

| Title   | Author(s)  | Year        | Publication Source                 | Sample Size (N)                            | Sample Composition  | Data Source  | Independent Variable(s)   | Dependent Variable(s)   | Summary of Findings   | Limitations to Causal Inference  | Exclusion Criteria                    |
|---|--|-------------|------------------------------------|--|---|--|---|---|---|--|---------------------------------------|
| Chicago young parents program evaluation: Implementation evaluation & follow-up study   | Burkhardt, T., Dasgupta, D., Schlecht, C., Carreon, E. & Pacheco-Applegate, A.   | 2020        | Chapin Hall: University of Chicago | 256  | Primary caregivers who participated in CYPP over the first three years, ages 16-24 who received programming   | Survey data, interviews, focus groups, program data  | • Chicago Young Parents Program participation   | • Education<br>• Employment<br>• Parenting<br>• Youth development   | <ul style="list-style-type: none"> <li>Data indicated that CYPP participants across the spectrum showed progress in the three primary outcomes: education/employment, parenting skills, and personal growth</li> <li>Each program component seemed to impact multiple outcomes, and each outcome was influenced by multiple program components</li> <li>Outcomes shifted across the three years in the program</li> </ul>   | No comparison group  | Outside of PN-3 population (ages 3-5) |
| Effects of a two-generation human capital program on low-income parents' education, employment, and psychological wellbeing   | Chase-Lansdale, P. Lindsay Sabol, Terri J. Sommer, Teresa Eckrich Chor, Elise Cooperman, Allison W. Brooks-Gunn, Jeanne Yoshikawa, Hirokazu King, Christopher Morris, Amanda | 2019        | Journal of Family Psychology       | 287  | 150 CareerAdvance Program Head Start parents in Tulsa recruited from 2011-2014, 137 parents in comparison group constructed from administrative Head Start data   | Head Start administrative data (ChildPlus), questionnaire for Head Start parents, in person parent surveys, Oklahoma Employment Security Commission earnings data, and administrative data from CareerAdvance              | • CareerAdvance participation   | • Educational attainment<br>• Persistence<br>• Employment<br>• Economic well-being<br>• Psychological well-being  | <ul style="list-style-type: none"> <li>After 1 year in the program, CareerAdvance parents had higher rates of certification and employment in the health care sector, but there was no effect on short-term level of income, earnings, or employment across all sectors, meaning rates of employment did not change with program participation</li> <li>Education also increased, with CareerAdvance parents showing more years of education than control group parents</li> <li>Participating parents also reported higher levels of self-efficacy and optimism, a stronger career identity, and no change in material hardship or stress compared to the matched control group</li> </ul> | Not randomized, could be unequal groups (motivated parents enroll in Career Advance) | Outside of PN-3 population (ages 3-5) |
| <b>Enhanced Early Head Start with Employment Services: 42-Month impacts from the Kansas and Missouri Sites of the Enhanced Services for the Hard-to-Employ Demonstration and Evaluation Project</b> | <b>Hsueh, J. &amp; Farrell, M.</b>   | <b>2012</b> | <b>MDRC/ OPRE</b>                  | <b>610 (305 treatment, 305 comparison)</b> | <b>Low income families with a child under 3 (or expecting a child), who lived in the designated enhanced early head start service area (KS and MO), who applied to Enhanced Early Head Start between August 2004 - December 2006 (randomly assigned to treatment/control)</b> | <b>Intake forms and assessment in EHS, surveys administered to primary caregivers at 18- and 42-months, direct assessment of children's developmental outcomes at 42 months, data from national directory of new hires</b> | <b>• Enhanced Early Head Start participation (Hard-to-Employ Demonstration project)</b> | <b>• Service receipt<br/>• Child care and early educational experiences<br/>• Employment<br/>• Earnings<br/>• Household income<br/>• Parenting behaviors<br/>• Parent psychological well-being<br/>• Child care use<br/>• Child well-being and development outcomes</b> | <b>• Significant, positive effect on earnings and employment for parents of infants or parents who were pregnant at the time of enrollment, no significant effect for parents of toddlers<br/>• No significant effect on psychosocial wellbeing for parents or parenting behaviors<br/>• Null effects on social and emotional development, task orientation, behavior regulation, or early reading and math scores, more likely to received EHS child or family care, more months spent in formal care for participating families</b>   |  |                                       |

