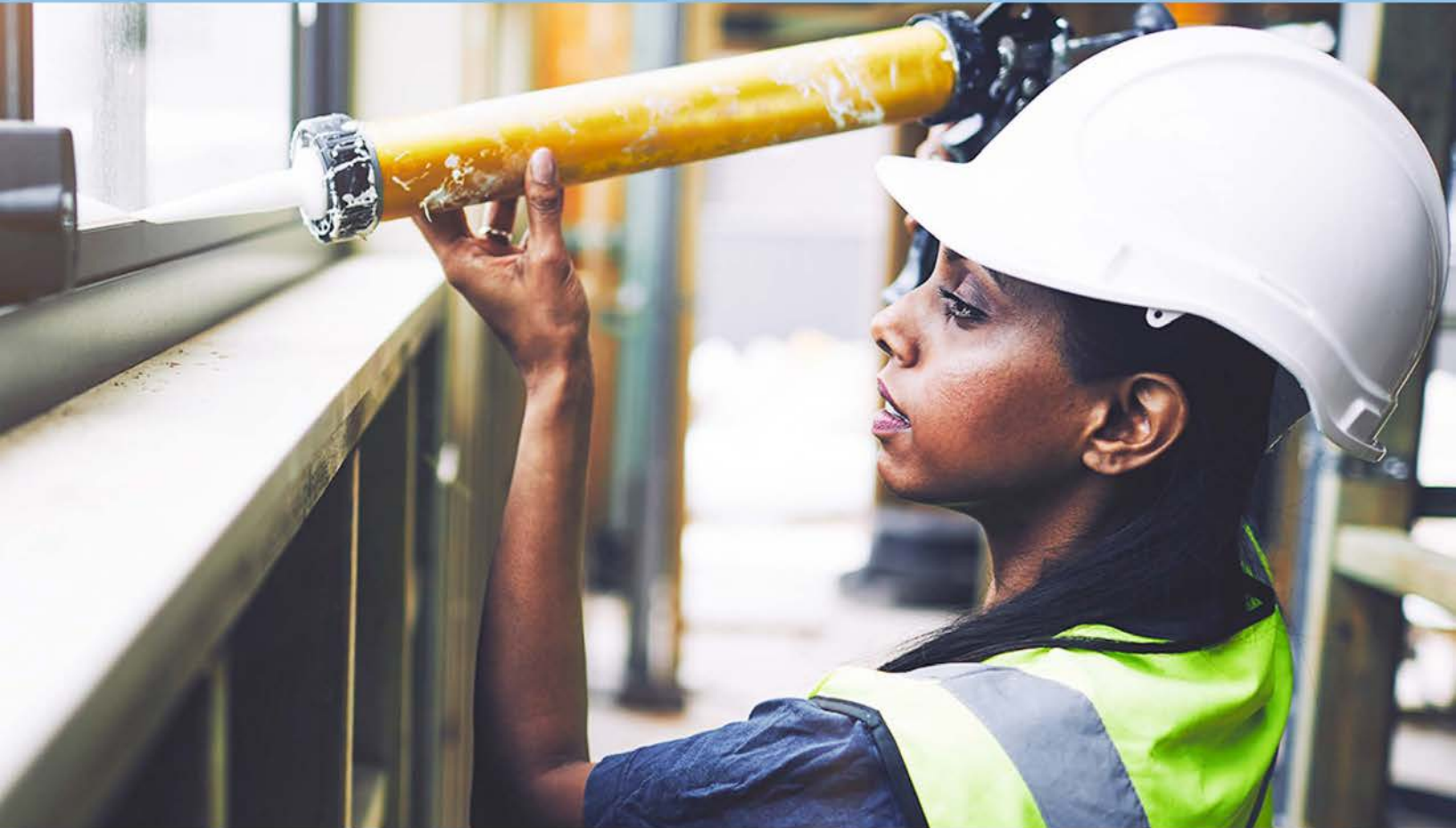




PATHWAYS TO WORK

Evidence Clearinghouse



What Works to Improve Employment and Earnings for People with Low Incomes?

Technical Appendices

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SYNTHESIS REPORT: WHAT WORKS TO IMPROVE EMPLOYMENT AND EARNINGS FOR PEOPLE WITH LOW INCOMES?

TECHNICAL APPENDICES

OPRE Report 2022-51

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Andrei Streke and Dana Rotz, Mathematica

Submitted to:

Amelia Popham, Project Officer
Clare DiSalvo, Project Monitor
Amelie Hecht, Project Monitor
Kimberly Clum, Senior Advisor
Office of Planning, Research, and Evaluation
Administration for Children and Families
U.S. Department of Health and Human Services

Contract Number: HHSP233201500035I/HHSP23337034T

Diana McCallum, Project Director
Mathematica
1100 First Street, NE, 12th Floor
Washington, DC 20002-4221

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This document contains three appendices to Streke and Rotz (2022).

[Appendix A](#). *Technical Details* describes the calculations used to obtain the findings presented in the report. This section includes information about how we calculated the effect sizes from the original studies, conducted meta-analysis, and developed meta-regression models.

[Appendix B](#). *Supplemental Materials* provides the full results for each analysis presented in the report.

[Appendix C](#). *Citations Included in the Pathways Clearinghouse* lists the citations for the studies included in Pathways Clearinghouse, including but not limited to the studies contributing findings to the meta-analysis data set.

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Appendix A. Technical Details

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This appendix provides further technical details on the meta-analysis and meta-regression methods used by the Pathways to Work Evidence Clearinghouse to combine and contrast findings across studies and interventions. Meta-analysis and meta-regression enable us to combine the findings catalogued by the Pathways Clearinghouse into meaningful conclusions about what works, for whom, and in what context (Higgins and Green 2011). Meta-analysis produces an average estimate of impacts, with more weight given to more precise estimates. This averaging is valuable because each impact estimate might have flaws. As a rule, some studies will overestimate effects, and others will underestimate effects. Because of this, averaging findings across studies produces a more reliable estimate of the effect than that of any individual study. Meta-analysis also enables us to investigate differences in intervention impacts along a single dimension of interest. For example, we used meta-analysis to assess whether interventions delivered in rural areas were more or less effective than those delivered in urban areas.

Meta-regression further enables us to investigate different dimensions simultaneously. Meta-regression builds on standard regression models in which an outcome variable (for example, earnings) is examined in relationship to one or more explanatory variables (for example, demographic characteristics). But there are some differences between regression and meta-regression. A meta-regression analyzes outcomes from different studies rather than outcomes from different people. The outcome variable is the effect size in meta-regression, whereas the explanatory variables are characteristics of studies that might influence the size of that effect. Also, the data is weighted so larger studies have more influence on the estimated relationships than smaller studies.

