United States Department of Agriculture

SNAP Employment and Training (E&T) Characteristics Study: Final Report

Nutrition Assistance Program Report **October 2017**

Food and Nutrition Service
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Food and Nutrition Service, Office of Policy Support October 2017

SNAP Employment and Training (E&T) Characteristics Study: Final Report

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This study was conducted under Contract number AG-3198-D-13-0059 with the Food and Nutrition Service, United States Department of Agriculture.

On the Food and Nutrition website: http://www.fns.usda.gov/

Suggested Citation:
Rowe, Gretchen, Elizabeth Brown, and Brian Estes. SNAP Employment and Training (E&T) Characteristics Study: Final Report. Prepared by Mathematica Policy Research for the U.S. Department of Agriculture, Food and Nutrition Service, October 2017.

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ACKNOWLEDGEMENTS

This study was conducted by Mathematica Policy Research under contract with the U.S. Department of Agriculture (USDA) Food and Nutrition Service (FNS). Many people assisted the authors in their efforts to collect, analyze, and report on SNAP E&T for this study. We would like to thank all of these individuals who provided important contributions to the study and to this report. Their guidance, information, and efforts were critical to our success. At FNS, our project officer, Eric Sean Williams, monitored project tasks and provided useful suggestions for improving the study and the report. Gloria Gonzalez, Michael DePiro, and Wesley Dean also served as project officers over the course of the study and provided important guidance in developing the survey and other products. Anita Singh, Jackie Winfeldt, Marcie Foster, Kathryn Law, Danielle Deemer, and Jordan Younes also reviewed the report and provided helpful comments.

At Mathematica, Bryce Onaran directed our survey with assistance from Kara Conroy. Nicholas Beyler, Juan-Diego Astudillo, and Barbara Carlson provided statistical consultation and support for identifying the survey sampling, weighting data, and conducting statistical testing. A special thanks to Mark Timms for his diligent work in preparing and programming the data for analysis. In addition, Josh Leftin, Alexander Bohn, Kenneth Jackson, and Erick Geil assisted with administrative data collection and cleaning. Karen Cunnyngham conducted a thorough review of the draft report, and Kimberly Ruffin prepared the manuscript and improved the layout. We also would like to thank Claire Wilson, from Insight Policy Research, for her oversight and helpful guidance to her team.

This study and report would not have been possible without the cooperation from staff at the State SNAP agencies that provided the administrative data needed to identify survey participants, as well as the SNAP work registrants, E&T participants, and providers who answered our surveys and attended focus groups. State programmers, database administrators, and other information technology staff in State agencies worked diligently with us to provide the data extracts. In addition, over 2,400 people completed surveys and 140 participated in focus groups, which were the foundation of the study.

The opinions and conclusions expressed herein are solely those of the authors and do not represent the opinions or policy of any agency of the federal government.

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CONTENTS

ACKNOWLEDGEMENTS iii

EXECUTIVE SUMMARY xi

I INTRODUCTION 1

A. Policy context 2

B. Study objectives 6

II. DATA AND METHODS 9

A. Study design and data collection 9

1. Study design 9

2. Data collection and response rates 11

B. Analysis methods 11

C. Limitations 13

III. CHARACTERISTICS OF WORK REGISTRANTS AND E&T PARTICIPANTS 15

A. Demographic characteristics 15

1. Individual characteristics 16

2. Household characteristics 17

B. Labor force status 19

C. Occupations 24

D. Skills gaps 25

E. Barriers to employment 28

1. Barriers to employment 29

2. Discrimination in finding employment 32

IV. CHARACTERISTICS OF SNAP E&T PROVIDERS AND SERVICES 35

A. Providers 35

1. Types of sectors and provider organizations 36

2. Service area 37

3. Targeted populations 38

B. Services provided to E&T participants 39

1. E&T activities 40

2. Support services offered and received 44

3. Fees and costs of E&T activities 47

4. Certificates, licenses, or degrees offered to E&T participants 47

5. Follow-up services 49
6. E&T participant program completion rates, by service component 50
7. Participants' reasons for participating in SNAP E&T 51
8. Satisfaction with the E&T program 53
9. Difficulties in accessing services 54
C. Funding 56
1. Funding sources 56
2. Costs per participant 57
D. Interagency coordination and reporting 59
1. Coordination among E&T providers and other organizations 59
2. Use of performance measures 61
V. CONCLUSIONS AND CONSIDERATIONS 63
A. Work registrant and E&T participant characteristics 63
B. Provider characteristics 63
C. SNAP E&T services 64
REFERENCES 67
APPENDIX A DETAILED DATA COLLECTION AND ANALYSIS METHODOLOGY A.1
APPENDIX B DETAILED FINDINGS B.1
APPENDIX C NONRESPONSE BIAS ANALYSIS C.1

BOXES

IV.1 Participants' experiences with costs of participating in E&T 47
IV.2 Focus group satisfaction with job search activities 54

TABLES

I.1 SNAP E&T program characteristics by State, FY 2013 4

I.2 FNS's study research questions and data collection modes 7

II.1 States in the SNAP E&T study 9

II.2 Response rates 11

II.3 Sample versus self-reported work registrants and E&T participants 12

III.1 List of top occupations respondents held in the previous 24 months 25

IV.1 Top 10 list of performance measures used by SNAP E&T mandatory and voluntary State providers 62

A.1 Work registrant and participant sample allocation, by State A.5

A.2 R/P survey release waves A.9

A.3 Contact with R/P survey respondents A.10

A.4 Contact with provider survey respondents A.11

A.5 Response rates A.12

A.6 Demographic characteristics of SNAP population 18 to 59 year olds, and survey work registrants and E&T participants A.14

A.7 Key outcomes for work registrants A.17

A.8 Key outcomes for E&T participants A.17

B.1 Demographic characteristics of work registrants and E&T participants, including PAR and NPAR E&T participants B.3

B.2 Household income and participation in other government programs B.5

B.3 Employment status of work registrants and E&T participants B.6

B.4 Characteristics of job 1 held within the last 24 months B.7

B.5 Characteristics of job 2 held within the last 24 months B.8

B.6 List of top occupations respondents held in the last 24 months B.9

B.7 Local community's demand for the type of job respondent held most recently B.10

B.8 Characteristics of job 1 held by work registrants in the last 24 months, by education level B.11

B.9 Characteristics of job 1 held by E&T participants in the last 24 months, by education level B.12

B.10 Participation status at time of survey, by PAR and NPAR status B.13

B.11 Main reasons given for participating in E&T, by PAR and NPAR status B.14

B.12 Reasons given for not participating in E&T, by individuals told to participate who did not and potential volunteers B.15

B.13 Reported length of participation in E&T and location of services, by PAR and NPAR status B.16

B.14 Types of activities E&T participants reported participating in through the SNAP E&T program, by PAR and NPAR status B.17

B.15 Reported difficulties in accessing the E&T program, by PAR and NPAR status B.18

B.16 Reported receipt of support services and the overall importance of those support services, by PAR and NPAR status B.19

B.17 Types of certifications, licenses, and degrees earned as part of an E&T program, by PAR and NPAR status B.20

B.18 Reasons given for stopping participation in the E&T program, by PAR and NPAR status B.21

B.19 Reported participation in other activities with the organization after completing the E&T program, by PAR and NPAR status B.22

B.20 Reported barriers to employment by work registrants and E&T participants B.23

B.21 While looking for a job, reasons of perceived discrimination by work registrants and E&T participants B.24

B.22 Composition of service area, by mandatory and voluntary State providers B.25

B.23 Type of E&T organization and provider type, by mandatory and voluntary State providers B.26

B.24 Percentage of SNAP E&T mandatory and voluntary State providers that target certain populations B.27

B.25 Three most important factors used to design or modify the education or training options that are offered to participants by mandatory and voluntary State providers B.28

B.26 SNAP E&T participant barriers when they enter the program, according to mandatory and voluntary State providers B.29

B.27 Activities that are available to E&T participants by mandatory and voluntary State E&T providers B.30

B.28 Average length of time that SNAP E&T participants spend in activities offered by mandatory and voluntary State providers B.31

B.29 Average percentage of SNAP E&T participants and non-SNAP E&T participants in activities offered by mandatory and voluntary State providers in their most recently completed fiscal year B.32

B.30 Reported support services offered, according to mandatory and voluntary State providers B.33

B.31 Percentage of mandatory and voluntary State providers that offer certifications, licenses, degrees; and the percentage of their participants that earn certifications, licenses or degrees B.34

B.32 Mandatory and voluntary State providers' assessment of skills most E&T participants need to gain to be employable in their communities B.35

B.33 Follow-up services offered to SNAP E&T participants after they complete the program according to mandatory and voluntary State providers B.36

B.34 Funding sources received by mandatory and voluntary State providers B.37

B.35 Average cost per participant by component: mandatory and voluntary State providers[a] B.38

B.36 Top 10 List of performance measures used by SNAP E&T mandatory and voluntary State providers B.39

B.37 Percentage of mandatory and voluntary State E&T providers that report outcome measures, and to which entities they report B.40

B.38 Percentage of providers who have agreements, or coordinate with, other organizations, by type of organization B.41

B.39 Characteristics of focus group participants B.42

B.40 E&T service locations and accessibility B.43

B.41 Barriers to finding and retaining work among focus group participants B.44

B.42 Training goals and motivations of focus group participants B.45

B.43 Skill gaps and training needs of focus group participants B.46

B.44 Employment status of work registrants and E&T participants by subgroup B.47

B.45 Characteristics of job 1 held within the last 24 months by subgroup B.48

B.46 Main reasons given for participating in E&T by subgroup B.50

B.47 Types of activities E&T participants reported participating in through the SNAP E&T program by subgroup 51

B.48 Reported difficulties to accessing the E&T program by subgroup 52

B.49 Reported receipt of support services provided by the E&T program by subgroup 53

B.50a Reported problems with getting or keeping a job of work registrants by subgroup 54

B.50b Reported problems with getting or keeping a job of E&T participants by subgroup 55

B.51a While looking for a job, reasons of perceived discrimination of work registrants by subgroup 56

B.51b While looking for a job, reasons of perceived discrimination of E&T participants by subgroup 57

C.1 Variables found to have statistically significant associations with work registrant response status C.4

C.2 Variables found to have statistically significant associations with E&T participant response status C.5

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FIGURES

I.1 How SNAP offices help SNAP participants access E&T services 6

III.1 Work registrants' and E&T participants' age, gender, race, and education level 17

III.2 Work registrants' and E&T participants' monthly household income and SNAP benefit 18

III.3 Percentage of work registrants' and E&T participants' households receiving government assistance 19

III.4 Percentage of work registrants and E&T participants currently employed and unemployed, by type of employment 20

III.5 Percentage of work registrants and E&T participants with a certain number of jobs in the previous 24 months 21

III.6 Percentage of work registrants and E&T participants working a certain number of hours at their most recent job in the previous 24 months 22

III.7 Percentage of work registrants and E&T participants working at their most recent job in the previous 24 months for a certain length of time 23

III.8 Percentage of work registrants' and E&T participants' occupational experience in demand in their local community 26

III.9 Percentage of providers assessing the skills needed most by E&T participants to become employable in their communities, by skill 27

III.10 Percentage of work registrants and E&T participants reporting multiple barriers to getting or keeping employment 29

III.11 Percentage of work registrants and E&T participants reporting barriers to getting or keeping employment, by type 30

III.12 Percentage of work registrants and E&T participants reporting multiple types of perceived discrimination while searching for employment 32

III.13 Percentage of work registrants and E&T participants reporting perceived discrimination while searching for employment, by type 33

IV.1 Percentage of providers, by type of sector 36

IV.2 Type of E&T provider, by mandatory and voluntary State providers 37

IV.3 Percentage of SNAP E&T mandatory and voluntary providers that target certain populations 39

IV.4 Activities available to E&T participants from mandatory and voluntary State E&T providers 41

IV.5 Average percentage of E&T participants in activities offered by providers in their most recently completed fiscal year and percentage of E&T participants who participated 42

IV.6 Average number of weeks that SNAP E&T participants spent in key activities offered by mandatory and voluntary State providers 43

IV.7 Overall importance of support services, by PAR and NPAR E&T participants 45

IV.8 Percentage of support received by E&T participants and reportedly offered by E&T providers 46

IV.9 Availability of certifications, licenses, or degrees for E&T participants, by mandatory and voluntary State providers 48

IV.10 Provider-reported percentage of E&T participants who earn certifications, licenses, or degrees, by mandatory and voluntary State providers 49

IV.11 Follow-up services offered to SNAP E&T participants after they complete the program, according to mandatory and voluntary State providers 50

IV.12 Percentage of E&T participants reporting reasons for participating in E&T, by PAR and NPAR status 52

IV.13 Satisfaction with E&T, by PAR and NPAR status 53

IV.14 Reported difficulties in accessing the E&T program, by PAR and NPAR status 55

IV.15 Funding sources received by mandatory and voluntary State providers 57

IV.16 Per-participant total direct services costs, by mandatory and voluntary State providers[a] 58

IV.17 Average direct service costs per participant, by component, mandatory and voluntary State providers[a] 59

IV.18 Agreements or coordination between E&T providers and other organizations 60

EXECUTIVE SUMMARY

The Supplemental Nutrition Assistance Program (SNAP), which served almost 46 million people in Fiscal Year (FY) 2015, is a critical safety net for many families and individuals experiencing difficulties in obtaining adequate nutrition. Although SNAP, administered by the United States Department of Agriculture (USDA), Food and Nutrition Service (FNS), is focused on providing nutrition assistance, for decades the program also has had Employment and Training (E&T) programs in place to improve the economic self-sufficiency of SNAP clients and reduce their need for SNAP. Congress established the SNAP E&T program through the Food Security Act of 1985. As described in this legislation, the program's purpose is to assist "members of households participating in [SNAP] in gaining skills, training, or experience that will increase their ability to obtain regular employment" (Food Security Act of 1985).

States are required to administer a SNAP E&T program; however, only a small percentage of SNAP participants participate in such a program. Almost two-thirds of SNAP participants are children (44 percent), elderly adults (9 percent), or have a disability (10 percent) and thus are exempt from SNAP work requirements, which include registering for work at an appropriate employment office, participating in an employment and training program if assigned by a state agency, and accepting an offer of suitable employment (USDA 2014).[1] There are additional Federal exemptions for adults who are already working or caring for small children or an incapacitated adult, and States also may further exempt individuals from participating in an E&T program. Of the 47 million people who received SNAP benefits in FY 2013, 13.3 million registered for work and about 629,000 participated in E&T programs.[2]

States have a great deal of flexibility in designing their E&T programs. They must submit annual E&T plans to the FNS for approval and provide quarterly data on basic aggregate statistics, but at the time of this study, there were no Federal participation requirements or performance measures.[3] The E&T programs must provide at least one of the following services: (1) job search; (2) job-search training; (3) workfare; (4) work experience or training; (5) State, local, or Workforce Innovation and Opportunity Act (WIOA) work programs; (6) education programs; (7) self-employment, and (8) job retention services. Some States require participation in E&T while others focus on voluntary participants. Individuals required by the State to participate in E&T (mandatory participants) are sanctioned for a minimum of one month for noncompliance with specified E&T activities. Voluntary participants are not sanctioned for noncompliance. At the time of this study, about half of the States operated E&T programs focused on voluntary participants.

[1] Based on data from FY 2013.

[2] Data from FY 2013 is the most recently available.

[3] Section 4022 of the Agricultural Act of 2014 required USDA to establish national outcome reporting measures for E&T programs.

The number of hours of participation required in E&T programs is determined by States and driven by the specific component being offered.[4] Federal regulations mandate that able-bodied adults without dependents (ABAWD) must work at least 80 hours per month, participate in a qualifying work or education and training program for at least 80 hours per month, or comply with a workfare program;[5] those who do not comply face a 3-month limit on benefit receipt during any 36-month period.[6] States may—but are not required to—use the SNAP E&T program to help ABAWDs meet this work requirement, which often means offering 80 hours' worth of qualifying E&T activities or the required number of workfare hours. Even in States where E&T is voluntary, ABAWDs may choose to participate in E&T as a way to meet this requirement.

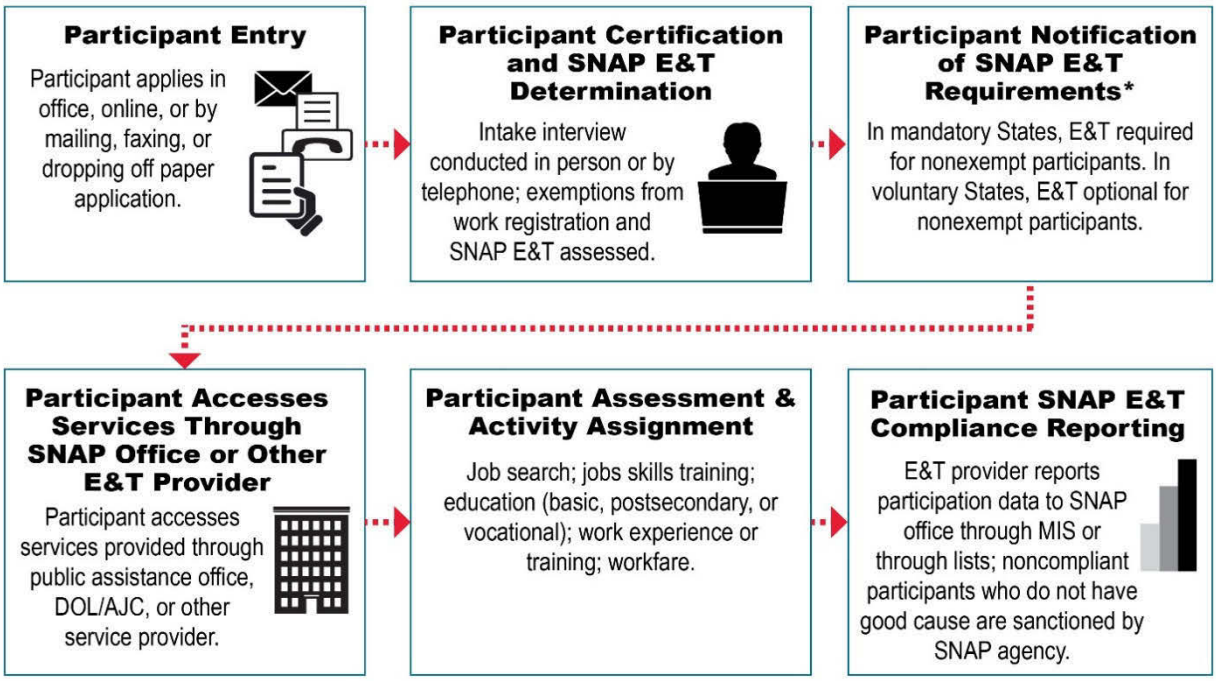
During the certification or recertification process, States screen work registrants to determine whether or not it is appropriate, based on the State agency's criteria, to refer the individual to an E&T program and inform non-exempt individuals about the E&T program and where to obtain services. Depending on the State and types of E&T activities offered, services can be provided directly by the public assistance agencies, an Employment Service (ES) program, an American Job Center (AJC), or under contract with an independent service provider. Figure ES.1 provides a general overview of how SNAP participants access these services nationally. Note that there is variation in the process and programs across States.

[4] States may not mandate more than 120 hours of participation per month. Participants who wish to do so, however, can participate for an unlimited number of additional hours.

[5] ABAWDs are defined as participants ages 18 to 49 who are not caring for a child or incapacitated household member, not physically or mentally unfit for employment, not pregnant, and not already exempt from SNAP work registration.

[6] States may request a waiver of the time limit for people in areas with an unemployment rate greater than 10 percent or those in areas with insufficient jobs. States also have authority to exempt individuals using the 15 percent exemption authorized by the Balanced Budget Act.

Figure ES.1. How SNAP offices help SNAP participants access E&T services



*Participants who were exempt from work registration or participation may volunteer for E&T.
AJC = American Job Center; DOL = U.S. Department of Labor; MIS = management information system

There has been a growing interest in SNAP E&T expansion in the last several years. The Agricultural Act of 2014 ("Farm Bill") mandated the testing of innovative strategies to connect more SNAP participants to employment and required additional reporting by States on E&T (Agricultural Act of 2014). In addition, the number of Department of Agriculture (USDA) Food and Nutrition Service (FNS) national and regional SNAP E&T staff has increased in the last two years, and they are working with States to develop, improve, and expand SNAP E&T programs. Due to these efforts, States' E&T programs have evolved considerably in the recent years, even from the beginning to the end of this study, creating challenges for measuring and understanding the characteristics of programs nationally.

At the same time, there are no nationwide data on the characteristics of SNAP work registrants or E&T participants, and there is a lack of up-to-date research on SNAP E&T programs and populations. This study provides a nationally representative sample of work registrants and E&T participants that allows us to identify the characteristics of registrants and participants, the challenges they face, and the services available to them. This information will help FNS understand how these programs serve clients, the skills needed by participants, and whether current programs meet their needs.

Study objectives

FNS identified three primary objectives for this study. The first objective is to provide FNS with a detailed description of the characteristics of SNAP work registrants and SNAP E&T participants. The second is to describe the needs and challenges work registrants and E&T participants face in their communities. It is important to understand what types of skills workers

currently have (or had before participating in a program), what skills are needed in the local labor market, and whether the State and providers recognize the gaps and craft services to address them. The third objective is to describe the characteristics of the E&T service providers and the types of services available to participants.

Using a combination of administrative, survey, and focus group data, we responded to the research questions. We used administrative and survey data from a nationally representative sample to describe the characteristics of work registrants and participants, and showed where there were differences in the characteristics of the two groups. We used the work registrant and E&T participant survey and E&T participant focus group data to determine what kinds of skills respondents have and barriers they encountered, and, for participants, in which types of activities and programs they participated. Finally, we used the provider survey data to describe the providers' target population, available services, location, and funding structure. These data provide context for the types of E&T services potentially available to SNAP participants nationally.

Data and methods

To obtain a nationally representative sample of SNAP work registrants and E&T participants, we began by selecting a sample of 25 States (see Table ES.1). We collected administrative data from these States and used these data to select a sample of work registrants and E&T participants for our client survey. We also used these data to select E&T participants for 15 focus groups across 5 of the States. In addition, we collected data on and selected SNAP E&T providers in the study States for a provider survey. Note that many State E&T programs were in flux during the course of the data collection period for the study, and policies often changed. Our analysis holds the programs constant at the point we collected the administrative data from the States. Therefore, the findings reported represent the programs as of early 2015, but in some cases they do not reflect the programs as of early 2016 when many changes took effect across the country.

Table ES.1. States in the SNAP E&T study

State	
Alabama	Minnesota
California (Los Angeles and San Francisco Counties)	Mississippi
Colorado	Missouri
Florida	New York
Georgia	North Carolina
Illinois	Oregon
Indiana	Pennsylvania
Kansas	South Carolina
Kentucky	Tennessee
Louisiana	Texas
Maryland	Utah
Michigan	Washington
	Wisconsin

Note: We initially sampled Ohio, South Dakota, and Virginia, but they declined to participate, so we replaced them.

We used administrative data to identify and select the SNAP Employment and Training Registrant and Participant Survey (R/P Survey) sample, targeting 1,500 completed surveys from

work registrants and 1,500 from E&T participants. To achieve these numbers, we selected a sample of 1,974 SNAP participants identified as work registrants in the administrative data and an equal number identified as E&T participants.[7] We determined the amount of sample drawn from each State in proportion to its share of the target population. The resulting sample of work registrants and E&T participants was representative of each of these groups in the U.S., with two exceptions. First, data were not available for Rhode Island[8], so it was not represented in the sample. Second, the California sample was not drawn from all 58 counties; only Los Angeles and San Francisco participated in the study, so work registrants and E&T participants from the other counties in California technically were not represented in the sample.

We targeted 500 completed surveys from the SNAP E&T providers. We anticipated sampling 658; however, the list of providers was just slightly larger than the expected sample size, so we used the census of providers. From the 23 States with E&T providers, we included 681 providers in the survey sample.[9]

We collected data from September 2015 to March 2016 for the R/P survey and from October 2015 to April 2016 for the provider survey. We administered the R/P survey either online or via telephone through computer-assisted telephone interviewing (CATI) software. About one-third of R/P survey respondents completed the survey online. We administered the provider survey online, with telephone support as needed. The survey response rate for the R/P survey was 54.3 percent and provider survey was 59 percent.

The study also included 15 focus groups, divided equally across five States. In consultation with FNS, we selected States to ensure variation across the following characteristics: FNS region, geographic area, race/ethnicity, E&T population size, E&T program components, and program type. We also considered Spanish-speaking and rural SNAP E&T participants for site selection. We selected California, Florida, Louisiana, Minnesota, and New York. A total of 244 E&T participants agreed to attend a focus group; 162 showed up, and 140 ultimately participated.

[7] If administrative data identified individuals as work registrants and E&T participants, we included them only in the E&T participants' sample. There was no overlap in the individuals selected for these two groups at the time of sampling.

[8] We excluded Rhode Island because it did not provide FNS with complete data for FY 2013 at the time of State selection for this study.

[9] Kentucky did not operate a SNAP E&T program and thus did not have any providers. Utah directly provides E&T services and decided not to be included in the provider survey. California providers were from Los Angeles and San Francisco.

We encountered several important limitations with the administrative and survey data that should be considered when interpreting findings. The following summarize some key limitations:

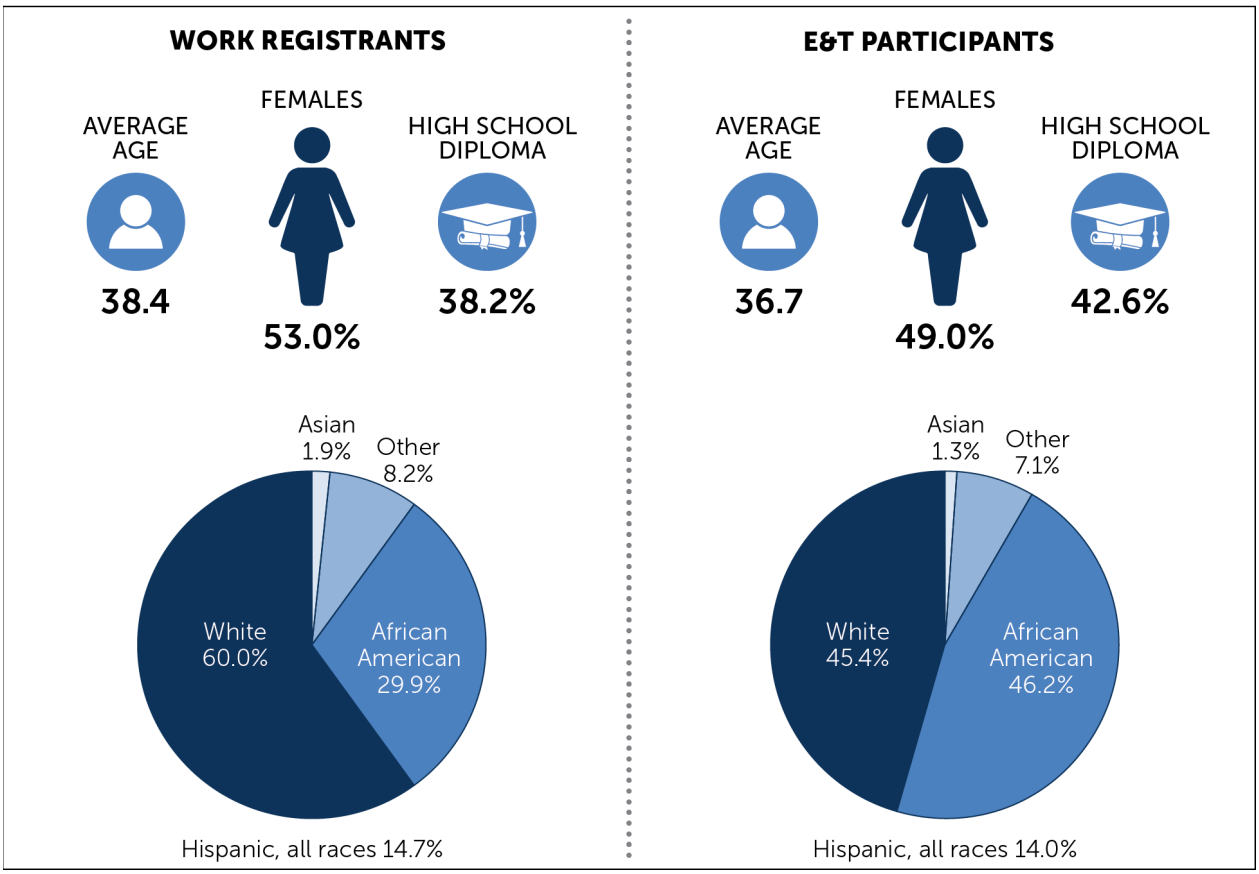
- The survey asked how the respondent perceived his or her participation in E&T. We asked if the respondent was participating because it was required to keep benefits (we consider this mandatory) or if they volunteered to participate (we consider this voluntary). There were substantial differences between how SNAP E&T participants self-identified their participation and how the State defined participation in their program (mandatory or voluntary). Therefore, we present participants responses under perceived as required (PAR) or not perceived as required (NPAR) instead of referring to mandatory or voluntary E&T participants.
- Some States changed their E&T programs from voluntary to mandatory or vice versa during our data collection period, which complicated the classification of providers. Because of the ongoing policy adjustments, the reader should be aware that the results were representative of the policies as of 2015 and do not necessarily represent the current policies.

Characteristics of work registrants and E&T participants

Using SNAP administrative data and responses from the R/P survey, we compare the characteristics of work registrants and E&T participants at the individual and household levels. We also describe the labor force participation of these two groups and the characteristics of the primary jobs held by employed respondents. Finally, we discuss the types of reported barriers to obtaining and retaining employment that work registrants and E&T participants experienced.

Demographic characteristics. Although the characteristics of individuals were very similar, work registrants tended to be slightly older, more often white and female, and less frequently a high school graduate than E&T participants (Figure ES.2). Work registrant households also had a higher average monthly gross income but virtually the same average monthly SNAP benefit, and about the same rate of receipt of public assistance, such as TANF, SSI, and Medicaid.

Figure ES.2. Work registrants' and E&T participants' age, gender, race, and education level

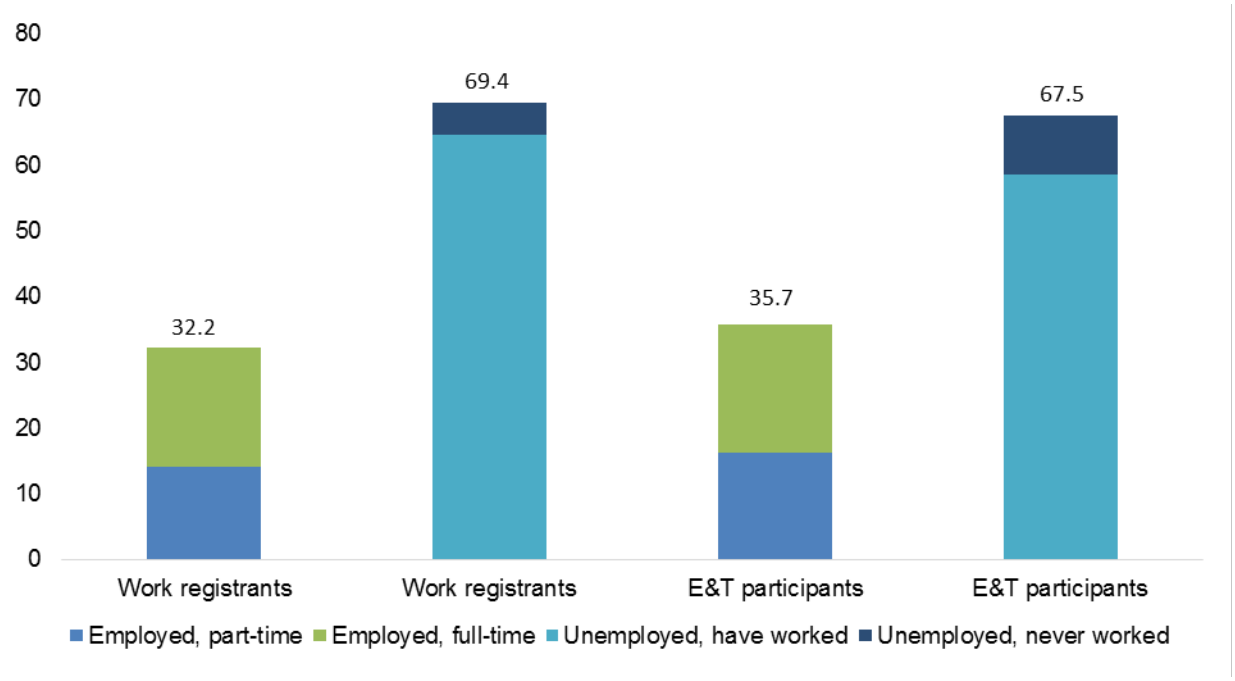


Source: SNAP State administrative data (December 2014 to June 2015) that Mathematica collected on age, gender, and race/ethnicity; SNAP Employment and Training Registrant and Participant Survey (R/P Survey) data collected from September 2015 to March 2016 for education level.

Notes: Past E&T participants are included in the participant total, but they did not self-identify as PAR or NPAR and are therefore not included in those data. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Labor force participation. The majority of work registrants and E&T participants were unemployed at the time of the survey, but about twice as many E&T participants had never worked before (Figure ES.3). Employed respondents generally worked part time and the average hourly wage rates were similar for work registrants and E&T participants. Work registrants working part time tended to work fewer hours; about twice as many of them reported working fewer than 20 hours per week, compared to E&T participants. Work registrants also tended to hold their jobs much longer; more than one-third of them held their jobs for more than a year, whereas only about one-quarter of E&T participants did so. Note that the figure presents the employment status at the time of the survey, which was several months after respondents were identified as work registrants or E&T participants. Their circumstances could have changed during this period, including completing an E&T program and finding full-time employment.

Figure ES.3. Percentage of work registrants and E&T participants currently employed and unemployed, by type of employment

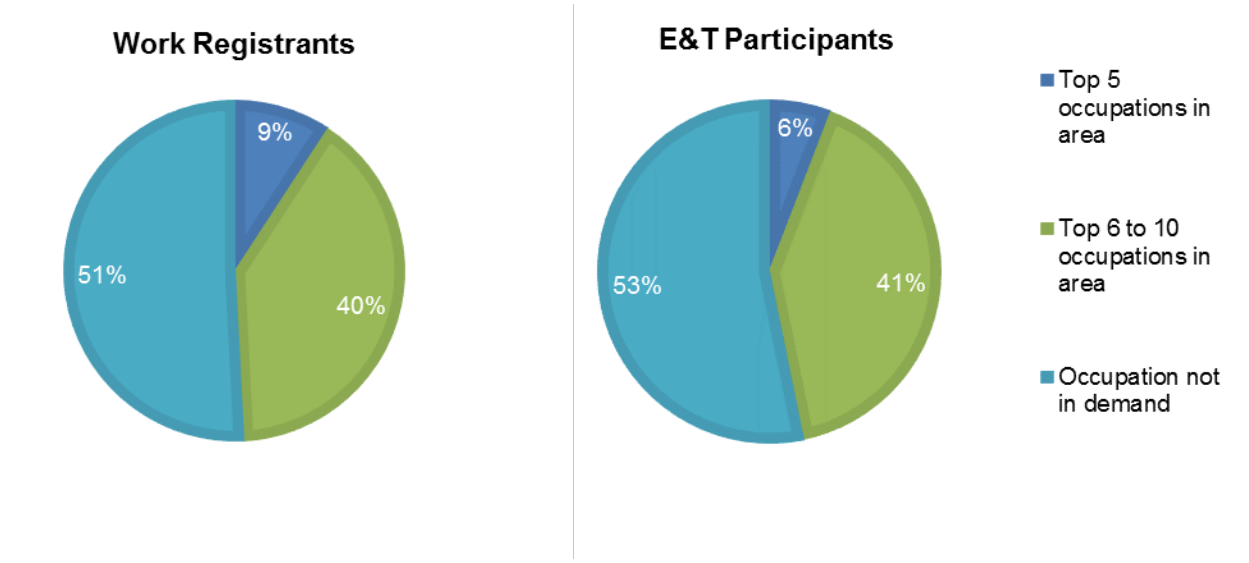


Source: R/P survey data collected from September 2015 to March 2016.

Notes: Full-time and part-time employment are defined using the Bureau of Labor Statistics (BLS) definitions. More information is available at http://www.bls.gov/cps/lfcharacteristics.htm. The percentage of respondents employed and unemployed are obtained from different questions in the R/P survey and due to weighting these do not add to precisely 100 percent. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Gaps between respondents' skills and those needed in community. Using BLS data, we identified the top 10 occupations in the local area in which each respondent resided and compared them to those reported by the respondent. Figure ES.4 presents the percentage of work registrants and E&T participants who held occupations that fell into the top 5 or 10 occupations in the area or were not in demand. Only a small percentage of work registrants and E&T participants held jobs that fell into the top 5 in-demand occupations in the area. More than half of both groups had not recently held jobs in the types of occupations in demand in their local areas. We also asked SNAP E&T providers working with E&T participants to assess the types of skill that participants most needed to find and retain employment in their communities. Overwhelmingly, providers suggested that the SNAP participants they served most needed basic skills and soft skills training to become employable in their local area. A smaller percentage of providers—but still more than 50 percent—suggested that participants needed previous work experience or a degree or certification.

Figure ES.4. Percentage of work registrants' and E&T participants' occupational experience in demand in their local community



Source: R/P survey data collected from September 2015 to March 2016 for respondent occupations; Occupational Employment Statistics, BLS, May 2015, for community occupations.

Note: Asked only of respondents who were employed at the time of the survey or had been in the past. For respondents who had held more than one job within the previous 24 months, we used the first job mentioned. "Local community" is defined as the metropolitan or nonmetropolitan area in which the individual lives, using the BLS definitions of these areas. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Barriers to employment. Work registrants and E&T participants were asked about barriers they experienced in obtaining and retaining employment, as well as any discrimination they perceived when looking for employment. Work registrants and E&T participants reported a similar number of barriers in finding or keeping a job; the majority encountered at least one barrier. The barriers most often cited by both work registrants and E&T participants included health issues, transportation issues, lack of education, and caring for a family member with health issues. Work registrants and E&T participants also discussed their experience of perceived discrimination by employers when searching for jobs. The majority of respondents did not experience discrimination, but more E&T participants than work registrants reported it. Of those reporting perceived discrimination during their job search, age and race were cited most frequently.

Characteristics of SNAP E&T providers and services

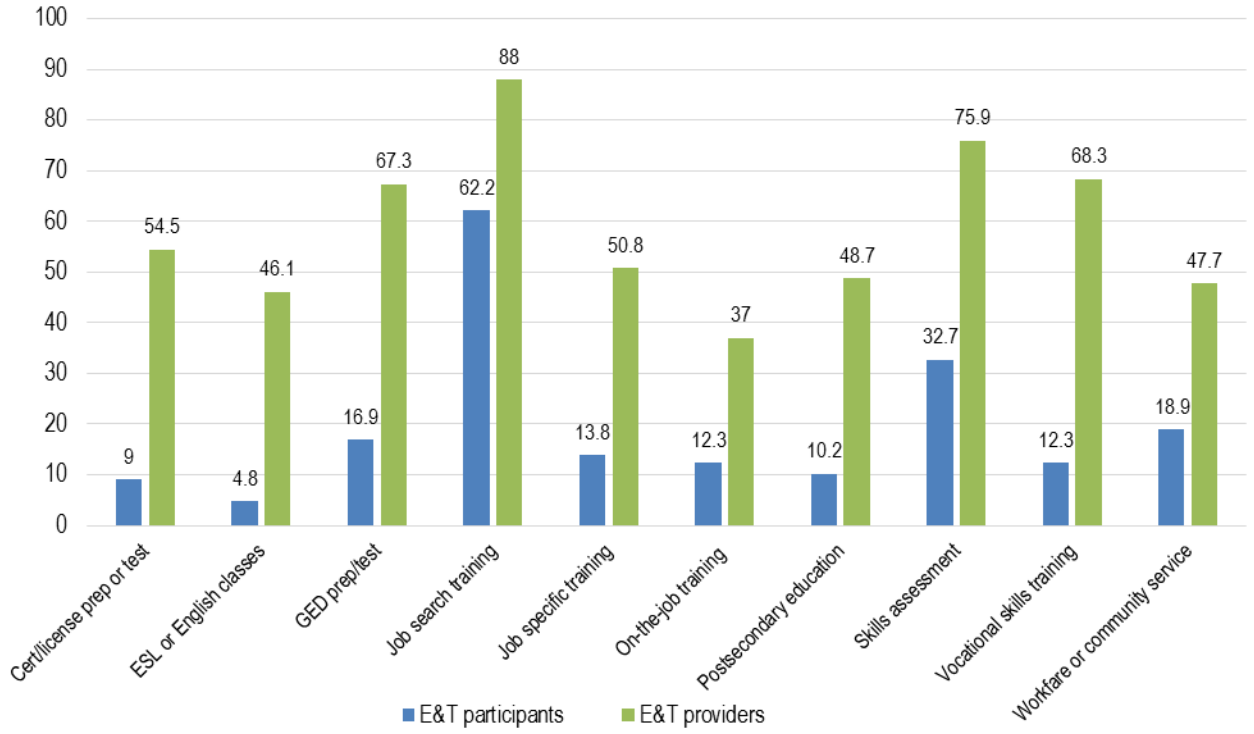
Survey data collected from SNAP E&T participants and providers were used to describe the characteristics of SNAP E&T providers and services that participants obtained. We describe the types of providers offering E&T services, the support services offered and obtained, difficulties participants had in accessing E&T, and overall participant satisfaction. The provider survey data also offered information on providers' funding sources.

Types of sectors and provider organizations. E&T providers represented a mix of private, government, and other types of sectors, such as quasi-governmental or public-private partnerships. About a third of SNAP E&T providers were private nonprofits and about another third were government agencies. A smaller share were private for-profits or "other" types of sectors, such as workforce investment boards (WIBs) and technical colleges. Within these broad sectors, the type of organization providing services to E&T most commonly described their organizations as American Job Centers (AJCs), community-based organizations (CBO), and community colleges. When we asked E&T participants to describe the type of organization they visited for services, they primarily reported going to public assistance offices, AJCs, and community colleges.

E&T activities provided to participants. Overall, E&T participants typically participated in job search or assessment activities through E&T programs. Similarly, few E&T participants indicated that they received a certification, license, or degree through the program, although a much higher percentage of providers reported that they offered and participants earned them. Figure ES. 5 shows the activities and the percentages of E&T participants in those activities. Although the types of activities offered and participated in tracked closely between E&T providers and participants, the percentage of reported participation by activity was always much lower among E&T participants than that reported by providers. There potentially are several reasons for this. First, providers were asked to include all activities that were potentially available to E&T participants. While these may be the universe of activities participants may receive, there may be few "slots" or openings for participants. For instance, a provider might offer post-secondary education but only has enough funding to pay for 10 participants per year to attend school. Second, providers often have established criteria or minimum requirements for participation in certain activities that not all SNAP E&T participants might meet. For example, certain types of on-the-job training opportunities may be available only to participants that have obtained a certain grade-level, complete prior training, and test negative on a drug screening. Not all participants will be eligible based on these criteria. Finally, participants themselves may not be interested in the types of activities providers offer and may self-select into certain types of activities. Participants might simply wanted to find a job that could help pay their bills in the short-run and do not want to take part in longer-term training opportunities, even though it may help them become more self-sufficient in the future. Because of these various reasons for differences in which activities were reportedly available versus obtained, we would suggest that the activities E&T participants reported obtaining more accurately reflect the reality of which SNAP E&T services are most frequently available and accessed.

Among these services, E&T participants typically spent about four hours a day, three days a week, for 11 weeks in SNAP E&T programs. Providers reported that participants spent the most time in postsecondary education activities and job-specific training versus fewer weeks on average in ESL or English classes, on-the-job training, certification or licensing preparation or testing, internships, and workfare.

Figure ES.5. Average percentage of activities offered by providers in their most recently completed fiscal year and percentage of E&T participants who participated



Sources: R/P survey data collected from September 2015 to March 2016 and SNAP E&T Provider Survey data collected from October 2015 to April 2016.

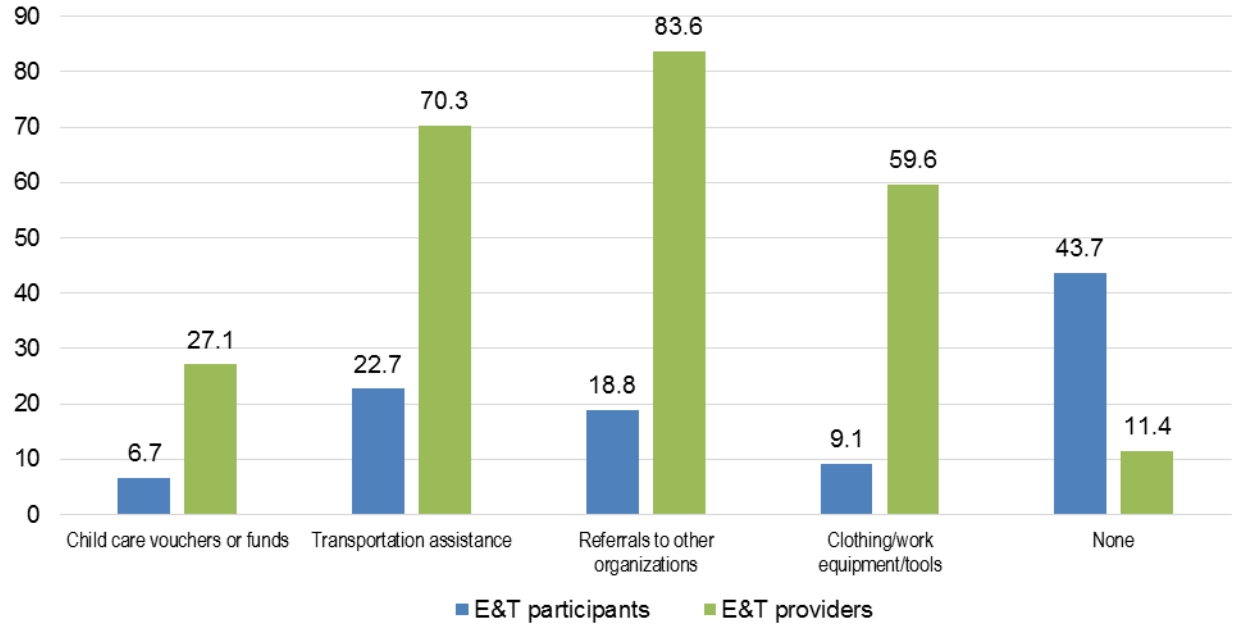
Notes: Asked only of respondents who participated in E&T in the previous 12 months (N=731) and all providers (N=387). The figure includes E&T program activities as reported by respondents. Other activities may be available that respondents did not report or did not participate in. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all of the activities that apply. All data presented in this figure are weighted.

Support services. SNAP regulations provide that the State agency must provide payments to participants in its E&T program, including applicants and volunteers, for expenses that are reasonably necessary and directly related to participation in the E&T program (67 FR 41603, June 19, 2002, as amended at 71 FR 33382, June 9, 2006). We asked E&T participants to indicate the importance of these support services to their participation in the E&T program. Although 75 percent of E&T participants indicated that support services were very important to them, only a small number reported having received those services compared to the number of providers that reported offering them.

The R/P and provider surveys both included questions on support services offered through E&T programs. Participants selected all of the support services they received, whereas providers indicated all of the support services available through the E&T programs. On average, providers reported offering more types of supports and at higher percentages compared to those E&T participants actually received, but like activities, providers are reporting on the universe of supports available and not all participants may qualify for or need these types of supports. Most striking, over 40 percent of E&T participants reported that they did not receive any support

services as part of the program, while only about 10 percent of providers stated that they did not offer support services. The most common supports participants reported receiving were help with applying for government benefits and transportation assistance (Figure ES.6).

Figure ES.6. Percentage of support received by E&T participants and reportedly offered by E&T providers



Sources: R/P survey data collected from September 2015 to March 2016; SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months (N=731) and all providers (N=387). Excludes missing responses, respondents who refused to answer, and responses of "don't know." R/P survey respondents could select all of the services received that apply. Providers could select all of the support services offered that apply. All data presented in this figure are weighted percentages.

Follow-up services. Job retention services are an optional component that State agencies may include in their E&T programs. These services are provided for up to 90 days after the participant gains employment and can include case management and support for transportation and other work-related expenses. The reported availability and receipt of follow-up services after program completion differed between E&T participants and providers. About half of providers reported that they offered these services, while almost 85 percent of E&T participants indicated that they did not receive any other activities after finishing the program. The most commonly offered services were reemployment orientation, retraining, transportation assistance, and supports for work clothing, equipment, or tools.

Reasons for participating in SNAP E&T. For those respondents that participated in SNAP E&T programs, we asked them why they were participating to better understand motivations. E&T participants indicated a variety of reasons for participating, but the majority reported participating in the program to keep their SNAP benefits. (It is important to note that even in States with voluntary programs, ABAWDs who are subject to time limited benefits may use participation in E&T to help them remain eligible for SNAP benefits.) Other reasons focused on employment and improving employment prospects. Help in obtaining employment was the

second most common reason. To get help in gaining job search skills also ranked highly with participants, followed by assistance in finding a better job. Earning a certification, credential, or license rounded out the top five reasons for participating in E&T.

During the focus group discussions, E&T participants emphasized their desire for a stable career but often focused on finding immediate employment that would generate a source of income to cover their basic living expenses. To help with this goal, they accessed job search resources, such as computers, printers, fax machines, job fairs, or job boards that E&T providers offered to help them conduct job searches. Other participants focused on developing basic skills that would help them find work: computer literacy, searching for jobs online, writing resumes and cover letters, and interviewing or communication techniques.

Satisfaction with the E&T program. We asked E&T participants about their satisfaction with the E&T program overall. The vast majority indicated they either were very satisfied or somewhat satisfied with the program. However, the focus group participants expressed mostly dissatisfaction with program components and staff. Most focus group participants were enrolled in independent job search and/or job search training, which did not meet their expectations. Participants viewed these components as either ineffective or limited in their capacity to help clients obtain the experience, skills, certificates, or education needed to find work and achieve financial security. Some also expressed frustration with the inconsistent customer service they received from SNAP E&T providers. Some individuals reported positive experiences and receiving the support they needed to search for work and learn new skills. Others, however, described how staff behaved unprofessionally, failed to help them, and were unsympathetic to their needs.

Funding

To better understand the funding structure and costs of services for E&T programs, we asked providers to describe their funding sources and expenditures. Survey questions were intended to gather data for the most recently completed fiscal year (which could vary by State) and focused on the entire organization's total funding, sources, and activities. These questions were not limited to SNAP E&T activities or programming.[10]

Source of funding. E&T providers typically use a variety of funding sources to support program services and administration. The survey asked providers to report the amount of funding they received from different sources in their most recently completed fiscal year. Most providers reported the receipt of SNAP funds, which is not surprising, as all of these providers were serving SNAP participants. Although we did not ask providers why they might not be receiving certain funds, it is possible that those not receiving SNAP funding either had no direct contract with the State SNAP agency (but potentially received SNAP funds through an intermediary), were providing in-kind services, or did not understand the question. Almost 50 percent of the providers received TANF funds, and smaller percentages received WIOA or other DOL funds.

