

**An MDRC Working Paper**

**New Hope's Effects on Social Behavior,  
Parenting, and Activities at Eight Years**

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## Introduction

In this paper, we examine children's social behavior, parent-child relationships, and participation in out-of-school activities at the eight-year follow up of the New Hope Project (five years after the program ended) by comparing program-group and control-group children. Because past reports have noted statistically significant differences in program effects by gender and age, impacts for the full sample and for subgroups based on gender and age are presented. Subgroups based on parents' initial barriers to employment are also examined because New Hope had the strongest impacts on parent employment and poverty reduction for parents with one barrier compared to no barriers or more than one barrier. Finally, impacts on African-American and Hispanic boys and girls were examined separately.

## Key Findings

- New Hope children scored higher than control-group children on parent-rated positive social behavior, including social competence, compliance, and autonomy.
- New Hope children expressed more satisfaction with their friendships and peer relationships than did control-group children, and younger children expressed more feelings of efficacy to achieve their goals.
- New Hope had few lasting effects on problem behavior, but parents rated New Hope adolescents lower on such internalizing behavior problems as sadness and social withdrawal.
- New Hope had no effects on parents' reports of material, physical, or emotional well-being.
- New Hope parents felt better able to manage their children effectively — they had more control, fewer discipline problems, and experienced less parenting stress than control parents. This pattern was especially true for parents of boys.
- Adolescents (13 to 18 years old) in New Hope families reported that their parents gave them more autonomy than did control adolescents.
- New Hope children and adolescents participated in more structured out-of-school activities, especially religious, service, and volunteer activities, as compared with those in the control group.

- New Hope youth, compared to those in the control group, spent more time hanging out with friends without an adult present.

## **Developmental Domains**

Each of three domains examined in this report — socio-emotional well-being, parent-child relationships, and extracurricular activities — is central to successful development. Socio-emotional well-being includes both positive and problem behaviors, and these are not opposite ends of one continuum. Positive social behavior and positive peer relations are indicators of mental health in childhood and adolescence, and both are important predictors of social competence in adolescence and adulthood. By contrast, behavior problems — particularly externalizing problems, aggression, and delinquent behavior in middle childhood and adolescence — predict delinquency and aggressive disorders in adolescence and adulthood.<sup>1</sup> Children with difficulties in any of these domains may need parents' time and attention, making it more difficult for parents to remain employed.

Because social behaviors occur in a social context, we include parent-child relationships and participation in out-of-school activities in this report. Parents' interactions with children both affect and reflect children's social competencies and behavior. Out-of-school activities form important contexts for adult supervision and peer interactions, which are especially important influences on positive and problem behavior during the age period from 9 to 18.

## **Gender Differences**

At the evaluations conducted two and five years after random assignment, program impacts on boys' social behavior were more pronounced and more consistently positive than were the impacts for girls. According to teachers' reports, boys in program-group families evidenced more positive behavior, and fewer behavior and discipline problems than did boys in control-group families. There were few program effects for girls, and, in fact, teachers rated New Hope girls higher on externalizing behavior problems and disciplinary problems in the classroom at the 2-year follow-up and higher on internalizing problems at the 5-year follow-up.

The greater impacts on boys were interpreted in light of boys' greater risk of academic and behavior problems. Within the control group, boys' social behavior was considerably less positive and more problematic than that of girls. The program impacts brought New Hope boys' scores up to the levels already attained by girls in both the program and the control groups.

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<sup>1</sup>Huesmann, Lagerspetz, and Eron, 1984.

There was some evidence that the increased resources available to families were used to benefit boys more than girls. Ethnographic interviews<sup>2</sup> indicated that parents were concerned about boys' vulnerability to gangs and antisocial behavior, and some parents used the additional resources provided by New Hope to purchase goods and opportunities for their boys. Program-group boys were more likely than those in the control group to be enrolled in extended daycare and in structured out-of-school activities that provided supervision and learning experiences.

## The New Hope Project and Evaluation

The New Hope Project offered an innovative and comprehensive approach to reduce poverty, reform welfare, and address the economic self-sufficiency of poor people who can work. The program was based on two principles: (1) that people who are willing to work full time should have the opportunity to do so and (2) that people who work full time should not be poor. New Hope was designed as a demonstration for a combination of work supports that could be replicable as government policy. The program consisted of four components: job search assistance, including referral to a wage-paying community service job when necessary; an earnings supplement to raise low-wage workers' earned income above the poverty line; subsidized health insurance; and subsidized child care. The latter three benefits were offered only to participants who worked 30 or more hours per week, thus it encouraged and supported full-time employment. Project representatives were available to provide supportive advice and referrals for all New Hope participants.

The New Hope Project was conducted in two inner-city areas in Milwaukee. The program had only four eligibility requirements: that applicants live in one of the two targeted service areas, be age 18 or over, be willing and able to work at least 30 hours per week, and have earnings at or below 150 percent of the federally defined poverty level.

Participants were eligible for the following benefits.

- **Job Access.** Participants who were unemployed or who wanted to change jobs received individualized job search assistance. If participants could not find work in the regular job market after an eight-week job search, they could apply for a community service job (CSJ) in a nonprofit organization. These opportunities were also offered to participants who were between jobs or who were employed but not working the 30-hour minimum. The CSJs paid minimum wage and might be either full-time or part-time.
- **Earnings Supplements.** New Hope offered monthly earnings supplements to participants who worked at least 30 hours per week but whose earnings

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<sup>2</sup>Gibson and Duncan, 2005.

left their household below 200 percent of the poverty line. CSJ wages and employment were counted toward the 30-hour requirement, and they also qualified a participant for the federal and Wisconsin Earned Income Tax Credits (EITCs). Combined with the EITC, New Hope's earnings supplements raised most participants' annual household income above the federal poverty threshold.<sup>3</sup>

- **Health Insurance.** New Hope offered a health insurance plan to participants who worked at least 30 hours per week but were not covered by employers' health insurance or Medicaid. Participants were required to contribute toward the health insurance premium on a sliding scale that took into account their income and household size; New Hope subsidized the remainder.
- **Child Care Assistance.** New Hope offered financial assistance to cover child care expenses for children under age 13 when the participating parent worked at least 30 hours per week. Participants were asked to pay a portion of the cost, based on their income and household size; New Hope covered the remainder. For participants to qualify for New Hope subsidies, the child care had to be provided in state-licensed or county-certified homes or child care centers.
- **Staff Support.** All participants were assigned to project representatives who could provide advice and information about employment (for example, help in finding a job), child care, or other topics (see Box 1). The program's model emphasized respect and helpfulness in staff interactions with participants. Indeed, a key finding from a prior report was that many participants found the support and encouragement that they received from staff to be useful and positive.<sup>4</sup>

These benefits were offered cafeteria-style. Participants who met the 30-hour work requirement could use any number or combination of program benefits and services, depending on their needs. Eligibility for earnings supplements, health insurance, and child care assis-

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<sup>3</sup>Participants' income could be below the poverty line if they worked just 30 hours, but it would rise above the line as their hours increased. The exception was for very large households: Earnings supplements were adjusted upward for household size, up to a maximum of two adults and four children. New Hope's other financial benefits — health insurance and child care — were extended to all eligible household members, regardless of household size. For more detail on how the financial benefits were calibrated, see Appendix C in Brock, Doolittle, Fellerath, and Wiseman (1997). As an example, in 1994, one wage-earner with two children would have received \$68 per month in supplement payments; in 1996, however — given the expansion of the EITC and the fact that supplement payments are paid on top of EITC benefits — this same wage-earner would have received only \$20 per month in supplement payments.

<sup>4</sup>Brock, Doolittle, Fellerath, and Wiseman, 1997.

tance extended for three years after the date a participant entered the program (the date of random assignment). The time limits reflected funding constraints and were not considered integral to the program's design. Rather, most of New Hope's designers assumed that benefits would need to be available as long as people met the earnings criteria if New Hope were to become ongoing policy.

### **New Hope Evaluation**

The New Hope evaluation was a random assignment experiment in which 1,362 low-income adults who applied for the program and met the eligibility requirements were randomly assigned to be eligible for services (the program group) or to be in a control group that was not eligible for New Hope but could use any other services in the community. Random assignment of the total New Hope sample began in August 1994 and ended in December 1995.<sup>5</sup>

By comparing the outcomes of the two groups over time, it is possible to distinguish the effects specific to New Hope from changes that might have occurred for other reasons. Random assignment ensures that the characteristics, backgrounds, and motivation levels of program and control-group members did not differ systematically at the beginning of the study and that both groups are exposed to the same economic conditions and state or local welfare policies and services during the evaluation period. After random assignment, the only systematic difference between the program group and the control group was that the former had access to New Hope. Therefore, any differences between the adults or children in the two groups can be attributed to the New Hope intervention.

### **The Child and Family Study**

It was expected that the program would affect parents' employment and economic well-being. In addition, because research has suggested the importance of family economic circumstances on parents and children's well-being across a variety of domains, New Hope was also expected to affect family life and children's development. Therefore, to test the program's effects on children and families, all families with at least one child in the age range of 1 through 10 years at random assignment were selected for the Child and Family Study (CFS) ( $n=745$ ).

In-person surveys with parents and children were conducted two, five, and eight years after parents were randomly assigned to the program or control group. The survey measured receipt of non-New Hope services; many economic outcomes (for example, hours of work, hourly wages, and the type of jobs held); family functioning (including parental well-being and parent-child relations); children's participation in child care and out-of-school activities; and

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<sup>5</sup>Details of the random assignment process are presented in Bos et al. (1999).

## Box 1

### **New Hope Project Representatives provided crucial practical and emotional help for working poor parents.**

A random sample of 45 adults (half in the program group and half in the control group) took part in the New Hope Ethnographic Study, involving frequent interviews and observations over three years. Many New Hope participants described their positive experiences with proactive, emotionally supportive project representatives and the help they received in getting practical information and assistance. Very few parents in the control sample described service providers they encountered in other social agencies in this way.

Many project representatives provided emotional support and encouragement to participants facing difficult situations. Frida, a single Latina mother of two children, described how the New Hope project representatives gave her help and that she “needed a lot.” She said, “they were like a forward push for me. The best thing I received from them was their moral support.” Rose, an African-American single mother of two boys, really liked the project representatives because they gave needed advice and emotional support. Often when she was feeling down about herself and her situation, her project representative would point out the positive things that Rose had already accomplished, reminding her of her success working and taking care of her kids. Rose said she often felt better about herself after she talked to people at New Hope.

New Hope representatives also provided invaluable practical information to participating families. They informed participants about the Earned Income Tax Credit, and provided advice on where to get better education, skills training and employment, workshops on home purchase, and other asset development strategies. Alicia, a married Latina mother of a teenage girl, once said of New Hope, “I was accepted in New Hope and everything changed for me.” New Hope encouraged her to go to a local technical college and learn better English. Before that time, she was afraid of speaking English, and she felt *acomplejada* (inferior). She said that New Hope “built up [her] morale and [her] self esteem.” New Hope representatives also invited her to workshops that provided information about the program and about how to find a job in her field. According to Alicia, the most important impact of New Hope in her life was improving her knowledge about how to successfully use community resources.

Finally, for at least some New Hope participants, practical support extended to the transition out of the program after the three years of eligibility ended. Inez, a married Latina mother of two boys, was very grateful for her project representative’s help in getting information about child care subsidies from the county when her eligibility for New Hope was ending. She remarked, “[my representative] was the one who told me where to go. She kinda helped me out a lot.” Although the New Hope experiment and evaluation focus on program benefits and their impacts on work and other outcomes, the ethnographic and implementation studies suggest that the concerned, continuous personal relationships many New Hope clients had with project representatives, were often remembered by participants as among the most important features of New Hope influencing their lives.



children's behavior and development. For school-age children, surveys were mailed to teachers to obtain reports of children's school performance and social behavior (both positive and negative). A three-year intensive ethnographic study of 44 families in both the program and control groups provided rich information about families' experiences.<sup>6</sup>

The results of the two-year and five-year evaluations were published in earlier reports.<sup>7</sup> In this paper, we present the eight-year CFS findings. It documents the program's effects on children's social well-being eight years after participants enrolled (that is, five years after parents' eligibility for the program ended).<sup>8</sup>

## Why New Hope Might Have Lasting Effects

New Hope's designers conceived of the program as a set of work supports that would be in place as long as individuals needed them. Although the demonstration program was not designed to evaluate the effects of time limits, it limited any individual's eligibility to three years because of financial constraints. This evaluation conducted five years after the end of eligibility tests the possibility that the earlier changes endured after families no longer received benefits. Even though New Hope was not intended to demonstrate a time-limited policy, there are several reasons to expect that the three-year period of benefits might have had lasting effects on parents, children, and family life.

