

# IMPLEMENTATION AND IMPACT OF A GOAL-ORIENTED COACHING PROGRAM FOR CASH ASSISTANCE RECIPIENTS IN MICHIGAN

## REPORT APPENDICES

### THE JOB SEARCH ASSISTANCE STRATEGIES EVALUATION



June 2020

OPRE Report No. 2020-73

# Implementation and Impact of a Goal-Oriented Coaching Program for Cash Assistance Recipients in Michigan: Report Appendices

## The Job Search Assistance Strategies Evaluation

OPRE Report No. 2020-73

June 2020

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## A. Revised MI-GPS Orientation Slides

# MICHIGAN GOALS. PROGRESS. SUCCESS. (MI-GPS)

PARTNERSHIP. ACCOUNTABILITY. TRAINING. HOPE.  
PATH ORIENTATION

## THIS ORIENTATION

This short orientation is designed for you to:

1. Get clear about the **focus, philosophy, flow, and expectations** of the PATH Program
2. Prepare for your ongoing partnership with a **trained, supportive Coach**



## FOCUS

Our focus is **YOU** and your path to self sufficiency.



Take a moment to think about where you've been and where you are going. Then, jot down where you want to be in the next 3 to 6 months. If you have been here before, what are you looking for this time?

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3

## PHILOSOPHY



After hearing a few words about our philosophy, use the GPS worksheet on the next page to begin your personal journey with the PATH Program.

4

## YOUR JOURNEY

### G

## Goals

**3.** The first goal you want to set for yourself:

\_\_\_\_\_

\_\_\_\_\_

### P

## Progress

**2.** What you'll need (inside and out) to progress:

\_\_\_\_\_

\_\_\_\_\_

### S

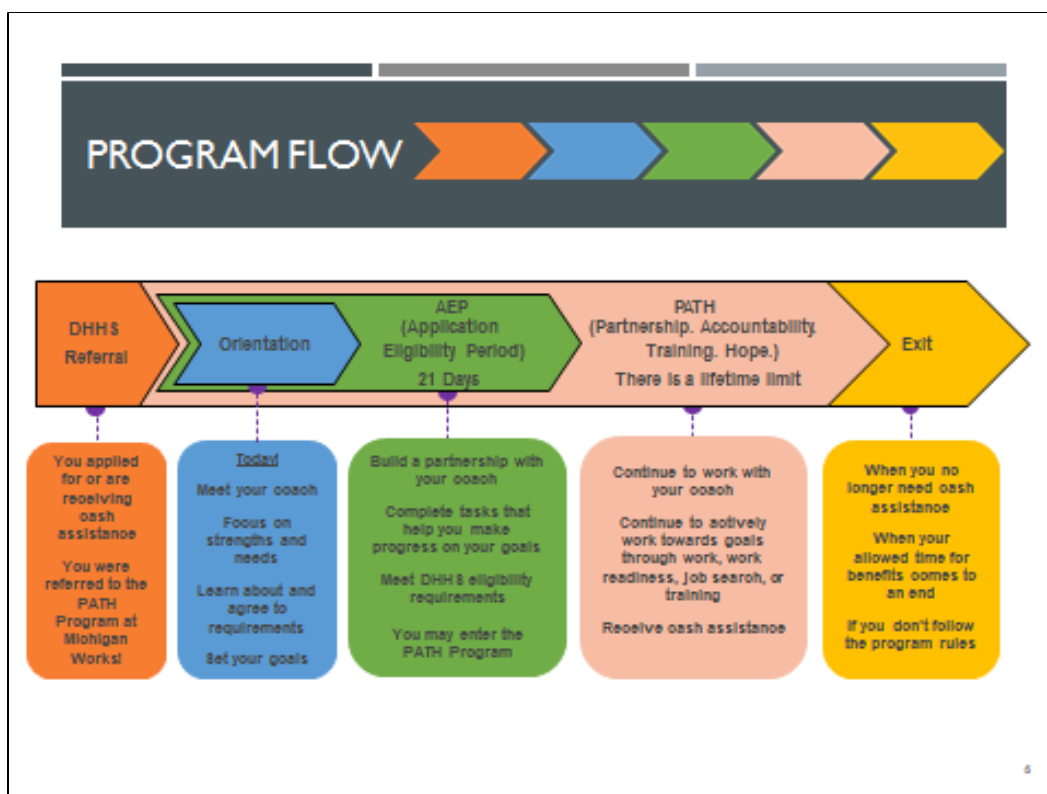
## Success

**1.** Where you want to be in 3-6 months:

\_\_\_\_\_

\_\_\_\_\_

5





## PROGRAM FLOW



*Looking over this program flow, what more do you want to know?*

*What questions do you still have about*

- ... what will happen today?*
- ... how to move from AEP to PATH?*
- ... when cash assistance may begin?*
- ... other areas?*

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## MUTUAL EXPECTATIONS



### What you can expect from us .....

#### Coach

A well-trained, caring coach who will help you navigate the system and encourage you to reach your goals.

#### Plan

Developed by you and your coach for your unique situation. Activities and hours required to achieve your goals.

#### Support

Resources that are of interest to you. May include transportation assistance, work clothing, tools, childcare assistance, and education/training as funding allows. We make changes to support you as your plan progresses.

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## MUTUAL EXPECTATIONS

**21 day AEP Application Eligibility Period**

### What we expect of you .....

- You actively work with your coach to set weekly goals and tasks to address what is keeping you from making progress towards your longer-term goal
- You complete the tasks you and your coach agree upon each week to be eligible to continue into PATH
- If you meet all eligibility requirements, your cash assistance may begin

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## MUTUAL EXPECTATIONS

**21 Day AEP**

**PATH**



- Keep all of your appointments
- Let us know in advance if you need to change the time
- Complete weekly tasks
- Establish positive working partnerships with staff



- Provide documentation of your participation in agreed upon activities
- Take all steps it takes to work on goals and make progress towards success
- Use supportive services that help you participate



- If you are working, show up to work on time
- Discuss with coach how work is going
- Take work hours offered up to 40 per week

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## MUTUAL EXPECTATIONS

### PATH

#### What happens when things don't go as planned?

- Let your coach know if you are having problems meeting program rules
- If you are not meeting the program expectations, you will receive a "Noncompliance notice"
- A "triage" meeting may be scheduled to get you the assistance you need to stay in the program
- It is important that you attend the "triage" meeting
- Bring documentation with you if you have a good reason for not participating
- If you don't respond to the meeting notice, you can lose your cash assistance

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## MUTUAL EXPECTATIONS

### 21 Day AEP

### PATH

*What are your questions about what you can expect of the program—or what the program expects of you?*

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## YOUR COACH: SUPPORTING YOUR SUCCESS



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## YOUR FIRST COACHING SESSION

## COMING UP

### A Bit About You

Your coach will ask you questions to learn a bit about you and your history.

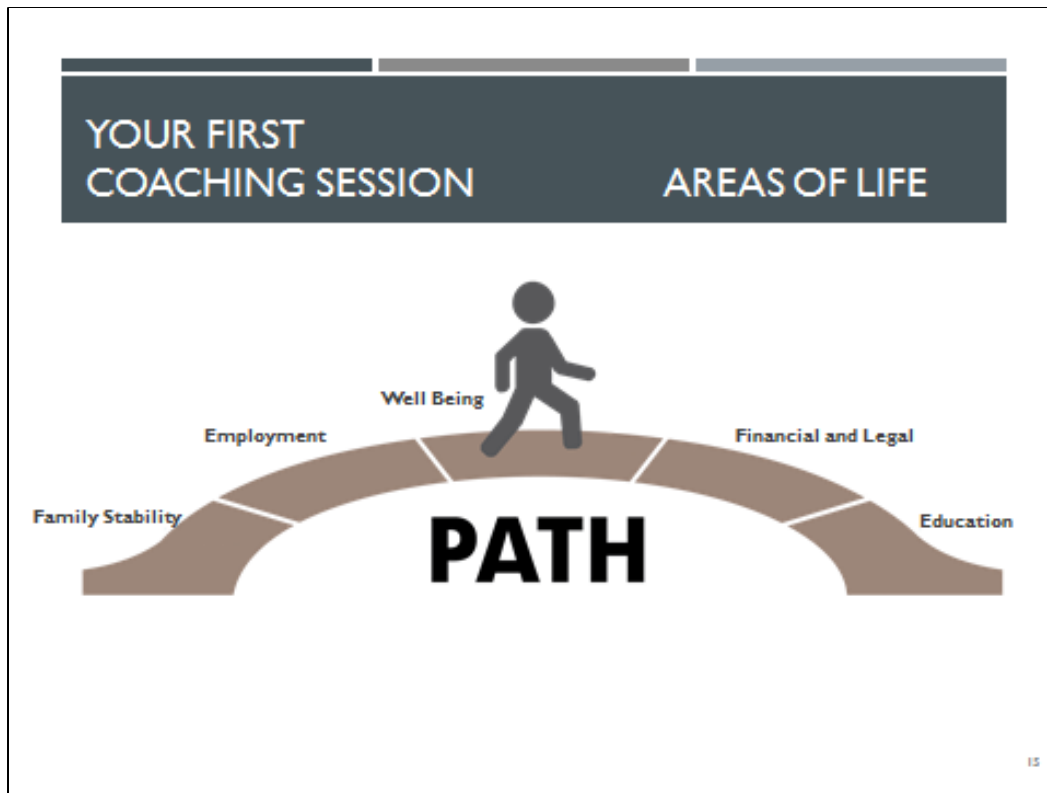
### Areas of Your Life

You and your coach will look at different areas of your life – what's going well and what's not going well.

### Goal Setting and Action Plan

Your coach will support you in setting a long-term goal, and crafting an action plan in pursuit of that goal.

14

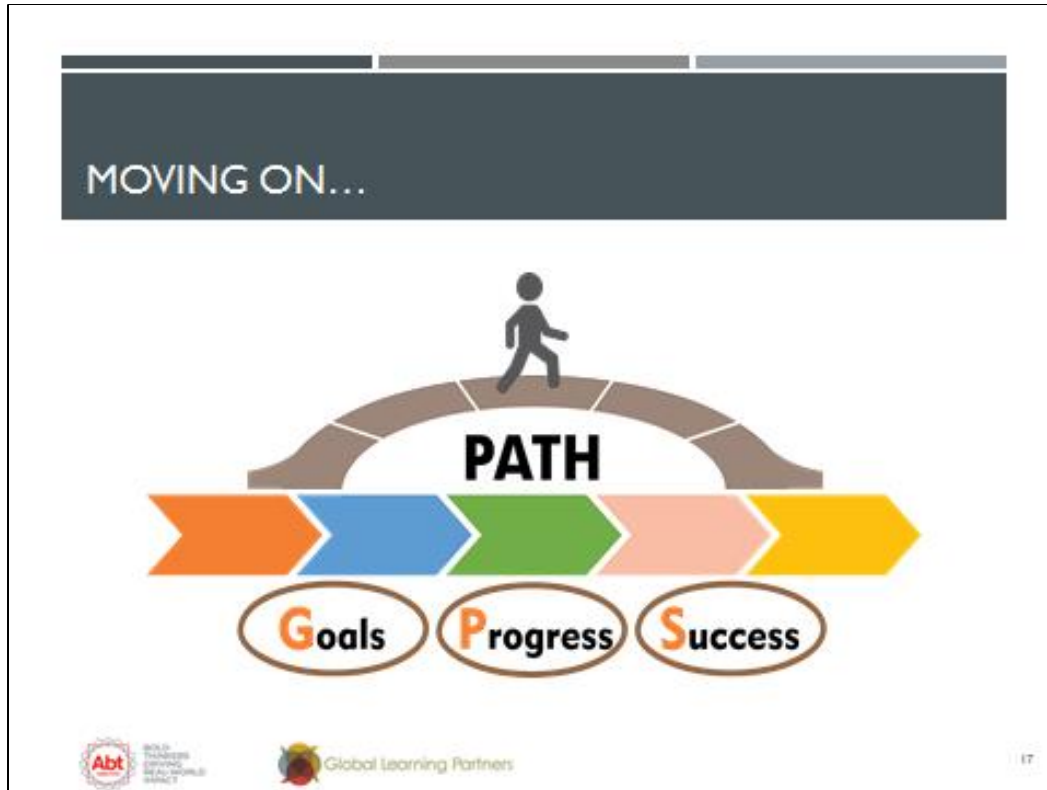


**YOUR FIRST COACHING SESSION** **AREAS OF LIFE**

*As you review the areas of life, which one are you most eager to focus on with your coach?*

*Listen to a success story.*  
*What stands out for you?*

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## B. Tools Used by MI-GPS Coaches

### B.1. MI-GPS Applicant Eligibility Period (AEP) Task Plan

| MI-GPS Applicant Eligibility Period (AEP) Task Plan  |                          |
|--|--------------------------|
| Check one: Week 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> |                          |
| FIP Applicant's Name (printed): _____  | Client ID: _____         |
| 2-Parent Family (Optional Data) Name of 2 <sup>nd</sup> Parent: _____                            |                          |
| MW! Staff Name (printed): _____  | Date Plan Created: _____ |

Week Begin Date: \_\_\_\_\_ Week End Date: \_\_\_\_\_

**Instructions:** If Week 1, write the goal(s) and tasks that must be completed by the next week. If Week 2 or 3, indicate whether the tasks were completed.

If all tasks completed, develop a new goal and tasks (with My GPS and My Task-Plan-Do-Review).

Include all program required tasks such as completing the FAST.

**Weekly Progress Goal(s):**

| Tasks Participants will Complete | Hours Completed | MW! Use Only<br>Tasks Completed |                             |
|----------------------------------|-----------------|---------------------------------|-----------------------------|
| 1.                               |                 | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| 2.                               |                 | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| 3.                               |                 | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| 4.                               |                 | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| 5.                               |                 | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |
| 6.                               |                 | <input type="checkbox"/> Yes    | <input type="checkbox"/> No |

**Next Appointment with MW! Staff - Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Location:** \_\_\_\_\_

I agree to complete activities as described above, turn in my documentation as required, contact MW! if I have questions or need supportive services, and return for my scheduled appointment. I further understand that if I fail to complete my weekly tasks, (without approval from the MW! Staff), my request for FIP benefits may be denied.

\_\_\_\_\_  
FIP Applicant Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
MW! Staff Signature

\_\_\_\_\_  
Date

☐ Applicant refused to sign

Distribution of Signed Form: Original remains in case file and a copy must be given to the applicant at the time of signing.

**MW! STAFF USE ONLY:** Applicant satisfactorily completed weekly tasks ☐ Yes ☐ No If No, staff must explain in detail below. (Attach additional explanation documents, as necessary.) If the applicant disagrees with the determination, he or she must be offered the opportunity to speak with a supervisor for a managerial review.

MW! Staff Signature \_\_\_\_\_ Date \_\_\_\_\_

Final Distribution of AEP Weekly Task Plan Form: Original remains in case file and a copy of the completed form with the Weekly Short-Term Goal and Tasks completion status entered must be given to the applicant.