[10] However, after reviewing the data, it is possible that providers may have interpreted these questions in different ways; in some cases, they may have meant funding sources only for SNAP E&T participants.

Over half of providers also noted that they received funding from other sources, such as corporate or individual contributions, foundation grants, or other special grants.

Cost per participant. To determine the average costs per participant, the provider survey asked respondents to report the amount they spent across a set of administrative and direct service cost categories. The administrative costs included overhead and staff salaries. The direct service costs comprised upfront training and basic education, job training, higher education, and support services. We calculated the per-participant costs by dividing the funding component amounts by the total number of participants and then averaging across all providers. On average, providers served 6,054 E&T participants in their organizations. It is important to note that this number included all E&T participants served by the providers, not only those served through SNAP E&T. The total cost per participant was $1,879.96, which included an average of $1,276.29 in administrative costs and $609.06 in direct services cost. (There is a slight difference between the amount of the average total cost and the sum of the average administrative and direct costs due to rounding when calculating the averages for administrative and direct costs individually and then summing them.) Staff salaries contributed to 67.2 percent of the administrative costs, with the remaining 32.7 percent covering overhead. In the direct services category, providers spent the most on job training, at 34.4 percent. The next most expensive component was support services (33.8 percent), followed by upfront training and basic education (20.4 percent), and higher education (11.4 percent).

Conclusions and considerations

The purpose of this study was to understand the demographic and labor force characteristics of work registrants and E&T participants; the challenges each group faces in obtaining and finding employment; for E&T participants, the E&T services available to them; and the types of organizations providing these services. In general, we found that the primary individual and household characteristics of work registrants and E&T participants were similar, the types of barriers and discrimination reported were consistent between the two groups, and the reported availability of services was mixed.

Although this study provides new and important details about work registrants, E&T participants, and E&T providers, better State data tracking might allow FNS to improve their understanding of this population and monitoring of the program. The SNAP E&T program has evolved considerably in many States over the last two years—States are creating and expanding programs in areas that did not have them before, some States have moved to mandatory programs, and the expiration of ABAWD waivers has put more demands on the E&T programs. For these reasons, the characteristics of these programs may be in flux. Although this report is beneficial in offering a much better picture of the SNAP E&T program than was previously available, this is a point in time. Due to the changes in the program, the national picture we present here may be different from what the program looks like today or even in another year. For FNS to have access to more consistent data on characteristics of these groups, asking States' to add some E&T-specific data to their current SNAP eligibility systems would provide the potential for more frequent and systematic reporting on the E&T program at the individual-level, and would allow for access to basic demographic and income data on work registrants and E&T participants. Although these additional data would not provide FNS with the level of detail included in a survey or focus groups, as in this study, it would describe the basic characteristics

of the groups and service receipt. Asking States to include indicators for work registrants and E&T participants, and to track which providers supply services as well as some basic information about those organizations, and what services participants receive and time in the program would allow for the potential of timely reporting on key E&T information. This type of reporting could be beneficial for FNS as it makes decisions about policy and provides technical assistance to States.

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I. INTRODUCTION

The Supplemental Nutrition Assistance Program (SNAP), which served almost 46 million people in Fiscal Year (FY) 2015, is a critical safety net for many families and individuals experiencing difficulties in obtaining adequate nutrition. Although SNAP, administered by the United States Department of Agriculture (USDA), Food and Nutrition Service (FNS), is focused on providing nutrition assistance, for decades the program also has had Employment and Training (E&T) programs in place to improve the economic self-sufficiency of SNAP clients and reduce their need for SNAP. Congress established the SNAP E&T program through the Food Security Act of 1985. As described in this legislation, the program's purpose is to assist "members of households participating in [SNAP] in gaining skills, training, or experience that will increase their ability to obtain regular employment" (Food Security Act of 1985).

SNAP E&T programs can support the development of critical skills needed for gaining and keeping employment. Although there is wide variation in the services offered by these programs, they may assist unemployed and underemployed participants in job search; job skills training; education (basic, postsecondary, vocational); work experience or training; and workfare. They also provide clients with support services like transportation and child care to reduce barriers to E&T.

States are required to administer a SNAP E&T program; however, only a small percentage of SNAP participants participate in such a program. Almost two-thirds of SNAP participants are children (44 percent), elderly adults (9 percent), or have a disability (10 percent) and thus are exempt from SNAP work requirements, which include registering for work at an appropriate employment office, participating in an employment and training program if assigned by a state agency, and accepting an offer of suitable employment(USDA 2014).[11] There are additional Federal exemptions for adults who are already working or caring for small children or an incapacitated adult, and States also may further exempt individuals from participating in an E&T program. Of the 47 million people who received SNAP benefits in FY 2013, 13.3 million registered for work and about 629,000 participated in E&T programs.[12]

There has been a growing interest in SNAP E&T expansion in the last several years. The Agricultural Act of 2014 ("Farm Bill") mandated the testing of innovative strategies to connect more SNAP participants to employment and required additional reporting by States on E&T (Agricultural Act of 2014). In addition, the number of FNS national and regional SNAP E&T staff has increased in the last two years, and they are working with States to develop, improve, and expand SNAP E&T programs. Due to these efforts, States' E&T programs have evolved considerably in the last two years, even from the beginning to the end of this study, creating challenges for measuring and understanding the characteristics programs nationally.

At the same time, there are no nationwide data on the characteristics of SNAP work registrants or E&T participants, and there is a lack of up-to-date research on SNAP E&T programs and populations. FNS last funded a research study on work programs almost 20 years

[11] Based on data from FY 2013.

[12] Data from FY 2013 is the most recently available.

ago (Czajka et al. 2001), and it has been about 15 years since other organizations, including the Economic Research Service (Botsko et al. 2001) and the Government Accountability Office (GAO 2003), examined the program and its participants. In recent years, there has been some targeted research around specific State programs, such as Minnesota's Pay for Performance pilot program (Mohan and Lee 2014) and Washington's Basic Food Employment & Training Program (Kaz and Krauss 2014), and FNS recently completed a study of best practices in E&T (Kogan et al. 2016), but research has not been comprehensive or widespread. This study provides a nationally representative sample of work registrants and E&T participants that allows us to identify the characteristics of registrants and participants, the challenges they face, and the services available to them. This information will help FNS understand how these programs serve clients, the skills needed by participants, and whether current programs meet their needs.

In this report, we describe the SNAP E&T study we conducted and report on the findings. In Chapter I, we focus on the policy context and study objectives. In Chapter II, we describe the methodology of the study and the data collected. In Chapters III and IV, we detail the findings from our data collection—Chapter III describes the characteristics of SNAP work registrants and E&T participants, and Chapter IV identifies the characteristics of the SNAP E&T service providers and the services provided to participants. In the final chapter, we present conclusions and considerations that could guide FNS as it further considers guidance and clarifications of the policy governing SNAP E&T.

A. Policy context

Although this study did not focus on researching or describing States' SNAP E&T programs, a general understanding of how SNAP E&T works provides important context for the study results. In this section, we describe who is eligible to receive E&T services, how SNAP participants typically access them, and how programs are designed.

Under Federal law, all SNAP participants are required to register for work and agree to accept a job if one is offered, unless they are exempt. Each individual in the SNAP household is assessed to determine if she or he meets one of the Federal exemptions, which include individuals who are younger than 16 years old or older than 59, disabled, working 30 hours a week or in another work program, receiving unemployment compensation, caring for an incapacitated adult or a child under age 6, participating in a drug or alcohol treatment program, or are a student enrolled at least half time in school. Individuals who do not meet an exemption are considered "work registrants," and are subject to SNAP's work requirements. Staff who determine SNAP eligibility assess whether each member of the household is exempt from work registration during the certification and recertification processes.

Whereas about 30 percent of SNAP participants are work registrants, the majority are not required to participate in SNAP E&T programs. States may, and often do, exempt some work registrants from E&T participation due to State-determined criteria, such as lack of suitable programs, lack of transportation, or geographic location. As a result, about 2 percent of SNAP participants took part in a SNAP E&T program nationally in FY 2013. Although SNAP E&T participants are generally work registrants, States may serve SNAP participants who are exempt from work registration or E&T participation requirements but nevertheless volunteer to participate in E&T programs offered.

All States must administer an E&T program for SNAP participants, but some States require participation in E&T while others focus on voluntary participants. Individuals required by the State to participate in E&T (mandatory participants) are sanctioned for a minimum of one month for noncompliance with specified E&T activities. Voluntary participants are not sanctioned for noncompliance. At the time of this study, about half of the States operated E&T programs focused on voluntary participants. With limited Federal funding available for SNAP E&T, these States have elected to serve voluntary participants in order to focus their limited resources on those individuals they believe are motivated to enhance their employability and most likely to benefit from the program. This policy also may save States the administrative costs of monitoring compliance and sanctioning.

States have a great deal of flexibility in designing their E&T programs. They must submit annual E&T plans to FNS for approval and provide quarterly data on basic aggregate statistics, but there currently are no Federal participation requirements or performance measures. The E&T programs must provide at least one of the following services: (1) job search; (2) job-search training; (3) workfare; (4) work experience or training; (5) State, local, or Workforce Innovation and Opportunity Act (WIOA) work programs; (6) education programs; (7) self-employment, and (8) job retention services. In 2013, almost every State offered job search or job-search training; more than half provided basic education programs, such as English as a second language (ESL) and General Educational Development (GED) test preparation; and fewer than one-third of States offered workfare or work experience.[13] Table I.1 presents the variation in State E&T program characteristics in FY 2013.

The number of hours of participation required in E&T programs is determined by States and driven by the specific component being offered.[14] Federal regulations mandate that able-bodied adults without dependents (ABAWD) must work at least 80 hours per month, participate in a qualifying work or education and training program for at least 80 hours per month, or comply with a workfare program;[15] those who do not comply face a 3-month limit on benefit receipt during any 36-month period.[16] States may—but are not required to—use the SNAP E&T program to help ABAWDs meet this work requirement, which often means offering 80 hours' worth of qualifying E&T activities or the required number of workfare hours. Even in States where E&T is voluntary, ABAWDs may choose to participate in E&T as a way to meet this requirement.

During the certification or recertification process, States screen work registrants to determine whether or not it is appropriate, based on the State agency's criteria to refer the

[13] Based on data that FNS provided to the evaluation team for State sampling in 2014.

[14] States may not mandate more than 120 hours of participation per month. Participants who wish to do so, however, can participate for an unlimited number of additional hours.

[15] ABAWDs are defined as participants ages 18 to 49 who are not caring for a child or incapacitated household member, not physically or mentally unfit for employment, not pregnant, and not already exempt from SNAP work registration.

[16] States may request a waiver of the time limit for people in areas with an unemployment rate greater than 10 percent or those in areas with insufficient jobs. States also have authority to exempt individuals using the 15 percent exemption authorized by the Balanced Budget Act.

individual to an E&T program and inform non-exempt individuals about the E&T program and where to obtain services. Depending on the State and types of E&T activities offered, services can be provided directly by the public assistance agencies, an Employment Service (ES) program, an American Job Center (AJC), or under contract with an independent service provider. Providers often administer assessments to gauge participants' service needs and employment barriers, and then assign activities based on these individualized assessments. Figure I.1 illustrates a general overview of how SNAP participants access these services nationally. Note that there is variation in the process and programs across States.

Table I.1. SNAP E&T program characteristics by State, FY 2013

State	Work registrants	Participants	Component[1]	Program type	Percent of population with SNAP E&T availability[2]
Alabama	261,728	24,773	Basic education/work training	Mandatory	NA[3]
Alaska	28,540	570	Basic education/work training	Voluntary	81.49
Arizona	547,368	3,394	Job training	Mandatory	81.45
Arkansas	128,226	3,759	Job training	Voluntary	22.18
California	1,154,748	63,371	Job training	Voluntary	82.67
Colorado	163,872	24,360	Higher education training	Mandatory	83.18
Connecticut	106,723	1,803	Job training	Voluntary	82.67
Delaware	36,865	8,891	Unique activities	Voluntary	100.00
DC	29,471	8,144	Unique activities	Mandatory	100.00
Florida	1,527,091	12,225	Unique activities	Voluntary	90.65
Georgia	255,384	35	Basic education/work training	Mandatory[4]	1.46
Hawaii	37,423	1,830	Job training	Mandatory	99.99
Idaho	39,229	6,436	Basic education/work training	Mandatory	100.00
Illinois	717,258	7,367	Job training	Mandatory	100.00
Indiana	290,374	2,278	Unique activities	Voluntary	100.00
Iowa	24,027	142	Job training	Voluntary	47.65
Kansas	108,959	538	Job training	Voluntary[4]	16.30
Kentucky	303,577	0	Basic education/work training	Voluntary	17.14
Louisiana	271,516	4,871	Basic education/work training	Mandatory	24.80
Maine	71,609	146	Job training	Voluntary	90.56
Maryland	170,928	2,659	Job training	Mandatory	92.67
Massachusetts	167,345	3,059	Job training	Voluntary	100.00
Michigan	530,493	1,454	Unique activities	Voluntary	100.00
Minnesota	97,624	36,577	Higher education training	Mandatory[4]	100.00
Mississippi	217,923	149	Job training	Voluntary	100.00
Missouri	242,067	49,394	Unique activities	Voluntary[4]	100.00
Montana	32,058	767	Job training	Voluntary	36.03
Nebraska	37,187	74	Basic education/work training	Voluntary	11.83
Nevada	101,100	2,214	Basic education/work training	Mandatory	100.00
New Hampshire	32,359	141	Basic education/work training	Voluntary	100.00
New Jersey	95,756	22,395	Unique activities	Mandatory	100.00
New Mexico	121,588	428	Unique activities	Mandatory	100.00
New York	820,811	109,980	Unique activities	Mandatory	100.00
North Carolina	530,213	2,731	Unique activities	Voluntary	23.63
North Dakota	11,825	423	Basic education/work training	Mandatory	34.58
Ohio	546,154	25,453	Unique activities	Mandatory	NA[3]
Oklahoma	135,907	308	Basic education/work training	Mandatory	19.44
Oregon	325,416	66,052	Unique activities	Mandatory	100.00
Pennsylvania	455,536	35,493	Higher education training	Voluntary	100.00
South Carolina	308,520	10,535	Job training	Mandatory	65.25
South Dakota	30,967	5,863	Unique activities	Mandatory	72.34
Tennessee	208,921	8,558	Higher education training	Mandatory	57.14
Texas	819,970	43,737	Unique activities	Mandatory	97.06
Utah	85,077	3,637	Basic education/work training	Mandatory	100.00

State	Work registrants	Participants	Component[1]	Program type	Percent of population with SNAP E&T availability[2]
Vermont	37,415	4,126	Higher education training	Voluntary	100.00
Virginia	347,075	2,174	Job training	Voluntary	47.96
Washington	318,247	11,502	Job training	Voluntary	82.64
West Virginia	71,303	155	Higher education training	Voluntary	31.30
Wisconsin	258,520	11,338	Unique activities	Voluntary	100.00
Wyoming	10,248	757	Basic education/work training	Voluntary	30.03

Sources: FNS provided data on the number of work registrants and E&T participants, program components, and program type for use on the study. FNS provided the "mandatory" or "voluntary" classification in the table; however, for States that changed their classification during the data collection period, the classification used was that in place at the time of data collection in spring 2015. We estimated the percentage of States with SNAP E&T data by using Census Population Estimates 2012 in participating counties as identified in State SNAP E&T Plans FY 2013.

Notes: Work registrant and E&T data from FY 2013 is the most recently available and the data used as the basis for the sample selection. We excluded Rhode Island because it did not provide FNS with complete data for FY 2013 at the time of State selection for this study.

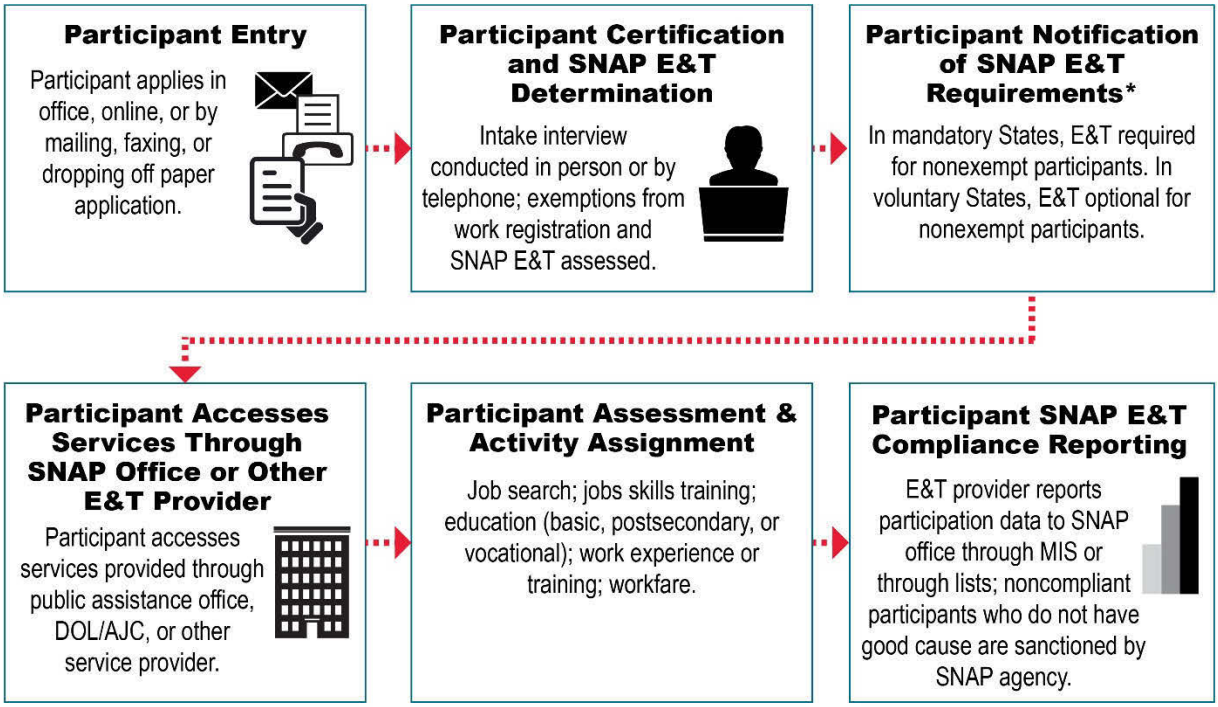
[1]FNS provided State data on 16 types of E&T activities in which E&T clients participated. For sampling purposes, we grouped these activities into four broad categories: (1) basic education and upfront work training, (2) job training, (3) unique activities (labeled as such in the data), and (4) higher education training. Although each State may offer several activities across the four categories, we assigned each State to only one category; ensuring States providing less common types of activities, such as on-the-job training or higher education were identified and represented as such in the sample. The categories are numbered in order of frequencies, with all States providing some type of basic education or upfront training, and fewer providing job training, unique activities, or higher education training. Therefore, to represent the variation in categories, we first assigned any State reporting participation in activities under category 4 to that group, then category 3, then category 2. We assigned any State not selected to category 1. We did not base the assignments on the proportion of participants in each of the categories but rather on the existence of component in which included at least some participants.

[2]We estimated the percentage of States with E&T (program coverage) by dividing the number of individuals residing in the counties that offered SNAP E&T programs by the total State population. The result does not represent the proportion of SNAP clients offered the program but is a proxy for the SNAP population, as urban areas with a larger population tend to account for higher proportions of SNAP clients, whereas rural areas with fewer people account for fewer clients.

[3]The State E&T Plan did not provide information on which counties participated in SNAP E&T.

[4]The State changed their mandatory or voluntary classification between FY2013 and spring 2015 when data was collected for the study.

Figure I.1. How SNAP offices help SNAP participants access E&T services



*Participants who were exempt from work registration or participation may volunteer for E&T.
AJC = American Job Center; DOL = U.S. Department of Labor; MIS = management information system

B. Study objectives

FNS identified three primary objectives for this study. The first objective is to provide FNS with a detailed description of the characteristics of SNAP work registrants and SNAP E&T participants. The second is to describe the needs and challenges work registrants and E&T participants face in their communities. It is important to understand what types of skills workers currently have (or had before participating in a program), what skills are needed in the local labor market, and whether the State and providers recognize the gaps and craft services to address them. The third objective is to describe the characteristics of the E&T service providers and the types of services available to participants. In Table I.2, we present the three objectives and key research questions related to each.

Using a combination of administrative, survey, and focus group data, we responded to the research questions as described in Table I.2. We used administrative and survey data from a nationally representative sample to describe the characteristics of work registrants and participants, and showed where there were differences in the characteristics of the two groups. We used the work registrant and E&T participant survey and E&T participant focus group data to determine what kinds of skills respondents have and barriers they encountered, and, for participants, in which types of activities and programs they participated. Finally, we used the provider survey data to describe the providers' target population, available services, location, and funding structure. These data provide context for the types of E&T services potentially available to SNAP participants nationally.

Table I.2. FNS's study research questions and data collection modes

Objective 1. Describe the characteristics of SNAP work registrants and the training received by those who participate(d) in SNAP E&T programs.	
1. What are the characteristics of SNAP work registrants and the training received by those who participate(d) in SNAP E&T programs?	Administrative and survey data
Objective 2. Describe the needs and challenges for SNAP work registrants and E&T participants.	
1. What are the skill gaps and training needs of SNAP work registrants and E&T participants? • Are SNAP work registrants and E&T participants less-skilled workers with limited earning opportunities due to a highly skilled labor market? • Do SNAP work registrants and E&T participants have specialized skills no longer needed in their geographic area? • What are the job-related training goals and motivations of SNAP work registrants and E&T participants? Are SNAP work registrants and E&T participants pursuing training to prepare for a new occupation or to upgrade their skills in their current occupation?	Survey, secondary, and focus group data
2. What are the challenges or obstacles SNAP work registrants and E&T participants face in obtaining and retaining employment?	Survey and focus group data
Objective 3. Describe the characteristics of the SNAP E&T service providers.	
1. Where are the actual services delivered to participants?	Survey and focus group data
2. What are the geographic areas covered?	Survey data
3. What are the program components and activities available to SNAP participants? Do participants receive a certificate of completion or degree upon completing a training program?	Survey and focus group data
4. Are fees or costs charged to participants who receive services?	Focus group data
5. What is the participation effort (the minimum hours and time frame) required for a particular component?	Survey data
6. What is the duration of the component?	Survey data
7. What is the targeted population? What are the numbers of mandatory and volunteer participants?[a]	Administrative and survey data
8. What are the sources of E&T funds? What is the cost of the component per participant? Are participants reimbursed?	Survey data
9. What is the provider's organizational responsibility?	Survey data
10. What are the areas and methods of interagency coordination? Do participants have access to and utilize other Federal or State E&T services? For example, do they also participate in services from the Employment and Training Administration administered by the U.S. Department of Labor (DOL)?	Survey data
11. Are any post-training follow-up services offered by providers to participants?	Survey data

[a] Because of the way survey questions were posed, we will present participants responses under perceived as required (PAR) or not perceived as required (NPAR) instead of referring to mandatory or voluntary E&T participants. Although we were unable to definitively describe the characteristics of E&T participants by States' mandatory and voluntary program designations, our current analysis provides important insight on research topics based on how E&T participants perceived their participation. This is described in more detail in the following section.

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II. DATA AND METHODS

In this chapter, we provide an overview of the data and methods used for the SNAP E&T study. We discuss the study design and data collection, analysis methods, and limitations. More detailed information regarding these topics is available in Appendix A of this report.

A. Study design and data collection

To obtain a nationally representative sample of SNAP work registrants and E&T participants, we began by selecting a sample of 25 States. We collected administrative data from these States and used these data to select a sample of work registrants and E&T participants for our client survey. We also used these data to select E&T participants for 15 focus groups across 5 of the States. In addition, we collected data on and selected SNAP E&T providers in the study States for a provider survey. As noted in the introduction, many State E&T programs were in flux during the course of the data collection period for the study, and policies often changed. For this report, we are holding the programs constant at the point at which we collected the administrative data from the States. Therefore, the findings reported represent the programs as of early 2015, but in some cases they do not reflect the programs as of early 2016 when many change took effect across the country.

1. Study design

From a State sampling frame of 49 States and the District of Columbia,[17] we selected 25 States (with 5 backup States) using a stratified "probability proportional to size" sampling design. We recruited the selected States, using three of the backups. Table II.1 shows the States that agreed to participate in this study.

Table II.1. States in the SNAP E&T study

State	
Alabama	Minnesota
California (Los Angeles and San Francisco Counties)	Mississippi
Colorado	Missouri
Florida	New York
Georgia	North Carolina
Illinois	Oregon
Indiana	Pennsylvania
Kansas	South Carolina
Kentucky	Tennessee
Louisiana	Texas
Maryland	Utah
Michigan	Washington
	Wisconsin

Note: We initially sampled Ohio, South Dakota, and Virginia, but they declined to participate, so we replaced them.

[17] We excluded Rhode Island because it did not provide FNS with complete data for FY 2013 at the time of State selection for this study.

From those States, we requested three months of administrative data and a list of SNAP E&T providers. We asked that the administrative data include indicators to identify work registrants and E&T participants, case and demographic characteristics, and contact information. States generally provided the data requested, but some variables were not available from all States.

Work registrant and E&T participant (R/P) survey. We used administrative data to identify and select the R/P survey sample, targeting 1,500 completed surveys from work registrants and 1,500 from E&T participants. To achieve these numbers, we selected a sample of 1,974 SNAP participants identified as work registrants in the administrative data and an equal number identified as E&T participants.[18] We determined the amount of sample drawn from each State in proportion to its share of the target population.

The resulting sample of work registrants and E&T participants was representative of each of these groups in the U.S., with two exceptions. First, data were not available for Rhode Island, so it was not represented in the sample. Second, the California sample was not drawn from all 58 counties; only Los Angeles and San Francisco participated in the study, so work registrants and E&T participants from the other counties in California technically were not represented in the sample.

E&T provider survey. We targeted 500 completed surveys from the SNAP E&T providers. We anticipated sampling 658; however, the list of providers was just slightly larger than the expected sample size, so we used the census of providers. From the 23 States with E&T providers, we included 681 providers in the survey sample.[19]

E&T participant focus groups. The study included 15 focus groups, divided equally across five States. In consultation with FNS, we selected States to ensure variation across the following characteristics: FNS region, geographic area, race/ethnicity, E&T population size, E&T program components, and program type. We also considered Spanish-speaking and rural SNAP E&T participants for site selection. We selected California, Florida, Louisiana, Minnesota, and New York. We created a list of potential focus group participants drawn from E&T participants in the State administrative data. This list excluded E&T participants who received a survey, did not have contact information, or were outside of a 30-minute drive of a prospective site or a 45-minute drive of rural sites.

We used purposive sampling for the focus groups, so the findings are not representative of SNAP E&T participants, providers, or program components within or across States. The focus groups were not intended to be representative, but they do provide context for the survey results and can help generate hypotheses about the efficacy of different E&T components, barriers that

[18] If administrative data identified individuals as work registrants and E&T participants, we included them only in the E&T participants' sample. There was no overlap in the individuals selected for these two groups at the time of sampling.

[19] Kentucky did not operate a SNAP E&T program and thus did not have any providers. Utah directly provides E&T services and decided not to be included in the provider survey. California providers were from Los Angeles and San Francisco.

can reduce participation in E&T and the formal labor market, and the skills and training that may help people find work

2. Data collection and response rates

We fielded two surveys—the R/P survey and the provider survey—and conducted 15 focus groups. We collected data from September 2015 to March 2016 for the R/P survey and from October 2015 to April 2016 for the provider survey. We administered the R/P survey either online or via telephone through computer-assisted telephone interviewing (CATI) software. About one-third of R/P survey respondents completed the survey online. We administered the provider survey online, with telephone support as needed. We fielded the R/P survey in three waves and the provider survey in two waves. R/P respondents who completed the survey online or called Mathematica to complete the survey received $40 in gift cards. Respondents whom the interviewers called and who completed the survey by telephone received a $20 gift card. Providers did not receive payment.

Table II.2 shows the survey response rates for the R/P survey (54.3 percent) and provider survey (59 percent). These rates exclude ineligible respondents (45 for the R/P survey and 25 for the provider survey), and include some partially completed surveys (41 R/P surveys and 49 provider surveys). The partially completed R/P surveys provided enough responses to allow us to determine the characteristics of the respondent and whether the respondent was a work registrant or E&T participant. The partially completed provider surveys contained answers to enough questions to permit us to determine the characteristics of the organization, activities offered, and number of E&T participants.

Table II.2. Response rates

	Cases sampled	Cases responded	Response rate
R/P survey	3,903	2,136	54.3%
Provider survey	656	387	59.0%

Note: This table excludes ineligible respondents and includes those who partially completed surveys in which the respondent answered questions that permitted us to categorize them.

For the focus groups, trained recruiters contacted individuals from the list of potential focus group participants and used a screener to determine their eligibility. If people were deemed eligible, recruiters invited them to participate in the group. A total of 244 E&T participants agreed to attend a focus group; 162 showed up, and 140 ultimately participated. A trained moderator led each focus group. Focus group respondents received $40 or $50, depending on the time of their arrival at the focus group.[20]

B. Analysis methods

After we cleaned the survey data, we classified respondents as work registrants or E&T participants based on their self-reporting in the survey. For E&T participants, we also used self-reporting to identify two groups: those who believed they were required to participate in E&T

[20] Focus group respondents received $40 for participation, but those who arrived 15 minutes early received an additional $10.

(defined as 'perceived as required' (PAR) in the report) and those who reported that they chose to participate (defined as 'not perceived as required' (NPAR)).

We then constructed weights for our nationally representative analysis of these data. More information about the processes to clean the data and classify respondents is provided in Appendix A.

The weighted analysis provided an accurate estimation of population frequencies, mean estimates, and models. The weights that resulted from the sampling process take into account differential probabilities of selection of States and population elements within States. However, the inevitability of survey nonresponse required a layer of adjustment to these weights to correct for possible nonresponse bias.

We encountered a complication with the weighting. As we analyzed the data, we found that many people assigned during sampling to either the work registrant or E&T participant group did not self-identify in the survey as being in that group. Although we did expect some of the work registrants to become E&T participants by the time they were surveyed, we did not anticipate the degree to which this would happen or that people designated as E&T participants in the administrative data would self-identify as work registrants in the survey.

For analysis, we used the self-identified statuses reported in the survey.[21] However, the weighting was based on how people were identified in the sample. Table II.3 shows the sampled versus self-identified survey work registrants and E&T participant respondents. About one-third of the sample reported a different status during the survey.

Table II.3. Sample versus self-reported work registrants and E&T participants

	Self-reported work registrants	Self-reported E&T participants
Sampled work registrants	673	329
Sampled E&T participants	427	707

Note: Work registrants' and E&T participants' status for the sample are based on the status assigned in the administrative data. The 'self-reported' work registrants' and E&T participants' status are based on self-reported identification by the survey respondent.

For the provider survey data, we classified providers as being in mandatory States or in voluntary States. During the course of the study, however, SNAP E&T programs in States changed considerably. Because some States adjusted State policies from voluntary to mandatory or vice versa during our data collection period, it complicated the classification of providers being in States with mandatory or voluntary programs in our analysis. Furthermore, some States have policies and programs that serve a sizable mix of both mandatory and voluntary participants. For example, some State policies required mandatory E&T participation for ABAWDs but operated robust 50/50 programs, which focused on voluntary participants with significant barriers to employment. We designated a State as either mandatory or voluntary based on their program status at the time of data collection (spring 2015). If the State policy included

[21] We assigned respondents who answered "don't know" or refused to answer the question as work registrant or E&T participant based on how they were sampled in the administrative data.

any mandatory participation at all, the State was coded as mandatory regardless of how many participants may have been voluntary.

For the focus groups, we transcribed all recordings and systematically categorized the qualitative data using a thematic framework based on relevant study questions. We incorporated other salient themes into this framework. We then identified trends within and across groups including urban/rural and English/Spanish. We describe these trends throughout the report. More information about the analysis is provided in Appendix A.

C. Limitations

We encountered several important limitations with the administrative and survey data that should be considered when interpreting findings. The following are some key limitations, which are further discussed in Appendix A:

- Not all States had indicators for SNAP E&T participation. In most States, we could identify clients who might be required to participate in E&T from the data or could use a proxy for E&T participation; however, these are less accurate than using an actual indicator. When selecting the States, we used data provided by FNS on the most recently reported number of work registrants and participants by State.[22] However, the number of work registrants and participants by State in the final data sets (from administrative data) were proportionally different for some States.
- The survey conducted for this study asked how the respondent perceived his or her participation in E&T. We asked if the respondent was participating because it was required to keep benefits (we consider this mandatory) or if they volunteered to participate (we consider this voluntary). There were substantial differences between how SNAP E&T participants self-identified their participation and how the State defined participation in their program (mandatory or voluntary). Thus, our intended analysis of the characteristics of mandatory and voluntary E&T participants was not successful. However, the survey of participants revealed that many participants may not understand if they are a "mandatory" or "voluntary" participant in E&T. We believe there may be a number of reasons for this. For instance, ABAWDs are subject to the time limit and are required to work or participate in a work program for 80 hours per month. Even though a State may operate a voluntary E&T program, these ABAWDs must meet the 80-hour work requirements in order to remain eligible for SNAP benefits. In addition, States with mandatory E&T requirements may serve a sizable number of SNAP clients who are exempt but voluntarily participate in E&T services.

  Because of the way survey questions were posed, we present participants responses under perceived as required (PAR) or not perceived as required (NPAR) instead of referring to mandatory or voluntary E&T participants. Although we were unable to definitively describe the characteristics of E&T participants by States' mandatory and voluntary program designations, our current analysis provides important insight on research topics based on how E&T participants perceived their participation.

[22] We used data provided by States in their FY 2013 FNS 583 report.

- Some States changed their E&T programs from voluntary to mandatory or vice versa during our data collection period, which complicated the classification of providers. While some States did change their policies between the time we collected information from the State to create our sample and the time we actually surveyed the provider, we asked providers to report data on their program as of the last completed fiscal year. Therefore, in general, a change in policy likely had minimal effect on responses (particularly because most changes in policy happened late in 2015 or early in 2016 when most of the surveys were already complete). In addition, some providers noted that they were not aware whether they were serving mandatory or voluntary SNAP E&T participants, so some may not have noticed a change in policy. That being said, the program status included for analysis in this report is different from the status at the time the report was written in five States. Because of the ongoing policy adjustments, the reader should be aware that the results were representative of the policies as of 2015 and do not necessarily represent the current policies.
- Our sample from California only included data from Los Angeles and San Francisco counties. These data are from more urban counties and may not capture experiences of work registrants and E&T participants in more rural counties.
- Some States were very late in providing the administrative data files to us; thus, the data we collected for selecting the survey sample range from December 2014 to June 2015 across the 25 States.

III. CHARACTERISTICS OF WORK REGISTRANTS AND E&T PARTICIPANTS

In this chapter, we describe the characteristics of SNAP work registrants and E&T participants. Using SNAP administrative data and responses from the R/P survey, we compare their characteristics at the individual and household levels. Then we describe the labor force participation of these two groups and the characteristics of the primary jobs held by employed respondents. Finally, we discuss the types of reported barriers to obtaining and retaining employment that work registrants and E&T participants experienced, summarizing the quantitative findings from the participant survey and qualitative findings from the focus groups. Detailed data tables on the characteristics of these populations are included in Appendix B of this report.

A. Demographic characteristics

The characteristics of the individual work registrants and E&T participants, and the households in which they live, were similar across multiple dimensions. These dimensions include age, race, gender, education levels, household income, SNAP benefit levels, and other assistance programs received. The following sections provide more detail on these findings.

In each section, we describe the characteristics of work registrants and E&T participants. E&T participants include respondents who told us they were current (in the past 12 months) or past E&T participants. We asked current E&T participants if they were required to participate in E&T or chose to participate. Those that answered that they were required to participate are defined as 'perceived as required' (PAR) throughout this chapter. E&T participants who reported that they chose to participate are defined as 'not perceived as required' (NPAR). When appropriate, we provide details based on PAR and NPAR status.[23] Tables B.1 and B.2 in Appendix B include information on the sample size for these groups.

As previously noted, work registrant and E&T participant status is based on how respondents answered questions in the survey. They may not refer to themselves as work registrants or participants, as these are terms of art and most respondents may not even know they have this status. For instance, in some States work registration is an automated process within the State's eligibility system and while the client receives a statement with his rights and responsibilities, they may not be familiar with this terminology because he or she does not have to take any action. Similarly, the voluntary or mandatory nature of the E&T program can often be misinterpreted. For example, ABAWDs who are subject to the time limit and required to work or participate in a work program for 80 hours per month may perceive that the E&T program is required (or mandatory), even though the State operates a voluntary E&T program. Thus, the concepts of work registration and E&T participation may have been less clear than more concrete questions about demographics, education, and work experience.

[23] Because we asked only current participants about their PAR or NPAR status, the total E&T participants will always include more respondents than the sum of the PAR and NPAR groups.

1. Individual characteristics

The work registrant and E&T participant populations generally had similar demographics, although the former tended to be slightly older, more often white and female, and less frequently a high school graduate. Figure III.1 presents the age, gender, race, and education level of work registrants and E&T participants. The majority of work registrants and E&T participants were between the ages of 18 and 49 (77.4 percent and 80.5 percent, respectively). This finding is not surprising, given that work registrants under 16 and over 59 are federally exempt, and ABAWDs, which in many States make up a large portion of E&T participants, are by definition between the ages of 18 and 49. The average age of work registrants and E&T participants was 38.4 and 36.7 years, respectively. Appendix table B.1 provides more information on age of work registrants and E&T participants.

The gender make-up of these groups was similar, but there were slightly more women in the work registrants group (53.0 percent women) and slightly more men in the E&T participant group (51.0 percent men). This too may have been driven by the ABAWD population, which is more often male (USDA 2015).

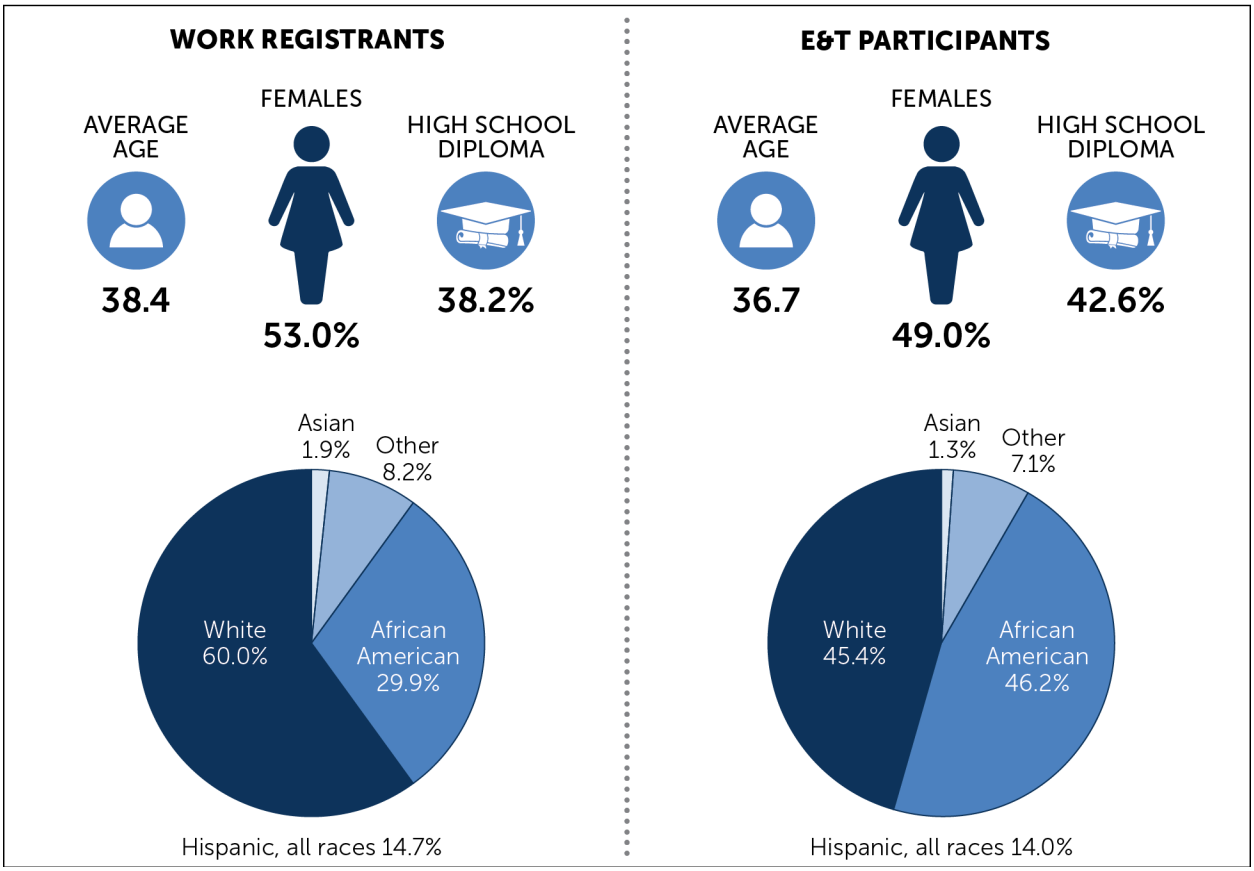
With respect to race, the work registrant and E&T populations appear to have different compositions. Sixty percent of work registrants were white and about 30 percent African American, whereas E&T participants were more evenly distributed between the two races (45.4 percent white and 46.2 percent African American). In both groups, less than 2 percent were Asian, and 14 to 15 percent were Hispanic of any race.

Finally, the education levels among work registrants and E&T participants were relatively similar, although there were some differences. Among E&T participants, 42.6 percent reported completing high school versus 38.2 percent of work registrants. A higher rate of work registrants than E&T participants also reported having less than a high school diploma (28.3 percent versus 26.9 percent, respectively). However, work registrants reported slightly higher rates of completing some college (less than 1 percent higher than participants) and obtaining a bachelor's degree (2.1 percent higher). More detailed information is available in Appendix table B.1.

Among the E&T participants, we find that NPAR participants were slightly older and more often female, much more likely to be white, and slightly more educated than PAR participants. The average age of PAR and NPAR participants was similar (35.3 and 35.7, respectively), with the majority falling between 18 to 49 years old (85.4 percent for PAR and 79.7 percent for NPAR). More than 50 percent of participants in both groups were women, slightly higher than the percentage of women for the total E&T participant group; the current E&T participant group (included in the PAR/NPAR distribution) must have included more women than the past participants, which had included a higher percentage of men. Data show that the racial make-up of the PAR and NPAR groups was quite different—56.8 percent of PAR participants were African American compared to 39.2 percent of NPAR participants. NPAR participants were 49.6 percent were white, compared to 37.6 percent of PAR participants. In addition, NPAR participants were much more likely to be Hispanic (19.6 percent versus 8.2 percent of PAR). Education levels among these two groups were virtually the same, with NPAR participants more often obtaining college and graduate degrees than PAR participants (Table B.1 in Appendix B).

Work registrants and E&T participants also answered questions about certifications they had obtained at the time of the survey. About one-third of respondents reported having earned a certificate or license—34.1 percent of work registrants and 34.0 percent of E&T participants. The most common types of certifications held were commercial driver's licenses (7.6 percent of work registrants and 5.8 percent of E&T participants), nursing (6.3 percent and 8.0 percent), construction (7.4 percent and 8.6 percent), mechanical (7.3 percent and 9.3 percent), and food industry (6.6 percent and 5.9 percent).We found that all of these certifications were more often held by PAR than NPAR E&T participants. (See detailed findings in Appendix B, Table B.1.)

Figure III.1. Work registrants' and E&T participants' age, gender, race, and education level



Source: SNAP State administrative data (December 2014 to June 2015) that Mathematica collected on age, gender, and race/ethnicity; SNAP Employment and Training Registrant and Participant Survey (R/P Survey) data collected from September 2015 to March 2016 for education level.

Notes: Past E&T participants are included in the participant total, but they did not self-identify as PAR or NPAR and are therefore not included in those data. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

2. Household characteristics

Using the SNAP administrative data collected from States, we analyzed the income and benefit receipt for the households in which the work registrants and E&T participants lived. In Figure III.2, we show that, nationally, work registrants had an average monthly gross household income of $50 more than E&T participants ($523 and $473, respectively). Both groups had the

same average household size (2.3 persons) and a similar average monthly SNAP benefit ($318 and $312 for work registrants' and E&T participants, respectively.)

Figure III.2. Work registrants' and E&T participants' monthly household income and SNAP benefit

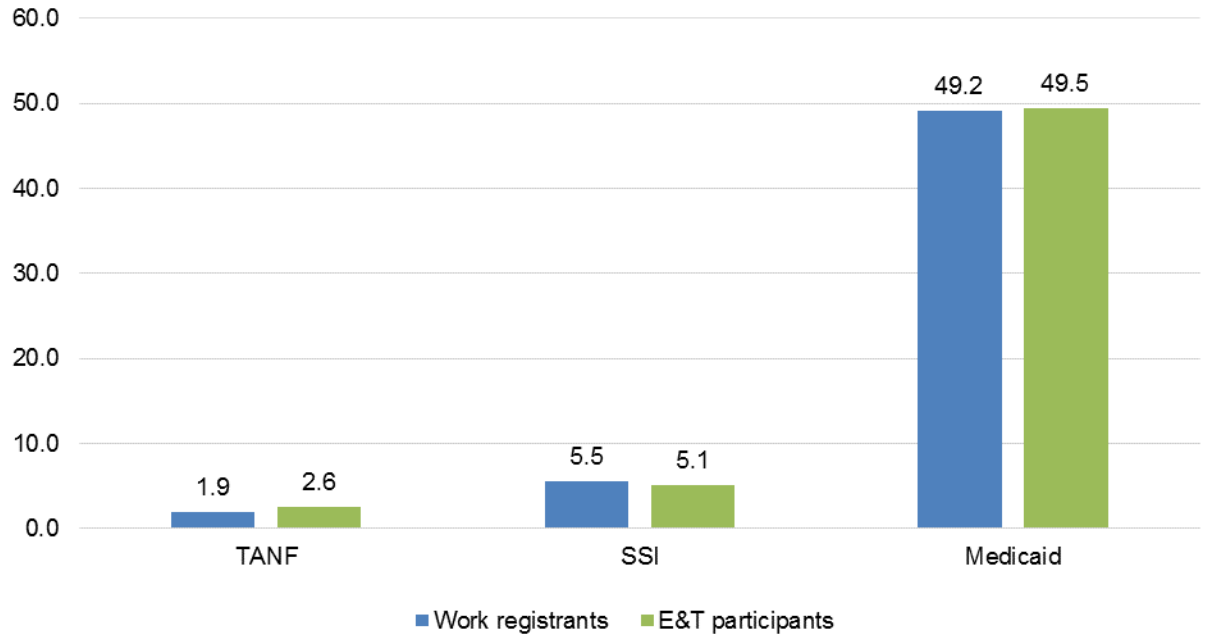
Source: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

We found variation among E&T participants across these dimensions. Households with PAR E&T participants had a $30 higher average monthly gross income than NPAR E&T participant households and a $58 lower average monthly SNAP benefit. One reason for the smaller SNAP benefit is a smaller household size (2.0 and 2.4 persons for PAR versus NPAR households, respectively). See details in Table B.2 in Appendix B.

We also analyzed the other types of public assistance that work registrant and E&T participant households received using State administrative data. Figure III.3 identifies the percentage of households that received TANF, Supplementary Security Income (SSI), and Medicaid. As discussed earlier, individuals are exempt from work registration if they receive TANF or are disabled (as indicated by receiving SSI in our administrative data) and would not be identified as such in our data. However, other individuals in the SNAP household of a work registrant or E&T participant could receive these benefits. Not surprisingly, the percentages of households in the administrative data receiving TANF and SSI were relatively low (about 2 percent and 5 percent, respectively), whereas about 50 percent of these households received Medicaid assistance. The rates of receipt were fairly consistent between work registrants and E&T participants, and among PAR and NPAR E&T participants (Table B.2 in Appendix B).

Figure III.3. Percentage of work registrants' and E&T participants' households receiving government assistance



Source: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica.

Notes: This figure presents data for all individuals in the SNAP household. . Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

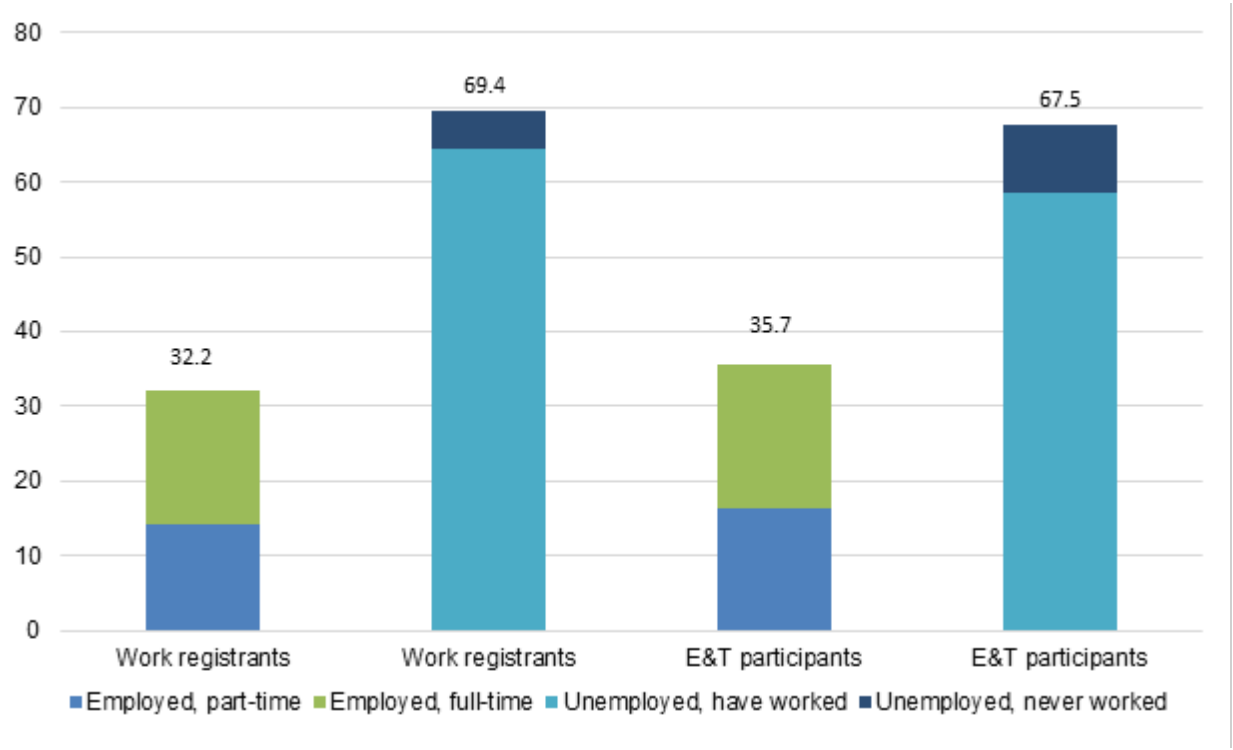
B. Labor force status

In the survey, we asked work registrant and E&T participant respondents about details of their employment status. About one-third of work registrants and E&T participants indicated they were employed at the time of the survey (32.2 percent and 35.7 percent, respectively). Of those, 56.1 percent of work registrants and 54.4 percent of E&T participants reported they were working full time (35 hours or more per week). Although working more than 30 hours a week is an exemption for work registration, a number of these respondents might have been designated as work registrants many months before the survey. In addition, E&T participants included those who had participated in the program within the previous 24 months and might have become employed after certification or completion of the E&T program. Among E&T participants who completed their E&T program, 42.9 percent were employed and 51.6 were employed full time (Figure III.4).[24] Note that the figure presents the employment status at the time of the survey, which was several months after respondents were identified as work registrants or E&T participants. Their circumstances could have changed during this period, including completing an E&T program and finding full-time employment.

