

**The Structure and Operations of
Social Enterprises in REDF's
Social Innovation Fund Portfolio:
Interim Report**

March 11, 2013

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LIST OF ACRONYMS

CalWORKs	California Work Opportunity and Responsibility to Kids
CBA	Cost-benefit analysis
CE	Chrysalis Enterprises
CEO	Center for Employment Opportunities
CHP	Community Housing Partnership
CHP-LS	Community Housing Partnership, lobby services line of business
CHP-MS	Community Housing Partnership, maintenance services line of business
CNCS	Corporation for National and Community Service
CRC	Community Resource Center
CRCDD	Coalition for Responsible Community Development
DoR	California Department of Rehabilitation
DBL	Double bottom line
DDDM	Data-driven decision making
FPL	Federal poverty level
MJS	Mathematica Jobs Study
OJT	On-the-job training
QED	Quasi-experimental design
SE	Social enterprise
SIF	Social Innovation Fund
SNAP	Supplemental nutrition assistance program
TANF	Temporary assistance for needy families
WIC	Women, Infant, and Children program

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EXECUTIVE SUMMARY

In 2011, REDF placed social enterprise (SE) employment at the heart of its five-year strategy to transform how people with many employment barriers transition into the workforce. SEs are businesses that sell goods and services that the marketplace demands in order to intentionally employ individuals who would otherwise face bleak prospects of ever getting a job. By giving people access to jobs they might not secure on their own, SEs seek to provide real-world work experience, improve earnings, and help employees rely less on government benefits, thereby easing taxpayer burden. SEs are designed to develop workers' skills and provide them with resume-building experience, helping them secure other jobs and increase their earnings and access to additional benefits (for example, healthcare). By providing employees with meaningful jobs and supports, SEs also attempt to improve employees' lives and well-being while setting them on a path toward greater self-sufficiency.

In support of its strategy, REDF launched a new portfolio, with funding from the Social Innovation Fund (SIF) of the Corporation for National and Community Service and other philanthropic support from corporations, foundations, and individuals. It built its portfolio using a competitive process to select a mix of well-run nonprofit organizations in the early stages of starting an SE or already running businesses that intentionally employ those facing substantial employment challenges, including homelessness, criminal convictions, and mental health disabilities. As part of its SIF award, REDF committed to achieve employment for 2,500 workers by 2015, with employment defined as at least 32 hours of work within a four-week period. Based on evidence that long-term employment prospects are significantly improved if an individual maintains employment for at least a year, REDF set a corollary goal that at least 70 percent of those employed in SEs would remain employed for at least twelve months through a combination of SE and employment outside the SE. Organizations selected to be part of the SIF portfolio were expected to contribute to these targets.

REDF also committed to conducting an evaluation to support the success of the SE approach. It selected Mathematica Policy Research to monitor SE progress toward achieving employment targets and to design and implement the evaluation. The evaluation, which is called the Mathematica Jobs Study or MJS, began on October 1, 2011, and will end on December 30, 2014. It is structured to address the general research question: *How do social enterprises serve individuals with multiple barriers to employment?* and contains four integrated components: (1) an implementation study of eight organizations that received REDF SIF funding in January 2012, (2) an outcomes study to follow individuals hired in seven of these organizations through about one year after their hire, (3) a quasi-experimental design study to assess the impact of SE employment, and (4) a cost-benefit analysis. A final report, which will focus on the last three components, will be available in December 2014.

This report highlights the initial findings from the evaluation. The research upon which it is based examines SE employee characteristics, SE operations and the implementation challenges they faced, and outcomes of individual employees as they left the SE. This executive summary provides an overview of the SEs we sought to better understand (Section A); the data and methods used in the research, including their limitations (Section B); the lessons learned from the evaluation's research findings (Section C), and the issues that need to be explored further (Section D).

A. Social Enterprises in the Mathematica Jobs Study

The eight organizations in the MJS housed nine SEs operating 12 lines of business (Table 1). The portfolio contains SEs with a wide divergence in size and age and that targeted four populations

of economically disadvantaged individuals: (1) those with mental health disabilities, (2) formerly homeless, (3) parolees and formerly incarcerated, and (4) young adults who are neither enrolled in school nor participating the labor market.

Table 1. Description of Social Enterprises

Organization	Social Enterprise	Business Line	Number Employed Annually (approximate)	Year Started	Target Population
1. Buckelew	Blue Skies	Cafés	18	1986	Mental health disabilities
		Cleaning	23	2009	
	People's Harvest	Food processing	0	2013	Homeless
2. Center for Employment Opportunities (CEO)	Golden State Works	Street cleaning	108	2011	Parolees
3. Chrysalis	Chrysalis Enterprise	Staffing Street cleaning	500	1984	Formerly incarcerated, homeless
4. Community Housing Partnership (CHP)	SF Solutions	Lobby services	55	2007	Homeless
		Maintenance services	30		
5. Community Resource Center (CRC)	Back-to-Work	Retail	36	2012	REDF-defined barrier
6. Coalition of Responsible Community Development (CRCD)	CRCD Enterprises	Groundskeeping	12	2010	Young adults aged 16-25 who are neither enrolled in school nor participating the labor market
7. Taller San José	Hope Builders	Construction	12	2007	Young adults aged 18-28 who are neither enrolled in school nor participating the labor market
8. Weingart Center	360° Solutions	Pest control	10	2012	Homeless

Note: A REDF-defined barrier includes low income, the mentally ill, the homeless, parolees, and young adults who are neither enrolled in school nor participating the labor market.

B. Data and Methods

The MJS collected organization- and individual-level information for the evaluation. Staff interviews, employee focus groups, site visits, and secondary documents provided organization-level information to describe SE operations and the challenges they faced. Individual-level information from 527 people hired for SE work starting between April 1, 2012, and March 30, 2013 (88 percent of such individuals) provided information to describe SE employees, their SE experience, and their outcomes that followed shortly after they left SE employment. We obtained information at three times: (1) when individuals requested employment services (intake); (2) when they were hired by the SE (baseline); and (3) when they left the SE or after six months of employment, whichever came first (exit). We also collected intake information from 503 people who requested employment services from the parent organizations but were not referred to SE employment, which provided a context for the severity of the employment barriers employees faced. We used both descriptive statistics and regression analysis to analyze quantitative data and developed a structured coding scheme to analyze qualitative information. Individual-level analysis was weighted to correct for differences in sampling probabilities and response rates across SEs. All analysis is descriptive, which means results cannot be interpreted to make causal inferences about the impact of SE employment.

The analysis allows us to say, for example, that the lives of workers seemed to improve while they were employed at the SE, but cannot be used to say that the SE caused their lives to improve.

C. Lessons Learned

We highlight five overarching themes that emerged from the research.

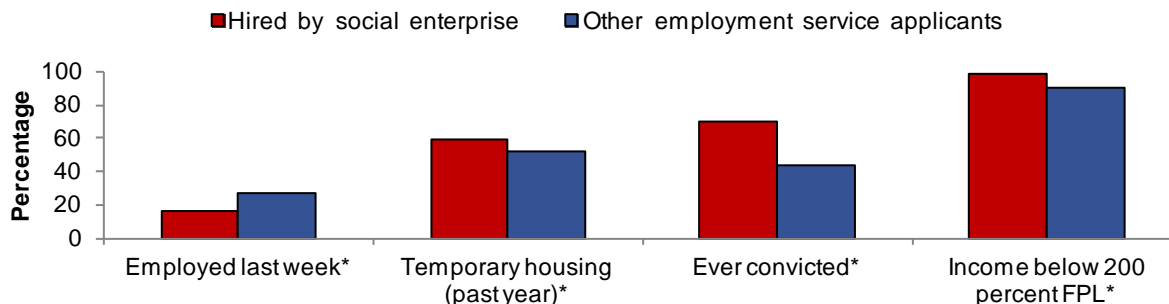
1. Social enterprises served the hard-to-employ.

People hired by the SEs in REDF's SIF portfolio faced many employment challenges:

- Prior work experience was minimal, or infrequent. Even though the average employee was 41 years old, 25 percent reported never being employed, and only 16 percent were employed in the week before being hired by the SE.
- Most had unstable housing: 59 percent had temporary housing at some point in the year before being hired by the SE.
- Many had extensive criminal records. On average, employees had been arrested seven times (with only one in five having never been arrested), and 69 percent had convictions on their records.
- Substance abuse and mental and physical health were challenges to getting and keeping a job: more than 20 percent reported they were in counseling for drug or alcohol use in the past year, and 14 percent of those not working in the week before their SE hiring reported that health or substance abuse issues impeded their ability to work.
- Nearly all (98 percent) had income below 200 percent of the federal poverty level (FPL), with only 23 percent of the average income coming from work.

These many employment challenges reflect, in part, the fact that parent organizations often selected and referred to SEs those facing more substantial employment challenges from among those applying for employment services. People hired by an SE were, on average, less ready to work than other people who sought employment services but were not referred to SE employment (Figure 1). SE workers were 11 percentage points less likely to report working in the week before requesting employment services (16 versus 27 percent), 7 percentage points more likely to report using temporary housing in the past year (59 versus 52 percent), 26 percentage points more likely to have a criminal conviction (69 versus 43 percent), and 7 percentage points more likely to have income below 200 percent of the FPL (98 versus 91 percent).

Figure 1. Social Enterprise Employees



* = Significant ($p \leq 0.05$) differences between the two groups; FPL = federal poverty level.

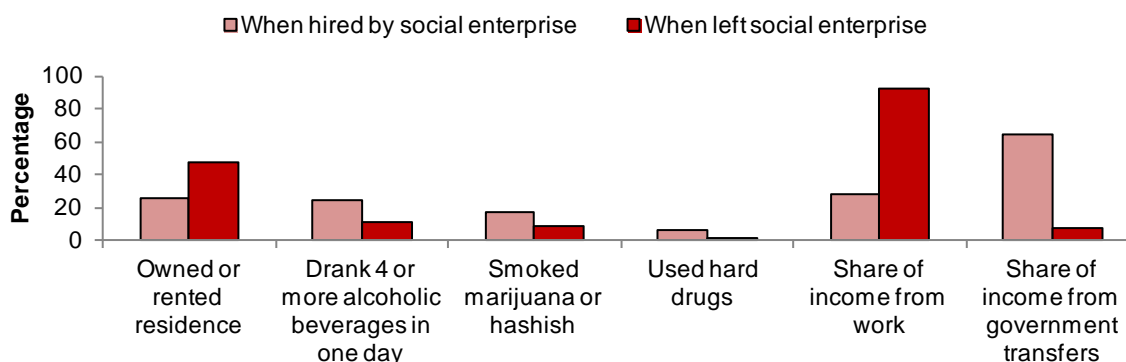
2. Most employees reported being satisfied with their social enterprise work experience, perhaps because their lives appeared to improve after they obtained their position.

Staff and workers both reported that the work experience was valuable, especially in bridging employees' soft skills gaps. Discussions with staff and employees during site visits suggested that SEs provided work experiences to hard-to-employ individuals to improve their skills and eventual success in permanent employment. Employees and staff generally praised the opportunities provided to learn technical skills, improve soft skills, and raise confidence. They noted that employees received work readiness, vocational, and on-the-job training designed to impart communication and conflict resolution skills, improve general work readiness, and, in many cases, provide specific technical skills valuable in the labor market. Employees expressed high levels of satisfaction in working at the SE. Nearly all reported they were satisfied with their job's contribution to society (98 percent), the independence they have on the job (93 percent), the feedback they receive at work (90 percent), and the support available at the SE (92 percent).

SE employees' satisfaction with their jobs may reflect the fact that the average worker's income rose and their lives often improved in several other ways (Figure 2):

- On average, income increased with large increases in earned income and in spite of a decline in unearned income. Workers also reported a much lower share of income from government transfers after SE employment.
- About 47 percent of individuals mostly lived in a place they owned or rented in the week before they left the SE (or after six months, whichever came first). Only 26 percent lived in a residence they owned or rented in the week before they were hired by the SE.
- A smaller percentage reported drinking in excess or using drugs while employed by the SE than reported these activities in the year before being hired by the SE.
- Although 69 percent had criminal records, only 4 percent were arrested while working at the SE.

Figure 2. Activities Before and After Social Enterprise Employment



Source: Appendix C, Table C.12.

In addition, more than 50 percent of employees had either left the SE for outside employment or training or were still working at the SE about six months after being hired (32 percent were still working at an SE). Of those who did leave, about one-third (31 percent) did so for outside employment or training.

Two pieces of evidence suggest that all workers might not have realized such benefits. First, at least one in five workers hired by the SE did not work the equivalent of one week of full-time work, and five percent of those hired worked less than one eight-hour day. Such short periods of exposure to work experience and the SE suggest that these individuals might not have received all the program benefits offered by the SE and its parent organization. Second, about 70 percent of those who left SE employment did so for reasons other than another opportunity. About 34 percent were terminated, about 17 percent left for personal and family reasons, about 13 percent left with job dissatisfaction or because they did not want a job, and about 5 percent left because they became incarcerated.

These outcomes, although mostly positive, do not necessarily establish that SE workers did better than they would have without SEs. However, the outcomes are encouraging and call for further exploration of the impacts of SEs on workers' lives. Our final report will include analyses of these impacts, using a comparison group of similar employees not hired by SEs.

3. The skill level of jobs in the social enterprise influenced the challenges in supporting employees.

SEs in the SIF portfolio pursued different business lines, with some requiring employees to have or develop more technical skills than others. SEs offering low-skilled, non-technical work were more predominant (for example, working as a barista or janitor) than those offering higher-skilled work (such as a pest control applicator or apprentice or home-builder). SEs providing jobs at different skill levels required different degrees of preemployment and on-the-job training (OJT).

Most SEs provided some training to individuals before they began work, often through their parent organization, with these experiences lasting up to 16 weeks. In general, such training collaborations between the parent organization and SE worked well. (In one case it did not, and the business line folded.) Workers at many SEs, particularly those requiring a more skilled workforce, required additional OJT to contribute to the SE's business goals. In these cases, employees typically spent at least part of each assignment with supervisors or mentors to learn technical skills required in the job market.

The use of, and reliance on, OJT suggests the importance of the SE staff who worked directly with employees. Across sites, employees and staff identified supervisors as especially important in working with employees to develop technical skills. Determining the skills required for the supervisory positions could depend on whether SEs prioritize hiring technically proficient supervisors and managers (which may increase the viability of the business) or those with a background in working with employees with barriers (which may enhance their ability to communicate with employees and provide support to address employee barriers). An ongoing challenge may be finding supervisors who possess both experience working with hard-to-serve populations and additional technical qualifications needed for higher-skilled business lines.

4. The transitional model of employment presented implementation challenges for social enterprises.

To maximize the impact of SEs, REDF encourages members of its portfolio to use a transitional model of employment. This model specifies that individuals work at SEs for a short period, but at least 32 hours, acquiring valuable experience, building their resume, and improving their work skills. With help from the SE or parent organization, individuals are ideally able to transition to unsubsidized employment within a year of their hire by the SE. This model allows an SE to serve more people than if the duration of employment was not restricted.

Despite this benefit, staff at many SEs expressed concerns about the transitional employment model—specifically, the principle that SEs should limit the duration of SE employment. One concern entailed balancing transitional employment and running a viable business with high turnover among trained staff. Staff of SEs, particularly those that provided more advanced-skills jobs, reported higher costs associated with constantly training new employees and having seasoned workers leave after short work durations. They also reported difficulty in timing the entry and exit of workers so as to not impede workflow. Implementing a transitional program makes staffing difficult because, as one staff member noted, “What makes sense for the business is retaining folks with skills.” Staff also worried about how transitional employment affects employees who may not be ready for permanent employment. These concerns may have lead some SEs, especially those employing workers in skilled occupations, to be slow to adopt a transitional worker program or to begin transitions. The heterogeneous nature of the enterprises and target populations suggests that a one-size-fits-all approach to transition may not be workable. Organization and SE leaders seem to have reached this conclusion; each SE adopted a somewhat different approach to training, employing, and transitioning workers.

5. Parent organizations and social enterprises face challenges in using data strategically.

REDF expects that a data-driven business strategy will help organizations and SEs achieve the double bottom line, improving both their financial viability and their contributions to employee development and long-term well-being. Our research suggests that organizations and SEs focused data collection on documenting their social contributions, but less often used data strategically to help them enhance the supports and services they offered. Moreover, staff told us that they rarely used data to help them achieve business or financial objectives. Most SEs collected enough information to learn, at least in part, how they affect their employees. All SEs or their parent organization collected detailed information on their employees, often including soft and hard skills development. Still, many organizations lacked systems to collect or report data on their employees at the aggregate level. At the time of our site visits, only three organizations had a data “dashboard” to track organizational metrics relating to their financial or social objectives (although three organizations were developing them, with assistance from REDF). Furthermore, only half the organizations tracked employees’ post-transition employment, arguably one of the most important indicators related to their social mission.¹ Data collection and use on the financial side of the mission was sparser. At least one-third of staff indicated that their SEs did not collect or assess data on the business side: the demand for new types of business or customer satisfaction with their business services. Even when these data were collected, some staff appeared not to be aware of the resource.

The limited use of data in many SEs appears to be due, in part, to resource limitations. Only about half of staff interviewed indicated they had enough resources for data collection or an efficient data collection system in place, and less than two-thirds indicated that they have staff expertise to analyze data.

¹ We did not ask why organizations did not track post-transition employment, but do note that such information is not readily available without devoting resources to locating clients (through surveying or case management outreach, for example).

D. Issues for Further Exploration

This interim report covers the midpoint of REDF's five-year strategy to create employment and work experience opportunities, and a scalable SE model, for individuals with complex employment barriers. It comes as a time when many SEs are still developing workable transitional employment models, refining their employee supports, and determining how best to connect employees with employers in the wider labor market. As such, results provide feedback to both REDF and the SEs about how their model is unfolding. They are less informative about SE approaches and activities in fully developed SEs, however, because the results could be influenced by newly created SEs and the early stage at which we are interviewing workers (at about six months after they begin employment).

Analyses comparing work, earnings, and life stability outcomes about one year after being hired by the SE will be presented in the final report, which will be completed in December 2014. This report will include discussions of one-year individual outcomes from SE employment, estimations of the impact of SE employment, and a cost-benefit analysis of SE operations.

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I. INTRODUCTION

People who are homeless, have conviction records, and have mental health disabilities are likely to experience unemployment rates three to five times higher than those of the general population. For example, more than half of California's parolees are unemployed (California Office of the Legislative Analyst 2008), unemployment among the severely mentally ill is estimated to be 80 percent (Stuart 2006) and youth unemployment stands about double that for adults (<http://www.bls.gov/cps/cpsaat03.pdf>). REDF, a San Francisco-based intermediary, selected social enterprises (SEs) as the vehicle to address the difficulties that people with such employment barriers face.²

An SE sells goods and services that the marketplace demands, while intentionally employing people who would otherwise face bleak prospects of ever getting a job. By giving individuals access to jobs they might not secure on their own, SEs can improve employee's earnings and help them rely less on government benefits, easing taxpayer burden. By developing workers' skills and providing them with resume-building experience, SE employment might also help workers achieve sustained employment and earnings gains. Furthermore, by providing people with meaningful jobs, SEs might improve quality of life and lead to changes that range from improved health to reduced homelessness and incarceration. Of course, these potential benefits often come with additional business expenses, because SEs might subsidize employment by paying workers more than the value of what they produce or by providing supports needed to overcome employment barriers and transition to unsubsidized employment outside the SE.

In 2011, REDF initiated a five-year strategy to transform how people facing issues related to homelessness, mental health disabilities, addiction, and incarceration and youth transition into the workforce. This strategy seeks to expand SE employment in California and develop a model of SEs that can be used on a national scale. In that same year, REDF received support from the Social Innovation Fund (SIF) of the Corporation for National and Community Service (CNCS) to launch a new portfolio of nonprofits in California to start and expand SEs. As part of its SIF award, REDF committed to fund employment for 2,500 people by 2015, with employment defined as working 32 hours within a four-week period, and set the goal of having 70 percent of these people in a job a year later.

REDF also committed to conducting an evaluation that uses moderate evidence to support the success of its approach. It selected Mathematica Policy Research to (1) help monitor the number of employed, (2) document the number of people employed about one year after being hired by an SE, and (3) design and implement an evaluation that uses moderate evidence to assess the impact of SE employment on subsequent labor market activities and life stability. Mathematica's evaluation, called the Mathematica Jobs Study (MJS), began on October 1, 2011, and will end on December 30, 2014. It draws information from eight parent organizations in REDF's SIF portfolio and is designed to address the general research question: *How do social enterprises serve individuals with multiple barriers to employment?* The study has four key components:

² The selection of the SE model was supported by a review of 27 rigorous research evaluations of paid work interventions (Sattar 2010) that suggested paid employment was effective at improving wages, long-term job retention, and educational attachment for people with employment barriers.

1. An **implementation study** of eight organizations receiving REDF SIF funding in January 2012, to document implementation of the SE model in each organization
2. An **outcomes study** to track and analyze outcomes of approximately 500 SE workers about one year after being hired by an SE
3. A quasi-experimental design (QED) **impact study** of about 275 SE workers and 82 people who entered the labor pool but were not hired from an organization in REDF's SIF portfolio
4. A **cost-benefit analysis** (CBA) that links the cost of operating an SE with the benefits it imparts

This report draws information from the implementation and outcomes studies to describe the characteristics of employees, operations, and outputs and outcomes from SEs supported, in part, by funds from REDF's SIF to their parent organizations. The final report, which will be drafted in December 2014, will draw information from the outcomes study, QED, and CBA to examine outcomes, impacts, and costs of SE employment. Research presented in this report highlights both the strengths and challenges facing SE midway through the SIF funding and provides a backdrop for subsequent research in the final report on the effectiveness of SEs.

The rest of this chapter provides background information on REDF's SIF portfolio (Section A), the MJS and the structure of the research presented in this report (Section B), and a roadmap to the report (Section C).

A. REDF's SIF Portfolio

REDF carefully selected its portfolio of nonprofit organizations through a competitive process. It selected well-run nonprofit organizations that were in the early stages of starting or running revenue-generating businesses that intentionally employ those most disconnected from the workforce.

1. Description of Organizations and Social Enterprises

The MJS contains eight organizations in REDF's SIF portfolio in January 2012: (1) Buckelew, (2) Center for Employment Opportunities (CEO), (3) Chrysalis, (4) Community Housing Partnership (CHP), (5) Coalition for Responsible Community Development (CRCD), (6) Community Resource Center (CRC), (7) Taller San José, and (8) Weingart Center. (A description of each is at <http://www.redf.org/what-do-we-do/invest>.)³ Each organization is committed to building pathways to the workforce for people with employment barriers and to developing or expanding SEs as one of the employment services to help build that pathway. In addition to sponsoring SEs, each organization offers other employment and training services.

These eight organizations parent nine SEs with 12 business lines (Table I.1); three of the organizations have more than one business line, and the rest focus on a single type of product or

³ The MJS does not include information on the SEs run by the other organizations in REDF's SIF portfolio: Goodwill of Silicon Valley, which entered the portfolio after January 2012, and Urban Strategies, which had limited capacity to participate.

service. The business lines include street cleaning (Golden State Works at CEO and Chrysalis Works at Chrysalis), temporary staffing (SF Solutions at CHP and Chrysalis Staffing at Chrysalis), retail services (Blue Skies Cafés at Buckelew and Back-to-Work Thrift Store at CRC), construction/maintenance services (SF Solutions and Hope Builders at Taller San José); janitorial services (Blue Skies Cleaning), food processing (People’s Harvest at Buckelew), groundskeeping (CRCD Enterprises at CRCD), and pest control (360° Solutions at Weingart Center). During the 2012 calendar year, some of the business lines were being developed, and one was phased out. The size of the SEs vary dramatically: Chrysalis Enterprises employs nearly 500 people per year, and CRCD, Taller San José, and Weingart Center employ only 10 to 12 people per year. Some SEs were well established when they entered REDF’s SIF portfolio, and others were started with that funding. Buckelew (Blue Skies Café) and Chrysalis had SEs established in the mid-1980s; CRC and Weingart Center used REDF funding to start an SE in 2012. The organizations and SEs employed four populations of economically disadvantaged individuals: (1) those with mental health disabilities, (2) those who are homeless, (3) parolees, and (4) young adults who are neither enrolled in school nor participating the labor market. This report contains more detailed information on the prevalence of each of these groups in the organizations.

Table I.1. Description of Social Enterprises

Organization	Social Enterprise	Business Line	Number Employed Annually (approximate)	Year Started	Target Population of Employees
1. Buckelew	Blue Skies	Cafés	18	1986	Mental health disabilities
		Cleaning	23	2009	
	People’s Harvest	Food processing	0	2013	Homeless
2. CEO	Golden State Works	Street cleaning	108	2011	Parolees
3. Chrysalis	Chrysalis Enterprises	Staffing	500	1984	Formerly incarcerated, homeless
		Street cleaning			
4. CHP	SF Solutions	Lobby services	55	2007	Homeless
		Maintenance services	30		
5. CRC	Back-to-Work	Retail	36	2012	REDF-defined barrier
6. CRCD	CRCD Enterprises	Groundskeeping	12	2010	Young adults aged 16-25 who are neither enrolled in school nor participating the labor market
7. Taller San José	Hope Builders	Construction	12	2007	Young adults aged 18-28 who are neither enrolled in school nor participating the labor market
8. Weingart Center	360° Solutions	Pest control	10	2012	Homeless

Source: Site visit interviews in eight SEs.

Note: Unless number employed annually was provided by the organization, it was computed as the number of individuals employed at a given time times the expected annual turnover (average months worked). A REDF-defined barrier includes low income, the mentally ill, the homeless, parolees, and young adults who are neither enrolled in school nor participating the labor market.

2. REDF Expectations of Parent Organizations in Its SIF Portfolio

REDF sees its SIF portfolio as a laboratory to better identify and understand the components of successful SEs. With an understanding of the type of resources and support needed to achieve success, an SE model can be developed, refined, taken to scale, and launched as a cornerstone of a community's workforce strategy to reduce chronic unemployment.

In light of this philosophy, REDF structured its SIF funding to help organizations launch a business, grow the business, and have the business employ clients of the organization running the SE. It allowed organizations to develop or operate their SEs in their own way, and it funded many different business models, hoping to draw the strongest components from each. Still, it set the following conditions for each organization funded:

- **Contribute to REDF's SIF goal of employing 2,500 people by 2015.** REDF worked with each organization to set employment targets. It defined employment as when an individual works 32 hours within a four-week period. People could count as employed only if they were not being counted toward employment goals in other federal funding that the parent organization receives.
- **Use SE employment to help individuals gain one year of work experience.** Based on a 2010 evidence scan (Sattar 2010), REDF believes that, with one year of work experience, individuals will gain a solid foundation for continued employment. Organizations, through the SEs they parent, are expected to provide transitional employment and help people move into employment outside the enterprise for at least one year of work experience. SE employment is viewed as the bridge to unsubsidized employment and not a permanent employment opportunity. Because the employment barriers that the target populations face often are severe, individuals need a transitional work experience to help them develop soft and hard skills and provide them with supports and services to stabilize their lives. After people build skills and stabilize their lives, the SE or parent organization can help them transition to unsubsidized employment outside the SE.
- **Ensure financial viability of the SE.** The SE has a commitment both to be a successful business and to provide employment to people who might not have a job otherwise. As such, it has an obligation to meet a double bottom line (DBL) that achieves both financial and social missions. Achieving its financial mission allows the SE to earn income from selling goods and services and not rely solely on government solutions, subsidy, or philanthropy. Achieving its social mission allows the SE to develop the workforce in the surrounding community.
- **Use data to build and improve organizations and SE operations.** Using data to analyze and document what works is a critical component of REDF's goal to strengthen SEs and their parent organizations, and REDF expects the organizations that it funds to collect, use, and analyze data to improve their decision making and operations and undertake strategies to achieve the DBL.

B. Mathematica Jobs Study

Mathematica developed a logic model to structure the evaluation and designed the research to unfold in two stages, one to focus on SE operations and program outputs and individual outcomes (this report), the other to focus on longer-term outcomes, impacts, and costs (final report). This

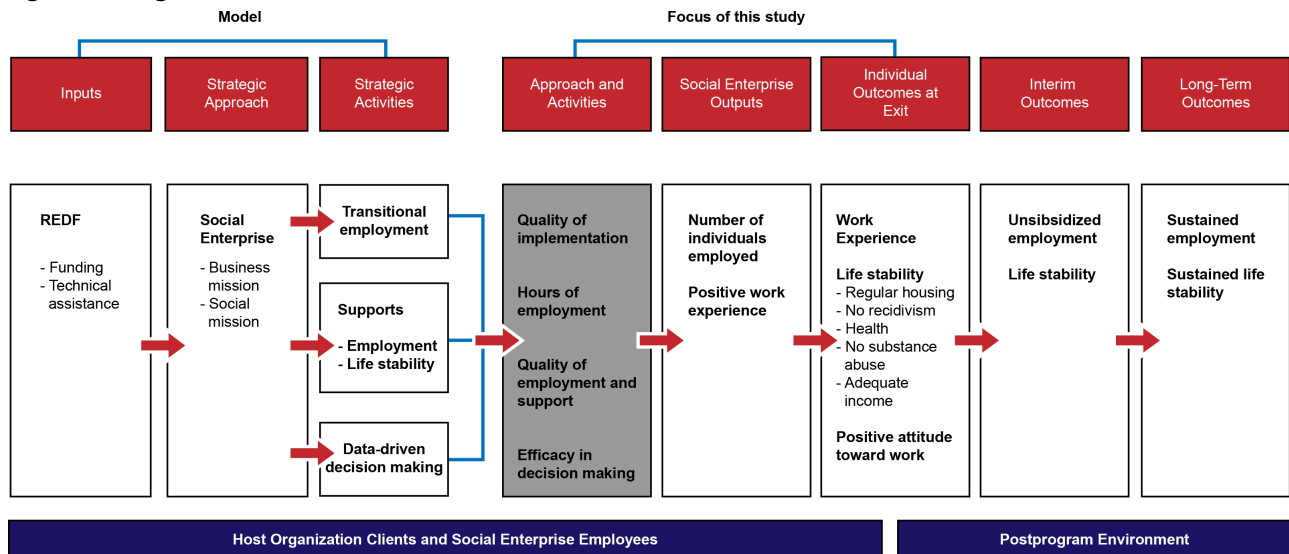
section discusses the overall structure of the MJS, including its logic model, data collection and analysis, and limitations of the study.

1. Logic Model for the Evaluation

The logic model (Figure I.1) shows how employment and life stability are expected to change with SE employment. The figure has four key components:

1. The left side of the figure highlights REDF’s theory of change for the SE. It shows how REDF’s funding and technical assistance can enhance the SE experience, life stability supports provided, and effective decision making.
2. The middle part of the figure shows the expected relationship between individual SE operations and the expected SE outputs and individual outcomes immediately following SE employment. It shows how outputs and outcomes depend on the SE’s approaches and activities and how SEs are expected to focus on two key outputs: (1) employ individuals so that they meet the REDF hours requirement (32 hours within four weeks), and (2) provide these employees with a positive work experience. Individuals are expected to realize three key outcomes: (1) employment outside the SE, (2) a more stable life, and (3) a positive attitude toward work.
3. The right side of the figure shows how SE employment is designed to affect subsequent outcomes. These outcomes include unsubsidized employment and a stable life, defined as stable housing, no recidivism in crime, positive mental health, and adequate income.
4. The bottom of the figure (dark blue) indicates that the characteristics of the clients seeking employment services in the parent organization and of those people hired by the SE underlie the theory of change, SE structure, SE activities, outputs, and individual outcomes. It also indicates that internal and external environments (for example, labor market conditions) underlie individual-level outcomes.

Figure I.1. Logic Model for the MJS Evaluation



Three specific research questions, addressed in this report, can be derived from the logic model depicted in Figure I.1:

1. What are the characteristics of SE employees?
2. What activities do SEs undertake, and what challenges do they face?
3. What are the outputs and outcomes following SE employment?

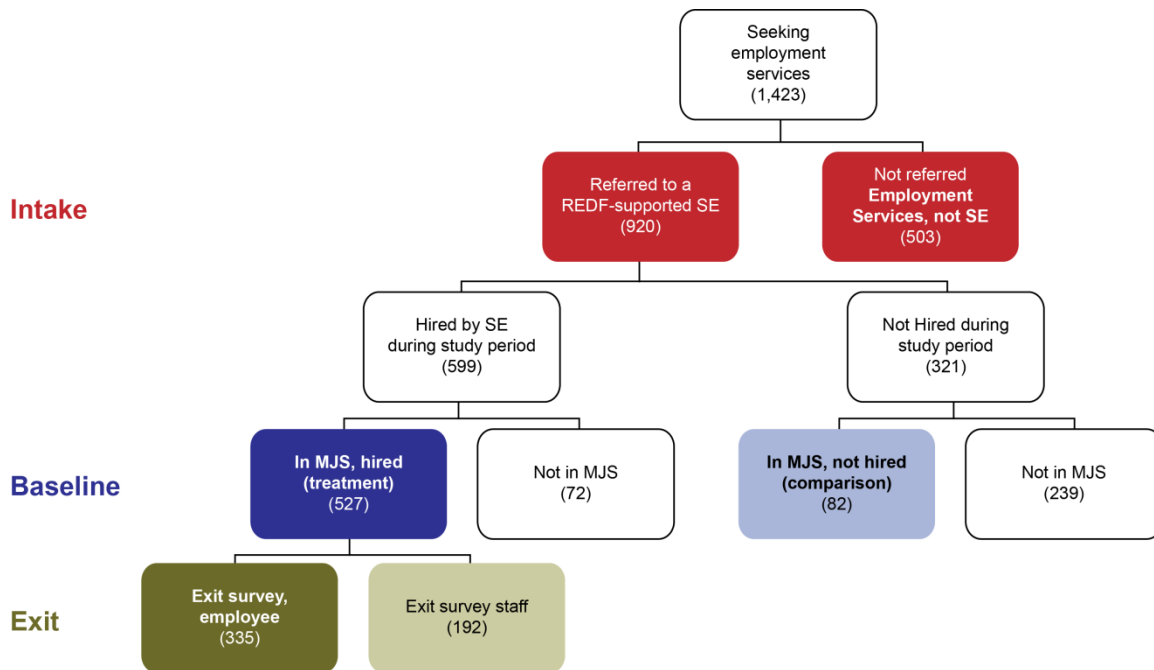
2. Data Collection and Analysis

To answer the research questions, the MJS collected (1) individual-level information from clients in the parent organization and SE employees, and (2) organization-level information from staff and documents. Here, we describe these two types of information. Appendix A provides details of individual-level data and the MJS database constructed from it, and Appendix B provides additional details of the organization-level data collection and analysis.

Individual-Level Information

The MJS collected individual-level data so that it could describe the characteristics, outputs, and outcomes of people who started SE work between April 1, 2012, and March 30, 2013. As Figure I.2 shows, individual-level information was collected in all organizations except CRCD⁴ at three times: (1) when the person entered the organization and requested employment services (intake); (2) when the person was hired by the SE (baseline); and (3) when the person left the SE or after six months of employment, whichever came first (exit).

Figure I.2. Pathway to MJS



⁴ Individual-level information was not collected at CRCD because participation at SIF-supported enterprises began shortly before the end of the MJS study period.

- **Intake information** was collected from 1,423 people who entered the parent organization and requested employment services (the red boxes in Figure I.2). Some people were referred to SE employment, and some were not. Some of the 503 people not referred to SE employment were referred to other employment services by the parent organizations. Those not referred to SE employment constitute a group of individuals to whom SE workers can be compared to assess whether parent organizations are referring those most difficult to employ (for example) to the SE (as we do in Chapter II). Intake information includes basic demographic and background information and was obtained by asking the same questions in all organizations.
- **Baseline survey information** was collected from two groups of people who consented to be in the MJS: (1) those referred to and hired by an SE; and (2) a subset of those referred to, but not hired by, an SE (our comparison group). All people referred to SE employment and hired by the SE during the MJS study period (April 1, 2012, and March 30, 2013) were taken through the informed consent process for enrolling in the MJS. The 527 (88 percent) people who consented to be in the study formed the treatment group (dark blue box in Figure I.2).⁵ One organization took all individuals referred to SE employment (not just those hired) through the consent process. The group of 82 referred but nonhired individuals from this organization (the light blue box in Figure I.2) forms a comparison group that we will use in our final report to estimate the impact of SE employment.⁶ A parent organization or SE staff member administered the web-based baseline survey to all study participants—those who agreed to participate in the MJS. This survey obtained detailed information on their work history and employment barriers.
- **Exit survey information** was collected for all MJS study participants hired by the SE. Staff at the organization administered an exit survey that obtained information on the person's work in the SE, changes in employment barriers, and satisfaction with the experience. The exit survey was administered when the person left the SE or after six months of employment, whichever came first. Outcomes (for example, earnings and employment barriers) were therefore measured while the individual was employed in the SE. If the employee was not available to respond to the survey, a staff member completed information on the work experience (for example, hours and weeks worked and earnings). Although we have some exit survey information for all people in the treatment group, only 335 employees (64 percent) completed the survey. Staff members completed surveys for the remaining 192 employees.

We used descriptive methods to describe SE employees (research question 1) and to determine which factors might be associated with SE outputs and employee outcomes (research question 3). Means and percentage distributions uncovered patterns in the characteristics of SE employees, their

⁵ Appendix A provides a detailed discussion of response rates.

⁶ People in the comparison group represent nearly all those referred to, but not hired by, the SE at this one organization. However, they represent only 26 percent of such individuals in all organizations. This difference arises because no other organization took such individuals through the consent process. Therefore, the comparison group provides limited information on outcomes for all people referred to SE employment, but it can describe individuals at one specific organization who were referred to its SE for employment but were not hired. Our final report will contain a full discussion of the relative strengths and weaknesses of using this comparison group.

work experiences, and their satisfaction with the experience. We used a t -statistic to determine if statistically significant ($p \leq 0.05$) differences existed between groups with the characteristic, output, or outcome was measured by a single variable (for example, percent male, total hours worked). We used a chi-square test to determine if statistically significant differences existed between groups in their distributions (for example, education) and, if found, used two-tailed t -tests to test for statistically significant differences in individual categories between groups.

We used multivariate analysis to address the individual outcomes at the time of leaving SE employment (research question 3). This approach controlled for differences in the population served by different organizations and SE to gauge whether outputs and outcomes were different after taking these into account. We used regression-adjusted averages computed from regression estimations to present these results in the text of the report. Such an adjustment compensates for the covariates in the regression to see what the average would be without differences in the other factors included in the analysis. We used ordinary least squares to estimate all regressions.

All individual-level analysis was weighted to correct for differences in sampling probabilities and response rates across SEs. With weighted analysis, the distribution of workers across SEs is identical in the baseline and exit survey data.⁷

Organization-Level Information

To examine SE operations, Mathematica collected information on SEs and their parent organizations from four sources:

1. **Documents** about the organization and SE were obtained from REDF staff, staff at the organizations and SEs, and the web.
2. **Telephone interviews with REDF staff** focused on the technical assistance provided to organizations and SEs and REDF's assessment of the SEs' strengths and challenges.
3. **Site visits** provided in-depth qualitative information on the operations of organizations and SEs from the staff's perspective.
4. **Checklists and a structured questionnaire** provided information on the services and supports provided to SE employees (checklist) and the use of data to make decisions (questionnaire). Both were administered as part of the site visit.

We collected information after REDF required organizations to have employee supports in place (on March 1, 2013); therefore, this information reflected SE operations, not plans for operations.⁸

Information we collected produced a large volume of qualitative information (sources 1 to 3) and a small amount of quantitative data (source 4). We used descriptive statistics (means and percentage distributions) to analyze the quantitative data and developed a structured coding scheme to analyze qualitative information. Both types of analysis allowed us to identify themes, patterns, and trends across organizations and to assess the approach and activities box in Figure I.1.

⁷ The weighting did not affect data from other employment service applicants.

⁸ The exception was the visit to the maintenance service business line at CHP. Because this business line closed in December 2012, we visited the site in mid-December.

3. Limitations of the Research

Results presented in this study must be considered in the context of its three key limitations:

1. **Results cannot be used to describe employees or SE outcomes outside of this study.** Because other SEs or transitional work programs have different funding structures, locations, and resources, the experiences of participants in this study might differ from those in other SEs or transitional work programs. Furthermore, our analysis of operations is based on information collected from a select group of SE staff and employee samples and might not reflect views of those not interviewed for this study.
2. **Causal inferences cannot be made.** The analysis of SE outputs and outcomes and employee characteristics provided interesting insights into the experiences at SEs. However, because all analysis was descriptive, results cannot be interpreted to make causal inferences about the impact of SE employment on postprogram employment, housing stability, or other outcomes of interest.
3. **Some survey responses may not be accurate.** Responses to all survey questions are subject to correct recall and truthful reporting. This can be particularly problematic for sensitive topics such as those in our surveys (for example, arrest record, housing, income, mental health) or in interviews (for example, overstating positive reactions to please a funder).

C. Structure of Report

The next three chapters of the report each address one of the three research questions. Chapter II addresses the question, *What are the characteristics of SE employees?* It focuses on the employment barriers that SE employees face and provides a context for those barriers by comparing them to the barriers that people seeking employment services from the parent organization who were not referred to SE employment face. Chapter III addresses the question, *What activities do SEs undertake, and what challenges do they face?* by examining the challenges they face in employing, training, and supporting workers, as well as strategies used to address these challenges. Chapter IV addresses the question, *What are the outputs and outcomes following SE employment?* by examining program outputs and individual outcomes at the end of SE employment and assessing their associations with the parent organization. Analysis presented in the final report will build on findings in this chapter, present more rigorous estimates of SE impacts, and examine the associations between impacts and the characteristics of SEs and employees.

The report also includes four appendices. The first two provide detailed information on the design of the study. Appendix A describes the data collection and analysis of individual-level data, defines the variables used in individual-level analysis, and discusses the potential for sample selection biases in analysis. Appendix B describes the processes and information collected on organizations. Appendix C provides the main data tables upon which figures in the text are based, and Appendix D provides copies of the data collection instruments used.

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II. CHARACTERISTICS OF SOCIAL ENTERPRISE WORKERS

When REDF selected organizations to be part of the SIF portfolio, one criterion was that organizations—and the SEs they operate—provide employment to the hardest to employ. It defined employment as an individual working 32 hours within a four-week period. In this chapter, we describe the characteristics of SE workers. Analysis undertaken as part of that description answers the first research question in the study, *What are the characteristics of SE employees?* Although some information in this chapter is drawn from the organization-level data, most is from the MJS baseline survey and intake data (described in detail in Appendix A).⁹ To provide a comprehensive description of SE employees, the chapter describes the employment barriers that SE employees face (Section A), compares their barriers to those faced by people seeking employment services from the parent organization but not referred to the SE (Section B), and compares barriers faced by those who do and do not meet the REDF hours requirement for employment (Section C). Appendix C, Section A contains the data from which the figures in this chapter are drawn.

Key Findings

- **Individuals hired by social enterprises face a variety of barriers to employment.** Only 63 percent had worked in the year before intake, and 25 percent reported never having had a job. Government transfers were 68 percent of monthly incomes, with only 23 percent of the average income coming from work before starting in the SE. More than four-fifths had been arrested, and only 16 percent used only their own (owned or rented) home for housing in the past year.
- **Individuals hired by social enterprises have backgrounds suggesting they faced greater barriers to employment than individuals seeking employment services from parent organizations who were not referred to social enterprise employment.** Individuals hired by SEs are 9 percentage points more likely to report being unemployed for the past year, 7 percentage points more likely to report using temporary housing in the past year, and 23 percentage points more likely to have ever been arrested.
- **Individuals who meet REDF's hours requirement do not appear to differ from those who do not.** Employees who do and do not meet the hours requirement tend to have similar demographic characteristics and employment barriers, as measured by employment history, housing stability, and arrest records.

A. Social Enterprise Employees Face a Wide Range of Employment Barriers

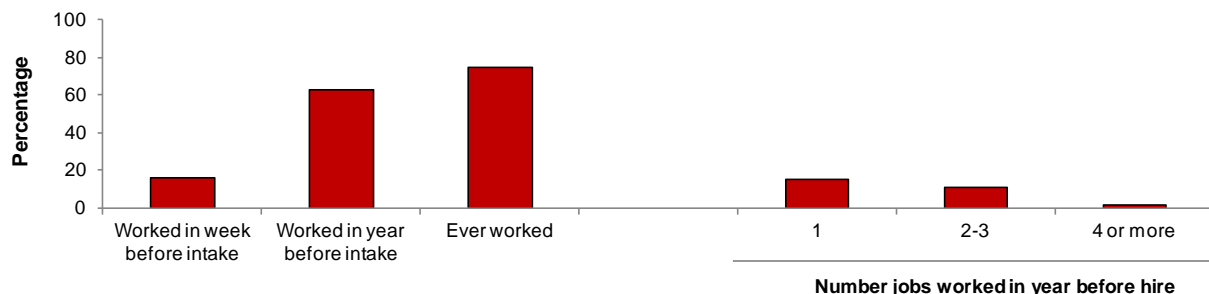
People working in REDF-funded SEs demonstrated a myriad of barriers to employment. Workers struggled with limited employment histories, health and substance abuse issues, unstable housing, and long criminal records.

1. **Most social enterprise employees had not worked in the past year and reported frustration with labor market experiences, but they would like to be employed.**

Many people hired by SEs had limited employment histories (Figure II.1). Although the average age of a person hired by the SE was about 41 (Appendix C, Table C.2), about one-quarter said they had never worked in a regular job for pay, and only 63 percent had worked in the year before they were hired by an SE. People who worked in the past year were likely to have had more than one job.

⁹ People who were referred for SE employment but were not hired are excluded from this analysis.

Figure II.1. Employment History When Hired by Social Enterprise

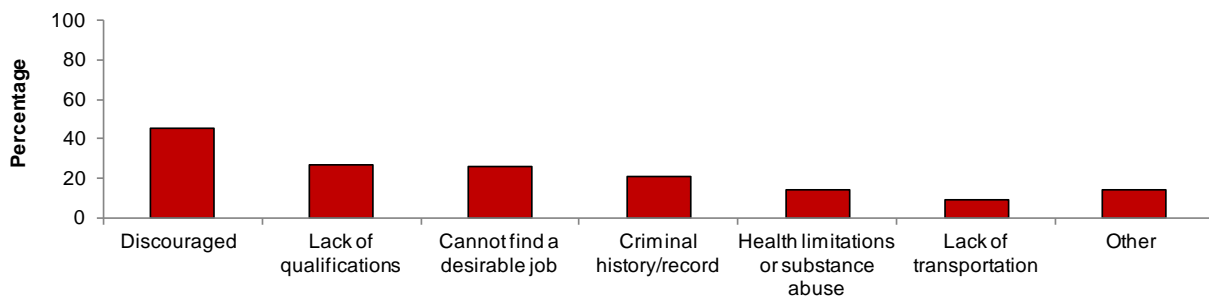


Source: Appendix C, Table C.4.

Note: Information is based on the 527 people hired by the SE.

People who had not worked the week before they were hired by the SE reported a variety of reasons for their lack of employment, with most suggesting they had negative experiences with the labor market (Figure II.2). Nearly half said they had been discouraged by past experience looking for work, 27 percent reported they did not have sufficient qualifications for employment, and 26 percent reported that they could not find a desirable job (individuals could select more than one option). Other commonly cited reasons for lack of employment included a criminal record (21 percent, a write-in category), health or substance abuse issues (14 percent), and lack of transportation (9 percent). Despite the large proportion of respondents who appear to be disconnected from the labor force, individuals reported relatively positive attitudes toward employment: 80 percent reported they would like to be employed, even if they did not need to earn money (Appendix C, Table C.9).

Figure II.2. Reasons Given for Not Working in Week Before Hire



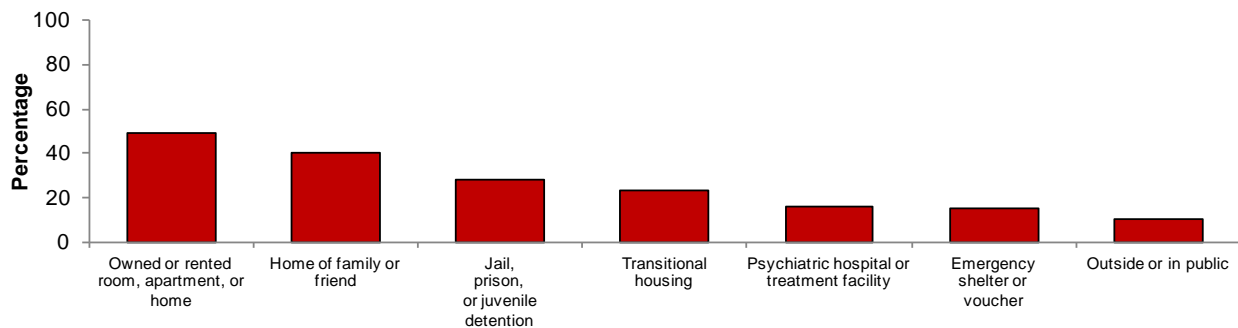
Source: Appendix C, Table C.4.

Note: Information is based on the 414 people who were hired by the SE and did not work the week before hire.