AEP Task Plan

1

## B.2. GST – Michigan Works Bridge of Stability

Date Modified: \_\_\_\_\_



| GST – Michigan Works Bridge of Stability  |  |  |   |  |   |   |  |  |  |   |   |
|---|--|--|---|--|---|---|--|--|--|---|---|
| Family Stability  |  |  |   |  | Well-Being  |   | Education  | Employment   |  |   |   |
| Levels  | Housing  | Child Care   | Transportation  | Water Crisis   | Health  | Safety  | Education  | Workplace Skills   | Job Search Readiness   | Legal   | Career Pathway  |
| 4   | I have stable unsubsidized housing.  | I have child care that is stable with backup.                | I have reliable transportation and backup.            | My family and I have access to clean drinking/ bathing water and filtration system.            | I have no health concerns that affect my employment                           | My environment is safe and stable.  | I have an industry recognized vocational certificate or Associates or Bachelor Degree. | I have a strong work history and workplace skills that will help increase my chance of employment. | My professional resume has been completed along with my interviewing skills. I have had success with job interviews in the past. | I have no current legal issues.   | I am in my chosen career and fully employed.  |
| 3   | I have stable housing that is subsidized.  | I have child care with a good support system, but no backup. | I have one reliable transportation source.            | My family and I have inconsistent access to clean drinking/bathing water or filtration system. | I have mild physical or mental health concerns that have no work limitations. | My environment is safe, however, future is uncertain. Safety planning is important.                 | I have a high school diploma or GED or vocational certificate.                         | I have some work experience and workplace skills with periods of stable employment.                | My resume has been updated and I have attended job readiness courses to help with interviewing skills.                           | My legal issues do not affect my ability to get work or stay employed.                      | I have a job that is related to my chosen career, but I am not fully employed or not in my chosen career. |
| 2   | I am living in temporary housing, (house to house, shelter) or am at risk of losing housing. | I have child care but my support system is unreliable.       | I have transportation but it is unreliable.           | My family and I have limited access to clean drinking/bathing water or filtration system.      | I have physical or mental health concerns that have defined work limitations. | My current level of safety is unsafe, safety planning (e.g. PPO, Police intervention) is necessary. | I am enrolled in high school diploma or GED program.                                   | I have some work experience through volunteering.  | I have a resume and have had interviews with little success of employment.   | I have legal issues (multiple misdemeanors) that affect my employment opportunities.        | I am working, but not in my chosen field.   |
| 1   | I have no housing and am currently homeless.   | I have no child care or support.                             | I have no access to public or private transportation. | My family and I have no access to clean drinking/ bathing water or filtration system.          | I have physical or mental health concerns that may prevent my employment.     | My environment is unsafe and my safety is threatened. Outside intervention is required.             | I have no high school diploma or GED.  | I have never had a job.  | I have never had an interview or resume.   | I am unable to work certain jobs or I have lost jobs because of my legal issues (felonies). | I don't have a job and have not identified a career pathway.  |
| Strengths:  |  |  |   |  |   |   |  |  |  |   |   |
| Levels: 4 = Fully Stable, 3= Moderately Stable, 2 = Slightly Stable, 1 = Unstable |  |  |   |  |   |   |  |  |  |   |   |



## B.3. SEMCA Bridge of Strength

Date Modified: \_\_\_\_\_



| SEMCA Bridge of Strength  |   |  |  |  |  |   |   |   |  |   |  |
|---|---|--|--|--|--|---|---|---|--|---|--|
| Family Stability  |   |  |  | Well-Being   |  | Education   |   | Financial and Legal   |  | Employment  |  |
| Levels  | Housing   | Child Care   | Transportation   | Health   | Life Skills  | Safety  | Education   | Financial   | Legal  | Workplace Skills  | Job Search Readiness   |
| 4   | I have stable and safe unsubsidized housing.  | I have reliable child care and back-up and my child's health or behavior does not affect my employment.        | I have reliable transportation and backup. I have a license and insurance.   | I have no physical or mental health concerns or substance abuse issues that affect my employment.        | I can meet all basic needs such as hygiene, clothing, food, etc.               | My environment is safe and stable.  | I have at least an AA degree or higher.   | My income is stable, I am current on my bills, and I have money for saving or spending and have established good credit.  | I have no current legal issues.  | My strong workplace skills enhance my employability and support career advancement and options. | I am ready for employment (interview) in desired career track.   |
| 3   | I have stable and safe housing that is subsidized.  | I have reliable child care but no backup or my child's health or behavior sometimes affects my employment.     | I have reliable transportation but no backup. I don't have both a license and insurance.                                     | I have physical or mental health concerns or substance abuse issues that sometimes affect my employment. | I can meet most but not all basic needs such as hygiene, clothing, food, etc.  | My environment is safe, however, future is uncertain. Safety planning is important.                 | I have a high school diploma, GED, or entry-level certificate or a post-secondary certificate.    | My income is stable enough to meet basic needs. I am current on my bills but I don't have money for saving, spending, or managing debt. I am working toward establishing good credit. | My legal issues are not work related and do not take work time.                  | My workplace skills support my employability.   | I am job search ready, but I need assistance with career assessments, pathways, information and resources. |
| 2   | I am living in temporary housing or unaffordable housing or am at risk of losing housing. | I have child care but it is unreliable or unaffordable or my child's health or behavior affects my employment. | I have transportation but it is unreliable, unpredictable or unaffordable. I may have a car but no license or insurance.     | I have physical or mental health concerns or substance abuse issues that often affect my employment.     | I can meet a few but not all basic needs such as hygiene, clothing, food, etc. | My current level of safety is unsure, safety planning (e.g. PPO, Police intervention) is necessary. | I am enrolled and attending high school, GED, entry-level certificate classes, or other training. | My income is sometimes enough to cover my basic living expenses. I am behind on some bills. My credit history limits my ability to purchase necessities.                              | My legal issues take me away from work sometimes.                                | I have less than 6 months of work experience.   | I have limited job search readiness although I have looked for a job previously.                           |
| 1   | I have no housing and am currently homeless.  | I have no child care or support or my child's health or behavior prevents my employment.                       | I have no access to public or private transportation. I may have a car but it is unreliable. I have no license or insurance. | I have physical or mental health concerns or substance abuse issues that prevent my employment.          | I am unable to meet basic needs such as hygiene, clothing, food, etc.          | My environment is unsafe and my safety is threatened. Outside intervention is required.             | I have no high school diploma, GED, or entry-level certificate.                                   | My income is not enough to cover my basic living expenses. I have no or poor credit history.  | I am unable to work certain jobs or I have lost jobs because of my legal issues. | I have no work experience or skills.  | I am not job ready. No resume, references, etc.  |
| Strengths:  |   |  |  |  |  |   |   |   |  |   |  |
| Levels: 4 = Fully Stable, 3= Moderately Stable, 2 = Slightly Stable, 1 = Unstable |   |  |  |  |  |   |   |   |  |   |  |

**B.4. MI-GPS**

Name:  **My GPS** Date:

My Long-term Goal:

Progress Goal #3:

Progress Goal #2:

Progress Goal #1:

My Starting Point:

Name:

# My GPS

Date:

Progress Goal:

Tasks:

Achieve by:

## B.5. My Task-Plan-Do-Review

**My Task-Plan-Do-Review**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**TASK** What do I want to do?

**PLAN** How will I do it?

**DO** When will I do it?  
What might get in my way?

**REVIEW** How did it go?  
What could you do differently?

**Achieve by:** \_\_\_\_\_

**B.6. Individual Service Strategy-“Bridge” (ISS-B)**

GENESEE COUNTY ISS-B

MI-GPS

Interview Date \_\_\_\_\_

**Genesee County's Individual Service Strategy-  
“Bridge” (ISS-B)****CUSTOMER BACKGROUND****Contact Information**

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_  
 Present Address (street) \_\_\_\_\_ (apt/unit #) \_\_\_\_\_  
 (city) \_\_\_\_\_ (state) MI (zip code) \_\_\_\_\_  
 Phone # ( ) \_\_\_\_\_ Email \_\_\_\_\_  
 Alternative Contact (name) \_\_\_\_\_ Phone # ( ) \_\_\_\_\_

**Personal Characteristics**

Let's start with some general background about you and your family.

Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) Age \_\_\_\_\_ Sex: ☐ Female ☐ Male  
 Veteran Status: ☐ No ☐ Yes Pregnant: ☐ No ☐ Yes Due Date \_\_\_\_\_  
 # of Children \_\_\_\_\_ Ages \_\_\_\_\_  
 Youngest Child's Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy)

**Second Parent if Applicable**

First Name \_\_\_\_\_ MI \_\_\_\_\_ Last Name \_\_\_\_\_  
 Date of Birth \_\_\_\_/\_\_\_\_/\_\_\_\_ (mm/dd/yyyy) Sex: ☐ Female ☐ Male  
 Does the other parent participate in PATH? ☐ Yes ☐ No

GENESEE COUNTY ISS-B

MI-GPS

## Referral – DHHS Identification

Case Number \_\_\_\_\_ Client ID \_\_\_\_\_  
 DHHS District Office \_\_\_\_\_ DHHS Case Worker \_\_\_\_\_  
 Case Worker's Phone # \_\_\_\_\_

## Education History

Ok, now a few questions about the education you've received to date.

☐ High School Diploma ☐ GED ☐ Highest Grade Completed: \_\_\_\_\_  
 Are you age 19 or younger *without* a high school diploma or GED? ☐ Yes ☐ No  
 Are you currently attending school/college? ☐ Yes ☐ No  
 Where? \_\_\_\_\_

Now, think about any post-secondary education or vocational training you have had.

Previous Training (List Vocational, Trade Schools, Military, JPTA/College)  
 Institution \_\_\_\_\_ Program/Class \_\_\_\_\_  
 Start date \_\_\_\_/\_\_\_\_/\_\_\_\_ End date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Completed program? ☐ Yes ☐ No Degree/certification \_\_\_\_\_  
 Institution \_\_\_\_\_ Program/Class \_\_\_\_\_  
 Start date \_\_\_\_/\_\_\_\_/\_\_\_\_ End date \_\_\_\_/\_\_\_\_/\_\_\_\_  
 Completed program? ☐ Yes ☐ No Degree/certification \_\_\_\_\_

GENESEE COUNTY ISS-B

MI-GPS

**Employment History**

How about your work history? What types of jobs have you had and what are your interests?

**Current or most recent job**Are you currently working? ☐ Yes ☐ No

Current (or most recent if you aren't working) Employer Name \_\_\_\_\_

Supervisor's Name \_\_\_\_\_ Job Title \_\_\_\_\_

Job Description \_\_\_\_\_

Start date \_\_\_\_/\_\_\_\_/\_\_\_\_ Hours per week \_\_\_\_\_ Hourly wage \_\_\_\_\_

If this is a past job, when did you stop working (month and year) \_\_\_\_\_

If this is a past job, why did you stop working for (employer name)? \_\_\_\_\_

**Think about the position before your current or most recent job.**

Employer \_\_\_\_\_ Job Title \_\_\_\_\_

Job Description \_\_\_\_\_

Start date \_\_\_\_/\_\_\_\_/\_\_\_\_ End date \_\_\_\_/\_\_\_\_/\_\_\_\_

Hours per week \_\_\_\_\_ Hourly wage \_\_\_\_\_

Reason employment ended \_\_\_\_\_

Thinking about all of your jobs:

- Which job paid the most? How much?
- Which job paid the least? How much?
- What is the longest time you have worked at any job? What made you stay at that position? Why did you leave?
- What has been your favorite job you have ever held? What did you like about it?
- What has been your least favorite job? What didn't you like?



## ISS-B Bridge of Stability Assessment

The Michigan Goals Progress Success (MI-GPS) program is based on the idea that with support, you can get back on your feet and get a job that will help you provide for your family. In order to do that, I need to know more about what is going on in your life that might help you achieve employment and other success or get in the way of you taking steps to accomplish your goals. I want to begin our work together by talking about some of the life areas that are important for all of us in order to achieve our goals. We have mapped it out to show you the different life areas and the steps within each to help you reach your goals. Let's look at the Bridge together to get a sense of where you are in each of these life areas. We can circle the step where you are today on the Bridge and then continue to look back at the Bridge to see how you progress.

### Hand out a copy of the bridge to the customer

*Notes to coach:*

- *The Bridge is a tool for assessing where customers are starting and how they are progressing in your work with them. You should revisit the Bridge every other session (at least monthly) to remind the client of where they are, how they have progressed, and what they hope to achieve. You can also use the Bridge for case planning to identify their longer-term goals. You will then use the goal-achievement tool(s) for mapping out the small steps to move up the Bridge.*
- *Each time you revisit the Bridge with the customer, provide him or her with a hard copy of the document to take away. Circle the area that best reflects the customer's current situation and date it. In this way the customer will be able to see progress over the course of weeks.*
- *Use the supportive questions to guide this process.*
- *Check the box that corresponds to the customer's choice.*

### FAMILY STABILITY

In order for you to manage your work and family, it's important that you have access to basic needs such as housing, child care, transportation, and clean water. When something goes wrong in these areas, life can feel very stressful. Unless we manage these situations, you will likely be distracted at work and home. Let's look at the "Bridge of Stability" together to see where you are and what you might need in these areas.

**Housing**

Let's start with housing. Looking at the Bridge, which of the following is closest to your current housing situation? **On the Bridge, circle where you are.**

Supportive questions:

- Would you share with me a little bit about your housing situation? Where are you living? Do you feel safe where you are living? Do you have access to the things you need?
- What would you like to change, if anything, about your housing situation? What prevents you from making this change?

Bridge Housing Options:

- ☐ I have stable unsubsidized housing
- ☐ I have stable housing that is subsidized
- ☐ I am living in temporary housing, (house to house, shelter) or am at risk of losing housing
- ☐ I have no housing and am currently homeless

**Child care**

Let's look at child care. Looking at the Bridge, which of the following is closest to your current child care situation? **On the Bridge, circle where you are.**

Supportive questions:

- Tell me about your child care needs. How many children do you have in your home? How old are they?
- Who do you count on now when you need someone to watch your child(ren)?
- What child care or after school care arrangements would you need if you were to go to work full-time? Part-time?

*If the customer has child care:*

- How often do you have disruptions with your child care? How do you handle these situations?
- What kind of backup plans do you have in case something goes wrong with your child care? For example, your provider is not able to watch your child(ren)? Your child gets sick?

Bridge Child care Options:

- ☐ I have a child care that is stable with backup
- ☐ I have child care with a good support system, but no backup
- ☐ I have child care, but my support system is unreliable
- ☐ I have no child care or support

### Transportation

Now let's look at transportation. Looking at the Bridge, which of the following is closest to your current transportation situation? **On the Bridge, circle where you are.**

Supportive questions:

- Tell me about your transportation situation. I'm mostly interested in how you might get to and from work? How reliable is your transportation?
- Do you have a valid driver's license? Are you insured? Do you have any driving restrictions?
- What transportation support do you need to progress up the steps on the bridge?

Bridge Transportation Options:

- ☐ I have reliable transportation and backup
- ☐ I have one reliable transportation source
- ☐ I have transportation but it is unreliable
- ☐ I have no access to public or private transportation

### Water Crisis

Now let's look at the water crisis column. Looking at the Bridge, which of the following is closest to your current water situation? **On the Bridge, circle where you are.**

Supportive questions:

- How are you and your family coping with the water crisis in Flint?
- Do you have access to clean water and a filtration system? Do you have no access, partial access, or full access?
- What else might you need to improve your situation?

Bridge Water Crisis Options:

- ☐ My family and I have access to clean drinking/bathing water and filtration system
- ☐ My family and I have inconsistent access to clean drinking/bathing water or filtration system
- ☐ My family and I have limited access to clean drinking/bathing water or filtration system
- ☐ My family and I have no access to clean drinking/bathing water or filtration system

---

**WELL-BEING**

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In Genesee County, we know the importance of your personal well-being on work and parenting. If you aren't at your best, then it will be difficult to juggle all your responsibilities and perform well. There are things that might get in your way such as physical and/or mental health conditions or not feeling safe at home with your spouse, partner, or other person with whom you live.

**Health**

Now let's talk about your physical and mental health. Looking at the Bridge, which of the following is closest to your current health situation? **On the Bridge, circle where you are.**

Supportive questions:

- What physical and/or mental health concerns make it difficult for you to perform basic tasks? How do they affect your ability to work? How do they affect your home life?
- What resources do you have to deal with these conditions? What additional resources might be helpful to you?
- Are there others you are caring for such as a child or family member who have physical or mental health conditions that make it difficult for you to manage work and family? If yes, will you share with me a little bit about your situation?

Bridge Health Options:

- ☐ I have no health concerns that affect my employment
- ☐ I have mild physical or mental health concerns that have no work limitations
- ☐ I have physical or mental health concerns that have defined work limitations
- ☐ I have physical or mental health concerns that may prevent my employment

## Safety

What about your safety? Looking at the Bridge, which of the following is closest to your current safety situation? **On the Bridge, circle where you are.**

Supportive questions:

- How safe do you feel in your personal relationships? Are you currently living with someone who makes you feel “on edge”? If so, what is your biggest fear? How long have you felt that way?
- What might you need to feel safe in your home?

Bridge Safety Options:

- ☐ My environment is safe and stable
- ☐ My environment is safe, however, future is uncertain. Safety planning is important
- ☐ My current level of safety is unsure, safety planning (e.g. PPO, Police intervention) is necessary
- ☐ My environment is unsafe and my safety is threatened. Outside intervention is required

## EDUCATION

We are interested in learning more about your experience with school. Let's first begin with your level of education. **On the Bridge, circle where you are.**

Supportive questions:

- Are you currently enrolled in school? If so, for what type of certification or degree? Where is your school located (address)? How close is it to where you live? When do you expect to finish?
- What best describes the highest level of education you have completed? When did you finish your degree?
- What has been your experience with school?
- How long ago were you enrolled in school or an education or training program?
- How well did you perform in school or training?
- What supports helped you in school?
- What made it difficult for you to perform well? These could have been things that were internal to you, maybe you had trouble with a certain subject or focusing while at school. They may also be things that were in your environment that interfered with your education like not being able to get to and from school. Did you ever get any extra help in school?
- Have you ever been diagnosed with a learning disability? If so, can you tell me about how it affects you?
- What additional education or training, if any, is of interest to you? What might get in your way if you were to go to school now?