A. Calculation of effect sizes and their variances

When possible, the Pathways to Work Evidence Clearinghouse team calculated effect sizes as Hedges' g , the ratio between the estimated impact of the intervention and the standard deviation pooled across intervention and comparison groups. In particular, we calculated Hedges' g as:

$$g = \frac{\omega(y_i - y_c)}{S}$$

where y_i and y_c are the means of the outcome for the intervention and comparison groups, ω is an adjustment for sample size (Hedges 1982, Hedges and Olkin 1985), and S is the pooled standard deviation of the outcome. ω and S may further be calculated as

$$\omega = 1 - \frac{3}{4(n_i + n_c) - 9}$$

$$S = \sqrt{\frac{(n_i - 1)s_i^2 + (n_c - 1)s_c^2}{n_i + n_c - 2}}$$

where n_i and n_c are the number of people in the intervention and comparison groups, and s_i^2 and s_c^2 are the variances of the outcome for the intervention and comparison groups. Furthermore, we define the variance of an effect size, g , as:

$$\sigma^2 = \frac{1}{n_i} + \frac{1}{n_c} + \frac{g^2}{2(n_i + n_c)}.$$

Hedges' g is one of the most widely used effect size estimates (Hedges and Olkin 1985) but some systematic reviews and meta-analyses use alternative indices to estimate effect sizes for binary variables (that is, those that take on values of 0 and 1 only, such as employment). For example, the What Works Clearinghouse of the U.S. Department of Education, Institute of Education Sciences uses the Cox index (U.S. Department of Education, Institute of Education Sciences 2020). Although research has shown that using the Cox index can be preferable to using Hedges' g , this research is based on assumptions that are unlikely to hold for the key binary outcomes of interest to the Pathways Clearinghouse (Sánchez-Meca et al. 2003). For example, the Cox index produces artificially large effect sizes when most people in the sample have a 0 or 1 value for the outcome of interest, a condition that holds for employment and benefit receipt in some studies the Pathways Clearinghouse has reviewed. This analysis therefore uses Hedges' g for both binary and nonbinary variables.

Researchers have developed a wide variety of alternative formulas for computing g (for example, see Lipsey and Wilson 2001), and the actual calculation of an effect size from a study depends on the type of statistics reported (for example, t-statistics, F-tests, or regression coefficients). Rotz et al. (2020) provides further details on the formulas used by the Pathways Clearinghouse based on the data reported.

To ensure the meta-analysis results are consistent and interpretable, we coded all effect sizes such that positive values indicated a favorable treatment effect. In particular, because the Pathways Clearinghouse aims to explore studies that help people become more economically self-sufficient, decreases in public benefit receipt were viewed as favorable outcomes. Therefore, we transformed decreases in public benefit receipt into positive effect sizes (and increases into negative effect sizes). We made this change for 779 public benefit receipt effect sizes.

In addition, we used an alternative measure of the effect size, ES_{alt} , when study authors did not provide sufficient information for us to estimate Hedges' g . To calculate ES_{alt} , we used (1) the study's measure of an intervention's impact and (2) a nationally representative measure of the standard deviation of the outcome, based on the Integrated Public Use Microdata Series version of the Current Population Survey (CPS) (Flood et al. 2018). The CPS is a nationally representative survey of U.S. households that has consistently collected information on income and employment since 1962. We used the CPS to calculate one standard deviation for each outcome in each year from 1990 to 2019.¹ In other words, we use the same S to construct effect sizes for the same outcome in different studies.

¹ For outcomes measured across multiple years, we used the standard deviation associated with the median year.

To estimate the appropriate standard deviations using national data, we first identified the people in the CPS who could reasonably be considered to have low income. Ideally, this would include people with low earnings potential and not those who have low earnings as the result of temporary investments in education or unemployment (for example, a graduate student pursuing an advanced degree, or a highly skilled individual who was recently laid off). To identify people with lower earnings potential, we first ran a regression analysis using education, age, gender, and race and ethnicity to predict income within each CPS survey year from 1990 to 2019 (including only people ages 16 to 65). We then defined people as having low income if their predicted income was in the bottom 20 percent of the distribution of predictions. We selected this threshold because about 20 percent of adults in the United States participate in government assistance programs in any given month (Irving and Loveless 2015). Finally, we used the actual outcome values for this population to estimate outcome standard deviations.

We used the CPS to calculate standard deviations for several key outcomes (see Rotz et al. 2020 for further details):²

- Annual earnings (CPS wage and salary income)
- Monthly earnings (CPS wage and salary income)
- Quarterly earnings (CPS wage and salary income)
- Annual cash-based public assistance income
- Monthly cash-based public assistance income
- Number of months received cash-based public assistance in past year
- Annual value of food stamps or Supplemental Nutrition Assistance Program (SNAP) benefits
- Monthly value of food stamps or SNAP benefits (only available from 1997 to 2014)
- Number of months received food stamps or SNAP benefits in past year
- Hourly wage rates
- Weekly earnings in current job

Hedges' g and ES_{alt} answer slightly different research questions by comparing impact estimates against the variation of the outcome in different samples. Using study data to calculate effect sizes produced estimates of the size of an intervention's effects relative to variation in the outcome for study participants (Hedges' g). Using national data to calculate effect sizes produced estimates of the size of effects relative to variation in the outcome across the U.S. population of individuals with low incomes (ES_{alt}).

Overall, we calculated Hedges' g for 1,534 impacts and the alternate effect size for 558 impacts. These effect sizes are associated with 191 studies rated as providing high or moderate causal evidence. We used Hedges' g in our analysis whenever it was available. Of the 1,819 individual effect sizes included in the meta-analysis, 1,534 were Hedges' g , and 285 were alternate effect

² All listed outcomes are continuous. Standard deviations for binary outcomes can be calculated based on the means of these variables, making the use of nationally representative data unnecessary.

sizes. In addition, 282 outcomes had both an effect size estimated using Hedges’ g and an effect size estimated using ES_{alt} .

Table A.1 summarizes the average effect sizes estimated using study-specific data to normalize the impact estimate (Hedges’ g) and national data to normalize the impact estimate (ES_{alt}). Directly comparing the two types of effect sizes (based on the same 282 outcomes) demonstrates small differences. In particular, for these outcomes, the average effect size based on Hedges’ g was 0.047, compared with 0.058 based on the alternate estimate. But the difference of 0.013 standard deviations was not statistically significant.

Table A.1. Intervention effects by type of effect sizes: Hedges’ g and ES_{alt}

	Number of studies/effect sizes	Average effect size	Standard error	-95% CI	+95% CI	Tau-squared
Hedges’ g	183/1534	0.047	0.005	0.036	0.058	0.008
Alternate effect size	163/558	0.051	0.011	0.030	0.072	0.028
Direct comparison of different calculation methods when both types of effect sizes are available						
Alternate effect sizes (n = 282)	80/282	0.058	0.019	0.020	0.096	0.040
Hedges’ g (n = 282)	80/282	0.047	0.010	0.028	0.066	0.006
Difference between g and ES_{alt} (n = 282)	80/282	-0.013	0.014	-0.040	0.014	0.022

Notes: Tau-squared (τ^2) indicates the extent of variation among the effects observed in different studies.

CI = confidence interval.

