

The JOBS Child Outcomes Study

Overview Briefing

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Washington, DC**

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Exhibit 1

The Jobs Evaluation: Overview

- **Purposes of the Evaluation:** to assess the impact of the JOBS program on increasing earnings and employment, reducing poverty, increasing job stability and self-sufficiency, increasing literacy and quantitative skills and the attainment of high school or GED credentials, and reducing government expenditures; to compare the JOBS human capital development approach with traditional labor force attachment approaches; to assess the cost effectiveness of JOBS and sub-group impacts; to assess implementation of the JOBS program and levels of participation and features associated with positive impacts; and to assess outcomes for pre-school children of women mandated to participate in JOBS
 - Type A sites examine the Human Capital Development (HCD or E1) approach compared with a control group (C):
Wayne County, MI
Oklahoma County and surrounding Counties, OK
Multnomah and Washington Counties, OR
 - Type B sites examine Human Capital Development (HCD or E1) approach compared with Labor Force Attachment (LFA or E2) approach and a control group (C):
Riverside Country, CA
Fulton County, GA
Kent County, MI
- One Type B site assesses an approach that integrates JOBS and welfare case management compared with separate case management:
Franklin County, OH
- Es and Cs are all entitled to AFDC benefits, Food Stamps, Medicaid, and transitional benefits including child care
 - Sample = 55,000 AFDC recipients and applicants randomly assigned to an experimental or control group
 - In the three "full survey" sites, 6,800 individuals will be interviewed for the two-year follow-up. All of these survey respondents will receive a common set of questions on education, employment, household composition and income, and a brief set of questions on children's outcomes; 3,000 of these individuals will also be members of the child outcomes sample and will complete the child modules as well. The common core will also be completed by 2,400 individuals in the other four sites.
 - Data will be available on all sample members in all seven sites from the standard client characteristics form, AFDC records UI records, and Food Stamp records.

Exhibit 2:

The JOBS Child Outcomes Study:

CURRENT STUDY DESIGN

Purpose of the Study: to compare longitudinally the developmental outcomes for young children in families receiving AFDC whose mothers are randomly assigned to (1) participate in basic educational activities (the Human Capital Development group), or (2) to seek employment (the Labor Force Attachment group), or (3) be in a control group

- Children aged 3-5 at Baseline
- Data collection at Baseline and 2-year follow-up, with an optional 4-year follow-up
- Mothers are randomly assigned to one of two experimental groups, the Human Capital Development group (E1s) or Labor Force Attachment group (E2s), or to a control group
- Data from teacher and school records to be collected approximately 2 years after the Two-Year Recipient Survey, when the children are aged 7-9
- Three sites: Atlanta, GA; Riverside, CA; and Kent County, MI
- Baseline data include achievement test, Standard Client Characteristics form, brief attitude survey called Participation Factors and Attitudes Survey, and in-person interviews and assessments with 750-800 mother - child pairs at Baseline (350 in the Human Capital Development stream, 250 in the Labor Force Attachment stream, and 150-200 controls)
- Homogeneity in treatments and services across sites
- Data will be collected about child outcomes and about intervening maternal, family and child processes hypothesized to affect these outcomes
- 3,000 children at time of Two-Year Recipient Survey: 1125 in the Human Capital Development group; 750 in the Labor Force Attachment group; and 1125 controls
- Four types of child outcomes:
 - cognitive development and academic achievement
 - safety and health
 - problem behavior and emotional well-being
 - social development
- Observational study of mother-child interaction being conducted among 300 Atlanta families to examine aspects of the mother-child relationship, such as maternal warmth and teaching style, that are difficult to measure with survey measures
- Baseline, Two-Year and optional Four-Year Follow-Up Surveys funded by DHHS/ASPE; teacher and school records study funded by the U.S. Department of Education; observational study funded by the Foundation for Child Development, the William T. Grant Foundation, and the Smith Richardson Foundation; additional methodological and multivariate analyses funded by the National Institute of Child Health and Human Development