## Bridge Education Options:

- ☐ I have an industry recognized vocational certificate, Associates, or Bachelor Degree
- ☐ I have a high school diploma, GED, or vocational certificate
- ☐ I am enrolled in high school diploma or GED program
- ☐ I have no high school diploma or GED

**EMPLOYMENT**

People start the job search process in different places. Some have more work experience than others when they are looking for a job. It's okay if you don't have a lot of experience, it just means that we will need to make sure you have the support you need to be successful. Tell me a little bit about your experience with work. As you can see on the Bridge, there are four different areas where we can start to map out your goals—*Workplace Skills*, *Job Search Readiness*, *Legal issues* that may limit your job options, and a plan or *Career Pathway* for helping you get a better job. Let's walk through each of these areas. Before we do, I would like to gather a little information about your work history.

**Workplace Skills**

Let's talk first about workplace skills. Looking at the Bridge, which of the following reflects your workplace skills? **On the Bridge, circle where you are.**

## Supportive questions:

- What job-related skills such as completing a computer training, customer service skills, or operating a specialized machine have you learned while working?
- How would you describe your work habits? Have you ever been on probation or lost a job for things such as showing up late for work, losing your cool at work, or not performing well? If so, can you tell me about what happened?
- What job skills have you learned in volunteer, work experience, or other work-like activities?
- Have you earned a certificate or credential for any of the workplace training you have completed? If so, please describe.
- What additional skills interest you most?

## Bridge Workplace Skills Options:

- ☐ I have a strong work history and workplace skills that will help increase my chance of employment
- ☐ I have some work experience and workplace skills with periods of stable employment
- ☐ I have work experience through volunteering
- ☐ I have never had a job



### Job Search Readiness

What about in the job search readiness category? Which answer best reflects your situation? On the Bridge, circle where you are.

Supportive questions:

- Have you completed any job related assessments such as the TABE or Workzone? What were the results? What surprised you? What did you learn about yourself?
- When you think about applying for a job, what are your biggest fears?
- What might get in the way of your job search?
- What help do you need to start your job search?
  - Do you have a current resume? Would you like help improving your resume?
  - Have you ever been through a job interview? Would you like help improving your interview skills?
- What other help or support do you need? For example, a job readiness class, job club, or individualized coaching with a job placement specialist?
- What help might you need with using the computer or other technology? Do you need help setting up an email account?

Bridge Job Search Readiness Options:

- ☐ My professional resume has been completed along with my interviewing skills. I have had success with job interviews in the past
- ☐ My resume has been updated and I have attended job readiness courses to help with interviewing skills
- ☐ I have resume and have had interviews with little success of employment
- ☐ I have never had an interview or resume

### Legal

Let's look at the legal category. Which best reflects your legal situation? On the Bridge, circle where you are.

Supportive questions:

- Are there any legal issues that I should know about that might affect the types of jobs in which you can work? What is the status of those legal issues?
- What supports might you need to resolve your legal issues?



GENESEE COUNTY ISS-B

MI-GPS

## Bridge Legal Options:

- ☐ I have no current legal issues
- ☐ My legal issues do not affect my ability to get work or stay employed
- ☐ I have legal issues (multiple misdemeanors) that affect my employment opportunities
- ☐ I am unable to work certain jobs or I have lost jobs because of my legal issues (felonies)

**Career Pathway**

Finally, let's talk about the career pathway category. Which best reflects your career pathway?  
On the Bridge, circle where you are.

## Supportive questions:

- When you think about working, where do you see yourself in six months from now? In a year from now?
- Do you have a plan that maps out your career pathway? If so, what does it look like? If not, is that something you might be interested in working on?

## Bridge Career Pathway Options:

- ☐ I am in a chosen career and fully employed
- ☐ I have a job that is related to my chosen career, but I am not fully employed or not in my chosen career
- ☐ I am working but not in my chosen field
- ☐ I don't have a job and have not identified a career pathway

## B.7. Coaching Socialization Guide

### Coaching Socialization Guide

The initial coaching session follows a different structure than regular Coaching Conversations. Use this guide as talking points for introducing customers to the coaching relationship and building rapport. This guide also provides direction on how to use coaching forms during the first session.

#### 1. WELCOME AND RAPPORT BUILDING

| What                         | Details  |
|------------------------------|--|
| Welcome and Rapport Building | <ul style="list-style-type: none"> <li>• “Do you know what I do and why you have been referred?”</li> <li>• “The goal of this program is to help you get on a path to becoming financially secure, to have a job and earn a wage that supports you and your family. I’m here to support you and help you create goals and take actions to get there.”</li> <li>• “I’m a coach and working with me may be a little different and more interactive than you are used to. We’ll talk more about what working together looks like as we go today.”</li> <li>• “If you have any questions along the way, please ask!”</li> <li>• “Today we are going to talk about coaching and do a couple exercises to help me get to know you better and begin to identify your strengths and goals.”</li> <li>• “Do you have any questions about the orientation or the PATH program?”</li> </ul> |

#### 2. ADMINISTRATION AND PROGRAM REQUIREMENTS

| What  | Details  |
|-------|--|
| Admin | <ul style="list-style-type: none"> <li>• “We’ll work together to schedule weekly coaching sessions that fit with your schedule. If you are going to miss a session for some reason, it’s really important that you call to let me know.”</li> <li>• “If you need to reach me between sessions, you can call me here at the office.”</li> </ul> |

#### 3. COACHING OVERVIEW

| What             | Details  |
|------------------|--|
| What is Coaching | <p><i>Familiarize customers to coaching and how it is different from their previous FIP experiences (if applicable).</i></p> <ul style="list-style-type: none"> <li>• “I’m not going to tell you what’s best for you. I am here to support you and help you discover what you think is best for you.”</li> </ul> <p><i>Creating change involves taking action and having goals. Some customers are familiar with and have goals, for others this is a new process.</i></p> <ul style="list-style-type: none"> <li>• “Are you used to setting goals for yourself?”</li> <li>• “Can you give me an example of a goal you have right now?”</li> <li>• “So, with my help, you’ll set goals that are important to you — that’s what coaching is all about. And, with my help, you will take steps to achieve those goals.”</li> <li>• “I’m here to help you define your goals, figure out next steps, support you along the way, help you when it gets hard, and celebrate with you when you succeed.”</li> </ul> |

| What                                 | Details  |
|--------------------------------------|--|
| What Coaching Looks Like             | <p><i>Talk with customers about how you will be working together.</i></p> <ul style="list-style-type: none"> <li>• “Sessions usually start with me asking you what you want to work on. And that can vary: you might need to work on getting day care, or creating a resume, problems with your child’s school, or dealing with a crisis that has arisen. Ultimately coaching is about helping you get a career that pays well, recognizing that things come up in all areas of life that affect that.”</li> <li>• “Every coaching session ends with you deciding what you would like to work on that week. You will then commit to actions towards your goal for the week and I will help keep you accountable. Remember, success means you keep trying; it doesn’t always mean things go well or as planned. My role as a coach is to help you figure out what’s getting in your way if you are having difficulties or don’t want to do things.”</li> <li>• “That doesn’t mean that I won’t challenge you. I wouldn’t be doing my job if I didn’t try to get you to stretch. You have to do different things if you want to create change, and usually that’s uncomfortable and can be hard. That’s why I’m here to support you.”</li> </ul> |
| What Customers Can Expect From Coach | <p><i>Review expectations, including coach’s time frame for returning emails/phone calls and availability - limited to business hours.</i></p> <ul style="list-style-type: none"> <li>• “I will focus on your agenda. Not what I want, but what you want.”</li> <li>• “I will hold you accountable. If you say you are going to do something and it doesn’t happen, we will talk about what is getting in the way. I take you and your goals seriously. I am in this process with you, and so I want to make sure we are checking in to see if you are moving in a direction that is helpful and meaningful to you.”</li> </ul>  |
| What Coach Can Expect From Customers | <p><i>Discuss what you can expect customers to bring to the table.</i></p> <ul style="list-style-type: none"> <li>• “You are responsible for change happening in your life. What this means is that you are the only one who can create that change, by asking for help, by taking action, by using me as your coach. And I am here to help, and while I can help, I can’t take action for you.”</li> <li>• “Are you comfortable giving me feedback?” (Note body language and tone here.)</li> <li>• “As much as is possible for you, I expect you to:             <ul style="list-style-type: none"> <li>– Be as honest and open as you can.</li> <li>– Be on time for appointments and call ahead of time when you can’t make it.</li> <li>– Let me know if you are having problems or need help.</li> <li>– Work on your tasks during the week.</li> <li>– Come to each session ready to work.”</li> </ul> </li> <li>• “How does that sound to you?”</li> </ul>   |

| What                                | Details  |
|-------------------------------------|--|
| Coaching Tools                      | <p><i>Orient customers to some of the tools you will use when coaching.</i></p> <ul style="list-style-type: none"> <li>• “I will ask permission to talk about things that are sensitive or if I’m not sure if it’s the right direction to go in. You can always say yes or no. It is your call.”</li> <li>• “I will ask permission to make suggestions. If I make a suggestion there are 3 ways you might respond: 1) you might say yes; 2) you might say no; or 3) you might make your own option. For example, I might ask if you would be willing to take a typing tutorial on your own: you can say yes, no, or you can counteroffer. Maybe you want to take an excel tutorial, or maybe there’s something else you want to do that’s more in line with your goals. You have control, and that’s what I really want you to know.”</li> <li>• “How does that sound?”</li> <li>• <b>Clearing:</b> “If you come to a session upset, I can offer you a few minutes of clearing so you can vent and we can get to coaching. It is hard to coach if you are upset.”</li> <li>• <b>Bottom-lining:</b> “I will bottom line you from time to time if you are telling a long story. It’s not because I don’t care about your story, it’s because it isn’t a good use of coaching time for me to spend the whole time listening to a story, right? So I might interrupt you because I care about you and want you to get the most from the session. If I do, I will ask you what the most important points from the story are — what do I really need to know? I like to prepare people ahead time for this because it could seem rude if you didn’t know why I was doing it.”</li> <li>• “Do you have any questions?”</li> </ul> |
| How Do Customers Want To Be Coached | <ul style="list-style-type: none"> <li>• “What expectations do you have for coaching?”</li> <li>• “If I were the best coach in the world, what would I do for you?”</li> <li>• “You might figure out what you need from me as you go along, and that is all right.”</li> </ul>   |
| Questions                           | Be sure to leave time for any questions, and remind customers that they can always ask questions along the way.  |

#### 4. INDIVIDUAL SERVICE STRATEGY-B FORM (LEARN)

| What  | Details  |
|---|--|
| Customer Background (Section A)             | <p><i>Introduce the ISS-B and share with customers that this is a one-time process that has to happen at the beginning of AEP</i></p> <ul style="list-style-type: none"> <li>• Review responses if customer completed Section A during intake/orientation.</li> <li>• If the customer did not fill out Section A during orientation, work with the customer to fill out the first three pages of the ISS-B Form.</li> </ul>  |
| ISS-B Bridge Assessment (Section B)         | <p><i>Introduce the Bridge and use the supportive questions to find out a customer’s situation in each area</i></p> <ul style="list-style-type: none"> <li>• Hand a copy of the Bridge to the customer</li> <li>• Use the supportive questions in Section B to guide the conversation</li> <li>• Check the box that corresponds to the customer’s choice (customer circles area on the Bridge)</li> </ul>  |
| Goal Setting and Creating a GPS (Section C) | <p><i>Introduce the GPS, a worksheet that illustrates the goal-setting process</i></p> <ul style="list-style-type: none"> <li>• “Each person has a starting point. After examining the various areas of your life using the Bridge which area would you like to address? Is there something you can do next week (short-term goal) to address this area? What tasks must be complete in order to reach your short-term goal?”</li> <li>• Note: The long-term goal is set during the second session.</li> </ul> |

**5. MY TASK, PLAN, DO, REVIEW (GOAL, PLAN)**

| What  | Details  |
|---|--|
| Break your first short-term goal into tasks | <p><i>Introduce the TASK, PLAN, DO, CHECK tool and share with customer that this may be used during the initial meeting to set a short-term goal that can be accomplished by next week</i></p> <ul style="list-style-type: none"> <li>• “Now that you have identified an area on the Bridge to work on, what tasks must be accomplished in order to reach your short-term goal by our next meeting?”</li> <li>• Record all tasks on the GPSAEP Weekly Task Plan</li> <li>• Give customer a copy of My Task Log and record the tasks at the top of the page. Then ask the customer to write down the steps they took each day to accomplish the tasks during the week.</li> </ul> |
| Coach Reporting                             | <ul style="list-style-type: none"> <li>• Start a file for customer with the ISS-B, including the Bridge and GPS.</li> </ul>  |

**6. FIRST SESSION WRAP-UP (NEXT STEPS: DO, REVIEW)**

| What                  | Details  |
|-----------------------|--|
| First Session Wrap-Up | <ul style="list-style-type: none"> <li>• “How was today’s session for you? Do you have any more questions before we end today?”</li> <li>• (Set next appointment.)</li> <li>• Challenge: “I would like to leave you with a homework challenge. I would love it if you would jot down when something goes well this week and share it with me at our next session, because it will help us start to build the coaching relationship. Would you be willing to do that?”</li> </ul> |

## B.8. Coaching Conversation Guide

### Coaching Conversation Guide

Use this outline to structure ongoing meetings with customers

#### 1. **LEARN:** Coach learns about customer and customer learns about himself/herself

What went well this past week? What may be holding you back and what can you do to move forward?

- What are you most proud of? What did you do to make that happen?
- What got in your way? How could you overcome this next time?
- What are you struggling with?
- Have you had success with this in the past...what did you do?
- What resources do you have? What will be hard about this?
- What do you need help with?  
Who can help you with that? Can I help you with that?



#### 2. **GOAL:** Identify goals (long-term, short-term/weekly goals and simple tasks) with a good fit

What is your goal for this coming week (short-term goal)?

- What would you like to do this coming week?
- What are your next steps from the short-term/weekly goal this past week?  
What is the hardest part of knowing what to do next?
- What is most important to you to do next? What are you most excited to do now?

#### 3. **PLAN:** Develop an action plan

Is the new goal the RIGHT goal and is it attainable?

- What are the action steps to accomplish this goal?
- Are we missing anything? Does this goal feel doable?
- Have you had success with this in the past...what did you do? What resources do you have?
- What could get in your way or be hard about this? How could you overcome it?

#### 4. **DO:** Take action and address what might get in the way

When will you work on your tasks related to your goal?

- Write down tasks for your short-term/weekly goal and when you will work on them  
(Use the My GPS to set a long-term goal, short-term goals, and simple tasks; use TASK, PLAN, DO, REVIEW to complete short-term goals or tasks)

#### 5. **REVIEW:** Reflect on progress toward the goal

End the session by checking the next steps and reflecting on any learning

- What are you going to do? When are you going to do it? How will you let me [the coach] know?
- How did you feel before the session, and how do you feel now?
- What did you learn today? What was the best part of today's session for you?

*Make sure you confirm the next session date and time before customers leave.*



## GPS Coaching Mindset Guide

Use this outline to remind yourself of the behaviors of a strong coach

### Goal-Driven (G)

#### Forwarding Action & Deepening Learning

Help the customer reflect on lessons, strengths, values and insights. Focus is not just on completing tasks, but also helping the customer develop a deeper understanding of him/herself.

- *Assess how important the goal is to the customer*
- *Assess how confident they are that they can achieve their goal.*

#### Listening for Values

Values are not persons or things (they are intangible) and are not good or bad (encourage acceptance and ownership).

- *Reflect values that you hear or deduce from the conversation back to the customer.*

### Participant-Centered (P)

#### Focused Listening

Pay attention without having an agenda, listen carefully for underlying meanings, and make connections; listen for customer's values, strengths, beliefs and motivation.

- *Listen closely to the meaning behind what the customer is saying and withhold judgement.*

#### Self-Management

Effectively set aside personal opinions, the need to be right, judgment, preferences and pride in order to ensure the customer stays in the driver's seat.

- *Ask permission before providing suggestions/advice.*
- *Show the customer that her/she is in the driver's seat.*

#### Building Rapport

Show interest, read body language, and ask questions instead of telling/suggesting.

- *Engage the customer for a few minutes prior to the start of the meeting (ask about children, how his/her day is going, etc.).*
- *Check in during and at the end of the meeting by asking how he/she feels about the goal and how the session went.*

### Strengths-Based (S)

#### Curiosity

Express interest and lead the customer through a discovery process by letting go of what you [the coach] think you know, and find out what is really going on with the customer.

