometimes, or often?

CODE ONE RESPONSE PER ROW

	NEVER	SOMETIMES	OFTEN	DK	REF
a. **Item 28**	0	1	2	d	r
b. **Item 69**	0	1	2	d	r
c. **Item 1**	0	1	2	d	r
d. **Item 72**	0	1	2	d	r
e. **Item 23.**	0	1	2	d	r
f. **Item 50**	0	1	2	d	r
g. **Item 64**	0	1	2	d	r
h. **Item 70 -edited**	0	1	2	d	r

ALL

B7. Since [RA MONTH YEAR], how often have you [FILL A-F] ? Would you say every day or almost every day, a few times a week, a few times a month, about once a month, only a few times, or hardly ever or never?

CODE ONE RESPONSE PER ROW

		A FEW TIMES A WEEK	A FEW TIMES A MONTH	ABOUT ONCE A MONTH	HARDLY EVER OR NEVER		DK	REF
a. Lost your temper with someone other than friends or family.							d	r
b. Said something that you later regretted to someone other than friends or family.		1	2	3	4		d	r
c. Decided not to apply for a job because you didn't think you would get an interview.							d	r
d. Overcame a barrier that could have prevented you from finding or keeping a job.		1	2	3	4		d	r
e. Been late for a job, interview, program meeting, class, or training session.							d	r
f. Missed an appointment related to work, looking for a job, a program, school, or training for a reason other than you were sick or ill.		1	2	3	4		d	r

ALL

B8. Next, I'm going to read a list of opinions people have about themselves. After I read each one, I want you to tell me whether you strongly disagree, disagree, agree, or strongly agree.

CODE ONE RESPONSE PER ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DK	REF
a. I am able to do things as well as most people.	1	2	3	4	d	r
b. I certainly feel useless at times.	1	2	3	4	d	r
c. All in all, I tend to feel that I am a failure.	1	2	3	4	d	r

C. SERVICE RECEIPT

Now we are going to ask you about services you may have received to help you find a job or advance in your career.

ALL

C1a. **Since [RA MONTH YEAR], have you attended any workshops or classes that provided instruction on how to find a job? These may have provided help with things such as resume writing, interviewing, and networking.**

YES	1	
NO	2	GO TO C2
DON'T KNOW	d	GO TO C2
REFUSED	r	GO TO C2

C1A=1

C1b. **Since [RA MONTH YEAR], about how many times did you attend workshops or classes that focused on finding a job? Did you attend a workshop or class once, twice, 3 to 5 times, 6 to 10 times, 11 to 20 times, or more than 20 times?**

Your best estimate is fine.

Once	1
Twice	2
3 to 5 times	3
6 to 10 times	4
11 to 20 times	5
More than 20 times	6
DON'T KNOW	d
REFUSED	r

ALL

C2. **We are interested in learning if you met one-on-one with someone to receive assistance in finding a job or advancing your career. By one-on-one assistance, we mean meeting with someone whose job it is to help you find a job. This assistance may have been provided by a coach, case manager, counselor, or some other type of worker. It could have been in-person or by phone.**

Since [RA MONTH YEAR] have you met one-on-one with someone to receive job assistance?

YES	1	
NO	2	GO TO C5
DON'T KNOW	d	GO TO C5
REFUSED	r	GO TO C5

C2=1

C3a. **When did you start receiving one-on-one job assistance? Your best guess is fine.**

|___|___| / |___|___|___|___|
MONTH YEAR
(1-12) (2000-2021)

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

C2=1

C3b. **When did you stop receiving the one-on-one job assistance? Your best guess is fine.**

|___|___| / |___|___|___|___|
MONTH YEAR
(1-12) (2018-2021)

Currently receive job assistance 1
DON'T KNOW .... d
REFUSED .... r

C2=1
IF C3B=1, FILL "DO" IF C3B NE 1, FILL "DID"

C3c. **How regularly [did/do] you receive one-one-one job assistance since [RA MONTH YEAR]? Was it weekly, every two weeks, twice a month, monthly, quarterly, annually, or something else?**

WEEKLY 1
EVERY 2 WEEKS (BI-WEEKLY) 2
TWICE A MONTH 3
MONTHLY 4
QUARTERLY 5
ANNUALLY 6
OTHER (SPECIFY) 7
________________________ (STRING (100))
DON'T KNOW .... d
REFUSED .... r

C2=1

C3d. **How many times did you receive the one-on-one job assistance since [RA MONTH YEAR]? Your best guess is fine.**

|___|___|___| TIMES
(0-500)
DON'T KNOW .... d
REFUSED .... r

C2=1IF C2B=1, FILL "ARE"

IF C3B NE 1, FILL "WERE"

C3e. On average, how long [are/were] each of these one-on-one meetings? Your best estimate is fine.

LESS THAN 15 MINUTES 1
15 MINUTES TO 30 MINUTES 2
30 MINUTES TO AN HOUR 3
MORE THAN ONE HOUR 4
DON'T KNOW .... d
REFUSED .... r

DO NOT ASK IF C3D = DK/REF

C3f. Now thinking about the [FILL FROM C3d] times when you received one-on-one job assistance, how many different coaches, case managers, counselors, or other type of workers did you work with?

|___|___|___| Coaches/Case Managers/Counselors/Other type of workers

(0-500)

DON'T KNOW .... d

REFUSED .... r

C3F > 1

C3g. How many different organizations provided this one-on-one job assistance to you?

|___|___|___| Organizations

(0-500)

DON'T KNOW .... d

REFUSED .... r

C2=1

C4. What type of one-on-one job assistance did you receive? Did someone help you…

CODE ONE RESPONSE PER ROW

		YES	NO	DK	REF
a.	Set a short-term goal	1	0	d	r
b.	Set a long-term goal	1	0	d	r
c.	Make a plan to achieve your goal	1	0	d	r
d.	Be on time for appointments	1	0	d	r
e.	Be more organized	1	0	d	r
f.	Be calmer in stressful situations	1	0	d	r
g.	Get along with others	1	0	d	r
h.	Any other type of assistance? (SPECIFY)	1	0	d	r

______________________________ STRING (100)

ALL

C5. **Since [RA MONTH YEAR], did any coach, case manager, counselor, or other type of worker provide you with names of employers who were interviewing, or set up interviews with employers for you?**

YES	1	
NO	0	
DON'T KNOW	d	
REFUSED	r	

ALL

C6. **Since [RA MONTH YEAR], did you complete any career assessments to find out what types of jobs would be good for you? A career assessment may be used to help identify a career that is right for you based on your interests and skills.**

YES	1	
NO	0	
DON'T KNOW	d	
REFUSED	r	

The next questions ask you about your participation in education and training programs.

ALL

C7. **Since [RA MONTH YEAR], did you participate in any education programs? This includes adult basic education or GED courses, English as a Second Language classes, online courses, and college or other types of school. Do not include training programs to develop skills for a particular job or occupation or any other work experience in which all or part of your wages were paid for by a program.**

YES	1	
NO	0	GO TO C8
DON'T KNOW	d	GO TO C8
REFUSED	r	GO TO C8

C7 = 1

C7a. **Are you participating in the program now?**

YES	1	GO TO C8
NO	0	GO TO C7B
DON'T KNOW	d	GO TO C7B
REFUSED	r	GO TO C7B

C7A NE 1

C7b. Did you complete the program?

YES	1	GO TO C7C
NO	0	GO TO C8
DON'T KNOW	d	GO TO C7C
REFUSED	r	GO TO C7C

C7A NE 1 AND C7B NE 2

C7c. Did you receive a diploma or degree from the program?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

ALL

C8. Since [RA MONTH YEAR], did you participate in any training programs to develop skills for a particular job or occupation? These are sometimes called vocational training programs. Do not include training programs provided by your employer.

YES	1	GO TO C8A
NO	0	GO TO C9
DON'T KNOW	d	GO TO C9
REFUSED	r	GO TO C9

C8 = 1

C8a. Are you participating in the program now?

YES	1	GO TO C9
NO	0	GO TO C8B
DON'T KNOW	d	GO TO C8B
REFUSED	r	GO TO C8B

C8a= NE 1

C8b. Did you complete the program?

YES	1	GO TO C8C
NO	0	GO TO C9
DON'T KNOW	d	GO TO C8C
REFUSED	r	GO TO C8C

C8A NE 1 AND C8B NE 2

C8c. Did you receive a certificate, license, or diploma from the program?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

ALL
FILL WITH LOCAL PROGRAM NAME

C9. Since [RA MONTH YEAR], did you participate in a work experience program in which all or part of your wages were paid for by a program like TANF or [other local program]? This type of work experience program is usually temporary. Its goal is to help the workers develop skills so that they can obtain a job in which the employer pays all the wages. Sometimes this work experience is called subsidized employment, supported work, or transitional employment.

YES	1	GO TO C9A
NO	2	GO TO C10
DON'T KNOW	d	GO TO C10
REFUSED	r	GO TO C10

C9=1

C9a. Are you currently participating in this work experience?

YES	1	GO TO C9B
NO	2	GO TO C9B
DON'T KNOW	d	GO TO C10
REFUSED	r	GO TO C10

IF C9A=1 OR 2
IF C9A=1, FILL "HAVE YOU PARTICIPATED" IF C9A=0, FILL "DID YOU PARTICIPATE"

C9b. How many weeks [did you participate/have you participated] in this work experience?

INSTRUCTION: IF THE RESPONDENT PROVIDES THE NUMBER OF MONTHS THEN PROBE FOR THE NUMBER OF WEEKS.

|___|___| NUMBER OF WEEKS
(0 – 99)

DON'T KNOW/DON'T REMEMBER	d
REFUSED	r

ALL

C10. The next questions are about other services you may have received. Since [RA MONTH YEAR] did you receive…

CODE ONE RESPONSE 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. Clothes, uniforms, tools or other supplies and equipment	1	0	d	r
d. Tuition assistance	1	0	d	r
e. Assistance finding stable housing	1	0	d	r
f. Assistance with budgeting, credit, banking, or other financial matters	1	0	d	r
g. Assistance expunging a criminal record or other legal assistance	1	0	d	r
h. Help related to domestic violence	1	0	d	r
i. Help with marital and other family relationships	1	0	d	r
j. Help with child behavioral issues	1	0	d	r
k. Cash or a gift card	1	0	d	r

ALL

C11. Since [RA MONTH YEAR], did you receive alcohol, drug, or other substance abuse counseling?

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

ALL

C12. Since [RA MONTH YEAR], did you receive mental health treatment?

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

ALL

C13. Since [RA MONTH YEAR], did you receive any services to help with stress reduction or other approaches to improve your emotional well-being?

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

D. DEMOGRAPHICS

I would like to ask you a few questions about your experience with the criminal justice system. As a reminder, nothing you tell us will be shared or affect the services you receive.

ALL

D1. **Have you ever been convicted of a crime?**

YES	1	GO TO D2a
NO	0	GO TO D4
DON'T KNOW	d	GO TO D4
REFUSED	r	GO TO D4

D1=1

D2a. **Were you ever convicted of a crime before [RA MONTH YEAR]?**

YES	1	GO TO D2b
NO	0	GO TO D3a
DON'T KNOW	d	GO TO D3a
REFUSED	r	GO TO D3a

D2A=1

D2b. **Were you convicted of a felony before [RA MONTH YEAR]?**

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

D1=1

D3a. **Were you ever convicted of a crime after [RA MONTH YEAR]?**

YES	1	GO TO D3b
NO	0	GO TO D4
DON'T KNOW	d	GO TO D4
REFUSED	r	GO TO D4

D3A=1

D3b. Were you convicted of a felony after [RA MONTH YEAR]?

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

ALL

D4. What is the highest level of education you have completed?

INTERVIEWER: IF RESPONDENT SAYS "HIGH SCHOOL," PROBE: Did you receive a diploma or GED?

CODE ONE ONLY

DID NOT COMPLETE HIGH SCHOOL OR GED 1
HIGH SCHOOL: DIPLOMA (NOT GENERAL EDUCATION DEVELOPMENT OR GED) 2
GENERAL EDUCATION DEVELOPMENT OR GED 3
SOME COLLEGE BUT NO DEGREE 4
2-YEAR OR 3-YEAR COLLEGE DEGREE (ASSOCIATE'S DEGREE) 5
4-YEAR COLLEGE DEGREE (BACHELOR'S DEGREE) 6
GRADUATE OR PROFESSIONAL DEGREE (e.g., MA, MBA, Ph.D., JD, MD) 7
NEVER ATTENDED SCHOOL 8
DON'T KNOW .... d
REFUSED .... r

ALL

D5. What is your current marital status—are you now married, separated, divorced, widowed, or have you never been married?

CODE ONE ONLY

MARRIED 1
SEPARATED 2
DIVORCED 3
WIDOWED 4
NEVER MARRIED 5
DON'T KNOW .... d
REFUSED .... r

Now I would like to ask you some questions about people who live with you.

ALL

D6. **How many adults age 18 or older, <u>currently</u> live in <u>your</u> household at least half the time? Please include yourself.**

|___|___| ADULTS
(1-99)

INTERVIEWER: IF THE RESPONDENT SAYS "0" THEN REMIND THEM THAT THEY SHOULD INCLUDE THEMSELVES IN THIS TOTAL.

DON'T KNOW .... d

REFUSED .... r

ALL

D7. **How many children under age 18 live with you at least half the time? This includes biological, adopted, foster, step, and any other children.**

|___|___| CHILDREN
(0-99)

DON'T KNOW .... d

REFUSED .... r

ALL

D8. **Were you born in the…**

United States, ... 1

Or some other country? 2

DON'T KNOW .... d

REFUSED .... r

E. CONTACT INFORMATION

We are almost finished. I just have a few more questions. These will help us contact you if we need to reach you in the future. We will only use this information if we cannot reach you with the other information you provided us.

ALL

E1. What is your current address?

PROBE: Is there an apartment number?

PROBE: This is where we will mail your gift card.

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

DON'T KNOW .... d

REFUSED .... r

ALL

E2. Do you have a current home telephone number?

YES	1	
NO	0	GO TO E4
DON'T KNOW	d	GO TO E4
REFUSED	r	GO TO E4

E2=1

E3. What is your current home telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

DON'T KNOW .... d

REFUSED .... r

ALL

E4. Do you have a cell phone?

YES	1	
NO	0	GO TO E7
DON'T KNOW	d	GO TO E7
REFUSED	r	GO TO E7

E4=1

E4a. What is your cell phone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

DON'T KNOW	d
REFUSED	r

E4A=NE D OR R

E5. Is it okay for us to text you at this number? Message and data rates may apply.

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

ALL

E6. What is another phone number where you can be reached?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

NO OTHER NUMBER	1
DON'T KNOW	d
REFUSED	r

E6 HAS COMPLETE PHONE NUMBER ENTERED

E6a. Is this number, [E6], for a cell phone?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

E6a=1

E6b. Is it okay for us to text you at this number? Message and data rates may apply.

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

ALL

E7. What is your email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

______________________________ (STRING 50)

DON'T HAVE ONE 0
DON'T KNOW .... d
REFUSED .... r

ALL

E8a. We would like to contact you in about a year to see how you are doing. In case we have trouble reaching you, we would like to have the names of three people who would most likely know where you are or who you keep in close contact with, such as a grandmother or grandfather, other relative, or friend. We will not contact these people for any other reason.

What is the full name of the first person we should contact?

______________________________ (STRING 50)
FIRST NAME

______________________________ (STRING 50)
MIDDLE INITIAL/NAME

______________________________ (STRING 50)
LAST NAME

DON'T KNOW .... d GO TO END1
REFUSED .... r GO TO END1

E8A NE d OR r

E8b. **What is (his/her) address?**

PROBE: Is there an apartment number?

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

DON'T KNOW .... d

REFUSED .... r

E8A NE d OR r

E8c. **What is (his/her) relationship to you?**

CODE ONE ONLY

SPOUSE/PARTNER 1

MOTHER 2

FATHER 3

SISTER/BROTHER 4

GRANDMOTHER/GRANDFATHER 5

SON/DAUGHTER 6

FRIEND 7

OTHER (SPECIFY) 99

______________________________ (STRING 50)

DON'T KNOW .... d

REFUSED .... r

E8A NE d OR r

E8d. **What is (his/her) home telephone number?**

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

NO LANDLINE 0

DON'T KNOW .... d

REFUSED .... r

E8A NE d OR r

E8e. Does (he/she) have a cell phone?

YES 1
NO .... 0 GO TO E8g
DON'T KNOW .... d GO TO E8g
REFUSED .... r GO TO E8g

E8E=1

E8f. Can I have that number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E8 NE d OR r

E8g. What is (his/her) work telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E8a NE d OR r

E8h. What is (his/her) email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

____ (STRING 50)
EMAIL ADDRESS

DOESN'T HAVE ONE .... 0 GO TO E8j
DON'T KNOW .... d GO TO E8j
REFUSED .... r GO TO E8j

E8H NE 0, d, OR r

E8i. Does (he/she) have another email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

____ (STRING 50)
EMAIL ADDRESS

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

SECOND CONTACT

E8A NE d OR r

E9a. What is the full name of the second person we should contact?

______________________________ (STRING 50)
FIRST NAME

______________________________ (STRING 50)
MIDDLE INITIAL/NAME

______________________________ (STRING 50)
LAST NAME

DON'T KNOW .... d GO TO END1
REFUSED .... r GO TO END1

E9A NE d OR r

E9b. What is (his/her) address?

PROBE: Is there an apartment number?

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

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

E9A NE d OR r

E9c. What is (his/her) relationship to you?

CODE ONE ONLY

SPOUSE/PARTNER 1
MOTHER 2
FATHER 3
SISTER/BROTHER 4
GRANDMOTHER/GRANDFATHER 5
SON/DAUGHTER 6
FRIEND 7
OTHER (SPECIFY) 99
______________________________ (STRING 50)
DON'T KNOW .... d
REFUSED .... r

E9A NE d OR r

E9d. What is (his/her) home telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E9A NE d OR r

E9e. Does (he/she) have a cell phone?

YES 1
NO .... 0 GO TO E9g
DON'T KNOW .... d GO TO E9g
REFUSED .... r GO TO E9g

E9E=1

E9f. Can I have that number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E9A NE d OR r

E9g. **What is (his/her) work telephone number?**

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E9A NE d OR r

E9h. **What is (his/her) email address?**

____ (STRING 50)
EMAIL ADDRESS

DOESN'T HAVE ONE .... 0 GO TO E9j
DON'T KNOW .... d GO TO E9j
REFUSED .... r GO TO E9j

E9H NE 0, d, OR R

E9i. **Does (he/she) have another email address?**

____ (STRING 50)

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

THIRD CONTACT

E9A NE d OR r

E10a. What is the full name of the third person we should contact?

______________________________ (STRING 50)
FIRST NAME

______________________________ (STRING 50)
MIDDLE INITIAL/NAME

______________________________ (STRING 50)
LAST NAME

DON'T KNOW .... d GO TO END1
REFUSED .... r GO TO END1

E10A NE d OR r

E10b. What is (his/her) address?

PROBE: Is there an apartment number?

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

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

E10A NE d OR r

E10c. What is (his/her) relationship to you?

CODE ONE ONLY

SPOUSE/PARTNER 1
MOTHER 2
FATHER 3
SISTER/BROTHER 4
GRANDMOTHER/GRANDFATHER 5
SON/DAUGHTER 6
FRIEND 7
OTHER (SPECIFY) 99
______________________________ (STRING 50)
DON'T KNOW .... d
REFUSED .... r

E10a NE d OR r

E10d. What is (his/her) home telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E10a NE d OR r

E10e. Does (he/she) have a cell phone?

YES 1
NO .... 0 GO TO E10g
DON'T KNOW .... d GO TO E10g
REFUSED .... r GO TO E10g

E10e=1

E10f. Can I have that number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E10a NE d OR r

E10g. What is (his/her) work telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E10a NE d OR r

E10h. What is (his/her) email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

____ (STRING 50)
EMAIL ADDRESS

DOESN'T HAVE ONE .... 0 GO TO E10j
DON'T KNOW .... d GO TO E10j
REFUSED .... r GO TO E10j

E10h NE 0, d, OR r

E10i. Does (he/she) have another email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

____ (STRING 50)
EMAIL ADDRESS

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

INTERVIEW COMPLETED
FILL $35 UP TO FOUR WEEKS AFTER RELEASE DATE OTHERWISE FILL $25

END1. Thank you very much for your time. Those are all the questions I have right now. You will receive a [$35/$25] gift card as a token of our appreciation. Thank you for your participation in the study.

IF MAKEDIALPHONE=5

END2. Please hand the phone back to our field locator.

B.4 DISCUSSION GUIDES FOR SEMI-STRUCTURED INTERVIEWS

B.4a. PROGRAM DIRECTOR/MANAGEMENT DISCUSSION GUIDE
B.4b. PROGRAM FRONTLINE STAFF DISCUSSION GUIDE
B.4c. PROGRAM SUPERVISOR DISCUSSION GUIDE

B.4a. PROGRAM DIRECTOR/MANAGEMENT DISCUSSION GUIDE

PROGRAM DIRECTOR/MANAGEMENT DISCUSSION GUIDE

Note to site visitors: This guide is intended for individuals identified as directors and/or other senior/program managers in the coaching interventions selected for site visits. Respondents will be familiar at a high level with the lead agency or program administrative structure, services, mission and goals, as well as the rationale, development, design, implementation history, structure and performance of the coaching intervention.