**Exhibit 3
Design Overview of the Child Outcomes Study**

	JOBS Child Outcomes Study ¹			JOBS Observational Study	
Data collection activity	Baseline	Two-Year Survey	School records	Wave 1 Observation	Wave 2 Observation
Sample Size	700-750	Total 3000 Atlanta 1169	1800 ²	300-350	Feasibility to be determined
E1	350	1125	450	900	200
E2	250	750	260	---	---
C	150-200	1125	450	900	100/150
Sites	Fulton County, GA	Fulton County, GA Kent County, MI Riverside, CA	Fulton County, GA Kent County, MI Riverside, CA	Fulton County, GA	Fulton County, GA
Timing of data collection	6-16 weeks after random assignment	Two years after random assignment	Four years after random assignment	4-8 months after random assignment with at least 2 months between Baseline and Wave 1	Three years after random assignment.
Description	Mothers with children ages 3 to 5 at random assignment to JOBS	Mothers with children ages 3 to 5 at random assignment to JOBS	Self-administered questionnaire for teachers of HCD and control group children in the Two-Year Survey and school records	Subgroup of mothers in the Baseline study, with children ages 3 to 4 at random assignment to JOBS	To be determined

¹ All respondents will have completed the SCC, PFAS, and achievement tests just prior to random assignment. See overview of data collection points for description.

² Estimated sample size

Exhibit 4
Chronology for the JOBS Child Outcomes and Observational Studies

DATES	JOBS Child Outcomes Study			JOBS Observational Study	
	In-Home Baseline	Two-Year Survey	School Records	Wave 1	Wave 2 (Expected)
March 1992	In-Home Baseline Survey data collection began				
Oct. 1992				Wave 1 Observational data collection began	
Aug. 1993	Preliminary Baseline data file available				
Oct. 1993		Two-Year Survey data collection begins in Riverside			
Dec. 1993	In-Home Baseline Data collection ends				
March 1994		Two-Year Survey data collection begins in Atlanta and Kent County	Work plan to be developed		
Dec. 1994				Wave 1 Observational data collection ends	
Spring 1994	Baseline analysis file available				
Winter 1994				Wave 1 Observational analysis file available	

Exhibit 4, continued

DATES	JOBS Child Outcomes Study			JOBS Observational Study	
	In-Home Baseline	Two-Year Survey	School Records	Wave 1	Wave 2 (Expected)
Mar. 1995					Wave 2 Observational data collection begins
June 1995	Final report on Baseline data				
Fall 1995		Two-Year Survey data collection ends in Riverside		Final report of Wave 1 Observational data	
Winter 1995		Two-Year Survey data collection ends in Atlanta and Kent			
1995-1996 school year			School records data collection begins		
June 1996					Wave 2 Observational data collection ends
November 1996		Two-Year Survey analysis file available			
March 1997					Merged survey and observational analysis file available
Summer 1998		Final report on Two-Year Survey data	School records data analysis file available		Final report on Wave 2 Observational data
Summer 2000			Final report on school records data		

Exhibit 5

Hypotheses Regarding The Impact of the JOBS Program on Children

Null Hypothesis

1. *There is a lack of program impacts on mothers and children*
 - A. The JOBS program will not have significant impacts on welfare receipt, family income, maternal education or achievement. Further, mothers' subjective well-being, and the environment of the home will not be meaningfully affected by mothers' being subject to the JOBS program.
 - B. The JOBS program will therefore have no impacts on the pre-school children of mothers mandated to participate in any child outcome domain (cognitive development and school performance; safety and health; social development; and behavior problems).
2. *Program impacts on mothers are not of sufficient magnitude to affect children*
 - A. The JOBS program will have significant effects on maternal education and/or income and associated positive effects on the home environment. However the magnitude of effects will not be large.
 - B. Children will show no differences on measures of development, because changes in the home environment are not of sufficient magnitude to impact on development.
3. *There are no impacts on children because of mixed impacts on mothers*
 - A. Significant impacts will be detected for mothers, but these will involve both positive and negative effects. For example, income and education may increase significantly, but at the same time maternal stress and depression may increase.
 - B. Children will experience a balance of positive and negative influences on their development. For example, there will be more material resources and cognitive stimulation available in the home, but this will be offset by high stress levels in the mother and less positive mother-child interactions. Because of the balancing of positive and negative influences on development, overall, children will show no impacts of the mother's being subject to the JOBS mandate.

Hypotheses for Overall Group Differences

1. *Group differences based on changes in income*
 - A. Mothers subject to the JOBS mandate will experience substantial increases in income.
 - B. Such increases in income will have positive impacts on child outcomes in all domains.