2. Social enterprise employees struggled to maintain permanent housing.

Without permanent housing, it can be difficult for an employee to come to work on time and prepared. Survey data show a patchwork of arrangements in which SE workers use many forms of shelter. Only 33 percent reported using a single housing method in the past year. Even in the week before they were hired by the SE, 24 percent used more than one housing arrangement, and nearly 40 percent had lived in temporary housing (Appendix C, Table C.5). During the year before being hired by the SE, only about half had their own home, and 41 percent stayed with family or friends because they could not obtain adequate housing on their own (Figure II.3). Others relied on transitional housing (23 percent) and emergency shelters/vouchers (15 percent); 11 percent slept outdoors or in public places in the prior year.

Figure II.3. Housing Arrangements Used in Year Before Being Hired by the Social Enterprise



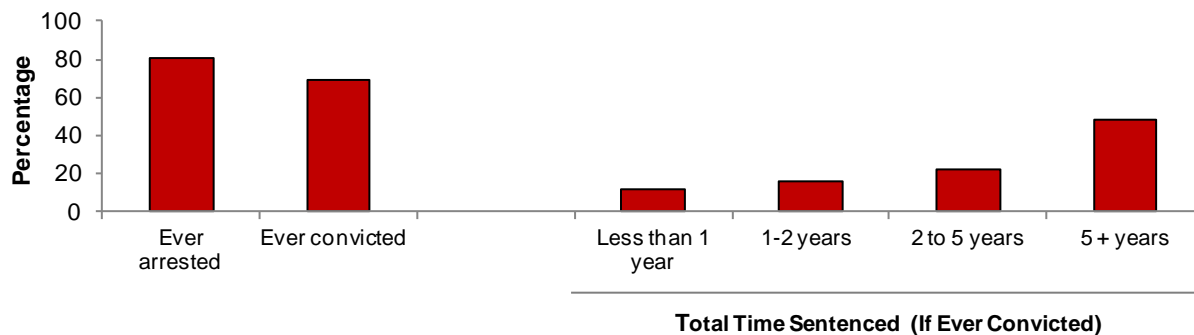
Source: Appendix C, Table C.5.

Note: Information is based on the 527 people hired by the social enterprise.

3. Most social enterprise employees had been involved with the criminal justice system.

When asked why they were not working, one-fifth of nonemployed individuals wrote in a response suggesting they had been unable to find a job because of past criminal activity. Figure II.4 shows several key statistics describing individuals’ criminal records just before they began SE employment. More than 80 percent had been arrested in the past, and 69 percent had been convicted of a crime and sentenced to serve time in jail or prison. Nearly half of those sentenced to serve time were sentenced to serve five or more years.

Figure II.4. Criminal History of Respondents When Hired by the Social Enterprise



Source: Appendix C, Table C.6.

Note: Information is based on the 527 people hired by the social enterprise. Ever convicted includes sentencing.

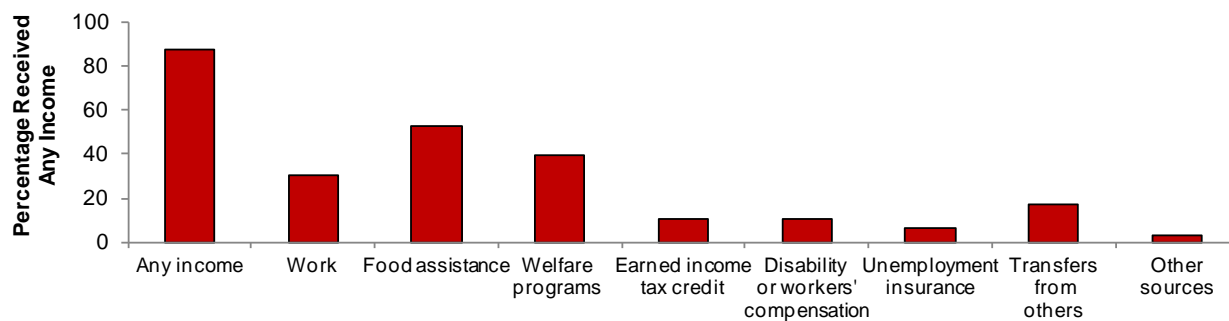
4. Many workers faced barriers related to health and substance abuse issues.

People hired by the SE reported several behaviors that suggest health and substance abuse issues might be employment barriers for a relatively large portion of SE employees, even though only about five percent (each) reported a physical injury or illness or mental or emotional disorder that made it difficult for them to work. About 14 percent of individuals not working in the week before they were hired by an SE stated that their health or an issue related to substance abuse kept them from working (Appendix C, Table C.7). Higher numbers reported behaviors that could be considered self destructive, however. More than one-fifth (21 percent) had been in counseling or therapy for some form of substance abuse in the past year, reported drinking in excess (22 percent), and smoked marijuana or hashish (21 percent), at some point in the past 12 months. Seven percent of individuals also reported using hard drugs in the past year. Those who reported using drugs did so often: 1.6 (marijuana) or 1.7 (other drugs) times per week, on average (not shown). Individuals also often reported being bothered by negative feelings. Although only about 3 percent had suicidal thoughts in the past week, 22 percent were bothered by feelings of worthlessness and 27 percent by feelings of hopelessness about their future.

5. Nearly all workers had income below 200 percent of the federal poverty level (FPL) at hire, with most income coming from government transfers.

Low income is a result of employment and other barriers. Without minimum income, it can be hard to apply for work, dress appropriately for interviews, and arrive at appointments on time. Nearly all (98 percent) people hired by an SE had income below 200 percent of the FPL (Appendix C, Table C.8). Individuals used a variety of income sources to support themselves. Most (88 percent) reported some income in the past month (Figure II.5), with the average individual having a monthly income of \$785 (Appendix C, Table C.8). Nearly one-third (31 percent) reported some monthly income from working, with earnings comprising 23 percent of the average person's total income (Figure II.6). In contrast, more than two-thirds of income came from government transfers, the most common of which was food assistance (more than half received this). Nearly 40 percent received welfare benefits from programs such as Temporary Assistance for Needy Families (TANF) and California Work Opportunity and Responsibility to Kids (CalWORKs). A significant minority received transfers from family, friends, or others. Across all individuals with positive income, this money comprised eight percent of monthly income. For the 17 percent who reported receiving this income, transfers from others made up 44 percent of their monthly income (not shown).

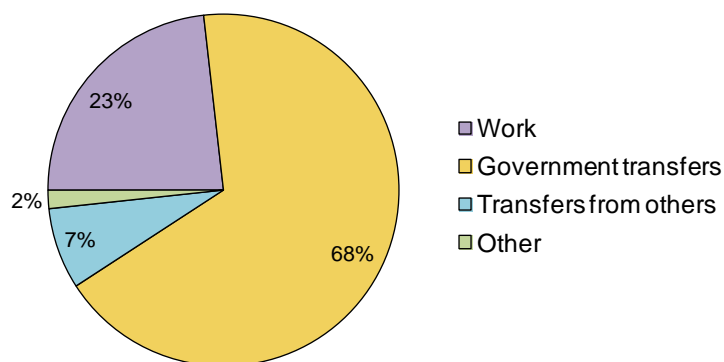
Figure II.5. Income Sources When Hired by the Social Enterprise



Source: Appendix C, Table C.8.

Note: Information is based on the 527 people hired by the SE. Food assistance includes food stamps, Supplemental Nutrition Assistance Program (SNAP) benefits, and benefits from the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC). Welfare programs include means tested cash transfer programs (for example, TANF or CalWORKs benefits).

Figure II.6. Share of Income at Hire from Different Sources



Source: Appendix C, Table C.8.

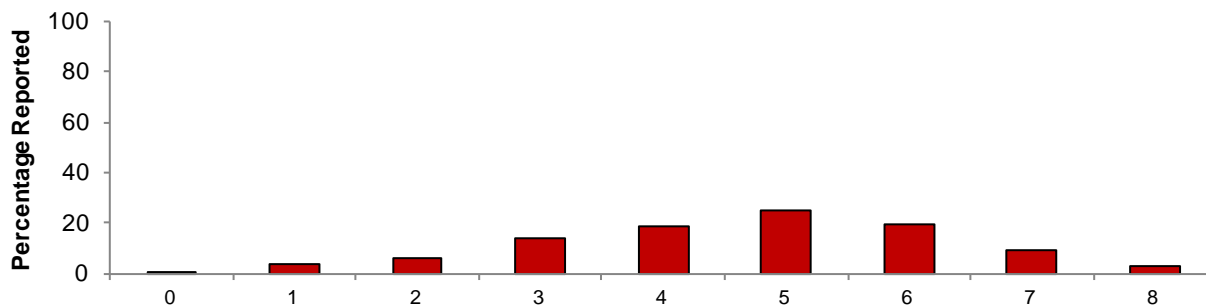
Note: Information is based on the 428 people who were hired by the SE, had complete income records, and had income greater than zero.

6. Individuals often struggled with several employment barriers.

Many SE employees faced several barriers to permanent employment, including barriers above and beyond those making them part of an SE’s target population. For example, although Buckleup focused on people with mental health disabilities, many of these people also reported other issues: 37 percent of those hired by the SE were in temporary housing at some point in the month before hire, and 25 percent had been convicted (not shown).

To highlight this multiplicity and summarize the issues that individuals face, we counted and summed the number of major barriers (Figure II.7). Only one person reported having none of these barriers, and approximately 10 percent of SE employees had two or fewer issues. In contrast, 57 percent reported five or more issues that seriously impeded their employment prospects.

Figure II.7. Number of Major Barriers at Hire

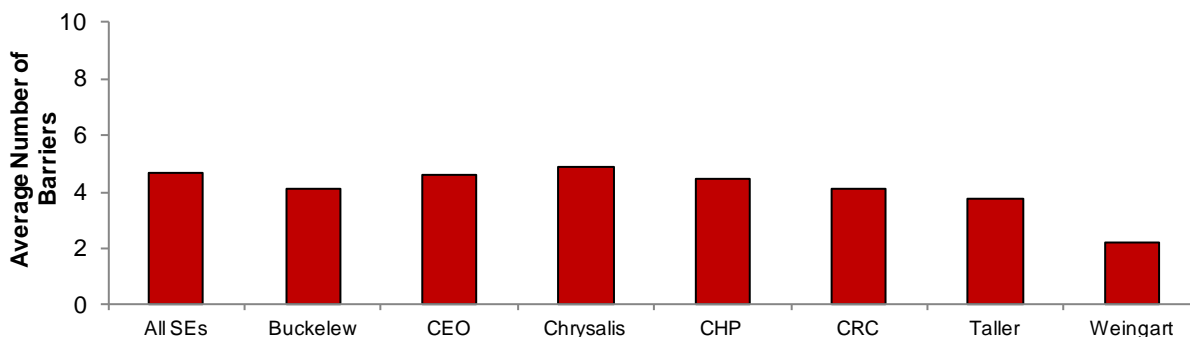


Source: MJS database.

Note: Information is based on the 527 people hired by the SE. Major barriers include (1) not working in the past year, (2) never worked, (3) a mental health issue limiting work, (4) a physical health issue limiting work, (5) substance abuse issues, (6) not owning or renting their residence at any point in the past year, (7) homeless in the past year, (8) ever arrested, (9) ever convicted, and (10) no high school diploma or equivalent.

Figure II.8 further describes the number of major barriers that people at each parent organization face. Across all organizations, the average worker listed 4.7 major barriers to employment. People at Chrysalis listed the highest number of barriers. On average, these workers mentioned 4.9 of the 10 issues included in this calculation. Workers from Taller San José and Weingart Center listed the fewest barriers, with those at the former averaging 3.8 issues and those at the latter having only 2.2 issues. Although these numbers may suggest that some SEs serve harder-to-serve individuals, they should be interpreted cautiously. These simple counts reflect only the number of separate issues that people report, not the complexity or severity of each barrier.

Figure II.8. Number of Major Barriers at Hire: By Organization



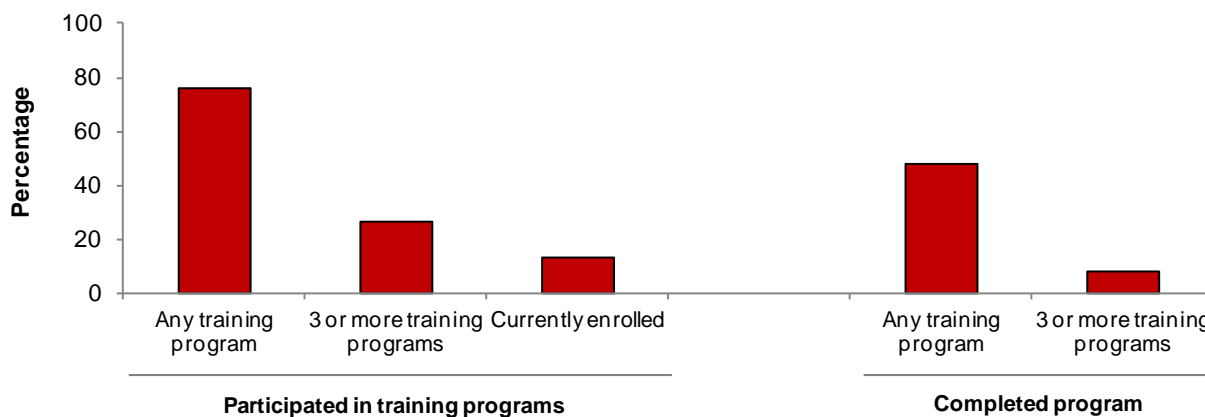
Source: MJS database.

Note: Information is based on the 527 people hired by the SE. Major barriers include (1) not working in the past year, (2) never worked, (3) a mental health issue limiting work, (4) a physical health issue limiting work, (5) substance abuse issues, (6) not owning or renting their residence at any point in the past year, (7) homeless in the past year, (8) ever arrested, (9) ever convicted, and (10) no high school diploma or equivalent.

Despite these many barriers to employment, people hired by the SEs reported having many of the skills required for entry-level employment. Most had completed high school: 71 percent had done so or had obtained an equivalent credential. Slightly more than one quarter had at least some postsecondary education (Appendix C, Table C.3). More than three-quarters had been in a training program when hired by an SE (Figure II.9), and more than one in four had participated in three or

more training programs. About half had completed a training program, and 13 percent were enrolled in a training program when they began work at the SE (programs may have been part of a program through an SE’s parent organization). Workers also reported having the cognitive skills required for many entry-level jobs (Appendix C, Table C.3). Nearly all reported being able to use basic math and the ability to read and write as needed for the workplace: 97 percent said they could read work-related books in English, 94 percent said they could use basic math skills, and 92 percent said they could fill out invoices and perform other work-related written tasks.

Figure II.9. Past Participation in Training Programs at Hire



Source: Appendix C, Table C.3.

Note: Information is based on the 524 people hired by the SE. Information was collected on training programs leading to a license, degree, or certificate.

B. Social Enterprise Employees Have Backgrounds Suggesting Greater Barriers than Those Requesting Employment Services and Not Referred to Social Enterprise Employment

The SEs in REDF’s SIF portfolio serve a subset of the clients who receive services from their associated parent organizations. Organizations use a variety of methods to select the people the SEs will hire. These procedures can create differences in the characteristics of people hired by SEs and other people seeking employment services. Differences also may result from differences in the populations that organizations serve and organizations’ different rates of referral. For example, Taller San José sought to serve youth in a predominantly Hispanic area and has a lower referral rate for SE employment than many other organizations (Appendix A). Therefore, we might expect the group of workers hired by SEs to have a lower proportion of Hispanics than the group of other individuals seeking employment services.

1. Most, but not all, social enterprises hired predominantly from the set of clients served by parent organizations.

The parent organizations were a natural referral source for the SEs. Indeed, leaders of six organizations explicitly mentioned that the SE was started as a natural progression of the employment services they offered their clients. For example, one parent organization director reported that the goal of the SE was to “get our [clients] more prepared for the workforce.” These six SEs relied on the parent organization for all or most of their employees (Table II.1). Typically, the parent organization referred clients who had sought employment services or had participated in training or work readiness programs to the SE for an interview.

Table II.1. Social Enterprise Structure

Social Enterprise	Program Model	Source of Employees
Back-to-Work	Services shared with parent, others	From parent, outside referrals
Blue Skies	Services shared with parent	From outside referrals
Chrysalis Enterprises	Services shared with parent	From parent
CRCD Enterprises	Services shared with parent	From parent, outside referrals
Golden State Works	Services shared with parent, others	From outside referrals
Hope Builders	Services shared with parent	From parent
Solutions SF	Services not shared	From parent, outside referrals
360° Solutions	Services shared with parent	From parent

Source: Site visit interviews in eight SEs.

Of the six, three SEs hired employees exclusively from their parent organizations. Hope Builders (Taller San José) and 360° Solutions (Weingart Center) hired employees who graduated from their parent organization’s training programs, and Chrysalis Enterprises hired people directly from Chrysalis. In each program, SE staff interviewed the referred candidates and hired those they deemed appropriate (for example, someone with many employment barriers but a positive attitude).

Three other SEs—CRCD Enterprises, Back-to-Work (CRC), and Solutions SF (CHP)—hired most (but not all) employees through the parent organization; they hired some employees from other sources to secure enough qualified employees to meet demand. For example, CRCD Enterprises staff reported that they identified and hired most of their employees based on review of their performance in CRCD programs and an interview, but they also interviewed and hired a few external employees, sometimes to fill a special employee need. Solutions SF staff indicated that the SE was created to serve those in CHP housing and who had completed its desk clerk training, but it had to hire external applicants because it needed more on-call employees.

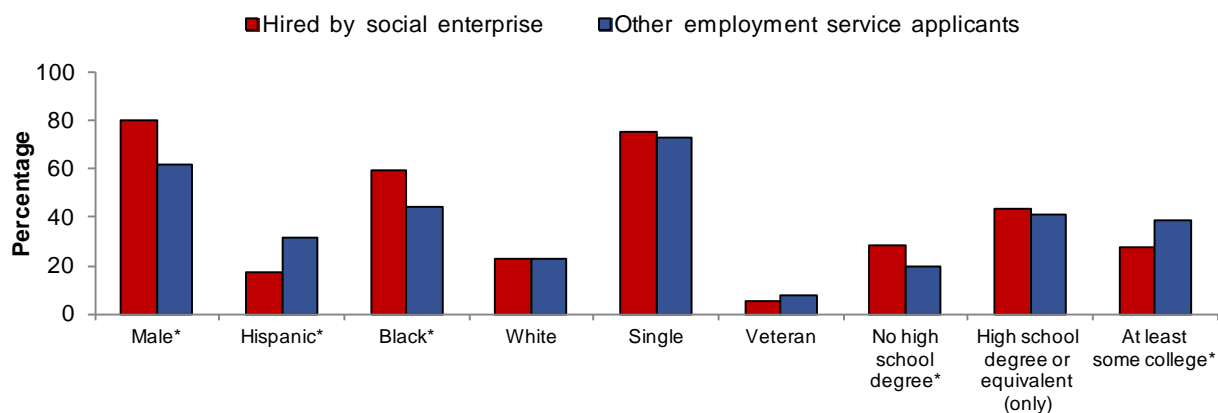
Two SEs received most referrals directly from other organizations. As explained in more detail in Chapter III, Golden State Works (CEO) referrals came directly from parole officers and were hired based on staff interviews. Employees for Blue Skies (Buckelew) were typically prescreened and referred by the California Department of Rehabilitation (DoR). Regardless of the referrals’ source, the SEs’ employees tended to reflect the parent organizations’ target population (Table I.1).

2. Social enterprise employees appeared to face greater barriers to employment than other employment service applicants.

People interviewed during our site visits reported that the workers hired by SEs could differ from the individuals seeking employment services at the parent organizations. Staff at some SEs reported that the parent organization referred those clients who were least ready for outside employment and would benefit most from the supported work experiences. For example, Chrysalis staff used their own judgment about who to refer to the SE but said they tended to focus on those with “the most significant barriers to employment” (such as a previous incarceration, recent substance abuse, or limited work experience). Conversely, staff at Weingart Center’s 360° Solutions reported that their employees had fewer barriers to employment than others applying for employment services. Across these SEs, staff reported that interviewers referred clients and hired those they considered to be the “best fit” for the work.

To assess differences between people hired by SEs and other employment service applicants, we describe the demographic and background characteristics of both groups. Individuals hired by the SE are significantly more likely to be male (80 versus 62 percent) and black (59 versus 44 percent), and less likely to be Hispanic (17 versus 31 percent) (Figure II.10). Individuals hired by the SE also had lower educational attainment: 29 percent of the individuals hired by an SE and 20 percent of those seeking employment service and not referred to an SE did not have a high school diploma or equivalent, a significant difference.

Figure II.10. Characteristics of People Hired by Social Enterprise and Other Employment Service Applicants



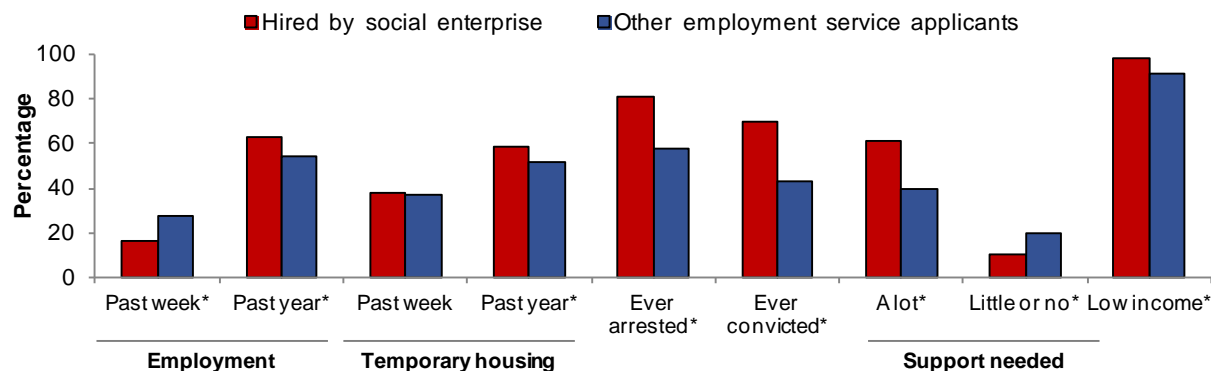
Source: Appendix C, Tables C.2 and C.3.

Note: Information is based on 503 other employment service applicants and 527 people hired by the SE.

*Outcomes differ significantly ($p < 0.05$) between individuals hired by the SE and other employment service applicants.

Workers hired by SEs appear to have more substantial employment barriers than other employment service applicants (Figure II.11). Other employment service applicants are significantly more likely to have been employed in the week before intake (27 versus 16 percent), significantly less likely to have used temporary housing in the past year (52 versus 59 percent), and less involved in the criminal justice system (58 versus 81 percent had been arrested).

Figure II.11. Employment Barriers of People Hired by Social Enterprise and Other Employment Service Applicants



Source: Appendix C, Tables C.4–C.6 and C.8.

Note: Information is based on 503 other employment service applicants and 527 people hired by the SE. Convicted means convicted and sentenced to jail or prison. Low income is income below 200 percent of the FPL.

*Outcomes differ significantly ($p \leq 0.05$) between people hired by SE and other employment service applicants.

Counselors assessed people hired by an SE as needing more support than those not referred to SE employment.¹⁰ Counselors rated 61 percent of individuals hired by an SE as needing a lot of support before being ready for the labor market, and 11 percent as needing little or no support. In contrast, they classified 20 percent of other employment service applicants as needing little or no support and 40 percent as needing a lot of support.

C. Workers Who Did and Did Not Meet the Hours Requirement Are Similar

People employed for a short time at the SE might benefit little from the experience. To better understand the types of workers served more fully by SE employment, we compared individuals who met the hours requirement (working 32 hours within four weeks) to those who did not meet it. Workers who met this requirement tended to work an average of 476 hours, and those who did not worked 47 hours, on average (Appendix C, Table C.10).¹¹ We find very few statistically significant differences in the demographic characteristics or employment barriers of these two groups (Appendix C, Tables C.3–C.8). Countervailing forces may be in play: the most able individuals may find a permanent position outside the SE, and the least able may quit or be fired quickly.

¹⁰ These classifications can capture the presence of multiple or more subtle employment barriers that our survey may not be able to detect. However, because they were completed by the counselors who refer people to SE employment, they could be biased. For example, if staff believe the SE serves individuals with the highest barriers, counselors may rate individuals as needing additional assistance simply because they referred them to the SE.

¹¹ Individuals could work more than 32 hours but not meet the hours requirement because they did not log 32 hours within four weeks.

III. SOCIAL ENTERPRISE OPERATIONS AND CHALLENGES

REDF selected a portfolio of nonprofit organizations in the early stages of starting or already running revenue-generating businesses. It allowed organizations to develop, or continue to operate, REDF-supported SEs in a way that fit with their missions and client populations, but it established some parameters for their operations (Chapter I). In addition to meeting employment targets (discussed in Chapter IV), SEs were to develop employment and supports that would enable employees to transition to other jobs, maintain the financial viability of their enterprise, and use data to build and improve operations. In this chapter, we present our findings on the strengths and challenges SEs faced in providing employment and supports to individuals with a myriad of employment barriers and operating within the REDF-set parameters. Our analysis drew information from (1) documents about the SEs; and (2) visits to sites, which included interviews with REDF, SE, and parent organization staff; focus groups with employees; and structured questions about supportive services and use of data for decision making.¹² The analysis was developed, in part, to address the second research question: *What activities do SEs undertake, and what challenges do they face?*

Key Findings

- **As financially viable businesses, social enterprises often were unable to invest substantial resources to provide soft skills development and employee supports to address skill gaps and employment barriers in their hard-to-serve populations.** Instead, they relied on other organizations to help do this, which sometimes made coordination difficult. As a result, employees did not always have ready access to services, or the services did not always address their needs.
- **The issues that social enterprises faced depended, in part, on whether they had many higher-skilled positions.** As one might expect, SEs faced more training challenges when many of their jobs required a higher level of skills. Given the limited work experience and skills of most employees, SEs usually had to deliver training or rely on parent organizations or partners to do so. SEs offering low-skilled positions faced fewer such implementation challenges, but some staff were concerned about the future employment prospects of their employees.
- **Some social enterprises faced challenges in imposing a limit on the duration of employment at the social enterprise.** At the time of our site visits, only four SEs imposed these limits on employment. Staff at SEs without firm employment limits expressed concerns about the need to constantly train new workers or fears that some employees would fare poorly in the labor market after leaving the SE because they had too little time in a supportive employment.
- **Most social enterprises lacked the capacity to effectively use data to support their operations.** SE or organization staff usually collected detailed data on their employees, but they less commonly reported using data strategically or to learn about their business environment, monitor performance indicators, or track employee outcomes after they left the SE.

In this chapter, we describe SE operations and the challenges they face. Section A describes the implementation of the work experience and supportive services provided. Section B describes the organizational challenges of using a transitional employment model, and Section C describes the challenges SEs face in using data strategically.

¹² Appendix B provides details of the data and analysis.

A. Supporting Employees was Challenging

All SEs sought to prepare new hires for their jobs and provide additional supports designed to stabilize their lives. At the same time, SEs were expected to become financially viable businesses. In pursuing both these missions, SEs and their parent organizations encountered a variety of challenges. These challenges depended, in large part, on two key factors: (1) the role of the parent organization and other partners in delivering supports, and (2) the level of skills the SE jobs required.

1. The structure of providing employee supports affected the types of challenges SEs faced.

All SEs, or their partners, provided general life and soft skills training, which staff explained were designed to “establish the work ethic” or “impart a structure” and “responsibility” to employees with uneven or nonexistent work histories (Table III.1). In at least four organizations, activities designed to build soft skills included a structured workshop or training that focused on development of communication and conflict resolution skills, financial education, stress management, and work readiness.

Table III.1. Soft Skills Development

Social Enterprise	Preemployment Soft Skills Activities	Post-Hire Soft Skills Activities
Back-to-Work	Life skills and soft skills training; financial literacy	Group meetings on life skills and job readiness; ongoing trainings; OJT
Blue Skies	Observational assessment; online training	Life skills workshops; job readiness training, OJT
Chrysalis Enterprises	Work readiness and life skills classes; workshops on soft skills	Workshops on life skills, financial literacy, work readiness (incentives to attend); OJT
CRCD Enterprises	Job readiness and soft skills classes	OJT
Golden State Works	Life skills education class	OJT
Hope Builders	Soft skills classes	OJT
Solutions SF	Soft skills training; soft skills workshops	Job coaching; soft skills workshops; OJT
360° Solutions	Life skills and job readiness training	OJT

Source: Site visit interviews and review of program documentation in eight SEs.

Note: “OJT” refers to staff-directed on-the-job training through interactions with supervisors, structured assessments, and interactions with customers. Other activities are structured and occur outside of normal work hours.

In addition to building soft skills, organizations and SEs provided supportive services (see sidebar) to help employees address the many employment barriers that can affect work and life stability (discussed in Chapter II). Staff at six SEs or their parent organizations reported offering case management services of varying intensities to help address worker barriers (Table III.2). In five organizations, this service also included housing assistance or referrals. Case management and housing services were sometimes offered only to a subset of employees, however. For example, at Blue Skies and Solutions SF, employees who live in parent organization housing or who were clients of the parent organization were eligible to receive a more comprehensive menu of supports during employment than other employees. Four

Most Common Supportive Services:

- Housing Assistance
- Vocational or Job Skills Training
- Substance Abuse Counseling and Treatment
- Transportation Assistance
- Legal Services
- Mental Health Counseling and Treatment
- Domestic Violence Prevention
- Financial Education and Asset Building
- Work Clothing Assistance

organizations reported offering “wraparound” services—a more comprehensive set of services, including individualized case management and support—to their employees.

Table III.2. Work and Life Supports

Social Enterprise	Case Management	Housing	Described as “Wraparound”
Back-to-Work	Yes	Referral	Yes
Blue Skies	Limited	Limited	Yes
Chrysalis Enterprises	No	No	No
CRCD Enterprises	Yes	Referral	No
Golden State Works	No	No	No
Hope Builders	Yes	No	No
Solutions SF	Limited	Limited	Yes
360° Solutions	Yes	Yes	Yes

Source: Site visit interviews and review of program documentation in eight SEs.

Note: “Limited” indicates that the service is provided only to a subset of SE employees. “Referral” denotes that staff provide referrals or vouchers for housing assistance. “Wraparound” services were identified when one or more staff members used that term to describe their supports.

Organizations and SEs also provided activities to promote employees’ transition to employment outside the SE: job readiness training, job coaching or counseling, job search assistance, job mentoring, and job development. Some organizations had weekly or monthly activities or assessments to prepare employees and track their readiness for the transition. Provision of transition supports appeared to be inconsistent, however. Some employees did not receive it because work hours or proximity to services created access barriers or because they failed to engage with support staff once they begin SE employment. Some organizations struggled to provide transitional supports because they were recent adopters of the transitional model or had unsuccessful partnerships with transitional support providers.

In general, the eight SEs used one of three basic structures to provide soft skills training and other supports (Table III.3). Each structure posed different challenges. Next, we describe each model within the context of its challenges.

Table III.3. Program Models for Providing Life and Employment Supports

Social Enterprise	Program Model
Back-to-Work	Parent and service partners deliver support services
Blue Skies	Parent delivers most support services
Chrysalis Enterprises	Parent delivers most support services
CRCD Enterprises	Parent delivers most support services
Golden State Works	Parent and service partners deliver support services
Hope Builders	Parent delivers most support services
Solutions SF	SE delivers most services
360° Solutions	Parent delivers most support services

Source: Site visit interviews in eight SEs.

- When the parent organization delivered most support services, it was sometimes difficult for employees to access services.** The most common structure for providing soft skills training and supports was one in which the SE provided the work experience, and the parent organization provided most of the supportive services. Five of the eight SEs had this basic structure. Problems arose with this model, however, because employees did not always receive needed services. For example, Blue Skies employees could receive support from a job developer in the parent organization, but the support often depended on whether the employees’ work location was near the job developer’s

office. The SE planned to partner with community organizations to overcome this barrier. Chrysalis Enterprises employees relied on the parent organization for employment services, but, according to staff, many failed to “reconnect” with these services after starting SE employment. Chrysalis planned to establish a “bridge” program to help employees stay in contact with the department providing these services.

- **When partners were responsible for delivering support services, the services were not always adequate.** In two SEs—Back-to-Work and Golden State Works—partner organizations provided key components of employment skills training and support services. In both cases, the SE found it difficult to maintain service quality. Back-to-Work staff and employees expressed concerns that the partner providing job development services was not doing enough to help employees find jobs. At Golden State Works, the parent organization, CEO, had to step in to provide employee supports after the original partner was unsuccessful in helping employees search for nonsupported employment.
- **When the social enterprise was responsible for support services, it had trouble meeting employee needs and becoming financially viable.** At Solutions SF, the SE staff was responsible for delivering training and other support services. SE staff reported that limited resources left them unable to adequately address their employees’ needs, and some employees reported receiving few supportive services. SE management suggested that meeting both business goals and employees’ needs would not allow them to become financially viable.

2. Higher-skilled employment created training challenges, and low-skilled employment led to difficulty obtaining employment outside the social enterprise.

The SEs’ business line determined what tasks employees perform and, as a result, the skills they needed. SEs at six (of eight) organizations offered mostly low-skilled employment in occupations such as barista, desk clerk, or janitor (Table III.4). SEs that offered higher-skilled positions (for example, pest control applicator or apprentice home builder) required employees to possess more technical skills. For most of these jobs, the SE, parent organization, or partner needed to train those hired before they could be fully productive.

Table III.4. Work Activities, Skill Level, and Training Provided

Social Enterprise	Work activities	Skill Level	Preparatory training	On-the-Job Training
Back-to-Work	Retail thrift store clerk	Low	No	Limited
Blue Skies	Barista; janitorial	Low	No	Limited
Chrysalis Enterprises	Neighborhood improvement; janitorial; desk clerk	Low	Yes	Limited/some
CRCD Enterprises	Neighborhood improvement; facilities management	Low and higher	Yes	Yes
Golden State Works	Highway clean-up	Low	No	No
Hope Builders	Construction; rehabilitation	Higher	Yes	Yes
Solutions SF	Desk clerk; maintenance* pest control*	Low and higher*	Yes	Yes
360° Solutions	Pest control	Higher	Yes	Yes

Source: Site visit interviews in eight SEs.

Note: Maintenance, pest control, and facilities management at Solutions SF and CRCD Enterprises had had higher-skilled positions. Other business lines had lower-skilled positions. “Limited” OJT refers to a lower intensity of training that is not a major focus of the work experience, and “some” refers to OJT offered to a subset of employees.

*Business line closed.

Training for employment (even low-skilled employment) can be viewed as occurring in two stages—preparatory and on the job—although not all SEs provided training in both stages (Table III.4). Preparatory training usually lasted between 4 and 16 weeks and was typically provided by parent organizations. Although most SEs provided some type of OJT, the intensity of that training was related to the types of work activities in the SE. For example, some employees of Solutions SF and CRCDC Enterprises, and all employees of Hope Builders and 360° Solutions, received OJT with supervisors or mentors to learn technical skills required in their positions and that could potentially help them in the job market.

In some cases, training posed challenges, particularly when it involved collaborating with parent organizations. The parent organizations sometimes were unable to upgrade workers' skills sufficiently, which may have led to terminations for work performance (Chapter IV). For example, Solutions SF staff felt that graduates of CHP's eight-week maintenance services training did not receive adequate preparation to serve as maintenance technicians, because the training did not provide sufficient skills to complete work assignments and lacked a "synergy" with the demands of customers and the work environment. They partially blamed their lack of input in the parent organization's training curriculum for these failures. Solutions SF other business line, lobby services, addressed this challenge by requiring fewer hard skills and increasing the focus on continued training after hire.

In other cases, the training collaborations between parent organizations and SEs appeared to work well. For example, 360° Solutions staff and employees praised the preparatory training that Weingart Center provided to employees at 360° Solutions. Employees felt the training program provided them with "what they needed to know" for their pest control applicator positions and also made them work ready in general. Staff noted that the parent organization developed the training with input from SE staff. Staff at CRCDC Enterprises also reported adequate training from a program jointly developed with the parent organization.

Employees, especially those in higher-skilled positions, noted that their capacity to perform job duties depended, in part, on the training they received from supervisors, and SE staff echoed this point. In four organizations, staff (and, in some cases, employees) indicated that hiring supervisors with industry and technical experience was important in providing OJT, in addition to producing quality products and services. For example, staff at the Solutions SF maintenance services business suggested that the supervisors' lack of technical experience and poor mentoring and training of employees contributed to its failure. Staff at Hope Builders and 360° Solutions noted that hiring supervisors and crew chiefs with business or technical experience helped lead to their operational success and their ability to develop workers' technical skills on the job.

When employees lacked both technical and soft skills, it was not always sufficient to hire supervisors with industry experience only. On the one hand, staff reported that these supervisors did not always know "how to interact with or communicate with people with...barriers" and how to appropriately provide "soft" supports to employees. On the other hand, some SEs put priority on hiring supervisors and managers with social work backgrounds or with experience working with their hard-to-serve client populations, but such supervisors sometimes lacked industry knowledge. Therefore, a key challenge for SEs was finding a way to provide high quality training to employees in a supportive environment. In many SEs, a single supervisor was responsible for both hard skills training and some soft supports to employees, but this made recruiting the right supervisors challenging. A few SEs had one supervisor responsible for training and supervision, and another focused on providing employees with supports; however, this arrangement could increase costs and make coordination difficult.

SEs with low-skilled jobs did not report challenges of providing workers with technical skills training or hiring appropriate industry-knowledgeable supervisors. Instead, some staff in these SEs expressed concerns about workers’ future employability, presumably because they did not develop technical skills. Golden State Works staff noted that employees acquired few hard skills during their employment, limiting their job prospects after they left the SE. Similarly, staff at Blue Skies felt that the lack of technical training and exclusive focus on soft skills training may have contributed to employees’ lack of success after they left the SE. Staff also mentioned that the “unrealistic” Blue Skies work environment and relatively low performance expectations may have left employees ill prepared for the demands of the labor market and unable to keep up with the pace of employment.

B. Social Enterprises Struggled to Implement Transitional Employment

REDF’s guidelines for organizations in the SIF portfolio included providing transitional employment and supports to help employees move to outside employment. REDF provided wide latitude to SEs in how they structured and implemented a transitional employment model and supports. Still, staff and employees at some SEs were uncomfortable with how transitional employment might affect the viability of their business or their ability to adequately serve clients. SEs also struggled with how to fully support workers during transition.

1. Concerns about business viability and employee job readiness may have led to delays in social enterprises implementing a transitional employment model.

At the time of our site visits, four SEs had implemented a transitional employment model (Table III.5). These models have clearly delineated work lengths. For example, Blue Skies employees work for three to four months, as determined by the funding arrangement with the California Department of Rehabilitation. Back-to-Work employees work up to six months, with supervisor assessments on work readiness scorecards determining when they transition to employment outside the SE. Each of the four SEs implementing a transitional model had designated staff for job placement and transition support. When employees met the stated criteria to transition, staff helped them with transition planning and services (described more fully in the next section).

Table III.5. Implementation of Transitional Employment Models

Social Enterprise	Transitional Employment Model	Postemployment Services for:
Back-to-Work	Yes	One year
Blue Skies	Yes	Up to 6 months
Chrysalis Enterprises	No ^a	Not noted
CRCD Enterprises	No ^b	One year
Golden State Works	Yes	One year
Hope Builders	In process	Two years
Solutions SF	Yes	Not noted
360° Solutions	In process	Not noted

Source: Site visit interviews and review of program documentation in eight SEs.

Note: Postemployment services refer to services provided to “graduates” to help them maintain life stability and retain employment after leaving the SE.

^aChrysalis Enterprises staff were not in agreement on the employment term limits.

^bCRCD staff indicated that they placed employees in open-ended work assignments.

The other four SEs did not have a transitional model in place at the time of the site visit. Hope Builders staff indicated they were in the process of imposing these limits at the time of the site visit, although they had transitioned few employees and were still developing a staffing plan to

accommodate these transitions without disrupting the business. Staff at 360° Solutions said they were beginning to transition workers out of the SE, but the plan for doing so was not yet fully articulated. In the other two SEs, it was unclear whether staff would be implementing transitional employment. Chrysalis Enterprises staff variously described their employment model as transitional, short-term, or open-ended, with several staff preferring a more semipermanent or permanent employment arrangement for employees. CRCD Enterprises used open-ended work assignments, and staff did not express plans to develop a transitional model, instead focusing on hiring workers for temporary or permanent positions, as business needs and worker productivity dictated.

Staff concerns about business viability and employee readiness appeared to contribute to delays in implementing transitional employment. Staff members at five SEs raised concerns about the business viability of implementing transitional employment. Staff reported higher costs associated with “constantly training” and “[employees leaving] at random times,” difficulty anticipating staffing levels, and wanting to do “what makes sense for the business in terms of retaining folks with skills.” These concerns were most prevalent at SEs with higher-skilled jobs. To address this challenge, staff reported staggering transitions to help maintain a constant level of employee skills and knowledge and retaining highly skilled workers by placing them in mentor or supervisor roles.

Staff in some SEs felt that transitional employment could also work against their social mission, especially if employees were not ready for nonsupported employment or if those employment opportunities were lacking. Some staff reported uneven or poor labor market outcomes for many of their graduates. As a former board member at one organization noted, “We sensed that outcomes were not good” for those leaving the SE, because many returned for additional SE employment. A staff member at another SE reported concerns about their employees finding a job due to a deficit of marketable skills.

2. Social enterprises struggled to add supports to help workers in outside employment.

REDF expected that organizations or SEs would help workers sustain employment outside the SE. Providing that support proved challenging, however. Staff in all but one SE said that their organizations provided post-transition services to help employees adjust to outside employment after leaving the SE, but these supports often amounted to infrequent contacts over a limited period of time. Staff in only five SEs (Table III.5) reported providing postemployment supports with clearly defined durations to their graduates. Employees in focus groups valued these services, which typically included limited case management, job coaching, or additional job search assistance after job loss.

C. Social Enterprises Faced Challenges Using Data Strategically

REDF expects that organizations in its SIF portfolio and their SEs will use data to learn about and improve aspects of their operations and to document their viability and contributions to worker development. Although SEs had access to a broad range of information on their employees, SE staff noted a lack of capacity to fully use data, especially in more strategic ways.

1. Social enterprises and parent organizations collected detailed individual-level data but less operational data.

All SEs or their parent organizations collected detailed employee information (Table III.6). Many SEs collected, or had access to, detailed information on employees’ barriers and life stability before employment, career interests and aptitudes, and educational or training programs. In many

cases, organizations and SEs continued collecting information on individuals after they were hired, including their skill development during SE employment. Employee-level data and worker assessments provided information for case management or employment services and for supervisors' accountability for employees' progress.

Organizations and SEs were less likely to collect information on their business operations. Although the majority of SE staff reported collecting or using data about their business environments, about one-third or more indicated that they did not collect or assess data on demand for new types of business, or customer satisfaction with their business services.

Table III.6. Organizational Tracking of Employee Progress

Social Enterprise	Individual-Level Data	Tracking Performance Indicators
Back-to-Work	Self-sufficiency; work readiness; case notes; other	Developing
Blue Skies	Work readiness; case notes	No
Chrysalis Enterprises	Case notes; service receipt	Dashboard tracks some metrics; transitioning to integrated database
CRCD Enterprises	Training; skill development	No
Golden State Works	Soft skills; work progress; case notes; other	Dashboard tracks some metrics
Hope Builders	Case notes; skills assessments	Developing
Solutions SF	Skills assessments; case notes; health care	Multiple dashboards track some metrics
360° Solutions	Case notes; general employee progress	Developing

Source: Site visit interviews and review of program documentation in eight SEs.

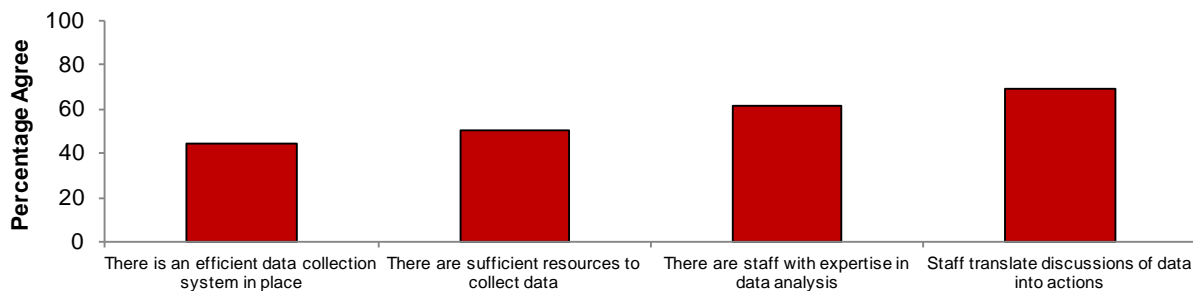
Note: "Individual-level data" refers to detailed data on individual employees. "Tracking performance indicators" refers to performance-related counts or visualizations of key indicators, including outputs and outcomes related to employees and the organization.

2. Organizations lacked the capacity to fully use data collected.

At the time of our site visits, only three organizations had a data system to track important performance indicators at the aggregate level (Table III.6). Three other organizations reported that they were developing Microsoft Excel-driven "dashboards" to track some metrics, including employee service receipts, employee retention and exit, and job placements. Two organizations did not report any plans to develop dashboards or other types of data-aggregating systems. Staff at SEs currently lacking such systems suggested that they probably would be beneficial.

Some SEs had limited organizational capacity to collect or use data. Interviews suggested that limited staff skills and other resource constraints might explain why several organizations failed to deploy these systems. Nearly half of staff interviewed indicated that they had sufficient resources for data collection or an efficient data collection system. Just under two-thirds indicated having staff expertise to analyze data (Figure III.1).

Figure III.1. Staff Attitudes Toward Social Enterprise Data Capacity and Use of Data



Source: Appendix C, Table C.21.

Notes: Information is based on structured interviews with 36 staff members of SEs or parent organizations.

3. Tracking of employees after they left the social enterprise was limited.

REDF considers the SEs as a bridge to future employment. To assess progress toward achieving this goal and to identify unmet needs, staff need to monitor employees after they leave the SE. Four organizations tracked employees for one or two years after they left the SE. One of these organizations monitored employees’ job search activities only, and the other three collected more detailed employment information, including wages and benefits (Table III.7). In the other four organizations, employees who left the SE either were not tracked or were followed for a shorter period. As noted earlier, four organizations were still implementing their transitional employment model. Therefore, these organizations will be able to track post-SE employment outcomes after that model is in place.

Table III.7. Organizational Tracking of Employee Transitions

Social Enterprise	Indices Tracked	Tracking Timeline
Back-to-Work	Job search activities	Up to 1 year
Blue Skies	Placements	90 days after exit (nonsystematic)
Chrysalis Enterprises	Job search activities	Not noted
CRCD Enterprises	Employment details; education	Up to 1 year (parent)
Golden State Works	Employment details	Up to 1 year
Hope Builders	Employment details; support needs	Up to 2 years (parent)
Solutions SF	Not tracked	Not tracked
360° Solutions	Developing	Developing

Source: Site visit interviews and review of program documentation in eight SEs.

Note: “Placements” were a record of whether an employee found a job. “Employment details” were collection of more information about the post-transition job, including pay and benefits. “Job search activities” were a record of the number of applications sent out and interviews received.

Although one-year postemployment outcomes data are not yet available, the MJS has collected information on intermediate outcomes from workers when they left the SE or at six months of employment. We discuss these findings in the next chapter.

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IV. SOCIAL ENTERPRISE OUTPUTS AND INDIVIDUAL OUTCOMES

The logic model presented in Figure I.1 highlights an expectation that the SE will produce two outputs: employment (toward REDF's employment goals), and a positive work experience. These factors should imply changes in the key initial outcomes of SE employment for individuals: (1) increased work experience, (2) greater stability in life, and (3) a positive attitude toward work.¹³ In this chapter, we examine the outputs and outcomes associated with SE employment when employment ends. We focus on describing SE employment, including the number of workers employed, perceptions of the environment, and the nature of the work, as well as how workers' lives stabilized during employment. Analysis undertaken addressed the question, *What are the outputs and outcomes following SE employment?* We drew information for this analysis from the MJS database (described in detail in Appendix A). Most information was taken from the exit survey administered to workers when they left the SE or after six months of employment, whichever came first.