B. Statistical analyses

1. Fixed effect and random effects models

The two most common types of models for meta-analysis are fixed effect and random effects models. A fixed effect model assumes that all studies are estimating the same (fixed) treatment effect, whereas a random effects model allows for differences in the treatment effect from study to study. That is, fixed effect models assume that the only reason effect sizes differ is because of random chance and that, in the absence of this random chance, all studies would estimate the same impact. In contrast, random effects models assume that effect sizes might differ for other reasons, such as differences in the effectiveness of different interventions. Put another way, fixed effect models test whether all the effect sizes being combined in a meta-analysis are equal to zero, whereas random effects models test whether the average of the effect sizes being combined is equal to zero (Borenstein et al. 2009). In general, random effects models are seen as more conservative than fixed effect model because they result in wider confidence intervals (Borenstein et al. 2009).

Whenever possible, we used random effects models for our analysis. The studies included in the Pathways Clearinghouse estimate effects for a range of interventions, making it likely that effect

sizes differ for reasons other than random chance. As such, a random effects model is most appropriate (Borenstein et al. 2009).

However, for meta-analyses including a small number of studies, we needed to use a fixed effect model. Random effects models estimated with robust variance estimates (as described later) can produce unreliable estimates with a small number of included studies, in particular, when there are fewer than 10 studies contributing to the model (Tanner-Smith and Tipton 2012). The fixed effect model, while having fewer desirable assumptions, enables us to avoid this concern. In practice, we used fixed effect models to estimate average effects by intervention but random effects models otherwise. For the intervention average effects, we therefore implicitly assumed that different implementations of the same intervention would have the same effect.

2. Analysis weights

In estimating fixed effect and random effects models, we averaged effect sizes within and across studies. We weighted the individual effect sizes being aggregated to account for the fact that some estimates are more precise than others (Hedges and Olkin 1985).

For fixed effect analyses, we used weights equal to the inverse of an effect size's variance:

$$w_{i,fe} = \frac{1}{\sigma_i^2}.$$

The random effects model weights each study by the inverse of the variance plus a constant (τ^2) that represents the variability across the population effects, as well as adjusting for the number of effect sizes contributed to the analysis by a study (k_i) and the correlation in those effect sizes (ρ):

$$w_{i,re} = \frac{1}{\{(\sigma_i^2 + \tau^2)[(1 + (k_i - 1)\rho)]\}}.$$

That is, the random effects weight also incorporates information about how much the effect sizes vary from one another via tau-squared (τ^2). Substantively, a small tau-squared estimate indicates that evidence is consistent across effects.

3. Handling within-study dependence of effect sizes

Our analysis accounts for the fact that effect sizes from the same study are not independent measures of intervention effectiveness. Because many studies reported multiple effect sizes for the same participant samples (for example, short-term and long-term measures of employment measures), we found that it was not feasible to assume independence of the effect size estimates. Failing to account for this dependency could result in incorrect measures of estimates' precision.

The best approach to correct for within-study dependence of effect sizes is to account for the actual relationships between effect sizes from the same study when estimating the standard errors of the parameters. But, in practice, the information needed to do this is not readily available.

We used two approaches to account for the statistical dependencies in our analysis: robust variance estimation techniques and the “synthetic effect size” approach.

- *Robust variance estimation (RVE) for random effects models.* RVE uses estimation techniques that account for the statistical dependencies among effect sizes in the same study, as outlined by Hedges and others (Hedges et al. 2010; Tanner-Smith and Tipton 2012). In particular, Hedges et al. (2010) demonstrate that one can use regression results to infer the extent of the within-study dependence of effect sizes and adjust regression results accordingly. Simulation results show that when estimating the average effect size, 10 studies is sufficient for RVE to provide reasonable standard error. We implemented RVE using the Stata `robumeta` package (Hedberg et al. 2017).
- *Synthetic effect sizes for fixed effect models.* In this approach described by Lipsey and Wilson (2001), we estimated the average effect size for each study (weighing by $w_{i,re}$) and performed meta-analysis on these study averages.³ By including only one effect size for each study, we can assume each effect size is independent from those for the other studies included in the analysis. We implemented this approach using the Stata `meta` package.

4. Regression model

Meta-regression allows a researcher to simultaneously investigate the effects of several characteristics on effect sizes. Our meta-regression models included the following characteristics:

- Intervention characteristics
 - Primary service category
 - Whether mandatory for any participants
 - Duration
 - Provider type (public provider, private provider, or both)
 - Whether compared to another intervention or business-as-usual
- Characteristics of the study sample
 - Whether all study participants were eligible for or receiving cash assistance
 - Share of participants identifying as female
 - Share of participants identifying as Black, Hispanic, White and non-Hispanic, or of another racial and ethnic background
 - Share of participants without a high school diploma or equivalent certificate

³The variance of the study-level average effect size is estimated as $\sigma_s^2 = \frac{1}{n_i} + \frac{1}{n_c} + \frac{g^2}{2(n_i + n_c)}$, where \bar{n}_i and \bar{n}_c

are the average sample sizes for the individual effect sizes used to create the study-level average. When combining study average effect sizes across studies, we weighted the average effect sizes by $1/\sigma_s^2$.

- Intervention and study context
 - Location (rural, urban, or a combination of rural, urban, and/or suburban)
 - Timing of study enrollment (1996 or before, 1997–2007, and 2008 or later)
 - Whether study enrollment occurred during a recession
 - Sample size
- Outcome characteristics
 - Type of measure (employment, earnings, public benefits, or education and training attainment)
 - Timing of measure (short-, long- or very long-term)
 - Whether an outcome was measured during a recession
 - Whether an outcome was measured using survey or administrative data

5. Missing data

The analysis sample is limited to findings with nonmissing effect sizes. All findings also include data on the primary and other services provided as part of the intervention. But information on some characteristics was missing for some findings. For almost all characteristics examined, less than 10 percent of data were missing. But three characteristics had 18 to 20 percent of data missing: intervention duration, the percent of the study sample that was female, and the percent of the study sample that lacked a high school diploma or equivalent credential.

For all meta-analyses examining effect sizes based on a single characteristic, we analyzed the subset of findings for which data was available on the characteristic of interest. For example, when examining findings by intervention duration, we included only findings with nonmissing information on duration.

For meta-regressions examining multiple characteristics at once, we replaced missing values with a characteristics' mean value. For the three characteristics that were missing for more than 10 percent of observations, we also included in the regression model an indicator variable equal to one if the value was imputed and zero otherwise (a total of three indicators were included). Methods for missing data have not been studied extensively in the context of meta-analysis (Pigott and Polanin 2020) but mean imputation is a widely used and commonly accepted tactic for handling missing data in other contexts (Rotz et al. 2020). We confirmed this choice did not affect our results by conducting regression analyses using only nonimputed data and comparing the findings.