[24] Employment rates were 27.6 percent of those in an E&T program at the time of the survey and 35.6 percent among those who had dropped out of their E&T program.

The majority of work registrants and E&T participants indicated they were unemployed (69.4 percent of work registrants and 67.5 percent participants). Of the unemployed, the majority had worked previously but were not employed at the time of the survey; work registrants reported working in the past at higher rates than E&T participants (93.0 percent versus 86.6 percent). Almost twice as many E&T participants than work registrants had never held a job (13.4 percent versus 7.0 percent).

Figure III.4. Percentage of work registrants and E&T participants currently employed and unemployed, by type of employment



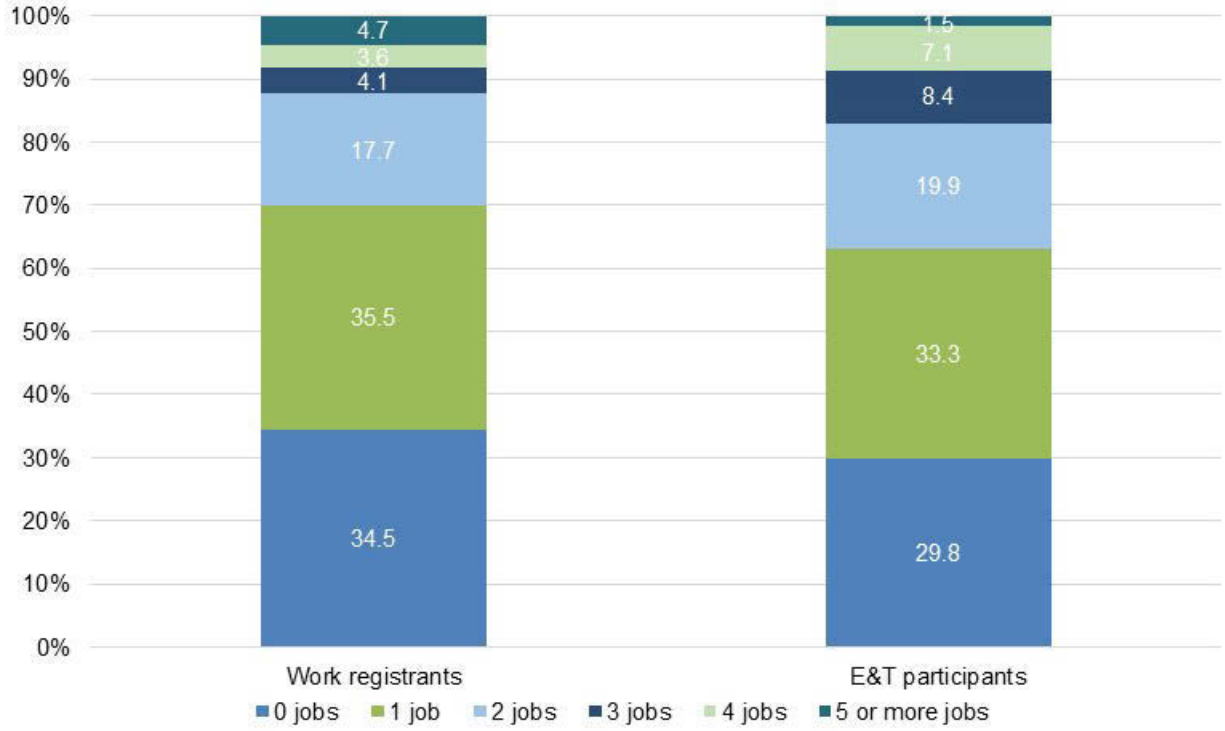
Source: R/P survey data collected from September 2015 to March 2016.

Notes: Full-time and part-time employment are defined using the Bureau of Labor Statistics (BLS) definitions. More information is available at http://www.bls.gov/cps/lfcharacteristics.htm. The percentage of respondents employed and unemployed are obtained from different questions in the R/P survey and due to weighting these do not add to precisely 100 percent. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Analyzing the characteristics of unemployed respondents, we found somewhat different results for work registrants and E&T participants. Unemployed work registrants were more often white females and less likely to have a high school diploma than unemployed E&T participants. See Table B.44 in Appendix B for more details about the characteristics of employed and unemployed respondents.

The survey asked respondents to report the number of jobs they held within the previous 24 months (Figure III.5). A higher percentage of work registrants (34.5 percent) had not held any job in that period compared to E&T participants (29.8 percent). More work registrants held only one job (35.5 percent) than E&T participants (33.3 percent). E&T participants reported having two or more jobs at higher rates than work registrants.

Figure III.5. Percentage of work registrants and E&T participants with a certain number of jobs in the previous 24 months



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who were employed at the time of the survey or had been in the past. For respondents who had held more than one job within the previous 24 months from the time of the survey, it was the current or most recent job. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

We asked respondents who had held at least one job in the previous 24 months to describe the characteristics of their most recent job.[25] The average hourly wage of work registrants and E&T participants for their most recent job in the previous 24 months was essentially the same: $10.32 and $10.26, respectively. This range is well above the average minimum wage nationally, which was $7.93 on average in 2015 when we collected survey data (DOL 2015). As noted earlier, the unemployment rate was high among both groups, but when these individuals were working, it appears they generally earned above the minimum wage.

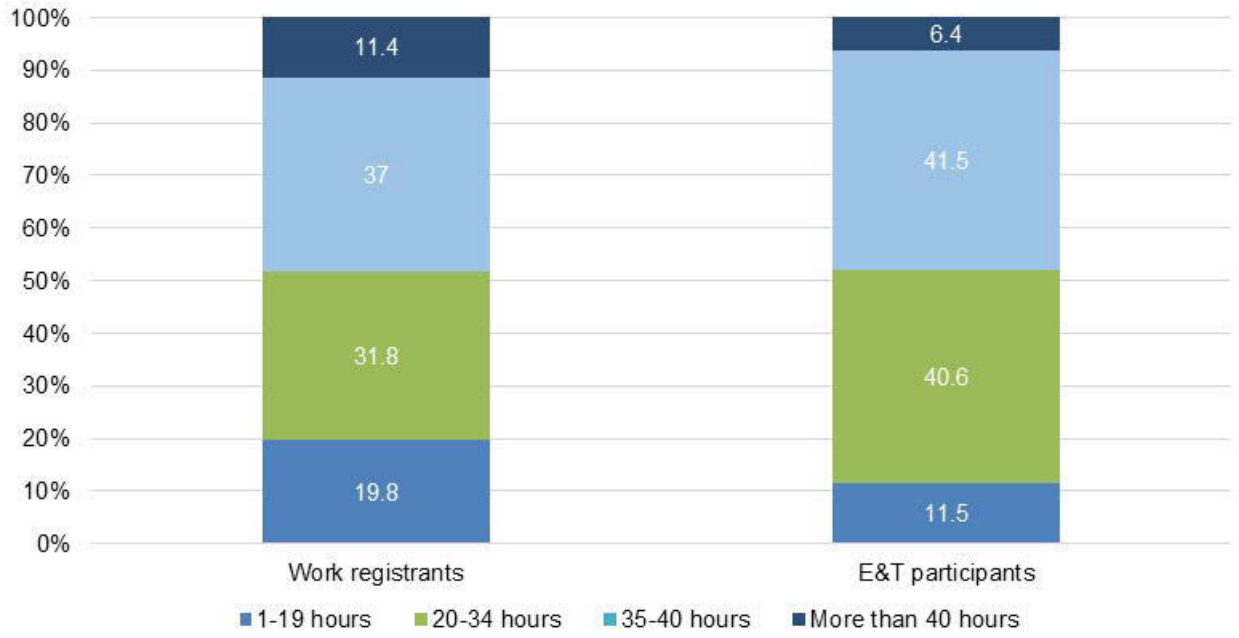
In line with the survey results, about 34.0 percent of the focus group participants were employed, but most were employed part time and needed to work multiple jobs. A participant indicated that, *"It's a handful of full-time places here that you can get full-time work. You have to basically work two jobs, two part-time jobs, to make full time, maybe. I've come across a lot of people that are working three part-time jobs making ends meet."* Several of these participants also suggested that they frequently did not earn enough with part-time work to meet their needs.

[25] These respondents may include those currently employed (described in the previous section) or those unemployed but who had a job in the previous 24 months. Therefore, these results will not align with the data in the previous section.

They often sought additional hours with their current employer or part-time work with a second/third employer to supplement their income. However, because of the unpredictable work schedules of some part-time positions, finding and holding multiple part-time jobs could prove difficult.

According to Figure III.6, among work registrants and E&T participants who held at least one job in the previous 24 months, about 48 percent worked 35 or more hours in a typical week at their primary job. Given the average wage, an individual working full time would earn about $21,500 a year—above the Federal poverty level for a family of two (the average family size for work registrants and participants was 2.3) (Census 2016). However, slightly more than 50 percent of individuals worked less than full time, earning much less. About twice as many work registrants reported working less than 20 hours per week than E&T participants (19.8 percent versus 11.5 percent, respectively).

Figure III.6. Percentage of work registrants and E&T participants working a certain number of hours at their most recent job in the previous 24 months



Source: R/P survey data collected from September 2015 to March 2016.

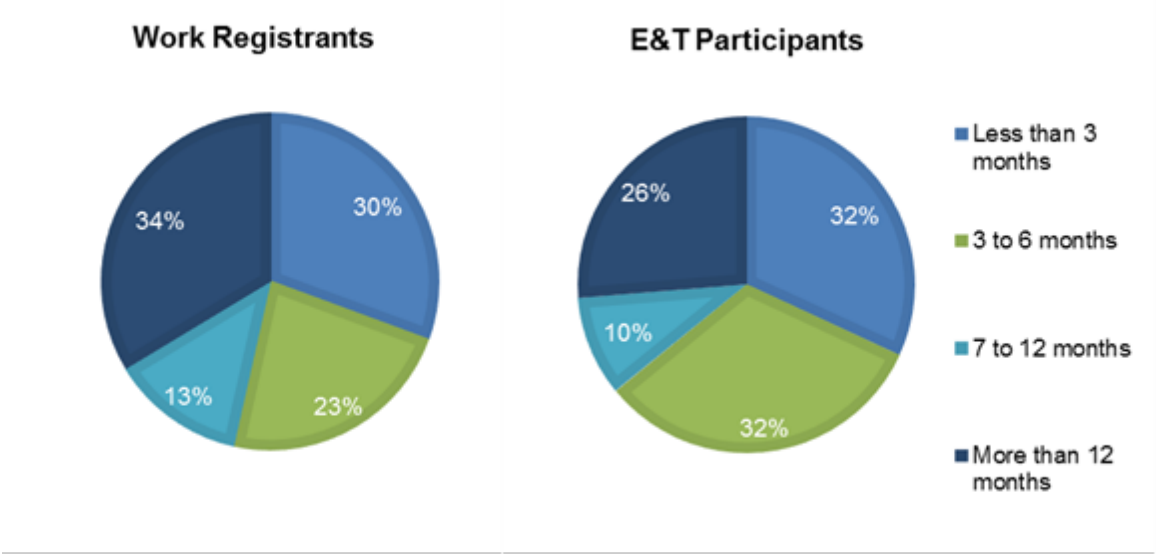
Notes: Asked only of respondents who were employed at the time of the survey or had been in the past. For respondents who had held more than one job within the previous 24 months from the time of the survey, it was the current or most recent job. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

The majority of respondents reported that their most recent job was regular employment versus a temporary job. Both work registrants and E&T participants indicated similar rates, with 66.2 percent of work registrants and 65.0 percent of E&T participants holding regular jobs (33.8 and 35.0 percent, respectively, were categorized as temporary jobs). See Table B.4 in Appendix B for more details. Although the survey did not specifically ask about seasonal work (which often is inconsistent with full-time work), the focus group discussions, particularly in rural areas, frequently covered the seasonality of available work. The participants discussed how there was

less work available during the winter, particularly in construction, hospitality, food service, retail, and other industries that rely on good weather and/or tourism. Although seasonal workers looked for employment during the off season, some enrolled in SNAP as a means to get by until spring. A participant noted that, "*The reason I'm on [SNAP] is because of the wintertime. Once summertime comes, I make too much money to even be eligible for it.*"

Although the work registrants' and E&T participants' most recent jobs were primarily regular employment, these groups held those jobs for much different lengths of time. Work registrants tended to hold their jobs much longer; more than one-third held their job for more than a year, whereas only about one-quarter of E&T participants did so. Sixty-four percent of E&T participants held their job for six months or less compared to 53.5 percent of work registrants. See Figure III.7 for details.

Figure III.7. Percentage of work registrants and E&T participants working at their most recent job in the previous 24 months for a certain length of time



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who were employed at the time of the survey or had been in the past. For respondents who had held more than one job within the previous 24 months from the time of the survey, it was the current or most recent job. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Analyzing characteristics of the most recent job by gender, the details vary by group. The average hourly wage rate was much higher for men—$1.28 higher than for women among work registrants and $2.35 for E&T participants. Men also held regular jobs at lower rates than women (60.7 percent compared to 70.1 percent) but for longer periods of time (48.7 percent held the job for 6 months or longer compared to 42.0 percent of woman). See Table B.45 in Appendix B for additional characteristics of the most recent job held within the previous 24 months.

Work registrants and E&T participants also reported details about another job they held at the same time (7.7 percent) or before their most recent job.[26] Some characteristics of the second job were similar to the first but there were noticeable differences. The wage rate for work registrants was similar ($10.30) but the average hourly rate was considerably lower for E&T participants ($9.21). A similar percentage of work registrants (46.1 percent) worked 35 or more hours in a typical week at their second job; however, only 44.2 percent of E&T participants worked those hours, and E&T participants reported working less than 20 hours per week at higher rates for the second job (19.9 percent) than for their primary job. The second job also was slightly less often a regular job for both groups (55.2 percent for work registrants and 62.9 percent for E&T participants). Finally, work registrants and E&T participants held the second job for much shorter periods of time than the primary job—67.3 percent of work registrants and 71.3 percent of E&T participants held their job for six months or less. See Table B.5 in Appendix B for more details.

C. Occupations

To understand the types of occupations work registrants and E&T participants held and the demand for these occupations in the local areas, we asked those respondents employed within the previous 24 months to describe the type of job held. Using this information, we categorized the jobs by occupation, based on BLS major occupation categories, and compared the occupations to those most available in the local area in which the respondent lived. The findings provide insight into the gap between the types of skills work registrants and E&T participants possess compared to the types of jobs available in their communities.

In Table III.1, we provide the top 10 occupations that work registrants and E&T participants reported. The lists are virtually the same for the two groups, with the top one through eight being identical. Not surprisingly, the top two most reported occupations are lower-wage sales jobs and food preparation and service jobs. These types of jobs include retail and cashier positions as well as many types of fast food and server jobs at restaurants. Approximately 22 percent of respondents held these types of jobs. Jobs in the health care support industry, office and administrative support, and building cleaning and maintenance jobs rounded out the top five occupations. The difference between the two lists included work registrants holding jobs in the education, training, and library industry, and E&T participants holding jobs in the business and financial occupational category.

[26] If respondents held the two jobs concurrently, the second job was the one with fewer hours compared to the first.

Table III.1. List of top occupations respondents held in the previous 24 months

Ranking	Work registrant occupation	E&T participant occupations
Top 5 occupations	1. Sales and related occupations 2. Food preparation- and serving- related occupations 3. Health care support occupations 4. Office and administrative support occupations 5. Building and grounds cleaning and maintenance occupations	1. Sales and related occupations 2. Food preparation- and serving- related occupations 3. Health care support occupations 4. Office and administrative support occupations 5. Building and grounds cleaning and maintenance occupations
Top 6 through 10 occupations	6. Transportation and material-moving occupations 7. Personal care and service occupations 8. Construction and extraction occupations 9. Community and social service occupations 10. Education, training, and library occupations	6. Transportation and material-moving occupations 7. Personal care and service occupations 8. Construction and extraction occupations 9. Business and financial operations occupations 10. Community and social service occupations

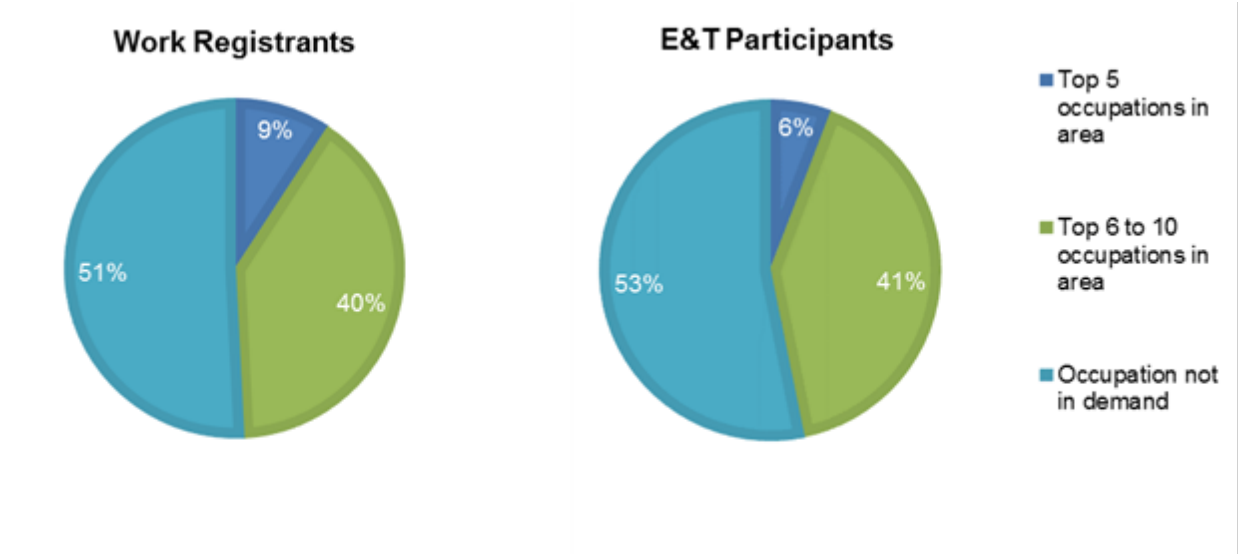
Source: R/P survey data collected from September 2015 to March 2016.

Note: Asked only of respondents who were employed at the time of the survey or had been in the past. The number of work registrants included in this table is 668, and the number of E&T participants included in this table is 676. Excludes missing responses, respondents who refused to answer, and responses of "don't know."

D. Skills gaps

Using BLS data, we identified the top 10 occupations in the local area in which each respondent resided and compared them to those reported by the respondent. Figure III.8 presents the percentage of work registrants and E&T participants who held occupations that fell into the top 5 or 10 occupations in the area or were not in demand. Both groups had similar rates of occupations in each category, with only a small percentage of work registrants (9.2 percent) and E&T participants (5.8 percent) holding jobs that fell into the top 5 in-demand occupations in the area. About 40 percent of each group held occupations in the top 6 to 10, but more than 50 percent of work registrants (50.8 percent) and E&T participants (53.2 percent) had not recently held jobs in the types of occupations in demand in their local areas. (Note that it is possible the respondents may have held a job in one of these in-demand occupations that was not reported in the survey. However, this figure provides information on the types of jobs most recently held by respondents and indicates their recent experience.)

Figure III.8. Percentage of work registrants' and E&T participants' occupational experience in demand in their local community



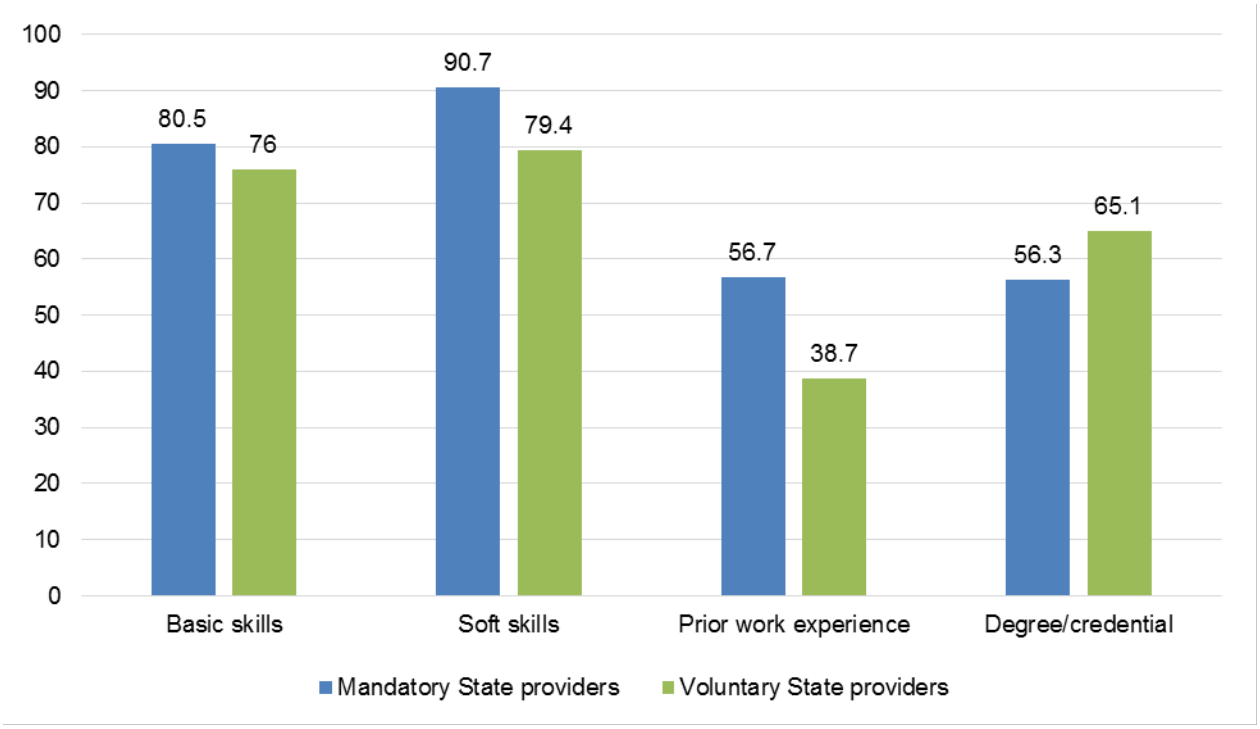
Source: R/P survey data collected from September 2015 to March 2016 for respondent occupations; Occupational Employment Statistics, BLS, May 2015, for community occupations.

Note: Asked only of respondents who were employed at the time of the survey or had been in the past. For respondents who had held more than one job within the previous 24 months, we used the first job mentioned. "Local community" is defined as the metropolitan or nonmetropolitan area in which the individual lives, using the BLS definitions of these areas. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

To further understand the skill gap, we asked SNAP E&T providers working with E&T participants to assess the types of skill that participants most needed to find and retain employment in their communities.[27] Overwhelmingly, providers suggested that the SNAP participants they served most needed basic skills (78.9 percent) and soft skills (86.8 percent) training to become employable in their local area. (See Table B.33 in Appendix B.) A smaller percentage of providers—but still more than 50 percent—suggested that participants needed previous work experience (50.5 percent) or a degree or certification (59.3 percent). Figure III.9 shows that providers in mandatory States more often noted the need for these skills (except for degrees) than those in voluntary States. In voluntary States, 38.7 percent of providers assessed that participants needed work experience, but 65.1 percent also suggested that a degree or certificate was needed (Figure III.9).

[27] We asked providers about the skills most needed by the SNAP E&T clients they serve, so the information may not apply to work registrants not served by providers.

Figure III.9. Percentage of providers assessing the skills needed most by E&T participants to become employable in their communities, by skill



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all of the skills that apply. All data presented in this figure are weighted.

To further understand the kinds of skills E&T participants possess and need, we asked focus groups participants what skills they needed to secure employment and how E&T programs have helped them develop these skills. These participants most often indicated that they could use basic and soft skills to obtain employment. Many also suggested that certification and additional training were key to obtaining livable wage jobs. As described in Table B.43 in Appendix B, some focus groups participants indicated that they required training in basic job search skills, such as how to apply for, obtain, and/or retain a job. Although these participants suggested they generally knew how to search for work and write and submit a resume, some required training on how to create and format application materials for online submissions. Individuals who were not computer literate also required training on how to operate a computer; create an email account; add, send, and receive email attachments; search for work online; and submit application materials through an online job portal. The participants noted that their providers generally offered assistance in these areas, but some struggled, indicating, *"The representative in the room speaks to you like you have basic [computer] knowledge. I had none, and that was my problem."*

Focus group discussions frequently highlighted how retaining work can be challenging for those that lack soft (interpersonal) skills, such as workplace etiquette. One participant indicated that, *"If you're not prepared mentally, you're going to end up either leaving the job, quitting the job, getting fired, and ending back [unemployed]. It's just a circle."* Participants noted that they often lost jobs due to dissatisfaction and conflicts at work, and emphasized that it is important to learn how to act professionally, collaborate with others, and cope with stressful situations and

different personalities. Another participant summarized this idea by saying, *"You got to deal with people's attitudes and all types of things. You need the job and that job's paying your bills . . . so you got to deal with all types of situations . . . Even your supervisor, whether they [are] right or not, you still have to do what they tell you to do. Everybody's not going to do that."*

Focus group participants were often low-skill workers who lacked the necessary education, experience, and/or certifications needed to be competitive for middle- and high-skill jobs in their local labor markets. Most of these participants lacked postsecondary education, skills, and certificates that would help them find work.[28] Industries of interest to participants—health care, construction, warehousing, commercial driving, office administration, information technology—often required experience and advanced training that participants did not have and, regarding training, could not afford. One participant described it as, *"If the job you're interested in going into doesn't fit into what your resume says or your experience, you're going to have a hard time. . . . my background doesn't show what I want to do. All it shows is what I can do."* Some skilled individuals possessed the requisite knowledge and experience to perform certain jobs but did not have a certificate verifying their skills. Similarly, participants who expressed an interest in office work required more advanced computer training, often in typing and Microsoft Office, which was typically unavailable through their SNAP E&T programs. Some indicated that low-skill jobs also have become more difficult to obtain. They found that these positions have more stringent job qualifications now than in the past, and that employers are more likely to require basic computer proficiency, a GED, and/or a background check.

Though less common, some focus group participants possessed specialized skills. These individuals indicated that they were in SNAP because they were working part time, waiting for seasonal work to start, had lost their jobs, or lacked certificates that attested to their proficiency in certain trades. For instance, one participant learned how to weld through a non-SNAP E&T program but had difficulty finding work as a welder because the program did not confer certificates. As this individual explained, *"I can say that I know how to weld and I have the experience . . . but I don't get to put I'm a certified welder or anything like that [on my resume], which would be great."* Urban and suburban participants reported that skilled trades often require certificates, whereas rural participants reported that employers place less importance on these documents.[29] Most participants saw value in obtaining a certificate, but their E&T providers generally did not offer opportunities to pursue certification programs. As one participant skilled in operating a forklift noted, *"In a warehouse, even though I know how to drive a forklift, they want you to have a forklift license. I don't know how you go about getting one."*

E. Barriers to employment

Work registrants and E&T participants were asked about barriers they experienced in obtaining and retaining employment, as well as any discrimination they perceived when looking for employment.

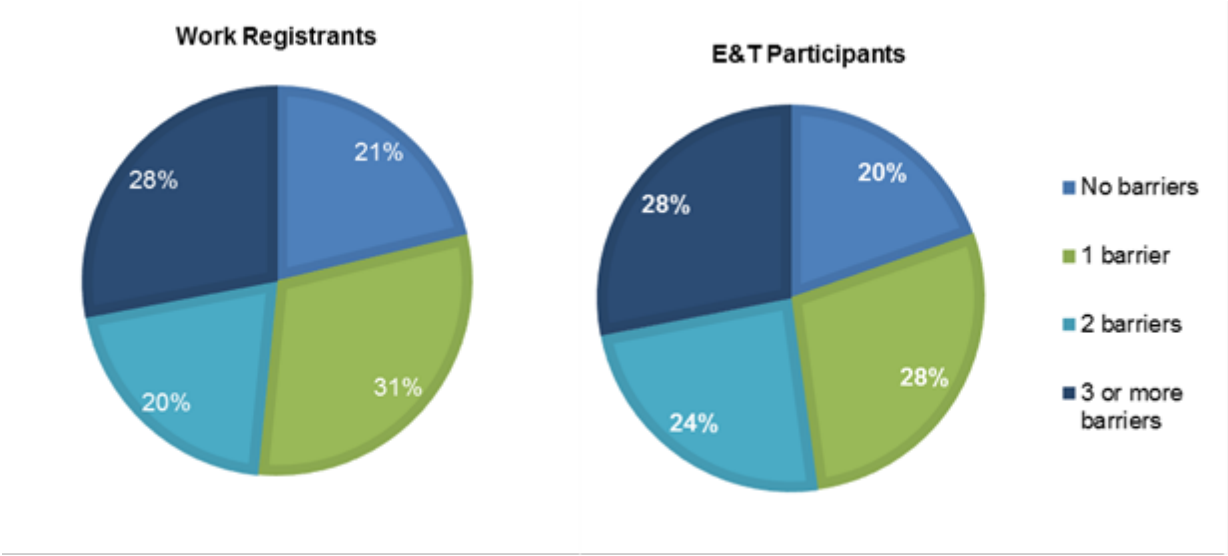
[28] In the demographic survey, 60.4 percent of focus group participants had a high school degree or less (Table B.39 in Appendix B).

[29] Note that these focus group findings are exploratory—rural participants in other areas of a State and other States may require certification.

1. Barriers to employment

According to Figure III.10, work registrants and E&T participants reported a similar number of barriers in finding or keeping a job, with about 20 percent reporting no barriers, about 30 percent reporting one barrier (31 percent of work registrants and 28 percent of participants, respectively), and 28 percent reporting three or more barriers.

Figure III.10. Percentage of work registrants and E&T participants reporting multiple barriers to getting or keeping employment

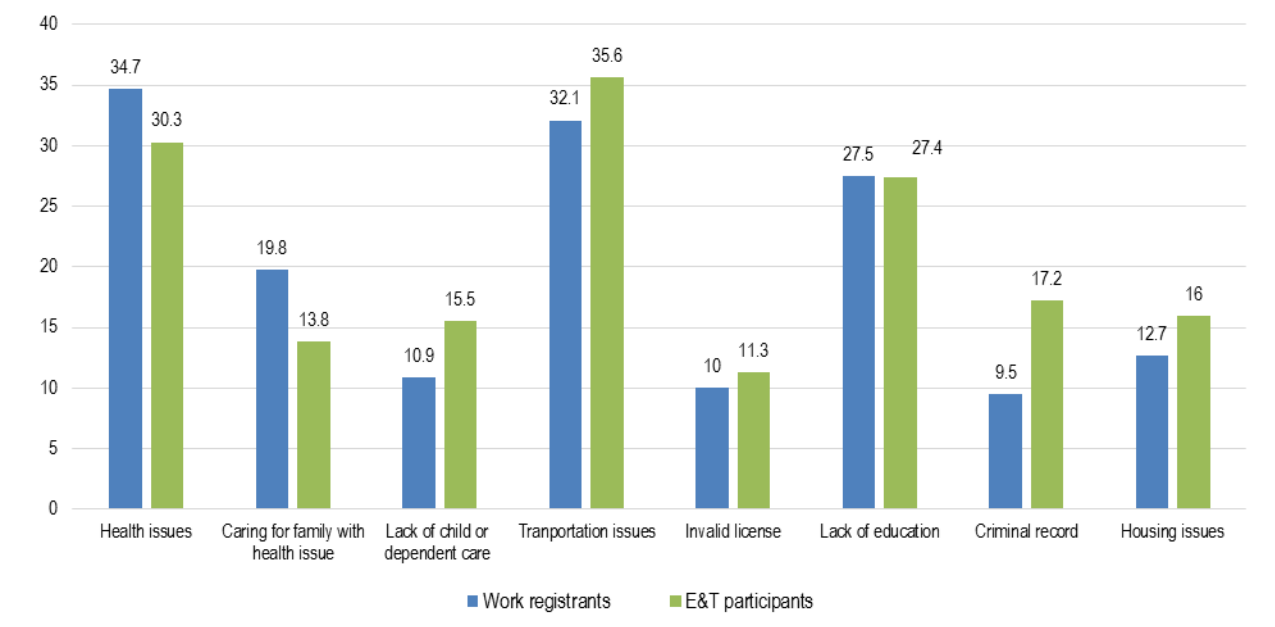


Source: R/P survey data collected from September 2015 to March 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Figure III.11 provides details on the specific barriers reported by work registrants and E&T participants. The barriers most often cited by both work registrants and E&T participants included health issues (34.7 and 30.3 percent, respectively), transportation issues (32.1 and 35.6 percent), lack of education (27.5 and 27.4 percent), and caring for a family member with health issues (19.8 and 13.8 percent). More than 15 percent of E&T participants reported that lack of child care, criminal records, and housing issues also were barriers. Information on additional barriers can be found in Table B.20 in Appendix B.

Figure III.11. Percentage of work registrants and E&T participants reporting barriers to getting or keeping employment, by type



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all of the problems that apply. All data presented in this figure are weighted.

The challenges reported in the survey were generally confirmed by the E&T participants that attended the focus groups. All focus group participants completed a survey about common barriers to finding and keeping employment and then were asked to provide more detail about each. About 30 percent of the participants indicated they had not encountered a barrier, but about 25 percent of those who did so suggested they had multiple barriers to finding and retaining employment in their area (Table B.39 in Appendix B). The 70 percent of focus group participants who encountered barriers reported a wide range of challenges but most often cited transportation, health, a criminal record, and caring for dependents. Lack of education and skills also was a common barrier, as described earlier. A list of all of the barriers that focus group participants described is provided in Table B.41 in Appendix B. The following highlights those most commonly discussed.

Transportation. Access to reliable transportation was a common barrier to finding, obtaining, and retaining jobs among focus group participants. One E&T participant indicated that, *"Once you have a job, it's about showing up and doing your job. . . . The biggest obstacle [to that] would be getting there on time."* Participants often described public transportation as unreliable and reported that bus delays caused them to lose jobs or show up late to job interviews. A participant in one of the groups noted that, *"You can't always get a bus ride when you need it. Even when you do get a bus ride, 9 times out of 10, the majority of the time, they're late."* In addition, some respondents went a step further and suggested they had lost jobs because they were late due to public transportation delays, and one participant cited some discrimination in hiring because of not having reliable transportation, noting, *"I got hired, then once they found out I [use] the bus, they said, 'We can't hire you.' They told me straight up, the bus is not*

dependable, we cannot hire you because of that." Some participants also indicated that they could not accept jobs because the work hours, particularly off-hour shifts, did not align with bus/train schedules. One participant reported, *"The jobs that's really paying the most is far [away]. If they want you to come early in the morning, the bus don't run. Or if they want you to stay late at night, the bus don't run."* Others declined jobs because they were located in unsafe neighborhoods or outside of town, and they did not always have the means or time to travel to those areas; one participant said, "*A woman can't get to certain jobs due to travel time. [This town] can be dangerous in certain areas, so you've got to have a safe mode of transportation."*

We also heard that having a car was particularly important in rural areas with limited public transit options. A few rural participants without access to a car described how they quickly exhausted local job options and lacked the means to pursue work outside of town. One participant suggested, *"Big cities or other places, they'll have a good transportation system. Here, like, in the more rural areas . . . we don't have as many ways for you to get there."* Many participants suggested that this issue made it difficult not only to find a job but also to meet E&T requirements. *"I can't see how I can do 20 hours a week of trying to find a job here. It's not a very big area, and I don't have a car to drive all the way to the other side of [town] . . . Maybe I could apply [to jobs across town], but I wouldn't ever be able to accept a job there."*

Health. Many focus group participants reported that a health problem or disability made it challenging to find work.[30] Participants described losing jobs due to injury or illness, which sometimes resulted in chronic pain that made future work, particularly manual labor, difficult. Those who lacked the skills necessary for desk work had limited job options. As one participant described, *"I really need something where I don't have to stand on my feet. The last job . . . really took a toll on my body . . . so I am feeling the backlash of all that."* Another participant described having a health problem (asthma) but not wanting to disclose it to the employer; however, when the person had an attack, he was forced to explain the situation and it sometimes caused issues. A few individuals also experienced mental health issues, such as depression and social anxiety, which limited their ability to find and retain work.

Criminal history. Focus group participants reported that a criminal record often limited their employment prospects. In their experience, employers rarely hired someone who has committed a felony—and sometimes a misdemeanor—regardless of how long ago it occurred. Several participants with criminal records echoed the remarks of this individual, *"If you're a convicted felon, you're not getting hired"* and *"[My felony] was from when I was 18. I'm 41 now, so [it was] something I did as a kid. I was young and stupid, and we all make mistakes. . . . They still hold that against you. That's not really fair."* Those eligible to have their crimes expunged from their records found that the cost of doing so was often prohibitive because of the need for legal counsel. As a result, participants had crimes on their records that were sometimes decades old. To cope with this issue, ex-offenders pursued employment in felon-friendly industries, such as construction and some fast-food restaurants. As one participant said, *"I'd like to get out of construction and painting and stuff. It's always backbreaking work, but really, with my criminal history . . . it's the only work I can find in this area."*

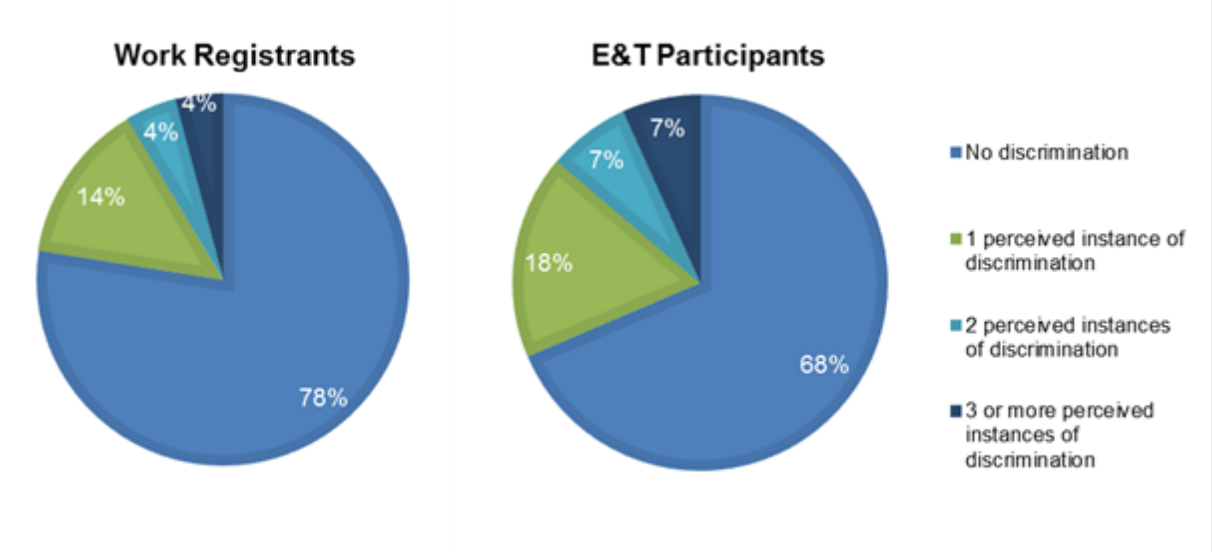
[30] It was unclear from the discussions whether participants with self-reported mental or physical health issues ever pursued an exemption from E&T.

Caring for dependents. Focus group participants indicated that they cared for children and other family members while trying to find jobs. Those with children had some difficulty in finding jobs that would accommodate their schedules. For instance, one woman quit her job to work part time and care for her disabled son. She qualified for TANF but enrolled only during periods of hardship to avoid reaching her lifetime TANF benefits limit. Some participants also noted that it was difficult to find employment that would be compatible with their daycare schedules.

2. Discrimination in finding employment

Work registrants and E&T participants also discussed their experience of perceived discrimination by employers when searching for jobs. The majority of respondents did not experience discrimination, but more E&T participants reported it (78 percent of work registrants and 68 percent of participants reported no discrimination). Eighteen percent of E&T participants and 14 percent of work registrants perceived at least one incidence of discrimination, whereas 7 percent of participants and 4 percent of work registrants reported experiencing three or more instances of discrimination (Figure III.12).

Figure III.12. Percentage of work registrants and E&T participants reporting multiple types of perceived discrimination while searching for employment

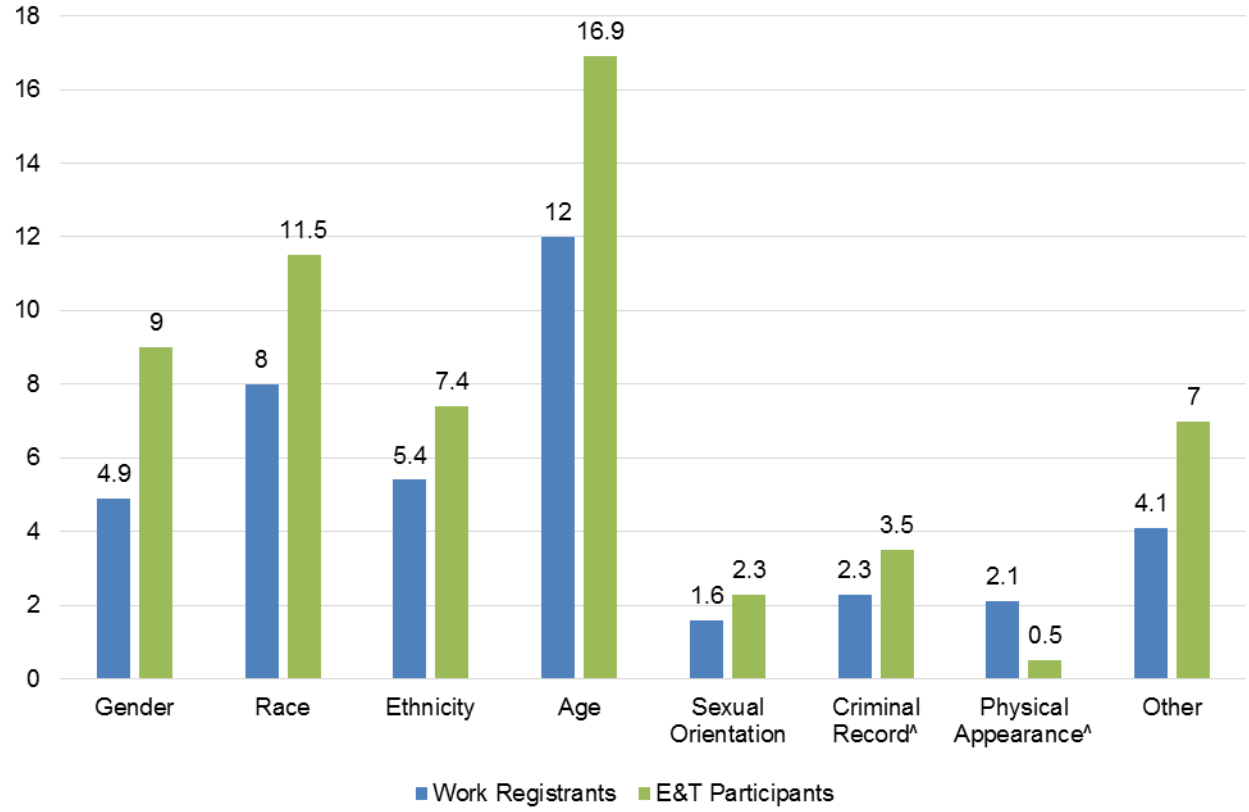


Source: R/P survey data collected from September 2015 to March 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Of the work registrants and E&T participants who reported perceived discrimination during their job search, the type of discrimination varied by group. Figure III.13 shows that work registrants most often reported being discriminated against because of their age (12 percent), race (8 percent), or ethnicity (5.4 percent). E&T participants most often cited discrimination based on age (16.9 percent), race (11.5 percent), and gender (9 percent). Information on additional barriers can be found in Table B.21 in Appendix B.

Figure III.13. Percentage of work registrants and E&T participants reporting perceived discrimination while searching for employment, by type



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Examples in the "other" response category include lack of experience, having children, and education level. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all of the reasons that apply. All data presented in this figure are weighted.

^ These categories were added based on responses in the "other" category; not all respondents had the opportunity to select them.

When we asked focus group participants about barriers to finding and retaining employment, they discussed some forms of discrimination they encountered, including perceived discrimination based on race, ethnicity, sex, and age. Many also suggested major obstacles such as general stigma against SNAP recipients and one's personal "reputation" following them, particularly in small towns.

SNAP stigma. Focus group participants perceived that the stigma of receiving SNAP benefits was a barrier to obtaining work, suggesting that some employers might not want to hire SNAP recipients because they questioned the work ethic and reliability of those enrolled in the program. As one participant described, *"People view you different because you're getting assistance. . . . They see you as lazy."* A few participants also felt that employers might suspect that SNAP recipients do not want to work, and apply for jobs only to fulfill their job search quotas. As one participant said, *"There is a stigma against people on welfare [SNAP]. Employers don't know if you are just applying to a job because of the [E&T] requirements or if you are applying because you really are interested in the job."*

Although employers generally cannot identify an individual's SNAP status, some participants inadvertently identified themselves as participants by bringing their job search logs to potential employers or asking for the names and phone numbers of hiring managers to complete their logs. Participants in one group reported that their E&T provider required them to provide a copy of the applications they submitted or have employers sign participants' job search logs to validate that they asked about work. One respondent suggested that "*I think that may be another reason why a lot of people don't get callbacks. . . . [Employers] know that you're doing your job searches from [name of provider redacted]. They know that people in [name of provider redacted] are, 9 times out of 10, they're on assistance. They're getting food stamps."*

Reputation. Participants in rural areas found it difficult to escape a checkered past. They noted that small-town gossip had an enduring impact on individuals with criminal records, mental illness, substance abuse histories, and/or poor work histories. One participant indicated that, "*All they're doing is looking at you for who you used to be and what you used to do. . . . There's a handful of people that may see that you've changed or that you're trying to change, or you're doing better now than you were then, but the majority, they look at you the same way that you were when you was doing bad."* This attitude can make it difficult for participants to find the employment they need to keep their benefits. Also, participants noted that word travels fast among employers if you did not do a good job; *"One thing for me is this town's so small—if you mess up one job, every other place you try to apply, they're going to know about it. The managers and the owners—they talk. This town's small, and word of mouth travels fast."* These participants had difficulty in securing employment locally; some had to look for work outside of town or move to a new town to get a fresh start.

IV. CHARACTERISTICS OF SNAP E&T PROVIDERS AND SERVICES

In this chapter, we focus on findings from E&T participants and providers to describe the characteristics of SNAP E&T providers and services that participants obtained. Using the R/P and provider surveys, we describe the types of providers offering E&T services, the range of activities offered and obtained, and the population targeted for services. In addition, we explore the support services offered and obtained, difficulties participants had in accessing E&T, and overall participant satisfaction. We supplement the survey information with findings from the focus groups to provide detail about specific services and challenges encountered by E&T participants. We conclude with a discussion of providers' funding sources, collaboration with other organizations, and performance reporting. More detailed analysis tables of these data are presented in Appendix B.

As discussed previously, we asked current E&T respondents if they were required to participant in E&T or chose to participate. Those that answered that they were required to participate are defined as 'perceived as required' (PAR) throughout this chapter. E&T participants who reported that they chose to participate are defined as 'not perceived as required' (NPAR) throughout this chapter. When appropriate, we provide details based on PAR and NPAR status.[31]

For the purpose of analysis, we define "mandatory State providers" as those residing in States with a mandatory SNAP E&T policy. These providers also may have served volunteers, but we included them with other mandatory State providers. "Voluntary State providers" resided in States with pure volunteer SNAP E&T programs.[32]

A. Providers

E&T providers covered a range of characteristics, including the sector and type of organization administering services, service area, and targeted populations. Generally, these providers offer employment and training services to the community for other non-SNAP programs as well. In this section, we describe the overall sector in which the provider operated, and types of providers, service areas, and target populations. SNAP E&T providers also served other types of clients (such as those in WIOA, TANF, or other programs).

[31] Because we asked only current participants about their PAR or NPAR status, the total E&T participants will always include more respondents than the sum of the PAR and NPAR groups.

[32] Some States changed their E&T programs from voluntary to mandatory or vice versa during our data collection period, which complicated the classification of providers. While some States did change their policies between the time we collected information from the State to create our sample and the time we actually surveyed the provider, we asked providers to report data on their program as of the last completed fiscal year. Therefore, in general, a change in policy likely had minimal effect on responses (particularly because most changes in policy happened late in 2015 or early in 2016 when most of the surveys were already complete). Because of the ongoing policy adjustments, the reader should be aware that the results were representative of the policies as of 2015 and do not necessarily represent the current policies.

1. Types of sectors and provider organizations

E&T providers represented a mix of private, government, and other types of sectors, such as quasi-governmental or public-private partnerships. About one-third of the SNAP E&T providers were private nonprofits, and a little less than a third (31.7 percent) were government agencies (Figure IV.1). The private for-profit sector held the smallest share, with 13.8 percent. The other sector categories, such as workforce investment boards (WIBs) and technical colleges, comprised 21.5 percent.