First, if parents gained job experience and confidence in their ability to earn a living, some of the employment and income impacts of New Hope might have continued after benefits were discontinued, particularly because the Earned Income Tax Credit (EITC) continued to be available as an important supplement to parents' earnings and, in fact, increased in value during the period from 1995 to 2004. Evidence from the ethnographic work, for example, suggests that families choose lump-sum refund payments to provide a form of savings and to purchase expensive items (cars, furniture) or to pay down debt (mortgage, credit cards). Lump-sum payments from EITCs may have continued to benefit families with sufficient earnings.<sup>9</sup> There is

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<sup>6</sup>Weisner, Gibson, Lowe, and Romich, 2002.

<sup>7</sup>Bos et al., 1999; Huston et al., 2003.

<sup>8</sup>Readers who are primarily interested in New Hope's history, designs, and operations should refer to the comprehensive report on those issues: *Creating New Hope: Implementation of a Program to Reduce Poverty and Reform Welfare* (Brock, Doolittle, Fellerath, and Wiseman, 1997). Prior publications also include *The New Hope Offer: Participants in the New Hope Demonstration Discuss Work, Family, and Self-Sufficiency* (Benoit, 1996); *Who Got New Hope?* (Wiseman, 1997); and *An Early Look at Community Service Jobs in the New Hope Demonstration* (Poglinco, Brash, and Granger, 1998).

<sup>9</sup>Romich and Weisner, 2000.

evidence from several policy experiments that employment programs offering earnings supplements produced improved achievement among children.<sup>10</sup>

Second, children's experiences in formal child care and structured out-of-school activities may have occurred during "sensitive developmental periods" during which experiences have formative effects that endure through later periods. In center-based care, children may acquire social skills and/or have access to resources to help with behavior problems. Organized after-school programs during the early school years may contribute to children's social skills as they progress into the later school years. If structured out-of-school experiences provide supervision and social skills, then New Hope's children may continue to pursue some of the activities in which they participated during the three-year period of benefits.

Advantages that accrued during New Hope's benefit period may have led to an upward spiral in children's development. Initial experiences may change the child's behavior or capabilities; as a result, the child generates different types of input from the environment; that input, in turn, maintains or increases the behavior or skill involved. In this model, treatment-induced changes in the child's behavior "drive" the context, either by eliciting particular reactions from the people around the child or by leading the child to seek out different contexts.<sup>11</sup> We found some evidence, for example, that boys' improved behavior led to parents' reports of greater ease of discipline and management.<sup>12</sup>

Finally, the changed contexts brought about by New Hope may have continued after the program ended. Some of the effects on parents' employment, income, and family patterns as well as on activities, and on school may have endured. Young people in program-group families may have continued to participate in structured activities during their non-school hours. These changed contexts brought about by New Hope could have maintained changes in family life and children's behavior. In fact, at the five-year follow-up, two years after benefits had ended, New Hope children were still more likely to be in center-based child care and older children were more likely to participate in some types of structured activities.<sup>13</sup>

## Sample

The CFS sample includes all 745 adult sample members who had one or more children between the ages of 1 year, 0 months, and 10 years, 11 months, at the time of random assign-

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<sup>10</sup>Morris et al., 2001.

<sup>11</sup>Entwisle, Alexander, and Olson, 1997; Scarr and McCartney, 1983.

<sup>12</sup>Epps and Huston, 2007.

<sup>13</sup>Huston et al., 2003.

ment.<sup>14</sup> If a family had more than one child in that age range, two children were identified as “focal children.”<sup>15</sup> There were 1,140 eligible focal children; a limited amount of information was collected about other children in the family.

A total of 595 families, with 866 focal children between the ages of 9 and 19 responded to the eight-year follow-up survey. These children make up the child outcomes sample. In addition, a mail survey was sent to teachers of children whose parents gave permission; teacher reports were obtained for 540 youth who constitute the teacher survey sample.<sup>16</sup>

The parents in the CFS sample were in many respects similar to those in other studies of individuals receiving welfare. When they applied for New Hope, over half were not employed, and about 80 percent were receiving Aid to Families with Dependent Children (AFDC), general assistance, food stamps, and/or Medicaid. The majority had never been married. Slightly over 10 percent were married and were living with their spouse, and almost half had three or more children. Slightly over half were African-American, and over one-quarter were Hispanic.

## **Treatment of Missing Data**

Missing data present problems when attrition is not random, and the participants for whom data are missing differ systematically from those with complete data. Differential attrition reduces the ability to generalize findings to the original population. In an experimental study, if the pattern of missingness differs systematically between the program and control group, the validity of experimental findings is called into question because the impacts may be over-estimated or under-estimated.

We analyzed all data with two generally accepted ways to correct for the potential biases resulting from missing data as well as analyzing the original data. One method was to weight observations by baseline characteristics. The other was to use multiple imputation procedures to estimate missing observations. (A detailed description of this procedure is presented in Appendix A.) Weighting uses only the information in the baseline variables and does not correct for bias associated with variables not observed at baseline. Multiple imputation estimates missing values using all available data, and by creating multiple data sets, it allows some correction of random error in those estimates in the final analyses performed. In this report, we present findings based on multiple imputation because this procedure uses more information to estimate

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<sup>14</sup>The CFS sample excludes 67 Asian-American families — most of whom are Southeast Asian refugees — because of language barriers and because many of the measurement instruments are culturally inappropriate for them.

<sup>15</sup>If there were more than two eligible children, the focal children were randomly selected with the restriction that opposite-sex siblings were given preference over same-sex siblings.

<sup>16</sup>In some cases, more than one teacher responded for a child. The report presents results for only one teacher per child.

missing observations and because the baseline variables are not strong predictors of the child variables. The results for the imputed analyses are very similar to those found in the original unweighted and unimputed data. For comparison, the results using unweighted (original) data are displayed in Appendix Table A.2.

## **Data Sources**

In-person surveys with parents and children were conducted in the family's home. The parents provided information about themselves and their children's achievement and social behavior, and children were given standardized tests and questionnaires.

Teacher reports about children's academic performance, classroom skills, school progress, and social behavior were obtained by questionnaires mailed to the children's school. Teachers were told that children and their families were participating in a study but not that families were involved in an evaluation of New Hope, welfare, or poverty-related programs.

All the analyses compared the entire group of children in the CFS sample of New Hope families with children in control-group families — that is, these are “intent-to-treat” effects. For each outcome, differences in impacts were examined for boys and girls, for two age groups, and for African-American and Hispanic youth. Because some of the economic impacts differed for families with different levels of employment at baseline, and with different barriers to employment at baseline, child impacts were examined for these subgroups as well. There were almost no systematic differences for children in families with and without full-time employment at baseline, so those results are not presented.

## **Social Behavior**

### **Summary of Eight-Year Findings**

There were impacts on several aspects of children's social behavior and emotional well-being. In some cases, these impacts were stronger than those found in earlier waves. Specifically, New Hope children scored higher than control-group children on parent-rated positive social behavior and on their own reports of satisfaction with friendships. New Hope parents rated older children lower on internalizing problems than did control parents, and younger children expressed more efficacy to achieve their goals.

### **Social Behavior Measures**

**Positive social behavior.** Most studies of children from low-income families emphasize the negative aspects of social behavior. This study gives equal emphasis to positive and

problem behavior. Both parents and teachers completed the Positive Behavior Scale.<sup>17</sup> The 25 items in it are divided into three subscales: compliance and self-control (for example, “Thinks before he/she acts,” “Usually does what I tell him/her”); social competence and sensitivity (“Gets along well with other children,” “Shows concern for other people’s feelings”); and autonomy (“Tries to do things for him/herself,” “Is self-reliant”). Both parents and teachers completed these scales.

In the eight-year survey, this scale was expanded by six questions (labeled “New Scale” in Tables 1-3) based on psychometric analyses which aim to measure altruism, another dimension of positive behavior.<sup>18</sup> These items include “Helps other kids when they need help” and “Keeps quiet when others disagree with (his/her) beliefs.”

**Problem behavior.** Both parents and teachers rated children on externalizing and internalizing problems, using the Problem Behavior Scale of the Social Skills Rating System.<sup>19</sup> Externalizing problems include aggression and lack of behavior control (for example, “Is aggressive toward people or objects,” “Has temper tantrums”). Internalizing problems include social withdrawal and excessive fearfulness (“Appears lonely,” “Acts sad or depressed”).

**Peer relationships.** The Loneliness and Social Dissatisfaction Questionnaire is a 16-item scale measuring the child’s satisfaction with peer relations and friendships.<sup>20</sup> The items are statements (for example, “It’s hard for me to make new friends”). The child answers on a five-point scale, ranging from 1 (“always true”) to 5 (“not true at all”). For this study, high scores indicate satisfaction with friendships.

**Hostile intent attribution.** This measure is designed to measure children’s aggressive tendencies. It consists of four vignettes presenting situations in which another person does something that could be perceived as hostile (for example, “A kid spilled milk down your back while you were sitting in the school cafeteria”). Respondents are asked why the person did this. The choice of answers includes benign intent (such as “The kid slipped on something”) or hostile intent (“The kid wanted to make fun of you”). Two of the stories involve physical hostile intent, and two involve social hostility (for example, not inviting someone to a party). Other research indicates that responses to this instrument predict children’s own aggressive behavior. Aggressive children are more likely to attribute hostile intent to others; nonaggressive children

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<sup>17</sup>Quint, Bos, and Polit, 1997.

<sup>18</sup>Epps, Park, Huston, and Ripke, 2005.

<sup>19</sup>Gresham and Elliott, 1990.

<sup>20</sup>Asher and Wheeler, 1985; Cassidy and Asher, 1992.

are more likely to attribute benign intent.<sup>21</sup> Girls are more apt to engage in social aggression, and boys are more apt to engage in physical aggression.<sup>22</sup>

**Peer characteristics.** A measure of Peer Group Conventional Behaviors, taken from the Pittsburgh Youth Study, was used to assess how many of the respondent's close friends got good grades and participated in sports, school activities, and religious activities.

**Hope (efficacy).** Children's sense of efficacy was measured using six items from the Children's Hope Scale.<sup>23</sup> Each subscale includes three items using a six-point scale ranging from "none of the time" to "all of the time." Sample items include: "I think I'm doing pretty well" and "Even when others want to quit, I know I can find ways to solve the problem."

## Results

### Impacts on Social Behavior

Program impacts for the full sample are shown in Table 1. Program parents rated their children's positive social behavior higher than did control-group parents (see Figures 1 and 2). Specifically, program-group children exhibited more social competence, compliance, and autonomy. Interestingly, impacts on positive behavior persisted throughout the New Hope evaluations, but impacts on problem behavior have not.

There were no impacts on any of the teacher-rated social behavior measures. Both the earlier positive impacts on ratings for boys' behavior and the negative impacts on ratings of girls' behavior had faded. It is possible that as children enter middle and high school the teachers have less time with each student and cannot assess the students as thoroughly as elementary teachers can. We did not, however, find any impacts in a separate analysis of younger children, some of whom were still in elementary school.

According to children's self-reports of their peer relations, program children were less lonely and more satisfied with their friendships as compared with children in the control group (see Figure 3). New Hope children also tended to feel higher levels of efficacy or hope about achieving their goals, but the program-control difference falls just short of statistical significance (see Table 1).