6. Differences between meta-regression and meta-analysis results

In general, the findings from the meta-regressions confirmed findings from meta-analysis not accounting for other intervention, study, and outcome characteristics. For the meta-regression examining all outcomes (as opposed to the outcome-specific meta-regressions), we found the following statistically significant relationships (including those significant at the 0.10 level):

- Interventions focused on employment services and work and work-based learning had effects that were larger than interventions focused on case management or other supports.
- Interventions with participation requirements demonstrated smaller effects than interventions in which participation was fully voluntary.
- Interventions that enrolled participants before welfare reform (1996 or earlier) had larger effects than those enrolling participants after welfare reform but before the Great Recession (1997 to 2007).
- Interventions had smaller effects on earnings and public benefit receipt, compared with education and training.
- Interventions had smaller effects when tested in a sample including more participants identifying as Hispanic.

Appendix Tables B.2 and B.3 contain the full meta-regression results.

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Appendix B. Supplemental Materials

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Table B.1. Services catalogued by the Pathways Clearinghouse team

Service	Definition
Case management or other supports	
Case management	Meeting, typically one-on-one, with an employment specialist or counselor who helps assess needs and refers clients to other available services. Case management can take place before or during employment and can focus on employment or on mental health or substance abuse.
Health services	Services to support the mental or physical health of clients.
Substance use disorder treatment and mental health services	Services to treat clients for substance use disorder or mental health diagnoses.
Physical health services	Services to address clients' physical health concerns.
Financial education	Education that helps people make informed decisions about their financial resources, such as providing information on budgeting or loans.
Education and training	
Education	Services to support educational attainment, such as GED support, adult basic education, or postsecondary education.
Training	Any type of training program.
Occupational or sectoral training	Training that is tied to a particular occupation, such as truck driving or welding.
Employment retention services	
Employment retention services	Supplementary services provided when a client already has a job. These could include ongoing case management to address barriers or to assess progress toward career goals.
Incentives and sanctions	
Financial incentives	Bonuses that clients receive for engaging in a specific activity or achieving a certain goal.
Sanctions	Reductions in payment for failing to comply with mandated services.
Supportive services	Money or vouchers to fund child care, transportation (such as gas cards or bus passes), or other supports to help clients search for work or engage in a training program.
Employment services	
Work-readiness activities	Services not related to education or training that aim to help job seekers find a job. These can include initial assessments to identify employment barriers, formalized assessments to identify skills and interests, help designing a resume and cover letter, job search assistance, or help developing an individual employment plan.
Employment coaching	Intensive assistance with identifying barriers and goals and helping clients address them. Also known as life coaching.
Job development or job placement	Assistance getting placed in a job. Typically, a client visits a career center and meets with a counselor who works with employers to identify or create a specific opening for the client.
Job search assistance	Assistance identifying potential jobs and preparing resumes and cover letters.
Soft-skills training	Training in so-called soft skills, such as punctuality, manners, professional dress, interactions with colleagues, or conflict management. Sometimes also called life skills training.

Service	Definition
Work and work-based learning	
Work and work-based learning	Paid or unpaid (such as internships) work experience or training that occurs in a work setting.
Apprenticeships	An organized or structured form of learning on the job, typically in a skilled trade, but typically not subsidized.
Individual placement and support	The integrated provision of job placement services and supports such as mental health counseling.
On-the-job training	An agreement between the workforce system and an employer in which the workforce system pays all or part of the wages for a client working for an approved employer in an approved occupation for a specified period. At the end of that time, the employer can hire the worker but without the wage subsidy.
Subsidized employment	Employment that is partially or fully paid for by an external funder (not the employer).
Transitional jobs	Jobs that are meant to integrate those who have been out of the workforce (for example, former prisoners) into the community. They can be paid or unpaid.
Unpaid work experience	Work experience that is voluntary or unpaid, such as an unpaid internship.
Work experience	Work experience, including in paid and unpaid jobs.

Table B.2. Meta-regression results

	Coefficient	Standard error	95% confidence interval	p-value
Primary service group				
Education and training	0.022	0.020	[-0.018, 0.061]	0.284
Employment retention services	0.024	0.019	[-0.015, 0.063]	0.215
Employment services	0.035	0.018	[-0.002, 0.072]	0.064
Incentives and sanctions	-0.007	0.019	[-0.046, 0.031]	0.708
Work and work-based learning	0.036**	0.018	[0.001, 0.072]	0.046
Reference category: Case management or other supports				
Intervention was mandatory for any participants	-0.025*	0.015	[-0.055, 0.005]	0.096
Duration in months	<0.001	<0.001	[-0.001, 0.001]	0.886
Program provider				
Private provider	0.033	0.020	[-0.007, 0.072]	0.107
Public provider	0.010	0.020	[-0.031, 0.051]	0.615
Reference category: Public and private providers				
Setting				
Rural	0.003	0.020	[-0.049, 0.054]	0.899
Urban	0.005	0.013	[-0.022, 0.031]	0.725
Reference category: Suburban or mix of rural, urban, and suburban				
Timing of enrollment				
Before welfare reform (1996 or earlier)	0.032**	0.016	[0.000, 0.063]	0.049
After the Great Recession (2008 or later)	0.031	0.020	[-0.009, 0.071]	0.125
Reference category: After welfare reform but before the Great Recession (1997 to 2007)				
Enrollment occurred during any recession (versus any other period)	0.017	0.013	[-0.009, 0.044]	0.191
Outcome type				
Earnings	-0.049*	0.027	[-0.103, 0.006]	0.077
Employment	-0.040	0.028	[-0.096, 0.015]	0.151
Public benefit receipt	-0.055**	0.027	[-0.11, -0.001]	0.048
Reference category: Education and training				
Outcome timing				
Long-term	-0.008	0.006	[-0.021, 0.005]	0.210
Very long-term	-0.008	0.018	[-0.045, 0.028]	0.641
Reference category: Short-term				
Outcome was measured during a recession (versus any other period)	-0.008	0.017	[-0.043, 0.027]	0.640
Participant characteristics				
All study participants were eligible for cash assistance	0.017	0.015	[-0.012, 0.047]	0.246
Share of study participants without a high school diploma or equivalent certificate ^a	<0.001	0.045	[-0.094, 0.093]	0.992
Share of study participants female ^a	-0.043	0.031	[-0.104, 0.018]	0.163

	Coefficient	Standard error	95% confidence interval	p-value
Share of study participants Black ^a	-0.030	0.032	[-0.095, 0.034]	0.347
Share of study participants Hispanic ^a	-0.071*	0.042	[-0.156, 0.014]	0.099
Share of study participants not White, Black, or Hispanic ^a	-0.014	0.033	[-0.08, 0.052]	0.671
Study characteristics				
Study contrasts two interventions (versus comparing an intervention to “business-as-usual”)	-0.025	0.015	[-0.056, 0.006]	0.112
Sample size (in thousands)	0.003	0.002	[-0.002, 0.007]	0.194
Outcome measured using survey data	0.022	0.014	[-0.005, 0.049]	0.110
Constant	0.090**	0.039	[0.011, 0.17]	0.026
Tau-squared	0.009			

Source: Pathways Clearinghouse database.

Notes: Missing values imputed to means. Regression also controls for indicators for data missing on duration, share of participants female, and share of participants without a high school diploma or equivalent certificate. See Appendix A for further details on estimation methods.

^a Coefficient, standard error, and confidence interval multiplied by 100.