Key Findings

- Social enterprises in the MJS are helping achieve REDF's employment goal, having employed 831 workers who met hours requirements through March 2013.** The SEs in the MJS collectively met about one-third of REDF's 2015 employment target by March 2013. Chrysalis employed the largest number, hiring more than half of all employees. Organizations increased their employment, with the average number of workers meeting the hours requirement increasing from 24 per month between February 2011 and March 2012 to 40 per month between April 2012 and March 2013. On average, 83 percent of people hired by an SE during the MJS period met the hours requirement.
- Substantial variation exists in hours worked, reflecting diverse social enterprise program models and variation in turnover.** On average, individuals worked 23 hours per week for 16 weeks in an SE, although considerable variation existed. About 14 percent worked fewer than 32 hours in total, and 26 percent worked more than 640 hours. Adjusting for background characteristics, employees at Taller San José and Weingart Center worked the most hours and had the highest monthly earnings. Employees at Buckelew worked the least hours.
- In general, workers were satisfied with their social enterprise experience, although satisfaction levels varied among the organizations.** Employees at CHP and Weingart Center reported the greatest satisfaction, accounting for their background characteristics.
- Total income and earnings increased and the proportion of income from government transfers decreased when individuals were working in a social enterprise.** The average employee earned \$775 per month at the end of SE employment, with earnings at Taller San José and Weingart Center the highest and those at Chrysalis and CHP the lowest (after regression adjustment). Income increased by more than 75 percent during SE employment, with the largest share at exit coming from earnings (92 percent) and only seven percent coming from government transfers. In contrast, when individuals began SE employment, 23 percent of monthly income came from earnings and 68 percent came from government transfers.
- Individuals may have improved their mental health and had low recidivism rates while working at a social enterprise.** Our index of mental health increased by an average of four percentiles, with larger gains occurring for workers at Buckelew and CEO (accounting for background characteristics). Only four percent of workers reported an arrest while working at an SE, with no significant differences across organizations.

¹³ The MJS did not collect data on work attitudes from individuals when they left the SE, so we will examine this outcome in the final report.

Throughout the chapter, we use figures to highlight multifaceted outcomes or notable differences across organizations.¹⁴ An asterisk (*) indicates that a significant ($p \leq 0.05$) difference exists across organizations or categories. The figures use averages or regression-adjusted averages to highlight outputs, outcomes, and changes that occurred during SE employment. The regression adjustment allows us to estimate averages as if there were no differences in the other variables included in the analysis (for example, past employment experience), all of which are shown in Appendix C, Section B.¹⁵ Even though this adjustment allows us to compare outcomes holding other factors constant, it cannot be used to infer the causal effect of SE employment. That is, our analysis is descriptive, and results cannot be interpreted to make causal inferences about the impact of SE employment on postprogram outcomes.¹⁶ In addition, this chapter captures only a limited number of potential benefits associated with SE employment. Employees' lives may change as they work in an SE in ways we cannot currently measure; parent organizations may also benefit from their SEs' operations through remittances or other means not captured in this analysis.

In this chapter, we describe SE outputs and individual outcomes. Section A examines the number of people SEs employ and how many of them work enough to meet REDF's definition of employment. Section B considers the dosage of SE employment—how long individuals work—and how this varies by SE. This section also explores some potential sources of variation in hours by examining why individuals chose to leave the SE (if they did so within six months of hire). Section C examines the SE experience from the workers' perspectives, discussing satisfaction with this experience and changes in measures of life stability that SE employment might influence.

A. Social Enterprises in the MJS Made Progress Toward Employment Goals

REDF set employment targets for each organization to try to meet its goal of employing 2,500 people between 2011 and 2015. Employment is defined as working 32 hours within a four-week period. During the first two years of the strategic plan, the MJS SEs made substantial progress toward achieving these employment targets. From February 1, 2011, to March 30, 2013, a total of 831 people met the hours requirement at an SE that was part of this study. Table IV.1 enumerates the employment at each organization and how it contributes to REDF's goal. Individuals meeting the hours requirement are concentrated in a small number of SEs; Chrysalis Enterprises, the largest and oldest SE in REDF's SIF portfolio, employed 55 percent of all SE workers during the period, followed by CEO, which employed about 19 percent of the total. The medium-size SEs run by Buckelew and CHP hired 11 and 7 percent of all workers, respectively. Other organizations ran smaller SEs and contributed more modestly to the goal. On average, 83 percent of workers hired by an SE met the hours requirement (for counting toward employment), although variation existed across organizations in this rate. Between April 1, 2012, and March 30, 2013, all individuals hired by the SEs run by CRC and Weingart Center met the hours requirement, but only 77 percent of those hired by the SEs run by Chrysalis did so.

¹⁴ Because most organizations parent a single SE, we used organization, and not SE, fixed-effects.

¹⁵ We do not discuss variation in outputs and outcomes across different types of individuals (for example, by race or age) because the small sample sizes and large number of covariates make it difficult to conclude that any patterns along these dimensions are not simply spurious.

¹⁶ Analysis in the final report will use a comparison group and a QED to provide more plausibly causal estimates of the effect of SE employment on outcomes. It will also include more complete information on outcomes.

Table IV.1. Social Enterprise Employment

	Time Frame			Progress Toward Goal		Percentage Hired That Met Hours Requirement (Hired April 1, 2012, to March 30, 2013)
	February 1, 2011, to March 30, 2012	Hired April 1, 2012, to March 30, 2013	Total (February 1, 2011, to March 30, 2013)	Percentage Employed Through March 30, 2013	Percentage of 2,500 Goal	
Total Number Met Requirement	340	491	831	n.a.	33.2	83.4
Bucklew	48	42	90	10.8	3.6	80.8
CEO	60	102	162	19.5	6.5	93.6
CHP	19	43	62	7.5	2.5	93.5
Chrysalis	205	256	461	55.4	18.4	76.7
CRC	0	31	31	3.7	1.2	100.0
CRCD	0	0	0	0.0	0.0	n.a.
Taller San José	0	12	12	1.4	0.5	92.3
Weingart Center	1	5	6	0.7	0.2	100.0

Source: MJS database starting April 2012. Before April 2012, individual organizations reported numbers themselves.

n.a. = not applicable.

Employment increased during the period (Table IV.2). About 24 workers met the hours requirement each month between February 1, 2011, and March 30, 2012. About 40 workers met the requirement each month between April 1, 2012, and March 30, 2013. All organizations (except CRCD) participated in the increase.

Table IV.2. Changes in Social Enterprise Employment: Average Monthly Employment

	February 1, 2011, to March 30, 2012	April 1, 2012, to March 30, 2013	Total (February 1, 2011, to March 30, 2013)
Average Number Employed per Month	24.3	40.3	31.7
Bucklew	3.4	3.5	3.5
CEO	4.3	8.3	6.1
CHP	1.4	3.6	2.4
Chrysalis	14.6	21.3	17.7
CRC	0.0	2.3	1.1
CRCD	0.0	0.0	0.0
Taller San José	0.0	1.0	0.5
Weingart Center	0.1	0.4	0.2

Source: MJS database starting April 2012. Before April 2012, individual organizations provided data themselves.

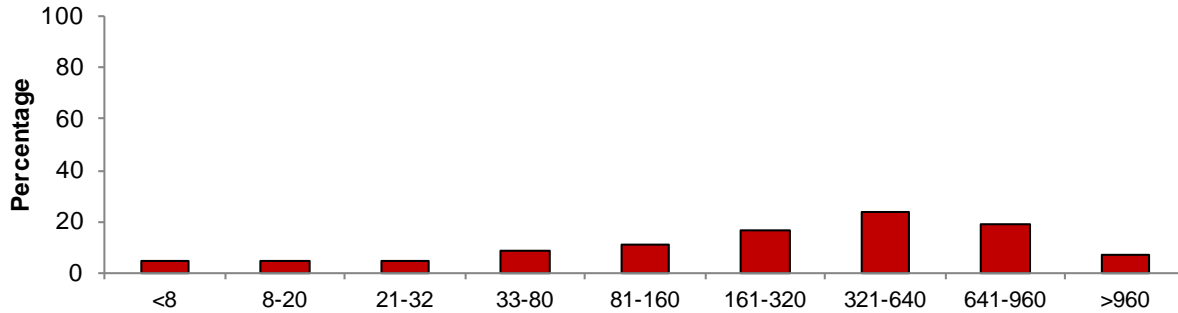
B. Time Spent Working in a Social Enterprise Varies across Programs and Individuals

The transitional employment model specifies that employees will work at an SE for a limited amount of time before transitioning to permanent employment. On average, individuals employed by a REDF-supported SE in the MJS worked 23 hours per week for 16 weeks. These means, however, mask substantial differences in the total number of hours worked. Quantitative and qualitative evidence suggests that two key factors drive variation in hours: (1) different SEs use different transitional employment program models; and (2) individuals leave their SEs for a variety of reasons, influencing the length of their tenure.

1. Substantial variation exists in the number of hours individuals work.

Figure IV.1 provides greater detail on the distribution of actual hours that individuals report having worked when they left the SE (or after six months of employment). Many workers were employed by an SE for a very short period. Five percent of all SE employees worked fewer than 8 hours, and 14 percent worked fewer than 32 hours in total. At the opposite end of the spectrum, 19 percent of employees worked 641 to 960 hours (the equivalent of 16 to 24 40-hour work weeks), and 7 percent worked more than 960 hours.

Figure IV.1. Total Hours Worked in the Social Enterprise



Source: Appendix C, Table C.10.

Note: Information is based on 516 individuals. Total hours worked are computed as the hours worked in a typical week multiplied by the weeks employed by the SE.

2. Social enterprises use different employment models, leading to differences in hours worked.

According to staff, SEs employ workers for between three and six months, and sometimes longer (Table IV.3). Exceptions were Solutions SF staff, who described employing workers for up to 18 months, and Chrysalis Enterprises and CRCD Enterprises staff, who described work assignments as open-ended, with some employees having worked for more than one year. Although most work assignments were either on-call or part-time, four organizations provided full-time employment occasionally, or to a subset of their employees, with advancement opportunities at the SE (360° Solutions, Chrysalis Enterprises, and CRCD Enterprises) or swings in demand for work (Chrysalis Enterprises, CRCD Enterprises, and Hope Builders). In addition, Golden State Works staff described workers as nearly full-time, on a consistent basis, over their entire work assignment.

Table IV.3. Worker Employment Length and Hours

Social Enterprise	Described Length of Work	Described Hours per Week	Actual Average Total Hours Worked
Blue Skies	3 to 4 months	12 to 20	233.9
Golden State Works	75 days (about 4 to 5 months)	32	361.6
Solutions SF	Less than 18 months	Less than 20, on-call	425.2
Chrysalis Enterprises	Open-ended	20 to 40	434.5
Back-to-Work	3 to 6 months	At least 24	445.7
CRCD Enterprises	Open-ended	Varies, up to 40	n.a.
Hope Builders	6 months	Varies, up to 40	577.3
360° Solutions	Up to 6 months	10 to 40, on-call to full-time	821.8

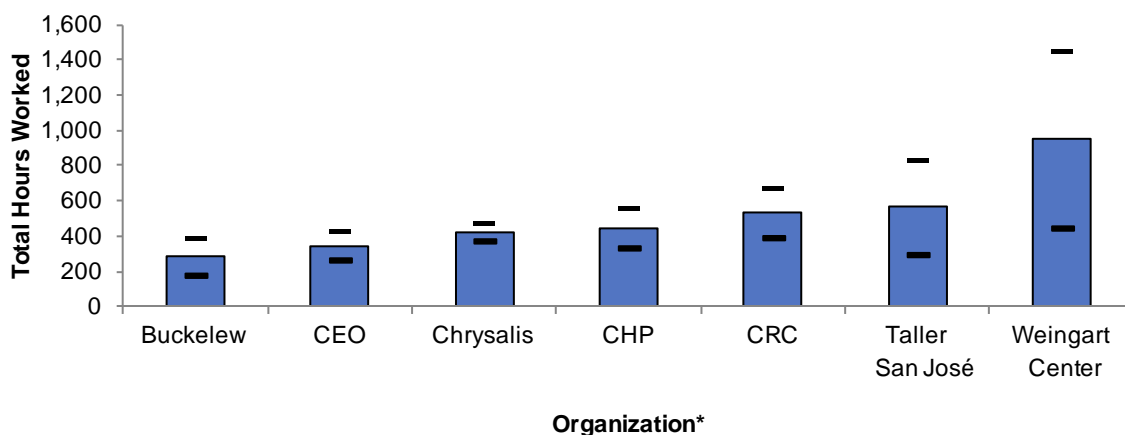
Sources: Site visit interviews in eight SEs used for first two columns. MJS exit data used for final column.

n.a. = not available.

Differences in these program models translate into differences in hours worked. For example, workers at Golden State Works are limited to 75 days of work, contributing to their low number of total hours (362). Individuals could also work a different number of hours per week. Because workers at CRC are generally limited to part-time work, they might work fewer total hours (on average, they worked 446 hours at the SE). Employees at Taller San José are expected to work full-time (when projects are available), which contributes to their relatively high number (577) of hours worked.

By holding the characteristics of workers constant, regression analysis helps us demonstrate that the variation in hours worked across SEs is also likely not a by-product of differences in the populations that SEs serve. Figure IV.2 demonstrates the variation in total hours using regression-adjusted averages. After adjustment, employees at the SE run by Weingart Center still worked the most hours (regression-adjusted average of 949 hours), and those at Buckelew's SEs worked the least (282 hours).

Figure IV.2. Regression-Adjusted Total Hours Worked, by Organization



Source: Appendix C, Table C.13.

Notes: Information is based on 516 individuals. Figure shows regression-adjusted means. Black bars show 95 percent confidence intervals. Total hours worked are computed as the hours worked in a typical week multiplied by the weeks employed by the SE.

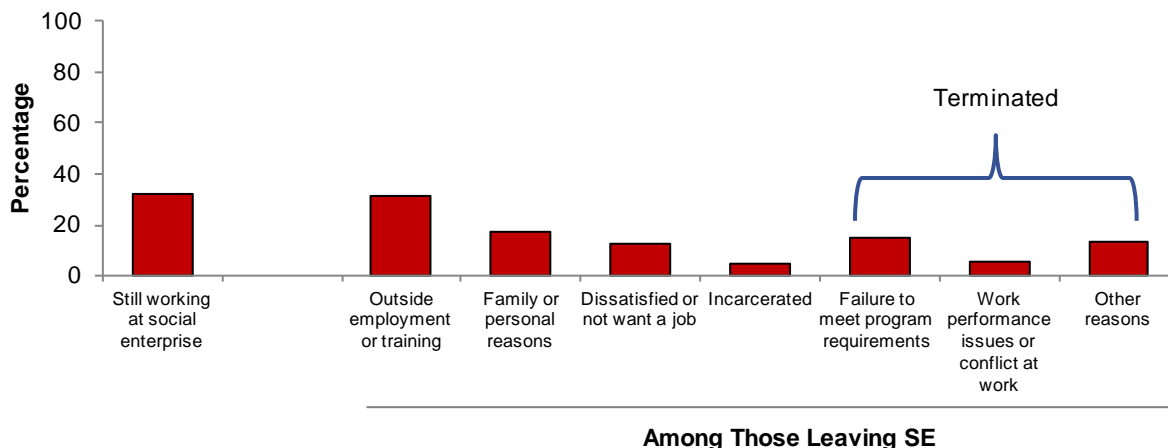
*Outcomes differ significantly ($p \leq 0.05$) across organizations.

3. Individuals most often leave social enterprise employment because they find another job or are terminated or dissatisfied. These different reasons for exit imply differences in total hours worked.

Differences in the hours of work could also reflect different reasons and rates of leaving the SE. Employees who become frustrated and leave the SE before their slated period of work is complete might log fewer total hours than other workers. However, workers who quickly transition to outside employment opportunities also might have a smaller number of total hours worked.

Figure IV.3 shows that approximately 32 percent of individuals were still working at an SE about six months after they were hired.¹⁷ When employees left the SE, they were asked to provide a reason for their departure. Workers—or staff proxies if workers were unavailable—provided a host of reasons for leaving. About 31 percent left for another opportunity (typically, employment), about 34 percent left because they had been terminated, and about 5 percent were incarcerated. In addition, 13 percent left because they were unhappy with the experience: they either decided they did not want a job or were dissatisfied with the SE or their position in it. Another 17 percent left for personal or family reasons.

Figure IV.3. Stated Reason for Leaving Social Enterprise

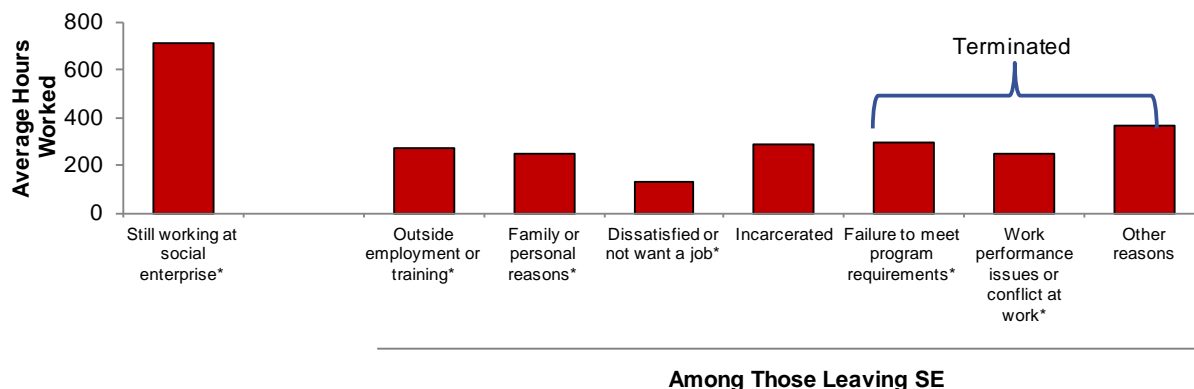


Source: Appendix C, Table C.10.

Notes: Information is based on 507 individuals, 333 of whom left the SE at the time of the exit survey and provided a reason for exit (themselves or by a staff). Individuals could list only one reason for leaving.

Figure IV.4 demonstrates that reason for exit is closely associated with length of time spent working. Workers who are dissatisfied exit quickly, working an average of only 132 hours. Individuals who leave for other employment or training also exit after a relatively short time, working an average of 272 hours. Workers who are incarcerated or terminated tend to stay longer than others who leave in the six-month period (245 to 364 hours across these categories), although less than half as long as individuals who remain at the SE after six months (710 hours).

¹⁷ Individuals were given the exit interview after six months of work, even if they had not left the SE.

Figure IV.4. Average Total Hours Worked, by Stated Reason for Leaving Social Enterprise

Source: MJS database.

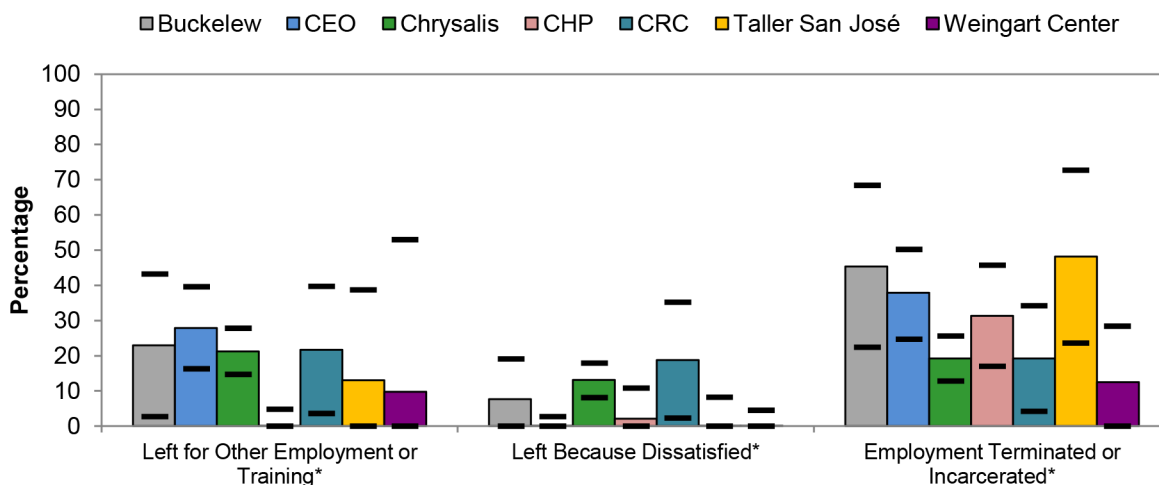
Notes: Information is based on 507 individuals still working at the SE or providing the reason they left the SE (themselves or by staff). Individuals could list only one reason for leaving.

*Total hours are significantly different ($p \leq 0.05$) from average total hours.

Furthermore, the reason for leaving an SE varied substantially by organization, as Figure IV.5 shows.¹⁸ Adjusting for employee background, people at CEO and Buckelew are the most likely to leave the SE for another employment or training opportunity, with 28 percent of workers at the former and 23 percent of workers at the latter doing so. These figures suggest that individuals at CEO and Buckelew may work fewer total hours because they successfully transition to outside employment. Individuals at CHP and Weingart Center are least likely to leave for this reason. In fact, none of the individuals at CHP left for this reason (both in our regression-adjusted and unadjusted numbers). Workers at CRC and Chrysalis are more likely than those at other SEs to leave because they are dissatisfied with the SE or work in general. Nineteen percent of workers at CRC and 13 percent of workers at Chrysalis reported they left the SE for this reason. Therefore, the long average hours worked by employees at Back-to-Work should not necessarily be seen as reflecting the fact that employees remain at the SE because they find the experience particularly valuable. Likewise, the short duration of work at Chrysalis might reflect individuals quickly leaving the program because they are unhappy with their experience or work. Finally, the probability of termination or incarceration (being forced to leave the SE) varies across organizations. Individuals at Buckelew (45 percent), CEO (38 percent), and Taller San José (48 percent) are most likely to leave for these reasons, adjusted for employees' background.

¹⁸ Similar results hold in the unadjusted data. Note that although we control for many important factors in our regressions, differences in reasons for exit do not necessarily reflect differences in SE operations. Differences could be the result of differences in unobservable employee characteristics, the strength of local labor markets, or something else. Disentangling these mechanisms is beyond the scope of this study but may be examined in future research.

Figure IV.5. Regression-Adjusted Reason for Leaving Social Enterprise, by Organization



Source: Appendix C, Table C.14.

Notes: Information is based on 507 individuals still working at the SE or having information for the main reason left the SE (reasons for leaving are set to zero for those still employed at the SE). The figure shows the regression-adjusted percentage providing each reason. Black bars show 95 percent confidence intervals.

*Outcomes are significantly different ($p \leq 0.05$) across organizations.

All together, our examination of time spent working and reasons for exit suggests that the dosage of the SE experience varies a great deal across and within SEs. The program models chosen by the different SEs and differences in reasons for leaving an SE both likely contribute to these differences in acquired work experience.

C. Workers had Positive Experiences While Working in a Social Enterprise

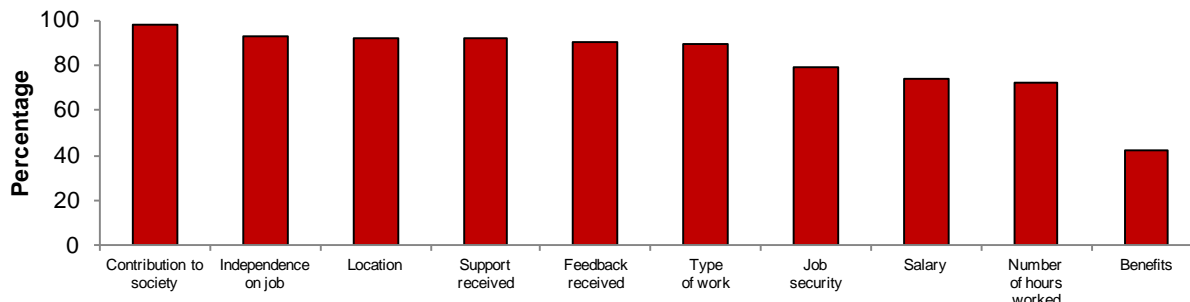
The average person in the MJS spent 16 weeks in an SE, and 29 percent were employed by an SE for six months or more. In this section, we explore individuals’ satisfaction with this time spent at an SE and the changes that occurred in their lives during the SE employment period. As previously noted, we can only describe how individuals’ lives changed and the satisfaction they report with the SE. Life stability may evolve during this period for a variety of reasons unrelated to SE employment, and changes do not necessarily reflect the effect of the SE experience. In addition, any variation in satisfaction or outcomes of SE employment may not necessarily be attributable to differences in SE characteristics or activities; a variety of factors may be responsible for these differences. Therefore, our results suggest that workers had largely positive experiences with SE employment but cannot prove that their lives improved because of this experience.

1. Employees valued their jobs.

The exit survey asked individuals how satisfied they were with various aspects of the SE experience, including those related to activities on the job and compensation. Unlike the information on the reason for leaving the SE, staff did not complete this portion of the survey for individuals who were unavailable. Individuals reported a high level of satisfaction with most elements of the SE experience (Figure IV.6). Nearly all reported they were satisfied with their job’s contribution to society (98 percent), the independence they had on the job (93 percent), the feedback they received at work (90 percent), and the support available at the SE (92 percent). They were somewhat less

satisfied with their wages and hours worked, and much less satisfied with their benefits: 74 percent were satisfied with their wages, 72 percent with the number of hours they worked, and 42 percent with their benefits.

Figure IV.6. Satisfaction with Social Enterprise Job Attributes



Source: Appendix C, Table C.10.

Notes: Information is based on 335 individuals who completed an exit survey.

We created an aggregate satisfaction index (Appendix A, Table A.7) to summarize workers’ satisfaction with the SE experience and used multivariate regression to assess whether satisfaction levels varied by organization. To understand the magnitude of these estimates, we converted regression-adjusted average satisfaction levels into percentiles for each organization (see sidebar).

Results show that satisfaction varied substantially across organizations, even after controlling for worker characteristics. For example, the average individual at Weingart Center is at the 79th percentile of the satisfaction distribution, meaning the average individual is more satisfied than 79 percent of workers. The average individual at CRC is at the 20th percentile and is the least satisfied.¹⁹ Individuals may exhibit differing satisfaction across SEs for a variety of reasons. It could be that SEs with more satisfied workers provided better services. However, we cannot rule out that some SEs recruit individuals with different affects or temperaments. It is also plausible that factors outside of SE staff’s control (such as frustrating customers or a weak local labor market) influence satisfaction.

Regression-Adjusted Satisfaction of Average Worker

Organization	Percentile
Weingart Center	79
CHP	69
Bucklew	59
Taller San José	56
CEO	50
Chrysalis	48
CRC	20

Source: Appendix C, Table C.15.

1. After securing a social enterprise job, the average employee increased their earnings and reduced their reliance on government transfers.

Our analysis shows that, on average, individuals earned about \$775 per month while working at an SE (Appendix C, Table C.10). We note, however, that information used in this analysis has

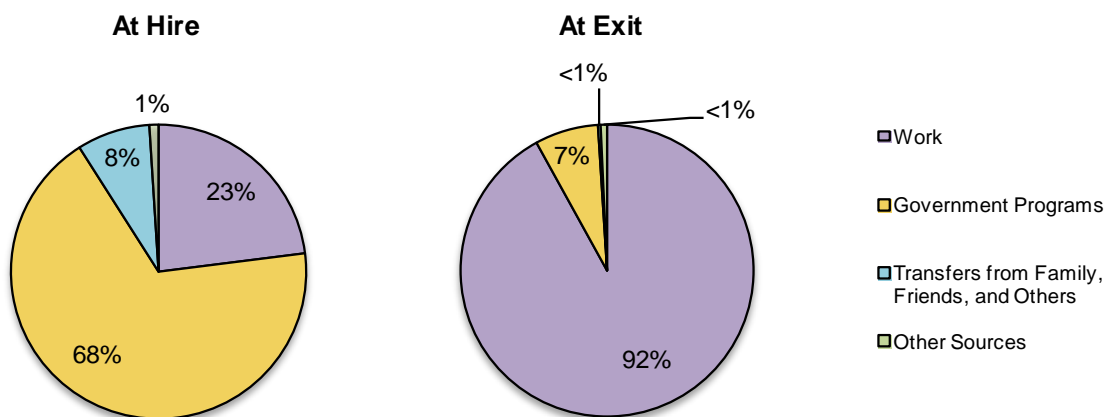
¹⁹ The unadjusted data indicate that workers at Bucklew appear substantially less satisfied, and those at Taller San José appear more satisfied, than they do in the adjusted figures.

relatively high levels of missing data (Appendix A). Therefore caution is dictated in interpreting results in this section.

Earnings varied across organizations, however, reflecting differences in the hours individuals worked and rates of pay. Adjusting for background characteristics, workers at CHP and Chrysalis reported the lowest monthly earnings, with those at CHP earning \$452 per month and those at Chrysalis earning \$462 per month (after regression-adjustment, see Appendix C, Table C.13). Workers at Taller San José had the highest monthly salaries, averaging regression-adjusted-earnings of \$1,696 per month. Many of these differences are the result of different hours worked. When one looks at hourly wages instead of monthly earnings, individuals at CEO and Taller San José reported somewhat higher wages than average (with only the former being statistically different from average wages after regression adjustment). Regression-adjusted hourly wages at all other SEs are not statistically distinguishable and range from \$8 to \$11 per hour.

On average, employees’ earnings rose substantially after securing an SE position, and unearned income fell, leading to changes in the level and composition of their total income. For individuals who report full income records at both baseline and exit (202 employees), total monthly income increased by more than 75 percent, from \$696 to \$1,237 (Appendix C, Table C.12). Income growth was most pronounced for workers at CEO (106 percent growth) and Chrysalis (89 percent growth).²⁰ Figure IV.7 shows how the sources of income changed as a person worked in an SE. When hired, the average worker reported that about two-thirds of income came from government programs, and eight percent came from family, friends, and transfers like alimony and child support. At exit, earnings comprised 92 percent of monthly income, making it by far the major source of workers’ funds. Few differences existed across organizations in these changes (Appendix C, Table C.17).

Figure IV.7. Composition of Income at Hire and Exit



Source: Appendix C, Tables C.9 and C.11.

Note: Information is based on 427 individuals at hire providing full income records with non-zero income and 186 individuals at exit providing full income records with non-zero income.

²⁰ Percent changes in average income for individuals reporting full records at hire and exit.

2. Employee housing appears more stable when working at a social enterprise than in the week before being hired.

Our analysis suggests that people moved into more stable housing when employed at an SE.²¹ In the week before workers were hired by the SE, 26 percent owned or rented a home, apartment, or room for the entire week. In the week before they left the SE (or after six months), 47 percent owned or rented their residence (Appendix C, Table C.12). Additionally, 16 percent reported being homeless at some point in the week before hire, and 14 percent were homeless for most of the week before they exited the SE.²² Our regression analysis revealed that few patterns emerged across organizations in housing at exit, although workers from Weingart Center were more likely to report having their own home at the time they left the SE, and people at CHP were significantly less likely than those at Chrysalis (the reference category) to have their own home (Appendix C, Table C.16).

3. Few workers recidivated while employed by a social enterprise.

Only four percent of individuals reported being arrested while working at an SE (Appendix C, Table C.12). Because individuals who left the organization with incarceration did not complete the exit interview, they were not able to report an arrest, leaving this percentage to underestimate the number of individuals involved in the criminal justice system. No significant differences exist across organizations in our multivariate analysis (Appendix C, Table C.18).

4. Employee struggles with mental health and substance abuse issues lessened while at the social enterprise.

About one in every 20 workers reported having a mental or emotional health problem that impeded their employment prospects at the time they were hired by an SE (Appendix C, Table C.7). To see how mental health might have changed between the time of hire and exit from the SE, we created an index based on a battery of questions at baseline about depression and other bothersome feelings in the past week. This index was designed to have a mean of zero and standard deviation of one, with higher values indicating that an individual is more bothered by negative feelings. By applying the same mean and standard deviation to the data collected on the battery of questions collected at exit, any change in the index represents a change in self-reported mental health. The average fell to -0.09 at exit, which was not significant (Appendix C, Table C.12). This change suggests that mental health improved by 0.09 standard deviations while individuals worked at an SE, or that the average worker at exit reported having mental health better than 54 percent of individuals at the time they were hired by the SE.

In addition, fewer individuals reported drinking in excess or using drugs while employed by the SE than reported these activities in the year before SE hire (Appendix C, Table C.12). When hired, 24 percent of individuals reported drinking in excess, 17 percent reported smoking marijuana or hashish, and 6 percent reported using some hard drug in the past year. At exit (or six months of employment), 11 percent reported drinking four or more alcoholic beverages in one day, 9 percent reported smoking marijuana or hashish, and 1 percent reported using hard drugs while employed by

²¹ Our housing measures collected at baseline and exit are not identical. Appendix A, Table A.7 explains.

²² Individuals are classified as homeless if they are in transitional housing, use shelters or emergency vouchers for housing, or sleep outside or in public because other options are not available.

the SE. Still, 14 percent reported having substance abuse issues interfere with their life while working at an SE,²³ with individuals reporting such problems at hire more likely to report having them while at the SE (Appendix C, Table C.18). Differences between organizations in substance abuse were generally not statistically significant.

These outcomes, although mostly positive, do not necessarily establish that SE workers did better than they would have without SEs. However, the outcomes are encouraging and call for further exploration of the impacts of SEs on workers' lives. Our final report will include analyses of these impacts, using a comparison group of similar employees not hired by SEs.

²³ Having substance abuse issues interfere with their life is defined as either reporting that alcohol consumption interfered with life or having been in a counseling or related program for substance abuse. This measure captures only self-reports of substance abuse and therefore must be interpreted cautiously. Individuals who did not report substance abuse issues include those who do not have these issues and those who abuse alcohol or drugs but do not feel this impedes their life and have not sought treatment.

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APPENDIX A

DATA COLLECTION AND ANALYSIS FOR INDIVIDUALS

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The Mathematica Jobs Study (MJS) focused on individuals who started work in a social enterprise (SE) from April 1, 2012, to March 30, 2013, and their experiences in these enterprises. Mathematica collected extensive information on SE employees to examine their characteristics, employment and life stability before SE work, and experience working in the SE. It also collected intake data for a sample of individuals who received employment services other than SE employment.

This appendix describes the processes used to collect and analyze this information. Section A provides details on data collection and development of the MJS database, which is the source of individual-level data presented in this report. Section B provides details of the weights and analysis used for information presented in this report and includes the empirical definitions of variables used in the analysis. Section C explores potential biases in our analysis from nonrandom selection into our analytic samples and Section D discusses the key limitations of the data and methods. Appendix D.1 provides copies of all data collection instruments referenced in this appendix.

A. Data Collection

Mathematica collected individual-level information in seven of the eight organizations in the REDF Social Innovation Fund (SIF) portfolio: Buckelew, Center for Employment Opportunities (CEO), Community Housing Partnership (CHP), Chrysalis, Community Resource Center (CRC), Taller San José, and Weingart Center. Although the Coalition for Responsible Community Development (CRCDD) provided organizational-level information, it did not provide individual-level data.

Individual-level data collected on clients served by the organizations and SE employees were designed to provide information on individuals' characteristics (including employment barriers), their SE experiences, and employment and barriers after SE employment. Most information was collected from the SE employees, who consented to be part of the MJS, at three different points in time: when they entered the organization and requested employment services, when they were hired by the SE, and when they left the SE. Information was also collected from other clients, as discussed in Section I. All information was integrated in the MJS database. This section of the appendix describes how data were collected and formed into the MJS database.

1. Samples and Response Rates

Data collection was designed to provide information that would facilitate an assessment of individuals who started work from April 1, 2012, to March 31, 2013, in an SE that received support from REDF's SIF. Basic demographic and background information¹ was to be collected during an *intake* process from all individuals who entered the organization and requested employment services. Clients not referred to SE employment formed a group called other employment service applicants.

All clients hired into the SE, and some who were not, were taken through the informed consent process for enrolling in the MJS. If the client agreed to participate in the MJS, a staff member in the organization or SE administered a web-based *baseline* survey that obtained detailed information

¹ REDF required organizations to ask individuals a common set of questions, which are contained in the intake document in Appendix D.1A. Some organizations used these questions as their intake process and others integrated them into their existing intake processes.

about the client's work history and employment barriers. The survey took about 25 minutes to administer. When study participants left the SE or worked in it for six months (whichever came first), a Mathematica-trained staff member at the organization administered an *exit* survey that obtained information about working in the SE and employment barriers. The exit survey generally took about 25 minutes to complete and participants received a \$20 gift card upon its completion. Additional information is being collected on study participants about one year after they were referred to SE work; however, that information is not used in this report.

The MJS collected intake information from 1,423 individuals (Table A.1). Nearly 65 percent of these individuals (918) were referred for SE employment, with 596 (65 percent) ultimately hired by an SE. The 505 individuals who were not referred to an SE (35 percent) comprise the group of *other employment services applicants*. Because organizations used different intake processes, the composition of clients included in the intake sample varies across organizations. Intake information at Taller San José, Weingart Center, and Buckelew generally contains information on all clients who requested employment services from April 1, 2012, through March 31, 2013. Intake information for clients at CHP and Chrysalis reflects a sample of those who requested employment services, with information collected on everyone making this request during a set period (for example, a two-week window). Because virtually all clients at CRC and CEO are referred to SE employment, intake information in these organizations reflects almost everyone referred to SE employment (that is, only a small group of individuals are in the set of other employment service applicants in these organizations).

Table A.1. Number of Individuals with Intake Information

	Total	Buckelew	CEO	Chrysalis	CHP	CRC	Taller San José	Weingart Center
Intake Information	1,423	116	129	620	97	158	107	196
Not Referred for SE Employment (other employment service applicants)	505	31	2	134	50	8	93	187
Referred for SE Employment	918	85	127	486	47	150	14	9

Source: MJS database.

Of the 918 individuals referred to SE employment, 596 (65 percent) were hired by an SE from April 1, 2012, to March 30, 2013.² Nearly 90 percent of these individuals consented to become MJS study participants (treatment group).³ The 524 individuals in the treatment group are the focus of the quantitative analysis presented in this report. Table A.2 shows their distribution across organizations. The 300 individuals at Chrysalis constitute 57 percent of the treatment group. The 94 individuals at CEO constitute 18 percent of the treatment group. In contrast, Taller San José and Weingart Center contribute a very small number of observations to the treatment group, with 13 from Taller San José and 3 from Weingart Center.

² Individuals hired by the SE before or after outside the study period were not counted as hired for purposes of data collection. Of the 322 clients referred to SE employment but not hired, 105 (33 percent) comprise a comparison group. All were from Chrysalis, because it was the only organization that administered the baseline survey to clients not ultimately hired by the SE. Individuals in the comparison group are not part of the analysis presented in this report.

³ Four individuals at CEO were hired but did not begin work. They are considered part of the treatment group because they were offered the opportunity to work in the SE.

Table A.2. Baseline Survey Sample and Response Rates

	Total	Buckelew	CEO	Chrysalis	CHP	CRC	Taller San José	Weingart Center
Samples								
Referred to an SE	918	85	127	486	47	150	14	9
Hired	596	52	119	332	46	31	13	3
In MJS (treatment)	524	41	94	300	42	31	13	3
Not in MJS	72	11	25	32	4	0	0	0
Not hired	322	33	8	154	1	119	1	6
In MJS (comparison)	106	0	0	106	0	0	0	0
Not in MJS	226	33	8	48	1	119	1	6
Response Rates								
Of Those Referred to SE	70.0	48.2	74.0	86.2	89.3	20.7	92.9	33.3
Of those hired by SE (potential treatment group)	87.9	78.8	79.0	90.4	91.3	100.0	100.0	100.0
Of those not hired by SE (potential comparison group)	37.0	0.0	0.0	77.3	0.0	0.0	0.0	0.0

Source: MJS database.

All individuals in the treatment group have at least some exit survey information (Table A.3). If an employee was not available to complete the survey, a staff member completed sections about the SE work experience. Staff members completed about one-third (36 percent) of the surveys, although this percentage varied by organization. All study participants at Weingart Center and more than 90 percent of those at CRC, but only about one-quarter of those at CHP (27 percent) and Taller San José (23 percent), completed the exit survey.

Table A.3. Exit Survey Sample and Response Rates

	Total	Organization						
		Buckelew	CEO	Chrysalis	CHP	CRC	Taller San José	Weingart Center
Treatment Group Sample								
With employee	335	15	43	17	219	28	10	3
With staff	189	26	51	25	81	3	3	0
With no exit survey	0	0	0	0	0	0	0	0
Response Rate								
With employee	63.9	36.6	45.7	40.5	73.0	90.3	76.9	100.0
With staff	36.1	63.4	54.3	59.5	27.0	9.7	23.1	0.0

Source: MJS database.

2. Data Collection

Data collection was a partnership between Mathematica and the organizations. Staff members at each organization were responsible for collecting intake information and administering baseline and exit surveys. Because differences exist between organizations in how clients flowed into and out of the SE, the ordering of the intake and baseline was not always sequential. Of the 629 individuals for whom baseline information was collected, 439 (70 percent) had intake and baseline information

collected on the same day, 171 (27 percent) had intake data collected before baseline data, and 19 (3 percent) had baseline information collected before intake.⁴

a. Intake Information

Intake data consist of five different types of information, with clients providing details on demographics, work history, and individual-assessed employment barriers and organization staff providing a brief assessment of employment barriers and information on SE employment:

1. **Demographics**, including gender, ethnicity, race, date of birth, marital status, schooling, and dependents and veteran's status
2. **Past work**, including whether the client worked in the last week, month, six months, and year, and the last time the client worked continuously (more than 20 hours and six months for the same employer)
3. **Individual-assessed barriers**, including housing, arrests, and convictions
4. **Counselor-assessed barriers**, including support needed, English language ability, and poverty-level income
5. **SE employment**, including whether clients were referred for employment and, if they were, the date they started work and whether they worked 32 hours in four weeks

Intake data had very low rates of missing values, as shown in Table A.4. More than 95 percent of individuals reported full demographic records. Data on employment history and barriers are more often missing, but we still have a response rate greater than 90 percent for these questions.

⁴The baseline survey could have been administered before intake for several reasons. For example, some SEs hire workers referred from a partner organization. These individuals might complete a baseline survey when they were hired and then complete intake a short time later as part of the MJS.

Table A.4. Missing Data Elements in Intake Information

Variable	Percentage Missing
Demographics	
Gender	0.4
Latino or Hispanic	2.8
Race	0.0
Date of Birth	1.5
Marital Status	1.3
Highest Level of School	1.7
Dependents	3.2
Veteran Status	2.7
Employment Before Request for Services from Organizations	
Worked in Past Week, Month, 6 Months, Year	5.5
Worked Continuously	5.6
Employment Barriers	
Housing	8.6
Arrested	2.2
Convicted and Sentenced	2.2
Counselor-Assessed Support Needed	1.0
English Language Ability	1.4
Income 200 Percent Below Federal Poverty Level	4.9
SE Employment	
Referred	0.4
Date Started (if started)	0.0
Worked 32 Hours in 4 Weeks (if started)	1.1

Source: MJS database.

b. Baseline Data

The baseline survey asked individuals for nine different types of information:

1. **Employment history**, including work in the past week, reasons for not working, and detailed information about their most recent job (if ever employed)
2. **Demographics**, including marital status, age, gender, and dependents
3. **Housing**, including if the client spent the night in a wide variety of places during the past week, the past month, the past six months, the past year, and/or more than one year ago
4. **Criminal activity**, including the number of times arrested and if one was ever convicted of a crime and sentenced to jail or prison
5. **Health and substance abuse**, including health conditions that limit work, mental and physical health, insurance, and alcohol and drug use and abuse
6. **Income**, including monthly income, earnings, and sources of income
7. **Human capital and abilities**, including current and past training and educational programs and skills and abilities a worker can use on the job
8. **Attitudes**, including attitudes toward work, importance of job attributes, and future plans
9. **Locating information**, including contact information for follow-up surveying

The baseline survey information contains little missing data, with fewer than 5 percent of most variables not available (Table A.5). Missing data tend to be higher in questions on criminal activity and areas drawing information from multiple questions (such as total monthly income).

Table A.5. Missing Data in the Baseline Survey

Variable	Percentage Missing
Employment History	
Work Past Week	0.0
Reason Not Working	3.0
Number of Jobs Past Week	0.2
Industry (current or last)	1.6
Occupation (current or last)	1.6
HowFound Job	2.1
Flexibility	2.1
Satisfaction (13 questions)	1.6–3.2
Number of Jobs Past Year	0.6
Demographics	
Marital Status	0.0
Dependents (relationship, gender, age, and responsibility for each)	5.5
Housing	
Where Spent Night Last Week, Month, Six Months, Year, and More than One Year Ago	7.6
Criminal Activity	
Ever Arrested	4.0
Times Arrested in Life	4.0
Ever Convicted and Sentenced to Jail or Prison	4.2
Time Sentenced	8.6
Currently on Parole	6.0
Health and Substance Abuse	
Health Limits Work	0.8
Physical Health	0.0
Any Health Insurance	0.0
Health Insurance Public or Private	17.8
Depression (six questions)	1.0
Alcohol Consumption	3.1
Alcohol Problems	0.6
Marijuana Consumption	4.0
Hard Drug Consumption	2.1
Drug Problems	0.2
Income	
Total Monthly Earnings	0.4
Received Income from Various Sources	0.4–1.3
Total Income	7.4
Bank Accounts	0.0
Human Capital and Abilities	
Number of Past Training Programs	0.4
Job skills (20 questions)	0.4–9.9
Attitudes	
Attitude Toward Work (two questions)	0.2
Importance of Job Attributes (eight questions)	0.4
Future Plans (eight questions)	0.6–5.7

Source: MJS database.

c. Exit Data

Exit surveys asked individuals questions in the same nine categories as the baseline survey, with questions focused on updating information from baseline. In addition, the exit survey asked about working at the SE, including the number of hours per week and the length of time worked, activities on the job, earnings, job satisfaction, and the main reason the employee left the SE (if applicable). Two considerations are noteworthy when examining these data. First, about 32 percent of surveys were conducted while the study participant was still employed, with about 64 percent of those surveys completed after five to seven months of employment. About 21 percent were completed after seven months of work and about 14 percent were completed before five months of work. Second, the exit survey was not always completed by the study participant, as Section 1 discusses.

Missing data in the exit survey generally lie below 3 percent for sections that could be completed by either the study participant or staff member (Table A.6). Missing data are closer to 37 percent, however, for sections completed only by the study participant because only about two-thirds completed the survey themselves. Additionally, data on total income across all sources is unavailable for 62 percent of the sample; many individuals did not provide information on a small number of the disaggregated income categories.

Table A.6. Missing Data in the Exit Survey

Variable	Percentage Missing	
	Total Missing	Missing in Employee Exit Surveys
SE Employment		
Typical Hours Worked per Week	0.8	0.0
Weeks Worked	1.3	1.2
Occupation	0.8	0.0
Monthly Earnings from SE	1.9	1.5
Date Stopped	0.0	0.0
Flexibility of Work at SE	36.5	0.6
Work Another Job	37.5	2.1
Reason Left SE (if not still employed)	5.7	2.9
Satisfaction (13 questions)	36.3–37.2	0.3–1.8
Housing (since started at the SE)		
Main Residence	38.9	4.5
Criminal Activity (since started at the SE)		
Times Arrested	36.3	0.3
Incarcerated	36.3	0.3
Convicted	36.3	0.3
Parole	37.8	2.7
Health and Substance Abuse (since started at the SE)		
Physical Health	36.1	0.0
Depression (six questions)	36.3	0.3
Health Limits Work	36.8	1.2
Alcohol Consumption	38.2	3.3
Alcohol Problems	37.4	2.1
Marijuana Consumption	37.8	2.7
Hard drug Consumption	36.6	0.9
Drug Problems	36.5	0.6
Any Health Insurance	39.3	5.1
Income (since started at the SE)		
Total Monthly Income	61.5	39.7
Received Income from Various Sources	36.1–36.5	0.0–0.9
Monthly Income from Various Sources	36.3–48.1	0.3–18.8
Open Bank Accounts	36.1	0.0
Human Capital and Abilities (since started at the SE)		
Education and Training	36.3	0.3
Demographics (since started at the SE)		
Marital Status	36.3	0.3
Dependents (relationship, gender, age, and responsibility)	37.4	2.1

Source: MJS database.

d. MJS Database

The information from intake, baseline, and exit surveys was combined to form the MJS database. It includes the data elements listed in Tables A.4, A.5, and A.6 in a single record for each of the 1,423 individuals with intake information. It was created in four steps:

1. All individuals were assigned a unique Mathematica ID. For the 524 employees in the treatment group and 105 individuals in the comparison group, this identifier was the Mathematica ID they obtained when they completed the baseline survey.
2. Names were removed.
3. Data were merged using the Mathematica ID to form a single record for each client.
4. Missing codes were assigned to variables in the baseline and exit surveys for clients who were not MJS study participants.

B. Analysis

Differences across organizations in the proportion of study participants (Table A.2) created distortions in the representation of employees in the MJS sample. Of the clients hired into an SE—the target population for MJS inclusion—88 percent became part of the study. All SE employees at CRC, Taller San José, and Weingart Center became part of the treatment group, compared with only about 79 percent of those at Buckelew and CEO. As a result, unless data are weighted, SE employees at Taller San José, Weingart Center, and CRC are over-represented in our analytic sample and SE employees at Buckelew and CEO are under-represented.

Our intent was that the analyses characterize the average individual starting work at a REDF-supported SE from April 1, 2012, to March 31, 2013, which we defined as either starting employment during this period or being hired by an SE and completing the baseline survey during this period, but never beginning work. To have statistics reflect the average employee, we calculated and applied weights for two samples of workers: (1) SE employees who are MJS study participants and (2) MJS study participants who completed the exit survey. Weights were calculated at the SE level and become larger as the SE's share of all employees increased but smaller as the SE's share of the sample of interest increased, which gave increased weight to observations from SEs that employed many workers but did not have high rates of study participation. Across all observations, the weights have an average value of one to allow their sum to reflect the number of observations in the data.