**Gender differences.** In Table 2 we present the impacts on social behavior separately for boys and girls. The impacts for boys and girls did not differ significantly, indicating similar

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<sup>21</sup>Crick and Dodge, 1996.

<sup>22</sup>Crick and Bigbee, 1998.

<sup>23</sup>Snyder et al., 1996.

patterns for both genders. Parents reported higher levels of positive behavior for boys and girls in the program group, but the impacts were slightly greater for boys. Children's self-report of peer relationships were also slightly more pronounced for boys.

There was a statistically significant difference by gender in the measure of hostile attributions (see Figure 4), with New Hope girls having less hostile attributions in social situations than control-group girls, suggesting reduction in a form of aggression that is more typical of girls than of boys.<sup>24</sup>

**Age differences.** In Table 3 we present the New Hope impacts on social behavior for younger children (ages 9-12 [ages 1-4 at random assignment]) and adolescents (ages 13 and older [ages 5 and older at random assignment]). Again, the differences in impacts are not great. Impacts on younger children's hope were more pronounced than those for older children. Also, parents of older children in the program group reported positive social behavior and less internalizing behavior to a stronger degree than did younger program children's parents.

**Ethnic differences.** In Appendix Table C.1 we present the impacts on social behavior by ethnicity. African-American program parents reported significant reductions in internalizing problem behavior, but Hispanic program parents reported slight increases, though these did not reach statistical significance. Statistical tests indicated significantly different impacts for the two ethnic groups.

**Impacts by parents' initial barriers to employment.** Differential impacts on children's social behaviors by parent's initial barriers to employment status were examined. For the most part, impacts did not differ significantly across the barrier groups. Only one statistically significant difference was found. Compared to the other barrier groups, the impact on children's reported efficacy was strongest for those children whose parents had faced two or more barriers to employment. These children reported feeling more hopeful than did their control-group counterparts.

Within the group of children whose parents had faced two or more barriers to employment, New Hope had a beneficial impact on parent-rated internalizing behaviors; program parents reported their children as having less internalizing behaviors than did the control parents (see Table C.2).

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<sup>24</sup>Crick and Bigbee, 1998

## Parenting and Parent Well-Being

### Summary of Eight-Year Findings

Eight years after random assignment and five years after the end of the New Hope program, there were impacts on several aspects of parenting. Specifically, New Hope parents felt they were able to effectively manage their children — they had more control, fewer discipline problems, and experienced less parenting stress than the control parents. These patterns were similar for parents of boys and girls (more pronounced for boys) and for both younger children and adolescents (more pronounced for the adolescents). There were no significant effects on parents' reports of material well-being or their own physical health and emotional well-being.

### Parenting Measures

Measures of parenting included parent reports and child reports. Most measures were grouped into four composite scores: *effective child management*, *positive youth-parent relations*, *negative youth-parent relations*, and *warm and structured parenting*. These groupings were formed partly on the basis of a factor analysis of all the parenting measures at the five-year follow-up, which indicated that the sets of measures grouped on four factors.<sup>25</sup> These composites are likely to be more reliable than the individual scales composing them, because they contain more items. Detailed descriptions of each measure appear in Appendix D.

**Effective child management.** The composite variable “effective child management” represented high control (that is, few problems), infrequent discipline or punishment, low parenting stress, and high confidence in the ability to prevent harm. *Problems with control* was assessed using a five-item scale describing the frequency with which the child ignored or failed to obey the parent.<sup>26</sup> *Frequency of discipline* involved six items assessing the frequency, in the prior week, with which parents had punished the child by grounding, taking away privileges, and spanking.<sup>27</sup> *Parenting stress* included five questions concerning the degree of difficulty that parents experienced interacting with and caring for their children.<sup>28</sup> *Confidence in preventing harm* was assessed with a single item from the parent interview: “How confident are you that you will be able to prevent your child from getting into trouble?”

**Positive youth-parent relations.** The composite “positive youth-parent relations” was based on three child report measures: high positive parent-youth relations, high parental accep-

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<sup>25</sup>A factor analysis of the measures produced four factors, which accounted for 76 percent of the variation. Measures with factor loadings higher than .45 were summed to form four composite scores. Details available upon request.

<sup>26</sup>Statistics Canada, 1995.

<sup>27</sup>Statistics Canada, 1995.

<sup>28</sup>Quint, Bos, and Polit, 1997.



tance and involvement, and high monitoring. Children's perceptions of *positive relations* were assessed by the Child Evaluation of Relationship with Mother/Caregiver.<sup>29</sup> The *acceptance/involvement* subscale of the Authoritative Parenting Measure assessed the youths' perceptions that parents were supportive and involved in their lives.<sup>30</sup> Children's reports of *parental monitoring* were measured by asking children about the extent to which their parents knew about their activities and their friends. The fact that this scale correlates with other indicators of positive parent-child relations (from the child's point of view) is consistent with recent evidence that "monitoring" is an index of children's willingness to communicate with parents as well as parental efforts at supervision.<sup>31</sup>

**Negative youth-parent relations.** The composite variable "negative youth-parent relations" was created from two child-report variables: the *negative relations* scale from the Child Evaluation of Relationship with Mother/Caregiver<sup>32</sup> and low scores on *psychological autonomy granting* from the Authoritative Parenting Measure.<sup>33</sup>

**Warm and structured parenting regularity of family routines.** Parents were asked six questions assessing the frequency with which their family participated in regular activities including how often "children did homework around the same time at night" and whether family members "ate dinner or supper together most nights of the week."

**Parent reported monitoring.** This parenting measure did not fit in the composite groups. Parent-reported *monitoring* consists of eight questions about parents' knowledge of their children's friends and their children's whereabouts and companions when away from home. This item was adapted from a set developed by the MacArthur Network on Adolescent Development.

**Parent well-being.** The *material hardship* index included six questions asking whether the family had been without utilities, medical care, housing, or other necessities. *Financial worry* included five questions asking how much the respondent worried about paying bills and lacking money for important needs such as food and housing.

To assess *physical health*, survey questions assessed parents' overall physical health on a five-point scale from "poor" to "excellent"; having a health condition that limits the ability to work; frequency of hospitalization during the prior year; and indicators of substance use (for example, drinking alcohol in the prior 30 days) or abuse (for example, friends or family worry that you drink too much).

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<sup>29</sup>McLoyd, Jayaratne, Ceballo, and Borquez, 1994.

<sup>30</sup>Steinberg, Lamborn, Dornbusch, and Darling, 1992.

<sup>31</sup>Kerr and Stattin, 2000.

<sup>32</sup>McLoyd, Jayaratne, Ceballo, and Borquez, 1994.

<sup>33</sup>Steinberg, Lamborn, Dornbusch, and Darling, 1992.

Survey questions provided measures of the frequency with which parents had experienced *stress* in the previous month. *Depression* was assessed using the Center for Epidemiological Studies-Depression (CES-D) scale, a 20-item self-report scale tapping the recent frequency of depressive symptoms, such as crying or feeling lonely. Finally, parents also completed the *Hope Scale*, a measure of belief in one's capacity to initiate and sustain actions to achieve goals.

## Results

### Impacts on Parent-Child Relations

The impacts on parenting and parent-youth relations were large and more consistent than were those in earlier waves (see Table 4). Parents in the program group reported more effective child management (see Figure 5) — that is, they felt they had better control (see Figure 6); they used less punishment; and felt less parenting stress (see Figure 7). At wave 2, there were impacts on one component of effective child management.

There were no significant impacts on the other measures of parenting and parent-child relations. Effective child management appears to be the only parent-reported construct that was affected by the New Hope program across time.

There were no impacts on parents' reports of material well-being, their own physical health, or their own psychological well-being.

**Impacts by child's gender.** Table 5 presents New Hope impacts separately for boys and girls. As in earlier waves, there were impacts on parenting for all children, but the program and control-group differences were more pronounced for boys than for girls. Program parents of boys felt that they had more control (e.g., youth did not ignore parents' directions and requests), and less parenting stress than did parents of control-group boys (see Table 5).

**Impacts by child's age.** We present New Hope impacts separately for younger children (ages 9-12 [ages 1-4 at random assignment]) and adolescents (ages 13 and older [ages 5 and older at random assignment]) in Table 6. New Hope impacts on effective child management and parenting stress were evident for children at all ages, although the impacts were stronger for adolescents. New Hope's impact on parenting control was significantly different and much stronger for adolescents than for younger children (see Figure 8), which is noteworthy given that children may become more difficult to manage during the adolescent period. Correspondingly, older adolescents in the New Hope group reported that their parents gave them greater autonomy than did control adolescents.

**Impacts by child's ethnicity.** In Appendix C, Table C.3 we present parenting impacts separately for African Americans and Hispanics. Impacts on effective child management were more pronounced for African Americans as compared to Hispanics. African-Americans program parents felt that they had more control (e.g., youth did not ignore parents' directions and requests), and less parenting stress than did African-American control-group parents (see Table C.3). These patterns were less clear for Hispanics.

**Impacts by parents' initial barriers to employment.** Impacts on parenting and parent-child relations did not differ across the parental barrier groups (see Table C.4).

## Activities

### Summary of Eight-Year Findings

In earlier waves New Hope increased children's participation in structured out-of-school activities. Eight years after random assignment, New Hope children continued to participate in more structured out-of-school activities, especially religious activities, as compared with control-group children. Additionally, New Hope youth, compared to children in the control group, spent more time in service and volunteer activities and hanging out with friends without an adult present. Although these impacts were consistent across all age groups to varying degrees, they were more pronounced for girls than for boys.

### Previous Findings

Based on previous reports from earlier waves, out-of-school activities, including center-based child care and after-school programs for younger children, appear to be one pathway by which New Hope affected children's behavior. In waves 1 and 2, New Hope children spent more time in center-based child care and were more likely than control-group children to participate in structured out-of-school activities.

Two years after random assignment, program-group children ages 9 to 12 participated in structured activity settings more often than did control-group children. More specifically, program-group children were more involved in organized sports, religious activities, clubs, and lessons, perhaps because of the greater family income and resources provided by New Hope. These activities offered adult supervision in organized private or public settings. This pattern was more pronounced for boys than girls. At the five-year follow-up, two years after parents' eligibility for New Hope ended, children in New Hope families spent more time in center-based child care and after-school activities than did children in control-group families. Older program-group children participated in structured out-of-school activities more often than did control-group children.

## Measures of Children’s Activities

Parents reported on focal children’s use of time and on their participation in out-of-school activities. Children also completed a parallel assessment of their out-of-school time. Respondents reported how frequently in the last 12 months children had participated in lessons, organized sports, clubs and youth groups, religious classes and events, and activities at recreation or community centers using a five-point scale ranging from 1=“never” to 5= “about every day.” These five activities were classified as “*structured activities*” because they provided adult supervision, with opportunities for skill acquisition and socializing with peers. A summary score for structured activities was computed from the average of these five activities. In addition, respondents were asked how often they engaged in band and choir, volunteer and service activities, and hanging out with friends without an adult.

## Results

### Program Impacts on Out-of-School Activities

As shown in Table 7, New Hope parents reported that in the past year their children had been more engaged in structured activities, averaging across the five activities (see Figure 9). When activities were analyzed separately, the impact held only for religious activities — thus this is the only component measure reported (see Figure 10). New Hope youth also reported spending more time in volunteer and service activities.

New Hope children reported spending more time hanging out with friends without an adult present than did control-group children (see Figure 11). A trend toward the same pattern was found for parent reports, with program children spending more unsupervised time with their peers than their counterparts in the control group; however, this effect was not statistically significant at conventional levels ( $p < .13$ ).

**Impacts by child’s gender.** Table 8 presents the impacts by gender. Although New Hope program impacts on activities did not differ statistically by gender, the program and control differences were more pronounced among girls. This was true for both parent and youth reports of participation in structured activities during the past year. In particular, program parents indicated that their girls participated in religious activities more frequently than did parents of girls in the control group. According to youth self-reports, program girls reported higher levels of involvement in band or choir and volunteer/service activities than did girls in the control group.

