

### Schedule C - Evaluation Plan

This Schedule sets forth the evaluation methodology that the Independent Evaluator will utilize to determine the magnitude of Final Outcomes that resulted from JVS Services. The measurement and determination of these Final Outcomes will serve as the basis for Success Payment calculations described in Schedule D.

References to quarters in this Schedule C refer to calendar quarters following the Service Commencement Date; provided that the first quarter will begin on the Service Commencement Date and will end on March 31, 2017.

### ARTICLE I DATA SOURCES AND ACCESS

#### Section 1.1 Data Sources

##### (a) JVS Intake Data and JVS Services Data

JVS will share two types of data in accordance with the schedule set forth in Schedule B to the PFS Contract.

- i. **JVS Intake Data** will consist of a Unique Identifier, PFS Identifier and certain demographic, socioeconomic, and personally identifying data for Enrolled Participants in Rapid Employment, Skills and Bridges Program Tracks, and Study Population Members. The personally identifying data will be used to access Earnings Data, Post-Secondary Education Data, and Quincy Education Data. The demographic and socioeconomic data may be used for conducting ancillary analysis of outcomes for subgroups of participants as described in Appendix C below.
- ii. **JVS Services Data** will consist of data about the provision of JVS Services to Enrolled Participants in Rapid Employment, Skills, and Bridges, and Study Population Members in the Treatment Group. JVS Services Data will be used to prepare the applicable Matching Files. JVS Services Data may also be used in conducting ancillary analysis of how outcomes varied by participants' level of program participation, as described in Appendix C below.

##### (b) DUA Earnings Data

Earnings Data derived from DUA consists of the quarterly earnings data that will be used to determine the Rapid Employment, Skills and EFA Final Outcomes as defined in Sections 4.1, 4.2, and 4.3 below. Independent Evaluator will submit the Earnings Matching File needed to extract such data to DUA for Matured Participants and DUA will extract such data to be provided to the Independent Evaluator in accordance with the schedule set forth in Schedule B, Section 5 (i).

##### (c) DHE Post-Secondary Education Data and Quincy Education Data

Post-Secondary Education Data derived from DHE and Quincy Education Data consists of the remedial and college credit data that will be used to determine the Bridges Final Outcome as defined in Section 4.4 below. Independent Evaluator will submit the Post-Secondary Education Matching File and Quincy Education Matching File needed to extract such data to DHE and Quincy for Enrolled Participants in the Bridges Program Track. DHE and Quincy will extract such data to be provided to the Independent Evaluator in accordance with the schedule set forth in Schedule B, Section 5(ii) and (iii), respectively.

Section 1.2 Data Access

(a) Simultaneously with the execution of the PFS Contract, Independent Evaluator and DHE and DUA, respectively, will enter into the applicable data sharing agreements, and the Independent Evaluator will enter in the Quincy Data Sharing Agreement by the one-year anniversary of the Service Commencement Date. The parties to these data sharing agreements will establish the applicable protocols to allow Independent Evaluator to access Earnings Data, Post-Secondary Education Data, and Quincy Education Data to perform the analysis in accordance with this Schedule C. In the event that the Independent Evaluator and Quincy do not enter into the Quincy Data Sharing Agreement by the one-year anniversary of the Service Commencement Date, the Independent Evaluator will propose an alternative methodology to measure the Bridges Final Outcome for Bridges Enrolled Participants who attend Quincy College.

(b) Simultaneously with the execution of the PFS Contract, Independent Evaluator and JVS will enter into the applicable data sharing agreement and establish the applicable protocols to allow Independent Evaluator to perform its obligations under this Schedule C. During intake for the Program Tracks, JVS will ask each individual client to sign a study consent form in the form attached hereto as Appendix E permitting the Independent Evaluator to access personally identifying information found in the JVS Intake Data and JVS Services Data, DUA Earnings Data, DHE Post-Secondary Education Data, and Quincy Education Data. JVS shall retain originals of signed consent forms, and provide electronic copies (using secure file transfer protocols) to the Independent Evaluator, who shall provide access to DUA and DHE upon request.

**ARTICLE II DATA SECURITY**

Section 2.1 Data Transfer: JVS, Independent Evaluator, DUA, DHE and Quincy agree to share electronic data using encrypted files such that a password will be required to access the data..

Section 2.2 Personally-Identifying-Information: All Enrolled Participants and Study Population Members will be assigned a Unique Identifier that will be used in the Master Data File. JVS, Independent Evaluator, DUA, DHE and Quincy will ensure that any data containing personally-identifying information will at all times be kept separately from the Master Data File and will be available only to Independent Evaluator, JVS, DUA, DHE and Quincy staff that have been trained in federal and state regulations concerning the appropriate storage and transfer of confidential information of individuals.

Section 2.3 File Storage and Backup: JVS, Independent Evaluator, DUA, DHE and Quincy agree to store data shared pursuant to the relevant data sharing agreements using reasonable physical, technical, and administrative security measures to protect the data. When not in use, data will be kept in locked locations. No personally identifiable information will be shared outside of DUA, DHE, Independent Evaluator, JVS and Quincy.

**ARTICLE III DATA COLLECTION**

Section 3.1 Master Data File

Independent Evaluator will at all times throughout the PFS Project compile and maintain a master data file (the "Master Data File"), which will include the following individual-level information collected from JVS, DHE, DUA and Quincy as set forth in Section 1.1 above:

- (a) JVS Intake Data which includes the variables set forth on Appendix A, Section 1 below;
- (b) JVS Services Data which includes the variables set forth on Appendix A, Sections 2, 3, 4, and 5 below;
- (c) Earnings Data which includes the variables set forth on Appendix A, Section 6 below;
- (d) Post-Secondary Education Data which includes the variables set forth on Appendix A, Section 7 below;
- (e) Quincy Education Data which will include the variables set forth in forthcoming Quincy Data Sharing Agreement (which is anticipated to be similar to those variables in the Post-Secondary Education Data); and
- (f) Randomization data which includes the variables set forth on Appendix A, Section 8 below.

Section 3.2 Data Collection – JVS Intake Data and JVS Services Data

- (a) JVS will provide JVS Intake Data and JVS Services Data according to the schedule specified in Schedule B to the PFS Contract.

Section 3.3 Data Collection – Randomization Data for English for Advancement

- (a) At each instance of Randomization, JVS shall enter the Study Population Member's Unique Identifier, First Name, Last Name, Date of Birth, Social Security Number, and EFA Site into a customized database through an online portal that will immediately generate the Study Population Member's assignment status to the Treatment Group or Control Group.

Section 3.4 Data Collection – Earnings Data for Rapid Employment, English for Advancement and Skills

- (a) Prior to each quarter within the applicable Measurement Period,
  - (i) For each Enrolled Participant (for Rapid Employment and Skills) and each Study Population Member (for English for Advancement), Independent Evaluator will determine the Individual Earnings Observation Period, which will be defined as the fifth through eighth quarters after the end of the Program Enrollment Quarter for Rapid Employment and Skills, and the fifth through eighth quarters after the end of the Random Assignment Quarter for English for Advancement.
  - (ii) Independent Evaluator will identify Matured Participants for each Program Track during each quarter during the applicable Measurement Period.
- (b) During each quarter in an applicable Measurement Period for Rapid Employment, Skills and English for Advancement, the Independent Evaluator shall prepare and provide DUA with an Earnings Matching File according to the schedule specified in Schedule B.

