

**Economic Research Initiative on the Uninsured
Working Paper Series**

**Employer-Based Health Insurance for Less-Skilled Workers: Offers
and Acceptances**

Appendices

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ERIU Working Paper 34b
<http://www.umich.edu/~eriu/pdf/wp34b.pdf>

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March 2005

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Appendix I: The Bay Area Longitudinal Survey (BALS) Data on Firms

As the century turned, the Bay Area Longitudinal Surveys (BALS) project randomly selected firms in three counties of the San Francisco Bay Area for surveying about the knowledge and skill requirements and employment conditions of low-skilled positions, defined as those requiring no more than a high school education and one year of work experience. Surveys were administered to 405 firms in *two waves* from June 1998 through December 2003. The rapid deterioration of the Bay Area labor market, starting in early 2001 and continuing throughout most of our surveying, provided a natural experiment of sorts for identifying economic influences on low-skilled positions (Appendix I Table 1).

In Wave I, 5,514 employers were randomly selected and asked over the telephone for cursory information about the firm and its low-skilled positions (*Phone Survey*). 405 firms that were hiring for low-skilled positions also participated in an on-site, in-depth survey to collect information about one specific position (*Employer Survey*). Wave I surveying was fielded from June 1998 through October 2002.

In Wave II, the 405 firms participating in Wave I *Employer Surveying* were resurveyed between 12 and 56 months after their initial surveying (22.8 months passed between surveys on average) to determine over-time changes in job requirements, characteristics, and compensation (*Longitudinal Survey*). Wave II surveys were administered from October 2002 through December 2003.

Random selection of firms in Wave I surveying was stratified by county and number of employees in the firm to ensure meaningful analysis along these lines (Appendix I Table 2). Within each of the three counties, we targeted three sizes of firms: small (1-49 employees), medium (100-250 employees), and large (over 300 employees).²³ The discrete categories used for sizing companies allows for discontinuity in their size classification. Firm sizes are unique since they do not differ by only one employee. In this appendix, we describe the methods and procedures used to collect data from firms.

Survey Methods

BALS Wave I surveys were designed to obtain critical information from human resource managers and line supervisors about the knowledge and skills necessary to obtain, retain, succeed in and advance from entry-level, low-skilled jobs, and on the outcomes associated with low-skilled employment. Because our goal was to obtain information about *currently available* low-skilled opportunities, not information about positions that may not become available if vacated, *Employer Surveys* were only administered if firms had job openings.

We initially telephoned 5,514 randomly-selected firms to obtain cursory information about their low-skilled positions (*Phone Survey*) and to determine eligibility for participation in our in-depth, on-site surveying (*Employer Survey*). The *Phone Survey* was designed to identify firms that hired low-skilled workers, had low-skilled positions available, and were willing to participate in an in-depth surveying.

²³ We defined a firm as the entity that established the criteria for hiring, compensation, and workplace rules. Thus a McDonalds (for example) run by corporate headquarters was classified as a large firm while a McDonalds franchise owned and run separately was classified as a small firm. The critical distinction is that a large corporation sets the compensation and terms of employment for one and a single proprietor (the franchisee) sets the other.

The more in-depth *Employer Survey* was designed to obtain information from human resource managers on recruiting, screening, and employing workers in entry-level, low-skilled positions and to obtain information from line supervisors on the knowledge and skills necessary to succeed in and advance from the position. In all but seven percent of the cases, one individual was able to answer all survey questions. We initially set a goal of completing the *Employer Survey* for 25 firms of each size (large, medium, and small) in each county; however, funding in Alameda County allowed us to over sample firms in this county.

Wave I surveying began in summer of 1998 when we telephoned about 35 employers in San Francisco County and administered on-site surveys in 15 large firms. From June 1999 to February 2000, the surveying was expanded to include 25 surveys of each firm size in San Francisco County.²⁴ In December 2000, we increased the geographic scope of our survey efforts to include Alameda County, an effort that nearly consumed nearly 11 months and encompassed two months of summer surveying in San Joaquin County. 327 firms were surveyed during this period, when the Bay Area labor market was relatively tight (Appendix I Table 1).²⁵ To gain insights into the market for low-skilled workers in looser labor markets, we reentered the field in Alameda County during summer 2002, when unemployment rates stood at seven percent, to interview an additional 78 firms in Wave I surveying.

Wave II surveying was designed to determine changes over time in employment practices (*Longitudinal Survey*). Because employment policies and needs may be fluid, we resurveyed firms from our *Wave I Employer Survey* from October 2002 through December 2003, when unemployment rates exceed 6.0 percent.²⁶

Survey Administration and Design

The Human Investment Research and Education (HIRE) Center at California State University, Hayward was responsible for collecting and verifying all data and ensuring the integrity of the databases. In Wave I, a cadre of employees, many of whom were student assistants, administered the *Phone Survey* and screened for firms with low-skilled positions. More senior research assistants and associates (including Masters-level graduate student assistants with surveying experience, permanent HIRE Center research technicians, and PHD-level research associates) administered the on-site *Employer Surveys*. A senior-level faculty researcher and experienced HIRE Center research technicians administered all *Longitudinal Surveys*. All surveyors received extensive training in both survey methods and questionnaire content using a training handbook designed to maintain quality and consistency in data collection. Survey information accuracy was verified for the *Phone Survey* and *Longitudinal Survey* (the surveys administered through the telephone) by randomly and discretely listening to surveys as they were administered. Survey information accuracy was verified for the *Employer Survey* by randomly calling participating firms within a week after the survey was administered and re-asking select questions.

²⁴ In 1998, we targeted surveys at San Francisco County's firms in "growth" sectors of the economy--business services, finance, health and social services, public utilities, and government. We dropped this target in 1999 and included all sectors of the San Francisco County's economy to better approximate employment opportunities therein.

²⁵ Unemployment hovered around eight percent in San Joaquin County during Wave I surveying, a relatively tight labor market for that county.

²⁶ The initial 327 firms were surveyed from October 2002 through March 2003 with the additional 78 Alameda county firms and firms that we could not contact during the earlier period surveyed from October through December 2003.

Wave Ia: Phone Survey

The *Phone Survey* was the initial contact with the firm and was administered over the telephone Monday through Friday between 9 am and 6 pm. Each survey contained definitions of critical terms (e.g., entry-level, low-skilled worker) to ensure consistency in the way questions were asked. The *Phone Survey* had three distinct parts and averaged about eight minutes for completion:

- Firm characteristics;
- Information on available low-skilled jobs in the firm, including job titles, education and work experience requirements, pay, fringes, percent women and non-English speakers, and number of expected hires in the next year; and the willingness of the firm to participate in an on-site survey; and
- Appointment scheduling for on-site surveys.

Wave Ib: Employer Survey

The *Employer Survey* asked firms in-depth questions about one specific low-skilled position with job openings. It averaged about 45 minutes for completion. The on-site, face-to-face surveys obtained information about a selected entry-level, low-skilled job opening²⁷ with emphasis on the knowledge and skills needed to 1) obtain employment, 2) succeed on the job once employed, and 3) advance to the next highest position. Hand cards on skills and recruitment methods were provided to respondents to ensure accuracy in responses. In the few cases (about seven percent) in which the respondent did not know about job skills needed to succeed on the job, a “line supervisor” was asked the questions on the detailed knowledge and skills required to succeed in the position and advance to the next position.²⁸ The *Employer Survey* gathered information in six distinct areas:

- Education, work experience, and English language requirements;
- Hiring scenarios (e.g., would your decision to hire change if...);
- Job-specific information (e.g., benefits);
- Wages and mobility;
- Firm policies and procedures; and
- Knowledge and skills needed to succeed in the entry-level, low-skilled position and to advance to the next position.

Wave II: Longitudinal Survey

The *Longitudinal Survey* was designed to elicit information about changes over time in job characteristics, compensation, and requirements. An average of 22.8 months elapsed between Wave I and Wave II surveying. Each of the 405 firms participating in the *Employer Survey* were contacted for follow-up surveying at least one year after initial surveying. The majority of the 327 firms originally surveyed from June 1998 through September 2001 were

²⁷ If the firm had low-skilled positions available only in one position, the *Employer Survey* focused on that job. If, however, the firm had openings in multiple positions, we selected a job that created as much variability as possible in our sample. For example, if a firm had openings in clerical positions and non-clerical positions, the latter was selected because our sample of job titles was heavily dominated with clerical positions.

²⁸ Firms surveyed in San Francisco County had the on-site survey administered in two parts. Once interviews commenced in Alameda County the two survey instruments were combined for ease in administration. During the survey process in San Francisco County, *Employer Surveys* were administered to two large firms without completion of the detailed questions on knowledge and skills as the respondent became uncooperative. Two surveys in San Francisco County and three in Alameda County were designed to pilot the process and instrument. Because few changes were needed to either the process or instrument after piloting, these surveys were included in our databases.

resurveyed from December 2002 and January 2003.²⁹ For these firms, the *Longitudinal Survey* yielded information on the changes that occurred as the unemployment rate increased. The 78 firms that were surveyed in summer 2002 were resurveyed from September through December 2003. For these firms, the *Longitudinal Survey* yields information on the changes that occur as the unemployment decreased.

Longitudinal Surveys were administered over the telephone and averaged about 8.1 minutes for completion. The *Longitudinal Survey* had three distinct parts:

- Firm information;
- Information on entry-level, low-skilled jobs (see *Phone Survey*); and
- Changes in and new level of requirements, job-specific characteristics, and compensation.

Identifying Firms for Surveying

Firms were randomly selected for participating in our *Phone Survey* from county-wide lists of businesses. Firms in Alameda and San Joaquin³⁰ counties were randomly selected for phone surveying from a complete listing of firms in each county developed by Genesys (2002). Genesys is a private firm that provides information on firms, including telephone number, address, Standard Industry Code (SIC), and size (by employees), using a yellow page-based sampling. It enhances an initial listing of firms with those in the yellow pages and with geographic and demographic data about the listing. Information is verified with other data sources (e.g., telemarketing, telephone verification). The listing of firms is compared to the National Change of Address (NCOA) on a monthly basis.

More localized data sources were used to sample firms in San Francisco County. In 1998, when only large firms were surveyed, firms listed in the *San Francisco Chronicle* 500 and 25 Largest Employers listings were randomly selected for surveying.³¹ Because these lists contain mainly "large" firms, we augmented information in 1999 from the InfoTrac database and PhonePro, a reverse telephone directory, to include firms of all sized in the surveying.

Survey Response

Surveys met with a mixed degree of administrative success, for a wide variety of reasons. In Wave I, a total of 5,514 firms were called (Appendix I Table 3). About 22 percent of these firms never hired low-skilled workers, as defined by no more than a high school education and less than a year of work experience, and six percent did not have openings in their low-skilled positions. Another 17.2 percent were sized such that they fell outside our size categories. None of these firms were eligible to participate in our in-depth surveying. Because we were interested only in positions available without restrictive hiring we also excluded from surveying the 1.2 percent of firms using union or other hiring restrictions (e.g., hired only family members). Another 12.5 percent of firms had gone out of business in the surveying area and could not be

²⁹ In August 2003, we discovered that a question on benefits was not asked on some of the surveys. Firms were recalled at that time and asked about their benefit package at the time of the initial *Longitudinal Survey*. Six firms that we could not contract during this initial period of implementing the Longitudinal were recalled completed the survey during the second period of surveying.

³⁰ Large firms in Stanislaus County, adjacent to San Joaquin County and in the Modesto MSA, were randomly selected to augment the large firms surveyed in San Joaquin County once all large firms in San Joaquin County had been contacted. The sampling methods used in Stanislaus County followed those for San Joaquin County.

³¹ This listing was with augmented firms in the Department of Human Services' GEMS Application System Employment Report on companies where recipients had found jobs from March 1997 to March 1998 (the GAIN database).

surveyed. Thus, *close to 60 percent of the firms called were not eligible for inclusion in our Employer Survey*. Of those that were eligible, 74.2 percent had a positive disposition, meaning we could obtain cursory information on their low-skilled jobs and identify whether or not they were eligible to be included in our *Employer Survey* (Appendix I Table 4). We were less successful in obtaining a positive response to participating in our *Employer Survey*. Only 21.4 percent of those eligible firms participated in the *Employer Survey*.

Response rates in the *Employer Survey* varied by firm size and county (Appendix I Table 3). For example, large and medium-sized firms completed our surveys at over three times the rate of small firms and small firms were less likely to be in business or not have low-skilled jobs. Survey responses were highest in San Joaquin County and San Francisco County had the highest percentage of firms without low-skilled jobs.

BALS was very successful in following firms over time. Over 92 percent of the firms surveyed in Wave II had positive outcomes (Appendix I Table 4). About 88.1 percent of the firms participating in the *Employer Survey* completed the *Longitudinal Survey* and another 4.2 percent went out of business. Survey responses in Wave II also varied by firm size and county with the medium-sized firms and firms in San Joaquin County having the highest response rates (Appendix I Table 5). Because firms in San Francisco County were called first and had the longest time between Wave I and Wave II surveying, its response rate for the *Longitudinal Surveys* was lower than for firms in other counties.

Sample Selection

Appendix I Table 6 compares our sample of 405 firms in the *Employer* and *Longitudinal Surveys* to all firms in our (randomly-drawn) sample that self-identified as hiring low-skilled workers and Appendix I Table 7 shows how our sample of jobs compares to all low-skilled jobs in firms completing our *Phone Survey*.

We can see from this analysis that few significant differences exist in our samples of firms. As compared to all firms with low-skilled jobs, our sample from the *Employer* and *Longitudinal Surveys* contains:

- A smaller percentage of firms in San Francisco County (consistent with our stratified sampling);
- A smaller percentage of jobs in the construction sector (consistent with our not surveying firms hiring from the union);
- A greater percentage of jobs requiring no work experience or less than a high school degree;
- No occupations that comprise less than one percent of the low-skilled occupational distribution;
- A greater percentage of sales and production jobs and a lower percentage of clerical jobs (consistent with our conscious attempt to provide information on a wide variety of occupations);
- Jobs with lower hourly wages; and
- Jobs with a greater likelihood of offering benefits.

As might be expected given our high response rate in the *Longitudinal Surveying*, no significant differences exist between the firms or jobs in our Wave I and Wave II surveying.³²

³² In this analysis we tested for potential differences between the samples using firms that completed our *Longitudinal Survey* and those that went out of business because we use the information from the out of business firms in our change analysis. Analysis is available upon request.

Appendix I Table 1: Unemployment Rates in Counties

	ALAMEDA	SAN FRANCISCO	SAN JOAQUIN		ALAMEDA	SAN FRANCISCO	SAN JOAQUIN
May-98	3.9	3.5	10.3	Jan-01	2.9	3.3	10.3
Jun-98	4.3	4.0	10.7	Feb-01	2.9	3.5	10.1
Jul-98	4.6	4.2	10.9	Mar-01	3.0	3.6	9.5
Aug-98	4.5	4.0	8.7	Apr-01	3.3	4.1	8.6
Sep-98	4.4	3.8	8.2	May-01	3.8	4.6	7.9
Oct-98	4.1	3.5	8.8	Jun-01	4.7	5.4	8.1
Nov-98	3.8	3.2	10.1	Jul-01	5.2	5.9	8.5
Dec-98	3.5	2.9	10.2	Aug-01	5.4	6.1	7.2
Jan-99	4.1	3.6	11.7	Sep-01	5.5	6.1	7.3
Feb-99	3.9	3.3	11.4	Oct-01	5.9	6.6	7.8
Mar-99	3.6	3.1	10.4	Nov-01	5.9	6.6	9.8
Apr-99	3.5	3.0	9.3	Dec-01	5.3	5.9	9.9
May-99	3.3	2.8	8.4	Jan-02	6.6	7.3	11.5
Jun-99	3.8	3.3	8.5	Feb-02	6.1	6.6	11.0
Jul-99	3.9	3.5	8.9	Mar-02	6.6	7.2	11.2
Aug-99	3.5	3.2	6.9	Apr-02	6.5	7.1	10.4
Sep-99	3.3	2.9	6.3	May-02	6.4	6.9	9.2
Oct-99	3.1	2.8	6.9	Jun-02	7.1	7.7	9.5
Nov-99	2.9	2.7	8.3	Jul-02	7.3	7.9	9.8
Dec-99	2.6	2.4	8.5	Aug-02	7.0	7.6	8.6
Jan-00	3.2	2.9	10.3	Sep-02	7.0	7.5	8.4
Feb-00	3.1	2.6	10.4	Oct-02	7.0	7.4	8.9
Mar-00	2.9	2.6	9.9	Nov-02	6.8	7.0	10.7
Apr-00	2.8	2.5	9.2	Dec-02	6.4	6.6	10.7
May-00	2.9	2.6	8.4	Jan-03	7.2	7.4	11.7
Jun-00	3.3	3.2	9.2	Feb-03	7.0	7.1	11.4
Jul-00	3.5	3.3	8.9	Mar-03	6.9	7.1	10.9
Aug-00	3.2	3.1	7.3	Apr-03	6.9	7.0	10.4
Sep-00	3.0	2.9	6.9	May-03	6.7	6.8	9.5
Oct-00	2.7	2.8	7.6	Jun-03	7.3	7.5	9.8
Nov-00	2.6	2.7	9.3	Jul-03	7.5	7.5	10.4
Dec-00	2.2	2.5	8.7	Aug-03	7.0	7.0	9.2
				Sep-03	6.7	6.5	8.6
				Oct-03	6.6	6.4	9.2
				Nov-03	6.2	6.0	10.2
				Dec-03	5.6	5.5	10.0

Table Notes: Unemployment rates were obtained from the R400C employment series in the Labor Market Information Division of California's Employment Development Department (EDD) (2004) and are benchmarked to the relevant yearly average. They are not seasonally adjusted. Shaded areas designate the approximate fielding of Wave I *Employer Surveys* in the county and **Bolded numbers** represent the approximate fielding of Wave II *Longitudinal Surveys*.

Appendix I Table 2: BALS Data Collection on Firms

	DATES FIELDDED WAVE I	DATES FIELDDED WAVE II	PHONE SURVEY	TOTAL	EMPLOYER SURVEY		
					SMALL (1-49 EMPLOYEES)	MEDIUM (100-250 EMPLOYEES)	LARGE (OVER 300 EMPLOYEES)
<i>Wave I</i>							
Alameda	12/00-10/02	10/02-3/03 & 10/03-12/03	4162	253	115	80	58
San Francisco	6/98-8/98 & 6/99-2/00	10/02-3/03	880	78	25	25	28
San Joaquin	7/01-8/01	10/02-3/03	472	74	24	25	25
N			5,514	405	164	130	111

Table Notes: Two firms from our Wave I surveying merged at the time of Wave II surveying, hence Wave II surveying has 405 jobs but only 404 firms.

Appendix I Table 3: Survey Disposition: Wave I Phone and Employer Surveying

	TOTAL		FIRM SIZE (FIRMS WITHIN SIZE RANGE OF SURVEYING)			COUNTY (FIRMS WITHIN SIZE RANGE OF SURVEYING)		
	N	PER- CENT	SMALL	MEDIUM	LARGE	ALAMEDA	SAN FRANCISCO	SAN JOAQUIN
<i>Firm has low-skilled jobs</i>								
Completed only <i>Phone Survey</i> (not <i>Employer Survey</i>)	464	8.4	8.3	17.7	17.1	7.7	6.9	17.8
Completed <i>Employer Survey</i>	405	7.3	5.4	20.5	20.0	6.1	8.9	15.7
No openings next year	329	6.0	6.4	12.5	8.7	4.9	10.8	6.4
<i>Phone Survey</i> incomplete	118	2.1	2.5	2.2	2.9	2.5	1.6	0.2
<i>Not eligible for interview</i>								
No entry level jobs ever	1190	21.6	33.5	14.2	10.3	20.3	29.7	18.4
Out of range	950	17.2	--	--	--	--	--	--
No longer in business (in area)	688	12.5	14.5	10.9	6.9	10.8	20.2	12.9
Union or other restrictive hiring	66	1.2	1.3	3.0	1.3	1.0	2.5	0.9
<i>Could not contact</i>								
Non cooperative	717	13.0	17.1	9.5	15.7	13.3	6.4	22.7
Five or more messages	557	10.1	10.8	7.4	16.0	11.0	9.2	4.0
Other	30	0.6	0.3	1.9	1.3	0.2	1.7	1.1
N	5,514	100	3,061	632	555	3,231	860	472

Table Notes: Data are from the BALS *Phone* and *Employer Surveys*. 1,266 firms are missing firm size. 950 of these firms are out of range for surveying. 128 of the remaining 316 firms with missing firm size data are located in San Francisco County, because the data base used for sampling in that county did not contain the number of employees. The remaining 188 firms had missing data fields in the Alameda county data base used for sampling and respondents that could not provide the information. Other includes hiring by department (14) or by headquarters (13) or could not contact through phone system (e.g., job line only, need person name to reach human resources).

Appendix I Table 4: Survey Outcomes: Positive Dispositions

	PERCENT POSITIVE OUTCOME	DEFINITION	TOTAL POSSIBLE SURVEYS
Phone	74.2	<ul style="list-style-type: none"> No entry level jobs ever No longer in business Union or restricted hiring Out of range No openings next year Completed <i>Employer Survey</i> <i>Phone Survey</i> completed 	5,514 (all firms called)
Employer	21.4	<ul style="list-style-type: none"> Completed <i>Employer Survey</i> 	Firms in the <i>Phone Survey</i> <ul style="list-style-type: none"> Noncooperative (*.712) five or more phone attempts (*.712) <i>Phone Survey</i> complete and firm has entry-level, low-skilled jobs Firm has entry-level, low-skilled jobs but would not complete <i>Phone Survey</i> Completed <i>Employer Survey</i>
Longitudinal	92.4	<ul style="list-style-type: none"> Completed <i>Longitudinal Survey</i> No longer in business 	405 (<i>Employer Surveys</i>)

Table Notes: Data are from the BALS *Phone, Employer, and Longitudinal Surveys*. Two companies in our Wave I surveying merged by the time of the Wave II surveying. We kept the jobs as separate observations in this wave of surveying, hence Wave II surveying has 405 jobs but only 404 firms. Because 28.8 percent of the firms we interviewed had no entry-level, low-skilled jobs or restrictive hiring, we assume that only 71.2 percent of the firms that would not cooperate with our surveying would be eligible to participate in our Employer Surveying had we been able to contact them.

Appendix I Table 5: Survey Disposition: Wave II Longitudinal Surveys

	TOTAL PERCENT	SMALL	FIRM SIZE MEDIUM	LARGE	ALAMEDA	COUNTY SAN FRANCISCO	SAN JOAQUIN
<i>Positive outcome</i>							
No longer in business	4.2	6.1	3.1	2.7	2.4	10.3	4.1
Completed surveys	88.1	84.2	92.3	89.2	90.5	76.9	91.9
<i>Could not interview</i>							
10 or more attempts	4.2	4.3	4.6	3.6	3.2	7.7	4.1
Non cooperative	3.5	5.5	0.0	4.5	4.0	5.1	0.0
N	405	164	130	111	253	78	74

Table Notes: Data are from the BALS *Longitudinal Surveys*.

Appendix I Table 6: Samples of Firms in BALS

	FIRMS HIRING LOW-SKILLED WORKERS	SAMPLE OF FIRMS AT t	SAMPLE OF FIRMS AT t+1
FIRM SIZE			
Percent Large	27.2	27.4	27.3
Percent Medium	28.7	32.1	33.2
Percent Small	44.1	40.5	39.6
<i>Industry</i>			
Percent Retail trade	22.0	22.2	21.1
Percent Other services	14.6	16.5	16.6
Percent Education and medical services	14.2	11.9	12.0
Percent Manufacturing	13.2	12.8	13.1
Percent Business services	11.0	12.6	13.4
Percent Wholesale trade	6.5	6.2	5.6
Percent Finance, insurance, real estate	5.8	5.4	5.4
Percent Public administration	5.2	5.4	5.9
Percent Trade, communications, public utilities	4.1	4.2	4.3
Percent Construction	2.7	1.2**	1.1**
Percent Agriculture/mining	0.8	1.5	1.6
<i>Labor market</i>			
Percent Alameda County	61.4	62.5	62.8
Percent San Francisco County	23.9	19.3**	18.2**
Percent San Joaquin County	14.8	18.3	19.0
<i>Unemployment</i>			
Unemployment rate	5.0	5.1	7.5
Percent Firms facing unemployment increases	--	80.7	80.2
N	2,052	405	374

Table Notes: Data are from the BALS *Phone, Employer, and Longitudinal Surveys*. Numbers are percentages, except unemployment rate. Entry-level, low-skilled positions are those identified by the *Phone Survey* as being available in the next year. The sample of firms at t is our *Employer Survey* sample. The sample of firms at t+1 is the firms that completed the *Longitudinal Survey* or went out of business. ** Indicates that statistical differences exist ($p \leq .05$) between the low-skilled position sample and remaining samples using a t test for differences in means. No significant differences existed between t and t+1 distributions.

