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The Office of Planning, Research and Evaluation (OPRE) studies Administration for Children and Families (ACF) programs and the populations they serve through rigorous research and evaluation projects.

## Greetings!

Thank you for your interest in the Office of Planning, Research and Evaluation (OPRE).

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## *July is Americans with Disabilities Month*

July is Americans with Disabilities Month. A recent OPRE report examines two income support programs that are important for many low-income people with disabilities.

The [TANF-SSI Disability Transition Project \(TSDTP\)](#) explores how ACF's Temporary Assistance for Needy Families (TANF) interacts with Supplemental Security Income (SSI), a program of the Social Security Administration (SSA). SSI is a program that provides income support specifically for low-income people with disabilities. TANF and SSI differ in many ways, and maintain separate data systems. While interest has built around the relationship between the two programs, a clear picture remained elusive.

A recent [report](#) from this project sheds new light on the topic by merging and analyzing data from the two programs. Key findings include the following:

- Less than 10% of TANF recipients had an open SSI application, and just 6% of adults applying for SSI received TANF benefits within a year of the application.
- Most TANF recipients who apply for SSI do so long before nearing their federal benefit time limit.
- TANF recipients who applied for SSI were slightly less likely to be found disabled than other SSI applicants. Much of this difference is explained by differences in demographic characteristics like age.

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## *Plain Language Tip:*

These include evaluations of existing programs, evaluations of innovative approaches to helping low-income children and families, research syntheses and descriptive and exploratory studies.

## Omit Unnecessary Words

In 2010, the President signed the [Plain Writing Act of 2010](#), which requires the federal government to write all new documents in a "clear, concise, well-organized" way. [PlainLanguage.gov](#) provides an overview of regulations and agency requirements and many helpful resources, such as tips like the one provided below. This is one in a series of ACF plain language tips.

Why "cease and desist" when you can just stop?

Why do this "in order to" do that, when you can just do this "to" do that?

Why discuss this "as well as" that, when you can just discuss this "and" that?

Watch for these wordy phrases and edit them out. Here's a chart with those and a few more examples:

Don't say:	Say:
A sufficient number of	Enough
Is able to	Can
In order to	To
As well as	And
On the ground that	Because
Cease and desist	Stop

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## Recently Released Reports



### Hispanics and Family-Strengthening Programs: Cultural Strategies to Enhance Program Participation

OPRE published a project brief as part of the [Hispanic Healthy Marriage Initiative \(HHMI\) Grantee Implementation Evaluation](#). The brief, produced by the Lewin Group and written by Stacey Bouchet, Luis Torres and Allison Hyra, describes the adaptations and refinements undertaken by nine selected grantees to make their services more culturally responsive. The adaptations included addressing issues of language, diversity, racism, and immigration, and incorporating cultural constructs like *familismo*, *confianza*, *personalismo*, and *respeto*. These adaptations were made to improve the recruitment, retention, overall participation, and effectiveness of the programs. Read full brief.

[> Read Full Brief](#)



## Overview of Tribal Health Profession Opportunity Grants Supportive Services

This brief discusses the academic and social supportive services that students in the Tribal Health Profession Opportunity Grants (HPOG) program are receiving to support their participation, retention and advancement in their trainings. It provides an overview of Tribal HPOG and the supportive services offered; how supportive services meet students' needs; and promising approaches in delivering supportive services. The brief was written by Michael Meit, *et al.*, and is part of a series of briefs being developed by the Tribal HPOG evaluation team, comprised of NORC at the University of Chicago, Red Star Innovations and the National Indian Health Board (NIHB).

[> Read Full Report](#)

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## Getting Ready for Kindergarten: Children's Progress During Head Start - FACES 2009 Child Outcomes Report

OPRE released a report entitled *Getting Ready for Kindergarten: Children's Progress during Head Start*. This is the third report in a series using data from the 2009 cohort of the Head Start Family and Child Experiences Survey (FACES) describe children and families as they enter Head Start, after one year, and, now, as they prepare for kindergarten. The report, written by Aikens et al., describes the family backgrounds and developmental outcomes of children as they completed the Head Start program and also describes progress in children's outcomes between Head Start entry and exit. FACES 2009 is the fifth nationally representative cohort study of Head Start children, their families, and the programs they attend (previous cohorts were initiated in 1997, 2000, 2003, and 2006). The survey is being conducted through a contract to Mathematica Policy Research.

[> Read Full Report](#)

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The Office of Planning, Research and Evaluation  
Administration for Children and Families  
370 L'Enfant Promenade, SW  
Washington, D.C. 20447

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