Date of Interview:
Interviewer(s):
Site:
Respondent Name(s):
Title(s):
Respondent Affiliation:
E-Mail:
Phone:
Address:
Fax:

Introductory Statement and Consent

As you may know, [PROGRAM NAME or AGENCY] is participating in the Evaluation of Employment Coaching for TANF and Other Low-Income Populations, a national study being conducted by Mathematica Policy Research and its partner Abt Associates for the U.S. Department of Health and Human Services. The study will help us learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. It will also help us learn whether there are ways to make the [coaching/program] work better.

As part of the evaluation, we are interviewing program administrators, staff, and others who work with clients, in order to help us better understand the types of services provided as part of [PROGRAM NAME/AGENCY] and your experience with providing services. The length of the interview is about 90 minutes. Your participation in this study is important and will help us understand more about the coaching services provided to low-income individuals and, as part of the broader evaluation, which services are most effective.

Your participation in this study is voluntary. During our conversation, anything you say will be kept private and we won't use your name or any other identifying information when we report the results of our study. No identified information from the interviews will be shared by the researchers with anybody from [PROGRAM NAME or AGENCY]. Your responses will be combined with the responses of other staff and no individual names will be reported. You may also choose not to answer any question you do not want to answer. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0506 and the expiration date is 3/31/2021.

I. Current Position and Responsibilities

I would like to begin by asking a little about your position at your [agency/organization]. [*Note to interviewer: Probe the following responsibilities, as appropriate to the respondent(s)*]

Please briefly describe your roles and responsibilities at *[agency/organization].*

- Agency administration/planning/policy and procedure development
- Responsible for administrative oversight and/or policies and procedures for:
  - Eligibility and intake
  - Case management
  - Social work
  - Counseling
  - Coaching
  - Employment services
  - Referrals to other programs and services
  - Performance management
  - Other oversight responsibilities
- Other organizational responsibilities, such as:
  - Community involvement and outreach
  - Hiring
  - Budget planning
  - Fundraising
  - Other organizational responsibilities

II. Local Economic, Policy, and Program Context

I would like to focus now on the local economic and policy environment in which [agency/organization] operates.

Socio-Economic Context

1. How would you describe your service community/catchment area? For example:

   How large is it and is it primarily urban, suburban, or rural?

What are the demographics of your target service population? Would you describe them as living in a primarily low-income, middle-income, high-income, or mixed-income community? Is the cost of living low, high, or average, especially for housing?

How healthy is the local economy? What are the major industries? What part of the local economy is growing? How about for entry-level jobs?

What are the most common jobs your clients obtain? Are most of those jobs local or at a commuting distance? If many clients commute, do they need to have a car, or is the public transportation system adequate for most people?

Organizational background and administrative structure

1. Please describe the programs and services your organization provides (not just specific to employment services or coaching). Does it provide the service directly or by referral? *[Probe for the following services]*:

    Coaching
    Case management
    Assessments
    Job search/job-readiness training
    Education
    Vocational training
    Work experience/subsidized jobs
    Child care/child care assistance
    Transportation assistance
    Clothes, uniforms, tools
    Tuition assistance
    Stable housing assistance
    Financial counseling
    Legal advice, record expungement
    Substance abuse treatment
    Mental health services
    Physical health services
    Stress reduction
    Domestic violence remediation
    Family relationships counseling
    Addressing child behavioral issues
    Other?

2. Are similar services readily available (or available at all) elsewhere in the community? If so, at which organizations?

[Ask items 3-6 for TANF agencies or other agency or contractor that administers TANF]:

3. How would you describe your agency's overall mission and policy goals?

4. How has the coaching intervention fit into this mission? Are there any conflicts between the philosophy and methods of coaching and other agency rules, goals, or policies, such as meeting work participation rates or imposing sanctions on uncooperative clients? If so, have any conflicts affected the implementation or success of coaching?

5. How much discretion do you have in implementing TANF policy and procedures in the context of state [or county] administrative and policy guidelines?

6. What is the administrative structure of your agency? [*Note to interviewer: ask for an organizational chart*]. What is the overall staffing pattern? How many coaches are there? What is the average caseload for coaches? *[Note: ask if relevant]* Is the caseload for coaching different than it is/was for case management?

[Ask items 7 - 10 for other public, private/non-profit organizations]:

7. Our understanding is that *[organization name]* is a *[FILL-IN AS APPROPRIATE PRIOR TO VISIT (e.g., public, private non-profit, or for-profit organization)]* – is this correct?

8. How would you describe its mission and goals?

9. How do coaching services fit within the overall mission and services of your organization? Are there any conflicts between coaching philosophy and methods and other organizational goals or policies? If so, have any conflicts affected the implementation or success of coaching?

10. What is the administrative structure of your agency? [*Note to interviewer: ask for an organizational chart*]. What is the overall staffing pattern? How many coaches are there? What is the average caseload for coaches? *[Note: ask if relevant]* Is the caseload for coaching different than it is/was for case management?

III. Coaching Program Design and Structure

We are especially interested in the major logistical and practical details of how your organization has developed and structured its coaching services in the [name of program] program and their relationship to other services intended to achieve [agency/organization] goals.

Coaching Program Development and Design

1. When did your agency develop and implement your coaching program? Did it replace a comparable service or activity? If so, which activity or service?

2. Were you involved in the decision to adopt a coaching approach?

[If "Yes," ask] Why did your organization adopt a coaching approach? What activities or outcomes were you hoping to improve or problems were you hoping to solve?

[If "No," ask] Do you know why your organization adopted a coaching approach? Do you know what activities or outcomes were they hoping to improve or problems were they hoping to solve?

3. How did your agency go about developing your coaching intervention? For example, did you review available coaching models and approaches and choose one to adopt? Did you hire a consultant? Did you develop your own model or adapt others to your own needs and purposes?

4. Does your coaching intervention have a Theory of Change? That is, do you have an idea of what the coaching program is supposed to achieve and how it works to do that? If so, what is the Theory of Change? Do you have a written description or picture?

5. What are the core elements/components of your coaching model and practice? For example:
   - What coaching strategies are used by coaches? *[Probe]* For example do they use motivational interviewing, "mindfulness" training, cognitive therapy, other techniques? Is coaching one-on-one or in groups? On average, how often do coaches meet with clients and for how long of a period do they work with a client?
   - Does your coaching model intend to address cognitive and behavioral challenges for clients? If so, what are the major challenges it is intended to address?
   - What client capabilities is your coaching model intended to improve or develop? How do coaches assess client progress in these areas?
   - What tools do coaches have at their disposal? Why were these tools chosen for use in your program?
   - How are coaches trained? How often and by whom? Why was this approach chosen?
   - How are coaches supervised, monitored, and rated for performance?
   - What associated training is used to support client change? For example, are clients trained in life skills, workplace skills, financial planning, in other skill areas?

6. When and how is coaching first presented to clients? How are clients assigned to coaches?

7. *[For TANF agencies]*: Are all TANF recipients coached? If not, which clients are coached and why? Is coaching mandatory or voluntary?

8. *[For non-TANF agencies or programs]*: Are all clients coached? If not, which clients are coached and why?

9. When did you first implement your coaching intervention? Was it piloted first at a smaller scale? If so, how was it phased in at scale? What were the early experiences like? About how long was it operating before it reached a stable state?

10. Has the program evolved over time? For example, have there been changes in: major coaching components or strategies, approaches to training coaches, client assessment tools, coaching tools, client exercises and "homework," or other important changes?

    For each change:

    - Why was it made?
    - What problem was it meant to solve?
    - Was it successful? If not, why?

Monitoring Performance

1. What specific goals do you have for [*name of program*]? For example, do you have goals for:

    Client program participation and attendance at coaching sessions?

    [*If relevant*]: Work participation rates?

    Specific client outcomes? If so, which outcomes? How and when do you measure those outcomes?

2. Do you use data and data systems to monitor overall goals? What kinds of data and data systems? What data are available to coaches and other staff?

3. Has *[program name]* been evaluated previously? If so, when and by whom? What kind of evaluation? What were the major findings? Is there a report we could have?

Challenges and Solutions

1. In your view, what are the strengths of the coaching program, particularly in relation to what was done before? What, if any, are its weak points in relation to what was done before?
2. Which elements or components of the coaching program are most important to its success? Why?
3. If you were to advise another agency or organization wanting to develop and implement a coaching strategy, what advice would you have about how to go about developing and implementing coaching? What challenges are most likely? What solutions have you found to work in addressing these challenges?

4. From your perspective, how well do you think the coaching strategy your organization has implemented meets families' needs? Do you regularly elicit feedback about the coaching services? Have you heard feedback about coaching from the individuals and families you serve?
5. From your perspective, how well do you think the support services you offer, other than coaching, meet families' needs?
    a. Are the services helpful?
    b. What do you think families need more or less of?
    c. What are the most common services that families take up?
    d. Have you heard any feedback from families regarding the services offered? If so, what was it? Do you regularly elicit feedback from individuals or families you serve?

IV. Wrap-Up – Take-Aways from this Study

Thank you so much for sharing this information with us. As we mentioned at the beginning, we expect this study to result in a report and there may be other opportunities to share selected results. We sincerely hope that this study can be useful to you. So, before we finish, we would like to hear what you would most like others to know about your experiences running a coaching program, and what you might like to learn from our study when it is completed.

1. In your view, what would you most want stakeholders – for example, the public, federal policymakers, other *[state/non-profit]* administrators, or others – to know about your [*agency's/organization's*] experiences with serving low-income individuals and, in particular, coaching them for employment success?
2. Is there anything you can think of that you would most like to learn from our study when it is finished?
3. Is there anything else you would like to share with us?
4. If we have any follow-up questions as we write our report, may we contact you again?

THANK YOU FOR YOUR TIME

B.4b. PROGRAM FRONTLINE STAFF DISCUSSION GUIDE

PROGRAM FRONTLINE STAFF DISCUSSION GUIDE

[Note to site visitors: This guide is intended for individuals identified as coaches, case managers, or other frontline program staff in the offices in the programs selected for site visits. Respondents will be familiar with how coaching or case management is delivered to clients, as well as with the content and delivery of employment, family, and other services, as applicable.]

Date of Interview:
Interviewer(s):
Site:
Respondent Name(s):
Title(s):
Respondent Affiliation:
E-Mail:
Phone:
Address:
Fax:

Introductory Statement and Consent

As you may know, [PROGRAM NAME or AGENCY] is participating in the Evaluation of Employment Coaching for TANF and Other Low-Income Populations, a national study being conducted by Mathematica Policy Research and its partner Abt Associates for the U.S. Department of Health and Human Services. The study will help us learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. It will also help us learn whether there are ways to make the [coaching/program] work better.

As part of this evaluation, we are interviewing program administrators, staff, and others who work with clients, in order to help us better understand the types of services provided as part of [PROGRAM NAME/AGENCY] and your experience with providing services. The length of the interview is about 90 minutes. Your participation in this study is important and will help us understand more about the coaching services provided to low-income individuals and, as part of the broader evaluation, which services are most effective.

Your participation in this study is voluntary. During our conversation, anything you say will be kept private and we won't use your name or any other identifying information when we report the results of our study. No identified information from the interviews will be shared by the researchers with anybody from [PROGRAM NAME or AGENCY]. Your responses will be combined with the responses of other staff and no individual names will be reported. You may also choose not to answer any question you do not want to answer. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0506 and the expiration date is 3/31/2021.

[<u>*NOTE TO INTERVIEWER*</u>*: If this site is a TANF agency that uses more traditional case managers to serve control group sample members, or uses both case managers and coaches to serve treatment group members, and you are conducting small group discussions, please ensure that members of each* *discussion group are either all coaches or all case managers. Also be aware of guidance in the discussion guide about specific questions or groups of questions to ask of all workers, just case managers, or just coaches.*

I. Current Position and Responsibilities

[Note to interviewer: use for all frontline staff]

Respondent Background

I would like to begin by asking a little about your position and your [agency/organization]. [Note to interviewers: Probe for the following responsibilities, as appropriate to the respondents]

Please briefly describe your roles and responsibilities at *[agency/organization].*

- Program enrollment/intake
- Client assessment
- Coaching
- Case management
- Social work
- Counseling
- Delivering employment services
- Arranging enrollment in other programs [*Ask respondent to name other programs]*
- Making referrals/navigation of other services
- Other responsibilities

Organizational Background and Work Structure

1. Have *[agency/organization's]* mission and its major goals and principles for providing benefits/services been communicated to you?

   [If yes, probe the following]:

   What would you say those are?

   How are goals communicated to you? How do you integrate them into your work?

   Do you communicate those goals to clients? If so, how?

   How does coaching/case management fit with the overall [*agency/organization*] mission and goals? In your view which approach (coaching or case management) is most successful?

2. How is your work organized on a daily/weekly basis? Summarize a typical work day for you.

3. What other staff members do you work with most? In what ways?

4. In the course of your everyday job, do you work with any other organizations?

   [Probe: formal vs. informal relationship; referral process]

II. Local Economic and Policy Context

[Note to interviewer: use for all frontline staff]

1. What types of jobs are typically available for the clients you work with? Are there enough jobs for those who want to work?

[Ask items 2-3 for TANF agencies or other agency or contractor that administers TANF]:

2. Can you summarize the current work requirements for the TANF recipients you work with? *(Probe: hours requirements, allowable activities, exemptions/good cause for nonparticipation, sanctioning)*

3. Do you face challenges in applying current TANF work requirement policies? If so, what are they?

III. Client Challenges

[Note to interviewer: use for all frontline staff]

a. In your experience, what individual characteristics or family circumstances make it challenging for the clients you work with to find employment, leave TANF, and become more self-sufficient?

   [Probe these areas if not explicitly mentioned]

   - Employment history and skills
   - Educational attainment and skill level, including English fluency
   - Unstable housing or homelessness
   - Lack of transportation or child care
   - Psychological and emotional skills (such as executive functioning, social skills, persistence, etc.)
   - Mental illness
   - Physical health
   - Substance abuse
   - Criminal record
   - Other

IV. Case Management Implementation and Practice

[Note to interviewer: use this section only for case managers.]

1. How do you approach working with clients? For example, what do you try to accomplish in the first meeting?
2. What are your overall goals in your casework? How do you monitor client progress towards those goals?
3. What types of assessments do you use to help tailor client services?

   [Probe for responses if not mentioned]:

   a. Barriers to self-sufficiency
   b. Cognitive skills
   c. Academic skills
   d. Executive functioning skills
   e. Employment history
   f. Employability/basic skills
   g. Psychological (e.g., personality tests)
   h. Job knowledge/career aptitude and preference
   i. Others
4. Which specific assessment tools do you use?
5. Approximately how often do you meet or communicate with clients and by what means? About how long are typical meetings? Are meetings one-on-one or in groups or both?
6. Briefly describe what happens in a "typical" case management session.
7. What do you try to accomplish in client meetings?
8. Do you monitor client compliance? If so, how?
9. What tools do you use in your case management practice? Do you have a manual?
10. What training did you receive for case management?
11. What ongoing support and supervision are available? How is your performance rated?
12. Do you have an assigned caseload? If so, how large is it? If not assigned, approximately how many clients do you typically work with on a monthly basis?
13. What are the participation and other behavioral requirements for clients? What are the consequences for noncompliance? Are there any less formal mechanisms than sanctioning through which clients are held accountable? About what percentage of clients are noncompliant?

14. What is the process for sanctions? About how often (percentage of cases) do you begin sanctioning procedures?
15. How would you describe "successful" case management?
16. Overall, do you think the case management practices you employ and the procedures and guidelines used in this agency are effective in accomplishing client and agency goals? What works well? What could be improved?

V. Coaching Implementation and Practice

[Note to interviewer: use this section only for coaches.]

1. How do you approach working with clients? For example, what do you try to accomplish in the first meeting? What types and frequency of interactions do you typically have with clients?
2. What are your overall goals in coaching? How do you monitor client progress towards those goals?
3. What types of assessments, do you use to help tailor client services?

   [Probe for responses if not mentioned:]

   a. Barriers to self-sufficiency
   b. Cognitive skills
   c. Academic skills
   d. Executive functioning skills
   e. Employment history
   f. Employability/basic skills
   g. Psychological (e.g., personality tests)
   h. Job knowledge/career aptitude and preference
   i. Others
4. Which specific assessment tools do you use?
5. What client skills, knowledge, attitudes, or values are expected to change as a result of the coaching? How do you assess client change?
6. What do you try to accomplish in each client meeting? Is there an agenda for each meeting? How do you organize the meetings?
7. Briefly describe what happens in a "typical" coaching session.
8. Approximately how often do you meet in person with clients?

9. About how long are typical coaching sessions? Over what time period is coaching delivered? Is it for a prescribed period? Until specific milestones are reached, or for some other period?
10. How frequently are you in touch with clients between formally scheduled meetings?

    [Probe: what are some common reasons why coaches would be in touch with clients between meetings? What method of contact do they use – phone, email, text message?]
11. What are the participation and other behavioral requirements for clients in the coaching program? What are the consequences for missed coaching sessions? About how often does someone with a coach leave the program before completing the entire coaching process or achieving a desired outcome? *[For workers in TANF agencies only]* Are there any less formal mechanisms than sanctioning through which clients are held accountable? About what percentage of clients do not comply with participation requirements?
12. What is the process for sanctions? About how often (percentage of cases) do you begin sanctioning procedures?
13. If a particular coach-client match is not working, are clients reassigned to new coaches? Who initiates this?
14. What are common challenges or barriers to client progress? How are they addressed?
15. What tools do you use in your coaching practice? What activities are clients asked to do between sessions?
16. What training did you receive for coaching?
17. What ongoing support and supervision are available to you? How is your performance rated?
18. Do you have an assigned caseload for coaching? If so, how large is it? If not assigned, approximately how many clients do you typically work with on a monthly basis?
19. How would you describe "successful" coaching?
20. Is coaching appropriate for every client? If not, what types of clients are ready for coaching and which are not? What services are available for clients not ready for coaching?
21. What are the strengths of coaching? What are its weaknesses?
22. Overall, do you think the coaching practices you employ and the procedures and guidelines used in this agency are effective in accomplishing client and agency goals? What works well? What could be improved?

VI. Wrap-Up: Desired Take-Aways from this Study

[Note to interviewer: use this section for coaches, only.]

Thank you so much for sharing this information with us. As we mentioned at the beginning, we expect this study to result in a report and there may be other opportunities to share selected results. We sincerely hope that this study can be useful to you. So, before we finish, we would like to hear what you *would most like others to know about your experiences running a coaching program, and what you might like to learn from our study when it is completed.*

1. In your view, what would you most want stakeholders – for example, the public, federal policymakers, *[state/non-profit]* administrators, front-line social service workers, or others – to know about your [*agency's/organization's*] experiences with serving low-income individuals, and, in particular, coaching them for success?
2. Is there anything you can think of that you would most like to learn from our study when it is finished?
3. Is there anything else you would like to share with us?
4. If we have any follow-up questions as we write our report, may we contact you again?

THANK YOU

[Note to interviewer: use this section for case managers, only]

Thank you so much for sharing this information with us. As we mentioned at the beginning, we expect this study to result in a report and there may be other opportunities to share selected results. We sincerely hope that this study can be useful to you. So, before we finish, we would like to hear what you would most like others to know about your experiences conducting case management, and what you might like to learn from our study when it is completed.

1. In your view, what would you most want stakeholders – for example, the public, federal policymakers, *[state/non-profit]* administrators, front-line social service workers, or others – to know about your [*agency's/organization's*] experiences with serving low-income individuals and, in particular, preparing them for employment?
2. Is there anything you can think of that you would most like to learn from our study when it is finished?
3. Is there anything else you would like to share with us?
4. If we have any follow-up questions as we write our report, may we contact you again?

THANK YOU

B.4c. PROGRAM SUPERVISOR DISCUSSION GUIDE

PROGRAM SUPERVISOR DISCUSSION GUIDE

[Note to site visitors: This guide is intended for individuals identified as supervisors of coaches, case managers, or other frontline program staff in the offices/programs selected for site visits. Respondents will be familiar with how coaching or case management is delivered to clients, as well as with the content and delivery of employment, family, and other services, as applicable.]

Date of Interview:
Interviewer (s):
Site:
Respondent Name(s):
Title(s):
Respondent Affiliation:
E-Mail:
Phone:
Address:
Fax:

Introductory Statement and Consent

As you may know, [PROGRAM NAME or AGENCY] is participating in the Evaluation of Employment Coaching for TANF and Other Low-Income Populations, a national study being conducted by Mathematica Policy Research and its partner Abt Associates for the U.S. Department of Health and Human Services. The study will help us learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. It will also help us learn whether there are ways to make the [coaching/program] work better.

As part of the evaluation, we are interviewing program administrators, staff, and others who work with clients, in order to help us better understand the types of services provided as part of [PROGRAM NAME/AGENCY] and your experience with providing services. The length of the interview is about 90 minutes. Your participation in this study is important and will help us understand more about the coaching services provided to low-income individuals and, as part of the broader evaluation, which services are most effective.

Your participation in this study is voluntary. During our conversation, anything you say will be kept private and we won't use your name or any other identifying information when we report the results of our study. No identified information from the interviews will be shared by the researchers with anybody from [PROGRAM NAME or AGENCY]. Your responses will be combined with the responses of other staff and no individual names will be reported. You may also choose not to answer any question you do not want to answer. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0506 and the expiration date is 3/31/2021.