Appendix I Table 7: Sample Selection of Jobs in Employer Sample

	ENTRY-LEVEL LOW-SKILLED POSITIONS	SAMPLE OF JOBS AT t	SAMPLE OF JOBS AT t+1
<i>Education Requirements</i>			
Less than high school degree (includes none)	37.3	50.5**	51.4**
High school graduate/GED	61.9	48.2**	47.6**
Other (e.g., vocational, certificate)	0.8	1.3	1.1
<i>Work Experience Requirements</i>			
None	42.7	57.5**	59.1**
One year or less	49.3	31.4**	30.3**
More than one year	0.0	1.9**	1.9**
Other (e.g., preferred but not required; amount depends on skill)	8.0	9.2	8.7
<i>Occupations</i>			
Management	0.3	0.0**	0.0**
Business and financial operations	0.5	0.7	0.5
Computer and mathematical science	0.4	0.0**	0.0**
Architecture and engineering	0.1	0.0**	0.0**
Life, physical, and social science	0.0	0.0	0.0
Community and social services	0.5	0.5	0.5
Legal	0.1	0.0	0.0
Education, training, and library	1.9	2.7	2.9
Art, design, entertainment, sports, and media	0.4	0.7	0.8
Healthcare practitioner and technical	0.6	0.3	0.3
Healthcare support	1.1	1.5	1.6
Protective service	1.7	2.7	2.9
Food preparation and serving related	9.8	8.2	7.5
Building and grounds cleaning and maintenance	7.6	8.4	8.3
Personal care and service	2.8	1.7	1.9
Sales and related	8.5	12.1**	12.3**
Office and administrative support	41.3	33.1**	32.9**
Farming, fishing and forestry	0.5	1.0	0.8
Construction and extraction	1.2	1.2	1.3
Installation, maintenance, and repair	2.1	2.2	2.4
Production	11.1	12.1**	12.3**
Transportation and material moving	7.1	10.6**	10.4**
Military	0.1	0.3	0.3
<i>Compensation</i>			
Average hourly rate of pay	\$10.16	\$9.44**	\$9.49**
No benefits	20.5	13.8**	13.4**
N	2,052	405	374

Table Notes: Numbers are percentages, except average hourly rate of pay. Entry-level, low-skilled positions are those identified by the *Phone Survey* as being available in the next year. The sample of firms at t is our *Employer Survey* sample. The sample of firms at t+1 is the firms that completed the *Longitudinal Survey* or went out of business. ** Indicates that statistical differences exist ($p \leq .05$) between the entry-level, low-skilled position sample and remaining samples using a t test for differences in means. No significant differences existed between t and t+1 distributions.

Appendix II: The Bay Area Longitudinal Survey (BALS) Data on Households

In 2002, the Bay Area Longitudinal Surveys (BALS) surveyed households in the 94544 zip code about job skills, social service needs, and employment characteristics (*Household Survey*). The 94544 zip code is one of four zip codes in Hayward California (Alameda County), a blue-collar, first generation suburban community in the “heart of the bay” in the San Francisco Bay Area. The *Household Survey* was administered face-to-face to 766 individuals, including a random sampling of 675 households and 91 individuals using Hayward social service agencies or their sponsored programs.

The *Household Survey* was designed to collect information from individuals that was parallel to that obtained from firms in the BALS’s *Employer Survey* (Appendix I). Information from both data sources allows us to compare the knowledge and skills of Hayward residents to those defined as essential by local employers. In this appendix, we describe the methods and procedures used to collect the data with the *Household Survey*.

Hayward California and the 94544 Zip Code

Hayward California is located on the east shore of the San Francisco Bay, 25 miles southeast of San Francisco, 14 miles south of Oakland, 26 miles north of San Jose, and 10 miles west of the Livermore Valley (see Appendix II Figure 1). The city encompasses 61 square miles from the shore of the San Francisco Bay eastward to the southern Oakland-Berkeley Hills (City of Hayward, 2003).

Hayward had a culturally and economically diverse population of 139,895 residents as of April 1, 2000. Although no ethnic group held a demographic majority, 42.9 percent of the population was white and 34.3 percent was of Hispanic origin (Appendix II Table 1). Over 34 percent of the population was foreign born. Nearly one-quarter of the residents (over 25) did not have a high school diploma, and per capita income (in 2000) stood just under \$20,000, leaving about 10 percent below poverty. Slightly under half of the 45,960 housing units were rented.

Hayward was incorporated in 1876. It experienced tremendous growth during the post-war years, and has grown steadily since the 1960’s. Its downtown is comprised of two story buildings with a mix of housing, retail shops, offices, and restaurants and the recently developed Civic Center Complex houses government offices in City Hall, retail stores, and condominiums adjacent to the downtown Bay Area Rapid Transit (BART) station. Hayward is home to a California State University campus and Chabot Community College with local technical and business colleges providing training programs for practical job skills. The Hayward Unified School District serves over 24,000 students in grades K-12 in 25 elementary schools, five middle schools, three high schools, an alternative high school, English language center, adult education center and a child care center for pre-school children. The district’s student population is 44 percent Latino, 19 percent white, 16 percent African American, 8.6 percent Asian, 7.7 percent Filipino and 4.7 percent Pacific Islander (Hayward Unified School District, 2003). About one-third of the district’s students are English language learners, a far higher percentage than the rest of the county and state (Appendix II Table 2).

Limited English skills and poverty may combine to create an environment of limited achievement for a majority of Hayward youth. The average free and reduced lunch rates for Hayward public school students lies at 47.2 percent, far higher than county levels (Appendix II Table 2). Only about 17 percent of Hayward’s 11th grade students was at or above proficiency in English and U.S. history in 2002. The percent proficient in mathematics and biology/life science scores was slightly higher at 30 and 22 percent (Appendix II Table 3). The numbers may be inflated as the district averages a 6.5 percent annual drop out rate between grades 9 and 12, which makes those most likely to be underperformers having dropped out by the 11th grade.

The 94544 zip code lies in the southern portion of Hayward and contains a highly diverse population and sets of neighborhood. Urban legend proudly tells visitors that “California

is the most diverse state in the country. Alameda County is the most diverse county in the state. Hayward is the most diverse city in Alameda County, and the 94544 zip code is the most diverse area within Hayward.”

Residents in this zip code frequently are characterized as short-term, earning the area the nickname of “gateway community.” The area’s proximity to a university without residential housing, makes it home to university students as well to families looking to own their first home and renters looking for a modicum of relief from the high Bay Area housing prices. The gateway characterization does not describe all areas within the zip code, since diversity exists between the 13 census tracts in the 94544.³³ Although the zip code houses one the three neighborhoods identified in 1998 by Alameda County as requiring additional funding to improve child outcomes (south Hayward), new housing stock can sell for over 1 million (Data Quick Real Estate News, 2003). Housing vacancy rates range from 6.7 to 33.3 percent while home ownership rates range from 87 to 11.9 percent in the 13 census tracts (Appendix II Table 4).

Few census tracts within the 94544 zip code contain a majority racial group. With about 40 percent of the zip code of Hispanic origin, including over half the residents in two census tracts (4375 and 4379), the neighborhood contains a Latino feel. Nearly half the residents in two census tracts (4375 and 4377) were born outside the United States. One census tract (4374) contains a slight white majority and over one-third of the residents in one census tract (4382.02) are Asian. (Appendix II Table 4)

It was the population’s characteristics that led us to select the zip code for surveying. The relatively large percentage of the population with only a high school education provided congruity with our sample of jobs in BALS *Employer Survey* that require no more than a high school education. Half of the residents in one census tract (4374) did not have a high school diploma, an exceptionally high percentage even in a zip code in which nearly one-third do not hold the diploma (Appendix II Table 4).

Survey Methods

Our *Household Survey* was administered face-to-face to two populations in the 94544 zip code. 91 surveys were administered at local social service organizations or their sponsored events (Appendix II Table 5) and 675 surveys were administered door-to-door to randomly-selected households in each of the 13 census tracts in the 94544 zip code.

Our random sample of the 94544 population was drawn from a database constructed by Bramberg and Handley Incorporated to contain a complete listing of residential addresses (Bamberg-Handley, Inc., 2002). Bramberg compiles addresses using Census Bureau records and approximately one dozen other public records databases, with information updated approximately every 10 days. Addresses were verified as being in the 94544 zip code by physically charting addresses on both sides of its boundary against the Bamberg and Handley listing. The few addresses that fell outside the zip code were discarded, as were addresses that did not exist.³⁴

Addresses were divided into the 13 census tracts (Appendix II Figure 2).³⁵ We verified the addresses as being within each census tract using the process described above. Addresses were randomly sorted within each tract and surveyors were provided with a list of 75 addresses (starting with the top addresses in the randomly-sorted list). The survey list of 75 addresses was resorted by street and number to facilitate ease in surveying. The goal was to obtain 50 completed surveys per census tract. If surveyors attempted surveying all 75 addresses

³³ The zip code boundary did not correspond exactly with the census tract boundaries in only two tracts. In both cases, we added the few blocks in the census tract but outside of the zip code into our sampling. We also added into our sampling streets and housing that was not constructed during 2000 census taking, but was existent by the time of our surveying.

³⁴ Less than one percent of the addresses fell into these categories.

³⁵ Two geographically spacious Census tracts were subdivided for ease in survey administration (4366 and 4382).

before completing the goal of 50 surveys, they attempted to survey the next 75 addresses on the randomly-sorted list.

Because a relatively high percentage of individuals in the 94544 zip code are monolingual Spanish speaking, surveys were translated into (and backtranslated from) Spanish and administered by bilingual residents. All respondents were given a \$15 voucher at one of the local supermarkets for completing the survey.

Survey Design and Administration

The Human Investment Research and Education (HIRE) Center at California State University, Hayward was responsible for all data collection, verification, and maintenance. Surveys were piloted extensively before fielding, with a final round of piloting at two local social service agencies. Surveyors included HIRE Center research technicians (full-time employees with bachelor's and master's degrees and surveying experience), Master's degree students at California State University, Hayward, and bilingual Hayward residents. All surveyors were trained in survey methods using a field training manual developed for this project. Training included drilling on the survey instrument, training in research processes and methods, and gaining sensitivities towards community cultures.

The survey instrument covered a broad range of information, including questions about knowledge and skills, qualifications for employment, social service needs, and respondents of residents and households. The survey had nine distinct sections:

- employment history and availability;
- employment skills and qualities;
- current employment;
- barriers to employment;
- household/childcare responsibilities;
- health insurance;
- housing and transportation;
- income and services; and
- demographic information.

The door-to-door surveys were administered during daylight hours (roughly between 10 AM until half hour before sundown), seven days a week, from April 2002 to January 2003. To ensure accuracy in the survey information obtained, HIRE Center staff verified information from the surveying in February and March 2003 by randomly selecting at least 10 percent of the surveys from each census tract, with some oversampling to ensure that all surveyors had at least a 10 percent of their surveys verified for accuracy. If survey information was not accurate, another 10 percent of the surveys were drawn *for the surveyor whose survey did not have correct information*. If problems existed in the next 10 percent of surveys selected for verification, all surveys by that surveyor were verified. Surveys with inaccurate information were readministered or discarded, depending on the respondent's availability. If the number of completed surveys fell below 50 in a particular census tract after verification, new surveys were administered using addresses from the randomly sorted list.³⁶

Surveyors were issued standard equipment, including laminated hand cards, a badge, maps and addresses, a clipboard, screener pages, surveys and vouchers. Surveys were administered only to those households selected from the randomly-selected list of addresses. When a potential respondent was not home or unavailable for surveying at the time the interviewer arrived, surveyors left a flier indicating how the potential respondent could contact the surveyor and returned on another day and time. Surveyors went to each address at least

³⁶ Our goal was to have 50 completed surveys in each Census tract area. We completed more than 50 surveys in four Census tract areas, as surveyors in the same area at the same time sometimes continued surveying as other surveyors closed out the area.

five times if they could not reach somebody to interview. Only one respondent (age 18 and older) per household could participate in the survey. When more than one eligible individual in the household wanted to participate, the individual with the birthday closest to the survey date was selected for interviewing.

The *Household Survey* averaged about 23.2 minutes for completion (Appendix II Table 6). 77.0 percent of the surveys were administered in English and 23.0 percent in Spanish. The surveys were administered to a total of 766 respondents, 675 surveys through random selection and 91 through social service agency events.

Our door-to-door surveying yielded a 37.3 percent response rate (Appendix II Table 7), although this response rate is understated if some of the 8.1 percent of the households without contact after five attempts were vacant. In our door-to-door surveying, about one-third of the potential respondents refused to participate in the surveying (37.1 percent) and over 10 percent of the residences were inaccessible (e.g., gated or manager refusing access). Response rates varied by census tract. Five census tracts had response rates exceeding 40.0 percent, with one tract reaching almost 50.0 percent (Appendix II Table 8). Four census tracts had response rates of less than 30.0 percent, with the lowest rate hitting 23.8 percent. Slight differences also exist in the response rate by housing type (Appendix II Table 9), with individuals in single family residences having the highest response rates.

Sample Selection

We can compare the demographic characteristics of our sample (Appendix II Table 10) to those in the census of population (Appendix II Table 4) to assess the typicality of our sample. Of course, this comparison is not definitive because the census drew information as of April 1, 2000 and our sample was interviewed about two and one half years later.

Comparisons are also difficult because definitions differ between our sample and the census. For example, when we piloted the census definition of race/ethnicity, we found that the Hayward residents were not accepting of their definition. The relatively large population of Mexicans and Mexican Americans consistently reported Mexican as their race even if they were given census racial categories and told to pick a race, and even when they were allowed to report a Latino ethnicity prior to picking a racial category. The animosity we encountered along these lines during our piloting caused us to blend race and ethnicity in the race question, and include a question on Latino ethnicity.

Despite these differences both census data and our survey information tell the same story about the area. The 94544 zip code contains a demographically heterogeneous population that varies in mix among the 13 census tracts in the 94544 zip code. Over one-third of the population is foreign born. At least 40 percent are renters and income levels are relatively low. In the highly-educated Bay Area, a relatively high percentage of the population does not have a high school diploma (Appendix II Table 4) or high school degree (Appendix II Table 10).

Appendix II Table 1: A Portrait of 94544 and its Surrounding Areas

	NATION	CALIFORNIA	ALAMEDA COUNTY	OAKLAND	HAYWARD	94544 ZIP CODE
Number of people	281,421,906	33,871,648	1,443,741	399,477	139,895	64,603
<i>Race/ethnicity</i>						
Percent White	75.1	59.4	48.7	31.3	42.9	41.5
Percent Black	12.2	6.6	14.7	35.4	10.8	9.6
Percent Asian	3.6	10.9	20.4	15.1	18.7	18.0
Percent Mixed race	2.6	5.0	6.0	5.2	8.1	7.8
Percent Hispanic origin	12.5	32.4	19.0	21.9	34.3	39.9
<i>Income</i>						
Percent Below poverty	12.4	14.2	11.0	19.4	10.0	10.8
Per capita income	\$21,587	\$22,711	\$26,680	\$21,936	\$19,695	\$17,795
Percent Foreign born	11.1	26.2	27.2	26.6	34.8	37.5
Percent Without a high school diploma	19.6	23.2	17.6	26.0	24.9	30.9
<i>Housing</i>						
Percent Vacant housing units	18.2	14.3	12.0	10.1	11.6	15.9
Percent Renters	33.8	43.1	45.3	58.6	46.7	43.0
Number of housing units	115,904,641	12,214,549	540,183	157,505	45,960	19,606

Table Notes: Data are from the 2000 Census. Data are from (U.S. Census Bureau, American FactFinder, 2003).

Appendix II Table 2: Hayward Unified School District: Student and Teacher Characteristics

	ENROLLMENT	PUPIL-TEACHER RATIO	PERCENT FREE/REDUCED PRICE MEALS	PERCENT ENGLISH LANGUAGE LEARNERS	PERCENT STUDENTS OF COLOR	PERCENT FULLY CREDENTIALLED TEACHERS	4-YEAR DROP OUT RATE
<i>High schools</i>							
Hayward	2,053	23.7	23.6	20.9	73.2	82.4	2.4
Mt. Eden	2,334	20.0	28.7	24.3	84	76.3	2.4
Tennyson	1,972	21.2	42.2	34.1	90.2	78.7	11.4
Brenkwitz (continuation)	183	18.3	39.9	19.1	84.2	80.0	41.4
<i>Middle schools</i>							
Bret Harte	613	24.9	28.7	11.9	72.1	76.0	--
Cesar Chavez	799	23.6	51.2	32.0	86.9	71.4	--
M.L. King	812	26.1	47.3	33.5	88.7	93.3	--
Ochoa	617	22.3	36.3	25.0	85.3	67.9	--
Winton	695	24.3	63.6	37.6	87.6	73.3	--
District	24,051	20.0	47.2	33.6	85.0	84.8	6.5
County	281,041	19.6	34.6	21.6	71.2	88.2	10.1
State	6,244,403	20.7	48.7	25.6	66.3	88.0	10.9

Table Notes: Data were found at (California Department of Education, 2003a) and are reported for the 2002-2003 school year. Four-year drop out rates reflect grades 9-12.

Appendix II Table 3: Hayward Unified School District: Student Proficiency

TEST AREA	PERCENT ADVANCED	PERCENT PROFICIENT	PERCENT BASIC	PERCENT BELOW BASIC	PERCENT FAR BELOW BASIC
English	4	13	28	22	33
Mathematics	5	25	35	30	5
U.S. History	4	13	29	29	24
Biology/Life Sciences	3	19	31	19	28

Table Notes: Data were found at (California Department of Education, 2003b) and are reported for the 2002-2003 school year for grade 11. The mathematics score is the summative mathematics score. Data are not available with more precision.

Appendix II Table 4: Demographic Characteristics of Residents: Census Tract Characteristics in 2000

	94544	4366.01	4366.02	4368	4374	4375	4376	4377	4378	4379	4380	4381	4382.01	4382.02
RACE														
% White	41.5	46.2	33.0	42.2	51.7	34.5	42.3	31.4	38.6	34.9	63.1	51.5	40.4	40.0
% Black	9.6	12.0	16.7	13.8	5.2	11.3	10.1	10.4	9.4	8.5	4.9	8.1	6.2	7.1
% Asian	18.0	9.0	18.2	16.2	12.9	13.9	17.1	12.5	25.9	10.0	12.5	19.1	19.5	34.1
% Mixed race	7.8	7.4	10.0	4.3	9.1	11.2	7.0	9.4	8.2	9.1	5.8	3.8	8.6	7.8
% Foreign born	37.5	31.6	40.1	33.3	30.1	48.8	30.6	48.9	36.8	43.9	19.2	30.5	42.2	37.6
% Hispanic origin	39.9	49.9	40.9	33.3	43.5	54.3	33.2	55.3	30.8	53.3	19.6	34.7	46.7	20.7
% Without a high school diploma	30.9	33.4	25.1	14.9	56.0	39.5	23.3	45.9	25.0	36.4	15.6	24.9	31.3	23.5
HOUSING														
% Vacant housing units	15.9	6.7	20.0	33.3	20.0	10.0	21.4	13.5	6.7	14.3	21.4	25.0	15.8	8.6
% Renters	43.0	61.5	80.9	49.7	12.6	72.0	35.8	87.0	24.9	51.9	33.6	18.1	11.9	15.1
Number of housing units	19,606	1,930	1,584	1,361	953	1,215	939	2,215	1,242	700	1,076	2,128	1,207	3,056
INCOME														
% Below poverty	10.8	11.5	9.4	8.4	7.3	23.2	7.1	20.3	8.2	9.6	6.0	7.5	6.8	6.2
Per capita income	\$17,795	\$16,353	\$17,783	\$20,487	\$18,779	\$11,040	\$17,374	\$11,146	\$19,696	\$16,315	\$29,103	\$22,255	\$17,238	\$20,338
Number of people	64,603	6,424	4,344	3,790	3,357	4,872	3,184	8,827	4,118	2,391	2,906	7,109	4,469	8,812

Table Notes: Data are available at www.census.gov for the 2000 Census.

Appendix II Table 5: Surveys Administered at Hayward Social Service Agencies or their Sponsored Events

	NUMBER OF COMPLETED SURVEYS	PERCENT
<i>Social service agencies</i>		
Eden Youth and Family Center	9	9.9
Family Resource Center	10	11.0
La Familia Counseling Service	7	7.7
Vallecitos	7	7.7
<i>Community fairs</i>		
Cultural Fair (April 20, 2002)	2	2.2
Community Fair (May 18, 2002)	15	16.5
Fair (Weekes Park, October 4, 2002)	5	5.5
<i>Schools (Parent programs)</i>		
Bowman	22	24.2
Healthy Start (Shepard and Tyrell)	14	15.4
N	91	100.1

Table Notes: Data are from the BALS *Household Survey*. The total percentage may not be exactly 100.0 percent because of rounding.

Appendix II Table 6: Survey Administration

	TOTAL COMPLETED SURVEYS	COMPLETED DOOR-TO-DOOR SURVEYS	COMPLETED SURVEYS AT SOCIAL SERVICE AGENCIES
<i>Survey characteristics</i>			
Survey period	April 2002- January 2003	April 2002- January 2003	April 2002- December 2002
Average number of attempts	2.0	2.1	1.0
Average length	23.2 minutes	23.0 minutes	24.2 minutes
<i>Language administered</i>			
English	77.0	79.0	62.6
Spanish	23.0	21.0	37.4
N	766	675	91

Table Note: Data are from the BALS *Household Survey*.

Appendix II Table 7: Survey Outcomes and Response Rate

	NUMBER OF SURVEYS	PERCENT
<i>Survey outcomes</i>		
Survey completed	766	36.5
Language barrier	24	1.1
Five or more attempts with/without contact	170	8.1
Respondent refused to participate	779	37.1
Vacant property/household	48	2.3
Gated/manager refused/not allowed/dog prohibited entrance	291	13.9
Retirement complex	19	0.9
Other	3	0.1
<i>Total</i>	<i>2,100</i>	<i>100.0</i>
<i>Response rate</i>	<i>2,052</i>	<i>37.3</i>

Table Notes: Data are from the BALS *Household Survey*. Response rate is the percentage of the number of completed surveys divided by the total number of contacted surveys (i.e. the total number of surveys minus the number of surveys not completed due to vacant property/household). Other nonresponse reasons include multiple apartments in this address and known to the surveyor.

Appendix II Table 8: Distribution of Census Tract Numbers for Door-to-Door Surveys

Census tract number	NUMBER OF CONTACTED SURVEYS	PERCENT CONTACTED	NUMBER OF COMPLETED SURVEYS	PERCENT COMPLETED (RESPONSE RATE)
4366.01	102	5.2	50	49.0
4366.02	227	11.6	54	23.8
4368	162	8.3	50	30.9
4374	109	5.6	50	45.9
4375	147	7.5	50	34.0
4376	222	11.3	54	24.3
4377	130	6.6	60	46.2
4378	119	6.1	50	42.0
4379	168	8.6	50	29.8
4380	144	7.3	50	34.7
4381	127	6.5	50	39.4
4382.01	180	9.2	50	27.8
4382.02	124	6.3	57	46.0
<i>Total</i>	<i>1,961</i>	<i>100.1</i>	<i>675</i>	<i>34.4</i>

Table Notes: Data are from the BALS *Household Survey*. Numbers in the NUMBER OF CONTACTED SURVEYS do not include surveys not completed due to vacant property/household. Percent CONTACTED shows the percentage of the contacted surveys for each Census tract. Percent COMPLETED (RESPONSE RATE) is the percentage of completed door-to-door surveys for each Census tract. The total percentage may not be exactly 100.0 percent because of rounding.