- *Consciously set aside any preconceived thoughts and ask powerful questions to learn from the customer and help him/her explore more about him/herself.*

#### Focus on Strengths

Shift the focus from the "problem" toward what is possible, what is working well and the customer's strengths and resiliencies.

- *Name the customer's strengths (external and especially internal) that you observe, and reflect these back to him/her to build the customer's knowledge of his/her strengths.*



## Coaching Ending Guide

|          |  |               |  |
|----------|--|---------------|--|
| Date     |  | Customer Name |  |
| Location |  | Coach Name    |  |

|   |   |
|---|---|
| Coach and Customer to Complete Together | My main goal I had at the beginning of our coaching:  |
|   |   |
|   | Review the progress made toward the goal together. (Coach, give the list of accomplishments to the customer.) What does it feel like to see what I have done? |
|   |   |
|   | The top strengths I (and my coach) noticed during coaching together:  |
|   |   |
|   | What motivates me (my core values):   |
|   |   |



## Coaching Review

|  |  |
|--|--|
| <i>The best part of coaching for me was...</i>                     |  |
| <i>What is possible now, that wasn't when I started?</i>           |  |
| <i>What did I learn about myself?</i>                              |  |
| <i>New beliefs I have about myself since I started coaching...</i> |  |
| <i>What do I want to remember after I leave here?</i>              |  |

### Moving Forward: Things to Help Me Keep Going!

|   |  |
|---|--|
| <i>My goals now are:</i>  |  |
|   |  |
| <i>Resources I can use to help me with future goals: (Coach and customer brainstorm this together!)</i> |  |
| <i>Who can help if I need help?</i>   |  |
| <i>Programs that can be of help in the future:</i>  |  |
| <i>Organizations that can help:</i>   |  |
| <i>How I can help myself:</i>   |  |
| <i>Other</i>  |  |

USE THIS FORM WHENEVER YOU ACCOMPLISH A GOAL TO DO A SELF CHECK-IN. IT WILL HELP YOU ALONG THE WAY!

## C. Analytic Approach

This appendix provides additional information on the analytic models and methods used to produce the impact estimates presented in Chapters 5 and 6. The first section presents the model and provides a full list of the covariates included in regression analyses. The second section describes our approach to missing data.

### C.1. Analytic Model

We use the following equation to estimate the differential impact of MI-GPS compared to AEP/PATH:

$$y_i = \alpha + \delta G_i + Z_i' \gamma + X_i' \beta + \varepsilon_i$$

where

$y_i$  is the outcome of interest (e.g., employment, earnings, public benefit receipt);

$\alpha$  is the intercept, which can be interpreted as the regression-adjusted AEP/PATH mean;

$\delta$  is the incremental effect of MI-GPS relative to AEP/PATH on the outcome;

$G_i$  is the random assignment group indicator (1 for those individuals assigned to MI-GPS; 0 for the individuals assigned to AEP/PATH);

$Z_i$  is a vector of pre-intervention measures of key outcomes;

$\gamma$  is a vector of coefficients capturing the relationship between pre-intervention measures of key outcomes and the (post-intervention) outcome;

$X_i$  is a vector of baseline characteristics centered around means;

$\beta$  is a vector of coefficients capturing the relationship between baseline characteristics and the outcome;

$\varepsilon_i$  is the residual error term; and

$i$  is a subscript indexing individuals.

We use ordinary least squares to estimate these parameters, testing whether the  $\delta$  coefficient is significantly different from 0 to determine whether outcomes differ between the two JSA models.

The covariates included in the model differ somewhat for employment and earnings outcomes from the NDNH and other outcomes (see Exhibit C.1). Access to NDNH data is tightly controlled to protect study participants. These protections limit the measures that can be combined with NDNH employment and earnings data, resulting in a slightly different set of available covariates.

| Exhibit C-1. Covariates Included in the Analytic Model                       | Employment and Earnings (NDNH) | Public Benefits (DHA administrative data) | Service Receipt and Other Outcomes (Six month follow-up survey) |
|--|--------------------------------|---|---|
| <b>Pre-intervention measures of outcomes</b>                                 |                                |   |   |
| Quarterly employment for the 7 quarters prior to the quarter of application  | x                              |   |   |
| Quarterly earnings for the 7 quarters prior to the quarter of application    | x                              |   |   |
| Self-reported employment at application                                      |                                | x   | x   |
| Self-reported hourly wage at application                                     |                                | x   | x   |
| Self-reported stability of employment prior to application                   |                                | x   | x   |
| Self-reported employment in year prior to application                        |                                | x   | x   |
| Self-reported Family Independence Program (FIP) receipt prior to application |                                | x   | x   |
| <b>Baseline characteristics</b>  |                                |   |   |
| Gender   | x                              | x   | x   |
| Race/Ethnicity   | x                              | x   | x   |
| Age  | x                              | x   | x   |
| Marital status   | x                              | x   | x   |
| Number of adults in the household  |                                | x   | x   |
| Number of children in the household  | x                              | x   | x   |
| Age of youngest child  | x                              | x   | x   |
| Educational attainment   | x                              | x   | x   |
| Received post-secondary vocational or technical certificate at baseline      | x                              | x   | x   |
| High school grades   | x                              | x   | x   |

## C.2. Treatment of Missing Data

This section describes our approach to missing data, as follows:

- For missing baseline covariates, we use dummy variable imputation (see section C.2.1).
- To address survey nonresponse, we use a reweighting procedure (see section C.2.2).

We do not impute outcomes. Survey respondents who skipped particular questions and are missing data for related outcomes are excluded from the analyses of those outcomes. Individuals with missing NDNH employment and earnings records or DHA administrative data are not included in those analyses.

### C.2.1. Missing Baseline Covariates

Although all study participants completed the BIF and provide some basic variables (i.e., name, Social Security number, date of birth, contact information), there are some who did not answer every question on the form. To impute values for missing or invalid responses in impact regressions (in which BIF variables serve as covariates), we use the dummy-variable imputation method. That is, we replace the missing value with the grand mean and also create a dummy variable equal to “1” if the original value was missing and “0” otherwise. Both the imputed value and the dummy value are included in the analysis as covariates.

### C.2.2. Survey Nonresponse

The study's overall response rate to the follow-up survey was 64 percent. Although response rates did not statistically differ for AEP/PATH and MI-GPS, it remains possible that the sample of survey respondents could differ from the overall study sample.

To address this concern, the analysis team employed a reweighting procedure to handle *unit nonresponse* where the survey responses are missing entirely for a study sample member.<sup>1</sup> The primary concern with unit nonresponse is sample selection resulting in the risk of bias. The nonrandom selection of nonresponses results in a sample that may not be representative of study sample members. Furthermore, if the selection process differs between AEP/PATH and MI-GPS, then nonresponse can generate differences between the two groups among the subset of study sample members who completed the survey, and these differences that can bias the impact estimates.

Formally, missing data can be classified as being missing completely at random (MCAR), missing at random (MAR), or missing not at random (MNAR) (Rubin, 1987). The differences among these categories of missing data lie in the assumptions about the relationship between the probability that the data are missing and covariates, either observed or unobserved. More specifically, data are MCAR if the process that leads to missing data is completely random: the probability of data being missing is constant and does not depend on either observed or unobserved data. Data are MAR if the probability of missing data depends on observed covariates but not on unobserved variables. Finally, data are MNAR if the probability of missing data depends on both observed covariates and unobserved variables.

The classification of the missing data has implications for the potential bias in impact estimates that stems from ignoring the missing data. When data are MCAR, no bias results from dropping observations with missing data. When data are MAR, no bias arises due to dropping missing data *as long as the covariates are used appropriately*. But when data are MNAR, covariates cannot be used to completely eliminate bias in impact estimates.

The goal of our procedure is to reweight the sample of respondents to represent the original study sample. This is accomplished by determining the probability of response to the survey and assigning a larger weight to the responses from individuals who were least likely to respond. Our approach models the probability of responding to the survey as a function of observable characteristics, which removes the bias due to these characteristics. If the data are truly MAR (which is unknowable) then there remains no bias due to unobservable characteristics.

As recommended by Puma et al. (2009), we estimate the models for AEP/PATH and MI-GPS observations separately. To properly implement this model we need data for both respondents and nonrespondents, so we use the baseline characteristics from the BIF as well as administrative data sources listed in Exhibit A-2 as the covariates in our model of response, which we estimate by probit regression. One

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<sup>1</sup> We only use this technique to address missing survey data. Unit nonresponse is not a concern for baseline measures from the BIF as completion of this form was required prior to random assignment. Similarly, unit nonresponse is negligible for administrative outcomes.

complication with the baseline data is item-level nonresponse in some of the variables. Because nearly all of the covariates in our model are either binary or discrete, we address this problem by treating missing values as their own category of response when we transform the covariates into binary variables.<sup>2</sup>

### Exhibit C-2. Covariates Used in Nonresponse Weighting

| Domain   | Source                      | List of Covariates  |
|--|-----------------------------|---|
| Baseline demographics and measure of education | BIF                         | Sex, Ethnicity and race, Marital status, Number of adults in the household, Number of children in the household, Age of youngest child, Expected level of education, Grades in school   |
| Baseline employment and earnings               | BIF                         | Currently employed, Earnings over past 12 months  |
| Benefit measures at follow-up                  | DHHS Administrative Records | Indicators for SNAP receipt in 8 months after random assignment; Cumulative SNAP benefits over 6 months after random assignment; Indicators for FIP receipt in 8 months after random assignment Cumulative FIP benefits over 6 months after random assignment |

We weight survey respondents' contribution to the impact analysis by the inverse of their probability of response. This places more emphasis on respondents who were less likely to have completed the survey based on observable characteristics such as age and education, increasing the likelihood that the weighted sample is representative of the original sample. However, using predicted probabilities can create individuals with very large weights. To create more stable weights, we follow common practice and stratify survey respondents into five bins based on their probability of response to the survey (Cochran 1968; Baker et al. 2006). We generate the weight for each stratum as the inverse of the average predicted probability of response for that stratum. This implies that those who are least likely to respond will have the largest weights.

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<sup>2</sup> To make our treatment consistent with the other covariates, we discretize continuous variables and include an additional category for missing as follows: number of adults in the household: zero, one, two, more than two, missing; number of children in the household: zero, one, two, more than two, missing; age of youngest child: zero to two, three to five, six to nine, 10 to 18, greater than 18, missing.

## D. Expanded Results for Chapter 5

This appendix presents more detailed versions of the tables in Chapter 5, which describe impacts on receipt of job search assistance services.

The first four columns (after the outcome column) of the detailed impact tables are structured in the same way as the impact tables in the main body of the report.

- The MI-GPS column presents the regression adjusted mean outcome for that group, calculated from the AEP/PATH mean and the estimated impact.
- The AEP/PATH column presents the mean outcome for that group of individuals. For survey outcomes, this is the mean outcome reweighted to correct for survey nonresponse. For NDNH and DHHS administrative outcomes, this is the unweighted mean outcome.
- The Difference (Impact) column gives the estimated impact (e.g., in percentage points) of the MI-GPS program relative to the AEP/PATH program, which by construction equals the difference between the previous two columns.
  - In the Difference (Impact) column, statistical significance is denoted by asterisks that reflect the strength of the evidence that the difference between the MI-GPS and AEP/PATH groups is not the result of chance but is a real difference in the effectiveness of the two programs. The smaller the p-value, the stronger the evidence of a real effect. Statistical significance levels for two-sided tests are indicated as follows: \* = 10 percent, \*\* = 5 percent, \*\*\* = 1 percent.
- The next column is the Percent Impact, which expresses the impact as a percentage of the AEP/PATH mean in the second column.
- The next four columns provide technical details not available in the main body of the report:
  - The standard error quantifies the precision of the impact estimate. The standard error reflects the size of the sample and the variability of the outcome after controlling for baseline covariates. A smaller standard error indicates a more precise estimate.
  - The 90 percent confidence interval summarizes the precision of the impact estimate in a different way. Values within this interval are possible alternative values of the impact. Values outside this interval are statistically different from the estimated impact and are not consistent with observed data. This column is particularly useful for findings that are not statistically significant because it places bounds on possible impacts.
  - Finally, the two right most columns report the sample sizes for the two program groups.

**Exhibit D-1. Impacts on Participation in Job Search Assistance Services and Other Employment-Focused Activities in the Early Weeks after Random Assignment**

| Outcome   | MI-GPS | AEP/PATH | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%                    | Sample Size: |          |
|---|--------|----------|------------------------|-----------------------|-------------------|------------------------|--------------|----------|
|   |        |          |                        |                       |                   | Confidence<br>Interval | MI-GPS       | AEP/PATH |
| Participation type (%)  |        |          |                        |                       |                   |                        |              |          |
| Participated in any activity                                      | 84.8   | 85.6     | -0.9                   | -1.0                  | 2.0               | (-4.2, 2.5)            | 636          | 605      |
| Participated in job search assistance services                    | 83.1   | 84.1     | -1.0                   | -1.2                  | 2.0               | (-4.4, 2.3)            | 669          | 648      |
| Participated in classes to prepare for specific occupation        | 14.6   | 13.2     | 1.4                    | 11.0                  | 1.9               | (-1.8, 4.6)            | 674          | 650      |
| Participated in unpaid work experience                            | 16.5   | 12.3     | 4.3**                  | 34.9                  | 1.9               | (1.1, 7.4)             | 675          | 650      |
| Received help with skills either one-on-one or in a group setting |        |          |                        |                       |                   |                        |              |          |
| Job Search Skills (%)   |        |          |                        |                       |                   |                        |              |          |
| Practicing for job interviews                                     | 53.1   | 57.7     | -4.6*                  | -7.9                  | 2.7               | (-9.1, -0.1)           | 674          | 650      |
| Creating or editing resume  | 63.0   | 66.7     | -3.7                   | -5.6                  | 2.7               | (-8.1, 0.6)            | 675          | 648      |
| Figuring out right job or career goal                             | 60.8   | 64.1     | -3.3                   | -5.1                  | 2.7               | (-7.7, 1.1)            | 674          | 650      |
| Looking for a job   | 63.8   | 65.4     | -1.6                   | -2.4                  | 2.7               | (-6.0, 2.8)            | 674          | 649      |
| Finding specific job leads  | 55.0   | 56.4     | -1.4                   | -2.5                  | 2.8               | (-6.0, 3.1)            | 675          | 649      |
| Using web-based job search engines such as Monster                | 48.7   | 48.9     | -0.2                   | -0.3                  | 2.8               | (-4.8, 4.4)            | 675          | 646      |
| Learning about messages sent with dress, speech                   | 54.4   | 54.6     | -0.2                   | -0.4                  | 2.8               | (-4.8, 4.4)            | 674          | 649      |
| Filling out job applications                                      | 38.0   | 38.0     | 0.0                    | 0.0                   | 2.7               | (-4.4, 4.4)            | 675          | 650      |
| Workplace Behaviors and Other Soft Skills (%)                     |        |          |                        |                       |                   |                        |              |          |
| Setting and managing goals  | 66.2   | 63.2     | 3.0                    | 4.8                   | 2.6               | (-1.3, 7.3)            | 675          | 649      |
| Communication at the workplace                                    | 50.5   | 52.7     | -2.3                   | -4.3                  | 2.8               | (-6.9, 2.3)            | 673          | 648      |
| Proper workplace behaviors  | 53.6   | 55.2     | -1.6                   | -2.9                  | 2.8               | (-6.1, 2.9)            | 674          | 649      |
| Dealing with rejection  | 42.3   | 42.6     | -0.3                   | -0.7                  | 2.7               | (-4.8, 4.2)            | 675          | 648      |
| Managing anger and frustrations                                   | 40.2   | 40.4     | -0.2                   | -0.5                  | 2.7               | (-4.7, 4.3)            | 674          | 648      |
| Managing money and finances                                       | 47.4   | 46.7     | 0.7                    | 1.5                   | 2.8               | (-3.8, 5.2)            | 674          | 649      |
| Having a good work ethic  | 61.9   | 61.5     | 0.4                    | 0.7                   | 2.7               | (-3.9, 4.8)            | 674          | 649      |
| Problem solving in work or personal life                          | 56.2   | 54.4     | 1.8                    | 3.2                   | 2.7               | (-2.7, 6.3)            | 675          | 649      |
| Handling stress or anxiety  | 42.8   | 40.1     | 2.7                    | 6.8                   | 2.8               | (-1.8, 7.3)            | 674          | 648      |
| Balancing work and family   | 52.9   | 48.6     | 4.3                    | 8.9                   | 2.8               | (-0.3, 8.9)            | 672          | 649      |

Source: Six Month Follow-up Survey.