Formally, in sample j , study participant i at SE s received a weight $w_{ij}(s)$, defined as

$$(1) \quad w_{ij}(s) = \frac{\text{number of employees hired at all SEs in sample } j}{\text{number of employees hired at SE } s \text{ in sample } j} * \frac{\text{number of employees hired as SE } s}{\text{number of employees hired at all SEs}}$$

The weighting scheme corrected for differences in sampling probabilities and response rates across SEs. After weighting, the distribution of workers across SEs is identical in the baseline and exit survey data and is the same as the distribution of all SE workers, regardless of MJS status.⁵ Unless a table explicitly notes that analysis is unweighted, weights are applied to all analyses presented in the text of the report.

We now discuss the type of analysis to which weights are applied.

1. Descriptive Analysis

The research summarized in this report addressed three specific research questions, two of which were addressed using individual-level data. We relied on descriptive statistics to answer the first question, *What are the characteristics of SE employees?*

Most frequently, we assessed differences in the means of variables measuring individuals' characteristics to compare SE employees with other employment service applicants. Given that individual i receives weight w_i , we estimated the mean of any variable x as

$$(2) \quad \bar{x} = \sum_i x_i w_i / \sum_i w_i$$

To test for statistically significant ($p \leq 0.05$) differences in means between the two groups, we used t -statistics, such as

$$(3) \quad t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{s_1^2 / n_1 + s_2^2 / n_2}},$$

where s_i denotes the weighted standard deviation for x within group i and n_i is the number of individuals in group i . If the t -statistic was significant ($p \leq 0.05$), we concluded that differences existed between the two groups in the characteristic being assessed. We used the same analysis to compare characteristics across other groups of interest (for example, those who met the hours requirement and those who did not).

We also assessed differences in the distributions of a given characteristic across groups using chi-squared tests. This test looked at all categories of a variable to consider if the distributions were statistically different. For example, if we were interested in the differences between the other employment service applicants and SE employees in terms of racial composition, we used this test to assess if the entire distribution of races (share of white, share black, share multiple races, and so on) was equal. If the chi-square was significant ($p \leq 0.05$), we used a t -test to detect significant differences in individual categories (for example, share white).

⁵ The weighting does not affect data from individuals who requested employment services but were not referred to SE employment.

2. Multivariate Regressions

We used multivariate analysis to assess the third research question posed in this study: *What are the outputs and outcomes following SE employment?* This analysis enabled us, for example, to identify whether SE employees who had worked in the week before their hire by an SE were more likely to leave the SE for positive (such as employment or training) or negative (such as termination) reasons. This analysis enabled us only to identify correlations, it did not identify causation (for example, we cannot say prior employment caused an individual to be more likely to leave the SE for positive reasons) because factors that cannot be observed in our data (such as motivation) could be correlated with both prior employment and successful SE employment.

To understand associations between characteristics and outcomes of interest among all individuals in the intake database, we estimated linear regressions using ordinary least squares. Regressions are of the form

$$(4) \quad Y_i = a + bX_{1i} + \gamma_g + \varepsilon_i$$

where Y_i is a specific outcome of interest, X_{1i} is a vector of variables available in the intake database, and γ_g is a fixed-effect for the organization running the SE.⁶ The subscript i indexes the individual and g indexes the organization. As with all regressions in this report, X includes both the variables of interest and a set of variables indicating if information on explanatory factors is missing. All missing values are set to the mean of observed values to include all observations in the regressions.

When our analysis was restricted to individuals in the MJS who were hired by an SE, we estimated ordinary least squares regressions of the form

$$(5) \quad Y_i = a + bX_{2i} + \gamma_s + \varepsilon_i$$

The control variables (X_2) used in these analyses include demographic characteristics from the intake data and a parsimonious set of controls from the baseline survey, accounting for employment barriers at the time the employee was hired by the SE. Characteristics were carefully chosen to represent employees' situations without overcomplicating the regression specifications.

Note that in both equations (4) and (5), we used linear regression even when our outcome variable was binary. This type of regression, known as a linear probability model, yields results interpretable as the change in the probability of an outcome occurring. Thus, when Y_i is a binary variable, we can interpret our results using the following equations:

$$(6) \quad Pr(Y_i = 1) = 1 \text{ if } a + bX_{2i} + \gamma_s \geq 1$$

$$(7) \quad Pr(Y_i = 1) = a + bX_{2i} + \gamma_s \text{ if } 0 < a + bX_{2i} + \gamma_s < 1$$

$$(8) \quad Pr(Y_i = 1) = 0 \text{ if } a + bX_{2i} + \gamma_s \leq 0.$$

⁶ Because most organizations parent a single SE, we used organization, and not SE, fixed-effects.

The linear probability model is preferable over other methods of dealing with binary data because it enables all observations to be included in the estimation procedure. Other models, such as the probit, require dropping observations if all individuals with a given characteristic have $Y_i = 1$ or $Y_i = 0$. We used the linear probability model because we wished to use all available data in each of our regressions. Nonetheless, when we estimated probit regressions as a sensitivity analysis, our results were similar to those presented in this report.

In all specifications, if a coefficient was found to be significantly different from 0 ($p \leq 0.05$), we concluded that the characteristic was associated with the output or outcome.

In addition to reporting the results of our regressions, we also used the coefficients to estimate regression-adjusted mean values for outputs and outcomes. Suppose we were interested in comparing individuals with $z = 1$ with those with $z = 0$. To do this, we estimated

$$(9) \quad Y_i = a + bX_i + cz_i + \gamma_g + \varepsilon_i$$

We know that c is then the difference in Y for individuals with $z = 1$ and $z = 0$, holding X and organizational characteristics constant. But we can also estimate the regression-adjusted mean values of Y for $z = 1$ and $z = 0$ as:

$$(10) \quad Y_{z=0} = a + b\bar{X}_i + \gamma_g \quad \text{and} \quad Y_{z=1} = a + b\bar{X}_i + c + \bar{\gamma}_g,$$

where \bar{X}_i is the mean of the covariates in X and $\bar{\gamma}_g$ is the average organization fixed-effect. $Y_{z=1}$ is interpreted as the mean value for Y if everyone in the sample had $z = 1$. Likewise, $Y_{z=0}$ is the mean that would result if all individuals had $z = 0$. The difference between these values is still c . But using the regression-adjusted means instead of only the regression coefficients enabled us to give a sense of both the difference between Y for $z = 1$ and $z = 0$ and the magnitude of Y .

3. Definitions of Analytic Variables

We used these three components of the MJS database to create a number of constructs for our analysis. Table A.7 provides the name of the variable, its source, and its definition. The source indicates where we drew the information from: intake, baseline survey (baseline), exit survey completed by staff or study participant (exit), or exit survey completed by study participant (exit-e).

Table A.7. Empirical Variables from the MJS Database

Variable	Source	Definition
Employment		
Worked for Pay in the Past	Intake and Baseline	A series of indicators for working in the past week, month, 6 months, or year. 1 = worked in period, 0 = did not. Cumulative variable (for example, if worked in the past week, worked in the past month, 6 months, and year).
Ever Worked	Intake and Baseline	An indicator with 1 = worked in past year in intake or ever worked in the baseline survey, 0 = no work in the past year in intake and never having worked in the baseline survey.
Last Time Worked Continuously	Intake	Set of mutually exclusive indicators for the last time worked continuously for at least 6 months and at least 20 hours per week. Categories include past year, one to two years, two to five years, five or more years, and never. 1 = last worked continuously in the interval, 0 = did not.
Employment Status	Baseline	A series of indicators for working last week, last year, or ever. 1 = worked in period, 0 = did not. Cumulative variable (for example, if worked in the past week, also worked in the past month, year, and ever).
Industry	Baseline and Exit	A set of mutually exclusive indicators with 1 = job in this industry, 0 = not in industry. Categories for SE work include temporary support provision (Chrysalis); waste management and remediation (CEO, Weingart Center, and Blue Skies Cleaning); accommodation and food services (CHP and Buckelew); retail (CRC); and construction (Taller San José).
Occupation	Baseline and Exit	A set of mutually exclusive indicators with 1 = job is in occupation, 0 = another occupation. Categories (standard occupational codes) for SE work include: transportation and material moving (533, 537); cleaning and maintenance (372, 373, 499); food and personal service (339, 353, 399, 396); construction worker (472, 473, 474); sales (412, 419); and other.
Jobs Last Week	Baseline	A count variable for the number of jobs an individual held in the past week.
Jobs Last Year	Baseline	A count variable for the number of jobs an individual held in the past year.
Reason Last Job Ended	Baseline	A series of mutually exclusive indicators for last job ending due to being laid off, quitting, being fired or no longer capable of performing job, and last job being temporary. 1 = this was reason last job ended, 0 = job ended for another reason.
Reason Not Working	Baseline	A series of indicators for reason(s) not working. 1 = not working for this reason, 0 = reason not a factor. Reasons are health limitations or substance abuse, lack of qualifications, lack of transportation, cannot find a desirable job, discouraged, criminal background, and other (including family responsibilities).
Job Satisfaction at Current or Last Job or SE Job	Baseline and Exit-e	A set of indicators with 1 = very or somewhat satisfied with this characteristic of current or last job, 0 = somewhat or very dissatisfied. Indicators are combined into an index with answers normalized by subtracting the mean answer and dividing by the standard deviation; the standardized scores are combined into an index. Characteristics: type of work, independence on the job, responsibility on the job, feedback received, job's contribution to society, support received, job location, salary, number of hours worked, job security, intellectual challenge of job, opportunities for advancement, and benefits.
Social Enterprise Employment Experience		
Staff Complete	Exit	An indicator with 1 = a—staff not study participant—completed the exit survey; 0 = did not.
Hired by SE and Met Hours Requirement	Intake	An indicator with 1 = worked 40 hours within 4 weeks; 0 = did not.
Hours Worked per Week	Exit	A numeric variable for the average weekly hours worked at the SE.
Weeks Worked	Exit	A numeric variable for number of weeks worked at the SE. Also a series of mutually exclusive indicators, where 1 = worked this many weeks, 0 = worked a different number of weeks. Categories: less than one month, one to four months (exclusive), four to six month (exclusive), and six or more months.
Total Hours Worked	Exit	The product of the two measures above. Also a series of mutually exclusive indicators for total hours worked, where 1 = worked this many hours, 0 = worked more or fewer hours. Categories include: (0,8), (8,20), (20,33), (33,81), (81,161), (161,321), (321,641), (641,961), and 961 or more
Monthly Earnings	Exit	Continuous variable for monthly earnings from work at SE.
Reason Left	Exit	A set of mutually exclusive indicators for the main reason left the SE (set to missing if still working at SE at time of exit survey). Categories: found outside employment or started other training, family or personal reasons, dissatisfied with job or firm or decided did not want a job, became incarcerated, terminated due to failure to meet program requirements, terminated due to conflict with others or poor performance, and terminated for other reasons.
Work Other Job	Exit-e	An indicator for working another job while employed at the SE. 1 = worked another job, 0 = did not work another job.
Work Flexibility	Exit-e	An indicator with 1 = found it not difficult at all or not too difficult to leave work at the SE for one or two hours to handle personal issues, 0 = somewhat or very difficult.
JobSatisfaction	Exit-e	A set of indicators with 1 = very or somewhat satisfied with this characteristic of current or last job, 0 = somewhat or very dissatisfied. Indicators are combined into an index with answers normalized by subtracting the mean answer and dividing by the standard deviation; the

Variable	Source	Definition
		standardized scores are combined into an index. Characteristics: type of work, independence on the job, responsibility on the job, feedback received, job's contribution to society, support received, job location, salary, number of hours worked, job security, intellectual challenge of job, opportunities for advancement, and benefits.
Demographics		
Male	Intake	An indicator with 1 = male or transgendered female to male, 0 = respondent reports being female or transgendered male to female.
Hispanic	Intake	An indicator with 1 = Hispanic origin, 0 = not report Hispanic origin.
Race	Intake	A series of mutually exclusive indicators with 1 = race reported, 0 = not. Categories include black, white; Native American, Native Alaskan, Native Pacific Islander, Native Hawaiian, or Pacific Islander, or multiracial; some other race (for example Mexican, Middle Eastern); or race not given. Categories contain both Hispanic and non-Hispanic individuals.
Age	Intake	A continuous variable for age, calculated as (interview date - birth date).
Marital Status	Intake and Exit-e	A series of mutually exclusive indicators with 1 = this marital status, 0 = other marital status. Categories: married/in a domestic partnership, divorced/widowed, separated, and single.
Military		
Veteran Status	Intake	An indicator with 1 = served in active duty, 0 = did not serve in active duty.
Era Served in Military	Intake	A series of indicators for service era: Gulf War period or later (after 8/1990), 5/1975 to 7/1990, Vietnam era or before (before 5/1975), or missing/cannot be categorized. 1 = served during that period, 0 = did not serve during that period.
Dependents		
Number of Dependents	Intake, Baseline and Exit-e	A count variable for number of individuals the employee supports financially or has responsibility for day-to-day activities.
Number of Financial Dependents	Baseline and Exit-e	A count variable for number of individuals the employee supports financially.
Number of Physical Dependents	Baseline and Exit-e	A count variable for number of individuals for whom the employee has responsibility for day-to-day activities.
Barriers to Employment		
Housing		
Temporary Housing	Intake	A series of indicators for using temporary housing in the past week, month, 6 months, or year. 1 = did not have a fixed, regular, and adequate nighttime residence; 0 = had stable housing. Cumulative variable (for example, used temporary housing in the past week means having used it in the past month, 6 months, and year.)
Housing Used in Past Year(week)	Baseline and Exit-e	Baseline: A set of indicators for the different housing arrangements used (1 = used, 0 = not). Own home: An indicator with 1 = owned or rented room, apartment, or home is only housing used; 0 = other housing used. Literally homeless: An indicator with 1 = emergency shelter or voucher, transitional housing, permanent housing for previously homeless people or outside or in public (and did not have fixed, regular nighttime residence); 0 = other. All variables created using weekly and annual horizons. Exit: A set of mutually exclusive indicators for the main source of housing in the past week (1 = used, 0 = not). Categories are: emergency shelter or voucher; transitional housing, permanent housing for previously homeless people; psychiatric hospital, substance abuse treatment facility, or other related facility; jail, prison, juvenile detention, halfway home for those with criminal history, or similar facility; owned or rented room, apartment, or home; hotel or motel (not from voucher, used as housing because did not have fixed, regular nighttime residence); home of family member or friend (because did not have fixed, regular nighttime residence); outside or in public (and did not have fixed, regular nighttime residence); or other (including nonpsychiatric hospitals and group homes).
Criminal Activity		
Arrested	Intake, Baseline, and Exit-e	Intake, baseline: An indicator with 1 = ever arrested, 0 = never arrested Exit: was arrested since starting SE employment.
Number of Arrests	Baseline and Exit-e	A count variable for total number of times an individual has been arrested (or arrested since starting SE employment in exit survey).
Convicted and Sentenced to Jail or Prison	Intake, Baseline, and Exit-e	An indicator with 1 = ever convicted and sentenced to time in jail or prison, 0 = never convicted or sentenced to time in jail or prison (or convicted since starting SE employment in exit survey).
Time Since Last Conviction	Intake	A mutually exclusive series of indicators for time since last conviction. 1 = last convicted in period, 0 = not. Categories are last 6 months, 6 months to one year, 1 to 2 years, 2 to 5 years, 5 or more years, never, and missing/unknown.
Months Since Last	Baseline	If ever convicted, the number of months since last conviction.

Variable	Source	Definition
Conviction		A series of indicators with 1 = last convicted in this time period, 0 = last convicted at a different time. Categories: last year, 1 to 2 years, 2 to 5 years, and 5 or more years.
Total Time Sentenced	Baseline	If sentenced to any time, the number of months sentenced to serve in jail or prison. A series of indicators with 1 = sentenced this amount of time, 0 = not. Categories: less than one year, one to two years, and more than two years.
Parole	Baseline and Exit-e	Baseline: If ever convicted, an indicator with 1 = currently on probation or parole, 0 = not currently on probation or parole. Exit: If convicted since began work at SE, an indicator with 1 = currently on probation or parole, 0 = not currently on probation or parole.
Time Remaining on Parole	Baseline and Exit-e	A continuous variable for the number of months remaining probation or parole. A series of indicators where 1 = category of time remaining, 0 = not. Categories: less than one year, one to two years, and more than two years.
Health and Substance Abuse		
Health Condition	Baseline & Exit-e	An indicator with 1 = any health condition limiting work, 0 = not. If any health condition, indicator for mental health condition with 1 = mental health condition, 0 = other health condition. If any health condition, indicator for physical health condition with 1 = physical health condition, 0 = other health condition.
Self-Reported Health Status	Baseline and Exit-e	A series of mutually exclusive indicators of self-reported health with 1 = report this level of health, 0 = report another level. Categories: excellent, very good, good, fair, and poor.
Mental Health Battery	Baseline and Exit-e	A series of indicators for the following feelings in the past seven days: feeling no interest in things, feeling lonely, feeling blue, feeling worthless, feeling hopeless about the future, and thoughts of ending your life. Options on a 1 to 5 scale were never, a little bit, moderately, quite a bit, and extremely often. Three set of variables: (1) Persistently bothered by: 1 = bothered quite a bit or extremely often by feelings, 0 = bothered less than this by feelings. (2) Bothered at all by: 1 = bothered a little bit or more by feelings, 0 = not bothered by feelings. (3) Indicators are combined into an index by subtracting the mean and dividing by the standard deviation (to standardize answers) and summing the standardized score.
Alcohol Use	Baseline and Exit-e	Baseline time period: past 12 months. Exit time period: since starting SE employment. An indicator with 1 = drank four or more drinks in one day in time period, 0 = did not. A count variable for number of times drank four or more drinks in one day, if any. An indicator with 1 = drinking or being hung over interfered with life in time period, 0 = did not.
Marijuana Use	Baseline and Exit-e	Baseline time period: past 12 months. Exit time period: since starting SE employment. An indicator with 1 = smoked marijuana or hashish in time period, 0 = did not do so. A count variable for number of times smoked marijuana or hashish in time period, if any.
Hard Drug Use	Baseline and Exit-e	Baseline time period: past 12 months. Exit time period: since starting SE employment. An indicator with 1 = used hard drugs in time period, 0 = did not. A count variable for number of times used hard drugs in time period, if any.
Drug/Alcohol Counseling	Baseline and Exit-e	Baseline time period: past 12 months. Exit time period: since starting SE employment. An indicator with 1 = was in counseling or therapy for alcohol or drug problems, 0 = was not or reports no drug use and not drinking four or more drinks in the same day.
Alcohol Problems	Baseline and Exit-e	An indicator with 1 = individual reports that drinking or being hung over has interfered with individual's life in the past year (or since beginning work at SE), 0 = individual does not report this issue.
Substance Abuse	Baseline and Exit-e	An indicator with 1 = individual reports entering counseling or related treatment for alcohol or drug use in the past year (or since beginning work at SE) or reports alcohol problems as defined above, 0 = does not report these issues.
Insurance	Baseline and Exit-e	An indicator with 1 = had health insurance, 0 = did not have. An indicator with 1 = had public health insurance, 0 = had only private insurance. An indicator with 1 = had private health insurance, 0 = had only public insurance.
Dependents' Insurance Coverage	Baseline and Exit-e	Three distinct continuous variables for share of dependent children (under age 18) with health insurance, with private health insurance (if any), and with public health insurance (if any).
English Language Ability		
Native English Speaker	Intake	An indicator for an individual being a native English speaker. 1 = native speaker, 0 = non-native speaker.
English Fluency	Intake	A set of mutually exclusive indicators for the English fluency of non-native speakers: good, fair, or poor spoken skills. 1 = individual has that skill level, 0 = not that level.
General Support Needed		
Counselor-Assessed Level of Support	Intake	A mutually exclusive set of indicators for a counselor's assessment of support likely needed to succeed in the labor force. 1 = needs a lot of support and 5 = needs no support. A lot of support is 1 or 2, needs some support is 3 or 4, and needs no support is 5.

Variable	Source	Definition
Income		
200 Percent of Federal Poverty Level	Intake	An indicator with 1 = counselor determined annual income is below 200 percent of federal poverty level and 0 = counselor could not determine. An indicator with 1 = individual stated he or she did not know annual income, 0 = individual reported annual income.
Received Income from Different Sources	Baseline and Exit-e	A set of indicators if received any income from different sources. 1 = received any income from source, 0 = did not receive income from this source: work; food stamps; Supplemental Nutrition Assistance Program (SNAP); or Women, Infants and Children (WIC); welfare programs (for example, Temporary Assistance for Needy Families (TANF) or CalWORKs); earned income tax credit (EITC); disability or workers' compensation; Unemployment Insurance; other government transfers; transfers from others; and other sources. In exit survey, income from work is decomposed into work at SE and work at other jobs and two additional sets of indicators are included to capture changes in receipt of income from a source. One set captures stopping income receipt while working at SE (1 = stopped, 0 = did not receive income from source or did not stop) and the other captures starting income receipt (1 = started, 0 = did not receive income from source or did not start it).
Monthly Income	Baseline and Exit-e	A set of continuous variables for amount of monthly income from: work; food stamps, SNAP, or WIC; welfare programs (for example, TANF or CalWORKs); EITC; disability or workers' compensation; Unemployment Insurance; other government transfers; transfers from others; and other sources.
Share of Income	Baseline and Exit-e	A set of continuous variables for percentage of income from different sources: work, government transfers, and transfers from others. Income from other sources is not categorized. Variable missing if total monthly income is zero.
Human Capital and Abilities		
Education	Intake	A series of mutually exclusive indicators for highest level of educational, with 1 = attained that level, 0 = different level. Categories are no high school diploma, high school diploma or equivalent only, and at least some college.
Training Programs	Baseline and Exit-e	A count variable for the number of training programs leading to a certificate, degree, or license participated in (since SE employment in exit survey).
Training Programs Completed	Baseline and Exit-e	A count variable for the number of training programs leading to a certificate, degree, or license that an individual has completed (since SE employment in exit survey).
Currently Enrolled in Training	Baseline and Exit-e	An indicator with 1 = currently enrolled in a training program leading to a certificate, degree, or license; 0 = not currently enrolled.
Work Skills	Baseline	A series of indicators with 1 = an individual can do the action, 0 = an individual cannot do the action or does not know if he or she is able to do the action. Actions include read in English; read 1 page in English; write in English; read work-related books in English; read other work-related material in English; read 5 pages in English; write 1 page in English; read a report in English; use any math skills; do basic math operations; fill out invoices or bills in English; write 5 pages in English; do basic math using fractions, decimals, and percentages; write a report in English; do algebra; and do advanced algebra.
Attitudes		
Attitude Toward Work	Baseline	An indicator with 1 = agree or strongly agree and 0 = do not feel this way. Statements include: A job is only a way of earning money—nothing more; and It would be enjoyable to have a job even if one did not need money.
Importance of Job Attributes	Baseline	A set of indicators with 1 = believe a job characteristic is important or very important for job quality, 0 = do not feel this way. Characteristics include: job security; opportunities for advancement; interesting; useful to society; allows worker to help others; independence on the job; high income; and flexible work days or times.
Thoughts About Future	Baseline	A series of indicators for belief something will be done in the next five years: 1= yes, 0 = no or maybe. Statements include: have continued your education or undertaken additional job training; own or rent your own home or apartment; be established in a career; be in good mental health; be in good physical health; be economically self-sufficient; rarely drink alcohol or use drugs; and be removed from illegal activity.
Parent Organization		
Organization	Intake	A series of mutually exclusive indicators with 1 = organization running SE, 0 = not.

SE = social enterprise.

C. Sample Selection

If the SE employees who agreed to participate in the MJS differ from those who did not, or if the group of study participants who completed the exit survey differs from those who did not, the results presented in this study might not describe the SE workers in REDF's portfolio. This section focuses on potential differences in the characteristics of the samples used in our analysis. It describes those who were (1) hired by an SE, (2) SE employees who are MJS study participants, and (3) MJS study participants who completed the exit survey.

Table A.8 compares these samples using unweighted means and test statistics (weights are not used because groups overlap). A few differences emerge, although no clear pattern can be seen in those differences. Compared with those hired into the SE, individuals who were in the MJS and individuals who completed an exit survey were significantly more likely to have been employed in the past year and to have worked continuously during that time. Despite these differences, counselors' assessments suggest that the MJS sample of hired individuals needed more support than all workers hired into the SE. Individuals in the sample of workers who provided exit information tended to have been arrested and convicted of a crime significantly less often than others. There are no significant differences in counselor-assessed barriers between individuals hired into the SE and those providing information at exit. Although some demographic characteristics differed significantly across groups, such differences were small.

Table A.8. Description of Different Samples at Intake (percentages unless otherwise noted)

	Hired by SE	Hired and Study Participant	Study Participant Completed Exit Survey
Sample Size	596	524	335
Prior Employment			
Worked for Pay in the ... Before Intake			
Week	16.7	16.6	19.2
Month	29.1	29.9	31.8
6 months	49.3	51.6*	53.2*
Year	61.0	63.4*	65.8*
Worked Continuously in the Past...			
Year	40.7	43.0*	46.1*
More than 1 year but fewer than 2 years	10.4	10.3	10.6
Two years or more but fewer than 5 years	15.8	15.0	15.2
More than 5 years	21.1	21.2	19.4
Never	12.0	10.5*	8.8*
Demographics			
Male	80.9	79.2*	76.4*
Average Age	40.5	40.7	42.4*
Hispanic	16.3	17.4*	18.6
Race			
Percentage black	60.2	59.5	59.4
Percentage white	23.8	23.3	23.9
Percentage Asian, Native American, or multiple races ^b	5.0	5.3	5.1
Percentage other race ^c	8.6	9.2	8.7
Percentage refused	2.9	3.1	3.0
Marital Status			
Single	75.0	75.2	71.4
Married or in a domestic partnership	11.2	11.8	13.9
Divorced or widowed	8.2	7.9	9.0
Separated	5.6	5.0	5.7
Dependents			
Average number of dependents	0.9	0.9	0.8
No dependents	54.8	56.1	58.5*
Military			
Percentage veteran	5.4	5.3	6.5
If veteran, percentage served (all that apply)			
Gulf War period (8/90 to 3/95) or later	12.9	11.1	14.3
5/75 to 7/90	58.1	55.6	47.6
Before 5/75 (Vietnam era or earlier)	19.4	22.2*	23.8
Missing	9.7	11.1	14.3
Barriers			
Housing			
Temporary housing in the past ...			
Week	38.2	38.7	38.9
Month	41.2	41.6	41.6
6 months	50.4	51.5	51.4
Year	57.8	58.9	57.5
Criminal Activity			
Arrested	81.7	80.8	77.5*
Convicted and sentenced to jail or prison	70.3	69.2	65.9*
If ever convicted, most recent conviction			
In past year	6.6	6.5	6.1
More than 1 year but fewer than 2 years ago	13.5	14.8	13.6
More than 2 years but fewer than 5 years ago	38.3	37.5	34.6
More than 5 years ago	40.0	40.1	45.3

	Hired by SE	Hired and Study Participant	Study Participant Completed Exit Survey
English Language Ability			
Percentage native English speaker	96.6	96.3	95.5
Percentage good English (if not native)	47.1	47.1	38.5
Percentage fair English (if not native)	41.2	41.2	46.2
Percentage poor English (if not native)	11.8	11.8	15.4
General Support			
Needs a lot of support	59.3	61.8*	63.4
Needs some support	30.1	28.0*	27.3
Needs no support	10.7	10.2	9.3
Income			
Income Below 200 Percent of Federal Poverty Level	98.0	98.1	98.5
Don't Know Income	1.7	1.7	1.2
Education			
No High School Diploma	27.5	28.2	22.5*
High School Diploma/Graduate/GED	44.6	43.4	45.9
At Least Some College	28.0	28.4	31.5*
Parent Organization			
Buckelew	8.7	7.8	4.5
CEO	20.0	17.9	12.8
CHP	7.7	8.0	5.1
Chrysalis	55.7	57.3	65.4
CRC	5.2	5.9	8.4
CRCD	0.0	0.0	0.0
Taller San José	2.2	2.5	3.0
Weingart Center	8.7	7.8	0.9

Source: MJS database.

Note: See Table A.7 for definitions of variables. Item-specific nonresponse reduced the number of individuals in some cells. An asterisk (*) indicates a significant difference from those hired into the SE ($p \leq 0.05$) as measured by a two-tailed t -test. A chi-square test is computed for sets of mutually exclusive categorical variables (for example, race), with a two-tailed t -test to test for significant differences between each category in the distribution if the chi-square test showed significant differences in the distribution.

To better understand factors associated with being in the analytic samples, we estimated a series of linear probability models. These regressions enabled us to assess characteristics associated with inclusion in the analytic sample when other variables were accounted for and predict sample inclusion.

The regressions used to address these questions are of the form

$$(11) \quad Z_i = a + bX_i + \gamma_g + \varepsilon_i$$

Z_i is an indicator for individual i employed in an SE run by organization g being included in a given sample and the γ variables are organization fixed effects. X includes a reduced set of the variables available for all individuals seeking employment assistance at the organizations of interest. These variables were selected from the full set listed in Table A.8 to control for background factors while maintaining the regressions' tractability. As with all regressions in this report, X includes a set of variables indicating if information on explanatory factors is missing. All missing values are set to the mean of observed values to include all observations in the regressions.

Table A.9 presents the results of these regressions. Again, although these results suggest the analytic samples differ to some extent from all individuals hired into the SE, differences do not appear to be systematic. The first column of this table shows the factors associated with whether an individual hired into a SE was in the MJS. We see the following:

- Employees in temporary housing at some point in the past year, though not in the week before they began employment, were more likely to be in the MJS than those who had permanent housing for the past year.
- Individuals judged to need some support to succeed in the labor market were less likely to be in the MJS than those judged to need a lot of support.
- Individuals with no dependents were more likely to be in the MJS than those with dependents.
- Employees at CRC and Taller San José were more likely to be in the MJS than those in Chrysalis.

The second and third columns of Table A.9 compare the sample of SE employees providing information at exit with (1) those hired by the SE and (2) employees in the MJS. Our results suggest that the sample of individuals providing data at SE exit did not differ greatly from clients hired by the SE or SE employees in the MJS.

- Only one of the variables describing employment barriers (the indicator for fair or poor English fluency) was associated with if an individual provided exit survey information.
- Employees without a high school diploma were less likely to provide information at exit than other SE employees.
- Controlling for other factors, SE employees at Buckelew, CEO, and CHP were less likely to provide exit data than those at Chrysalis. Employees at Weingart Center and CRC (in the regression using all hired individuals only) were more likely to provide this information. Our weighting scheme addressed these differences by giving each organization the weight it would receive in the population of workers.

Table A.9. Regressions Predicting Sample Inclusion: Linear Probability Models

Outcome	Study Participant	Study Participant and Completed Exit Survey	Study Participant and Completed Exit Survey
Sample	Hired by SE	Hired by SE	Study Participants
Sample size	596	596	524
Employment			
Not Employed Last Week	0.053 (0.038)	-0.043 (0.059)	-0.085 (0.060)
Not Employed Last Year	-0.072 (0.037)	-0.006 (0.053)	0.022 (0.054)
Work History (worked continuously in the past year)			
Worked continuously for six months one to five years ago	-0.048 (0.040)	-0.020 (0.055)	0.025 (0.055)
Worked continuously for six months more than five years ago	0.014 (0.043)	-0.028 (0.070)	-0.019 (0.073)
Never worked continuously	-0.104 (0.059)	-0.065 (0.080)	0.025 (0.086)
Barriers			
Used Temporary Housing in Past Week	0.022 (0.031)	-0.040 (0.046)	-0.055 (0.048)
Used Temporary Housing in Past Year (but Not Past Week)	0.077* (0.036)	0.007 (0.053)	-0.034 (0.056)
Ever arrested	-0.048 (0.045)	-0.041 (0.066)	-0.020 (0.069)
Ever convicted and sentenced to jail or prison	0.018 (0.039)	-0.055 (0.062)	-0.056 (0.066)
English Language Fluency (non-native English speaker)			
Non-native English speaker—good	0.020 (0.046)	-0.059 (0.196)	-0.086 (0.202)
Non-native English speaker—fair or poor	0.015 (0.045)	0.218* (0.077)	0.200* (0.072)
Counselor Assessed Needs (needs a lot of support)			
Counselor suggests client needs some support	-0.092* (0.041)	-0.001 (0.052)	0.079 (0.053)
Counselor suggests client needs little or no support	-0.072 (0.062)	-0.018 (0.080)	0.050 (0.085)
Demographics			
Male	-0.051 (0.029)	-0.108* (0.052)	-0.077 (0.052)
Age	-0.000 (0.001)	0.003 (0.002)	0.004* (0.002)
No Dependents	0.058* (0.029)	0.070 (0.043)	0.056 (0.046)
Veteran	0.028 (0.071)	0.075 (0.093)	0.031 (0.104)
Hispanic	0.008 (0.042)	0.014 (0.067)	0.013 (0.069)
Race (Black)			
White	-0.034 (0.044)	-0.033 (0.059)	-0.023 (0.061)
Other race	0.059 (0.042)	0.022 (0.074)	-0.008 (0.074)

Outcome	Study Participant	Study Participant and Completed Exit Survey	Study Participant and Completed Exit Survey
Marital Status (single)			
Married or In a domestic partnership	0.033 (0.040)	0.138* (0.063)	0.126 (0.065)
Divorced, widowed, or separated	-0.066 (0.045)	0.024 (0.060)	0.089 (0.059)
Education			
No High School Diploma	0.045 (0.034)	-0.134* (0.049)	-0.171* (0.054)
Some College or More	0.001 (0.034)	-0.042 (0.051)	-0.035 (0.051)
Parent Organization (Chrysalis)			
Buckelew	0.007 (0.068)	-0.305* (0.093)	-0.368* (0.102)
CEO	-0.045 (0.058)	-0.172* (0.076)	-0.183* (0.081)
CHP	0.077 (0.056)	-0.300* (0.091)	-0.378* (0.094)
CRC	0.178* (0.049)	0.217* (0.082)	0.091 (0.082)
Taller San José	0.152* (0.072)	0.190 (0.145)	0.085 (0.148)
Weingart Center	0.124 (0.098)	0.304* (0.100)	0.228* (0.112)
R-squared	0.156	0.214	0.215

Source: MJS database.

Note: See Table A.7 for definitions of variables. Data are not weighted. The regressions also control for missing value indicators. An asterisk (*) indicates the coefficient is significantly different from zero at the $p \leq 0.05$ level.

D. Key Limitations

Although the methods we used to collect data met the highest possible standards for rigor, they faced three limitations.

1. They are based only on a relatively small set of SEs, all of which were funded as part of REDF's SIF portfolio. Other SEs or other transitional work programs would have different funding structures, locations, and resources. As a result, our results cannot be used to describe employees or SE outcomes outside of this study.
2. Causal inferences cannot be made. Even though the analyses of SE outputs and outcomes and employee characteristics provide interesting insights into the experiences at SEs, all analyses are descriptive and results cannot be interpreted to make causal inferences about the impact of SE employment on post-program outcomes.
3. The accuracy and reliability of the information obtained cannot be verified. Two issues might be of concern. First, staff who completed the exit survey could have information on SE employment (from administrative data or their own experiences with an employee), which might differ from the information from the employee's own information, based on recall. Such discrepancies might be particularly great on the reason an employee left the SE, because proxies might not be aware of an employee's true motivations. Second, responses to all questions are subject to individuals correctly recalling and truthfully reporting answers to survey questions. Truthful and accurate reporting can be particularly problematic for sensitive topics, such as those in our surveys (for example, arrest record, housing, income, and mental health). Additionally, SE staff could have an incentive to misreport information at exit if they believe REDF might react to this information by altering the support it provides the SE. The survey questions were designed to minimize these types of bias, but without reliability tests it is difficult to rule out the possibility that individuals did not truthfully and correctly answer all questions.

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APPENDIX B

INFORMATION AND ANALYSIS FOR ORGANIZATIONS

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Mathematica Policy Research collected information about both social enterprises (SEs) and the organizations that run them from several sources to address the second research question in the Mathematica Jobs Study (MJS): *What activities do SEs undertake and what challenges do they face?* The majority of information was qualitative, although two quantitative instruments were developed and fielded to provide information on (1) employment and life stability supports provided to SE workers and (2) the use of data in decision making. This appendix describes the processes used to collect and analyze information about SEs and organizations and the limitations of the methods and information. Section A provides details on information collected, Section B provides details of the coding and analyzing of qualitative information, and Section C discusses key limitations of the information and methods.

A. Information Collected

Mathematica collected information on all eight organizations in the REDF Social Innovation Fund (SIF) portfolio: Buckelew, Center for Employment Opportunities (CEO), Community Housing Partnership (CHP), Chrysalis, Community Resource Center (CRC), Coalition for Responsible Community Development (CRCDD), Taller San José, and Weingart Center. Information collection methods were designed to provide insights into processes and structures that REDF funded. Mathematica timed the collection of this information to occur after REDF required organizations to have employee supports in place (on March 1, 2013) to attempt to secure information about SE operations, rather than only plans for such operations.

Mathematica collected information on organizations from two sources:

1. **Documents and telephone interviews with REDF staff** provided background information about organizations and SEs.
2. **Site visits** provided in-depth information about how organizations and SEs operated.

1. Documents and Telephone Interviews with REDF Staff

Mathematica reviewed documents and conducted telephone interviews with REDF staff before visiting each site. The documents and interviews were reviewed and conducted mainly in February and March 2013⁷ and were used to inform preparation and focus discussions at site visits. Both REDF and the organizations identified a set of materials that provided details on the parent organization and SE's structures, plans, activities, and contexts. REDF provided documents pertaining to its work with the organizations and its support of the SE; each organization provided internal documents (for example, client intake and assessment forms, job descriptions, staffing information, employee handbooks, organization charts, and training curricula). Information in these documents was later augmented with pictures of the physical locations taken during site visits to document the daily experiences of the clients.

Mathematica researchers conducted telephone interviews with 10 REDF staff, using the following structure: overview of the interview's purpose, oral informed consent, and a facilitated discussion. We conducted two types of interviews (Appendix D.3.E contains protocols):

⁷ The exception was the maintenance service business line at CHP, which closed in December 2012.

1. **Organizations.** Interviews with six REDF staff (portfolio directors, Farber Fellows,⁸ consultants, and portfolio associates) focused on the organization and its REDF-supported SE in the following topic areas (staff were interviewed about than one organization):
 - Organizational background and development of partnerships
 - SEs' target groups and barriers to employment
 - REDF-provided training and technical assistance
 - Implementation of the SE and support programs, including challenges and successes
 - Lessons learned and future plans or views of the SE
 - Other topics related to distinctive features or the environment of an SE that might be useful to investigate on site
2. **Strategies.** Interviews with four members of REDF's leadership team focused on the following topics:
 - Strategies to build a portfolio of SEs
 - Technical assistance to sites
 - Overall challenges that SEs face
 - Plans for the future of the SIF portfolio and work with SEs more broadly

Table B.1 shows the number of staff involved in these interviews.

Table B.1. REDF Staff Interviewed

	Number of Staff Involved
Organizations	6
Buckelew	2
Center for Employment Opportunities (CEO)	1
Community Housing Partnership (CHP), lobby services	2
CHP, maintenance services	2
Chrysalis	3
Community Resource Center (CRC)	3
Coalition for Responsible Community Development (CRCD)	3
Taller San José	3
Weingart Center	2
Strategies	4
Total unique staff	10

⁸ A Farber Fellow is an individual working at REDF for a year as a liaison to co-lead to an SE.

2. Site Visits

Mathematica staff conducted site visits to each organization during April 2013 and visited the CHP's maintenance services business line in December 2012, just before it closed. Before the visits, site visitors participated in an internal training session. The training focused on the correct use of all study protocols, consent procedures and forms, telephone and email scripts, document and site visit data tracking and management, incentives, interview and focus group note-taking, daily post-site visit debriefing, on-site behavior and professionalism, on-site observations and document collection, following up with organizations, site visit reports, coding processes, analysis, and the purpose of and processes for developing the implementation report.

The site visits included one-on-one and small-group interviews with administrative and program staff and separate focus groups with SE employees. Researchers used semistructured protocols to guide the discussions (Appendix D.3 provides copies). Table B.2 shows the number of individuals involved in site visits in each organization: executive directors from seven organizations, SE directors from all organizations, 21 organization staff, and 31 SE staff. The site visits also included 13 focus groups with 68 different current or former SE employees.

Table B.2. Number of Individuals Involved in Site Visits

	Directors		Staff		Focus Groups	
	Executive	SE	Organization	SE	Number of Groups	Total Number of Participants
Buckelew	0	1	2	4	2	10
CEO	0	1	4	5	1	5
CHP, Lobby Services	1	1	1	2	2	12
CHP, Maintenance Services	1	1	0	4	1	3
Chrysalis	2	1	1	6	2	16
CRC	1	1	5	2	1	7
CRCD	0	1	5	3	1	3
Taller San José	1	1	3	3	1	6
Weingart Center	1	1	0	2	2	6
Total	7	9	21	31	13	68

Note: We did not interview the executive director of (1) CEO because the person is not involved with the day-to-day operations of CEO in California, (2) CRCD because the person also serves as the director of the SE and was counted there, or (3) Buckelew because the position had recently turned over.

Three different types of interviews were conducted. One set were with staff at the director level: the executive director of the organization and the director of the SE. Specific topics asked in those interviews included the following:

- Organization and SE background
- Role of partner organizations
- Technical assistance received in starting or implementing the SE

Another set of interviews were with staff, including front-line managers in the SE. Topics asked of these groups included the following:

- Challenges in setting up and running the SE
- Services and supports offered to the SE
- Description of clients/employees, including their barriers to and attitudes toward work
- The employment experience, including type of work
- Participant tracking and data
- Post-SE employment
- Intake and assessment of new employees

Finally, focus groups of employees were asked about several SE topics: their entry, experiences working in, supports and services offered while working, challenges, and favorite elements. They were also asked about how to strengthen the SE experience and their future work and life plans.

Mathematica developed an analytical template to guide the preparation of in-depth site visit reports. Reports were based on site visit notes and additional information gained through document collection and/or telephone interviews conducted prior to the site visits. The overarching purpose of the template was to help site visitors to (1) produce a comprehensive and detailed portrait of each SE and (2) facilitate comparison of information across sites and study themes. Site visitors completed the report shortly after returning from the visit. Each report went through reviews at two different levels—the implementation study task lead or project director and a Mathematica senior researcher—to ensure that information had adequate detail and did not contain information that could identify a specific individual. After a site visit report was prepared, carefully reviewed, and any follow-up data collection had been conducted and incorporated, we asked each organization to review it for factual information and to correct or offer different interpretations on information included. Organizations were not allowed to change any information or perspectives offered.

Site visitors also administered two structured instruments. The first collected information about the role data played in making decisions regarding the SE in four different areas (Appendix D.2B contains a copy): (1) data the SE collected and with what frequency; (2) the ways in which individuals within the organization used data in decision making; (3) the capabilities of the organization to use data and the thoughts and attitudes held by the respondent and the organization with respect to using data to make decisions; and (4) the individuals in the organization who used the data and who led efforts to use it in decision making. Organization staff completed 37 instruments with staff ranging from the executive level (6), to SE directors (7), to staff who worked directly with clients (24) (Table B.3).

Table B.3. Number of Instruments Completed in Quantitative Data Collection

	DDDM						Checklist				
	Organization					REDF	Organization				
	Total	Executive Level	SE Director	Staff	Focus Group		Total	Executive Level	SE Director	Staff	Focus Group
Bucklew	4	0	1	3	0	4	10	1	1	6	2
CEO	4	0	1	3	0	4	9	0	1	7	1
CHP-LS	3	0	1	2	0	4	7	1	1	3	2
Chrysalis	8	2	1	5	0	4	8	2	1	3	2
CRC	5	1	1	3	0	4	8	1	1	5	1
CRCD	4	1	0	3	0	4	8	1	0	6	1
Taller San José	6	1	1	4	0	4	8	1	1	4	1
Weingart Center	3	1	1	1	0	4	5	1	1	1	2
Total	37	6	7	24	0	32	64	8	7	37	12

Note: The SE director at CRCD was also the executive director of the organization. The DDDM and checklists were not administered during the site visit at the maintenance service business line at CHP. A total of 55 staff in organizations completed a checklist because 2 staff at Chrysalis completed one checklist, 4 staff at Taller San José completed 2 checklists, and 3 staff at CEO completed 1 checklist. A total of 65 SE employees completed a checklist during focus group participation. Focus group participants in the maintenance services business line at the CHP SE did not complete the checklist.

To provide an independent assessment of the organization's use of data in decision making, Mathematica administered a slightly modified version of the instrument to REDF staff who worked closely with each organization in May 2013 (Appendix D.2C provides a copy). REDF staff completed 32 instruments, although staff completed instruments for more than one organization.

The second instrument was a checklist that provided information about whether a series of supports and services was available to SE employees before, during, and after their employment (Appendix D.2A contains a copy). Site visitors completed the checklist orally in each interview and during each focus group.⁹ A total of 64 different checklists were completed: 8 at the executive level, 7 at the SE director level, 37 by staff who worked directly with clients, and 12 by focus group participants (Table B.3).

Because more than one person could complete a single checklist, analysis of that data is weighted so that the answers reflect the number of *respondents* rather than the number of checklists. For example, if the instrument was administered to one focus group with six participants and one with four participants, the former group's answers received a weight of six and the latter group's answers received a weight of four. When administering the same checklist to a single staff member, that person's answers received a weight of one.

⁹ Focus groups participants were asked if they had access to a support or service. If all members indicated they had access, it was recorded as yes; if some but not all said they had access, it was recorded as sometimes; if none said they had access, it was recorded as no.

B. Coding and Analytic Methods

We used descriptive statistics (means and percentage distributions) to analyze the aggregate (all organizations) information from the DDDM and checklist instruments. We developed a structured coding scheme and used qualitative data analysis software to consistently code qualitative data to analyze information from the documents, telephone interviews, and site visits. Both descriptive statistics of quantitative data and annotated coded qualitative data enabled us to identify themes, patterns, and trends across organizations.

The process for coding and analyzing qualitative information from documents, telephone interviews, and site visits centered on a qualitative database developed using NVivo, a qualitative data analysis software program that supports hierarchical coding and a systematic review of textual information for comprehensive, consistent, and transparent analysis of the qualitative data. Our codes captured both site- and respondent-level attributes and information in the documents and notes in areas identified in Table B.4. We used NVivo to retrieve information, using the codes to identify themes and triangulate information across data sources and respondents. We retrieved information by organization to produce the site visit reports and the across organizations and cross-cutting themes to produce the analysis presented in the text.

Table B.4. Codes for Qualitative Data

1. Client and SE Employee Characteristics
Target populations
Barriers to work
Barriers to life stability
2. Organizational Background
3. SE Work Experience
SE work experience
Employee work skills gained on job/employee progress on work skills (not through other supports)
Employee soft skills gained on job/employee progress on life stability (not through other supports)
Employee attitudes toward work
Employee satisfaction with work
4. SE Employee Training
Employee work skills training
Employee soft skills training
5. SE Employee Work Supervision
6. SE Employee Life Supports
7. SE Employee Work Supports
8. Transitional Employment Model (versus permanent employment)
Transition from SE to external employment
Post-SE employment
9. Employee Tracking and Data
Data collected
Data assessed/analyzed
Data uses
Resources for data collection/analysis/use
Attitudes toward data
10 Parent (host) SE Relationship
11. REDF–SE Collaboration
12. Other Issues

C. Limitations

Although the data collection methods for assessing SE operations met the highest possible standards of rigor, they faced two limitations often associated with qualitative work of this type: First, samples cannot be generalized to populations or subpopulations of SE staff and employees not interviewed for this study. Because respondents represented a small, self-selected convenience sample of staff and employees who voluntarily participated in the study rather than being randomly selected, their views might not reflect others in the organization or SE. Second, information obtained could reflect a social desirability bias, or the tendency to respond in a way that respondents believe will please others (for example, exaggerating positive reactions to a program to help ensure continued funding).

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APPENDIX C
DETAILED TABLES

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This appendix contains the data tables that serve as the basis for our main analyses. It is organized into three sections. Tables in Section A show the descriptive statistics (for example, averages, percentage distributions) of the data on individuals employed in a social enterprise (SE). Data are taken from the intake information provided to Mathematica Policy Research and the information in the baseline and exit surveys (see Appendix A for a description). Tables in Section B show the results of the multivariate analysis that examines associations between SE employment and individual outcomes and draws information from sources described in Section A. Variables in the tables in Sections A and B are defined in Appendix A, Table A.7. Tables in Section C provide the quantitative information collected at the site visits about organizations, as described in Appendix B.