Exhibit 5, continued

2. *Group differences based on changes in education and cognitive attainment*
 - A. Mothers in the HCD stream will experience major increases in education and achievement.
 - B. Such increases in maternal education and/or cognitive attainment will have positive impacts on parenting behaviors and on child outcomes in all domains, particularly cognitive achievement.
3. *Group differences based on changes in maternal subjective well-being*
 - A. Mothers subject to the JOBS mandate will experience substantially more stress. Measures of subjective well-being (stress, depression, locus of control) will be less favorable among mothers in the JOBS experimental groups.
 - B. Increases in maternal stress or depression will affect children's development, particularly problem behaviors and social relations.
4. *Group differences associated with exposure to poor quality child care*
 - A. Mothers subject to the JOBS mandate will need to locate child care within a limited period of time in order to fulfill program requirements. The limited time available to locate an arrangement, and the limited amount of money provided by the child care subsidy will result in a higher proportion of children in the experimental groups relative to the control group being placed in child care that is not of high quality or that is unstable.
 - B. Poor quality or unstable care received by many children in the JOBS experimental groups will result in less optimal development of children in the experimental groups across indices of cognitive development, adjustment, social development, safety and health.

Hypotheses for Sub-groups Identified at Baseline

The following sub-groups can be identified based on data collected at Baseline:

families who have been on welfare for 2 years or more
mothers with low literacy scores
mothers who have not completed high school or received a GED
mothers with little or no history of employment
mothers who feel maternal employment is not appropriate for
 mothers with preschoolers
mothers who show high levels of depression
mothers who feel a high degree of time stress
mothers who report low levels of social support
mothers who report external locus of control

Exhibit 5, continued

Specific hypotheses for 3 types of subgroups can be articulated:

1. *Subgroups differing in initial socioeconomic status and human capital*
 - A. Mothers with a long welfare history, little work experience, low cognitive achievement scores, or limited education at Baseline will find the JOBS mandate onerous, stressful, and difficult to fulfill. Impacts on education, employment and income among these mothers will be small if they occur at all.
 - B. Children of these mothers will be negatively affected by maternal stress and poorer psychological well-being. These negative impacts will not be offset by increases in education, achievement, or income. Hence, child outcomes will be poor for these children.
 - C. Outcomes for children will be particularly poor for children of mothers who have more than one of the initial characteristics noted above (longer time on welfare, limited education and previous employment, low level of cognitive attainment).

2. *Subgroups differing in initial levels of maternal subjective well-being*
 - A. Mothers who show high initial levels of depression or stress, have limited social support, or show external locus of control, will not be able to respond positively to the challenges posed by the JOBS program, and will experience the mandate as stressful and frustrating. These mothers will show little or no improvement in terms of education and income, and will show deterioration on indices of maternal subjective well-being.
 - B. Children of these mothers will be negatively affected by the diminished psychological well-being of their mothers and related decrements in the quality of parenting. Because these negative impacts will not be buffered by increases in education, achievement, or income, child outcomes will be more negative.
 - C. Outcomes will be particularly poor for children of mothers who have multiple risk factors (high levels of depression, high levels of stress, limited social support, and external locus of control).

3. *Sub-groups differing in role attitudes*
 - A. When participation in JOBS conflicts with a mother's belief about appropriate roles for mothers of preschoolers, mothers will participate less in program components and will find the mandatory nature of the program more stressful. They will be less likely to show increases in income and education than mothers with more positive attitudes regarding employment for mothers.
 - B. Children of mothers experiencing role conflict when they become subject to the JOBS mandate will fare less well in terms of developmental outcomes than children of mothers for whom the JOBS mandate is in accord with their attitudes about roles. These negative outcomes for children will not be buffered by increases in maternal

Exhibit 5, continued

education, achievement or income.

Hypotheses Based on Differing Experiences in JOBS (Non-Experimental Analyses)

1. *Implications of participation*

- A. Mothers in the two JOBS experimental groups who participate actively in educational or employment-related programs will be more likely than non-participants to show increases in education and/or income by the time of the 2-year survey.
- B. Because of gains in education and/or income in their mothers, and because of differing initial characteristics of mothers who participate actively, children of mothers who participate actively in the JOBS program will show more optimal development than children of mothers who do not participate actively.

2. *Implications of child care quality*

- A. There will be substantial variation in quality of child care received by children in the two JOBS experimental groups.
- B. Those children who receive high quality care (in terms of stability of care and on such markers of quality as group size, ratio, and caregiver education) will show better developmental outcomes than children who receive poor quality child care.