Sample: Sample includes 1,325 (675 MI-GPS; 650 AEP/PATH) survey respondents.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Test of null-hypothesis that all *participation* impacts are zero:  $F(4,1321) = 1.50$ ; p-value = .20

Test of null-hypothesis that all *job search skills* impacts are zero:  $F(8,1317) = .95$ ; p-value = .47

Test of null-hypothesis that all *workplace behavior and soft skills* impacts are zero:  $F(10,1315) = 1.34$ ; p-value = .20



**Exhibit D-2. Impacts on Receipt of One-on-One Assistance on Workplace Behaviors and Job Search Skills in the Early Weeks after Random Assignment**

| Outcome  | MI-GPS | AEP/PATH | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%                    | Sample Size: |          |
|--|--------|----------|------------------------|-----------------------|-------------------|------------------------|--------------|----------|
|  |        |          |                        |                       |                   | Confidence<br>Interval | MI-GPS       | AEP/PATH |
| Job Search Skills (%)                              |        |          |                        |                       |                   |                        |              |          |
| Practicing for job interviews                      | 28.2   | 27.2     | 1.0                    | 3.8                   | 2.5               | (-3.1, 5.2)            | 674          | 650      |
| Creating or editing resume                         | 38.1   | 37.6     | 0.5                    | 1.3                   | 2.7               | (-4.0, 5.0)            | 675          | 648      |
| Figuring out right job or career goal              | 49.0   | 45.5     | 3.5                    | 7.6                   | 2.8               | (-1.2, 8.1)            | 674          | 650      |
| Looking for a job                                  | 43.1   | 40.6     | 2.4                    | 6.0                   | 2.8               | (-2.1, 7.0)            | 674          | 649      |
| Finding specific job leads                         | 43.4   | 41.6     | 1.8                    | 4.4                   | 2.8               | (-2.7, 6.3)            | 675          | 649      |
| Using web-based job search engines such as Monster | 30.1   | 27.9     | 2.3                    | 8.2                   | 2.5               | (-1.9, 6.4)            | 675          | 646      |
| Learning about messages sent with dress, speech    | 23.8   | 21.6     | 2.2                    | 10.4                  | 2.3               | (-1.6, 6.1)            | 674          | 649      |
| Filling out job applications                       | 26.4   | 25.9     | 0.5                    | 2.0                   | 2.5               | (-3.5, 4.6)            | 675          | 650      |
| Workplace Behaviors and Other Soft Skills (%)      |        |          |                        |                       |                   |                        |              |          |
| Setting and managing goals                         | 42.7   | 30.8     | 11.9***                | 38.7                  | 2.7               | (7.5, 16.3)            | 675          | 649      |
| Communication at the workplace                     | 25.0   | 19.0     | 6.0***                 | 31.3                  | 2.3               | (2.2, 9.7)             | 673          | 648      |
| Proper workplace behaviors                         | 25.3   | 18.9     | 6.5***                 | 34.4                  | 2.3               | (2.7, 10.3)            | 674          | 649      |
| Dealing with rejection                             | 21.0   | 16.7     | 4.3**                  | 25.9                  | 2.2               | (0.7, 7.9)             | 675          | 648      |
| Managing anger and frustrations                    | 22.8   | 15.7     | 7.2***                 | 45.7                  | 2.2               | (3.6, 10.7)            | 674          | 648      |
| Managing money and finances                        | 23.5   | 16.1     | 7.4***                 | 45.8                  | 2.2               | (3.8, 11.0)            | 674          | 649      |
| Having a good work ethic                           | 31.0   | 26.5     | 4.5*                   | 16.9                  | 2.5               | (0.3, 8.6)             | 674          | 649      |
| Problem solving in work or personal life           | 30.2   | 21.2     | 9.0***                 | 42.6                  | 2.4               | (5.0, 13.0)            | 675          | 649      |
| Handling stress or anxiety                         | 25.8   | 17.4     | 8.4***                 | 48.4                  | 2.3               | (4.7, 12.2)            | 674          | 648      |
| Balancing work and family                          | 33.7   | 24.4     | 9.3***                 | 38.1                  | 2.5               | (5.1, 13.5)            | 672          | 649      |

Source: Six Month Follow-up Survey.

Sample: Sample includes 1,325 (675 MI-GPS; 650 AEP/PATH) survey respondents. Sample sizes vary for outcomes due to item nonresponse.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Test of null-hypothesis that all *one-on-one job search skills* impacts are zero:  $F(8,1317) = .33$ ;  $p\text{-value} = .95$

Test of null-hypothesis that all *one-on-one workplace behavior and soft skills* impacts are zero:  $F(10,1315) = 3.02$ ;  $p\text{-value} < .01$

**Exhibit D-3. Impacts on Receipt of Group Assistance on Job Search Skills and Workplace Behavior and Soft Skills in the Early Weeks after Random Assignment**

| Outcome  | MI-GPS | AEP/PATH | Difference (Impact) | Percent Impact (%) | Standard Error | 90%                 | Sample Size: |          |
|--|--------|----------|---------------------|--------------------|----------------|---------------------|--------------|----------|
|  |        |          |                     |                    |                | Confidence Interval | MI-GPS       | AEP/PATH |
| Job Search Skills (%)                              |        |          |                     |                    |                |                     |              |          |
| Practicing for job interviews                      | 38.5   | 40.3     | -1.8                | -4.5               | 2.7            | (-6.3, 2.7)         | 674          | 650      |
| Creating or editing resume                         | 45.2   | 49.8     | -4.7*               | -9.3               | 2.8            | (-9.2, -0.1)        | 675          | 648      |
| Figuring out right job or career goal              | 29.2   | 33.8     | -4.6*               | -13.7              | 2.6            | (-8.9, -0.4)        | 674          | 650      |
| Looking for a job                                  | 39.4   | 42.8     | -3.4                | -7.9               | 2.8            | (-8.0, 1.2)         | 674          | 649      |
| Finding specific job leads                         | 27.0   | 26.9     | 0.1                 | 0.2                | 2.5            | (-4.1, 4.2)         | 675          | 649      |
| Using web-based job search engines such as Monster | 31.5   | 31.2     | 0.3                 | 0.9                | 2.7            | (-4.1, 4.6)         | 675          | 646      |
| Learning about messages sent with dress, speech    | 43.6   | 41.8     | 1.7                 | 4.2                | 2.8            | (-2.8, 6.3)         | 674          | 649      |
| Filling out job applications                       | 21.3   | 19.1     | 2.3                 | 11.9               | 2.3            | (-1.4, 6.0)         | 675          | 650      |
| Workplace Behaviors and Other Soft Skills (%)      |        |          |                     |                    |                |                     |              |          |
| Setting and managing goals                         | 39.7   | 45.3     | -5.6**              | -12.3              | 2.8            | (-10.1, -1.1)       | 675          | 649      |
| Communication at the workplace                     | 37.7   | 41.6     | -3.8                | -9.3               | 2.7            | (-8.3, 0.7)         | 673          | 648      |
| Proper workplace behaviors                         | 41.0   | 44.3     | -3.2                | -7.3               | 2.8            | (-7.8, 1.3)         | 674          | 649      |
| Dealing with rejection                             | 31.8   | 34.4     | -2.6                | -7.6               | 2.6            | (-6.9, 1.7)         | 675          | 648      |
| Managing anger and frustrations                    | 26.2   | 31.0     | -4.8*               | -15.5              | 2.5            | (-9.0, -0.6)        | 674          | 648      |
| Managing money and finances                        | 34.0   | 37.8     | -3.7                | -9.9               | 2.7            | (-8.1, 0.6)         | 674          | 649      |
| Having a good work ethic                           | 46.5   | 47.3     | -0.8                | -1.7               | 2.8            | (-5.3, 3.7)         | 674          | 649      |
| Problem solving in work or personal life           | 38.6   | 43.0     | -4.5                | -10.3              | 2.7            | (-9.0, 0.0)         | 675          | 649      |
| Handling stress or anxiety                         | 27.4   | 29.4     | -2.1                | -7.0               | 2.5            | (-6.2, 2.1)         | 674          | 648      |
| Balancing work and family                          | 31.4   | 33.7     | -2.3                | -6.8               | 2.6            | (-6.5, 1.9)         | 672          | 649      |

Source: Six Month Follow-up Survey.

Sample: Sample includes 1,325 (675 MI-GPS; 650 AEP/PATH) survey respondents. Sample sizes vary for outcomes due to item nonresponse.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Test of null-hypothesis that all *group setting job search skills* impacts are zero:  $F(8,1317) = 1.64$ ; p-value = .11

Test of null-hypothesis that all *group setting workplace behavior and soft skills* impacts are zero:  $F(10,1315) = 1.05$ ; p-value = .40

## Exhibit D-4. Impacts on Grit and Self-Efficacy

| Outcome  | MI-GPS      | AEP/PATH    | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%<br>Confidence<br>Interval | Sample<br>Size:<br>MI-GPS | Sample<br>Size:<br>AEP/PATH |
|--|-------------|-------------|------------------------|-----------------------|-------------------|-------------------------------|---------------------------|-----------------------------|
| <b>Grit (range 1 to 4)</b>   | <b>3.27</b> | <b>3.23</b> | <b>0.04</b>            | <b>1.4</b>            | <b>0.03</b>       | <b>(-0.0, 0.1)</b>            | <b>571</b>                | <b>553</b>                  |
| <b>"Somewhat" or "strongly agree" with the following statements (%)</b>                      |             |             |                        |                       |                   |                               |                           |                             |
| New ideas and projects sometimes distract me from previous ones                              | 34.9        | 35.0        | -0.1                   | -0.3                  | 2.7               | (-4.5, 4.3)                   | 674                       | 649                         |
| Setbacks don't discourage me   | 64.7        | 61.6        | 3.1                    | 5.1                   | 2.8               | (-1.4, 7.6)                   | 673                       | 648                         |
| I have been obsessed with a certain idea or project for a short time but later lost interest | 34.3        | 31.7        | 2.6                    | 8.3                   | 2.7               | (-1.7, 7.0)                   | 673                       | 648                         |
| I am a hard worker   | 99.7        | 100.0       | -0.3                   | -0.3                  | 0.2               | (-0.6, 0.0)                   | 675                       | 648                         |
| I often set a goal but later choose to pursue a different one                                | 47.8        | 48.1        | -0.3                   | -0.5                  | 2.8               | (-4.9, 4.4)                   | 673                       | 648                         |
| I often have difficulty maintaining my focus on projects that take more                      | 22.0        | 23.1        | -1.1                   | -4.8                  | 2.4               | (-5.0, 2.8)                   | 672                       | 649                         |
| I finish whatever I begin  | 94.0        | 93.6        | 0.4                    | 0.4                   | 1.5               | (-2.0, 2.8)                   | 673                       | 650                         |
| I am diligent  | 97.0        | 96.5        | 0.4                    | 0.4                   | 1.1               | (-1.3, 2.1)                   | 575                       | 559                         |
| <b>Self-efficacy (range 1 to 4)</b>  | <b>3.38</b> | <b>3.29</b> | <b>0.09***</b>         | <b>2.8</b>            | <b>0.03</b>       | <b>(0.0, 0.1)</b>             | <b>659</b>                | <b>630</b>                  |
| <b>"Somewhat" or "strongly agree" with the following statements (%)</b>                      |             |             |                        |                       |                   |                               |                           |                             |
| I am confident I get the success I deserve in life   | 88.8        | 86.8        | 2.0                    | 2.3                   | 1.8               | (-1.0, 4.9)                   | 675                       | 649                         |
| Sometimes I feel depressed   | 48.3        | 52.5        | -4.2                   | -8.0                  | 2.7               | (-8.7, 0.3)                   | 675                       | 649                         |
| When I try, I generally succeed  | 96.1        | 96.2        | -0.1                   | -0.1                  | 1.1               | (-1.8, 1.7)                   | 674                       | 649                         |
| Sometimes when I fail I feel worthless   | 28.4        | 38.3        | -9.9***                | -25.8                 | 2.6               | (-14.2, -5.6)                 | 674                       | 650                         |
| I complete tasks successfully  | 97.9        | 97.7        | 0.1                    | 0.1                   | 0.8               | (-1.2, 1.4)                   | 675                       | 648                         |
| Sometimes, I do not feel in control of my work   | 28.9        | 31.0        | -2.1                   | -6.9                  | 2.6               | (-6.4, 2.1)                   | 671                       | 645                         |
| I am filled with doubts about my competence  | 21.5        | 22.1        | -0.6                   | -2.6                  | 2.4               | (-4.5, 3.3)                   | 669                       | 644                         |
| Overall, I am satisfied with myself  | 91.3        | 91.0        | 0.2                    | 0.2                   | 1.6               | (-2.5, 2.9)                   | 675                       | 649                         |
| I determine what will happen in my life  | 93.4        | 91.6        | 1.8                    | 1.9                   | 1.5               | (-0.7, 4.2)                   | 674                       | 647                         |
| I do not feel in control of my success in my career  | 15.7        | 18.2        | -2.5                   | -13.5                 | 2.2               | (-6.0, 1.1)                   | 670                       | 645                         |
| I am capable of coping with most of my problems  | 95.6        | 94.0        | 1.6                    | 1.7                   | 1.2               | (-0.5, 3.6)                   | 673                       | 650                         |
| There are times when things look pretty bleak and hopeless to me                             | 32.9        | 42.5        | -9.7***                | -22.7                 | 2.7               | (-14.2, -5.2)                 | 672                       | 646                         |

Source: Six Month Follow-up Survey.

Sample: Sample includes 1,325 (675 MI-GPS; 650 AEP/PATH) survey respondents. Sample sizes vary for outcomes due to item nonresponse.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Test of null-hypothesis that all *grit* impacts are zero:  $F(9,1316) = 1.15$ ;  $p\text{-value} = .33$ Test of null-hypothesis that all *self-efficacy* impacts are zero:  $F(13,1312) = 1.98$ ;  $p\text{-value} = .02$

## Exhibit D-5. Impacts on Perceptions of Job Search Skills, Motivation and Barriers to Work

| Outcome   | MI-GPS | AEP/PATH | Difference (Impact) | Percent Impact (%) | Standard Error | 90% Confidence Interval | Sample Size: MI-GPS | Sample Size: AEP/PATH |
|---|--------|----------|---------------------|--------------------|----------------|-------------------------|---------------------|-----------------------|
| <b>"Agree" or "strongly agree" with following statements regarding perception of job search skills (%)</b>          |        |          |                     |                    |                |                         |                     |                       |
| I know the occupation I want to be in   | 87.0   | 83.1     | 3.9*                | 4.7                | 2.1            | (0.5, 7.3)              | 671                 | 645                   |
| I know how to make a plan that will help me achieve my goals for the next 5 years                                   | 89.2   | 87.4     | 1.7                 | 2.0                | 1.8            | (-1.2, 4.7)             | 675                 | 647                   |
| I know the type of employer I want to work for  | 86.1   | 82.9     | 3.2                 | 3.8                | 2.1            | (-0.2, 6.6)             | 671                 | 646                   |
| I am not sure what type of education and training program is best for me  | 33.4   | 33.3     | 0.1                 | 0.0                | 2.7            | (-4.3, 4.5)             | 675                 | 648                   |
| I am not sure how to accurately assess my abilities and challenges  | 22.4   | 24.3     | -1.9                | -0.1               | 2.4            | (-5.9, 2.1)             | 668                 | 647                   |
| I am not sure what type of job is best for me   | 35.3   | 38.1     | -2.8                | -7.6               | 2.7            | (-7.3, 1.7)             | 673                 | 646                   |
| <b>Importance of having a job (%)</b>   |        |          |                     |                    |                |                         |                     |                       |
| Very important to have a job  | 93.8   | 94.4     | -0.6                | -0.7               | 1.3            | (-2.8, 1.5)             | 675                 | 649                   |
| Somewhat important to have a job  | 6.0    | 5.2      | 0.8                 | 15.0               | 1.3            | (-1.3, 2.9)             | 675                 | 649                   |
| Not important   | 0.3    | 0.4      | -0.1                | -35.7              | 0.3            | (-0.6, 0.3)             | 675                 | 649                   |
| <b>Situations that "very often" or "fairly often" interfered with work, job search or ability to take a job (%)</b> |        |          |                     |                    |                |                         |                     |                       |
| Child-care arrangements   | 32.6   | 34.4     | -1.8                | -5.3               | 2.6            | (-6.1, 2.5)             | 672                 | 647                   |
| Transportation  | 29.6   | 27.0     | 2.6                 | 9.7                | 2.5            | (-1.6, 6.8)             | 674                 | 647                   |
| Illness or health condition   | 12.7   | 11.9     | 0.8                 | 6.9                | 1.8            | (-2.1, 3.8)             | 674                 | 647                   |
| Alcohol or drug use   | 0.5    | 0.5      | -0.0                | -5.1               | 0.4            | (-0.6, 0.6)             | 674                 | 648                   |

Source: Six Month Follow-up Survey.