- i. An Earnings Matching File will contain the following information for each Matured Participant identified to date by the Independent Evaluator: Unique Identifier, First Name, Last Name, Social Security Number, Start Quarter, and End Quarter.
  - ii. Each quarterly Matching File will be cumulative in that it will contain a new cohort of Matured Participants as well as all previous Matured Participants.
- (c) DUA shall provide Independent Evaluator with Earnings Data according to the schedule specified in Schedule B.

Section 3.5 Data Collection – Education Data for Bridges

- (a) Prior to the Measurement Period for Bridges,
- (i) For all Bridges Enrolled Participants, the Independent Evaluator will determine the Individual Post-Secondary Education Observation Period, defined as the period beginning on the Bridges graduation date and ending on the 2<sup>nd</sup> year anniversary of the Bridges graduation date for such individual.
  - (b) Independent Evaluator shall prepare a Postsecondary Education Matching File and a Quincy Education Matching File according to the schedule specified in Schedule B.
    - (i) A Post-Secondary Education Matching File will contain each Bridges Enrolled Participant's Unique Identifier, First name, Last name, Social Security Number, and observation period start date.
    - (ii) A Quincy Education Matching File will contain data elements listed in the Quincy Data Sharing Agreement.
- (c) DHE and Quincy College shall provide Independent Evaluator with Post-Secondary Education Data and Quincy Education Data according to the schedule specified in Schedule B.

**ARTICLE IV MEASURING OUTCOMES**

For each quarter within an applicable Measurement Period, after receipt of the applicable Earnings Data, Post-Secondary Education Data, or Quincy Education Data, Independent Evaluator will utilize the methodology specified in this Section 4

Section 4.1 Measuring Rapid Employment Final Outcome

- (a) Independent Evaluator will calculate the average earnings of all Rapid Employment Matured Participants during their Individual Earnings Observation Periods. This will be the Rapid Employment Final Outcome.
- (b) Independent Evaluator will count the number of Rapid Employment Matured Participants who have a PFS Identifier.

Section 4.2 Measuring Skills Final Outcome

- (a) Independent Evaluator will calculate the average earnings of all Skills Matured Participants during their Individual Earnings Observation Periods.
- (b) Independent Evaluator will subtract the average earnings during the fifth through eighth quarters prior to the Program Enrollment Quarter for all Skills Matured Participants from the average earnings calculated in Section 4.2(a). This difference will be the Skills Final Outcome.
- (c) Independent Evaluator will count the number of Skills Matured Participants who have a PFS Identifier.

Section 4.3 Measuring EFA Final Outcome

- (a) All Study Population Members randomized into the Treatment Group will be included in the Treatment Group regardless of whether they enroll in EFA. All Study Population Members randomized into the Control Group will be included in the Control Group regardless of what services they receive from JVS or other agencies.
- (b) Independent Evaluator will calculate the difference in mean earnings between Matured Participants with a PFS Identifier in the Treatment Group and Matured Participants with a PFS Identifier in the Control Group during their Individual Earnings Observation Periods; the difference will be the EFA Final Outcome.
- (c) Independent Evaluator will count the number of English for Advancement Matured Participants in the Treatment Group with a PFS Identifier.

Section 4.4 Measuring Bridges Final Outcome

- (a) Independent Evaluator will calculate the proportion of Bridges Enrolled Participants who have earned at least 12 college credits and at most 3 remedial credits during their Individual Post-Secondary Education Observation Period to determine the Bridges Final Outcome.
- (b) Independent Evaluator will count the number of Bridges Enrolled Participants with a PFS Identifier.

Section 4.5 Measuring Program Engagement Outcome: Independent Evaluator will count the total number of Enrolled Participants with a PFS Identifier in the Rapid Employment, Skills, and Bridges Program Tracks, and the total number of Enrolled Participants with a PFS Identifier in the Treatment Group to determine the Program Engagement Final Outcome.

Section 4.6 Measurement Under Early Evaluation: In the case of notification of termination and if an Early Success Payment is required, Independent Evaluator will measure Final Outcomes according to Section 5.3 of Schedule E.

**ARTICLE V REPORTING OUTCOMES**

Section 5.1 Final Outcomes Report

According to the schedule specified in Schedule B, Independent Evaluator will provide the Operating Committee with a quarterly Final Outcomes Report for Final Outcomes measured in such quarter during each applicable Measurement Period, which will largely be in the form of Appendix B below.

## Appendix A Data Variables

### 1. Intake Data

Data Source: JVS

1. Unique Identifier (5-digit numeric ID generated by ETO)
2. PFS Identifier (1=yes/0=no)
3. First Name
4. Last Name
5. Date of Birth
6. Social Security Number (SSN)
7. Date of Consent
8. Gender
9. Highest level of educational attainment
10. Education obtained in the US or outside of the US
11. Level of English (low, low-intermediate, intermediate, intermediate-high, based on JVS assessment)
12. Race
13. Hispanic origin
14. Country of birth
15. Primary language
16. Citizenship status
17. Resident alien status
18. How many months or years have you lived in the United States? \_\_\_Years \_\_\_Months
19. Parent of child under age 18 (custodial, noncustodial, both, no)
20. Number of adults in household (including participant)
21. Ever worked in a job for pay in the United States, including regular full-time or part-time work, odd jobs such as occasional babysitting or repair work, or temporary jobs
22. Employed at intake
23. Start date of current or most recent job in the US
24. End date of last job in the US if not employed at intake
25. Hourly wage at current or most recent job in the US
26. Hours worked per week at current or most recent job in the US
27. Sources of household income other than participants' own employment—yes or no for the following categories: SNAP, Unemployment benefits, TAFDC, Refugee cash assistance, Earnings from work for other household members, and other categories that JVS plans to collect

### 2. Rapid Employment Services Data

Data Source: JVS

1. Unique Identifier
2. Enrollment date (day 11 of RE Services)
3. Number of hours of class attended

4. Last date class attended (for those no longer participating)
5. Ever received help with finding a job from a career coach
6. Obtained a job
7. Job start date
8. Hourly wage at job start
9. Hours per week at job start

### 3. Occupational Skills Training Services Data

Data Source: JVS

1. Unique Identifier
2. Enrollment date (day 11 of Skills Services)
3. Number of hours of class attended
4. Graduation Date
5. Exit Date (if did not graduate)
6. Skills Training Track (CNA vs BEST Corps)
7. Industry Certification Obtained
8. Ever received help with finding a job from a career coach
9. Obtained a job
10. Job start date
11. Hourly wage at job start
12. Hours per week at job start

### 4. English for Advancement Services Data

Data Source: JVS

1. Unique Identifier
2. Enrollment Date (day 11 of EFA Services)
3. Number of hours of class attended
4. Last date class attended (for those no longer participating)
5. Ever received help with finding a job from a career coach
6. Obtained a job
7. Job start date
8. Hourly wage at job start
9. Hours per week at job start

### 5. Bridges to College Services Data

Data Source: JVS

1. Unique Identifier
2. Enrollment Date (day 11 of Bridges Services)
3. Number of hours of class attended
4. Graduation Date
5. Exit Date (if did not graduate)



6. Number of Remedial Credits Earned through Bridges Participation
7. Registered for college classes

#### 6. Earnings Data

Data Source: DUA Database

1. Unique Identifier
2. Quarter of earnings
3. Quarterly earnings

#### 7. Post-Secondary Education Data

Data Source: DHE HEIRS Database

1. Unique Identifier
2. Observation Period Start Date
3. Fiscal Year
4. Term
5. Class Type Remedial (excluding ESL) or College (excluding ESL)
6. Class Start Date
7. Class End Date
8. Number of Credits Earned
9. Enrollment Outcome [All available fields]
10. Credit Subject Code (2 digit code)
11. Date of Degree (certificate completion)
12. Type of Degree (certificate received)

#### 8. Randomization Data

Data Source: JVS and Independent Evaluator

1. Unique Identifier
2. First Name
3. Last Name
4. Date of Birth
5. Social Security Number
6. Date of Randomization
7. Randomization Status
8. EFA Site

**Appendix B - Final Outcomes Report Template**

This Final Outcomes Report was prepared by Economic Mobility Corporation, Inc. In submitting this Final Outcomes Report, we verify that the Final Outcomes shown below were measured in accordance with Schedule C (Evaluation Plan) of the PFS Contract.