Appendix II Table 9: Visited Households' Housing Types

<i>Housing type</i>	PERCENT CONTACTED	PERCENT COMPLETED	PERCENT COMPLETED DOOR-TO-DOOR SURVEY	PERCENT COMPLETED AT SOCIAL SERVICE AGENCIES
Single family dwelling	64.7	69.0	70.2	59.1
Duplex	3.1	3.4	3.6	2.3
3-4 units	2.7	3.4	3.7	1.1
More than 4 units	24.7	23.1	21.8	33.0
Trailer/mobile home	3.9	0.7	0.4	2.3
Other	1.1	0.5	0.3	2.3
N	1,805	763	675	88

Table Notes: Data are from the BALS *Household Survey*. Percent CONTACTED shows the percentage of the contacted surveys (do not include surveys not completed due to vacant property/household) for each housing type. Percent COMPLETED shows the percentage of the completed surveys for each housing type. Percent COMPLETED DOOR-TO-DOOR SURVEY shows the percentage of the completed door-to-door surveys for each housing type. Percent COMPLETED INTAKE SURVEY shows the percentage of the completed intake surveys for each housing type. The total percentage may not be exactly 100.0 percent because of rounding. Other housing types include town homes, condos, and transition. Missing data are not included.

Appendix II Table 10: Demographic Characteristics of Survey Respondents

	94544	4366.01	4366.02	4368	4374	4375	4376	4377	4378	4379	4380	4381	4382.01	4382.02
RACE/ETHNICITY														
Percent American Indian	2.7	2.0	1.9	6.0	2.0	2.0	0.0	1.7	0.0	4.0	0.0	0.0	6.0	8.8
Percent Central/ South American	7.1	10.0	15.1	8.0	4.1	4.0	3.7	10.0	4.1	8.0	0.0	0.0	18.0	7.0
Percent White	28.3	32.0	28.3	22.0	30.6	26.0	25.9	10.0	32.7	26.0	56.0	34.0	16.0	31.6
Percent Hispanic	4.9	2.0	13.2	2.0	2.0	2.0	7.4	3.3	0.0	16.0	6.0	4.0	4.0	1.8
Percent Asian	6.8	0.0	3.8	4.0	4.1	14.0	3.7	3.3	14.3	6.0	12.0	4.0	4.0	15.8
Percent Filipino	8.5	2.0	0.0	12.0	16.3	4.0	3.7	3.3	10.2	4.0	4.0	14.0	12.0	24.6
Percent Mideast	0.7	0.0	0.0	0.0	0.0	0.0	3.7	0.0	2.0	0.0	2.0	0.0	0.0	1.8
Percent Black	12.2	14.0	13.2	26.0	6.1	18.0	16.7	8.3	12.2	8.0	6.0	14.0	10.0	7.0
Percent Mexican	31.4	44.0	22.6	20.0	40.8	30.0	37.0	55.0	16.3	44.0	16.0	30.0	38.0	12.3
Percent Hawaiian/Pacific Islander	4.2	0.0	3.8	4.0	4.1	8.0	0.0	5.0	10.2	6.0	2.0	4.0	2.0	5.3
Percent Mixed race	5.4	6.0	1.9	4.0	10.2	6.0	1.9	0.0	2.0	16.0	4.0	4.0	6.0	8.8
Percent Hispanic Origin	42.8	56.0	50.9	32.0	48.0	36.0	50.0	68.3	22.0	58.0	22.0	30.0	56.0	23.2
Percent Foreign born	44.0	32.0	32.0	42.0	50.	56.0	40.7	61.7	48.0	34.0	26.0	34.0	64.0	43.9
HOUSING														
Percent Not homeowners	48.0	68.0	70.4	56.0	26.0	52.0	44.4	26.9	26.0	68.0	22.0	36.0	36.0	31.9
INCOME														
Percent Household income < \$20,000	15.4	15.6	24.0	24.5	9.5	19.2	13.7	81.7	2.4	23.3	30.6	9.7	22.0	4.6
EDUCATION														
Percent Without a high school degree	19.0	12.2	20.4	20.0	36.7	16.2	16.7	21.7	16.0	18.0	30.0	16.0	38.0	10.5
N	675	50	50	50	50	50	54	60	50	50	50	50	50	57

Table Notes: Data are from the BALS *Household Survey*.

Appendix II Figure 1: The Centrality of the 94544 Zip Code in the San Francisco Bay Area

94544 Zip Code

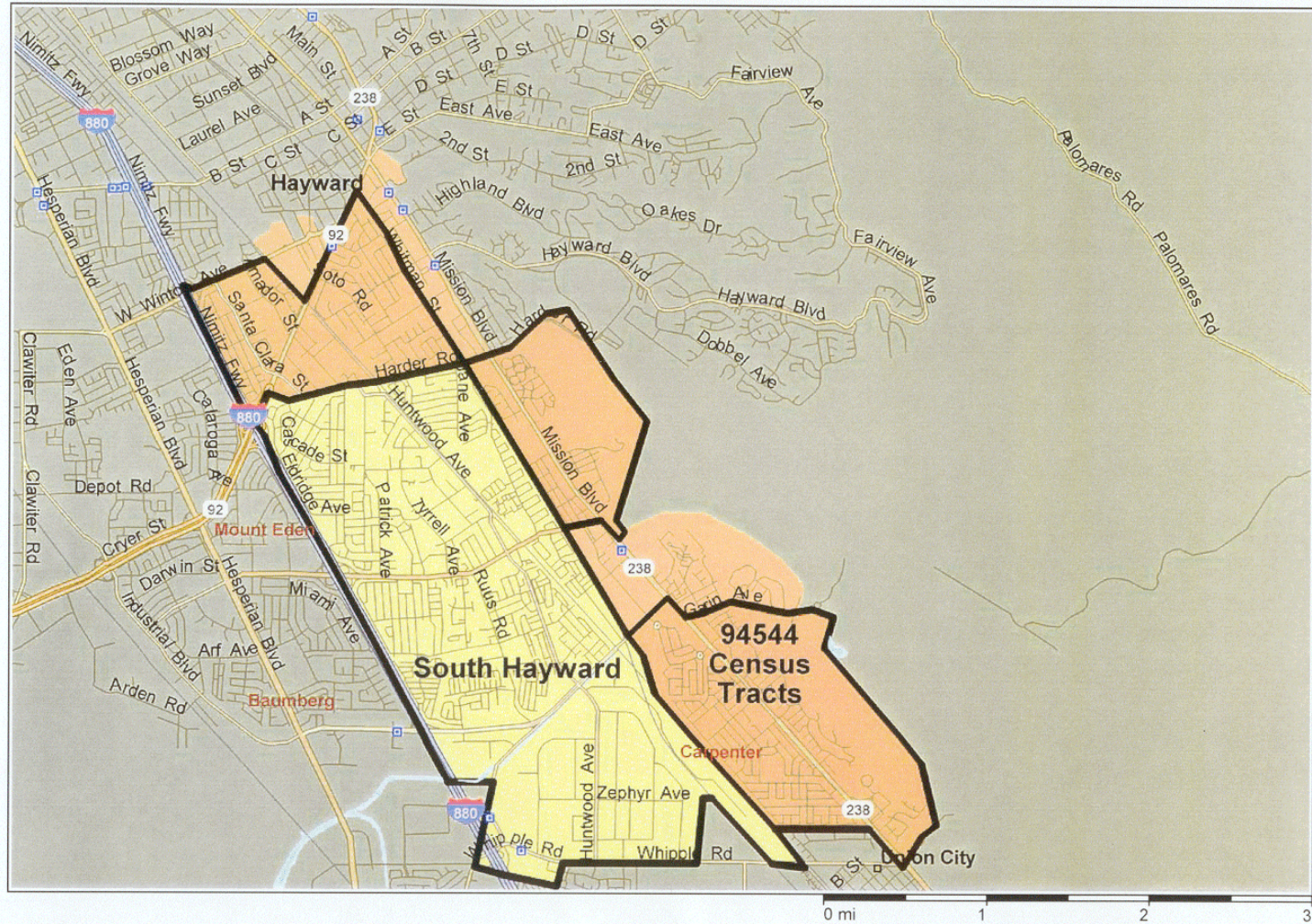
Custom
Territor...
94544



Appendix II Figure 2: Census Tracts in the 94544 Zip Code

94544 Census Tracts

- Custom Territories**
- 94544 Census Tracts
 - South Hayward



Appendix III: Defining Skills

At the core of the BALS data collection on both firms and individuals is a series of questions about skills. Questions were posed to employers about the skills required of workers in a particular low-skilled job and questions were posed to individuals asking about their ability to execute similarly defined skills-based tasks. Each specific skill was included in the data collection from firms because focus groups with employers suggested they required the skill in entry-level, low-skilled positions. The skills were translated into survey language for individuals through a series of informal focus groups with individuals from the population under study.

The BALS database on firms contains 76 measures of skills, 53 of which were used in our analysis. We removed specific skills from analysis for three reasons. First, some skills were asked in only two of the three Bay Area counties because they were added to the survey at the request of a local funder. These questions were dropped from our analysis because they were not initially identified by employers as necessary for low-skilled jobs and they would reduce our sample size and variability in geographic spread and labor market conditions.

Second, we consolidated some individual skills identified by employers as used in an entry-level, low-skilled job into a single measure of skill. Some reading skills were identified by employers as separate skills but individuals saw them as the same skill. To maintain a one-to-one matching of skills firms need and skills individuals hold, we consolidated the separate variables developed from separate questions in the *Employer Surveys* into a single skill that was consistent with the variable developed from a single question in the *Household Survey*. For example, employers saw reading safety warnings, instructions, product labels, and invoices as different skills, whereas individuals saw them as the same reading skill. We therefore combined reading safety warnings, instructions, product labels, invoices into a single variable (maintaining a 0, 1) for consistency with the skill measure on the *Household Survey*.

Third, we removed seven skills that were not discriminating measures in our factor analysis of the low-skilled job (described below). Appendix III Tables 2A-2F describes the 60 measures of skills (i.e., including the seven skills dropped after the factor analysis) that were common to all counties and to the *Employer* and *Household Surveys* and describes which measures are not included in the factor loading used to construct the skill set variables.

The remaining 53 skills fell into six broad areas of knowledge and skills: reading and writing English (eight specific skills), math (nine specific skills), communication (eight specific skills), problem solving (11 specific skills), use of equipment (seven specific skills), and use of computer software (ten specific skills). In this appendix, we discuss the factor analysis used to build 15 skill constructs in the low-skilled job from the 53 skills, their parallel construction using data from individuals in the *Household Survey*, and the 13 skill constructs that emerge from the factor analysis of the position next in line to the low-skilled job.

Skill Sets Required in Low-Skilled Jobs

We use a factor analysis to reduce the 53 skills into a smaller set of constructs that summarizes the patterns of correlations between the individual skills. Skills with similar patterns of correlations are then grouped together to define 15 skill sets.

Factor analysis assumes the existence of a system of underlying constructs in our measures of skills and uses the correlations of observed skills to uncover different patterns in the skills (as assumed in the underlying constructs).

Our goal was to identify the different dimensions of individual skills from the emerging patterns within each of the six broad groupings. Because we had no a priori expectations of the number of patterns in any of the six broad areas skills, we allowed the factor analysis to

determine the number of factors that accounted for the observed covariation within each of the six categories.³⁷ We specified an oblique factor solution, which produces correlated extracted factors, since it seems reasonable to assume that the skills in each grouping are correlated.

We used the factor scores estimated from the factor loadings in each broad skill category to compute measures of specific skill sets. These 15 measures of skill sets were used to describe differences in skill requirements in different areas of the economy and to estimate the influence of skills on outcomes from low-skilled jobs. Phrased somewhat differently, we use the factor scores for skill set measures in our descriptive and multivariate analyses of outcomes in the low-skilled jobs, and as correlates with similarly developed skill sets needed in the job above entry level (discussed below).

The factor analysis defined 15 patterns in the skills that might be required in specific low-skilled jobs (Appendix III Tables 1A-F). Two reading and writing in English skill sets emerged: simple and complex reading and writing. Three math skill sets emerged: algebra, applied math, and measurement. Two communication skills skill sets emerged: one for dealing with customers and another for dealing with coworkers. Three problem-solving skill sets emerged: prioritizing, evaluating, and leading. Two equipment skill sets emerged: office and production. Three computer software skill sets emerged: productivity enhancers, multimedia, financial. Appendix III Table 2 defines the 15 skill sets developed from the factor scores.

The skill sets developed from our factor analysis on each of the six broad category of skills explains between 61.3 (communication) and 70.3 percent (equipment) of the variation in the observed low-skilled skill requirements within each broad skill category.

Skill Sets Held by Individuals

We used the 15 skill sets developed from the factor analysis of data from the *Employer Survey* as the basis for developing measures of skill sets held by individuals by mapping the skill questions in the *Employer Survey* to those in the *Household Survey*. This process was relatively straight forward since all skill questions in the *Employer Survey* translated verbatim to questions for individuals, except in the area of reading English. Appendix III Table 3A-3F maps the variables in the *Employer Survey* against those in the *Household Survey*.

We used the factor loadings from the analysis of skills required by the firm (Appendix Table III Table 1A-F) to construct 15 parallel skill sets for individuals by linking the measure of a skill in the *Household Survey* to the parallel skill in the *Employer Survey* as it loaded on a particular factor. Within each skill set, skills from firms that loaded high on a particular factor were designated as being in that particular skill set and the parallel skill from the *Household Survey* was included in the skill set for individuals. The measure of skill set was then created by summing the individual skill variables included in the skill set. The resultant variable measures the intensity of skills in a skill set as the anchor of each of the set indicates whether the individual held none or all of the individual skill components. Appendix III Table 4 defines the 15 skill measures for individuals constructed from the mapping of variables from the *Household Survey* to the factor analysis of data from the *Employer Survey*.

³⁷ We identify only factors with eigenvalues exceeding 1.

**Appendix III Table 1A: Defining Skill Sets in the Entry-Level Job:
Factor Analysis of Reading and Writing English Skills**

	Simple English	Complex English	Communality Estimates
Read written instructions, safety warnings, labels (product or shipping), invoices/work orders, logs and journals	0.636	-0.060	0.408
Read forms, memos and letters	0.677	0.337	0.572
Read manuals, computer printout, contracts and agreements	0.779	0.192	0.644
Write simple sentences, short notes and/or simple memos	0.748	0.224	0.610
Write letters using correct structure and sentence style	0.132	0.861	0.759
Proofread	0.132	0.877	0.786
Fill out forms, record data, time, etc. into log or chart	0.772	0.227	0.648
Organize information into a brief written report	0.222	0.710	0.554
Variance explained by factor	2.709	2.270	4.980
Percent variance explained	33.9	28.4	62.3
N		402	

Table Notes: Data are from BALS *Employer Surveys*. The question reads, "What types of materials are employees in this position expected to read?" or "What types of writing skills are employees in this position expected to use?". Numbers in the second and third columns for firms are the rotated factor patterns computed using an oblique (nonorthogonal) rotation. The communality reflects the proportion of the variation of each variable involved in the pattern (sum of squared factor loadings). The total variance is the sum of the communalities divided by the number of variables and tells the percent of the variation among all the variables explained by the factor patterns. The shading highlights factor loadings exceeding .5.

**Appendix III Table 1B: Defining Skill Sets in the Entry-Level Job:
Factor Analysis of Math Skills**

	Algebra	Applied Math	Measurement	Communality Estimates
Use ratios, fractions, decimals, or percents	0.743	0.286	0.177	0.666
Estimate or round off numbers	0.674	0.366	0.175	0.619
Solve simple equations	0.730	0.158	0.213	0.604
Make change	0.012	0.867	0.137	0.770
Compute/figure discounts, markups, or selling price	0.233	0.740	0.047	0.604
Interpret data from graph, tables, or charts	0.709	0.012	0.022	0.505
Perform simple measurements (e.g., lengths, volumes)	0.127	0.100	0.914	0.862
Use measurement instruments (e.g. ruler, scale)	0.217	0.061	0.889	0.841
Use equipment such as a calculator, cash register, business machine	0.310	0.730	0.013	0.629
Variance explained by factor	2.259	2.086	1.755	6.100
Percent variance explained	25.1	23.2	19.5	67.8
N			402	

Table Notes: Data are from BALS *Employer Surveys*. The question reads, "What types of math skills are employees in this position expected to use?". Numbers in the second, third, and fourth columns for firms are the rotated factor patterns computed using an oblique (nonorthogonal) rotation. The communality reflects the proportion of the variation of each variable involved in the pattern (sum of squared factor loadings). The total variance is the sum of the communalities divided by the number of variables and tells the percent of the variation among all the variables explained by the factor patterns. The shading highlights factor loadings exceeding .5.

**Appendix III Table 1C: Defining Skill Sets in the Entry-Level Job:
Factor Analysis of Communication Skills**

	Customers	Coworkers	Communality Estimates
Choose words and manner of expression appropriate at work	0.321	0.664	0.544
Make and receive business phone calls	0.725	0.203	0.566
Deal with customers	0.795	0.219	0.680
Be perceptive of verbal and non-verbal cues from others	0.208	0.731	0.578
Explain products and services	0.826	0.165	0.710
Handle complaints	0.772	0.243	0.655
Interact with co-workers to accomplish a task	0.002	0.774	0.599
Sell a product or service to a customer	0.755	0.026	0.570
Variance explained by factor	3.150	1.751	4.902
Percent variance explained	39.4	21.9	61.3
N		402	

Table Notes: Data are from BALS *Employer Surveys*. The question reads, "What types of communication skills are employees in this position expected to use?". Numbers in the second and third columns for firms are the rotated factor patterns computed using an oblique (nonorthogonal) rotation. The communality reflects the proportion of the variation of each variable involved in the pattern (sum of squared factor loadings). The total variance is the sum of the communalities divided by the number of variables and tells the percent of the variation among all the variables explained by the factor patterns. The shading highlights factor loadings exceeding .5.

**Appendix III Table 1D: Defining Skill Sets in the Entry-Level Job:
Factor Analysis of Problem Solving Skills**

	Prioritize	Evaluate	Leadership	Communality Estimates
Prioritize tasks	0.782	0.135	0.183	0.663
Gather information	0.802	0.125	0.191	0.696
Sort and categorize information	0.635	0.351	0.117	0.541
Identify work-related problems	0.615	0.371	0.107	0.527
Identify potential solutions to problems	0.381	0.763	0.120	0.742
Identify barriers to solutions	0.370	0.783	0.159	0.775
Implement solutions	0.170	0.395	0.701	0.677
Evaluate results	0.155	0.720	0.243	0.602
Team work/collaborative problem solving	0.330	-0.292	0.728	0.725
Make decisions independently	0.210	0.231	0.715	0.609
Leadership oriented problem solving	-0.028	0.422	0.637	0.585
Variance explained by factor	2.526	2.481	2.133	7.140
Percent variance explained	23.0	22.6	19.4	64.9
N			402	

Table Notes: Data are from BALS *Employer Surveys*. The question reads, "What types of problem solving skills are employees in this position expected to use?". Numbers in the second, third, and fourth columns for firms are the rotated factor patterns computed using an oblique (nonorthogonal) rotation. The communality reflects the proportion of the variation of each variable involved in the pattern (sum of squared factor loadings). The total variance is the sum of the communalities divided by the number of variables and tells the percent of the variation among all the variables explained by the factor patterns. The shading highlights factor loadings exceeding .5.

**Appendix III Table 1E: Defining Skill Sets in the Entry-Level Job:
Factor Analysis of Equipment Skills**

	Office Equipment	Production Equipment	Communality Estimates
Telephone systems (multiple lines)	0.708	-0.222	0.550
Answering machines	0.829	-0.166	0.715
Copiers	0.903	-0.076	0.821
Fax machines	0.918	-0.106	0.855
Windows or DOS-based computers	0.791	-0.094	0.634
Production machinery	-0.115	0.820	0.685
Heavy equipment	-0.135	0.804	0.664
Variance explained by factor	3.503	1.420	4.924
Percent variance explained	50.0	20.3	70.3
N		402	

Table Notes: Data are from *Employer Surveys* of the BALS data. The question reads, “Do employees in this position need to be familiar with any of the following equipment?”. Numbers in the second and third columns for firms are the rotated factor patterns computed using an oblique (nonorthogonal) rotation. The communality reflects the proportion of the variation of each variable involved in the pattern (sum of squared factor loadings). The total variance is the sum of the communalities divided by the number of variables and tells the percent of the variation among all the variables explained by the factor patterns. The shading highlights factor loadings exceeding .5.

**Appendix III Table 1F: Defining Skill Sets in the Entry-Level Job:
Factor Analysis of Computer Software Skills**

	Productivity Enhancers	Multimedia	Financial	Communality Estimates
Word processing programs	0.866	0.114	0.041	0.765
Spreadsheet programs	0.859	0.012	0.097	0.748
Database software	0.525	0.042	0.392	0.431
Email	0.849	0.151	0.062	0.747
Internet browsers	0.783	0.197	0.083	0.659
Webpage design/authoring	0.076	0.724	0.304	0.622
Multimedia authoring/editing software	-0.002	0.744	-0.080	0.561
Graphics software	0.136	0.800	0.135	0.677
Desktop publishing programs	0.227	0.570	-0.223	0.427
Financial inventory software	0.162	0.037	0.910	0.855
Variance explained by factor	3.200	2.121	1.169	6.490
Percent variance explained	32.0	21.2	11.7	64.9
N		402		

Table Notes: Data are from *Employer Surveys* of the BALS data. The question reads, “Which software/computer programs are employees in this position expected to use?”. Numbers in the second and third columns for firms are the rotated factor patterns computed using an oblique (nonorthogonal) rotation. The communality reflects the proportion of the variation of each variable involved in the pattern (sum of squared factor loadings). The total variance is the sum of the communalities divided by the number of variables and tells the percent of the variation among all the variables explained by the factor patterns. The shading highlights factor loadings exceeding .5.

Appendix III Table 2: Defining Employer Demanded Skills in the Entry-Level Job

SKILL SET	DEFINITION
Simple English	The factor value from a factor analysis of individual reading and writing, in English, skills needed in the position. Skills loading high on this factor include reading written instructions, safety and product labels, invoices/work orders; logs or journals; general memos, letters, and forms; manuals, computer printouts, contracts and agreements; and writing simple sentences; and short notes/simple memos.
Complex English	The factor value from a factor analysis of individual reading and writing, in English, skills needed in the position. Skills loading high on this factor include writing using correct spelling structure and style; proofreading; and organizing information into a brief report.
Applied Math	The factor value from a factor analysis of individual math skills needed in the position. Skills loading high on this factor include making change; taking discounts and markups of selling price calculations; using equipment (e.g., a calculator or business machine).
Algebra	The factor value from a factor analysis of individual math skills needed in the position. Skills loading high on this factor include using ratios, fractions, decimals, or percents; estimating or round off numbers; solving simple equations; and interpreting data from graph, tables, or charts.
Measurement	The factor value from a factor analysis of individual math skills needed in the position. Skills loading high on this factor include performing simple measurements; and using measurement instruments.
Customers	The factor value from a factor analysis of individual communication skills needed in the position. Skills loading high on this factor include making and receive business phone calls; dealing with customers; explaining products and services; handling complaints; and selling a product or service to a customer.
Coworkers	The factor value from a factor analysis of individual communication skills needed in the position. Skills loading high on this factor include choosing words and manner of expression appropriate to the workplace; picking up on verbal and non-verbal cues from others; and interacting with co-workers to accomplish a task.
Prioritize	The factor value from a factor analysis of individual problem-solving skills needed in the position. Skills loading high on this factor include prioritizing tasks; gathering information; sorting and categorizing information; and identifying work-related problems.
Evaluate	The factor value from a factor analysis of individual problem solving skills needed in the position. Skills loading high on this factor include identifying potential solutions to problems; identifying barriers to solutions; and evaluating results.
Leadership	The factor value from a factor analysis of individual problem solving skills needed in the position. Skills loading high on this factor include implementing solutions to problems; working in teams; making decisions independently; and providing leadership in problem solving.
Office Equipment	The factor value from a factor analysis of individual equipment skills needed in the position. Skills loading high on this factor include the ability to operate telephone systems (multiple lines); telephone answering machines; copiers; fax machines; and Windows or DOS-based computers.
Production Equipment	The factor value from a factor analysis of individual equipment skills needed in the position. Skills loading high on this factor include the ability to operate production machinery; and heavy equipment.
Productivity Enhancers	The factor value from a factor analysis of individual software/program skills needed in the position. Skills loading high on this factor include the ability to use word processing programs; spreadsheet programs; database software; email; and Internet browsers.
Multimedia Software	The factor value from a factor analysis of individual software/program skills needed in the position. Skills loading high on this factor include the ability to use web page design/authoring programs; multimedia authoring and editing software; graphics software; and desktop publishing programs.
Financial Software	The factor value from a factor analysis of individual software/program skills needed in the position. Skills loading high on this factor include the ability to use financial inventory software.