Sample: Sample includes 1,325 (675 MI-GPS; 650 AEP/PATH) survey respondents. Non-experimental contrasts (italicized) includes 1101 (555 MI-GPS; 546 AEP/PATH) survey respondents.

Sample sizes vary for outcomes due to item nonresponse.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Test of null-hypothesis that all impacts are zero:  $F(12,1312) = .69$ ;  $p\text{-value} = .76$ .

## E. Expanded Results for Chapter 6

This appendix presents additional detail for the analyses in Chapter 6, which describe impacts on employment and earnings, public assistance receipt, and job characteristics. The appendix includes more detailed versions of the tables in Chapter 6 (section E.1), technical details on the analysis of time to hire (section E.2), and subgroup analyses (section E.3). The subgroup analyses present impacts on employment, earnings, and public benefit receipt separately for subgroups defined by educational attainment at application, FIP benefit receipt prior to application, work history at application, and the location where services were delivered.

## E.1. Expanded Impact Estimates

### Exhibit E-1. Impacts on Employment and Earnings

| Outcome                             | MI-GPS | AEP/PATH | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%<br>Confidence<br>Interval | Sample Size:<br>MI-GPS | Sample Size:<br>AEP/PATH |
|-------------------------------------|--------|----------|------------------------|-----------------------|-------------------|-------------------------------|------------------------|--------------------------|
| <b>Confirmatory Outcome (%)</b>     |        |          |                        |                       |                   |                               |                        |                          |
| Employed in quarter 2               | 58.9   | 58.4     | 0.5                    | 0.9                   | 2.1               | (-3.0, 4.0)                   | 950                    | 957                      |
| <b>Employment (%)</b>               |        |          |                        |                       |                   |                               |                        |                          |
| Any employment in quarters 1-5      | 82.7   | 82.7     | 0.0                    | 0.0                   | 1.7               | (-2.7, 2.7)                   | 950                    | 958                      |
| Employed in quarter 1               | 52.7   | 51.4     | 1.3                    | 2.6                   | 2.2               | (-2.2, 4.9)                   | 950                    | 958                      |
| Employed in quarter 3               | 61.2   | 59.0     | 2.2                    | 3.7                   | 2.1               | (-1.3, 5.7)                   | 950                    | 957                      |
| Employed in quarter 4               | 61.5   | 61.8     | -0.3                   | -0.4                  | 2.1               | (-3.7, 3.2)                   | 950                    | 957                      |
| Employed in quarter 5               | 62.3   | 62.2     | 0.1                    | 0.2                   | 2.1               | (-3.3, 3.6)                   | 950                    | 957                      |
| <b>Earnings (\$)</b>                |        |          |                        |                       |                   |                               |                        |                          |
| Cumulative earnings in quarters 1-5 | 9,772  | 9,137    | 636                    | 7.0                   | 448               | (-100, 1,371)                 | 950                    | 957                      |
| Earnings in quarter 1               | 1,426  | 1,268    | 158*                   | 12.5                  | 95                | (2, 314)                      | 950                    | 958                      |
| Earnings in quarter 2               | 1,822  | 1,691    | 132                    | 7.8                   | 110               | (-48, 312)                    | 950                    | 957                      |
| Earnings in quarter 3               | 2,044  | 1,950    | 94                     | 4.8                   | 112               | (-89, 277)                    | 950                    | 957                      |
| Earnings in quarter 4               | 2,160  | 2,043    | 117                    | 5.7                   | 117               | (-75, 309)                    | 950                    | 957                      |
| Earnings in quarter 5               | 2,323  | 2,184    | 139                    | 6.4                   | 123               | (-63, 340)                    | 950                    | 957                      |

Source: National Directory of New Hires.

Sample: Sample includes 1,908 (950 MI-GPS; 958 AEP/PATH) individuals.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

## Exhibit E-2. Impacts on FIP and SNAP Benefit Receipt

| Outcome   | MI-GPS | AEP/PATH | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%<br>Confidence<br>Interval | Sample Size:<br>MI-GPS | Sample Size:<br>AEP/PATH |
|---|--------|----------|------------------------|-----------------------|-------------------|-------------------------------|------------------------|--------------------------|
| <b>Family Independence Program (FIP)</b>                |        |          |                        |                       |                   |                               |                        |                          |
| Completed applicant eligibility period (%)              | 65.9   | 64.1     | 1.9                    | 2.9                   | 2.1               | (-1.5, 5.3)                   | 1,021                  | 1,033                    |
| Received benefits (%)                                   |        |          |                        |                       |                   |                               |                        |                          |
| Quarters 1-3  | 66.0   | 63.4     | 2.6                    | 4.1                   | 2.1               | (-0.8, 6.0)                   | 1,020                  | 1,033                    |
| Quarter 1   | 60.7   | 58.1     | 2.6                    | 4.5                   | 2.1               | (-0.9, 6.1)                   | 1,020                  | 1,033                    |
| Quarter 2   | 41.0   | 38.9     | 2.1                    | 5.4                   | 2.2               | (-1.5, 5.6)                   | 1,020                  | 1,033                    |
| Quarter 3   | 29.0   | 27.3     | 1.7                    | 6.4                   | 2.0               | (-1.5, 5.0)                   | 1,020                  | 1,033                    |
| Benefit amount (\$)                                     |        |          |                        |                       |                   |                               |                        |                          |
| Quarters 1-3  | 1,388  | 1,318    | 70                     | 5.3                   | 66                | (-38, 177)                    | 1,020                  | 1,033                    |
| Quarter 1   | 665    | 634      | 31                     | 4.9                   | 29                | (-17, 78)                     | 1,020                  | 1,033                    |
| Quarter 2   | 420    | 396      | 24                     | 6.2                   | 26                | (-19, 68)                     | 1,020                  | 1,033                    |
| Quarter 3   | 303    | 288      | 14                     | 5.0                   | 24                | (-26, 54)                     | 1,020                  | 1,033                    |
| <b>Supplemental Nutrition Assistance Program (SNAP)</b> |        |          |                        |                       |                   |                               |                        |                          |
| Received benefits (%)                                   |        |          |                        |                       |                   |                               |                        |                          |
| Quarters 1-3  | 92.8   | 93.7     | -0.9                   | -1.0                  | 1.0               | (-2.6, 0.8)                   | 1,020                  | 1,033                    |
| Quarter 1   | 90.3   | 91.7     | -1.3                   | -1.5                  | 1.2               | (-3.3, 0.6)                   | 1,020                  | 1,033                    |
| Quarter 2   | 85.4   | 87.9     | -2.5*                  | -2.8                  | 1.4               | (-4.9, -0.1)                  | 1,020                  | 1,033                    |
| Quarter 3   | 83.4   | 83.9     | -0.6                   | -0.7                  | 1.6               | (-3.2, 2.1)                   | 1,020                  | 1,033                    |
| Benefit amount (\$)                                     |        |          |                        |                       |                   |                               |                        |                          |
| Quarters 1-3  | 2,965  | 3,123    | -158**                 | -5.1                  | 70                | (-273, -42)                   | 1,020                  | 1,033                    |
| Quarter 1   | 1,064  | 1,112    | -48*                   | -4.3                  | 25                | (-90, -6)                     | 1,020                  | 1,033                    |
| Quarter 2   | 1,003  | 1,060    | -57*                   | -5.4                  | 30                | (-106, -8)                    | 1,020                  | 1,033                    |
| Quarter 3   | 898    | 951      | -53**                  | -5.6                  | 26                | (-96, -10)                    | 1,020                  | 1,033                    |

Source: MI DHHS administrative records.

Sample: Sample includes 2,053 (1,020 MI-GPS; 1,033 AEP/PATH) individuals with administrative records.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

## Exhibit E-3. Impacts on Employment and FIP Benefit Receipt

| Outcome                                      | MI-GPS | AEP/PATH | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%<br>Confidence<br>Interval | Sample Size:<br>MI-GPS | Sample Size:<br>AEP/PATH |
|--|--------|----------|------------------------|-----------------------|-------------------|-------------------------------|------------------------|--------------------------|
| <b>Employment and No FIP Benefits (%)</b>    |        |          |                        |                       |                   |                               |                        |                          |
| Quarter 1                                    | 23.4   | 23.6     | -0.2                   | -1.0                  | 1.9               | (-3.4, 2.9)                   | 950                    | 958                      |
| Quarter 2                                    | 38.0   | 37.2     | 0.8                    | 2.1                   | 2.2               | (-2.8, 4.4)                   | 950                    | 957                      |
| Quarter 3                                    | 46.3   | 45.5     | 0.8                    | 1.9                   | 2.2               | (-2.8, 4.5)                   | 950                    | 957                      |
| <b>Employment and FIP Benefits (%)</b>       |        |          |                        |                       |                   |                               |                        |                          |
| Quarter 1                                    | 29.3   | 27.8     | 1.6                    | 5.6                   | 2.0               | (-1.8, 4.9)                   | 950                    | 958                      |
| Quarter 2                                    | 20.9   | 21.2     | -0.3                   | -1.3                  | 1.8               | (-3.3, 2.7)                   | 950                    | 957                      |
| Quarter 3                                    | 14.9   | 13.6     | 1.4                    | 10.0                  | 1.6               | (-1.3, 4.0)                   | 950                    | 957                      |
| <b>No Employment and FIP Benefits (%)</b>    |        |          |                        |                       |                   |                               |                        |                          |
| Quarter 1                                    | 31.2   | 30.8     | 0.4                    | 1.5                   | 2.1               | (-3.0, 3.9)                   | 950                    | 958                      |
| Quarter 2                                    | 19.6   | 18.0     | 1.6                    | 8.9                   | 1.8               | (-1.3, 4.5)                   | 950                    | 957                      |
| Quarter 3                                    | 13.0   | 13.6     | -0.5                   | -3.9                  | 1.6               | (-3.1, 2.1)                   | 950                    | 957                      |
| <b>No Employment and No FIP Benefits (%)</b> |        |          |                        |                       |                   |                               |                        |                          |
| Quarter 1                                    | 16.1   | 17.8     | -1.8                   | -9.9                  | 1.7               | (-4.5, 1.0)                   | 950                    | 958                      |
| Quarter 2                                    | 21.5   | 23.6     | -2.1                   | -8.9                  | 1.9               | (-5.2, 1.0)                   | 950                    | 957                      |
| Quarter 3                                    | 25.7   | 27.4     | -1.7                   | -6.1                  | 1.9               | (-4.8, 1.5)                   | 950                    | 957                      |

Source: MI DHHS Administrative Records and National Directory of New Hires (NDNH).

Sample: Sample includes 1,908 (950 MI-GPS; 958 AEP/PATH) individuals with administrative and NDNH records.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.



## Exhibit E-4. Impacts on Job Characteristics

| Outcome   | MI-GPS      | AEP/PATH    | Difference<br>(Impact) | Percent<br>Impact (%) | Standard<br>Error | 90%<br>Confidence<br>Interval | Sample Size:<br>MI-GPS | Sample Size:<br>AEP/PATH |
|---|-------------|-------------|------------------------|-----------------------|-------------------|-------------------------------|------------------------|--------------------------|
| <b>Worked for pay during follow-up period (%)</b>         | 64.0        | 66.0        | -2.0                   | -3.1                  | 2.6               | (-6.3, 2.3)                   | 675                    | 649                      |
| Currently working for pay (%)                             | 41.4        | 43.8        | -2.3                   | -5.4                  | 2.7               | (-6.7, 2.0)                   | 675                    | 648                      |
| Time to employment (weeks)                                | 20.8        | 19.3        | 1.6                    | 8.1                   | 1.8               | (-1.4, 4.5)                   | 604                    | 578                      |
| <b>Pay and Hours Worked</b>                               |             |             |                        |                       |                   |                               |                        |                          |
| Weekly earnings (\$)                                      | 230         | 217         | 13                     | 6.0                   | 14                | (-10, 36)                     | 656                    | 626                      |
| Hours worked per week                                     | 20.9        | 21.0        | -0.0                   | -0.2                  | 1.0               | (-1.7, 1.6)                   | 666                    | 640                      |
| Current or most recent job paid (%):                      |             |             |                        |                       |                   |                               |                        |                          |
| Less than \$10/hour                                       | 31.1        | 30.9        | 0.2                    | 0.8                   | 2.6               | (-4.1, 4.5)                   | 662                    | 632                      |
| \$10-\$13/hour  | 23.6        | 25.4        | -1.8                   | -7.0                  | 2.4               | (-5.7, 2.1)                   | 662                    | 632                      |
| \$13-\$15/hour  | 2.9         | 3.1         | -0.2                   | -7.7                  | 1.0               | (-1.9, 1.4)                   | 662                    | 632                      |
| Greater than \$15/hour                                    | 5.7         | 5.7         | 0.0                    | 0.2                   | 1.2               | (-2.0, 2.0)                   | 662                    | 632                      |
| <i>Hourly wage for those who worked for pay (\$/hour)</i> | <i>10.6</i> | <i>10.3</i> | <i>0.3</i>             | <i>2.6</i>            | <i>0.3</i>        | <i>(-0.2, 0.8)</i>            | <i>423</i>             | <i>417</i>               |
| <b>Job Benefits (%)</b>                                   |             |             |                        |                       |                   |                               |                        |                          |
| Paid sick days  | 17.2        | 14.4        | 2.8                    | 19.5                  | 2.0               | (-0.5, 6.1)                   | 658                    | 620                      |
| Paid holidays   | 25.6        | 27.1        | -1.5                   | -5.6                  | 2.5               | (-5.6, 2.5)                   | 654                    | 632                      |
| Paid vacation   | 23.0        | 20.5        | 2.5                    | 12.3                  | 2.3               | (-1.2, 6.3)                   | 657                    | 624                      |
| Health insurance  | 29.4        | 26.9        | 2.5                    | 9.2                   | 2.5               | (-1.7, 6.7)                   | 656                    | 618                      |
| Retirement or pension benefits (%)                        | 18.9        | 18.6        | 0.3                    | 1.6                   | 2.2               | (-3.3, 3.9)                   | 636                    | 601                      |
| <b>Job Schedule (%)</b>                                   |             |             |                        |                       |                   |                               |                        |                          |
| Regular daytime schedule                                  | 39.7        | 37.1        | 2.6                    | 6.9                   | 2.7               | (-1.9, 7.1)                   | 674                    | 646                      |
| Regular evening shift                                     | 4.9         | 7.9         | -3.0**                 | -37.7                 | 1.4               | (-5.3, -0.7)                  | 674                    | 646                      |
| Regular night shift                                       | 5.4         | 7.0         | -1.6                   | -22.8                 | 1.5               | (-4.0, 0.8)                   | 674                    | 646                      |
| Rotating shift  | 5.6         | 4.8         | 0.7                    | 15.0                  | 1.3               | (-1.3, 2.8)                   | 674                    | 646                      |
| Other schedule  | 5.8         | 6.7         | -0.9                   | -13.5                 | 1.3               | (-3.1, 1.3)                   | 674                    | 646                      |

Source: Six Month Follow-up Survey.

Sample: Sample includes 1,325 (675 MI-GPS; 650 AEP/PATH) survey respondents. Non-experimental contrasts (italicized) includes 870 (436 MI-GPS; 434 AEP/PATH) survey respondents who worked since random assignment. Sample sizes vary for outcomes due to item nonresponse.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

All comparisons in the table are experimental. The third of the sample who never worked for pay are included in analysis with 0 values.

Time to employment estimates come from a survival analysis described in section E.2 (below).

Test of null-hypothesis that all impacts (other than time to employment) are zero:  $F(19,1305) = 1.24$ ;  $p\text{-value} = .22$ .

## E.2. Time to Hire Analysis

When analyzing time-to-hire, it is important to consider the individuals who were not hired prior to data collection. Standard regression techniques, like the ones described in section C.1 above, do not incorporate information about these individuals. To address this shortcoming, we instead use survival analysis, a standard technique developed to analyze time-dependent outcomes. Survival analysis draws on the information available about people who do not find work prior to data collection.

To implement survival analyses, we model the *likelihood* of time-to-hire. For each individual, the likelihood function calculates the probability of the observed time-to-hire given a set of parameter values and individual characteristics. This is either the probability of being hired  $d_i$  days after application, for people who were hired, or the probability of not being hired as of the date of survey completion, for people who were not hired. The overall likelihood function, constructed by multiplying the individual likelihoods together, captures the probability of all the time-to-hire data given a set of parameters. Maximum likelihood techniques identify the parameter values that make the observed data most probable. We use these techniques to estimate and predict the entire distribution of time-to-hire based on observed characteristics.