*/**/** Statistically significant at the 0.10/0.05/0.01 levels.

Table B.3. Meta-regression results, by outcome type

	Earnings	Employment	Public benefit receipt	Education and training
Primary service group				
Education and training	0.024	0.055	-0.039*	0.138*
Employment retention services	0.029	0.070*	-0.014	-0.006
Incentives and sanctions	0.013	0.060*	-0.05	-0.064
Employment services	0.034	0.075**	0.040	0.036
Work and work-based learning	0.027	0.145***	-0.005	-0.061
Reference category: Case management or other supports				
Intervention was mandatory for any participants	-0.003	-0.033*	-0.023	0.031
Duration in months	<0.001	<0.001	0.001	0.001
Program provider				
Private provider	0.017	0.044*	0.037	0.003
Public provider	-0.024	0.010	-0.009	-0.084
Reference category: Public and private providers				
Setting				
Rural	-0.006	0.048	-0.017	
Urban	-0.016	-0.010	0.018	0.017
Reference category: Suburban or mix of rural, urban, and suburban				
Timing of enrollment				
Before welfare reform (1996 or earlier)	0.007	0.049*	0.065***	-0.071
After the Great Recession (2008 or later)	0.005	0.024	0.006	-0.058
Reference category: After welfare reform but before the Great Recession (1997 to 2007)				
Enrollment occurred during any recession (versus any other period)	0.001	0.019	0.024	-0.010
Outcome timing				
Long-term	0.002	-0.035***	0.016*	
Very long-term	0.017	-0.037	0.022	
Reference category: Short-term				
Outcome was measured during a recession (versus any other period)	-0.008	-0.034	-0.030	0.121
Participant characteristics				
All study participants were eligible for cash assistance	-0.014	-0.004	0.024	-0.006
Share of study participants without a high school diploma or equivalent certificate ^a	-0.089	0.087	0.024	-0.345*
Share of study participants female ^a	-0.001	-0.024	-0.001	-0.213
Share of study participants Black ^a	0.032	-0.071*	-0.012	0.040
Share of study participants Hispanic ^a	0.006	-0.111**	-0.045	-0.181
Share of study participants not White, Black, or Hispanic ^a	<0.001	-0.104**	0.033	0.041

	Earnings	Employment	Public benefit receipt	Education and training
Study characteristics				
Study contrasts two interventions (versus comparing an intervention to “business-as-usual”)	-0.005	0.003	-0.043*	0.028
Sample size (in thousands)	0.002	0.003	<0.001	0.005
Outcome measured using survey data	0.06***	0.019	0.035*	-0.010
Constant	0.041	0.008	-0.023	0.446
Tau-squared	0.004	0.008	0.009	0.062

Source: Pathways Clearinghouse database.

Notes: Missing values imputed to means. Regression also controls for indicators for data missing on duration, share of participants female, and share of participants without a high school diploma or equivalent certificate. See Appendix A for further details on estimation methods.

^a Coefficient and standard error multiplied by 100.

*/**/*** Statistically significant at the 0.10/0.05/0.01 levels.

Table B.4. Intervention average effect sizes

Intervention name	Average effect size	Standard error	95% confidence interval	p-value
About Face plus Individual Placement and Support (as compared to About Face only)	0.181	0.220	[-0.25, 0.611]	0.411
Atlanta Human Capital Development Program	0.055	0.038	[-0.019, 0.13]	0.146
Atlanta Human Capital Development Program (as compared with Atlanta Labor Force Attachment Program)	-0.030	0.037	[-0.103, 0.042]	0.414
Atlanta Labor Force Attachment	0.079	0.039	[0.003, 0.154]	0.042
Atlanta Labor Force Attachment Program (as compared with Atlanta Human Capital Development Program)	0.030	0.037	[-0.042, 0.103]	0.414
Atlanta Urban League Minority Female Single Parent Program	-0.028	0.078	[-0.18, 0.125]	0.722
Back to Work	0.057	0.039	[-0.018, 0.133]	0.138
Breaking Barriers	0.064	0.079	[-0.09, 0.218]	0.417
Bridges to Pathways	0.114	0.131	[-0.143, 0.372]	0.383
Broadened Horizons, Brighter Futures	0.018	0.073	[-0.126, 0.161]	0.807
Building Nebraska Families	0.036	0.083	[-0.127, 0.199]	0.668
California Work Pays Demonstration Project	0.035	0.026	[-0.016, 0.086]	0.175
Career Builders	-0.028	0.079	[-0.183, 0.128]	0.727
Center for Employment Opportunities Prisoner Reentry Program	0.013	0.065	[-0.114, 0.14]	0.842
Center for Employment Training's Minority Female Single Parent Program	-0.004	0.074	[-0.15, 0.142]	0.955
Chicago Employment Retention and Advancement	0.046	0.049	[-0.051, 0.143]	0.354
Child Support Noncustodial Parent Employment Demonstration	-0.004	0.023	[-0.05, 0.042]	0.873
Cleveland Employment Retention and Advancement	0.023	0.078	[-0.13, 0.177]	0.767
Community Connections Individual Placement and Support (as compared to Enhanced Vocational Rehabilitation)	-0.002	0.163	[-0.322, 0.318]	0.992
Connecticut's Jobs First Program	-0.070	0.030	[-0.13, -0.011]	0.020
Delaware's A Better Chance Welfare Reform Program	0.092	0.035	[0.024, 0.159]	0.008
Enhanced Early Head Start	-0.008	0.087	[-0.178, 0.162]	0.925
Enhanced Job Club	-0.022	0.054	[-0.128, 0.084]	0.685
Enhanced Vocational Rehabilitation (as compared to Community Connections Individual Placement and Support)	0.002	0.163	[-0.318, 0.322]	0.992
Families Achieving Success Today	0.116	0.105	[-0.09, 0.322]	0.271
Family Rewards	0.012	0.032	[-0.052, 0.075]	0.716
Family Rewards 2.0	-0.030	0.041	[-0.11, 0.049]	0.456
Family Self-Sufficiency program	-0.006	0.040	[-0.084, 0.071]	0.876
Family Transition Program	0.106	0.039	[0.03, 0.182]	0.006
Florida's Project Independence	0.050	0.017	[0.017, 0.084]	0.003
Future Steps	-0.006	0.084	[-0.17, 0.159]	0.946

Synthesis Report: What Works to Improve Employment and Earnings for People with Low Incomes?