[*<u>NOTE TO INTERVIEWER</u>: If this site is a TANF agency that uses more traditional case managers to serve control group sample members, or uses both case managers and coaches to serve treatment group members, please ensure that all members of each discussion group are supervisors of either only coaches or only case managers. If supervisors are normally responsible for both coaches and case* *managers, any group of supervisors may be interviewed as a group. Also be aware of guidance in the discussion guide about specific questions or groups of questions to ask of all supervisors, just supervisors of case managers, or just supervisors of coaches.]*

I. Current Position and Responsibilities

[Note to interviewer: use for all supervisors]

Respondent Background

I would like to begin by asking a little about your position and your [agency/organization]. [Note to interviewers: Probe for the following responsibilities, as appropriate to the respondents]

1. Please briefly describe your roles and responsibilities at *[agency/organization].*

   Do you supervise and/or conduct directly:

   - Recruitment/public information sessions
   - Program enrollment/intake
   - Client assessment
   - Coaching
   - Case management
   - Social work
   - Counseling
   - Delivering employment services
   - Arranging enrollment in other programs [*Ask respondent to name other programs]*
   - Making referrals/navigation of other services
   - Other supervisory or direct staffing responsibilities, including

     Coach or case manager performance review and assessment

     Other oversight responsibilities
   - Other organizational responsibilities, such as:

     Community involvement and outreach

     Hiring

     Other organizational responsibilities
2. What training have you received in your general role as a supervisor of coaches/case managers?

Organizational Background and Work Structure

1. Has your *[agency's/organization's]* mission and its major goals and principles for providing benefits/services been communicated to you?

   [If yes, probe the following]:

   What would you say those are?

   How are goals communicated to you and how do you integrate them into your work?

   Do you communicate those goals to the workers you supervise? If so, how?

   [If relevant]: Do you communicate those goals to the clients you work with directly? If so, how?

   How does coaching/case management fit with the overall [*agency/organization*] mission and goals?

   [If relevant]: In your view which approach (coaching or case management) is most successful?

2. How is your work organized on a daily/weekly basis? Summarize a typical work day for you.
3. What other staff members do you work with most? In what ways?
4. How are you supervised? To whom do you turn most often with work issues or problems?
5. In the course of your everyday job, do you work with any other organizations?

   [Probe: formal vs. informal relationship; referral process]

II. Local Economic and Policy Context

[Note to interviewer: use for all supervisors]

1. What types of jobs are typically available for the clients you and your coaches/case managers work with? Are there enough jobs for those who are looking for work?

   [Note: ask next three questions only for a TANF agency or contractor that administers TANF]

2. Can you summarize the current work requirements for the TANF recipients your agency serves? *(Probe: hours requirements, allowable activities, exemptions/good cause for nonparticipation, sanctioning)*
3. Do the workers you supervise face challenges in applying current TANF work requirement policies? If so, what are they?
4. Do you perceive any conflicts between coaching strategies and philosophy and TANF work requirements? If so, what are they, and how do you and the coaches resolve them?

III. Client Challenges

[Note to interviewer: use for all supervisors]

1. In your experience, what individual characteristics or family circumstances make it challenging for the clients your coaches/case managers work with to be self-sufficient?

   [Probe these areas if not explicitly mentioned]

   Employment history and skills

   Educational attainment and skill level, including English fluency

   Unstable housing or homelessness

   Lack of transportation or child care

   Psychological and emotional skills (such as executive functioning, social skills, persistence, etc.)

   Mental illness

   Physical health

   Substance abuse

   Criminal record

   Other

2. Do you have any particularly effective strategies that you share with your coaches/case managers in dealing with the clients facing the most challenges? What are they?

IV. Supervising Case Management Implementation and Practice

[Note to interviewer: use this section only for supervisors of case managers, or supervisors of both case managers and coaches. If interviewees supervise both coaches and case managers, ask them to respond to the following questions for supervising case managers only.]

1. How many case managers do you supervise?

2. How are clients assigned to case managers?

3. How do case managers approach working with clients? For example, what do they try to accomplish in the first meeting? What types and frequency of interactions do they typically have with clients? What guidance do you give them?

4. What are the overall goals for casework with your clients? How do you monitor your case managers' clients' progress towards those goals?

5. How often do you meet with the workers you supervise and for what purposes? What do you do in these meetings?

6. How do you assess the performance of case managers? How do you help case managers improve in their practice?

7. What types of assessments do case managers use to help tailor client services?

   [Probe for responses if not mentioned]:

   a. Barriers to self-sufficiency

   b. Cognitive skills

   c. Academic skills

   d. Executive functioning skills

   e. Employment history

   f. Employability/basic skills

   g. Psychological (e.g., personality tests)

   h. Job knowledge/career aptitude and preference

   i. Others

8. Which specific assessment tools do they use?

9. Approximately how often do case managers meet or communicate with clients and by what means? About how long are typical meetings? Are meetings one-on-one or in groups or both? Do you ever monitor or sit in on client/case manager meetings?

10. Briefly describe what happens in a "typical" case management session.

11. What do case managers try to accomplish through client meetings?

12. Do case managers monitor client compliance? If so, how? How do you interact with case managers about client compliance? Do you also monitor client compliance? If so, how?

13. In general, what tools do case managers use? Do they have a manual? Is it adequate?

14. How are clients assigned to case managers? If a particular case manager-client match is not working, are clients reassigned to new case managers? Who initiates this? How are you involved? Does this happen very often?

15. What training do case managers receive? What training do you receive?

16. What ongoing support and supervision are available to you? How is your performance rated?

17. Do case managers have an assigned caseload? If so, how large is it? If not assigned, approximately how many clients do case managers typically work with on a monthly basis?

18. *[Ask supervisors in TANF agencies]* What are the participation and other behavioral requirements for clients? What are the consequences for noncompliance? Are there any less formal mechanisms than sanctioning through which clients are held accountable? About what percentage of clients are noncompliant?

19. *[Ask supervisors in TANF agencies]* What is the process for sanctions? About how often (percentage of cases) do case managers begin sanctioning procedures? Are you involved in sanctioning? If so, in what ways?

20. How would you describe "successful" case management? How do you work with case managers to help them be successful?

21. Overall, do you think the case management practices workers employ and the procedures and guidelines used in this agency are effective in accomplishing client and agency goals? What works well? What could be improved?

V. Supervising Coaching Implementation and Practice

[Note to interviewer: use this section only for supervisors of TANF coaches, or supervisors of both case managers and coaches. If interviewees supervise both coaches and case managers, ask them to respond to the following questions for supervising coaches only.]

A. What coaches do

1. How are clients assigned to coaches?

2. How do coaches approach working with clients? For example, what do they try to accomplish in the first meeting? What types and frequency of interactions do they typically have with clients? What guidance do you give them?

3. What are the overall goals in coaching TANF clients? Other low-income individuals? How do you monitor your coaches' clients' progress towards those goals?

4. What types of assessments do coaches use?

   [Probe for responses if not mentioned:]

   j. Barriers to self-sufficiency

   k. Cognitive skills

   l. Academic skills

   m. Executive functioning skills
   n. Employment history
   o. Employability/basic skills
   p. Psychological (e.g., personality tests)
   q. Job knowledge/career aptitude and preference
   r. Others

5. Which specific assessment tools do coaches use?
6. What client skills, knowledge, attitudes, or values are expected to change as a result of the coaching? How do coaches assess client change?
7. What do coaches generally try to accomplish in each client meeting? How individualized are the meeting goals?
8. How are the meetings organized? Are they usually one-on-one or group formats?
9. Briefly describe what happens in a "typical" coaching session.
10. Approximately how often do coaches meet in person with clients?
11. About how long are typical coaching sessions?
12. Over what time period is coaching delivered? Is it for a prescribed period? Until specific milestones are reached, or for some other period?
13. How frequently are coaches in touch with clients between formally scheduled meetings? What are some reasons why coaches would be in touch with clients between meetings? What method(s) of contact do they use – e.g., phone, email, text message?
14. What are the participation and other behavioral requirements for clients who have a coach? What are the consequences for missed coaching sessions? About how often does someone with a coach leave the program before completing the entire coaching process or achieving a desired outcome? *[For supervisors in TANF agencies only]* Are there any less formal mechanisms than sanctioning through which clients are held accountable? About what percentage of clients do not comply with participation requirements?
15. What is the process for sanctions? About how often (percentage of cases) do coaches begin sanctioning procedures? Are you involved in sanctioning? If so, in what ways?
16. If a particular coach-client match is not working, are clients reassigned to new coaches? Who initiates this? How are you involved? Does this happen very often?
17. What are common challenges or barriers to client progress? How do coaches address them?

18. What tools do coaches use in their coaching practice? What activities are clients asked to do between sessions?

19. What training do coaches receive? What training did you receive?

20. Do coaches have an assigned caseload for coaching? If so, how large is it? If not assigned, approximately how many clients do coaches typically work with on a monthly basis?

B. Supervising coaches

1. How many coaches do you supervise?

2. Do you ever sit in on a coach/client meeting? Do you give coaches feedback on their coaching?

3. How often do you meet with the coaches you supervise and for what purposes?

4. How do you assess the performance of coaches? How do you help coaches improve in their practice? Do you use coaching techniques or strategies when working with coaches? If so, describe what techniques you use and what you try to accomplish in meetings with coaches.

5. What ongoing support and supervision are available to you? How is your performance rated?

C. Opinions of coaching

1. How would you describe “successful” coaching?

2. Is coaching appropriate for every client? If not, what types of clients are ready for coaching and which are not? What services are available for clients not ready for coaching?

3. What are the strengths of coaching? What are its weaknesses? What challenges are there in successfully implementing coaching?

4. Overall, do you think the practices coaches employ and the procedures and guidelines used in this agency are effective in accomplishing client and agency goals? What works well? What could be improved? If applicable, how does it compare with regular case management approaches?

VI. Wrap-Up: Desired Take-Aways from this Study

Thank you so much for sharing this information with us. As we mentioned at the beginning, we expect this study to result in a report and there may be other opportunities to share selected results. We sincerely hope that this study can be useful to you. So, before we finish, we would like to hear what you would most like others to know about your experiences, and what you might like to learn from our study when it is completed.

2. In your view, what would you most want stakeholders – for example, the public, federal policymakers, *[state/non-profit]* administrators, front-line social service workers, or others – to know about your [*agency's/organization's*] experiences with serving low-income individuals, and, in particular, coaching them for employment success?
3. Is there anything you can think of that you would most like to learn from our study when it is finished?
4. Is there anything else you would like to share with us? If we have any follow-up questions as we write our report, may we contact you again?

THANK YOU

B.5 STAFF SURVEY

OMB No.: 0970-0506
Expiration Date: 3/21/2021

Evaluation of Employment Coaching for TANF and Other Related Populations
Management and Staff Survey Questionnaire
[Advance E-mail to Program Staff]

Dear [Name of program staff member]:

As you may know, [PROGRAM NAME or AGENCY] is participating in the Evaluation of Employment Coaching for TANF and Other Related Populations, a national study being conducted by the U.S. Department of Health and Human Services. The study will learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. The study will also help us learn whether there are ways to make the [coaching/program] work better. The U.S. Department of Health and Human Services has asked researchers from Mathematica Policy Research and Abt Associates to assist with the study.

As part of the evaluation we are asking management and staff to complete a brief survey to help us better understand the types of services provided as part of [PROGRAM NAME or AGENCY]. The time to complete this survey will vary by person, but is expected to be no more than 45 minutes on average.

Your participation in the survey is completely voluntary. You do not have to answer any questions that make you uncomfortable. All your responses will be kept strictly private and will only be used for research purposes and aggregated with other responses.

If you have any questions about the survey, please do not hesitate to contact Correne Saunders at Abt Associates by calling 1-301-347-5657 or emailing Correne_Saunders@abtassoc.com.

Thank you in advance for your assistance in completing this survey and providing important information to the study.

According to the Paperwork Reduction Act of 1995, no persons are 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 0970-0506. The time required to complete this information collection is estimated to average 45 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

Section A. Background and Program Involvement

Please complete the requested information below or select the category for each item that best describes your background.

[If Manager or Staff display questions 1-9]

1. What is your title in your current position with [program name or agency]?

____

2. How long have you been working in the position of [title from Q1] at [program name or agency]?

_______ years _______ months

3. How long have you worked for [organization name]?

_______ years _______ months

4. How would you describe yourself?

(Please select only one answer.)

1 ☐ Male

2 ☐ Female

3 ☐ Would you describe yourself in some other way? (*please specify*)
[textbox]

5. What is your age?

_______ years old

6. Are you Hispanic, Latino, or of Spanish origin?

(Please select only one answer.)

1 ☐ Yes

0 ☐ No, not of Hispanic, Latino, or Spanish origin

7. What is your race?

(Please select all that apply.)

1 ☐ American Indian or Alaska Native

2 ☐ Asian

3 ☐ Black or African American

4 ☐ Native Hawaiian or other Pacific Islander

5 ☐ White

6 ☐ Other *(please specify)* _______________________________

8. What is the highest level of education you have completed?

(Please select only one answer.)

1 ☐ Did not complete high school or GED

2 ☐ High school diploma (not General Education Development or GED)

3 ☐ General Education Development or GED

4 ☐ Some college but no degree

5 ☐ 2-Year or 3-Year College Degree (Associate's Degree)

6 ☐ 4-Year College Degree (Bachelor's Degree)

7 ☐ Graduate or Professional Degree (Master's Degree)

8 ☐ Doctoral Degree or equivalent

9 ☐ Other *(please specify)* ____________________

9. In your position of [title from Q1] at [program name or agency], are you a:

1 ☐ Full-time employee

2 ☐ Part-time employee

3 ☐ Full-time contractor

4 ☐ Part-time contractor

[If Manager, display Q10-M. If Staff, skip to Q10-S.]

10-M. Which of the following are among your responsibilities in your position of [title from Q1]?

(Please select all that apply.)

1 ☐ Supervising coaches

2 ☐ Supervising case managers

3 ☐ Supervising other types of frontline staff (e.g. recruiters, eligibility and intake workers, job developers, workshop instructors, trainers)

4 ☐ Coaching participants to set and achieve their goals

5 ☐ Providing case management

6 ☐ Program design/enhancements

7 ☐ Performance management/program reporting

8 ☐ Job development, job placement, and/or employer outreach

9 ☐ Other employment services (i.e., job search assistance, resume development, soft skills training)

10 ☐ Community involvement and outreach

11 ☐ Hiring staff

12 ☐ Budget planning

13 ☐ Fundraising

14 ☐ Other *(please specify)* ____________________

10-S. Which of the following are among your responsibilities in your position of [title from Q1]?

(Please select all that apply.)

1 ☐ Coaching participants to set and achieve their goals

2 ☐ Providing case management

3 ☐ Job development, job placement, and/or employer outreach

4 ☐ Other employment services (i.e., job search assistance, resume development, soft skills training)

5 ☐ Providing group instruction (e.g., workshops)

6 ☐ Providing referrals to other programs or services

7 ☐ Administrative (e.g., completing required paperwork)

8 ☐ Identifying potential participants interested in program and assess eligibility

9 ☐ Conducting intake into the program

10 ☐ Other *(please specify)* ____

[If Manager, display Q11-M listing only items selected in Q10-M. If Staff, skip to Q11-S.]

11-M. On average, which of your responsibilities do you spend the most time on in a typical week?

(Please select only one answer.)

1 ☐ Supervising coaches

2 ☐ Supervising case managers

3 ☐ Supervising other types of frontline staff (e.g. recruiters, eligibility and intake workers, job developers, workshop instructors, trainers)

4 ☐ Coaching participants to set and achieve their goals

5 ☐ Providing case management

6 ☐ Program design/enhancements

7 ☐ Performance management/program reporting

8 ☐ Job development, job placement, and/or employer outreach

9 ☐ Other employment services (i.e., job search assistance, resume development, soft skills training)

10 ☐ Community involvement and outreach

11 ☐ Hiring staff

12 ☐ Budget planning

13 ☐ Fundraising

14 ☐ Other *(please specify)* ____

[If Staff, display Q11-S listing only items selected in Q10-S. If Manager, skip to Q12.]

11-S. On average, which of your responsibilities do you spend the most time on in a typical week?

(Please select only one answer.)

1 ☐ Coaching participants to set and achieve their goals

2 ☐ Providing case management

3 ☐ Job development, job placements and/or employer outreach

4 ☐ Other employment services (i.e., job search assistance, resume development, soft skills training)

5 ☐ Providing group instruction (e.g., workshops)

6 ☐ Providing referrals to other programs or services

7 ☐ Administrative (e.g., complete required paperwork)

8 ☐ Identifying potential participants interested in program and assess eligibility

9 ☐ Conducting intake into the program

10 ☐ Other *(please specify)* ____

[If Manager or Staff display Q12]

12. How much total work experience (including your current and prior positions) do you have in performing responsibilities similar to those you carry out as part of [program name or agency]?

(Please select only one answer.)

1 ☐ Less than 1 year

2 ☐ 1 year to less than 3 years

3 ☐ 3 to 5 years

4 ☐ More than 5 years

[If Q10-M = 1 OR 4 OR if Q10-S = 1, display Q12a]

12a. How much total work experience (including your current and prior positions) do you have in coaching and/or supervising coaching?

(Please select only one answer.)

1 ☐ None

2 ☐ Less than 6 months

2 ☐ 6 months to less than 1 year

3 ☐ 1 year to less than 3 years

4 ☐ 3 to 5 years

5 ☐ More than 5 years

[If Manager, display Q13a-M. If Staff, skip to Q14a.]

13a-M. In your position of [title from Q1] at [program name or agency], do you formally manage/supervise staff on an ongoing basis?

1 ☐ Yes

0 ☐ No

[If Q13a-M = yes, display Q13b-M and Q13c-M. If Q13a-M = no, skip to Q14a.]

13b-M. If yes, how many staff do you typically manage/supervise?

______ # staff

13c-M. Do you supervise:

(Please select all that apply.)

1 ☐ Coaches

2 ☐ Case managers

3 ☐ Workshop instructors

4 ☐ Employment assistance frontline staff (e.g. job developers, trainers)

5 ☐ Administrative staff

6 ☐ Other *(please specify)* ____

[If Manager or Staff display Q14a.]

14a. In your position of [title from Q1] at [program name or agency], are you responsible for working with a number of participants on an ongoing basis (i.e., do you carry a "dedicated caseload" or fill in for frontline staff when needed)?

1 ☐ Yes

0 ☐ No

[If Q14a = yes, display Q14b - Q14e. If Q14a = no, skip to Q15a.]

14b. Do you work with:

(Please select only one answer.)

1 ☐ Only participants in [**treatment group**]

2 ☐ Only participants in [**control group**]

3 ☐ Both

4 ☐ Do not work with participants

5 ☐ Don't know

14c. On average, how many participants do you typically work with (i.e., what is your caseload) each month?

______ # participants

14d. During a typical session with a participant, what percentage of your time do you spend supporting the participant to set goals or work on plans to achieve goals?

(Please enter a response from 1-100 percent.)

______ % of time per session

14e. During a typical session with a participant, what percentage of your time do you spend describing and directing the participant to support services?

(Please enter a response from 1-100 percent.)

_______ % of time per session

[If Manager or Staff display Q15a.]

15a. In your position of [title from Q1] at [program name or agency], have you <u>participated</u> in coaching training?

1 ☐ Yes

0 ☐ No

[If Q15a = yes, continue to Q15b. If Q15a = no and Staff, skip to Q16a. If Q15a = no and Manager, skip to Q17.]

15b. If yes, approximately when did you complete your initial coaching training at [program name or agency]?

______ month ______ year

15c. If yes, approximately when did you complete your most recent coaching training at [program name or agency]?

______ month ______ year

15d. What method best describes your coaching training, including initial and follow-up training sessions?

(Please select all that apply.)

1 ☐ In-person, one-on-one session(s)

2 ☐ In-person, group session(s)

3 ☐ Online, live session(s)

4 ☐ Online, self-paced session(s)

5 ☐ Other (*please specify*) ____

15e. How many hours of coaching training have you participated in, including initial and follow-up training sessions?

______ # of hours

15f. Did your coaching training include a manual or other written materials?

1 ☐ Yes

0 ☐ No

[If Q15e = yes, display 15e-S. If Q15e = no and, skip to Q15f.]

15f-S. Do you think the manual or other written materials are useful?

1 ☐ Yes

2 ☐ Somewhat

0 ☐ No

15g. Has your training included <u>follow-up sessions or check-ins after your initial coaching training</u> through the following methods?

SELECT ONE RESPONSE PER ROW

	YES	NO	DON'T KNOW
a. Peer-to-peer coaching meetings	1 ☐	0 ☐	d ☐
b. Peer-to-peer observations	1 ☐	0 ☐	d ☐
c. Case reviews	1 ☐	0 ☐	d ☐
d. Webinars	1 ☐	0 ☐	d ☐
e. Other method *(please specify)* ______________________________	1 ☐	0 ☐	d ☐

[If Q14b = Only with participants in [treatment group] or Both, continue to Q16a. Otherwise skip to Q17.]

16a. Does your supervisor or manager reinforce coaching techniques and strategies with you?

1 ☐ Yes

0 ☐ No

[If Q16a = yes, continue to Q16b. If Q16a = no, skip to Q17-M if Manager or 17a-S if Staff.]

16b. If yes, please select all that apply.

1 ☐ Supervisor observes coach and participant sessions

2 ☐ Supervisor schedules or facilitates peer-to-peer coaching meetings

3 ☐ Supervisor schedules peer-to-peer observations of coaching sessions

4 ☐ Supervisor conducts case reviews one-on-one or in groups

5 ☐ Other (*please specify*) ____

16c. How frequently does your supervisor or manager use coaching techniques and strategies when meeting with you?