*[Discussion of any observations, discrepancies or issues]*

**Summary of Final Outcomes**

Date: [xx/xx/xxxx]

<b>Item</b>	<b>Value</b>	<b>Number Served</b>
Rapid Employment Final Outcome	[Item 1(b) from spreadsheet]	Item 1(a) from spreadsheet
Skills Final Outcome	[Item 2(f) from spreadsheet]	Item 2(a) from spreadsheet
EFA Final Outcome	[Item 3(d) from spreadsheet]	Item 3(a)(i) from spreadsheet
Bridges Final Outcome	[Item 4(d) from spreadsheet]	Item 4(a) from spreadsheet
Program Engagement Final Outcome	[Item 5(e) from spreadsheet]	N/A

Project Quarter	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	
<b>1. Rapid Employment</b>																									
(a) Count of Matured Participants with PFS Identifier <i>(Cumulative)</i>																									
(b) Mean Aggregate Earnings among Total Matured Participants <b>(RE Final Outcome)</b> <i>(Q5 - Q8 Post-Enrollment)</i>																									
(c) Standard Deviation of (b)																									
<b>2. Skills Training</b>																									
(a) Count of Matured Participants with PFS Identifier <i>(Cumulative)</i>																									
(b) Mean Aggregate Earnings among Total Matured Participants <i>(Q5 - Q8 Post-Enrollment)</i>																									
(c) Standard Deviation of (b)																									
(d) Mean Aggregate Earnings among Total Matured Participants <i>(Q5 - Q8 Pre-Enrollment)</i>																									
(e) Standard Deviation of (d)																									
(f) Mean Pre-Post Difference among Total Matured Participants <b>(Skills Final Outcome)</b> <i>(b) - (d)</i>																									
(g) Standard Deviation of (f)																									
<b>3. English for Advancement</b>																									
(a) Count of Total Matured Participants <i>(Cumulative)</i>																									
i. Treatment Group																									
ii. Control Group																									
(b) Mean Aggregate Earnings among Total Matured Participants <i>(Q5 - Q8 Post-Enrollment)</i>																									
i. Treatment Group																									
ii. Control Group																									
(c) Standard Deviation of (b)																									
i. Treatment Group																									
ii. Control Group																									
(d) Difference in Mean Aggregate Earnings (b)(i) - (b)(ii) <b>(EFA Final Outcome)</b>																									
<b>4. Bridges to College</b>																									
(a) Count of Total Enrolled Participants with PFS Identifier <i>(Cumulative)</i>																									
(b) Portion of Participants $\leq 3$ Remedial Credits among Total Enrolled Participants <i>(2 Years Post-Graduation)</i>																									
(c) Portion of Participants $\geq 12$ College Credits among Total Enrolled Participants <i>(2 Years Post-Graduation)</i>																									
(d) Portion of Participants in (b) and (c) <b>(Bridges Final Outcome)</b>																									
<b>5. Program Engagement</b>																									
(a) RE Enrolled Participants with PFS Identifier <i>(Cumulative)</i>																									
(b) EFA Enrolled Participants with PFS Identifier in the Treatment Group <i>(Cumulative)</i>																									
(c) Skills Enrolled Participants with PFS Identifier <i>(Cumulative)</i>																									
(d) Bridges Enrolled Participants with PFS Identifier <i>(Cumulative)</i>																									
(e) Program Engagement Final Outcome <i>(a)-(b)-(c)-(d)</i>																									

## **Appendix C - Additional Analysis**

In addition to completing the analysis and reporting tasks described in Schedule C, Independent Evaluator will engage in other data collection, analysis, and reporting activities for learning purposes. The goals of these additional activities specified in this Appendix C is to help JVS improve its services and to provide the Commonwealth more in-depth information about the program models, their implementation, and their outcomes to inform future policy and programming. This Appendix C lays out the research questions the additional analyses will address, qualitative implementation data collection activities, and the additional reports the Independent Evaluator will produce. Analyses completed in this Appendix C, such as testing for whether differences between the treatment and control groups are statistically significant and testing for interaction effects, will use multivariate regression analysis regardless of the findings on covariate balance between the groups. For the avoidance of doubt, any analysis specified in this Appendix C will not inform measurement for the purposes of calculating Success Payments.

### **Research Questions**

#### **Program Participants**

- What are the characteristics of program participants, including gender, age, race/ethnicity, educational attainment, length of time in the United States, family status, employment history, and receipt of public benefits?
- How do the characteristics of participants differ across the program tracks? In particular, do the populations served differ in terms of English ability and prior work experience as expected across the tracks?

#### **Program Implementation**

- Does JVS meet its enrollment goals for each program? For EfA, what percentage of accepted participants assigned to the treatment group enroll in the program?
- Are the programs implemented as intended? In what ways does the implemented program differ from the intended model? Why does variation occur?
- What percentage of participants in Skills and Bridges complete training?
- For all four tracks, how many hours of instruction do participants attend and over what duration of time?
- For RE, Skills, and EfA, what percentage of participants receive help with finding a job from a career coach? What percentage are placed in a job? What is the length of time between enrollment and job placement?

#### **Outcomes**

##### **RE, Skills, EfA**

- What are participants' quarterly employment rates and earnings from the eighth quarter before to the eighth quarter after enrollment?
- Do participants experience statistically significant changes in employment rates and earnings from the second year before to the second year after enrollment?

- Does EfA have statistically significant impacts on treatment group members' quarterly employment rates and earnings and on annual employment rates and earnings during the second year after random assignment?
- For EfA, what is the average treatment effect on those treated—meaning those who meet the JVS enrollment criteria?

### Bridges

- What percentage of participants register for any classes after exiting Bridges? What percentage register for remedial classes and what percentage for college-level classes?
- What percentage of participants earn any credits after exiting Bridges? What percentage earn remedial credits and what percentage earn college-level credits?
- How many remedial and college credits do participants earn after exiting Bridges?
- In what subjects do participants take remedial and college classes? In particular, do students register and earn credits for remedial or college-level English or writing classes?
- What percentage of participants earn a degree or certificate after exiting Bridges?
- What are participants' quarterly employment rates and earnings from the eighth quarter before to the most recent available quarter after enrollment, among all participants and by whether or not participants earned a degree or certificate after exiting Bridges?
- Do participants who earned a degree or certificate after exiting Bridges experience statistically significant changes in employment rates and earnings pre- and post-program?