We model time-to-hire using the lognormal distribution. The likelihood function is based on the probability that individual  $i$  will be hired  $d_i$  days after application:

$$\Pr\{d_i|\mu, \sigma\} = \frac{1}{d_i} \varphi_{\mu, \sigma}(\ln d_i),$$

where  $\varphi_{\mu, \sigma}$  is the density function of the normal distribution

$$\varphi_{\mu, \sigma}(d) = \frac{1}{\sqrt{2\pi\sigma^2}} e^{-\frac{(d-\mu)^2}{2\sigma^2}}.$$

The parameter  $\mu$  is a function of the random assignment group (MI-GPS or AEP/PATH), baseline characteristics, and pre-intervention measures of key outcomes.

## E.3. Subgroup Analysis

We estimate impacts for subgroups defined by educational attainment at application, FIP benefit receipt prior to application, work history at application, and the location where services were delivered. We define these subgroups as:

- those who had a high school diploma/GED or lower level of education and those had some college or higher level of education at application;
- those who had never received FIP benefits prior to application and those who had;
- those who had not worked in the year prior to application and those who had; and
- those who received services in Genesee County and those who received services in Wayne County.

To estimate these impacts, we expand the impact model described in Appendix C to include an interaction term between the treatment indicator and the subgroup categories of interest, as follows:

$$y_i = \sum_s \alpha_s S_{si} + \sum_s \delta_s T_i S_{si} + \beta X_i + \varepsilon_i$$

In this equation, subgroups are identified by  $S_{si}$  and there is no omitted reference category. The regression directly calculates a separate control group mean ( $\alpha_s$ ) and impact ( $\delta_s$ ) for each subgroup. The term  $\delta_s$  captures the difference in outcomes between the treatment and control groups for subgroup  $s$ .

In addition to testing for impacts for each subgroup separately, we investigate whether impacts differ across subgroups. We use a Wald test to test the null hypothesis that impact of MI-GPS compared to AEP/PATH is the same for both groups. In the subgroup impact tables below, the results of this test appear in the Difference in Differences and p-value columns.

Exhibit E-5. Impacts on Employment and Earnings by Educational Attainment at Application

| Outcome                             | High School/GED or Lower |          |                     |                | Some College or More |          |                     |                | Difference in |         |
|-------------------------------------|--------------------------|----------|---------------------|----------------|----------------------|----------|---------------------|----------------|---------------|---------|
|                                     | MI-GPS                   | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS               | AEP/PATH | Difference (Impact) | Standard Error | Differences   | p-value |
| <b>Employment (%)</b>               |                          |          |                     |                |                      |          |                     |                |               |         |
| Any employment in quarters 1-5      | 81.1                     | 81.5     | -0.4                | 2.1            | 84.8                 | 84.3     | 0.5                 | 2.7            | -0.8          | 0.812   |
| Employed in quarter 1               | 48.4                     | 47.5     | 0.9                 | 2.7            | 59.1                 | 57.0     | 2.1                 | 3.6            | -1.1          | 0.803   |
| Employed in quarter 2               | 55.3                     | 53.3     | 2.0                 | 2.7            | 64.8                 | 66.1     | -1.3                | 3.5            | 3.4           | 0.449   |
| Employed in quarter 3               | 57.4                     | 54.6     | 2.7                 | 2.7            | 67.0                 | 65.8     | 1.2                 | 3.5            | 1.6           | 0.721   |
| Employed in quarter 4               | 58.3                     | 57.8     | 0.5                 | 2.7            | 66.2                 | 67.5     | -1.3                | 3.5            | 1.8           | 0.687   |
| Employed in quarter 5               | 61.1                     | 58.2     | 2.9                 | 2.7            | 64.1                 | 67.8     | -3.7                | 3.5            | 6.6           | 0.134   |
| Number of employers quarters 1-5    | 2.3                      | 2.2      | 0.1                 | 0.1            | 2.3                  | 2.3      | 0.0                 | 0.1            | 0.1           | 0.533   |
| <b>Earnings (\$)</b>                |                          |          |                     |                |                      |          |                     |                |               |         |
| Cumulative earnings in quarters 1-5 | 7,898                    | 7,180    | 718                 | 464            | 12,955               | 12,378   | 577                 | 941            | 141           | 0.892   |
| Earnings in quarter 1               | 1,186                    | 976      | 210 **              | 97             | 1,833                | 1,750    | 84                  | 200            | 126           | 0.564   |
| Earnings in quarter 2               | 1,425                    | 1,375    | 50                  | 112            | 2,515                | 2,218    | 297                 | 232            | -247          | 0.329   |
| Earnings in quarter 3               | 1,593                    | 1,500    | 93                  | 116            | 2,781                | 2,691    | 91                  | 239            | 3             | 0.992   |
| Earnings in quarter 4               | 1,760                    | 1,591    | 168                 | 124            | 2,834                | 2,779    | 55                  | 242            | 114           | 0.674   |
| Earnings in quarter 5               | 1,938                    | 1,736    | 202                 | 133            | 2,992                | 2,941    | 52                  | 250            | 150           | 0.594   |

Source: National Directory of New Hires.

Sample: Sample includes 1,880 (935 MI-GPS; 945 AEP/PATH) individuals with NDNH data and data on educational attainment at application; 1,205 (611 MI-GPS; 594 AEP/PATH) with a high school diploma, GED or lower level of educational attainment at application and 675 (324 MI-GPS; 351 AEP/PATH) with some college or higher educational attainment at application.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

**Exhibit E-6. Impacts on Employment and Earnings by Family Independence Program Benefit History at Application**

| Outcome                             | Never Received FIP Benefits |          |                     |                | Previously Received FIP Benefits |          |                     |                | Difference in |         |
|-------------------------------------|-----------------------------|----------|---------------------|----------------|----------------------------------|----------|---------------------|----------------|---------------|---------|
|                                     | MI-GPS                      | AEP-PATH | Difference (Impact) | Standard Error | MI-GPS                           | AEP/PATH | Difference (Impact) | Standard Error | Differences   | p-value |
| <b>Employment (%)</b>               |                             |          |                     |                |                                  |          |                     |                |               |         |
| Any employment in quarters 1-5      | 80.2                        | 83.9     | -3.7                | 2.4            | 84.1                             | 82.4     | 1.7                 | 2.5            | -5.4          | 0.119   |
| Employed in quarter 1               | 50.2                        | 49.9     | 0.3                 | 3.1            | 55.2                             | 55.1     | 0.1                 | 3.3            | 0.2           | 0.965   |
| Employed in quarter 2               | 55.7                        | 58.7     | -3.0                | 3.0            | 61.9                             | 59.8     | 2.1                 | 3.3            | -5.0          | 0.258   |
| Employed in quarter 3               | 57.4                        | 59.9     | -2.5                | 3.0            | 64.7                             | 59.0     | 5.7 *               | 3.3            | -8.1 *        | 0.068   |
| Employed in quarter 4               | 57.2                        | 60.3     | -3.2                | 3.0            | 64.7                             | 63.6     | 1.2                 | 3.2            | -4.3          | 0.326   |
| Employed in quarter 5               | 59.7                        | 58.5     | 1.2                 | 3.1            | 64.4                             | 67.3     | -2.9                | 3.2            | 4.1           | 0.348   |
| Number of employers quarters 1-5    | 2.2                         | 2.2      | 0.0                 | 0.1            | 2.4                              | 2.3      | 0.1                 | 0.1            | -0.1          | 0.626   |
| <b>Earnings (\$)</b>                |                             |          |                     |                |                                  |          |                     |                |               |         |
| Cumulative earnings in quarters 1-5 | 9,052                       | 8,934    | 118                 | 631            | 10,794                           | 9,866    | 928                 | 723            | -811          | 0.399   |
| Earnings in quarter 1               | 1,317                       | 1,216    | 101                 | 126            | 1,602                            | 1,467    | 135                 | 157            | -34           | 0.864   |
| Earnings in quarter 2               | 1,630                       | 1,639    | -9                  | 147            | 2,096                            | 1,858    | 238                 | 174            | -247          | 0.264   |
| Earnings in quarter 3               | 1,866                       | 1,979    | -113                | 163            | 2,220                            | 1,968    | 252                 | 176            | -366          | 0.133   |
| Earnings in quarter 4               | 2,015                       | 1,984    | 31                  | 170            | 2,384                            | 2,192    | 192                 | 188            | -161          | 0.531   |
| Earnings in quarter 5               | 2,228                       | 2,113    | 114                 | 180            | 2,493                            | 2,381    | 112                 | 189            | 2             | 0.994   |

Source: National Directory of New Hires.

Sample: Sample includes 1,749 (472 MI-GPS; 485 AEP/PATH) individuals with NDNH data and data on FIP benefit history at application; 957 (472 MI-GPS; 485 AEP/PATH) who had never received FIP benefits prior to application and 792 (416 MI-GPS; 376 AEP/PATH) who had received FIP benefits prior to application.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

## Exhibit E-7. Impacts on Employment and Earnings by Employment History at Application

| Outcome                             | No Employment in Year Prior to Application |          |                     |                | Employment in Year Prior to Application |          |                     |                | Difference in |         |
|-------------------------------------|--|----------|---------------------|----------------|---|----------|---------------------|----------------|---------------|---------|
|                                     | MI-GPS                                     | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS                                  | AEP/PATH | Difference (Impact) | Standard Error | Differences   | p-value |
| Employment (%)                      |  |          |                     |                |   |          |                     |                |               |         |
| Any employment in quarters 1-5      | 74.7                                       | 74.9     | -0.1                | 3.2            | 87.0                                    | 87.4     | -0.3                | 2.0            | 0.2           | 0.953   |
| Employed in quarter 1               | 37.1                                       | 37.7     | -0.6                | 3.6            | 60.4                                    | 59.4     | 1.0                 | 2.9            | -1.7          | 0.717   |
| Employed in quarter 2               | 49.0                                       | 46.6     | 2.4                 | 3.6            | 64.5                                    | 64.7     | -0.1                | 2.8            | 2.5           | 0.576   |
| Employed in quarter 3               | 48.2                                       | 50.0     | -1.8                | 3.6            | 68.3                                    | 64.1     | 4.2                 | 2.8            | -6.0          | 0.188   |
| Employed in quarter 4               | 49.5                                       | 52.3     | -2.8                | 3.6            | 68.3                                    | 68.1     | 0.2                 | 2.7            | -3.0          | 0.511   |
| Employed in quarter 5               | 52.8                                       | 50.6     | 2.3                 | 3.7            | 67.7                                    | 68.7     | -1.0                | 2.8            | 3.3           | 0.474   |
| Number of employers quarters 1-5    | 2.0  | 1.9      | 0.0                 | 0.1            | 2.4                                     | 2.4      | 0.1                 | 0.1            | 0.0           | 0.779   |
| Earnings (\$)                       |  |          |                     |                |   |          |                     |                |               |         |
| Cumulative earnings in quarters 1-5 | 6,279                                      | 5,623    | 656                 | 605            | 11,909                                  | 11,359   | 550                 | 654            | 106           | 0.903   |
| Earnings in quarter 1               | 878  | 735      | 143                 | 146            | 1,720                                   | 1,573    | 146                 | 131            | -3            | 0.986   |
| Earnings in quarter 2               | 1,268                                      | 956      | 312 *               | 168            | 2,174                                   | 2,154    | 20                  | 152            | 292           | 0.183   |
| Earnings in quarter 3               | 1,287                                      | 1,198    | 89                  | 149            | 2,491                                   | 2,421    | 71                  | 165            | 18            | 0.935   |
| Earnings in quarter 4               | 1,271                                      | 1,343    | -73                 | 150            | 2,710                                   | 2,498    | 211                 | 173            | -284          | 0.211   |
| Earnings in quarter 5               | 1,576                                      | 1,390    | 186                 | 167            | 2,819                                   | 2,710    | 110                 | 179            | 76            | 0.752   |

Source: National Directory of New Hires.

Sample: Sample includes 1,782 (935 MI-GPS; 847 AEP/PATH) individuals with NDNH data and self-reported information on work prior to application; 675 (325 MI-GPS; 350 AEP/PATH) who had not worked in the 12 months prior to application and 1,107 (560 MI-GPS; 547 AEP/PATH) who worked in the 12 months prior to application.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

## Exhibit E-8. Impacts on Employment and Earnings by County

| Outcome                             | Genesee County |          |                     |                | Wayne County |          |                     |                | Difference in |         |
|-------------------------------------|----------------|----------|---------------------|----------------|--------------|----------|---------------------|----------------|---------------|---------|
|                                     | MI-GPS         | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS       | AEP/PATH | Difference (Impact) | Standard Error | Differences   | p-value |
| <b>Employment (%)</b>               |                |          |                     |                |              |          |                     |                |               |         |
| Any employment in quarters 1-5      | 82.5           | 82.6     | -0.1                | 2.2            | 83.0         | 82.8     | 0.2                 | 2.6            | -0.3          | 0.917   |
| Employed in quarter 1               | 47.2           | 49.9     | -2.7                | 2.8            | 60.7         | 53.5     | 7.2 **              | 3.4            | -9.9 **       | 0.025   |
| Employed in quarter 2               | 56.4           | 57.4     | -1.0                | 2.8            | 62.6         | 59.9     | 2.7                 | 3.3            | -3.8          | 0.383   |
| Employed in quarter 3               | 60.2           | 56.7     | 3.5                 | 2.8            | 62.8         | 62.5     | 0.3                 | 3.3            | 3.2           | 0.458   |
| Employed in quarter 4               | 61.2           | 59.5     | 1.7                 | 2.7            | 61.9         | 65.0     | -3.2                | 3.3            | 4.9           | 0.251   |
| Employed in quarter 5               | 61.5           | 60.2     | 1.3                 | 2.7            | 63.5         | 65.0     | -1.5                | 3.4            | 2.8           | 0.521   |
| Number of employers quarters 1-5    | 2.3            | 2.2      | 0.1                 | 0.1            | 2.2          | 2.2      | 0.0                 | 0.1            | 0.1           | 0.385   |
| <b>Earnings (\$)</b>                |                |          |                     |                |              |          |                     |                |               |         |
| Cumulative earnings in quarters 1-5 | 8,250          | 7,870    | 380                 | 509            | 11,995       | 10,986   | 1,010               | 813            | -630          | 0.512   |
| Earnings in quarter 1               | 1,130          | 1,100    | 30                  | 104            | 1,858        | 1,513    | 345 **              | 175            | -315          | 0.119   |
| Earnings in quarter 2               | 1,508          | 1,484    | 24                  | 125            | 2,281        | 1,993    | 288                 | 196            | -264          | 0.252   |
| Earnings in quarter 3               | 1,761          | 1,654    | 108                 | 130            | 2,456        | 2,382    | 74                  | 201            | 33            | 0.890   |
| Earnings in quarter 4               | 1,877          | 1,745    | 132                 | 138            | 2,574        | 2,478    | 97                  | 206            | 35            | 0.887   |
| Earnings in quarter 5               | 1,977          | 1,885    | 92                  | 142            | 2,827        | 2,620    | 207                 | 218            | -115          | 0.657   |

Source: National Directory of New Hires.