Exhibit 6
Content Areas of Data Collection Instruments

	PFAS	SCC	In-Home Baseline	Wave 1 Obs. & Interview	Two-Year Survey	Wave 2 Obs. & Interview	School Records	Four-Year Survey
PARENT-CHILD RELATIONSHIP						Instruments not yet developed		Optional
Maternal Stress/Aggravation			X	X	X			
Maternal Warmth			X	X	X			
Maternal Discipline			X	X	X			
Maternal Cognitive Stimulation			X	X	X			
Quality of Child Contact with Mother			X	X	X			
MATERNAL PSYCHOLOGICAL WELL-BEING								
Depression (CES-D) scale ¹	X		X	X	X			
Mastery (Pearlin) scale ²	X		X		X			
Social support	X		X		X			
Use of/need for counseling			X		X			
Difficult life circumstances			X					
Time stress			X	X	X			

¹ The PFAS employs a 3-item version of the CES-D, and the Two-Year Survey a 12-item version. Other data collections employ the full 20-item CES-D.

² Both the PFAS and Two-Year Survey employ a 3-item version of the Pearlin Mastery scale; the Baseline employs the full 7-item version.

Exhibit 6, continued

	PFAS	SCC	In-Home Baseline	Wave 1 Obs. & Interview	Two-Year Survey	Wave 2 Obs. & Interview	School Records	Four-Year Survey
CHILD CARE ARRANGEMENTS³								
Type of care			X	X	X			
Current hours per week			X	X	X			
Current group size/ratio			X	X	X			
Caregiver training			X	X	X			
Current cost			X		X			
Satisfaction (preference)			X					
Child's history in non-maternal care			X		X			
MATERNAL CHARACTERISTICS								
Maternal literacy/math achievement ⁴					X			
Welfare status/history		X			X			
Maternal education		X			X			
Current maternal employment		X	X	X	X			
Maternal employment history		X	X		X			
Maternal health			X		X			
Maternal substance use/abuse			X		X			

³ Baseline information concerns up to four arrangements; the Obs. and Two-Year interviews concern only the primary arrangement.

⁴ All JOBS eligibles complete an achievement test prior to random assignment in the JOBS office. During the Two-Year Survey, only respondents deemed in need of education (i.e. had not completed high school as of random assignment) will receive achievement tests.

Exhibit 6, continued

	PFAS	SCC	In-Home Baseline	Wave 1 Obs. & Interview	Two-Year Survey	Wave 2 Obs. & Interview	School Records	Four-Year Survey
Attitudes toward work, maternal employment, and welfare	X		X					
CHARACTERISTICS OF HOME								
Neighborhood			X		X			
Physical characteristics of home			X		X			
HOME scale			X		X			
FAMILY CHARACTERISTICS								
Developmental or school problems of other children			X		X			
Child's contact with father			X		X			
Child support			X		X			
Family income		X	X		X			
Household size/composition		X	X		X			
Contact w/ extended family			X					
COGNITIVE OUTCOMES								
School progress/adaptation ⁵					X			
School readiness			X ⁶		X ⁷			
Achievement			X ⁶					

⁵ Includes report of grade repetition and discipline or learning problems in school requiring a teacher conference

⁶ Caldwell Preschool Inventory

⁷ School Readiness Composite of the Bracken Basic Concept Scale

Exhibit 6, continued

	PFAS	SCC	In-Home Baseline	Wave 1 Obs. & Interview	Two-Year Survey	Wave 2 Obs. & Interview	School Records	Four-Year Survey
Learning problems requiring special education			X		X			
Task engagement/cognitive behaviors				X				
PHYSICAL HEALTH AND SAFETY OUTCOMES								
Rating of child health			X	X	X			
Accidents/injuries			X		X			
Insurance coverage			X		X			
Health care utilization			X		X			
CHILD ADJUSTMENT AND BEHAVIORAL OUTCOMES								
Child behavior problems			X ⁹	X ⁹	¹⁰ X			
Behavior in school					X			
SOCIAL COMPETENCE OUTCOMES								
Positive child behaviors scale					X			

⁸ Peabody Picture Vocabulary Test - Revised

⁹ Personal Maturity Scale

¹⁰ Behavior Problems Index

Exhibit 7
Description of Data Collection Components

Participation Factors and Attitudes Scale (PFAS):

The PFAS is comprised of two pages of close-ended questions that are completed confidentially by all JOBS eligibles in the JOBS office just before eligibles are randomly assigned to the control or experimental groups. It contains questions about preferences and attitudes related to work and welfare; social support; family problems; depression; and mastery.