### Differences in outcomes by participant characteristics, level of participation, and region

- Do program impacts or outcomes vary for demographic subgroups of participants, such as by employment status at intake, recent prior work experience, level of English, education level, length of time in the United States, age, or family status?
- Do program impacts or outcomes vary by level of program participation, after accounting for differences due to participants' characteristics?
  - For Skills and Bridges, are there significant differences in the outcomes of program completers and non-completers?
  - For all tracks, are there significant differences in program impacts or outcomes by the number of hours of instruction attended for participants who enter the programs with similar levels of English skills and prior work experience?
  - For RE, EfA, and Skills, are there significant differences in program impacts or outcomes by whether participants worked with a job coach?
- For EfA, where the program will be implemented in four regions, do program impacts vary by region? Do some regions demonstrate a positive impact and not others? What are the implications for how implementation and contextual factors influence outcomes?

### Implementation Calls and Site Visits

To better understand the program models, the extent to which the programs are implemented as intended, and how and why variation in implementation occurs, Independent Evaluator will have regular calls with program staff and conduct three site visits. Independent Evaluator will

have monthly calls with key program staff for the first six months of the initiative followed by quarterly calls through the end of the fourth project year when service provision for the majority of study participants is expected to end. Independent Evaluator will conduct three site visits. The first will take place when the project period begins, the second about a year later, and the third at the end of the study enrollment period. For EfA, Independent Evaluator does not anticipate visiting the programs in each of the four regions during each visit but will visit each region at least once during the course of the evaluation.

During the site visits, Independent Evaluator will interview organizational leaders, program managers, and front-line staff, including those involved in recruitment and screening, classroom instruction, and helping participants obtain jobs or enroll in college classes. The interviews will inform understanding of program content, structure, and staffing, the challenges the programs face, and the solutions developed to address these challenges. Independent Evaluator will also observe program activities, such as orientations and classes, to better understand the programs. Finally, Independent Evaluator will conduct one-on-one interviews with approximately six participants from each program to learn about their backgrounds, goals, and experiences with the JVS programs.

### **Regression Adjusted Means**

Controlling for baseline covariates reduces distortions caused by random differences in the characteristics of treatment and control group members, thereby improving the precision of impact estimates. It is important to select baseline covariates to include in the model in a way that is blind to treatment effects because purposeful selection can alter estimates of program effects. However, specifying the exact model ahead of time is not feasible as Independent Evaluator will need to test for collinearity between variables and examine which variables are the best predictors of earnings in order to maximize the power of the analysis. Therefore, to select the covariates, Independent Evaluator will fit separate models for the treatment and control group samples using a combination of formal covariate selection algorithms and Independent Evaluator knowledge of the data and theory about the relationship between the covariates and earnings. Independent Evaluator will then use the union of the variables selected for the two separate models in the final model estimating program impacts.

### **Linear Regression Model**

The model will take the following form:

$$Y_i = X_i \beta + \delta T_i + e_i$$

Where:

$Y_i$  is the outcome: earnings in quarters 5 through 8 after the random assignment quarter

$X_i$  is a vector of baseline covariates

$\beta$  is the vector of coefficients indicating the contribution of each covariate to the outcome

$T_i$  is a binary variable equal to 1 if the individual is in the treatment group and 0 if the individual is in the control group

$\delta$  is the effect of treatment

$e_i$  is the individual-specific error term

The following list includes the variables and categories within variables that the Independent Evaluator may consider including in the regression model. Some variables and/or categories may need to be eliminated or combined depending on the composition of Study Population Members. Independent Evaluator will also check for strong collinearity between variables and remove one variable from each collinear pair, if necessary.

- Gender (binary variable for female versus male)
- Age
- Race/Ethnicity (categorical variable with expected categories of Black, Hispanic, White, Asian/Pacific Islander, Other, and Unknown)
- Highest Level of Education (categorical variable with expected categories of less than high school, high school diploma or equivalent degree, and any college degree)
- Citizen/Resident Alien Status (categorical variable with expected categories of citizen, resident alien-temporary protected status, and resident alien-not temporary protected status)
- Number of Years Residing in the United States
- Ever Worked in a Job for Pay in the United States (binary variable for yes versus no)
- Employment Status at Intake (categorical variable with categories of employed full time at intake, employed part time at intake, not employed but worked in the US within the past 6 months, not employed and last worked more than 6 months ago or never in the US)
- Earnings During Quarters 1 through 8 Prior to the Random Assignment Quarter (including zero earnings, based on DUA data)
- Parent of Child Under Age 18 (binary variable for yes versus no)
- Number of Adults in Household Including Participant
- Household Receiving TAFDC at Intake (binary variable for yes versus no)
- Household Receiving SNAP at Intake (binary variable for yes versus no)
- Household Receiving Unemployment Benefits at Intake (binary variable for yes versus no)
- Region (categorical variable with categories for each of the four regions in which EfA will take place)
- Month of random assignment (e.g., month 1 through month 36)

### **Treatment of Missing Data**

Operational efforts will be made to minimize the level of missing data on the covariates. Independent Evaluator will review JVS Intake Data to identify problems with missing data after the first EFA Program Enrollment Quarter and work with JVS to resolve problems. Data may still

be missing for Study Population Members who either could not answer or chose not to answer a particular question. If covariates selected for the final model have missing data, Independent Evaluator will impute the relevant mean value of the covariate for the Treatment and Control Group in order to retain participants in the study sample.

### **Reports**

In below reports, tests will be considered statistically significant in the text and highlighted in tables if the p-value is less than or equal to .10. Tables will denote whether impacts are statistically significant at the .10, .05, or .01 level of significance.

### **Program Participation Summary**

Independent Evaluator will analyze JVS Services Data to produce a data report on program participation in each program track. Reports will be produced monthly, within 15 days of receipt of data until start of Q5 and quarterly thereafter through Q16. Reports will be submitted to JVS and SFI. The Commonwealth may upon request review an interim annual learning report provided that JVS and SFI may decide not to provide a copy of the report to the Commonwealth. The reports will include the elements below.

<b>Report Elements for Enrolled Participants in RE, Skills, and Bridges</b>			
	RE	Skills	Bridges
Number enrolled	✓	✓	✓
Percent still attending class at the end of the reporting period	✓	✓	✓
Percent who completed training		✓	✓
Percent who earned the targeted industry certification		✓	
Percent who obtained a job	✓	✓	
Average hourly wage	✓	✓	
Percent working full time (30+ hours per week)	✓	✓	
Percent who registered for college classes			✓

<b>Report Elements for EfA Treatment Group</b>	
Number randomly assigned	✓
Number in treatment group	✓
Percent who attended any classes	✓
Percent who enrolled (still attending class as of day 11)	✓
Percent still attending class at the end of the reporting period	✓
Percent who obtained a job	✓
Average hourly wage	✓
Percent working full time (30+ hours per week)	✓



### Interim Annual Learning Reports

Independent Evaluator will produce four annual interim learning reports in years two through five from the Service Commencement Date. Learning reports will be submitted to JVS and SFI by the end of Q6, Q10, Q14, Q18. The Commonwealth may upon request review an interim annual learning report provided that JVS and SFI may decide not to provide a copy of the report to the Commonwealth. Learning reports will draw from JVS Intake and Services Data, site visits, and phone interviews, and when available, Post-Secondary Education Data and Quincy Education Data for Bridges Enrolled Participants and Earnings Data for Matured Participants. These reports will largely include descriptive statistics. Independent Evaluator does not anticipate that sample sizes will be large enough to use multivariate regression analysis to examine differences in outcomes for demographic subgroups or by level of program participation until the final report.

