

LIST OF PROGRAM EVALUATIONS ADMINISTRATION FOR CHILDREN AND FAMILIES

Summary of findings and recommendations of program evaluations completed during FY 2007:

- National Survey of Child and Adolescent Well-Being, No. 8: Need for Early Intervention Services Among Infants and Toddlers in Child Welfare (August, 2007)
 - This research brief focuses on the 2,015 children who were infants or toddlers when they were first involved in investigations of maltreatment. The data used here were collected between 1999 and 2004 and are drawn from standardized measures of child development as well as caregiver and caseworkers interviews at baseline and at 12-, 18-, and 36-month follow-ups for all children who were under 3 at baseline in the NSCAW Child Protective Services (CPS) sample.
 - Key findings:
 - Infants and toddlers in the child welfare system show higher rates of need for Part C early intervention services due to developmental delay or an established medical condition than do U.S. children overall.
 - Infants and toddlers in unsubstantiated cases show greater need for Part C early intervention services due to developmental delay or an established medical condition at the time of contact with CWS than do infants and toddlers in substantiated cases.
 - Although infants and toddlers in CWS investigations show higher rates of having an IFSP than U.S. children overall, many of those in need due to developmental delay or an established medical condition never received an IFSP or an IEP.
 - Developmental delay did not predict receiving an IFSP at baseline but was a strong predictor of both IFSP and IEP services at the 18- and 36-month follow-ups.
 - Infants and toddlers with substantiated cases were more likely than children in unsubstantiated cases to have an IFSP even if they did not have a developmental delay or an established medical condition. Moreover, children receiving services at their biological home from CWS and those placed in foster and kinship care were more likely to have an IFSP than children in their biological home without CWS services.

- National Survey of Child and Adolescent Well-Being, No. 7: Special Health Care Needs Among Children in Child Welfare (July, 2007)
 - This research brief examines the presence of special health care needs among children in the child welfare system (CWS). It specifically examines the presence of chronic health conditions (e.g., asthma, diabetes) and special needs (e.g., emotional disturbance, speech impairment, developmental delay). It provides information about the rates of these health conditions and special needs over the course of a 3-year period.
 - Key findings:
 - Children in the CWS show rates of chronic health conditions, particularly asthma, that are relatively comparable to national estimates for all U.S. children. However, children with a history of out-of-home placement have higher rates of chronic health conditions than are described for children across the country.
 - Children in the CWS show higher rates of special needs than children in the typical U.S. population. An especially high proportion of children with a history of out-of-home placement were identified as having special needs. About half of

- adopted children were identified over a 3-year period as having a special need.
 - Having a history of multiple problems is the norm for children in the child welfare system with reported histories of chronic health conditions or special needs. Forty-two percent of children with a chronic health condition were reported to have had two or more chronic health conditions over the course of three years. Among those reported to have ever had a special need, 73 percent were reported to have had two or more special needs over the 3-year period.
 - Half of the children coming to the attention of CWS for maltreatment were reported over the course of 3 years to have a chronic health condition or a special need or both.
- The Employment Retention and Advancement Project: Results from the Personal Roads to Individual Development and Employment (PRIDE) Program in New York City (July, 2007)
 - The Employment Retention and Advancement Project is a comprehensive effort to learn about effective strategies to promote employment retention and advancement among welfare recipients and low-wage workers.
 - PRIDE generated increases in employment throughout the two-year follow-up period. Nevertheless, most people in the PRIDE group did not work, and many of those who did work lost their jobs fairly quickly. PRIDE significantly reduced the amount of welfare that families received; this reduction occurred both because the program increased employment and because it sanctioned many recipients for failing to comply with program rules.
- Temporary Assistance for Needy Families (TANF) Caseload Composition and Leavers Synthesis (March, 2007)
 - The purpose of this report is to summarize what we know about these issues for current TANF recipients and former recipients (“leavers”) from existing literature and to update our knowledge with new analysis using more recent data.
 - Key findings:
 - In general, there were few changes to the composition of the caseload and the characteristics of leavers in the last 5 to 10 years.
 - Despite the massive decrease in welfare caseloads (more than 50 percent reduction from 1996 to 2006) and the very different economic climate during the early (1997-2001) and late (1999-2005) TANF periods, the demographic characteristics of families on welfare, and leavers, are remarkably stable.
 - There has been little change in barriers to employment among recipients and leavers over time.
 - TANF recipients continue to be better off, in terms of income, after leaving welfare than while on welfare.
- Local Implementation of TANF in Five Sites: A Description of Current Practices (January, 2007)
 - Determine how local management of TANF programs has adapted practices to address changing needs and improve program results.
 - Findings:
 - TANF programs continue to evolve.
 - Program goals and philosophies varied considerably from site to site.
 - Most changes in policies and procedures affecting the local implementation of TANF originated at the state level.
 - Locally initiated changes most often involved office procedures.
 - State and local policies and procedures have been adopted that by design or