A. Descriptive Statistics of Employee Data

We applied the following definitions and conditions when creating the tables in this section:

- A dependent is defined as someone the employee supports financially *or* the employee has responsibility for on a day-to-day basis.
 - A financial dependent is someone the employee supports financially only.
 - A physical dependent is someone the employee has responsibility for day-to-day activities only.
- Temporary housing is defined as without a fixed, regular, and adequate nighttime residence. Examples include an emergency shelter; transitional housing for the homeless; hospital or treatment center; jail or halfway house; group home; hotel paid for with an emergency shelter voucher; or places not meant for human habitation, such as the street or park.
- Categories were combined if they comprised less than 5 percent of the unweighted distribution. Exceptions are the other and refused categories, when applicable, which were always retained and categories developed for conceptual reasons (for example as part of a battery).
- Answers to a single question or type of question are in descending ordered based on raw frequencies in the data unless the questions constitute an established battery.
- Item-specific nonresponse reduced the number of reviews in some cells. Appendix A, Tables A.4 to A.6 show cells affected by missing data for variables.
- An asterisk (*) indicates a significant difference ($p \leq 0.05$) between either other employment service applicants and individuals hired by an SE or between individuals who met or failed to meet an hours requirement as measured by a two-tailed *t*-test. For mutually exclusive categorical variables (for example, categories for race), a chi-square test was first computed, with a two-tailed *t*-test to test for significant differences between each category in the distribution only if the chi-square test showed significant differences in the distribution.¹⁰
- The following groups are referenced in this section:

¹⁰ We conducted *t*-tests and chi-square tests using the assumption of unequal variances.

- **Other Employment Service Applicants:** individuals who sought employment services from an organization but were not referred to an SE
- **Hired by SE:** individuals who were offered employment in an SE (and consented to be part of the MJS)
- **Hired by SE and Met Hours Requirement:** individuals hired into an SE and who worked 32 hours or more over four weeks in an SE
- **Hired by SE But Did Not Meet Hours Requirement:** individuals hired into an SE who did not work 32 or more hours over four weeks
- The tables use the following abbreviations and symbol:
 - GED: general educational development test
 - MJS: Mathematica Jobs Study
 - SE: social enterprise
 - --: not reported

Table C.1. Worker Counts by Parent Organization

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Total Respondents	505	524	434	90
Buckelew	31	41	33	8
CEO	2	94	84	10
CHP	50	42	40	2
Chrysalis	134	300	231	69
CRC	8	31	31	0
CRCD	0	0	0	0
Taller San José	93	13	12	1
Weingart Center	187	3	3	0
Number of Respondents with Employee-Provided Exit Data	0	335	284	51
Buckelew	--	15	14	1
CEO	--	43	42	1
CHP	--	17	17	0
Chrysalis	--	219	171	48
CRC	--	28	28	0
CRCD	--	0	0	0
Taller San José	--	10	9	1
Weingart Center	--	3	3	0

Source: MJS database, intake data.

Note: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

Table C.2. Characteristics (percentages unless otherwise reported)

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	505	524	434	90
Demographics				
Male	62.0*	79.9	80.3	77.9
Average age	39.0	40.4	40.1	42.2
Hispanic	31.9*	17.0	16.6	19.1
Race				
Black	44.2*	59.6	60.8	53.9
White	23.0	23.1	21.9	29.0
Asian, Native American, or multiple races ^b	8.3	5.5	5.5	5.7
Other race ^c	13.7*	9.2	9.4	8.0
Refused	11.1*	3.0	2.9	3.4
Marital Status				
Single	73.3	75.4	74.7	79.1
Married or in a domestic partnership	9.0	11.8	12.6	7.9
Divorced or widowed	12.5	7.9	8.0	7.1
Separated	5.0	4.9	4.7	5.8
Dependents				
Average number of dependents	--	0.7	0.8	0.6
No dependents	--	64.3	62.9	70.6
Average number of financial dependents	--	0.6	0.6	0.5
No financial dependents	--	69.4	68.3	74.7
Average number of physical dependents	--	0.4	0.4	0.4
No physical dependents	--	78.2	77.9	79.9
Military				
Veteran	7.6	5.2	4.6	7.8
If served, period served (all that apply)				
Gulf War period (8/90 to 3/95) or later	27.0	11.2	15.2	0.0
5/75 to 7/90	63.2	55.2	59.6	42.9
Before 5/75 (Vietnam era or earlier)	16.2	22.4	15.2	42.9
Missing	2.7	11.2	10.1	14.3

Source: MJS database, intake data except for dependents (baseline).

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.3. Education and Training (percentages unless otherwise reported)

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	505	524	434	90
Education When Applied for Employment Services				
No high school diploma	19.7*	28.7	29.5	25.0
High school diploma/graduate/GED only	41.3	43.4	43.2	44.8
At least some college	39.0*	27.9	27.4	30.2
Past Training Programs at Hire				
Any training toward degree, certificate, or license	--	75.8	75.9	75.4
Average number of training programs participated in	--	1.8	1.8	1.5
Participated in 3 or more training programs	--	26.5	27.7	20.8
Completed any training program	--	47.8	47.1	51.4
Average number of training programs completed	--	0.8	0.8	0.8
Completed 3 or more training programs	--	8.4	8.3	9.0
Currently in training program	--	13.1	14.7*	5.4
Worker Skills: Stating Can ... at Hire				
Read in English	--	97.9	97.9	97.8
Read 1 page in English	--	97.8	97.6	98.9
Write in English	--	97.9	97.9	97.8
Read work-related books in English	--	97.1	96.5*	100.0
Read other work-related material in English	--	96.2	95.7*	98.9
Read 5 pages in English	--	95.5	95.2	96.8
Write 1 page in English	--	95.6	95.3	96.8
Read a report in English	--	94.0	93.9	94.6
Use any math skills	--	93.7	94.2	91.0
Do basic math operations	--	93.4	93.7	92.3
Fill out invoices or bills in English	--	91.9	92.1	90.9
Write 5 pages in English	--	86.8	87.0	85.5
Do basic math using fractions, decimals, and percentages	--	75.6	75.2	77.6
Write a report in English	--	67.0	68.0	62.1
Do algebra	--	52.9	53.3	51.2
Do advanced algebra	--	26.6	25.9	30.0

Source: MJS database, baseline data except for education (intake).

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.4. Previous Employment (percentages unless otherwise reported)

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	505	524	434	90
Employment Before SE (percentage who had worked in previous ...) ^a				
Week	27.4*	16.4	15.8	19.3
Month	32.7	29.5	28.1	36.4
Year	54.1*	62.9	62.1	66.7
Ever ^b	--	74.8	75.2	72.7
Worked Continuously in the Past ...				
Year	35.3*	42.2	42.4	41.0
More than one year but fewer than two years	15.2*	10.1	9.5	13.2
Two years or more but fewer than five years	22.6*	15.1	15.5	13.2
More than five years	16.4*	21.7	20.5	27.8
Never	10.6	10.9	12.1	4.8
Employed Last Week				
Number of Respondents	0	83	71	12
Worked at 2 or More Jobs Last Week	--	14.8	12.7	26.4
Average Number of Jobs in Past Year	--	2.0	2.1	1.7
Percentage worked 1 job	--	51.3	50.0	58.6
Percentage worked 2 or 3 jobs	--	38.9	39.9	33.3
Percentage worked 4 or more jobs	--	9.8	10.1	8.0
Reason Last Job Ended ^c				
Percentage quit	--	42.0	38.0	100.0
Percentage laid off	--	27.7	29.6	0.0
Percentage fired or no longer met job requirements	--	16.4	17.6	0.0
Percentage had temporary job	--	13.8	14.8	0.0
Not Employed Last Week				
Number of Respondents	0	441	363	78
Worked Last Year	--	15.7	16.5	12.0
Ever Worked	--	26.0	27.9*	17.5
Average Number of Jobs in Past Year	--	0.3	0.3	0.2
Worked 1 job	--	8.9	9.4	6.6
Worked 2 or 3 jobs	--	6.2	6.3	5.4
Worked 4 or more jobs	--	0.7	0.8	0.0
Reason Not Working (all that apply)				
Discouraged	--	45.7	44.8	50.0
Lack of qualifications	--	26.6	25.5	31.7
Cannot find a desirable job	--	26.1	23.9*	35.7
Criminal history/record	--	21.0	21.4	19.1
Health limitations or substance abuse	--	14.0	13.9	14.5
Lack of transportation	--	8.9	8.1	12.7
Other (family responsibilities and write-in options)	--	14.4	14.9	12.1

Source: MJS database; intake data first panel, baseline for second and third panels.

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.5. Employment Barriers: Support Needed, English Fluency, and Housing Needs (percentages unless otherwise reported)

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	505	524	434	90
Level of Support Needed According to Counselor ^a				
Need a lot of support	39.8*	60.9	59.1	69.7
Need some support	40.4*	28.4	29.1	25.2
Need no support	19.9*	10.6	11.8	5.1
English Fluency According to Counselor				
Native English speaker	88.8*	96.4	96.7	95.2
Good English (if not native)	72.5	46.7	45.6	50.0
Fair English (if not native)	20.0	41.7	38.9	50.0
Poor English (if not native)	7.5	11.7	15.6	0.0
Housing				
Had Temporary Housing in the Past ...				
Week	37.3	38.2	37.3	42.5
Month	41.4	41.1	39.7	48.2
6 months	46.7	51.3	51.0	52.8
Year	52.1*	58.8	58.0	62.8
Using ... as Housing in Prior Year				
Owned or rented room, apartment, or home	--	49.4	51.0	41.3
Home of family member or friend	--	40.8	40.5	42.5
Jail, prison, or juvenile detention	--	28.1	29.0	23.8
Transitional housing	--	23.0	20.7*	33.8
Psychiatric hospital, substance abuse treatment facility, or other related facility	--	16.2	15.2	20.7
Emergency shelter or voucher	--	14.9	14.2	18.3
Outside or in public	--	10.6	9.3	16.5
Hotel or motel	--	9.1	7.5*	16.7
Halfway home for those with criminal history or similar facility	--	9.1	8.9	10.2
Permanent housing for previously homeless people	--	6.8	6.6	8.1
Other (group home, nonpsychiatric hospital, and write-in options)	--	5.6	5.6	5.4
Average Number of Above Categories Used for Housing	--	2.2	2.0*	2.5
Used Single Housing Category	--	33.2	34.3	28.3
Used 3 or More Housing Categories	--	30.6	28.1*	42.1
Used Any Category But Owned or Rented Home, Room, or Apartment	--	83.9	83.0	88.3

Source: MJS database, baseline survey except counselor-assessed barriers and temporary housing in the past (intake).

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.6. Employment Barriers: Criminal Activity (percentages unless otherwise reported)

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	505	524	434	90
Ever Arrested	57.3*	81.0	82.4	74.0
Average Number of Arrests	--	7.1	7.5*	5.6
Conviction				
Ever convicted and sentenced to time in jail or prison If convicted	43.2*	69.8	70.9*	59.6
Average months since last conviction	62.1*	78.2	77.5	82.4
Most recent conviction in past year	20.7*	6.7	6.9	6.0
Most recent conviction more than 1 year but fewer than 2 years ago	14.9	14.7	14.0	18.8
Most recent conviction more than 2 years but fewer than 5 years ago	26.1*	37.9	39.2	30.8
Most recent conviction more than 5 years ago	30.6*	39.4	39.3	40.5
Sentencing				
Average total time sentenced (months, if any)	--	106.3	106.4	105.9
Sentenced to less than 1 year	--	12.2	12.2	12.3
Sentenced to 1 to 2 years	--	16.0	15.4	19.1
Sentenced to more than 2 years	--	71.8	72.4	68.5
Probation or Parole				
Currently on probation or parole (if ever convicted)	--	67.3	68.9	57.7
Average months remaining on probation or parole (if any)	--	20.9	21.5	16.8
Less than 1 year remaining	--	29.9	29.6	32.0
1 to 2 years remaining	--	39.7	38.2	51.1
More than 2 years remaining	--	30.5	32.2	16.9

Source: MJS database: intake data for ever arrested and conviction data, baseline for all other variables.

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.7. Employment Barriers: Health and Substance Abuse (percentages unless otherwise reported)

	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	524	434	90
Have Health Condition Limiting Work	9.7	9.3	11.6
Mental health condition	51.0	48.1	62.2
Physical health condition	52.7	56.7	37.8
Self-Reported Physical Health			
Excellent	33.6	33.9	32.1
Very good	35.2	35.3	34.4
Good	21.6	21.0	24.6
Fair	9.1	9.4	7.9
Poor	0.5	0.4	1.1
Mental Health in Past Week			
Bothered by ...			
Lack of interest	34.0	31.9*	44.1
Loneliness	33.0	31.2	41.6
Feeling blue	35.4	33.7	43.8
Feeling worthless	22.4	20.3*	32.5
Feeling hopeless about future	26.8	24.7*	36.8
Suicidal thoughts	3.5	2.6	8.0
Persistently Bothered by ...			
Lack of interest	14.2	12.8	20.6
Loneliness	16.2	14.2*	25.9
Feeling blue	16.8	15.8	21.9
Feeling worthless	10.6	9.3	17.1
Feeling hopeless about future	12.9	11.5	19.5
Suicidal thoughts	1.8	1.2	4.8
Substance Abuse in Past 12 Months			
Alcohol use			
Drank 4 or more drinks (if any)	22.4	23.2	18.8
Average times drank 4 or more drinks (if any)	19.4	20.5	13.3
Had alcohol use interfere with life	2.6	3.0	1.1
Marijuana use			
Used marijuana	21.3	21.6	19.7
Average times used marijuana (if any)	80.4	84.4	59.8
Hard drug use			
Used hard drugs	6.5	5.9	9.5
Average times used hard drugs (if any)	86.8	88.0	83.2
Entered counseling program for alcohol or drug dependency	21.1	20.4	24.7
Health Insurance			
With health insurance	45.5	45.5	45.6
Public insurance	87.9	88.2	86.1
Private Insurance	12.1	11.8	13.9
Dependent children have health insurance	89.1	88.2	94.0
Public insurance	83.1	82.3	87.2
Private Insurance	22.1	21.4	25.6

Source: MJS database, baseline.

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.8. Income (percentages unless otherwise reported)

	Other Employment Service Applicants	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	505	524	434	90
Income below 200 percent of federal poverty level	90.5*	98.1	98.2	97.5
Don't know income	8.5*	1.7	1.5	2.5
With bank account	--	37.5	37.6	36.7
Receiving Any Income from				
Work	--	30.4	30.9	28.1
Food stamps; Supplemental Nutrition Assistance Program; or Women, Infants and Children Program	--	52.8	49.8*	67.4
Welfare programs (for example, Temporary Assistance for Needy Families [TANF] or CalWORKs)	--	39.3	38.2	44.4
Earned income tax credit	--	10.6	9.2	17.5
Disability or worker's compensation	--	10.2	10.8	7.1
Unemployment Insurance	--	6.7	7.4	3.5
Other government transfers	--	1.0	0.7	2.2
Transfers from others	--	16.9	17.4	14.3
Other sources	--	3.3	3.1	4.4
Average Monthly Income from ... When Started				
All sources	--	787.1	809.6	675.9
Salary or wage income from work	--	338.0	362.3	221.5
Food stamps; Supplemental Nutritional Assistance Program; or Women, Infants and Children Program	--	110.9	105.7*	136.4
Welfare programs (for example, TANF or CalWORKs)	--	97.2	94.2	111.6
Earned income tax credit	--	14.9	12.4	27.7
Disability or worker's compensation	--	78.1	82.4	57.3
Unemployment Insurance	--	48.6	54.0	22.4
Other government transfers	--	4.0	3.7	5.6
Transfers from others	--	68.1	68.4	66.9
Other sources	--	22.4	20.7	30.8
Share of Income from ... When Started				
Work	--	22.9	23.4	21.0
Government transfers	--	67.8	67.0	71.5
Transfers from others	--	7.6	8.2	4.6

Source: MJS database, baseline except income below federal poverty (intake).

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.9. Goals and Employment Attitudes (percentages)

	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	524	434	90
In 5 Years, Do You Think You Will ...			
Have continued your education or undertaken additional job training	81.7	81.9	80.8
Own or rent your own home or apartment	90.6	91.4	86.7
Be established in a career	87.5	88.7	81.7
Be in good mental health	93.0	93.5	90.6
Be in good physical health	93.7	94.3	90.9
Be economically self-sufficient	93.4	93.5	93.2
Rarely drink alcohol or use drugs	84.4	84.0	86.0
Be removed from illegal activity	94.3	94.3	94.0
Percentage with other stated goal (write-in)	4.0	3.9	4.6
Percentage Believe Job Is Only a Way to Earn Money—Nothing More	20.2	19.6	23.0
Percentage Would Enjoy Having a Job Even If Did Not Need Money	80.7	80.9	79.9
Percentage Believe the Following Are Important or Very Important for Job Quality			
Job security	97.9	97.7	98.8
Opportunities for advancement	96.9	97.2	95.5
Interesting	95.6	95.8	94.4
Useful to society	94.4	94.5	94.3
Allows worker to help others	94.0	93.9	94.7
Independence on the job	80.6	80.8	79.3
High income	80.0	80.9	75.6
Flexible work days or times	51.6	51.9	49.7
Percentage Satisfied with Job Aspects, Current or Last Job			
Type of work	91.8	91.2	96.2
Independence on the job	92.6	92.1	96.2
Responsibility on the job	91.1	91.4	88.7
Feedback received	86.8	87.2	83.8
Job's contribution to society	86.4	86.2	87.6
Support received	84.5	85.2	80.0
Job location	84.6	84.7	83.8
Salary	78.5	77.6	84.3
Number of hours worked	77.6	77.1	80.5
Job security	77.7	77.2	81.1
Intellectual challenge of job	69.2	68.0	76.8
Opportunities for advancement	51.0	50.8	52.4
Benefits	41.9	42.2	39.4

Source: MJS database, baseline.

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.10. Social Enterprise Experience (percentages unless otherwise reported)

	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	524	434	90
Average Hours Worked per Week	23.0	25.3*	11.7
Median Hours Worked per Week ^a	24.0	24.0	8.0
Total Hours Worked in SE:	408.2	474.7*	49.8
Fewer than 8 hours	5.0	0.2	30.7
8 to 20 hours	4.5	2.1*	17.0
21 to 32 hours	4.9	1.9*	20.8
33 to 80 hours	8.8	7.9	13.5
81 to 160 hours	10.9	11.3	9.0
161 to 320 hours	16.3	18.2*	6.4
321 to 640	23.6	27.5*	2.6
641 to 960	19.2	22.7*	0.0
961 or more	6.9	8.2*	0.0
Average Length (weeks)	15.6	17.9*	3.8
Median Length (weeks) ^a	14.0	17.1	2.0
Months Worked:			
1 month or less	20.0	10.6*	67.8
1 to 3 months	31.3	31.9	28.6
4 to 6 months	20.0	23.4*	2.5
6 months or more	28.7	34.1*	1.1
Monthly Wages from Work at SE	775.0	885.0*	209.5
Main Reason Left SE (if left)			
Sample size	332	256	76
Found outside employment or started other training	30.9	28.9	37.8
Family or personal reasons	17.2	16.9	18.3
Terminated due to failure to meet program requirements	15.3	17.7*	7.0
Terminated for other reasons	13.5	16.3*	4.2
Dissatisfied with job or firm or decided did not want a job	12.8	8.9*	25.8
Terminated due to work performance issues or conflict at work	5.5	6.0	3.9
Incarcerated	4.8	5.3	3.0
Satisfied with ... at SE			
Sample size	335	284	51
Job's contribution to society	97.7	98.5	92.4
Independence on the job	93.0	93.9	87.1
Job location	91.9	93.2	83.3
Support received	91.8	94.3*	75.8
Responsibility on the job	91.8	94.1*	77.1
Feedback received	89.8	92.2*	73.9
Type of work	89.7	93.5*	65.5
Job security	79.4	82.1*	62.6
Intellectual challenge of job	75.0	78.2*	54.5
Salary	73.9	74.3	71.1
Number of hours worked	72.3	73.6	64.1
Opportunities for advancement	61.8	62.3	58.8
Benefits	42.1	40.3	53.6

Source: MJS database, exit survey[?] with individual completing.

Note: See Appendix A, Table A.7 for a definition of variables.

^a No statistical test conducted.

Table C.11. Transitions While in Social Enterprise (percentages unless otherwise reported)

	Hired by SE	Hired by SE and Met Hours Requirement	Hired by SE but Did Not Meet Hours Requirement
Number of Respondents	335	284	51
Stopped Receiving Income from...While at SE			
Other jobs	20.2	20.2	20.8
Food stamps; Supplemental Nutrition Assistance Program; or Women, Infants and Children Program	23.0	23.9	17.0
Welfare programs (for example, TANF or CalWORKs)	27.8	29.8*	15.1
Earned income tax credit	9.2	8.1	16.1
Disability or worker's compensation	3.8	4.4*	0.0
Unemployment Insurance	5.7	6.0	3.8
Other government transfers	1.1	1.0	1.9
Transfers from others	11.0	11.0	10.7
Other sources	2.0	2.0	1.9
Began Receiving Income from ... While at SE			
Other jobs	8.7	9.1	5.7
Food stamps; Supplemental Nutrition Assistance Program; or Women, Infants and Children Program	5.7	6.0	3.8
Welfare programs (for example, TANF or CalWORKs)	1.8	1.2	5.4
Earned income tax credit	10.3	10.3	10.1
Disability or worker's compensation	1.7	1.7	1.9
Unemployment Insurance	0.2	0.2	0.0
Other government transfers	0.3	0.0	1.9
Transfers from others	9.1	8.5	13.2
Other sources	2.7	2.8	1.9
Average Monthly Income from...While Working at SE			
All sources	1245.8	1304.4*	549.5
Salary or wage income from SE	909.2	1013.7*	221.2
Salary or wage income from other jobs	134.8	135.3	131.3
Food stamps; Supplemental Nutrition Assistance Program; or Women, Infants and Children Program	38.1	38.8	31.8
Welfare programs (for example, TANF or CalWORKs)	7.7	7.6	8.6
Earned income tax credit	9.6	10.4	4.6
Disability or worker's compensation	43.0	49.4*	0.0
Unemployment Insurance	2.4	2.8	0.0
Other government transfers	1.0	0.0	7.6
Transfers from others	3.1	3.6	0.0
Other sources	11.7	12.6	6.0
Life Transitions While Working at SE			
Worked at another job while at SE	20.2	21.0	14.6
Percentage found it difficult to leave during work at SE for one or two hours to handle family or personal issues	20.2	20.2	20.4
Opened a bank account while working at SE	35.4	38.6*	15.1
Became married/entered domestic partnership	5.5	5.8	3.8
No longer married/exited a domestic partnership	1.3	.9	3.8
Gained any dependents	6.2	6.9*	1.9
Gained financial dependents	5.8	6.4	1.9
Gained physical dependents	4.0	4.7*	0.0
Lost any dependents	1.6	1.6	1.9
Lost financial dependents	1.6	1.6	1.9
Lost physical dependents	1.4	1.6*	0.0

Source: MJS database, exit with individual completing.

Note: See Appendix A, Table A.7 for a definition of variables.

Table C.12. Social Enterprise Outcomes and Changes over Time

Variable	Mean at Exit: Individuals Providing at Exit	Mean at Exit: Individuals Providing at Exit and Baseline	Mean at Baseline: Individuals Providing at Exit and Baseline	Difference
(Maximum) Sample Size	335	335	335	335
Average Monthly Income from ...				
All sources	1,245.8	1,237.9	695.1	550.7*
Salary or wage income from all jobs	1,027.0	1,027.0	317.0	710.0*
Food stamps; Supplemental Nutrition Assistance Program; or Women, Infants and Children Program	38.1	37.2	89.8	-51.6*
Welfare programs (for example, TANF or CalWORKs)	7.7	7.8	76.9	-69.2*
Earned income tax credit	9.6	9.7	13.3	-3.8
Disability or worker's compensation	43.0	43.0	65.6	-22.6
Unemployment Insurance	2.4	2.4	41.3	-38.9*
Other government transfers	1.0	1.0	9.1	-8.1*
Transfers from others	3.1	3.2	45.1	-42.0*
Other sources	11.7	10.8	14.4	-2.7
Share of Income from Work	91.8	91.7	28.1	63.6*
Share of Income from Government Transfers	7.0	7.7	63.9	-56.9*
Share of Income from Others ^a	0.3	0.2	7.2	-6.9*
Literally Homeless in Past Week ^a	--	--	15.7	--
Literally Homeless for Most of Past Week ^a	14.7	14.2	--	--
Owned or Rented Home, Apartment, or Room Is Only Housing Used in Past Week ^a	--	--	26.1	--
Have Owned or Rented Home, Apartment, or Room for Most of Past Week ^a	47.8	47.2	--	--
Ever Arrested ^a	--	--	82.2	--
Arrested Since Began Work at SE ^a	3.7	3.8	--	--
Reported Substance Abuse Issues	14.2	14.1	17.8	-3.6
Drank in Excess (four or more drinks in one day)	11.0	11.0	24.5	-13.5*
Smoked Marijuana or Hashish	10.7	9.5	17.1	-6.4*
Used Hard Drugs	0.8	0.8	6.1	-5.3*
Mental Health Index	-0.094	-0.094	-0.002	-0.092

Source: MJS database, baseline and exit with individual completing.

Note: See Appendix A, Table A.7 for a definition of variables.

^a Questions not directly comparable for baseline and exit data. Baseline questions cover behaviors in past year or ever (as noted). Exit outcomes are during the period employed by SE.

B. Multivariate Analysis of Participant Data

We used multivariate regression analysis to assess the organizational and individual characteristics associated with SE outputs and outcomes. This analysis enabled us to isolate the relationship between a single characteristic and an outcome or output of interest, holding other factors constant. This section presents the findings of our multivariate analysis. Appendix A, Table A..B.2 describes the regressions we estimated in detail and Chapter IV of our report details our key findings. Definitions for all variables can be found in Appendix A, Table A.7.

We applied the following definitions and conditions when creating the tables in this section:

- Some categories were combined:
 - If they comprised less than 5 percent of the unweighted distribution. Exceptions are the other and refused categories, when applicable, which were always retained, and categories developed for conceptual reasons (for example as part of a battery).
 - To increase specification parsimony.
- Each variable took the value of its mean with indicator variables (1 = missing and 0 = not missing value) for inclusion in the analysis. These variables were excluded from estimations if they perfectly predicted a binary outcome and are not included in tables.
- Regressions with continuous outcomes were estimated using ordinary least squares and those with binary outcomes were estimated with a linear probability model. Results are robust to using alternative statistical models.
- The category with the highest frequency is made the comparison category and is noted in parentheses in the row heading for the category.
- All tables present estimated coefficients with robust standard errors in parenthesis.
- All tables use two asterisks (**) to indicate regression coefficients that are significantly different from zero at the 5 percent level ($p \leq 0.05$) and a single asterisk (*) to indicate they are significantly different from zero at the 10 percent level ($p \leq 0.10$).
- The following groups were used in analysis:
 - **Referred to SE:** individuals who sought employment services from an organization and were referred to an SE for employment services. These groups might have followed up on their referral by contacting the SE. They also might have been hired by the SE
 - **Hired by SE:** individuals who were offered employment in an SE (and consented to be part of the MJS).
 - **Hired by SE and Exit:** individuals hired by an SE who completed an exit survey (that is, the staff did not complete the shorter, proxy version of the exit survey for them).
- We use the following abbreviations and symbol in the tables:
 - n.a.: not applicable
 - OLS: ordinary least squares
 - SE: social enterprise

Table C.13. Hours Worked, Weeks Worked, and Pay in Social Enterprise

	Hired by SE and Met Hours Requirement	Total Hours Worked	Monthly Earnings (Logged + 1)
Sample	Hired by SE	Hired by SE	Hired by SE
Estimation Method	Linear Probability Model	OLS	OLS
Dependent Variable Mean	0.828	408.2	775.98 (level)
Observations	524	513	514
Barriers to Employment			
Employment History			
Not Employed Last Week	0.015 (0.071)	3.305 (64.903)	0.240 (0.183)
Not Employed Last Year	-0.023 (0.055)	52.572 (47.368)	0.101 (0.130)
Ever Employed	0.024 (0.044)	35.936 (41.020)	0.093 (0.131)
Reasons Not Working, If Not Employed (all that apply)			
Discouraged	0.020 (0.042)	13.046 (39.210)	-0.318** (0.121)
Lack of qualifications	-0.001 (0.047)	13.439 (38.562)	0.053 (0.117)
Cannot find a desirable job	-0.061 (0.048)	-107.768** (37.117)	-0.175 (0.111)
Criminal history/record	0.029 (0.050)	52.951 (51.447)	0.014 (0.133)
Health limitations or substance abuse	0.069 (0.070)	43.435 (56.667)	-0.019 (0.163)
Lack of transportation	-0.058 (0.074)	35.810 (54.823)	0.096 (0.145)
Other	0.006 (0.053)	46.015 (50.459)	0.078 (0.124)
Housing			
Literally Homeless in Past Year	-0.072 (0.044)	-81.692** (38.575)	-0.088 (0.102)
Used Own Home Only for Housing in Past Year	0.064 (0.051)	77.339 (49.218)	0.114 (0.160)
Criminal Activity			
Ever Arrested	-0.005 (0.072)	-53.864 (61.711)	0.219 (0.181)
Ever Convicted and Sentenced to Jail or Prison	0.098 (0.061)	45.561 (48.758)	0.125 (0.136)
Health and Substance Abuse			
Health Issue Limiting Work	-0.039 (0.068)	-17.950 (54.523)	-0.241 (0.154)
Mental Health Battery Index	-0.044* (0.025)	-6.962 (19.205)	0.031 (0.054)
Substance Abuse Issues in Past Year	-0.002 (0.047)	-47.581 (40.837)	-0.060 (0.113)
Education (high school diploma)			
No High School Diploma	0.002 (0.042)	-36.600 (40.488)	-0.071 (0.119)
Some College or More	-0.014 (0.044)	-34.742 (41.663)	-0.118 (0.115)

	Hired by SE and Met Hours Requirement	Total Hours Worked	Monthly Earnings (Logged + 1)
Demographics			
Male	0.045 (0.049)	-14.870 (44.731)	-0.017 (0.122)
Age	-0.001 (0.002)	1.627 (1.619)	0.009** (0.004)
No Dependents	0.010 (0.037)	-9.383 (37.811)	-0.031 (0.109)
Veteran	-0.071 (0.087)	-77.408 (75.387)	-0.088 (0.257)
Hispanic	-0.022 (0.062)	-46.801 (56.725)	-0.071 (0.161)
Race (black)			
White	-0.098* (0.054)	-56.464 (50.059)	-0.228* (0.138)
Other race	-0.043 (0.065)	-24.841 (56.062)	0.026 (0.166)
Marital Status (single)			
Married or in a domestic partnership	0.013 (0.050)	63.037 (55.492)	0.167 (0.138)
Divorced, widowed, or separated	-0.004 (0.054)	-67.523 (43.384)	-0.156 (0.138)
Parent Organization (Chrysalis)			
Buckelew	0.159* (0.089)	-153.589** (61.834)	0.145 (0.178)
CEO	0.052 (0.048)	-79.551* (47.453)	0.381** (0.165)
CHP	0.204** (0.059)	23.328 (61.506)	-0.027 (0.238)
CRC	0.410** (0.065)	101.926 (76.410)	0.550** (0.164)
Taller San José	0.188** (0.092)	150.196 (138.855)	1.301** (0.198)
Weingart Center	0.356** (0.104)	422.286* (228.407)	0.899** (0.275)

Source: MJS database, exit and intake.

Note: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

Table C.14. Reasons Left Social Enterprise

Outcome: Left SE for this Reason	Another Job or Training	Dissatisfied	Terminated or Incarcerated
Sample	Hired by SE	Hired by SE	Hired by SE
Estimation Method	Linear Probability Model	Linear Probability Model	Linear Probability Model
Dependent Variable Mean	0.206	0.085	0.260
Observations	504	504	504
Barriers to Employment			
Employment History			
Not Employed Last Week	-0.033 (0.079)	0.023 (0.052)	-0.024 (0.083)
Not Employed Last Year	-0.031 (0.057)	0.004 (0.032)	0.015 (0.063)
Ever Employed	0.036 (0.046)	-0.015 (0.033)	-0.050 (0.049)
Reasons Not Working, If Not Employed (all that apply)			
Discouraged	0.037 (0.046)	-0.060* (0.031)	-0.007 (0.047)
Lack of qualifications	0.007 (0.051)	0.047 (0.039)	-0.029 (0.049)
Cannot find a desirable job	0.013 (0.051)	-0.013 (0.037)	0.069 (0.052)
Criminal history/record	0.010 (0.061)	-0.094** (0.038)	-0.088 (0.059)
Health limitations or substance abuse	0.051 (0.078)	-0.104** (0.044)	-0.016 (0.089)
Lack of transportation	-0.118** (0.056)	-0.032 (0.056)	0.122 (0.075)
Other	-0.035 (0.063)	-0.043 (0.036)	0.016 (0.071)
Housing Stability			
Literally Homeless in Past Year	-0.030 (0.049)	0.039 (0.031)	-0.036 (0.044)
Used Own Home Only for Housing in Past Year	0.025 (0.061)	0.030 (0.043)	-0.036 (0.056)
Criminal Activity			
Ever Arrested	0.009 (0.075)	-0.066 (0.056)	0.154** (0.066)
Ever Convicted and Sentenced to Jail or Prison	-0.066 (0.066)	0.077* (0.043)	-0.060 (0.062)
Health and Substance Abuse			
Health Issue Limiting Work	-0.119 (0.074)	0.041 (0.057)	-0.038 (0.072)
Mental Health Battery Index	-0.005 (0.025)	0.030* (0.016)	0.010 (0.022)
Substance Abuse Issues in Past Year	0.079 (0.053)	-0.028 (0.035)	-0.058 (0.049)
Education (high school diploma)			
No High School Diploma	-0.109** (0.047)	0.043 (0.030)	0.036 (0.048)
Some College or More	-0.014 (0.049)	0.042 (0.035)	0.003 (0.048)

Outcome: Left SE for this Reason	Another Job or Training	Dissatisfied	Terminated or Incarcerated
Demographics			
Male	-0.082 (0.051)	0.036 (0.034)	0.009 (0.048)
Age	-0.003 (0.002)	-0.000 (0.001)	0.001 (0.002)
No Dependents	0.055 (0.043)	0.015 (0.028)	-0.048 (0.042)
Veteran	0.015 (0.096)	0.089 (0.086)	0.034 (0.082)
Hispanic	0.079 (0.069)	-0.007 (0.048)	-0.065 (0.063)
Race (black)			
White	0.008 (0.059)	-0.039 (0.043)	0.025 (0.053)
Other race	0.033 (0.064)	0.003 (0.046)	0.020 (0.070)
Marital Status (single)			
Married or in a domestic partnership	0.157** (0.065)	0.023 (0.041)	-0.057 (0.053)
Divorced, widowed, or separated	0.089 (0.059)	-0.003 (0.038)	-0.061 (0.056)
Parent Organization (Chrysalis)			
Buckelew	0.021 (0.111)	-0.057 (0.063)	0.258** (0.123)
CEO	0.064 (0.066)	-0.156** (0.034)	0.189** (0.069)
CHP	-0.245** (0.050)	-0.111** (0.051)	0.118 (0.077)
CRC	0.009 (0.096)	0.054 (0.086)	-0.007 (0.079)
Taller San José	-0.090 (0.135)	-0.135** (0.048)	0.291** (0.127)
Weingart Center	-0.354** (0.126)	-0.178** (0.060)	0.036 (0.080)
Exit Survey Status			
Staff Complete	-0.015 (0.042)	0.079** (0.031)	0.332** (0.046)

Source: MJS database, exit and intake.

Note: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

Table C.15. Satisfaction with Social Enterprise Employment

	Overall Satisfaction Index	Satisfied with Type of Work	Satisfied with Salary	Satisfied with Benefits	Satisfied with Hours of Work
Sample	Hired by SE (and exit)	Hired by SE (and exit)	Hired by SE (and exit)	Hired by SE (and exit)	Hired by SE (and exit)
Estimation Method	OLS	Linear Probability Model	Linear Probability Model	Linear Probability Model	Linear Probability Model
Dependent Variable Mean	0.000	0.897	0.739	0.421	0.723
Observations	316	334	334	329	330
Barriers to Employment					
Employment History					
Not Employed Last Week	0.012 (0.213)	-0.053 (0.071)	-0.089 (0.106)	0.069 (0.132)	-0.089 (0.100)
Not Employed Last Year	0.096 (0.165)	0.013 (0.053)	0.067 (0.095)	0.045 (0.105)	-0.035 (0.095)
Ever Employed	-0.135 (0.147)	0.035 (0.046)	-0.020 (0.067)	-0.187** (0.074)	-0.048 (0.063)
Reasons Not Working, If Not Employed (all that apply)					
Discouraged	-0.029 (0.124)	0.045 (0.041)	-0.015 (0.063)	0.022 (0.073)	0.044 (0.063)
Lack of qualifications	-0.063 (0.167)	-0.058 (0.054)	-0.041 (0.073)	-0.090 (0.080)	0.107* (0.062)
Cannot find a desirable job	-0.121 (0.185)	-0.004 (0.055)	0.135* (0.072)	-0.026 (0.081)	-0.021 (0.074)
Criminal history/record	0.031 (0.166)	0.045 (0.053)	-0.110 (0.085)	-0.149 (0.097)	0.055 (0.082)
Health limitations or substance abuse	-0.195 (0.243)	-0.016 (0.092)	-0.164 (0.118)	-0.069 (0.116)	-0.053 (0.098)
Lack of transportation	-0.124 (0.224)	0.051 (0.066)	-0.103 (0.113)	0.082 (0.133)	-0.287** (0.112)
Other	0.161 (0.156)	0.001 (0.058)	0.137* (0.080)	-0.110 (0.106)	-0.032 (0.091)
Housing					
Literally Homeless in Past Year	0.176 (0.142)	0.009 (0.046)	0.081 (0.063)	0.042 (0.074)	0.088 (0.060)
Used Own Home Only for Housing in Past Year	0.025 (0.159)	0.020 (0.055)	-0.028 (0.077)	-0.176** (0.079)	0.042 (0.071)
Criminal Activity					
Ever Arrested	0.231 (0.218)	-0.003 (0.084)	0.116 (0.105)	0.117 (0.106)	0.150 (0.097)
Ever Convicted and Sentenced to Jail or Prison	-0.066 (0.157)	0.038 (0.059)	-0.022 (0.083)	-0.046 (0.094)	-0.173** (0.078)
Health and Substance Abuse					
Health Issue Limiting Work	0.069 (0.234)	-0.046 (0.080)	-0.019 (0.096)	0.038 (0.111)	0.079 (0.095)
Mental Health Battery Index	-0.176** (0.088)	0.002 (0.023)	-0.028 (0.030)	-0.018 (0.034)	-0.085** (0.031)
Substance Abuse Issues in Past Year	-0.034 (0.188)	0.043 (0.048)	0.027 (0.075)	-0.053 (0.085)	0.042 (0.075)
Education (high school diploma)					
No High School Diploma	0.275* (0.142)	0.018 (0.046)	-0.015 (0.066)	0.156** (0.078)	0.087 (0.063)
Some College or More	0.146 (0.156)	0.014 (0.048)	-0.032 (0.064)	0.117 (0.074)	-0.008 (0.064)

	Overall Satisfaction Index	Satisfied with Type of Work	Satisfied with Salary	Satisfied with Benefits	Satisfied with Hours of Work
Demographics					
Male	-0.064 (0.154)	0.017 (0.049)	-0.043 (0.076)	-0.044 (0.075)	-0.027 (0.065)
Age	0.002 (0.006)	0.001 (0.002)	0.001 (0.003)	0.004 (0.003)	0.002 (0.002)
No Dependents	-0.353** (0.128)	-0.021 (0.041)	-0.144** (0.063)	-0.141** (0.068)	-0.112** (0.056)
Veteran	-0.018 (0.270)	-0.021 (0.079)	-0.094 (0.121)	-0.170 (0.139)	-0.056 (0.115)
Hispanic	0.180 (0.219)	0.068 (0.061)	0.012 (0.098)	0.085 (0.103)	-0.255** (0.100)
Race (black)					
White	0.092 (0.199)	-0.035 (0.059)	0.081 (0.081)	0.029 (0.093)	0.082 (0.078)
Other race	-0.020 (0.230)	-0.013 (0.069)	0.062 (0.100)	-0.015 (0.111)	0.016 (0.097)
Marital Status (single)					
Married or in a domestic partnership	0.008 (0.162)	-0.028 (0.055)	0.018 (0.092)	0.009 (0.086)	-0.031 (0.074)
Divorced, widowed, or separated	-0.050 (0.157)	0.051 (0.045)	-0.082 (0.090)	0.009 (0.095)	0.039 (0.082)
Parent Organization (Chrysalis)					
Buckelew	0.288 (0.303)	0.130 (0.118)	0.138 (0.153)	-0.048 (0.166)	0.134 (0.135)
CEO	0.040 (0.190)	0.120** (0.058)	0.096 (0.091)	-0.111 (0.107)	0.044 (0.086)
CHP	0.557** (0.158)	0.174** (0.052)	0.038 (0.127)	0.216 (0.137)	0.013 (0.101)
CRC	-0.772** (0.345)	-0.062 (0.102)	-0.263** (0.123)	-0.163 (0.134)	-0.183 (0.129)
Taller San José	0.188 (0.287)	0.111* (0.066)	0.285** (0.112)	-0.299** (0.148)	0.522** (0.136)
Weingart Center	0.848** (0.406)	0.145 (0.103)	0.343** (0.109)	0.633** (0.165)	0.099 (0.181)

Source: MJS database, exit and intake.

Note: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

Table C.16. Housing Outcomes

	Literally Homeless for Most of Past Week	Used Own Home as Main Housing in Past Week
Sample	Hired by SE (and exit)	Hired by SE (and exit)
Estimation Method	Linear Probability Model	Linear Probability Model
Dependent Variable Mean	0.146	0.478
Observations	317	321
Barriers to Employment		
Past Housing Stability		
Literally Homeless in Year Before Hire	0.272** (0.055)	-0.035 (0.073)
Used Own Home Only for Housing in Year Before Hire	0.017 (0.054)	0.493** (0.079)
Employment History		
Not Employed Last Week	-0.106 (0.065)	0.181 (0.126)
Not Employed Last Year	0.158** (0.051)	-0.214** (0.100)
Ever Employed	0.061 (0.049)	-0.057 (0.074)
Reasons Not Working, If Not Employed (all that apply)		
Discouraged	0.006 (0.044)	0.099 (0.073)
Lack of qualifications	0.049 (0.050)	0.006 (0.073)
Cannot find a desirable job	0.018 (0.050)	-0.087 (0.073)
Criminal history/record	0.048 (0.062)	0.054 (0.091)
Health limitations or substance abuse	0.001 (0.078)	0.040 (0.125)
Lack of transportation	-0.012 (0.083)	-0.040 (0.143)
Other	0.029 (0.062)	0.078 (0.103)
Criminal Activity		
Ever Arrested	0.005 (0.067)	0.070 (0.110)
Ever Convicted and Sentenced to Jail or Prison	-0.100 (0.064)	-0.086 (0.098)
Health and Substance Abuse		
Health Issue Limiting Work	-0.021 (0.067)	0.070 (0.102)
Mental Health Battery Index	0.001 (0.023)	0.021 (0.031)
Substance Abuse Issues in Past Year	0.021 (0.067)	0.114 (0.091)
Education (high school diploma)		
No High School Diploma	-0.051 (0.042)	-0.036 (0.075)
Some College or More	0.024 (0.049)	0.003 (0.071)

	Literally Homeless for Most of Past Week	Used Own Home as Main Housing in Past Week
Demographics		
Male	0.119** (0.049)	-0.124* (0.074)
Age	0.006** (0.002)	-0.004 (0.003)
No Dependents	-0.046 (0.041)	0.028 (0.065)
Veteran	-0.019 (0.092)	-0.070 (0.113)
Hispanic		
	0.025 (0.058)	-0.062 (0.088)
Race (black)		
White	-0.105* (0.060)	0.010 (0.087)
Other Race	-0.016 (0.061)	0.064 (0.105)
Marital Status (single)		
Married or in a domestic partnership	-0.042 (0.058)	0.176* (0.090)
Divorced, widowed, or separated	0.041 (0.065)	0.032 (0.090)
Parent Organization (Chrysalis)		
Buckelew	0.023 (0.100)	0.079 (0.176)
CEO	0.047 (0.065)	0.055 (0.100)
CHP	0.076 (0.081)	-0.255** (0.114)
CRC	0.087 (0.105)	0.014 (0.134)
Taller San José	-0.002 (0.078)	0.208 (0.171)
Weingart Center	-0.328** (0.087)	0.673** (0.135)

Source: MJS database, exit and intake.

Note: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

Table C.17. Income Outcomes

	Total Monthly Income (log + 1)	Percentage Share of Income from Work	Percentage Share of Income from Government
Sample	Hired by SE (and exit)	Hired by SE (and exit)	Hired by SE (and exit)
Estimation Method	OLS	OLS	OLS
Dependent Variable Mean	1180.12(level)	91.765	7.0
Observations	202	186	186
Past Income			
Total Monthly Income at Hire	0.032 (0.059)	n.a.	n.a.
Share of Income from Work at Hire	n.a.	0.022 (0.045)	n.a.
Share of Income from Government at Hire	n.a.	n.a.	0.048 (0.037)
Barriers to Employment			
Employment History			
Not Employed Last Week	0.285 (0.436)	0.749 (4.434)	-1.886 (3.851)
Not Employed Last Year	0.248 (0.195)	-1.103 (3.757)	0.354 (3.478)
Ever Employed	0.038 (0.195)	1.309 (3.952)	1.966 (3.273)
Reasons Not Working, If Not Employed (all that apply)			
Discouraged	-0.088 (0.167)	1.932 (3.260)	0.511 (2.577)
Lack of qualifications	0.086 (0.146)	-6.451 (4.631)	5.622 (4.235)
Cannot find a desirable job	-0.197 (0.159)	-1.778 (4.280)	-0.068 (3.629)
Criminal history/record	0.001 (0.234)	7.301 (4.593)	-4.868 (3.837)
Health limitations or substance abuse	-0.375 (0.401)	-1.028 (3.677)	0.702 (3.333)
Lack of transportation	0.170 (0.171)	0.832 (4.727)	1.642 (4.709)
Other	0.168 (0.200)	-0.615 (3.820)	1.289 (3.636)
Housing			
Literally Homeless in Past Year	0.120 (0.156)	-2.014 (3.977)	1.358 (3.771)
Used Own Home Only for Housing in Past Year	-0.203 (0.332)	-0.038 (3.239)	0.964 (3.155)
Criminal Activity			
Ever Arrested	0.111 (0.368)	-4.237 (4.103)	4.469 (3.990)
Ever Convicted and Sentenced to Jail or Prison	0.169 (0.279)	-2.937 (4.319)	1.007 (4.251)
Health and Substance Abuse			
Health Issue Limiting Work	0.394 (0.257)	1.097 (3.158)	1.641 (2.722)
Mental Health Battery Index	-0.046 (0.082)	2.113 (1.602)	-2.717* (1.471)
Substance Abuse Issues in Past Year	0.002 (0.206)	9.288** (4.100)	-7.038* (3.660)

	Total Monthly Income (log + 1)	Percentage Share of Income from Work	Percentage Share of Income from Government
Education (high school diploma)			
No High School Diploma	-0.232 (0.181)	-3.688 (3.910)	1.596 (2.958)
Some College or More	-0.142 (0.231)	-3.827 (3.276)	3.069 (2.889)
Demographics			
Male	-0.466 (0.327)	2.215 (5.254)	-2.077 (5.169)
Age	0.003 (0.008)	0.228* (0.122)	-0.164 (0.113)
No Dependents	-0.379** (0.188)	-4.913 (3.067)	3.286 (2.581)
Veteran	0.197 (0.242)	0.988 (4.044)	-2.721 (3.622)
Hispanic	-0.105 (0.264)	7.199* (4.317)	-6.546** (2.928)
Race (black)	0.147 (0.226)	0.848 (3.790)	-1.230 (3.209)
Other race	0.199 (0.262)	-0.186 (4.693)	-1.959 (2.844)
Marital Status (single)			
Married or in a domestic partnership	0.129 (0.288)	1.795 (3.053)	-1.457 (2.908)
Divorced, widowed, or separated	0.091 (0.165)	5.425 (3.537)	-3.938 (2.899)
Parent Organization (Chrysalis)			
Buckelew	0.270 (0.322)	-25.853** (8.721)	23.704** (9.657)
CEO	0.487** (0.178)	5.075 (3.879)	-6.321* (3.763)
CHP	-0.361 (0.769)	8.923 (6.074)	-9.690 (5.877)
CRC	0.217 (0.282)	-5.280 (6.377)	-1.095 (4.485)
Taller San José	0.853** (0.377)	7.286 (5.658)	-3.532 (4.618)
Weingart Center	0.768** (0.334)	4.961 (6.500)	-2.768 (6.619)

Source: MJS database, exit and intake.