All interim learning reports will include the following:

- Descriptive statistics on outcomes using JVS Services Data including working when left program, wages, and hours for the employment tracks and registered for college classes for Bridges.
- Analysis of DHE data on post-secondary educational outcomes for enrolled Bridges participants, including:
  - Descriptive statistics on the percent of enrolled participants who registered for remedial and college classes, the percent who earned remedial and college credits, the subjects in which credits were earned, the percent who earned degrees or certificates, and the type of degrees or certificates earned since exiting Bridges.
  - Descriptive statistics on the differences in these outcomes for program completers and non-completers.

Interim learning reports 3 and 4 will also include:

- Analysis of DUA data on employment outcomes for matured participants in RE, EfA, and Skills, including:
  - Descriptive statistics on quarterly employment rates and earnings from the eighth quarter before through the eighth quarter after the enrollment/random assignment quarter.
  - Tests of whether employment rates and average earnings in the second year after the enrollment/random assignment quarter are significantly greater than those in the second year before the enrollment/random assignment quarter.
  - For Skills, descriptive statistics on the differences in these outcomes for program completers and non-completers.
  - For EfA, tests of whether differences in the quarterly and annual employment rates and earnings of treatment and control group members are statistically significant.

### Final Learning Report

The final learning report will address all of the research questions for the four program tracks. It will include the final analysis of program outcomes and impacts for the full study sample. The

learning report will include the results of analyses of whether and how outcomes differed for demographic subgroups of participants, by level of program participation, and by region for EfA. To address these questions, Independent Evaluator will use multivariate regression analysis, which will allow it to control for differences in the outcomes that are due to other factors in the analysis when assessing the relationship between each variable and the outcome. The final learning report will draw lessons learned from the experience to inform the work of JVS and the Commonwealth.

Independent Evaluator will submit the final report draft to SFI within 15 days of the end of Q22 and the final learning report within 15 days of the end of Q23 to the Operating Committee for approval. Independent Evaluator retains the right to publish the final learning report with written notice to and advance review by the Operating Committee, provided that such report shall not include Confidential Information or Proprietary Educational Materials as defined in the PFS Contract. The Operating Committee shall complete such advance review within 30 days of such written notice and may request that such information deemed to be Confidential Information or Proprietary Educational Materials be removed.

In the event of an early termination of the PFS Contract, Independent Evaluator may provide a final learning report based on available data which informed the last Final Outcomes Report. The Parties and the Independent Evaluator may agree that the Independent Evaluator will provide a final learning report for all Enrolled Participants with a PFS Identifier at the time of such early termination who have yet to become Matured Participants, provided that (i) the Evaluator will have access to the applicable data from DHE, DUA, or Quincy, and (ii) there is adequate funding for the Independent Evaluator to do such analysis and provide such a final learning report. Any report would be shared with the other Parties at the time of publication.

## **Appendix D: Random Assignment Operations Plan**

*The English for Advancement Random Assignment Operations Plan will occur largely in the form of this Appendix D to Schedule C. JVS and Independent Evaluator may propose modifications to this Operations Plan provided that any material changes likely to affect the measurement of EFA Final Outcomes, including the Randomization Ratio specified herein, will be subject to the Change Management Procedures laid out in Schedule F.*

Outreach will be conducted by JVS and its partners. Intake, eligibility assessment, consent and enrollment in EFA will be conducted by JVS staff that will be hired and trained (if necessary) by JVS prior to the launch of services. Their activities will be supervised by JVS's PFS Project Manager.

Recruitment through random assignment includes several steps detailed below: outreach; intake, which will consist of two screening meetings in which eligibility is assessed and consent is given; randomization; and notification.

These protocols are designed to: 1) achieve enrollment targets for study to be viable; and 2) maximize compliance.

*The following outlines procedures for a single recruitment cycle; JVS is likely to run recruitment cycles by site and, at times, may run several cycles for a given site.*

### ***Outreach***

Outreach will occur by site through referral partners and marketing strategies. Outreach will begin several weeks prior to a planned Initial Meeting. Individuals can be referred to JVS through a variety of channels including, but not limited, to: flyers, radio announcements, pulpit announcements, and outreach letters. Some individuals are also "self-referred." Outreach efforts aim to get individuals to the same place at same time per site for a planned initial meeting.

### ***Intake***

#### **Initial Meeting**

Initial meetings will be pre-scheduled at an EFA site. At the initial meeting,

1. JVS staff will provide an overview of EFA and study in English and Spanish, as well as conduct a demographic assessment of all individuals.
2. JVS staff will distribute appointment cards to all individuals for follow-up meeting. It is anticipated that some individuals may not take an appointment card.

If participants at initial meeting are below target, JVS will likely schedule and conduct outreach for a second initial meeting.

#### **Follow-Up Meeting**

Follow-up meetings will be pre-scheduled at a given EFA site. It is anticipated that the Follow-up Meeting will take place within 3 business days of the initial meeting. At the follow-up meeting, the following will occur:

1. In a group setting,
  - a. JVS staff goes through the study description, which includes an explanation about the basics of EFA and the Study. JVS staff will explain the purpose, process, risks, and benefits of the Study, including the randomization. Copies of the study description will be distributed to individuals in English and Spanish.
2. In an individual setting,
  - a. JVS staff assesses eligibility. This will include work readiness and goals assessment; life readiness assessment; English test; and confirmation that participant has a Social Security Number (SSN).
  - b. Individuals who are clearly ineligible, according to the criteria below, will be told so immediately and will not proceed with the remainder of the interview.
    - i. Does not have SSN or work authorization in United States;
    - ii. Does not want a job or a better job;
    - iii. Below a Student Performance Level 2;
    - iv. Earning \$14+ per hour and working 20+ hours per week
  - c. For individuals who are eligible, JVS staff will review the informed consent form and ask whether the individual has any questions, and would like to participate. The consent form will be available in English and Spanish.
    - i. If the individual consents to participate in the Study (“Consented Subjects”), three copies of the informed consent form are signed by both the JVS staff member and the Consented Subject. The Consented Subject may keep one copy. JVS staff sends the other consent form to Independent Evaluator and maintains a hard copy of the signed form in the student’s file.
    - ii. JVS staff reviews Consented Subject’s demographic assessment form and collects information that is missing. At a minimum, JVS staff confirms that Consented Subject has provided his/her full name, date of birth, SSN, gender, and zip code to facilitate generation of a non-personally-identifying unique identifier in ETO and for purposes of accessing DUA and DHE data.
    - iii. If the individual chooses not to enroll, then the recruitment process ends and the individual cannot participate in EFA but will receive the ESOL resource list provided to Control Group. If the individual expresses interest at a future visit (and was not formerly randomized) and still meets the eligibility requirements, then s/he may again begin intake and proceed through all the steps described here.
3. JVS staff will inform Consented Subject that s/he will receive a call from JVS indicating eligibility within the week.

## ***Randomization***

### Determination of Eligibility

After each Follow-up Meeting, JVS staff will meet and determine the eligibility of each Consented Subject based on the degree to which they meet basic English-speaking and life readiness criteria (e.g. access to child care, transportation, etc.). The eligibility of any two Consented Subjects may differ based on the extent to which they meet these criteria. If a Consented Subject meets any of the following conditions, they will automatically become ineligible for services:

- a. Does not have SSN or work authorization in United States;
- b. Does not want a job;
- c. Below Student Performance Level 2;
- d. Earning \$14+ per hour and working 20+ hours per week.

If the number of eligible Consented Subjects is below target, JVS will postpone class and continue with outreach/intake efforts until there are sufficient students.