1 ☐ Often

2 ☐ Sometimes

3 ☐ Not at all

4 ☐ Don't know

Section B. Types of [Program Name or AGENCY] Services Provided

[If Manager, display Q17-M. If Staff, skip to Q17a-S.]

17-M. Based on your discussions with coaches, what is your perception of how often participants in [program name or agency] are able to accomplish the following:

SELECT ONE RESPONSE PER ROW

	Never	Rarely	Sometimes	Often	Always
a. Identify a long-term goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Identify short-term goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Break down goals into small achievable steps on their own	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Use an identified goal to motivate themselves	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Identify potential challenges that may get in the way of accomplishing a goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Make adjustments to steps if unable to accomplish goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Celebrate their achievement of a goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

[If Q14a = yes, display Q17 - Q20. If Q14a = no and Manager, skip to Q21-M. If Q14a = no and Staff, skip to Q21a-S.]

17a-S. Using a scale of 1 to 5, where 1 = Never and 5 = Always, please indicate how often participants who have been in [program name or agency] for less than one month are able to work with their [coach/case manager] to accomplish the following:

SELECT ONE RESPONSE PER ROW

	Never	Rarely	Sometimes	Often	Always
a. Identify a long-term goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Identify short-term goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Break down goals into small achievable steps on their own	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Use an identified goal to motivate themselves	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Identify potential challenges that may get in the way of accomplishing a goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Make adjustments to steps if unable to accomplish goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Celebrate their achievement of a goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

17b-S. Using a scale of 1 to 5, where 1 = Never and 5 = Always, please indicate <u>how often participants who have been in [program name or agency] for more than one month are able to work with their [coach/case manager] to accomplish</u> the following:

SELECT ONE RESPONSE PER ROW

	Never	Rarely	Sometimes	Often	Always
a. Identify a long-term goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Identify short-term goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Break down goals into small achievable steps on their own	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Use an identified goal to motivate themselves	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Identify potential challenges that may get in the way of accomplishing a goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Make adjustments to steps if unable to accomplish goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Celebrate their achievement of a goal	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

18. Please indicate about <u>how often you use</u> the following [resources/process from curricula] with participants. Using a scale of 1 to 5, where 1 = Never and 5 = Always, please indicate how often these resources are used during one-on-on sessions with participants.

SELECT ONE RESPONSE PER ROW

	Never	Rarely	Sometimes	Often	Always
a. [Tool A]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. [Tool B]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. [Tool C]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. [Tool D]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. [Tool E]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. [Tool F]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. [Tool G]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. [Tool H]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Tangible incentives (e.g., gift cards, tokens used to buy items, other items)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Other (*please specify*) ________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

19. **Please indicate about how <u>valuable</u> you find each of these resources in helping participants gain and retain employment.**

SELECT ONE RESPONSE PER ROW

	Not Valuable	Rarely Valuable	Somewhat Valuable	Valuable	Extremely Valuable
a. [Tool A]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. [Tool B]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. [Tool C]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. [Tool D]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. [Tool E]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. [Tool F]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. [Tool G]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. [Tool H]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Tangible incentives (e.g., gift cards, tokens used to buy items, other items)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Other (*please specify*) ________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

20. **Please indicate <u>how much time</u> it takes on average to complete each of the following [program name or agency] resources with a participant:**

SELECT ONE RESPONSE PER ROW

	Don't Use	1-10 minutes	11-20 minutes	21-30 minutes	More than 30 minutes
a. [Tool A]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. [Tool B]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. [Tool C]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. [Tool D]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. [Tool E]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. [Tool F]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. [Tool G]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. [Tool H]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Tangible incentives (e.g., gift cards, tokens used to buy items, other items)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Other (*please specify*) ________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Section C. Amount of Staff Supervision and Monitoring

[If Manager, display Q21-M. If Staff, skip to Q21a-S.]

21-M. On average, <u>how often</u> do you…

SELECT ONE RESPONSE PER ROW

	Never	A Few Times Per Year	About Once a Month	2 To 3 Times a Month	Once a Week or More
a. Communicate with case managers about participants' individual situations (e.g., participant progress, strengths, and challenges to participation)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Communicate with coaches about participants' individual situations (e.g., participant progress, strengths, and challenges to participation)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Communicate directly with participants about their individual situations (e.g., participant progress, strengths, and challenges to participation)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Observe case managers conduct sessions with participants?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Observe coaches conduct sessions with participants?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

[If Q14a = yes, display Q21a-S – Q21b-S. If Q14a = no, skip to Q24.]

21a-S. On average, <u>how often</u> do you <u>have contact with participants</u> through each of the following methods?

SELECT ONE RESPONSE PER ROW

	Never	A Few Times Per Year	About Once a Month	2 To 3 Times a Month	Once a Week or More
a. In person, one-on-one session	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. In person, group session	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Over the phone	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. By email or other electronic communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Other method (*please specify*) ______________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

21b-S. On average, how often do you work with your supervisor on an ongoing basis to practice or review coaching techniques through each of the following methods?

SELECT ONE RESPONSE PER ROW

	Never	A Few Times Per Year	About Once a Month	2 To 3 Times a Month	Once a Week or More
a. In person, one-on-one session	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. In person, group session	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Over the phone	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. By email or other electronic communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Other method (*please specify*) ______________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

[If Q14a = yes, display Q22a-S – Q23a-S. If Q14a = no, skip to Q24.]

22-S. On average, how often do you…

SELECT ONE RESPONSE PER ROW

	Never	A Few Times Per Year	About Once a Month	2 To 3 Times a Month	Once a Week or More
a. Communicate with program management or supervisors about participants' individual situations (e.g., participant progress, strengths, challenges to participation)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Communicate with other staff about participants' individual situations (e.g., participant progress, strengths, and challenges to participation)?	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

23a-S. Are follow-ups conducted as part of [program name or agency] with participants after they have found a job?

1 ☐ Yes

0 ☐ No

[If Q23a-S = yes, continue to Q23b-S. If Q23a-S = no, skip to Q24.]

23b-S. On average, how often do you use the following contact methods with participants after they have found a job?

SELECT ONE RESPONSE PER ROW

	Never	A Few Times Per Year	About Once a Month	2 To 3 Times a Month	Once a Week or More
a. In person, one-on-one session	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. In person, group session	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Over the phone	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. By email or other electronic communication	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Other method (*please specify*) ________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Section D. Challenges to Employment

[If Manager or Staff display both Q24.]

24. Based on your experience, on average, how frequently do participants experience the challenges listed below?

SELECT ONE RESPONSE PER ROW

	Not At All	Very Little	Some	Quite a Bit	Frequently
a. Limited education	1 ☐	2 ☐	3 ☐	4 ☐	
b. Limited prior work or volunteer experience	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Limited relevant vocational skills	1 ☐	2 ☐	3 ☐	4 ☐	
d. Child care or dependent care issues	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Transportation problems	1 ☐	2 ☐	3 ☐	4 ☐	
f. Low motivation to find employment	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Mental health condition(s)	1 ☐	2 ☐	3 ☐	4 ☐	
h. Physical health condition(s)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Limited problem-solving abilities	1 ☐	2 ☐	3 ☐	4 ☐	
j. Drug and/or alcohol addiction	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
k. Learning disabilities	1 ☐	2 ☐	3 ☐	4 ☐	
l. Intimate partner violence issues	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
m. Other domestic issues (e.g., divorce, child custody)	1 ☐	2 ☐	3 ☐	4 ☐	
n. Homelessness or housing problems	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
o. Criminal history	1 ☐	2 ☐	3 ☐	4 ☐	
p. Legal problems	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
q. Unable to focus on what's important	1 ☐	2 ☐	3 ☐	4 ☐	
r. Procrastination	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
s. Unable to follow through to the completion of a goal	1 ☐	2 ☐	3 ☐	4 ☐	
t. Inability to set goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
u. Limited soft skills (e.g., communication skills, social skills, teamwork)	1 ☐	2 ☐	3 ☐	4 ☐	
v. Limited number of jobs that match the education, skills, and abilities of participants	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
w. Limited number of good jobs (e.g., well-paying, benefits)	1 ☐	2 ☐	3 ☐	4 ☐	
x. Participant doesn't know where to find jobs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
y. Participant afraid to approach employers	1 ☐	2 ☐	3 ☐	4 ☐	
Other *(please specify)* ______________________	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Section E. Program Participation and Nonparticipation

[If Manager or Staff display Q25.]

25. Using a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree, please indicate how much you agree or disagree with the following statements about staff at [program name or agency]:

SELECT ONE RESPONSE PER ROW

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
a. Staff in this program closely monitor the progress of participants assigned to [program name or agency]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Staff in this program learn quickly about participants who did not attend planned activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Staff in this program learn quickly about a participant who quit or lost a job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Staff in this program explain program expectations and consequences of nonparticipation to participants	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Staff in this program consistently use tangible incentives (e.g., gift cards, tokens used to buy items, other items) to encourage participants	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Staff in this program use positive reinforcement to encourage participation (e.g., praise, clapping)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Staff in this program impose sanctions on participants who do not participate or comply with program rules	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Staff in this program are consistent in their use of sanctions (e.g. apply consistent criteria)	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. Staff implement sanctions quickly after a participant stops participating in program activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. Staff work hard to reengage sanctioned participants in program activities	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Section F. [Program Name or AGENCY] and Organizational Performance

[If Manager or Staff display Q26 - Q31.]

26. Do you think coaching is an effective approach within [program name or agency]?

1 ☐ Yes

0 ☐ No

27. On average, how many participants benefit from the coaching approach?

1 ☐ All

2 ☐ Most

3 ☐ Many

4 ☐ Some

0 ☐ None

27b. In your opinion, what are the characteristics of participants who benefit most from the coaching approach?

______ [textbox]

28. Do you think a directive and prescriptive approach with participants in [program name or agency] is effective?

1 ☐ Yes

0 ☐ No

28b. In your opinion, what are the characteristics of participants who benefit most from a directive and prescriptive approach?

______ [textbox]

29. This first set of questions focuses on your perceptions of the [program name or agency].

Using a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree, please indicate how much you agree or disagree with the following statements about [program name or agency]:

SELECT ONE RESPONSE PER ROW

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
a. Staff make an effort to learn about participants' personal and family situations	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Staff make an effort to learn about participants' career and employment goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Staff make an effort to learn about participants' motivation to work	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. Staff provide information about available support services	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. Staff assign activities for participants to do before sessions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. Staff help participants set personal goals	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Staff offer tangible incentives (e.g., gift cards, tokens used to buy items, other items) to increase participant motivation and persistence	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. Staff check in with participants between sessions	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

The next questions ask about your opinions about your work place.

30. Using a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree, please rate how strongly you agree or disagree with each of the following statements about [organization name from Q1] and your experiences in your position:

SELECT ONE RESPONSE PER ROW

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
a. Frequent staff turnover is a problem for your organization	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Staff are able to spend the time needed with participants	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. Staff have the skills they need to do their jobs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. The [**program name or agency**] has enough staff to meet current participants' needs	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. [**Program name or agency**] staff are well-trained	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

SELECT ONE RESPONSE PER ROW

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
f. A larger support staff is needed to help meet needs in the [**program name or agency**]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. Staff training and professional development are priorities in the [**program name or agency**]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. The [**program name or agency**] holds regular in-service training	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. The budget of the [**program name or agency**] allows staff to attend professional training	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
[If Manager skip to Q30q. If Staff display questions Q30j - Q30p] j. The [**program name or agency**] is managed well	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
k. The [**program name or agency**] has supervisors who are capable and qualified	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
l. When needed, [**program name or agency**] supervisors devote much time and attention to staff supervision	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
m. Management decisions for the [**program name or agency**] are well considered	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
n. You have confidence in how decisions in the [**program name or agency**] are made	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
o. You meet frequently with supervisors about participants' needs and progress	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
p. Staff concerns are ignored by management when making decisions about the [**program name or agency**]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
q. Some staff members seem confused about the main goals for the [**program name or agency**]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
r. The [**program name or agency**] operates with clear goals and objectives	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
s. Your job duties are clearly related to the goals for the [**program name or agency**]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
t. Management for the [**program name or agency**] has a clear plan for its future	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

31. Using a scale of 1 to 5, where 1 = Strongly Disagree and 5 = Strongly Agree, please rate how strongly you agree or disagree with each of the following statements about [organization name from Q1] and your experiences in your position:

SELECT ONE RESPONSE PER ROW

	Strongly Disagree	Somewhat Disagree	Neither Agree Nor Disagree	Somewhat Agree	Strongly Agree
a. The [**program name or agency**] encourages and supports professional growth for the staff	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
b. Keeping your knowledge and skills up-to-date is a priority for you	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
c. You do a good job of regularly updating and improving your skills	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
d. You regularly seek to learn new techniques or updates in the field	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
e. You are satisfied with your present job	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
f. You feel appreciated for the job you do	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
g. You give high value to the work you do	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
h. You are proud to tell others where you work	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
i. You like the people you work with	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
j. You would like to find a job somewhere else	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
k. The heavy staff workload reduces the effectiveness of the [**program name or agency**]	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
l. You are under too many pressures to do your job effectively	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
m. Staff members at the [**program name or agency**] often show signs of high stress and strain	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
n. Staff frustration is common where you work	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐
o. Staff performance measures do not align with the coaching approach	1 ☐	2 ☐	3 ☐	4 ☐	5 ☐

Thank you for your time in filling out this questionnaire.

B.6 IN-DEPTH PARTICIPANT INTERVIEW TOPIC GUIDE

Evaluation of Employment Coaching for TANF and Related Populations

In-depth Interview Topic Guide

Introductory Statement and Consent

Thank you so much for meeting with me today. My name is __________ and I am with a company called [Mathematica Policy Research/Abt Associates]. We are an independent evaluator assisting the U.S. Department of Health and Human Services on a national study to learn more about whether providing people with a coach to assist them with setting and meeting goals helps them get and keep a job. The study will also help us learn whether there are ways to make the [coaching/program] work better. As part of this study, we are talking to people like you who have been paired with a coach to better understand your experiences with and views about the program.

Your participation in this study is voluntary. Our conversation will take about 2 hours. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The OMB number for this information collection is 0970-0506 and the expiration date is 3/31/2021. During our conversation, anything you say will be private, except if you say something that suggests you are very likely to harm yourself, that you are planning to hurt another person or child, or that someone is likely to harm you. We also won't use your name or any other identifying information when we report the results of our study. We also won't share what you say with your program or your coach. You may also choose not to answer any question you do not want to answer. I would like to record our conversation so I don't miss anything. No one will hear the tape except for researchers and the person who types it up. Is it okay with you if I tape this conversation? If you want me to turn the tape off for any reason or at any time, just say so. [INTERVIEWER: TURN THE TAPE RECORDER ON]

A. Relationship building and participant background

1. Tell me a little bit about yourself.
   a. Family composition (number and ages of children)
   b. Favorite activities and hobbies
   c. Length of engagement with program that administers TANF (if receiving TANF)

B. Client hopes, expectations, and service needs

1. Tell me about what brought you to [name of program]. How did you find out about the program? What did people say about the program?
2. When did you start participating in [name of program]?
3. What were your hopes when you first came to [name of program]?
4. What do you think is the purpose of [name of program]?

5. Tell me about what you have been doing as part of [name of program].
    a. Orientation
    b. Assessment
    c. Goal or activity planning
    d. Activities engaged in (job search, work experience, coaching sessions, training/education, etc.)
    e. Work support services received (e.g., child care assistance including vouchers or funds; transportation assistance such as gas cards or bus passes; clothes, uniforms, tools or other supplies and equipment; tuition assistance; assistance finding stable housing; assistance with budgeting, credit, banking, or other financial matters; or assistance expunging a criminal record or other legal assistance)
    f. Personal support services received (e.g., mental health counseling, domestic violence counseling or support, substance abuse treatment, or services to help with stress reduction or other approaches to improve emotional well-being)
    g. What other kinds of help do you get from [name of program]? (e.g., help finding a job, help finding other services you need, help setting goals for your future.) Is the help useful? Why or why not?

C. Relationship with coach and other workers

1. Tell me all of the people you are working with at [name of program].
    a. Role and types of help each worker provides
2. Tell me about [name of coach].
    a. Whether currently working with coach
        i. If relationship has ended, reasons why
    b. Length of time working or worked with coach
    c. How often contact occurs, how long sessions last, which modes of interaction are used (in-person meetings, phone calls, email, text), and how often each mode is used
    d. If meet in-person, where in-person contact typically occurs and how often. Length of typical session.
    e. If in-person contact is one-on-one or in group settings
3. What do you talk about when you meet with [name of coach]? Walk me through a typical session with your coach.
    a. Content of initial coaching session
    b. Content of subsequent coaching sessions (ongoing assessment/reassessment, review of goals from previous session, goal development, tracking and accountability)
    c. Amount of time during coaching sessions spent on goal setting
    d. Tools, activities, and types of materials used during coaching sessions

        i. Opinions of usefulness

    e. Extent to which the participant determines what the participant and coach discuss

4. Do you meet with a case manager in addition to a coach?
    a. Whether currently working with a case manager
        i. If relationship has ended, reasons why
    b. How long participant has been or was meeting with case manager. How often contact occurs, how long sessions last, and which mode of interactions are used (in-person meetings, phone calls, email, text)
    c. If meet in-person, where in-person contact typically occurs and how often. Length of typical session.
    d. If in-person contact is one-on-one or in group settings
5. [If have case manager] What do you talk about with your case manager? Walk me through a typical session with your case manager.
    a. Content of initial meeting
    b. Content of subsequent meetings
    c. Amount of time during meetings spent on goal setting
    d. Tools, activities, and types of materials used during meetings
        i. Opinions of usefulness
    e. To what extent the participant determines what the participant and case manager will discuss and the next steps in the conversation
    f. Perceived difference between participant's coach and case manager
    g. Whether the guidance the participant receives from caseworker and coach ever conflict (e.g., around what you need to do)
6. Going back to talking about [name of coach]. Do you ever leave your meeting with [name of coach] with things to do before your next appointment?
    a. Types of tasks
    b. Who determines the tasks
    c. What specific tasks did participant find most and least useful
    d. Whether participant typically completed tasks. If did not complete certain tasks, why not?
7. Does what you talked about during a session with [name of coach] influence your behavior after you leave? How so?

8. What do you think about the meetings you have with [name of coach]?
   a. Likes and dislikes
   b. Opinions of usefulness
9. Sometimes people miss meetings they have scheduled because other important things come up, or they are busy and forget about their meeting, or unexpected things happen like their car breaks down or their child care falls through. Have you missed any meetings with [name of coach]?
   a. Reasons meetings have been missed
   b. Consequences of missing meetings
   c. Whether and how started attending meetings again
10. We just talked about missing meetings with [name of coach]. Has there ever been a time when you stopped participating in the program altogether (including not meeting with your case manager, if applicable)? Can you tell me more about that? What was happening in your life at the time? What changed that made you stop participating?
    a. Has participant ever lost some or all of their benefits because of not completing program requirements—that is, been sanctioned

D. Service delivery and the goal achievement process

1. Do you currently have a goal or goals that you are working toward with your coach? What is that goal (those goals)?
   a. [If participant answers no] Did you have a goal or goals you worked toward with your coach in the past? What was [that goal/those goals]? [If they have no goals they worked toward with their coach, skip to question 7]
   b. [If multiple goals] Which goal is the most important to participant? (Focus on this one in next questions)
   c. When was the goal developed?
   d. How was the goal developed?
      i. Role of coach in developing goal
   e. How important is the goal to the participant? How motivated is the participant?
2. Did anything get in your way when you were figuring out what your goal would be?
   a. Challenges faced
   b. Strategies for addressing challenges
   c. What happened if the participant didn't have a goal when they were in the program?
3. What did you do after you identified your goal?
   a. Action steps developed to achieve goal

b. Who developed the action steps and how

   i. Role of coach in developing action steps

4. [If action steps were planned] Did anything get in your way while planning the steps you were going to take?

   a. Challenges faced

   b. Strategies for addressing challenges

5. Tell me about your experience with working on your goal

   a. Challenges faced getting started and strategies for addressing challenges

   b. If action steps were developed, whether they were taken to meet the goal. If action steps were not developed or the steps developed were not taken, how else did the participant work toward the goal?

   c. Challenges with completing the action steps or goal (e.g., having difficulty getting started, having difficulty finishing tasks)

   d. What did participant do when they faced these challenges?

   e. How did what they actually do differ from what was planned?

   f. What rewards, incentives, or other forms of motivation did the participant receive from the coach, if any

6. Did you change the goal you were working on at [name of program] or the planned steps (if steps were developed)?

   a. Process for reviewing and revising goals and action steps (how often, how communicated)

   b. Role of coach in helping to refine and change goals and action steps

7. Before working with your coach, did you have goals? What were they?

8. Please tell me about a goal that you worked on but did not achieve since you started working with your coach.

   a. What was the goal?

   b. When did you set the goal?

   c. Did the coach help set the goal?

   d. What prevented you from achieving the goal?

      i. Other assistance or services that would have been helpful

   e. Did you revise your goal, or did you just decide not to continue to work toward it?

      i. Process for reviewing and revising goals (how often, mode of communication)

      ii. Role of coach in helping to refine and change goals

9. Please tell me about the goal that you have achieved that you are most proud of.

a. What was the goal?
b. When did you set the goal?
c. Did the coach help set the goal?
d. If achieved goal, what helped the participant achieve the goal? Was the coach helpful? Were other people or services helpful?
e. If did not achieve goal, what prevented the participant from achieving it?
   i. Other assistance or services that would have been helpful

10. Did you set a new goal after you reached the goal you were working on? If so, what was it? Did it build off the last goal you achieved?
11. Does/Did [name of coach] do anything to motivate you when you are/were working with them on your goals? [Note: This question should be asked about the goal-setting process in general, not about the specific goal they have been discussing.]
    a. Role of coach in motivating participant to achieve goal(s)
    b. Receipt of rewards or incentives (e.g., things like gift cards, gas money, certificates, or praise)
    c. Perceived effectiveness/usefulness of rewards, incentives, or other motivation techniques
12. Does/did [name of coach] ask you about how you are/were doing on your goal(s)? What happened if you had not met a goal? What about if you had met a goal? [Note: This question should be asked about the goal-setting process in general, not about the specific goal they have been discussing]
    a. Did coach ask whether you had taken the action steps and met goals? What happened when you faced challenges?
13. Did [name of coach] do anything to celebrate your achievements? What did he or she do?