Appendix III Table 3: Mapping Skills

A. Reading and Writing English	EMPLOYER SKILL SET	EMPLOYER SURVEY QUESTIONS	HOUSEHOLD SURVEY QUESTION
Read written instructions, safety warnings, product labels, shipping labels, invoices/work orders, logs and journals	Simple English	1,3,4,5, 11,13, 14	7A
Read forms, memos and letters	Simple English	9, 12	7B
Read maps	Not used	2	7D
Read manuals, computer printout, contracts and agreements	Simple English	6, 8, 10	7C
Read telephone book	Not used	7	7E
Print or write simple sentences, or write short notes and/or simple memos	Simple English	1,3	8A
Take telephone messages accurately	Not used	2	8F
Write letters using correct structure and sentence style	Complex English	4	8B
Proofread	Complex English	5	8E
Fill out forms, Record data, time, etc. into log or chart	Simple English	6,8	8D
Organize information into a brief written report	Complex English	7	8C

Table Notes: Data are from BALS *Employer* and *Household Survey*. The question from the *Household Survey* reads “How well do you read?” and “How well can you...(in English)?” with the options being very well, somewhat well, not well, and don’t know. Variables are binary with a 1 indicating very well and a 0 indicating all other. The *Employer Survey* question for reading is 44C.x and the question for writing is 46.C.x. See Appendix III Table 1A for a description of data from the *Employer Survey* and the factor loading.

B: Math

	EMPLOYER SKILL SET	HOUSEHOLD SURVEY QUESTION
Perform addition and subtraction computations	Not used	9A
Perform multiplication and division computations	Applied Math	9B
Use ratios, fractions, decimals, or percents	Algebra	9C
Estimate or round off numbers	Algebra	9D
Solve simple equations	Algebra	9E
Make change	Applied Math	9F
Compute or figure discounts, markups, or selling price	Applied Math	9G
Interpret data from graph, tables, or charts	Algebra	9H
Perform simple measurements (e.g., lengths, volumes)	Measurement	9I
Use measurement instruments (e.g., ruler, scale)	Measurement	9J
Use equipment such as a calculator, cash register, business machine	Applied Math	9K

Table Notes: Data are from BALS *Household Survey*. The question “How well can you (with out any calculator or computer?)” with the options being very well, somewhat well, not well, and don’t know. Variables are binary with a 1 indicating very well and a 0 indicating all other. See Appendix III Table 1B for a description of data from the *Employer Survey* and the factor loading.

	EMPLOYER SKILL SET	HOUSEHOLD SURVEY QUESTION
C: Communication		
Give spoken instructions in the workplace	Not used	10A
Choose words and manner of expression appropriate to the workplace	Coworkers	10B
Make and receive business phone calls	Customers	10C
Deal with customers	Customers	10D
Be perceptive of verbal and non-verbal cues from others	Coworkers	10E
Explain products and services	Customers	10F
Handle complaints	Customers	10G
Interact with co-workers to accomplish a task	Coworkers	10H
Sell a product or service to a customer	Customers	10I

Table Notes: Data are from BALS *Household Survey*. The question “How well do you think you (in English)?” with the options being very well, somewhat well, not well, and don’t know. Variables are binary with a 1 indicating very well and a 0 indicating all other. See Appendix III Table 1C for a description of data from the *Employer Survey* and the factor loading.

	EMPLOYER SKILL SET	HOUSEHOLD SURVEY QUESTION
D: Problem Solving		
Prioritize tasks	Prioritize	11A
Gather information	Prioritize	11B
Sort and categorize information	Prioritize	11C
Identify work-related problems	Prioritize	11D
Identify potential solutions to problems	Evaluate	11E
Identify barriers to solutions	Evaluate	11F
Implement solutions	Leadership	11G
Evaluate results	Evaluate	11H
Team work/collaborative problem solving	Leadership	11I
Make decisions independently	Leadership	11J
Leadership oriented problem solving	Leadership	11K

Table Notes: Data are from BALS *Household Survey*. The question “How well do you think you?” with the options being very well, somewhat well, not well, and don’t know. Variables are binary with a 1 indicating very well and a 0 indicating all other. See Appendix III Table 1D for a description of data from the *Employer Survey* and the factor loading.

	EMPLOYER SKILL SET	HOUSEHOLD SURVEY QUESTION
E: Equipment		
Telephone systems	Office	12A
Answering machines	Office	12B
Copiers	Office	12C
Fax machines	Office	12D
Macintosh or Apple computers	Not used	12E
Windows or DOS-based computers	Office	12F
Production machinery	Production	12G
Heavy equipment	Production	12H

Table Notes: Data are from BALS *Household Survey*. The question “How well can you operate?” with the options being very well, somewhat well, not well, and don’t know. Variables are binary with a 1 indicating very well and a 0 indicating all other. See Appendix III Table 1E for a description of data from the *Employer Survey* and the factor loading.

	EMPLOYER SKILL SET	HOUSEHOLD SURVEY QUESTION
F: Software or Programming		
Word processing programs	Productivity Enhancers	13A
Spreadsheet programs		13B
Database software		13C
Email		13D
Internet browsers		13E
Webpage design/authoring		13F
Multimedia authoring and editing software		13G
Graphics software		13H
Desktop publishing programs		13I
Financial inventory software	Financial	13J

Table Notes: Data are from BALS *Household Survey*. The question “How well can you use?” with the options being very well, somewhat well, not well, and don’t know. Variables are binary with a 1 indicating very well and a 0 indicating all other. See Appendix III Table 1F for a description of data from the *Employer Survey* and the factor loading.

Appendix III Table 4: Defining Individual Skills

Simple English	A numeric variable from 0-5 measuring the number of simple reading and writing, in English, skills held by the respondent. Skills include reading 1) written instructions, labels, schedules, journals; 2) general memos, letters, and forms; 3) technical materials; and 4) writing simple sentences and paragraphs; and 5) completing forms, logs, charges, or labels.
Complex English	A numeric variable from 0-3 measuring the number of complex reading and writing, in English, skills held by the respondent. Skills include 1) using correct spelling, grammar, and style when you write; 2) proofreading; and 3) writing complex or creative materials or reports.
Applied Math	A numeric variable from 0-3 measuring the number of basic math skills held by the respondent, including 1) making change; 2) computing or figuring discounts, markups, or selling price; 3) using equipment such as a calculator or business machine.
Algebra	A numeric variable from 0-4 measuring the number of advanced math skills held by the respondent, including 1) using ratios, fractions, decimals, or percents 2) Estimating or round off numbers; 3) solving simple equations; 4) Interpreting data from graph, tables, or charts.
Measurement	A numeric variable from 0-2 measuring the number of applied math skills held by the respondent, including 1) performing simple measurements and 2) using measurement instruments.
Customers	A numeric variable from 0-5 measuring the number of customer-oriented skills held by the respondent, including 1) making and receive business phone calls; 2) dealing with customers; 3) explaining products and services; 4) handling complaints; 5) selling a product or service to a customer.
Coworkers	A numeric variable from 0-3 measuring the number skills working with co-workers held by the respondent, including 1) choosing words and manner of expression appropriate to the workplace; 2) picking up on verbal and non-verbal cues from others; 3) interacting with co-workers to accomplish a task.
Prioritize	A numeric variable from 0-4 measuring the number prioritizing skills held by the respondent, including 1) prioritizing tasks; 2) gathering information; 3) sorting and categorizing information; 4) identifying work-related problems.
Evaluate	A numeric variable from 0-3 measuring the number evaluative skills held by the respondent, including 1) identifying potential solutions to problems; 2) identifying barriers to solutions; 3) evaluating results.
Leadership	A numeric variable from 0-4 measuring the number leadership skills held by the respondent, including 1) applying solutions to problems; 2) working in teams; 3) making decisions independently; 4) providing leadership in problem solving.
Office Equipment	A numeric variable from 0-5 measuring the office equipment skills held by the respondent, including the ability to operate 1) telephone systems (multiple lines); 2) telephone answering machines; 3) copiers; 4) fax machines; 5) Windows or DOS-based computers.
Production Equipment	A numeric variable from 0-2 measuring the production equipment skills held by the respondent, including the ability to operate 1) production machinery; 2) heavy equipment (e.g., forklifts, cranes).
Productivity Enhancers	A numeric variable from 0-5 measuring the productivity enhancement software skills held by the respondent, including 1) word processing programs 2) spreadsheet programs; 3) database software; 4) email 5) Internet browsers.
Multimedia	A numeric variable from 0-4 measuring the multimedia software skills held by the respondent, including 1) web page design/authoring programs; 2) multimedia authoring and editing software; 3) graphics software; 4) desktop publishing programs.
Financial	A 0,1 binary variable with 1 indicating the respondent can use financial inventory software.

Appendix IV: Surveys

- A. Telephone Survey of Employers
- B. On-Site Survey of Employers
- C. Longitudinal Survey of Employers
- D. Household Survey (English Version)
- E. Household Survey (Spanish Version)

Appendix IVA: Telephone Survey of Employers

Phone Script Number	Employer Survey Number
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Company :		Company Code:
Company NAICS (Industry) Code:	Number of Employees:	
Address:		
Phone:		Fax:
Contact Name:		
Position:		

Introduction:

Hello. My name is <_____> and I am calling from the HIRE Center at California State University, Hayward. We are conducting research on job opportunities in <_____> for the County of Alameda, Social Services Agency. I have just a few questions about entry-level job opportunities in your firm. Are you the person who handles hiring? (If not, who should I talk to?) Anything you say to us will be held in strictest confidence and neither you nor your firm will be identified in any reporting of data. Any responses that you give will be aggregated for reporting purposes only.

We are specifically interested in entry-level positions within your company. Do you have any jobs in your company that require no more than high school education and no more than one year of work experience?

Yes (ASK QUESTIONS ON NEXT PAGE)	No (THANK YOU FOR YOUR TIME)
---	-------------------------------------

Survey Outcome: (circle one)

Not eligible for sample

1. No entry-level jobs, ever
2. Relocated out of area
3. Noncooperative
4. No longer in business (e.g., disconnected, fax)
5. Left 5 or more messages
6. Hire only from union
7. Employee size out of range
- Have entry level jobs *****(COMPLETE PAGE TWO)*******
- 8.
9. No entry level openings in next year
10. Employer survey complete
11. PS complete but not willing to participate in the Employer Survey
12. Other (e.g., hiring by departments) _____
13. In progress

COMMENTS:

Surveyor Name:

Calling Log:	
Date/Time:	Log:

JOB TITLE	MIN. EDU.	Work Exp.	PAY RANGE	Fringe Benefits	% Women	% nonEng. Speakers	ENGLISH ABILITY	# HIRE
1.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
2.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
3.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
4.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
5.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
6.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
7.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
8.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	

DEFINITIONS:

MIN. EDU: What is the minimum training necessary in order to be considered for each of these positions?

WORK EXP.: What prior work experience is necessary in order to be considered for each of these positions?

PAY RANGE: What is your company's typical pay range for each of these positions? (Convert to hourly wage)

FRINGE BENEFITS: Do each of these positions usually carry fringe benefits in addition to wages?

% WOMEN: What percentage of the workers in each of these positions are typically women?

% NONENG SPEAKERS: What percentage of the workers in each of these positions are typically not English speakers? (of limited English ability)

ENGLISH LANGUAGE: What level of English is needed (speak, understand, read) in order to be considered for each of these positions?

HIRE: How many workers do you expect to hire in each of these positions in the next year?

IF THE COMPANY HAS SOME ENTRY-LEVEL POSITIONS THAT THEY WILL HIRE FOR IN THE NEXT YEAR AND ENGLISH IS NOT REQUIRED, SET UP AN APPOINTMENT FOR AN ON-SITE INTERVIEW. **Otherwise, Thank you for your time.**

We would like to set up a time to come and meet with you in person and ask you a few more detailed questions about one specific position. Are you the person who does the hiring for this position? Are you also the person that supervises workers in this position? Is there a time that we could meet in the near future? (Note to surveyor: If these are different people, you may need to talk to more than one person on site.)

Contact Name (hiring worker):		Phone:
Contact Name (supervising worker):		Phone:
Meeting Time:		
Location/ Directions:		

Appendix IVB: On-Site Survey of Employers

Phone Script Number	Employer Survey Number		
Company:			Company Code:
Contact Name:			
Position:			
Length of time with company:		Length of time with company in this department:	
Company Address:			
Job Location	Is this the address the job is located? ___yes ___no If no, what is the address where the job is located?		
Phone:		Fax:	

Interview Times:

Date Survey:	
Time Start	
Time end:	

Survey Information:

Surveyor:	
# Contacts to complete interview:	

What is the specific entry-level position for which you are asking the questions on this survey?

	Occ code:
--	-----------

Hi. I'm <_____> from the HIRE Center at CSUH. This is <_____> from <_____> who will be observing the survey process today. Thanks for agreeing to talk with us today. As we told you in our phone conversation, this survey is designed to gather information on an entry-level job for which your company routinely hires full-time, permanent employees jobs. By entry-level job, we mean one that does not require more than high school and no more than one year of work experience. Specifically, we would like to focus on _____. We are interested in the requirements for this job: what does it take for someone to get hired in this position, what does it take to succeed in the position, and what does it take to advance to the next position.

Your answers to all questions will be held in strictest confidence and will be seen and used only by persons engaged in this research project. There are no risks to you from either participating or not participating in the survey. Your responses will be merged with those of other survey respondents and the answers you provide will never be identified as yours. The data will be used for noncommercial research purposes.

Entry Level:

1. Do you believe that this is an entry-level position (only high school education and no more than one year of work experience)? Yes No

If yes, continue with survey.

If no, what do you consider the entry-level position to be? (Ask the survey questions for this new position.)

2. Do you believe that this position would be appropriate for someone with limited English speaking abilities? Yes No

Continue with question 2a. unless Limited English is a criteria for surveying. If Limited English is a criterion for surveying:

If no, what would be a more appropriate position? (Ask the survey questions for this new position.)

2a. If yes, how well does the applicant need to _____ English for this job?

	Very well	Somewhat well	Not at all
a. Speak?	3	2	1
b. Understand?	3	2	1
c. Read?	3	2	1

3. What are some of the specific duties for this position?

4. What are the hours that workers typically report to work (i.e., what shift) in this position? (Circle all that apply).

- | | | | | |
|---|---------------------------------------|--|--|--------------------|
| • Day
(e.g., 9am to 5pm, 8am to 6pm) | • Swing
(e.g., 3:30pm to midnight) | • Night/graveyard
(e.g., 11pm to 8am) | • Variable
(e.g., day one week, swing next, night next) | • Employee chooses |
|---|---------------------------------------|--|--|--------------------|

Requirements:

5. Does this job require a MINIMUM level of education? Yes No

5a. If yes, what is the minimum level? (Circle only one).

- Less than high school • Vocational/Technical • BS/BA degree
- High school graduate • College but no degree • Graduate degree
- GED • Associate degree • Other_____

5b. If the minimum educational level is a HS degree, will your company accept the GED as a substitute for a high school diploma for this position? Yes No

6. Does this job require a MINIMUM level of prior work experience? Yes No

6a. If yes, what? (Circle only one).

- None • Between 1 and 2 years • Amount depends on skill
- Less than one year • 2 or more years • Other_____
- One year • Prefer experience but not required •

7. Can education be substituted for work experience, or vice versa? Yes No

8. Now, sometimes what is *required* isn't what will actually get you the job. What is the AVERAGE level of education for employees currently in this position? (Circle only one).

- Less than high school • Vocational/Technical • BS/BA degree
- High school graduate • College but no degree • Graduate degree
- GED • Associate degree • Other_____

9. What is the AVERAGE level of prior work experience that employees in this job have? (Circle only one).

- None • Between 1 and 2 years • Amount depends on skill
- Less than one year • 2 or more years • Other_____
- One year • Prefer experience but not required

10. What is the AVERAGE level of English that employees in this job have?

	Very well	Somewhat well	Not at all
a. Speaking?	3	2	1
b. Understanding?	3	2	1
c. Reading?	3	2	1

11. Now we would like to shift the focus to the average skill levels needed to *move up or advance in the company*. What is the **AVERAGE** level of education needed to **MOVE UP** in the company? (Circle only one).

- Less than high school
- High school graduate
- GED
- Vocational/Technical
- College but no degree
- Associate degree
- BS/BA degree
- Graduate degree
- Other_____

12. What is the **AVERAGE** level of prior work experience needed to **MOVE UP** in the company? (Circle only one).

- None
- Less than one year
- One year
- Between 1 and 2 years
- 2 or more years
- Prefer experience but not required
- Amount depends on skill
- Other_____

13. What is the **AVERAGE** level of English needed to **MOVE UP** in the company?

	Very well	Somewhat well	Not at all
a. Speaking?	3	2	1
b. Understanding?	3	2	1
c. Reading?	3	2	1

14. **REFERENCE SHEET: Are any of the following required before employment in this job can begin?**

(√)		Additional Information
	• Drug test	
	• Medical exam	
	• Fingerprinting	
	• Credit check	
	• No felonies If yes, what is the specific policy?	
	• References If yes, what type?	
	• Uniform or specific clothing If yes, what?	
	• Driver's License If yes, what type?	
	• Proficiency in a language other than English If yes, what language?	
	• Minimum age requirement If yes, what?	
	• Any specific certifications or licenses If yes, what?	
	• Any specific tests or exams If yes, what?	
	• Requirements on physical ability (e.g. must lift 70 lbs.) If yes, what?	

15. What kinds of documents (a drivers license, for example) does the employee need to provide before they can start work?

- | | | |
|------------------------|-----------------------------|------------------------|
| • Driver's License | • State Identification card | • Birth certificate |
| • Social Security card | • Passport | • Proof of citizenship |
| • School transcripts | • Green card | • Other _____ |
| | | • None |

16. Are there any other requirements for this position that we have not asked about? Yes No

16a. *If yes, what are they?*

17. Is there anything else that you might look for in an applicant (a preferred skill or ability) that is not actually required for the position (e.g. training in computers is not a requirement but will make the applicant more competitive)? Yes No

17a. *If yes, what?*

Hiring Scenarios:

The following questions ask about specific hiring situations or scenarios. We know that this information is sensitive. This survey is entirely confidential and none of this information will be linked back to you or your company. We would like your responses to be as accurate as possible. If you feel that you cannot answer the question accurately, then please do not answer.

18. Think of one applicant competing with other typical applicants for this position. How much would each of the following factors be likely to affect the hiring decision, *if you know about them?*

	Very much	Somewhat	Not at all	No response
a. Criminal record	3	2	1	0
b. History of substance abuse or mental problems	3	2	1	0
c. No recent work history	3	2	1	0
d. Long period of unemployment in the past	3	2	1	0
e. Only short term job experience (i.e. have only worked at jobs for short periods of time)	3	2	1	0

Job-Specific Information:

19. What are the requirements to receive benefits in this position?

a. *Minimum hours: (e.g. 40 hours per week, or 120 hours per month)*

	per	
--	-----	--

b. *Minimum amount of time with company: (e.g. 6 months, or 400 hours)*

--

c. *Are there any other requirements to receive benefits?*

--

20. REFERENCE SHEET: Please look over the list of employee benefits to determine which, if any, are offered to employees in this job. (circle all that apply)

- | | | |
|-------------------------|---------------------------------------|-------------------------------------|
| • paid vacation | • paid child care | • piece rates |
| • paid sick leave | • child care assistance
(describe) | • profit sharing |
| • retirement | • job sharing | • stock options |
| • medical | • flex hours | • overtime pay |
| • dental | • flex spending (pre-tax) | • employee discounts |
| • vision | • bonuses
(describe) | • transportation aids
(describe) |
| • life insurance | • paid maternity leave | |
| • tuition reimbursement | • paid paternity leave | • none |

20a. *Are there any other benefits that you offer that are not listed here?*

--

21. What formal on-the-job training does your company provide after an employee is hired for this job (e.g. classes, job shadowing)?

- | | |
|---|------------------------------------|
| • None (only informal, "learn-as-you-work") | • Moderate (between 2 and 6 weeks) |
| • Optional training classes are available | • Long term (6 weeks or more) |
| • Short term (2 weeks or less) | |

22. What types of employee support programs are available after someone has been hired for this job (e.g. employee assistance programs, counseling, employee association classes)?

- | | |
|-------------------------------|-----------------------------|
| • Employee Assistance Program | • Training |
| • Counseling | • Pre-tax spending accounts |
| • Professional organizations | • Referral service |
| • Phone hotlines | • Other: |
| • None | |

23. Does a union represent workers in this job? Yes No

23a. If yes, which union?

24. REFERENCE SHEET: Which of these recruitment methods do you typically use to advertise for this job? (Circle all that apply).

- | | | |
|--|---|---|
| • Newspaper | • Hire from within | • Referrals/Walk-ins |
| • TV/Radio | • Job Fair | • Verbal networking |
| • Circulating job bulletins to select schools and/or organizations | • Schools & Colleges | • Staffing Services/ Temp Agencies. If yes, which ones? |
| • Web posting | • State Employment Services/ Public Workforce Organizations | _____ |
| • Posting in specialty publications (i.e. trade journals, foreign language newspapers) | • Other community organizations | _____ |
| • Posting sign in window or place of business | • Phone job line | • None |

24a. Are there any other recruitment methods that you use for this position?

25. How do you find your best employees?

26. In the next 12 months, how many people do you expect to hire for this position?

27. In the past two years, has your demand for workers in this position been:

- Increasing
- staying the same
- decreasing

28. How difficult is it finding qualified applicants who meet your hiring standards for this job?

- very difficult
- somewhat difficult
- not at all difficult
- over-abundance
- don't know

Wage & Mobility

The next group of questions deal with movement out of the entry position. Think about the average beginning employee in this position and answer these questions for that person.

29. What is the typical beginning wage or salary for this position (e.g. \$6.50 per hour, \$2,200 per month, \$19,500 per year)?

	per	
--	-----	--

30. How long will it take the person beginning in this position to reach a salary of more than \$10/hour?

- less than 6 months
- 6 months to a year
- 1 1/2 –2 years
- more than 2 years
- not possible
- already making \$10/hour

31. How long will it take this person to reach a salary of more than \$15/hour in this position?

- less than 6 months
- 6 months to a year
- 1 1/2 –2 years
- more than 2 years
- not possible
- already making \$15/hour

32. How long does the average individual usually work in this position?

- less than 6 months
- 6 months-2 years
- 3-4 years
- more than 4 years
- unknown

33. What are the main reasons that the average person leaves? (Circle all that apply).

- Promoted
- Retire
- Move/relocate
- Job is only temporary
- Quit to pursue better opportunity (i.e. school, better job)
- Quit because of high stress/negative work conditions
- Quit for personal reasons
- Other: _____

34. What are the criteria for promotion to another position? (Circle all that apply).

- Competitive selection
- Seniority
- Experience
- Education/training/certification
- English improved
- Good performance in current job/production
- Specific Skills
- **Not likely to be promoted**
- Other: _____

35. What percentage of employees are promoted within 2 years?

--

Company Policies and Procedures

In this next section we would like to ask you a few questions about company process and procedures.