- otherwise, have limited participation in TANF cash assistance.
 - Institutional structures have become more complex in most of the local sites in recent years.
- FACES 2003 Research Brief: Children’s Outcomes and Program Quality in Head Start (December, 2006)
 - FACES provides longitudinal information on a periodic basis on the characteristics, experiences, and outcomes for children and families served by Head Start. FACES also observes the relationship among family and program characteristics and outcomes.
 - Key findings on academic skills: most children enter Head Start with below-average skills; Head Start children showed significant gains in vocabulary, early math, and early writing skills during the Head Start program year; Head Start children also showed small gains in other literacy-related areas, such as phonemic awareness and print concepts; and Hispanic children in Head Start showed significant gains in vocabulary over the course of the Head Start year.
 - Findings on children’s social skills: Head Start children showed significant gains in cooperative classroom behavior from fall 2003 to spring 2004. They also demonstrated reductions in teacher-rated withdrawn behavior. Declines in teacher-rated hyperactive behavior were not seen, although such declines were observed in FACES 1997 and FACES 2000.
 - Cross-cohort comparison findings: the average number of letters that average Head Start children know by the end of the program year continues to increase (compared to FACES 1997 and FACES 2000 findings); the gap between the early reading skills of Head Start children (four years and older) and national norms for all U.S. children of the same age narrowed significantly from fall 2003 to spring 2004; the gains in early reading skills were larger than those observed in prior FACES cohorts. While Head Start children (four years and older) showed significant gains in vocabulary knowledge from fall 2003 to spring 2004, the size of the gains has not increased across cohorts.
 - Head Start children and families key findings: Head Start serves a diverse group of children; approximately one third of Head Start children are English language learners; a majority of mothers of Head Start children are in their twenties, single, in the workforce, and hold a high school diploma; a majority of fathers of Head Start children are single, employment full-time, hold a high school diploma, and do not reside with their children enrolled in Head Start; and Head Start families have low incomes.

Further detail on the findings and recommendations of the following program evaluations completed during FY 2007 can be found at <http://aspe.hhs.gov/pic/performance/> including program improvement results from the evaluation:

- Assets for Independence Program: Status at the Conclusion of the Sixth Year (10/01/07)
- Evaluation of the Infant Adoption Awareness Training Program (10/01/07)
- Findings from the Survey of Early Head Start Programs: Communities, Programs, and Families (08/30/07)
- Findings from a Retrospective Survey of Faith Based and Community Organizations: An Assessment of the Compassion Capital Fund (08/08/07)
- Assessing Child Support Arrears in Nine Large States and the Nation (07/11/07)
- The Employment Retention and Advancement Project: Results from the Post-Assistance Self-Sufficiency (PASS) Program in Riverside, California (05/15/07)
- Impacts of Four Title V, Section 510 Abstinence Education Programs (04/01/07)
- Evaluation of Child Care Subsidy Strategies: Findings from Project Upgrade in Miami-Dade

County (03/01/07)

- The Employment Retention and Advancement Project: Results from Minnesota's Tier 2 Program (02/15/07)
- The Employment Retention and Advancement (ERA) Project: Results from the Chicago ERA Site (10/16/06)