E. Progress toward improving work and life outcomes

1. Tell me about your work experience before you started [name of program]?
   a. Employment status when started the program
   b. Employment history in two years prior to starting program -- unemployment and employment
2. Are you working now?
3. [If working] Tell me more about the job you have now.
   a. Type of job, how long been with employer; views and expectations on how long participant expects to keep this job
   b. How got this job; whether and how coaching program helped in finding or maintaining a job; other sources of help
   c. Training or education programs participated in to prepare or qualify for job

   d. Satisfaction with current job, major positive aspects and negative aspects
   e. Whether currently looking for a different job
   f. [If looking for a different job] Current or most recent job search experience (for example, what job search activities they are doing, challenges, help received with it, type of job looking for, whether and how coaching program is helping with finding a new job)
4. [If not working] Are you doing anything to look for or prepare for a job?
   a. Type of job looking for or preparing for
   b. Current or most recent job search experience (for example, what job search activities they are doing, challenges, help received with it, whether and how coaching program is helping with finding a job)
   c. Training or education programs participating in to prepare or qualify for job
5. Has [name of coach] helped you get closer to reaching your work goals? To reaching other goals for your life? How so?
6. What are your goals for your next job/career?
   a. Aspirations, goals, and plans related to future employment/career

F. Post-program – what might be different as a result of the coaching experience

1. Would you say the coaching program has changed you or the way you do things? How so?
   a. Differences in views, knowledge, skills or behavior related to:
      i. Goal setting (for example, extent to which participant is goal setting on their own)
      ii. Employment (for example, job search, workplace behavior, long-term plans/career plans)
      iii. Feelings about the future
      iv. Motivation
      v. Personal strengths and belief in ability to succeed
      vi. Stress management
      vii. Interactions and relationships with child(ren) and other family and friends
   b. Assessment of what coaching program experiences and other factors may have contributed to any changes
2. What are the three main benefits you've received from the coaching program?
3. What do you wish was different about the coaching program?
4. Please think about other times you have worked with someone in a program who was helping you get a job, like a case manager, case worker, or a job specialist. How is working with [name of coach] different?

G. Wrap up

1. What are your hopes for the future?
2. Is there anything else you'd like to share about your experience with the program or your coach?

B.7 SECOND FOLLOW-UP SURVEY

MATHEMATICA
Policy Research

Evaluation of Employment Coaching for TANF and Related Populations

Second Follow-up Survey

August 24, 2018

PUBLIC VERSION

According to the Paperwork Reduction Act of 1995, no persons are 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 0970-0506. The time required to complete this information collection is estimated to average 60 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection.

CONTENTS

i. INTRODUCTION

PROGRAMMER:

PRELOAD PROGRAM NAMES.

PROGRAMMER BOX IN0.
IF DIAL OUT, GO TO IN1;
IF FIELD CALL IN, GO TO IN2;
IF RESPONDENT CALL IN, GO TO IN3.

CALL OUT

IN1. May I please speak with [NAME]? My name is [FILL INTERVIEWER NAME] and I'm calling from Mathematica Policy Research, a research company in Princeton, New Jersey.

	CODE ONE ONLY	
SPEAKING TO [NAME]	1	GO TO IN13
[NAME] COMES TO PHONE	2	GO TO IN13
PERSON ASKS WHAT CALL IS ABOUT	3	GO TO IN4
[NAME] IS NOT AVAILABLE	4	GO TO IN6
[NAME] IS INCARCERATED	5	GO TO IN8
[NAME] HAS MOVED/HAS A DIFFERENT NUMBER	6	GO TO IN9
NEVER HEARD OF [NAME] / WRONG NUMBER	7	IN22, STATUS 1530
[NAME] IS DECEASED	8	GO TO IN12
[NAME] DOES NOT SPEAK ENGLISH	9	IN22, STATUS 1401
HUNG UP	10	STATUS 1240
REFUSED	r	STATUS 1220

FIELD CALL IN

IN2. May I have your first name?

____(STRING 20)

FIELD INTERVIEWER FIRST NAME

IN2 = ANSWERED (FIELD CALL IN)

IN2a. And your last name?

____(STRING 30)

FIELD INTERVIEWER LAST NAME

IN2a = ANSWERED (FIELD CALL IN)

IN2b. May I have your field interviewer ID number?

|___|___|___|___|___|
(0000 - 99999)

IN2b = ANSWERED (FIELD CALL IN)

IN2c. CODE PURPOSE OF FIELD CALL IN

CODE ONE ONLY

CALLED TO COMPLETE INTERVIEW	1	GO TO IN13
CALLED TO SAY [NAME] IS DECEASED	2	GO TO IN12
CALLED TO SAY [NAME] IS INCARCERATED	3	GO TO IN8

RESPONDENT CALL IN

IN3. Thank you for calling. My name is [FILL INTERVIEWER NAME] from Mathematica Policy Research. May I have your name?

CODE ONE ONLY

SPEAKING TO RESPONDENT ([NAME])	1	GO TO IN13
SOMEONE ELSE CALLED TO COMPLETE INTERVIEW	2	GO TO IN5
CALLED TO ASK WHY WE CALLED	3	GO TO IN4
CALLED TO SET APPOINTMENT	4	GO TO IN6
CALLED TO REFUSE	5	GO TO IN22 STATUS 1240
CALLED TO SAY [NAME] MOVED/HAS A DIFFERENT NUMBER	6	GO TO IN9
CALLED TO SAY [NAME] IS DECEASED	7	GO TO IN12
CALLED TO SAY [NAME] IS INCARCERATED	8	GO TO IN8
CALLED TO SAY NEVER HEARD OF [NAME] / WRONG NUMBER	9	GO TO IN22 STATUS 1530
HUNG UP	10	STATUS 1240

IN1 = 3 OR IN3 = 3 (WHAT IS CALL ABOUT)
FILL $35 UP TO FOUR WEEKS AFTER RELEASE DATE OTHERWISE FILL $25
IF BL A1C=1 FILL HE/HIM IF BL A1C=2 FILL SHE/HER FILL RESPONDENT NAME

IN4. **I would like to speak with [NAME] about a research study [he/she] joined about [FILL MONTHS] months ago. I want to ask [NAME] some questions about how [he/she] has been doing since then. [NAME] will be given a [$35/$25] gift card for [his/her] time.**

May I please speak with [NAME]?

	CODE ONE ONLY	
SPEAKING TO [NAME]	1	GO TO IN13
[NAME] COMES TO PHONE	2	GO TO IN13
[NAME] IS NOT AVAILABLE	3	GO TO IN6
[NAME] IS INCARCERATED	4	GO TO IN8
[NAME] HAS MOVED/HAS A DIFFERENT NUMBER	5	GO TO IN9
NEVER HEARD OF [NAME] / WRONG NUMBER	6	GO TO IN22 STATUS 1530
[NAME] IS DECEASED	7	GO TO IN12
[NAME] DOES NOT SPEAK ENGLISH	8	GO TO IN22 STATUS 1401
HUNG UP	9	STATUS 1240
REFUSED	r	STATUS 1220

PROGRAMMER SKIP BOX IN4 =6 OR IN4=8
INTERVIEWER: **Thank you for taking time to speak with me. Goodbye.**
IF IN4=6 STATUS CASE 1530
IF IN4=8 STATUS CASE 1401

IN3 = 2 (SOMEONE ELSE CALLED IN TO COMPLETE INTERVIEW)

IN5. I'm sorry, but I need to speak to [NAME]. May I please speak with [NAME]?

	CODE ONE ONLY	
[NAME] COMES TO PHONE	1	GO TO IN13
[NAME] IS NOT AVAILABLE	2	GO TO IN6
[NAME] IS INCARCERATED	3	GO TO IN8
[NAME] HAS MOVED/HAS A DIFFERENT NUMBER	4	GO TO IN9
NEVER HEARD OF [NAME] / WRONG NUMBER	5	GO TO IN22 STATUS 1530
[NAME] IS DECEASED	6	GO TO IN12
[NAME] DOES NOT SPEAK ENGLISH	7	GO TO IN22 STATUS 1401
HUNG UP	8	STATUS 1240
REFUSED	r	STATUS 1220

PROGRAMMER SKIP BOX IN5 =5 OR IN5=7
INTERVIEWER: **Thank you for taking time to speak with me. Goodbye.**
IF IN5=5 STATUS CASE 1530
IF IN5=7 STATUS CASE 1401

IN1 = 4 OR IN3 = 4 OR IN4 = 3 OR IN5 = 2 (NOT AVAILABLE; SET APPOINTMENT)

IN6. When would be a good time to call back?

[NAME] COMES TO PHONE	1	GO TO IN13
SET APPOINTMENT	2	GO TO IN7

IN6 = 2 (SET APPOINTMENT)

IN7. When would be a good time to reach [NAME]?

INSTRUCTION:RECORD DATE AND TIME FOR CALL BACK.

INSTRUCTION:MAKE AN APPOINTMENT USING THE PARALLEL BLOCK.

INSTRUCTION:USE THE 'APPOINTMENT' TAB OR PRESS <CTRL-S> TO INVOKE THE APPOINTMENT MAKING DIALOG.

____(STRING 20)

IN1 = 5 OR IN2c = 3 OR IN3 = 8 OR IN4 = 4 OR IN5 = 3 (INCARCERATED)

IN8. What is the name of the place where [NAME] is being held?

______________________________ (STRING 200)
NAME OF PRISON

DON'T KNOW .... d
REFUSED .... r   GO TO BOX IN8d.1

IN8 = ANSWERED, d

IN8a. In what city or town is that located?

______________________________ (STRING 50)
NAME OF CITY/TOWN

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

IN8 = ANSWERED, d

IN8b. In what state is that located?

______________________________ (STRING 20)
NAME OF STATE

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

IN8 = ANSWERED, d

IN8c. When is [NAME] expected to be released?

PROBE: I just need a month and year. Your best estimate is fine.

INTERVIEWER: ENTER MONTH ON NEXT SCREEN OR CODE DON'T KNOW

PROGRAMMER: COLLECT DATE WITH SEPARATE FIELDS

ENTER DATE ON NEXT SCREEN 1
SERVING A LIFE SENTENCE 2   GO TO IN8d

IN8c_month & IN8c_year When is [NAME] expected to be released?

PROBE: I just need a month and year. Your best estimate is fine.

|__|__| / |__|__|__|__|
(1-12) (2018- 2099)

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

IN8 = ANSWERED, d

IN8d. And do you know [NAME]'s inmate number?

INTERVIEWER: ENTER NUMBER OR CODE DON'T KNOW

______________________________ (STRING 20)

INMATE NUMBER

DON'T KNOW .... d

REFUSED .... r

PROGRAMMER BOX

IF IN5=3 OR IN3=8 OR IN4=4 GO TO IN22 & STATUS CASE 1541 (PRISON).

ELSE GO TO IN9 OR IN13

IN1 = 6 OR IN3 = 6 OR IN4 = 5 OR IN5 = 4 (MOVED; HAS DIFFERENT PHONE)

IN9. Do you or does anyone there know how we can reach [NAME]?

YES .... 1 GO TO IN10

NO .... 0 STATUS 1530

IF IN9=0

INTERVIEWER: **Thank you for taking time to speak with me. Goodbye.**

IN9 = 1

IN10. May I please have [his/her] telephone number?

INTERVIEWER: ENTER NUMBER ON NEXT SCREEN OR CODE DON'T KNOW

ENTER NUMBER 1

DON'T KNOW .... d GO TO IN11

REFUSED .... r GO TO IN11

IN10 = 1

IN10_phone. Please give me the phone number, area code first.

|__|__|__| - |__|__|__| - |__|__|__|__|

SOFT CHECK: IF IN10_phone IS NOT 10 NUM DIGITS; THE PHONE NUMBER SHOULD BE 10 NUMERIC DIGITS, NO SPACES, DASHES, PARENTHESES OR OTHER PUNCTUATION. THE FIELD SHOULD ALSO NOT BE EMPTY.
SOFT CHECK: USE STANDARD PHONE NUMBER CHECKS.

IN9 = 1 AND IN10=DK OR R

IN11. May I have [his/her] address?

INTERVIEWER: ENTER ADDRESS ON NEXT SCREEN OR CODE DON'T KNOW

ENTER ADDRESS..1

DON'T KNOW..d GO TO IN22

REFUSED..r GO TO IN22

IN11 = 1

IN11_address. What is [NAME]'s address?

____
STREET 1

____
STREET 2

____
STREET 3

____
CITY

____
STATE

____
ZIP

IF IN11=1 GO TO IN22. IF IN10 = 1 (NEW NUMBER), STATUS CASE 1899

IN1=8 AND IN2c = 2 OR IN3 = 7 OR IN4 = 7 OR IN5 = 6 (RESPONDENT IS DECEASED)
I was calling about… IF IN1 = 8 (CALL OUT)

IN12. I am very sorry to hear that. [I was calling about a research study on behalf of the U.S. Department of Health and Human Services.] When did [NAME] pass away?

Thank you. Please accept my condolences. Goodbye.

PROGRAMMER: COLLECT DATE WITH SEPARATE FIELDS

ENTER DATE ON NEXT SCREEN 1

DON'T KNOW .... d

REFUSED .... r

IN12_month & IN12_day & IN12_year

Thank you. Please accept my condolences. Goodbye.

|___|___| / |___|___| / |___|___|___|___|
(1-12) (1 - 31) (2012- 2099)

DON'T KNOW .... d

REFUSED .... r

STATUS CASE 1440 (DECEASED).

IF IN1= 1 OR 2; IN3=1; IN4=1 OR 2; IN5=1; IN6=1
IF BL INTRO1 = 1, fill **PROGRAM NAME** IF BL INTRO1 = 2, fill **PROGRAM NAME** IF BL INTRO1 = 3, fill **PROGRAM NAME** IF IN4 = 1 OR 2; IF IN5=1; IF IN6 =1, fill **"Hello, my name is [FILL INTERVIEWER NAME] and I'm calling from Mathematica Policy Research, a research company in Princeton, New Jersey."** IF IN2c=1, fill **"Today, we are going to talk"** IF IN1 =1 OR 2; IN4 = 1 OR 2; IF IN5=1; IF IN6 =1, fill **"I'm calling you"**

IN13. [Hello, my name is [FILL INTERVIEWER NAME] and I'm calling from Mathematica Policy Research, a research company in Princeton, New Jersey. [I'm calling you/Today, we are going to talk] about a study you joined when you applied to [PROGRAM NAME] about [FILL MONTHS] months ago. Before we get started I would like to make sure we have your name recorded correctly.

Can you verify your first name?

PROBE: Can you spell that for me please?

INTERVIEWER: IF THE NAME DOES NOT MATCH THEN TELL YOUR SUPERVISOR AND IF NECESSARY DISCONTINUE THE INTERVIEW

______________________________ (STRING 20)

FIRST NAME

ALL

IN14. And your middle name please?

PROBE: Can you spell that for me please?

INTERVIEWER: IF THE NAME DOES NOT MATCH THEN TELL YOUR SUPERVISOR AND IF NECESSARY DISCONTINUE THE INTERVIEW

______________________________ (STRING 20)

MIDDLE NAME

ALL

IN15. And your last name please?

PROBE: Can you spell that for me please?

INTERVIEWER: IF THE NAME DOES NOT MATCH THEN TELL YOUR SUPERVISOR AND IF NECESSARY DISCONTINUE THE INTERVIEW

______________________________ (STRING 20)

LAST NAME

ALL
Fill [RESP FIRST name] from IN15.

IN16. Are you usually called [RESP FIRST NAME] or do you go by another name?

INSTRUCTION: IF SAME JUST HIT ENTER.

PROBE: Can you spell that for me please?

____ (STRING 20)

FIRST NAME

CV. VERIFICATION

CATI IF MYGOALS, FILL 'THE EVALUATION OF EMPLOYMENT COACHING FOR TANF AND RELATED POPULATIONS SURVEY, WHICH IS WORKING WITH THE MYGOALS STUDY' ELSE FILL 'OUR STUDY'

CV1. You may have received a letter recently to let you know that we would be calling you for a follow-up interview for [our study/the Evaluation of Employment Coaching for TANF and Related Populations survey, which is working with the MyGoals study]. I'd like to interview you today.

The interview will take about 60 minutes and you will receive a [$35/25] **gift card for completing the interview. Your participation in the interview is voluntary. You do not have to answer any questions that make you uncomfortable. All your responses will be kept strictly private and will only be used for research purposes, except if you say something that suggests you are very likely to harm yourself, that you are planning to hurt another person or child, or that someone is likely to harm you. Nobody will ever publish your name in connection with the information you provide. Instead, information about you will be combined with information about other people in the study.**

Is now a good time to start?

YES	1	GO TO CV3
NO	0	GO TO CV2

CATI CV1=0

CV2. When would be a good time to do the interview?

INSTRUCTION: RECORD DATE AND TIME FOR CALL BACK.

INSTRUCTION: MAKE AN APPOINTMENT USING THE PARALLEL BLOCK.

INSTRUCTION: USE THE 'APPOINTMENT' TAB OR PRESS <CTRL-S> TO INVOKE THE APPOINTMENT MAKING DIALOG.

____ (STRING 20)

CATI: CV1=1
CAWI
FILL $35 UP TO FOUR WEEKS AFTER RELEASE DATE OTHERWISE FILL $25

Computer-assisted telephone interview (CATI): **First we are going to ask you some questions to check that we are speaking with the correct person.**

Computer-assisted web interview (CAWI: **First we are going to ask you some questions to check that we are surveying the correct person.**

CATI: CV1=1
CAWI
IF CAWI DO NOT SHOW DK OR REF
IF PROGRAM = LIFT OR FADSS OR UTAH

CV3. When you enrolled in the program, what was the highest level of education you had completed?

CATI: IF RESPONDENT SAYS “HIGH SCHOOL,” PROBE: **Did you receive a diploma or GED?**

Select one only

- ❍ DID NOT COMPLETE HIGH SCHOOL OR GED 11
- ❍ HIGH SCHOOL: DIPLOMA (NOT GENERAL EDUCATION DEVELOPMENT OR GED)...12
- ❍ GENERAL EDUCATION DEVELOPMENT OR GED.. 13
- ❍ SOME COLLEGE BUT NO DEGREE 14
- ❍ 2-YEAR OR 3-YEAR COLLEGE DEGREE (ASSOCIATE’S DEGREE) 15
- ❍ 4-YEAR COLLEGE DEGREE (BACHELOR’S DEGREE)................................... 16
- ❍ GRADUATE OR PROFESSIONAL DEGREE (e.g., MA, MBA, Ph.D., JD, MD).. 17
- ❍ NEVER ATTENDED SCHOOL... 18
- ❍ DON’T KNOW.. d
- ❍ REFUSED... r

CATI/CAWI HARD CHECK: **AN ANSWER MUST BE PROVIDED FOR THIS QUESTION**.

CATI: CV1=1
CAWI

IF CAWI DO NOT SHOW DK OR REF
IF PROGRAM = MYGOALS

CV3a. When you enrolled in the program, what was the highest level of education you had completed?

CATI: IF RESPONDENT SAYS “HIGH SCHOOL,” PROBE: **Did you receive a diploma or GED?**

Select one only

- ❍ GRADE 9 OR LESS 1
- ❍ GRADE 10 OR 11.. 2
- ❍ COMPLETED GRADE 12 WITHOUT A DIPLOMA OR GED 3
- ❍ GED 4
- ❍ HIGH SCHOOL DIPLOMA 5
- ❍ SOME COLLEGE 6
- ❍ ASSOCIATE OR TWO YEAR DEGREE 7
- ❍ FOUR YEAR COLLEGE DEGREE OR HIGHER 8
- ❍ DON’T KNOW.. d
- ❍ REFUSED.. r

CATI/CAWI HARD CHECK: **AN ANSWER MUST BE PROVIDED FOR THIS QUESTION**.

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF

CV4. And what are the last 4-digits of your Social Security number?

|___|___|___|___| LAST FOUR
(0000-9999)

DON’T KNOW .... d GO TO CV5

REFUSED .... r GO TO CV5

CATI HARD CHECK: **AN ANSWER MUST BE PROVIDED FOR THIS QUESTION**.