36. Who (what position) do workers go to if they have a problem concerning _____? (Circle all that apply).

A. Job	B. Supervisor	C. NonWork Life (e.g., money or family problems)
<ul style="list-style-type: none"> • Supervisor • Union representative • Grievance/fairness committee • Human resources • Other formal entity <hr/> <ul style="list-style-type: none"> • Coworkers • No one • Phone Hot Line • Other nonformal entity <hr/> <ul style="list-style-type: none"> • Don't know 	<ul style="list-style-type: none"> • Supervisor • Union representative • Grievance/fairness committee • Human resources • Other formal entity <hr/> <ul style="list-style-type: none"> • Coworkers • No one • Phone Hot Line • Other nonformal entity <hr/> <ul style="list-style-type: none"> • Don't know 	<ul style="list-style-type: none"> • Supervisor • Union representative • Grievance/fairness committee • Human resources • Other formal entity <hr/> <ul style="list-style-type: none"> • Coworkers • No one • Phone Hot Line • Other nonformal entity <hr/> <ul style="list-style-type: none"> • Don't know

37. How much experience does your company have with workers who speak only limited English?

- A great deal Some None

37a. If a great deal or some: What languages? (Circle all that apply).

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Spanish • Chinese • Cantonese • Mandarin | <ul style="list-style-type: none"> • Vietnamese • Cambodian • Mien • Tagalog (Filipino) | <ul style="list-style-type: none"> • Other _____ • Can't say |
|---|---|--|

38. Does your company intentionally hire bilingual supervisors? Yes No

38a. If yes: What languages? (Circle all that apply).

- | | | |
|---|---|--|
| <ul style="list-style-type: none"> • Spanish • Chinese • Cantonese • Mandarin | <ul style="list-style-type: none"> • Vietnamese • Cambodian • Mien • Tagalog (Filipino) | <ul style="list-style-type: none"> • Other _____ • Can't say |
|---|---|--|

Qualities and Skills:

Now we would like to ask you about specific qualities and skills that an employee needs in order to perform the job. We are also interested in information about what types of qualities and skills are needed to be promoted into the next position. Think about a successful worker when answering these questions.

39. Are you the person who supervises workers in this position? Yes No

If no, can we talk with someone who does? (If not possible, would you feel comfortable answering a few questions about specific skills needed in this position?)

40. What is the next position in line (i.e. what position can they move into)?

41. What are some of the duties for that position?

42. How important is it for employees in this job to be competent in each of the following areas?

	Extremely important	Somewhat important	Not too important
A. RESOURCES (<i>allocating time, money, materials, and staff</i>)	3	2	1
B. INTERPERSONAL SKILLS (<i>working on teams, teaching others, serving customers, leading, negotiating, and working well with people from culturally diverse backgrounds</i>)	3	2	1
C. INFORMATION (<i>acquiring and evaluating data, organizing and maintaining files, interpreting and communicating information, and using computers to process information</i>)	3	2	1
D. SYSTEMS (<i>understanding social, organizational, and technological systems, monitoring and correcting performance, and designing or improving systems</i>)	3	2	1
E. TECHNOLOGY (<i>selecting equipment and tools, applying technology to specific tasks, and maintaining and troubleshooting technologies</i>)	3	2	1

43. How important is it for employees in this job to be well-prepared in each of the following?

	Extremely important	Somewhat important	Not too important
A. LISTENING (<i>attends to and interprets verbal messages from others</i>)	3	2	1
B. CREATIVE THINKING (<i>generates new ideas</i>)	3	2	1
C. DECISION MAKING (<i>prioritizes goals, considers risks, chooses best alternative</i>)	3	2	1
D. PROBLEM-SOLVING (<i>recognizes problems, devises and implements plans to solve them</i>)	3	2	1
E. KNOWING HOW-TO-LEARN (<i>acquires and applies new knowledge and skills</i>)	3	2	1
F. RESPONSIBILITY (<i>exerts high levels of effort and strives to achieve goals</i>)	3	2	1
G. SELF-ESTEEM (<i>maintains a positive view of self and of one's job</i>)	3	2	1
H. SOCIABILITY (<i>works and interacts well with others</i>)	3	2	1
I. INTEGRITY AND HONESTY (<i>chooses ethical courses of action</i>)	3	2	1
J. SELF-MANAGEMENT (<i>assesses self accurately, sets personal goals, exhibits self-control</i>)	3	2	1
K. DIVERSITY (<i>functions in a multi-cultural and diverse work environment</i>)	3	2	1
L. RELIABILITY (<i>can be relied upon to show up to work and follow through on projects</i>)	3	2	1
M. PERSONAL HYGIENE (<i>maintains appropriate cleanliness, chooses appropriate attire</i>)	3	2	1

44a. How important are READING skills in this position?

- Extremely important
- Somewhat important
- Not too important

44b. What types of materials are employees in this position expected to read?

(circle "1" for all that apply)

44c. What additional types of materials would employees be expected to read in order to move into the next position? *(circle "2" for all that apply)*

	This position	Next position
Written instructions	1	2
Maps	1	2
Safety warnings	1	2
Product labels	1	2
Shipping labels	1	2
Manuals	1	2
Telephone book	1	2
Computer printout	1	2
Forms	1	2
Contracts and agreements	1	2
Invoices/work orders	1	2
Memos and letters	1	2
Logs and journals	1	2
Work related schedules	1	2
Handwritten messages	1	2
Job related books or magazines	1	2
Email or other computer related reading	1	2
Specific job related documents or reports	1	2

Other (for this position):

Other (to move into next position):

45a. How important are MATH skills in this position?

- Extremely important
- Somewhat important
- Not too important

45b. What types of math skills are employees in this position expected to use?

(circle "1" for all that apply)

45c. What types of math skills would employees be expected to use in order to move into the next position? *(circle "2" for all that apply)*

	This position	Next position
Perform addition and subtraction computations	1	2
Perform multiplication and division computations	1	2
Use ratios, fractions, decimals, or percents	1	2
Estimate or round off numbers	1	2
Solve simple equations	1	2
Make change	1	2
Compute or figure discounts, markups, or selling price	1	2
Interpret data from graph, tables, or charts	1	2
Perform simple measurements (e.g. lengths, volumes)	1	2
Use measurement instruments (e.g. ruler, scale)	1	2
Use equipment such as a calculator, cash register, business machine	1	2
Work with budgets	1	2
Work with calendars or time clocks	1	2

Other (for this position):

Other (to move into next position):

46a. How important are WRITING skills in this position?

- Extremely important
- Somewhat important
- Not too important

46b. What types of writing skills are employees in this position expected to use?
(circle "1" for all that apply)

46c. What types of writing skills would employees be expected to use in order to move into the next position? *(circle "2" for all that apply)*

	This position	Next position
Print or write simple sentences	1	2
Take telephone messages accurately	1	2
Write short notes and/or simple memos	1	2
Write letters using correct structure and sentence style	1	2
Proofread	1	2
Fill out forms	1	2
Organize information into a brief written report	1	2
Record data, time, etc. into log or chart	1	2
Use correct spelling and grammar	1	2
Write labels	1	2
Email	1	2
More complex/creative writing	1	2

Other (for this position):

Other (to move into next position):

47a. How important are COMMUNICATION skills in this position?

- Extremely important
- Somewhat important
- Not too important

47b. What types of communication skills are employees in this position expected to use? (circle "1" for all that apply)

47c. What types of communication skills would employees be expected to use in order to move into the next position? (circle "2" for all that apply)

	This position	Next position
Give spoken instructions in the workplace	1	2
Choose words and manner of expression appropriate to the workplace	1	2
Make and receive business phone calls	1	2
Deal with customers	1	2
Be perceptive of verbal and non-verbal cues from others	1	2
Explain products and services	1	2
Handle complaints	1	2
Interact with co-workers to accomplish a task	1	2
Sell a product or service to a customer	1	2
Use communication equipment (pagers, two-way radios, etc.)	1	2
Give presentations	1	2

Other (for this position):

Other (to move into next position):

48a. How important are PROBLEM SOLVING skills in this position?

- Extremely important
- Somewhat important
- Not too important

48b. What types of problem solving skills are employees in this position expected to use? (circle "1" for all that apply)

48c. What types of problem solving skills would employees be expected to use in order to move into the next position? (circle "2" for all that apply)

	This position	Next position
Prioritize tasks	1	2
Gather information	1	2
Sort and categorize information	1	2
Identify work-related problems	1	2
Identify potential solutions to problems	1	2
Identify barriers to solutions	1	2
Implement solutions	1	2
Evaluate results	1	2
Team work/collaborative problem solving	1	2
Deal with and satisfy customers	1	2
Make decisions independently	1	2
Leadership oriented problem solving	1	2

Other (for this position):

Other (to move into next position):

49a. How important are EQUIPMENT skills in this position?

- Extremely important
- Somewhat important
- Not too important

49b. Do employees in this position need to be familiar with any of the following equipment? (circle "1" for all that apply)

49c. What types of equipment would employees be expected to use in order to move into the next position? (circle "2" for all that apply)

	This position	Next position
Telephone systems	1	2
Answering machines	1	2
Copiers	1	2
Fax Machines	1	2
Macintosh or Apple computers	1	2
Windows or DOS-based computers	1	2
Production machinery	1	2
Heavy equipment	1	2
Communications equipment (pagers, 2-way radios, etc.)	1	2
Registers/Scanners	1	2

Other (for this position):

Other (to move into next position):

50a. How important are computer SOFTWARE OR PROGRAM skills in this position?

- Extremely important
- Somewhat important
- Not too important

50b. Which software or computer programs are employees in this position expected to use? (circle "1" for all that apply)

50c. Which software or computer programs would employees be expected to use in order to move into the next position? (circle "2" for all that apply)

	This position	Next position	If yes, what specific programs?
Word Processing Programs	1	2	<ul style="list-style-type: none"> • Microsoft Word • Other:
Spreadsheet Programs	1	2	<ul style="list-style-type: none"> • Microsoft Excel • Other:
Database Software	1	2	<ul style="list-style-type: none"> • Microsoft Access • Other:
Email	1	2	
Internet Browsers	1	2	
Webpage Design/Authoring	1	2	
Multimedia Authoring and Editing Software	1	2	
Graphics Software	1	2	
Desktop Publishing Programs	1	2	
Financial Inventory Software	1	2	

Other (for this position):

Other (to move into next position):

51. What other specific skills might be expected for employees in this position?

52. What other specific skills might be expected from employees in order to move into the next position?

Thank you for your time and effort in helping us complete this survey.

Post Interview:

This information should be filled in by the interviewer after the interview.

49. INTERVIEWEE INFORMATION

a. Gender: Male Female

b. Age: Under 25 26-40 41-55 55 or older

c. Race and/or ethnicity: Mexican/Latino White African American/Black Asian Other/Multiracial

d. English proficiency: Excellent (no accent) Very good (slight accent) Understandable but heavy accent Not understandable

e. Respondent understanding of survey questions: Good Fair Poor

f. Respondent attitude toward survey: Friendly and interested Cooperative, but not particularly interested Impatient Hostile

JOB TITLE	MIN. EDU.	WORK EXP.	PAY RANGE	Fringe Benefits	% WOMEN	% nonEng. Speakers	ENGLISH ABILITY	# HIRE
1.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
2.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
3.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
4.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
5.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
6.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
7.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	
8.	<ul style="list-style-type: none"> None Less than HS HS grad/GED Vocational/technical Certificate More than high school 	<ul style="list-style-type: none"> None Less than 1 year More than 1 year 		<ul style="list-style-type: none"> Yes No Yes, with qualifications 			<ul style="list-style-type: none"> Extremely well Ok Not required Limited 	

When we talked with you on <YEAR> we asked you a lot of questions about <OCCUPATION>. We'd like to ask you a few questions about that position. We are interested in changes that occurred in the characteristics of this job between today and the time we last talked with you.

<i>Last year you told us this job.....</i>	<i>Did this change?</i>	<i>If yes, How did it change?</i>																	
1. Entailed <READ DUTIES>.	<input type="checkbox"/> No <input type="checkbox"/> Yes`	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>New Duties:</i>																
2. Required <READ EDUCATION>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new level of education?</i> <input type="checkbox"/> Less than high school <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> BS/BA degree <input type="checkbox"/> High school graduate <input type="checkbox"/> College but no degree <input type="checkbox"/> Graduate degree <input type="checkbox"/> GED <input type="checkbox"/> Associate degree <input type="checkbox"/> Other _____																
3. Required <READ WORK EXPERIENCE>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new level of work experience?</i> <input type="checkbox"/> None <input type="checkbox"/> Between 1 and 2 years <input type="checkbox"/> Amount depends on skill <input type="checkbox"/> Less than one year <input type="checkbox"/> 2 or more years <input type="checkbox"/> Other _____ <input type="checkbox"/> One year <input type="checkbox"/> Prefer experience but not required																
4. Required <READ ENGLISH>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new average level of English?</i> <table border="1"> <thead> <tr> <th></th> <th>Very well</th> <th>Somewhat well</th> <th>Not at all</th> </tr> </thead> <tbody> <tr> <td>a. Speaking?</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>b. Understanding?</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>c. Reading?</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>		Very well	Somewhat well	Not at all	a. Speaking?	3	2	1	b. Understanding?	3	2	1	c. Reading?	3	2	1
	Very well	Somewhat well	Not at all																
a. Speaking?	3	2	1																
b. Understanding?	3	2	1																
c. Reading?	3	2	1																
5. Education <COULD OR COULD NOT> substitute for work experience as a work requirement.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Now Substitution <input type="checkbox"/> Now NO Substitution	<i>Comments:</i>																
6. Had workers with average education levels of < READ EDUCATION AVERAGE>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new level of education?</i> <input type="checkbox"/> Less than high school <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> BS/BA degree <input type="checkbox"/> High school graduate <input type="checkbox"/> College but no degree <input type="checkbox"/> Graduate degree <input type="checkbox"/> GED <input type="checkbox"/> Associate degree <input type="checkbox"/> Other _____																
7. Had workers with average work experience of < READ WORK EXPERIENCE AVERAGE>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new level of work experience?</i> <input type="checkbox"/> None <input type="checkbox"/> Between 1 and 2 years <input type="checkbox"/> Amount depends on skill <input type="checkbox"/> Less than one year <input type="checkbox"/> 2 or more years <input type="checkbox"/> Other _____ <input type="checkbox"/> One year <input type="checkbox"/> Prefer experience but not required																
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b. Understanding?	3	2	1																
c. Reading?	3	2	1																
9. Could move an individual into the position of <READ NEW POSITION> doing <READ NEW DUTIES>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<i>New Title:</i>	<input type="checkbox"/> (Duties) Increased <input type="checkbox"/> (Duties) Decreased <i>New Duties:</i>																
10. Required <READ EDUCATION ADVANCE> to advance into the next position.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new level of education?</i> <input type="checkbox"/> Less than high school <input type="checkbox"/> Vocational/Technical <input type="checkbox"/> BS/BA degree <input type="checkbox"/> High school graduate <input type="checkbox"/> College but no degree <input type="checkbox"/> Graduate degree <input type="checkbox"/> GED <input type="checkbox"/> Associate degree <input type="checkbox"/> Other _____																
11. Required <READ WORK EXPERIENCE ADVANCE> to advance into the next position.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new level of work experience?</i> <input type="checkbox"/> None <input type="checkbox"/> Between 1 and 2 years <input type="checkbox"/> Amount depends on skill <input type="checkbox"/> Less than one year <input type="checkbox"/> 2 or more years <input type="checkbox"/> Other _____ <input type="checkbox"/> One year <input type="checkbox"/> Prefer experience but no required																
12. Required <READ ENGLISH ADVANCE> to advance into the next position	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new average level of English?</i> <table border="1"> <thead> <tr> <th></th> <th>Very well</th> <th>Somewhat well</th> <th>Not at all</th> </tr> </thead> <tbody> <tr> <td>a. Speaking?</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>b. Understanding?</td> <td>3</td> <td>2</td> <td>1</td> </tr> <tr> <td>c. Reading?</td> <td>3</td> <td>2</td> <td>1</td> </tr> </tbody> </table>		Very well	Somewhat well	Not at all	a. Speaking?	3	2	1	b. Understanding?	3	2	1	c. Reading?	3	2	1
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b. Understanding?	3	2	1																
c. Reading?	3	2	1																

13. Was expected to have <NUMBER HIRE> openings in the next year.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, how many people do you expect to hire for this position in the next 12 months?</i>																		
14. Had <DEMAND> for workers in this position.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased <input type="checkbox"/> Stayed the Same	<i>Comments:</i>																		
15. Was <DIFFICULT LOCATING> finding qualified applicants. Did this change?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Harder <input type="checkbox"/> Easier	<i>How difficult is it now to find qualified applicants?</i> <input type="checkbox"/> very difficult <input type="checkbox"/> somewhat difficult <input type="checkbox"/> not at all difficult <input type="checkbox"/> over-abundance <input type="checkbox"/> DK																		
16. Paid <HROP>.	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>What is now the typical beginning salary for this position?</i> _____ per _____																		
<i>For this position, have there been any CHANGES in the last year in.....</i>		<i>If yes, How did it change?</i>																			
17. The requirements for employment (e.g., drug testing, age, no felonies)?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Harder <input type="checkbox"/> Easier	<i>If changed, what are your new requirements before starting employment?</i> <input type="checkbox"/> Drug test <input type="checkbox"/> Credit check <input type="checkbox"/> Uniform or specific clothing <input type="checkbox"/> Minimum age required <input type="checkbox"/> Medical exam <input type="checkbox"/> No felonies <input type="checkbox"/> Driver's license <input type="checkbox"/> Any specific certifications <input type="checkbox"/> Fingerprinting <input type="checkbox"/> References <input type="checkbox"/> Other language needed <input type="checkbox"/> Requirements on physical ability																		
18. Documentation needed for employment (e.g., school transcripts, social security card)?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what kind of documents does the employee need to provide now?</i> <input type="checkbox"/> Driver's License <input type="checkbox"/> State ID card <input type="checkbox"/> Birth certificate <input type="checkbox"/> I-9 documentation <input type="checkbox"/> Soc Sec card <input type="checkbox"/> Passport <input type="checkbox"/> Proof of citizenship <input type="checkbox"/> None <input type="checkbox"/> School transcripts <input type="checkbox"/> Green card <input type="checkbox"/> Other _____																		
19. The factors affecting your hiring position (e.g., criminal record, long period of unemployment, prior substance abuse)?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, how would the following factors affect your hiring decision?</i> <table border="1"> <thead> <tr> <th></th> <th>Affected</th> <th>Not affected</th> </tr> </thead> <tbody> <tr> <td>a. Criminal record</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>b. History of substance abuse or mental problems</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>c. No recent work history</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>d. Long period of unemployment in the past</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td>e. Only short term job experience</td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>		Affected	Not affected	a. Criminal record	<input type="checkbox"/>	<input type="checkbox"/>	b. History of substance abuse or mental problems	<input type="checkbox"/>	<input type="checkbox"/>	c. No recent work history	<input type="checkbox"/>	<input type="checkbox"/>	d. Long period of unemployment in the past	<input type="checkbox"/>	<input type="checkbox"/>	e. Only short term job experience	<input type="checkbox"/>	<input type="checkbox"/>
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a. Criminal record	<input type="checkbox"/>	<input type="checkbox"/>																			
b. History of substance abuse or mental problems	<input type="checkbox"/>	<input type="checkbox"/>																			
c. No recent work history	<input type="checkbox"/>	<input type="checkbox"/>																			
d. Long period of unemployment in the past	<input type="checkbox"/>	<input type="checkbox"/>																			
e. Only short term job experience	<input type="checkbox"/>	<input type="checkbox"/>																			
20. Requirements to receive benefits (e.g., hours per week worked)?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>Comments:</i>																		
21. Training provided on the job?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what is the new type of training provided by your company? Check only one.</i> <input type="checkbox"/> None (on the job training) <input type="checkbox"/> Short term (<= 2 weeks) <input type="checkbox"/> Long term (>=6 weeks) <input type="checkbox"/> Optional training classes <input type="checkbox"/> Moderate (<2 weeks<6)																		
22. Ways you recruit for the position (e.g., internet, newspaper)?	<input type="checkbox"/> No <input type="checkbox"/> Yes	<input type="checkbox"/> Increased <input type="checkbox"/> Decreased	<i>If changed, what are the new recruitment methods used to advertise for this job? List ALL recruitment methods</i> <input type="checkbox"/> Newspaper <input type="checkbox"/> Sign in window <input type="checkbox"/> Other community organizations <input type="checkbox"/> TV/Radio <input type="checkbox"/> Hire from within <input type="checkbox"/> Phone job line <input type="checkbox"/> Job bulletins to schools <input type="checkbox"/> Job fair <input type="checkbox"/> Referrals/Walk-ins <input type="checkbox"/> Web posting <input type="checkbox"/> Schools, colleges <input type="checkbox"/> Verbal Networking <input type="checkbox"/> Specialty publications <input type="checkbox"/> State employment agency <input type="checkbox"/> Staffing Services																		

LONGITUDINAL SURVEY ADDENDUM

We are so sorry to disturb you after you were so kind to answer our survey questions last <DATE 2>. Unfortunately, our surveyor forgot to ask you one very important question. It will only take about one minute of your time to help us rectify our mistake. As you may remember, we asked you a lot of questions about <OCCUPATION>. We are interested in changes that occurred in benefits available in this job between <DATE 1> when we first talked to you and <DATE 2>, the last time we talked with you. When we talked to you on <DATE 1>, you told us this position had <LIST BENEFITS>.

21a. Did the benefits provided change between <DATE 1> and <DATE 2>?	<input type="checkbox"/> No (go to c) <input type="checkbox"/> Yes (ask b)	changed, did they... <input type="checkbox"/> Increase <input type="checkbox"/> Decrease	Comments:																								
b. If benefits have changed, ask: What are the benefits you provided on <DATE 2>? (Read list and check all that apply.)	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%; border: none;"><input type="checkbox"/> paid vacation</td> <td style="width: 25%; border: none;"><input type="checkbox"/> paid child care</td> <td style="width: 25%; border: none;"><input type="checkbox"/> piece rates</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> paid sick leave</td> <td style="border: none;"><input type="checkbox"/> child care assistance (describe)</td> <td style="border: none;"><input type="checkbox"/> profit sharing</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> retirement</td> <td style="border: none;"><input type="checkbox"/> job sharing</td> <td style="border: none;"><input type="checkbox"/> stock options</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> medical</td> <td style="border: none;"><input type="checkbox"/> flex hours</td> <td style="border: none;"><input type="checkbox"/> overtime pay</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> dental</td> <td style="border: none;"><input type="checkbox"/> flex spending (pre-tax)</td> <td style="border: none;"><input type="checkbox"/> employee discounts</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> vision</td> <td style="border: none;"><input type="checkbox"/> bonuses (describe)</td> <td style="border: none;"><input type="checkbox"/> transportation aids (describe)</td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> life insurance</td> <td style="border: none;"><input type="checkbox"/> paid maternity leave</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;"><input type="checkbox"/> tuition reimbursement</td> <td style="border: none;"><input type="checkbox"/> paid paternity leave</td> <td style="border: none;"><input type="checkbox"/> none</td> </tr> </table>			<input type="checkbox"/> paid vacation	<input type="checkbox"/> paid child care	<input type="checkbox"/> piece rates	<input type="checkbox"/> paid sick leave	<input type="checkbox"/> child care assistance (describe)	<input type="checkbox"/> profit sharing	<input type="checkbox"/> retirement	<input type="checkbox"/> job sharing	<input type="checkbox"/> stock options	<input type="checkbox"/> medical	<input type="checkbox"/> flex hours	<input type="checkbox"/> overtime pay	<input type="checkbox"/> dental	<input type="checkbox"/> flex spending (pre-tax)	<input type="checkbox"/> employee discounts	<input type="checkbox"/> vision	<input type="checkbox"/> bonuses (describe)	<input type="checkbox"/> transportation aids (describe)	<input type="checkbox"/> life insurance	<input type="checkbox"/> paid maternity leave		<input type="checkbox"/> tuition reimbursement	<input type="checkbox"/> paid paternity leave	<input type="checkbox"/> none
<input type="checkbox"/> paid vacation	<input type="checkbox"/> paid child care	<input type="checkbox"/> piece rates																									
<input type="checkbox"/> paid sick leave	<input type="checkbox"/> child care assistance (describe)	<input type="checkbox"/> profit sharing																									
<input type="checkbox"/> retirement	<input type="checkbox"/> job sharing	<input type="checkbox"/> stock options																									
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<input type="checkbox"/> dental	<input type="checkbox"/> flex spending (pre-tax)	<input type="checkbox"/> employee discounts																									
<input type="checkbox"/> vision	<input type="checkbox"/> bonuses (describe)	<input type="checkbox"/> transportation aids (describe)																									
<input type="checkbox"/> life insurance	<input type="checkbox"/> paid maternity leave																										
<input type="checkbox"/> tuition reimbursement	<input type="checkbox"/> paid paternity leave	<input type="checkbox"/> none																									
c. Are there any other benefits you offered that are not listed here?	<input type="checkbox"/> No <input type="checkbox"/> Yes (list)																										

benefits were available on <DATE 2>, Ask 21d. [Note: the only times benefits are not provided are if the company did not offer benefits on <DATE 1> and nothing changed OR they provided benefits at <DATE 1> and did not do so on <DATE 2>.]