Within these broad sectors, the type of organization providing services to E&T participants varied. Providers most commonly described their organizations as American Job Centers (AJCs) (35.7 percent), community-based organizations (CBO) (24.7 percent), community colleges (22.4 percent), workforce investment boards (WIBs) (17.9 percent), public assistance offices (14.3 percent), Adult Basic Education program providers (7.3 percent), and vocational rehabilitation centers (4.7 percent). A small number of providers described their organizations as "other" and noted what type it was, such as four-year colleges (0.8 percent), religious organizations (0.3 percent), and Workforce Innovation and Opportunity Act (WIOA)-only centers (2.9 percent). Appendix Table B.23 provides more detailed information on provider types. When we asked E&T participants to describe the type of organization they visited for services, they primarily reported going to public assistance offices, AJCs, and community colleges.[33]

Figure IV.1. Percentage of providers, by type of sector

Private for-profit	13.8
Private non-profit	33.0
Government agency	31.7
Other	21.5

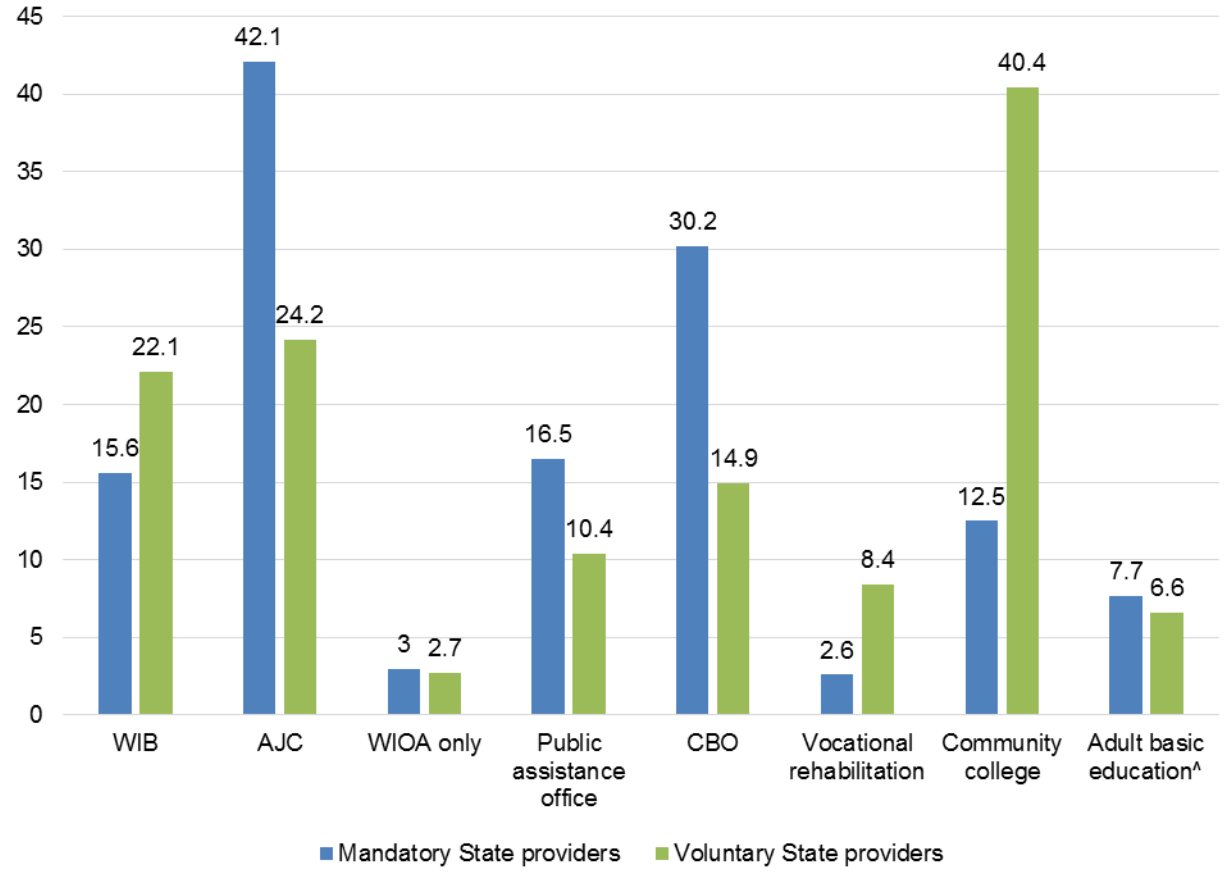
Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

[33] The R/P and provider surveys listed the types of provider organizations differently. The provider survey asked providers to describe their organizations, whereas the R/P survey asked E&T participants to report where they participated in the E&T program. The provider types listed in the provider survey but not the R/P survey included WIB, WIOA only, CBO, and vocational rehabilitation. The R/P survey included the following locations not in the provider survey: community center, high school, job site, online, vocational institute, or state unemployment office. In addition, to describe public assistance offices, the R/P survey used the term "welfare offices," and the provider survey referenced SNAP/TANF/Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) or other benefit offices. "Four-year college" in the provider survey was called "college/university" in the R/P survey.

Mandatory and voluntary State providers indicated differences between their types of organizations in a few categories (Figure IV.2). Mandatory State providers were more frequently AJCs, at 42.1 percent, compared to 24.2 percent of voluntary providers. Conversely, 40.4 percent of voluntary State providers indicated they were community colleges compared to 12.5 percent of mandatory State providers. Mandatory State providers also reported being a CBO or public assistance office more often than did voluntary State providers. Other provider types were fairly consistent across mandatory and voluntary State providers.

Figure IV.2. Type of E&T provider, by mandatory and voluntary State providers



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all of the provider types that apply. All data presented in this figure are weighted.

^This category was added based on provider responses in the "other" category; not all providers had the opportunity to select this response.

2. Service area

We asked providers to describe the geographic area their organization serves, such as cities, counties, or other geographic units. The vast majority of providers (96.2 percent) listed a county or multiple counties within a single State as their service area. Only 3.8 percent of the providers

served the entire State. As defined by the Office of Management and Budget (OMB),[34] most providers served large metropolitan areas within the state (70.6 percent). Smaller percentages of providers served micropolitan (16.3 percent) or rural areas (9.3 percent). Appendix Table B.22 shows these percentages and their distribution, by mandatory and voluntary State providers.

Focus group participants reported that providers located in urban locations were accessible by public transit but inconvenient for participants in one city due to frequent traffic congestion, especially for those using multiple bus lines. Rural and suburban participants located in the same town as the provider generally did not have difficulty in getting to sites. Those located outside of town and lacking access to transportation had more difficulty in accessing providers.

3. Targeted populations

To determine if providers target certain populations, we asked them a series of questions regarding whether their programs focused on or had requirements for age, education level, skill level, occupational interest, and race/ethnicity. (Note that providers serving mandatory E&T participants must provide services to all clients who are referred by the State agency. Federal regulations require that the State agency screen each work registrant prior to referral to an E&T program in order to determine whether or not the referral is appropriate based on the E&T services available. However, the providers surveyed in this study may have independent criteria for the general target population they serve, which is discussed in this section. The survey did not include questions on how these providers served mandatory E&T participants who did not meet these criteria.) We asked providers to identify all of the target populations for their programs and the criteria they used to target certain groups. Almost half (47.4 percent) of providers did not identify any target populations. Those that did so most often indicated that they targeted their programs by age (34.7 percent). Fourteen percent of providers targeted services to certain education levels, 16.3 percent to certain occupational interests, 4.3 percent to skill levels, and 1.1 percent to a race or ethnicity. Appendix Table B.24 provides more detailed information on providers targeting populations.

As Figure IV. 3 shows, the percentage of providers that targeted different populations varied somewhat by mandatory or voluntary status. A higher percentage of voluntary State providers (21.5 percent) required participants to have a minimum level of education to enroll or be eligible for their services compared to mandatory State providers (10.4 percent). These providers typically required that participants have a high school diploma or GED certificate. Other providers indicated having a 4th or 7th grade reading level as a minimum requirement to enroll or be eligible for their services.

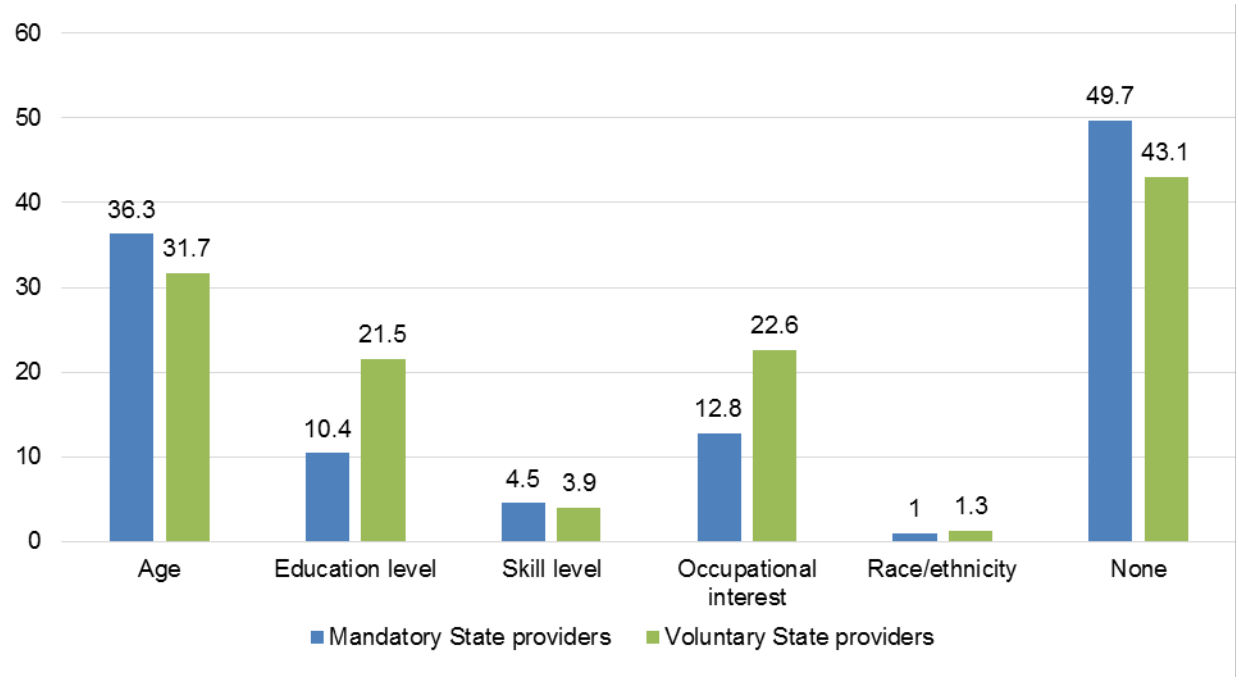
More voluntary State providers (22.6 percent) targeted populations with certain occupational interests compared to mandatory State providers (12.8 percent). Providers that targeted certain

[34] OMB defines Metropolitan Statistical Areas (MSAs) as having at least one urbanized area of 50,000 or more population, plus adjacent territory that has a high degree of social and economic integration with the core, as measured by commuting ties. Micropolitan Statistical Areas have at least one urban cluster of at least 10,000 but less than 50,000 population, plus adjacent territory that has a high degree of social and economic integration with the core, as measured by commuting ties. For more information on these definitions, see https://www.whitehouse.gov/sites/default/files/omb/bulletins/2013/b-13-01.pdf.

occupational interests typically targeted E&T participants with an interest in health care (such as Certified Nursing Assistants), local demand occupations, or vocational programs.

Mandatory and voluntary State providers targeted age, skills, and race/ethnicity at similar percentages. Mandatory providers targeted age 36.3 percent of the time, and voluntary providers 31.7 percent. We asked these providers to indicate the age ranges to which they targeted services; most cited ages 18 to 59, with a much smaller group targeting youth ages 14 to 24. Mandatory and voluntary State providers had similar percentages of targeting specific skill levels (4.5 and 3.9 percent, respectively). Those targeting skill levels reported that they wanted participants to have earned their GEDs. Very few providers (1.0 percent and 1.3 percent, mandatory and voluntary, respectively) targeted their programs to specific races or ethnicities; those that did so said they would serve anyone in the community. The target races most often cited were Asian and Native American.

Figure IV.3. Percentage of SNAP E&T mandatory and voluntary State providers that target certain populations



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all of the targeted populations that apply. All data presented in this figure are weighted.

B. Services provided to E&T participants

In this section, we describe the types of services that providers offer and E&T participants obtain, and the characteristics of the programs. We also discuss the reasons E&T participants cited for participating in the programs, their satisfaction with the services they received, and the

challenges with accessing services. We use the information collected in the provider survey, R/P survey,[35] and focus groups to present information on the E&T programs and services.[36]

Overall, E&T participants typically participated in job search or assessment activities through E&T programs. Although support services were very important to E&T participants, a small number reported having received those services compared to the number of providers that offered them. Similarly, few E&T participants indicated that they received a certification, license, or degree through the program, although a much higher percentage of providers reported offering these options and that participants had earned them. Follow-up services followed the same pattern, with more providers stating they were offered than participants received them. The survey findings suggested that E&T participants were generally satisfied with E&T programs; however, the focus group participants expressed more dissatisfaction with program components and staff.

1. E&T activities

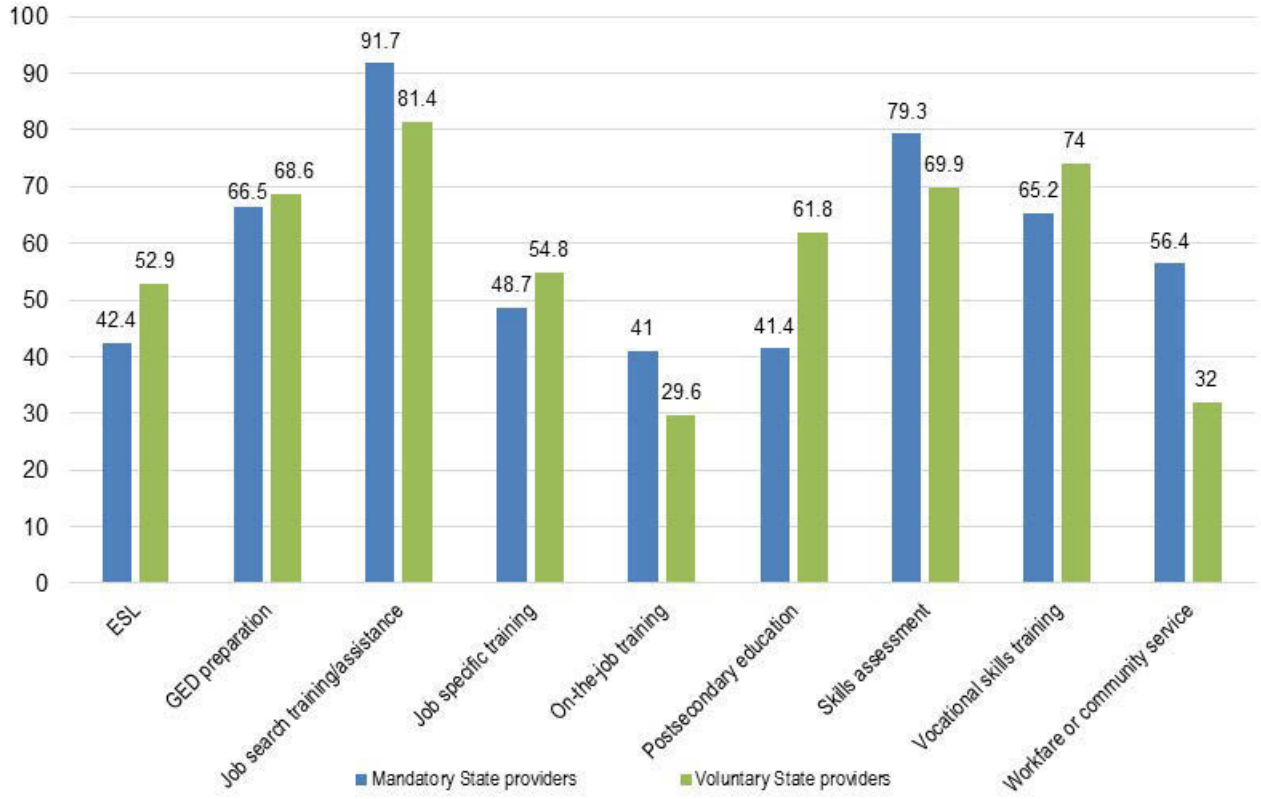
We asked providers to identify the types of activities available to SNAP E&T participants in their programs. Respondents reported a wide range of activities available to E&T participants; the most common activity offered was job search training and assistance (offered by 88.0 percent of providers). The next most available activity to E&T participants was skills assessment, at 75.9 percent of providers. Vocational skills training was the third most common activity, at 68.3 percent, closely followed by GED preparation, at 67.3 percent. About 50 percent of providers offered certification or licensing preparation or testing, job-specific training, postsecondary education, workfare/community service, or ESL. Appendix Table B.27 has more information on these activities and others available at less than 40 percent of the providers.

Mandatory and voluntary State providers offered many activities to E&T participants at similar rates; however, a few notable differences existed (Figure IV.4). Fifty-six percent of mandatory State providers indicated that workfare or community service was available compared to only 32.0 percent of voluntary providers. The difference in these rates could indicate that mandatory programs are more likely serving ABAWDs, who need these activities to help meet work requirements. Postsecondary education activities were available more often at voluntary State providers (61.8 percent) than mandatory State providers (41.4 percent). On-the-job training was offered at 41.0 percent of mandatory and 29.6 percent of voluntary State providers. Skills assessment and job search training and assistance varied by a similar margin, with mandatory State providers offering them more often.

[35] At the time of the survey, about one-third of the E&T participants were still attending a program, another one-third had completed a program, and the remaining one-third had left before completing one.

[36] Although we use these data in conjunction to describe the range of services offered, we did not match E&T participants to providers. Therefore, this information provides a general overview rather than an E&T participant-provider match.

Figure IV.4. Activities available to E&T participants from mandatory and voluntary State E&T providers



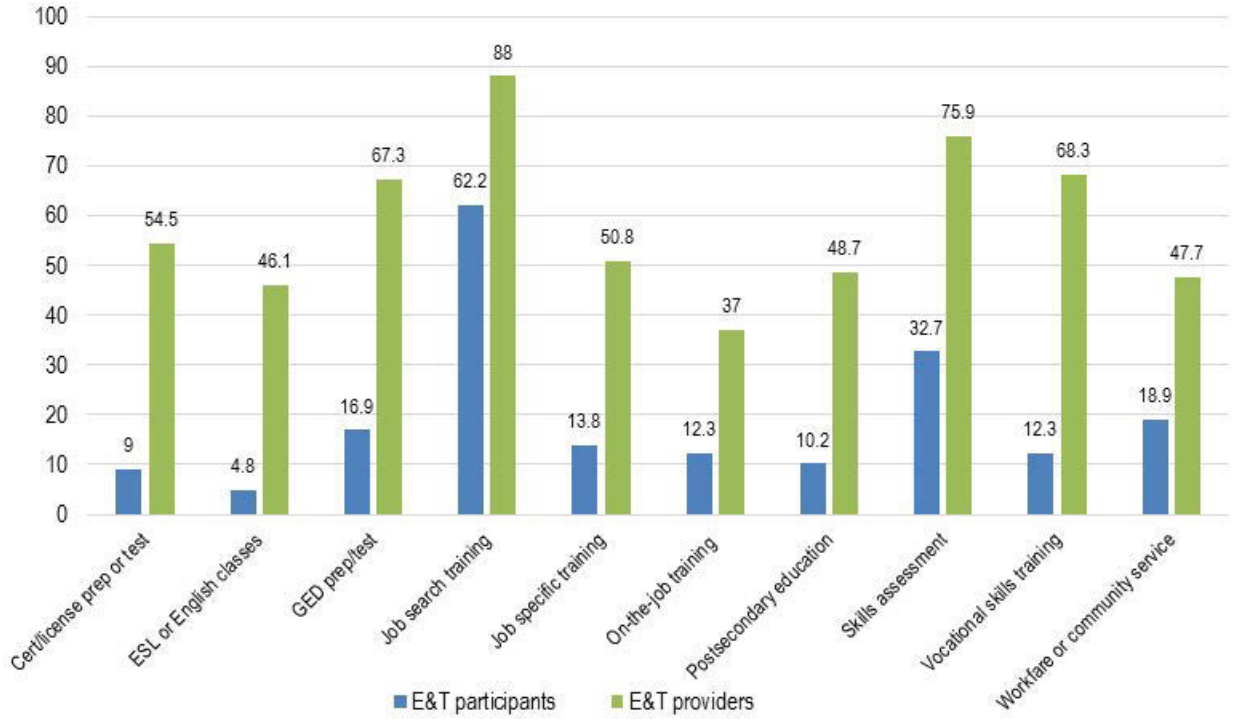
Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all of the activities that apply. All data presented in this figure are weighted.

Providers and E&T participants indicated in their surveys the degree to which individuals participated in each type of activity. Figure IV.5 shows the activities and the percentages of E&T participants in those activities. Although the types of activities offered and participated in tracked closely between E&T providers and participants, the percentage of reported participation by activity was always much lower among E&T participants than that reported by providers.

All groups noted that the most prevalent activities were job search training (62.2 percent of E&T participants and 88.0 percent of providers) and skills assessment (32.7 percent of E&T participants and 75.9 percent of providers). Focus group participants most often reported conducting independent job searches at providers or in their own homes. The "at-home" option was generally favored by focus group participants, particularly those who did not find providers' services to be helpful. A small number of focus group participants reported that they conducted a portion of their job searches in person because of provider job search requirements, the lack of a computer/Internet, or personal preference. Focus group participants reported that they often participated in basic education as part of their E&T program.

Figure IV.5. Average percentage of activities offered by providers in their most recently completed fiscal year and percentage of E&T participants who participated



Sources: R/P survey data collected from September 2015 to March 2016 and SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months and all providers. The figure includes E&T program activities as reported by respondents. Other activities may be available that respondents did not report or did not participate in. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all of the activities that apply. All data presented in this figure are weighted.

Although the E&T participants reported much lower rates of participation in all services than providers reported about their pool of participants, the largest difference was for the GED preparation and testing activity, at 16.9 percent of E&T participants and 67.3 percent of providers. Participants reported participation in certification or licensing preparation or testing activities at 9.0 percent compared to 54.5 percent of providers. Skills assessment, ESL or English classes, and postsecondary education all had around the same differences between E&T participant-reported and provider-reported activities. Appendix Tables B.14 and B.27 include more information on these activities.

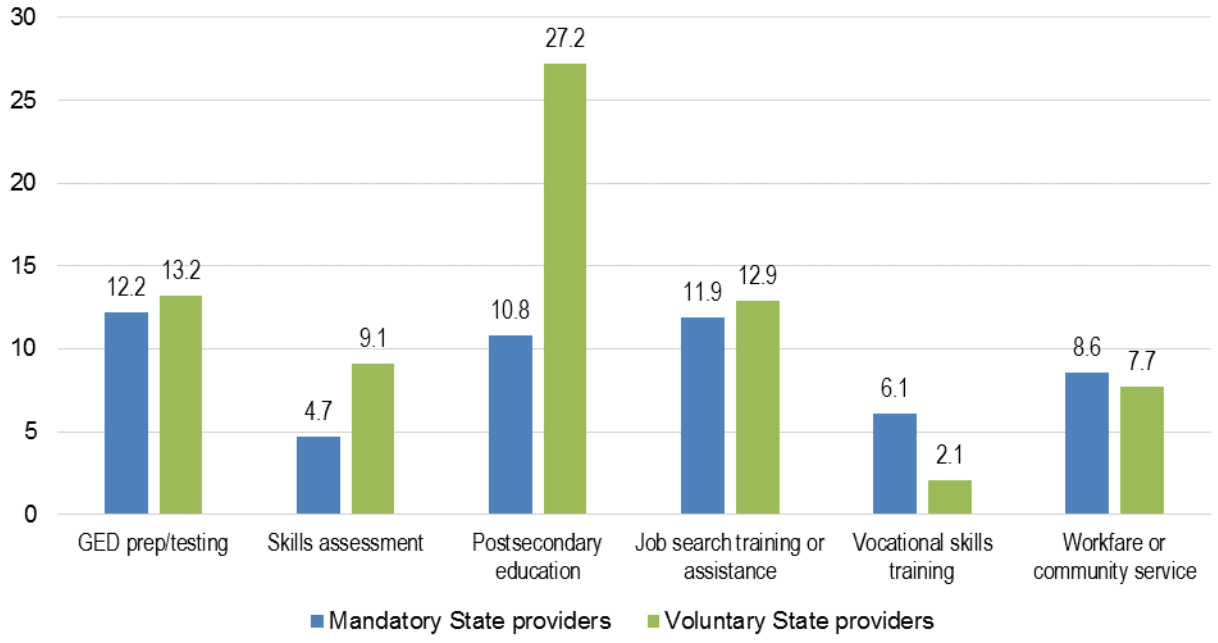
Length and duration of activities. Across all activities, E&T participants reported that activities lasted 4.1 hours per day and 2.8 days per week. Programs typically lasted for 10.7 weeks. (Appendix Table B.13 includes more detailed information on program timing.) Focus group participants reported that providers generally offered E&T services in the morning and/or afternoon during standard business hours. These times generally were convenient; however, a few individuals caring for dependents had to arrange for child care or ensure they could come home by the time school ended for the day. Focus group participants in some States reported that

their State offered job search training through comprehensive courses lasting several weeks, whereas other States offered one-hour workshops focused on developing basic skills.

In addition, we asked providers to give details on the average amount of time their SNAP E&T participants spent in each activity. Overall, postsecondary education activities were the longest, at 17.7 weeks. Job-specific training lasted 15.2 weeks on average. GED preparation and testing activities ranked next at 12.5 weeks, followed by job search, at 12.3 weeks. Several activities, including ESL or English classes, on-the-job training, certification or licensing preparation or testing, internships, and workfare, lasted for about 10 weeks. Appendix Table B.28 provides more information on other activities and the average number of hours per week in all activities.

There was variation not only in the average length of time by activity but also between mandatory and voluntary State providers (Figure IV.6). For example, E&T participants in postsecondary education typically spent 10.8 weeks in a mandatory State program compared to 27.2 weeks in a voluntary program. Although we do not have information on the types of State programs offered under this activity, we expect the voluntary programs that generally serve fewer clients are able to offer more comprehensive training and allow participants to stay in that training for longer periods to obtain higher degrees. This possibility would account for the greater length of time spent by E&T participants in those programs.

Figure IV.6. Average number of weeks that SNAP E&T participants spent in key activities offered by mandatory and voluntary State providers



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

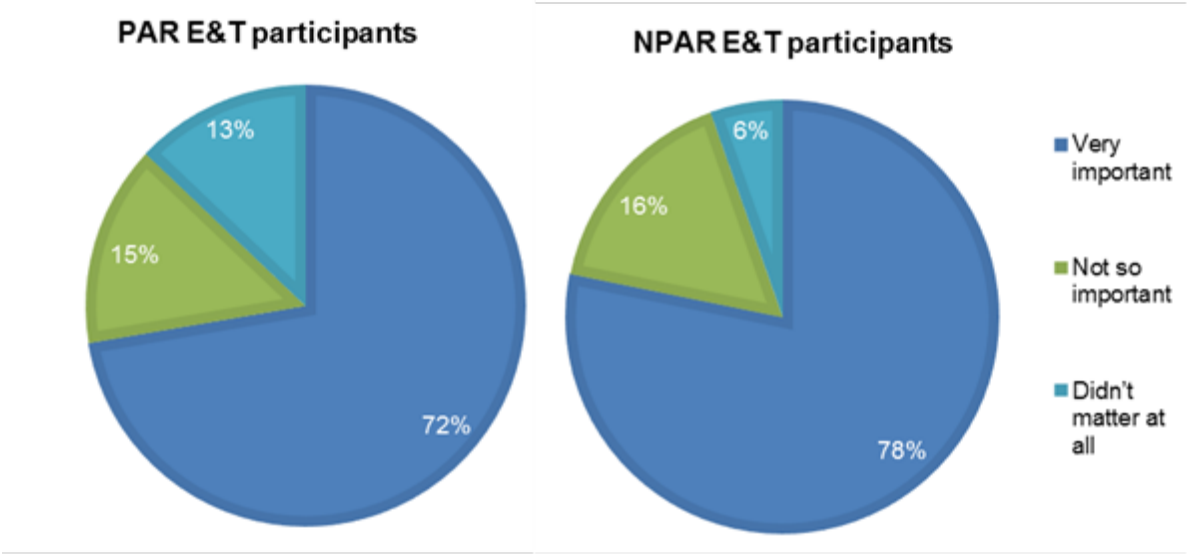
Good cause exemptions. We asked providers to estimate the percentage of E&T participants they believed had "good cause" for failure to comply with an E&T service. Good cause is defined in SNAP regulations as circumstances beyond the individual's control, such as, but not limited to illness, illness of another household member, a household emergency, the unavailability of transportation, or the lack of adequate child care for children who have reached age 6 but are under age 12 (67 FR 41603, June 19, 2002, as amended at 71 FR 33382, June 9, 2006). These E&T participants may have started participating in program activities or been screened out before participation. While good cause must be determined by the State agency, providers tend to collect information on why the participant was unable to participate to help make the State agency make this determination.

More than 67 percent of providers reported that 25 percent or less of their E&T participants had good cause for not complying. Twenty percent of providers indicated that between 26 and 50 percent of their E&T participants had good cause. Only 12.5 percent of providers reported that more than 50 percent of their participants had good cause.

2. Support services offered and received

SNAP regulations provide that the State agency must provide payments to participants in its E&T program, including applicants and volunteers, for expenses that are reasonably necessary and directly related to participation in the E&T program (67 FR 41603, June 19, 2002, as amended at 71 FR 33382, June 9, 2006). If the participant's costs exceed what the State agency is able to reimburse, the participant must be exempted from the activity or E&T program (67 FR 41603, June 19, 2002, as amended at 71 FR 33382, June 9, 2006). The most common participant reimbursement is transportation, but supportive services can be interpreted as additional participant reimbursements or assistance. We asked E&T participants to indicate the importance of support services to their participation in the E&T program. Seventy-five percent of E&T participants reported that support services were very important to their participation. Figure IV.7 shows the overall importance of support services, by PAR and NPAR E&T participant status. Although most participants cited the importance of these services, the receipt was much lower than the reported availability of services from providers.

Figure IV.7. Overall importance of support services, by PAR and NPAR E&T participants



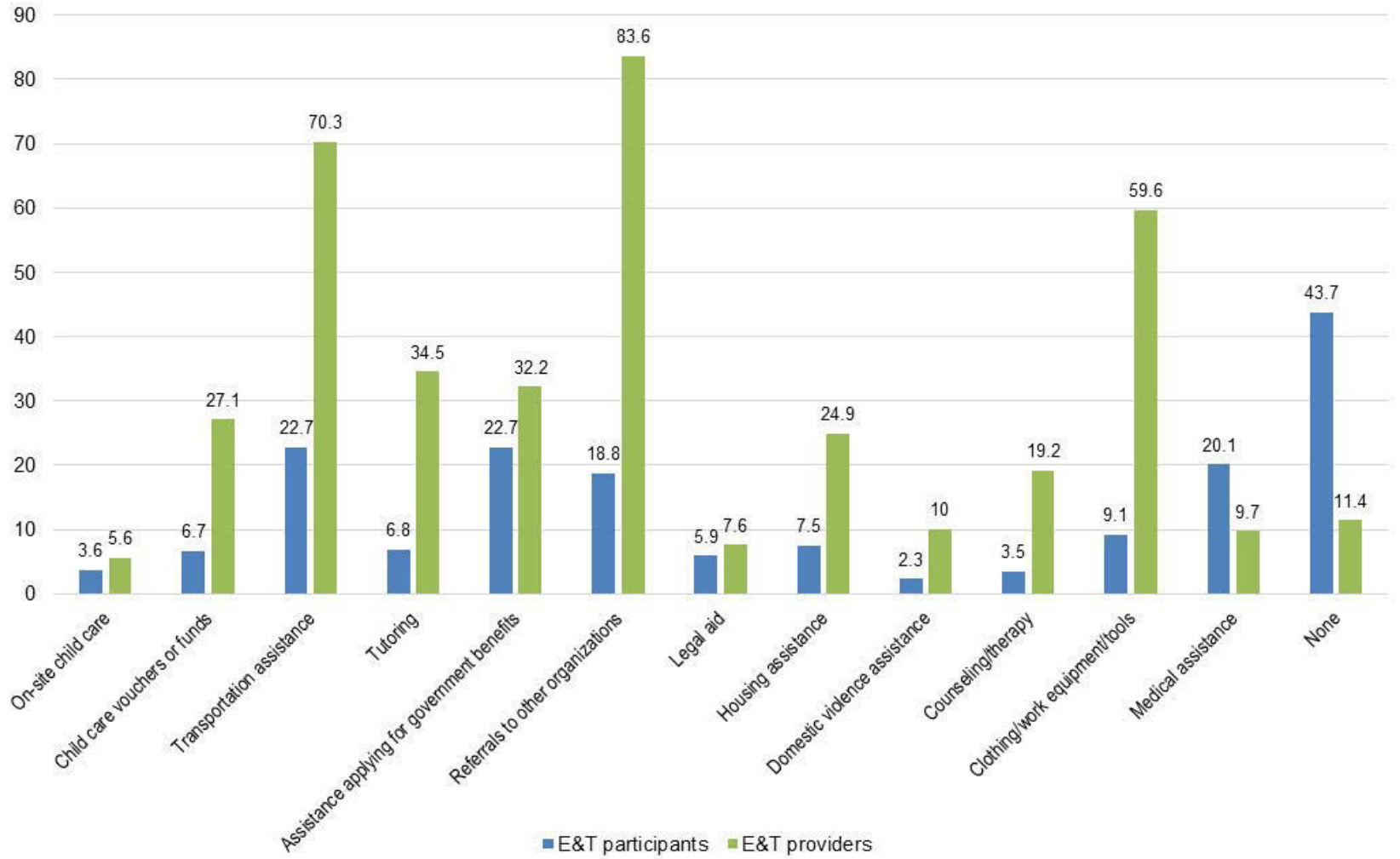
Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months. Only those respondents who received support services answered how important those services were for them to be able to participate in the program (N=474). Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

The R/P and provider surveys both included questions on support services offered through E&T programs. Participants selected all of the support services they received, whereas providers indicated all of the support services available through the E&T programs. The survey did not ask providers to define eligibility criteria for any of these support services, so we know only if a support service potentially was available through the provider. As they did for activities, providers are reporting on the universe of support services available and not all participants may qualify for or need these types of supports. On average, providers reported offering more types of supports and at higher percentages compared to those E&T participants actually received (Figure IV.8). Further, in some States, supportive services are provided by the State agency, such as transportation vouchers provided by the Illinois Department of Human Services, and not the provider. Most striking, 43.7 percent of E&T participants reported that they did not receive any support services as part of the program. Only 11.4 percent of providers stated that they did not offer support services.

E&T participants most often reported receiving help with applying for government benefits (22.7 percent) and transportation assistance (22.7 percent). In contrast, more than 70 percent of providers reported offering transportation assistance to participants. Most providers (83.6 percent) indicated they offered referrals to other organizations, whereas less than 20 percent of participants reported receiving referrals. Support payments for clothing, work equipment, and tools availability also revealed a large difference between E&T participants (9.1 percent) and providers (59.6 percent). Thirty-four percent of providers indicated they offered tutoring compared to only 6.8 percent of E&T participants reporting receipt of this service. Despite child care vouchers or funds being a mandatory support, only 27.1 percent of partners indicated they

Figure IV.8. Percentage of support received by E&T participants and reportedly offered by E&T providers



Sources: R/P survey data collected from September 2015 to March 2016; SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months and all providers. Excludes missing responses, respondents who refused to answer, and responses of "don't know." R/P survey respondents could select all of the services received that apply. Providers could select all of the support services offered that apply. All data presented in this figure are weighted percentages.

offered them, with 6.7 percent of participants indicating they received the support. Several focus group participants highlighted lack of child care as a challenge; generally, they seemed unaware that such assistance was available. These provider survey data may suggest why that was the case. Detailed information on these and other support services is available in Appendix Tables B.16 and B.30.

3. Fees and costs of E&T activities

During the focus groups, we asked E&T participants about fees or costs associated with their participation in the E&T program. None of the focus group participants paid direct fees for E&T services. However, some indicated there were indirect costs associated with participating in the program. Box IV.1 provides E&T participants' experiences with these costs.

Some participants who conducted independent job searches by submitting applications in person reported that their transportation costs exceeded the subsidies their providers offered. For instance, participants in one city reported that the rail passes they received helped facilitate their job searches but did not cover bus fares to reach employers not accessible by rail. Participants who received gas cards likewise reported that the subsidies did not always cover the cost of gas or wear and tear on their cars.

A few individuals participating in workfare/work experience and education components also incurred indirect costs. They reported that transportation benefits offered by their providers did not always cover their commuting costs. A few of these individuals also had to pay for uniforms or tools needed for their work. Although providers offered support services to defray the cost of participation, the assistance was not always enough or offered consistently.

Box IV.1. Participants' experiences with costs of participating in E&T

"They were going to let me volunteer, but I had to pay for the background check and then I needed a shirt. . . . I can't afford that $25."

"I had to pay for my uniform. . . . I had to pay for my stethoscope, my blood pressure cup. . . . It's more than probably $100 dollars, and I had to pay $50 dollars for the book."

"The issue with me when I took the class was gas… was really expensive."

"The gas cards, those are hit and miss. Those aren't guaranteed you can get them."

Source: Focus groups with E&T participants.

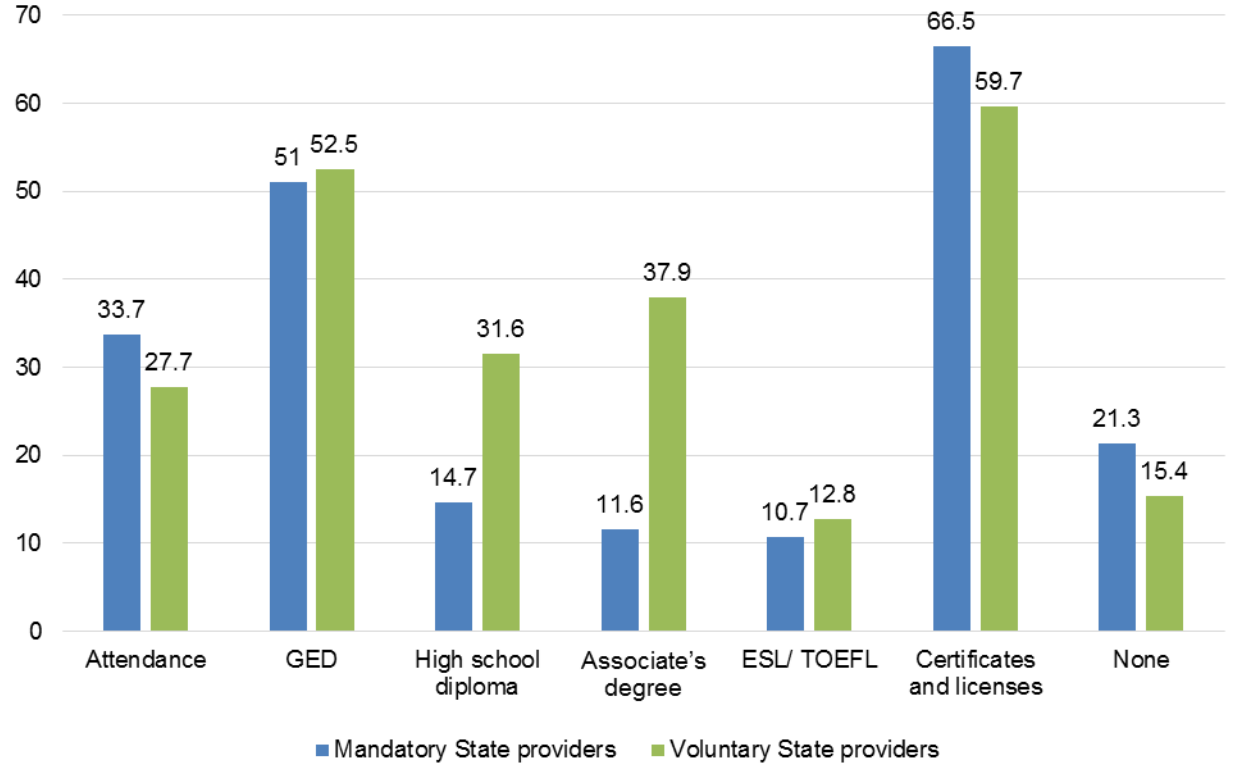
4. Certificates, licenses, or degrees offered to E&T participants

The provider survey asked providers to report on the types of certifications, licenses, or degrees available through their programs; sometimes providers offered these directly and sometimes paid for them for E&T participants. More than 80 percent of all providers indicated that they offered certificates, licenses, or degrees to their SNAP E&T participants. These certifications included certificates and licenses (64.2 percent); GED certificates (51.5 percent); certificates of participation (31.7 percent); high school diplomas (20.5 percent); associate's degrees (17.7 percent); and ESL certifications/Test of English as a Foreign Language (TOEFL) (11.4 percent).

Mandatory and voluntary State providers offered these certifications, licenses, or degrees at about the same percentages, with two exemptions (Figure IV.9). Three times more voluntary State providers reported offering associate's degrees compared to mandatory State providers

(37.9 percent to 11.6 percent). Twice as many voluntary State providers (31.6 percent) reported availability of courses to get a high school diploma compared to mandatory State providers (14.7 percent). Appendix Table B.31 presents more information on certificate availability.

Figure IV.9. Availability of certifications, licenses, or degrees for E&T participants, by mandatory and voluntary State providers



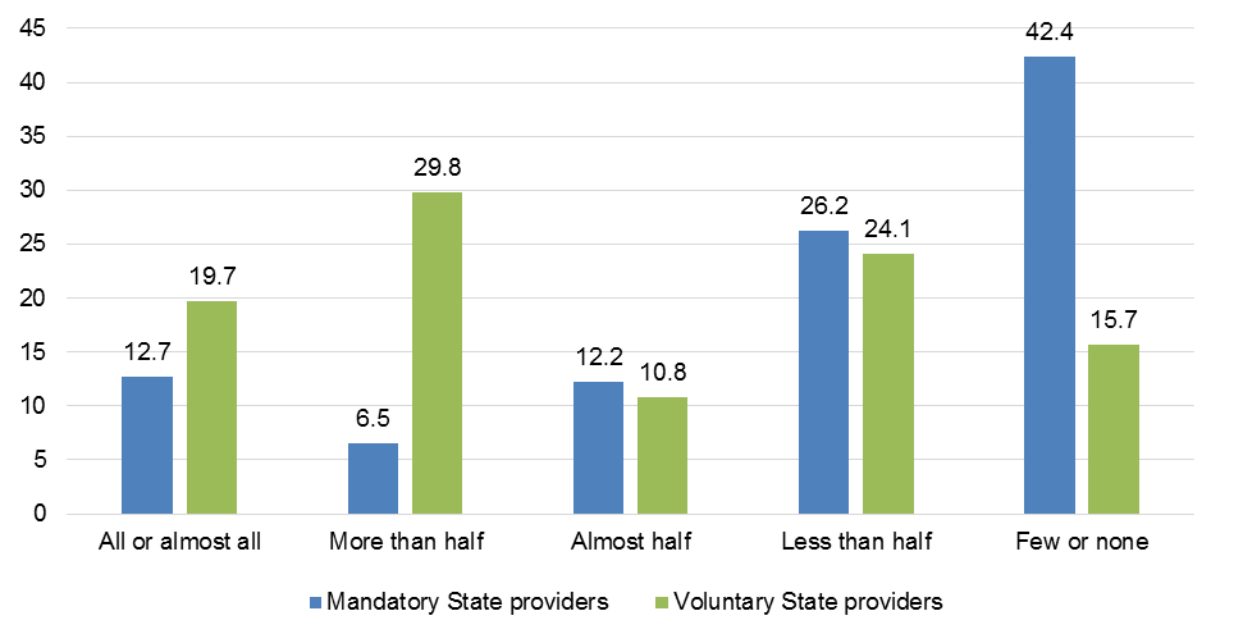
Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

We asked providers to report the share of E&T participants they serve who earned a certification, license, or degree. Thirty-three percent reported that few or none of their participants received any of these. Twenty-five percent indicted that less than half of their participants received them. Almost 30 percent of providers reported that the majority of their participants received any certifications, licenses, or degrees.

These percentages varied considerably between mandatory and voluntary State providers (Figure IV.10). Of mandatory State providers, 42.4 percent reported that few or none of their participants earned certificates, licenses, or degrees compared to 15.7 percent of voluntary State providers. About thirty percent of voluntary State providers reported that more than half of their participants earn certifications, licenses, or degrees, compared to only 6.5 percent of mandatory State providers in the same category. The E&T participant respondents confirmed that most did not earn a certificate, license, or degree. More than 95 percent of PAR E&T participants and 79.4 percent of NPAR participants who completed or left the program early reported not having earned any types of certifications, licenses, or degrees as part of the E&T program.

Figure IV.10. Provider-reported percentage of E&T participants who earn certifications, licenses, or degrees, by mandatory and voluntary State providers



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

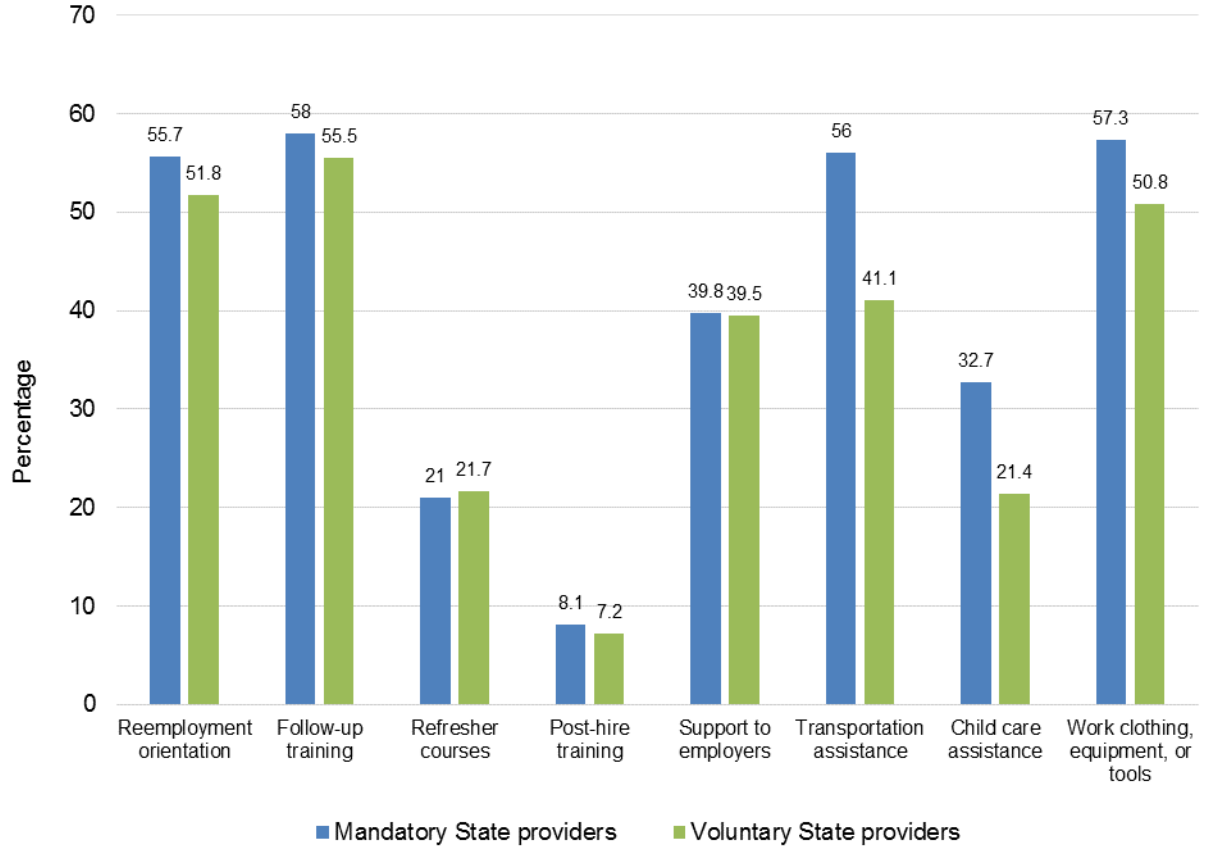
5. Follow-up services

Job retention services are an optional component that State agencies may include in their E&T programs. These services are provided for up to 90 days after the participant gains employment and can include case management and support for transportation and other work-related expenses. State agencies cannot make job retention a mandatory activity for participants. The reported availability and receipt of follow-up services after program completion differed between E&T participants and providers. The provider survey asked whether the organizations offered any post-program follow-up services to E&T participants. Almost 50 percent of providers reported that they offered these services. Conversely, more than 84 percent of E&T participants indicated that they did not participate in any other activities after finishing the program. Appendix Table B.19 shows the types of activities in which the small percentage of participants reported participating.

Of the post-program follow-up services offered, 57.1 percent of providers offered follow-up training; 55.0 percent offered reemployment orientation and work clothing, equipment, or tools. Post-program transportation assistance was available at 50.9 percent of providers. Support to employers, child care assistance, refresher courses, and post-hire trainings were offered to a lesser extent (Appendix Table B.33).

Mandatory and voluntary State providers generally offered post-program support services at about the same rate (Figure IV.11). Notable exceptions include transportation assistance at 56.0 percent of mandatory State providers compared to 41.1 percent of voluntary State providers and child care assistance (32.7 percent compared to 21.4 percent).

Figure IV.11. Follow-up services offered to SNAP E&T participants after they complete the program, according to mandatory and voluntary State providers



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all of the follow-up services that apply. All data presented in this figure are weighted.

6. E&T participant program completion rates, by service component

We asked providers about their organizations' average completion rates for the activities they offer. Providers selected the completion rate based on the following scale for each activity: 1. Few or none complete; 2. Less than half complete; 3. About half complete; 4. More than half complete; or 5. All or almost all complete.

Providers reported that on average, around half of their E&T participants completed the program. They indicated that more than half of participants completed job search training, skills assessment, internship, and certification/licensing activities. About half completed GED preparation/testing, post-secondary education, ESL, vocational skills training, job specific

training, on-the-job training, credential transfer assistance, apprenticeship, and workfare or community service.

Mandatory and voluntary State providers had similar completion rates in 6 of the 13 activities: post-secondary education, skills assessment, job search training, ESL, on-the-job training, and apprenticeship. Mandatory State providers had lower completion rates in 7 of the 13 activities, including: certification or licensing preparation or testing (about half completed), credential transfer assistance (less than half completed), GED preparation (less than half completed), internship (about half completed), job-specific training (about half completed), vocational skills training (about half completed), and workfare or community services (about half completed).

7. Participants' reasons for participating in SNAP E&T

For those respondents that participated in SNAP E&T programs, we asked them why they were participating to better understand motivations. E&T participants indicated a variety of reasons for participating, but the majority (67.7 percent) reported participating in the program to keep their SNAP benefits. (It is important to note that even in States with voluntary programs, ABAWDs who are subject to time limited benefits may use participation in E&T to help them remain eligible for SNAP benefits.) Other reasons focused on employment and improving employment prospects. Help in obtaining employment was the second most common reason, at 51.1 percent. To get help in gaining job search skills also ranked highly with participants, at 48.9 percent, followed by assistance in finding a better job, at 40.5 percent. Earning a certification, credential, or license (29.2 percent) rounded out the top five reasons for participating in E&T.