Intervention name	Average effect size	Standard error	95% confidence interval	p-value
Good Transitions	0.238	0.066	[0.107, 0.368]	<0.001
Grameen America Program	0.065	0.064	[-0.06, 0.189]	0.307
Grand Rapids Human Capital Development Program	0.064	0.038	[-0.012, 0.139]	0.098
Grand Rapids Human Capital Development Program (as compared with Grand Rapids Labor Force Attachment Program)	-0.064	0.036	[-0.135, 0.006]	0.075
Grand Rapids Labor Force Attachment Program	0.103	0.038	[0.028, 0.178]	0.007
Grand Rapids Labor Force Attachment Program (as compared with Grand Rapids Human Capital Development Program)	0.064	0.036	[-0.006, 0.135]	0.075
Greater Avenues for Independence	0.061	0.013	[0.035, 0.086]	<0.001
Health Profession Opportunity Grants 1.0	-0.001	0.018	[-0.036, 0.034]	0.948
Health Profession Opportunity Grants 1.0-Emergency Assistance	0.039	0.055	[-0.069, 0.147]	0.476
Health Profession Opportunity Grants 1.0-Facilitated Peer Support	-0.076	0.069	[-0.21, 0.059]	0.272
Health Profession Opportunity Grants 1.0-Noncash Incentives	-0.038	0.063	[-0.162, 0.085]	0.543
Indiana Welfare Reform Initiative	0.078	0.016	[0.047, 0.11]	<0.001
Individualized Job Search Assistance	0.032	0.020	[-0.008, 0.072]	0.118
Individualized Job Search Assistance with Training	0.019	0.021	[-0.021, 0.059]	0.353
Inoculation Against Setbacks Module	0.324	0.294	[-0.252, 0.9]	0.270
Integrated Basic Education and Skills Training	0.592	0.095	[0.406, 0.778]	<0.001
Integrated Case Management	0.095	0.030	[0.036, 0.154]	0.002
Integrated Case Management (as compared with Traditional Case Management)	0.022	0.028	[-0.033, 0.077]	0.426
Job Corps	0.036	0.019	[0, 0.073]	0.051
Jobs-First Greater Avenues for Independence Program	0.134	0.016	[0.103, 0.166]	<0.001
Jobs-Plus Community Revitalization Initiative for Public Housing Families	0.018	0.029	[-0.039, 0.075]	0.540
Los Angeles County Transitional Subsidized Employment Program-On-the-Job Training	0.036	0.050	[-0.062, 0.135]	0.472
Los Angeles County Transitional Subsidized Employment Program-On-the-Job Training (as compared with Paid Work Experience)	-0.067	0.050	[-0.165, 0.031]	0.182
Los Angeles County Transitional Subsidized Employment Program-Paid Work Experience	0.104	0.050	[0.005, 0.202]	0.040
Los Angeles County Transitional Subsidized Employment Program-Paid Work Experience (as compared with On-the-Job Training)	0.067	0.050	[-0.031, 0.165]	0.182
Los Angeles Reconnections Career Academy Program	-0.045	0.048	[-0.138, 0.049]	0.348
Los Angeles Regional Initiative for Social Enterprise Pilot Program	0.053	0.071	[-0.085, 0.191]	0.453

Synthesis Report: What Works to Improve Employment and Earnings for People with Low Incomes?

Intervention name	Average effect size	Standard error	95% confidence interval	p-value
Madison Strategies Group WorkAdvance Program	0.042	0.077	[-0.109, 0.192]	0.586
Michigan Opportunity and Skills Training Followed by Work First	0.024	0.030	[-0.036, 0.084]	0.430
Minnesota Family Investment Program	0.000	0.042	[-0.083, 0.083]	1.000
Minnesota Family Investment Program (as compared with Minnesota Family Investment Program Incentives Only)	0.087	0.031	[0.027, 0.147]	0.004
Minnesota Family Investment Program Incentives Only	0.017	0.030	[-0.042, 0.075]	0.578
Minnesota Subsidized and Transitional Employment Demonstration	0.057	0.071	[-0.081, 0.196]	0.419
Minnesota Tier 2	-0.011	0.050	[-0.11, 0.088]	0.830
Moving Up-South Carolina	-0.006	0.037	[-0.079, 0.067]	0.868
National Guard Youth ChalleNGe	0.192	0.060	[0.074, 0.309]	0.001
New Hope	0.047	0.056	[-0.062, 0.156]	0.394
New Visions Self-Sufficiency and Lifelong Learning Project	-0.070	0.063	[-0.193, 0.053]	0.266
Next STEP (Subsidized Transitional Employment Program)	0.006	0.068	[-0.128, 0.14]	0.932
Noncustodial Parent Choices PEER Curriculum Enhancement Pilot	-0.088	0.110	[-0.304, 0.128]	0.425
Oklahoma City's Education, Training, and Employment Program	0.031	0.022	[-0.013, 0.075]	0.164
Parent Success Initiative	0.121	0.065	[-0.006, 0.248]	0.063
Parents' Fair Share	0.008	0.028	[-0.047, 0.063]	0.776
Partners for a Competitive Workforce: Advanced Manufacturing Partnership	0.178	0.043	[0.094, 0.263]	<0.001
Partners for a Competitive Workforce: Construction Sector Partnership	0.027	0.054	[-0.079, 0.132]	0.619
Partners for a Competitive Workforce: Health Careers Collaborative of Greater Cincinnati	0.324	0.035	[0.255, 0.393]	<0.001
Pathways to Healthcare	0.112	0.064	[-0.014, 0.237]	0.082
Pathways to Prosperity	0.066	0.138	[-0.204, 0.336]	0.632
Patient Care Pathway Program	0.027	0.095	[-0.16, 0.214]	0.778
Paycheck Plus	0.020	0.026	[-0.03, 0.071]	0.431
Paycheck Plus: Employment Referral Services	0.022	0.043	[-0.063, 0.107]	0.609
Per Scholas Sectoral Employment Program	0.109	0.062	[-0.014, 0.231]	0.082
Personal Roads to Individual Development and Employment	0.059	0.037	[-0.013, 0.131]	0.108
Portland Job Opportunities and Basic Skills Training Program	0.143	0.048	[0.049, 0.238]	0.003
Post-Assistance Self-Sufficiency program	0.051	0.036	[-0.02, 0.121]	0.159
Post-Employment Services Demonstration	0.025	0.031	[-0.036, 0.087]	0.424
Progress Towards Retention, Opportunities, Growth, Enhancement and Self-Sufficiency	-0.017	0.054	[-0.124, 0.089]	0.753
Project NetWork Case Management	0.014	0.029	[-0.044, 0.071]	0.643

Synthesis Report: What Works to Improve Employment and Earnings for People with Low Incomes?