21d. Did the requirements to receive benefits (e.g., hours per week worked, amount of time with company) change between <DATE 1> and <DATE 2>?	<input type="checkbox"/> No <input type="checkbox"/> Yes	changed, did they become <input type="checkbox"/> More stringent <input type="checkbox"/> Easier get	What were the current requirements as of <DATE 2>?
---	---	---	--

Appendix IVC: Household Survey (English)

Interviewer _____ Respondent's Address _____

Introduce yourself with your customized introduction. Be sure to include names of partners, voucher, time (30 minutes), confidentiality, voluntary participation, and initial screening.

Interviewer check box: Are we screening for gender or language?	<input type="checkbox"/> Yes (gender) <input type="checkbox"/> Yes (language) (Ask both questions in E1.)	<input type="checkbox"/> No (Ask only first question in E1.)
E1. <i>If it is obvious that the individual answering the door is over 18, skip the first question. Is there anyone in this household who is 18 or older? And is (gender desired) and/or speak (language desired)?</i>	<input type="checkbox"/> Yes (Can I speak with that person?)	<input type="checkbox"/> No Thank you for your time.
E2. Would you be willing to participate in our survey? (Go through introduction.)	<input type="checkbox"/> Yes	<input type="checkbox"/> No Thank you for your time.

INTERVIEWER ONLY—DO NOT ASK

OUTCOME FROM SURVEY—Do NOT complete if still in progress (CIRCLE ONLY ONE.)

<i>Page 1 Complete (answered E1 and E2)</i>	<i>Page 1 Not Complete (never talked with a potential respondent)</i>
1. Survey completed	6. Vacant property/household
2. Language barrier List language _____	7. Language barrier _____ (language)
3. Five or more attempts to contact respondent (participant was identified)	8. Five or more attempts without contact (e.g., no one answers the door at varying times of day)
4. Respondent refused to participate in survey	9. Screener refused to participate (person answering the door)
5. Other _____	10. Other _____

INTERVIEWER OBSERVATION:

S1. Military time began: _____ Military time ended: _____ Minutes: _____

S2. Housing type: Single family dwelling 3-4 units Trailer/Mobile Home
 Duplex More than 4 units (e.g., apartments) Other _____

S3. Respondent's Gender: Female Male

S4. Comments from Interviewer: (use back if necessary)

ATTEMPTS:

Date and time _____ (attempt 1) Date and time _____ (attempt 4)
 Date and time _____ (attempt 2) Date and time _____ (attempt 5)
 Date and time _____ (attempt 3) Date and time _____ (attempt 6)

1. In which language is the survey administered?

- English Spanish Other _____

2. Did you have a job last week? Yes No

(Count any work that provides pay.)

2A. Did you look for work last week? Yes No

2B. What other activities did you do last week? *(READ LIST and Check ALL that apply.)*

- | | | |
|---|---|-----------------------------------|
| <input type="radio"/> None | <input type="radio"/> At home taking care of children/ other family | <input type="radio"/> Other _____ |
| <input type="radio"/> School | <input type="radio"/> At home without children | |
| <input type="radio"/> Had a job, did not work | <input type="radio"/> Retired <i>(Go to PAGE 8, Q17.)</i> | |

Ask Questions 3 and 4 only if the Respondent is looking for work (yes to Q2A).

3. When you look for work, what methods do/would you use to find a job?

(Do NOT read list. Check ALL that apply.)

- | | | |
|--|--|--|
| <input type="radio"/> None | <input type="radio"/> Telephone job line | <input type="radio"/> Friend/Referral |
| <input type="radio"/> Newspaper | <input type="radio"/> Internet | <input type="radio"/> Church |
| <input type="radio"/> TV/Radio | <input type="radio"/> School/College | <input type="radio"/> Staffing Service/Temp Agency |
| <input type="radio"/> Walked into firm | <input type="radio"/> Job fair | <input type="radio"/> Other _____ |
| <input type="radio"/> Job bulletin | <input type="radio"/> One Stop Center | |

4. Are you able and willing to work:

A. During the entire day? (e.g., 8am-6pm)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
B. If no to entire day, during school hours? (e.g., 8am-3pm)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
C. A swing shift? (e.g., 3:30pm-midnight)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
D. A night shift? (e.g., 11pm to 8am)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
E. A variable hour job? (e.g., day one week, swing next, night next)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
F. On the weekends? (i.e., Saturday and Sunday)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
G. All weekdays? (i.e., Monday through Friday)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
H. If no to all weekdays some weekdays?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
I. 35 hours a week or more?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

We would like to ask a few questions about your job training and work experience.

5. Have you ever received formal job training? Yes *(Go to Q 5A.)* No *(Go to Q6.)*

(Job training consists of a developed program (i.e., classes) it does NOT include informal on-the-job training.)

- 5A. If yes, **Did you receive a nationally recognized (in the U.S.) certificate, state credential (e.g., cosmetology license), or license as a result of the training?** Yes No

6. How would you characterize your recent (last 5 years) work experience? *(Read and check ONE.)*

- | | |
|---|--|
| <input type="checkbox"/> No work experience <i>(did not work in last 5 years)</i> | <input type="checkbox"/> Stable, long-term job experience(s) |
| <input type="checkbox"/> Only short-term job experience(s) | <input type="checkbox"/> Long-term unemployment |

We are interested in learning about your ability to perform certain skills that might be used at work. We have a lot of questions in this section, so I'll try to move quickly. We are going to ask about a lot of different skills and no one will have all of them. Everyone will have some skills, however. We are interested in your honest answers on how well you do things so we can develop programs needed in the community. For most questions, please just answer "very well", "somewhat well", or "not well" to the following questions:

HAND CARD A (and read list aloud)

	Very well	Some – what well	Not well	Don't know
7. (Reading)				
A. How well can you read written instructions, labels, schedules, journals? (e.g., safety warnings, produce labels, shipping labels, invoices, work orders, logs, journals, schedules)	1	2	3	DK
A1. Does your reading ability differ if these materials are hand written or on a computer screen?	<input type="checkbox"/> Yes		<input type="checkbox"/> No (Skip to B)	
A2. If yes, how well do you read these materials if they are hand written?	1	2	3	DK
A3. If yes, how well do you read these materials on a computer screen?	1	2	3	DK
B. How well can you read general memos, letters, and forms?	1	2	3	DK
B1. Does your reading ability differ if these materials are hand written or on a computer screen?	<input type="checkbox"/> Yes		<input type="checkbox"/> No (Skip to C)	
B2. If yes, how well do you read these materials if they are hand written?	1	2	3	DK
B3. If yes, how well do you read these materials on a computer screen?	1	2	3	DK
C. How well can you read technical materials? (e.g., manuals, computer printout, contracts, agreements, job-related books, magazines, documents, or reports)	1	2	3	DK
C1. Does your reading ability differ if these materials are hand written or on a computer screen?	<input type="checkbox"/> Yes		<input type="checkbox"/> No (Skip to D)	
C2. If yes, how well do you read these materials if they are hand written?	1	2	3	DK
C3. If yes, how well do you read these materials on a computer screen?	1	2	3	DK
D. How well can you read maps?	1	2	3	DK
E. How well can you read a telephone book?	1	2	3	DK

8. (Writing) How well can you (in English):

A. Write simple sentences and paragraphs? (e.g., short notes, simple memos)	1	2	3	DK
B. Use correct spelling, grammar, and style when you write? (e.g., write letters using correct structure and sentence style)	1	2	3	DK
C. Write complex or creative materials or reports? (e.g., organize information into complex or report-like materials)	1	2	3	DK
D. Complete forms, logs, charges, or labels? (e.g., write labels, record data, time etc. into a log or chart, fill out forms)	1	2	3	DK
E. Proofread?	1	2	3	DK
F. Take telephone messages accurately?	1	2	3	DK

HAND CARD B (and read list aloud)

	Very well	Some – what well	Not well	Don't know
9. (Math) How well can you: WITHOUT ANY CALCULATORS OR COMPUTERS				
A. Perform addition and subtraction computations/problems (e.g., 27+14)	1	2	3	DK
B. Perform multiplication and division computations/problems (e.g., 27÷14)	1	2	3	DK
C. Use ratios, fractions, decimals, or percents	1	2	3	DK
D. Estimate or round off numbers	1	2	3	DK
E. Solve simple equations (i.e., simple algebra such as Y=5+3X)	1	2	3	DK
F. Make change (using money)	1	2	3	DK
G. Compute or figure discounts, markups, or selling price (e.g., 30% off)	1	2	3	DK
H. Interpret data from graph, tables, or charts	1	2	3	DK
I. Perform simple measurements (e.g., mixing liquids in correct proportions)	1	2	3	DK
J. Use measurement instruments (e.g., using a ruler or scale to measure something)	1	2	3	DK
K. Use equipment such as a calculator or business machine	1	2	3	DK
L. Work with budgets (at work)	1	2	3	DK
M. Work with calendars or time clocks	1	2	3	DK

10. (Communication) How well do you think you (in English):

A. Give spoken instructions in the workplace	1	2	3	DK
B. Choose words and manner of expression appropriate to the workplace	1	2	3	DK
C. Make and receive business phone calls	1	2	3	DK
D. Deal with customers	1	2	3	DK
E. Pick up on verbal and non-verbal cues from others (e.g., words, body language)	1	2	3	DK
F. Explain products and services	1	2	3	DK
G. Handle complaints	1	2	3	DK
H. Interact with co-workers to accomplish a task	1	2	3	DK
I. Sell a product or service to a customer	1	2	3	DK
J. Use communication equipment (e.g., pagers, two-way radios)	1	2	3	DK
K. Give presentations	1	2	3	DK

11. (Problem Solving) How well do you think you:

A. Prioritize tasks	1	2	3	DK
B. Gather information	1	2	3	DK
C. Sort and categorize information	1	2	3	DK
D. Identify work-related problems	1	2	3	DK
E. Identify potential solutions to problems	1	2	3	DK
F. Identify barriers to solutions	1	2	3	DK
G. Apply solutions to problems	1	2	3	DK
H. Evaluate results	1	2	3	DK
I. Work in teams	1	2	3	DK
J. Make decisions independently	1	2	3	DK
K. Provide leadership in problem solving	1	2	3	DK

HAND CARD C (and read list aloud)

12. (Equipment) How well can you operate:

	Very well	Some – what well	Not well	Don't know
A. Telephone systems (with multiple lines)	1	2	3	DK
B. Answering machines	1	2	3	DK
C. Copiers	1	2	3	DK
D. Fax Machines	1	2	3	DK
E. Macintosh or Apple computers	1	2	3	DK
F. Windows or DOS-based computers	1	2	3	DK
G. Production machinery (e.g., production line equipment)	1	2	3	DK
H. Heavy equipment (e.g., forklifts, cranes)	1	2	3	DK
I. Registers/Scanners	1	2	3	DK

13. (Software or Program) How well can you use:

A. Word Processing programs (e.g., Word, Word Perfect)	1	2	3	DK
B. Spreadsheet programs (e.g., Excel, Lotus)	1	2	3	DK
C. Database software (e.g., Access, Fox Pro)	1	2	3	DK
D. Email	1	2	3	DK
E. Internet browsers (e.g., Netscape, Internet Explorer)	1	2	3	DK
F. Web page design/authoring programs (e.g., Front Page, Dreamweaver)	1	2	3	DK
G. Multimedia authoring and editing software (e.g., Director, Premier, Final Cut Pro)	1	2	3	DK
H. Graphics software (e.g., Adobe Photoshop)	1	2	3	DK
I. Desktop publishing programs (e.g., Microsoft Publisher, Pagemaker)	1	2	3	DK
J. Financial inventory software (e.g., Oracle, Peachtree, DO NOT COUNT QUICKEN)	1	2	3	DK

14. (Soft Skills) How well do you think you:

A. Learn from life experiences—both your own and others	1	2	3	DK
B. Are motivated to pursue personal goals	1	2	3	DK
C. Know your own strengths and weaknesses	1	2	3	DK
D. Accept and learn from negative criticism	1	2	3	DK
E. Generate trust and confidence in others	1	2	3	DK
F. Accept the consequences of your own actions	1	2	3	DK
G. Understand the feelings of others	1	2	3	DK
H. Make and keep commitments (at work)	1	2	3	DK
I. Work under pressure	1	2	3	DK
J. Identify different ways of doing something	1	2	3	DK
K. Set realistic goals for yourself	1	2	3	DK
L. Follow through with a plan or decision	1	2	3	DK
M. Manage time	1	2	3	DK
N. Juggle different things you have to do	1	2	3	DK
O. Make and keep a schedule	1	2	3	DK
P. Use logic to draw conclusions (e.g., use clearheaded reasoning to solve problems)	1	2	3	DK

We would like to ask you a few questions about employment.

(Interviewer answer) Does the respondent have a job? (from Q2)	<input type="checkbox"/> Yes (Go to Q15 BELOW.)	<input type="checkbox"/> No (Go to NEXT PAGE.)
--	---	--

15. (If respondent DOES have a job):

A. Do you have more than one job?	<input type="checkbox"/> Yes (Ask questions about the primary employment.) <input type="checkbox"/> No
B. Where do you work? (Company name)	
C. What city is the company you work for located?	
D. Are you self-employed?	<input type="checkbox"/> Yes (Go to G.) <input type="checkbox"/> No
E. Is your employer? (Read and check only ONE.)	<input type="checkbox"/> Private Business <input type="checkbox"/> Non-profit <input type="checkbox"/> Government
F. Is this job seasonal or temporary?	<input type="checkbox"/> Yes <input type="checkbox"/> No
G. How many hours a week do you work? (on average)?	
H. If less than 35 hours, Why do you work less than 35 hours a week? (Do NOT read. Check ALL that apply.)	<input type="checkbox"/> Children/Childcare <input type="checkbox"/> Health <input type="checkbox"/> No more hours available <input type="checkbox"/> Transportation <input type="checkbox"/> Other _____
I. When did you start working for this firm (for yourself)? _____ Month _____ Year	
J. What is your occupation/job title? (Interviewer can provide these examples if necessary: waiter, receptionist, salesperson, manager, accountant)	
K. What are your primary duties at work?	
L. How much do you earn?	<input type="checkbox"/> Refused
_____ per _____ ? (e.g., \$8.57 per hour; \$3,000 per month)	
M. Do you receive tips or bonuses in addition to the earnings you just told me about?	<input type="checkbox"/> Yes <input type="checkbox"/> No
N. How many different companies did you work for last year? (include current company) _____	
O. How do you get to work? (Do NOT read list. Check ALL that apply.)	<input type="checkbox"/> Own Car <input type="checkbox"/> Carpool/Friend <input type="checkbox"/> Bus <input type="checkbox"/> Walk/Bike/Skate <input type="checkbox"/> Train <input type="checkbox"/> BART <input type="checkbox"/> Other
P. Are you satisfied with your current job?	
<input type="checkbox"/> Yes (Go to NEXT PAGE.) <input type="checkbox"/> No	
P1. If no, Why not? _____ _____ _____ _____	

To learn more about possible barriers to employment, we will be asking a series of questions about your background. If you find are not comfortable with a question, just let me know and we will go on to the next question. Remember that all information you provide is strictly **CONFIDENTIAL**. Please just answer yes or no as I read the following questions:

HAND CARD D (and read list aloud)

16. Do you have:

A. A valid driver's license	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
B. Regular access to a car	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
C. If have regular access to a car, car insurance	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
D. Regular access to a telephone	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
E. A regular mailing address	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
F. A computer or internet access at home	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
G. Appropriate interview/business clothes	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
H. Appropriate employment references	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
I. U.S. citizenship OR permanent residency	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
J. If not citizen or permanent resident, documentation that allows you to work in the U.S.	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
K. A medical problem that might prevent employment	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
L. Mental health issues or depression as part of your past/present	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
M. Substance abuse as part of your past/present	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
N. Physical abuse as part of your past/present	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
O. Physical disability that might prevent employment	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
P. Family obligations that might prevent employment	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No
J. A felony conviction (not an arrest)	<input type="checkbox"/> Yes <input type="checkbox"/> DK <input type="checkbox"/> Refused <input type="checkbox"/> No

We now are interested in learning about your household responsibilities.

17. **How many adults** (18 and older) **live in your household, including yourself?** _____

17 A. *If more than 1, Do you have responsibility for an elder in need of care?* Yes No

18 A. **How many children** (under 18) **live in your household?** _____

18 B. **How many children** (under 18) **do you have that do not live with you?** _____
(If respondent does NOT have children--if 18A and B are 0--Go to Page 10.)

18 C. *If one or more children live with the respondent,*

How many children do you have in each age group?

_____ 0-2 years _____ 3-5 years _____ 6-11 years _____ 12-17 years

Section Screener:

S1. **In the last 30 days have you worked, looked for work, attended school, or a training program?** Yes No
(Go to Page 10.)

S2. **How many children for whom you have responsibility are looked after by others while you are working, looking for work, in school, or in a training program?** (Note: Include all childcare arrangements such as babysitting, after school care or care from a family member, including an older brother or sister.) _____
(If 0 ask S3 and then go to Page 10.)

S3. **Do you have children who need that sort of childcare but don't get it?** Yes No

Respondents needs childcare for work, school, or training--if S1 is yes and S2 is 1 or more--ask Q 19. Otherwise go to page 10.

19. **Would you say that you have had a regular schedule for your children's childcare over the past 30 days?** Yes No

19 A. *If no, what is the main reason your children's care schedule has not been regular?*
(Do NOT read list. Check ALL that apply.)

- Can't find consistent childcare arrangement
- Respondent's job situation keeps changing
- Child has been sick on and off
- Problems paying for care
- Respondent's personal life has been changing a lot
- Work schedule changes
- Childcare provider sick
- Quality of care
- Other _____

20. **In the past 12 months, how many days did you miss work, school, or training because you had to take care of one of your children?** _____

21. **In the past 12 months, did problems in childcare cause you quit a job, school, or training or did they prevent you from taking a job or participate in school or training?** Yes No

HAND CARD E (and read aloud)

22. Please identify all the PRIMARY sources you used for (all of your children's) childcare in the last 30 days.

(Check ALL that apply.)

- | | |
|--|---|
| <input type="radio"/> None | <input type="radio"/> Babysitter |
| <input type="radio"/> Other parent | <input type="radio"/> School |
| <input type="radio"/> Older brother or sister | <input type="radio"/> Stay at home alone (children 12 or younger) |
| <input type="radio"/> Relative in my home | <input type="radio"/> Eden Youth and Family Center |
| <input type="radio"/> Relative in their home | <input type="radio"/> Youth Enrichment Program |
| <input type="radio"/> Friend or neighbor | <input type="radio"/> Boys and Girls Club |
| <input type="radio"/> Family day care home | <input type="radio"/> Head Start |
| <input type="radio"/> Regular childcare center | <input type="radio"/> Other _____ |

23. What services do you use if your childcare is not available? (e.g., the provider becomes sick)

(Check ALL that apply.)

- | | |
|--|---|
| <input type="radio"/> None | <input type="radio"/> Babysitter |
| <input type="radio"/> Other Parent | <input type="radio"/> School |
| <input type="radio"/> Older brother or sister | <input type="radio"/> Stay at home alone (children 12 or younger) |
| <input type="radio"/> Relative in my home | <input type="radio"/> Eden Youth and Family Center |
| <input type="radio"/> Relative in their home | <input type="radio"/> Youth Enrichment Program |
| <input type="radio"/> Friend or neighbor | <input type="radio"/> Boys and Girls Club |
| <input type="radio"/> Family day care home | <input type="radio"/> Head Start |
| <input type="radio"/> Regular childcare center | <input type="radio"/> Other _____ |

24. In the last 30 days, what was the total amount you spent for (all of your children's) childcare? Was the amount closer to: (Check only ONE.)

- nothing \$100 \$200 \$300 \$400 \$500 or more

25. Did you or will you receive financial help for the childcare you used in the past 30 days? Yes No

25A. If yes, what was the source of the financial help? (Do NOT read. Check ALL that apply.)

- | | |
|--|--|
| <input type="radio"/> A family member or friend | <input type="radio"/> Some other agency |
| <input type="radio"/> The child/ren's parent (e.g., child support) | <input type="radio"/> Employer |
| <input type="radio"/> The County Social Service Agency/CalWORKs | <input type="radio"/> Someone/someplace else |
| <input type="radio"/> Child Links | (who?) _____ |

25B. If yes, what share of the cost did they pay? (Check only ONE.)

- All of it Not all, but more than half About half Less than half DK

We are also interested in learning about your health insurance.

26A. Are YOU currently covered by a health plan or insurance?

- Yes (Go to B.)
 DK (Go to Q27.)
 No (Go to C.)
 Refused (Go to Q27.)

B. If yes, What is the **source** of insurance?
 (Read list and check ALL that apply.)

- Current/ former Employer or Union
 Other family member's Employer or Union
 Purchased directly from an insurance company
 MediCAL (or other government program for those in need)
 Medicare (or other government program for those 65+)
 Military health care
 Other _____

C. If no, how many months in the past 12 months were you covered by a health plan or insurance? _____

Check Box: Does anyone else live in the household?

- Yes No (Go to Q29 below.)

27A. Are other household members currently covered by a health plan or insurance?

- All Covered (Go to B.)
 Some Covered (Ask B & C.)
 None Covered (Go to C.)
 DK (Go to Q28.)

B. If all or some are covered, What is the source of insurance for those covered?
 (Read list and check ALL that apply.)

- Current/ former Employer or union
 Other family member's Employer or Union
 Purchased directly from an insurance co.
 MediCAL (or other government program for those in need)
 Medicare (or other government program for those 65+)
 Military health care
 Other _____

C. If any were NOT covered, How many months in the past 12 months were household members who are not insured covered by a health plan or insurance?
 (Take a best guess for an average.) _____

28. Was anyone in your household offered insurance in the past 12 months but did not take it?

(include any time applied for insurance and did not take or receive it.)

- Yes (Go to A.)
 No (Go to Q29.)
 DK

28A. If yes, what was the main reason they did not take it?

(Do NOT read. Check only ONE.)

- Covered by another family members' insurance
 Plan too expensive
 Did not cover pre-existing conditions
 Plan too limited
 Did not want/need
 Not eligible yet
 Non-legal status
 Other _____

If RESPONDENT is CURRENTLY covered by insurance:

29. In the past 12 months, about how much do you think you paid for your insurance/health plan? Please include all expenses such as copayments, prescriptions, pay check deductions, etc.

- \$0-\$100
 \$100-\$499
 \$500-\$999
 \$1,000-\$2,499
 \$2,500-\$4,999
 over \$5,000
 DK
 Refused

If SOMEONE in the household is NOT CURRENTLY covered by insurance:

30. Would you like information about obtaining health insurance for those not covered by insurance?

- Yes (Give Packet.)
 No

Now some questions on housing.

31. What is the status of your housing? (Check only ONE.)

- Own house
- Live with relatives
- Homeless/In transition
- Rent
- Live with friends
- Other _____

A. Is this temporary housing?

- Yes (Go to B.)
- No (Go to Q32.)