Both parent and youth self-reports indicated that program-group children were more likely than control-group children to hang out with friends without parental supervision, but this effect was more pronounced for girls than it was for boys.

**Impacts by child's age.** Because participation in structured and social activities may differ for younger children (ages 9-12 [ages 1-4 at random assignment]) and adolescents (ages 13 and older [ages 5 and older at random assignment]), we present New Hope impacts separately for two age groups in Table 9. The pattern of higher participation in religious activities was repeated for all ages, but this effect was stronger for adolescents ages 13 and older. However, parents reported higher levels of participation in service and volunteer activities only among adolescents in the program group — this represents a statistically significant difference in impacts between the age groups (see Figure 12).

**Impacts by child's ethnicity.** Appendix Table C.5 presents the New Hope impacts on activities separately for African-American and Hispanic participants. There were no significant differences in impacts (see Table C.5).

**Impacts by parents' initial barriers to employment.** Impacts on child- and parent-reported child participation in out-of-school and other activities differed significantly across the barrier groups. The strongest impacts occurred for children whose parents had faced no barriers to employment. Children whose parents had faced no barriers to employment participated in structured activities (as reported by their parents) when they were in the New Hope group than when they were in the control group (see Table C.6). Impacts on parent- and child-rated band and/or choir participation were stronger for those children whose parents had faced no barriers to employment than they were for children from the other barrier groups (see Table C.6).

## Conclusions

New Hope had some long-term impacts on positive social and emotional development. There is a consistent pattern for New Hope parents to rate their children higher on such positive social behaviors as compliance, social competence (e.g., consideration and sensitivity to others), and autonomy (ability to govern one's own behavior effectively). Over time, parents increasingly rated their children, and especially their sons, as more obedient, needing less discipline, and causing less stress to the parent than did control-group parents. Earlier longitudinal analyses suggest that improvements in children's behavior, produced by New Hope, may have generated improvements in parents' control and ability to discipline their children effectively.<sup>34</sup>

Adolescents, in turn, reported some more positive relationships with their parents — feeling that their parents gave them more autonomy. It is likely that parents felt more confi-

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<sup>34</sup>Epps and Huston, 2007.

dence in their children and were more willing to grant them autonomy. Perhaps that is why the children report spending more time with peers when no adult is present.

Positive peer relations form a second thread in the findings. Peer relations are critical to development during adolescence, and strong friendships are one hallmark of good social and mental health. The effects of strong peer attachments depend, however, on the extent to which those peers engage in prosocial or antisocial behavior. If the peer group is involved in socially constructive activities, positive social behavior is likely to be encouraged. If the peer group engages in deviant and antisocial activities, the young person is likely to go in that direction.

Structured out-of-school activities offer opportunities to make friends with prosocial peers in a constructive context. Parents often go to considerable lengths to be sure their children are exposed to positive peers. New Hope may have helped to facilitate involvement with prosocial peers through its impacts on participation in structured activities as well as the earlier impacts on center-based child care and after-school programs. In this context, it is interesting that the biggest impacts occurred for religious and service activities, both of which are likely to offer an especially supportive context for constructive peer relationships.

The impact on structured activity participation is driven largely by program-group children's participation in religious activities. This impact was expected, given previous findings.<sup>35</sup> Religious activities typically involve individuals of all ages and high adult supervision, while also providing environments that, in most cases, promote positive social skills and interactions. These settings involve a variety of options that parents feel more comfortable with and approve of, and thus they may make more concerted efforts to ensure that they get their children to these settings. African-American children (who make up 55 percent of our sample) are more likely to participate in religious activities, as compared to any other group of people.<sup>36</sup> Given this, we argue that parents may have viewed their religious affiliation and the activities these settings provided as protective factors. Why New Hope impacted involvement in these kinds of activities is not entirely clear. Perhaps this participation is related to improvements in their own life situations as a result of New Hope, giving them more hope, ultimately leading them to a greater commitment to religious activities for themselves while bringing their children along.

Both children and parents reported that New Hope youth were more likely than control-group youth to spend time with friends without parental supervision, often considered a danger sign, especially for children in low-income neighborhoods. However, given the fact that New Hope youth also spent more time in structured activities, hanging out with peers may be part and parcel of good friendships and growing autonomy.

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<sup>35</sup>Huston et al., 2003.

<sup>36</sup>Bartko and Eccles, 2003.

It is noteworthy that most of the impacts of New Hope occurred as increases in positive behavior rather than declines in problem behavior. A great deal of research on low-income children concentrates on measuring behavior problems and deviant behavior, but it may be equally important to examine positive behavior. The youth development movement has made a strong point of the fact that simply preventing or eliminating problems is not equivalent to cultivating positive development. These findings support the importance of considering the two as separate dimensions, not just as opposites.

The effect sizes observed at eight years on many indicators suggest that the program led to socially significant gains. An effect size reflects the difference between the program and control-group effects as a fraction of a standard deviation. Traditionally, effect sizes of 0.20–0.49 are thought of as small but likely important, those of 0.50–0.79 are considered moderate, and those of 0.8 and higher are regarded as large. However, a growing body of researchers contends that effect sizes of between 0.10 and 0.20 can have important societal implications. Effect sizes within this range were commonly observed and larger effect sizes in the 0.20 and 0.30 range were observed in the area of effective child management and positive behavior.

Finally, early studies of the effects of welfare and employment policies demonstrated some negative effects on adolescents. Youth whose parents entered employment programs had slight increases in minor deviant behavior (e.g., smoking), though there were no differences in serious delinquent behavior.<sup>37</sup> It is especially noteworthy that these negative effects did not appear when the children in this sample reached adolescence. It is possible that parents' entry into increased employment was cushioned by child care and other structured settings for younger children, but that such protective settings were less available to ease the transition when children were adolescents at the outset. In any case, the positive effects created by New Hope when the children were in early and middle childhood lasted well into the adolescent years, suggesting that work support policies of the kind represented by New Hope can have long-term positive effects on young people's social adjustment and relationships with others.

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<sup>37</sup>Gennetian et al., 2002.





## Report Tables and Figures



## The New Hope Project

**Table 1**

### Impacts on Achievement, School Progress, and Motivation

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>
<b>Woodcock-Johnson test of achievement<sup>b</sup></b>						
Broad Reading score		93.31	91.86	1.45	0.153	0.10
Applied problems		94.20	94.04	0.16	0.888	0.01
<b>Parent ratings of achievement</b>						
Overall achievement	1=not well at all 5=very well	3.68	3.59	0.09	0.184	0.09
Literacy	1=not well at all 5=very well	3.69	3.60	0.10	0.150	0.09
Math	1=not well at all 5=very well	3.66	3.58	0.08	0.303	0.07
Positive school progress	0=no, 1=yes	0.40	0.39	0.00	0.829	0.01
Negative school progress	0=no, 1=yes	0.22	0.25	-0.03 *	0.091	-0.11
<b>Teacher ratings of achievement<sup>c</sup></b>						
SSRS academic subscale	1=lowest 10 percent of the class 5=highest 10 percent of the class	3.17	3.19	-0.01	0.862	-0.01
Mock report card (Reading)	1=below 5=excellent	2.93	2.95	-0.02	0.822	-0.02
Mock report card (Math)	1=below 5=excellent	2.78	2.78	-0.01	0.954	0.00
Classroom behavior scale	1=almost never 5=almost always	3.72	3.69	0.03	0.758	0.03
<b>Motivation</b>						
School engagement	1=none of the time 6=all of the the time	3.86	3.71	0.15 **	0.017	0.16
English expectancy	1=not at all well 7=very well	5.69	5.55	0.14 *	0.071	0.12
Math expectancy	1=not at all well 7=very well	5.27	5.14	0.13	0.133	0.10
Certainty of educational attainment	1=not at all sure 5=very sure	4.37	4.33	0.04	0.405	0.05
Optimism for the future	1=very unlikely 5=very likely	4.61	4.50	0.11 *	0.054	0.13
<b>Sample size</b>	<b>1097</b>					

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

These results are based on imputed data.

<sup>a</sup>The effect size is the difference between program- and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>Woodcock-Johnson scores are age-standardized with a mean of 100 and a standard deviation of 15.

<sup>c</sup>Teacher-reported impacts were calculated on a subset of imputed data. That subset included only data for children that had at least one completed teacher survey across the three waves (N=863).

The New Hope Project

Table 2

Impacts on Social Behavior by Child Gender

Outcome	Range	Program Group	Control Group	Difference	P-Value for Effect Difference Size <sup>a</sup>	P-Value for Difference Between Boys & Girls <sup>b</sup>
<b>Boys</b>						
<b>Positive behavior scale</b>						
Parent report (25 questions)	1=never 5=all of the time	3.82	3.71	0.12 **	0.028	0.21
Parent report (New scale)	1=never 5=all of the time	3.76	3.64	0.12 **	0.023	0.22
Teacher report <sup>c</sup>	1=never 5=all of the time	3.52	3.51	0.01	0.912	0.02
<b>Problem behavior scale</b>						
Externalizing -- parent	1=never 5=all of the time	2.34	2.45	-0.11	0.107	-0.15
Externalizing -- teacher <sup>c</sup>	1=never, 5=all of the time	2.14	2.14	0.00	0.968	0.01
Internalizing -- parent	1=never 5=all of the time	2.29	2.39	-0.10	0.148	-0.15
Internalizing -- teacher <sup>c</sup>	1=never 5=all of the time	2.32	2.33	0.00	0.996	0.00
<b>Social relationships</b>						
Peer relationships -- child	1=always true 5=not true at all	4.24	4.11	0.13 *	0.053	0.20
Hostile intent total -- child	1=always true 5=not true at all	0.34	0.34	0.00	0.954	0.01
Hostile intent physical	1=always true 5=not true at all	0.23	0.26	-0.02	0.379	-0.10
Hostile intent social	1=always true 5=not true at all	0.46	0.43	0.03	0.378	0.08
Peer conventional behaviors	1=none of them 5=all of them	3.36	3.31	0.04	0.589	0.05
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.90	3.80	0.10	0.197	0.13
<b>Risky behavior</b>						
Trouble index -- parent	0=no, 1=yes	0.14	0.14	0.00	0.900	0.01
Delinquent behavior -- child	1=never 5=five or more times	0.24	0.25	-0.01	0.794	-0.03

(continued)

**Table 2 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Effect Difference Size <sup>a</sup>	P-Value for Difference Between Boys & Girls <sup>b</sup>
<b>Girls</b>						
<b>Positive behavior scale</b>						
Parent report (25 questions)	1=never 5=all of the time	3.86	3.83	0.02	0.698	0.04
Parent report (New scale)	1=never 5=all of the time	3.80	3.78	0.02	0.771	0.03
Teacher report <sup>c</sup>	1=never 5=all of the time	3.70	3.71	-0.01	0.925	-0.01
<b>Problem behavior scale</b>						
Externalizing -- parent	1=never 5=all of the time	2.34	2.30	0.04	0.615	0.05
Externalizing -- teacher <sup>c</sup>	1=never 5=all of the time	1.97	1.98	0.00	0.996	0.00
Internalizing -- parent	1=never 5=all of the time	2.32	2.35	-0.03	0.664	-0.04
Internalizing -- teacher <sup>c</sup>	1=never 5=all of the time	2.27	2.27	0.00	0.989	0.00
<b>Social relationships</b>						
Peer relationships -- child	1=always true 5=not true at all	4.18	4.13	0.05	0.420	0.08
Hostile intent total -- child	0=benign 4=hostile	0.31	0.33	-0.02	0.283	-0.10
Hostile intent physical	0=benign 2=hostile	0.20	0.20	0.00	0.854	0.02
Hostile intent social	0=benign 2=hostile	0.41	0.46	-0.05	0.106	-0.15
Peer conventional behaviors	1=none of them 5=all of them	3.23	3.17	0.06	0.457	0.07
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.92	3.85	0.07	0.348	0.09
<b>Risky behavior</b>						
Trouble index -- parent	0=no, 1=yes	0.10	0.09	0.01	0.525	0.05
Delinquent behavior -- child	1=never 5=five or more times	0.20	0.19	0.01	0.600	0.05

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For boys all reports were available for 570 children. For girls all reports were available for 531 children. Only children ages 12 and older were asked about delinquent behavior, resulting in 392 reports from boys and 393 reports from girls.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>c</sup>Teacher-reported impacts were calculated on a subset of imputed data. That subset included only data for children that had at least one completed teacher survey across the three waves (N=437 boys; 428 girls).