CAWI HARD CHECK: **AN ANSWER MUST BE PROVIDED TO GO TO THE NEXT QUESTION. THIS IS TO PROTECT YOUR PRIVACY TO MAKE SURE NO ONE ACCESSES THE INFORMATION PROVIDED IN THE SURVEY.**

PROGRAM BOX

IF FADSS OR LIFT OR UTAH AND IF CV3 = BL B4 AND CV4 = SSN THEN GO TO A1. OTHERWISE GO TO CV5.

IF MYGOALS AND IF CV3.a = EDUCATION AND CV4 = SSN THEN GO TO A1 OTHERWISE GO TO CV5

BASELINE INFO)

BASELINE INFO)

IF BL DATA IS MISSING THEN THE QUESTION WILL BE AN AUTOMATIC FAIL

CATI/CAWI

IF CAWI DO NOT SHOW DK OR REF

CV5. What is your date of birth?

|___|___| / |___|___| / |___|___|___|___|
MONTH (1-12) DAY (1-31) YEAR (1918-2001)

DON'T KNOW ....d

REFUSED ....r

CATI HARD CHECK: **AN ANSWER MUST BE PROVIDED FOR THIS QUESTION**.

CAWI HARD CHECK: **AN ANSWER MUST BE PROVIDED TO GO TO THE NEXT QUESTION. THIS IS TO PROTECT YOUR PRIVACY TO MAKE SURE NO ONE ACCESSES THE INFORMATION PROVIDED IN THE SURVEY.**

PROGRAM BOX

IF LIFT OR FADSS OR UTAH AND [BL B4 = CV3] AND [SSN != CV5] GO TO CV6

IF LIFT OR FADSS OR UTAH AND [BL B4 != CV3] AND [DOB EQUALS CV5] GO TO CV6

IF MYGOALS AND [EDUCATION = CV3a] AND [DOB != CV5] GO TO CV6

IF MYGOALS AND [EDUCATION NE CV3.a] AND [DOB = CV5] GO TO CV6

[SSN = CV4] AND [DOB != CV5] GO TO CV6

[SSN NE CV4] AND [DOB EQUALS CV5] GO TO CV6

OTHERWISE GO TO A1

CV6. CATI: **Thank you for your response. I need to check our records before continuing the interview. Please hold on a moment while I get my supervisor.**

CON'T ....1 GO TO CV7

CATI HARD CHECK: SUPERVISOR PLEASE ENTER YOUR ID TO CONTINUE

|__|__|__|__|

(2112-9117)

CAWI: **Thank you for your time. We need to check our records before continuing the interview. Please contact the Mathematica Survey Operations Center at 1-833-371-3617 and ask for Casey Thomas, a survey representative at Mathematica, to complete the survey.**

STATUS 1380 FOR SUP REVIEW

DISPLAY STREET ADDRESS AND APARTMENT NUMBER FOR VERIFICATION

CV7. CATI ONLY: **Can you tell me the name of the street that you lived on when you first enrolled in the program on [RA DATE]?**

____ (STRING 20)

INSTRUCTION: RECORD ADDRESS GIVEN BY RESPONDENT

DON'T KNOW .... d GO TO CV8

REFUSED .... r GO TO CV8

CATI HARD CHECK: **AN ANSWER MUST BE PROVIDED FOR THIS QUESTION**.

PROGRAM BOX

IF CV7 = BL Resp_physaddress_street1 THEN GO TO A1

OTHERWISE, GO TO CV8

CV8. CATI ONLY: **I'm sorry. I need to check my records before I can interview you. Is this the best time to reach you in the future?**

YES 1

NO, CALL BACK INFO 0

____ (STRING 20)

INSTRUCTION: RECORD DATE AND TIME FOR CALL BACK.

STATUS CASE 1380 FOR SUP

A. Economic Stability

CATI/CAWI
ALL
IF CAWI DO NOT SHOW DK OR REF

The first questions are about sources of income and other support that you and other members of your household may have received in the past month.

A1. In the past month, have you or anyone in your household received any support [fill statements a-i]?

[PROGRAMMER: CATI - Gray question text but continue to bold [FILL] from A1b-i.]

CODE ONE RESPONSE PER ROW

		YES	NO	DK	REF
a.	From Temporary Assistance for Needy Families, or TANF (this is also known as welfare)?	1	0	d	R
b.	From Supplemental Security Income, or SSI?	1	0	d	R
c.	From Social Security Disability Insurance, or SSDI?	1	0	d	R
d.	From Food stamps or SNAP?	1	0	d	R
e.	From Women, Infants, and Children, or WIC?	1	0	d	R
f.	From Unemployment Insurance?	1	0	d	R
g.	From Housing choice vouchers, Section 8, project-based rental assistance, public housing, housing where an agency helps you pay the rent, or other housing assistance?	1	0	d	R
h.	For heating and cooling your home?	1	0	d	R
i.	For free or reduced price school meals?	1	0	d	R

A1a = 1

A1j. How much money have you or anyone in your household received from TANF in the past month? If both you and someone else in your household received money from TANF, please add those amounts together.

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

$|___|___| , |___|___|___|
(0-99,999)

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI
ALL
IF CAWI DO NOT SHOW DK OR REF

CATI: **Now I would like to ask some questions about work.**

CAWI: **The next questions are about work.**

A2. Are you currently working for pay?

Working for pay can include regular paid jobs, odd jobs, temporary jobs, work done in your own business, "under the table" work, or any other types of work you have done for pay.

YES	1	GO TO A3
NO	0	GO TO A2a
DON'T KNOW	d	GO TO A2a
REFUSED	r	GO TO A2a

CATI/CAWI
A2 != 1
IF CAWI DO NOT SHOW DK OR REF
IF COMP_STATUS = 1 FILL FUP COMP MONTH YEAR
IF COMP_STATUS = 0 FILL RA MONTH YEAR
IF PL_JOB GE 1 (WORKING AT TIME OF LAST SURVEY) FILL A3, ELSE FILL A17

A2a. Have you worked for pay at any time since [RA MONTH YEAR/FUP COMP MONTH YEAR]?

YES	1	GO TO A5b
NO	0	GO TO [A3/A17]
DON'T KNOW	d	GO TO [A3/A17]
REFUSED	r	GO TO [A3/A17]

PROGRAMMER BOX A2A.1

CREATE SLOTS FOR 20 JOBS. THE FIRST SLOT IS RESERVED FOR THE 1ST JOB LISTED ON THE 1ST FUP SURVEY. TEN SLOTS ARE FOR JOBS COLLECTED AT 1ST FUP, TEN SLOTS ARE FOR JOBS COLLECTED AT 2ND FUP.

IF PL_JOB GE 1 (WORKING AT TIME OF LAST SURVEY) GO TO A3

A2=1 (CURRENTLY EMPLOYED) GO TO A5A.

A2A=1 (NOT CURRENTLY EMPLOYED BUT EMPLOYED SINCE RA/1ST FUP) GO TO A5B.

PROGRAMMER: SET LIMIT OF 10 CURRENT JOBS AND 10 FORMER JOBS (TOTAL OF 20 JOBS)

	JOB 1	JOB 2
PROGRAMMER: START WITH FIRST JOB [PL JOB NAME] FROM FIRST FOLLOW-UP (THEN JOB 2, JOB 3, ETC.). **A3. According to my records you were working at [PL JOB NAME] in [1ST FUP MONTH YEAR], is that correct?**	YES .... 1 GO TO [A4/A6] NO .... 0 DON'T KNOW........... d REFUSED................. r IF A3 = 0, d, or r and PL_job_count > 1, GO TO A3_JOB2 IF PL_JOB GE 1 (WORKING AT TIME OF LAST SURVEY) AND A2 = 0 (NOT CURRENTLY WORKING) AND A2A = 0 (NOT WORKING SINCE 1ST FUP), FILL A6, ELSE FILL A4.	YES............................ 1 GO TO A4/A6] NO .... 0 DON'T KNOW........... d REFUSED................. r IF A3 = 0, d, or r and PL_job_count > 1, GO TO A3_JOB2 IF PL_JOB GE 1 (WORKING AT TIME OF LAST SURVEY) AND A2 = 0 (NOT CURRENTLY WORKING) AND A2A = 0 (NOT WORKING SINCE 1ST FUP), FILL A6, ELSE FILL A4.
IF A3=1 A4. **Are you still working at [PL JOB NAME]?**	YES .... 1 NO .... 0 DON'T KNOW............................... d REFUSED.................................... r IF PL_job_count > 1 GO TO A3_JOB 2 IF PL_job_count = 1 GO TO A5	YES... 1 NO .... 0 DON'T KNOW............................... d REFUSED.................................... r IF PL_job_count > 2 LOOP A3 JOBS UNTIL TOTAL NUMBER OF PL_JOBS ROSTERED UP TO 10 TOTAL JOBS WHEN ALL PL_JOBS ARE ASKED AT A3 UP TO A3_JOB 10 GO TO A5_JOB 1
CATI/CAWI IF CAWI DO NOT SHOW DK OR REF **A5. Including all types of jobs, do you currently have any other paid jobs?**	YES ....1 GO TO A5a, JOB 2 NO ....0 GO TO A5b DON'T KNOW.............d GO TO A5c REFUSED...................r GO TO A5c IF A2=1 LOOP A5 JOBS UNTIL A5=(0,d, r). WHEN A5= 0,d,or r GO TO A5c JOB 1.	YES.............................1 GO TO A5a, JOB 3 NO ....0 GO TO A5b DON'T KNOW.............d GO TO A5c REFUSED...................r GO TO A5c IF A2=1 LOOP A5 JOBS UNTIL A5=(0,d, r). WHEN A5= 0,d,or r GO TO A5c JOB 1.
A5 =1 IF CAWI DO NOT SHOW DK OR REF CATI FILL "NOW I AM GOING TO ASK ABOUT YOUR CURRENT JOB OR JOBS" FOR JOB 1 ONLY. CAWI FILL "THE NEXT QUESTIONS ARE ABOUT YOUR CURRENT JOB OR JOBS." FOR JOB 1 ONLY. **A5a.** CATI: **Please tell me who you work for.** CAWI: **Please tell us who you work for.** CATI/CAWI: **This could be the name of a job, organization, person, or you could work for yourself or have your own**	JOB NAME (SPECIFY) .... 1 ____________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW............................... d REFUSED.................................... r PROGRAMMER: IF A5a = d, r, make [JOB NAME] be "New Job 1" for New Job 1, "New Job 2" for New Job 2, etc. INTERVIEWER: IF A5=d, r, THEN SAY: **That's okay, we'll just refer to this job as "New Job 1" in the next few questions.** IF A5c=1 LOOP A5a AND A5c UNTIL A5c=0,d, or r . WHEN A5c=0, d, or r GO TO A6.	JOB NAME (SPECIFY) .... 1 ____________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW............................... d REFUSED.................................... r

business. If you currently work at more than one job, please start with the job where you usually work the most hours.		
A2a=1 (NOT CURRENTLY EMPLOYED) COMP_STATUS = 0 OR 1ST FUP A2=0 (Not currently employed at 1st FUP) IF CAWI DO NOT SHOW DK OR REF IF COMP_STATUS = 1 fill FUP COMP month year IF COMP_STATUS = 0 fill ra month year **A5b.** CATI**: Since [RA MONTH YEAR/FUP COMP MONTH YEAR], please tell me who you worked for.** CAWI**: Since [RA MONTH YEAR/FUP COMP MONTH YEAR], please indicate who you worked for.** CATI/CAWI**: This could be the name of a company, organization, person, or you could work for yourself or have your own business. If you had more than one job, please start with the job where you worked the most hours.**	JOB NAME (SPECIFY) .... 1 ________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW .... d REFUSED...................................... r	JOB NAME (SPECIFY) .... 1 ________________(STRING 50) SELF EMPLOYED .... 2 DON'T KNOW .... d REFUSED...................................... r IF A5c=1 LOOP A5b AND A5c UNTIL A5c=0,d, or r. WHEN A5c=0, d, or r GO TO A6.
If A5=(0, d, r) [TOLD INTERVIEWER THAT NO MORE CURRENT JOBS] or A2a=1 [NOT CURRENTLY EMPLOYED BUT EMPLOYED SINCE RA MONTH YEAR/FUP COMP MONTH YEAR] IF A2A=1 AND A5B NE BLANK IF COMP_STATUS = 1 fill FUP COMP month year IF COMP_STATUS = 0 fill ra month year IF CAWI DO NOT SHOW DK OR REF **A5c.** CATI: **Have you had any other paid jobs since [RA MONTH YEAR/FUP COMP MONTH YEAR] that you haven't told me about?** CAWI: **Have you had any other paid jobs since [RA MONTH YEAR/FUP COMP MONTH YEAR]?**	YES ....1 GO TO A5b, JOB 2 NO ....0 GO TO A6 DON'T KNOW................d GO TO A6 REFUSED......................r GO TO A6	YES............................1 GO TO A5b, JOB 3 NO ....0 GO TO A6 DON'T KNOW............d GO TO A6 REFUSED..................r GO TO A6 IF A5c=1 LOOP A5b AND A5c UNTIL A5c=0,d, or r. WHEN A5C=0, d, or r GO TO A6.

PROGRAMMER: SET LIMIT OF 10 CURRENT JOBS AND 10 FORMER JOBS (TOTAL OF 20 JOBS)

	JOB 1	JOB 2
CATI/CAWI A2=1 OR A2a=1 ASK ONLY FOR 2FUP JOBS IN ARRAY 11-21 IF NO JOBS IN 2ND FUP JOB ARRAY 11-21 GO TO A8 IF CAWI DO NOT SHOW DK OR REF IF A5a=2 or A5b=2 FILL “being self-employed”, “to become self-employed” ELSE FILL “the job you [do/did]…”, “to help get this job” IF MORE THAN ONE JOB REPORTED, FILL “NOW THINKING OF [BEING SELF-EMPLOYED/THE JOB YOU [DO/DID] AT [JOB NAME 1].” **A6. [Now thinking of [being self-employed/the job you [do/did] at [2ND FUP JOB NAME/being self-employed].]] Did you receive assistance from an organization or an agency [to help get this job/to become self-employed]? Please do not include temp agencies.**	ORGANIZATION .... 1 AGENCY .... 2 DID NOT RECEIVE ANY ASSISTANCE ...... 3 DON’T KNOW .... d REFUSED r	ORGANIZATION .... 1 AGENCY .... 2 DID NOT RECEIVE ANY ASSISTANCE ...... 3 DON’T KNOW .... d REFUSED r
CATI/CAWI A2=1 OR A2a=1 OR A4=1 IF CAWI DO NOT SHOW DK OR REF ASK ONLY FOR 2FUP JOBS IN ARRAY 11-21 IF NO JOBS IN 2ND FUP JOB ARRAY 11-21 GOT TO A8 IF 1ST FUP A3=2 (self-employed) FILL “YOURSELF;” ELSE FILL “[JOB NAME 1]” **A7. When did you <u>start</u> working for [2ND FUP JOB][yourself]]?** INTERVIEWER: RECORD MONTH AND YEAR. NOTE: ALLOW SKIP ON MONTH.	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (1990-current year) DON’T KNOW .... d REFUSED .... r	|__|__| / |__|__|__|__| MONTH YEAR (1-12) (1990-current year) DON’T KNOW .... d REFUSED .... r
CATI/CAWI A2=1 OR A2a=1 OR A4=1 IF CAWI DO NOT SHOW DK OR REF IF 1ST FUP A3=2 (self-employed) 2ND FUP JOBS FALL IN ARRAYS 11-21, FILL 2ND FUP JOB_JOB 1 FROM ARRAY 11. FILL “YOURSELF,” ELSE FILL JOB NAME	YES .... 1 GO TO A9 NO .... 0 GO TO A8a DON’T KNOW .... d REFUSED .... r	YES .... 1 GO TO A9 NO .... 0 GO TO A8a DON’T KNOW .... d REFUSED .... r

<table>
<tr><th></th><th>JOB 1</th><th>JOB 2</th></tr>
<tr><td>A8. Are you still working for [[PL JOB NAME]/[2ND FUP JOB] [yourself]?</td><td></td><td></td></tr>
<tr><td>CATI/CAWI
A8 =0
IF CAWI DO NOT SHOW DK OR REF

A8a. When did you stop working at this job?
INTERVIEWER: RECORD MONTH AND YEAR.</td><td>|___|___| / |___|___|___|___|
MONTH YEAR
(1-12) (2013-current year)
STILL AT JOB........................ 98
DON'T KNOW........................ d
REFUSED............................. r</td><td>|___|___| / |___|___|___|___|
MONTH YEAR
(1-12) (2013-current year)
STILL AT JOB........................ 98
DON'T KNOW........................ d
REFUSED............................. r</td></tr>
<tr><td>CATI/CAWI

A2 = 1 OR A2a=1
IF CAWI DO NOT SHOW DK OR REF

FILL "ARE" IF A7=1, ELSE FILL "WERE"
SKIP IF A3 = 2 or a4b = 2
A9. Which of the following best describes your employment at that job? [Were/Are] you working . . .
CATI: PROBE: A temporary help agency supplies workers to other companies on an as needed basis.
PROBE: Some companies provide employees or their services to others under contract. A few examples of services that can be contracted out include security, landscaping, or computer programming.
PROBE: Independent contractors, independent consultants, and free-lance workers obtain customers on their own to provide a product or service and can have other employees working for them.
PROBE: Day laborers are people who work as needed. For example, day laborers may get work by waiting at a place where employers pick up people to work for a day or by posting paper or electronic job wanted ads and responding on a day-by-day basis.
PROBE: On-call workers are in a pool of workers who are ONLY called to work as needed, although they can be scheduled to work for several days or weeks in a row, for example, substitute teachers, and construction workers supplied by a union hiring hall.</td><td>CODE ONE ONLY
as a regular full-time employee?................... 1
as a regular part-time employee?................. 2
for a temporary help agency?....................... 3
for a company that contracts out you or your services? 4
as an independent contractor, independent consultant, or freelance worker?................... 5
as a day laborer? 6
as an on-call employee? 7
for friends, family, or other people doing part-time tasks or odd jobs? 8
or something else (PLEASE specify)? 99
______________ (STRING (100))
DON'T KNOW... d
REFUSED... r</td><td>CODE ONE ONLY
as a regular full-time employee?................... 1
as a regular part-time employee?................. 2
for a temporary help agency?....................... 3
for a company that contracts out you or your services? 4
as an independent contractor, independent consultant, or freelance worker?................... 5
as a day laborer?... 6
as an on-call employee?............................... 7
for friends, family, or other people doing part-time tasks or odd jobs?................................ 8
or something else (PLEASE specify)? 99
______________ (STRING (100))
DON'T KNOW... d
REFUSED... r</td></tr>
</table>

	JOB 1	JOB 2
CATI/CAWI A2=1 OR A2a=1 IF CAWI DO NOT SHOW 9, DK OR REF IF A8=1 FILL DO; ELSE, FILL DID **A10. [Do/Did] you have taxes taken out of your paycheck for the work you [do/did] at this job?**	YES .... 1 NO .... 0 R VOLUNTEERS: WAS PAID IN CASH ..... 9 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 R VOLUNTEERS: WAS PAID IN CASH ..... 9 DON'T KNOW .... d REFUSED ....r
CATI/CAWI A2=1 OR A2a=1 IF CAWI DO NOT SHOW DK OR REF IF A7=1 FILL DO ELSE FILL DID **A11. How many hours [do/did] you usually work in a week at this job? Your best estimate is fine.**	|__|__| HOURS PER WEEK (0-98) 99 OR MORE HOURS PER WEEK.......... 99 DON'T KNOW .... d REFUSED .... r	|__|__| HOURS PER WEEK (0-98) 99 OR MORE HOURS PER WEEK.......... 99 DON'T KNOW .... d REFUSED .... r

	JOB 1	JOB 2
CATI/CAWI A2=1 OR A2a=1 IF CAWI DO NOT SHOW DK OR REF IF A3 or A4b=2 FILL "being self-employed" ELSE FILL "your job at [job name]" FILL "DO" IF A9=1, ELSE FILL "DID" FILL "VARIES" / "ARE" / "MAKE" IF A7=1. ELSE FILL "VARIED" / "WERE" / "MADE" **A12. Now thinking about [being self-employed/your job at [JOB NAME]], how much [do/did] you get paid before taxes and deductions, at this job? Please include tips, commissions, and regular overtime.** CATI: PROBE: **If your pay [varies/varied], please provide an average amount. If you [are/were] paid per job or for completing a particular task, please tell us the total amount you usually [make/made] per week or per month while doing this type of work.** CAWI: SOFTCHECK: **If your pay [varies/varied], please provide an average amount. If you [are/were] paid per job or for completing a particular task, please tell us the total amount you usually [make/made] per week or per month while doing this type of work.** IF THE RESPONDENT DOES NOT PROVIDE A PAY PERIOD THEN PROBE: **And, is that per hour, per week, per month, once every two weeks, twice a month, per year, day/daily, or something else?** ACCEPT MOST CONVENIENT PAY PERIOD. SOFT CHECK: IF ANSWER IS GREATER THAN $50 PER HOUR, $2000 PER WEEK, $4000 ONCE EVERY 2 WEEKS, $4000 TWICE A MONTH, $100,000 PER YEAR, $400 DAY/DAILY, OR $8000 MONTH, SAY: "**I recorded [A10 and A10 amount answer]. Is that correct?"**	$ |___|___|___|,|___|___|___|.|___|___| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 MONTH .... 3 ONCE EVERY TWO WEEKS .... 4 TWICE A MONTH .... 5 PER YEAR .... 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 ______________(STRING (100)) DON'T KNOW .... d REFUSED .... r	$ |___|___|___|,|___|___|___|.|___|___| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 MONTH .... 3 ONCE EVERY TWO WEEKS .... 4 TWICE A MONTH .... 5 PER YEAR .... 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 ______________(STRING (100)) DON'T KNOW .... d REFUSED .... r
CATI/CAWI IF CAWI DO NOT SHOW DK OR REF FILL WAGE AND HOUR/UNIT FROM A12. IF A12 = 99, D, R, or M, FILL "YOUR CURRENT WAGE" **A13. Did you always earn [[A12 WAGE] per [HOUR/UNIT FROM**	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r

	JOB 1	JOB 2
A12]/your current wage] at this job?		