B. What is the status of your typical housing?

- Own house
- Live with friends
- Residential Hotel/SRO (Single Room Occupancy)
- Rent
- Shelter
- Other _____
- Live with relatives
- Homeless/Streets

32. Does anyone in your household receive Section 8 housing vouchers?

- Yes
- No
- DK

A. Is your household approved for below market rate housing (BMR)?

- Yes
- No
- DK

B. How much does your household pay per month for rent or mortgage?

_____ per _____?
(e.g., \$1000.00 per month)

33. Have you been evicted from a residence in the last 12 months?

- Yes
- No

Please include an eviction even if it was not justified.

And a question on transportation....

Interviewer can also say:

34. What is your typical mode of transportation (how do you get around)?

(Check ALL that apply.)

- Own Car
- Have access to friend/relative car (respondent drives)
- Public Transportation
- Other _____
- Walk

And some questions on income

HAND CARD F (Note: has question 35-37 on card.)

35. Did you or other members of your household receive income from any of the following sources in the past 12 months?

(Check ALL that apply and read list aloud.)

- None
- Rental Property
- CalWORKS
- Student Financial Aid
- General Assistance/Foster Care payments
- Spouse/Family members wages or salary
- Food Stamps
- Alimony/Child support
- Pension/Other retirement income
- Odd Jobs (e.g., childcare, gardening, Black Market job)
- Social Security (retirement or survivors payment)
- Unemployment Insurance
- Disability (including workers comp/veterans)
- Loans (personal or from bank)
- SSI Program (Supplemental Security Income)
- Other _____
- Investments/Stocks/Bonds

36. What approximately is your household's annual income (from all sources)?

(Read list. Check only ONE.)

- Less than \$19,999
- \$50,000-74,999
- \$100,000-149,000
- \$250,000-499,999
- DK
- \$20,000-49,999
- \$75,000-99,999
- \$150,000-249,999
- \$500,000+
- Refused

37. Do you or any other members of your household use services from the following?

(Read list. Check ALL that apply.)

- Family Resource Center
- Institute for Success
- La Familia Counseling
- None
- Eden Youth and Family Center
- Glad Tidings Educational Campus
- Other _____

37A. Would you like to be on the mailing list for any of these agencies?

Remember that we do not know your name and any information mailed to you will come to "Resident".

- Yes
- No

I'd like to ask you a few questions about *Yourself*. This information will be used for measurement purposes only. Remember that all information is confidential.

HAND CARD G (Note: has question 38-45 on card.)

38. What is your age?	<input type="checkbox"/> 18-25 <input type="checkbox"/> 26-30	<input type="checkbox"/> 31-45 <input type="checkbox"/> 46-55	<input type="checkbox"/> 56-64 <input type="checkbox"/> 65+
39. Are you Latino or of Hispanic descent?	<input type="checkbox"/> Yes <input type="checkbox"/> No		
40. What is your race/nationality? <i>(Check ALL that apply.)</i>	<input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Central/South American <input type="checkbox"/> White <input type="checkbox"/> Other _____	<input type="checkbox"/> Asian (Ask Q40A.) <input type="checkbox"/> Filipino <input type="checkbox"/> Middle Eastern (Ask Q40A.)	<input type="checkbox"/> African American/ Black <input type="checkbox"/> Mexican <input type="checkbox"/> Native Hawaiian or Pacific Islander (Ask Q40A)
40A. If Asian, Pacific Islander, or Middle Eastern, what do you consider to be your country of ancestry?	_____		
41. What is your current marital status? <i>(Check only ONE. If you fit more than one category, pick your current status. For example, if you are divorced and living in a partnership, your current status would be living in a partnership.)</i>	<input type="checkbox"/> Single, never married <input type="checkbox"/> Living in a partnership	<input type="checkbox"/> Married, spouse in the HH <input type="checkbox"/> Married, spouse not in HH (e.g., separated)	<input type="checkbox"/> Divorced <input type="checkbox"/> Widowed
42. What was the highest level of education that you completed? <i>(Check only ONE. It does not matter what country the degree is from.) (If they mention Vocational or Technical Training, say to them – “We are only interested in degrees or years of schooling”.)</i>	<input type="checkbox"/> 8 th grade or less <input type="checkbox"/> Some high school (Did you get a GED?) <input type="checkbox"/> HS graduate or GED (Did you go to college?)	<input type="checkbox"/> College, no degree <input type="checkbox"/> Associate degree	<input type="checkbox"/> Bachelor's degree <input type="checkbox"/> Advanced degree
43. In what country were you born?	43A. If country was not U.S., How many years have you been living in the United States? _____		
44. What is your primary language spoken at home? <i>(Check only ONE)</i>	<input type="checkbox"/> English (Go to Q46) <input type="checkbox"/> Chinese <input type="checkbox"/> Other _____	<input type="checkbox"/> Farsi <input type="checkbox"/> Spanish	<input type="checkbox"/> Tagalog <input type="checkbox"/> Vietnamese
45. If primary language is NOT English, how would you rate your ability to:			
45A. Speak English	<input type="checkbox"/> Very well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Not at all
45B. Understand Spoken English	<input type="checkbox"/> Very well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Not at all
45C. Read English	<input type="checkbox"/> Very well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Not at all

I'd like to ask you a few questions about the head of your household.

- 46. Are you the head of this household?** Yes No
 (If joint head, answer as if head of household) (Go to Q 55.)
46A. If no, what is your relationship to the head of HH? Spouse Parent
Are you the..... Child Other

If Respondent is not head of household...

47. What is the age of the HH head?	<input type="checkbox"/> 18-25	<input type="checkbox"/> 31-45	<input type="checkbox"/> 56-64
	<input type="checkbox"/> 26-30	<input type="checkbox"/> 46-55	<input type="checkbox"/> 65+
48. Is the HH head Latino/Hispanic?	<input type="checkbox"/> Yes		<input type="checkbox"/> No
49. What is the race of the HH head? (Check ALL that apply.)	<input type="checkbox"/> American Indian or Alaska Native	<input type="checkbox"/> Asian (Ask Q49A.)	<input type="checkbox"/> African American/ Black
	<input type="checkbox"/> Central/South American	<input type="checkbox"/> Filipino	<input type="checkbox"/> Mexican
	<input type="checkbox"/> White	<input type="checkbox"/> Middle Eastern (Ask Q49A.)	<input type="checkbox"/> Native Hawaiian or Pacific Islander (Ask Q49A.)
	<input type="checkbox"/> Other _____		
49A. If Asian, Pacific Islander, or Middle Eastern, What do you consider the country of origin of the HH head? _____			
50A. What is the marital status of the HH head? (Check only ONE.)	<input type="checkbox"/> Single, never married	<input type="checkbox"/> Married, spouse in the HH	<input type="checkbox"/> Divorced
	<input type="checkbox"/> Living in a partnership	<input type="checkbox"/> Married, spouse not in HH (e.g., separated)	<input type="checkbox"/> Widowed
50B. What is the gender of the HH?	<input type="checkbox"/> Male	<input type="checkbox"/> Female	
51. What was the highest level of education that the HH head completed? (Check only ONE. It does not matter what country their degree is from.) (If they mention Vocational or Technical Training, say to them – “We are only interested in degrees or years of schooling”.)	<input type="checkbox"/> 8 th grade or less	<input type="checkbox"/> College, no degree	<input type="checkbox"/> Bachelor's degree
	<input type="checkbox"/> Some high school (Did you get a GED?)	<input type="checkbox"/> Associate degree	<input type="checkbox"/> Advanced degree
	<input type="checkbox"/> HS graduate or GED (Did you go to college?)		<input type="checkbox"/> DK
52. In what country was the HH head born?			
52A. If country was not U.S., How many years has the HH been living in the United States? _____			
53. What is the primary language of the HH head? (Spoken at home. Check only ONE)	<input type="checkbox"/> English (Go to Q55)	<input type="checkbox"/> Farsi	<input type="checkbox"/> Tagalog
	<input type="checkbox"/> Chinese	<input type="checkbox"/> Spanish	<input type="checkbox"/> Vietnamese
	<input type="checkbox"/> Other _____		
54. If primary language is NOT English, how would you rate the HH head's ability to:			
54A. Speak English	<input type="checkbox"/> Very well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Not at all
54B. Understand Spoken English	<input type="checkbox"/> Very well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Not at all
54C. Read English	<input type="checkbox"/> Very well	<input type="checkbox"/> Somewhat well	<input type="checkbox"/> Not at all

- 55. This is the end of the survey do you have any final comments?** NO YES (Use Back.)

Thank you for your time. Your input has been invaluable
A supervisor may stop by to verify the information you gave.
Provide voucher and get signature

Appendix IVD: Household Survey (Spanish)

Entrevistador _____ Direccion de Respondiente _____

Presentese con su introduccion que fue hecho en cargo. Asegurase que incluye los nombres de sus companeros, su comprobante, el tiempo (30 minutos), confidencialidad, participacion voluntaria, y la prueba inicial.

Caja de chequeo para el entrevistador: Estamos buscando el genero o lenguaje?	<input type="checkbox"/> Si (genero) <input type="checkbox"/> Si (lenguaje) (Preguntar los dos partes en E1.)	<input type="checkbox"/> No (Solo preguntar la primera pregunta en E1.)
E1. <i>Si es obvio que el individual que contesto la Puerta es mayor de 18, siga a la proxima pregunta. Hay alguien que vive en esta casa que sea mayor de 18 anos? Y que sea (genero deseado) y/o habla (lenguaje deseado)?</i>	<input type="checkbox"/> Si (Pudiera hablar con esa persona?)	<input type="checkbox"/> No Gracias por su tiempo.
E2. Estas disponible en participar en nuestra encuesta? (Empiece a introducirse.)	<input type="checkbox"/> Si	<input type="checkbox"/> No Gracias por su tiempo.

SOLAMENTE EL ENTREVISTADOR—NO PREGUNTAR

RESULTADOS DE LA ENCUESTA—NO completar si todavia esta en progreso (CIRCULAR SOLO UNO.)

Pagina 1 Completado	Pagina 1 No esta Completado
1. Ecuesta completada	6. Propiedad/casa desocupado
2. Barrera de lenguaje Escribe lenguaje _____	7. Barrera de lenguaje _____ (lenguaje)
3. Cinco intentados o mas para contactar al respondiente	8. Cinco intentados sin contacta (nadie contesta la puerta a diferentes tiempos del dia)
4. Respondiente rechazo participar en la encuesta	9. Entrevistador rechazo participar (persona contestando la puerta)
5. Otro _____	10. Otro _____

OBERSERVACION DEL ENTREVISTADOR:

S1. Tiempo militar de comenzar _____ Tiempo militar de terminar _____ Minutos: _____

S2. Tipo de alojamiento

<input type="checkbox"/> Vivienda de Familia Soltera	<input type="checkbox"/> 3-4 unidades	<input type="checkbox"/> Trailer/Casa mobile
<input type="checkbox"/> Vivienda Doble	<input type="checkbox"/> Mas de 4 unidades (apartamentos)	<input type="checkbox"/> Otro _____

S3. Genero del respondiente Mujer Hombre

S4. Comentarios del entrevistador: (si necesario usar atras)

INTENTADOS:

Fecha y tiempo _____ (intentado 1) 4)	Fecha y tiempo _____ (intentado
Fecha y tiempo _____ (intentado 2) 5)	Fecha y tiempo _____ (intentado
Fecha y tiempo _____ (intentado 3) 6)	Fecha y tiempo _____ (intentado

1. (Solo preguntar si parece que el Ingles no es el lenguaje principal del respondiente.)
En que lenguaje quisieras que administre la encuesta?
 Ingles Espanol Otro _____

2. Tuvistes trabajo la semana pasada? Si No
 (Cuenta cualquier trabajo que incluye pago.)

2A. Buscastes trabajo la semana pasada? Si No

2B. Que otras actividades hicistes la semana pasada? (LEA LA LISTA y Marca TODOS los que corresponden.)

<input type="checkbox"/> Nada	<input type="checkbox"/> En casa cuidando ninos/	<input type="checkbox"/> Retirado (ve a PAGINA 8, Q17.)
<input type="checkbox"/> Escuela	otra familia	<input type="checkbox"/> Otro _____
<input type="checkbox"/> Tuve trabajo, pero no trabaje	<input type="checkbox"/> En casa sin ninos	_____

Preguntar 3 y 4 solamente si le respondiente esta en busca de trabajo (si a Q2A).

3. Cuando buscas trabajo, que metodos usas/ usaras para encontrarlo?

(NO lea la lista. Marque TODOS los que corresponden.)

- | | | |
|--|--|---|
| <input type="checkbox"/> Periodico | <input type="checkbox"/> Internet | <input type="checkbox"/> Amigo/Referencia |
| <input type="checkbox"/> TV/Radio | <input type="checkbox"/> Escuela/Universidad | <input type="checkbox"/> Iglesia |
| <input type="checkbox"/> Fue a la compania | <input type="checkbox"/> Feria de trabajo | <input type="checkbox"/> Servicio Personal /Agencia |
| <input type="checkbox"/> Anuncio de trabajos | <input type="checkbox"/> Centro de Trabajo | Temporal |
| <input type="checkbox"/> Linea de trabajos | | <input type="checkbox"/> Otro _____ |

4. Estas disponible y listo para trabajar:

A. Durante todo el dia? (de 8am-6pm)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
B. Si no todo el dia, durante las horas de esuela? (8am-3pm)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
C. Turno de la tarde? (De 3:30pm-medianoche)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
D. Turno de noche? (11pm to 8am)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
E. Trabajo de horas variables? (Un dia a la semana, el diasiguiente, tuerno despues turno de tarde/noche)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
F. Los fines de semana? (Sabado y Domingo)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
G. Todos los dias durante la semana? (Lunes a Viernes)	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
H. Si contesto no a los dias de la semana Algunos dias?	<input type="checkbox"/>	Si	<input type="checkbox"/>	No
I. 35 horas por semana o mas?	<input type="checkbox"/>	SI	<input type="checkbox"/>	No

Quisieramos preguntarles sobre el entrenamiento y experiencia en su trabajo.

5. Has recibido entrenamiento de trabajo formal? Si No
 (Vaya a Q 5A.) (Vaya a Q6.)

(Entrenamiento de trabajo consiste de un programa desarrollado (clases) NO incluye entrenamiento en el trabajo.)

5A. Si es si, Recibio un certificado reconocido nacionalmente (en los EEUU), una credencial del estado (licencia de cosmetologia), o una licencia como un resultado del entrenamiento? Si No

6. Como caracterizas (los ultimos 5 anos) de su experiencia en el trabajo? (Lee y marca UNO.)

- | | |
|---|---|
| <input type="checkbox"/> Ninguna experiencia de trabajo (no trabaje los ultimos 5 anos) | <input type="checkbox"/> Estable, tiempo largo |
| <input type="checkbox"/> Solo trabajo de tiempos cortos | <input type="checkbox"/> Desempleo por tiempo largo |

Estamos interesados en aprender sobre su capacidad de realizar ciertas habilidades que posiblemente usaras en el trabajo. Tenemos muchas preguntas en esta seccion entonces tratare de hacerlo rapidamente. Vamos a preguntar sobre diferentes habilidades en esta seccion. Nadie va tener habilidades en todas las areas, sin embargo todos tendran habilidades en algunas areas. Estamos interesados en respuestas honestas para saber sus habilidades para desarrollar programas que hacen falta en la comunidad. Para la mayoria de las preguntas, por favor respondan “muy bien”, “mas o menos”, o “no muy bien”:

TARJETA DE MANO A *(y lea la lista en voz alta)*

	Muy bien	Mas-o- menos	No muy bien	No se
7. <i>(Leer)</i>				
B. Que tan bien puedes leer instrucciones escritos a mano, etiquetas, horarios, diarios? <i>(Aviso de seguridad, etiquetas de productos, etiquetas de envio, recibos, ordenes de trabajo, informes de trabajo, horarios)</i>	1	2	3	NS
A1. Es distinto su habilidad de leer si los materiales estan escrito a mano o en pantalla de computadora?	<input type="checkbox"/> Yes		<input type="checkbox"/> No (Vaya a B)	
A2. Si es si, que tan bien lees estos materiales si estan escrito a mano?	1	2	3	NS
A3. Si es si, que tan bien lees estos materiales en pantalla de computadora?	1	2	3	NS
B. Que tan bien puedes leer memorandus generales, cartas, y formas?	1	2	3	NS
B1. Es distinto su habilidad de leer si los materiales estan escrito a mano o en pantalla de computadora?	<input type="checkbox"/> Si		<input type="checkbox"/> No (Vaya a C)	
B2. Si es si, que tan bien lees estos materiales si estan escrito a mano?	1	2	3	NS
B3. Si es si, que tan bien lees estos materiales en pantalla de computadora?	1	2	3	NS
C. Que tan bien puedes leer materiales tecnicos? <i>(Manuales, impresiones de computadora, contratos, acuerdos, libros sobre el trabajo, revistas, documentos, o reportes)</i>	1	2	3	NS
C1. Su habilidad de leer es distinto si los materiales estan escritos a mano o en pantalla de computadora?	<input type="checkbox"/> Si		<input type="checkbox"/> No (Vaya a D)	
C2. Si es si, que tan bien lees estos materiales si estan escrito a mano?	1	2	3	NS
C3. Si es si, que tan bien lees estos materiales en pantalla de computadora?	1	2	3	NS
D. Que tan bien puedes leer mapas?	1	2	3	NS
E. Que tan bien puedes leer el libro de telefono?	1	2	3	DK

8. *(Escribir)* **Que tan bien puedes (en ingles):**

A. Escribir oracaiones y parrafos simples? <i>(Notas cortas, memos simples)</i>	1	2	3	NS
B. Usar deletreo, gramatica, y estilo correcta cuando escribes? <i>(Escribir cartas usando estructura y estilo de oracion)</i>	1	2	3	NS
C. Escribir materiales o reportes complejos o creativos? <i>(Organizar informacion a materiales complejos o como reportes)</i>	1	2	3	NS
D. Completar formas, informes, cargos, o etiquetas? <i>(Escribir etiquetas, registrar datos, tiempo etc. en una grafica o documentacion, llenar formas)</i>	1	2	3	NS
E. Revisar documentos?	1	2	3	NS
F. Tomar mensajes de telefono correctamente?	1	2	3	NS

TARJETA DE MANO B *(y lea la lista en voz alta)*

	Muy Bien	Mas-o-menos	No muy bien	No se
9. (Matematicas) Que tan bien puedes: SIN USAR CALCULADORA O COMPUTADORA				
A. Sumar y restar computaciones/problemas (27+14)	1	2	3	NS
B. Multiplicar y dividir computaciones/problemas (27÷14)	1	2	3	NS
C. Usar proporciones, fracciones, decimales, or porcentajes	1	2	3	NS
D. Estimar o redondear numeros	1	2	3	NS
E. Solucionar ecuaciones simples (algebra simple como Y=5+3X)	1	2	3	NS
F. Hacer cambio (usando dinero)	1	2	3	NS
G. Computar or resolver descuentos, altas o bajas de precios (30% off)	1	2	3	NS
H. Interpretar datos de un diagrama, representacion grafica	1	2	3	NS
I. Hacer medidas simples (mezclar liquidos en proporciones correctas)	1	2	3	NS
J. Usar instrumentos de medir (usar una regla o una escala para medir algo)	1	2	3	NS
K. Usar equipo como calculadora o maquina de negocio	1	2	3	NS
L. Trabajar con presupuestos (en el trabajo)	1	2	3	NS
M. Trabajar con calendarios o relojes	1	2	3	NS

10. (Comunicacion) Que tan bien crees que puedes *(en ingles)*:

A. Dar instrucciones orales en su trabajo	1	2	3	NS
B. Escoger palabras y una manera de expresarse apropiadamente en su trabajo	1	2	3	NS
C. Hacer y recibir llamadas de negocio	1	2	3	NS
D. Negociar con clients	1	2	3	NS
E. Captar senales verbales y no verbales de otros (palabras, movimientos del cuerpos)	1	2	3	NS
F. Explicar productos y servicios	1	2	3	NS
G. Manejar quejas	1	2	3	NS
H. Interactuar con otros empleados para realizar una tarea	1	2	3	NS
I. Vender un producto o servicio	1	2	3	NS
J. Usar equipo de comunicacion (un beeper o radio)	1	2	3	NS
K. Dar presentaciones	1	2	3	NS

11. (Resolver Problemas) Que tan bien crees que puedes:

A. Priorizar tareas	1	2	3	NS
B. Juntar informacion	1	2	3	NS
C. Clasificar y categorizar informacion	1	2	3	NS
D. Identificar problemas relacionado al trabajo	1	2	3	NS
E. Identificar soluciones potenciales para los problemas	1	2	3	NS
F. Identificar barreras para las soluciones	1	2	3	NS
G. Aplicar soluciones a los problemas	1	2	3	NS
H. Evaluar resultados	1	2	3	NS
I. Trabajar en grupos	1	2	3	NS
J. Hacer decisiones independientemente	1	2	3	NS
K. Proveer iniciativa en resolver problemas	1	2	3	NS

HAND CARD C *(y lea la lista en voz alta)*

12. (Equipo) Que tan bien puedes operar:

	Muy Bien	Mas-o- menos	No muy bien	No se
A. Sistema del telefono (con lineas multiples)	1	2	3	NS
B. Maquinas de contestar	1	2	3	NS
C. Maquina de hacer copias	1	2	3	NS
D. Maquina de fax	1	2	3	NS
E. Computadoras de Macintosh o Apple	1	2	3	NS
F. Computadoras usando Windows o DOS-based	1	2	3	NS
G. Maquinaria de produccion (Equipo del linea de produccion)	1	2	3	NS
H. Aparatos pesados (Forklifts, cranes)	1	2	3	NS
I. Registros/Scanners	1	2	3	NS

13. (Software o Programa) Que bien puedes usar:

A. Programas de Word Processing (Word, Word Perfect)	1	2	3	NS
B. Programas para hacer hojas de calculo (Excel, Lotus)	1	2	3	NS
C. Base de datos de software (Access, Fox Pro)	1	2	3	NS
D. Email	1	2	3	NS
E. Internet browsers (Netscape, Internet Explorer)	1	2	3	NS
F. Diseno de paginas de web/programas de authoring (Front Page, Dreamweaver)	1	2	3	NS
G. Multimedia authoring y software para editar (Director, Premier, Final Cut Pro)	1	2	3	NS
H. Software de graficos (Adobe Photoshop)	1	2	3	NS
I. Programas de publicacion del Desktop (Microsoft Publisher, Pagemaker)	1	2	3	NS
J. Software inventario financiero (Oracle, Peachtree, NO QUICKEN)	1	2	3	NS

14. (Habilidades suaves) Que tan bien piensas que puedes:

A. Aprender de experiencias de la vida—tuyas y de otros	1	2	3	NS
B. Estar motivado a seguir sus metas personales	1	2	3	NS
C. Conocer sus propios fuerzas y debilidades	1	2	3	NS
D. Aceptar y aprender de la critica negativa	1	2	3	NS
E. Generar confianza y seguridad en otros	1	2	3	NS
F. Aceptar las consecuencias de sus acciones	1	2	3	NS
G. Entender los sentimientos de otros	1	2	3	NS
H. Hacer y mantener sus compromisos (en el trabajo)	1	2	3	NS
I. Trabajar bajo presion	1	2	3	NS
J. Identificar diferentes modos de hacer algo	1	2	3	NS
K. Proponer metas realistas para si mismo	1	2	3	NS
L. Seguir con un plan o decision	1	2	3	NS
M. Manejar su tiempo	1	2	3	NS
N. Dirigir cosas diferentes que tienes que hacer	1	2	3	NS
O. Hacer y mantener un horario	1	2	3	NS
P. Usar logica para llegar a unas conclusiones (usar razonamiento para resolver problemas)	1	2	3	NS

Quisieramos preguntarle sobre su lugar de empleo.

(Responda el entrevistador)

El repondiente tiene trabajo? (de Q2)

Si

(Vaya a Q15 ABAJO.)

No (Vaya a la PAGINA SIGUIENTE.)