**The New Hope Project**  
**Table 3**  
**Impacts on Social Behavior by Child Age**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Effect Difference Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 9 to &lt; 13</b> (1 to < 5 at random assignment)						
<b>Positive behavior scale</b>						
Parent report (25 questions)	1=never 5=all of the time	3.85	3.83	0.02	0.727	0.03
Parent report (New scale)	1=never 5=all of the time	3.78	3.77	0.01	0.824	0.02
Teacher report <sup>c</sup>	1=never 5=all of the time	3.59	3.57	0.02	0.751	0.04
<b>Problem behavior scale</b>						
Externalizing -- parent	1=never, 5=all of the time	2.29	2.33	-0.04	0.580	-0.05
Externalizing -- teacher <sup>c</sup>	1=never 5=all of the time	2.15	2.16	-0.01	0.945	-0.01
Internalizing -- parent	1=never 5=all of the time	2.31	2.30	0.01	0.910	0.01
Internalizing -- teacher <sup>c</sup>	1=never 5=all of the time	2.34	2.31	0.03	0.692	0.05
<b>Social relationships</b>						
Peer relationships -- child	1=always true 5=not true at all	4.19	4.09	0.10	0.113	0.15
Hostile intent total -- child	1=always true 5=not true at all	0.34	0.34	0.00	0.883	-0.01
Hostile intent physical	1=always true 5=not true at all	0.23	0.25	-0.01	0.566	-0.06
Hostile intent social	1=always true 5=not true at all	0.44	0.43	0.01	0.800	0.03
Peer conventional behaviors	1=none of them 5=all of them	3.61	3.56	0.04	0.605	0.05
Child efficacy (Hope scale)	1=none of the time 6=all of the time	4.03	3.87	0.16 **	0.034	0.21
<b>Risky behavior</b>						
Trouble index -- parent	0=no, 1=yes	0.07	0.05	0.02	0.173	0.10
Delinquent behavior -- child	1=never 5=five or more times	0.20	0.19	0.01	0.871	0.02

(continued)

**Table 3 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Effect Difference Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 13 and older</b> (5+ at random assignment)						
<b>Positive behavior scale</b>						
Parent report (25 questions)	1=never 5=all of the time	3.83	3.72	0.11 **	0.032	0.20
Parent report (New scale)	1=never 5=all of the time	3.77	3.66	0.12 **	0.022	0.21
Teacher report <sup>c</sup>	1=never 5=all of the time	3.63	3.63	0.00	0.960	0.01
<b>Problem behavior scale</b>						
Externalizing -- parent	1=never 5=all of the time	2.38	2.41	-0.02	0.772	-0.03
Externalizing -- teacher <sup>c</sup>	1=never 5=all of the time	1.98	1.98	-0.01	0.942	-0.01
Internalizing -- parent	1=never 5=all of the time	2.30	2.42	-0.12 *	0.067	-0.18
Internalizing -- teacher <sup>c</sup>	1=never 5=all of the time	2.26	2.29	-0.03	0.676	-0.05
<b>Social relationships</b>						
Peer relationships -- child	1=always true 5=not true at all	4.22	4.14	0.08	0.185	0.13
Hostile intent total -- child	0=benign 4=hostile	0.32	0.33	-0.01	0.467	-0.07
Hostile intent physical	0=benign 2=hostile	0.20	0.21	-0.01	0.800	-0.02
Hostile intent social	0=benign 2=hostile	0.43	0.46	-0.02	0.419	-0.08
Peer conventional behaviors	1=none of them 5=all of them	3.03	2.98	0.05	0.550	0.06
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.81	3.79	0.01	0.866	0.02
<b>Risky behavior</b>						
Trouble index -- parent	0=no, 1=yes	0.16	0.16	0.00	0.921	-0.01
Delinquent behavior -- child	1=never 5=five or more times	0.25	0.25	0.00	0.936	0.01

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For ages 9 to less than 13, all reports were available for 503 children. For ages 13 and older, all reports were available for 599 children. Only children ages 12 and older were asked about delinquent behavior resulting, in 187 reports from the younger group and 599 reports from the older group.

<sup>a</sup>The effect size is the difference between program-and-control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>c</sup>Teacher-reported impacts were calculated on a subset of imputed data. That subset included only data for children that had at least one completed teacher survey across the three waves (N=386 younger children; 479 older children).

The New Hope Project

Table 4

Impacts on Parenting, Parent-Child Relations and Parent Well-Being for the Survey Sample

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>
<b>Effective child management</b>	1=low, 5=high	4.07	3.89	0.18 ***	0.005	0.20
Problems with control	1=never 6=all of the time	2.09	2.31	-0.22 ***	0.005	-0.21
Parenting stress	1=not at all true 5=very true	1.77	1.91	-0.14 **	0.027	-0.16
<b>Positive youth-parent relations</b>						
Child-reported positive relations	1=not at all true 5=very true	4.27	4.24	0.03	0.555	0.04
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.36	3.36	0.00	0.903	0.01
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.30	3.29	0.01	0.885	0.01
<b>Negative youth-parent relations</b>						
Child-reported negative relations	1=not at all true 5=very true	2.74	2.75	-0.01	0.842	-0.01
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.90	2.86	0.03	0.567	0.04
<b>Warm and structured parenting</b>						
Regularity of family routines	1=almost never 5=almost always	3.59	3.56	0.04	0.582	0.05
<b>Parenting behavior</b>						
Monitoring	1=never, 6=always	4.74	4.70	0.03	0.612	0.04
<b>PARENT WELL-BEING<sup>b</sup></b>						
<b>Material well-being</b>						
Material hardship	0=no, 1= yes	0.17	0.17	0.00	0.92	0.01
Financial worry	1=not at all 5=a great deal	2.52	2.45	0.07	0.45	0.06
<b>Physical well-being</b>						
Physical health of parent	1=low, 5=high	3.20	3.22	-0.02	0.82	-0.02
<b>Psychosocial well-being</b>						
General stress	1=none of the time 4=almost all of the time	2.62	2.56	0.06	0.41	0.07
Depression	0=low, 60=high (sum of 20 items)	17.36	17.33	0.03	0.98	0.00
Hope	1=strongly disagree 5=strongly agree	2.92	2.94	-0.02	0.63	-0.04

(continued)



**Table 4 (continued)**

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

All reports on children were available for 1097 children. The family level measure of regularity of family routines is available for 691 families.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

The New Hope Project

Table 5

Impacts on Parenting and Parent-Child Relations by Child's Gender

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Boys and Girls <sup>b</sup>
<b>Boys</b>							
<b>Effective child management</b>	1=low, 5=high	4.05	3.81	0.25 ***	0.003	0.29	0.144
Problems with control	1=never 6=all of the time	2.10	2.39	-0.29 ***	0.004	-0.27	0.225
Parenting stress	1=not at all true 5=very true	1.79	2.00	-0.21 **	0.014	-0.24	0.151
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.28	4.26	0.03	0.709	0.04	0.842
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.35	3.40	-0.06	0.340	-0.09	0.199
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.23	3.24	-0.01	0.857	-0.02	0.763
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.69	2.74	-0.05	0.504	-0.07	0.534
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.86	2.83	0.03	0.741	0.03	0.890
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.70	4.65	0.05	0.568	0.05	0.707

(continued)

**Table 5 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Boys and Girls <sup>b</sup>
<b>Girls</b>							
<b>Effective child management</b>	1=low, 5=high	4.06	3.99	0.08	0.336	0.09	0.144
Problems with control	1=never 6=all of the time	2.10	2.22	-0.11	0.272	-0.11	0.225
Parenting stress	1=not at all true 5=very true	1.77	1.81	-0.04	0.599	-0.05	0.151
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.25	4.24	0.01	0.930	0.01	0.842
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.37	3.32	0.05	0.384	0.08	0.199
Child-reported monitoring	1=strongly disagree 1=strongly disagree	3.37	3.35	0.02	0.808	0.02	0.763
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.79	2.77	0.02	0.819	0.02	0.534
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.94	2.89	0.04	0.609	0.06	0.890
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.77	4.77	0.00	0.975	0.00	0.707

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For boys all reports were available for 570 children. For girls all reports were available for 531 children.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

The New Hope Project

Table 6

Impacts on Parenting and Parent-Child Relations, by Child Age

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 9 to &lt; 13</b> (1 to < 5 at random assignment)							
<b>Effective child management</b>	1=low, 5=high	4.09	4.03	0.07	0.417	0.08	0.143
Problems with control	1=never 6=all of the time	2.12	2.17	-0.05	0.594	-0.05	0.059 †
Parenting stress	1=not at all true 5=very true	1.69	1.78	-0.08	0.319	-0.10	0.534
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.44	4.40	0.04	0.544	0.06	0.795
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.53	3.51	0.02	0.717	0.03	0.717
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.45	3.43	0.02	0.770	0.03	0.745
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.65	2.66	0.00	0.967	0.00	0.901
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.88	2.94	-0.06	0.503	-0.07	0.121
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.90	4.90	0.00	0.958	-0.01	0.606

(continued)

**Table 6 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Effect Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 13 and older</b> (5 + at random assignment)							
<b>Effective child management</b>	1=low, 5=high	4.03	3.79	0.24 ***	0.005	0.28	0.143
Problems with control	1=never	2.08	2.42	-0.33 ***	0.002	-0.32	0.059 †
Parenting stress	6=all of the time						
	1=not at all true	1.86	2.01	-0.15 *	0.067	-0.18	0.534
	5=very true						
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true	4.13	4.12	0.01	0.855	0.02	0.795
	5=very true						
Child-reported acceptance and involvement	1=strongly disagree, 4=strongly agree	3.22	3.23	-0.01	0.873	-0.02	0.717
Child-reported monitoring	1=strongly disagree, 4=strongly agree	3.17	3.18	-0.01	0.861	-0.02	0.745
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true	2.81	2.83	-0.02	0.807	-0.02	0.901
	5=very true						
Child-reported autonomy	1=strongly disagree	2.91	2.79	0.12	0.111	0.15	0.121
	4=strongly agree						
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.60	4.54	0.06	0.497	0.07	0.606

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For ages 9 to less than 13, all reports were available for 503 children. For ages 13 and older, all reports were available for 599 children.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

The New Hope Project

Table 7

Impacts on Childrens' Activities for the Survey Sample

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>
<b>Structured activities - Past year</b>		1=never, 5=about every day				
Total structured activities: Parent report		2.40	2.30	0.10 *	0.099	0.12
Religious class or activity		2.66	2.44	0.22 **	0.030	0.16
Total structured activities: Child report		2.44	2.38	0.06	0.281	0.08
Religious class or activity		2.45	2.41	0.03	0.743	0.02
<b>Social activities - School year + summer</b>		1=never, 5=about every day				
Hang out with friends: Parent report		3.24	3.08	0.16	0.122	0.11
Hang out with friends: Child report		4.03	3.82	0.21 **	0.031	0.14
<b>Other activities - Past year</b>		1=never, 5=about every day				
Service and volunteer: Parent report		1.89	1.80	0.09	0.230	0.08
Service and volunteer: Child report		2.01	1.89	0.13	0.180	0.10
Band/Choir: Parent report		1.88	1.81	0.06	0.454	0.05
Band/Choir: Child report		2.12	2.01	0.12	0.247	0.08

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

All reports were available for 1097 children.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