Intervention name	Average effect size	Standard error	95% confidence interval	p-value
Project Quality Employment Through Skills Training	0.106	0.104	[-0.098, 0.31]	0.307
Public Health Nursing	0.195	0.107	[-0.015, 0.404]	0.068
Reach for Success	-0.011	0.027	[-0.064, 0.042]	0.690
Ready, Willing and Able Pathways2Work	0.130	0.067	[-0.003, 0.262]	0.055
RecycleForce	0.249	0.067	[0.118, 0.38]	<0.001
Riverside Human Capital Development Program	0.101	0.037	[0.028, 0.174]	0.006
Riverside Human Capital Development Program (as compared with Riverside Labor Force Attachment Program)	-0.013	0.035	[-0.082, 0.057]	0.720
Riverside Labor Force Attachment	0.141	0.025	[0.092, 0.191]	<0.001
Riverside Labor Force Attachment Program (as compared with Riverside Human Capital Development Program)	0.013	0.035	[-0.057, 0.082]	0.720
STEP Forward	0.082	0.074	[-0.063, 0.228]	0.268
Second Chance Act Adult Demonstration	0.079	0.071	[-0.06, 0.218]	0.264
Self-Sufficiency Project-Plus (as compared with Self-Sufficiency Project)	0.084	0.084	[-0.08, 0.248]	0.314
St. Nick's Alliance WorkAdvance Program	0.022	0.092	[-0.159, 0.202]	0.815
Structured Job Search Assistance	0.022	0.020	[-0.018, 0.063]	0.273
Success Through Employment Preparation	-0.010	0.061	[-0.13, 0.111]	0.874
Success Through Employment Preparation (as compared to Transitional Jobs Program at the Transitional Work Corporation)	-0.138	0.052	[-0.24, -0.035]	0.009
Supporting Families Through Work	0.090	0.066	[-0.04, 0.22]	0.175
Teenage Parent Demonstration	0.091	0.028	[0.037, 0.146]	0.001
Texas Employment Retention and Advancement	0.001	0.027	[-0.053, 0.054]	0.980
The San Diego Saturation Work Initiative Model	0.077	0.030	[0.019, 0.135]	0.009
The Self-Sufficiency Project	0.152	0.023	[0.108, 0.196]	<0.001
Towards Employment WorkAdvance Program	0.037	0.079	[-0.119, 0.192]	0.643
Traditional Case Management	0.068	0.030	[0.009, 0.126]	0.023
Traditional Case Management (as compared with Integrated Case Management)	-0.022	0.028	[-0.077, 0.033]	0.426
Training Focused Program	-0.033	0.050	[-0.13, 0.064]	0.507
Training Focused Program (as compared with Work Plus)	-0.019	0.056	[-0.129, 0.091]	0.738
Transition WORKS	0.048	0.073	[-0.094, 0.191]	0.506
Transition, Advancement, and Growth Program	-0.011	0.050	[-0.109, 0.087]	0.827
Transitional Jobs Program at the Transitional Work Corporation	0.042	0.061	[-0.078, 0.161]	0.494
Transitional Jobs Program at the Transitional Work Corporation (as compared to Success Through Employment Preparation)	0.138	0.052	[0.035, 0.24]	0.009
Transitional Jobs Reentry Demonstration	0.107	0.048	[0.014, 0.2]	0.024

Synthesis Report: What Works to Improve Employment and Earnings for People with Low Incomes?

Intervention name	Average effect size	Standard error	95% confidence interval	p-value
TransitionsSF	0.150	0.066	[0.021, 0.278]	0.023
Urban Alliance’s High School Internship Program	0.025	0.065	[-0.103, 0.153]	0.697
Valley Initiative for Development and Advancement	0.075	0.065	[-0.051, 0.202]	0.244
Valuing Individual Success and Increasing Opportunities Now	-0.073	0.048	[-0.167, 0.021]	0.129
Virginia Independence Program	0.001	0.030	[-0.058, 0.06]	0.970
Virginia Independence Program with Virginia Initiative for Employment not Welfare	0.025	0.026	[-0.026, 0.076]	0.341
Vocational Coaches to Enhance Multisystemic Therapy for Emerging Adults	0.293	0.380	[-0.452, 1.038]	0.441
Welfare Restructuring Project	0.025	0.027	[-0.028, 0.078]	0.361
Welfare Restructuring Project (as compared with Welfare Restructuring Project Incentives Only)	0.037	0.025	[-0.012, 0.085]	0.136
Welfare Restructuring Project Incentives Only	0.018	0.030	[-0.041, 0.077]	0.553
Welfare-to-Work Vouchers	-0.022	0.023	[-0.067, 0.023]	0.342
Wider Opportunities for Women’s Minority Female Single Parent Program	0.048	0.057	[-0.064, 0.159]	0.402
Wisconsin Regional Training Partnership Sectoral Employment Program	0.178	0.109	[-0.035, 0.392]	0.102
Wisconsin Regional Training Partnership Manufacturing Pathway	0.479	0.108	[0.267, 0.691]	<0.001
Work Advancement and Support Center Demonstration	-0.024	0.050	[-0.123, 0.074]	0.630
Work Advancement and Support Center Demonstration with Incentive Payments	0.065	0.063	[-0.058, 0.188]	0.301
Work Plus	0.000	0.043	[-0.084, 0.084]	0.998
Work Plus (as compared with Training Focused Program)	0.019	0.056	[-0.091, 0.129]	0.738
Workforce Training Academy Connect	0.116	0.073	[-0.028, 0.26]	0.115
Working toward Wellness	-0.007	0.097	[-0.196, 0.183]	0.944
YVLifeSet	-0.004	0.061	[-0.123, 0.116]	0.954
Year Up	0.227	0.042	[0.144, 0.31]	<0.001
Young Adult Internship Program	0.072	0.041	[-0.009, 0.153]	0.080
YouthBuild	0.035	0.037	[-0.039, 0.108]	0.356

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

Table B.5. Intervention effects, by group of primary service and outcome type

	Number of studies/effect sizes	Average effect size	Standard error	95% confidence interval	Tau-squared
All outcomes	191/1819	0.047	0.006	[0.036, 0.058]	0.008
Case management or other supports	27/254	0.021	0.011	[-0.002, 0.044]	0.005
Education and training	43/317	0.068	0.018	[0.033, 0.104]	0.012
Employment retention services	19/233	0.019	0.009	[-0.001, 0.039]	0.003
Employment services	37/352	0.057	0.011	[0.035, 0.079]	0.007
Incentives and sanctions	24/229	0.028	0.012	[0.003, 0.053]	0.007
Work and work-based learning	41/434	0.061	0.010	[0.04, 0.081]	0.012
Earnings outcomes	166/367	0.042	0.006	[0.03, 0.054]	0.004
Case management or other supports	21/51	0.023	0.009	[0.003, 0.044]	<0.001
Education and training	34/79	0.056	0.020	[0.016, 0.097]	0.008
Employment retention services	18/40	0.041	0.015	[0.008, 0.074]	<0.001
Employment services	32/68	0.046	0.015	[0.015, 0.078]	0.006
Incentives and sanctions	23/48	0.038	0.014	[0.008, 0.067]	0.005
Work and work-based learning	38/81	0.039	0.006	[0.026, 0.051]	<0.001
Employment outcomes	166/549	0.050	0.007	[0.036, 0.064]	0.008
Case management or other supports	21/75	-0.004	0.027	[-0.062, 0.053]	0.011
Education and training	34/104	0.055	0.017	[0.02, 0.089]	0.010
Employment retention services	19/74	0.022	0.012	[-0.003, 0.047]	0.001
Employment services	32/92	0.051	0.012	[0.026, 0.076]	0.005
Incentives and sanctions	23/58	0.038	0.014	[0.009, 0.066]	0.005
Work and work-based learning	37/146	0.099	0.016	[0.067, 0.13]	0.014
Public benefit outcomes	134/779	0.029	0.007	[0.015, 0.042]	0.009
Case management or other supports	19/119	0.025	0.016	[-0.008, 0.058]	0.005
Education and training	21/91	0.008	0.016	[-0.025, 0.042]	0.004
Employment retention services	15/115	-0.001	0.013	[-0.029, 0.027]	0.005
Employment services	28/173	0.069	0.014	[0.039, 0.098]	0.006
Incentives and sanctions	19/105	0.015	0.024	[-0.035, 0.065]	0.031
Work and work-based learning	32/176	0.033	0.011	[0.01, 0.056]	0.006
Education and training outcomes	48/124	0.100	0.022	[0.056, 0.143]	0.030
Case management or other supports	5/9	0.029	0.036	[-0.042, 0.1]	NA
Education and training	18/43	0.151	0.036	[0.075, 0.228]	0.044
Employment retention services	2/4	0.065	0.060	[-0.053, 0.184]	NA
Employment services	7/19	0.050	0.020	[0.01, 0.089]	NA
Incentives and sanctions	5/18	0.041	0.022	[-0.003, 0.085]	NA
Work and work-based learning	11/31	0.091	0.050	[-0.021, 0.203]	0.036