15. (Si repondiente tiene trabajo):

A. Tiene mas de un trabajo?		<input type="checkbox"/> Si (Preguntar sobre su empleo primaria.)
		<input type="checkbox"/> No
B. Donde trabaja? (Nombre de compania)		
C. En que ciudad esta localizada la compania donde trabaja?		
D. Tiene su propio negocio?		<input type="checkbox"/> Si (Vaya a G.)
		<input type="checkbox"/> No
E. Su empleador es? (Lea y marque solo UNO.)		<input type="checkbox"/> Privado <input type="checkbox"/> De <input type="checkbox"/> Gobierno
		<input type="checkbox"/> Negocios <input type="checkbox"/> Beneficiencia
F. Este trabajo es estacional o temporal?		<input type="checkbox"/> Si
		<input type="checkbox"/> No
G. Cuantas horas trabajas a la semana? (Generalmente)?		
H. Si es menos de 35 horas, Por que trabaja menos de 35 horas a la semana? (NO lo lea. Marque TODOS los que corresponden.)		<input type="checkbox"/> Ninos/Cuidado de ninos
		<input type="checkbox"/> Salud
		<input type="checkbox"/> No hay mas horas disponibles
		<input type="checkbox"/> Transportacion
		<input type="checkbox"/> Otro _____
I. Cuando empezo a trabajar por esta empresa (para si mismo)? _____ Mes _____ Ano		
J. Cual es su ocupacion? (Entrevistador puede dar ejemplos si es necesario: mesero, recepcionista, dependienta, supervisor/a, contador)		
K. Cuales son sus responsabilidades principales en su trabajo?		
L. Cuanto gana?		<input type="checkbox"/> Rechazado
_____ por _____?		
(\$8.57 por hora; \$3,000 por mes)		
M. Recibe propina o bonos en adiccion a las ganancias que me acabas de decir?		<input type="checkbox"/> Si
		<input type="checkbox"/> No
N. Por cuantas companias diferentes has trabajado en el ultimo ano? (Incluye la compania actual) _____		
O. Como llega a su trabajo? (NO lea la lista. Marque TODOS que corresponden.)		<input type="checkbox"/> Propio Carro <input type="checkbox"/> Compartir carro <input type="checkbox"/> AutoBus <input type="checkbox"/> Caminar/ Bicicleta/ Patines
		<input type="checkbox"/> Tren <input type="checkbox"/> BART <input type="checkbox"/> Otro
P. Esta satisfecho con tu trabajo?		<input type="checkbox"/> Si (Vaya a la PAGINA SIGUIENTE.)
		<input type="checkbox"/> No
P1. Si no, Por que no?		

Para aprender mas sobre posibles barreras de empleo, preguntaremos un serie de preguntas sobre su pasado. Si no se encuentra comfortable con cualquier pregunta, dime y iremos a la proxima pregunta. Acuerdese que toda la informacion que nos da es totalmente **CONFIDENCIAL**. Porfavor de responder si o no a las siguientes preguntas:

TARJETA DE MANO D (y lea la lista en voz alta)

16. Usted tiene:

A. Una licencia de manejar valida	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
B. Acceso regular a un carro	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
C. Si tiene acceso regular a un carro, seguranza de carro	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
D. Acceso regular a un telefono	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
E. Una direccion regular de correo	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
F. Una computadora con acceso de internet en casa	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
G. Ropa apropiado para entrevistas o para el trabajo	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
H. Referencias apropiadas de empleo	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
I. Ciudadania estadounidense o residencia permanente	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
J. Si no es ciudadano o residente permanente, documentacion que le da derecho a trabajar en los U.S.	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
K. Un problema medico que puede evitar que trabaje	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
L. Salud mental o depresion en su pasado o presente	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
M. Abuso de sustancias quimicas en su pasado o presente	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
N. Abuso fisico como parte de su pasado o presente	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
O. Discapacidad fisica que puede evitar que trabaje	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
P. Obligaciones familiares que puede prevenir empleo	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		
J. Convicto de algun crimen (no un arresto)	<input type="checkbox"/> Si	<input type="checkbox"/> NS	<input type="checkbox"/> Rechazo
	<input type="checkbox"/> No		

Estamos interesados en aprender sobre sus responsabilidades de casa.

17. **Cuantos adultos** (18 y mayor), **viven en su casa incluyendose?** _____

17 A. *Si hay mas de 1, Tiene responsabilidad por un anciano con necesidad de cuidado?* Si No

18 A. **Cuantos ninos** (menos de 18) **viven en su casa?** _____

18 B. **Cuantos ninos** (menos de 18) **tienes que no viven con usted?** _____
(Si respondiente NO tiene ninos--si 18A y B son 0—Vaya a la Pagina 10.)

18 C. Si uno o mas de los ninos viven con el respondiente,
Cuantos ninos tiene en cada categoridad de edad?

_____ 0-2 anos _____ 3-5 anos _____ 6-11 anos _____ 12-17 anos

Section Screener:

S1. **En los ultimos 30 dias** has trabajado, buscado trabajo, atendido escuela, o un programa de entrenamiento? Si No
(Vaya a la Pagina 10.)

S2. **Cuantos ninos tienebajo se responsabilidad que los cuidan meintras trabaja, busca trabajo, esta en la escuela, o en un programa de entrenemiento?** (Nota: Incluye todo tipo de arreglo como cuidado de nino en la escuela, despues de clase o cuidado por un miembro de la familia ya sea hermano/a mayor.) _____
(Si 0 preguntar S3 y luego ir a la Pagina 10.)

S3. **Usted tiene hijos que necesiten esa ayuda pero no lo reciben?** Si No

Respondientes necesita cuidado de nino para el trabajo, escuela, o entrenamieto--si S1 es si y S2 es 1 o mas--preguntar Q 19 si no vayase a la pagina 10.

19. **Dirias que has tenido un horario regular para el cuidado de sus hijos en los ultimos 30 dias?** Yes No

19 A. *Si no, Cual es la razon principal que el horario de cuidado no sea regular?*
(NO lea la lista. Marque TODOS que corresponden.)

- No puede encontrar un arreglo consistente de cuidado de ninos
- Situacion de trabajo del respondiente sigue cambiando
- Nino ha estado enfermo
- Problemas con el pago por el cuidado
- Vida personal de respondiente ha estado cambiando mucho
- Horario de trabajo cambia
- Persona encargada de cuidar su nino se enfermo
- Calidad de cuidado
- Otro _____

20. **En los ultimos 12 meses, cuantos dias ha faltado a su trabajo, escuela, o tentrenamiento por que tuvistes que cuidar a uno de sus hijos?** _____

21. **En los ultimos 12 meses, tuvo problemas con el cuidado de sus ninos que causo que renunciara al trabajo, escuela, entrenamiento o que le evito que consiguiera trabajo, ir a su escuela o a un entrenamiento?** Yes No

TARJETA DE MANO E (y lea en voz alta)

22. Por favor indentifique todas las fuentes PRINCIPALES que uso para el cuidado de (todos) sus hijos en los ultimos 30 dias.

(Marque TODOS que corresponden.)

- | | |
|--|---|
| <input type="checkbox"/> Ninguno | <input type="checkbox"/> Provedora de cuidado de ninos |
| <input type="checkbox"/> Padre/Madre | <input type="checkbox"/> Escuela |
| <input type="checkbox"/> Hermano/a mayor | <input type="checkbox"/> Se quedan solos en casa (ninos de 12 anos o menos) |
| <input type="checkbox"/> Pariente en su casa | <input type="checkbox"/> Centro de Jovenes y Familia Eden |
| <input type="checkbox"/> Familiar viviendo en casa | <input type="checkbox"/> Programa de jovenes |
| <input type="checkbox"/> Amigo o vecino | <input type="checkbox"/> Boys and Girls Club |
| <input type="checkbox"/> Centro de cuidar ninos familiar | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Centro regular de cuidar ninos | <input type="checkbox"/> Otro _____ |

23. Que servicios usas si su cuidado de ninos no esta disponible? (El provider se enferma)

(Marque TODOS que corresponden.)

- | | |
|--|---|
| <input type="checkbox"/> Ninguno | <input type="checkbox"/> Provedora de cuidado de ninos |
| <input type="checkbox"/> Padre/Madre | <input type="checkbox"/> Escuela |
| <input type="checkbox"/> Hermano/a mayor | <input type="checkbox"/> Se quedan solos en casa (ninos de 12 anos o menos) |
| <input type="checkbox"/> Pariente en su casa | <input type="checkbox"/> Centro de Jovenes y Familia Eden |
| <input type="checkbox"/> Familiar viviendo en casa | <input type="checkbox"/> Programa de jovenes |
| <input type="checkbox"/> Amigo o vecino | <input type="checkbox"/> Boys and Girls Club |
| <input type="checkbox"/> Centro de cuidar ninos familiar | <input type="checkbox"/> Head Start |
| <input type="checkbox"/> Centro regular de cuidar ninos | <input type="checkbox"/> Otro _____ |

24. En los ultimos 30 dias, cual fue el total de gastos por el cuidado de su nino (de todos sus ninos)? Aproximadamente:

- Nada \$100 \$200 \$300 \$400 \$500 o mas

25. Recibio o va a recibir ayuda financiera para el cuidado de sus ninos que usoen los ultimos 30 dias? Yes No

25A. Si es si, cual fue la fuente de la ayuda financiera? (NO lo lea. Marque TODOS que corresponden.)

- | | |
|--|--|
| <input type="checkbox"/> Un miembro de la familia o amigo | <input type="checkbox"/> Otra agencia |
| <input type="checkbox"/> El papa de el/los nino/s (ayuda financiera de los padres) | <input type="checkbox"/> Empleador |
| <input type="checkbox"/> Agencia de Servicios Sociales del Condado/CalWORKs | <input type="checkbox"/> Otra persona/ otro lugar (Quien?) _____ |
| <input type="checkbox"/> Child Links | _____ |

25B. Si es si, que parte del costo pagaron ellos?

- Todo No todo, pero mas de la mitad La mitad Menos de la mitad NS

Tambien estamos interesados en saber acerca de su aseguranza medico.

- 26A. En este momento tiene seguro o un plan medico? Si (Vaya a B.) No (Vaya a C.)
 NS (Vaya a Q27.) Rechazado (Vaya a Q27.)

B. Si es si, **Que clase de seguro tienes?**
 (Lea la lista y marque TODOS que corresponden.)

- Empleo o Union Actual/ Anterior
- Empleo o Union de otro miembro de la familia
- Comprado directamente de una compania de seguro
- MediCAL (o otro programa de gobierno)
- Medicare (o otro programa de gobierno por los de 65+ anos)
- Seguro de salud militar
- Otro _____

C. Si es no, **cuantos meses en los ultimos 12 meses estabas cubierto bajo el plan o seguro medico?** _____

Caja de Chequeo: **Alguien mas vive en esta casa?** Si No (Vaya a Q29 abajo.)

27A. **Hay otros miembros de la casa que actualmente estan cubiertos por un plan o seguro medico?**

- Todos estan Cubiertos (Vaya a B.)
- Algunos estan Cubiertos (Preguntar B & C.)
- Ningunos estan cubiertos (Vaya a C.)
- No Sabia (Vaya a Q28.)

B. Si algunos o todos estan cubiertos, **Que clase de seguro tienen los que estan cubiertos?**
 (Lea la lista y marque TODOS los que corresponden.)

- Empleo o Union Actual/ Anterior
- Empleo o Union de otro miembro de la familia
- Comprado directamente de una compania de segurod
- MediCAL (u otro programa de gobierno)
- Medicare (u otro programa de gobierno por los de 65+ anos)
- Seguro de salud militar
- Otro _____

C. Si algunos NO estan cubiertos, **Cuantos meses en los ultimos 12 meses estaban cubiertos los miembros de casa que actualmente no estan cubiertos por un seguro o plan medico?** _____
 (Calcule un promedio.)

28. **Se le ofrecio a alguien de la familia aseguranza medica en los ultimos 12 meses pero no lo acepto?** Si (Vaya a A.) No (Vaya a Q29.) No Sabia
 (Incluye cualquier tiempo que aplicastes por seguro y no lo recibio o lo tomo.)

28A. **Si es si, cual es la razon principal por lo cual no la acepto?**
 (NO lo lea. Marque SOLO uno.)

- Cubierto bajo el seguro de otro miembro de la familia
- El plan fue muy caro
- No cubrio las condiciones actuales
- Muchas limitaciones
- No lo necesito/quiero
- No soy eligible todavia
- Estado ilegal
- Otro _____

Si el RESPONDIENTE esta cubierto ACTUALMENTE bajo un seguro:

29. **En los ultimos 12 meses, cuanto cree que pago por su plan/seguro medico? Por favor incluye todos los gastos como pagos mensuales, medicinas, deducciones de su cheque del trabajo, etc.**

- \$0-\$100
- \$100-\$499
- \$500-\$999
- \$1,000-\$2,499
- \$2,500-\$4,999
- Mas de \$5,000
- No Sabia
- Rechazado

Si ALGUIEN en casa NO ESTA ACTUALMENTE cubierto bajo un seguro medico:

30. **Le gustaria obtener informacion acerca de un plan medico para aquellos que no estan cubiertos por ningun plan?** Si (Dar Folletos.) No

Y ahora unas preguntas sobre su vivienda.

31. Cual es el estado de su vivienda? (Marque solo UNO.)

- Dueno de casa
- Renta
- Vive con familiares
- Vive con amigos
- Sin casa/en busca
- Otro _____

A. Esta vivienda es temporal?

- Si (Vaya a B.)
- No (Vaya a Q32.)

B. Que es el estado de su vivienda tipica?

- Dueno de casa
- Renta
- Vive con familiares
- Vive con amigos
- Albergue
- Sin casa/Vivir en las calles
- Hotel Residencial/ (cuarto para una persona)
- Otro _____

32. Alguien en su casa recibe vouchers de la Section 8 de vivienda?

- Si
- No

A. Su casa esta aprobada mas bajo del costo actual del mercado?

- Si
- No

B. Cuanto pagan mensual por la letra o renta de su casa?

- _____ por _____?
(e.g., \$1000.00 por mes)

33. Ha sido desalojado de su lugar de residencia en los ultimos 12 meses? Porfavor de incluir un desalojo aunque no fuera justificado.

- Si
- No

Y una pregunta sobre su transportacion....

Entrevistador tambien puede decir:

34. Cual es su forma tipica de transportacion (Como le hace para irse a sus destinos?)

(Marque TODOS que corresponden.)

- Dueno de carro
- Transportacion publica
- Caminar
- Acceso al carro de un amigo/familiar (respondiente maneja)
- Otro _____

Y unas preguntas sobre sus ganancias

TARJETA DE MANO F (Nota: tiene preguntas 35-37 en la tarjeta.)

35. Usted u otro miembro de su casa recibieron dinero o ganancias de algunos de las siguientes fuentes en los pasados 12 meses?

(Marque TODOS que corresponden y lea la lista en voz alta.)

- CalWORKs
- Asistencia General/Pagos por el cuidado de ninos
- Estampillas de comida
- Pension/Otro ingresos de retiro
- Seguro Social (Retiro o pagos de sobrevivientes)
- Incapacidad (incluyendo compencion de trabajadores/ veteranos)
- Programa de SSI (Ingresos Suplementales de Seguridad)
- Inversiones/Acciones/Bonos
- Propiedades de renta
- Ayuda financiera de estudiantes
- Ganancias de los miembros de familia
- Pago/Ayuda para nino por razon de divorcio
- Trabajitos (cuidado de ninos, jardineria, Mercado Negro)
- Seguro de desempleo
- Prestamos (personal o del banco)
- Otro _____

36. A aproximadamente cuanto es su ingreso anual (de todas partes)?

(Lea la lista. Marque solo UNO.)

- Menos de \$19,999
- \$20,000-49,999
- \$50,000-74,999
- \$75,000-99,999
- \$100,000-149,000
- \$150,000-249,999
- \$250,000-499,999
- \$500,000+
- NS
- Rechazado

37. Usted u otros miembros de su casa usan servicios de las siguientes agencias?

(Lea la lista. Marque TODOS que corresponden.)

- Family Resource Center
- Eden Youth and Family Center
- Institute for Success Campus
- Glad Tidings Educational Campus
- La Familia Counseling
- Otro _____
- Ninguno

37A. Quisieras estar en la lista de correo de cualquiera de estas agencias?

Recuerda que no sabemos su nombre y la informacion enviada vendra al "Residente".

- Si
- No

Quisiera preguntarle sobre *Usted*. Recuerde que toda la informacion es confidencial.

TARJETA DE MANO G (Nota: tiene preguntas 38-45 en tarjeta.)

38. Que es su edad?			
<input type="checkbox"/> 18-25	<input type="checkbox"/> 26-30	<input type="checkbox"/> 31-45	<input type="checkbox"/> 46-55
<input type="checkbox"/> 56-64	<input type="checkbox"/> 65+		
39. Eres Latino o descendente Hispano?		<input type="checkbox"/> Si	<input type="checkbox"/> No
40. Cual es su raza/ nacionalidad? <i>(Marque TODOS que corresponden.)</i>			
<input type="checkbox"/> Indio Americano o Nativo de Alaska	<input type="checkbox"/> Centro/Sur Americano	<input type="checkbox"/> Otro _____	<input type="checkbox"/> Blanco
<input type="checkbox"/> Asiaticos (Preguntar Q40A.)	<input type="checkbox"/> Filipino	<input type="checkbox"/> Medio Oriente (Preguntar Q40A.)	<input type="checkbox"/> Africano Americano/ Negro
<input type="checkbox"/> Mexicano	<input type="checkbox"/> Hawaiano Nativo o Pacific Islander (Preguntar Q40A)		
40A. Si es Asiatico, Pacific Islander, o Medio Oriente, que pais considera como su pais de ascendencia? _____			
41. Cual es su estado actual de matrimonio? <i>(Marque solo UNO. Si hay mas de una respuesta, escoge su estado actual. Por ejemplo, si esta divorciado y vive con su pareja, su estado actual es 'viviendo en pareja'.)</i>			
<input type="checkbox"/> Soltero, nunca casado	<input type="checkbox"/> Viviendo en pareja	<input type="checkbox"/> Casado, esposo/a en casa	<input type="checkbox"/> Casado, esposo/a no esta en casa (separados)
<input type="checkbox"/> Divorciado	<input type="checkbox"/> Viudo		
42. Cual fue el nivel mas alto de educacion que has completado? <i>(Marque solo UNO. No importa de que pais saco su credencial) (Si mencionan Vocational or Technical Training, díles – “Solo estamos interesados en credenciales o los años de escuela”.)</i>			
<input type="checkbox"/> 8 th grado o menos	<input type="checkbox"/> Parte de secundaria (Recibio su GED?)	<input type="checkbox"/> Graduado de Secundario GED (Fuistes al colegio?)	<input type="checkbox"/> Colegio, sin titulo
<input type="checkbox"/> Titulo Asociado	<input type="checkbox"/> Bachillerato	<input type="checkbox"/> Titulo Avanzado	
43. En que pais naciste?			
43A. Si el pais no fue los U.S., Cuantos años has vivido en los Estados Unidos? _____			
44. Que es el lenguaje principal hablado en casa? <i>(Marque solo UNO)</i>			
<input type="checkbox"/> Ingles (Vaya a Q46)	<input type="checkbox"/> Chino	<input type="checkbox"/> Otro _____	<input type="checkbox"/> Farsi
<input type="checkbox"/> Espanol	<input type="checkbox"/> Tagalo	<input type="checkbox"/> Vietnemes	
45. Si el lenguaje principal NO es ingles, como calificarias su habilidad para:			
45A. Hablar ingles	<input type="checkbox"/> Muy Bien	<input type="checkbox"/> Mas o Menos	<input type="checkbox"/> Nada
45B. Entender ingles hablado	<input type="checkbox"/> Muy Bien	<input type="checkbox"/> Mas o Menos	<input type="checkbox"/> Nada
45C. Leer ingles	<input type="checkbox"/> Muy Bien	<input type="checkbox"/> Mas o Menos	<input type="checkbox"/> Nada

Quisiera preguntarle sobre la persona encargada de la casa.

46. Usted es la persona encargada de la casa?

(If joint head, contestar como si fuera la persona encargada)

- Si No
(Vaya a Q 55.)

46A. Si no, Cual es su relacion con la persona encargada de la casa? Usted es...

- Esposo/a Padre/Madre
 Hijo Otro

Si el Respondiente no es la persona encargada de la casa...

47. Que es la edad de la persona encargada de la casa?	<input type="checkbox"/> 18-25 <input type="checkbox"/> 26-30	<input type="checkbox"/> 31-45 <input type="checkbox"/> 46-55	<input type="checkbox"/> 56-64 <input type="checkbox"/> 65+
---	--	--	--

48. La persona encargada es Latino/Hispano?	<input type="checkbox"/> Si	<input type="checkbox"/> No
--	-----------------------------	-----------------------------

49. Cual es la raza de la persona encargada de la casa? (Marque TODOS que corresponden.)	<input type="checkbox"/> American Indian o Alaska Native <input type="checkbox"/> Centro/Sur Americano <input type="checkbox"/> Blanco <input type="checkbox"/> Otro_____	<input type="checkbox"/> Asiatico (Preguntar Q49A.) <input type="checkbox"/> Filipino <input type="checkbox"/> Medio Oriente (Preguntar Q49A.)	<input type="checkbox"/> Africano Americano/ Negro <input type="checkbox"/> Mexicano <input type="checkbox"/> Hawaiiiano Nativo o Pacific Islander (Preguntar Q49A.)
--	--	--	--

49A. Si es Asiatico, Pacific Islander, o Medio Oriente, Cual es el pais de origen de la persona encargada de la casa?	_____
--	-------

50A. Cual es el estado de matrimonio de la persona encargada de la casa? (Marque solo UNO.)	<input type="checkbox"/> Soltero, nunca casado <input type="checkbox"/> Viviendo en pareja	<input type="checkbox"/> Casado, esposo/a esta en casa <input type="checkbox"/> Casado, esposo/ a no esta en casa (separados)	<input type="checkbox"/> Divorciados <input type="checkbox"/> Viudo
---	---	--	--

50B. Cual es el genero de la persona de la casa?	<input type="checkbox"/> Hombre	<input type="checkbox"/> Mujer
---	---------------------------------	--------------------------------

51. Cual fue el nivel mas alto de educacion que completo la persona encargada de la casa? (Marque solo UNO. No Importa de que pais saco su credencial.) (Si mencionan Vocational of Technical Training, diles – “Solo estamos interesados en credenciales o los anos de escuela”.)	<input type="checkbox"/> 8 th grado o menos <input type="checkbox"/> Parte de secundaria (Recibio su GED?) <input type="checkbox"/> Graduado de Secundario GED (Fuistes al colegio?)	<input type="checkbox"/> Colegio, sin titulo <input type="checkbox"/> Titulo Asociado	<input type="checkbox"/> Bachillerato <input type="checkbox"/> Titulo Avanzada
---	---	--	---

52. En que pais nacio la persona encargada de la casa?

52A. Si el pais no fue U.S., Cuantos anos ha vivido en los Estados Unidos?	_____
---	-------

53. Cual es el lenguaje principal? (Hablado en casa. Marque solo UNO)	<input type="checkbox"/> Ingles (Vaya a Q55) <input type="checkbox"/> Chino <input type="checkbox"/> Otro_____	<input type="checkbox"/> Farsi <input type="checkbox"/> Espanol	<input type="checkbox"/> Tagalo <input type="checkbox"/> Vietnemes
--	--	--	---

54. Si el lenguaje principal NO es ingles, como calificarias la habilidad de la persona encargada de la casa:
--

54A. Hablar ingles	<input type="checkbox"/> Muy Bien	<input type="checkbox"/> Mas o Menos	<input type="checkbox"/> Nada
54B. Entender ingles hablado	<input type="checkbox"/> Muy Bien	<input type="checkbox"/> Mas o Menos	<input type="checkbox"/> Nada
54C. Leer ingles	<input type="checkbox"/> Muy Bien	<input type="checkbox"/> Mas o Menos	<input type="checkbox"/> Nada

55. Esto es el final de la encuesta, tienes comentarios finales? No Si (Usar atras.)

***Gracias por su tiempo. Su informacion ha sido muy invaluable
Posiblemente un supervisor pasara para verificar la informacion que me has dado.
Proveer voucher y que firme***