Standard Client Characteristics (SCC):

The SCC is completed by a JOBS intake employee for JOBS eligibles in the JOBS office just prior to random assignment. The SCC provides basic information on the adult's sex, race, marital and housing status, number of moves, AFDC status and history, number and ages of children, highest grade completed, and employment and earnings in the past 12 months.

Achievement Test:

JOBS eligibles in four sites, including the three child outcomes sites, complete math and reading achievement tests in the JOBS office just prior to random assignment. In Fulton County and Kent County, respondents take the Test of Applied Literacy Skills (TALS), while respondents in Riverside take the Comprehensive Adult Students Assessment System (CASAS).

In-Home Baseline Survey:

The Baseline interview is being conducted from about 6 to 16 weeks after random assignment among a sample of 800 families in Fulton County, GA. Of these 800, 350 are from the Human Capital Development (HCD or E1) group, 250 are from the Labor Force Attachment (LFA or E2) group, and 150-200 are from the Control (C) group. Baseline data collection from Cs is funded from the Observational Studies budget. The interview consists of a one-hour maternal interview focusing on the parent-child relationship and the child's experiences, followed by three child assessments: the PPVT, the Caldwell Preschool Inventory, and four subscales of the Early Screening Inventory. Interviewers also rate aspects of the home environment and mother-child relationship.

Two-Year Recipient Survey:

The Two-Year Recipient Survey is conducted two years after random assignment among approximately 3000 families in three sites: Fulton County (Atlanta), GA; Riverside, CA; and Kent County, MI. 1169 of these families are from the Fulton County sample and will include the 800 families sampled in the Baseline. (See Exhibit 3 for number of respondents from the experimental and control groups.) The interview consists of a core mother interview, which addresses questions of welfare dependence and JOBS participation central to the larger JOBS evaluation; a 20-minute mother interview specific to the child outcomes study; and the Bracken Basic Concept Scale. Respondents in the Two-Year Survey determined at Baseline to be in need of education who are in the HCD stream or a control group will complete achievement tests. Interviewers also rate aspects of the home environment and mother-child relationship. The primary purpose of the Child Outcomes Study portions of the Two-Year Recipient Survey are to measure child outcomes in four domains (cognitive, health and safety, behavioral, and social) and to measure mediators of these outcomes.

Exhibit 7, continued

Interview at the time of the Observational Sessions:

During both waves of JOBS observational data collection, mothers will participate in a brief interview designed to provide key concurrent measures of parenting and maternal psychological well-being, as well as an update on mothers' current educational and employment activities and child's non-maternal care.

Observational Session

Wave 1 of the JOBS Observational Study is being carried out in Fulton County, GA, and involves 200 experimental and 100-150 control group mother-child pairs. The purpose is to augment the data that can be collected via surveys and assessments by collecting and coding videotapes of the mother and child to examine qualities of their interaction and maternal teaching style. Children in the observational study were three to four years of age at random assignment, and all participated in the Baseline interview. During a home visit 4-8 months after random assignment, mothers are asked to read a book with their child and then to work on four problem-solving activities: block building, naming objects that have wheels, a shape and color sorting task, and a maze task. The tasks are intended to be challenging but not stressful for children of this age group. Interactions are videotaped by a trained videographer who accompanies the interviewer. Tapes of the four problem solving tasks will be coded for the socio-emotional tone of the interaction at the University of Minnesota using a rating system developed by Byron Egeland. The book reading task is coded for behavior supportive of the development of literacy at Harvard University, using a coding system developed by Catherine Snow. Interviewers also conduct a brief interview with the mother during the home visit. The Observational Study is a collaborative effort of researchers at MDRC, Child Trends, Humanalysis, the Institute for Survey Research of Temple University, Response Analysis Corporation, the University of Minnesota, and Harvard University. Funding is provided by the Foundation for Child Development, the William T. Grant Foundation, and the Smith Richardson Foundation.

School records data collection:

The Department of Education plans to augment the data collection by supporting a survey of the children's teachers four years after random assignment. This survey will be collected on a subsample from the child outcomes study of 1,800 children in the HCD and control groups in all three sites.