The New Hope Project

Table 8

Impacts on Children's Activities by Gender

Outcome	Range	Program Group	Control Group	Difference	P-value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Boys and Girls <sup>b</sup>
<b>Boys</b>							
<b>Structured activities - Past year</b>							
Total structured activities: Parent report	1=never, 5=about every day	2.41	2.36	0.05	0.487	0.06	0.314
Religious class or activity		2.62	2.50	0.11	0.377	0.08	0.222
Total structured activities: Child report		2.46	2.45	0.01	0.899	0.01	0.156
Religious class or activity		2.42	2.41	0.00	0.981	0.00	0.153
<b>Social activities - School year + summer</b>							
	1=never, 5=about every day						
Hang out with friends: Parent report		3.32	3.23	0.09	0.546	0.06	0.749
Hang out with friends: Child report		4.09	3.92	0.18	0.183	0.12	0.682
<b>Other activities - Past year</b>							
	1=never, 5=about every day						
Service and volunteer: Parent report		1.82	1.78	0.04	0.681	0.04	0.596
Service and volunteer: Child report		1.93	1.82	0.10	0.423	0.08	0.785
Band/Choir: Parent report		1.74	1.77	-0.04	0.736	-0.03	0.174
Band/Choir: Child report		1.97	1.98	-0.02	0.897	-0.01	0.125
<b>Girls</b>							
<b>Structured activities - Past year</b>							
	1=never, 5=about every day						
Total structured activities: Parent report		2.40	2.23	0.17 **	0.047	0.19	0.314
Religious class or activity		2.71	2.38	0.34 **	0.010	0.25	0.222
Total structured activities: Child report		2.44	2.30	0.14 *	0.067	0.17	0.156
Religious class or activity		2.48	2.41	0.07	0.620	0.05	0.153
<b>Social activities - School year + summer</b>							
	1=never, 5=about every day						
Hang out with friends: Parent report		3.16	2.92	0.24 *	0.085	0.17	0.749
Hang out with friends: Child report		3.96	3.71	0.25 *	0.066	0.17	0.682
<b>Other activities - Past Year</b>							
	1=never, 5=about every day						
Service and volunteer: Parent report		1.95	1.83	0.12	0.255	0.11	0.596
Service and volunteer: Child report		2.10	1.95	0.15	0.261	0.12	0.785
Band/Choir: Parent report		2.04	1.85	0.20	0.124	0.15	0.945
Band/Choir: Child report		2.31	2.02	0.29 *	0.056	0.20	0.125

(continued)

**Table 8 (continued)**

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For boys all reports were available for 570 children. For girls all reports were available for 531 children.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.



The New Hope Project

Table 9

Impacts on Children's Activities by Age

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 9 to &lt; 13 (1 to &lt; 5 at random assignment)</b>							
<b>Structured activities - Past year</b>							
	1=never 5=about every day						
Total structured activities: Parent report		2.53	2.45	0.08	0.350	0.09	0.785
Religious class or activity		2.83	2.70	0.12	0.367	0.09	0.368
Total structured activities: Child report		2.53	2.51	0.02	0.791	0.03	0.545
Religious class or activity		2.58	2.59	-0.01	0.935	-0.01	0.740
<b>Social activities - School year + summer</b>							
	1=never 5=about every day						
Hang out with friends: Parent report		2.87	2.79	0.08	0.590	0.06	0.553
Hang out with friends: Child report		3.77	3.52	0.25	0.119	0.17	0.691
<b>Other activities - Past year</b>							
	1=never 5=about every day						
Service and volunteer: Parent report		1.70	1.75	-0.04	0.704	-0.04	0.088 †
Service and volunteer: Child report		2.00	1.91	0.09	0.519	0.07	0.666
Band/Choir: Parent report		2.02	2.03	-0.01	0.926	-0.01	0.398
Band/Choir: Child report		2.26	2.13	0.13	0.377	0.09	0.940

(continued)

**Table 9 (continued)**

Outcome	Range	Program Group	Control Group	P-Value for Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b><u>Ages 13 and older</u></b> (5 + at random assignment)							
<b>Structured activities - Past year</b>		1=never 5=about every day					
Total structured activities: Parent report		2.30	2.18	0.12	0.195	0.13	0.785
Religious class or activity		2.52	2.22	0.30 **	0.031	0.22	0.368
Total structured activities: Child report		2.36	2.27	0.09	0.248	0.11	0.545
Religious class or activity		2.32	2.27	0.05	0.685	0.04	0.740
<b>Social activities - School year + summer</b>		1=never 5=about every day					
Hang out with friends: Parent report		3.54	3.34	0.20	0.118	0.14	0.553
Hang out with friends: Child report		4.24	4.07	0.17	0.125	0.12	0.691
<b>Other activities - Past year</b>		1=never 5=about every day					
Service and volunteer: Parent report		2.06	1.83	0.23 **	0.034	0.21	0.088 †
Service and volunteer: Child report		2.03	1.86	0.17	0.163	0.14	0.666
Band/Choir: Parent report		1.76	1.63	0.14	0.218	0.10	0.398
Band/Choir: Child report		2.01	1.90	0.12	0.399	0.08	0.940

SOURCE: Calculations using the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For ages 9 to less than 13, all reports were available for 503 children. For ages 13 and older, all reports were available for 599 children.

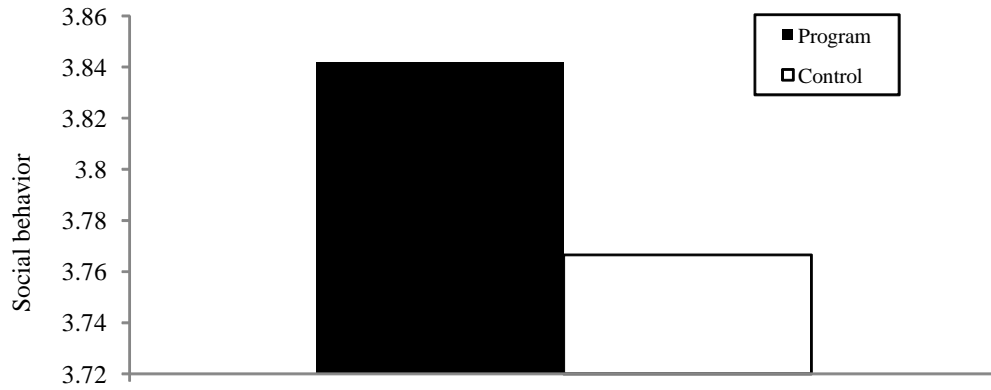
<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

**The New Hope Project**

**Figure 1**

**Mean Differences in Program- and Control-Group Social Behavior:  
Parent Report (25 questions)**

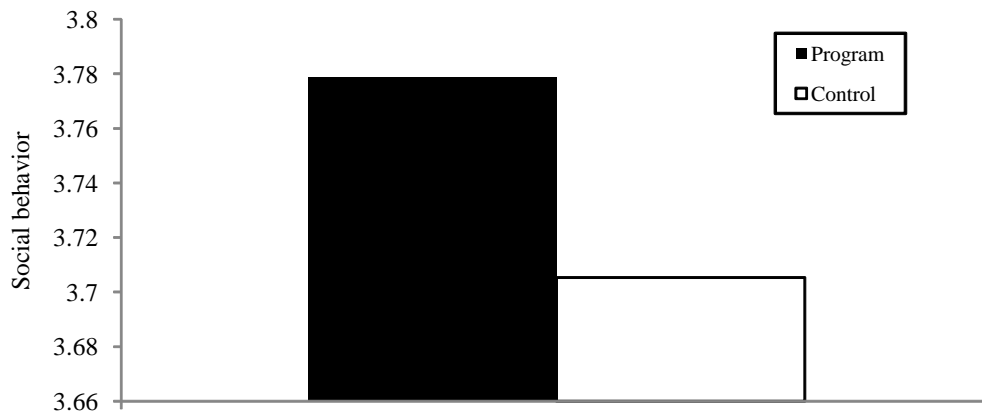


SOURCE: Calculations using the New Hope eight-year survey.

**The New Hope Project**

**Figure 2**

**Mean Differences in Program- and Control-Group Social Behavior:  
Parent Report (New scale)**

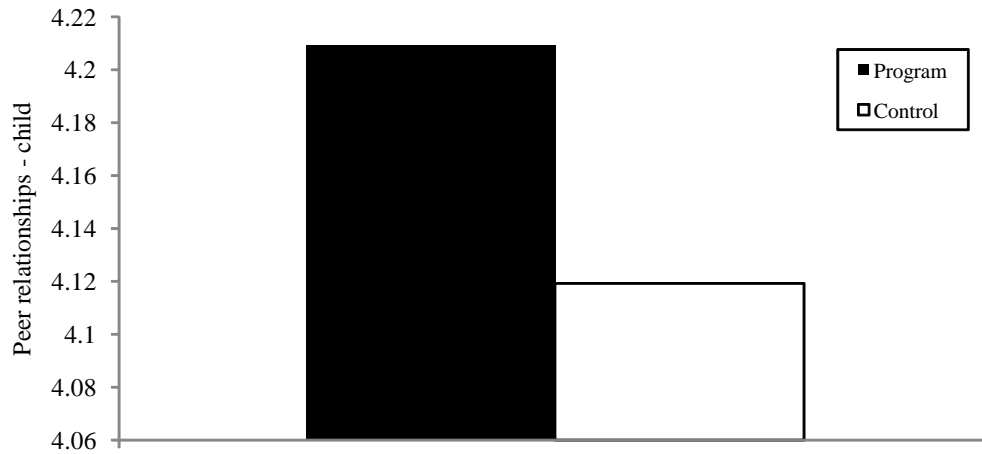


SOURCE: Calculations using the New Hope eight-year survey.

The New Hope Project

Figure 3

Mean Differences in Program- and Control-Group Social Behavior:  
Peer Relationships — Child

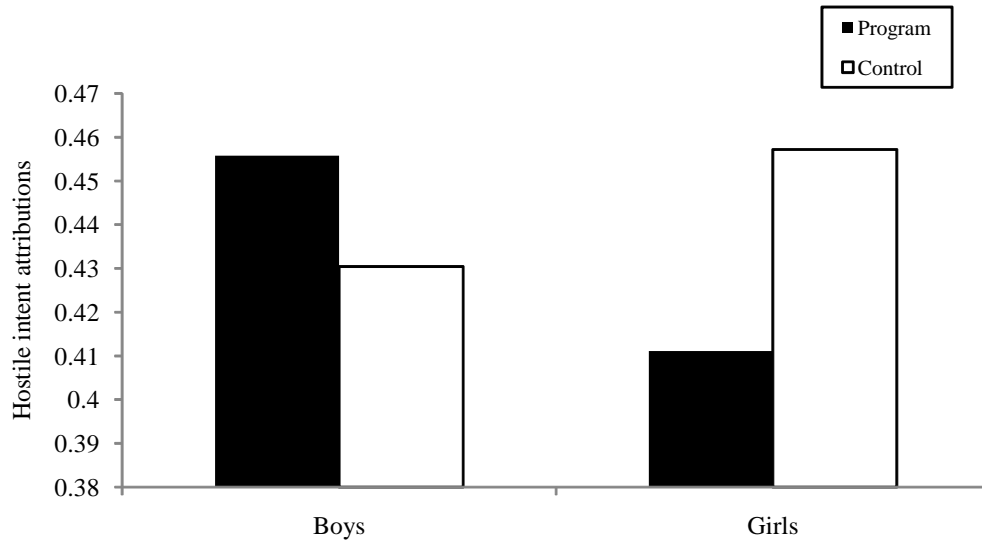


SOURCE: Calculations using the New Hope eight-year survey.