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|--|---|------|---------------------------------|-----------------|---|---|----------------------------|--|--|--------------------------------------|---------------------------------------|
| <b>New Hope for Families and Children: Five-year results of a program to reduce poverty and reform welfare</b>   | Huston, A.C., Miller, C., Richburg-Hayes, L., Duncan, G.J., Eldred, C.A., Weisner, T.S., Lowe, E., McLoyd, V.C., Crosby, D.A., Ripke, M.N. & Redcross, C. | 2003 | MDRC                            | 745 (families)  | Low income families with children 1-10 who applied to New Hope (randomly assigned to treatment/control)   | Program data, state administrative records (employment, receipt of welfare/food stamps), in person surveys with families, mailed surveys for teachers   | • New Hope participation   | <ul style="list-style-type: none"> <li>• Participants use of benefits and services</li> <li>• Employment</li> <li>• Benefit receipt</li> <li>• Income</li> <li>• Parents well-being</li> <li>• Parenting</li> <li>• Child care</li> <li>• Children's activities</li> <li>• Children's academic performance</li> <li>• Children's motivation/behavior</li> <li>• Children's health</li> </ul> | <ul style="list-style-type: none"> <li>• Significant improvements in employment and earnings, but impact drops off after 1 year</li> <li>• No significant effect on self-reported material hardship or enrolment in public assistance programs</li> <li>• No significant effect for parents on self-reported depression, general stress, or health</li> <li>• Null impact on parenting behaviors (warm and structured parenting)</li> <li>• No impact on parent-reported child health and behavior, or on efficacy, school engagement, aspiration, attitudes</li> <li>• Participating children spent more months in formal care compared with control group</li> </ul>   |                                      |                                       |
| Parent involvement, parental depression, and program satisfaction among low-income parents participating in a two-generation early childhood education program | LaForett, D.R. & Mendez, J.L.   | 2010 | Early Education and Development | 203             | Parents from three Head Start centers participating in two-generation approaches who were participating in a larger study of parental involvement | CES-D metrics, Family Involvement Questionnaire, parent-reported satisfaction   | • Depressive symptoms      | <ul style="list-style-type: none"> <li>• Parent involvement</li> <li>• Parent satisfaction</li> </ul>  | <ul style="list-style-type: none"> <li>• Nearly 40% of low-income mothers reported being sometimes or chronically depressed over the course of 1 year of the Head Start program</li> <li>• Compared with mothers who were never depressed, those who were sometimes depressed reported less involvement in home- and school-based activities as well as fewer interactions with their child's teacher</li> <li>• Never depressed parents were more likely to be satisfied with their child's teacher compared with either group of depressed mothers</li> <li>• Higher levels of parent involvement and parent-teacher interaction predicted optimal satisfaction with Head Start services</li> </ul>  | Small sample, no experimental design | Outside of PN-3 population (ages 3-5) |
| <b>New Chance: Final report on a comprehensive program for young mothers in poverty and their children</b>   | Quint, J.C., Bos, J.M. & Polit, D.F.  | 1997 | MDRC                            | 2,079           | Young, low income mothers who dropped out of HS, received AFDC, and applied to a New Chance Demonstration project                                 | Enrollment forms and baseline survey, in-home surveys (at 1.5 and 3.5 years post assignment), teacher survey at 3.5 years post assignment, program data (New Chance Management Information System), program observation | • New Chance participation | <ul style="list-style-type: none"> <li>• Education</li> <li>• Training credentials</li> <li>• Living arrangements</li> <li>• Fertility</li> <li>• Health</li> <li>• Emotional well-being</li> <li>• Employment</li> <li>• Earnings</li> <li>• Welfare receipt</li> <li>• Family income</li> <li>• Parenting</li> <li>• Child care</li> <li>• Child development</li> </ul>                    | <ul style="list-style-type: none"> <li>• No significant