### Randomization

Once JVS has recruited sufficient eligible Consented Subjects, JVS will perform the following steps to randomize Consented Subjects in order of eligibility until all classroom slots are filled. No ineligible Consented Subjects will be randomized. If more than 10 days have passed since the eligible Consented Subject's Follow-Up Meeting, JVS will call the Subject to confirm s/he still wants to participate before including that subject in the randomization.

1. JVS staff will use ETO to check the name, date of birth, and SSN of the individual against prior records to ensure that the Consented Subject has not been previously Randomized.
  - a. If the Consented Subject was previously Randomized to the Treatment Group but did not start services, JVS staff will call Consented Subject to schedule him/her for a future EFA class or for a meeting with the job developer to work on getting a job or removing barriers to class attendance. If Consented Subject is not available for either, JVS staff will call him/her again in one month.
  - b. If the Consented Subject was previously randomized to the Control Group, JVS will not randomize and revert to notification process below for ineligible Subjects.
  - c. If the Consented Subject was not previously randomized, JVS enters identifying information, including name, date of birth, SSN, Subject's Unique Identifier and EFA site, into a customized "randomization" database through an online portal. The system will include a second check for duplicates, meaning it will alert staff of the client's assignment status if the client information entered matches an existing record on name and date of birth or name and SSN. Once JVS staff

submits the required data, the system will immediately generate the Consented Subject's assignment status (treatment or control).

- d. Eligible Consented Subjects will be randomly assigned to the Treatment and Control Groups on a 1:1 basis ("**Randomization Ratio**").

### ***Notification to Consented Subjects***

If total Treatment Group members meets target number of students JVS needs per class, JVS will schedule EFA class and notify students of acceptance status, per procedures below.

If total Treatment Group members are less than the targets, JVS will postpone class and continue with outreach, intake, and Randomization efforts until there are sufficient students to start EFA class.

All Consented Subjects shall be notified of their status for EFA class.

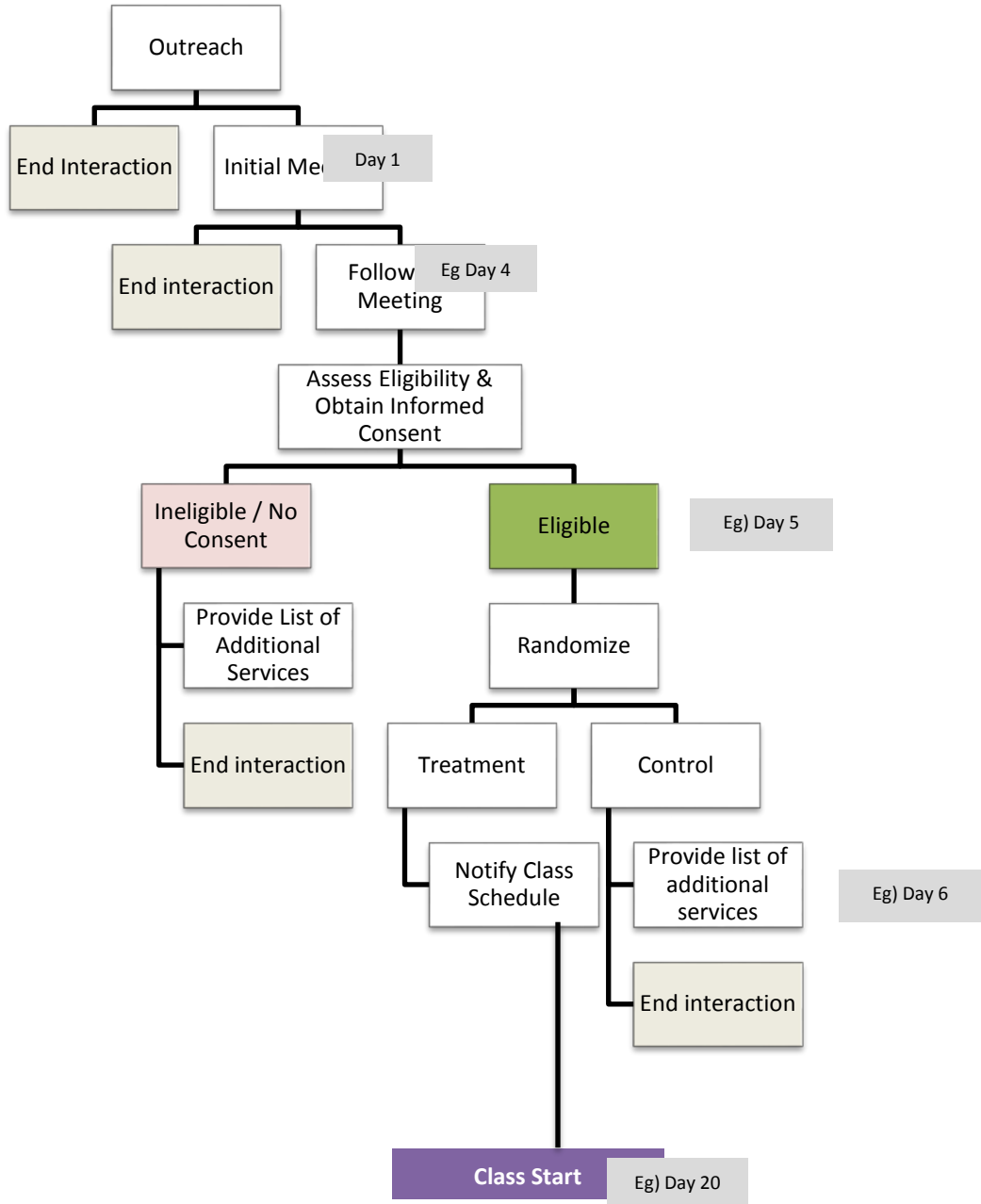
1. Consented Subjects determined to be ineligible will receive a list of ESOL resources in the community and informed that they are not eligible to participate in the study. The interaction ends after this point.
2. Consented Subjects that are eligible and randomized into the control group ("Control Group Members") will receive a list of ESOL resources in the community and thereafter be treated as a Study Population Member. After the Randomization is conducted, no active steps will be taken to prevent Control Group Members from receiving other ESOL services. The interaction ends after this point.
3. Consented Subjects that are eligible and randomized into the treatment group ("Treatment Group") will be informed of their acceptance into EFA along with details of class logistics. They will thereafter be treated as a Study Population Member.

### ***Pre-Enrollment Engagement***

JVS is likely to engage with Treatment Group members prior to class start. Such pre-enrollment engagement will vary in intensity and frequency at the discretion of JVS, based on the length of time between notification to consented subjects and class start. Activities may include -

- a. JVS mails information on class logistics
- b. JVS calls Treatment Group Members with reminder of class schedule.
- c. JVS holds in-person pre-enrollment engagement session

**Illustrative RCT Operations Plan (Per Site)**



**Appendix E – Form of Study Consent Forms**

*[See attachments]*



## **Economic Mobility Corporation (Mobility) Rapid Employment Consent Form**

### **Description of the study**

Mobility is a nonprofit organization that develops and evaluates programs that help people obtain good jobs and increase their income. We are working with Jewish Vocational Service (JVS), Social Finance, and the Commonwealth of Massachusetts (the Commonwealth) to conduct a research study of training programs at JVS. Private investors for the Massachusetts Pathways to Economic Advancement Pay for Success Project are funding the study. We will share the study's findings with the Commonwealth, JVS, and Social Finance.

The goal of this research study is to learn whether providing English as a Second Language instruction, skills training, and employment assistance helps people increase their earnings. If resources are available, we may write a report on the study's findings that we will share with public agencies, foundations, and other employment and education organizations. The purpose of the report will be to increase knowledge about how to help people get good jobs.