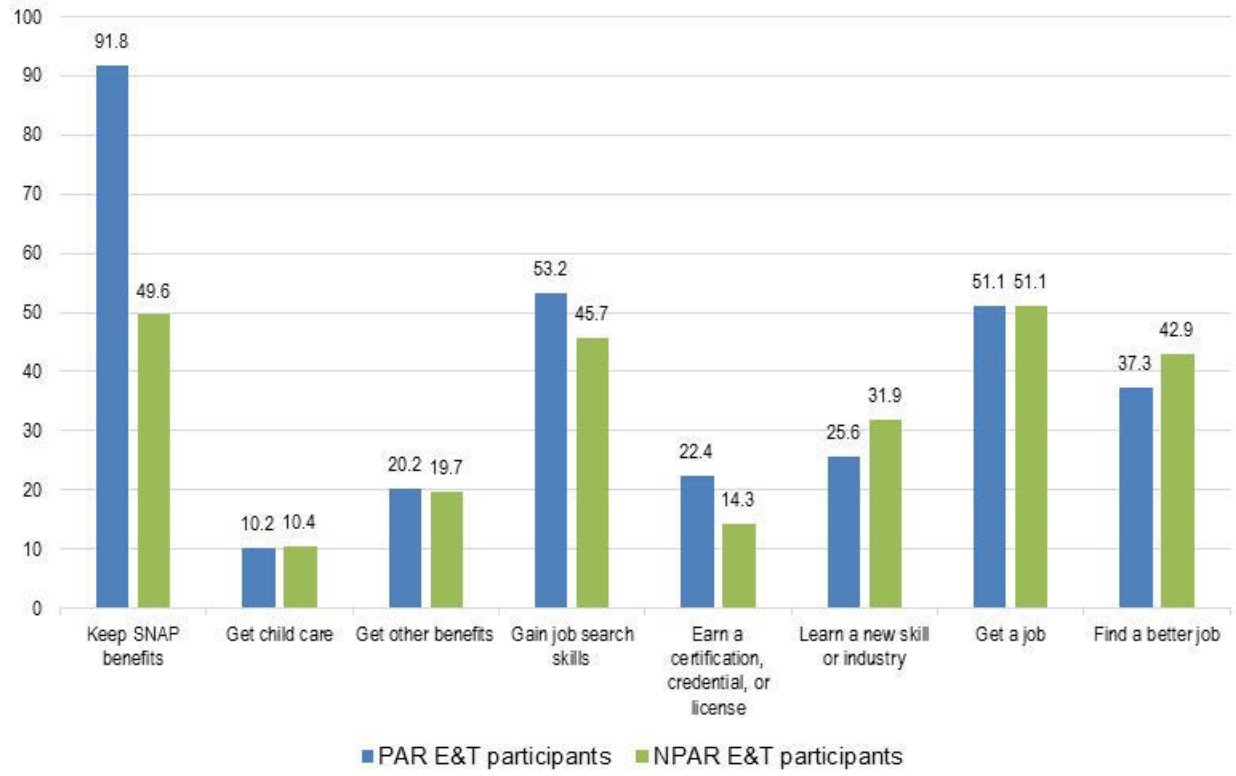
As expected, 91.8 percent of the PAR E&T participants chose to "keep SNAP benefits" as the primary reason for participation (Figure IV.12). This finding was supported by responses from focus group participants, who cited retaining SNAP benefits as a key motivation for participation. This was particularly true for participants in local E&T programs that did not offer training services. They viewed programs that offered only independent job search and job search assistance as having little value. Participants in those programs largely complied with SNAP E&T requirements to avoid being sanctioned.

NPAR participants were more focused on finding new or better work, with "get a job" as the most common reason (51.1 percent) and "find a better job" (42.9 percent). Focus group participants reported the desire to get a full-time job, which they felt the program could help them do. Appendix Table B.11 provides further details on the reported reasons for participating in E&T.

During the focus group discussions, E&T participants emphasized their desire for a stable career but often focused on finding immediate employment that would generate a source of income to cover their basic living expenses. To help with this goal, they accessed job search resources, such as computers, printers, fax machines, job fairs, or job boards that E&T providers offered to help them conduct job searches. Other participants focused on developing basic skills that would help them find work: computer literacy, searching for jobs online, writing resumes and cover letters, and interviewing or communication techniques.

Although the R/P survey showed small percentages of respondents motivated to participate in E&T to access support services—19.9 percent were motivated to participate in E&T because it would help them obtain other benefits and 10.3 percent because they could access child care—the focus group participants placed much more emphasis on these factors. E&T participants in the focus group said they commonly chose to participate in SNAP E&T to receive support services that would facilitate their job searches. In one State, E&T participants who met specific job search quotas explained that they could receive monthly bus passes or small transportation incentives added to their Electronic Benefit Transfer cards. E&T participants in this State noted that the program also sometimes reimbursed certain job-related expenses (such as uniforms or trade tools) for them after they were hired, provided funding was available. Participants found these reimbursements helpful.

Figure IV.12. Percentage of E&T participants reporting reasons for participating in E&T, by PAR and NPAR status



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all of the reasons that apply. All data presented in this figure are weighted.

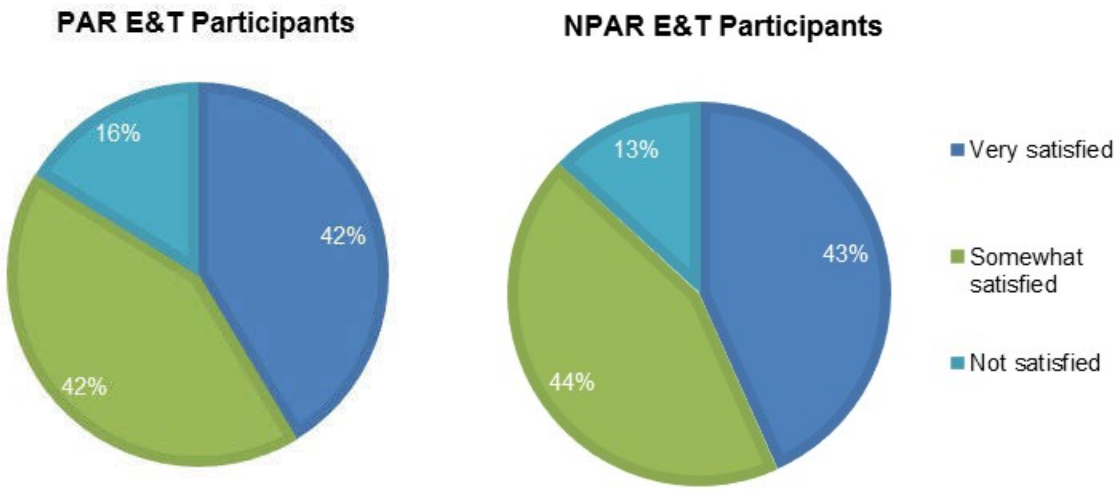
We asked those who chose not to participate (either they were told they had to and did not, or chose not to volunteer) the reason why. The primary reason was the need to care for a child or others, at 35.4 percent. The second most common reason was transportation issues (19.8 percent), followed by "it didn't sound useful" (18.1 percent). Surprisingly, 7.4 percent of respondents entered physical or mental health problems into the "other" category. We did not include this as a survey response because disability is an exempt category based on federal E&T

exemption criteria. Had we included this response category, the percentage may have been higher. More detailed information on reasons for not participating is included in Table B.12.

8. Satisfaction with the E&T program

We asked E&T participants about their satisfaction with the E&T program overall. Most participants indicated they were very satisfied (42.3 percent) or somewhat satisfied (43 percent) with the program. Only about 14.8 percent were not satisfied. Figure IV.13 shows satisfaction levels by PAR and NPAR status. Overall, NPAR E&T participants tended to be slightly more satisfied than PAR E&T participants.

Figure IV.13. Satisfaction with E&T, by PAR and NPAR status



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

Focus group data provides a different picture of E&T participants' satisfaction with the services they received. Most participants were enrolled in independent job search and/or job search training, which did not meet their expectations. Participants viewed these components as either ineffective or limited in their capacity to help clients obtain the experience, skills, certificates, or education needed to find work and achieve financial security. For instance, focus group participants commonly reported that their E&T providers assisted clients in learning basic computer skills needed to find and apply for work online but generally did not offer software training or typing classes that would help them qualify or compete for administrative work. The views regarding E&T programs were particularly negative in the groups where participants reported that their provider offered few E&T components.

Many focus group participants had a negative view of the E&T independent job search component. Most individuals reported conducting job searches on their own, criticizing this component and their providers for offering little to no value in facilitating their searches. Those

required to look for work in person discussed how it was a time-intensive process that could cost them money because of inadequate transportation subsidies. It also could be difficult to satisfy job search quotas for individuals who lacked transportation or lived in areas with few jobs. Although the prevailing opinion across focus groups was that the independent job search component was of no benefit to participants, some of them found it to be helpful. These individuals often relied on provider staff and resources—computers, printers, copiers, fax machines, job boards, and so on—to learn about positions and submit applications. Box IV.2 presents some focus group participants' opinions on the job search activity.

Box IV.2. Focus group satisfaction with job search activities

"It's just basically like you're on your own. You don't have someone just saying, 'Okay, I think this job would be a good fit for you, or this right here. . . .' They just sit you at a computer. I'm like, I can do that at home. I have better luck at home than with someone here that's supposed to be helping me, guide me along the way. . . . I thought that was the purpose of them being here. It's like they stick you in a room and that's it."

"What happens is that they're getting you out of your house and they put that pressure on you. Either you stay here looking at [the provider staff member's] face for eight hours or they'll take away [your benefits]."

"It's not really set up to help people that don't know how to independently look for work online."

Source: Focus groups with E&T participants.

Workfare and work experience programs designed to build participants' skills and experience received mixed opinions. Participants in one focus group reported that there was a shortage of work placements and individuals were assigned to positions in which they had no interest. As one participant explained, *"The openings often don't match with what you want to learn. There are a limited number of employers that take [work experience] participants. . . . It is hard to find an assignment that matches your interests."* As opposed to gaining skills and experience, most participants in this group emphasized that they felt like employers were using E&T participants for "free labor." Perceptions of workfare/work experience were much more positive among the few individuals who were matched with employers in their field of interest. They felt that this work experience helped them develop their skills, build their resumes, and establish professional networks. As one E&T participant said, *"I have had a good experience. I formed a good relationship with my placement worker, and she helped me find a job once my assignment ended."*

Focus group participants expressed frustration with the inconsistent customer service they received from SNAP E&T providers. Some individuals reported positive experiences and receiving the support they needed to search for work and learn new skills. Others, however, described how staff behaved unprofessionally, failed to help clients, and were unsympathetic to their needs. A few also described instances of miscommunication and misinformation concerning the availability of support services and the eligibility criteria for those services. A small number of individuals also noted that provider staff lacked knowledge about support services and training programs available outside of SNAP E&T to which they could refer participants.

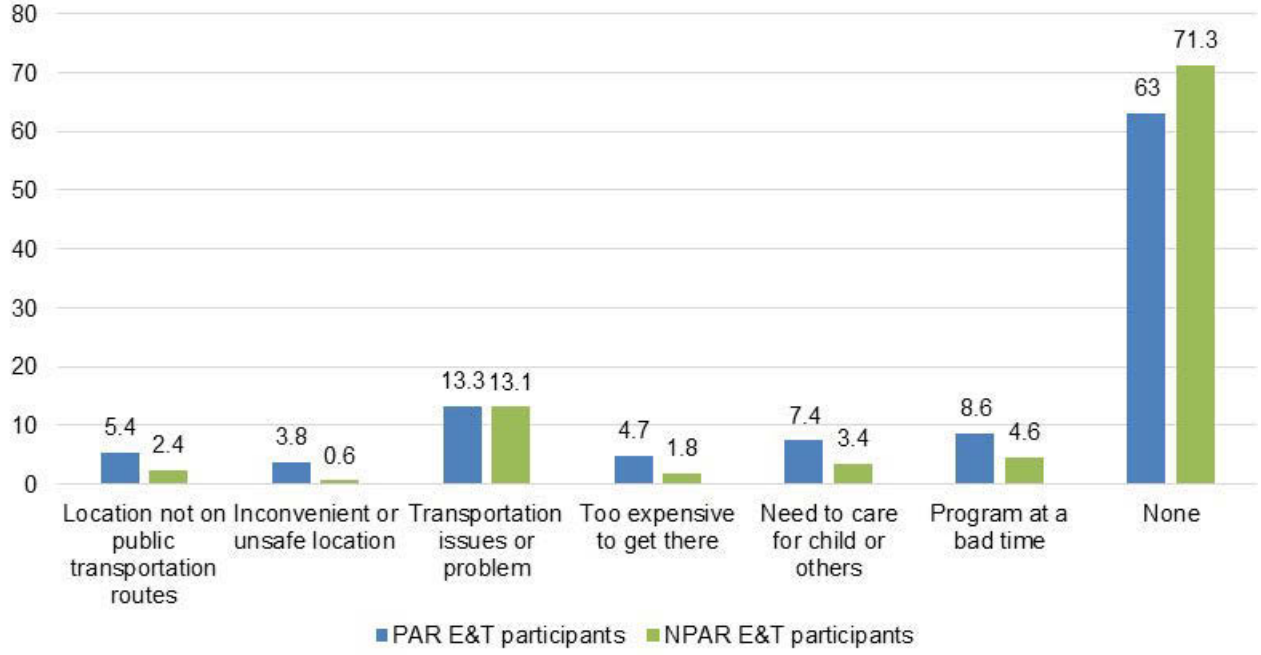
9. Difficulties in accessing services

Most E&T participants (67.8 percent) reported no difficulties in accessing the program. Of those who indicated difficulties, 13.2 percent cited transportation issues or problems as the biggest obstacle. The amount of time needed to participate in the program also was cited by 6.3 percent of participants. Five percent of participants indicated that the need to care for a child

or others presented a difficulty in accessing services. Less than 5 percent reported problems with the location not being accessible by public transportation, being inconvenient or unsafe, or being too expensive for travel.

Similar percentages of PAR and NPAR E&T participants experienced difficulties in accessing the E&T program. Figure IV.14 provides the breakdown of these difficulties by PAR and NPAR E&T participant status. Overall, fewer NPAR participants (28.7 percent) reported difficulties compared to PAR participants (37.0 percent). The need to care for a child or others was higher among PAR E&T participants, at 7.4 percent, than NPAR participants, at 3.4 percent.

Figure IV.14. Reported difficulties in accessing the E&T program, by PAR and NPAR status



Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the previous 12 months. PAR N=373 and NPAR N=337. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all of the difficulties that apply. All data presented in this figure are weighted.

Focus group participants discussed transportation as a difficulty in both finding work and participating in E&T. Rural participants, in particular, described how a lack of transportation limited their ability to conduct job searches or attend trainings. A few participants also expressed frustration that their providers did not offer adequate transportation subsidies to attend trainings or search for jobs. Even those participants who owned vehicles sometimes had concerns about vehicle reliability and cost, and some could not afford to repair and insure their vehicles. Although E&T providers offered reimbursement for transportation costs associated with job searches and occasionally referred participants for additional assistance, such as car insurance payments or vehicle repairs, such subsidies typically failed to cover the full cost of conducting a job search or maintaining vehicles and insurance. A participant noted that, *"They don't pay nowhere near the 30 hours it takes to run around and try to find a job, [as] far as like gas [and] wear and tear on your car. It just doesn't balance out."*

Participants in several focus groups also discussed how E&T services follow rigid schedules, and that providers sometimes fail to consider or accommodate participants' needs or circumstances, such as a breakdown in transportation, illness, or a death in the family. One participant quit her job to care for family members and struggled to meet the 20 hours of work-related activities required by her State for participation in SNAP E&T. As she said, *"I can't meet that [job search requirement] with two sick parents and a daughter that has brain injuries. It's hard enough."* (Though it was not possible to assess participants' eligibility for an E&T exemption during the focus groups, this E&T participant appeared to meet Federal exemption criteria for SNAP work registration, as did others.[37])

C. Funding

To better understand the funding structure and costs of services for E&T programs, we asked providers to describe their funding sources and expenditures. Survey questions were intended to gather data for the most recently completed fiscal year (which could vary by State) and focused on the entire organization's total funding, sources, and activities. These questions were not limited to SNAP E&T activities or programming.[38]

1. Funding sources

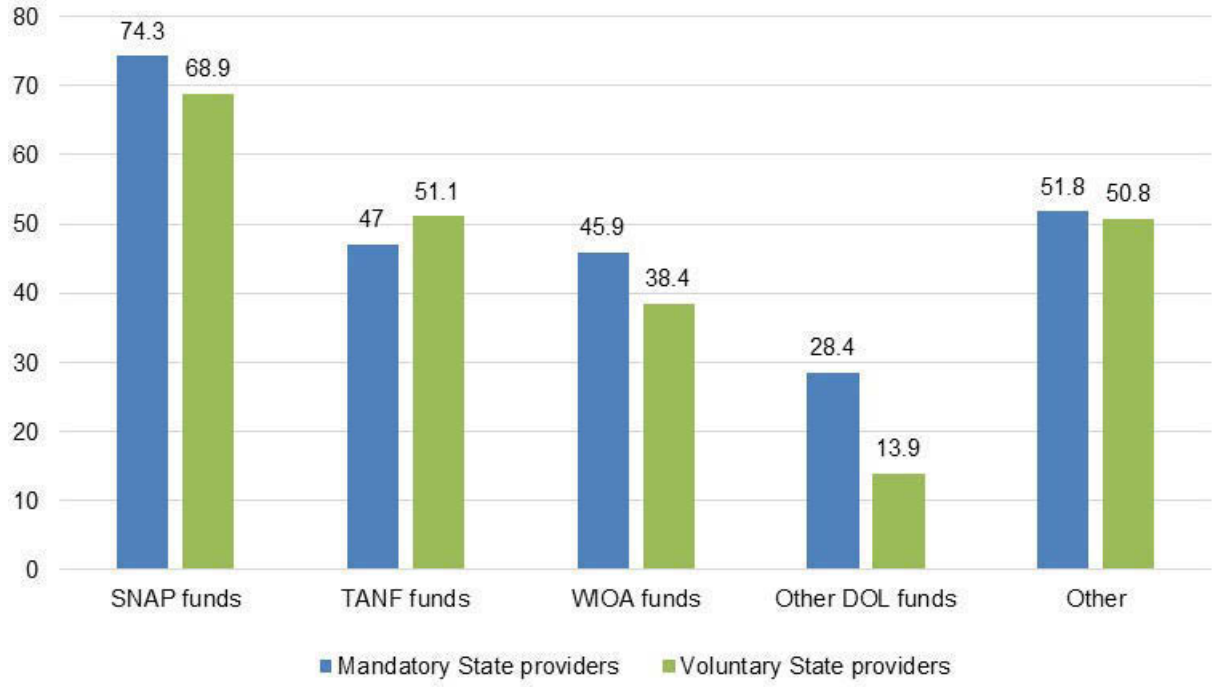
E&T providers typically use a variety of funding sources to support program services and administration. The survey asked providers to report the amount of funding they received from different sources in their most recently completed fiscal year. Most providers reported the receipt of SNAP funds (72.4 percent), which is not surprising, as all of these providers were serving SNAP participants. Although we did not ask providers why they might not be receiving certain funds, it is possible that those not receiving SNAP funding either had no direct contract with the State SNAP agency (but potentially received SNAP funds through an intermediary), were providing in-kind services, or did not understand the question. Forty-eight percent of the providers received TANF funds, 43.3 percent received WIOA funds, and 25.5 percent received other DOL funds. A large percentage of providers (51.5 percent) noted that they received funding from other sources, such as corporate or individual contributions, foundation grants, or other special grants.

More mandatory State providers indicated receipt of WIOA (45.9 percent compared to 38.4 percent for voluntary State providers) and other DOL funds (28.4 percent compared to 13.9 percent of voluntary State providers), which would seem appropriate because more of these providers were AJCs. Figure IV.15 shows the differences in funding sources for mandatory and voluntary State providers. Appendix Table B.34 includes more information on these findings.

[37] SNAP participants are exempt from work registration if they are caring for a dependent child under age 6 or an incapacitated individual.

[38] However, after reviewing the data, it is possible that providers may have interpreted these questions in different ways; in some cases, they may have meant funding sources only for SNAP E&T participants.

Figure IV.15. Funding sources received by mandatory and voluntary State providers



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

2. Costs per participant

To determine the average costs per participant, the provider survey asked respondents to report the amount they spend in set administrative and direct service cost categories. The administrative costs included overhead and staff salaries. The direct service costs comprised of upfront training and basic education, job training, higher education, and support services. We calculated the per-participant costs by dividing the funding component amounts by the total number of participants and then averaging across all providers. On average, providers served 6,054 E&T participants in their organizations. It is important to note that this number included all E&T participants served by the providers, not only those served through SNAP E&T. The average total cost per participant was $1,879.96, which included an average of $1,276.29 in administrative costs and $609.06 in direct services cost. (There is a slight difference between the amount of the average total cost and the sum of the average administrative and direct costs. This is due to rounding when calculating the averages for administrative and direct costs individually and then summing them.)

Staff salaries contributed to 67.2 percent of the administrative costs, with the remaining 32.7 percent covering overhead. On average, mandatory State providers had higher administrative costs compared to voluntary State providers. Appendix Table B.35 offers more information about the administrative costs per participant by mandatory and voluntary State providers.

In the direct services category, providers spent the most on job training, at 34.4 percent. The next most expensive component was support services (33.8 percent), followed by upfront training and basic education (20.4 percent), and higher education (11.4 percent). The mandatory State providers' average direct service cost was more than $200 higher than the voluntary State providers' (Figure IV.16).

Figure IV.16. Per-participant total direct services costs, by mandatory and voluntary State providers[a]

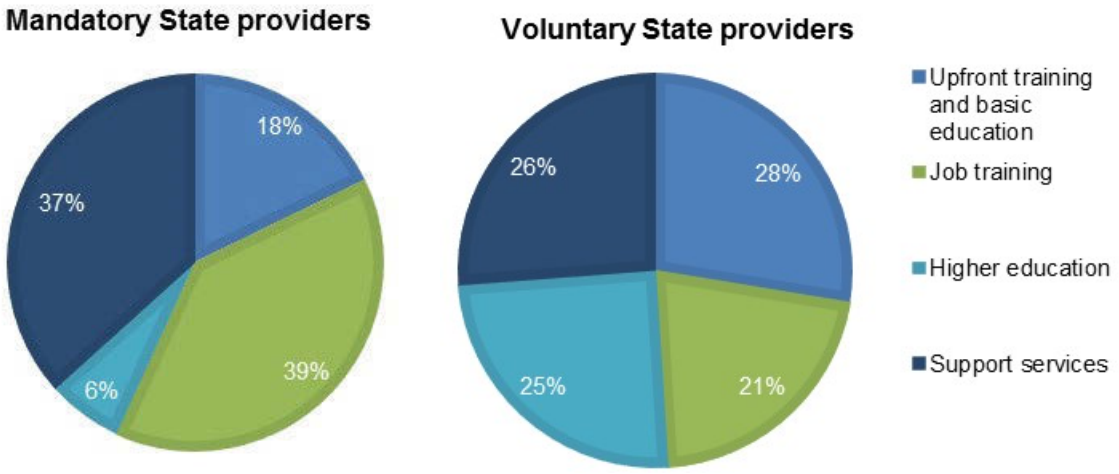
Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

[a]For the last fiscal year before the survey for which the provider had data, we calculated the average cost using the total cost of services for all participants that the provider served, not just SNAP E&T participants.

The differences in spending between the mandatory and voluntary State providers were driven mostly by higher costs for job training and support services among the former (Figure IV.17). Per person, mandatory State providers spent almost twice as much on job training (39.1 percent) compared to 21.4 percent for voluntary State providers. In addition, they outspent voluntary State providers in support services (36.7 percent to 26.2 percent). Conversely, voluntary State providers spent more than 2.7 times that of mandatory State providers on higher education (24.8 percent to 6.5 percent).

Figure IV.17. Average direct service costs per participant, by component, mandatory and voluntary State providers[a]



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

[a]For the last fiscal year before the survey for which the provider had data, the average cost was calculated using the total cost of service for all participants served by the provider, not just SNAP E&T participants.

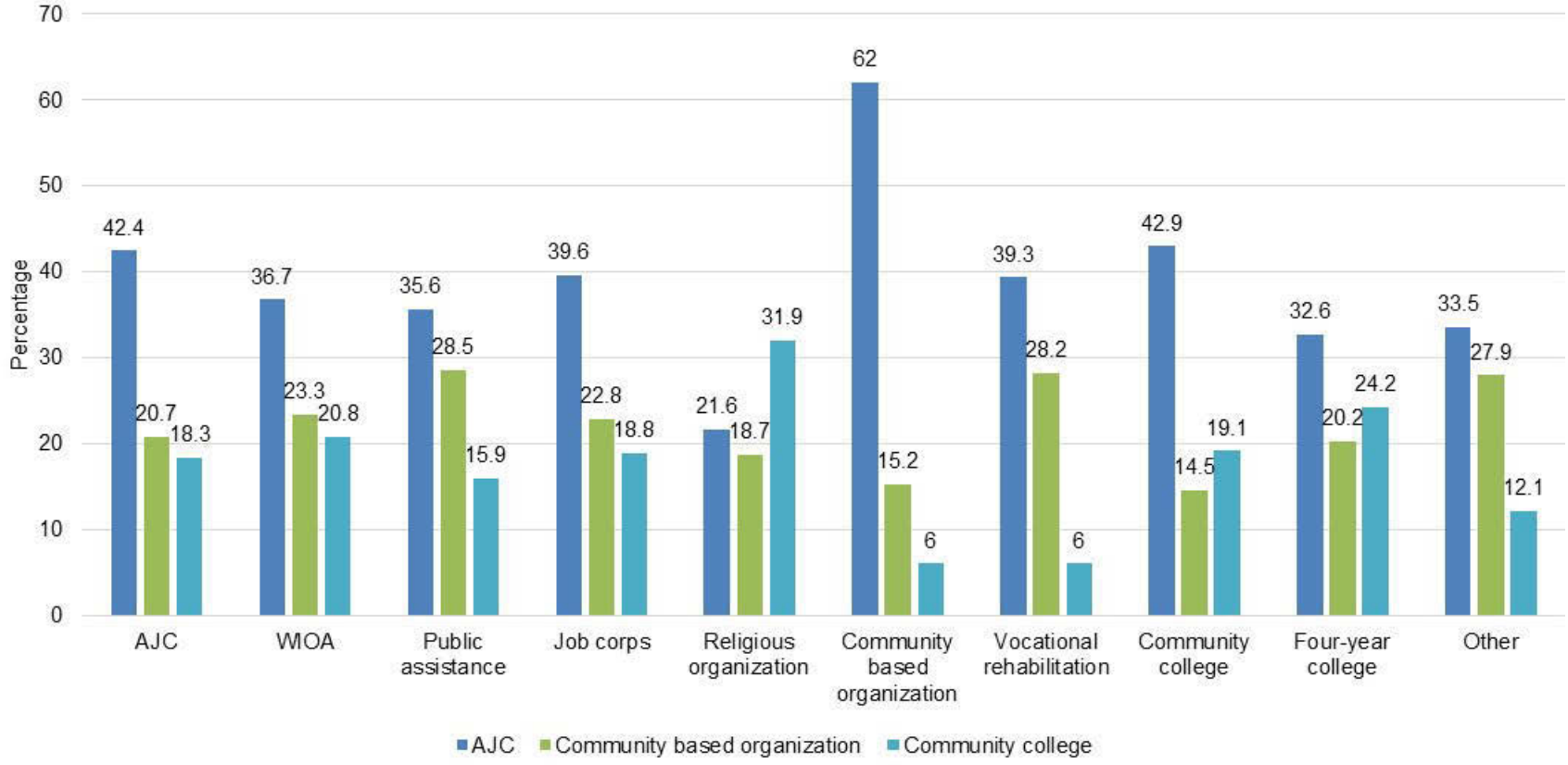
D. Interagency coordination and reporting

In this section, we discuss coordination among providers and other organizations, and the use of performance measures. Although we did not design the provider survey instrument to provide detailed findings on these topics, we can describe those types of organizations with which providers coordinate. We also asked providers to list the types of performance measures they report and to whom they report; however, we do not provide specific definitions of all measures reported.

1. Coordination among E&T providers and other organizations

We asked providers to describe those organizations with which they had agreements or coordinated, so as to understand the amount and type of coordination that occurred. All but one provider indicated that they coordinated or had agreements with at least one type of organization. Coordination among E&T providers and other organizations varied considerably by provider type; providers reported different opinions on whether that coordination was reciprocated (Figure IV.18). For presentation purposes, we describe here how the top three types of organizations—AJCs, CBOs, and community colleges—coordinated with all other types of organizations; Appendix Table B.38 shows more detailed information on coordination among all types of providers.

Figure IV.18. Reported level of coordination between select E&T providers (AJCs, CBOs, and community colleges) and all other organizations in the area



Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this figure are weighted.

AJC providers coordinated with all other organizations more than any other provider types. AJCs coordinated with CBOs the most often (62 percent). A large percentage of AJCs also had agreements or coordinated with community colleges (42.9 percent of AJC providers) and other AJCs (42.4 percent of providers).

CBO providers coordinated with public assistance offices (28.5 percent of providers); vocational rehabilitation agencies (28.2 percent of providers); and other employment, education, or training providers (27.9 percent). Although a high percentage of AJC providers reported having coordinated with CBOs, only 20.7 percent of CBO providers indicated that they did so.

Community colleges coordinated with religious organizations most frequently, at 31.9 percent. Community colleges also reportedly coordinated with four-year colleges (24.2 percent), WIOA (20.8 percent), and other community colleges (19.1 percent).

2. Use of performance measures

The survey showed that the majority of E&T providers (60.4 percent) report the use of outcomes and performance measures for internal or outside organization purposes. These providers predominately report to the State (91.0 percent), and to local boards (53.0 percent), funders (32.5 percent), and county leadership (35.1 percent).

To understand providers' use of these performance measures, the survey asked open-ended questions that permitted providers to list the types of measures they report to outside entities or for internal use by their organizations. The most commonly used measures for all providers were employment-related measures: "entered employment" and "employment retention." The second most common types of measures that providers used focused on educational attainment, completion, enrollment, participation, and attendance. Table IV.1 lists the top 10 most commonly listed measures by total providers, mandatory State providers, and voluntary State providers. The measures appear as listed by the providers.[39]

[39] We grouped reporting of employment with "entered employment" and educational achievement with "educational attainment," as these measures appear to be comparable.

Table IV.1. Top 10 list of performance measures used by SNAP E&T mandatory and voluntary State providers

Measures	Total	Mandatory State providers	Voluntary State providers
Top 10 performance measures used	1. Entered employment 2. Employment retention 3. Educational attainment 4. Completion 5. Enrollment 6. Attendance 7. Participation 8. Number of clients served 9. Certifications earned 10. Expenditures	1. Entered employment 2. Employment retention 3. Educational attainment 4. Completion 5. Enrollment 6. Attendance 7. Expenditures 8. Number of clients served 9. Average earnings 10. Certifications earned	1. Entered employment 2. Employment retention 3. Completion 4. Participation 5. Average wage 6. Enrollment 7. Attendance 8. Certifications earned 9. Common measures 10. Graduation

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. Common measures as defined by the U.S. Department of Labor include entered employment, employment retention, and average earnings.

V. CONCLUSIONS AND CONSIDERATIONS

The purpose of this study was to understand the demographic and labor force characteristics of work registrants and E&T participants; the challenges each group faces in obtaining and finding employment; for E&T participants, the E&T services available to them; and the types of organizations providing these services. In general, we found that the primary individual and household characteristics of work registrants and E&T participants were similar, the types of barriers and discrimination reported were consistent between the two groups, and the availability of services and characteristics of mandatory versus voluntary State providers was mixed. The following themes emerged from our analysis:

A. Work registrant and E&T participant characteristics

- Although the characteristics of individuals were very similar, work registrants tended to be slightly older, more often white and female, and less frequently a high school graduate than E&T participants. Work registrant households also had a higher average monthly gross income but virtually the same average monthly SNAP benefit, and about the same rate of receipt of public assistance, such as TANF, SSI, and Medicaid.

- The majority of work registrants and E&T participants were unemployed at the time of the survey, but about twice as many E&T participants had never worked before. Employed respondents generally worked part time and the average hourly wage rates were similar for work registrants and E&T participants. Work registrants working part time tended to work fewer hours; about twice as many of them reported working fewer than 20 hours per week, compared to E&T participants. Work registrants also tended to hold their jobs much longer; more than one-third of them held their jobs for more than a year, whereas only about one-quarter of E&T participants did so.

- Work registrants and E&T participants reported a similar number of barriers in finding or keeping a job; the majority encountered at least one barrier. The barriers most often cited by both work registrants and E&T participants included health issues, transportation issues, lack of education, and caring for a family member with health issues. Focus group findings supported the survey results, with many citing transportation and health concerns as interfering with employment.

B. Provider characteristics

- The SNAP E&T service providers tended to be private nonprofits or government agencies; were most often located at AJCs, CBOs, or community colleges; and the majority served one or a few counties.

- About one-half of providers reported targeting their programs to specific populations, such as age groups, skill levels, occupational interests, or race/ethnicity, or had minimum education requirements. Providers most often targeted their programs by age, focusing on 18- to 59-year-olds. Many providers also required E&T participants to have a high school diploma or GED to be eligible or enroll in program services.

C. SNAP E&T services

- Overall, E&T participants typically participated in job search or assessment activities through E&T programs. Although support services were very important to E&T participants, only a small number reported having received those services compared to the number of providers that reported offering them. Similarly, few E&T participants indicated that they received a certification, license, or degree through the program, although a much higher percentage of providers reported that they offered and participants earned them.

- E&T participants typically spent about four hours a day, three days a week, for 11 weeks in SNAP E&T programs. Providers reported that participants spent the most time in postsecondary education activities and job-specific training versus fewer weeks on average in ESL or English classes, on-the-job training, certification or licensing preparation or testing, internships, and workfare. The time spent in these activities was comparable between PAR and NPAR participants, with one exception: NPAR participants spent about three times the number of weeks in postsecondary education activities than PAR participants.

- Three-fourths of E&T participants reported that support services were very important to their participation; however, we found that providers generally reported offering support at much higher rates than participants reported receiving them.

- Although the majority of providers offered degrees and certifications, and focus group participants suggested they needed more access to certifications to find employment, few participants actually earned certifications. Fewer certifications were obtained by PAR participants.

- The survey findings suggested that E&T participants were generally satisfied with E&T programs; however, the focus group participants expressed mostly dissatisfaction with program components and staff.

- Direct services offered under mandatory State providers appear to cost more per person than those for voluntary State providers. The largest share of mandatory State provider direct services costs encompassed job training and support services. Voluntary State providers spent more than 2.7 times that of mandatory State providers on higher education.

Although this study provides new and important details about work registrants, E&T participants, and E&T providers, better State data tracking might allow FNS to improve their understanding of this population and monitoring of the program. The SNAP E&T program has evolved considerably in many States over the last two years—States are creating and expanding programs in areas that did not have them before, some States have moved to mandatory programs, and the expiration of ABAWD waivers has put more demands on the E&T programs. For these reasons, the characteristics of these programs may be in flux. Although this report is beneficial in offering a much better picture of the SNAP E&T program than was previously available, this is a point in time. Due to the changes in the program, the national picture we present here may be different from what the program looks like today or even in another year. For FNS to have access to more consistent data on characteristics of these groups, asking States'

to add some E&T-specific data to their current SNAP eligibility systems would provide the potential for more frequent and systematic reporting on the E&T program at the individual-level, and would allow for access to basic demographic and income data on work registrants and E&T participants. Although these additional data would not provide FNS with the level of detail included in a survey or focus groups, as in this study, it would describe the basic characteristics of the groups and service receipt. Asking States to include indicators for work registrants and E&T participants, and to track which providers supply services as well as some basic information about those organizations, and what services participants receive and time in the program would allow for the potential of timely reporting on key E&T information. This type of reporting could be beneficial for FNS as it makes decisions about policy and provides technical assistance to States.

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APPENDIX A

DETAILED DATA COLLECTION AND ANALYSIS METHODOLOGY

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Appendix A provides detailed descriptions of the data collection and analysis methods used in the SNAP E&T study. We first describe the study design, including the selection of States, sampling survey respondents, and focus groups. Next, we discuss the data collection processes for the administrative, survey, and focus group data. We then detail the analysis methods used, followed by a description of the weight construction. We conclude with a discussion of the study limitations.

A. Study design

To obtain a nationally representative sample of SNAP work registrants and E&T participants, we began by selecting a sample of 25 States. We collected administrative data from them and used these data to select a sample of work registrants and E&T participants for our client survey. We also used these data to select E&T participants for 15 focus groups across 5 of the States. In addition, we collected data on and selected SNAP E&T providers in the study States for a provider survey. In this section, we describe the State sample selection process, how we recruited States, the survey sampling process, and selection of the focus group sample.

1. State sample selection process

We randomly selected 25 States using a stratified probability proportional to size (PPS) sampling design. We selected 5 additional States as backups to replace any States from the initial sample of 25 that refused or were unable to participate in the study. We used a composite size measure (Folsom et al. 1987) based on State-level work registrant and E&T participant counts as the measure of size (MOS) for sampling. This measure was a weighted sum of both the number of work registrants and the number of participants in a State; therefore, if a State had a large number of work registrants but few participants, the chances of selection would be similar to those of a State with fewer work registrants but a large number of participants.

We carried out sampling in a three-stage process. First, we identified those with an MOS large enough to be included in the sample of 25 States with a probability of one "certainty" States. We selected all of the certainty States for the initial sample (11 States). Next, we called States "second-level certainty" if they were large enough to be included in a sample of 30 States with a probability of one (but not large enough to be included in a sample of 25 States with a probability of one—8 States). The sample size of 30 reflected the initial sample plus 5 backup States; therefore, we included all second-level certainty States in either the initial sample or as a backup State. We assigned these States to the sample or as backup by using simple random sampling. In the final stage, we used PPS sampling to select the remaining 11 smaller States for the sample. Before sampling, we first sorted these States into implicit strata, defined by the work component(s) they offered, based on data provided by FNS on FY 2013 services. We grouped the various work activities into four broad categories: (1) basic education and upfront work training, (2) job training, (3) higher education training, and (4) unique activities. Although each State might provide several activities across the four categories, we assigned each State to only one category.[40]

[40] We developed the groups to ensure that we included States that provide less common types of activities, such as on-the-job training or higher education. All States provided some type of basic education or upfront training;

2. Recruiting States

We developed a standardized process to contact and recruit States for study participation. First, FNS sent an introductory email to State SNAP directors to provide information about the study and encourage their participation. Next, we sent a follow-up email that provided more information about the study and requested a meeting to discuss participation. During the initial meeting, we reviewed study objectives and introduced the data request.

We held data meetings with States once they agreed to participate. We outlined the data elements and discussed what their systems were able to provide. If necessary, we executed a memorandum of understanding (MOU) with the State to collect administrative data. States agreed to provide three months of administrative data, a test file, and a list of E&T providers.

3. Sampling survey respondents

We used administrative data to identify and select the survey sample, targeting 1,500 completed surveys from work registrants and 1,500 surveys from E&T participants. To achieve these numbers, we selected a sample of 1,974 SNAP participants identified as work registrants in the administrative data and an equal number identified as E&T participants.[41] We determined the amount of sample drawn from each State in proportion to its share of the target population (Table A.1).

The sampling frames provided for the sample allocations largely allowed for a faithful execution of the sampling plan, with some exceptions:

- We allocated the sample for California entirely to the two counties that volunteered for the study—Los Angeles and San Francisco—distributed proportionally based on our best estimates of work registrant and participant counts in these counties.

- The frame of participants in Maryland was substantially smaller than the sample allocated to it because the number of participants in the administrative file was significantly smaller than the number of participants reported to FNS in FY 2013. As a result, we selected all participants for the study.

The resulting sample is representative of SNAP work registrants and E&T participants in the U.S., with two exceptions. First, data were not available for Rhode Island, as the State had not yet provided FY 2013 data to FNS at the time of State selection and thus had a probability of zero of being selected in the sample. Second, we did not draw the California sample from counties other than Los Angeles and San Francisco, so work registrants and E&T participants from the other counties in California were not technically represented in the sample.

therefore, we first assigned any State reporting participation in activities under category 2 to that group, then category 3, and then category 4. We assigned any State not selected to category 1. We did not base the assignments on the proportion of participants in each of the categories but rather on the existence of the service.

[41] If individuals were identified as work registrants and E&T participants in the administrative data, we included them only in the E&T participants' sample. There was no overlap in the individuals selected for these two groups at the time of sampling.

Table A.1. Work registrant and participant sample allocation, by State

State	Work registrant sample allocation	Participant sample allocation
Alabama	40	86
California		
Los Angeles	70	46
San Francisco	5	7
Colorado	26	90
Florida	233	35
Georgia	84	69
Illinois	114	24
Indiana	84	69
Kansas	84	69
Kentucky	84	0
Louisiana	84	69
Maryland	84	42
Michigan	80	5
Minnesota	43	120
Mississippi	84	69
Missouri	35	33
New York	132	366
North Carolina	50	8
Oregon	51	259
Pennsylvania	78	40
South Carolina	38	76
Tennessee	84	69
Texas	117	122
Utah	84	69
Washington	74	70
Wisconsin	35	39

Rather than sampling the providers as originally intended, we included the entire universe of providers. From 23 States (excluding Kentucky and Utah), we had 681 providers for the survey.

4. Selecting focus group States and participants

The study included 15 focus groups divided equally across five States. To select the focus group States, we examined State administrative data and Census data for the 10 States with the highest E&T caseload for which we had data at the time.[42] We selected the five States—California, Florida, Louisiana, Minnesota, and New York—in consultation with FNS and ensured that there was variation across the following characteristics: census region, geographic area, race/ethnicity, E&T population size, E&T program components, and program type. The selected States span all four census regions and include programs of various sizes. A number of E&T components were offered across the States, ranging from three in Louisiana to seven in California and Florida. FNS also was interested in gathering information from Spanish-speaking and rural SNAP E&T participants, and we selected States that had counties with larger numbers of Spanish-speakers and rural E&T participants.

After identifying the five focus group States, we purposively selected two to three sites within each State with a SNAP E&T population large enough to support a focus group. We ascertained a site's SNAP E&T population using State administrative data to identify all SNAP E&T participants within a 30-minute drive of a prospective site or a 45-minute drive for rural

[42] Texas and Washington were excluded from consideration due to restrictions in their MOU and IRB, respectively.

sites. We chose sites for the Spanish groups by using States' administrative data to identify areas with large numbers of SNAP E&T participants whose primary language was Spanish. We identified prospective rural sites using a location's population density, its counties' rural-urban continuum code, its counties' percentage of rural population, and the willingness of local E&T providers to assist with recruitment.

We then prepared a list of E&T participants to contact from the State administrative data by removing cases with duplicate addresses and/or phone numbers from States' administrative data and randomizing the resulting list. For the Spanish focus groups, we created lists of E&T participants whose primary language was listed as Spanish, and recruitment was done in Spanish. Lists included E&T participants within a 30-minute drive of a prospective site or a 45-minute drive for rural sites. We excluded people who did not have contact information or who received a survey.

We used purposive sampling for the focus groups, so the findings are not representative of SNAP E&T participants, providers, or program components within or across States. The focus groups were not intended to be representative, but they do provide context for the survey results and can help generate hypotheses about the efficacy of different E&T components, barriers that can reduce participation in E&T and the formal labor market, and the skills and training that may help people find work.

Our sampling was based on a number of characteristics available in States' administrative data, including age, sex, race/ethnicity, education, and/or ABAWD status. For most groups, we determined the makeup of the E&T population within the sample area, and structured our recruitment to assemble groups that mirrored the local E&T population while still having enough diversity to reflect different perspectives. For instance, in one site where the local E&T population was 74 percent female, more women were included in the group but we prioritized recruitment of men to ensure their experiences and perspectives were represented. In three rural sites, providers helped with recruitment by targeting active and recent E&T participants. We over-recruited most groups by approximately 100 percent to ensure attendance was high enough to have a productive discussion. Appendix Table B.39 shows the composition of the overall focus group sample.

B. Data collection and response rates

In this section, we describe administrative, survey, and focus group data collection processes. We collected administrative data from 25 States and include the list of requested data elements and limitations of State systems in providing those data. We outline the survey data collection processes in detail, including response rates. The focus group data collection included selecting sites, recruiting participants, and conducting the groups in five States.

1. Administrative data collection

We worked with the States to collect administrative data files for the study. We requested a three-month data file for all active cases during that period. We asked States to provide several household- and individual-level characteristics for each case. The household-level characteristics included the following:

- Case ID
- County serving the case and/or zip code of office serving the case
- Number of members in the SNAP unit
- Date case was opened
- Date case was last recertified
- Length of current certification period
- Benefit amount for most recent payment period
- Unit's total gross income for the month
- Unit's total net income for the month
- Unit's total gross earned income for the month
- Indicator of TANF receipt (any member of household)
- Indicator of Medicaid receipt (any member of household)
- Indicator of SSI receipt (any member of household)
- Benefit month

The individual-level characteristics included the following:

- Person ID and case ID
- Name
- Date of birth
- Gender
- Race/ethnicity
- Citizenship and country of citizenship
- Marital status
- Relationship to case head (for example, head of household, spouse, child, adult, etc.)
- Work registrant status
- SNAP E&T participation status
- Voluntary or mandatory SNAP E&T participation
- E&T sanction status
- ABAWD status
- Level of educational attainment (last grade completed)
- Address (house number, street name, apartment number, and zip code)
- Telephone number, including any alternative numbers provided
- Primary language spoken or language used on application

There were often delays in providing data, and not all States were able to provide all of the requested data elements. Due to delays in completing MOUs with States and obtaining data files and correct data files, we collected data from April 2015 to October 2015 across the 25 States. The following describes some of the gaps in the data collected:

- Illinois, Maryland, South Carolina, and Wisconsin did not have indicators in their administrative data to show participation in SNAP E&T, so we worked with each State to estimate the appropriate population in their administrative data.
  - Illinois's data captured on the FNS 583 form are based on provider payments. The administrative data used codes that closely correlated with these payments but were less accurate and may have missed some E&T participants.
  - Maryland's administrative data did not include elements on E&T participation. We received an Excel spreadsheet listing E&T participants; however, this information was incomplete and some individuals could not be matched to the administrative data.
  - South Carolina was unable to identify E&T participants in its administrative data; thus, we used its ABAWD indicator, which was available as a proxy of SNAP E&T because this group generally participates in the SNAP E&T program in the State. However, South Carolina has a mandatory E&T program, so other SNAP work registrants are likely required to participate and thus do so. We were not able to identify in our data some of these mandatory E&T participants who were not ABAWDs.
  - Wisconsin implemented a new data system during the study period. The indicators we received from the State for work registrants and E&T participants were not comprehensive. Based on conversations with the State, limitations in the old data system made it impossible to identify all of the individuals who should be included in these two categories. Therefore, we used the more limited indicators available in the administrative data.
- Two States were able to provide data only on those individuals referred to E&T and could not identify whether they actually participated. Alabama could identify whether an individual was referred to its E&T program but did not track participation in its administrative data. Similarly, Los Angeles, California provided administrative data with a single indicator that included all people referred to SNAP E&T.
- Of the 25 States, only 11 were able to provide information on a client's ABAWD status. We therefore did not include the ABAWD variable in our analysis. We also had very limited information on E&T sanction status and removed this variable from our analysis file. We requested that States provide information on the types of E&T activities in which the E&T participants took part and the name of their provider. Most States were unable to provide this information.
- The availability and accuracy of the income data elements varied considerably by State. Although we requested gross income, net income, and total gross earned income, many States were unable to provide all of these data elements. Thus, in the analysis, we used only the gross income variable, which States provided consistently.
- We had incomplete information across States for a few other variables. The race and ethnicity variables were categorized differently across States. Some States did not have data

on ethnicity, whereas others included it in a single race variable. South Carolina was unable to provide gender information. Several States had limited or incomplete information on relationship to the case head. Not all States were able to provide indicators of TANF, Medicaid, or SSI receipt, as those data are sometimes housed in other systems.

2. R/P survey data collection

We administered the R/P survey via online and telephone between September 2015 and March 2016. The following describes the process for selecting and training the interviewers; promoting the study; fielding the survey; and collecting the data.

Selecting and training interviewers. Mathematica staff were trained to conduct the CATI (telephone) interviews before the start of the data collection. Mathematica selected 17 English-speaking and 6 bilingual English- and Spanish-speaking experienced interviewers to gather data. These interviewers completed study-specific and general Mathematica phone interviewer training. This training included information on how to collect data without creating bias, use the CATI software, and establish rapport with respondents. Staff also reviewed the questions from the survey instrument and practiced conducting the survey during the training session.

As a prerequisite for employment on the project, all staff successfully passed the Sterling Criminal Background Check; bilingual staff also passed the Alta language test in Spanish. Interviewers demonstrated comfort in interacting with people with low income levels and showing sensitivity to responses that might reveal physical or mental health issues, such as addiction or incarceration.

Study awareness. To help recruit survey participants and increase awareness among SNAP staff and providers, we created a one-page flyer describing the study's purpose and our role in conducting a telephone survey. We asked State administrators to email the flyers to local SNAP offices and E&T providers. Office staff posted these flyers, which promoted awareness of the study and its legitimacy among SNAP recipients, in areas where they would be visible to visiting work registrants and E&T participants. The flyer also provided information to staff so that they would be prepared to answer any questions recipients might pose to them about it.

Fielding the R/P survey. We fielded the R/P survey in three waves. States included in each wave depended on the availability of administrative data at the time of release. Table A.2 provides information on the wave, sample size, States included, and release date for each wave.

Table A.2. R/P survey release waves

Wave	Sample size	States included	Release date
1	1,766	Alabama, California (San Francisco), Georgia, Indiana, Kansas, Kentucky, Louisiana, Minnesota, New York, Pennsylvania, Utah	9/11/2015
2	1,490	Colorado, Florida, Illinois, Michigan, Mississippi, Missouri, North Carolina, Oregon, Tennessee, Washington	9/25/2015
3	692	California (Los Angeles), Maryland, South Carolina, Texas, Wisconsin	10/23/2015

The field period was scheduled to be 10 weeks for each wave; however, FNS asked us to keep the survey open for several more weeks to increase the response rate. We followed a general schedule for contacting respondents for each of these three waves, based on our original 10-week fielding period (Table A.3). First, we mailed advance letters to the entire sample to alert them to the study, provide them with the call-in number and web address, and inform them that someone might reach out to them to complete the survey over the telephone. On the day we mailed advance letters we also launched the web survey and opened the telephone lines to allow respondents to call in to complete the survey. (The administrative data we received from the States did not include email addresses for the majority of the sample, so for respondents to complete the survey online, they had to manually type in the web address for the survey rather than clicking a hyperlink contained in an email.) The survey operation center (SOC) did not make outbound calls during the first week to encourage as many respondents as possible to call in to complete the survey over the telephone or online. In the second week of each wave, the SOC began making outbound calls to the sample members who had not yet completed the survey. In the fourth week, respondents received a reminder postcard, followed by a reminder letter in the sixth week. To boost response rates, we sent a letter with a $5 prepaid cash incentive for completing the interview during the seventh week of data collection. We mailed a second reminder letter in the eighth week to everyone who had not yet completed the survey. After week eight, we sent additional letters and followed up with nonrespondents through the remainder of the extended fielding period, which officially ended in March 2016 for all waves.