Sample: Sample includes 1,908 (950 MI-GPS; 958 AEP/PATH) individuals with NDNH data; 1,132 (569 MI-GPS; 563 AEP/PATH) in Genesee County and 776 (387 MI-GPS; 389 AEP/PATH) in Wayne County.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Exhibit E-9. Impacts on FIP and SNAP Benefit Receipt by Educational Attainment at Application

| Outcome  | High School/GED or Lower |          |                     |                | Some College or More |          |                     |                | Difference in Differences |         |
|--|--------------------------|----------|---------------------|----------------|----------------------|----------|---------------------|----------------|---------------------------|---------|
|  | MI-GPS                   | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS               | AEP/PATH | Difference (Impact) | Standard Error |                           | p-value |
| Family Independence Program (FIP)                  |                          |          |                     |                |                      |          |                     |                |                           |         |
| Completed applicant eligibility period (%)         | 70.3                     | 66.4     | 4.0                 | 2.6            | 59.7                 | 60.8     | -1.1                | 3.6            | 5.1                       | 0.251   |
| Received benefits (%)                              |                          |          |                     |                |                      |          |                     |                |                           |         |
| Quarters 1-3                                       | 67.3                     | 64.9     | 2.4                 | 2.6            | 64.3                 | 61.1     | 3.2                 | 3.6            | -0.9                      | 0.846   |
| Quarter 1  | 61.7                     | 59.6     | 2.1                 | 2.7            | 59.8                 | 55.6     | 4.3                 | 3.7            | -2.2                      | 0.631   |
| Quarter 2  | 42.2                     | 39.0     | 3.2                 | 2.7            | 39.2                 | 38.6     | 0.6                 | 3.7            | 2.6                       | 0.569   |
| Quarter 3  | 30.5                     | 29.0     | 1.6                 | 2.5            | 27.7                 | 24.3     | 3.4                 | 3.3            | -1.8                      | 0.671   |
| Benefit amount (\$)                                |                          |          |                     |                |                      |          |                     |                |                           |         |
| Quarters 1-3                                       | 1,431                    | 1,357    | 74                  | 83             | 1,345                | 1,255    | 90                  | 109            | -16                       | 0.909   |
| Quarter 1  | 674                      | 649      | 25                  | 36             | 659                  | 612      | 48                  | 49             | -22                       | 0.716   |
| Quarter 2  | 441                      | 406      | 35                  | 34             | 393                  | 376      | 17                  | 43             | 18                        | 0.747   |
| Quarter 3  | 316                      | 302      | 14                  | 31             | 292                  | 268      | 25                  | 41             | -11                       | 0.828   |
| Supplemental Nutritional Assistance Program (SNAP) |                          |          |                     |                |                      |          |                     |                |                           |         |
| Received benefits (%)                              |                          |          |                     |                |                      |          |                     |                |                           |         |
| Quarters 1-3                                       | 92.8                     | 93.9     | -1.1                | 1.3            | 93.6                 | 93.1     | 0.5                 | 1.7            | -1.6                      | 0.467   |
| Quarter 1  | 90.7                     | 91.7     | -1.0                | 1.5            | 90.6                 | 91.5     | -0.9                | 2.0            | -0.1                      | 0.960   |
| Quarter 2  | 86.2                     | 89.5     | -3.4 *              | 1.8            | 84.6                 | 85.7     | -1.1                | 2.5            | -2.3                      | 0.462   |
| Quarter 3  | 84.7                     | 86.9     | -2.1                | 1.9            | 81.3                 | 79.1     | 2.2                 | 2.9            | -4.3                      | 0.214   |
| Benefit amount (\$)                                |                          |          |                     |                |                      |          |                     |                |                           |         |
| Quarters 1-3                                       | 3,083                    | 3,223    | -140                | 88             | 2,770                | 2,964    | -194 *              | 116            | 55                        | 0.707   |
| Quarter 1  | 1,084                    | 1,119    | -35                 | 32             | 1,027                | 1,100    | -73 *               | 42             | 38                        | 0.468   |
| Quarter 2  | 1,051                    | 1,107    | -56                 | 38             | 923                  | 986      | -63                 | 47             | 7                         | 0.907   |
| Quarter 3  | 948                      | 996      | -48                 | 32             | 820                  | 878      | -58                 | 44             | 10                        | 0.860   |

Source: MI DHHS Administrative Records.

Sample: Sample includes 2,020 (1,003 MI-GPS; 1,017 AEP/PATH) individuals with administrative data and data on educational attainment at application; 1,293 (654 MI-GPS; 639 AEP/PATH) with a high school diploma, GED or lower level of educational attainment at application and 727 (349 MI-GPS; 378 AEP/PATH) with some college or higher educational attainment at application.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.



Exhibit E-10. Impacts on FIP and SNAP Benefit Receipt by FIP Benefit History at Application

| Outcome  | Never Received FIP Benefits |          |                     |                | Previously Received FIP Benefits |          |                     |                | Difference     |         |
|--|-----------------------------|----------|---------------------|----------------|----------------------------------|----------|---------------------|----------------|----------------|---------|
|  | MI-GPS                      | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS                           | AEP/PATH | Difference (Impact) | Standard Error | in Differences | p-value |
| Family Independence Program (FIP)                |                             |          |                     |                |                                  |          |                     |                |                |         |
| Completed applicant eligibility period (%)       | 60.0                        | 57.3     | 2.7                 | 3.1            | 74.0                             | 72.5     | 1.5                 | 3.0            | 1.3            | 0.772   |
| Received benefits (%)                            |                             |          |                     |                |                                  |          |                     |                |                |         |
| Quarters 1-3                                     | 62.5                        | 56.5     | 6.0 **              | 3.0            | 70.5                             | 72.0     | -1.5                | 3.1            | 7.5 *          | 0.080   |
| Quarter 1  | 57.4                        | 51.9     | 5.5 *               | 3.1            | 64.7                             | 65.1     | -0.4                | 3.3            | 5.9            | 0.192   |
| Quarter 2  | 38.9                        | 38.0     | 0.9                 | 3.0            | 43.2                             | 39.6     | 3.7                 | 3.4            | -2.8           | 0.547   |
| Quarter 3  | 29.8                        | 26.0     | 3.9                 | 2.8            | 29.2                             | 30.0     | -0.8                | 3.2            | 4.7            | 0.276   |
| Benefit amount (\$)                              |                             |          |                     |                |                                  |          |                     |                |                |         |
| Quarters 1-3                                     | 1,257                       | 1,206    | 52                  | 91             | 1,545                            | 1,439    | 106                 | 104            | -53.7          | 0.700   |
| Quarter 1  | 579                         | 559      | 20                  | 39             | 763                              | 723      | 39                  | 47             | -19.5          | 0.751   |
| Quarter 2  | 381                         | 385      | -3                  | 36             | 470                              | 394      | 76 *                | 43             | -79.5          | 0.158   |
| Quarter 3  | 297                         | 262      | 35                  | 33             | 312                              | 322      | -10                 | 40             | 45.3           | 0.383   |
| Supplemental Nutrition Assistance Program (SNAP) |                             |          |                     |                |                                  |          |                     |                |                |         |
| Received benefits (%)                            |                             |          |                     |                |                                  |          |                     |                |                |         |
| Quarters 1-3                                     | 89.6                        | 91.6     | -2.0                | 1.7            | 97.5                             | 97.8     | -0.2                | 1.0            | -1.8           | 0.370   |
| Quarter 1  | 86.9                        | 88.7     | -1.8                | 1.9            | 94.9                             | 96.8     | -1.9                | 1.4            | 0.1            | 0.978   |
| Quarter 2  | 82.0                        | 85.5     | -3.5                | 2.2            | 89.3                             | 91.6     | -2.4                | 2.0            | -1.1           | 0.700   |
| Quarter 3  | 79.6                        | 81.3     | -1.7                | 2.4            | 87.5                             | 87.5     | 0.1                 | 2.2            | -1.8           | 0.584   |
| Benefit amount (\$)                              |                             |          |                     |                |                                  |          |                     |                |                |         |
| Quarters 1-3                                     | 2,578                       | 2,743    | -166 *              | 99             | 3,389                            | 3,572    | -183 *              | 107            | 17.4           | 0.904   |
| Quarter 1  | 895                         | 959      | -64 *               | 35             | 1,251                            | 1,288    | -37                 | 40             | -26.5          | 0.614   |
| Quarter 2  | 873                         | 932      | -59                 | 41             | 1,141                            | 1,219    | -78 *               | 46             | 19.0           | 0.758   |
| Quarter 3  | 810                         | 853      | -43                 | 36             | 997                              | 1,065    | -68 *               | 41             | 24.9           | 0.645   |

Source: MI DHHS Administrative Records.

Sample: Sample includes 1,885 (954 MI-GPS; 931 AEP/PATH) individuals with administrative data and data on FIP benefit history at application; 1,029 (505 MI-GPS; 524 AEP/PATH) who had never received FIP benefits prior to application and 856 (449 MI-GPS; 407 AEP/PATH) who had received FIP benefits prior to application.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Exhibit E-11. Impacts on FIP and SNAP Benefit Receipt by Employment History at Application

| Outcome  | No Employment in Year Prior to Application |          |                     |                | Employment in Year Prior to Application |          |                     |                | Difference in Differences |         |
|--|--|----------|---------------------|----------------|---|----------|---------------------|----------------|---------------------------|---------|
|  | MI-GPS                                     | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS                                  | AEP/PATH | Difference (Impact) | Standard Error |                           | p-value |
| Family Independence Program (FIP)                |  |          |                     |                |   |          |                     |                |                           |         |
| Completed applicant eligibility period (%)       | 64.0                                       | 64.4     | -0.3                | 3.5            | 68.1                                    | 63.6     | 4.5 *               | 2.7            | -4.8                      | 0.278   |
| Received benefits (%)                            |  |          |                     |                |   |          |                     |                |                           |         |
| Quarters 1-3                                     | 69.5                                       | 66.2     | 3.3                 | 3.4            | 65.3                                    | 61.9     | 3.4                 | 2.7            | -0.1                      | 0.987   |
| Quarter 1  | 64.4                                       | 61.2     | 3.2                 | 3.6            | 60.0                                    | 56.9     | 3.1                 | 2.8            | 0.1                       | 0.987   |
| Quarter 2  | 44.4                                       | 43.1     | 1.3                 | 3.7            | 39.3                                    | 36.9     | 2.4                 | 2.8            | -1.1                      | 0.808   |
| Quarter 3  | 31.2                                       | 32.7     | -1.6                | 3.5            | 28.7                                    | 24.0     | 4.7 *               | 2.6            | -6.3                      | 0.148   |
| Benefit amount (\$)                              |  |          |                     |                |   |          |                     |                |                           |         |
| Quarters 1-3                                     | 1,493                                      | 1,453    | 40                  | 116            | 1,342                                   | 1,251    | 92                  | 85             | -51.5                     | 0.719   |
| Quarter 1  | 716  | 666      | 50                  | 49             | 643                                     | 625      | 17                  | 38             | 32.5                      | 0.602   |
| Quarter 2  | 455  | 455      | 0                   | 47             | 405                                     | 364      | 41                  | 34             | -40.7                     | 0.480   |
| Quarter 3  | 322  | 332      | -10                 | 43             | 295                                     | 261      | 33                  | 31             | -43.3                     | 0.412   |
| Supplemental Nutrition Assistance Program (SNAP) |  |          |                     |                |   |          |                     |                |                           |         |
| Received benefits (%)                            |  |          |                     |                |   |          |                     |                |                           |         |
| Quarters 1-3                                     | 93.6                                       | 94.1     | -0.5                | 1.6            | 93.1                                    | 93.1     | 0.1                 | 1.4            | -0.6                      | 0.785   |
| Quarter 1  | 91.7                                       | 91.8     | 0.0                 | 1.9            | 90.2                                    | 91.0     | -0.9                | 1.6            | 0.8                       | 0.737   |
| Quarter 2  | 87.2                                       | 89.1     | -1.9                | 2.3            | 84.4                                    | 87.0     | -2.5                | 2.0            | 0.7                       | 0.825   |
| Quarter 3  | 85.0                                       | 87.2     | -2.2                | 2.5            | 82.8                                    | 81.9     | 0.9                 | 2.2            | -3.2                      | 0.334   |
| Benefit amount (\$)                              |  |          |                     |                |   |          |                     |                |                           |         |
| Quarters 1-3                                     | 3,056                                      | 3,148    | -92                 | 112            | 2,890                                   | 3,088    | -198 **             | 94             | 105.7                     | 0.468   |
| Quarter 1  | 1,100                                      | 1,093    | 8                   | 42             | 1,035                                   | 1,111    | -76 **              | 33             | 83.6                      | 0.115   |
| Quarter 2  | 1,028                                      | 1,060    | -31                 | 47             | 979                                     | 1,055    | -76 *               | 40             | 44.9                      | 0.467   |
| Quarter 3  | 927  | 995      | -69                 | 42             | 876                                     | 922      | -46                 | 35             | -22.8                     | 0.674   |

Source: MI DHHS Administrative Records.

Sample: Sample includes 1,915 (948 MI-GPS; 967 AEP/PATH) individuals with administrative data and self-reported information on work prior to application; 732 (356 MI-GPS; 376 AEP/PATH) who had not worked in the 12 months prior to application and 1,183 (592 MI-GPS; 591 AEP/PATH) who worked in the 12 months prior to application.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

Exhibit E-12. Impacts on FIP and SNAP Benefit Receipt by County

| Outcome  | Genesee County |          |                     |                | Wayne County |          |                     |                | Difference     |         |
|--|----------------|----------|---------------------|----------------|--------------|----------|---------------------|----------------|----------------|---------|
|  | MI-GPS         | AEP/PATH | Difference (Impact) | Standard Error | MI-GPS       | AEP/PATH | Difference (Impact) | Standard Error | in Differences | p-value |
| Family Independence Program (FIP)                |                |          |                     |                |              |          |                     |                |                |         |
| Completed applicant eligibility period (%)       | 73.7           | 68.7     | 5.0 *               | 2.6            | 54.8         | 57.4     | -2.7                | 3.4            | 7.6 *          | 0.071   |
| Received benefits (%)                            |                |          |                     |                |              |          |                     |                |                |         |
| Quarters 1-3                                     | 71.7           | 67.2     | 4.5 *               | 2.6            | 57.8         | 57.9     | -0.1                | 3.4            | 4.6            | 0.276   |
| Quarter 1  | 64.6           | 60.5     | 4.1                 | 2.7            | 55.0         | 54.6     | 0.4                 | 3.4            | 3.8            | 0.385   |
| Quarter 2  | 45.3           | 41.6     | 3.6                 | 2.8            | 34.8         | 35.0     | -0.1                | 3.3            | 3.8            | 0.388   |
| Quarter 3  | 33.5           | 30.8     | 2.7                 | 2.7            | 22.5         | 22.2     | 0.3                 | 2.9            | 2.4            | 0.537   |
| Benefit amount (\$)                              |                |          |                     |                |              |          |                     |                |                |         |
| Quarters 1-3                                     | 1,474          | 1,351    | 123                 | 84             | 1,264        | 1,272    | -8                  | 105            | 130.3          | 0.331   |
| Quarter 1  | 688            | 631      | 56                  | 37             | 632          | 639      | -7                  | 47             | 63.0           | 0.290   |
| Quarter 2  | 459            | 404      | 54                  | 34             | 364          | 383      | -19                 | 41             | 73.2           | 0.172   |
| Quarter 3  | 327            | 315      | 12                  | 32             | 267          | 249      | 18                  | 37             | -5.9           | 0.904   |
| Supplemental Nutrition Assistance Program (SNAP) |                |          |                     |                |              |          |                     |                |                |         |
| Received benefits (%)                            |                |          |                     |                |              |          |                     |                |                |         |
| Quarters 1-3                                     | 92.4           | 92.6     | -0.2                | 1.4            | 93.3         | 95.3     | -1.9                | 1.6            | 1.7            | 0.407   |
| Quarter 1  | 90.3           | 90.5     | -0.2                | 1.6            | 90.4         | 93.4     | -3.0                | 1.9            | 2.8            | 0.255   |
| Quarter 2  | 85.9           | 87.5     | -1.6                | 1.9            | 84.7         | 88.4     | -3.7                | 2.3            | 2.1            | 0.479   |
| Quarter 3  | 83.3           | 83.3     | 0.0                 | 2.1            | 83.5         | 84.9     | -1.4                | 2.5            | 1.4            | 0.676   |
| Benefit amount (\$)                              |                |          |                     |                |              |          |                     |                |                |         |
| Quarters 1-3                                     | 2,983          | 3,057    | -73                 | 94             | 2,938        | 3,219    | -281 ***            | 106            | 207.3          | 0.142   |
| Quarter 1  | 1,066          | 1,086    | -20                 | 35             | 1,061        | 1,149    | -88 **              | 36             | 68.0           | 0.176   |
| Quarter 2  | 1,033          | 1,056    | -23                 | 42             | 959          | 1,065    | -107 ***            | 40             | 83.7           | 0.147   |
| Quarter 3  | 884            | 914      | -30                 | 33             | 918          | 1,004    | -86 **              | 42             | 55.6           | 0.296   |

Source: MI DHHS Administrative Records.

Sample: Sample includes 2,054 (1,021 MI-GPS; 1,033 AEP/PATH) individuals with administrative data; 1,216 (606 MI-GPS; 610 AEP/PATH) in Genesee County and 838 (415 MI-GPS; 423 AEP/PATH) in Wayne County.

Notes: Statistical significance levels for two-sided tests are indicated with asterisks, as follows: \*\*\* = 1 percent; \*\* = 5 percent; \* = 10 percent.

## References

Puma, Michael J., Robert B. Olsen, Stephen H. Bell, and Cris Price. 2009. *What to Do When Data Are Missing in Group Randomized Controlled Trials*. NCEE 2009-0049. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

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