### **Explanation of participation in the study**

If you agree to participate in the study, the following things will happen.

1. We will review information about you that the JVS staff will collect, including:
  - Your background (e.g., age, race), education, and recent employment.
  - Your receipt of JVS program services (e.g., training completion, employment assistance).
2. We will collect information from the Executive Office of Labor and Workforce Development, Department of Unemployment Assistance (DUA), about your earnings during the two years before through the two years after you enroll in the study.
3. We will collect information from JVS, including your name and Social Security Number, which we will use **only** to obtain your earnings records from DUA.
4. We may ask you to take part in a one-on-one interview about your experiences with the program. Only a small number of people will be asked to take part in this interview. This interview would take place during the year after you begin the Rapid Employment program and last about one hour. The research team member will make an audio recording of the interview. However, you may request that the interview not be audio recorded. Your participation in this interview is voluntary. You can take part in the other portions of the study without taking part in the interview.

### **Your participation in this study is voluntary**

Participation in this study is voluntary. Only individuals who provide written consent will be included in the study. If you choose not to participate in the study, you may continue to receive the Rapid Employment services. If you agree to take part in the study and later decide you no longer want to participate, you may withdraw your consent. If you withdraw your consent, we will not use your data for the research study. You may be withdrawn from the study by the researchers without your consent.

**Confidentiality**

The information we collect about you will be kept private. Your name or other information that could be used to identify you will **not** appear in any report or other public document. To further protect your identity, we will keep all information we collect about you in secure files on computers in secure locations at all times. We will only use your name and Social Security Number to obtain your earnings records from DUA. After we have collected the final records from DUA, we will remove your name and Social Security Number from our files.

**Risks**

Although we will take every step to protect your privacy, there is a very small chance your information could be unintentionally revealed. We have established policies and procedures to prevent this from happening. There may be other unanticipated risks.

**Benefits**

We will use information we collect about you to inform the Commonwealth of the effectiveness of the Rapid Employment services. You may benefit in the future from improvements made to ESL, job skills training, and employment services in the community as a result of the study, but this cannot be guaranteed.

**Compensation**

If you take part in an interview with the researchers, you will receive a \$25 gift card. Only those who take part in an interview will receive the gift card. No other compensation will be provided.

**If you agree to be in the study and at any time have questions, you may contact:**

Anne Roder, Vice President of Research, Economic Mobility Corporation, Toll-Free Telephone or Fax: 888-426-7170, Address: 50 Broadway, Suite 1604, New York, NY 10004

If you have questions about your rights as a research participant, you can contact Solutions IRB by telephone toll-free at 855-226-4472 or by email at participants@solutionsirb.com.

I have read this consent form, or it has been read to me, and I agree to participate in the study.

_____	_____	_____
Name of Study Participant (Print)	Signature of Study Participant	Date
_____	_____	
Name of Staff Person (Print)	Signature of Staff Person	

## **Economic Mobility Corporation (Mobility) English for Advancement Consent Form**

### **Description of the study**

Mobility is a nonprofit organization that develops and evaluates programs that help people obtain good jobs and increase their income. We are working with Jewish Vocational Service (JVS), Social Finance, and the Commonwealth of Massachusetts (the Commonwealth) to conduct a research study of the English for Advancement (EfA) program. Private investors for the Massachusetts Pathways to Economic Advancement Pay for Success Project are funding the study. We will share the study's findings with the Commonwealth, JVS, and Social Finance.

The goal of this research study is to learn whether providing English as a Second Language instruction and employment assistance helps people increase their earnings. If resources are available, we may write a report on the study's findings that we will share with public agencies, foundations, and other employment and education organizations. The purpose of the report will be to increase knowledge about how to help people get good jobs.

### **Explanation of participation in the study**

If you agree to participate in the EfA study and JVS determines that you are eligible, the following things will happen.

1. You will be assigned to one of two groups—either a group that will receive the EfA services or a group that will not receive the EfA services. A lottery-like process will be used to pick individuals who will receive the EfA services.
  - You will have a 50 percent chance of being assigned to the group that receives the EfA services.
  - You will have a 50 percent chance of being assigned to the group that does not receive the EfA services. If you are assigned to this group, you may apply to receive other services offered by agencies in the community.
2. We will review information about you that the JVS staff will collect, including:
  - Your background (e.g., age, race), education, and recent employment.
  - Your receipt of JVS program services (e.g., training completion, employment assistance).
3. We will collect information from the Executive Office of Labor and Workforce Development, Department of Unemployment Assistance (DUA), about your earnings during the two years before through the two years after you enroll in the EfA study.
4. We will collect information from JVS, including your name and Social Security Number, which we will use **only** to obtain your earnings records from DUA.
5. We may ask you to take part in a one-on-one interview about your experiences with the EfA program. Only a small number of people will be asked to take part in this interview. This interview would take place during the year after you begin EfA and last about one hour. The research team member will make an audio recording of the interview. However, you may request that the interview not be audio recorded. Your participation in this interview is voluntary. You can take part in the other portions of the study without taking part in the interview.

If JVS determines that you are not eligible to participate in the EfA study, then Mobility will not collect any information about you from JVS or from DUA.

**Your participation in this study is voluntary**

Participation in this study is voluntary. Only individuals who provide written consent will be included in the study. If you choose not to participate in the study, you will not be eligible to receive EfA services but you may apply for other services at JVS or at other agencies. You may also re-apply for EfA services if you decide to participate in the study. If you agree to take part in the study and later decide you no longer want to participate, you may withdraw your consent. If you withdraw your consent, we will not use your data for the research study. You may be withdrawn from the study by the researchers without your consent.

**Confidentiality**

The information we collect about you will be kept private. Your name or other information that could be used to identify you will not appear in any report or other public document. To further protect your identity, we will keep all information we collect about you in secure files on computers in secure locations at all times. We will only use your name and Social Security Number to obtain your earnings records from DUA. After we have collected the final records from DUA, we will remove your name and Social Security Number from our files and computers.

**Risks**

Although we will take every step to protect your privacy, there is a very small chance your information could be unintentionally revealed. We have established policies and procedures to prevent this from happening. There may be other unanticipated risks.

**Benefits**

We will use information we collect about you to inform the Commonwealth of the effectiveness of the EfA services. You may benefit in the future from improvements made to ESL and employment services in the community as a result of the study, but this cannot be guaranteed.

**Compensation**

If you take part in an interview with the researchers, you will receive a \$25 gift card. Only those who take part in an interview will receive the gift card. No other compensation will be provided.

**If you agree to be in the study and at any time have questions, you may contact:**

Anne Roder, Vice President of Research, Economic Mobility Corporation, Toll-Free Telephone or Fax: 888-426-7170, Address: 50 Broadway, Suite 1604, New York, NY 10004

If you have questions about your rights as a research participant, you can contact Solutions IRB by telephone toll-free at 855-226-4472 or by email at participants@solutionsirb.com.

I have read this consent form, or it has been read to me, and I agree to participate in the study.

_____	_____	_____
Name of Study Participant (Print)	Signature of Study Participant	Date
_____	_____	
Name of Staff Person (Print)	Signature of Staff Person	

## **Economic Mobility Corporation (Mobility) Skills Consent Form**

### **Description of the study**

Mobility is a nonprofit organization that develops and evaluates programs that help people obtain good jobs and increase their income. We are working with Jewish Vocational Service (JVS), Social Finance, and the Commonwealth of Massachusetts (the Commonwealth) to conduct a research study of training programs at JVS. Private investors for the Massachusetts Pathways to Economic Advancement Pay for Success Project are funding the study. We will share the study's findings with the Commonwealth, JVS, and Social Finance.