impact on earnings, income, certification, or employment</li> <li>• Participating parents were more likely to receive a GED or diploma and more likely to combine work with public assistance receipt</li> <li>• No overall impact on receipt of public assistance</li> <li>• No significant effect on parental depression or self-reported health</li> <li>• Slight increase in report of parental stress (authors suggest this is due to a frustration of participating in employment services, but being unable to find employment)</li> <li>• No significant impact on parent-reported child health or school readiness scores, slightly negative effect on parent-reported behavior</li> <li>• Increase in likelihood of being in child care</li> </ul> |                                      |                                       |

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|---|--|-------------|---|-----------------|---|---|---|---|---|---|--|
| Parents' persistence and certification in a two-generation education and training program                                     | Sabol, T.J., Sommer, T.E., Chase-Lansdale, P.L., Brooks-Gunn, J., Yoshikawa, H., King, C.T., Kathawalla, U., Alamuddina, R., Gomez, C.J., Ross, E.C. | 2015        | Children and Youth Services Review                                  | 92              | Participants in CareerAdvance (eligible based on interview, background checks, tests of Adult Basic Education, and outstanding financial debt with community college)   | CAP Family Life Study (program data, in-person parent structured interviews)  | • CareerAdvance participation                 | • Rates of persistence of parents<br>• Rates of certification of parents  | • Results indicate that 16 months after enrolling in CareerAdvance, most participants attained at least one workforce-applicable certificate of the program and were still in the program<br>• The majority of parents who left the program during the 16 months had attained a certificate   | No comparison group   | Outside of PN-3 population (ages 3-5)                    |
| <b>National impact evaluation of the Comprehensive Child Development Program</b>  | <b>St. Pierre, R.G., Layzer, J.I., Goodson, B.D. &amp; Bernstein, L.S.</b>   | <b>1997</b> | <b>Abt Associates</b>   | <b>4,410</b>    | <b>Low income families recruited for the CCDP program who have income below federal poverty line and have a child under 1 year old (including pregnant women); 2,213 CCDP families, 2,197 families in the control group</b> | <b>Management information systems of programmatic data, parental self-report through surveys, tests administered to children</b>  | <b>• CCDP participation</b>                   | <b>• Children's academic achievement<br/>• Mothers labor force participation<br/>• Mother's income<br/>• Reliance on social welfare programs<br/>• Mothers psychological well being</b> | <b>• Found positive trends for CCDP families, but observed the same changes in the control group -- ultimately, no statistically significant effects<br/>• Authors examined impacts on parent employment, earnings, household income, credentials, educational attainment, public assistance receipt, and parenting behaviors, as well as child educational outcomes, health, development, and behavior<br/>• One site of 21 did demonstrate significant positive effects, but no significant relationship emerged across sites</b> |   |  |
| Evaluation of the Head Start Family Service Center Demonstration Projects Volume I: Final report from the national evaluation | Swartz, J., Bernstein, L. & Levin, M.  | 2000        | Head Start Bureau, Commissioner's Office of Research and Evaluation | 1,462           | 747 parents participating in the program and 715 parents in regular Head Start across 24 Head Start sites (wave III of Family Service Center demonstration projects, those that did randomized design)                      | Interviews with parents, functional literacy test for parents, observation of activities by researchers, questionnaire for FSC project director, questionnaire for FSC case managers, interviews with staff | • Family Service Center program participation | • Participants use of services (educational and employment services)<br>• Literacy<br>• Employment<br>• Substance abuse outcomes  | • Found increased participation in education and employment services for parents<br>• No measurable impact on literacy, employment, earnings, psycho-social wellbeing, or substance abuse   | Not randomized; participation in services was low, variation across sites could result in differential outcomes | Focused specifically on ages 3-5 (Head Start population) |