Notes: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

Table C.18. Criminal Activity, Substance Abuse, and Mental Health Outcomes

	Arrested After Began SE	Substance Abuse Issues After Began SE	Mental Health Index
Sample	Hired by SE (and exit)	Hired by SE (and exit)	Hired by SE (and exit)
Estimation Method	Linear Probability Model	Linear Probability Model	OLS
Dependent Variable Mean	0.037	0.142	-0.094
Observations	334	327	334
Lagged Value of Outcome			
Ever Arrested	0.008 (0.033)	n.a.	n.a.
Substance Abuse Issues in Past Year	n.a.	0.271** (0.074)	n.a.
Mental Health Battery Index at Hire	n.a.	n.a.	0.372** (0.091)
Barriers to Employment			
Employment History			
Not Employed Last Week	0.083** (0.041)	-0.118 (0.083)	0.179 (0.248)
Not Employed Last Year	-0.039 (0.044)	0.007 (0.055)	0.005 (0.170)
Ever Employed	-0.060* (0.033)	0.017 (0.051)	-0.051 (0.175)
Reasons Not Working, If Not Employed (all that apply)			
Discouraged	0.004 (0.032)	0.073 (0.049)	-0.166 (0.135)
Lack of qualifications	-0.075** (0.026)	-0.018 (0.052)	-0.171 (0.203)
Cannot find a desirable job	0.026 (0.031)	0.052 (0.050)	-0.033 (0.158)
Criminal history/record	-0.025 (0.041)	0.123 (0.087)	-0.388** (0.161)
Health limitations or substance abuse	0.010 (0.045)	-0.000 (0.095)	0.662 (0.498)
Lack of transportation	0.055 (0.048)	0.068 (0.072)	-0.113 (0.223)
Other	-0.056** (0.027)	0.110 (0.072)	-0.364* (0.201)
Housing			
Literally Homeless in Past Year	0.005 (0.028)	0.161** (0.055)	-0.218 (0.167)
Used Own Home Only for Housing in Past Year	-0.030 (0.022)	-0.035 (0.041)	-0.125 (0.152)
Criminal Activity			
Ever Arrested	n.a.	0.097** (0.049)	0.417 (0.274)
Ever Convicted and Sentenced to Jail or Prison	0.042 (0.031)	0.035 (0.055)	-0.178 (0.266)
Health and Substance Abuse			
Health Issue Limiting Work	0.041 (0.036)	0.039 (0.080)	0.181 (0.300)
Mental Health Battery Index	-0.001 (0.011)	-0.048** (0.021)	n.a.
Substance Abuse Issues in Past Year	0.019 (0.038)	n.a.	0.178 (0.198)

	Arrested After Began SE	Substance Abuse Issues After Began SE	Mental Health Index
Education (high school diploma)			
No High School Diploma	0.080** (0.040)	-0.008 (0.051)	0.063 (0.181)
Some College or More	0.025 (0.023)	-0.008 (0.048)	-0.100 (0.165)
Demographics			
Male	-0.006 (0.025)	-0.012 (0.053)	-0.204 (0.173)
Age	-0.003** (0.001)	0.004** (0.002)	-0.004 (0.006)
No Dependents	0.001 (0.030)	0.002 (0.041)	0.020 (0.158)
Veteran	0.029 (0.052)	-0.083 (0.091)	-0.076 (0.362)
Hispanic	-0.030 (0.033)	0.096 (0.074)	-0.349 (0.214)
Race (black)	0.017 (0.031)	0.041 (0.068)	0.312 (0.193)
Other race	-0.023 (0.038)	0.006 (0.070)	0.107 (0.194)
Marital Status (single)			
Married or in a domestic partnership	-0.008 (0.037)	-0.010 (0.057)	-0.011 (0.151)
Divorced, widowed, or separated	0.005 (0.024)	0.001 (0.051)	0.485 (0.296)
Parent Organization (Chrysalis)			
Buckelew	-0.071 (0.057)	0.277** (0.104)	-0.783* (0.448)
CEO	-0.038 (0.040)	-0.022 (0.072)	-0.417** (0.166)
CHP	0.036 (0.057)	0.142 (0.117)	0.211 (0.419)
CRC	-0.018 (0.035)	-0.101 (0.070)	0.390 (0.272)
Taller San José	0.036 (0.107)	0.057 (0.090)	-0.383 (0.267)
Weingart Center	-0.057 (0.084)	-0.023 (0.077)	0.762 (0.715)

Source: MJS database, exit and intake.

Note: See list of acronyms for full names of abbreviations. See Appendix A, Table A.7 for a definition of variables.

C. Descriptive Statistics from Data on Organizations

We applied the following definitions and conditions when creating the tables in this section.

- An asterisk (*) indicates a significant difference ($p \leq 0.05$) as measured by a two-tailed t-test using unequal variances. In Appendix C, Tables C.19 through C.21, the t-test was used to compare responses from SE or parent organization staff and REDF staff (within each category). In Appendix C, Tables C.22 and C.23, the t-test was used to compare responses between staff and focus group participants.
- Information on employee supports and services (Appendix C, Tables C.22 and C.23) was weighted so responses reflect the number of respondents as opposed to the number of instruments completed. For example, if the instrument was administered to one focus group with six participants and one with four participants, the former group's answer received a weight of six and the latter group's answer received a weight of four. When administering the same checklist to a single staff member, that person's answers were given a weight of one.
- Appendix C, Tables C.19 through C.21 are constructed using information from the data-driven decision-making instrument (see Appendices D.2B and D.2C) and Tables C.22 and C.23 are constructed using information from the employee support checklist (see Appendix D.2A).
- We use the following abbreviations in the tables:
 - n.a.: not applicable
 - SE: social enterprise

Table C.19. Data-Driven Decision Making, Collects and Assesses (percentages unless otherwise reported)

	Percentage Very Often or Often		Percentage Rarely or Very Rarely		Percentage Don't Know, n.a.	
	Organization/ SE	REDF	Organization/ SE	REDF	Organization/ SE	REDF
Number of Respondents	36	32	36	32	36	32
Before an employee starts work at SE, the organization COLLECTS data on his or her:						
Work Knowledge, Skills, and Abilities	86.1	53.1*	5.6	9.4	2.8	34.4*
Need for Supports Necessary for Work (for example, transportation or clothing)	83.3	46.9*	11.1	3.1	0.0	40.6*
Need for Supports Outside of Work (for example, counseling or health care)	66.7	43.8	19.4	3.1*	5.6	40.6*
While working in the SE, the organization COLLECTS data on an employee's:						
Job Performance (including attendance and reprimands or conflicts with customers, other employees, or managers)	91.7	53.1*	0.0	3.1	5.6	28.1*
Work Assignments (for example, type of work or hours or days worked)	86.1	59.4	2.8	3.1	8.3	34.4
Job Development or Job Placement Services Received	88.9	34.4*	0.0	15.6*	5.6	31.3*
Work or Life Stability Supports Received (for example, transportation, child care, housing, or substance counseling)	69.4	18.8*	8.3	18.8	5.6	34.4*
After an employee leaves the SE, the organization COLLECTS data on his or her:						
Life Circumstances (for example, whether the employee has stable housing)	55.6	15.6*	22.2	31.3	2.8	37.5*
Employment Status	77.8	37.5*	8.3	21.9	0.0	21.9*
The organization COLLECTS data on:						
Demand for New Types of Businesses or Expansion of Current Business(es)	52.8	12.5*	11.1	21.9	13.9	56.3*
Customer Satisfaction	63.9	28.1*	11.1	6.3	5.6	56.3*
The organization ASSESSES data on:						
Employees' Skills and Supports Needs <u>Before</u> They Start in the SE	72.2	34.4*	13.9	9.4	5.6	46.9*
Employees' Job Performance <i>While</i> They Work in the Social Enterprise	80.6	37.5*	2.8	9.4	11.1	28.1
Work and Life Stability Support Services Used <i>While</i> Employees Are Employed	66.7	12.5*	13.9	18.8	11.1	40.6*
Development of Employees' Skills <i>While</i> Employed	69.4	28.1*	5.6	28.1*	16.7	21.9
Employees' Employment <i>After They Leave</i> the SE	77.8	31.3*	5.6	9.4	5.6	34.4*
Demand for New Types of Businesses or Expansion of Current Business(es)	44.4	15.6*	16.7	15.6	19.4	56.3*
Customer Satisfaction	61.1	25.0*	2.8	12.5	13.9	56.3*

Source: Data-driven decision-making instrument.

Note: The percentages are based on responses on a 5-point scale in which 1 = very often, 2 = often, 3 = neither often nor rarely, 4 = rarely, and 5 = very rarely. Respondents could also select don't know. The percentage of answers stating neither often nor rarely is not reported in the table. Staff were asked to report on data collection and assessment in the parent organization as a whole, including its SE(s).

Table C.20. Data-Driven Decision Making: Uses (percentages unless otherwise reported)

	Percentage Very Often or Often		Percentage Rarely or Very Rarely		Percentage Don't Know, n.a.	
	Organization/ SE	REDF	Organization/ SE	REDF	Organization/ SE	REDF
Number of Respondents	36	32	36	32	36	32
In this organization, data are USED to ...						
Identify and Develop Training Programs for SE Employees	66.7	28.1*	5.6	28.1*	2.8	25.0*
Identify and Develop Work or Life Stability Supports that SE Employees Might Need	77.8	28.1*	5.6	15.6	2.8	34.4*
Help SE Employees Improve Their Job Performance	88.9	28.1*	0.0	15.6*	2.8	25.0*
Help SE Employees Develop Their Life Skills	75.0	15.6*	8.3	21.9	2.8	31.3*
Improve Employment Outcomes for Employees <i>After They Leave</i> the SE	61.1	18.8*	5.6	34.4*	8.3	34.4*
Improve Life Circumstances of Employees <i>After They Leave</i> the SE	50.0	9.4*	19.4	46.9*	5.6	40.6*
Make the SE Environment More Productive	86.1	31.3*	2.8	18.8*	8.3	37.5*
Make the SE Environment More Supportive	91.7	31.3*	0.0	25.0*	0.0	18.8*
Help Managers Work with SE Employees	75.0	15.6*	5.6	21.9*	5.6	37.5*
Identify Business Opportunities for the SE	66.7	18.8*	5.6	21.9*	13.9	50.0*
Increase Efficiency of Business Operations in the SE	77.8	34.4*	5.6	9.4	13.9	40.6*
Provide Funders with Information They Need	86.1	62.5*	0.0	0.0	0.0	15.6*
Explain or Justify Our Decisions and Actions About Our SE(s) to Our Board Members	75.0	21.9*	2.8	6.3	13.9	59.4*

Source: Data-driven decision-making instrument.

Note: The percentages are based on responses on a 5-point scale in which 1 = very often, 2 = often, 3 = neither often nor rarely, 4 = rarely, and 5 = very rarely. Respondents could also select don't know. The percentage of answers stating neither often nor rarely is not reported in the table. Staff were asked to report on data use in the parent organization as a whole, including its SE(s).

Table C.21. Data-Driven Decision Making: Resources and Beliefs (percentages unless otherwise reported)

	Percentage Strongly Agree or Agree		Percentage Disagree or Strongly Disagree		Percentage Don't Know, n.a.	
	Organization/ SE	REDF	Organization/ SE	REDF	Organization/ SE	REDF
Number of Respondents	36	32	36	32	36	32
In this Organization ...						
There is an efficient data collection system in place	44.4	21.9*	33.3	43.8	0.0	25.0*
There are sufficient resources to collect data	50.0	28.1	36.1	40.6	0.0	28.1*
There are staff with expertise in data analysis	61.1	28.1*	25.0	25.0	0.0	28.1*
Staff translate discussions of data into actions	69.4	37.5*	19.4	15.6	5.6	31.3*
There is a focus on quality products and customer satisfaction	94.4	34.4*	0.0	3.1	0.0	46.9*
There is a focus on developing SE employees into productive employees	97.2	37.5*	0.0	15.6*	0.0	21.9*
I BELIEVE that Using Data ...						
To make decisions is part of the culture of my organization	72.2	31.3*	19.4	21.9	0.0	21.9*
Can improve the services organizations provide to employees	100.0	40.6*	0.0	3.1	0.0	31.3*
Takes away from the time spent helping SE employees	11.1	12.5	66.7	40.6*	2.8	37.5*
Builds an understanding of how an SE operates	86.1	43.8*	0.0	15.6	0.0	28.1*
Makes me uncomfortable	5.6	18.8	83.3	40.6*	0.0	25.0*
Benefits the work my organization does	100.0	40.6*	0.0	6.3	0.0	34.4*
Runs counter to my experience of how to help SE employees	5.6	0.0	80.6	59.4	2.8	28.1*
Is not done well in my organization	30.6	31.3	58.3	25.0*	2.8	25.0*
Should be required by funders to support their funding decisions	72.2	12.5*	8.3	6.3	0.0	68.8*

Source: Data-driven decision-making instrument.

Note: The percentages are based on responses on a 5-point scale in which 1 = strongly agree, 2 = agree, 3 = neither agree nor disagree, 4 = disagree, and 5 = strongly disagree. Respondents could also select don't know. The percentage of answers stating neither agree nor disagree is not reported in the table. For the top panel, staff were asked to report on the parent organization as a whole, including its SE(s). In the bottom panel, staff report on their own organization and beliefs.

Table C.22. Employee Services and Supports Before and During Employment (percentages unless otherwise reported)

	Percentage Report Provide/Conduct		Percentage Sometimes Provide/Conduct		Percentage Report Do Not Provide/Conduct	
	Staff	Focus Group	Staff	Focus Group	Staff	Focus Group
Number of Respondents	54	65	54	65	54	65
Number of Interviews/Focus Groups	49	12	49	12	49	12
Assessments Conducted of:						
Job History	77.8	92.3*	1.9	7.7	5.6	0.0
Level of Education	79.6	83.1	0.0	7.7*	7.4	0.0*
Work Supports Needs Assessment	90.7	70.8*	1.9	29.2*	1.9	0.0
Housing Assessment	85.2	43.1*	0.0	47.7*	11.1	0.0*
Health Care Needs Assessment	59.3	29.2*	3.7	43.1*	16.7	18.5
Other Life Circumstances Needs Assessment	59.3	40.0*	9.3	47.7*	20.4	7.7
On-Site or Referral to Education and Training in:						
Soft Skills Training	88.9	73.8*	1.9	18.5*	1.9	0.0
Adult Basic Education or GED Preparation	55.6	49.2	5.6	27.7*	24.1	18.5
English Language Proficiency Supports	31.5	0.0*	11.1	7.7	38.9	49.2
Vocational or Job-Specific Skills Training	90.7	81.5	3.7	0.0	1.9	18.5*
Computer Literacy or Skills and Technology Training	61.1	49.2	5.6	33.8*	20.4	7.7
On-Site or Referral to Work Supports for:						
Housing or Rental Assistance	66.7	47.7*	5.6	10.8	14.8	41.5*
Transportation Assistance	77.8	61.5	9.3	21.5	9.3	7.7
Assistance Getting a Phone/Phone Services	38.9	29.2	7.4	7.7	33.3	46.2
Child Care Assistance	33.3	21.5	1.9	7.7	42.6	43.1
Work Clothing Assistance	92.6	89.2	1.9	10.8	3.7	0.0
Assistance with Immigration Status	22.2	0.0*	5.6	0.0	42.6	52.3
Assistance with Obtaining Legal Services	68.5	23.1*	5.6	21.5*	14.8	38.5*
Assistance Correcting Errors in Background Checks or Legal Records	48.1	32.3	3.7	20.0*	22.2	26.2
Assistance with Expunging a Criminal Record	50.0	43.1	3.7	16.9	24.1	18.5
On-Site or Referral to Life Stability Supports:						
Child Custody Assistance	35.2	16.9*	5.6	0.0	33.3	53.8*
Physical Health Services	59.3	60.0	1.9	10.8*	16.7	29.2
Assistance with a Physical or Learning Disability	48.1	20.0*	0.0	7.7*	25.9	43.1*
Mental Health Services	68.5	63.1	0.0	10.8*	16.7	26.2
Substance Abuse Counseling or Treatment	72.2	84.6	0.0	0.0	9.3	15.4
Domestic Abuse Protection	66.7	50.8	0.0	10.8*	14.8	26.2
Financial Education and Asset-Building	68.5	76.9	0.0	10.8*	18.5	7.7
Help with Setting up a Bank Account	70.4	64.6	5.6	10.8	20.4	7.7
Assistance with Legal Services	57.4	16.9*	3.7	10.8	18.5	55.4*
Assistance with Food Stability or Food Security	59.3	46.2	1.9	10.8	24.1	30.8
Access to Public Benefits	50.0	52.3	9.3	10.8	27.8	32.3
Help with Tax Preparation	57.4	60.0	1.9	9.2	22.2	7.7
Help Plan to Avoid Relapse of Behavior	68.5	35.4*	0.0	4.6	14.8	18.5

Source: Checklist.

Note: Answers of don't know and refusals to answer are not included in this table.

Table C.23. Employee Services and Supports Transitioning out of the Social Enterprise (percentages unless otherwise reported)

Type of Support	Percentage Report Provide/Conduct		Percentage Sometimes Provide/Conduct		Percentage Report Do Not Provide/Conduct	
	Staff	Focus Group	Staff	Focus Group	Staff	Focus Group
Number of Respondents	54	65	54	65	54	65
Number of Independent Interviews	49	12	49	12	49	12
SE Employment Transition Supports						
Job Readiness Skills Training	92.6	95.4	1.9	4.6	3.7	0.0
Career Counseling or Job Coaching	90.7	84.6	3.7	0.0	3.7	0.0
Job Search Assistance	92.6	80.0*	3.7	0.0	3.7	4.6
Job Mentoring	88.9	66.2*	0.0	0.0	5.6	0.0
Job Development	85.2	89.2	3.7	0.0	9.3	0.0*
Post-SE Services						
Access to Employment Counselor or Other Services Related to Employment	79.6	75.4	3.7	0.0	5.6	0.0
Access to Staff or Services that Support Life Stability	70.4	50.8*	5.6	0.0	13.0	15.4
Support Groups	38.9	52.3	3.7	7.7	33.3	30.8

Source: Checklist.

Note: Answers of don't know and refusals to answer are not included in this table.

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APPENDIX D
DATA COLLECTION INSTRUMENTS

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D.1. PARTICIPANTS

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D.1A. INTAKE QUESTIONS

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INTAKE QUESTIONS

INSTRUCTIONS TO INTAKE COUNSELOR. Please provide client's name and their case ID number (if the organization has one), date of intake, your organization, your location or site, and your name. Please ask each client the questions listed in Section A and provide your insights about the client in Section B after the intake form is complete. If the client is referred to a REDF-supported social enterprise, make sure Section C is completed by the appropriate person.

Name of Client: _____

Participant ID Number: _____ **(Organization's) Client ID Number:** _____

Organization: _____ **Intake site:** _____

Date: _____ **Name of Person Doing Intake:** _____

A. CLIENT INFORMATION

A1. What is your gender?

MARK ONE ONLY

- 1 Male
- 2 Female
- 3 Transgender male to female
- 4 Transgender female to male
- 5 Other *(Please specify)*

r Refused

A2. Are you Latino or Hispanic (of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture of origin)?

- 1 Yes
- 0 No
- r Refused

A3. What is your race (you may name more than one race)?

MARK ALL THAT APPLY

- 1 **American Indian or Alaskan Native**
(origins in any of the original peoples in North, Central, and South America, and who maintains tribal affiliation or community attachment)
- 2 **Asian**
(origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent)
- 3 **Black or African American**
(origins in any of the black racial groups of Africa)
- 4 **Native Hawaiian or other Pacific Islander**
(origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
- 5 **White**
(origins in any of the original peoples of Europe, the Middle East, or North Africa)
- 6 **Other** *(Please specify)*

r Refused

A4. What is your date of birth?

/
/

 Month Day Year

A5. What is your current marital status? Are you now...

MARK ONE ONLY

- 1 Married
- 2 In a domestic partnership
- 3 Separated
- 4 Divorced
- 5 Widowed
- 6 Single

A6. What was the highest level of school that you completed or the highest diploma or degree you received?

MARK ONLY ONE

- 1 Less than 9th grade
- 2 Some high school (no diploma)
- 3 High school graduate
- 4 High school diploma equivalent such as GED
- 5 Some college but no degree
- 6 Associate degree
(includes, associate degree in college occupational, vocational program, or associate degree in college academic program)
- 7 Bachelor's degree (for example, B.A., A.B., B.S.)
- 8 Graduate degree
(for example, Masters, M.D., J.D., Ph.D.)
- 9 Other (Please specify)

A7. Have you worked for pay sometime in the past...

Please consider both part-time and full-time jobs, as well as any self-employment jobs held for pay or profit.

	YES	NO	DON'T KNOW	REFUSED
--	-----	----	------------	---------

- | | | | | |
|--------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| a. week? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> | d <input type="checkbox"/> | r <input type="checkbox"/> |
| b. month? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> | d <input type="checkbox"/> | r <input type="checkbox"/> |
| c. 6 months? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> | d <input type="checkbox"/> | r <input type="checkbox"/> |
| d. year? | 1 <input type="checkbox"/> | 0 <input type="checkbox"/> | d <input type="checkbox"/> | r <input type="checkbox"/> |

A8. When was the last time you worked continuously for the same employer for at least 20 hours per week and at least 6 months? Please tell us the month and year you left that employment. Your best guess is fine.

/

 Month Year

A8a. If exact date is not known, about how many years ago was it?

YEARS AGO

A9. Was your housing temporary at some point in the past...

By temporary we mean without a fixed, regular, and adequate nighttime residence. Examples of temporary housing include an emergency shelter, transitional housing for the homeless, hospital or treatment center, jail or half-way house, group home, hotel paid for with emergency shelter voucher, or places not meant for human habitation such as the street or park.

	YES	NO	DON'T KNOW	REFUSED
a. week?	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>	r <input type="checkbox"/>
b. month?	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>	r <input type="checkbox"/>
c. 6 months?	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>	r <input type="checkbox"/>
d. year?	1 <input type="checkbox"/>	0 <input type="checkbox"/>	d <input type="checkbox"/>	r <input type="checkbox"/>

A10. How many people do you support financially or are responsible for their day-to-day activities? The people do not necessarily have to live with you.

PEOPLE

A11. Are you a U.S. military veteran?

MARK ONE ONLY

- 1 Yes, was on active duty in the past
- 2 Yes, was in training for reserves or National Guard
- 0 No
- r Refused

→ **GO TO A13**

A12. When did you serve on active duty in the U.S. Armed Forces?

Please mark EACH period that you served.

MARK ALL THAT APPLY

- 1 April 1995 or later
- 2 August 1990 to March 1995 (including Persian Gulf War)
- 3 September 1980 to July 1990
- 4 May 1975 to August 1980
- 5 Vietnam era (August 1964 to April 1975)
- 6 February 1955 to July 1964
- 7 Korean conflict (June 1950 to January 1955)
- 8 World War II (September 1940 to July 1947)
- 9 Some other time

A13. Have you ever been arrested?

Please include all arrests whether you were guilty or not.

- 1 Yes
- 0 No → END CLIENT INTERVIEW
- r Refused → END CLIENT INTERVIEW

A14. Have you ever been convicted and sentenced to go to jail or prison?

Please include any sentence you received, even if you did not serve any time.

- 1 Yes
- 0 No → END CLIENT INTERVIEW
- r Refused → END CLIENT INTERVIEW

A15. When was your most recent conviction? Please tell us the month and year you received that conviction. Your best guess is fine.

____/____/____
Month Year

A15a. If exact date is not known, about how many years ago was it?

____ YEARS AGO

After the intake is finished, please provide your insights about the client in Section B. If the client is referred to a REDF-supported social enterprise, make sure Section C is completed by the appropriate person.

B. INTAKE COUNSELOR ASSESSMENT

After the intake is complete, please provide your insights in this section.

B1. On a scale from 1 to 5, how much support does this individual need before performing well in a job in today's job market? Use 5 to indicate someone who needs no support and 1 to indicate someone who needs a lot of support.

Needs A Lot of Support					Needs No Support
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	

B2. Is this individual a native English speaker?

- 1 Yes → GO TO B3
- 0 No

B2a. If no, is the individual's English language fluency...

- 1 Good
- 2 Fair
- 3 Poor
- 4 Cannot determine

B3. Does this individual meet REDF's criteria for having income that lies below 200 percent of the federal poverty level (FPL)?

- 1 Yes
- 0 No
- d Don't know

B4. Did you refer this person for social enterprise employment?

MARK ONE ONLY

- 1 Yes, to a REDF-supported social enterprise
- 2 Yes, to a social enterprise not supported by REDF
- 0 No, referred to employment services
- 3 Other (Please specify)

If the client is referred to a REDF-supported social enterprise, make sure Section C is completed by the appropriate person.

C. SOCIAL ENTERPRISE STATUS

Social Enterprise Counselor: Please answer the following questions about the client.

C1. Please record the date the participant started social enterprise employment.

|_|_|/|_|_|/|_|_|_|_|
Month Day Year

If you don't know the day, please enter the month and year.

C2. Did this person meet REDF's criteria for social enterprise employment?

(worked 32 hours in 4 weeks)

Information can be obtained only after the individual starts social enterprise work. After 32 hours are worked, assuming it is during four weeks, mark yes. If after four weeks 32 hours have not been worked, mark No.

Yes, met hours

No, still working toward hours

No, failed to work 32 hours in 4 weeks

C2a. Please record the date the participant met REDF's criteria for social enterprise employment.

|_|_|/|_|_|/|_|_|_|_|
Month Day Year

D.1B. BASELINE SURVEY

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Reference No.: 40004

MATHEMATICA
Policy Research

Mathematica Job Study

Baseline Survey

March 22, 2012

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ALL

REQUIRED

INTERVIEWER: WHEN COMPLETING THIS SURVEY, PLEASE CHOOSE THE ANSWER CATEGORY THAT BEST FITS THE CLIENT’S ANSWER OR FILL IN THE BLANK PROVIDED.

INTERVIEWER: TO MOVE THROUGH THE SURVEY, PLEASE USE THE ‘START’ BUTTON BELOW’

1. Is this the Baseline or the Exit Survey?

- Baseline 1 Go to Baseline
- Exit..... 0 Go to Exit

ALL

REQUIRED

2. Thank you for participating in the Mathematica Job Study! The information you and other participants give us will be used to help us understand what it is like to work in a social enterprise.

The length of the survey is different for different people, but it usually takes about 25 minutes, depending on your answers. After you complete the survey, we will give you a magnet. If you get tired or need a break at any time, please let me know and you can come back later to finish the survey.

Everything you tell me will be kept strictly confidential and will not be shared with anyone but Mathematica. Mathematica will keep your responses in a secured location until after the study is completed. When the study is complete, the data will be destroyed. Only the researchers will be able to see information you provide and nothing will ever be said about you as an individual. Instead, information about you will be combined with information about everybody else in the study, so the researchers can say things like “30 percent of participants in enterprises funded by REDF found jobs within one year of leaving the enterprise.”

Your participation in the survey is completely voluntary. You can withdraw at any point without penalty or you can choose not to answer specific questions during the surveys. Your decision whether to participate in this survey will have no influence on any present or future benefits.

Some of the information you will be asked to provide in this survey will be used to help find you in the future so that you can continue to participate in the study. Any contact information that you provide, such as addresses, emails, or phone numbers, will not be used as part of the research, and will be used only to find you.

If you have any questions about the survey or if you would ever like to update your contact information please don’t hesitate to contact us. You can reach us by calling 1-866-205-4649 or e-mailing jobstudy@mathematica-mpr.com.

INTERVIEWER: PLEASE USE THE NEXT BUTTON TO MOVE TO THE NEXT PAGE AND BEGIN THE SURVEY.

SECTION 1: INTRODUCTION

ALL

NOT REQUIRED

I2. What is the participant's name?

PARTICIPANT'S FIRST NAME (STRING 50)

PARTICIPANT'S LAST NAME (STRING 50)

ALL

REQUIRED

I3. What is the name of the social enterprise the participant will be working in?

ORGANIZATION (STRING 50)

SECTION 2: EMPLOYMENT

ALL
REQUIRED

A1. In the last week did you work at a job for pay? Include both part-time and full-time jobs, as well as any self-employment jobs held for pay or profit.

- Yes..... 1 GO TO A3
- No 0
- DON'T KNOW/REFUSED 99

IF A1=0 OR 99
REQUIRED

A2. People say that they are not working for a number of reasons. The following are some of the reasons people sometimes give for not working. Please tell me all of the reasons why you are not currently working.

INTERVIEWER: HAND THE CLIENT THE CARD THAT LISTS THE RESPONSES BELOW. THEN MARK ALL THE ANSWERS THAT APPLY.

- A physical or mental condition prevents me from working 1 GO TO A5
- I cannot find a job that I am qualified for 2 GO TO A5
- I do not have reliable transportation to and from work 3 GO TO A5
- I am caring for someone else 4 GO TO A5
- I cannot find a job I want..... 5 GO TO A5
- I am waiting to finish school or a training program 6 GO TO A5
- Workplaces are not accessible to people with my disability..... 7 GO TO A5
- I do not want to lose benefits such as disability, worker's compensation, or Medicaid 8 GO TO A5
- Previous attempts to work have been discouraging..... 9 GO TO A5
- Others do not think I can work..... 10 GO TO A5
- Employers will not give me a chance to show that I can work 11 GO TO A5
- I lack skills..... 12 GO TO A5
- There are other reasons why I am not working 98 GO TO A2a
- DON'T KNOW/REFUSED 99 GO TO A5

IF A2=98

NOT REQUIRED

A2a. Please specify the other reason you are not currently working.

OTHER SPECIFY (STRING 300)

GO TO A5

IF A1=1

REQUIRED

A3. In the past week, did you have more than one job, including part time, evening, or weekend work? Please count work for an employment agency or as a consultant as one job.

- Yes..... 1
- No 0 GO TO A5
- DON'T KNOW/REFUSED 99 GO TO A5

IF A1=1 AND A3=1

NOT REQUIRED

A4. Altogether, how many jobs did you have IN THE LAST WEEK? Please count work for an employment agency or as a consultant as one job.

NUMBER OF JOBS

(RANGE 1-50)

ALL

NOT REQUIRED

A5. For the job at which you worked the most hours LAST WEEK what was the name of the employer where you worked? If you're not currently employed, what was the name of the employer where you worked most recently?

NAME OF EMPLOYER (STRING 70)

- Never worked..... 0 GO TO B1

A5 DOES NOT EQUAL 0

NOT REQUIRED

A6. What kind of business or industry is this company? What kinds of things do they do?

BUSINESS OR INDUSTRY (STRING 75)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A7. What kind of work do (did) you do, that is what is or was your occupation?

OCCUPATION (STRING 75)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A8. What are (were) your usual activities or duties at this job?

ACTIVITIES OR DUTIES (STRING 75)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A9. How did you find this job? How did you hear about it?

INTERVIEWER: HAND THE CLIENT THE CARD THAT LISTS THE RESPONSES BELOW.
THEN MARK ALL THE ANSWERS THAT APPLY.

- Recall by former employer..... 1
- State employer agency/state job service..... 2
- Private employment agency 3
- Friends/relatives/colleagues 4
- Want ads/newspaper/local paper 5
- Directly with employer 6
- Union 7
- Self-employed..... 8
- Through school 9
- Internet/internet job service/TV/Craig's list..... 10
- Other (SPECIFY)..... 98

Specify (STRING 75)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A10. How difficult is/was it for you to take an hour or two off during work hours at this job to take care of personal or family matters?

- Not difficult at all 1
- Not too difficult 2
- Somewhat difficult 3
- Very difficult 4

A5 DOES NOT EQUAL 0

NOT REQUIRED

A11. Please rate how satisfied you are (were) with this job with respect to each of the following. Would you say you are (were) very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied with...

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
a. Your salary (the amount of money you made)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. The benefits you received	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. The type of work you did	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. The number of hours you worked	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Where the job was located	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. How secure you felt in keeping the job	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. The opportunities for you to move up in the company	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. How much it challenged you intellectually	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. The level of responsibility you were given	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. How much independence you had in your work	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
k. How much the job contributed to society	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
l. Getting feedback about how well you were doing the job	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
m. Getting the support you needed	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

A5 DOES NOT EQUAL 0

NOT REQUIRED

A12. Altogether, how many jobs, other than the one you just told me about, did you have IN THE LAST YEAR? Please count work for an employment agency or as a consultant as one job.

INTERVIEWER: IF THE ONLY JOB THE CLIENT HELD WAS THE ONE THEY JUST TOLD YOU ABOUT, ENTER 0 HERE.

NUMBER OF JOBS
(RANGE 0-50)

PROGRAMMER SKIP BOX 1

IF A12=0 GO TO B1

IF A12 GT 0 GO TO A13

IF A12 GT 0 AND A5 DOES NOT EQUAL 0

NOT REQUIRED

A13. Other than the job you have just told me about, where else have you worked in the past year? Include any self-employment and any other current jobs.

INTERVIEWER: LIST THE MOST RECENT JOB FIRST, NOT INCLUDING THE MAIN JOB, WHICH IS THE JOB THEY JUST TOLD YOU ABOUT WHERE THEY WORKED THE MOST HOURS.

INTERVIEWER: ALTHOUGH THERE ARE FIVE SPACES BELOW, ONLY ENTER RESPONSES FOR THE NUMBER OF JOBS THE CLIENT HELD.

INTERVIEWER: IF THE CLIENT HELD MORE THAN FIVE ADDITIONAL JOBS, ONLY ENTER THE FIVE MOST RECENT JOBS BELOW.

JOB 2 (STRING 60)

JOB 3 (STRING 60)

JOB 4 (STRING 60)

JOB 5 (STRING 60)

JOB 6 (STRING 60)

PROGRAMMER BOX 1

PLEASE INCORPORATE QUESTIONS A14 THROUGH A20 INTO A GRID WITH 5 COLUMNS SO THAT PARTICIPANTS CAN FILL OUT JOB INFORMATION FOR THE 5 JOBS THEY'VE NAMED. SO JOB NAMES FROM QUESTION A13 SHOULD APPEAR AT THE TOP OF THE COLUMN. THE COLUMN HEADERS SHOULD BE FILLS WITH THE NAME OF EACH OF THE EMPLOYERS. THE FOLLOWING TEXT SHOULD BE INCLUDED AT THE BEGINNING OF THE GRID:

"INTERVIEWER: PLEASE ASK THE CLIENT EACH OF THE QUESTIONS BELOW FOR EACH OF THE JOBS THEY HAVE HELD IN THE PAST YEAR, NOT INCLUDING THE MAIN JOB THEY TOLD YOU ABOUT EARLIER."

A5 DOES NOT EQUAL 0

NOT REQUIRED

A14. How many hours per week, including regular overtime hours did you usually work on this job?

HOURS PER WEEK
(RANGE 0-100)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A15. When did you start working at this job? Your best guess is fine.

START DATE
MONTH YEAR
(JAN-DEC) (1940-2013)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A16. Was this employer subsidized?

Did they receive funding from an outside source (e.g., grant funding, federal, state, or local government funding) to supplement your employment?

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

A5 DOES NOT EQUAL 0

NOT REQUIRED

A17. Was this job at a social enterprise?

Did they provide you with support services like a case manager or employment counselor while you were working there?

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

A5 DOES NOT EQUAL 0

NOT REQUIRED

A18. Was health insurance or membership in an HMO or PPO plan or any other health care service available to you at this job?

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

A5 DOES NOT EQUAL 0

NOT REQUIRED

A19. If you are not currently working at this job, when did you stop working at this job? Your best guess is fine.

INTERVIEWER: IF CLIENT IS CURRENTLY WORKING AT THE JOB, DO NOT ENTER A RESPONSE TO THIS QUESTION.

STOP DATE
MONTH YEAR
(JAN-DEC) (1940-2013)

A5 DOES NOT EQUAL 0

NOT REQUIRED

A20. What was the main reason this job ended? Was it because...

- You are still employed 1
- You were laid off 2
- You retired 3
- You were discharged or fired 4
- You quit 5
- Other reason (SPECIFY) 98

Specify (STRING (NUM))

A5 DOES NOT EQUAL 0

NOT REQUIRED

A21. If necessary, please specify the other reason this job ended.

WHY POSITION ENDED (STRING 300)

SECTION 3: RECIDIVISM

ALL

REQUIRED

B1. How many times have you been arrested in your life?

INTERVIEWER: IF RESPONDENT ANSWERS DON'T KNOW OR REFUSED PLEASE ENTER 99.

NUMBER OF ARRESTS
(RANGE 0-100)

IF 0 OR 99 GO TO C1

IF B1 GT 0 AND B1 LT 99

NOT REQUIRED

B2. Have you ever been in jail or prison?

INTERVIEWER: IF YOU ARE PART OF CEO, CHOOSE YES AND DO NOT ASK RESPONDENT THIS QUESTION.

- Yes..... 1
- No 0 GO TO C1
- DON'T KNOW/REFUSED 99 GO TO C1

IF B1 GT 0 AND B1 LT 99 OR B2=1

REQUIRED

B3. Have you ever been convicted and sentenced to jail or prison?

Please include any sentence you received, even if you did not serve any time.

INTERVIEWER: IF YOU ARE PART OF CEO, CHOOSE YES AND DO NOT ASK RESPONDENT THIS QUESTION.

- Yes..... 1
- No 0 GO TO C1
- DON'T KNOW/REFUSED 99 GO TO C1

IF B3=1

NOT REQUIRED

B4. When was your most recent conviction? Your best guess is fine.

CONVICTION MONTH AND YEAR
Month Year
(JAN-DEC) (1940-2013)

IF B3=1

NOT REQUIRED

B5. Please think about all the prison sentences you've ever received.

Please tell us the total length of those prison sentences, even if you did not serve all of them.

PROBE: Your best guess is fine.

NUMBER OF
(RANGE 1-365)

- Days..... 1
- Weeks..... 2
- Months..... 3
- Years..... 4
- DON'T KNOW/REFUSED 99

IF B3=1

REQUIRED

B6. Are you currently on probation or parole?

INTERVIEWER: IF YOU ARE PART OF CEO, CHOOSE YES AND DO NOT ASK RESPONDENT THIS QUESTION.

- Yes..... 1
- No 0 GO TO C1
- DON'T KNOW/REFUSED 99 GO TO C1

IF B6=1

NOT REQUIRED

B7. How long will you be in touch with your parole or probation officer?

NUMBER OF
(RANGE 1-365)

- Days..... 1
- Weeks..... 2
- Months..... 3
- Years..... 4
- DON'T KNOW/REFUSED 99

SECTION 4: LIFE STABILITY

ALL
NOT REQUIRED

C1. Before coming in for services at this organization did you have any bank accounts, including a checking account?

- Yes..... 1
- No 0

ALL
NOT REQUIRED

C2. What is your best guess of your total monthly earnings (money from work)?
We would like to know how much you made before taxes and other deductions.
Please include tips, commissions, and overtime pay.

If you held more than one job, include your total earnings from all your jobs during the past month. Your best estimate is fine.

TOTAL MONTHLY EARNINGS
(RANGE 0 to 10,416)

IF C2 GT \$10, 416 OR LT \$100
NOT REQUIRED

C2a. You selected <FILL C2> as your total monthly earnings. If this is wrong, please click the back button (below) and change it.

ALL
NOT REQUIRED

C3. What was the total amount you received in Earned Income Tax Credit (EITC) last year?

PROBE: Your best guess is fine.

INTERVIEWER: ENTER 0 IF THE CLIENT DID NOT RECEIVE ANY EITC.

EITC LAST YEAR
(RANGE 0 to 20,000)

ALL

NOT REQUIRED

C4. Before coming in for services at this organization, did you receive any benefits or income from the following sources.

If you did receive benefits or income from the source, please tell me the amount you received per month.

	YES	NO	IF YES
			TOTAL AMOUNT PER MONTH
a. Food Stamp or SNAP benefits?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
b. Welfare programs such as TANF, General Assistance or GA, CAL Works, or Safety Net?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
c. SSI, SSDI, or other disability benefits?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
d. Social Security or pension benefits?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
e. Unemployment Insurance benefits or UI?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
f. WIC benefits?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
g. Worker's Compensation benefits?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
h. Alimony, child support, or rent payments?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
i. Interest and/or dividends?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
j. Money from friends or relatives?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
k. Non-monetary support from friends or relatives (for example food, rent support, help paying bills)?	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
l. Any other income sources? (SPECIFY)	1 <input type="radio"/>	0 <input type="radio"/>	<input type="text"/>
<input type="text"/>			

ALL
NOT REQUIRED

C5. In general would you say your physical health is...

- Excellent, 1
- Very good, 2
- Good, 3
- Fair, or 4
- Poor? 5

ALL
NOT REQUIRED

C6. During the past 7 days, how often did you feel distressed or bothered by the following feelings—never, a little bit, moderately, quite a bit, or extremely often?

	NEVER	A LITTLE BIT	MODERATELY	QUITE A BIT	EXTREMELY OFTEN
a. Feeling no interest in things	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. Feeling lonely	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. Feeling blue	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Feelings of worthlessness	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. Feeling hopeless about the future	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. Thoughts of ending your life	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL
REQUIRED

C7. Do you now have an emotional or other health condition that limits the amount or type of work you could do?

- Yes 1
- No 0 GO TO C9
- DON'T KNOW/REFUSED 99 GO TO C9

IF C8=1
NOT REQUIRED

**C8. What condition is the main reason you are limited?
By what name do doctors call your health condition?**

NAME OF CONDITION (STRING 200)

ALL

NOT REQUIRED

C9. In the past twelve months, how frequently did you have four or more drinks in one day?

TIMES

- Never 0 GO TO C11
- DON'T KNOW/REFUSED 99 GO TO C11

IF C9 DOES NOT EQUAL 'NEVER' OR 'DON'T KNOW/REFUSED'

NOT REQUIRED

C10. In the past twelve months was there ever a time when your drinking or being hung over interfered with your job, school, or home life?

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

ALL

NOT REQUIRED

C11. In the past twelve months have you been in counseling or therapy for alcohol problems?

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

ALL

NOT REQUIRED

C12. In the past twelve months, how often did you smoke marijuana or hashish (pot, grass, hash)?

TIMES

- Never 0
- DON'T KNOW/REFUSED 99

ALL

NOT REQUIRED

C13. In the past twelve months, how often did you use any hard drugs such as heroin, cocaine, or LSD?

TIMES

- Never 0
- DON'T KNOW/REFUSED 99

ALL

NOT REQUIRED

C14. In the past twelve months have you been in counseling or therapy for drug problems?

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

ALL

NOT REQUIRED

C15. Please tell me if you spent the night at each of the following places during the last week, the last month, the last six months, the last year and more than one year ago. If you never stayed at the place, please say never.

INTERVIEWER: HAND THE CLIENT THE CARD THAT LISTS THE RESPONSES BELOW AND FOR EACH ROW, MARK THE ANSWER THAT APPLIES.

	LAST WEEK	LAST MONTH	LAST SIX MONTHS	LAST YEAR	MORE THAN ONE YEAR AGO	NEVER
a. Emergency shelter, including hotel or motel voucher paid for by a social service or charitable organization	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
b. Transitional housing for homeless persons	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
c. Permanent supportive housing for formerly homeless persons	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
d. Psychiatric hospital or other psychiatric facility	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
e. Substance abuse treatment facility, rehabilitation center, or other detox facility	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
f. Hospital (non-psychiatric) (because you did not have a fixed, regular nighttime residence)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
g. Jail, prison or juvenile detention facility	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
h. Half-way house or three-quarter-way home for persons with criminal offenses	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
i. Room, apartment or house that you rent	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
j. Apartment or house that you own	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
k. In a friend's or family member's room, apartment or house (because you did not have a fixed, regular nighttime residence)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
l. Hotel or motel paid for without emergency shelter voucher (because you did not have a fixed, regular nighttime residence)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
m. Foster care home or foster care group home	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
n. Group home or other supervised residential care facility (because you did not have a fixed, regular nighttime residence)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
o. Street, car, park, other place outside (because you did not have a fixed, regular nighttime residence)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
p. Other (SPECIFY)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>	0 <input type="radio"/>
<div style="border: 1px solid black; height: 20px; width: 100%;"></div>						

ALL

NOT REQUIRED

C16. Please tell me if the following statements are very much like you, mostly like you, somewhat like you, not much like you or not like you at all.

	VERY MUCH LIKE ME	MOSTLY LIKE ME	SOME- WHAT LIKE ME	NOT MUCH LIKE ME	NOT LIKE ME AT ALL
a. I have overcome setbacks to conquer an important challenge	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. New ideas and projects sometimes distract me from previous ones	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. My interests change from year to year	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. Setbacks don't discourage me	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. I have been obsessed with a certain idea or project for a short time but later lost interest	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. I am a hard worker	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. I often set a goal but later choose to pursue a different one	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. I have difficulty maintaining my focus on projects that take more than a few months to complete	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
i. I finish whatever I begin	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
j. I have achieved a goal that took years of work	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
k. I become interested in new pursuits every few months	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
l. I am diligent	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

SECTION 5: FACILITATING FACTORS

ALL
REQUIRED

F1. Have you participated in any education and training programs and courses that were supposed to lead to a degree, certificate or license?

PROBE: Please include training programs that helped you learn job skills or prepare for an occupation, as well as general educational programs, such as college, regular high school, or GED courses.

- Yes..... 1
- No 0 GO TO F13
- DON'T KNOW/ REFUSED 99 GO TO F13

IF F1=1
NOT REQUIRED

F2. How many different education and training programs have you participated in?

NUMBER OF EDUCATION AND TRAINING PROGRAMS
(RANGE 1-30)

IF F1=1
REQUIRED

F3. Are you currently participating in any of these programs?

- Yes..... 1
- No 0 GO TO F5 and Grid 1-3
- DON'T KNOW/REFUSED 99 GO TO F5 and Grid 1-3

IF F3=1
NOT REQUIRED

F3A. In how many training and education programs are you currently participating?

NUMBER OF EDUCATION AND TRAINING PROGRAMS
(RANGE 0-30)

IF F3 =1

NOT REQUIRED

F4. What are the names of the programs in which you are currently participating?

INTERVIEWER: IF THERE ARE MORE THAN THREE PROGRAMS MENTIONED, ASK CLIENT TO TELL YOU THE NAMES OF THE THREE PROGRAMS WHERE THEY DEVOTED THE MOST TIME.

PROGRAM 1 (STRING 60)

PROGRAM 2 (STRING 60)

PROGRAM 3 (STRING 60)

IF F2 GT 0

NOT REQUIRED

F5. What are the names of the other programs in which you have participated?

INTERVIEWER: IF THERE ARE MORE THAN THREE PROGRAMS MENTIONED, ASK CLIENT TO TELL YOU THE NAMES OF THE THREE PROGRAMS WHERE THEY DEVOTED THE MOST TIME.

PROGRAM 4 (STRING 60)

PROGRAM 5 (STRING 60)

PROGRAM 6 (STRING 60)

Did not participate in any other programs 0

PROGRAMMER BOX 2

PLEASE INCORPORATE QUESTIONS F6 THROUGH F10 INTO A GRID WITH 6 COLUMNS SO THAT PARTICIPANTS CAN FILL OUT TRAINING PROGRAM INFORMATION FOR THE 6 TRAINING PROGRAMS THEY'VE NAMED. THE COLUMN HEADERS SHOULD BE FILLS WITH THE NAME OF EACH OF THE TRAINING PROGRAMS. THE FOLLOWING TEXT SHOULD BE INCLUDED AT THE BEGINNING OF THE GRID:

F6 - F10. (Program 1 - 3)

F6 - F10. (Program 4 - 6)

“INTERVIEWER: PLEASE ASK THE CLIENT THE QUESTIONS BELOW FOR EACH OF THE PROGRAMS THEY JUST TOLD YOU ABOUT.”

IF F1=1

NOT REQUIRED

F6. Did you complete this program?

- Yes..... 1
- No 0

IF F1=1

NOT REQUIRED

F7. What is the name of the certificate, degree, or license you received for completion of this program?

NAME OF CERTIFICATE (STRING 75)

IF F1=1

NOT REQUIRED

F8. Is that a certificate, a license, or degree?

- Certificate..... 1
- License 2
- Degree 3
- Other (SPECIFY BELOW)..... 98

Specify (STRING (NUM))

ALL

NOT REQUIRED

F8A. If necessary, please specify the other type of certificate, license, or degree:

PROGRAM TYPE (STRING 300)

IF F1=1

NOT REQUIRED

F9. What kind of work is this certificate, degree, or license for? That is, what kind of job would you be prepared to do?

KIND OF WORK (STRING 100)

IF F1=1

NOT REQUIRED

F10. What was the major subject or field of study for this certificate, degree, or license?

MAJOR SUBJECT

PROGRAMMER BOX 3
END GRID

ALL

NOT REQUIRED

F13. Think about work in general, please tell me how much you agree or disagree with the following statements. Do you strongly agree, agree, neither agree nor disagree, disagree, or strongly disagree?

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE
a. A job is just a way of earning money – no more	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. I would enjoy having a paid job even if I did not need the money	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL

NOT REQUIRED

F14. How important do you think the following qualities are in a job: very important, important, neither important nor unimportant, not important, not important at all.

How important is...

	VERY IMPORTANT	IMPORTANT	NEITHER IMPORTANT NOR UNIMPORTANT	NOT IMPORTANT	NOT IMPORTANT AT ALL
a. ...job security?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
b. ...high income?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
c. ...good opportunities for advancement?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
d. ...an interesting job?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
e. ...a job that allows someone to work independently?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
f. ...a job that allows someone to help other people?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
g. ...a job that is useful to society?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>
h. ...a job that allows someone to decide their times or days of work?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	5 <input type="radio"/>

ALL

NOT REQUIRED

F15. In 5 years, do you think you will...