The goal of this research study is to learn whether providing English as a Second Language instruction, skills training, and employment assistance helps people increase their earnings. If resources are available, we may write a report on the study's findings that we will share with public agencies, foundations, and other employment and education organizations. The purpose of the report will be to increase knowledge about how to help people get good jobs.

### **Explanation of participation in the study**

If you agree to participate in the study, the following things will happen.

1. We will review information about you that the JVS staff will collect, including:
  - Your background (e.g., age, race), education, and recent employment.
  - Your receipt of JVS program services (e.g., training completion, employment assistance).
2. We will collect information from the Executive Office of Labor and Workforce Development, Department of Unemployment Assistance (DUA), about your earnings during the two years before through the two years after you enroll in the study.
3. We will collect information from JVS, including your name and Social Security Number, which we will use **only** to obtain your earnings records from DUA.
4. We may ask you to take part in a one-on-one interview about your experiences with the program. Only a small number of people will be asked to take part in this interview. This interview would take place during the year after you begin the Skills program and last about one hour. The research team member will make an audio recording of the interview. However, you may request that the interview not be audio recorded. Your participation in this interview is voluntary. You can take part in the other portions of the study without taking part in the interview.

### **Your participation in this study is voluntary**

Participation in this study is voluntary. Only individuals who provide written consent will be included in the study. If you choose not to participate in the study, you may continue to receive the Skills services. If you agree to take part in the study and later decide you no longer want to participate, you may withdraw your consent. If you withdraw your consent, we will not use your data for the research study. You may be withdrawn from the study by the researchers without your consent.

**Confidentiality**

The information we collect about you will be kept private. Your name or other information that could be used to identify you will **not** appear in any report or other public document. To further protect your identity, we will keep all information we collect about you in secure files on computers in secure locations at all times. We will only use your name and Social Security Number to obtain your earnings records from DUA. After we have collected the final records from DUA, we will remove your name and Social Security Number from our files.

**Risks**

Although we will take every step to protect your privacy, there is a very small chance your information could be unintentionally revealed. We have established policies and procedures to prevent this from happening. There may be other unanticipated risks.

**Benefits**

We will use the information we collect about you to inform the Commonwealth of the effectiveness of the Skills services. You may benefit in the future from improvements made to ESL, job skills training, and employment services in the community as a result of the study, but this cannot be guaranteed.

**Compensation**

If you take part in an interview with the researchers, you will receive a \$25 gift card. Only those who take part in an interview will receive the gift card. No other compensation will be provided.

**If you agree to be in the study and at any time have questions, you may contact:**

Anne Roder, Vice President of Research, Economic Mobility Corporation, Toll-Free Telephone or Fax: 888-426-7170, Address: 50 Broadway, Suite 1604, New York, NY 10004

If you have questions about your rights as a research participant, you can contact Solutions IRB by telephone toll-free at 855-226-4472 or by email at participants@solutionsirb.com.

I have read this consent form, or it has been read to me, and I agree to participate in the study.

_____	_____	_____
Name of Study Participant (Print)	Signature of Study Participant	Date
_____	_____	
Name of Staff Person (Print)	Signature of Staff Person	

## **Economic Mobility Corporation (Mobility) Bridges to College Study Consent Form**

### **Description of the study**

Mobility is a nonprofit organization that develops and evaluates programs that help people obtain good jobs and increase their income. We are working with Jewish Vocational Service (JVS), Social Finance, and the Commonwealth of Massachusetts (the Commonwealth) to conduct a research study of the Bridges to College program. Private investors for the Massachusetts Pathways to Economic Advancement Pay for Success Project are funding the study. We will share the study's findings with the Commonwealth, JVS, and Social Finance.

The goal of this research study is to learn whether providing academic instruction and assistance with the college registration process helps people earn college degrees and increase their earnings. If resources are available, we may write a report on the study's findings that we will share with public agencies, foundations, and other employment and education organizations. The purpose of the report will be to increase knowledge about how to help people get good jobs.

### **Explanation of participation in the study**

If you agree to participate in the study, the following things will happen.

1. We will review information about you that the JVS staff will collect, including:
  - Your background (e.g., age, race), education, and recent employment.
  - Your receipt of JVS program services (e.g., class completion).
2. We will collect information from the Massachusetts Department of Higher Education (DHE) and from Quincy College about your registration in remedial and college-level classes and the credits, certificates, and degrees you earn after participating in the Bridges to College program. We will collect this information once a year, starting in the November after you take part in the Bridges to College program through November 2021.
3. We will collect information about your enrollment in college and any college degrees you earn after participating in the Bridges to College program from the National Student Clearinghouse (NSC), which holds data from public and private colleges across the country.
4. We will collect information from the Executive Office of Labor and Workforce Development, Department of Unemployment Assistance (DUA), about your earnings during the two years before you enroll in the study through December 2021.
5. We will collect information from JVS, including your name and Social Security Number, which we will use **only** to obtain your records from DHE, Quincy College, NSC, and DUA.
6. We may ask you to take part in a one-on-one interview about your experiences with the Bridges to College program. Only a small number of people will be asked to take part in this interview. This interview would take place during the year after you begin the Bridges program and last about one hour. The research team member will make an audio recording of the interview. However, you may request that the interview not be audio recorded. Your participation in this interview is voluntary. You can take part in the other portions of the study without taking part in the interview.

**Your participation in this study is voluntary**

Participation in this study is voluntary. Only individuals who provide written consent will be included in the study. If you choose not to participate in the study, you may continue to receive the Bridges to College services. If you agree to take part in the study and later decide you no longer want to participate, you may withdraw your consent. If you withdraw your consent, we will not use your data for the research study. You may be withdrawn from the study by the researchers without your consent.

**Confidentiality**

The information we collect about you will be kept private. Your name or other information that could be used to identify you will **not** appear in any report or other public document. To further protect your identity, we will keep all information we collect about you in secure files on computers in secure locations at all times. We will only use your name and Social Security Number to obtain your records from DHE, Quincy College, NSC, and DUA. After we have collected the final records from DHE, Quincy College, NSC, and DUA, we will remove your name and Social Security Number from our files and computers.

**Risks**

Although we will take every step to protect your privacy, there is a very small chance your information could be unintentionally revealed. We have established policies and procedures to prevent this from happening. There may be other unanticipated risks.

**Benefits**

We will use information we collect about you to inform the Commonwealth of the effectiveness of the Bridges program. You may benefit in the future from improvements made to college preparation services in the community as a result of the study, but this cannot be guaranteed.

**Compensation**

If you take part in an interview with the researchers, you will receive a \$25 gift card. Only those who take part in an interview will receive the gift card. No other compensation will be provided.

**If you agree to be in the study and at any time have questions, you may contact:**

Anne Roder, Vice President of Research, Economic Mobility Corporation, Toll-Free Telephone or Fax: 888-426-7170, Address: 50 Broadway, Suite 1604, New York, NY 10004

If you have questions about your rights as a research participant, you can contact Solutions IRB by telephone toll-free at 855-226-4472 or by email at participants@solutionsirb.com.

I have read this consent form, or it has been read to me, and I agree to participate in the study.

_____	_____	_____
Name of Study Participant (Print)	Signature of Study Participant	Date
_____	_____	
Name of Staff Person (Print)	Signature of Staff Person	