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

NA = Not available (estimation not done using robust variance estimation because of small sample size).

Table B.6. Intervention effects, by intervention characteristics

	Number of studies/effect sizes	Average effect size	Standard error	p-value for test of difference with all other interventions	Tau-squared
Primary service category					
Case management or other supports	27/254	0.021	0.011	0.021	0.005
Education and training	43/317	0.068	0.018	0.175	0.012
Employment retention services	19/233	0.019	0.009	0.013	0.003
Employment services	37/352	0.057	0.011	0.349	0.007
Incentives and sanctions	24/229	0.028	0.012	0.104	0.007
Work and work-based learning	41/434	0.061	0.010	0.172	0.012
Mandatory services					
Any services mandatory for anyone	97/1012	0.037	0.006	0.014	0.006
All services voluntary for everyone	94/807	0.062	0.010	0.014	0.011
Duration of services					
Less than 6 months	47/424	0.067	0.014	0.092	0.010
6 to 24 months	75/709	0.043	0.007	0.351	0.007
More than 24 months	34/330	0.036	0.010	0.148	0.006
Intervention provider					
Public	116/1113	0.039	0.006	<0.001	0.006
Private	45/415	0.064	0.012	0.081	0.014
Public and private	21/249	0.031	0.011	0.105	0.006

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

Table B.7. Intervention effects, by outcome domain

	Number of studies/ effect sizes	Average effect size	Standard error	95% confidence interval	p-value for test of difference with all other outcomes	Tau-squared
Earnings outcomes	166/367	0.042	0.006	[0.03, 0.054]	0.803	0.004
Short-term	140/168	0.042	0.008	[0.027, 0.058]		0.005
Long-term	141/176	0.034	0.005	[0.024, 0.044]		0.002
Very long-term	15/23	0.048	0.014	[0.016, 0.08]		0.001
Employment outcomes	166/549	0.050	0.007	[0.036, 0.064]	0.077	0.008
Short-term	150/271	0.068	0.009	[0.05, 0.086]		0.011
Long-term	140/258	0.035	0.006	[0.024, 0.046]		0.003
Very long-term	15/20	0.028	0.015	[-0.007, 0.064]		0.001
Public benefit outcomes	134/779	0.029	0.007	[0.015, 0.042]	<0.001	0.009
Short-term	110/380	0.021	0.009	[0.004, 0.038]		0.011
Long-term	111/377	0.036	0.008	[0.02, 0.051]		0.007
Very long-term	12/22	0.016	0.007	[-0.006, 0.038]		0.000
Education and training outcomes	48/124	0.100	0.022	[0.056, 0.143]	0.004	0.030
All short-term outcomes	160/819	0.049	0.007	[0.032, 0.057]	0.942	0.010
All long-term outcomes	157/811	0.037	0.005	[0.027, 0.046]	<0.001	0.005
All very long-term outcomes	19/65	0.037	0.011	[0.013, 0.061]	0.604	0.001

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

Table B.8. Intervention effects, by intervention participant characteristics

	Number of studies/effect sizes	Average effect size	Standard error	p-value for test of difference with all other interventions	Tau-squared
Share of participants female					
More than typical	78/853	0.035	0.008	0.003	0.007
Less than typical	81/644	0.066	0.011	0.003	0.011
Share of participants Black					
More than typical	88/859	0.057	0.008	0.026	0.009
Less than typical	87/806	0.037	0.009	0.026	0.008
Share of participants Hispanic					
More than typical	87/849	0.039	0.008	0.078	0.007
Less than typical	88/816	0.055	0.009	0.078	0.010
Share of participants White, non-Hispanic					
More than typical	87/823	0.050	0.010	0.295	0.008
Less than typical	88/842	0.043	0.007	0.295	0.009
Share of participants that lack a high school diploma or equivalent certification					
More than typical	74/859	0.041	0.007	0.081	0.009
Less than typical	77/598	0.061	0.011	0.081	0.010
Share of participants that are eligible for (or receive) cash assistance					
More than typical	81/892	0.033	0.007	0.002	0.007
Less than typical	110/927	0.059	0.008	0.002	0.009

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

Table B.9. Intervention effects, by context of implementation

	Number of studies/effect sizes	Average effect size	Standard error	p-value for test of difference with all other interventions	Tau-squared
Setting					
Rural settings	4/66	0.005	0.008	0.016	0.000
Urban settings	100/894	0.048	0.008	0.858	0.008
Suburban or mixed settings	86/857	0.048	0.008	0.921	0.009
Timing of enrollment					
Enrollment occurred before welfare reform (1996 or early)	84/793	0.045	0.006	0.380	0.005
Enrollment occurred between welfare reform and the Great Recession (1997 to 2007)	52/586	0.019	0.009	<0.001	0.009
Enrollment occurred after the Great Recession or later (2008 or later)	54/439	0.080	0.016	0.010	0.015
Enrollment occurred during any recession	39/444	0.037	0.009	0.054	0.007

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

Table B.10. Intervention effects, by study and outcome characteristics

	Number of studies/effect sizes	Average effect size	Standard error	p-value for test of difference with all other interventions	Tau-squared
Study sample size					
Fewer than 750 people	48/314	0.048	0.016	0.953	0.009
750–1,499 people	49/461	0.041	0.011	0.443	0.012
1,500 to 2,999 people	42/507	0.039	0.009	0.224	0.008
3,000 or more people	52/537	0.057	0.010	0.121	0.007
Outcome measurement					
Outcome measured in survey data	92/436	0.060	0.010	<0.001	0.009
Outcome measured in administrative data	173/1384	0.038	0.005	<0.001	0.008
Outcomes measured during any recession	33/162	0.032	0.010	0.806	0.004
Comparison group					
Business-as-usual	92/436	0.062	0.009	<0.001	0.009
Another intervention	173/1383	0.041	0.006	<0.001	0.009

Source: Pathways Clearinghouse database.

Notes: See Appendix A for further details on estimation methods.

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Appendix C. Citations Included in the Pathways Clearinghouse

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