	JOB 1	JOB 2
CATI/CAWI If A11= no IF CAWI DO NOT SHOW DK OR REF FILL "VARIES" IF A7=1. ELSE FILL "VARIED". **A13a. How much were you paid when you started working at this job before taxes and deductions? If your pay [varies/varied], please provide an average amount.** ACCEPT MOST CONVENIENT PAY PERIOD. SOFT CHECK: IF ANSWER IS GREATER THAN $50 PER HOUR, $2000 PER WEEK, $4000 ONCE EVERY 2 WEEKS, $4000 TWICE A MONTH, $100,000 PER YEAR, $400 DAY/DAILY, OR $8000 MONTH, SAY: "**I recorded [A11a and A11a amount answer]. Is that correct?"**	$ |__|__|__|,|__|__|__|.|__|__| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 PER MONTH .... 3 ONCE EVERY TWO WEEKS .... 4 TWICE A MONTH .... 5 PER YEAR .... 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 __________(STRING (100)) DON'T KNOW .... d REFUSED .... r	$ |__|__|__|,|__|__|__|.|__|__| AVERAGE (0-999,999.99) AMOUNT PER HOUR .... 1 PER WEEK .... 2 PER MONTH .... 3 ONCE EVERY TWO WEEKS .... 4 TWICE A MONTH .... 5 PER YEAR .... 6 DAY/DAILY .... 7 OTHER (SPECIFY) .... 99 __________(STRING (100)) DON'T KNOW .... d REFUSED r
CATI/CAWI SKIP IF A3=2 OR A4b=2 IF CAWI DO NOT SHOW DK OR REF FILL "ARE" IF A7=1 ELSE FILL "WERE" **A14. Which of the following benefits [are/were] *available* to you at your job? (READ EACH ITEM) . . .**	CODE ALL THAT APPLY **Paid leave for holidays, vacation or illness?** .... 1 **Health insurance or membership in an HMO or PPO plan?** .... 2 **Retirement benefits?** .... 3 **None of the above** .... 0 DON'T KNOW .... d REFUSED .... r	CODE ALL THAT APPLY **Paid leave for holidays, vacation or illness?** .... 1 **Health insurance or membership in an HMO or PPO plan?** .... 2 **Retirement benefits?** .... 3 **None of the above** .... 0 DON'T KNOW .... d REFUSED r
CATI/CAWI SKIP IF A3=2 OR A4b=2 IF CAWI DO NOT SHOW DK OR REF Have" IF A7=1 ELSE FILL " Had" **A15. [Have/Had] you been promoted to a higher position with greater responsibility while working at this job?**	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r	YES .... 1 NO .... 0 DON'T KNOW .... d REFUSED .... r
CATI/CAWI A7=1 IF CAWI DO NOT SHOW DK OR REF SKIP IF A3=2 OR A4b=2 **A16. How likely do you think it is that you will be promoted by [Job Name] in the next 12 months?**	**Very likely,** .... 1 **somewhat likely,** .... 2 **not very likely, or** .... 3 **not likely at all?** .... 4 DON'T KNOW .... d REFUSED .... r IF A4=1 OR A5c=1 GO TO A6 [JOB 2-20] WHEN (A4 NE 1 AND A5c NE 1) GO TO A17	**very likely,** .... 1 **somewhat likely,** .... 2 **not very likely, or** .... 3 **not likely at all?** .... 4 DON'T KNOW .... d REFUSED .... r IF A4=1 OR A5c=1 GO TO A6 [JOB 3-20] WHEN (A4 NE 1 AND A5c NE 1) GO TO A17

ALL
IF CAWI DO NOT SHOW DK OR REF

A17. CATI: **Since [RA MONTH YEAR/FUP COMP MONTH YEAR], was there anything else you did for pay, such as odd jobs, “under the table” jobs, or any other type of work, that we haven’t already talked about?**

CAWI: **Since [RA MONTH YEAR/FUP COMP MONTH YEAR], was there anything else you did for pay, such as odd jobs, “under the table” jobs, or any other type of work that you haven’t reported here?**

YES	1	
NO	0	GO TO A19
DON’T KNOW	d	GO TO A19
REFUSED	r	GO TO A19

A15=1
IF CAWI DO NOT SHOW DK OR REF

A18. CATI: **What is your best guess of how much money you received from these activities in a typical month since [RA MONTH YEAR/FUP COMP MONTH YEAR]? Please do not include money you made from jobs we talked about earlier. We just need your best guess for how much money you’ve received from these activities.**

CAWI: **What is your best guess of how much money you received from these activities in a typical month since [RA MONTH YEAR/FUP COMP MONTH YEAR]? Please do not include money you made from jobs you reported earlier. Just make your best guess for how much money you’ve received from these activities.**

$|___|___| , |___|___|___|
(0-99,999)

DON’T KNOW	d
REFUSED	r

CATI/CAWI A2 = 1 IF A2 NE 1, GO TO A20 IF CAWI DO NOT SHOW DK OR REF
IF NUMBER OF CURRENT JOBS EQUALS 1 FILL “JOB” IF NUMBER OF CURRENT JOBS IS GREATER THAN 1 FILL “JOBS”

A19. How satisfied are you with your current [job/jobs]? Would you say very satisfied, somewhat satisfied, or not satisfied?

CODE ONE ONLY

VERY SATISFIED 1
SOMEWHAT SATISFIED 2
NOT SATISFIED 3
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A20. Are you currently looking for a job?

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

CATI/CAWI A20=0, D, R AND A2 !=1 IF CAWI DO NOT SHOW DK OR REF

A20a. How would you describe your current status? Are you . . .

CODE ALL THAT APPLY

Temporarily laid off? 1
Retired? 2
In school or training? 3
Unable to work because of caring for another family member? 4
Unable to work because of pregnancy? 5
Sick or disabled? 6
Gave up looking for work? 7
Something else? (SPECIFY) 99

________________________ (STRING (NUM))

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

ALL IF CAWI DO NOT SHOW DK OR REF

CATI: **Now we would like to ask you some questions about the things you may have done to look for a job since [RA MONTH YEAR/FUP COMP MONTH YEAR].**

CAWI: **The next questions are about the things you may have done to look for a job since [RA MONTH YEAR/FUP COMP MONTH YEAR].**

A21. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], have you [FILL WITH A-E]?

[PROGRAMMER: CATI - Gray "Since [RA MONTH YEAR/FUP COMP MONTH YEAR], have you" after A19a.]

CODE ONE RESPONSE PER ROW

	YES	NO	DK	REF
a. Updated your resume?	1	0	d	r
b. Looked into the requirements needed to get a job you wanted?	1	0	d	r
c. Been able to get stable and reliable child care that would allow you to work, go to school, or go to job interviews?	1	0	d	r
d. Looked into how to get new skills or credentials to get a job or advance your career?	1	0	d	r
e. Figured out how to get transportation to school or a job you wanted?	1	0	d	r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A22. Since [RA MONTH YEAR/FUP COMP MONTH YEAR] have you received a job offer?

YES .... 1 GO TO A20a
NO .... 0 GO TO A22a
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI A22=1 IF CAWI DO NOT SHOW DK OR REF

A22a. How many times did that happen?

|___|___| NUMBER OF OFFERS
(0-25)
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI

A22=1 IF CAWI DO NOT SHOW DK OR REF

A23. Did you receive any of these job offers when you were working in another job?

YES 1
NO .... 0 GO TO A24a
DON'T KNOW .... d
REFUSED .... r

RESPONDENT HAS NOT HAD A JOB SINCE RA GO TO A24a

CATI/CAWI A23=1 IF CAWI DO NOT SHOW DK OR REF

A23a. How many times did you receive a job offer when working?

|___|___| NUMBER OF OFFERS
(0-25)
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A24. Thinking about a typical month since [RA MONTH YEAR/FUP COMP MONTH YEAR] when you *were not working*, how often did you [FILL WITH A-C]?

CATI [PROGRAMMER: Gray text after A24a.a]: **Was it almost every day, a few times a week, a few times during the month, once, or never?**

{FOR A24a.a.} INSTRUCTION: IF RESPONDENT SAYS THAT THEY WERE ALWAYS WORKING SINCE RANDOM ASSIGNMENT THEN CODE AS "I NEVER HAD A MONTH WHERE I DIDN'T WORK."

I NEVER HAD A MONTH IN WHICH I DID NOT WORK .... 0 GO TO A24b

	ALMOST EVERY DAY	A FEW TIMES A WEEK	A FEW TIMES DURING THE MONTH	ONCE	NEVER	DK	REF
a. Look for job openings?	1	2	3	4	5	d	r
b. Submit a job application?	1	2	3	4	5	d	r
c. Attend an interview?	1	2	3	4	5	d	r

CATI/CAWI IF A2 OR A2A = 1 IF CAWI DO NOT SHOW DK OR REF

A24b. Thinking about a typical month since [RA MONTH YEAR/FUP COMP MONTH YEAR] when you *were working*, how often did you [FILL WITH A-C]?

CATI [PROGRAMMER: Gray text after A24a.a]: **Was it almost every day, a few times a week, a few times during the month, once, or never?**

{For A24b.a} INSTRUCTION: IF RESPONDENT SAYS THAT THEY NEVER WORKED SINCE RANDOM ASSIGNMENT THEN CODE AS “I DIDN’T WORK AT ALL SINCE [RA MONTH YEAR/FUP COMP MONTH YEAR].”

I DIDN’T WORK AT ALL SINCE [RA MONTH YEAR/FUP COMP MONTH YEAR]........................0 GO TO A25

CODE ONE RESPONSE PER ROW

	ALMOST EVERY DAY	A FEW TIMES A WEEK	A FEW TIMES DURING THE MONTH	ONCE	NEVER	DK	REF
a. Look for job openings?...............................	1	2	3	4	5	d	r
b. Submit a job application?...........................	1	2	3	4	5	d	r
c. Attend an interview?	1	2	3	4	5	d	r

CATI: **Now we are going to talk about some of the things you might have done because there wasn't enough money.**

CAWI: **The next set of questions ask about some of the things you might have done because there wasn't enough money.**

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A25. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you do any of the following because there wasn't enough money?

[PROGRAMMER: CATI – Gray question text from A25b-h.]

CODE ONE RESPONSE PER ROW

	YES	NO	DON'T KNOW	REFUSED
a. Cut the size of your meals or skip meals because you couldn't afford enough food?	1	0	d	r
b. Move in with other people, even for a little while, because of financial problems?	1	0	d	r
c. Ask to borrow money from friends or family?	1	0	d	r
d. Go without a phone because you could not afford to pay the bill or buy extra cell phone minutes?	1	0	d	r
e. Took a payday loan or auto-title loan, or sold or pawned your belongings?	1	0	d	r
f. Thought about going to the doctor, dentist or hospital, but decided not to because of the cost?	1	0	d	r
g. Go without prescription medicine?	1	0	d	r
h. Go without paying utility bills?	1	0	d	r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

The next question is about where you live.

A26. CATI: **Do you currently own your home or apartment or have a mortgage, rent it, pay some amount toward rent, live rent free with a friend or relative, or do you have some other arrangement?**

CAWI: **Do you currently…**

CODE ONE ONLY

OWN OR HAVE MORTGAGE 1
RENT 2
PAY SOME OF THE RENT 3
LIVE RENT FREE (SOMEONE ELSE RENTS/OWNS HOUSE OR APARTMENT) 4
LIVE IN SHELTER 5
LIVE ON STREETS 6
LIVE IN ABANDONED BUILDING/CAR 7
OTHER (SPECIFY) .... 99 GO TO A26a
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI A26=99

A26a. What is your other living arrangement?

__________________________(STRING 250)

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

The next questions are about your finances.

A27. Do you currently use a spending plan or budget to help you meet or keep track of your monthly expenses?

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

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A28. Do you currently have a checking or savings account of any kind at a bank or a credit union?

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

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A29. Suppose [you/you and your household] had an emergency expense that costs $400.

CATI: **Based on your current situation, how would you pay for this expense? Please choose the most likely method of payment, if any.**

CAWI: **Based on your current situation, how would you pay for this expense? Please choose the most likely method of payment, if any.**

CODE ONE ONLY

PUT IT ON YOUR CREDIT CARD 1
USE MONEY IN YOUR CHECKING OR SAVINGS ACCOUNT OR USE CASH ON HAND 2
BORROW FROM A FRIEND OR FAMILY MEMBER 3
USE A PAYDAY LOAN, DEPOSIT ADVANCE, OR OVERDRAFT 4
SELL SOMETHING 5
USE A PAYMENT PLAN WHERE YOU PAY "LITTLE BY LITTLE" 6
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI IF A28 = 1 IF CAWI DO NOT SHOW DK OR REF

A30. **How much do you have in savings? Savings includes but is not limited to savings accounts, and covers any money you set aside for the future. Your best estimate is fine.**

$|___|___|___| , |___|___|___|
(0-999,999)

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

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A31. **How often does your household pay its bills on time?**

CATI: **Would you say you pay your bills on time most of the time (late 1 time or less per year), very often (late 2-3 times per year), sometimes (late every other month), rarely or never (late about every month).**

CAWI**: Would you say:**

CODE ONE ONLY

MOST OF THE TIME (LATE 1 TIME OR LESS PER YEAR) 1
VERY OFTEN (LATE 2-3 TIMES PER YEAR) 2
SOMETIMES (LATE EVERY OTHER MONTH) 3
RARELY OR NEVER (LATE ABOUT EVERY MONTH) 4
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

A32. **Since [RA MONTH YEAR/FUP COMP MONTH YEAR] have you seen your credit report from a credit-reporting agency?**

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

B. Employment Challenges and Skills

ALL
IF CAWI DO NOT SHOW DK OR REF

B1. CATI: **Now I am going to read you a list of things that some people find challenging in finding and keeping a good job.**

Please tell me if the following has made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job since [RA MONTH YEAR/FUP COMP MONTH YEAR].

Would you say that [FILL a-g] made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job in the past year?

INTERVIEWER INSTRUCTION: IF NEEDED READ RESPONSE CATEGORIES FOR B-G

CAWI: **The next set of questions are about things that some people find challenging in finding and keeping a good job.**

Would you say that [FILL a-g] made it not at all hard, a little hard, somewhat hard, very hard, or extremely hard for you to find or keep a good job in the past year?

PROGRAMMER: CODE ONE PER ROW

CODE ONE RESPONSE PER ROW

	NOT AT ALL	A LITTLE	SOMEWHAT	VERY	EXTREMELY	DK	REF
a. Not having reliable transportation	1	2	3	4	5	d	r
b. Not having good enough child care or family help	1	2	3	4	5	d	r
c. Not having the right clothes or tools for work	1	2	3	4	5	d	r
d. Not having the right skills or education	1	2	3	4	5	d	r
e. Having a criminal record	1	2	3	4	5	d	r
f. A lack of good jobs available in your area	1	2	3	4	5	d	r
g. Not being able to do certain kinds or amounts of work, training, or school work because of your health	1	2	3	4	5	d	r

CATI/CAWI
ALL
IF CAWI DO NOT SHOW DK OR REF

B2a. **Do you have a regular child care arrangement you can use so that you can go to a job, a job interview, school, or other appointment?**

YES	1	
NO	0	GO TO B3
DON'T NEED CHILD CARE	2	GO TO B3
DON'T KNOW	d	
REFUSED	r	

B2a=1
IF CAWI DO NOT SHOW DK OR REF

B2b. CATI: **Now I would like to talk about backup child care arrangements.**

CAWI: **The next set of questions talk about backup child care arrangements.**

CATI/CAWI: **If your child care falls through, would you say that you always, very often, sometimes, rarely or never have a backup child care arrangement?**

ALWAYS 1
VERY OFTEN 2
SOMETIMES 3
RARELY 4
NEVER .... 5 GO TO B3
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI
B2b=1, 2, 3, or 4
IF CAWI DO NOT SHOW DK OR REF

B2c. **How many backup child care arrangements do you have?**

|___|___| NUMBER
(0-50)

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

CATI/CAWI
ALL
IF CAWI DO NOT SHOW DK OR REF

B3. **Are you unable to do certain kinds or amounts of work, training, or school work because [FILL A-E]?**

CODE ONE RESPONSE PER ROW

	YES	NO	DK	REF
a. Of a physical disability or illness?	1	0	D	r
b. Of an emotional or mental health problem?	1	0	D	r
c. Of a learning disability?	1	0	D	r
d. A child in your family experienced a physical disability or illness; emotional, mental health, or behavioral problem; or learning disability?	1	0	D	r
e. A family member other than a child experienced a physical disability or illness, emotional or mental health problem, or learning disability?	1	0	D	r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

B4. Do you currently have a valid driver's license? By valid we mean that it has not expired, and has not been suspended or taken away.

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

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

B4a. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], have you ever not been able to apply to a job because you didn't have a valid driver's license?

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

IF A2=1 THEN DO NOT ASK B.

ELSE, ALL. IF CAWI DO NOT SHOW DK OR REF

B5. CATI, a-b: **Please tell me if you strongly disagree, disagree, agree, or strongly agree with the following statements.**

[PROGRAMMER: CATI – Gray question text on B5b.]

CATI, c-i: **Please tell me if you strongly disagree, disagree, agree, or strongly agree with the following statements, or if you never had an employment goal.**

[PROGRAMMER: CATI – Gray question text on B5d-i.]

CAWI, a-b: **Please indicate if you strongly disagree, disagree, agree, or strongly agree with the following statements.**

CAWI c-i: **Please indicate if you strongly disagree, disagree, agree, or strongly agree with the following statements, or if you never had an employment goal.**

CODE ONE RESPONSE PER ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	NEVER HAD EMPLOYMENT GOAL	DK	REF
a. I know I need to get a job or a better job and really think I should work on finding one.	1	2	3	4	-	d	r
b. I guess being out of work is not good, but there is *nothing* I can do about it right now.	1	2	3	4	-	d	r
c. I set employment goals based on what is important to me or my family.	1	2	3	4	5	d	r
d. I set long-term employment goals that I hope to achieve (such as finding a job, finding a better job, getting promoted, or enrolling in further education).	1	2	3	4	5	d	r
e. I set specific short-term goals that will allow me to achieve my long-term employment goals.	1	2	3	4	5	d	r
f. Based on everything I know about myself, I believe I can achieve my employment goals.	1	2	3	4	5	d	r
g. When I set employment goals, I think about barriers that might get in my way and make specific plans for overcoming those barriers.	1	2	3	4	5	d	r
h. Even when I face challenges, I continue to pursue my employment goals.	1	2	3	4	5	d	r
i. I keep track of my overall progress toward my long-term employment goals and adjust my plans if needed.	1	2	3	4	5	d	r

CATI/CAWI

ALL

IF CAWI DO NOT SHOW DK OR REF

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B6.1. During the past month, how often has each of the following behaviors been a problem? Would you say that the following behaviors have been a problem never, sometimes, or often?

[PROGRAMMER: CATI – Gray question text From B6ab-l).]

****NOTE:** The specific wording of items B6.1a-l and B6.2a-h are not shown on this copy of the survey because the items are adapted and reproduced by special permission of the Publisher, Psychological Assessment Resources, Inc., 16204 North Florida Avenue, Lutz, Florida 33549. Further reproduction is prohibited without permission by PAR, Inc.

CODE ONE RESPONSE PER ROW

	NEVER	SOMETIMES	OFTEN	DK	REF
a. **Item 25 **SEE NOTE ABOVE**	0	1	2	d	r
b. **Item 49**	0	1	2	d	r
c. **Item 52**	0	1	2	d	r
d. **Item 6**	0	1	2	d	r
e. **Item 71**	0	1	2	d	r
f. **Item 75**	0	1	2	d	r
g. **Item 24**	0	1	2	d	r
h. **Item 53**	0	1	2	d	r
i. **Item 9**	0	1	2	d	r
j. **Item 15 - edited**	0	1	2	d	r
k. **Item 63 - edited**	0	1	2	d	r
l. **Item 2**	0	1	2	d	r

CATI/CAWI
ALL
IF CAWI DO NOT SHOW DK OR REF

DISPLAY COPYRIGHT SIGN FOR ALL ITEMS : ®PAR

B6.2. During the past month, how often has each of the following behaviors been a problem? Would you say that the following behaviors have been a problem never, sometimes, or often?

[PROGRAMMER: CATI – Gray question text From B6ab-l).]

CODE ONE RESPONSE PER ROW

	NEVER	SOMETIMES	OFTEN	DK	REF
a. **Item 28**	0	1	2	d	r
b. **Item 69**	0	1	2	d	r
c. **Item 1**	0	1	2	d	r
d. **Item 72**	0	1	2	d	r
e. **Item 23.**	0	1	2	d	r
f. **Item 50**	0	1	2	d	r
g. **Item 64**	0	1	2	d	r
h. **Item 70 - edited**	0	1	2	d	r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

B7. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], how often have you [FILL A-F]?