Respondents who completed the survey online or called the toll-free number to complete the survey over the telephone received a $40 Visa gift card. Respondents who completed the survey when we contacted them by telephone received a $20 Visa gift card.

Table A.3. Contact with R/P survey respondents

Week	Outreach
1	Advance letter mailed, web survey and toll-free number open
2	Call out begins
4	Reminder postcard
6	First reminder letter
7	$5 prepaid cash incentive letter
8	Second reminder letter

Locating respondents. A larger portion of the sample did not have reliable contact information because the States' administrative data we received were incorrect, outdated, or missing. We sent these cases to our in-house locating department, which is tasked with finding updated contact information. Over the course of the survey period, we sent 43 percent of the sample (1,691 cases) to our locating experts. Our professional locators closely examined each case and assembled clues from the addresses and numbers provided by the States, in addition to searching online and utilizing various proprietary searching services. Locators attempted to contact the respondents via all available phone numbers at different times of day and different days of the week. When our locators identified secondary contacts, they followed these leads by contacting friends, family members, and acquaintances to locate the respondent; throughout this process, locators were careful to protect the confidentiality of the sample member and never revealed the respondent's status as a SNAP recipient. When locators reached a respondent, they transferred the case back to the interviewing team to complete the survey with the respondent.

3. Provider survey data collection

We collected data for the provider survey from October 2015 to April 2016. We released the provider data in two waves, with the advance letters sent two weeks apart. We then synchronized the rest of the contact with all providers regardless of both waves. Table A.4 provides a summary of contact based on the release of wave 1.

Table A.4. Contact with provider survey respondents

Week	Outreach
1	Advance letter mailed, web survey open
3	Reminder email 1
5	Reminder postcard
7	Reminder email 2
8	Reminder email 3
9	Reminder email 4

We designed the provider survey as a web-based survey only. In the advance letter, we sent providers a unique username and password they could use to access the survey online. We also included the study telephone number and email address so that providers could contact us with questions about the survey. We sent reminder emails in weeks 3, 7, 8, and 9. We also sent a reminder postcard in week 5. At the end of the original 10-week fielding period, we did not have the desired response rate, so we extended the fielding period until mid-April 2016. After the fourth reminder email, we sent targeted emails and called nonrespondents. To increase our response rate, we called providers that had started but not completed the survey and offered to complete it with them over the phone.

4. Survey response rates

The initial survey response rates were 53.06 for the R/P survey and 49.63 for the provider survey[43]. After removing ineligibles from the sample and adding partially completed surveys, our final response rates were 54.3 percent for the R/P survey and 59 percent for the provider survey (Table A.5). The samples included 45 ineligible respondents in the R/P survey and 25 in the provider survey. As we traditionally do for surveys, we also included partially completed surveys if a substantial amount of data were provided before exit. The R/P response rate includes 41 R/P surveys that were partially but substantially complete and the provider survey includes 49 partially completed surveys. For the R/P survey, we included partial surveys if the respondent completed the survey at least to the point that we were able to identify whether the individual was a work registrant or an E&T participant. Because we identified these groups using self-reported status from the survey, we used this cut-off point for inclusion in the analysis. We included provider surveys that allowed us to identify the key characteristics of the organization, including activities provided and number of participants served. We used these cut-off points because they enabled us to include rich data collected from respondents who had not completed the survey but had finished enough for us to analyze their responses and group them appropriately.

[43] The response rate for the initial 10-week period was 51.98 percent for the R/P survey and 40.29 percent for the provider survey.

Table A.5. Response rates

	Cases sampled	Cases responded	Response rate
R/P survey	3,903	2,136	54.3%
Provider survey	656	387	59.0%

Note: This table excludes ineligible respondents and includes those who partially completed provider surveys in which they answered most of the questions.

5. Focus group data collection

We conducted fifteen focus groups in five States. The team conducted three focus groups with urban Hispanic/Latino participants and three groups with participants living in rural areas.

Training the moderators. Before conducting the focus groups, moderators, note takers, and recruiters attended a two-hour focus group training. This comprehensive training provided an overview of the study and its objectives, research questions addressed by the focus groups, and a detailed walkthrough of the focus group discussion guide. All participants in the training received a training manual containing the materials that would be used during the focus groups.

Recruiting the sites. After identifying sites in each State, we contacted local SNAP E&T providers, CBOs, and other facilities (for example, public libraries) to request their support in hosting one to two focus groups. We worked with the chosen sites to select dates and times for each group. We then prepared a list of E&T participants to contact by removing cases with duplicate addresses and/or phone numbers from States' administrative data and randomizing the resulting list. Because of the small number of E&T participants in rural areas, local E&T providers also helped by recruiting current and recent E&T participants.

Recruiting participants. Trained recruiters contacted individuals on the call lists and determined their eligibility by using a short questionnaire. If individuals were deemed eligible, recruiters invited them to participate in the group and informed them of the $40 to $50 incentive, depending on the time they arrived for the focus group. When possible, recruiters over-recruited each group by approximately 100 percent to ensure that enough participants attended each group. Providers that recruited for rural focus groups over-recruited by a smaller percentage because of the small number of E&T participants in the local area. A total of 244 participants agreed to participate in the focus groups; 162 showed up for the groups, and 140 ultimately participated.

Conducting the focus groups. A trained moderator led each focus group, and a researcher took notes. All participants received a consent form and mini-survey identifying the characteristics of participants upon arrival (Table B.39 in Appendix). The moderator summarized the consent form and asked participants if they had any questions. The focus group started after participants signed the consent form and verified that they agreed to participate and be recorded. Moderators followed a discussion guide and adapted the question order and probes, as necessary, to accommodate the flow of the conversation.

C. Analysis methods

In this section, we discuss the methods used to analyze the survey and focus group data. We present the steps undertaken to produce usable analysis files and calculate weighted percentages. We then describe the systematic review process for focus group transcripts and development of themes.

1. Survey data

Here we describe the steps we took to clean the survey data and create an analysis file. We defined variables for E&T participants based on self-reported answers in the survey. We then used R programming software to analyze the data.

Cleaning data. We began by transforming the raw survey data into usable analysis data files. For the R/P data, the first step was to reconcile web and CATI versions of the data. The different modes of the survey encoded variables from "check all that apply"-type questions in different ways. The web version of the survey presented these questions as a series of binary variables, with one column of the data set for each listed option. The CATI version used a series of categorical variables that were captured differently from the web survey. These questions were recoded in the CATI version of the data to use the encoding scheme defined in the web version; the data sets then were merged into a single file.

For both the R/P and provider surveys, individual variables needed additional recoding. Staff recoded text captured in the "other" responses when it fit into one of the listed options for the question; we occasionally added an option when it occurred in the other category at a high rate. We also conducted standard cleaning techniques, such as standardizing missing values, parsing variables into the correct data type, and eliminating outliers.

Defining group variables. The next step was to construct the work registrant and E&T participant groups. We defined these groups based on a single question in the survey that asked respondents to define their participation in SNAP E&T. We assigned those respondents who answered either "participating because it is required to keep benefits," "volunteered to participate," or "participated in the past but not in the last 12 months" to the E&T participants' subgroup. We classified those respondents who answered "got told I had to participate, but I didn't do it," "didn't want to volunteer," or "never got told I had to participate" as work registrants. For respondents who refused to answer this question or responded "don't know," we classified them based on how they were defined in the original sample from the administrative data status. These categories are mutually exclusive, with respondents identified either as E&T participants or work registrants. Table A.6 present demographic characteristics of the national SNAP population of 18 to 59 year olds compared to work registrants and E&T participants from the survey. Work registrants and E&T participants are more often male, white, and non-Hispanic than the SNAP populations.

Table A.6. Demographic characteristics of SNAP population 18 to 59 year olds, and survey work registrants and E&T participants

Characteristic	SNAP population 18 to 59 year olds	Work registrants	E&T participants
Gender (percentage)			
Male	37.9	47.0	51.0
Female	62.1	53.0	49.0
Race/ethnicity (percentage)			
Asian, non-Hispanic	4.2	1.9	1.3
African American, non-Hispanic	38.4	29.9	46.2
White, non-Hispanic	54.1	60.0	45.4
Other, non-Hispanic	3.2	8.2	7.1
Hispanic, all races	17.1	14.7	14.0

Source: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica and data from the Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2015.

After the initial classification, we then divided E&T participants into perceived as required (PAR) (responded "participating because it is required to keep benefits") and not perceived as required (NPAR) (responded "volunteered to participate") participants. We did not have information on past E&T participants' PAR or NPAR status; thus, we did not include these individuals in analyses that use this distinction.

For the provider survey, we classified providers as either mandatory or voluntary. This classification was determined by the State policies in which the provider operates at the time of administrative data collection. Voluntary providers were located in California, Florida, Indiana, Kansas, Michigan, Mississippi, Missouri, North Carolina, Pennsylvania, Washington, and Wisconsin. We assigned providers located in Alabama, Colorado, Georgia, Illinois, Louisiana, Maryland, Minnesota, New York, Oregon, South Carolina, Tennessee, and Texas to the mandatory group.

After calculating the nonresponse weights, we used the R programming language "survey" package to compute adjusted weights, which took into account the project's complex survey design. We then used these weights to calculate the weighted means, along with the 95 percent confidence intervals for each subgroup presented in this report. For weighted means of binary variables greater than 0.25 and less than 0.75, we used Wald-type intervals on the probability scale. We used the incomplete beta function, with an effective sample size based on the estimated variance of the proportion, to calculate the confidence intervals for binary variables, with weighted means either less than or equal to 0.25 or greater than or equal to 0.75.

2. Focus group data

The focus group transcripts, audio recordings, notes, and analytic summaries provide a rich data source for analysis. Staff read the transcripts in their entirety—more than 725 pages of text. They relied on notes, analytic summaries, and their own observational insights to ascertain the tone and emotional content of the conversations.

During this systematic review, we categorized data into major topics and issues using structural coding where nodes closely related to the study's research questions on participants' skill gaps and training needs, barriers to employment, service locations, and fee/costs related to those services. We also coded for other salient issues, particularly those that pertained to specific E&T components or provided additional context for the survey results. We then employed a framework approach to reduce, synthesize, and chart data into a matrix where each row is a site and each column is a node. We summarized both dominant themes and divergent opinions when charting data into the framework. This exercise allowed us to prepare the large amount of qualitative data for descriptive summation and analysis. During this coding process, we identified relevant quotes that illustrated key points. We also conducted a thematic analysis to identify trends within and across groups in the framework, noting the frequency, extent, context, and intensity of responses during our review. We examined patterns within the data against case attributes—urban/rural and English/Spanish—to assess how group characteristics correlated to E&T experiences. For instance, we explored how transportation barriers differed between urban and rural groups and the impact it had on their E&T participation and employment prospects. Differences between these various characteristics are noted throughout the report when present.

D. Weight construction

This report relies on weighted analysis for accurate estimation of population frequencies and mean estimates. The weights that result from the sampling process take into account differential probabilities of selection of States and population elements within States. The inevitability of survey nonresponse, however, requires a layer of adjustment to these weights to correct for possible nonresponse bias.

Probability sampling, as described above, occurred at the State level (selection of 30 States) and at the element level (selection of 3,948 work registrants and participants, and a census of 681 SNAP providers). State-level sampling weights are constructed as the inverse probability of selection for those States, with ratio adjustments for release of backup States and nonresponse at the State level. Element-level sampling weights are constructed as the inverse probability of selection for those elements within their selected primary sampling unit (PSU) (that is, State). The product of these two inverse-probability weights serves as the final weight used for analysis.

Nonresponse to surveys may result in biased estimates if key outcomes for nonrespondents are systematically different from those of respondents. Although this bias cannot be directly measured or definitively corrected, nonresponse weighting can adjust for differences between respondents and nonrespondents on variables available on the sampling frame, and may help reduce any bias due to nonresponse. We include information on the nonresponse bias analysis in Appendix C.

For the R/P survey, the variables listed below were available in the sampling frame and eligible for use in construction of nonresponse adjustments for the weights.

- State
- Household size
- Gender

- Age
- TANF recipient
- Medicaid recipient
- SSI recipient
- Race
- Hispanic
- Citizenship status
- Marital status
- Relation of respondent to head of household
- Language
- SNAP benefit amount

For the R/P and provider surveys, we estimated response propensity for all sampled cases and applied an inverse-propensity adjustment to the sampling weights for cases that responded. Propensity modeling consisted of the following steps, with the variables above as model predictors of survey response. We performed propensity modeling separately for work registrants and participants samples.

- We utilized SPSS CHAID (Chi-Squared Automatic Interaction Detection) to identify possible interactions between independent variables.
- We performed Stepwise logistic regression, as well as logistic regression with forward and backward selection, to narrow the list of independent variables and interactions that could be predictive of survey response. We set inclusion and exclusion criteria liberally at $\alpha = 0.20$

- Logistic regression with variance estimation adjusted for clustering and stratification was performed iteratively with manual model selection.

For the provider survey, the only frame-level variables available were State and an indicator of whether the State operated a mandatory or voluntary E&T program. Stepwise regression determined that, among these variables and their interaction, only State was related to response among SNAP providers. We constructed a ratio adjustment within State for response and applied this adjustment to the provider sampling weights.

Nonresponse-adjusted weights were post-stratified to match the sum of the sampling weights for the estimated population totals for work registrants, E&T participants, and providers. Cases found to be ineligible were dropped, along with their weights. Finally, the distributions of weights were examined for these three populations to determine if weight trimming was necessary to account for any unduly large weights. For work registrants, the weight for one case was trimmed; for E&T participants, the weights for seven cases were trimmed; and for providers, no trimming was performed. Weight trimming was performed using standardized weight trimming software developed by Mathematica.

When designing the sampling plan, we assumed a design effect due to weighting of 1.5. In reality, our design effects were 2.0 for work registrants and 3.6 for E&T participants. These design effects were primarily due to differences in the number of work registrants and E&T participants. Even with these larger design effects, we still met the precision requirements for nearly all of the key survey outcomes (confidence interval half widths +/- 5 percentage points or less). Tables A.7 and A.8 provide the means and confidence interval half widths for key variables for registrants and E&T participants, respectively.

Table A.7. Key outcomes for work registrants

Variable	Mean	Half-width
Employment	0.9514	0.017266
Physical or mental health issues	0.346764	0.039025
Need to care for family members	0.198344	0.035475
Finding child or dependent care	0.109001	0.025801
Transportation issues or problems	0.321411	0.041784
Speaking, reading, or writing English	0.118346	0.027369
Immigration or citizenship restrictions	0.011666	0.007774
Certification/license not valid	0.099918	0.024899
Not enough education	0.275285	0.040179
Can't get along with bosses/co-workers	0.050646	0.018375
Substance abuse issues	0.028219	0.013971
Criminal record	0.095325	0.023775
Housing problems	0.127037	0.025761

Table A.8. Key outcomes for E&T participants

Variable	Mean	Half-width
Employment	0.909769	0.036663
Physical or mental health issues	0.302603	0.055182
Need to care for family members	0.13841	0.040139
Finding child or dependent care	0.154617	0.048095
Transportation issues or problems	0.355837	0.060823
Speaking, reading, or writing English	0.052189	0.022332
Immigration or citizenship restrictions	0.009801	0.013316
Certification/license not valid	0.113403	0.035558
Not enough education	0.273918	0.052733
Can't get along with bosses/co-workers	0.037639	0.020481
Substance abuse issues	0.035006	0.025051
Criminal record	0.172393	0.043549
Housing problems	0.160077	0.040017

E. Limitations

As discussed in Chapter II, this section provides more detailed information on the study's limitations regarding use of administrative and survey data.

Lack of indicators in administrative data. Not all States had indicators for SNAP E&T participation. In most States, we could identify clients who might be required to participate in E&T from the data or could use a proxy for E&T participation; however, they are less accurate than using an actual indicator. We also found that some mandatory States used the same variable to identify work registrants and E&T participants, so that based on the data, the populations appeared to be the same.

Inability to conduct mandatory and voluntary E&T participant analysis with available data. The survey conducted for this study asked how the respondent perceived his or her participation in E&T. We asked if the respondent was participating because it was required to keep benefits (we consider this mandatory) or if they volunteered to participate (we consider this voluntary). There were substantial differences between how SNAP E&T participants self-identified their participation and how the State defined participation in their program (mandatory or voluntary). Thus, our intended analysis of the characteristics of mandatory and voluntary E&T participants was not successful. However, the survey of participants revealed that many participants may not understand if they are a "mandatory" or "voluntary" participant in E&T. We believe there may be a number of reasons for this. For instance, ABAWDs are subject to the time limit and are required to work or participate in a work program for 80 hours per month. Even though a State may operate a voluntary E&T program, these ABAWDs must meet the 80-hour work requirements in order to remain eligible for SNAP benefits. In addition, States with mandatory E&T requirements may serve a sizable number of SNAP clients who are exempt but voluntarily participate in E&T services.

Because of the way survey questions were posed, we present participants' responses under perceived as required (PAR) or not perceived as required (NPAR) instead of referring to mandatory or voluntary E&T participants. Although we were unable to definitively describe the characteristics of E&T participants by States' mandatory and voluntary program designations, our current analysis provides important insight on research topics based on how E&T participants perceived their participation.

Shifting State policies on mandatory and voluntary programs during study period. Some States changed their E&T programs from voluntary to mandatory or vice versus during our data collection period, which complicated the classification of providers. While some States did change their policies between the time we collected information from the State to create our sample and the time we actually surveyed the provider, we asked providers to report data on their program as of the last completed fiscal year. Therefore, in general, a change in policy likely had minimal effect on responses (particularly because most changes in policy happened late in 2015 or early in 2016 when most of the surveys were already complete). In addition, some providers noted that they were not aware whether they were serving mandatory or voluntary SNAP E&T participants, so some may not have noticed a change in policy. That being said, the program status included for analysis in this report is different from the status at the time the report was written in 5 States. Because of the ongoing policy adjustments, the reader should be aware that the results were representative of the policies as of 2015 and do not necessarily represent the current policies.

California data include only two urban counties. As discussed previously, only two California counties volunteered to participate and provided data for this study. These two counties—Los Angeles and San Francisco—represent more urban populations. Therefore, we may not have captured the experiences of work registrants and E&T participants in more rural communities in California.

Mismatch between sampling data file and administrative data. When selecting the States, we used data provided by FNS on the most recently reported number of work registrants and participants by State.[44] However, the number of work registrants and participants by State in the final data sets (from administrative data) were proportionally different for some States, which resulted in weight variability (and design effects) greater than we anticipated. (We did not expect the counts to vary to this degree from the sampling data set.)

Time between data collection and fielding the survey. Some States were very late in providing the administrative data files to us; thus, the data we collected range from December 2014 to June 2015 across the 25 States. Due to these delays, we also started the survey later than anticipated (September 2015); thus, some individuals may have participated in E&T at least nine months before the survey began and may have had difficulty in recalling the specifics of their E&T experience. We did not conduct bias analyses around this issue, as the approved survey instrument was not designed to include the types of questions necessary to conduct such an analysis.

Poor quality of contact data. We found that some of the administrative files had low quality contact information. SNAP participants tend to change their telephone numbers and addresses frequently, and administrative data often does not immediately reflect these changes. Further, because data in some States were several months old at the time of the survey and focus groups, contacting some individuals was difficult and required extensive efforts to gather updated contact information.

[44] We used FY 2013 data from the FNS 583 report.

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APPENDIX B

DETAILED FINDINGS

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Table B.1. Demographic characteristics of work registrants and E&T participants, including PAR and NPAR E&T participants

		E&T participants		
Characteristic	Work registrants	Total	PAR	NPAR
Age (percentage)				
16–17	0.7 (0.1 - 2.0)	0.0 (0.0 - 0.1)	0.0 (0.0 - 0.0)	0.1 (0.0 - 0.2)
18–49	77.4 (73.9 - 80.6)	80.5 (75.9 - 84.6)	85.4 (77.3 - 91.5)	79.7 (71.0 - 86.8)
50–59	17.0 (14.3 - 20.0)	17.6 (13.7 - 22.0)	12.5 (6.7 - 20.7)	18.2 (11.5 - 26.8)
60+	4.9 (2.3 - 9.0)	1.8 (0.5 - 4.7)	2.0 (0.2 - 8.0)	1.9 (0.3 - 6.2)
Average age (years)	38.4 (37.1 - 39.7)	36.7 (35.4 - 38.0)	35.3 (33.4 - 37.3)	35.7 (33.2 - 38.2)
Gender (percentage)				
Male	47.0 (42.7 - 51.3)	51.0 (45.7 - 56.3)	46.6 (37.5 - 55.6)	49.7 (40.3 - 59.1)
Female	53.0 (48.7 - 57.3)	49.0 (43.7 - 54.3)	53.4 (44.4 - 62.5)	50.3 (40.9 - 59.7)
Race/ethnicity (percentage)				
Asian	1.9 (0.8 - 3.9)	1.3 (0.3 - 3.5)	0.3 (0.1 - 0.7)	2.9 (0.6 - 8.3)
African American, non-Hispanic	29.9 (23.0 - 36.8)	46.2 (37.7 - 54.8)	56.8 (42.8 - 70.9)	39.2 (29.1 - 49.2)
White, non-Hispanic	60.0 (53.4 - 66.6)	45.4 (36.9 - 53.9)	37.6 (24.1 - 51.1)	49.6 (38.9 - 60.3)
Other	8.2 (5.4 - 12.0)	7.1 (3.8 - 11.8)	5.2 (1.2 - 14.0)	8.3 (3.8 - 15.3)
Hispanic, all races	14.7 (11.2 - 18.8)	14.0 (9.9 - 19.1)	8.2 (3.4 - 16.1)	19.6 (12.2 - 28.9)
Education level (percentage)				
Less than high school	28.3 (24.5 - 32.1)	26.9 (21.5 - 32.3)	28.8 (20.9 - 36.7)	27.3 (18.9 - 35.8)
High school diploma	38.2 (34.5 - 42.0)	42.6 (36.7 - 48.6)	41.3 (31.5 - 51.0)	40.7 (31.6 - 49.8)
Some college	27.2 (23.3 - 31.1)	26.4 (21.4 - 31.4)	29.2 (19.6 - 38.9)	26.8 (18.4 - 35.3)
Bachelor's degree	5.2 (3.7 - 7.0)	3.1 (1.6 - 5.2)	0.5 (0.1 - 1.3)	3.8 (1.5 - 7.8)
Graduate school	1.1 (0.5 - 2.3)	1.0 (0.3 - 2.7)	0.2 (0.1 - 0.5)	1.3 (0.2 - 4.6)
Certification				
Commercial drivers' license (CDL)	7.6 (5.0 - 10.9)	5.8 (3.6 - 8.7)	5.3 (1.9 - 11.4)	3.6 (1.4 - 7.4)
Nursing	6.3 (4.2 - 9.1)	8.0 (5.2 - 11.7)	8.1 (3.6 - 15.3)	6.8 (3.4 - 11.9)

Characteristic	Work registrants	E&T participants		
		Total	PAR	NPAR
Dental	0.7 (0.3 - 1.5)	2.3 (0.8 - 5.2)	2.1 (0.3 - 6.8)	3.2 (0.4 - 10.5)
Secretarial	3.7 (2.4 - 5.4)	4.4 (2.7 - 6.7)	5.1 (1.5 - 12.0)	4.4 (1.8 - 8.8)
Cosmetology	2.1 (1.1 - 3.5)	2.5 (1.2 - 4.5)	5.7 (2.0 - 12.7)	0.6 (0.1 - 2.2)
Construction	7.4 (5.5 - 9.8)	8.6 (5.5 - 12.7)	9.1 (3.7 - 18.0)	5.0 (1.6 - 11.4)
Mechanical	7.3 (5.1 - 10.1)	9.3 (6.2 - 13.4)	8.3 (3.4 - 16.5)	6.6 (2.9 - 12.8)
Food industry^	6.6 (3.5 - 11.3)	5.9 (2.1 - 12.6)	7.0 (0.6 - 26.1)	2.3 (0.3 - 7.8)
Security^	2.8 (0.9 - 6.3)	5.1 (1.8 - 11.0)	6.1 (0.5 - 23.0)	7.4 (1.4 - 21.1)
Other	9.6 (7.5 - 12.2)	7.1 (4.5 - 10.5)	3.6 (1.3 - 7.8)	10.6 (5.6 - 17.7)
N	1100	1036	385	362

Source: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica for age, gender, and race/ethnicity. SNAP Employment and Training Registrant and Participant Survey (R/P Survey) data collected from September 2015 to March 2016 for education level and certifications.

Notes: Past E&T participants are included in the participant total, but did not self-identify as PAR or NPAR and are therefore not included in those columns. Respondents could select all the certifications that apply. Examples most frequently mentioned in the 'other' response category include painting, CPR, and OSHA. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

^This category was added based on responses in the 'other' category and not all respondents had the opportunity to select this response.

Table B.2. Household income and participation in other government programs

Respondent characteristics	Work registrants' households	E&T participants' households		
		Total	PAR	NPAR
Average household size	2.3 (2.2 - 2.5)	2.3 (2.1 - 2.5)	2.0 (1.8 – 2.3)	2.4 (2.1 – 2.8)
Average monthly gross income	$523 ($450 - $595)	$473 ($395 - $560)	$495 ($353 - $637)	$465 ($332 - $598)
Average monthly benefit amount	$318 ($301 - $335)	$312 ($287 - $337)	$283 ($250 - $315)	$341 ($301 - $381)
TANF receipt (percentage)	1.9 (1.0 - 3.3)	2.6 (1.2 - 4.9)	1.9 (0.5 - 5.1)	2.7 (0.8 - 6.5)
SSI receipt (percentage)	5.5 (3.4 - 8.3)	5.1 (2.8 - 8.5)	5.3 (1.6 - 12.2)	6.0 (2.2 - 12.8)
Medicaid receipt (percentage)	49.2 (35.9 - 62.6)	49.5 (37.7 - 61.4)	50.6 (36.8 - 64.4)	54.3 (38.5 - 70.1)
N	1092	1032	384	360

Source: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica.

Notes: This table presents data for all individuals in the SNAP household. Past E&T participants are included in the participant total, but did not self-identify as PAR or NPAR and are therefore not included in those columns. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.3. Employment status of work registrants and E&T participants

Respondent's current employment status	Percentage of work registrants	Percentage of E&T participants
Employed	32.2 (27.9 - 36.5)	35.7 (29.8 - 41.5)
Part-time (under 35 hours per week)	43.9 (36.2 – 51.6)	45.6 (34.9 – 56.4)
Full-time (35 hours or more per week)	56.1 (48.4 – 63.8)	54.4 (43.6 – 65.1)
Unemployed	69.4 (65.4 - 73.3)	67.5 (61.9 - 73.1)
Have worked	93.0 (90.0 – 95.3)	86.6 (80.5 – 91.4)
Never worked	7.0 (4.7 – 10.0)	13.4 (8.6 – 19.5)
Number of jobs in last 24 months		
0	34.5 (29.9 - 39.1)	29.8 (24.6 - 35.1)
1	35.5 (31.4 - 39.5)	33.3 (27.4 - 39.2)
2	17.7 (14.7 - 21.0)	19.9 (15.7 - 24.7)
3	4.1 (2.6 - 6.1)	8.4 (5.3 - 12.4)
4	3.6 (2.4 - 5.1)	7.1 (3.8 - 12.0)
5	1.8 (0.7 - 3.5)	0.6 (0.1 - 1.9)
6 or more	2.9 (1.4 - 5.3)	0.9 (0.1 - 3.7)
N	1100	1036

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Full-time and part-time employment are defined using the Bureau of Labor Statistics definition. More information is available at http://www.bls.gov/cps/lfcharacteristics.htm. The percentage of respondents employed and unemployed are obtained from different questions in the survey and due to weighting these do not add to precisely 100 percent. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.4. Characteristics of job 1 held within the last 24 months

Characteristics of job 1	Work registrants	E&T participants
Average hourly wage[a]	$10.32 ($9.76 - $10.88)	$10.26 ($9.41 - $11.10)
Number of hours worked per typical week (percentage)		
1–19 hours	19.8 (15.3 - 25.0)	11.5 (7.8 - 16.0)
20–29 hours	22.7 (18.4 - 27.6)	25.0 (18.9 – 31.9)
30–34 hours	9.1 (6.4 - 12.5)	15.6 (10.9 – 21.4)
35–40 hours	37.0 (31.5 - 42.4)	41.5 (34.6 - 48.5)
Over 40 hours	11.4 (8.5 - 15.0)	6.4 (3.5 - 10.6)
Type of job (percentage)		
Regular	66.2 (60.5 – 71.8)	65.0 (58.2 - 71.8)
Temporary	33.8 (28.2 - 29.5)	35.0 (28.2 – 41.8)
Length of time at job (percentage)		
Less than 3 months	30.6 (23.6 - 39.5)	31.9 (19.5 – 44.2)
Between 3 and 6 months	22.9 (15.3 - 32.1)	32.2 (22.3 – 42.139.1)
Between 7 and 12 months	12.8 (7.0 – 20.9)	9.6 (4.4 – 17.7)
More than a year	33.7 (26.6 – 40.9)	26.3 (17.6 - 35.1)
N	729	725

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who are employed at the time of the survey or have been in the past. For respondents who held more than one job within the last 24 months from the time of the survey, this was the current or most recent job. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

[a]Average hourly wage was calculated for the wage rate and the frequency for which that wage is paid (hourly, weekly, monthly, or yearly).

Table B.5. Characteristics of job 2 held within the last 24 months

Characteristics of job 2	Work registrants	E&T participants
Average hourly wage[a]	$10.30 ($9.65 - $10.96)	$9.21 ($8.41 - $10.01)
Number of hours worked per typical week (percentage)		
1–19 hours	19.9 (13.4 - 27.7)	17.9 (11.3 - 26.2)
20–29 hours	20.9 (12.2 – 32.0)	20.0 (14.4 – 26.6)
30–34 hours	13.1 (7.7 – 20.4)	17.9 (10.5 – 27.6)
35–40 hours	36.5 (29.8 - 43.2)	38.5 (29.5 – 47.4)
Over 40 hours	9.6 (5.2 – 15.9)	5.7 (1.8 – 13.2)
Type of job (percentage)		
Regular	55.2 (48.3 – 62.2)	62.9 (54.8 - 71.0)
Temporary	44.8 (37.8 – 51.7)	37.1 (29.0 – 51.1)
Length of time at job (percentage)		
Less than 3 months	40.9 (32.9 - 48.9)	40.5 (29.9 – 51.1)
Between 3 and 6 months	26.4 (17.8 - 35.0)	30.8 (20.6 – 41.0)
Between 7 and 12 months	11.6 (6.8 – 18.0)	9.0 (4.2 – 16.2)
More than a year	21.1 (15.2 – 28.0)	19.7 (11.5 – 30.4)
N	373	399

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who are employed at the time of the survey or have been in the past. For respondents who held more than one job within the last 24 months from the time of the survey, this was the second job held either simultaneous to the most recent job or the most recent previous job. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

[a]Average hourly wage was calculated for the wage rate and the frequency for which that wage is paid (hourly, weekly, monthly, or yearly).

Table B.6. List of top occupations respondents held in the last 24 months

Occupations	Work registrants	E&T participants
Top 5 occupations	1. Sales and related occupations 2. Food preparation and serving related occupations 3. Healthcare support occupations 4. Office and administrative support occupations 5. Building and grounds cleaning and maintenance occupations	1. Sales and related occupations 2. Food preparation and serving related occupations 3. Healthcare support occupations 4. Office and administrative support occupations 5. Building and grounds cleaning and maintenance occupations
Top 6 through 10 occupations	6. Transportation and material moving occupations 7. Personal care and service occupations 8. Construction and extraction occupations 9. Community and social service occupations 10. Education, training, and library occupations	6. Transportation and material moving occupations 7. Personal care and service occupations 8. Construction and extraction occupations 9. Business and financial operations occupations 10. Community and social service occupations
N	668	676

Source: R/P survey data collected from September 2015 to March 2016.

Note: Asked only of respondents who are employed at the time of the survey or have been in the past. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.”

Table B.7. Local community's demand for the type of job respondent held most recently

Occupations	Percentage of work registrants	Percentage of E&T participants
Top 5 occupations in area	9.2 (6.1 - 13.1)	5.8 (3.0 - 10.2)
Top 6 through 10 occupations in area	40.0 (32.0 - 48.0)	41.0 (32.6 - 49.4)
Occupation not in demand	50.8 (42.7 - 59.0)	53.2 (44.5 - 61.9)
N	668	676

Source: R/P survey data collected from September 2015 to March 2016 for respondent occupations. Occupational Employment Statistics, Bureau of Labor Statistics, May 2015, for community occupations.

Note: Asked only of respondents who are employed at the time of the survey or have been in the past. For respondents who held more than one job within the last 24 months, we used the first job mentioned. Local community is defined as the metropolitan or nonmetropolitan area in which the individual lives using the BLS definitions of these areas. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.8. Characteristics of job 1 held by work registrants in the last 24 months, by education level

Work registrants' job 1 characteristics	Less than high school	High school diploma/ GED	Some college or technical program	Bachelor's degree	Master's degree or higher
Average hourly wage	$9.08 ($8.49 - $9.66)	$10.35 ($9.58 - $11.11)	$10.72 ($9.67 - $11.78)	$13.89 ($10.40 - $17.38)	$10.70 ($8.63 - $12.77)
Number of hours worked per week (percentage)					
1–19 hours	18.7 (10.5 - 29.6)	20.2 (14.0 - 27.8)	20.2 (12.6 - 29.8)	12.7 (2.3 - 34.5)	NR
20–29 hours	23.3 (14.1 - 34.8)	24.9 (17.8 - 33.2)	19.8 (12.8 - 28.7)	13.2 (1.5 - 41.0)	0.5 (0.0 - 5.7)
30–34 hours	15.1 (8.0 - 25.0)	12.0 (6.6 - 19.4)	6.4 (2.7 - 12.4)	3.3 (0.5 - 10.9)	0.4 (0.0 - 4.5)
35–40 hours	34.0 (24.1 - 43.9)	32.7 (23.7 - 41.6)	44.7 (34.3 - 55.0)	43.2 (23.7 - 62.7)	58.4 (20.4 - 96.3)
Over 40 hours	8.9 (4.8 - 14.7)	10.2 (6.8 - 14.6)	8.9 (4.6 - 15.2)	27.6 (10.0 - 45.2)	6.2 (0.0 - 51.7)
Type of job (percentage)					
Regular	58.7 (47.7 - 69.7)	61.0 (53.0 - 69.0)	76.4 (66.0 - 84.9)	59.1 (37.7 - 80.5)	57.1 (19.6 - 94.6)
Temporary	41.3 (30.3 - 52.3)	39.0 (31.0 - 47.0)	23.6 (15.1 - 34.0)	40.9 (19.5 - 62.3)	42.9 (5.4 - 80.4)
Length of time at job (percentage)					
Less than 3 months	26.5 (13.4 - 39.7)	36.2 (24.3 - 48.1)	37.1 (22.6 - 51.6)	23.3 (5.2 - 53.7)	NR
Between 3 and 6 months	29.4 (15.5 - 43.3)	20.8 (9.5 - 36.7)	13.9 (6.0 - 26.2)	21.5 (4.3 - 52.0)	24.0 (0.0 - 94.3)
Between 7 and 12 months	15.7 (5.8 - 31.7)	9.7 (2.5 - 23.8)	20.4 (9.8 - 35.2)	10.8 (0.2 - 50.5)	0.0 (0.0 - 0.0)
More than a year	28.4 (16.6 - 40.1)	33.3 (21.8 - 44.8)	28.6 (14.0 - 43.1)	44.5 (19.2 - 69.7)	NR
N	154	281	221	44	15

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who are employed at the time of the survey or have been in the past. This information is from respondents' job 1 in the last 24 months from the time of the survey. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. NR= Not reported; these data are not reported because the confidence intervals are extremely wide and we cannot provide a reliable estimate. Note, in some cases one might be able to calculate the value of the NR cells based on the values of other responses in the table; however, these numbers should be used with caution. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.9. Characteristics of job 1 held by E&T participants in the last 24 months, by education level

E&T participants' job 1 characteristics	Less than high school	High school diploma/ GED	Some college or technical program	Bachelor's degree	Master's degree or higher
Average hourly wage	$9.95 ($9.10 - $10.80)	$9.50 ($8.57 - $10.43)	$10.82 ($8.84 - $12.80)	$13.80 ($7.27 - $20.33)	$11.17 ($5.88 - $16.46)
Number of hours worked per typical week (percentage)					
1–19 hours	14.4 (6.4 - 26.7)	10.6 (4.4 - 20.4)	10.1 (5.5 - 16.6)	NR	15.5 (0.5 - 60.0)
20–29 hours	14.1 (6.5 - 25.6)	26.7 (16.4 - 37.1)	28.5 (16.7 - 40.4)	2.3 (0.4 - 6.9)	0.0 (0.0 - 0.0)
30–34 hours	27.6 (13.6 - 41.5)	17.0 (9.6 - 26.8)	11.0 (4.8 - 20.7)	13.3 (0.5 - 52.7)	0.1 (0.0 - 1.1)
35–40 hours	35.7 (20.9 - 50.5)	42.2 (30.1 - 54.2)	41.6 (28.4 - 54.9)	56.1 (21.1 - 91.1)	79.8 (29.6 - 99.4)
Over 40 hours	8.1 (2.5 - 18.3)	3.6 (0.9 - 9.1)	8.7 (2.5 - 20.7)	0.5 (0.0 - 3.2)	4.6 (0.1 - 26.1)
Type of job (percentage)					
Regular	63.2 (47.3 - 79.1)	70.3 (60.4 - 80.2)	61.5 (48.7 - 74.3)	72.2 (42.0 - 102.4)	90.1 (54.6 - 99.8)
Temporary	36.8 (20.9 - 52.7)	29.7 (19.8 - 39.6)	38.5 (25.7 - 51.3)	NR	9.9 (0.2 - 45.4)
Length of time at job (percentage)					
Less than 3 months	34.2 (14.3 - 54.1)	30.8 (15.5 - 46.2)	28.3 (13.0 - 43.7)	NR	3.5 (0.0 - 26.5)
Between 3 and 6 months	20.2 (8.8 - 36.8)	33.7 (18.2 - 49.3)	34.5 (18.3 - 50.8)	NR	0.0 (0.0 - 0.0)
Between 7 and 12 months	14.4 (2.6 - 38.7)	4.5 (1.3 - 10.9)	13.9 (4.1 - 31.3)	3.5 (0.2 - 15.9)	0.0 (0.0 - 0.0)
More than a year	31.2 (13.3 - 49.0)	31.0 (15.5 - 46.4)	23.2 (10.9 - 40.1)	1.7 (0.0 - 9.9)	96.5 (73.5 - 100.0)
N	155	257	241	37	13

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who are employed at the time of the survey or have been in the past. This information is from respondents' job 1 in the last 24 months from the time of the survey. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. NR= Not reported; these data are not reported because the confidence intervals are extremely wide and we cannot provide a reliable estimate. Note, in some cases one might be able to calculate the value of the NR cells based on the values of other responses in the table; however, these numbers should be used with caution. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.10. Participation status at time of survey, by PAR and NPAR status

Respondent participation status	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Still attending program	32.9 (24.3 - 41.6)	38.1 (29.5 - 46.7)
Completed program	32.6 (23.6 - 41.6)	29.7 (21.4 - 37.9)
Left before completing the program	34.4 (24.5 - 44.4)	32.2 (23.4 - 41.1)
N	377	354

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Of the 747 E&T participants, 16 people did not respond to this question. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.11. Main reasons given for participating in E&T, by PAR and NPAR status

Main reasons given for participating in SNAP E&T	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Keep SNAP benefits	91.8 (85.7 - 95.8)	49.6 (40.5 - 58.7)
Get childcare	10.2 (4.8 - 18.3)	10.4 (5.3 - 18.0)
Get other benefits	20.2 (12.8 - 29.4)	19.7 (12.4 - 28.9)
Improve English	9.1 (3.5 - 18.4)	3.6 (0.7 - 10.1)
Gain job search skills	53.2 (42.3 - 64.1)	45.7 (34.7 - 56.7)
Learn about self-employment	21.8 (13.2 - 32.7)	23.9 (15.6 - 34.0)
Earn a certification, credential, or license	22.4 (14.1 - 32.6)	14.3 (7.8 - 23.2)
Learn a new skill or industry	25.6 (17.3 - 34.0)	31.9 (21.8 - 42.0)
Get promoted	13.0 (7.1 - 21.4)	12.6 (6.7 - 21.0)
Get a raise	11.8 (6.3 - 19.6)	12.7 (6.7 - 21.2)
Get a job	51.1 (39.3 - 63.0)	51.1 (40.6 - 61.5)
Find a better job	37.3 (27.4 - 47.1)	42.9 (33.9 - 51.9)
Other	0.0 (0.0 - 0.0)	4.2 (1.0 - 10.9)
N	372	337

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Examples in the ‘other’ response category include volunteering and already attending school. Respondents could select all the reasons that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.12. Reasons given for not participating in E&T, by individuals told to participate who did not and potential volunteers

Reasons given for not participating in E&T	Percentage of individuals told to participate who did not	Percentage of potential volunteers
Location not on public transportation	0.2 (0.0 - 1.0)	0.6 (0.0 - 4.6)
Inconvenient or unsafe location	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.1)
Transportation issues	16.6 (3.1 - 43.2)	NR
Too expensive to get there	0.0 (0.0 - 0.0)	0.7 (0.0 - 4.6)
Need to care for child or others	30.2 (5.4 - 55.0)	49.1 (0.9 - 97.3)
Program at a bad time	4.3 (0.7 - 13.2)	0.0 (0.0 - 0.3)
Didn't sound useful	17.0 (3.1 - 44.4)	21.1 (0.4 - 76.0)
Wasn't about something they wanted to learn	12.7 (1.0 - 43.9)	0.7 (0.0 - 4.9)
Previous participation and didn't like it	0.1 (0.0 - 0.4)	0.6 (0.0 - 4.1)
Got a job^	12.8 (2.1 - 35.8)	0.3 (0.0 - 2.1)
Physical or mental health problems^	10.1 (1.3 - 31.5)	0.0 (0.0 - 0.0)
Other	10.0 (0.9 - 34.6)	0.7 (0.0 - 4.9)
N	43	21

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Examples in the 'other' response category include lack of translation services and lack of information about the program. Respondents could select all the reasons that apply. All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

^ This category was added based on responses in the 'other' category and not all respondents had the opportunity to select this response.

Table B.13. Reported length of participation in E&T and location of services, by PAR and NPAR status

Length of reported E&T participation and location of services	PAR E&T participants	NPAR E&T participants
Average number of days per week	3.1 (2.7 - 3.4)	2.5 (2.2 - 2.8)
Average number of hours per day	4.6 (3.9 - 5.3)	3.6 (3.2 - 4.1)
Average number of weeks the program lasts	11.3 (7.7 - 14.8)	10.2 (5.9 - 14.5)
Location of E&T services (percentage)		
American Job Center	22.6 (14.7 - 32.3)	29.1 (20.3 - 37.9)
Welfare office	37.1 (25.8 - 48.5)	22.3 (14.0 - 32.7)
Community center	13.3 (6.3 - 23.5)	9.2 (4.0 - 17.4)
Church or other religious building	1.9 (0.3 - 5.6)	2.0 (0.1 - 8.2)
High school	4.8 (0.6 - 15.9)	5.9 (1.8 - 13.5)
Community college	1.3 (0.3 - 3.7)	6.9 (2.9 - 13.7)
College/university	0.3 (0.1 - 0.6)	4.4 (1.2 - 11.0)
Job site	6.9 (2.4 - 14.9)	1.4 (0.3 - 3.8)
Online	3.2 (0.8 - 8.5)	9.5 (4.8 - 16.5)
Vocational Institute	0.1 (0.0 - 0.2)	1.4 (0.3 - 4.0)
State unemployment office	8.0 (3.3 - 15.8)	7.2 (2.7 - 15.2)
Other	2.1 (0.5 - 6.0)	8.2 (3.3 - 16.3)
N	371	343

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Examples in the ‘other’ response category include an address or building name that did not indicate type of location. Respondents could select all the locations that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.14. Types of activities E&T participants reported participating in through the SNAP E&T program, by PAR and NPAR status

E&T program activities	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
GED preparation/testing	14.8 (7.3 - 25.5)	**18.5** **(11.0 - 28.1)**
Post-secondary education	11.8 (5.5 - 21.2)	9.1 (4.3 - 16.4)
Skills assessment	32.4 (23.5 - 41.3)	33.0 (23.5 - 42.5)
English as a Second Language (ESL)/English classes	3.5 (0.6 - 10.6)	5.8 (2.0 - 12.9)
Job search training or assistance	62.0 (51.8 - 72.2)	62.3 (52.3 - 72.4)
Job specific training or assistance	12.7 (6.4 - 21.8)	14.7 (8.8 - 22.4)
On the job training	13.2 (6.6 - 22.7)	11.6 (6.6 - 18.6)
Vocational skills training	8.0 (3.1 - 16.0)	15.7 (9.4 - 23.8)
Certification or licensing preparation or testing	7.9 (2.8 - 16.7)	9.9 (5.0 - 17.1)
Credential transfer assistance	3.7 (0.5 - 12.0)	2.3 (0.6 - 5.9)
Internships	5.4 (1.3 - 14.0)	4.6 (1.4 - 11.1)
Apprenticeships	5.2 (1.4 - 12.9)	2.4 (0.6 - 6.5)
Workfare or community service	20.2 (12.3 - 30.1)	17.9 (10.2 - 28.2)
Other	0.3 (0.0 - 0.9)	0.2 (0.0 - 0.9)
N	360	322

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Table includes E&T program activities as reported by respondents. Other activities may be available that respondents did not report or did not participate in. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the activities that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.15. Reported difficulties in accessing the E&T program, by PAR and NPAR status

Respondent reported difficulties in accessing E&T program	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Location not on public transportation routes	5.4 (1.7 - 12.6)	2.4 (0.4 - 7.3)
Inconvenient or unsafe location	3.8 (0.6 - 12.3)	0.6 (0.0 - 3.2)
Transportation issues or problem	13.3 (7.5 - 21.3)	13.1 (6.9 - 22.0)
Too expensive to get there	4.7 (1.3 - 11.4)	1.8 (0.3 - 5.9)
Need to care for child or others	7.4 (2.6 - 16.0)	3.4 (0.9 - 8.8)
Program at a bad time	8.6 (3.6 - 16.8)	4.6 (1.7 - 9.7)
Other	0.9 (0.2 - 2.9)	1.5 (0.2 - 5.5)
None	63.0 (53.4 - 72.6)	71.3 (62.9 – 79.8)
N	369	336

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Examples in the 'other' response category include negative experiences with staff, lack of information/communication, and lack of appropriate technology to participate in online programs. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the difficulties that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.16. Reported receipt of support services and the overall importance of those support services, by PAR and NPAR status

Support services and importance	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Reported receipt of support services		
Onsite childcare	2.2 (0.5 - 6.3)	4.6 (2.0 - 8.7)
Childcare vouchers or funds	6.4 (2.3 - 13.6)	7.0 (3.2 - 13.0)
Transportation assistance	28.2 (18.2 - 38.3)	18.4 (10.8 - 28.3)
Tutoring	9.2 (3.5 - 18.8)	5.0 (1.7 - 10.9)
Assistance applying for government benefits	25.4 (15.8 - 35.0)	20.7 (13.5 - 29.6)
Referrals to other organizations	18.3 (10.2 - 29.2)	19.2 (12.5 - 27.5)
Legal aid	3.6 (1.0 - 9.0)	7.7 (3.5 - 14.4)
Housing assistance	9.2 (3.6 - 18.4)	6.3 (2.4 - 13.1)
Domestic violence assistance	1.3 (0.1 - 5.3)	3.0 (0.7 - 8.5)
Counseling/therapy	3.4 (1.0 - 8.4)	3.6 (1.1 - 8.6)
Clothing/work equipment/tools	9.4 (3.6 - 19.3)	8.9 (4.4 - 15.8)
Medical assistance	21.0 (12.9 - 31.3)	19.4 (11.9 - 28.9)
None	39.4 (28.5 – 50.3)	47.0 (37.6 – 56.5)
N	365	339
Importance of support services		
Very important	72.3 (59.0 - 85.5)	78.2 (65.1 - 88.1)
Not so important	14.8 (5.7 - 29.3)	16.4 (7.1 - 30.2)
Didn’t matter at all	12.9 (4.9 - 26.0)	5.4 (1.4 - 13.7)
N	255	219

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Only those respondents who received support services answered how important those services were for them to be able to participate in the program. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Respondents could select all the services received that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.17. Types of certifications, licenses, and degrees earned as part of an E&T program, by PAR and NPAR status

Certifications, licenses, and degrees	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Certificate of participation/attendance	2.5 (0.4 - 8.0)	5.5 (2.5 - 10.2)
GED	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.1)
High school diploma	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)
Associate's degree	0.0 (0.0 - 0.2)	1.3 (0.0 - 7.2)
English proficiency certification/ Test of English as a Foreign Language (TOEFL)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)
Certificates and licenses	0.2 (0.0 - 0.4)	4.6 (1.6 - 10.0)
None	95.4 (87.3 - 99.0)	79.4 (66.5 - 89.1)
N	385	362

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T and had left the program early or completed the program in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the certifications that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.18. Reasons given for stopping participation in the E&T program, by PAR and NPAR status

Reasons	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Wasn't learning anything	8.4 (1.0 - 27.3)	10.9 (2.3 - 28.8)
Didn't like the program	5.7 (0.2 - 25.3)	16.0 (5.8 - 32.6)
Program didn't match need	11.0 (2.1 - 29.8)	12.1 (2.6 - 31.4)
Didn't think the program would help find a job	9.9 (2.2 - 26.1)	6.2 (1.0 - 18.9)
Got a job	23.4 (10.2 - 41.9)	31.3 (13.7 - 48.9)
Too far from home	2.2 (0.1 - 10.7)	2.8 (0.3 - 10.1)
Transportation issues	7.9 (1.8 - 20.8)	9.4 (1.8 - 26.0)
Started other school/training	7.6 (0.6 - 27.6)	12.4 (2.5 - 32.7)
Child care problems, got pregnant, or had a baby	8.6 (1.1 - 27.5)	15.8 (3.7 - 38.1)
Physical or mental health problems	12.5 (3.8 - 28.1)	3.8 (0.2 - 17.4)
Caring for family members physical or mental health problems	3.2 (0.1 - 15.2)	0.8 (0.1 - 2.9)
SNAP case closed, no longer required	1.7 (0.4 - 4.7)	0.7 (0.0 - 3.4)
Received a good cause exemption	4.7 (0.2 - 20.1)	3.3 (0.4 - 11.0)
Moved	5.8 (0.2 - 28.0)	3.3 (0.1 - 16.0)
Arrested/incarcerated	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)
N	89	83

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months and had left the program. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the reasons that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.19. Reported participation in other activities with the organization after completing the E&T program, by PAR and NPAR status

Types of services	Percentage of PAR E&T participants	Percentage of NPAR E&T participants
Follow-up or refresher course	7.4 (1.0 - 23.8)	5.5 (0.3 - 24.2)
Supplemental training after getting a job	4.8 (0.6 - 16.2)	1.7 (0.1 - 8.1)
Reemployment orientation	8.3 (1.1 - 26.5)	4.0 (0.3 - 16.2)
Other	3.2 (0.1 - 15.1)	1.6 (0.1 - 7.4)
None	80.6 (62.0 - 92.7)	87.2 (70.8 - 96.3)
N	149	125

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T and had completed the program in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Respondents could select all the services that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.20. Reported barriers to employment by work registrants and E&T participants

Reported barriers	Percentage of work registrants	Percentage of E&T participants
Physical or mental health issues	34.7 (30.8 - 38.6)	30.3 (24.7 - 35.8)
Need to care for family members with physical or mental health issues	19.8 (16.4 - 23.7)	13.8 (10.0 - 18.4)
Lack of child or dependent care	10.9 (8.4 - 13.8)	15.5 (10.9 - 21.0)
Transportation issues	32.1 (28.0 - 36.3)	35.6 (29.5 - 41.7)
English language proficiency	11.8 (9.2 - 14.9)	5.2 (3.2 - 8.0)
Immigration or citizenship restrictions	1.2 (0.5 - 2.2)	1.0 (0.1 - 3.4)
Certification/license invalid	10.0 (7.6 - 12.8)	11.3 (8.0 - 15.4)
Lack of education	27.5 (23.5 - 31.5)	27.4 (22.1 - 32.7)
Could not get along with supervisor or co-workers	5.1 (3.4 - 7.3)	3.8 (2.0 - 6.4)
Substance abuse	2.8 (1.6 - 4.6)	3.5 (1.4 - 7.0)
Criminal record	9.5 (7.3 - 12.2)	17.2 (13.1 - 22.1)
Housing problems	12.7 (10.2 - 15.5)	16.0 (12.2 - 20.5)
Other	2.7 (1.6 - 4.2)	3.9 (2.0 - 6.7)
Number of reported barriers to employment		
None	21.2 (18.0 - 24.8)	19.6 (15.0 - 24.8)
One	30.4 (25.9 - 34.8)	28.2 (23.2 - 33.3)
Two	20.4 (16.1 - 25.3)	24.1 (19.7 - 29.1)
Three or more	28.0 (23.6 - 32.5)	28.1 (23.2 - 32.9)
N	1085	999

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Examples in the 'other' response category include lack of identification documents, local economy, and lack of technology. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the problems that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.21. While looking for a job, reasons of perceived discrimination by work registrants and E&T participants

Reasons	Percentage of work registrants	Percentage of E&T participants
Gender/sex	4.9 (3.5 - 6.7)	9.0 (5.9 - 12.9)
Race	8.0 (5.9 - 10.6)	11.5 (7.7 - 16.3)
Ethnicity	5.4 (3.9 - 7.3)	7.4 (4.1 - 12.0)
Age	12.0 (9.4 - 15.1)	16.9 (13.1 - 21.4)
National origin	3.2 (1.7 - 5.4)	2.6 (1.0 - 5.5)
Religion	0.7 (0.2 - 1.8)	2.1 (0.8 - 4.4)
Sexual orientation	1.6 (0.7 - 2.9)	2.3 (0.9 - 5.0)
Criminal record^	2.3 (1.3 - 3.9)	3.5 (1.9 - 5.9)
Physical appearance^	2.1 (1.1 - 3.7)	0.5 (0.1 - 1.6)
Other	4.1 (2.4 - 6.5)	7.0 (3.8 - 11.5)
Number of reported reasons		
None	77.6 (73.6 - 81.3)	68.6 (63.2 - 73.9)
One	14.0 (11.3 - 16.9)	17.6 (13.7 - 22.1)
Two	4.5 (2.8 - 6.7)	7.1 (4.2 - 11.1)
Three or more	4.0 (2.7 - 5.7)	6.7 (4.0 - 10.4)
N	1,093	1,032

Source: R/P survey data collected from September 2015 to March 2016.