The New Hope Project

Figure 4

Mean Differences in Program- and Control-Group Social Behavior by Gender:  
Hostile Intent Attributions

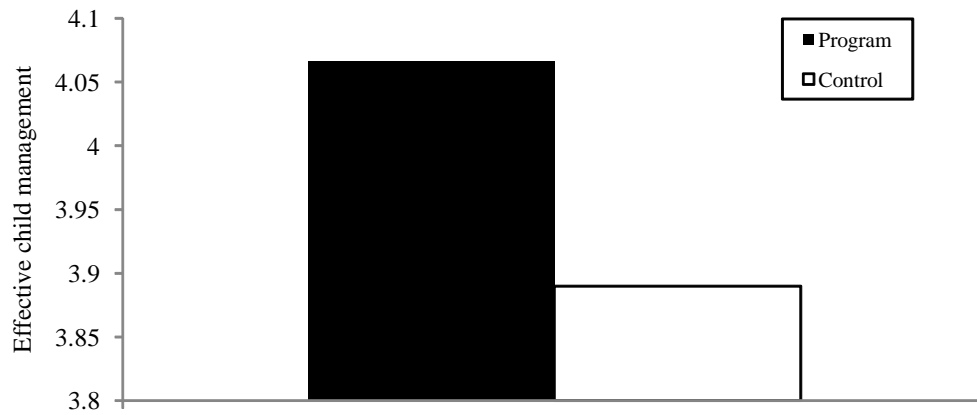


SOURCE: Calculations using the New Hope eight-year survey.

**The New Hope Project**

**Figure 5**

**Mean Differences in Program- and Control-Group Parenting:  
Effective Child Management**

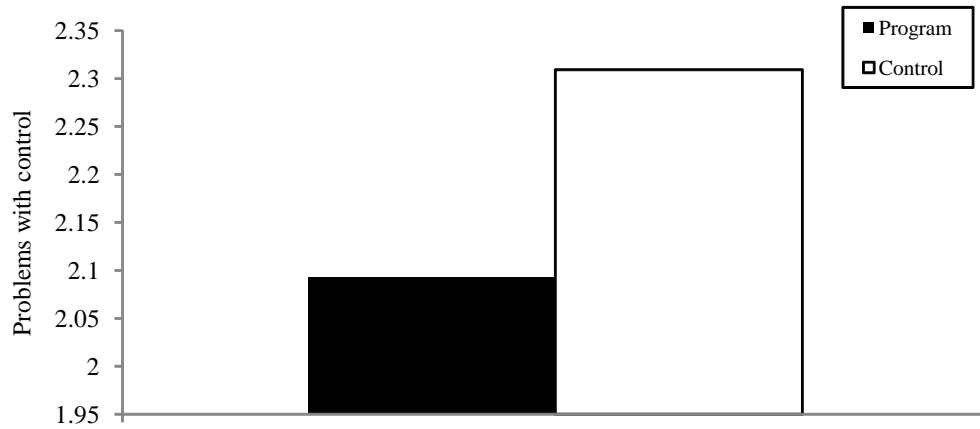


SOURCE: Calculations using the New Hope eight-year survey.

**The New Hope Project**

**Figure 6**

**Mean Differences in Program- and Control-Group Parenting:  
Problems with Control**



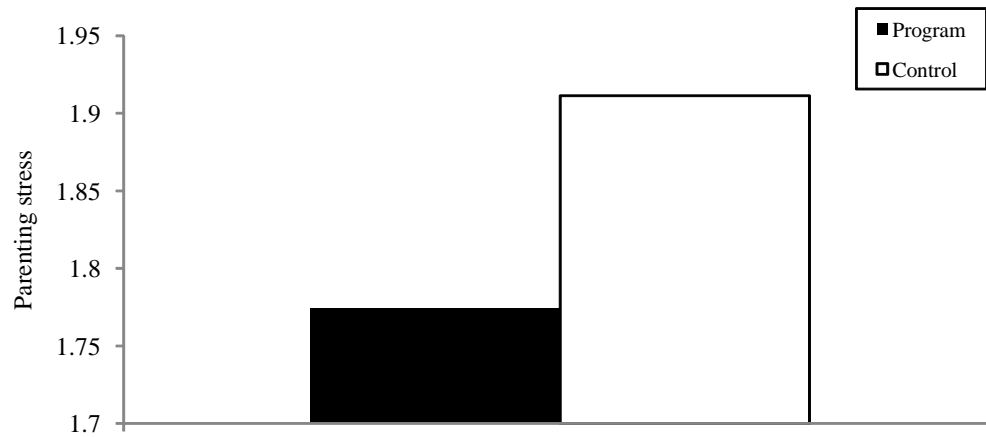
SOURCE: Calculations using the New Hope eight-year survey.



**The New Hope Project**

**Figure 7**

**Mean Differences in Program- and Control-Group Parenting:  
Parenting Stress**

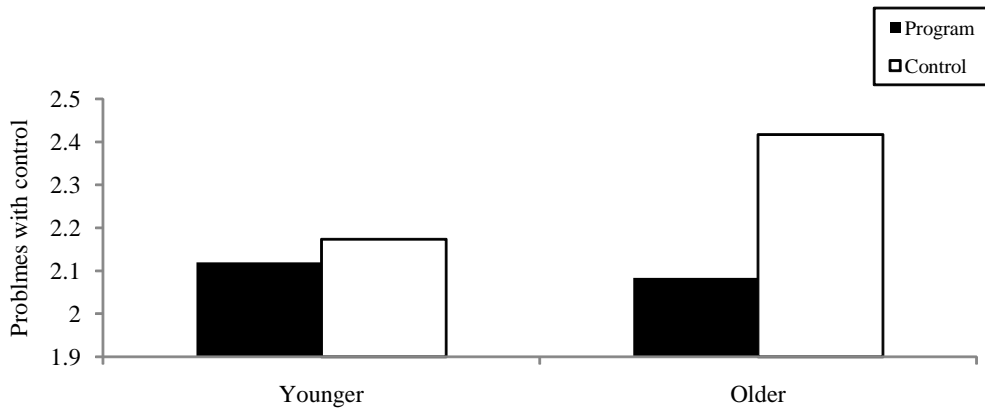


SOURCE: Calculations using the New Hope eight-year survey.

The New Hope Project

Figure 8

Mean Differences in Program- and Control-Group Parenting by Age:  
Problems with Control

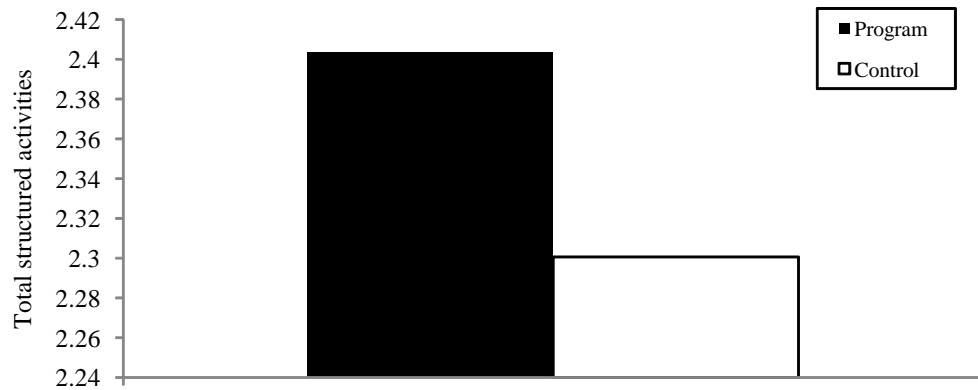


SOURCE: Calculations using the New Hope eight-year survey.

The New Hope Project

Figure 9

Mean Differences in Program- and Control-Group Activities:  
Total Structured Activities — Parent Report

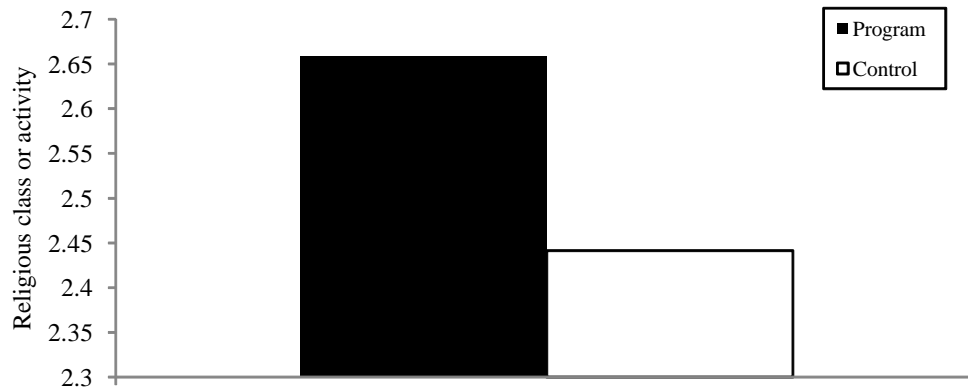


SOURCE: Calculations using the New Hope eight-year survey.

**The New Hope Project**

**Figure 10**

**Mean Differences in Program- and Control-Group Activities:  
Religious Class or Activity**

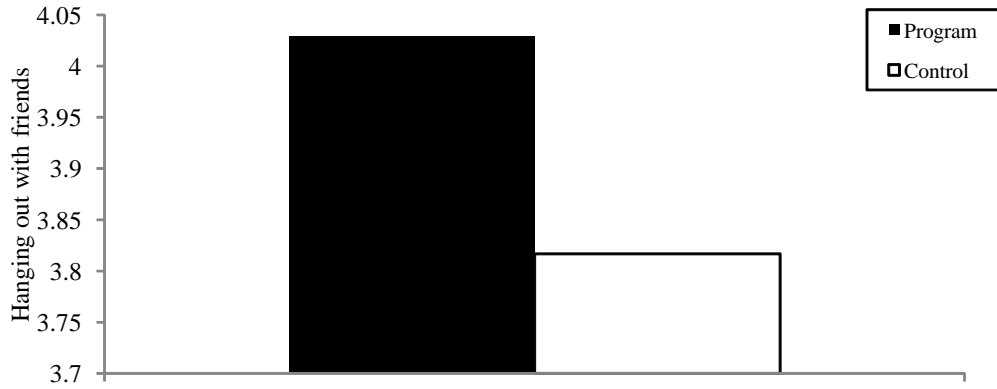


SOURCE: Calculations using the New Hope eight-year survey.

The New Hope Project

Figure 11

Mean Differences in Program- and Control-Group Activities:  
Hang Out with Friends — Child Report

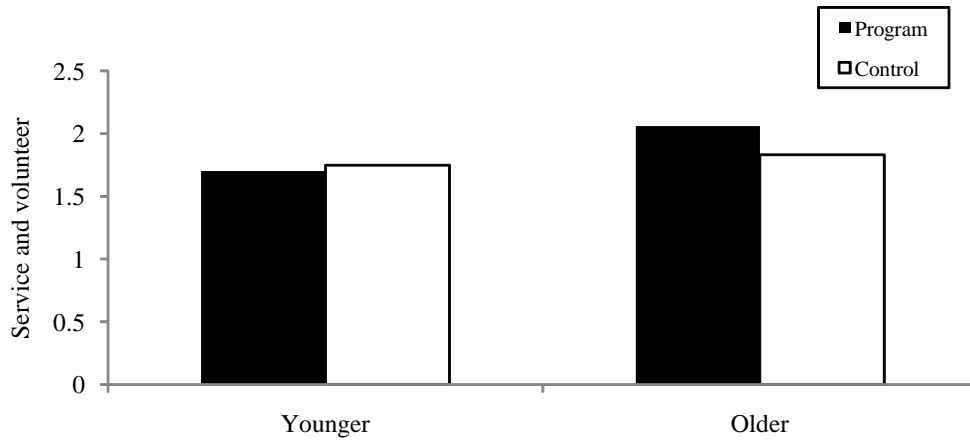


SOURCE: Calculations using the New Hope eight-year survey.

The New Hope Project

Figure 12

Mean Differences in Program- and Control-Group Activities by Age:  
Service and Volunteer — Parent Report



SOURCE: Calculations using the New Hope 8-year survey.

## Appendix A

# Multiple Imputation Procedures

### Attrition and Missing Data

The original CFS sample consisted of 745 families with 1160 children. Eight-year surveys were collected from 596 parents (80% of the original sample) and 870 youth (75% of the original sample). The most common reason for missing observations was inability to find the respondent. Teacher surveys were collected for 549 youth (47% of the original sample and 63% of the survey sample).