CATI [PROGRAMMER: Gray from B7b-f]: **Would you say a few times a week, a few times a month, about once a month, or hardly ever or never?**

CODE ONE RESPONSE PER ROW

	A FEW TIMES A WEEK	A FEW TIMES A MONTH	ABOUT ONCE A MONTH	HARDLY EVER OR NEVER	DK	REF
a. Lost your temper with someone other than friends or family.	1	2	3	4	d	r
b. Said something that you later regretted to someone other than friends or family.	1	2	3	4	d	r
c. Decided not to apply for a job because you didn't think you would get an interview.	1	2	3	4	d	r
d. Overcome a barrier that could have prevented you from finding or keeping a job.	1	2	3	4	d	r
e. Been late for a job, interview, program meeting, class, or training session.	1	2	3	4	d	r
f. Missed an appointment related to work, looking for a job, a program, school, or training for a reason other than you were sick or ill.	1	2	3	4	d	r

ALL IF CAWI DO NOT SHOW DK OR REF

B8. CATI [PROGRAMMER: Gray from B8b-c]: **Next, I'm going to read a list of opinions people have about themselves. After I read each one, I want you to tell me whether you strongly disagree, disagree, agree, or strongly agree.**

CAWI: **The next set of items are a list of opinions people have about themselves. Indicate whether you strongly disagree, disagree, agree, or strongly agree with each one.**

CODE ONE RESPONSE PER ROW

	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	DK	REF
a. I am able to do things as well as most people.	1	2	3	4	d	r
b. I certainly feel useless at times.	1	2	3	4	d	r
c. All in all, I tend to feel that I am a failure.	1	2	3	4	d	r

C. SERVICE RECEIPT

CATI: **Now we are going to ask you about services you may have received to help you find a job or advance in your career.**

CAWI: **The next set of questions are about services you may have received to help you find a job or advance in your career.**

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

C1a. **Since [RA MONTH YEAR/FUP COMP MONTH YEAR], have you attended any workshops or classes that provided instruction on how to find a job? These may have provided help with things such as resume writing, interviewing, and networking.**

YES	1	
NO	2	GO TO C2
DON'T KNOW	d	GO TO C2
REFUSED	r	GO TO C2

CATI/CAWI C1A=1 IF CAWI DO NOT SHOW DK OR REF

C1b. **Since [RA MONTH YEAR/FUP COMP MONTH YEAR], about how many times did you attend workshops or classes that focused on finding a job? Did you attend a workshop or class once, twice, 3 to 5 times, 6 to 10 times, 11 to 20 times, or more than 20 times?**

Your best estimate is fine.

Once	1
Twice	2
3 to 5 times	3
6 to 10 times	4
11 to 20 times	5
More than 20 times	6
DON'T KNOW	d
REFUSED	r

CATI/CAWI ALL IF CAWI DO NOT SHOW DK OR REF

C2. **We are interested in learning if you met one-on-one with someone to receive assistance in finding a job or advancing your career. By one-on-one assistance, we mean meeting with someone whose job it is to help you find a job. This assistance may have been provided by a coach, case manager, counselor, or some other type of worker. It could have been in-person or by phone.**

Since [RA MONTH YEAR/FUP COMP MONTH YEAR] have you met one-on-one with someone to receive job assistance?

YES 1
NO .... 2 GO TO C5
DON'T KNOW .... d GO TO C5
REFUSED .... r GO TO C5

CATI/CAWI C2=1 IF CAWI DO NOT SHOW DK OR REF

C3a. **When did you start receiving one-on-one job assistance? Your best guess is fine.**

|___|___| / |___|___|___|___|
MONTH YEAR
(1-12) (2000-current year)

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

CATI/CAWI C2=1 IF CAWI DO NOT SHOW DK OR REF

C3b. **When did you stop receiving the one-on-one job assistance? Your best guess is fine.**

|___|___| / |___|___|___|___|
MONTH YEAR
(1-12) (2011-current year)

Currently receive job assistance 0
DON'T KNOW .... d
REFUSED .... r

CATI/CAWI C2=1 IF CAWI DO NOT SHOW DK OR REF
IF C3B=0, FILL “DO”, “IS” IF C3B != 0, FILL “DID”, “WAS”

C3c. How regularly [did/do] you receive one-one-one job assistance since [RA MONTH YEAR/FUP COMP MONTH YEAR]? [Was/Is] it weekly, twice a month, monthly, quarterly, annually, or something else?

WEEKLY 1
TWICE A MONTH 3
MONTHLY 4
QUARTERLY 5
ANNUALLY 6
OTHER (SPECIFY) 99
______________________________ (STRING (100))
DON’T KNOW .... d
REFUSED .... r

CATI/CAWI C2=1 IF CAWI DO NOT SHOW DK OR REF

C3d. How many times did you receive the one-on-one job assistance since [RA MONTH YEAR/FUP COMP MONTH YEAR]? Your best guess is fine.

|___|___|___| TIMES
(1-500)
DON’T KNOW .... d
REFUSED .... r

CATI/CAWI C2=1 IF CAWI DO NOT SHOW DK OR REF IF C3B=0, FILL “ARE” IF C3B != 0, FILL “WERE”

C3e. On average, how long [are/were] each of these one-on-one meetings? Your best estimate is fine.

LESS THAN 15 MINUTES 1
15 MINUTES TO 30 MINUTES 2
30 MINUTES TO AN HOUR 3
MORE THAN ONE HOUR 4
DON’T KNOW .... d
REFUSED .... r

CATI/CAWI

IF CAWI DO NOT SHOW DK OR REF C2=1 DO NOT ASK IF C3D = DK/REF/M

C3f. Now thinking about the [FILL FROM C3d] times when you received one-on-one job assistance, how many different coaches, case managers, counselors, or other type of workers did you work with?

|___|___|___| Coaches/Case Managers/Counselors/Other type of workers

(0-500)

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF C3F > 1

C3g. How many different organizations provided this one-on-one job assistance to you?

|___|___|___| Organizations

(0-500)

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF C2=1

C4. What type of one-on-one job assistance did you receive?

[PROGRAMMER: CATI – Gray text above From C4b-g.]

Did someone help you…

CODE ONE RESPONSE PER ROW

	YES	NO	DK	REF
a. Set a short-term goal?	1	0	d	r
b. Set a long-term goal?...	1	0	d	r
c. Make a plan to achieve your goal?	1	0	d	r
d. Be on time for appointments?	1	0	d	r
e. Be more organized?...	1	0	d	r
f. Be calmer in stressful situations?	1	0	d	r
g. Get along with others?	1	0	d	r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
C2=1

C4_8. Did you receive any other type of one-on-one assistance?

YES (SPECIFY) 1

______________________________ (STRING 50)

NO 0

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

C5. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did any coach, case manager, counselor, or other type of worker provide you with names of employers who were interviewing, or set up interviews with employers for you?

YES 1

NO 0

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

C6. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you complete any career assessments to find out what types of jobs would be good for you? A career assessment may be used to help identify a career that is right for you based on your interests and skills.

YES 1

NO 0

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF ALL

The next questions ask you about your participation in education and training programs.

C7. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you participate in any education programs? This includes adult basic education or GED courses, English as a Second Language classes, online courses, and college or other types of school. Do not include training programs to develop skills for a particular job or occupation or any other work experience in which all or part of your wages were paid for by a program.

YES	1	
NO	0	GO TO C8
DON'T KNOW	d	GO TO C8
REFUSED	r	GO TO C8

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF C7 = 1

C7a. Are you participating in the program now?

YES	1	GO TO C8
NO	0	GO TO C7B
DON'T KNOW	d	GO TO C7B
REFUSED	r	GO TO C7B

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF C7=1 AND C7A != 1

C7b. Did you complete the program?

YES	1	GO TO C7C
NO	0	GO TO C8
DON'T KNOW	d	GO TO C7C
REFUSED	r	GO TO C7C

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF C7=1 AND C7A != 1 AND C7B != 0

C7c. Did you receive a diploma or degree from the program?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

C8. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you participate in any training programs to develop skills for a particular job or occupation? These are sometimes called vocational training programs. Do not include training programs provided by your employer.

YES	1	GO TO C8A
NO	0	GO TO C9
DON'T KNOW	d	GO TO C9
REFUSED	r	GO TO C9

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
C8 = 1

C8a. Are you participating in the program now?

YES	1	GO TO C9
NO	0	GO TO C8B
DON'T KNOW	d	GO TO C8B
REFUSED	r	GO TO C8B

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
C8=1 AND C8a!=1

C8b. Did you complete the program?

YES	1	GO TO C8C
NO	0	GO TO C9
DON'T KNOW	d	GO TO C8C
REFUSED	r	GO TO C8C

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
C8=1 AND C8A !=1 AND C8B != 0

C8c. Did you receive a certificate, license, or diploma from the program?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF ALL
FILL WITH LOCAL PROGRAM NAME

C9. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you participate in a work experience program in which all or part of your wages were paid for by a program like TANF or [OTHER LOCAL PROGRAM]? This type of work experience program is usually temporary. Its goal is to help the workers develop skills so that they can obtain a job in which the employer pays all the wages. Sometimes this work experience is called subsidized employment, supported work, or transitional employment.

YES	1	GO TO C9A
NO	0	GO TO C10
DON'T KNOW	d	GO TO C10
REFUSED	r	GO TO C10

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF C9=1

C9a. Are you currently participating in this work experience program?

YES	1	GO TO C9B
NO	0	GO TO C9B
DON'T KNOW	d	GO TO C10
REFUSED	r	GO TO C10

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF IF C9A=1 OR 0
IF C9A=1, FILL "HAVE YOU PARTICIPATED" IF C9A=0, FILL "DID YOU PARTICIPATE"

C9b. How many *weeks* [did you participate/have you participated] in this work experience program?

INSTRUCTION: IF THE RESPONDENT PROVIDES THE NUMBER OF MONTHS THEN PROBE FOR THE NUMBER OF WEEKS.

|___|___| NUMBER OF WEEKS
(0 – 99)

DON'T KNOW/DON'T REMEMBER	d
REFUSED	r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

The next questions are about other services you may have received.

C10. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you receive…

CODE ONE RESPONSE PER ROW

		YES	NO	DON'T KNOW	REFUSED
a.	Child care assistance including vouchers or funds?	1	0	d	r
b.	Transportation assistance (such as gas cards or bus passes)?	1	0	d	r
c.	Clothes, uniforms, tools or other supplies and equipment?	1	0	d	r
d.	Tuition assistance?	1	0	d	r
e.	Assistance finding stable housing?	1	0	d	r
f.	Assistance with budgeting, credit, banking, or other financial matters? ..	1	0	d	r
g.	Assistance expunging a criminal record or other legal assistance?	1	0	d	r
h.	Help related to domestic violence?	1	0	d	r
i.	Help with marital and/or other family relationships?	1	0	d	r
j.	Help with child behavioral issues?	1	0	d	r
k.	Cash or a gift card?	1	0	d	r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

C11. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you receive alcohol, drug, or other substance abuse counseling?

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

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

C12. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you receive mental health treatment?

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

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

C13. Since [RA MONTH YEAR/FUP COMP MONTH YEAR], did you receive any services to help with stress reduction or other approaches to improve your emotional well-being?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

D. DEMOGRAPHICS

> CATI/CAWI
> IF CAWI DO NOT SHOW DK OR REF
> IF COMP_STATUS = 0

CATI: I would like to ask you a few questions about your experience with the criminal justice system. As a reminder, nothing you tell us will be shared or affect the services you receive.

CAWI: The next set of questions are about your experience with the criminal justice system. As a reminder, nothing you tell us will be shared or affect the services you receive.

D1. Have you ever been convicted of a crime?

YES	1	GO TO D2a
NO	0	GO TO D4
DON'T KNOW	d	GO TO D4
REFUSED	r	GO TO D4

> CATI/CAWI
> IF CAWI DO NOT SHOW DK OR REF
> D1=1
> IF COMP_STATUS = 0

D2a. Were you ever convicted of a crime before [RA MONTH YEAR]?

YES	1	GO TO D2b
NO	0	GO TO D3a
DON'T KNOW	d	GO TO D3a
REFUSED	r	GO TO D3a

> CATI/CAWI
> IF CAWI DO NOT SHOW DK OR REF
> D2A=1
> IF COMP_STATUS = 0

D2b. Were you convicted of a felony before [RA MONTH YEAR]?

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

> CATI/CAWI
> IF CAWI DO NOT SHOW DK OR REFIF COMP_STATUS = 0 THEN FILL [RA MONTH YEAR]
> IF COMP_STATUS = 1 THEN FILL [FUP COMP MONTH YEAR] AND ADD THIS TEXT:
>
> **CATI: I would like to ask you a few questions about your experience with the criminal justice system. As a reminder, nothing you tell us will be shared or affect the services you receive.**

CAWI: The next set of questions are about your experience with the criminal justice system. As a reminder, nothing you tell us will be shared or affect the services you receive.

D3a. Were you ever convicted of a crime after [RA MONTH YEAR/FUP COMP MONTH YEAR]?

YES .... 1 GO TO D3b

NO .... 0 GO TO D4

DON'T KNOW .... d GO TO D4

REFUSED .... r GO TO D4

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
D3A=1

D3b. Were you convicted of a felony after [RA MONTH YEAR/FUP COMP MONTH YEAR]?

YES 1

NO 0

DON'T KNOW .... d

REFUSED .... r

CATI: **Now I would like to ask you some questions about your level of education and marital status.**

CAWI: **The next group of questions is about your level of education and marital status.**

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

D4. What is the highest level of education you have completed?

CATI INTERVIEWER: IF RESPONDENT SAYS "HIGH SCHOOL," PROBE: **Did you receive a diploma or GED?**

CODE ONE ONLY

DID NOT COMPLETE HIGH SCHOOL OR GED 1

HIGH SCHOOL: DIPLOMA (NOT GENERAL EDUCATION DEVELOPMENT OR GED) 2

GENERAL EDUCATION DEVELOPMENT OR GED 3

SOME COLLEGE BUT NO DEGREE 4

2-YEAR OR 3-YEAR COLLEGE DEGREE (ASSOCIATE'S DEGREE) 5

4-YEAR COLLEGE DEGREE (BACHELOR'S DEGREE) 6

GRADUATE OR PROFESSIONAL DEGREE (e.g., MA, MBA, Ph.D., JD, MD) 7

NEVER ATTENDED SCHOOL 8

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF ALL

D5. What is your current marital status—are you now married, separated, divorced, widowed, or have you never been married?

CODE ONE ONLY

MARRIED 1
SEPARATED 2
DIVORCED 3
WIDOWED 4
NEVER MARRIED 5
DON'T KNOW .... d
REFUSED .... r

CATI: **Now I would like to ask you some questions about people who live with you.**

CAWI: **The next set of questions are about people who live with you.**

CATI/CAWI IF CAWI DO NOT SHOW DK OR REF ALL

D6. How many adults age 18 or older, *currently* live in *your* household at least half the time? Please include yourself.

|__|__| ADULTS
(1-99)

INTERVIEWER: IF THE RESPONDENT SAYS "0" THEN REMIND THEM THAT THEY SHOULD INCLUDE THEMSELVES IN THIS TOTAL.

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

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL

D7. How many children under age 18 live with you at least half the time? This includes biological, adopted, foster, step, and any other children.

|___|___| CHILDREN
(0-99)

DON'T KNOW .... d

REFUSED .... r

CATI/CAWI
IF CAWI DO NOT SHOW DK OR REF
ALL
IF COMP_STATUS = 0

D8. Were you born in…

The United States, ... 1

Or some other country? 2

DON'T KNOW .... d

REFUSED .... r

PROGRAMMER: CONTINUE TO RESPONDENT TRACKING PAYMENT SECTION OF SHELL

E. CONTACT INFORMATION

We are almost finished. I just have a few more questions. These will help us contact you if we need to reach you in the future. We will only use this information if we cannot reach you with the other information you provided us.

ALL

E1. **What is your current address?**

PROBE: Is there an apartment number?

PROBE: This is where we will mail your gift card.

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

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

ALL

E2. **Do you have a current home telephone number?**

YES 1
NO .... 0 GO TO E4
DON'T KNOW .... d GO TO E4
REFUSED .... r GO TO E4

E2=1

E3. **What is your current home telephone number?**

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

ALL

E4. **Do you have a cell phone?**

YES	1	
NO	0	GO TO E7
DON'T KNOW	d	GO TO E7
REFUSED	r	GO TO E7

E4=1

E4a. **What is your cell phone number?**

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

DON'T KNOW	d
REFUSED	r

E4A=NE D OR R

E5. **Is it okay for us to text you at this number? Message and data rates may apply.**

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

ALL

E6. **What is another phone number where you can be reached?**

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

NO OTHER NUMBER	1
DON'T KNOW	d
REFUSED	r

E6 HAS COMPLETE PHONE NUMBER ENTERED

E6a. **Is this number, [E6], for a cell phone?**

YES	1
NO	0
DON'T KNOW	d
REFUSED	r

E6a=1

E6b. Is it okay for us to text you at this number? Message and data rates may apply.

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

ALL

E7. What is your email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

______________________________ (STRING 50)

DON'T HAVE ONE 0
DON'T KNOW .... d
REFUSED .... r

ALL

E8a. We would like to contact you in about a year to see how you are doing. In case we have trouble reaching you, we would like to have the names of two people who would most likely know where you are or who you keep in close contact with, such as a grandmother or grandfather, other relative, or friend. We will not contact these people for any other reason.

What is the full name of the first person we should contact?

______________________________ (STRING 50)
FIRST NAME

______________________________ (STRING 50)
MIDDLE INITIAL/NAME

______________________________ (STRING 50)
LAST NAME

DON'T KNOW .... d GO TO END1
REFUSED .... r GO TO END1

E8A NE d OR r

E8b. **What is (his/her) address?**

PROBE: Is there an apartment number?

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

DON'T KNOW .... d

REFUSED .... r

E8A NE d OR r

E8c. **What is (his/her) relationship to you?**

CODE ONE ONLY

SPOUSE/PARTNER 1

MOTHER 2

FATHER 3

SISTER/BROTHER 4

GRANDMOTHER/GRANDFATHER 5

SON/DAUGHTER 6

FRIEND 7

OTHER (SPECIFY) 99

______________________________ (STRING 50)

DON'T KNOW .... d

REFUSED .... r

E8A NE d OR r

E8d. **What is (his/her) home telephone number?**

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

NO LANDLINE 0

DON'T KNOW .... d

REFUSED .... r

E8A NE d OR r

E8e. Does (he/she) have a cell phone?

YES 1
NO .... 0 GO TO E8g
DON'T KNOW .... d GO TO E8g
REFUSED .... r GO TO E8g

E8E=1

E8f. Can I have that number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E8 NE d OR r

E8g. What is (his/her) work telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E8a NE d OR r

E8h. What is (his/her) email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

____ (STRING 50)
EMAIL ADDRESS

DOESN'T HAVE ONE .... 0 GO TO E8j
DON'T KNOW .... d GO TO E8j
REFUSED .... r GO TO E8j

E8H NE 0, d, OR r

E8i. Does (he/she) have another email address?

INTERVIEWER: ENTER E-MAIL ON NEXT SCREEN

____ (STRING 50)
EMAIL ADDRESS

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

SECOND CONTACT

E8A NE d OR r

E9a. What is the full name of the second person we should contact?

____________________________ (STRING 50)
FIRST NAME

____________________________ (STRING 50)
MIDDLE INITIAL/NAME

____________________________ (STRING 50)
LAST NAME

DON'T KNOW .... d GO TO END1

REFUSED .... r GO TO END1

E9A NE d OR r

E9b. What is (his/her) address?

PROBE: Is there an apartment number?

____
STREET 1

____
STREET 2

____
APT. #

____
CITY

____
STATE

____
ZIP

DON'T KNOW .... d

REFUSED .... r

E9A NE d OR r

E9c. What is (his/her) relationship to you?

CODE ONE ONLY

SPOUSE/PARTNER 1
MOTHER 2
FATHER 3
SISTER/BROTHER 4
GRANDMOTHER/GRANDFATHER 5
SON/DAUGHTER 6
FRIEND 7
OTHER (SPECIFY) 99
______________________________ (STRING 50)
DON'T KNOW .... d
REFUSED .... r

E9A NE d OR r

E9d. What is (his/her) home telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E9A NE d OR r

E9e. Does (he/she) have a cell phone?

YES 1
NO .... 0 GO TO E9g
DON'T KNOW .... d GO TO E9g
REFUSED .... r GO TO E9g

E9E=1

E9f. Can I have that number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E9A NE d OR r

E9g. What is (his/her) work telephone number?

|___|___|___| - |___|___|___| -|___|___|___|___| TELEPHONE
(201-989) (200-999) (0000-9999)

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

E9A NE d OR r

E9h. What is (his/her) email address?

____ (STRING 50)
EMAIL ADDRESS

DOESN'T HAVE ONE .... 0 GO TO E9j
DON'T KNOW .... d GO TO E9j
REFUSED .... r GO TO E9j

E9H NE 0, d, OR R

E9i. Does (he/she) have another email address?

____ (STRING 50)

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

INTERVIEW COMPLETED
FILL $35 UP TO FOUR WEEKS AFTER RELEASE DATE OTHERWISE FILL $25

END1. Thank you very much for your time. Those are all the questions I have right now. You will receive a [$35/$25] gift card. Thank you for your participation in the study.

IF MAKEDIALPHONE=5

END2. Please hand the phone back to our field locator.

OPRE

Mathematica