Notes: Examples in the 'other' response category include lack of experience, having children, and education level. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the reasons that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

^ This category was added based on responses in the 'other' category and not all respondents had the opportunity to select this response.

Table B.22. Composition of service area, by mandatory and voluntary State providers

Service area	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
State	3.8 (1.5 - 7.7)	2.1 (0.8 - 4.6)	6.9 (1.8 - 17.0)
County or multiple counties	96.2 (92.3 - 98.5)	97.9 (95.4 - 99.2)	93.1 (83.0 - 98.2)
Metropolitan area	70.6 (65.8 - 75.5)	70.0 (65.1 - 74.8)	71.8 (61.7 - 81.9)
Micropolitan area	16.3 (12.5 - 20.7)	18.2 (14.1 - 22.9)	12.8 (5.7 - 23.7)
Rural area	9.3 (6.7 - 12.5)	9.8 (6.7 - 13.7)	8.5 (4.3 - 14.8)
N	387	276	111

Source: SNAP Employment and Training (E&T) Provider Survey data collected from October 2015 to April 2016.

Notes: We used the Office of Management and Budget definitions of metropolitan, micropolitan, and rural to define the service area if the provider served a single or multiple counties. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.23. Type of E&T organization and provider type, by mandatory and voluntary State providers

Organization/provider type	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Organization			
Private for-profit	13.8 (9.8 - 18.7)	15.7 (11.0 - 21.3)	10.5 (3.4 - 23.0)
Private non-profit	33.0 (27.7 - 38.3)	38.9 (32.6 - 45.2)	22.3 (14.2 - 32.2)
Government agency	31.7 (26.1 - 37.2)	29.1 (24.2 - 34.1)	36.3 (23.6 - 49.0)
Other	21.5 (17.2 - 26.2)	16.3 (12.2 - 21.0)	30.9 (22.7 - 39.2)
Provider type			
Workforce Investment Board (WIB)	17.9 (14.3 - 22.0)	15.6 (11.7 - 20.3)	22.1 (14.2 - 31.8)
American Job Centers	35.7 (30.3 - 41.2)	42.1 (34.4 - 49.8)	24.2 (16.4 - 33.5)
Workforce Innovation and Opportunity Act only center	2.9 (1.5 - 5.1)	3.0 (1.4 - 5.6)	2.7 (0.5 - 8.1)
Public assistance offices	14.3 (10.9 - 18.3)	16.5 (12.1 - 21.7)	10.4 (5.2 - 18.1)
Religious organization	0.3 (0.0 - 1.5)	0.4 (0.0 - 2.4)	0.0 (0.0 - 0.0)
Community-based organizations	24.7 (20.2 - 29.7)	30.2 (24.8 - 35.6)	14.9 (8.4 - 23.6)
Vocational Rehabilitation	4.7 (1.6 - 10.2)	2.6 (1.1 - 5.2)	8.4 (1.6 - 23.6)
Community colleges/vocational education organization	22.4 (15.9 - 30.1)	12.5 (5.9 - 22.4)	40.4 (27.0 - 53.8)
Four year college	0.8 (0.1 - 3.2)	0.0 (0.0 - 0.0)	2.3 (0.2 - 8.9)
Adult Basic Education organization^	7.3 (3.4 - 13.4)	7.7 (3.2 - 15.0)	6.6 (0.7 - 23.3)
Other	1.7 (0.7 - 3.6)	2.0 (0.6 - 4.7)	1.2 (0.1 - 4.7)
Average number of years in operation	7.3 (6.5 - 8.0)	7.2 (6.3 - 8.0)	7.4 (6.0 - 8.9)
N	387	276	111

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Examples of ‘other’ in organization type include local workforce boards and technical colleges. Examples of ‘other’ in provider type include contracted human service providers. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Providers could select all the provider types that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

^This category was added based on provider responses in the ‘other’ category and not all providers had the opportunity to select this response.

Table B.24. Percentage of SNAP E&T mandatory and voluntary State providers that target certain populations

Targeted populations	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Age	34.7 (29.7 - 39.7)	36.3 (30.6 - 41.9)	31.7 (21.7 - 41.8)
Education level	14.3 (9.7 - 20.1)	10.4 (5.8 - 16.9)	21.5 (11.4 - 34.9)
Skill level	4.3 (2.5 - 6.9)	4.5 (2.4 - 7.7)	3.9 (1.1 - 9.3)
Occupational interest	16.3 (12.0 - 21.5)	12.8 (7.9 - 19.4)	22.6 (14.4 - 32.7)
Race/ethnicity	1.1 (0.3 - 2.9)	1.0 (0.1 - 3.5)	1.3 (0.2 - 4.8)
None	47.4 (41.2 – 53.5)	49.7 (41.5 - 57.8)	43.1 (33.1 - 53.1)
N	386	276	110

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Providers could select all the targeted populations that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.25. Three most important factors used to design or modify the education or training options that are offered to participants by mandatory and voluntary State providers

Factors	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Best practices from other E&T programs	24.8 (20.3 - 29.8)	22.9 (18.1 - 28.3)	28.3 (18.8 - 37.8)
Local labor statistics	48.9 (41.6 - 56.1)	48.3 (42.1 - 54.4)	50.1 (32.9 - 67.2)
Activities required by state agency funding SNAP E&T	52.8 (46.8 - 58.7)	55.0 (47.2 - 62.8)	48.6 (38.9 - 58.2)
Assessments of the skills needed by employers in the community	53.6 (47.4 - 59.9)	54.1 (48.0 - 60.2)	52.8 (39.0 - 66.6)
Requests from local employers for new types of training	18.9 (18.8 - 27.8)	25.1 (20.0 - 30.3)	12.1 (11.5 - 28.4)
Requests from clients for new types of training	18.8 (14.7 - 23.5)	17.6 (13.2 - 22.9)	20.9 (13.1 - 30.7)
Availability of training from other providers in the community	23.0 (18.7 - 27.9)	26.3 (20.7 - 31.9)	17.1 (10.3 - 25.8)
Cost of the training option	9.2 (6.3 - 13.0)	9.5 (6.1 - 13.9)	8.8 (3.8 - 16.9)
Other	2.4 (0.8 - 5.4)	3.5 (1.2 - 7.7)	0.4 (0.0 - 2.5)
None	7.1 (4.1 - 11.1)	5.8 (3.0 - 10.1)	9.3 (3.4 - 19.5)
N	385	275	110

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Examples of ‘other’ include length of training and requirements set by the organization. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Providers were asked to select the three most important factors to design or modify their programs. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.26. SNAP E&T participant barriers when they enter the program, according to mandatory and voluntary State providers

Participant needs	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Lacking basic or employability skills	75.5 (76.1 - 86.2)	73.3 (74.1 - 86.6)	72.3 (74.2 - 91.0)
Low literacy levels	59.3 (53.4 - 65.1)	62.0 (54.0 - 70.1)	54.3 (45.0 - 63.5)
High school dropout	56.4 (49.1 - 63.7)	62.1 (55.7 - 68.6)	46.0 (28.8 - 63.1)
Minimal work experience	74.2 (69.0 - 79.4)	68.3 (69.1 - 83.2)	70.7 (62.2 - 79.2)
Displaced by company closures or industry shifts	13.9 (13.8 - 21.8)	12.7 (12.5 - 21.2)	12.1 (11.6 - 27.5)
Gaps in employment history	67.7 (60.7 - 74.7)	68.4 (60.9 - 75.8)	66.5 (51.5 - 81.5)
Criminal records	58.3 (51.7 - 64.8)	62.2 (54.2 - 70.3)	51.1 (38.2 - 63.9)
Addiction issues	37.2 (29.0 - 45.3)	34.4 (27.2 - 41.7)	42.2 (24.4 - 59.9)
Homeless or in unstable housing	46.2 (38.3 - 54.2)	43.0 (35.8 - 50.2)	52.0 (34.3 - 69.6)
Technical skills out of date	49.3 (44.5 - 54.2)	48.9 (43.1 - 54.8)	50.1 (41.3 - 58.9)
Skill mismatched to current industry needs	40.2 (33.5 - 46.8)	34.5 (29.0 - 40.1)	50.3 (36.0 - 64.6)
Lack of transportation^	1.7 (0.7 - 3.6)	13.8 (4.3 - 30.5)	11.7 (1.3 - 37.8)
Lack of childcare^	1.5 (0.5 - 3.4)	12.1 (2.8 - 30.6)	9.4 (0.9 - 31.6)
Physical or mental health issues^	2.2 (1.1 - 4.1)	22.9 (9.6 - 41.9)	8.5 (0.9 - 28.7)
Other	5.3 (2.8 - 9.0)	4.1 (2.0 - 7.4)	7.5 (2.5 - 16.6)
N	387	276	111

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Providers were asked to select barriers that affected at least 25 percent of the SNAP E&T participants they serve when they enter the program. Examples of 'other' include limited English proficiency, local economy, and lack of funds. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all the participant needs that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

^This category was added based on provider responses in the 'other' category and not all providers had the opportunity to select this response.

Table B.27. Activities that are available to E&T participants by mandatory and voluntary State E&T providers

E&T activities	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
GED preparation	67.3 (62.0 - 72.5)	66.5 (59.4 - 73.6)	68.6 (60.5 - 76.7)
Post-secondary education	48.7 (43.8 - 53.5)	41.4 (35.7 - 47.1)	61.8 (53.8 - 69.8)
Skills assessment	75.9 (68.7 - 82.2)	79.3 (67.7 - 88.2)	69.9 (61.5 - 78.2)
Job search training/assistance	88.0 (82.8 - 92.1)	91.7 (84.5 - 96.2)	81.4 (70.7 - 89.5)
ESL	46.1 (40.6 - 51.6)	42.4 (35.9 - 48.9)	52.9 (42.3 - 63.4)
Vocational skills training	68.3 (63.2 - 73.5)	65.2 (58.9 - 71.5)	74.0 (65.4 - 82.5)
Job specific training	50.8 (46.2 - 55.5)	48.7 (42.8 - 54.6)	54.8 (46.8 - 62.7)
On-the-job training	37.0 (31.5 - 42.4)	41.0 (34.8 - 47.3)	29.6 (19.3 - 39.9)
Certification or licensing preparation or testing	54.5 (48.5 - 60.4)	49.9 (43.9 - 56.0)	62.7 (51.9 - 73.5)
Credential transfer assistance	6.5 (6.3 - 11.8)	7.1 (6.8 - 14.2)	2.9 (2.3 - 10.6)
Internship	21.7 (17.4 - 26.5)	19.1 (14.8 - 24.1)	26.4 (17.0 - 35.7)
Apprenticeship	12.8 (9.4 - 16.9)	14.3 (10.4 - 19.0)	10.1 (4.6 - 18.7)
Workfare or community service	47.7 (41.9 - 53.5)	56.4 (47.5 - 65.3)	32.0 (22.7 - 41.2)
Other	1.6 (0.6 - 3.6)	2.6 (1.0 - 5.4)	0.0 (0.0 - 0.0)
N	387	276	111

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Providers could select all the activities that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.28. Average length of time that SNAP E&T participants spend in activities offered by mandatory and voluntary State providers

	Total		Mandatory State providers		Voluntary State providers	
	Average weeks involved	Average hours per week	Average weeks involved	Average hours per week	Average weeks involved	Average hours per week
GED preparation/testing	12.5 (10.0 - 15.1)	8.7 (7.4 - 9.9)	12.2 (9.2 - 15.2)	8.2 (6.9 - 9.5)	13.2 (8.7 - 17.7)	9.5 (6.9 - 12.2)
Post-secondary education	17.7 (10.1 - 25.2)	10.7 (8.2 - 13.3)	10.8 (7.6 - 14.0)	10.3 (6.7 - 14.0)	27.2 (9.7 - 44.7)	11.3 (8.1 - 14.5)
Skills assessment	6.0 (3.9 - 8.2)	6.3 (5.2 - 7.4)	4.7 (3.1 - 6.3)	6.6 (5.4 - 7.8)	9.1 (3.0 - 15.2)	5.6 (3.5 - 7.8)
ESL/English classes	9.6 (7.6 - 11.7)	14.7 (13.2 - 16.1)	7.5 (5.9 - 9.1)	16.5 (14.6 - 18.4)	14.3 (9.0 - 19.6)	10.5 (8.5 - 12.6)
Job search training or assistance	12.3 (9.3 - 15.4)	8.5 (5.2 - 11.8)	11.9 (7.9 - 16.0)	9.1 (3.8 - 14.3)	12.9 (8.4 - 17.4)	7.7 (5.5 - 10.0)
Job specific training or assistance	15.2 (11.2 - 19.3)	15.5 (12.3 - 18.7)	9.3 (6.9 - 11.6)	15.2 (10.6 - 19.9)	25.8 (15.3 - 36.4)	15.9 (12.6 - 19.2)
On the job training	10.2 (7.0 - 13.4)	10.6 (8.6 - 12.6)	7.5 (3.6 - 11.3)	9.1 (6.6 - 11.6)	15.1 (8.7 - 21.4)	13.2 (9.6 - 16.8)
Vocational skills training	5.3 (3.0 - 7.5)	9.5 (6.8 - 12.1)	6.1 (3.3 - 8.9)	10.2 (7.2 - 13.2)	2.1 (0.2 - 4.1)	6.8 (1.8 - 11.8)
Certification of licensing preparation or testing	9.4 (6.9 - 12.0)	11.2 (8.4 - 14.1)	8.0 (5.7 - 10.2)	11.2 (7.3 - 15.0)	12.0 (6.3 - 17.7)	11.3 (7.6 - 15.0)
Credential transfer assistance	NR	21.2 (2.9 - 57.0)	15.7 (0.2 - 65.2)	16.6 (0.3 - 67.7)	NR	NR
Internships	8.9 (5.0 - 12.7)	16.3 (6.2 - 26.3)	5.7 (2.5 - 8.9)	18.6 (1.9 - 35.2)	12.9 (5.2 - 20.7)	13.2 (7.1 - 19.3)
Apprenticeships	7.1 (1.9 - 12.2)	9.0 (3.9 - 14.1)	8.7 (2.4 - 15.0)	10.5 (4.3 - 16.6)	NR	NR
Workfare or community service	8.4 (6.2 - 10.6)	12.9 (11.3 - 14.5)	8.6 (6.0 - 11.3)	13.5 (11.8 - 15.3)	7.7 (4.6 - 10.8)	10.0 (6.2 - 13.7)
Other	8.9 (5.4 - 12.4)	12.0 (8.7 - 15.2)	7.1 (2.3 - 11.9)	11.2 (7.5 - 14.9)	10.8 (5.6 - 16.1)	13.3 (7.3 - 19.3)
N	336	336	238	238	98	98

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. NR= Not reported; these data are not reported because the confidence intervals are extremely wide and we cannot provide a reliable estimate. Note, in some cases one might be able to calculate the value of the NR cells based on the values of other responses in the table; however, these numbers should be used with caution. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.29. Average percentage of SNAP E&T participants and non-SNAP E&T participants in activities offered by mandatory and voluntary State providers in their most recently completed fiscal year

	Total		Mandatory State providers		Voluntary State providers	
Activity	SNAP E&T participants	Non-SNAP E&T participants	SNAP E&T participants	Non-SNAP E&T participants	SNAP E&T participants	Non-SNAP E&T participants
GED preparation	10.1 (5.7 - 16.2)	12.1 (6.9 - 19.2)	9.4 (3.7 - 18.9)	12.8 (5.9 - 23.3)	11.2 (6.0 - 18.6)	10.5 (5.8 - 17.1)
Post-secondary education	12.7 (5.4 - 24.1)	14.0 (8.5 - 21.3)	2.9 (1.2 - 5.8)	7.0 (3.9 - 11.4)	24.1 (9.4 - 45.3)	23.6 (11.2 - 40.4)
Skills assessment	30.7 (28.1 - 33.3)	30.1 (26.6 - 33.6)	32.4 (29.5 - 35.3)	32.3 (28.5 - 36.2)	26.9 (21.8 - 32.0)	25.3 (18.5 - 32.2)
Job search training/assistance	39.0 (36.0 - 42.0)	34.3 (30.5 - 38.2)	43.3 (39.3 - 47.3)	37.7 (32.8 - 42.7)	29.6 (25.0 - 34.3)	26.5 (21.1 - 31.8)
ESL	3.5 (2.0 - 5.6)	8.2 (5.1 - 12.3)	3.4 (1.8 - 5.6)	6.7 (3.5 - 11.3)	3.7 (1.4 - 7.9)	10.9 (5.1 - 19.7)
Vocational skills training	11.9 (9.1 - 15.4)	11.2 (8.6 - 14.1)	8.5 (6.2 - 11.3)	10.4 (7.6 - 13.9)	17.8 (11.2 - 26.2)	12.8 (7.9 - 19.3)
Job specific training	8.8 (5.6 - 13.0)	10.1 (6.3 - 15.1)	8.5 (4.7 - 14.0)	11.3 (6.7 - 17.7)	9.3 (4.0 - 17.6)	7.5 (4.0 - 12.7)
On-the-job training	2.6 (1.5 - 4.1)	3.2 (1.9 - 5.1)	2.8 (1.5 - 4.6)	3.1 (1.6 - 5.5)	1.6 (0.7 - 3.3)	3.4 (1.7 - 6.1)
Certification or licensing preparation or testing	9.5 (4.3 - 17.5)	15.6 (8.1 - 26.3)	7.9 (4.9 - 12.0)	9.8 (6.2 - 14.5)	11.6 (1.8 - 33.7)	27.1 (9.5 - 44.7)
Credential transfer assistance	0.2 (0.1 - 0.5)	0.6 (0.1 - 1.8)	0.0 (0.0 - 0.1)	0.1 (0.0 - 0.3)	0.8 (0.4 - 1.5)	2.7 (0.9 - 6.3)
Internship	3.3 (2.1 - 4.9)	3.1 (1.7 - 5.0)	2.6 (1.2 - 4.9)	2.5 (1.2 - 4.6)	4.2 (2.3 - 7.0)	4.0 (1.4 - 8.7)
Apprenticeship	1.4 (0.4 - 3.7)	1.0 (0.3 - 2.2)	0.9 (0.3 - 2.1)	0.9 (0.2 - 2.3)	4.2 (0.1 - 20.8)	1.3 (0.1 - 5.0)
Workfare or community service	13.9 (11.0 - 17.1)	8.7 (5.3 - 13.3)	15.1 (11.7 - 19.1)	8.4 (4.4 - 14.1)	8.9 (5.7 - 13.2)	10.1 (6.4 - 15.0)
Other	21.9 (15.6 - 29.3)	30.7 (20.2 - 41.3)	18.3 (11.3 - 27.3)	23.3 (14.0 - 35.1)	25.9 (15.4 - 36.3)	36.8 (18.8 - 54.8)
N	332	332	234	234	98	98

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Non-SNAP E&T includes participants being served by the provider, but not through SNAP E&T. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Credential transfer assistance estimate were not reported in Table D.8 because of unreliable estimates, but the confidence intervals of the estimates in this table are reliable and are reported. The 'other' category in the survey allowed respondents to enter a list of responses, but the number of participants was not specified for each of the other responses listed; respondents just included the overall number for all 'others' listed. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.30. Reported support services offered, according to mandatory and voluntary State providers

Support services	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Onsite childcare	5.6 (5.3 - 12.0)	2.7 (2.4 - 7.7)	8.1 (7.2 - 23.5)
Childcare vouchers or funds	27.1 (22.6 - 31.6)	31.9 (25.4 - 38.3)	18.1 (11.3 - 26.9)
Transportation assistance	70.3 (61.2 - 79.4)	76.8 (61.3 - 88.3)	58.4 (42.9 - 73.8)
Tutoring	34.5 (29.1 - 39.9)	29.0 (21.8 - 36.2)	44.7 (36.2 - 53.2)
Assistance applying for government benefits	32.3 (26.4 - 38.2)	29.1 (22.8 - 35.4)	38.3 (26.0 - 50.6)
Referrals to other organizations	83.6 (77.5 - 88.7)	84.0 (76.4 - 90.0)	83.0 (72.8 - 90.5)
Legal aid	7.6 (5.0 - 11.1)	6.3 (3.5 - 10.3)	10.0 (4.7 - 18.1)
Housing assistance	24.9 (20.0 - 30.4)	25.4 (18.6 - 32.2)	24.1 (16.5 - 33.1)
Domestic violence assistance	10.0 (9.8 - 17.4)	9.8 (9.5 - 19.2)	6.5 (5.8 - 18.4)
Counseling/therapy	19.2 (15.1 - 23.9)	17.4 (12.4 - 23.5)	22.5 (15.1 - 31.4)
Clothing/work equipment/tools	59.6 (52.6 - 67.6)	62.6 (51.6 - 73.6)	54.0 (39.3 - 68.6)
Medical assistance	9.7 (6.6 - 13.6)	10.0 (6.2 - 14.9)	9.2 (4.3 - 16.9)
Other	1.4 (0.5 - 3.0)	1.7 (0.5 - 4.0)	0.7 (0.0 - 4.1)
None	11.4 (6.9 - 17.3)	9.2 (3.4 - 19.0)	15.4 (9.5 - 23.1)
N	357	255	102

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Examples of ‘other’ include incentive payments and scholarships. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Providers could select all the support services offered that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.31. Percentage of mandatory and voluntary State providers that offer certifications, licenses, degrees; and the percentage of their participants that earn certifications, licenses or degrees

Offered and earned certifications, licenses, and degrees	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Offered certifications, licenses, or degrees			
Certificate of participation/attendance	31.7 (26.2 - 37.2)	33.7 (27.7 - 39.7)	27.7 (16.4 - 39.1)
GED	51.5 (45.7 - 57.4)	51.0 (45.0 - 57.0)	52.5 (39.8 - 65.1)
High school diploma	20.5 (15.2 - 26.5)	14.7 (10.5 - 19.7)	31.6 (18.5 - 44.8)
Associate's degree	17.7 (17.5 - 28.7)	11.6 (11.4 - 19.5)	37.9 (25.2 - 50.5)
English proficiency certification/ Test of English as a Foreign Language (TOEFL)	11.4 (8.2 - 15.3)	10.7 (7.2 - 15.1)	12.8 (6.6 - 21.8)
Certificates and licenses	64.2 (58.2 - 70.2)	66.5 (60.8 - 72.2)	59.7 (45.8 - 73.6)
Other	0.9 (0.1 - 3.2)	1.4 (0.2 - 4.6)	0.0 (0.0 - 0.0)
None	19.3 (14.8 - 24.3)	21.3 (15.5 - 28.0)	15.4 (8.3 - 25.1)
N	350	250	100
Of those providers that offered certifications, licenses, or degrees, share of participants that earned them:			
All or almost all	15.2 (9.7 - 22.1)	12.7 (6.6 - 21.4)	19.7 (9.2 - 34.7)
More than half	14.6 (9.1 - 21.9)	6.5 (3.3 - 11.3)	29.8 (16.5 - 43.1)
Almost half	11.7 (7.0 - 18.1)	12.2 (6.0 - 21.2)	10.8 (4.8 - 20.0)
Less than half	25.5 (19.7 - 31.2)	26.2 (19.4 - 33.1)	24.1 (14.7 - 35.6)
Few or none	33.0 (27.0 - 39.1)	42.4 (33.0 - 51.8)	15.7 (8.4 - 25.6)
N	281	198	83

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Examples of 'other' include employer requested training and credit transfer programs. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all the offered certifications, licenses, and degrees that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.32. Mandatory and voluntary State providers' assessment of skills most E&T participants need to gain to be employable in their communities

Skills	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Basic skills (literacy and math)	78.9 (73.9 - 83.4)	80.5 (74.4 - 85.6)	76.0 (65.7 - 84.4)
Soft skills	86.8 (81.2 - 91.2)	90.7 (86.5 - 93.9)	79.4 (65.6 - 89.5)
Prior work experience	50.5 (44.5 - 56.5)	56.7 (50.0 - 63.4)	38.7 (27.6 - 49.7)
Degree/ credential	59.3 (53.6 - 65.0)	56.3 (50.0 - 62.5)	65.1 (54.2 - 76.1)
Other	1.3 (0.5 - 2.8)	2.0 (0.7 - 4.3)	0.0 (0.0 - 0.0)
N	338	241	97

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of "don't know." Providers could select all the skills that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.33. Follow-up services offered to SNAP E&T participants after they complete the program according to mandatory and voluntary State providers

Follow-up services	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
Offers follow-up services			
Yes	49.6 (44.0 - 55.2)	49.4 (43.7 - 55.1)	50.0 (37.6 - 62.5)
No	50.4 (44.8 - 56.0)	50.6 (44.9 - 56.3)	50.0 (37.5 - 62.4)
Types of services			
Reemployment orientation	54.4 (45.7 - 63.0)	55.7 (47.0 - 64.5)	51.8 (34.3 - 69.3)
Follow-up training	57.1 (48.4 - 65.9)	58.0 (49.5 - 66.4)	55.5 (36.5 - 74.5)
Refresher courses	21.2 (14.8 - 28.9)	21.0 (13.9 - 29.6)	21.7 (10.1 - 37.8)
Post-hire training	9.7 (9.3 - 21.1)	8.1 (7.4 - 22.1)	7.2 (5.9 - 26.1)
Support to employers of E&T participants	39.7 (30.4 - 49.0)	39.8 (30.1 - 49.5)	39.5 (20.6 - 58.4)
Transportation assistance	50.9 (41.7 - 60.0)	56.0 (43.0 - 69.0)	41.1 (25.0 - 57.3)
Childcare assistance	28.8 (21.8 - 35.7)	32.7 (23.0 - 42.3)	21.4 (11.3 - 34.9)
Work clothing, equipment, or tools	55.1 (44.2 - 65.9)	57.3 (44.0 - 70.6)	50.8 (32.5 - 69.2)
Other	0.6 (0.0 - 3.5)	1.0 (0.0 - 5.3)	0.0 (0.0 - 0.0)
N	348	248	100

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” Providers could select all the follow-up services that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.34. Funding sources received by mandatory and voluntary State providers

Sources	Percentage of total	Percentage of mandatory State providers	Percentage of voluntary State providers
SNAP funds	72.4 (66.7 - 78.1)	74.3 (67.6 - 80.9)	68.9 (59.1 - 78.7)
TANF funds	48.4 (41.6 - 55.3)	47.0 (39.8 - 54.2)	51.1 (36.3 - 66.0)
WIOA funds	43.3 (38.1 - 48.5)	45.9 (40.2 - 51.7)	38.4 (27.8 - 48.9)
Other DOL funds	25.5 (20.1 - 30.9)	28.4 (21.4 - 35.4)	13.9 (13.6 - 26.3)
Other	51.5 (45.0 - 57.9)	51.8 (45.6 - 58.0)	50.8 (35.8 - 65.8)
N	340	242	98

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.35. Average cost per participant by component: mandatory and voluntary State providers[a]

Components	Total	Mandatory State providers	Voluntary State providers
Administrative costs			
Overhead	$418.49 ($165.27 - $671.70)	$585.86 ($198.13 - $973.60)	$119.93 ($55.74 - $184.12)
Staff Salaries	$857.80 ($367.08 - $1,348.53)	$941.53 ($242.43 - $1,640.63)	$708.45 ($123.69 - $1,293.21)
Direct service costs			
Upfront training and basic education	$123.62 ($36.70 - $210.53)	$123.04 ($1.75 - $244.32)	$124.65 ($15.83 - $233.47)
Job training	$208.31 ($98.31 - $318.30)	$270.86 ($111.68 - $430.04)	$96.72 ($2.07 - $191.37)
Higher education	$68.75 ($26.73 - $110.77)	$44.68 ($4.08 - $85.28)	$111.68 ($16.54 - $206.82)
Support services	$204.82 ($85.19 - $324.44)	$254.11 ($72.23 - $435.99)	$118.10 ($42.87 - $193.34)
Total cost per participant	$1,879.96 ($1,109.44 - $2,650.48)	$2,216.58 ($1,046.70 - $3,386.46))	$1,279.53 ($718.53 - $1,840)
Average number of participants	6,054	5,980	6,219
N	128	91	37

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

[a]For the last fiscal year prior to the survey for which the provider had data, the average cost is calculated using the total cost of service for all participants served by the provider not only SNAP E&T participants.

Table B.36. Top 10 List of performance measures used by SNAP E&T mandatory and voluntary State providers

Measures	Total	Mandatory State providers	Voluntary State providers
Top 10 performance measures used	1. Entered employment 2. Employment retention 3. Educational attainment 4. Completion 5. Enrollment 6. Attendance 7. Participation 8. Number of clients served 9. Certifications earned 10. Expenditures	1. Entered employment 2. Employment retention 3. Educational attainment 4. Completion 5. Enrollment 6. Attendance 7. Expenditures 8. Number of clients served 9. Average earnings 10. Certifications earned	1. Entered employment 2. Employment retention 3. Completion 4. Participation 5. Average wage 6. Enrollment 7. Attendance 8. Certifications earned 9. Common measures 10. Graduation
N	251	178	73

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted.

Table B.37. Percentage of mandatory and voluntary State E&T providers that report outcome measures, and to which entities they report

	Total	Mandatory State providers	Voluntary State providers
Outcomes and performance measures for internal use	49.5 (44.6 - 54.3)	49.7 (44.1 - 55.3)	49.0 (40.0 - 58.0)
Outcomes and performance measures for outside organization	39.0 (33.9 - 44.2)	36.6 (30.6 - 42.7)	43.4 (35.2 - 51.7)
No reporting	39.6 (34.8 - 44.4)	38.6 (32.8 - 44.4)	41.4 (33.3 - 49.6)
Among those reporting to outside organizations, providers report to:			
State	91.0 (85.7 - 94.9)	87.8 (80.3 - 93.3)	96.4 (87.5 - 99.6)
County	35.1 (27.6 - 42.6)	38.5 (29.0 - 48.1)	29.4 (17.4 - 41.3)
Local board	53.0 (44.4 - 61.6)	60.3 (51.2 - 69.4)	40.7 (24.8 - 56.5)
Other funders	32.5 (22.5 - 42.5)	28.1 (19.4 - 36.8)	39.5 (18.4 - 60.7)
N	387	276	111

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Providers were asked separate questions of whether they had outcomes and performance measures for internal use or for outside organizations. Therefore, providers could have none, either, or both. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.38. Percentage of providers who have agreements, or coordinate with, other organizations, by type of organization

Organizations	American Job Centers	WIOA only	Public assistance office	Job Corps	Religious organization	Community-based organization	Vocational Rehabilitation	Community College	Four year college	Other
Workforce Investment Board	20.8 (16.4 - 25.8)	18.8 (14.3 - 24.1)	20.7 (16.4 - 25.5)	17.3 (12.8 - 22.6)	11.9 (5.8 - 21.1)	28.6 (19.6 - 37.6)	19.4 (11.3 - 30.0)	22.0 (16.4 - 28.4)	20.3 (11.4 - 32.0)	14.9 (10.4 - 20.5)
American Job Center	42.4 (36.3 - 48.5)	36.7 (30.1 - 43.3)	35.6 (29.9 - 41.3)	39.6 (33.4 - 45.8)	21.6 (12.3 - 33.7)	62.0 (52.5 - 71.5)	39.3 (27.6 - 50.9)	42.9 (35.1 - 50.7)	32.6 (20.6 - 44.7)	33.5 (26.7 - 40.2)
Workforce Innovation and Opportunity Act Only	3.4 (1.5 - 6.4)	3.0 (1.4 - 5.7)	3.5 (1.6 - 6.8)	2.1 (0.6 - 5.2)	4.9 (1.4 - 11.7)	4.9 (1.5 - 11.4)	0.0 (0.0 - 0.0)	1.8 (0.3 - 5.5)	2.3 (0.3 - 8.1)	2.3 (0.7 - 5.4)
Public assistance office	12.8 (9.2 - 17.1)	16.6 (12.3 - 21.7)	15.3 (11.3 - 20.1)	13.5 (9.4 - 18.5)	15.3 (7.6 - 26.3)	15.9 (8.9 - 25.3)	19.8 (11.1 - 31.2)	13.3 (8.7 - 19.1)	8.2 (3.1 - 17.0)	15.0 (10.2 - 21.0)
Community-based organization	20.7 (15.5 - 26.8)	23.3 (18.4 - 28.7)	28.5 (22.7 - 34.2)	22.8 (16.8 - 29.7)	18.7 (10.9 - 28.9)	15.2 (8.7 - 23.9)	28.2 (17.6 - 38.7)	14.5 (9.7 - 20.5)	20.2 (10.4 - 33.4)	27.9 (21.2 - 34.6)
Vocational Rehabilitation	3.3 (1.4 - 6.4)	2.5 (1.1 - 5.0)	3.9 (1.8 - 7.2)	2.6 (1.0 - 5.3)	4.7 (1.1 - 12.6)	6.0 (2.4 -12.3)	2.7 (0.3 - 9.7)	4.1 (1.7 - 8.4)	0.0 (0.0 - 0.0)	3.0 (0.9 - 7.1)
Community college	18.3 (11.1 - 27.4)	20.8 (13.3 - 30.1)	15.9 (11.3 - 21.6)	18.8 (10.6 - 29.5)	31.9 (15.3 - 48.4)	6.0 (0.4 - 23.2)	6.0 (1.6 - 14.7)	19.1 (11.7 - 28.6)	24.2 (10.3 - 43.6)	12.1 (8.0 - 17.3)
Four year college	0.9 (0.0 - 4.9)	1.2 (0.1 - 4.7)	1.3 (0.1 - 5.2)	1.5 (0.1 - 5.8)	1.1 (0.0 - 5.9)	0.0 (0.0 - 0.0)	3.3 (0.1 - 17.1)	1.2 (0.0 - 6.8)	0.0 (0.0 - 0.0)	1.8 (0.2 - 7.0)
Adult Basic Education Organization	7.9 (2.9 - 16.6)	8.2 (3.2 - 16.6)	7.0 (2.3 - 15.9)	8.4 (2.9 - 18.3)	18.6 (6.3 - 38.3)	6.1 (0.9 - 19.4)	12.0 (2.8 - 30.1)	9.2 (3.0 - 20.5)	14.4 (1.4 - 45.6)	12.9 (5.3 - 25.1)
N	251	266	242	212	74	110	69	184	63	173

Source: SNAP E&T Provider Survey data collected from October 2015 to April 2016.

Notes: Data exclude missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.39. Characteristics of focus group participants

Participant characteristics	Total
Age (percentage)	
18–24	9.4
25–29	10.1
30–39	30.4
40–49	28.3
50–59	21.7
Average age (years)	40
Gender (percentage)	
Male	44.6
Female	55.4
Ethnicity (percentage)	
Hispanic	30.9
Non-Hispanic	69.1
Race (percentage)	
American Indian or Alaska Native	3.0
Asian	1.5
Black, African American	43.9
Native Hawaiian or other Pacific Islander	0.0
White, Caucasian	30.3
Other	24.2
Education level (percentage)	
Less than high school	21.6
High school diploma	38.8
Some college	26.6
Associate's degree	7.9
Bachelor's degree	3.6
Graduate school	1.4
Employment status (percentage)	
Employed full time	9.4
Employed part time	24.6
Unemployed	65.9
Never held a job or looked for work	2.5
6 months or less	32.1
7 months to 2 years	28.4
Over 2 years	37.0
Barriers to finding/keeping work (percentage)	
Limited English	4.7
Difficulty reading/writing	0.8
Health problems or disability	23.4
Alcohol and/or drug use	3.9
Criminal record	21.1
Transportation	26.6
Caring for dependents	18.0
None	30.5
Participants reporting multiple barriers (percentage)	24.6
N	139

Source: Focus group mini-survey.

Notes: These data reflect the responses of focus group participants in five States and are not representative of any State or national SNAP E&T population. Data exclude missing responses. Some challenges (such as transportation) were more prevalent in the focus group discussions than in the surveys.

Table B.40. E&T service locations and accessibility

E&T component	Description
Education	Basic education, English (as a second language) classes, and computer training were held at provider sites. Vocational training or postsecondary education was held at local training providers, organizations, or educational institutions.
Independent job search	Participants searched for work mainly online at either their homes or provider locations. A few providers required participants to apply for jobs, or a subset of jobs, in person.
Job retention and support services	Participants typically obtained job retention and support services, most often gas cards and clothing vouchers, at provider locations. These services were sometimes provided after individuals completed other E&T components, such as submitting job search records, completing a training course, or obtaining a job.
Job search training	Classes and workshops were conducted at provider sites during normal business hours. Providers were accessible by public transit, except in rural and some suburban areas.
Workfare/work experience	Workfare and work experience assignments were typically with local businesses or organizations. The accessibility of job sites varied; some individuals reported long commutes.

Source: Focus groups with SNAP E&T participants.

Notes: Due to variability in the E&T program components available to focus group participants, several components are not represented in this table. Service locations also may vary among providers within and between each State.

Table B.41. Barriers to finding and retaining work among focus group participants

Barrier	Description
Caring for dependents	Participants with children or sick family members found it difficult to either search for work or find a job that offered flexible hours.
Criminal record	In many groups, participants reported that a criminal record could limit one's employment options. Expunging a record was often cost prohibitive.
Discrimination	Discussions about the stigma of SNAP were common. Participants reported that some employers viewed SNAP recipients as lazy or unreliable and that they apply to jobs only to meet their job search quotas. Participants in several groups also perceived discrimination based on age, race/ethnicity, and sex.
English proficiency	A few Spanish-speaking participants described how their limited English proficiency was a barrier to finding work.
Health	Participants who suffered from injuries or chronic pain reported work limitations, particularly for manual labor. Mental health issues were less common but were identified as a barrier by several respondents.
Limited education, experience, and/or skills	Most participants lacked postsecondary education, skills, or certificates that would help them find work. Some also lacked the experience necessary to meet job prerequisites.
Limited social network	Participants frequently noted the importance of one's social network in finding work. They found that having connections with employers was one of the most effective means to find and obtain work. They also suspected that they lost job opportunities to applicants with connections to employers.
Part-time work	The unpredictable work schedules of some part-time positions made it difficult for some participants to find second or third jobs that would supplement their incomes.
Reputation	Rural participants described how it's difficult to escape a checkered past in a small town. Employers were more likely to know about an individual's history of substance abuse, criminal behavior, mental illness, or poor work performance.
Seasonal work	Rural participants had difficulty finding work during winter, when certain industries scaled down their operations.
Soft skills	Participants noted that they were sometimes ill-prepared to re-enter the workforce. These individuals lacked workplace etiquette and other interpersonal skills necessary to deal with stressful situations and different personalities.
Substance abuse	Alcohol and drug addiction was a work barrier for a very small number of participants.
Technology	Most focus groups had a few participants who were computer illiterate. Some individuals had difficulty accessing a computer or the Internet to apply for jobs. A few commented that online job postings have increased competition.
Transportation	Both urban and rural focus group participants described transportation as a major barrier to finding and retaining work. Public transit was often unreliable and did not operate outside of standard business hours or serve all locations. Rural participants without access to a car had limited job options. Those with cars had concerns about paying for repairs and insurance.

Source: Focus groups with SNAP E&T participants.

Table B.42. Training goals and motivations of focus group participants

Goal/motivation	Description
Required to keep benefits	Some E&T participants, particularly those who did not find E&T services beneficial, satisfied E&T requirements only to retain their SNAP benefits.
Education	Some participants sought to further their education or obtain a certification through their E&T programs; however, opportunities for career training programs (for example, in health care) were often limited within participants' local E&T programs.
Gainful employment	Most participants expressed interest in finding a steady, full-time job with a livable wage and benefits. Specific career goals were less common across all groups.
Immediate employment	Participants frequently needed an immediate source of income to cover basic living expenses. They used E&T programs and resources to facilitate their job searches and find work.
Skill development	Participants hoped to develop new skills and competencies (such as computer literacy) through trainings and workshops offered by providers.
Support services	In voluntary E&T programs, individuals were motivated to search for work through their providers to qualify for support services such as transportation and clothing assistance.

Source: Focus groups with SNAP E&T participants.

Table B.43. Skill gaps and training needs of focus group participants

Participant needs	Description
Application assistance	Most participants indicated that providers offer assistance with resumes and, to a lesser extent, cover letters. Participants who benefited the most from this help lacked computer literacy or knowledge of what employers look for in application materials (e.g., keywords).
Computer literacy	In most focus groups, a few participants lacked basic computer literacy. Some individuals hoped to improve their typing skills or develop proficiency with software programs, such as those in Microsoft Office.
Education	Participants recognized the importance of postsecondary education in qualifying for middle- and high-skill jobs. Some noted that low-skill jobs are increasingly likely to require a GED.
Skills	Participants expressed interest in upgrading their skills and/or obtaining certificates that reflect their qualifications. Common trades/fields of interest included the following: • Business administration • Commercial driving • Construction: Welding, electrical, plumbing • Culinary and food safety • Health care: Certified nursing assistant, paramedic, electronic medical records, medical billing and coding, etc. • Machinery: Heavy equipment, automotive, etc. • Warehousing: Forklift operation
Workplace etiquette	Some participants reported difficulty adjusting to the workplace. These individuals noted that training focused on soft skills and behavior modification could help them retain jobs.

Source: Focus groups with SNAP E&T participants.