	YES	NO	MAYBE	DON'T KNOW/REFUSED
a. Have continued your education or undertaken additional job training?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
b. Own or rent your own home or apartment?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
c. Be established in a career?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
d. Be in good mental health?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
e. Be in good physical health?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
f. Be economically self sufficient?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
g. Rarely drink alcohol and use drugs?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
h. Be removed from illegal activity?	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>
i. Other (SPECIFY)	1 <input type="radio"/>	0 <input type="radio"/>	2 <input type="radio"/>	99 <input type="radio"/>

ALL

NOT REQUIRED

F17. Do you have the ability to use each of the following skills in a job?

	YES	NO	DON'T KNOW/REFUSED
a. Use math or numbers in any way (e.g., measure or weigh things, count things, work with money)	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
b. Use addition or subtraction	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
c. Use multiplication or division	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
d. Do math using fractions, decimals, or percentages	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
e. Use simple algebra to solve for unknown variables	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
f. Use more advanced algebra to solve complex equations	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
g. Read anything in English at work, even very short notes or instructions	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
h. Read anything in English at least one page long, including notes, memos, reports, or letters	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
i. Read anything in English at least 5 pages long	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
j. Read articles or reports in trade magazines, newsletters, or newspapers in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
k. Read articles in scholarly, scientific publications, or professional journals in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
l. Read instruction manuals or other reference materials in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
m. Read work-related books in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
n. Read bills or invoices in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
o. Write anything in English at work, even very short notes or instructions only a few sentences long	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
p. Write anything in English at least one page long, including notes, memos, reports, or letters	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
q. Write anything in English at least 5 pages long	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
r. Write articles or reports for magazines, newspapers, or newsletters in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
s. Write books or articles for scholarly, scientific, or professional journals in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>
t. Fill out bills or invoices in English	1 <input type="radio"/>	0 <input type="radio"/>	99 <input type="radio"/>

SECTION 6: DEMOGRAPHICS

ALL
NOT REQUIRED

D1. What is your current marital status—are you now...

- Married**,..... 1
- In a domestic partnership**,..... 2
- Separated**, 3
- Divorced** 4
- Widowed, or** 5
- Single?**..... 6

ALL
REQUIRED

D2. How many people do you have where you hold financial responsibility for them or where you are responsible for their day-to-day activities? In other words, how many dependents do you have? The person or people do not necessarily need to live with you.

INTERVIEWER: ENTER 0 IF THE RESPONDENT HAS NO DEPENDENTS

INTERVIEWER: ENTER 99 IF THE RESPONDENT SAYS DON'T KNOW OR REFUSES TO ANSWER THE QUESTION.

INTERVIEWER: IF THERE ARE MORE THAN FIFTEEN DEPENDENTS MENTIONED, ENTER 15 IN THE SPACE BELOW AND TELL THE CLIENT THE NEXT QUESTIONS WILL ASK ABOUT THE FIFTEEN DEPENDENTS FOR WHOM THEY HAVE THE BIGGEST FINANCIAL RESPONSIBILITY.

NUMBER OF PEOPLE

IF 0 or 99, GO TO D3

(RANGE 0-15)

PROGRAMMER BOX 4

PLEASE INCORPORATE QUESTIONS D2A THROUGH D2F INTO A GRID WITH 5 COLUMNS. THE COLUMNS WILL APPEAR ACROSS 3 SCREENS SO THAT PARTICIPANTS CAN FILL OUT INFORMATION FOR THE 15 HOUSEHOLD MEMBERS THEY'VE NAMED. THE COLUMN HEADERS SHOULD BE "PERSON 1," "PERSON 2," ETC.

TOP OF GRID SHOULD READ "INTERVIEWER: PLEASE ASK THE CLIENT EACH OF THE QUESTIONS BELOW FOR EACH DEPENDENT THEY TOLD YOU ABOUT"

IF D2 GT 0 AND D2 DOES NOT EQUAL 99

NOT REQUIRED

D2a. What is their relationship to you?

- Spouse/partner 1
- Boyfriend/girlfriend..... 2
- Child (natural, step, or custodial)..... 3
- Parent or stepparent..... 4
- Grandparent, aunt, uncle,..... 5
- Sibling (brother or sister) 6
- Nephew or niece, cousin 7
- Grandchild 8
- Other relative or in-law 9
- Non-relative (including roomer or boarder) 10
- Other (SPECIFY)..... 98

Specify (STRING (NUM))

D2 DOES NOT EQUAL 99

NOT REQUIRED

D2A1. If necessary, please specify their relationship to you:

RELATIONSHIP (STRING 300)

IF D2 GT 0 AND D2 DOES NOT EQUAL 99

NOT REQUIRED

D2b. Are they male or female?

- Male 1
- Female..... 2

IF D2 GT 0 AND D2 DOES NOT EQUAL 99

NOT REQUIRED

D2c. Approximately how old are they?

YEARS OLD
(RANGE 0-99)

IF D2 GT 0 AND D2 DOES NOT EQUAL 99

NOT REQUIRED

D2d. Are you financially responsible for them, responsible for their day-to day activities, or both?

- Financially responsible 1
- Responsible for day-to-day activities..... 2
- Both 3

IF D2 GT 0 AND D2 DOES NOT EQUAL 99

NOT REQUIRED

D2e. What type of health insurance plans are they currently covered by?

INTERVIEWER: IF RESPONDENT CHOOSES MORE THAN ONE, SELECT ONE RESPONSE IN THE DROP DOWN MENU AND WRITE THE OTHER CHOICES BELOW IN D2f.

- Currently not covered by any health insurance 1
 - Medicaid/Medicare 2
 - An employer or union sponsored health plan 3
 - Military health care 4
 - Other government health plan (SPECIFY) 5
- Specify (STRING (NUM))
- Insurance purchased directly from an insurer 6
 - Other type of health insurance (SPECIFY) 98
- Specify (STRING (NUM))
- DON'T KNOW/REFUSED 99

IF D2 GT 0 AND D2 DOES NOT EQUAL 99

NOT REQUIRED

D2f. If necessary, please specify the type of health insurance.

HEALTH INSURANCE (STRING 100)

PROGRAMMER BOX 5

END GRID

ALL

NOT REQUIRED

D3. What kind of health insurance plans are YOU currently covered by?

INTERVIEWER: MARK ALL THAT APPLY

- Not currently covered by health insurance 1
- Medicaid/Medicare 2
- An employer or union sponsored health plan 3
- A government program other than Medicaid or Medicare 4
- Military health care 5
- Insurance purchased directly from an insurer 4
- Some other type of health insurance (SPECIFY IN NEXT QUESTION) 98
- Don't know 99

ALL

NOT REQUIRED

D3a. If necessary, please specify the type of health insurance.

HEALTH INSURANCE (STRING 100)

SECTION 7: LOCATING

We would like to contact you again in the future to see how you are doing and update our information. This information is completely voluntary and you may choose not to answer specific questions without penalty. Your decision whether to answer these questions will have no influence on any present or future benefits from [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3].

ALL
NOT REQUIRED

L1. We would like to start by collecting information about how we might contact you. What is your address?

(STRING 50)
Street Address 1 *(Include apartment number)*

(STRING 50)
Street Address 2

(STRING 50)
City

(STRING 2)
State

(STRING 5)
Zip

ALL
REQUIRED

L2. Are there any other names people call you?

- Yes..... 1
- No 0 GO TO L3
- DON'T KNOW/REFUSED 99 GO TO L3

IF L2=1
NOT REQUIRED

L2a. Please tell me those names.

ALTERNATIVE NAMES (STRING 200)

ALL

NOT REQUIRED

L3. Please give me your telephone number, area code first and email address, if you have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

ALL

REQUIRED

L4. Do you have another phone number or e-mail address?

- Yes..... 1
- No 0 GO TO L5a
- DON'T KNOW/REFUSED 99 GO TO L5a

IF L4=1

NOT REQUIRED

L5. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

ALL

NOT REQUIRED

L5a. We would like to collect information about how we may contact you. Are your benefit checks or other mail sent to the address you just provided?

- Yes..... 1 GO TO L14a
- No 0
- DON'T KNOW/REFUSED 99 GO TO L14a

L5a=1

NOT REQUIRED

L6. Where are your benefit checks or other mail sent?

(STRING 50)

Street Address 1 *(Include apartment number)*

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF C15a, b, c, f, g, h, k, l, m, n, o= 1, 2, 3, or 4

NOT REQUIRED

L8. In case we have trouble reaching you, could you provide us with the name, address, and phone number of places you have stayed over the past year?

What is the name of the place you stayed most of the time last year?

HOUSING (STRING 200)

DON'T KNOW/REFUSED 99 GO TO L14a

IF C15a, b, c, f, g, h, k, l, m, n, o= 1, 2, 3, or 4 AND L8 DOES NOTE EQUAL 99

NOT REQUIRED

L9. What is the address there?

(STRING 50)

Street Address 1 *(Include apartment number)*

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF C15a, b, c, f, g, h, k, l, m, n, o= 1, 2, 3, or 4 AND L8 DOES NOTE EQUAL 99

NOT REQUIRED

L10. What is their telephone number, area code first?

TELEPHONE NUMBER

IF C15a, b, c, f, g, h, k, l, m, n, o= 1, 2, 3, or 4 AND L8 DOES NOTE EQUAL 99

REQUIRED

L11. Are there any other places that you have frequently stayed in over the past 12 months?

- Yes..... 1
- No 0 GO TO L14a
- DON'T KNOW/REFUSED 99 GO TO L14a

IF L11=1

NOT REQUIRED

L12. What is the name of that place?

HOUSING (STRING 200)

IF L11=1

NOT REQUIRED

L13. What is the address there?

(STRING 50)

Street Address 1 (Include apartment number)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF L11=1

NOT REQUIRED

L14. What is their telephone number, area code first?

TELEPHONE NUMBER

ALL

NOT REQUIRED

L14A. In case we have trouble reaching you, could you also provide us with the names, addresses, and phone numbers of three close relatives or friends who are not living with you and are likely to know your location in the future. For example, the individuals could be your mother, father, brother, sister, aunt, uncle, or close friend. Do you have any individuals for whom you can provide contact information?

- Yes..... 1
- No 0 GO TO L30

L14A=1

NOT REQUIRED

L15. What is the name and address of your first contact person?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (*Include apartment number*)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

L14A=1

NOT REQUIRED

L16. Please give me their telephone number, area code first and email address if they have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L14A=1

REQUIRED

L17. Do you have another phone number or e-mail address for this person?

- Yes..... 1
- No 0 GO TO L19
- DON'T KNOW/REFUSED 99 GO TO L19

L14A=1 AND L17=1

NOT REQUIRED

L18. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L14A=1

NOT REQUIRED

L19. How are they related to you, if at all?

- Spouse/partner 1
- Mother..... 2
- Father 3
- Son or daughter 4
- Grandparent..... 5
- Brother/sister 6
- Aunt/uncle..... 7
- Other relative 8
- Not related 9
- Staff at residence..... 10

L14A=1

NOT REQUIRED

L19A. Do you have a second contact person?

- Yes..... 1
- No 0 GO TO L30

L19A=1

NOT REQUIRED

L20. What is the name and address of your second contact person?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (Include apartment number)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

L19A=1

NOT REQUIRED

L21. Please give me their telephone number, area code first and email address if they have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L19A=1

REQUIRED

L22. Do you have another phone number or e-mail address for this person?

- Yes..... 1
- No 0 GO TO L24
- DON'T KNOW/REFUSED 99 GO TO L24

L19A=1 AND L22=1

NOT REQUIRED

L23. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L19A=1

NOT REQUIRED

L24. How are they related to you, if at all?

- Spouse/partner 1
- Mother..... 2
- Father 3
- Son or daughter 4
- Grandparent..... 5
- Brother/sister 6
- Aunt/uncle..... 7
- Other relative 8
- Not related 9
- Staff at residence..... 10

L19A=1

NOT REQUIRED

L24A. Do you have a third contact person?

- Yes..... 1
- No 0 GO TO L30

L24A=1

NOT REQUIRED

L25. What is the name and address of your third contact person?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (*Include apartment number*)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

L24A=1

NOT REQUIRED

L26. Please give me their telephone number, area code first and email address if they have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L24A=1

REQUIRED

L27. Do you have another phone number or e-mail address for this person?

- Yes..... 1
- No 0 GO TO L29
- DON'T KNOW/REFUSED 99 GO TO L29

L24A=1 AND L27=1

NOT REQUIRED

L28. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L24A=1

NOT REQUIRED

L29. How are they related to you, if at all?

- Spouse/partner 1
- Mother..... 2
- Father 3
- Son or daughter 4
- Grandparent..... 5
- Brother/sister 6
- Aunt/uncle 7
- Other relative 8
- Not related 9
- Staff at residence..... 10

ALL

REQUIRED

L30. Do you have a place that you regularly visit or hang out? For example, do you regularly hang out at a community center, coffee shop, soup kitchen, rec center, food bank, church, or rapid food distribution program?

- Yes..... 1
- No 0 GO TO L33
- DON'T KNOW/REFUSED 99 GO TO L33

IF L30=1

NOT REQUIRED

L31. Please tell me the name of this place.

NAME (STRING 75)

IF L30=1

NOT REQUIRED

L32. What is the address of this place?

(STRING 50)
Street Address 1 (*Include apartment number*)

(STRING 50)
Street Address 2

(STRING 50)
City

(STRING 2)
State

(STRING 5)
Zip

IF B6=1

NOT REQUIRED

L33. Finally, in case we have trouble reaching you, could you provide us with the name, address, phone number, and email address of your parole or probation officer? This information is completely voluntary.

What is the name and address of your parole or probation officer?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (*Include apartment number*)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF B6=1

NOT REQUIRED

L34. What is your parole or probation officer's telephone number?

TELEPHONE NUMBER

IF B6=1

NOT REQUIRED

L35. What is your parole or probation officer's cell phone number and e-mail address?

CELL PHONE NUMBER

E-MAIL ADDRESS

Thank you very much for your time. We appreciate your help.

L36. INTERVIEWER: PLEASE ENTER HOW MANY MINUTES IT TOOK YOU TO COMPLETE THIS SURVEY. YOUR BEST GUESS IS FINE.

INTERVIEWER: PLEASE PUSH THE 'FINISH' BUTTON TO COMPLETE THE SURVEY.

MINUTES
(0-240)

D.1C. EXIT SURVEY

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Reference No.: 40004

MATHEMATICA
Policy Research

MATHEMATICA JOB STUDY

Exit Survey

March 22, 2012

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ALL

REQUIRED

INTERVIEWER: WHEN COMPLETING THIS SURVEY, PLEASE CHOOSE THE ANSWER CATEGORY THAT BEST FITS THE CLIENT’S ANSWER OR FILL IN THE BLANK PROVIDED.

INTERVIEWER: TO MOVE THROUGH THE SURVEY, PLEASE USE THE ‘START BUTTON’

1. Is this the Baseline or the Exit Survey?

- Baseline 1 Go to Baseline
- Exit..... 0 Go to Exit

ALL

REQUIRED

2. Thank you for participating in the Mathematica Job Study! The information you give us will be used to help us understand what it is like to work in a social enterprise.

The length of the survey is different for different people, but it usually takes about 25 minutes, depending on your answers. In appreciation for your time, we will give you a \$20 gift card. If you get tired or need a break at any time, please tell me and you can come back later to finish the survey.

Everything you tell the research team at Mathematica will be kept strictly confidential and will not be shared with any agency. Mathematica will keep your responses in a secured location until after the study is completed. When the study is complete, the data will be destroyed. Only the researchers will be able to see information you provide and nothing will ever be said about you as an individual. Instead, information about you will be combined with information about everybody else in the study, so the researchers can say things like “30 percent of participants in enterprises funded by REDF found jobs within one year of leaving the enterprise.”

Your participation in the survey is completely voluntary. You can withdraw at any point without penalty or you can choose not to answer specific questions during the surveys. Your decision whether to participate in this survey will have no influence on any present or future benefits.

Some of the information you will be asked to provide in this survey will be used to help find you in the future so that you can continue to participate in the study. Any contact information that you provide, such as addresses, emails, or phone numbers, will not be used as part of the research, and will be used only to find you.

If you have any questions about the survey or if you would ever like to update your contact information please don’t hesitate to contact us. You can reach us by calling 1-866-205-4649 or e-mailing jobstudy@mathematica-mpr.com.

INTERVIEWER: PLEASE USE THE NEXT BUTTON TO MOVE TO THE NEXT PAGE AND BEGIN THE SURVEY.

SECTION 1: INTRODUCTION

ALL
NOT REQUIRED

I2. What is the participant's name?

<input type="text"/>	PARTICIPANT'S FIRST NAME (STRING 50)
----------------------	--------------------------------------

<input type="text"/>	PARTICIPANT'S LAST NAME (STRING 50)
----------------------	-------------------------------------

ALL
NOT REQUIRED

I3. What is the name of the social enterprise in which the participant worked?

<input type="text"/>	SOCIAL ENTERPRISE (STRING 50)
----------------------	-------------------------------

ALL
REQUIRED

I1a. Is the individual who worked at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] completing the survey?

- Yes..... 1 GO TO A1
- No 0

PROGRAMMER: IF I1a=0, ASK PROXY QUESTIONS ONLY

IF I1=0
NOT REQUIRED

I1b. What is the name of the proxy completing the survey?

Please note that all questions will still be phrased as if you are the respondent.

<input type="text"/>	PROXY'S FIRST NAME (STRING 50)
----------------------	--------------------------------

<input type="text"/>	PROXY'S LAST NAME (STRING 50)
----------------------	-------------------------------

SECTION 2: WORKING AT [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

A1. How many hours per week, including regular overtime hours did you usually work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

(PROXY)

HOURS PER WEEK
(0-80)

IF A1 GT 80
FILL A1
NOT REQUIRED

A1a. You entered [FILL A1] hours per week. If this is wrong please click the back button (below) and change it.

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

A1b. How many days, weeks or months did you work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

(PROXY)

DAYS, WEEKS, OR MONTHS

- DAYS 1
- WEEKS 2
- MONTHS 3
- DON'T KNOW/REFUSED 99

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

A2. What kind of work did you do at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], that is what was your occupation?

(PROXY)

OCCUPATION (STRING 300)

ALL
NOT REQUIRED

A3. What were your usual activities or duties at this job?

(PROXY)

ACTIVITIES OR DUTIES (STRING 300)

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

A4. What is your best guess of your total monthly earnings (money from work) that you made at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

We would like to know how much you made before taxes and other deductions. Please include tips, commissions, and regular overtime.

(PROXY)

--

 TOTAL MONTHLY EARNINGS
(RANGE 0-10,416)

Not yet paid..... 1 GO TO A4b

IF A4 GT \$10,416 OR LT \$0 AND A4 DOES NOT EQUAL NOT YET PAID
FILL A4
NOT REQUIRED

A4a. You selected [FILL A4] as your usual earnings. If this is wrong, please click the back button (below) and change it.

ALL
REQUIRED

A4b. Are you currently working at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

(PROXY)

Yes..... 1 GO TO A5a
 No 0

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

**A5. What was the last day you worked at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?
Your best guess is fine.**

(PROXY)

<input type="text"/>	<input type="text"/>	<input type="text"/>
MONTH	DAY	YEAR

STOP DATE

GO TO A6

(JAN-DEC) (1-31) (2012-2013)

IF A5 DOES NOT HAVE AN ANSWER OR A4b=1
REQUIRED

A5a. Are you currently working in a temporary or permanent position?

(PROXY)

- Temporary 1
- Permanent 0

A5a HAS A RESPONSE
REQUIRED

A5b. What day did you begin your current position? Your best guess is fine.

Think about your work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] before you started your current position. Please answer the remaining questions about your work during that time.

(PROXY)

<input type="text"/>	<input type="text"/>	<input type="text"/>
MONTH	DAY	YEAR

START DATE

(JAN-DEC) (1-31) (2012-2013)

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

A6. How difficult was it for you to take an hour or two off during work hours to take care of personal or family matters when you worked at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

- Not difficult at all 1
- Not too difficult 2
- Somewhat difficult 3
- Very difficult 4

ALL
FILL NAME OF SOCIAL ENTERPRISE
NOT REQUIRED

A7. Please rate how satisfied you are with the job you held at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] with respect to each of the following. Were you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	VERY SATISFIED	SOMEWHAT SATISFIED	SOMEWHAT DISSATISFIED	VERY DISSATISFIED
a. Your salary (the amount of money you made)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. The benefits you received	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. The type of work you did	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. The number of hours you worked	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. Where the job was located	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. How secure you felt in keeping the job	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
g. The opportunities for you to move up in the company	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
h. How much it challenged you intellectually	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
i. The level of responsibility you were given	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
j. How much independence you had in your work	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
k. How much the job contributed to society	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
l. Getting feedback about how well you were doing the job	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
m. Getting the support you needed	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

IF A4b=0

FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3

NOT REQUIRED

A8. What was the *main reason* that you left [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]? Please tell me the one response that best describes why you left [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3].

(PROXY)

INTERVIEWER: HAND THE CLIENT THE CARD THAT LISTS THE RESPONSES BELOW. THEN MARK THE ANSWER THAT APPLIES.

- I found a job/employed outside of [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]..... 1
- Promoted to a higher level position/permanent position at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] 2
- Moved 3
- Started other school/training..... 4
- Not interested 5
- Didn't like working at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]..... 6
- Illness..... 7
- Pregnancy or childcare issues..... 8
- Other family reasons 9
- Transportation/logistical problems..... 10
- Personal problems..... 11
- [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] poorly run..... 12
- I don't think working at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] would help me find another job 13
- I decided I didn't want a job 14
- Incarcerated/jail 15
- Drug use 16
- Terminated by [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] due to conflict with supervisor 17
- Terminated by [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] due to failure to meet program requirements (e.g., attendance)..... 18
- Terminated by [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] due to conflicts with other employees 19
- Terminated by [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] due to work performance issues..... 20
- Terminated for another reason (SPECIFY) 98

Specify (STRING 200)

SECTION 3: RECIDIVISM

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
REQUIRED

- B1. Have you been arrested since you started work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?**
- Yes..... 1
 - No 0 GO TO C1
 - DON'T KNOW/REFUSED 99 GO TO C1

IF B1=1
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- B1a. How many times have you been arrested since you started work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?**

NUMBER OF ARRESTS
 (RANGE 0-50)

IF B1 GT 0
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- B2. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] have you ever been in jail or prison?**
- Yes..... 1
 - No 0
 - DON'T KNOW/REFUSED 99

IF B1 GT 0
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
REQUIRED

- B3. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], have you ever been convicted and sentenced to jail or prison?**
- Please include any sentence you received, even if you did not serve any time.**
- Yes..... 1
 - No 0 GO TO C1
 - DON'T KNOW/REFUSED 99 GO TO C1

IF B3=1

NOT REQUIRED

B4. When was your most recent conviction? Your best guess is fine.

CONVICTION MONTH AND YEAR

Month Year

(JAN-DEC) (1940-2013)

IF B3=1

FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3

NOT REQUIRED

B5. Please think about all the prison sentences you received since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]. Please tell us the total length of those prison sentences, even if you did not serve all of them.

Your best guess is fine.

NUMBER OF

(RANGE 1-365)

- Days..... 1
- Weeks..... 2
- Months..... 3
- Years..... 4
- DON'T KNOW/REFUSED 99

IF B3=1

FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3

REQUIRED

B6. Did you start on probation or parole since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

- Yes..... 1
- No 0 GO TO C1
- DON'T KNOW/REFUSED 99 GO TO C1

IF B6=1

NOT REQUIRED

B7. How long will you be in touch with your parole or probation officer?

NUMBER OF

(RANGE 1-365)

- Days..... 1
- Weeks..... 2
- Months..... 3
- Years 4
- DON'T KNOW/REFUSED 99

SECTION 4: LIFE STABILITY

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C1. Did you open any bank accounts, including a checking account, since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?**
- Yes..... 1
- No 0

ALL
FILL NAME OF SOCIAL ENTERPRISE
NOT REQUIRED

- C2. Did you work at another job while working at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?**
- Yes..... 1
- No 0 GO TO C4

IF C2=1
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C3. What is your best guess of your total monthly earnings (money from work) that you made from all of your jobs, including the money you made at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?**

We would like to know how much you made before taxes and other deductions. Please include tips, commissions, and regular overtime.

(PROXY)

TOTAL MONTHLY EARNINGS
(RANGE \$625 TO \$10,416)

IF C3 GT \$10,416 OR LT \$625
FILL C3
NOT REQUIRED

- C3a. You selected [FILL C3] as your total monthly earnings. If this is wrong, please click the back button (below) and change it.**

ALL

FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3

NOT REQUIRED

C4. What was the total amount of Earned Income Tax Credit (EITC) you received since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

Your best guess if fine.

INTERVIEWER: ENTER 0 IF THE CLIENT DID NOT RECEIVE ANY EITC

TOTAL EITC

(RANGE 0-40,000)

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

C5. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], did you stop, start, or never receive benefits or income from the following sources?

If you started receiving benefits or income from the source, please tell me the amount you received per month.

INTERVIEWER: IF CLIENT SAYS THEY RECEIVED THE BENEFIT OR INCOME BOTH BEFORE AND AFTER STARTING AT [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], PLEASE SELECT 'RECEIVED BOTH PERIODS.'

	YES, STOPPED	YES, STARTED	RECEIVED BOTH PERIODS	NEVER RECEIVED	IF STARTED TOTAL AMOUNT PER MONTH
a. Food Stamp or SNAP benefits?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
b. Welfare programs such as TANF, General Assistance or GA, CAL Works, or Safety Net?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
c. SSI, SSDI, or other disability benefits?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
d. Social Security or pension benefits?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
e. Unemployment Insurance benefits or UI?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
f. WIC benefits?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
g. Worker's Compensation benefits?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
h. Alimony, child support, or rent payments?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
i. Interest and/or dividends?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
j. Money from friends or relatives?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
k. Non-monetary support from friends or relatives (for example, food, rent support, or help paying bills)?	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>
l. Any other income sources? (SPECIFY)	1 <input type="radio"/>	2 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>	<input type="text"/>

(STRING 75)

ALL

NOT REQUIRED

C6. In general would you say your physical health is...

- Excellent,** 1
- Very good,** 2
- Good,** 3
- Fair, or** 4
- Poor?** 5

ALL

FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3

NOT REQUIRED

C7. Did your physical health change since you started work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

- Yes** 1
- No** 0

ALL

NOT REQUIRED

C8. During the past 7 days, how often did you feel distressed or bothered by the following feelings—never, a little bit, moderately, quite a bit, or extremely often?

	NEVER	A LITTLE BIT	MODERATELY	QUITE A BIT	EXTREMELY OFTEN
a. feeling no interest in things?	1 <input type="radio"/>	2 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
b. feeling lonely?	1 <input type="radio"/>	2 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
c. feeling blue?	1 <input type="radio"/>	2 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
d. feelings of worthlessness?	1 <input type="radio"/>	2 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
e. feeling hopeless about the future?	1 <input type="radio"/>	2 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>
f. thoughts of ending your life?	1 <input type="radio"/>	2 <input type="radio"/>	4 <input type="radio"/>	3 <input type="radio"/>	4 <input type="radio"/>

ALL
REQUIRED

- C9. Do you now have an emotional or other health condition that limits the amount or type of work you could do?**
- Yes..... 1
 - No 0 GO TO C11
 - DON'T KNOW/REFUSED 99 GO TO C11

IF C9=1
NOT REQUIRED

- C10. What condition is the main reason you are limited?
By what name do doctors call your health condition?**

NAME OF CONDITION (STRING 75)

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C11. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], how frequently did you have four or more drinks in one day?**

TIMES
(RANGE 1-100)

- Never 0 GO TO C13
- DON'T KNOW/REFUSED 99 GO TO C13

C11 DOES NOT EQUAL 'NEVER' OR 'DON'T KNOW/REFUSED'
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C12. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] was there ever a time when your drinking or being hung over interfered with your job, school, or home life?**

- Yes..... 1
- No 0
- DON'T KNOW/REFUSED 99

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C13. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] have you been in counseling or therapy for alcohol problems?**
- Yes..... 1
 - No 0
 - DON'T KNOW/REFUSED 99

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C14. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], how often did you smoke marijuana or hashish (pot, grass, hash)?**
- TIMES
 (RANGE 1-365)
- Never 0
 - DON'T KNOW/REFUSED 99

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C15. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], how often did you use any hard drugs such as heroin, cocaine, or LSD?**
- TIMES
 (RANGE 1-365)
- Never 0
 - DON'T KNOW/REFUSED 99

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

- C16. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3] have you been in counseling or therapy for drug problems?**
- Yes..... 1
 - No 0
 - DON'T KNOW/REFUSED 99

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
REQUIRED

- C17. Are you staying in the same place you were staying when you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?**
- Yes..... 1 GO TO F1
 - No 0
 - DON'T KNOW/REFUSED 99

ALL
NOT REQUIRED

C18. Where did you spend the night most of last week? Please tell me the one response that best describes where you stayed the most.

INTERVIEWER: HAND THE CLIENT THE CARD THAT LISTS THE RESPONSES BELOW. THEN SELECT THE ANSWER THAT APPLIES.

- Emergency shelter, including hotel or motel voucher paid for by a social service or charitable organization 1
- Transitional housing for homeless persons..... 2
- Permanent supportive housing for formerly homeless persons 3
- Psychiatric hospital or other psychiatric facility 4
- Substance abuse treatment facility, rehabilitation center, or other detox facility 5
- Hospital (non-psychiatric) 6
- Jail, prison or juvenile detention facility 7
- Half-way house or three-quarter-way home for persons with criminal offenses 8
- Room, apartment or house that you rent 9
- Apartment or house that you own 10
- In a friend's or family member's room, apartment or house 11
- Hotel or motel paid for without emergency shelter voucher 12
- Foster care home or foster care group home..... 13
- Group home or other supervised residential care facility 14
- Street, car, park, other place outside 15
- Other (Specify) 98

Specify (STRING 75)

ALL

NOT REQUIRED

C19. How long have you stayed at that place? Your best guess is fine.

NUMBER OF
(RANGE 1-365)

- Days..... 1
- Weeks..... 2
- Months..... 3
- Years 4

SECTION 5: FACILITATING FACTORS

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
REQUIRED

F1. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], have you participated in any education and training programs and courses that were supposed to lead to a degree, license or certificate?

PROBE: Please include training programs that helped you learn job skills or prepare for an occupation, as well as general educational programs, such as college, regular high school, or GED courses.

- Yes..... 1
- No 0 GO TO D1
- DON'T KNOW/REFUSED 99 GO TO D1

IF F1=1
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
NOT REQUIRED

F2. Since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], how many different education and training programs have you participated in?

NUMBER OF EDUCATION AND TRAINING PROGRAMS
(RANGE 0-30)

IF F1=1
REQUIRED

F3. Are you currently participating in any of these programs?

- Yes..... 1
- No 0 GO TO F5 and Grid 1-3
- DON'T KNOW/REFUSED 99 GO TO F5 and Grid 1-3

IF F3 = 1
NOT REQUIRED

F3A. In how many training and education programs are you currently participating?

NUMBER OF TRAINING AND EDUCATION PROGRAMS
(RANGE 0-30)

IF F3=1

NOT REQUIRED

F4. What are the names of the programs in which you are currently participating?

INTERVIEWER: IF THERE ARE MORE THAN THREE PROGRAMS MENTIONED, ASK CLIENT TO TELL YOU THE NAMES OF THE THREE PROGRAMS WHERE THEY DEVOTED THE MOST TIME.

PROGRAM 1 (STRING 60)

PROGRAM 2 (STRING 60)

PROGRAM 3 (STRING 60)

IF F2 GT 0

FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3

NOT REQUIRED

F5. What are the names of the other programs in which you have participated since you started at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3]?

INTERVIEWER: IF THERE ARE MORE THAN THREE PROGRAMS MENTIONED, ASK CLIENT TO TELL YOU THE NAMES OF THE THREE PROGRAMS WHERE THEY DEVOTED THE MOST TIME.

PROGRAM 4 (STRING 60)

PROGRAM 5 (STRING 60)

PROGRAM 6 (STRING 60)

Did not participate in any other programs 1

PROGRAMMER BOX 2

PLEASE INCORPORATE QUESTIONS F6 THROUGH F10 INTO A GRID WITH 6 COLUMNS SO THAT PARTICIPANTS CAN FILL OUT TRAINING PROGRAM INFORMATION FOR THE 6 TRAINING PROGRAMS THEY'VE NAMED. THE COLUMN HEADERS SHOULD BE FILLS WITH THE NAME OF EACH OF THE TRAINING PROGRAMS IN F4 AND F5. THE FOLLOWING TEXT SHOULD BE INCLUDED AT THE BEGINNING OF THE GRID:

“INTERVIEWER: PLEASE ASK THE CLIENT THE QUESTIONS BELOW FOR EACH OF THE PROGRAMS THEY JUST TOLD YOU ABOUT...”

IF F1=1

NOT REQUIRED

F6. Did you complete this program?

- Yes..... 1
- No 0

IF F1=1

NOT REQUIRED

F7. What is the name of the certificate, degree, or license you received for completion of this program?

NAME OF CERTIFICATE (STRING 75)

IF F1=1

NOT REQUIRED

F8. Is that a certificate, a license, or degree?

- Certificate..... 1
- License 2
- Degree 3
- Other (SPECIFY)..... 98

Specify (STRING (NUM))

IF F8=98

NOT REQUIRED

F8A. If necessary, please specify the other type of certificate, license, or degree.

PROGRAM TYPE (STRING 300)

IF F1=1

NOT REQUIRED

F9. What kind of work is this certificate, degree, or license for? That is, what kind of job would you be prepared to do?

KIND OF WORK (STRING 100)

IF F1=1

NOT REQUIRED

F10. What was the major subject or field of study for this certificate, degree, or license?

MAJOR SUBJECT

PROGRAMMER BOX 3

END GRID

SECTION 6: DEMOGRAPHICS

ALL
NOT REQUIRED

D1. What is your current marital status—are you now...

- Married,**..... 1
- In a domestic partnership,**..... 2
- Separated,** 3
- Divorced,** 4
- Widowed, or** 5
- Single?**..... 6

ALL
FILL NAME OF SOCIAL ENTERPRISE FROM QUESTION I3
REQUIRED

D2. Did you gain or lose financial responsibility or responsibility for the day-to-day activities of anyone since you started work at [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3], that is, did you gain or lose dependents? The person or people do not necessarily need to live with you.

- Yes..... 1
- No 0 GO TO D4a
- DON'T KNOW/REFUSED 99 GO TO D4a

IF D2=1

NOT REQUIRED

D2a. How many dependents did you gain or lose? The person or people do not necessarily need to live with you.

INTERVIEWER: ENTER 0 IF THE RESPONDENT HAS NO DEPENDENTS

INTERVIEWER: ENTER 99 IF THE RESPONDENT SAYS DON'T KNOW OR REFUSES TO ANSWER THE QUESTION.

INTERVIEWER: IF THERE ARE MORE THAN FIFTEEN DEPENDENTS MENTIONED, ENTER 15 IN THE SPACE BELOW AND TELL THE CLIENT THE NEXT QUESTIONS WILL ASK ABOUT THE FIFTEEN DEPENDENTS FOR WHOM THEY HAVE THE BIGGEST FINANCIAL RESPONSIBILITY.

NUMBER OF PEOPLE

IF 0 OR 99, GO TO D4a

(RANGE 0-15)

PROGRAMMER BOX 4

PLEASE INCORPORATE QUESTIONS D3a THROUGH D3g INTO A GRID WITH 5 COLUMNS. THE COLUMNS WILL APPEAR ACROSS 3 SCREENS SO THAT PARTICIPANTS CAN FILL OUT INFORMATION FOR THE 15 HOUSEHOLD MEMBERS THEY'VE NAMED. THE COLUMN HEADERS SHOULD BE "PERSON 1," "PERSON 2," ETC.

TOP OF GRID SHOULD READ "INTERVIEWER: PLEASE ASK THE CLIENT EACH OF THE QUESTIONS BELOW FOR EACH DEPENDENT THEY TOLD YOU ABOUT."

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3a. Did you gain or lose responsibility for this dependent?

Gain 1

Lose 2

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3b. What is their relationship to you?

- Spouse/partner 1
- Boyfriend/girlfriend..... 2
- Child (natural, step, or custodial)..... 3
- Parent or stepparent..... 4
- Grandparent, aunt, uncle..... 5
- Sibling (brother or sister) 6
- Nephew or niece, cousin 7
- Grandchild 8
- Other relative or in-law 9
- Non-relative (including roomer or boarder) 10
- Other (SPECIFY)..... 98

Specify (STRING (NUM))

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3b1. If necessary, please specify their relationship to you.

RELATIONSHIP (STRING 300)

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3c. Are they male or female?

- Male 1
- Female..... 2

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3d. Approximately how old are they?

YEARS OLD
(RANGE 0-99)

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3e. Are you financially responsible for them, responsible for their day-to day activities, or both?

- Financially responsible 1
- Responsible for day-to-day activities..... 2
- Both 3

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3g. What type of health insurance plans are they currently covered by?

INTERVIEWER: IF RESPONDENT CHOOSES MORE THAN ONE, SELECT ONE RESPONSE IN THE DROP DOWN MENU AND WRITE THE OTHER CHOICES BELOW IN D3h.

- Currently not covered by any health insurance 1
- Medicaid/Medicare 2
- An employer or union sponsored health plan..... 3
- Military health care 4
- Other government health plan (SPECIFY) 5

Specify

- Insurance purchased directly from an insurer 6
- Other type of health insurance (SPECIFY) 98

Specify

- DON'T KNOW/REFUSED 99

IF D2=1 AND D2a DOES NOT EQUAL 0 AND D2a DOES NOT EQUAL 99

NOT REQUIRED

D3h. If necessary, please specify the type of health insurance.

HEALTH INSURANCE (STRING 100)

PROGRAMMER BOX 5

END GRID

ALL

NOT REQUIRED

D4. What kind of health insurance plans are YOU currently covered by?

INTERVIEWER: MARK ALL THAT APPLY

- Not currently covered by health insurance 1
- Medicaid/Medicare 2
- An employer or union sponsored health plan 3
- A government program other than Medicaid or Medicare 4
- Military health care 5
- Insurance purchased directly from an insurer 4
- Some other type of health insurance (SPECIFY IN NEXT QUESTION) 98
- Don't know 99

ALL

NOT REQUIRED

D4a. If necessary, please specify the type of health insurance.

HEALTH INSURANCE (STRING 100)

SECTION 7: LOCATING

We would like to contact you again in the future to see how you are doing and update our information. This information is completely voluntary and you may choose not to answer specific questions without penalty. Your decision whether to answer these questions will have no influence on any present or future benefits from [NAME OF SOCIAL ENTERPRISE FROM QUESTION I3].

ALL
NOT REQUIRED

L1. We would like to start by collecting information about how we might contact you. What is your address?

(STRING 50)
Street Address 1 *(Include apartment number)*

(STRING 50)
Street Address 2

(STRING 50)
City

(STRING 2)
State

(STRING 5)
Zip

ALL
REQUIRED

L2. Are there any other names people call you?

- Yes..... 1
- No 0 GO TO L3
- DON'T KNOW/REFUSED 99 GO TO L3

IF L2=1
NOT REQUIRED

L2a. Please tell me those names.

ALTERNATIVE NAMES (STRING 200)

ALL
NOT REQUIRED

L3. Please give me your telephone number, area code first and email address if you have one.

TELEPHONE NUMBER
 E-MAIL ADDRESS (STRING 70)

ALL
REQUIRED

L4. Do you have another phone number or e-mail address?

- Yes..... 1
- No 0 GO TO L5a
- DON'T KNOW/REFUSED 99 GO TO L5a

IF L4=1
NOT REQUIRED

L5. What is the other phone number and e-mail address?

SECOND PHONE NUMBER
 E-MAIL ADDRESS (STRING 70)

ALL
NOT REQUIRED

L5a. We would like to collect information about how we may contact you. Are your benefit checks or other mail sent to the address you just provided?

- Yes..... 1 GO TO L14A
- No 0
- DON'T KNOW/REFUSED 99 GO TO L14A

L5a=1

NOT REQUIRED

L6. Where are your benefit checks or other mail sent?

(STRING 50)

Street Address 1 *(Include apartment number)*

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF C18=1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15

NOT REQUIRED

L8. In case we have trouble reaching you, could you provide us with the name, address, and phone number of places you have stayed over the past year?

What is the name of the place you stayed most of the time last year?

HOUSING (STRING 200)

DON'T KNOW/REFUSED 99 GO TO L14A

IF C18=1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15 AND L8 DOES NOTE EQUAL 99

NOT REQUIRED

L9. What is the address there?

(STRING 50)

Street Address 1 (*Include apartment number*)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF C18=1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15 AND L8 DOES NOTE EQUAL 99

NOT REQUIRED

L10. What is their telephone number, area code first?

TELEPHONE NUMBER

IF C18=1, 2, 3, 6, 7, 8, 11, 12, 13, 14, 15 AND L8 DOES NOTE EQUAL 99

REQUIRED

L11. Are there any other places that you have frequently stayed in over the past 12 months?

- Yes..... 1
- No 0 GO TO L14A
- Don't Know 99 GO TO L14A

IF L11=1

NOT REQUIRED

L12. What is the name of that place?

HOUSING (STRING 200)

IF L11=1

NOT REQUIRED

L13. What is the address there?

(STRING 50)

Street Address 1 *(Include apartment number)*

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF L11=1

NOT REQUIRED

L14. What is their telephone number, area code first?

TELEPHONE NUMBER

ALL

NOT REQUIRED

L14A. In case we have trouble reaching you, could you also provide us with the names, addresses, and phone numbers of three close relatives or friends who are not living with you and are likely to know your location in the future. For example, the individuals could be your mother, father, brother, sister, aunt, uncle, or close friend. Please provide information for individuals other than those who work with you at [NAME OF SOCIAL ENTERPRISE]. Do you have any individuals for whom you can provide contact information?

Yes..... 0

No 99 GO TO L30

L14A=1

NOT REQUIRED

L15. What is the name and address of your first contact person?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (Include apartment number)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

L14A=1

NOT REQUIRED

L16. Please give me their telephone number, area code first and e-mail address if they have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L14A=1

REQUIRED

L17. Do you have another phone number or e-mail address for this person?

- Yes..... 1
- No 0 GO TO L19
- DON'T KNOW/REFUSED 99 GO TO L19

L14A=1 AND L17=1

NOT REQUIRED

L18. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L14A=1

NOT REQUIRED

L19. How are they related to you, if at all?

- Spouse/partner 1
- Mother..... 2
- Father 3
- Son or daughter 4
- Grandparent..... 5
- Brother/sister 6
- Aunt/uncle of..... 7
- Other relative 8
- Not related 9
- Staff at residence..... 10

L14A=1

REQUIRED

L19A. Do you have a second contact person?

- Yes..... 1
- No 0 GO TO L30

L19=1

NOT REQUIRED

L20. What is the name and address of your second contact person?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (Include apartment number)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

L19=1

NOT REQUIRED

L21. Please give me their telephone number, area code first and e-mail address if they have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L19=1

REQUIRED

L22. Do you have another phone number or e-mail address for this person?

- Yes..... 1
- No 0 GO TO L24
- DON'T KNOW/REFUSED 99 GO TO L24

L19=1 AND L22=1

NOT REQUIRED

L23. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L19=1

NOT REQUIRED

L24. How are they related to you, if at all?

- Spouse/partner 1
- Mother..... 2
- Father 3
- Son or daughter 4
- Grandparent..... 5
- Brother/sister 6
- Aunt/uncle..... 7
- Other relative 8
- Not related 9
- Staff at residence..... 10

L19A=1

REQUIRED

L24A. Do you have a third contact person?

- Yes..... 1
- No 0 GO TO L30

L24A=1

NOT REQUIRED

L25. What is the name and address of your third contact person?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 (Include apartment number)

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

L24A=1

NOT REQUIRED

L26. Please give me their telephone number, area code first and e-mail address if they have one.

TELEPHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L24A=1

REQUIRED

L27. Do you have another phone number or e-mail address for this person?

- Yes..... 1
- No 0 GO TO L29
- DON'T KNOW/REFUSED 99 GO TO L29

IF L24A=1 AND L27=1

NOT REQUIRED

L28. What is the other phone number and e-mail address?

SECOND PHONE NUMBER

E-MAIL ADDRESS (STRING 70)

L24A=1

NOT REQUIRED

L29. How are they related to you, if at all?

- Spouse/partner 1
- Mother..... 2
- Father 3
- Son or daughter 4
- Grandparent..... 5
- Brother/sister 6
- Aunt/uncle 7
- Other relative 8
- Not related 9
- Staff at residence..... 10

ALL

REQUIRED

L30. Do you have a place that you regularly visit or hang out? For example, do you regularly hang out at a community center, coffee shop, soup kitchen, rec center, food bank, church, or rapid food distribution program?

- Yes..... 1
- No 0 GO TO L33
- DON'T KNOW/REFUSED 99 GO TO L33

IF L30=1

NOT REQUIRED

L31. Please tell me the name of this place.

NAME (STRING 75)

IF L30=1

NOT REQUIRED

L32. What is the address of this place?

(STRING 50)
Street Address 1 (*Include apartment number*)

(STRING 50)
Street Address 2

(STRING 50)
City

(STRING 2)
State

(STRING 5)
Zip

IF B6=1

NOT REQUIRED

L33. Finally, in case we have trouble reaching you, could you provide us with the name, address, phone number, and email address of your parole or probation officer? This information is completely voluntary.

What is the name and address of your parole or probation officer?

(STRING 50)

First Name

(STRING 1)

Middle Initial

(STRING 50)

Last Name

(STRING 50)

Street Address 1 *(Include apartment number)*

(STRING 50)

Street Address 2

(STRING 50)

City

(STRING 2)

State

(STRING 5)

Zip

IF B6=1

NOT REQUIRED

L34. What is your parole or probation officer's telephone number?

TELEPHONE NUMBER

IF B6=1

NOT REQUIRED

L35. What is your parole or probation officer's cell phone number and e-mail address?

CELL PHONE NUMBER

E-MAIL ADDRESS

Thank you very much for your time. We appreciate your help.

L36. INTERVIEWER: PLEASE ENTER HOW MANY MINUTES IT TOOK YOU TO COMPLETE THIS SURVEY. YOUR BEST GUESS IS FINE.

MINUTES
(0-240)

INTERVIEWER: PLEASE PUSH THE 'FINISH' BUTTON TO COMPLETE THE SURVEY.

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D.2. ORGANIZATIONS: STRUCTURED INSTRUMENTS

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D.2A. EMPLOYEE SUPPORT CHECKLIST

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CHECKLIST FOR SITE VISITATION

Site Visitor Instructions: Please ask whether social enterprise workers have access to the following services both before and during social enterprise employment.

	Yes (1)	Sometimes (2)	No (0)	Don't Know (d)
Assessments				
1. Job history (for example, previous jobs held, number of years, etc)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Level of education (for example, elementary school, high school, post-secondary, vocational or other education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Work supports needs assessment (for example, need for transportation, clothing, childcare, phone that support ability to be at work)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Housing assessment (for example, need for stable housing, more appropriate housing)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Health care needs assessment (including physical health, mental health, behavioral health, and/or substance abuse issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Other life circumstances needs assessment (for example, need for financial counseling, legal counseling, supports related to correctional issues)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Site or Referral to Education and Training				
7. Soft skills training (for example time management, working in a team, conflict resolution, attitudes toward work, anger management, stress management)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Adult Basic Education or GED preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. English language proficiency supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Vocational or job specific skills training (as related to the social enterprise line of business)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Computer literacy or skills and technology training	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On-Site or Referral to Work Supports				
12. Housing or rental assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Transportation assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Assistance getting a phone/phone services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Childcare assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Work clothing assistance (for example, access to clothes closets, work uniforms, protective or supportive shoes)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Assistance with immigration status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Assistance with obtaining legal identification (for example, driver's license or identify card)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Assistance correcting errors in background checks or correcting legal record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Assistance with expunging a criminal record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Yes (1)	Sometimes (2)	No (0)	Don't Know (d)
On-Site or Referral to Life Stability Supports				
21. Child custody assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Physical health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Assistance with a physical or learning disability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. Mental health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Substance abuse counseling or treatment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Domestic abuse protection, counseling or other services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Financial education and asset building (for example, budgeting, EITC, savings assistance, financial literacy, IDAs, (re)building credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. Help with setting up a bank account (for example, checking account and direct deposit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Assistance with legal services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Assistance with food stability or food security (food pantries, reduced price meals, nutritional education)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Access to public benefits (for example, food stamps, Medicaid, SSI)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Help with tax preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Help plan to avoid relapse of behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Enterprise Employment Transition Supports				
34. Job readiness skills training (for example, resume preparation, interview skills, goal setting)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Career counseling or job coaching (for example, career pathways, advancement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Job search assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Job mentoring	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Job development (for example, employer-employee job matching, individual job counseling, participant job-placement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-Social Enterprise Services				
39. Access to employment counselor or other services related to employment (for example, to address work-related challenges, support job retention and advancement, identify new job opportunities)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Access to staff or services that support life stability (for example, to address challenges with substance abuse, mental health, housing, childcare, financial stability, or other services)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Support groups (for example, on self-empowerment, job retention)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Other (Please specify): _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Notes:

**D.2B. DATA-DRIVEN DECISION MAKING:
ORGANIZATIONS**

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DATA DRIVEN DECISION MAKING

INTRODUCTION

Welcome to the *Mathematica Job Study* survey on using data to make decisions! We invite you to participate in this survey and hope you will find it interesting to describe if and how your organization uses data. By completing this survey, you will help us better understand what types of information organizations like yours collect, review, and use to help support your social enterprise and its employees.