Table B.44. Employment status of work registrants and E&T participants by subgroup

Subgroup	Percentage of work registrants				Percentage of E&T participants			
	Employed part-time (under 35 hours per week)	Employed full-time (over 35 hours per week)	Unemployed, have worked	Unemployed, never worked	Employed part-time (under 35 hours per week)	Employed full-time (over 35 hours per week)	Unemployed, have worked	Unemployed, never worked
Gender								
Male	17.9 (12.7 - 24.2)	14.8 (10.3 - 20.3)	63.0 (56.3 - 69.7)	3.7 (1.7 - 6.9)	11.8 (7.1 - 18.1)	19.9 (12.1 - 29.9)	58.7 (49.3 - 68.2)	9.6 (4.5 - 17.2)
Female	16.3 (12.7 - 20.4)	10.4 (7.4 - 14.1)	66.1 (61.0 - 71.2)	6.0 (3.8 - 8.8)	22.0 (15.8 - 29.3)	10.4 (6.4 - 15.7)	58.6 (51.2 - 65.9)	8.4 (4.3 - 14.2)
Race/ethnicity								
Asian	NR	NR	15.2 (0.8 - 54.3)	19.0 (1.1 - 62.0)	NR	3.8 (0.2 - 16.9)	NR	2.2 (0.1 - 11.4)
African American, non-Hispanic	19.1 (13.4 - 26.0)	11.7 (7.0 - 18.0)	64.5 (57.3 - 71.8)	3.9 (1.5 - 8.2)	13.8 (8.8 - 20.2)	17.0 (10.0 - 26.3)	57.8 (49.6 - 66.1)	11.4 (5.8 - 19.6)
White, non-Hispanic	15.0 (10.5 - 20.3)	11.3 (7.7 - 15.9)	67.6 (62.0 - 73.2)	5.1 (2.9 - 8.3)	20.2 (14.1 - 27.6)	12.3 (6.9 - 19.9)	60.8 (52.3 - 69.3)	5.9 (1.7 - 13.9)
Other	23.4 (10.7 - 41.1)	13.8 (4.3 - 30.1)	57.0 (40.9 - 73.1)	4.1 (0.5 - 13.6)	15.4 (4.3 - 35.2)	16.4 (3.0 - 43.2)	60.2 (37.6 - 82.7)	8.0 (0.2 - 37.2)
Hispanic, all races	24.2 (14.3 - 36.6)	15.8 (7.8 - 27.2)	50.1 (38.4 - 61.7)	8.9 (3.7 - 17.4)	18.0 (7.1 - 34.9)	24.4 (10.9 - 43.1)	43.9 (28.7 - 59.2)	13.6 (4.2 - 30.2)
Education								
Less than high school	13.9 (9.3 - 19.6)	6.8 (3.6 - 11.6)	72.9 (66.0 - 79.8)	6.4 (3.3 - 10.9)	13.8 (7.7 - 22.3)	10.8 (4.6 - 20.9)	63.8 (53.4 - 74.2)	11.5 (4.9 - 21.9)
High school graduate or equivalent	18.6 (13.5 - 24.7)	12.3 (7.7 - 18.4)	61.8 (55.2 - 68.3)	5.5 (2.8 - 9.6)	14.0 (9.1 - 20.3)	15.6 (9.2 - 24.0)	56.7 (48.2 - 65.2)	13.7 (7.6 - 22.0)
More than high school	18.0 (12.1 - 25.3)	18.0 (13.0 - 23.9)	60.5 (53.1 - 67.9)	2.7 (0.7 - 6.7)	24.9 (16.9 - 34.4)	20.0 (11.4 - 31.4)	52.7 (42.1 - 63.2)	1.3 (0.1 - 4.6)
N	212	168	649	62	216	166	592	61

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Full-time and part-time employment are defined using the Bureau of Labor Statistics definition. More information is available at http://www.bls.gov/cps/lfcharacteristics.htm. Excludes missing responses, respondents who refused to answer, and responses of "don't know." All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.45. Characteristics of job 1 held within the last 24 months by subgroup

Subgroup	Work registrants					E&T participants				
	Average hourly wage	Regular job	Temporary job	Length of time at job, less than 6 months	Length of time at job, more than 6 months	Average hourly wage	Regular job	Temporary job	Length of time at job, less than 6 months	Length of time at job, more than 6 months
Gender										
Male	$10.93 ($10.20 - $11.66)	60.7 (52.3 - 69.0)	39.3 (31.0 - 47.7)	51.3 (36.6 - 65.9)	48.7 (34.1 - 63.4)	$11.41 ($9.87 - $12.96)	57.7 (47.1 - 68.4)	42.3 (31.6 - 52.9)	60.3 (44.3 - 76.3)	39.7 (23.7 - 55.7)
Female	$9.65 ($9.08 - $10.22)	70.1 (63.6 - 76.7)	29.9 (23.3 - 36.4)	58.0 (47.5 - 68.5)	42.0 (31.5 - 52.5)	$9.06 ($8.57 - $9.54)	71.2 (61.9 - 80.4)	28.8 (19.6 - 38.1)	63.1 (52.4 - 73.8)	36.9 (26.2 - 47.6)
Race/ethnicity										
Asian	$12.59 ($7.25 - $17.94)	84.2 (29.1 - 99.9)	15.8 (0.1 - 70.9)	0.0 (0.0 - 0.0)	100.0 (100.0 - 100.0)	$5.33 ($1.34 - $9.32)	NR	NR	100.0 (100.0 - 100.0)	0.0 (0.0 - 0.0)
African American, non-Hispanic	$10.06 ($9.17 - $10.96)	62.3 (52.1 - 72.5)	37.7 (27.5 - 47.9)	39.4 (28.8 - 50.0)	60.6 (50.0 - 71.2)	$10.37 ($9.29 - $11.44)	62.1 (50.2 - 74.0)	37.9 (26.0 - 49.8)	61.5 (47.2 - 75.8)	38.5 (24.2 - 52.8)
White, non-Hispanic	$10.19 ($9.53 - $10.86)	64.6 (56.6 - 72.6)	35.4 (27.4 - 43.4)	61.7 (49.7 - 73.6)	38.3 (26.4 - 50.3)	$10.22 ($8.67 - $11.77)	68.5 (58.3 - 78.7)	31.5 (21.3 - 41.7)	63.2 (49.2 - 77.2)	36.8 (22.8 - 50.8)
Other	$10.90 ($9.84 - $11.96)	72.4 (53.3 - 91.4)	27.6 (8.6 - 46.7)	NR	NR	$8.79 ($7.53 - $10.05)	43.2 (15.1 - 71.3)	56.8 (28.7 - 84.9)	NR	73.5 (39.9 - 107.2)
Hispanic, all races	$9.84 ($8.89 - $10.78)	62.4 (47.2 - 77.5)	37.6 (22.5 - 52.8)	63.7 (41.5 - 86.0)	36.3 (14.0 - 58.5)	$10.52 ($8.11 - $12.93)	63.2 (44.7 - 81.8)	36.8 (18.2 - 55.3)	59.1 (34.0 - 84.2)	40.9 (15.8 - 66.0)
Education										
Less than high school	$9.08 ($8.49 - $9.66)	58.7 (47.7 - 69.7)	41.3 (30.3 - 52.3)	55.9 (42.4 - 69.4)	44.1 (30.6 - 57.6)	$9.95 ($9.10 - $10.80)	63.2 (47.3 - 79.1)	36.8 (20.9 - 52.7)	54.4 (35.3 - 73.6)	45.6 (26.4 - 64.7)
High school graduate or equivalent	$10.35 ($9.58 - $11.11)	61.0 (53.0 - 69.0)	39.0 (31.0 - 47.0)	56.9 (41.2 - 72.7)	43.1 (27.3 - 58.8)	$9.50 ($8.57 - $10.43)	70.3 (60.4 - 80.2)	29.7 (19.8 - 39.6)	64.6 (49.1 - 80.0)	35.4 (20.0 - 50.9)

Subgroup	Work registrants					E&T participants				
	Average hourly wage	Regular job	Temporary job	Length of time at job, less than 6 months	Length of time at job, more than 6 months	Average hourly wage	Regular job	Temporary job	Length of time at job, less than 6 months	Length of time at job, more than 6 months
More than high school	$11.18 ($10.10 - $12.26)	72.8 (65.1 - 80.6)	27.2 (19.4 - 34.9)	50.7 (38.5 - 62.8)	49.3 (37.2 - 61.5)	$11.04 ($9.16 - $12.93)	62.7 (50.8 - 74.6)	37.3 (25.4 - 49.2)	62.5 (48.4 - 76.6)	37.5 (23.4 - 51.6)
N	640	471	256	204	151	676	478	244	236	159

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who are employed at the time of the survey or have been in the past. For respondents who held more than one job within the last 24 months from the time of the survey, this was the current or most recently held job. Excludes missing responses, respondents who refused to answer, and responses of “don’t know.” All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.46. Main reasons given for participating in E&T by subgroup

Subgroup	Get childcare	Get other benefits	Improve English	Gain job search skills	Learn about self-employ-ment	Earn a certification credential, or license	Learn a new skill or industry	Get promoted	Get a raise	Get a job	Find a better job	Other
Gender												
Male	4.2 (0.9 - 11.3)	18.2 (10.8 - 28.0)	7.5 (2.5 - 16.9)	56.1 (43.4 - 68.7)	23.2 (14.7 - 33.7)	19.1 (11.1 - 29.5)	30.8 (19.7 - 41.9)	12.4 (5.7 - 22.3)	13.1 (6.4 - 22.9)	55.9 (43.3 - 68.6)	41.0 (30.8 - 51.2)	2.5 (0.1 - 11.8)
Female	16.2 (9.6 - 25.0)	21.8 (14.3 - 31.0)	4.2 (1.7 - 8.5)	42.8 (33.6 - 52.0)	22.8 (14.6 - 33.0)	16.7 (9.7 - 26.0)	28.0 (19.8 - 36.2)	13.0 (6.9 - 21.7)	11.7 (6.1 - 19.9)	46.9 (38.1 - 55.6)	40.4 (31.7 - 49.2)	1.1 (0.1 - 4.0)
Race/ethnicity												
Asian	20.2 (1.4 - 63.3)	23.5 (1.7 - 68.9)	NR	58.1 (22.9 - 93.3)	48.5 (13.5 - 83.6)	39.9 (5.3 - 74.5)	60.5 (25.7 - 95.3)	33.6 (1.6 - 65.5)	48.0 (13.0 - 83.1)	58.2 (23.1 - 93.4)	NR	0.0 (0.0 - 0.0)
African American, non-Hispanic	7.9 (3.1 - 16.0)	19.5 (11.3 - 30.3)	8.4 (2.6 - 18.9)	60.6 (48.1 - 73.0)	31.1 (20.1 - 42.0)	20.1 (11.8 - 30.8)	38.4 (28.7 - 48.2)	17.6 (10.8 - 26.5)	16.7 (9.9 - 25.7)	62.7 (50.7 - 74.8)	43.7 (32.4 - 55.0)	1.4 (0.2 - 5.0)
White, non-Hispanic	14.7 (7.6 - 24.6)	24.2 (13.9 - 37.2)	0.8 (0.1 - 3.1)	34.7 (22.9 - 46.4)	18.9 (10.0 - 30.9)	16.5 (7.6 - 29.5)	18.3 (9.1 - 31.2)	10.1 (3.3 - 22.2)	10.1 (3.4 - 22.1)	46.3 (35.4 - 57.3)	39.9 (28.4 - 51.4)	3.8 (0.4 - 13.9)
Other	0.0 (0.0 - 0.0)	12.2 (0.7 - 45.1)	22.1 (3.3 - 57.8)	54.4 (25.5 - 83.3)	7.2 (0.6 - 26.4)	15.8 (0.8 - 55.5)	16.6 (3.0 - 43.5)	9.6 (0.4 - 39.7)	9.8 (0.4 - 39.6)	29.8 (5.8 - 53.8)	29.0 (5.2 - 52.9)	4.5 (0.1 - 23.8)
Hispanic, all races	5.5 (0.8 - 17.5)	20.4 (8.0 - 39.0)	16.4 (4.3 - 38.0)	49.4 (28.4 - 70.4)	19.2 (7.5 - 36.7)	20.8 (6.7 - 43.2)	28.3 (11.6 - 45.1)	8.4 (2.1 - 21.0)	10.9 (3.8 - 23.1)	43.2 (24.0 - 62.4)	37.4 (19.2 - 55.7)	2.2 (0.1 - 11.9)
Education												
Less than high school	11.6 (4.8 - 22.4)	17.6 (8.9 - 29.7)	12.5 (5.0 - 24.7)	54.1 (40.2 - 68.1)	33.9 (20.9 - 46.9)	16.6 (8.1 - 28.8)	37.8 (23.9 - 51.6)	16.5 (7.9 - 28.9)	15.7 (7.2 - 28.2)	59.6 (46.7 - 72.6)	50.7 (36.9 - 64.4)	5.1 (0.4 - 19.8)
High school graduate or equivalent	11.8 (5.1 - 22.4)	17.6 (8.2 - 31.2)	4.1 (0.8 - 12.2)	55.2 (42.6 - 67.8)	23.8 (14.3 - 35.7)	19.2 (10.4 - 31.1)	29.0 (18.3 - 39.8)	15.5 (6.9 - 28.3)	14.4 (6.1 - 27.3)	54.9 (43.6 - 66.2)	38.3 (27.3 - 49.4)	1.4 (0.1 - 5.2)
More than high school	8.0 (2.8 - 17.2)	26.7 (16.3 - 37.2)	3.0 (0.1 - 13.6)	34.6 (23.9 - 45.3)	12.9 (6.4 - 22.4)	16.8 (9.1 - 27.2)	23.0 (13.8 - 34.5)	7.5 (2.7 - 16.1)	7.9 (3.3 - 15.6)	37.5 (25.2 - 49.8)	35.4 (24.7 - 46.1)	1.5 (0.1 - 6.0)
N	62	136	40	348	153	182	253	97	102	400	330	8

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Examples in the 'other' response category include volunteering and already attending school. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the reasons that apply. All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.47. Types of activities E&T participants reported participating in through the SNAP E&T program by subgroup

Subgroup	GED preparation/ testing	Post-secondary education	Skills assessment	ESL/English classes	Job search training or assistance	Job specific training or assistance	On the job training	Vocational skills training	Certification of licensing preparation or	Credential transfer assistance	Internships	Apprenticeships	Workfare or community service	Other
Gender														
Male	21.3 (12.3 - 32.9)	9.5 (4.1 - 18.2)	31.1 (20.7 - 41.5)	4.8 (0.9 - 13.6)	60.4 (48.0 - 72.8)	10.3 (4.4 - 19.9)	10.4 (3.6 - 22.3)	9.5 (3.7 - 19.0)	9.1 (3.5 - 18.8)	2.5 (0.2 - 9.5)	5.1 (1.1 - 13.9)	2.7 (0.3 - 9.5)	18.1 (9.0 - 30.8)	0.2 (0.0 - 0.6)
Female	13.2 (6.8 - 22.3)	10.5 (5.0 - 18.8)	35.6 (26.1 - 45.1)	5.0 (1.7 - 10.9)	64.1 (54.8 - 73.4)	16.0 (9.7 - 24.3)	14.3 (8.5 - 22.0)	13.8 (7.7 - 22.0)	9.1 (4.4 - 16.2)	3.3 (0.8 - 8.6)	5.0 (1.5 - 11.7)	4.9 (1.7 - 10.6)	20.5 (13.4 - 29.3)	0.3 (0.0 - 1.2)
Race/ethnicity														
Asian	0.5 (0.0 - 3.6)	0.0 (0.0 - 0.0)	49.4 (14.3 - 84.5)	NR	83.1 (29.7 - 99.8)	45.4 (10.9 - 80.0)	NR	11.9 (0.1 - 57.6)	22.6 (1.6 - 67.2)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	12.9 (0.1 - 60.7)	38.4 (3.9 - 72.9)	0.0 (0.0 - 0.0)
African American, non-Hispanic	23.8 (14.0 - 36.1)	11.6 (5.6 - 20.6)	37.0 (25.1 - 48.9)	4.2 (1.2 - 10.0)	69.3 (57.5 - 81.0)	22.5 (13.5 - 33.9)	18.9 (9.8 - 31.4)	16.6 (9.0 - 27.0)	15.8 (8.4 - 26.0)	6.0 (1.6 - 14.8)	6.5 (1.9 - 15.7)	4.3 (0.8 - 12.5)	24.3 (13.2 - 38.6)	0.0 (0.0 - 0.0)
White, non-Hispanic	15.5 (7.0 - 28.1)	10.5 (3.7 - 22.5)	31.4 (20.7 - 42.0)	4.8 (0.9 - 14.3)	52.5 (40.2 - 64.7)	8.2 (3.7 - 15.4)	5.3 (1.8 - 11.8)	8.6 (3.7 - 16.6)	4.3 (0.9 - 12.1)	0.2 (0.1 - 0.5)	3.2 (0.2 - 12.9)	1.3 (0.1 - 6.1)	12.7 (6.8 - 21.0)	0.4 (0.1 - 1.1)
Other	1.0 (0.1 - 3.4)	0.7 (0.1 - 3.0)	14.0 (2.5 - 37.9)	16.9 (1.2 - 55.2)	62.4 (33.9 - 90.9)	2.0 (0.5 - 5.2)	6.2 (0.3 - 26.5)	1.0 (0.2 - 3.0)	1.2 (0.3 - 3.5)	0.6 (0.1 - 2.1)	11.1 (0.3 - 48.1)	8.3 (0.4 - 34.8)	6.1 (0.3 - 26.5)	0.0 (0.0 - 0.0)
Hispanic, all races	6.0 (1.1 - 17.5)	6.0 (0.4 - 24.0)	11.8 (3.5 - 27.0)	8.1 (0.4 - 33.6)	50.2 (29.9 - 70.5)	19.4 (6.0 - 41.1)	14.5 (5.1 - 29.9)	4.0 (0.9 - 10.7)	13.2 (2.7 - 34.5)	2.8 (0.2 - 11.1)	8.8 (1.2 - 27.6)	14.7 (4.1 - 33.8)	33.3 (15.5 - 51.1)	0.2 (0.0 - 1.1)
Education														
Less than high school	30.5 (18.0 - 43.1)	8.3 (3.1 - 17.1)	21.5 (12.0 - 34.1)	3.9 (0.6 - 11.9)	56.7 (42.5 - 71.0)	20.3 (10.1 - 34.5)	15.5 (7.7 - 26.8)	11.2 (4.2 - 22.7)	4.6 (1.0 - 12.7)	0.8 (0.1 - 2.4)	3.1 (0.2 - 12.1)	4.6 (1.0 - 12.8)	21.2 (11.6 - 33.8)	0.0 (0.0 - 0.0)
High school graduate or equivalent	19.4 (9.4 - 33.3)	11.0 (4.4 - 21.7)	40.4 (27.8 - 53.0)	3.7 (0.3 - 13.7)	70.8 (60.0 - 81.6)	7.5 (2.6 - 16.4)	13.2 (4.6 - 27.5)	14.6 (7.4 - 25.0)	9.6 (3.9 - 19.0)	4.6 (0.8 - 13.8)	7.4 (1.9 - 18.6)	4.7 (1.0 - 13.3)	24.2 (11.7 - 41.2)	0.0 (0.0 - 0.1)
More than high school	2.0 (0.3 - 6.3)	12.1 (4.3 - 25.3)	33.2 (21.5 - 44.9)	7.5 (2.1 - 18.1)	56.6 (42.6 - 70.5)	16.7 (8.9 - 27.4)	9.2 (4.0 - 17.6)	11.4 (5.4 - 20.4)	9.9 (4.0 - 19.7)	2.9 (0.4 - 9.5)	3.8 (0.7 - 11.4)	1.8 (0.1 - 8.0)	11.4 (5.7 - 19.8)	0.8 (0.2 - 2.1)
N	83	81	263	36	481	147	108	103	106	24	39	22	148	7

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Table includes E&T program activities as reported by respondents. Other activities may be available that respondents did not report or did not participate in. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the activities that apply. All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.48. Reported difficulties to accessing the E&T program by subgroup

Subgroup	Location not on public transportation routes	Inconvenient or unsafe location	Transportation issues or problem	Too expensive to get there	Need to care for child or others	Program at a bad time	Other	None
Gender								
Male	2.7 (0.4 - 9.2)	3.4 (0.5 - 11.1)	16.5 (9.0 - 26.8)	3.1 (0.6 - 9.0)	4.0 (0.8 - 11.5)	6.8 (2.4 - 14.7)	0.8 (0.1 - 2.7)	3.1 (0.1 - 15.7)
Female	4.9 (1.6 - 11.2)	0.7 (0.0 - 3.7)	10.5 (5.3 - 17.9)	3.2 (0.8 - 8.2)	6.6 (2.4 - 14.1)	6.1 (2.6 - 11.8)	1.9 (0.2 - 6.3)	3.2 (0.9 - 7.8)
Race/ethnicity								
Asian	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	16.9 (0.2 - 70.3)	15.0 (0.2 - 66.0)	0.1 (0.0 - 0.8)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)
African American, non-Hispanic	3.8 (0.7 - 11.1)	1.6 (0.0 - 8.5)	13.0 (6.2 - 23.1)	2.1 (0.2 - 8.1)	3.2 (0.5 - 9.9)	3.7 (1.0 - 9.4)	1.3 (0.1 - 6.0)	2.6 (0.3 - 9.0)
White, non-Hispanic	3.2 (0.5 - 10.4)	0.3 (0.0 - 1.3)	8.7 (3.3 - 17.6)	0.6 (0.1 - 1.9)	4.7 (1.0 - 13.1)	8.0 (2.6 - 17.7)	1.7 (0.1 - 7.3)	4.4 (1.1 - 11.3)
Other	0.3 (0.0 - 1.8)	15.1 (0.4 - 59.7)	8.5 (0.3 - 37.8)	11.8 (0.4 - 48.9)	11.8 (0.4 - 48.9)	2.1 (0.2 - 8.5)	0.0 (0.0 - 0.0)	4.2 (0.1 - 21.3)
Hispanic, all races	0.3 (0.1 - 0.9)	6.9 (0.2 - 32.7)	19.4 (6.3 - 40.6)	10.3 (1.5 - 31.1)	5.8 (0.3 - 24.9)	9.1 (1.5 - 26.6)	4.9 (0.2 - 22.7)	0.2 (0.0 - 0.9)
Education								
Less than high school	6.0 (0.7 - 20.4)	0.4 (0.0 - 2.1)	13.1 (5.1 - 26.2)	2.6 (0.2 - 10.8)	6.1 (0.9 - 19.2)	13.5 (5.4 - 26.4)	1.1 (0.1 - 4.6)	2.5 (0.3 - 8.5)
High school graduate or equivalent	4.0 (1.1 - 9.6)	1.0 (0.0 - 4.6)	11.3 (5.6 - 19.7)	1.1 (0.1 - 4.6)	4.7 (1.1 - 12.3)	2.5 (0.6 - 6.9)	0.7 (0.0 - 3.4)	2.6 (0.3 - 9.7)
More than high school	1.7 (0.2 - 6.0)	4.9 (0.6 - 16.6)	16.8 (8.2 - 29.0)	5.9 (1.5 - 15.2)	5.0 (0.8 - 15.6)	5.4 (1.7 - 12.4)	2.3 (0.2 - 9.3)	5.5 (1.2 - 14.9)
N	17	9	96	26	36	45	16	23

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Examples in the 'other' response category include negative experiences with staff, lack of information/communication, and lack of appropriate technology to participate in online programs Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the difficulties that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.49. Reported receipt of support services provided by the E&T program by subgroup

Subgroup	Onsite childcare	Childcare vouchers or funds	Transportation assistance	Tutoring	Assistance applying for government benefits	Referrals to other organizations	Legal aid	Housing assistance	Domestic violence assistance	Counseling/therapy	Clothing/work equipment/tools	Medical assistance	None
Gender													
Male	0.9 (0.0 - 4.2)	2.8 (0.3 - 10.6)	26.6 (15.3 - 37.9)	9.3 (3.6 - 18.8)	23.1 (15.0 - 32.8)	21.1 (11.2 - 34.3)	7.5 (2.8 - 15.4)	8.6 (3.3 - 17.5)	2.5 (0.2 - 9.5)	3.3 (0.7 - 9.3)	6.9 (2.0 - 16.6)	17.7 (9.2 - 29.4)	42.1 (30.9 – 53.3)
Female	6.4 (3.0 - 11.7)	11.0 (6.0 - 18.1)	19.9 (12.7 - 28.9)	3.8 (1.3 - 8.3)	22.7 (15.0 - 32.0)	17.3 (10.4 - 26.2)	4.8 (1.4 - 11.7)	7.0 (3.0 - 13.4)	2.3 (0.6 - 6.0)	4.0 (1.4 - 8.8)	11.9 (6.7 - 19.2)	23.1 (15.1 - 33.0)	43.4 (34.1 – 52.6)
Race/ethnicity													
Asian	10.6 (0.1 - 53.9)	20.2 (1.4 - 63.3)	48.3 (13.2 - 83.3)	0.0 (0.0 - 0.0)	33.3 (1.4 - 65.2)	55.4 (21.0 - 89.8)	0.0 (0.0 - 0.0)	9.6 (0.1 - 50.2)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	9.6 (0.1 - 50.2)	0.0 (0.0 - 0.0)	27.9 (4.8 - 60.7)
African American, non-Hispanic	4.6 (1.7 - 9.9)	6.4 (2.9 - 11.9)	25.6 (15.2 - 36.0)	11.2 (5.2 - 20.2)	32.1 (22.8 - 41.3)	24.9 (15.2 - 36.9)	8.8 (3.8 - 16.8)	8.6 (3.3 - 17.6)	3.7 (0.6 - 11.2)	6.4 (2.4 - 13.4)	9.3 (3.6 - 19.0)	21.8 (12.6 - 33.5)	42.0 (31.1 – 52.9)
White, non-Hispanic	3.1 (0.6 - 9.1)	8.3 (2.8 - 18.1)	20.4 (11.2 - 32.6)	4.4 (0.6 - 14.7)	20.3 (12.2 - 30.6)	12.7 (5.1 - 24.9)	5.6 (1.4 - 14.5)	9.0 (3.3 - 18.9)	1.1 (0.0 - 5.6)	1.4 (0.1 - 5.3)	9.1 (3.2 - 19.4)	20.5 (11.0 - 33.1)	42.0 (30.9 – 53.0)
Other	5.2 (0.1 - 27.2)	6.4 (0.3 - 26.7)	23.9 (3.6 - 60.9)	0.6 (0.0 - 2.4)	2.7 (0.1 - 12.4)	13.7 (2.2 - 38.7)	0.0 (0.0 - 0.0)	0.2 (0.0 - 1.3)	0.4 (0.0 - 2.6)	0.0 (0.0 - 0.0)	23.3 (4.3 - 56.8)	12.4 (1.5 - 38.2)	51.5 (22.8 – 80.2)
Hispanic, all races	9.6 (2.0 - 25.8)	8.2 (2.2 - 20.3)	25.8 (7.2 - 44.5)	3.3 (0.5 - 10.8)	8.5 (1.6 - 23.8)	16.6 (5.4 - 35.0)	2.7 (0.1 - 12.7)	3.1 (0.2 - 12.5)	4.8 (0.7 - 15.4)	4.9 (0.8 - 15.4)	11.4 (2.2 - 30.7)	12.4 (4.5 - 25.7)	42.8 (22.3 – 63.4)
Education													
Less than high school	2.9 (0.6 - 8.1)	6.3 (2.0 - 14.3)	21.1 (9.3 - 37.9)	6.3 (2.0 - 14.3)	21.2 (12.0 - 33.2)	16.2 (6.7 - 30.8)	5.8 (1.5 - 14.6)	10.2 (3.5 - 22.0)	3.8 (0.9 - 10.4)	4.0 (1.0 - 10.5)	11.9 (4.9 - 23.1)	26.5 (12.2 - 40.7)	41.7 (27.0 – 56.5)
High school graduate or equivalent	2.5 (0.4 - 7.8)	8.0 (2.5 - 18.2)	20.3 (11.2 - 32.4)	9.1 (2.7 - 21.3)	26.3 (16.7 - 36.0)	21.9 (11.6 - 35.6)	7.2 (2.3 - 16.3)	9.9 (3.5 - 21.1)	3.0 (0.3 - 11.6)	3.0 (0.6 - 8.5)	7.4 (2.3 - 16.9)	25.3 (15.5 - 35.2)	37.9 (29.3 – 46.5)
More than high school	5.7 (1.8 - 13.0)	5.8 (2.3 - 11.9)	26.0 (15.3 - 36.8)	5.0 (2.0 - 10.2)	21.6 (12.3 - 33.7)	14.1 (7.5 - 23.3)	5.1 (1.4 - 12.6)	2.6 (0.5 - 7.5)	0.1 (0.0 - 0.5)	4.0 (0.5 - 13.5)	9.6 (4.1 - 18.6)	9.3 (3.3 - 19.7)	53.3 (41.3 – 65.4)
N	28	48	258	44	139	134	28	50	12	27	86	134	229

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Asked only of respondents who participated in E&T in the last 12 months. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the services received that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.50a. Reported problems with getting or keeping a job of work registrants by subgroup

Subgroup	Physical or mental health issues	Need to care for family members	Lack of child or dependent care	Transportation issues	English language proficiency	Immigration or citizenship restrictions	Certification/license invalid	Lack of education	Could not get along with supervisor or co-workers	Substance abuse	Criminal record	Housing problems	Other
Gender													
Male	31.6 (25.4 - 37.8)	17.4 (11.1 - 25.3)	8.1 (4.6 - 12.9)	36.6 (29.5 - 43.7)	13.3 (8.9 - 18.8)	0.7 (0.1 - 2.5)	12.9 (8.9 - 18.0)	28.3 (22.6 - 34.0)	5.7 (3.3 - 9.1)	3.0 (1.1 - 6.4)	14.2 (10.3 - 19.1)	16.7 (12.3 - 21.9)	3.9 (1.9 - 6.9)
Female	37.5 (32.3 - 42.7)	21.8 (17.4 - 26.7)	13.0 (9.4 - 17.3)	27.8 (23.4 - 32.2)	10.5 (7.3 - 14.5)	1.4 (0.4 - 3.3)	7.3 (4.9 - 10.3)	27.1 (21.4 - 32.7)	4.6 (2.5 - 7.6)	2.5 (1.1 - 4.8)	5.3 (3.0 - 8.6)	9.3 (6.7 - 12.5)	1.7 (0.8 - 3.2)
Race/ethnicity													
Asian	7.5 (0.0 - 43.8)	13.4 (0.3 - 56.1)	12.4 (0.1 - 60.1)	42.8 (0.0 - 85.6)	16.4 (0.8 - 57.7)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	NR	11.2 (0.1 - 57.3)	0.0 (0.0 - 0.0)	7.7 (0.1 - 41.9)	0.0 (0.0 - 0.0)	7.4 (0.1 - 42.2)
African American, non-Hispanic	30.2 (23.0 - 37.3)	22.8 (16.6 - 30.0)	9.9 (6.1 - 15.1)	38.1 (31.6 - 44.6)	13.2 (8.1 - 19.8)	2.1 (0.7 - 4.8)	12.6 (8.3 - 18.0)	29.8 (22.7 - 36.9)	6.0 (3.1 - 10.3)	2.3 (0.6 - 5.7)	9.5 (5.7 - 14.5)	15.1 (10.2 - 21.2)	2.7 (0.7 - 6.9)
White, non-Hispanic	38.4 (32.6 - 44.3)	20.4 (16.1 - 25.2)	12.3 (8.7 - 16.7)	30.3 (23.6 - 37.0)	7.3 (4.0 - 12.1)	0.6 (0.1 - 2.3)	9.3 (6.1 - 13.4)	25.1 (19.9 - 30.4)	4.7 (2.7 - 7.4)	3.4 (1.5 - 6.5)	10.7 (7.2 - 15.0)	11.9 (8.4 - 16.2)	2.5 (1.2 - 4.8)
Other	32.8 (17.8 - 47.8)	14.1 (4.2 - 31.8)	6.8 (1.4 - 18.3)	19.5 (7.9 - 36.7)	35.8 (19.7 - 51.9)	1.1 (0.0 - 6.4)	10.8 (3.1 - 25.3)	23.1 (10.3 - 41.1)	4.0 (0.4 - 14.4)	0.9 (0.1 - 3.0)	1.0 (0.2 - 3.1)	9.4 (2.8 - 21.9)	2.2 (0.1 - 11.7)
Hispanic, all races	22.4 (13.4 - 33.8)	14.9 (7.6 - 25.4)	8.3 (3.1 - 17.3)	22.4 (14.0 - 33.0)	33.0 (21.5 - 44.6)	1.8 (0.2 - 6.1)	8.1 (2.7 - 18.0)	24.7 (15.1 - 36.7)	2.3 (0.2 - 8.3)	0.1 (0.0 - 0.3)	4.5 (1.0 - 12.0)	7.5 (2.4 - 16.8)	1.3 (0.0 - 6.7)
Education													
Less than high school	36.5 (29.6 - 43.3)	23.3 (15.4 - 32.8)	11.4 (7.0 - 17.4)	36.6 (29.3 - 43.9)	22.1 (16.3 - 28.9)	2.5 (0.9 - 5.3)	11.9 (6.6 - 19.3)	44.1 (36.7 - 51.5)	7.2 (4.3 - 11.2)	1.3 (0.3 - 3.6)	11.5 (7.2 - 17.0)	12.4 (8.0 - 18.2)	2.4 (0.5 - 6.9)
High school graduate or equivalent	34.0 (26.5 - 41.4)	17.7 (13.2 - 22.9)	9.0 (6.0 - 12.9)	34.3 (27.2 - 41.3)	9.2 (5.1 - 15.2)	0.5 (0.0 - 2.7)	11.3 (7.3 - 16.4)	23.1 (17.4 - 29.6)	4.2 (2.0 - 7.4)	2.8 (0.8 - 7.1)	8.7 (5.1 - 13.8)	13.1 (8.9 - 18.4)	1.1 (0.2 - 3.0)
More than high school	33.5 (26.9 - 40.0)	20.3 (14.8 - 26.7)	12.1 (7.8 - 17.6)	27.1 (21.0 - 33.2)	6.5 (3.2 - 11.6)	0.9 (0.1 - 3.2)	6.5 (4.0 - 10.0)	19.2 (14.0 - 25.4)	4.5 (1.8 - 9.1)	3.7 (1.7 - 6.9)	8.7 (4.7 - 14.3)	13.1 (8.8 - 18.6)	4.5 (2.2 - 8.0)
N	346	191	129	350	107	13	104	294	61	32	120	128	37

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Examples in the 'other' response category include lack of identification documents, local economy, and lack of technology. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the problems that apply. All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.50b. Reported problems with getting or keeping a job of E&T participants by subgroup

Subgroup	Physical or mental health issues	Need to care for family members	Lack of child or dependent care	Transportation issues	English language proficiency	Immigration or citizenship restrictions	Certification/license invalid	Lack of education	Could not get along with supervisor or co-	Substance abuse	Criminal record	Housing problems	Other
Gender													
Male	34.2 (24.8 - 43.6)	9.4 (5.3 - 15.1)	9.3 (4.5 - 16.5)	36.0 (26.3 - 45.8)	5.5 (2.5 - 10.3)	1.9 (0.2 - 6.9)	13.3 (7.9 - 20.6)	29.9 (20.5 - 39.3)	5.0 (1.9 - 10.4)	6.0 (2.1 - 12.9)	22.9 (15.6 - 31.7)	18.1 (11.6 - 26.3)	4.5 (1.8 - 9.1)
Female	26.7 (20.4 - 33.1)	18.0 (12.3 - 25.1)	22.6 (15.6 - 30.9)	34.6 (27.3 - 41.9)	5.1 (2.5 - 9.1)	0.0 (0.0 - 0.1)	9.2 (5.5 - 14.4)	25.4 (19.6 - 31.1)	2.4 (1.0 - 5.1)	1.0 (0.1 - 4.2)	11.7 (7.3 - 17.4)	14.2 (9.4 - 20.3)	3.6 (1.2 - 8.1)
Race/ethnicity													
Asian	2.0 (0.0 - 18.0)	2.1 (0.0 - 18.5)	4.3 (0.0 - 27.2)	2.3 (0.0 - 19.7)	5.2 (0.0 - 32.6)	2.1 (0.0 - 18.0)	0.0 (0.0 - 0.5)	4.2 (0.0 - 26.2)	2.0 (0.0 - 18.0)	2.5 (0.0 - 21.8)	3.2 (0.0 - 26.7)	5.5 (0.0 - 33.6)	0.0 (0.0 - 0.0)
African American, non-Hispanic	24.8 (17.0 - 34.1)	15.3 (10.3 - 21.7)	16.2 (9.5 - 25.1)	37.9 (28.8 - 46.9)	2.4 (0.9 - 5.1)	1.4 (0.0 - 7.3)	15.0 (9.7 - 21.9)	21.7 (14.4 - 30.5)	2.2 (0.5 - 5.9)	0.2 (0.1 - 0.4)	20.8 (14.0 - 29.1)	15.2 (9.6 - 22.3)	1.9 (0.2 - 6.7)
White, non-Hispanic	35.6 (27.5 - 43.8)	11.8 (6.5 - 19.3)	15.2 (8.2 - 24.9)	30.7 (20.4 - 40.9)	5.3 (2.3 - 10.3)	0.9 (0.0 - 4.8)	7.9 (3.1 - 15.8)	31.2 (22.7 - 39.7)	4.4 (1.3 - 10.4)	5.1 (1.6 - 11.8)	14.2 (7.8 - 23.0)	14.9 (9.3 - 22.1)	5.4 (2.2 - 10.9)
Other	40.8 (17.7 - 63.9)	11.1 (1.3 - 35.3)	2.0 (0.4 - 6.0)	48.8 (24.5 - 73.0)	20.2 (3.4 - 52.4)	0.0 (0.0 - 0.0)	3.5 (0.9 - 9.0)	22.9 (7.9 - 45.6)	3.9 (0.1 - 21.4)	12.9 (0.8 - 46.4)	14.2 (1.3 - 46.0)	13.3 (1.7 - 39.8)	0.0 (0.0 - 0.0)
Hispanic, all races	24.1 (12.1 - 40.1)	8.4 (2.4 - 19.6)	16.3 (5.8 - 33.5)	38.4 (22.7 - 54.1)	25.7 (10.4 - 40.9)	3.3 (0.1 - 16.5)	11.4 (2.7 - 28.4)	30.3 (14.9 - 45.7)	4.0 (0.5 - 13.5)	2.1 (0.1 - 9.4)	5.2 (0.9 - 15.5)	10.5 (3.4 - 23.3)	6.6 (0.9 - 21.5)
Education													
Less than high school	42.3 (31.3 - 53.2)	15.8 (8.8 - 25.3)	8.6 (3.2 - 18.0)	32.6 (21.8 - 43.4)	9.5 (4.9 - 16.0)	0.2 (0.0 - 0.5)	11.7 (5.6 - 20.8)	48.3 (37.0 - 59.7)	8.0 (3.1 - 16.3)	2.9 (0.4 - 10.0)	20.6 (11.6 - 32.5)	20.5 (12.2 - 31.1)	3.6 (0.7 - 10.1)
High school graduate or equivalent	28.3 (19.3 - 37.2)	10.7 (6.2 - 16.8)	16.8 (9.8 - 26.0)	38.1 (28.3 - 48.0)	2.9 (1.1 - 6.3)	1.4 (0.0 - 7.6)	10.0 (5.5 - 16.4)	19.2 (12.2 - 28.1)	3.7 (1.5 - 7.6)	1.2 (0.1 - 4.9)	17.9 (11.7 - 25.7)	17.8 (11.6 - 25.5)	1.9 (0.3 - 6.1)
More than high school	18.5 (10.9 - 28.3)	15.7 (9.3 - 24.2)	21.1 (12.7 - 31.7)	34.5 (25.1 - 43.9)	5.2 (1.4 - 13.0)	1.2 (0.0 - 6.7)	11.3 (6.1 - 18.7)	21.6 (14.0 - 30.9)	0.5 (0.2 - 1.0)	7.6 (2.1 - 18.4)	11.9 (5.7 - 21.1)	8.7 (4.2 - 15.4)	7.4 (2.8 - 15.5)
N	292	153	125	367	65	10	107	268	50	34	154	162	40

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Examples in the 'other' response category include lack of identification documents, local economy, and lack of technology. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the problems that apply. All data presented in this table are weighted. The numbers in parenthesis are the 95 percent confidence intervals.

Table B.51a. While looking for a job, reasons of perceived discrimination of work registrants by subgroup

Subgroup	Gender/ sex	Race	Ethnicity	Age	National origin	Religion	Sexual orientation	Criminal record^	Physical appearance^	Other
Gender										
Male	3.5 (1.6 - 6.8)	8.9 (5.4 - 13.4)	5.3 (3.0 - 8.8)	10.3 (6.5 - 15.2)	3.3 (1.2 - 7.0)	0.1 (0.0 - 0.4)	1.4 (0.2 - 4.2)	3.5 (1.3 - 7.3)	4.0 (1.9 - 7.2)	2.3 (0.8 - 5.1)
Female	6.2 (4.2 - 8.8)	7.4 (5.1 - 10.3)	5.5 (3.8 - 7.8)	13.2 (9.9 - 17.1)	3.2 (1.3 - 6.5)	1.3 (0.3 - 3.5)	1.5 (0.5 - 3.5)	4.5 (2.3 - 7.7)	0.9 (0.2 - 2.6)	2.1 (0.7 - 4.6)
Race/ethnicity										
Asian	0.0 (0.0 - 0.0)	9.8 (0.1 - 53.4)	9.8 (0.1 - 53.4)	0.0 (0.0 - 0.0)	NR	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	8.5 (0.1 - 45.4)	0.0 (0.0 - 0.0)
African American, non-Hispanic	6.7 (3.3 - 11.9)	15.2 (10.2 - 21.3)	10.1 (6.1 - 15.5)	11.4 (7.4 - 16.4)	4.1 (1.3 - 9.3)	0.2 (0.0 - 0.7)	2.0 (0.3 - 6.6)	3.6 (1.0 - 8.8)	1.8 (0.3 - 5.9)	1.3 (0.1 - 5.0)
White, non-Hispanic	3.8 (2.1 - 6.3)	3.5 (1.8 - 6.1)	2.1 (1.0 - 3.8)	13.1 (9.3 - 17.6)	1.7 (0.7 - 3.7)	0.8 (0.1 - 2.7)	1.7 (0.6 - 3.6)	4.7 (2.4 - 8.2)	2.7 (1.2 - 5.0)	2.6 (1.2 - 5.0)
Other	3.6 (0.1 - 18.0)	8.9 (2.3 - 22.0)	3.4 (0.3 - 13.3)	3.7 (0.7 - 10.6)	4.6 (0.5 - 16.1)	0.1 (0.0 - 0.4)	0.1 (0.0 - 0.3)	0.9 (0.0 - 4.9)	0.0 (0.0 - 0.0)	0.1 (0.0 - 0.4)
Hispanic, all races	3.6 (0.6 - 11.1)	6.3 (1.9 - 14.7)	4.2 (1.1 - 10.5)	10.6 (4.2 - 21.0)	2.1 (0.3 - 6.5)	0.0 (0.0 - 0.2)	0.1 (0.0 - 0.3)	4.6 (0.4 - 16.7)	2.0 (0.0 - 10.8)	0.0 (0.0 - 0.0)
Education										
Less than high school	3.4 (1.6 - 6.4)	10.3 (5.5 - 17.1)	7.7 (4.5 - 12.3)	8.9 (4.7 - 15.1)	3.1 (0.8 - 7.9)	0.3 (0.0 - 1.4)	1.6 (0.4 - 4.0)	3.5 (0.8 - 9.5)	1.3 (0.1 - 5.1)	0.8 (0.0 - 3.6)
High school graduate or equivalent	3.5 (1.7 - 6.3)	5.5 (3.0 - 9.1)	2.8 (1.3 - 5.4)	10.7 (7.0 - 15.3)	2.4 (0.4 - 7.2)	0.0 (0.0 - 0.1)	0.0 (0.0 - 0.1)	1.7 (0.5 - 3.9)	3.1 (1.2 - 6.6)	2.6 (0.8 - 6.2)
More than high school	7.5 (4.3 - 11.9)	8.6 (5.0 - 13.4)	6.4 (3.8 - 9.9)	16.8 (12.2 - 22.3)	4.1 (1.6 - 8.5)	2.0 (0.5 - 5.4)	3.4 (1.1 - 7.7)	7.3 (3.4 - 13.3)	2.4 (0.7 - 6.0)	2.8 (0.9 - 6.2)
N	73	105	73	152	35	14	21	44	23	24

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Examples in the 'other' response category include lack of experience, having children, and education level. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the reasons that apply. All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

^ This category was added based on responses in the 'other' category and not all respondents had the opportunity to select this response.

Table B.51b. While looking for a job, reasons of perceived discrimination of E&T participants by subgroup

Subgroup	Gender/ sex	Race	Ethnicity	Age	National origin	Religion	Sexual orientation	Criminal record^	Physical appearance^	Other
Gender										
Male	10.4 (5.3 - 18.0)	13.1 (7.7 - 20.4)	7.9 (3.7 - 14.2)	17.5 (11.1 - 25.5)	3.6 (1.0 - 9.0)	2.1 (0.3 - 6.8)	3.5 (0.8 - 9.1)	9.9 (4.7 - 17.8)	5.7 (2.7 - 10.4)	0.1 (0.0 - 0.2)
Female	7.3 (3.9 - 12.4)	10.3 (5.9 - 16.4)	7.2 (3.6 - 12.7)	16.8 (11.4 - 23.5)	1.7 (0.4 - 4.4)	2.2 (0.6 - 5.6)	1.2 (0.2 - 3.7)	4.4 (1.6 - 9.2)	1.3 (0.2 - 4.4)	1.1 (0.2 - 3.3)
Race/ethnicity										
Asian	2.1 (0.1 - 11.4)	3.6 (0.2 - 16.2)	3.6 (0.2 - 16.2)	NR	3.6 (0.2 - 16.3)	2.2 (0.1 - 11.6)	0.9 (0.0 - 7.2)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)	0.0 (0.0 - 0.0)
African American, non-Hispanic	13.3 (7.5 - 21.3)	16.3 (9.2 - 25.7)	11.0 (5.3 - 19.6)	17.4 (10.6 - 26.2)	1.2 (0.2 - 3.7)	1.6 (0.2 - 5.3)	4.5 (1.3 - 10.8)	6.2 (2.0 - 14.0)	2.8 (0.5 - 8.2)	0.9 (0.1 - 3.4)
White, non-Hispanic	4.2 (1.4 - 9.7)	4.8 (1.6 - 10.7)	3.6 (0.9 - 9.5)	15.1 (9.9 - 21.8)	2.2 (0.2 - 8.0)	3.1 (0.6 - 8.9)	0.5 (0.2 - 1.0)	7.4 (2.8 - 15.4)	3.7 (1.1 - 8.7)	0.4 (0.0 - 1.7)
Other	14.5 (3.0 - 37.3)	14.4 (4.0 - 33.2)	12.0 (2.4 - 32.1)	20.8 (4.9 - 48.3)	14.1 (1.7 - 42.6)	1.7 (0.1 - 8.1)	0.0 (0.0 - 0.0)	11.4 (0.7 - 42.2)	0.2 (0.0 - 1.0)	0.1 (0.0 - 0.4)
Hispanic, all races	5.4 (0.7 - 17.7)	2.6 (0.3 - 8.7)	0.4 (0.1 - 1.1)	6.7 (1.1 - 20.1)	7.4 (0.8 - 25.2)	1.8 (0.1 - 9.0)	0.0 (0.0 - 0.0)	9.1 (1.8 - 25.2)	0.2 (0.0 - 0.8)	2.4 (0.1 - 12.4)
Education										
Less than high school	8.5 (2.7 - 19.0)	7.9 (2.7 - 17.0)	3.1 (0.2 - 12.2)	15.4 (8.2 - 25.3)	3.7 (0.4 - 13.2)	3.8 (0.5 - 12.3)	0.3 (0.1 - 0.7)	12.1 (4.6 - 24.4)	1.6 (0.1 - 8.0)	1.8 (0.3 - 6.0)
High school graduate or equivalent	6.3 (2.6 - 12.2)	9.5 (5.1 - 15.9)	5.8 (2.8 - 10.3)	12.8 (7.5 - 19.9)	1.9 (0.2 - 7.0)	1.6 (0.2 - 5.5)	1.4 (0.3 - 4.2)	4.8 (1.5 - 11.1)	5.9 (2.5 - 11.5)	0.0 (0.0 - 0.2)
More than high school	13.1 (6.3 - 23.1)	17.6 (9.0 - 29.6)	12.9 (5.4 - 24.9)	22.4 (14.2 - 32.5)	2.9 (0.4 - 9.8)	1.3 (0.2 - 4.5)	5.9 (1.4 - 15.5)	6.3 (2.2 - 13.7)	2.2 (0.5 - 5.9)	0.1 (0.0 - 0.4)
N	90	132	96	180	37	24	24	49	32	15

Source: SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Notes: Examples in the 'other' response category include lack of experience, having children, and education level. Excludes missing responses, respondents who refused to answer, and responses of "don't know." Respondents could select all the reasons that apply. All data presented in this table are weighted. NR= Not reported; there were too few respondents to provide a reliable estimate. The numbers in parenthesis are the 95 percent confidence intervals.

^ This category was added based on responses in the 'other' category and not all respondents had the opportunity to select this response.

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APPENDIX C

NONRESPONSE BIAS ANALYSIS

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As response rates decrease, the risk for nonresponse bias increases if nonrespondents would have responded differently from respondents. A nonresponse bias analysis assesses the potential risk for nonresponse bias and whether it is properly accounted for by nonresponse weights. The goal of nonresponse weights is to mitigate differences in frame variables between respondents and the sample as a whole. Nonresponse bias can rarely be measured directly, as we do not know how nonrespondents would have responded in most cases; however, we can look for and evaluate variables that are available for both respondents and nonrespondents and that are thought to be related to both response propensity and key survey outcomes.

For work registrants and E&T participants, we had 14 frame variables[45] at which to look for potential nonresponse bias. Our nonresponse bias analysis found that:

- Work registrants significantly differed from nonrespondents on 3 of these 14 variables.[46]
- E&T participants significantly differed from nonrespondents on 9 of these 14 variables.

Nonresponse weights were created by applying inverse response propensity scores from an unweighted logistic regression model to the sampling weights,[47] and the effectiveness of these weights can be measured by how closely the nonresponse-weighted respondent distributions approximate the distributions in the reference population or in the probability-weighted sample distribution[48].

The tables below show variables found to have significant differences before nonresponse adjustment for work registrants and E&T participants, Tables C.1 and C.2 respectively. For each level of the frame variables, we show the response rate and distribution for all sampled cases and for respondents before nonresponse weighting. A p-value lower than 0.05 is evidence that there is potential nonresponse bias for survey outcomes correlated with this variable.[49] For example, among E&T participants, 61.0 percent of females responded while only 36.8 percent of males responded. This resulted in a respondent distribution that is 58.2 percent female and 41.8 percent male, whereas the probability-weighted sample distribution was 45.7 percent and 54.4 percent, respectively. After application of nonresponse weights, the distribution of females and males was

[45] These 14 variables were candidates for inclusion in the logistic model that created the weights: race, Hispanic, language, state, household size, gender, age, TANF, Medicaid, SSI, citizenship status, marital status, relation to household head, and benefit amount.

[46] Significant differences were determined based on $p<0.05$ in a Rao-Scott Chi-Square test.

[47] We ran stepwise logistic regression models to obtain the response propensity scores. The final model for work registrants included: age, gender, language, and State. The final model for E&T participants included: age, gender, TANF, Medicaid, relation to household head, and State.

[48] Significance testing is available to investigate differences between respondents and nonrespondents before nonresponse weighting. But significance testing after weighting is more complicated, because we would want to compare the nonresponse-weighted distribution to that of the full sample (weighted by sampling weights). However, these two groups are not independent. Instead, we look at the two distributions and identify any meaningfully large differences that remain.

[49] Because we are performing multiple tests, our probability of erroneously finding evidence of nonresponse bias is elevated. In that sense, this nonresponse bias analysis is conservative in that it is likely to find significant differences between respondents and nonrespondents that may not be true.

51.9 percent and 48.1 percent, respectively. With respect to this variable, which was included in the final response propensity model used for the participant weights, the nonresponse adjustments narrowed a 13 percentage point gap to a 6 percentage point gap. This is a substantial improvement but may not fully correct for bias if females respond differently from males. Analyses of these data might therefore benefit from inclusion of gender as a control variable.

Overall, the weights performed well in adjusting for potential nonresponse bias. After applying nonresponse weights, only three variables (of 14) had respondent distributions that deviated from the sample distribution by more than 5 percentage points for participants. Along with gender, Medicaid (also in the final weighting model) and benefit amount have nonresponse-weighted differences greater than 5 percentage points on at least one variable level. As with gender, controlling for these variables when making estimates could further minimize the risk of nonresponse bias. In the work registrant sample, after application of nonresponse weights, there were no variables whose respondent distribution differed from the sample distribution by more than 5 percentage points.

In the provider sample, the only frame variable available to us was State, within which nonresponse weighting took the form of a ratio adjustment. Therefore, post-adjustment respondent distributions will exactly match sample distributions, and there are no other frame variables for providers on which to test for potential nonresponse bias.

Table C.1. Variables found to have statistically significant associations with work registrant response status

Variable	Response category	Response rate (percent)	Distribution before NR weights (percent)		Significance	Weighted distribution (percent)
			All sampled cases	Respondents only		Respondents
Gender	Female	57.9	50.0	57.2	p =.0001	47.4
	Male	42.2	48.3	40.4		50.8
Age	Under 30	40.9	32.8	26.6	p = .0001	32.7
	30 to 49	51.3	46.0	46.8		45.8
	50 or older	63.5	21.2	26.7		21.5
Marital status	Single	46.2	51.6	47.2	p =.0003	50.5
	Married	55.0	14.3	15.6		15.0
	Other	56.6	17.0	19.1		16.7
	Unknown	53.5	17.1	18.1		17.8

Sources: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica and SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Note: Significance is based on the Rao-Scott Chi-Square test.

Table C.2. Variables found to have statistically significant associations with E&T participant response status

Variable	Response category	Response rate (percent)	Distribution before NR weights (percent)		Significance	Weighted distribution (percent)
			All sampled cases	Respondents only		Respondents
Household size	1	43.4	74.4	67.5	p =.0070	70.2
	2	56.2	10.3	12.1		11.4
	3	66.7	7.4	10.3		9.4
	4 or greater	60.5	8.0	10.1		9.0
Gender	Female	61.0	45.7	58.2	p =.0001	51.9
	Male	36.8	54.4	41.8		48.1
Age	Under 30	44.0	38.4	35.4	p = .0149	38.4
	30 to 49	46.5	48.8	47.4		46.2
	50 or older	64.2	12.8	17.2		15.4
Medicaid receipt	Yes	57.6	13.9	16.7	p =.0245	16.5
	No	31.8	34.8	23.1		27.1
	Unknown	56.0	51.4	60.1		56.4
US citizen	Yes	43.2	63.7	57.5	p =.0305	60.5
	No	47.7	3.3	3.3		4.0
	Unknown	56.7	33.0	39.2		35.5
Marital Status	Single	43.4	60.1	54.5	p =.0487	55.5
	Married	73.1	3.9	5.9		5.8
	Other	50.4	11.6	12.2		11.8
	Unknown	53.4	24.5	27.4		27.0
Relation to household head	Head of household	42.8	70.2	62.9	p =.0075	66.6
	Spouse	76.8	1.9	3.0		3.1
	Other	56.8	4.2	4.9		4.9
	Unknown	58.6	23.8	29.2		24.4
Language spoken	English	49.3	78.0	80.5	p =.0245	79.0
	Spanish	42.8	6.3	5.7		6.7
	Other	42.2	15.7	13.8		14.3
Benefit Amounts	Less than $150	69.0	10.4	15.0	p =.0025	15.4
	$150 to $199	40.0	65.2	54.6		56.5
	$200 to $399	58.4	12.0	14.6		14.0
	$400 or greater	60.5	12.5	15.8		15.4

Source: SNAP State administrative data (December 2014 to June 2015) collected by Mathematica and SNAP E&T R/P Survey data collected from September 2015 to March 2016.

Note: Significance is based on the Rao-Scott Chi-Square test.