There are no wrong answers to these questions and this survey is in no way an assessment of your job performance, functioning, or role. Indeed, your identity will be kept confidential and will not be shared with anyone beyond the research team and your name will not be on the survey. The information you provide will be combined with information from other individuals to help provide a general portrait of how information is being used to make decisions about social enterprise employees and operations. You may refuse to answer specific questions or discontinue your participation at any time.

The survey asks questions about: (1) the types of information or data that your organization collects on your social enterprise employees; (2) the types of information your organization analyzes; (3) how your organization uses data; (4) resources available for data collection and analysis; (5) your views on data collection and use; (6) who leads and who participates in using data to make decisions; and (7) your additional comments as well as some information about you. The survey should take no more than 15 minutes to complete.

As you read through the survey, answer each question with the response that best fits your experience or opinion. For most questions this means selecting the circle associated with your answer; for a small number of other questions it means filling in a blank.

Please do your best to complete the survey in one sitting, though it is alright if you need to take a break. Answer the questions to the best of your abilities with the knowledge that you have about your organization. Do not compare your answers to the answers of coworkers or other people in the organization.

If you have any questions or concerns about this survey, feel free to contact Nan Maxwell, the project director, at nmaxwell@mathematica-mpr.com or 510-830-3726.

Thank you for your participation!

Before you begin, please record the date and time that you began the survey:

Date: |_|_| / |_|_| / |_|_|_|_|

Time: |_|_| : |_|_| AM / PM (circle)

GENERAL INSTRUCTIONS

PLEASE MARK ALL ANSWERS WITHIN THE CIRCLES PROVIDED

PLEASE READ EACH QUESTION CAREFULLY. There are different ways to answer the questions in this survey. It is important that you follow the instructions when answering each kind of question. Here are some examples.

MARK (✓) ONE FOR EACH QUESTION

If you rarely, if ever, book hotel reservations, you would check the last circle: very rarely.

a. Please rate how often you do each of the following activities:

VERY
OFTEN

OFTEN

NEITHER
OFTEN NOR
RARELY

RARELY

VERY
RARELY

1. Before leaving on a trip, you or your family book hotel reservations

MARK (✓) ONE FOR EACH QUESTION

If you strongly agree, you would check the first circle as shown.

b. Please rate how much you agree or disagree with the following statements:

STRONGLY
AGREE

AGREE

NEITHER
AGREE
NOR
DISAGREE

DISAGREE

STRONGLY
DISAGREE

1. I love ice cream

A: The first set of questions asks about the data your organization COLLECTS on your social enterprise employees. Please mark the circle that describes how often your organization collects data.

MARK (✓) ONE FOR EACH QUESTION

	VERY OFTEN	OFTEN	NEITHER OFTEN NOR RARELY	RARELY	VERY RARELY	DON'T KNOW
1. <u>Prior</u> to an employee starting work in a social enterprise, we COLLECT data on his/her . . .						
a. Work skills: knowledge, skills, and abilities relevant to working in the social enterprise (for example, knowledge of landscaping or construction)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Need for supports necessary for work (for example, transportation, clothing, childcare)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Need for supports outside work (for example, financial, legal, substance abuse or mental health counseling, physical health care)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
2. <u>While</u> working in the social enterprise, we COLLECT data on an employee's. . .						
a. Job performance (including attendance, reprimands or conflicts with customers, other employees or managers)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Work assignments (for example, type of work, hours or days worked)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Job development or job placement services that each social enterprise employee receives	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Work or life stability supports (for example, transportation, childcare, housing, substance abuse or mental health counseling, physical health) that each social enterprise employee receives	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
3. <u>After</u> an employee leaves the social enterprise, we COLLECT data on his or her. . .						
a. Life circumstances (for example, whether they have stable housing)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Employment status	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
4. In our organization, we COLLECT data on. . .						
a. Demand for new types of businesses or expansion of current businesses	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Customer satisfaction with our product or services	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

B: The next questions ask about the information or data that your organization ASSESSES.

Assess means systematically counting up the characteristics of employees (such as the number enrolled or number working), or looking at trends and patterns in the information you have (such as attendance or most frequently needed supports). Data assessment is one step beyond data collection. It means that you or your organization have some way of organizing and examining the data that you collect.

Please mark the circle next to the answer that best describes how often your organization assesses information.

MARK (✓) ONE FOR EACH QUESTION

	VERY OFTEN	OFTEN	NEITHER OFTEN NOR RARELY	RARELY	VERY RARELY	DON'T KNOW
1. In our organization we ASSESS data on. . .						
a. Employee skills and supports needs <u>before</u> they start in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Employee job performance <u>while</u> they work in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Work and life stability support services that employees use <u>while</u> they are employed in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Development of employee skills <u>while</u> they are employed in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Employment of employees <u>after they leave</u> the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Local demand for new types of businesses or expansion of our current business(es)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
g. Customer satisfaction with our product or services	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

C: The next set of questions asks about how your organization USES data. Please mark the circle that best describes how much you agree or disagree with each statement.

MARK (✓) ONE FOR EACH QUESTION

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. In my organization we USE data to . . .						
a. Identify and develop training programs for social enterprise employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Identify and develop work or life stability supports that social enterprise employees might need	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Help social enterprise employees improve their job performance	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Help social enterprise employees develop their life skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Improve employment outcomes for employees <u>after they leave</u> the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Improve life circumstances of employees <u>after they leave</u> the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
g. Make the social enterprise environment more productive	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
h. Make the social enterprise environment more supportive	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
i. Help managers work with social enterprise employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
j. Identify business opportunities for the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
k. Increase efficiency of business operations in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
l. Provide funders with information they need	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
m. Explain or justify our decisions and actions about our social enterprise(s) to our board members	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

D: This set of questions asks about the RESOURCES AVAILABLE for data collection and analysis in your organization. Please mark the circle that best describes how much you agree or disagree with each statement.

MARK (✓) ONE FOR EACH QUESTION

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. In my organization, we . . .						
a. Have an efficient data collection system in place	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Have sufficient resources to collect data	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Have staff with expertise in data analysis	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Translate discussions of data into actions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Focus on quality product/service and customer satisfaction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Focus on developing social enterprise employees into productive employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

E: This set of questions asks about YOUR VIEWS of data collection and use. Please mark the circle that best describes how much you agree or disagree with each statement.

MARK (✓) ONE FOR EACH QUESTION

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. I BELIEVE that using data. . .						
a. To make decisions is part of the culture of this organization	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Can improve services we provide to employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Takes away from the time spent helping employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Builds an understanding of how the social enterprise operates	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Makes me uncomfortable	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Benefits the work we do with our employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
g. Runs counter to my experience of how to help our target population	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
h. Is not done well in this organization	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
i. Should be required by funders to support their funding decisions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

F: The next set of questions asks you about who is leading and who is participating in using data to make decisions. Please complete the line or mark the circle that best describes your answer.

1. Who in your organization is LEADING the effort to use data to make decisions about how the social enterprise operates?

Please provide the title(s) and a brief description of his/her/their role(s) in the organization:

- No one
 Don't know

2. What type of individuals in your organization uses data to make decisions?

PLEASE CHOOSE ALL THAT APPLY

- Organizational management
 Social enterprise management
 Frontline staff (staff working directly with social enterprise employees)
 Everyone in the organization
 Other (*please specify*) _____
 No one
 Don't know

G: The final section allows you to provide comments about using data in your organization and asks a few questions about you.

1. How can your organization improve the way it uses data to make decisions about your social enterprise employees and operations?

2. We would like to make sure that we obtain responses to this survey from a variety of individuals throughout each organization. We are therefore asking you to provide the following information.

a. Your role in your social enterprise(s)

PLEASE CHOOSE ALL THAT APPLY

- 1 Organizational management
2 Social enterprise management
3 Frontline staff (staff working directly with social enterprise employees)
4 Support staff (staff providing employee work or life stability supports)
5 Other (*please specify*) _____

b. Months or years working at organization (for example, 6 months, 2 years, 18 months):

c. Highest level of education

PLEASE CHOOSE ONE ONLY

- 1 High school
2 Some college
3 College graduate (Bachelor's degree)
4 Graduate degree

d. Gender

PLEASE CHOOSE ONE ONLY

- 1 Male
2 Female
3 Other

e. Age

PLEASE CHOOSE ONE ONLY

- 1 25 or younger
2 26 to 39
3 40 to 55
4 56 or older

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D.2C. DATA-DRIVEN DECISION MAKING:

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DATA DRIVEN DECISION MAKING: REDF STAFF

INTRODUCTION

Welcome to the *Mathematica Job Study* survey on using data to make decisions! We would like you to complete one survey for each organization with whom you interact as part of the SIF portfolio to help us better understand what types of information organizations collect, review, and use to help support social enterprises and their employees.

There are no wrong answers to these questions and your identity will be kept confidential and not shared with anyone beyond the research team. The information you provide will be combined with information from other individuals to help provide a general portrait of how information is being used to make decisions about social enterprise employees and operations. You may refuse to answer specific questions or discontinue your participation at any time.

The survey asks questions about: (1) the types of information or data an organization collects on social enterprise employees; (2) the types of information it analyzes; (3) how it uses data; (4) resources available for data collection and analysis; (5) it's views on data collection and use; (6) who leads and who participates in using data to make decisions; and (7) any additional comments. Each survey should take no more than 10 minutes to complete.

As you read through the survey, answer each question with the response that best fits your experience or opinion. For most questions this means selecting the circle associated with your answer; for a small number of questions it means filling in a blank.

Please do your best to complete each survey in one sitting. Answer the questions to the best of your abilities with the knowledge that you have about the organization. Do not compare your answers to the answers of coworkers or other people.

If you have any questions or concerns about this survey, feel free to contact me at nmaxwell@mathematica-mpr.com or 510-830-3726.

Thank you for your participation!



GENERAL INSTRUCTIONS

PLEASE MARK ALL ANSWERS WITHIN THE CIRCLES PROVIDED

PLEASE READ EACH QUESTION CAREFULLY. There are different ways to answer the questions in this survey. It is important that you follow the instructions when answering each kind of question. Here are some examples.

MARK (✓) ONE FOR EACH QUESTION

If you rarely, if ever, book hotel reservations, you would check the last circle: very rarely.

- a. Please rate how often you do each of the following activities:**
- | | VERY OFTEN | OFTEN | NEITHER OFTEN NOR RARELY | RARELY | VERY RARELY |
|---|-----------------------|-----------------------|--------------------------|-----------------------|----------------------------------|
| 1. Before leaving on a trip, you or your family book hotel reservations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input checked="" type="radio"/> |

MARK (✓) ONE FOR EACH QUESTION

If you strongly agree, you would check the first circle as shown.

- b. Please rate how much you agree or disagree with the following statements:**
- | | STRONGLY AGREE | AGREE | NEITHER AGREE NOR DISAGREE | DISAGREE | STRONGLY DISAGREE |
|---------------------|----------------------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| 1. I love ice cream | <input checked="" type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Organization: _____

A: The first set of questions asks about the data the organization COLLECTS about social enterprise employees. Please mark the circle that describes how often the organization collects data.

MARK (✓) ONE FOR EACH QUESTION

	VERY OFTEN	OFTEN	NEITHER OFTEN NOR RARELY	RARELY	VERY RARELY	DON'T KNOW
1. <u>Prior</u> to an employee starting work in a social enterprise, they COLLECT data on his/her . . .						
a. Work skills: knowledge, skills, and abilities relevant to working in the social enterprise (for example, knowledge of landscaping or construction)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Need for supports necessary for work (for example, transportation, clothing, childcare)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Need for supports outside work (for example, financial, legal, substance abuse or mental health counseling, physical health care)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
2. <u>While</u> working in the social enterprise, they COLLECT data on an employee's. . .						
a. Job performance (including attendance, reprimands or conflicts with customers, other employees or managers)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Work assignments (for example, type of work, hours or days worked)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Job development or job placement services that each social enterprise employee receives	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Work or life stability supports (for example, transportation, childcare, housing, substance abuse or mental health counseling, physical health) that each social enterprise employee receives	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
3. <u>After</u> an employee leaves the social enterprise, they COLLECT data on his or her. . .						
a. Life circumstances (for example, whether they have stable housing)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Employment status	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
4. They COLLECT data on. . .						
a. Demand for new types of businesses or expansion of current businesses	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Customer satisfaction with our product or services	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

B: The next questions ask about the information or data that the organization ASSESSES.

Assess means systematically counting up the characteristics of employees (such as the number enrolled or number working), or looking at trends and patterns in the information you have (such as attendance or most frequently needed supports). Data assessment is one step beyond data collection. It means that the organization has some way of organizing and examining the data collected.

Please mark the circle next to the answer that best describes how often the organization assesses information.

MARK (✓) ONE FOR EACH QUESTION

	VERY OFTEN	OFTEN	NEITHER OFTEN NOR RARELY	RARELY	VERY RARELY	DON'T KNOW
1. The organization ASSESSES data on. . .						
a. Employee skills and supports needs <u>before</u> they start in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Employee job performance <u>while</u> they work in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Work and life stability support services that employees use <u>while</u> they are employed in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Development of employee skills <u>while</u> they are employed in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Employment of employees <u>after they leave</u> the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Local demand for new types of businesses or expansion of our current business(es)	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
g. Customer satisfaction with our product or services	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

C: The next set of questions asks about how the organization USES data. Please mark the circle that best describes how much you agree or disagree with each statement.

MARK (✓) ONE FOR EACH QUESTION

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. The organization USES data to . . .						
a. Identify and develop training programs for social enterprise employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Identify and develop work or life stability supports that social enterprise employees might need	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Help social enterprise employees improve their job performance	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Help social enterprise employees develop their life skills	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Improve employment outcomes for employees <u>after they leave</u> the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Improve life circumstances of employees <u>after they leave</u> the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
g. Make the social enterprise environment more productive	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
h. Make the social enterprise environment more supportive	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
i. Help managers work with social enterprise employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
j. Identify business opportunities for the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
k. Increase efficiency of business operations in the social enterprise	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
l. Provide funders with information they need	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
m. Explain or justify our decisions and actions about our social enterprise(s) to our board members	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

D: This set of questions asks about the RESOURCES AVAILABLE for data collection and analysis in the organization. Please mark the circle that best describes how much you agree or disagree with each statement.

MARK (✓) ONE FOR EACH QUESTION

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. The organization. . .						
a. Has an efficient data collection system in place	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. Has sufficient resources to collect data	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. Has staff with expertise in data analysis	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. Translates discussions of data into actions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. Focuses on quality product/service and customer satisfaction	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. Focuses on developing social enterprise employees into productive employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

E: This set of questions asks about how you think the organization views data collection and use. Please mark the circle that best describes how much you agree or disagree with each statement.

MARK (✓) ONE FOR EACH QUESTION

	STRONGLY AGREE	AGREE	NEITHER AGREE NOR DISAGREE	DISAGREE	STRONGLY DISAGREE	DON'T KNOW
1. In general the organization. . .						
a. has a culture of using data to make decisions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
b. believes that using data can improve services to employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
c. believes that using data takes away from the time spent helping employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
d. believes that using data builds an understanding of how the social enterprise operates	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
e. is uncomfortable using data	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
f. believes that using data benefits the work done with employees	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
g. believes that using data runs counter to helping their target population	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
h. does not use data well	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d
i. believes that using data should be required by funders to support their funding decisions	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5	<input type="radio"/> d

F: Who in the organization is leading and who is participating in using data to make decisions. Please complete the line or mark the circle that best describes your answer.

1. Who in the organization is LEADING the effort to use data to make decisions about how the social enterprise operates?

Please provide the title(s) and a brief description of his/her/their role(s) in the organization:

- No one
 Don't know

2. What type of individuals in the organization use data to make decisions?

PLEASE CHOOSE ALL THAT APPLY

- Organizational management
 Social enterprise management
 Frontline staff (staff working directly with social enterprise employees)
 Everyone in the organization
 Other (*please specify*) _____
 No one
 Don't know

G: The final section allows you to provide comments about the organization and using data.

1. How can the organization improve the way it uses data to make decisions about social enterprise employees and operations?

D.3. ORGANIZATIONS: SEMI-STRUCTURED INSTRUMENTS

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D.3A. EXECUTIVE DIRECTOR, ORGANIZATION

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**MATHEMATICA JOB STUDY
EXECUTIVE DIRECTOR, HOST ORGANIZATION OF SOCIAL ENTERPRISE
PROTOCOL**

I. INDIVIDUAL BACKGROUND

I would like to begin by asking you about your roles and responsibilities as the Executive Director of [NAME OF ORGANIZATION].

- What is your official job title?
- How long have you been in your current position? With this organization?
- What are some of your overall job responsibilities?
- What are your specific day-to-day responsibilities?

II. ORGANIZATION

I would like now to ask you a bit about [NAME OF ORGANIZATION]

- What is [NAME OF ORGANIZATION]'s main mission? What are your organizations goals and purposes?
- What are the main areas or divisions in [NAME OF ORGANIZATION]?
- How is your organization funded?

III. SOCIAL ENTERPRISE

Now, I would like to discuss [NAME OF SOCIAL ENTERPRISE(S)] at your organization.

- How does [NAME OF SOCIAL ENTERPRISE PROGRAM] fit into the mission of [NAME OF ORGANIZATION]?
Probes: How does it fit into the management structure of [NAME OF ORGANIZATION]? Financial structure? Administrative structure? Staffing structure?
- What prompted you to start a social enterprise?
Probes: Do you feel your organization benefits from having a social enterprise? If so, how does your organization benefit from it?
- What are some of your goals or objectives for your social enterprise program?
Probes: What are some ways in which you think you/your organization might be able to achieve these goals?
- What was the process you used to develop the business plan for [NAME OF SOCIAL ENTERPRISES]? *Note: if organization has more than one social enterprise, probe for each.*
Probes: How did you decide upon the focus of the enterprise (e.g., bed bug remediation vs. some other work)?

- What are some of the main benefits you see to integrating [NAME OF SOCIAL ENTERPRISES] into [NAME OF ORGANIZATION]?
- What challenges have you faced in integrating [NAME OF SOCIAL ENTERPRISES] into [NAME OF ORGANIZATION]?
- What is the relationship between staff in [NAME OF ORGANIZATION] and those in [NAME OF SOCIAL ENTERPRISE]?

Probes: Do staff from [NAME OF ORGANIZATION] contribute to or participate in [NAME OF SOCIAL ENTERPRISE]? If so, how many staff from [NAME OF ORGANIZATION] are involved in [NAME OF SOCIAL ENTERPRISE]? If so, how do they contribute/participate to the social enterprise? How do staff from [NAME OF ORGANIZATION] work with staff from the social enterprise? Are their roles highly differentiated/separated? Where are areas of cross over (if at all)?

- Do you see [NAME OF SOCIAL ENTERPRISES] as a profit making entity?

Probes: Is your social enterprise losing money? Breaking even? Making a profit? If losing money, how do you make up the short fall? What are plans to improve this outcome? If making a profit, how are you using this profit? What are your plans to sustain this profit? If breaking even, what are plans to help the social enterprise realize a profit?

Probes: What external sources help fund [NAME OF SOCIAL ENTERPRISES]? How does this funding compare (differences and similarities) to that you receive for [NAME OF ORGANIZATION]?

- Have you had any specific challenges related to the need to fund and support both [NAME OF ORGANIZATION] or [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, what are some of the challenges? How have you sought to resolve them?

- How do you assess whether the social enterprise is achieving its social goals?

Probes: Do you track or monitor the progress of the social enterprise employees?

If so, how?

Do you track or monitor the development of the social enterprise as a business? If so, how?

Do you collect any specific information on either type of progress? If so, what kinds of information?

How do you use the information you collect?

Do you feel like you have the resources you need to collect and assess this information? To use it to support your social enterprise? If so, what resources do you have? Which do you lack?

Are there other kinds of information you would like to collect? If so, what would you like to do with this information?

- How do you assess whether the social enterprise is achieving the “right” balance in meeting the double bottom line goal (that is, meeting the needs of the business and meeting the needs of the social enterprise employees)?

IV. SERVICES

- What kinds of work do you offer social enterprise employees?

Probes: How long are participants typically employed through your social enterprise? Why did you decide on this length of employment?

Many social enterprises offer work or life stability supports. I would like to ask you about any such supports available in [NAME OF SOCIAL ENTERPRISE].

Interviewer: Refer to check list and ask about each service/support *as it is available to social enterprise employees* both before and during social enterprise employment as well as after it.

V. CLIENTS/PARTICIPANTS

I would like now to discuss some of the groups of people you serve with your social enterprise program.

- What populations/groups of people do you seek to serve through [NAME OF ORGANIZATION]?

- Do the social enterprise employees in [NAME OF SOCIAL ENTERPRISE] differ from other groups served by [NAME OF ORGANIZATION]?

Prompts: age, ethnicity, gender, work background, housing status, health status, income status, etc.

- What are some of the major employment barriers that your social enterprise employees face?

Prompts: lack of job search skills, job readiness, work experience, problem solving skills, conflict resolution skills, stable address, reliable transportation, reliable childcare, lack of English language skills or proficiency, basic skills

- What are some of the primary life stability challenges that your social enterprise employees face?

Prompts: stable housing, mental illness, physical health, stable finances, support network, literacy skills

- How would you describe a person who can do well or succeed as an employee of [NAME OF SOCIAL ENTERPRISE]?

Probe: What are some of the characteristics of a person who may not do well or succeed?

VI. PARTNER ORGANIZATIONS

I would like now to ask about the other organizations with whom you work(ed) to design, implement, and/or support your social enterprise.

- Are there organizations with whom you partner on any aspect of your social enterprise to support your social enterprise employees?

Probes: If so, which organizations?

- How did come to partner with this other organization(s)?

- What is their role in [NAME OF SOCIAL ENTERPRISE]?

Prompts: design and planning of the social enterprise; referrals of potential social enterprise employees, training services, providing work or life stability support services, administrative structure, fiduciary agent, business expertise and technical assistance, etc

VII. TRAINING AND TECHNICAL ASSISTANCE (TA)

I would like to ask about any training and technical assistance you have received in setting up and running [NAME OF SOCIAL ENTERPRISE].

- What kinds of training or technical assistance (TA) has REDF offered to you to support your social enterprise?

Probes: Have they offered any specific training or TA related to strategic planning for, realizing a profit in, operation, staffing, or supporting of a social enterprise?

- What format have the trainings and TA from REDF taken?

Prompts: orientation sessions, workshops, quarterly meetings, webinars, on-line resources, manuals, peer-to-peer training or TA, regular phone meetings, hotline number, listservs, blogs, etc

- How useful was this training and TA? What did it help you to achieve?

Probes: Which aspects were most helpful? Which were least helpful? Is there any other type of assistance you would like to receive but did not?

VIII. IMPLEMENTATION OVERVIEW

Now, I would like to ask you to think about the process of getting your REDF-funded social enterprise up and running.

- What have been some of the primary challenges you have faced in planning, designing, implementing, and/or providing your social enterprise?

Probes: How have you addressed these challenges?

Have you had any challenges with the transitional verses permanent employment model?

- What have been some of the primary successes you have had in planning, designing, implementing, and/or providing your social enterprise?
- What lessons have you learned about working with a social enterprise that might be worth sharing with other organizations considering supporting a social enterprise?

IX. WRAP-UP

I have just two last questions for you.

- Are there any other thoughts or ideas about [NAME OF SOCIAL ENTERPRISE] that you would like to share?
- What are you looking forward to the most with regard to the future of [NAME OF SOCIAL ENTERPRISE]?

X. THANK YOU AND ANY LAST QUESTIONS

Thank respondents for their time and input

Ask if they have any additional questions about the interviews or the study overall

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D.3B. SOCIAL ENTERPRISE DIRECTOR

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MATHEMATICA JOB STUDY
SOCIAL ENTERPRISE DIRECTOR INTERVIEW PROTOCOL

I. INDIVIDUAL BACKGROUND

I would like to begin by asking you about your responsibilities with regard to your social enterprise.

- What is your official job title?
- How long have you been in your current position? With this organization?
- What are some of your overall job responsibilities?
- What are your specific day-to-day responsibilities with regard to your social enterprise?
- How do you allocate your time between the social enterprise and any non-social enterprise work responsibilities that you may have?

II. ORGANIZATION

Now, I would like to ask you about [NAME OF ORGANIZATION] and how your social enterprise fits into or works with it.

- How did [NAME OF ORGANIZATION] become involved with supporting a social enterprise?

- How does [NAME OF SOCIAL ENTERPRISE] fit into [NAME OF ORGANIZATION]?
Probes: How does it fit into the management structure of [NAME OF ORGANIZATION]?
Financial structure? Administrative structure? Staffing structure?

- How is the social enterprise structured in terms of staffing and administration?

- What are some of your goals or objectives for your social enterprise?
Probes: What are some ways in which you think you/your organization might be able to achieve these goals?

- How do you assess whether or not the social enterprise is meeting its goals?
Probes: Did you assess if your goals were met by enrolling a certain number of participants?
Having a certain number complete their work experiences? Looking at measures of increases in work readiness? Increase the percent moving to permanent employment? Unsubsidized employment? Others?

III. CLIENTS/PARTICIPANTS

I would like now to discuss some of the groups of people you serve with your social enterprise.

- What populations/groups of people do you seek to serve through [NAME OF SOCIAL ENTERPRISE]?

Prompts: age, ethnicity, gender, work background, housing status, health status, income status, etc

- Who typically is referred to [NAME OF SOCIAL ENTERPRISE] for employment?

Probe: How do you identify/determine the populations you serve?

What role does referral play in identifying social enterprise workers?

- What are some of the major employment barriers your social enterprise employees face?

Prompts: lack of job search skills, job readiness, work experience, problem solving skills, conflict resolution skills, stable address, reliable transportation, reliable childcare, lack of English language skills or proficiency, basic skills, stable housing, mental illness, physical health, stable finances, support network, literacy skills, etc

- What are some characteristics of a person who can do well or succeed at [NAME OF SOCIAL ENTERPRISE]?

Probes: What are some of the characteristics of a person who may not do well here?

IV. SOCIAL ENTERPRISE EXPERIENCE

I would like to ask you about the work that social enterprise employees do and what supports for work itself are available to them.

- Do you do any outreach to bring these groups into [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, what types of outreach do you do?

What types of staff are involved in the outreach process?

- Is there any drop off between referral and employment?

Probes: If so, why do you think there is drop off?

Who tends to actually become employed in the enterprise?

- About how many participants are generally employed at [NAME OF SOCIAL ENTERPRISE] at one time?

Probes: Does this feel like too many? Not enough/you could serve more?

- What kinds of work do social enterprise employees do?

Probes: How long are participants typically employed through your social enterprise?

- Many social enterprises offer work or life stability supports. I would like to ask you about any such supports available in [NAME OF SOCIAL ENTERPRISE].

NOTE TO INTERVIEWER: Refer to check list and ask about each service/support *as it is available to social enterprise employees* both before and during social enterprise employment as well as after it.

- How do you determine which work supports your social enterprise employees need?

Prompts: How do you enroll or get employees involved in these work supports? How do you know whether participants received services as planned or participated in needed programs?

- How do you determine which life stability supports your social enterprise employees need?

Prompts: How do you enroll or get employees involved in these life stability supports? How do you know whether participants received services or participated in needed programs?

- Do you use a case management model or process?

Probes: If so, how does it work?

Prompts: intake, assessment, referrals, monitoring, social enterprise employment supports, exit, post-program follow up, post program support, etc

V. EMPLOYEE ATTITUDES TOWARD WORK AND SKILLS

Now I would like to ask you about the changes and development you have observed in your social enterprise employees during their work experiences?

- Have you seen the work skills evolve over the course of working in a social enterprise? If so, how have their skills changed?

Probes: What do you think have been some key influences on the evolution of your employees' work skills?

- Have you seen the attitudes toward work of social enterprise employees evolve or change during their period of work in [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, how?

What do you think have been some key influences on your employees' attitudes toward work?

- Have you seen their communication skills evolve or change over the course of working in a social enterprise? If so, how?
- Have you seen their problem-solving or conflict resolution skills evolve or change over the course of working in a social enterprise? If so, how?
- What do you think are some key influences on these changes?

VI. PARTICIPANT TRACKING AND DATA

In order to better understand how employees move through the social enterprise, I would like to ask you about how you track and monitor employee progress.

- Do you monitor or track the progress of the social enterprise employees?

Probes: If so, how do you track your employees during social enterprise employment? What kinds of information do you collect on them?

How frequently do you collect this information?

- What do you do with the information you collect? How do you use it? What do you use it for?

Probes: Do you feel like you have the resources you need to collect and assess this information? Do you feel like you have the resources you need to use the data (put the data to work) to support your social enterprise? If so, what resources do you have? Which do you lack?

Are there other kinds of information you would like to collect? If so, what kinds of information? What would you like to do with this information?

- How do you determine when a participant has completed [NAME OF SOCIAL ENTERPRISE]?

Probes: Is there a fixed period of employment for all employees?

A fixed period that life stability support services are offered to all participants?

Does it vary by the individual employee? By the challenges a group (e.g., homeless, mentally ill, substance abuse) of employees face?

Do you monitor or track employees after they have exited social enterprise employment?

VII. TRAINING AND TECHNICAL ASSISTANCE (TA)

- Has REDF offered you and training or TA to plan, design, and/or implement your social enterprise employment program?

Probes: If so, in what areas? On what topics? In what formats?

- Have you utilized any of the training and/or TA available?

Probes: If so, what have you utilized?

Have you found it helpful? What has been most helpful? Least helpful?

- Are there any additional types of training and/or TA that you need or would be helpful to you in moving your social enterprise forward?

VIII. IMPLEMENTATION OVERVIEW

I would like to ask a few questions about setting up and running your social enterprise.

- Have you been able to implement your social enterprise as you planned?

Probes: If not, what were some of the differences between what you planned and what you actually did?

What were some of the reasons for these changes?

What were some of the benefits of making these changes?

- What have been some of the primary challenges you have faced in planning, designing, or implementing your social enterprise?

Probes: How have you addressed these challenges?

Have you had any challenges with the transitional versus permanent employment model?

- What have been some of the primary successes you have had in planning, designing, or implementing your social enterprise?
- What lessons have you learned about planning, designing, and/or implementing a social enterprise that might be worth sharing with other social enterprises?

IX. LABOR MARKET CONDITIONS

My next two questions are designed to gain an understanding of work opportunities available to social enterprise employees after they leave the social enterprise.

- What is the job market life for your social enterprise workers?
Probe: In California and in your area
- What are some of the primary occupations, industries and potential employers available to your social enterprise employment participants once they exit [NAME OF SOCIAL ENTERPRISE]?

X. WRAP-UP

I have just two last questions for you.

- Are there any other thoughts or ideas about [NAME OF SOCIAL ENTERPRISE] that you would like to share?
- What are you looking forward to the most with regard to the future of [NAME OF SOCIAL ENTERPRISE]?

XI. THANK YOU AND ANY LAST QUESTIONS

Thank respondents for their time and input

Ask if they have any additional questions about the interviews or the study overall

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D.3C. FRONTLINE MANAGERS

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MATHEMATICA JOB STUDY
FRONTLINE MANAGERS (CASE MANAGERS/SHIFT SUPERVISORS) PROTOCOL

I. INDIVIDUAL BACKGROUND

I would like to begin by asking about your responsibilities with regard [NAME OF SOCIAL ENTERPRISE].

- What is your official job title?
- How long have you been in your current position? With this organization?
- What are some of your overall job responsibilities?
- What are your specific, day-to-day responsibilities with regard to your social enterprise?
- How do you allocate your time between the social enterprise and any non-social enterprise work responsibilities that you may have?

II. CLIENTS/PARTICIPANTS

I would like now to discuss some of the groups of people you work with at [SOCIAL ENTERPRISE].

- What groups of people do you work with at [NAME OF SOCIAL ENTERPRISE]?
Prompts: age, ethnicity, gender, work background, housing status, health status, income status, etc

- Who typically is referred to [NAME OF SOCIAL ENTERPRISE] for employment?

Probe: How do you identify/determine the populations you serve?

What role does referral play in identifying social enterprise workers?

- Do you do any outreach to bring these groups into [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, what types of outreach do you do?

What types of staff are involved in the outreach process?

- Who typically is referred to [NAME OF SOCIAL ENTERPRISE] for employment?

Probe: How do you identify/determine the populations you serve?

What role does referral play in identifying social enterprise workers?

Who actually becomes employed at [SOCIAL ENTERPRISE]?

- What are some of the major employment barriers your social enterprise employees face?

Prompts: lack of job search skills, job readiness, work experience, problem solving skills, conflict resolution skills, stable address, reliable transportation, reliable childcare, lack of English language skills or proficiency, basic skills, stable housing, mental illness, physical health, stable finances, support network, literacy skills, etc

- What are some characteristics of a person who can do well or succeed at [NAME OF SOCIAL ENTERPRISE]?

Probes: What are some of the characteristics of a person who may not do well here?

III. INTAKE AND ASSESSMENT

- What is the intake process for participants when they first come to [NAME OF ORGANIZATION]?

Probes: What types of staff are involved in the intake process? What types of information do you collect? Are there other factors you take into consideration during intake?

- How is eligibility determined?

Probes: Do you have any challenges related to determining eligibility of potential employees? If so, what are they? How do you overcome them?

- What kinds of assessment do you conduct when participants/potential employees first come to [SOCIAL ENTERPRISE]?

Probes: Skills assessments, needs assessment, etc

How do you determine what assessments are needed?

- How do you determine what kind of work each candidate employee should do?

- How do you determine which work or life stability supports employees need?

Prompts: How do you enroll employees in work or life stability supports?

How do you know whether employees received needed services and supports?

- Are any referrals to outside organizations made? If so, under what circumstances? What types of referrals are made?

- About how many social enterprise employees are you generally responsible for at one time?

Probes: Does this feel like too many? Not enough/you could serve more?

IV. SOCIAL ENTERPRISE EXPERIENCE

I would like to ask you about the work that social enterprise employees do and what supports for work itself are available to them.

- What kinds of work/social enterprise employment do you offer to your employees?

Probes: How long are employees typically employed through your social enterprise?

- Many social enterprises offer work or life stability supports. I would like to ask you about any such supports available in [NAME OF SOCIAL ENTERPRISE].

NOTE TO INTERVIEWER: Refer to check list and ask about each service/support *as it is available to social enterprise employees* both before and during social enterprise employment as well as after it.

- Do you use a case management model or process?

Probes: If so, how does it work?

Prompts: intake, assessment, referrals, monitoring, social enterprise employment supports, exit, post-program follow up, post program support, etc

V. PARTICIPANT TRACKING AND DATA

In order to better understand how employees move through the social enterprise, I would like to ask you about how you track and monitor employee progress.

- Do you monitor or track the progress of the social enterprise employees?

Probes: If so, how do you track your employees during social enterprise employment? What kinds of information do you collect on them?

How frequently do you collect this information?

- What do you do with the information you collect? How do you use it? What do you use it for?

Probes: Do you feel like you have the resources you need to collect and assess this information? To use it to support your social enterprise? If so, what resources do you have? Which do you lack?

Are there other kinds of information you would like to collect? If so, what would you like to do with this information?

- How do you determine when a participant has completed [NAME OF SOCIAL ENTERPRISE]?

Probes: Is there a fixed period of employment for all employees?

A fixed period that life stability support services are offered to all participants?

Does it vary by the individual employee? By the challenges a group (e.g., homeless, mentally ill, substance abuse) of employees face?

Do you monitor or track your social enterprise after they have exited social enterprise employment?

VI. EMPLOYEE ATTITUDES TOWARD WORK AND SKILLS

Now I would like to ask you about the changes and development you have observed in your social enterprise employees during their work experiences?

- Have you seen the work skills evolve over the course of working in a social enterprise? If so, how have their skills changed?

Probes: What do you think have been some key influences on the evolution of your employees' work skills?

- Have you seen the attitudes toward work of social enterprise employees evolve or change during their period of work in [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, how?

What do you think have been some key influences on your employees' attitudes toward work?

- Have you seen their communication skills evolve or change over the course of working in a social enterprise? If so, how?
- Have you seen their problem-solving or conflict resolution skills evolve or change over the course of working in a social enterprise? If so, how?
- What do you think are some key influences on these changes?

VII. IMPLEMENTATION OVERVIEW

Now, I would like to ask you to think back over the past year and a half and about the process of working for your social enterprise.

- What have been some of the primary challenges you have faced in working with [NAME OF SOCIAL ENTERPRISE]?

Probes: How have you addressed these challenges?

Have you had any challenges with the transitional verses permanent employment model?

- What have been some of the primary successes you have had in working with [NAME OF SOCIAL ENTERPRISE]?
- What lessons have you learned about working with [NAME OF SOCIAL ENTERPRISE] that might be worth sharing with other social enterprises?

VIII. LABOR MARKET CONDITIONS

My next two questions are designed to gain an understanding of work opportunities available to social enterprise employees after they leave the social enterprise.

- What is the job market life for your social enterprise workers?

Probe: In California and in your area

- What are the primary occupations, industries and potential employers available to your social enterprise employment participants once they exit [NAME OF SOCIAL ENTERPRISE]?

IX. WRAP-UP

I have just two last questions for you.

- Are there any other thoughts or ideas about [NAME OF SOCIAL ENTERPRISE] that you would like to share?
- What are you looking forward to the most with regard to the future of [NAME OF SOCIAL ENTERPRISE]?

X. THANK YOU AND ANY LAST QUESTIONS

Thank respondents for their time and input

Ask if they have any additional questions about the interviews or the study overall

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D.3D. EMPLOYEE FOCUS GROUP

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**MATHEMATICA JOB STUDY
SOCIAL ENTERPRISE WORKERS FOCUS GROUP PROTOCOL**

I. BACKGROUND

- How were you spending your time before you came to [NAME OF SOCIAL ENTERPRISE]?

Probes: What were your main activities? What did you enjoy doing?

- Did you have a steady job before you came to [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, what kind of job? Why did you decide to leave? What were some of the challenges you had finding and keeping a steady job before coming to [NAME OF SOCIAL ENTERPRISE]?

Prompts: lack of job search skills, job readiness, work experience, problem solving skills, conflict resolution skills, stable address, reliable transportation, reliable childcare

II. INTRODUCTION TO [NAME OF SOCIAL ENTERPRISE]

- How did you hear about [NAME OF ORGANIZATION]?

Probes: What made you go into [NAME OF ORGANIZATION] and ask for employment services?

- What led you to be interested in working at [NAME OF SOCIAL ENTERPRISE]?

Probes: Did you know about [NAME OF SOCIAL ENTERPRISE] when you came to [NAME OF ORGANIZATION] for employment services?

III. CURRENT EMPLOYMENT STATUS

- What are your responsibilities at work at [NAME OF SOCIAL ENTERPRISE]? What kinds of work do you do?

- How long have you been working at [NAME OF SOCIAL ENTERPRISE]?

- How much do you work, that is the number of days and hours per day?

IV. INTAKE AND ASSESSMENT

- When you first came to [NAME OF ORGANIZATION] did you have an initial interview, meeting, orientation or other introduction to [NAME OF SOCIAL ENTERPRISE]? If so, please describe.

- When you first came to [NAME OF ORGANIZATION], did you participate in any assessments to help you identify what kinds of work skills you have or would like to gain?

Probes: Have you participated in any assessments related to any additional supports outside of work you might want or need?

V. LIFE STABILITY SUPPORTS/SERVICES

- Outside of work, have you had any specific challenges that you have tried to address during your time participating in [NAME OF SOCIAL ENTERPRISE]?

Probes: If so, do you feel comfortable sharing some of these?

- Has [NAME OF SOCIAL ENTERPRISE] helped you address any of these challenges? If so, which ones and how?
- Have you also been referred to or gotten involved in any other support programs with organizations other than [NAME OF ORGANIZATION]?

- Do you have any other challenges outside of work that you would like some help with?

Probes: If you feel comfortable discussing them, what are some of them?

- How do you think [NAME OF SOCIAL ENTERPRISE] could help you with these challenges?

IV. BENEFITS OF/SATISFACTION WITH THE SOCIAL ENTERPRISE EMPLOYMENT

- What have you liked the most about your work with [NAME OF SOCIAL ENTERPRISE]? What have you liked the least?

- Besides a pay check, what have been some of the benefits of working at [NAME OF SOCIAL ENTERPRISE]?

- What are some things that you have learned through your work at [NAME OF SOCIAL ENTERPRISE]?

- What are some characteristics of a person who can do well or succeed at [NAME OF SOCIAL ENTERPRISE]?

- What are some of the characteristics of a person who may not do well or succeed here?

V. PROGRAM EXIT AND POST-PROGRAM PLANS

- When will this job come to an end for you? If you have completed it, when did you complete it and how long did you work there? Why did you stop working there?

- Is your salary or paycheck adequate to help you meet your financial needs? Is it adequate for the work you were doing?

Probes: Too low, about right, high

- What are your plans for employment after your work at [NAME OF SOCIAL ENTERPRISE] is completed?

Prompts: have a job; looking for a job; enrolled in school, skills building, job readiness, work search or other related program

- What kinds of jobs or employers do you think you might be able to find once your work at [NAME OF SOCIAL ENTERPRISE] or any training or education you are doing is over?

VI. ATTITUDES TOWARDS WORK [Note: please ask only if not already answered in context of previous questions]

- Do you like working, in general?
- Do you enjoy the work you are currently doing?
- Do you feel challenged at work?
- Do you feel like you are learning new things at work? If so, what kinds of things?
- Do you find work frustrating at times? How?
- Do you find work exciting or fun at times? How?
- Do you feel like you work too much? Not enough? About right?
- Do you like your supervisor? Do you think your supervisor is fair? Do you think your supervisor understands you? Do you think your supervisor likes you? Does your supervisor help you develop skills and provide a constructive work environment. Does he or she challenge you to develop your skills?
- How important is work to your own sense of yourself/your self-image?
- How important is work for your role in your family?
- How important is work to how you organize your time?

VII. SOFT SKILLS [Note: please ask only if not already answered in context of previous questions]

- Have you experienced any challenges at work? If yes, what were they and how did you handle them?

Probes: Getting to work on time; reliable transportation; reliable childcare

- Have you experienced any conflicts at work? If so, how did you resolve them?

Probes: Disagreements with co-workers or supervisors or customers

- When you have a problem with a supervisor or co-worker, how do you address it?
- When you have a problem with a client or customer, how do you handle it?
- When you need to miss work, how do you handle this?

Probes: sick child; sick themselves; mtg with social worker or parole officer; family emergency, etc—probe for support networks and for problem-solving skills

VIII. WRAP-UP

- Thinking about your entire experience with [NAME OF SOCIAL ENTERPRISE] (work, supports, staff, etc), what was your favorite aspect of it?
- What was your least favorite aspect of your time with [NAME OF SOCIAL ENTERPRISE]?

- Are there any other thoughts or ideas about your experiences with [NAME OF SOCIAL ENTERPRISE] that you would like to share?

- What are you looking forward to the most once you complete/now that you have completed [NAME OF SOCIAL ENTERPRISE]?

IX. THANK YOU AND ANY LAST QUESTIONS

Thank participants for their time and input.

Ask if they have any additional questions about the focus group or the study.

Pass out incentives.

D.3E. REDF STAFF

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MATHEMATICA JOB STUDY
REDF TRAINING AND TECHNICAL ASSISTANCE INTERVIEW PROTOCOL

ORGANIZATION and SOCIAL ENTERPRISE: _____

NAME OF RESPONDENT: _____

MATHEMATICA STAFF: _____ **DATE:** _____

I. INTRODUCTION TO THE INTERVIEW

Thank you for agreeing to meet with me. As you know, I am from Mathematica Policy Research. I am part of an independent research team that is studying social enterprise programs supported by REDF. We are visiting 8-9 social enterprises in California to learn about their programs and innovations in providing work opportunities to populations with employment barriers around the state.

To help us better understand how REDF-supported social enterprise programs work, we would like to ask you some questions about your work providing training and/or technical assistance to the social enterprises. As suggested, we are holding similar discussions with staff from REDF and from REDF-supported social enterprise programs.

Your identity will be kept confidential and the notes from this discussion will not be shared with anyone beyond the research team. Instead, they will be combined with other discussions with other staff to help provide a general portrait of the social enterprise programs. Information based on these discussions will only be reported in aggregate to REDF to help document how the social enterprise programs are designed and implemented as well as understand the context in which key work and life stability outcomes are supported.

Please keep in mind:

- There are no right or wrong answers to these questions. Our questions are designed to collect information about and gain an understanding of REDF's social enterprise programs.
- Your participation in this conversation is completely voluntary.
- You do not need to answer any questions you do not wish to answer during our discussion today.

Project Contact Information

The invitation you received asking you to participate in this interview included contact information for Dr. Nan Maxwell, Mathematica Job Study Project Director. Please feel free to contact her via phone or email if you have any questions or concerns about this study or your participation in it.

II. PRE-DISCUSSION QUESTIONS

I want to emphasize again that there are no right or wrong answers to these questions. By voluntarily agreeing to participate in this study, we ask you to answer these questions with responses that are true for you.

- Do you understand the purpose of our conversation today?
- Do you have any additional questions before we begin?

III. INDIVIDUAL BACKGROUND

I would like to begin by asking you about your roles and responsibilities at REDF and with regard to the social enterprises?

- What is your official job title?
- How long have you been in your current position? With this organization overall?
- What are some of your overall job responsibilities?
- What are your specific responsibilities with regard to the REDF-supported social enterprises?
- How do you allocate your time between work with the social enterprises and your other job responsibilities?

IV. ORGANIZATION

- How did you become involved in working with the REDF social enterprises?
- How did you become involved in supporting the [SOCIAL ENTERPRISE]?
- What are some of your goals or objectives for [SOCIAL ENTERPRISE] and the social enterprise program overall?

Probes: What are some ways in which you think you/REDF might be able to achieve these goals?

- How did you determine which social enterprises to fund? I know you did not have specific criteria, but could you describe what kinds of efforts, orientations, visions for the social enterprises you were seeking in awarding grants?
 - How did [SOCIAL ENTERPRISE] fit into this original vision?
- How do you assess whether or not [SOCIAL ENTERPRISE] and/or the overall program are meeting its goals?
 - Do the ways you use to assess the social enterprise generate any outputs, for example, any kind of data?
 - If so, how do you use these data or any other results of the assessment? What is there purpose? How do they get used?
 - For [SOCIAL ENTERPRISE], what is your role in determining the viability of each line of business?

V. CLIENTS/PARTICIPANTS

I would like next to discuss some of the groups of people served by [SOCIAL ENTERPRISE].

- What populations/groups of people did [SOCIAL ENTERPRISE] target to serve through the REDF-supported social enterprises?

Prompts: age, ethnicity, gender, work background, housing status, health status, income status, etc

- What are some of the major work or life challenges that [SOCIAL ENTERPRISE] employees tend to face?

Prompts: lack of job search skills, job readiness, work experience, problem solving skills, conflict resolution skills, stable address, reliable transportation, reliable childcare, lack of English language skills or proficiency

Prompts: stable housing, mental illness, physical health, stable finances, support network, etc

VI. TRAINING AND TECHNICAL ASSISTANCE

I would like to ask about any training and technical assistance (TA) provided to [SOCIAL ENTERPRISE].

- What kind of training and TA has REDF offered to [SOCIAL ENTERPRISE] to plan, design, and/or implement and run their social enterprises?

Probes: In what areas? On what topics? In what formats?

Did you play a role in training or TA? If so, what was your role?

- Do you think [SOCIAL ENTERPRISE] has been able to utilize the training and/or TA available?

Probes: What kinds of help have they most frequently requested?

How have they responded to training and/or TA given?

Have you seen any changes at [SOCIAL ENTERPRISE] following training and/or TA? If so, what kinds of changes?

Do they have additional needs for training or TA? If so, in what areas?

VII. IMPLEMENTATION OVERVIEW

Next, I would like to ask you some overarching questions about working with the REDF-supported social enterprises.

- What were some of the primary challenges **you** have faced in working with [SOCIAL ENTERPRISE]?

-

Probes: How have you addressed these challenges?

Are these challenges fairly typical of your grantees? Or do they differ in some way? If so, how?

Have there been any challenges related to different organizations working together to implement a social enterprise?

- What were some of the primary challenges [ORGANIZATION] face themselves in running [line of business]?

Probes: Have they had any challenges with the transitional versus permanent employment model?

- What were some of the primary successes **you** have had in working with [SOCIAL ENTERPRISE]?

- What were some of the successes [ORGANIZATION] has had in running [SOCIAL ENTERPRISE]?

- What lessons have you learned about working with [SOCIAL ENTERPRISE] that might be worth sharing with other organizations considering working with social enterprises?

Probes: Are there specific issues you would like for me to address or to ask about during our site visit to [ORGANIZATION AND/OR SOCIAL ENTERPRISE]? If so, what are these?

VIII. WRAP-UP

I have just two last questions for you.

- Are there any other thoughts or ideas about working with social enterprises that you would like to share?
- What are you looking forward to the most with regard to the future of working with the REDF-supported social enterprises?

IX. THANK YOU AND ANY LAST QUESTIONS

- Thank respondents for their time and input
- Ask if they have any additional questions about the interviews or the study overall

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