*Baseline characteristics.* We used several methods to evaluate possible bias in the sample resulting from attrition. First, analyses were conducted comparing the baseline characteristics of families surveyed with those who were not surveyed. These are shown in Table A.1 (from the parent-level attrition analysis). Of the 15 baseline characteristics tested, four were different for the missing and nonmissing families at a  $p < .10$ . Male participants were somewhat more likely than females to be missing. Participants with more than two children, who were younger, and those who were employed full time at baseline were somewhat less likely than their counterparts to be missing.

*Multiple imputation.* Even when there are few significant differences on baseline variables, there may be unmeasured differences between individuals who do and do not complete the survey. To address issues of missing data, we used multiple imputation to estimate the missing values in longitudinal file from the two-year, five-year, and eight-year New Hope surveys. Variables that have been presented in previous New Hope reports as well as a host of other variables that were expected to improve the precision of the imputation model were included in the data set. Multiple imputation has become one of the methods of choice for treating missing data (Schafer and Graham, 2002), but it also involves strong assumptions and several decision points. Because this method is relatively new, statisticians differ to some extent about appropriate procedures. On the whole, we followed the recommendations of Raghunathan, Lepkowski, VanHoewyk, and Solenberger (2001).

After eliminating the 54 families with no data in any of the three waves, we included the remaining 691 families (1091 children) cases in the imputation data set. Subsequent analyses indicated virtually no differences in estimates of means or experimental impacts for cases missing one wave of data vs. those missing two waves of data. For measures that should be missing — for example, measures given only to children age 12 and older — values were set to missing after the imputation.

Data were imputed using a sequential regression multivariate imputation procedure using the IVEware program (version dated 9/11/2006; Raghunathan, Lepkowski, VanHoewyk, and Solenberger, 2001).<sup>38</sup> A normal linear regression model was used to compute missing data for all continuous variables in the imputation model. Binary variables were imputed using a logistic model, and categorical values were imputed using a polytomous or generalized logistic model. The program imputes missing values in a cyclical manner and overwrites previously drawn values to build interdependence among imputed values and exploit the correlational structure among covariates. All information across waves was used, including three interaction terms:  $e$ \*child age,  $e$ \*gender, and  $e$ \*prior level of earnings at baseline. The imputation model was set to use only those variables that contribute at least 1% of the variance to the prediction of a given missing value.

Ten data sets were created and concatenated. Because children are nested within families, parent-level variables were imputed from a family-level data file ( $n=691$ ) and child-level variables were imputed from a child-level data file ( $n=1,091$ ). After imputation, the relevant family- and child-level variables were merged together to create the final analysis data set `nhmi_040207.sas7bdat`.

When individual components of scales were of interest, the composite variables were not included in the imputation in order to avoid multicollinearity. Therefore, some scales were re-created in the analysis data set. For example, internalizing and externalizing problems are in the analysis data set, but total behavior problems had to be computed as the mean of the two sub-scales for each of the 10 data sets.

As a first check on the validity of the imputation process, the means, standard errors, minimum and maximum values of each variable before and after imputation were compared. These are shown in Appendix Table A.2, along with the number of missing observations for each variable. The minimum and maximums for the original (nonimputed) data show the range of individual scores. The means and standard errors shown for the imputed variables are the averages across the 10 data sets; the minimums and maximums are the range of means (not individual scores) for the 10 data sets. In almost all cases, the imputed and original means and standard errors are quite similar.

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<sup>38</sup>IVEware is available as a free download from <http://www.isr.umich.edu/src/smp/ive>.



## References for Appendix A

- Allison, P. 2002. Missing Data. Sage University Paper Series on Quantitative Applications in the Social Sciences, 07-136. Thousand Oaks, CA: Sage.
- Raghunathan, T., J. Lepkowski, J. VanHoewyk, and P. Solenberger. 2001. A Multivariate Technique for Multiplying Imputing Missing Values using a Sequence of Regression Models. *Survey Methodology*, 27, 85-95.

**The New Hope Project**  
**Appendix Table A.1**  
**Analysis of Survey Attrition: Logit Estimates**

Parameter	Estimate	Odds Ratio Point Estimate	Standard Error	Wald Chi-Square	P-Value of Chi-Square
Intercept	0.3886		0.5707	0.4636	0.4960
Male	-0.5495	0.5770	0.3138	3.0665	0.0799
Reside Northside (NH08 or NH09)	-0.1609	0.8510	0.3159	0.2595	0.6105
Age category 25 through 34	0.2659	1.3050	0.2517	1.1165	0.2907
Black	0.5352	1.7080	0.3591	2.2212	0.1361
Household: children and one adult	-0.0383	0.9620	0.2700	0.0202	0.8871
Youngest child is two years or younger	0.0736	1.0760	0.2077	0.1256	0.7230
Zero earnings in past 12 months	0.1196	1.1270	0.3131	0.1460	0.7024
Earnings past 12 month range \$1--\$4999	-0.3934	0.6750	0.2644	2.2146	0.1367
Currently receive any of AFDC/GA/FS/MED	0.3290	1.3900	0.2625	1.5705	0.2101
Currently employed	0.3993	1.4910	0.2354	2.8780	0.0898
Have high school diploma or GED	-0.0203	0.9800	0.2042	0.0099	0.9207
Have access to a car	-0.1981	0.8200	0.1983	0.9985	0.3177
RA dummy (1 if an experimental)	0.1301	1.1390	0.1903	0.4673	0.4943

SOURCES: Calculations using the New Hope MIS data and the eight-year survey.  
NOTE: 1 = not missing eight-year Parent Report; 0 = missing.

The New Hope Project  
Appendix Table A.2  
Descriptive Information on child-level file before and after multiple imputation

Variable	Label	Before Imputation					After Imputation					
		N	Miss	Mean	Std Dev	Min	Max	Estimate	Std Error	Min Mean	Max Mean	diff
CHILD	CHILD A OR B		0	1.37	(.48)	1	2	1.37	(.23)	1.37	1.37	0.00
E	RA DUMMY (1 IF AN EXPERIMENTAL)							0.49	(.25)	0.49	0.49	0.49
ZMALE	MALE		37	0.09	(.28)	0.00	1.00	0.08	(.28)	0.08	0.09	(0.00)
AGECHILD	childs age at f1 interview date		190	7.17	(2.92)	2	13	7.07	(2.97)	7.06	7.08	(0.10)
AGECMOF2	AGE OF CHILD AT SECOND INTERVIEW (IN MOS)		84	129.52	(35.86)	45	281	128.50	(36.02)	128.42	128.62	(1.01)
AGECMOF3	AGE OF CHILD AT 96 MTH INTERVIEW (IN MOS)		5	170.84	(36.13)	54	322	170.86	(36.15)	170.76	170.96	0.01
ZNORTH	RESIDE NORTHSIDE (NH08 OR NH09)		37	0.49	(.50)	0.00	1.00	0.48	(.50)	0.48	0.49	(0.00)
ZAGE_R	Parent Age at RA Recoded: 1=LT 25, 2=25-34, 3=35+		37	1.86	(.70)	1.00	3.00	1.86	(.70)	1.85	1.87	(0.01)
ZRACE_R	Parent Race/Eth Recoded: 3=Black, 2=Hisp, 1=Other		37	2.39	(.75)	1.00	3.00	2.39	(.75)	2.37	2.40	0.00
ZPERN_R	Earnings yr prior to RA Recoded: 0=zero, 1=\$1-LT\$5K, 2=GT \$5K		37	0.87	(.77)	0.00	2.00	0.86	(.77)	0.84	0.87	(0.01)
ZHCHLD1A	HOUSEHOLD: CHILDREN AND ONE ADULT		37	0.84	(.36)	0.00	1.00	0.84	(.36)	0.84	0.85	0.00
ZGT2CHLD	THREE OR MORE CHILDREN		37	0.46	(.50)	0.00	1.00	0.46	(.50)	0.46	0.47	(0.00)
ZCAGELE2	YOUNGEST CHILD IS TWO YEARS OR YOUNGER		37	0.48	(.50)	0.00	1.00	0.49	(.50)	0.48	0.49	0.01
ZXXWRKFT	EVER WORKED FULL-TIME		37	0.84	(.37)	0.00	1.00	0.84	(.37)	0.83	0.84	(0.00)
ZBOY	CFS CHILD GENDER, 1=BOY 0=GIRL		12	0.52	(.50)	0	1	0.52	(.50)	0.52	0.52	0.00
ZRECAID	CURRENTLY RECEIVE ANY OF AFDC/GA/FS/MED		37	0.82	(.38)	0.00	1.00	0.82	(.38)	0.82	0.83	0.00
ZCURREMP	CURRENTLY EMPLOYED		42	0.40	(.49)	0.00	1.00	0.39	(.49)	0.38	0.40	(0.01)
ZHSGED	HAVE HS DIPLOMA OR GED		37	0.60	(.49)	0.00	1.00	0.60	(.49)	0.59	0.61	(0.00)
ZCAR	HAVE ACCESS TO A CAR		38	0.43	(.50)	0.00	1.00	0.43	(.50)	0.42	0.44	(0.00)
ZAFDCHLD	IN AFDC HOUSEHOLD AS A CHILD		82	0.48	(.50)	0.00	1.00	0.49	(.50)	0.48	0.50	0.01
MARITAL	Marital Status		37	1.96	(1.46)	1.00	6.00	1.96	(1.46)	1.94	1.98	(0.01)
PCTRLF1	PARENTING CONTROL		207	2.83	(1.04)	1	6	2.83	(1.04)	2.80	2.85	(0.00)
PRCONAF2	CHD Parental control (high=no contrl), F2		287	2.23	(.97)	1	6	2.23	(.97)	2.20	2.26	0.01
PRCONAF3	PA: CH-A/B: MEAN LACK OF CONTROL, F3		191	2.21	(1.02)	1	6	2.20	(1.02)	2.18	2.24	(0.00)
PSTRSF1	PARENTING STRESS		206	1.88	(.76)	1	5	1.88	(.76)	1.86	1.90	0.00
PRSTRAF2	CHD Parenting stress, F2		297	1.76	(.75)	1	5	1.76	(.75)	1.74	1.77	(0.00)
PRSTRAF3	PA: CH-A/B: MEAN PA STRESS-SPECIFIC CHILD, F3		269	1.84	(.83)	1	5	1.84	(.83)	1.82	1.88	0.00
PWARMF1	PARENTING WARMTH		204	4.52	(1.01)	1.667	6	4.52	(1.01)	4.49	4.54	(0.01)
WARMAF2	CHD Parental warmth (self-report), F2		274	4.65	(1.15)	1.333	6	4.64	(1.15)	4.61	4.66	(0.00)
UTPMNTRR	Utexas: Monitoring score- r		535	3.63	(.42)	1.75	4	3.63	(.42)	3.62	3.65	0.00
PRMONAF2	CHD Parental monitoring, F2		289	3.20	(.57)	1.048	4	3.20	(.57)	3.19	3.21	0.00
PRMONAF3	PA: CH-A/B: MEAN GENERAL MONITORING, F3		278	4.72	(.94)	1	6	4.72	(.94)	4.68	4.75	0.00
OBSWARM	CFS PARENTING - OBSERVED WARMTH		250	2.09	(.69)	1	3	2.09	(.69)	2.07	2.10	0.00
OBSWRMF2	Observed warmth total, W2		342	2.37	(.67)	1	3	2.37	(.67)	2.36	2.39	0.00
NPOSREL	PERCEIVED POSITIVE PARENT-CHILD RELATION		582	4.45	(.55)	1.25	5	4.44	(.56)	4.40	4.46	(0.01)
POSRELF2	Positive relations, all ch, w2		267	4.42	(.60)	1.667	5.01	4.42	(.60)	4.41	4.44	0.00
POSSCAF3	YA: MEAN SCORE: PERCEIVED POSITIVE RELATIONS WITH PCD, F3		236	4.25	(.72)	1	5	4.26	(.72)	4.24	4.28	0.01
NNEGREL	PERCEIVED NEGATIVE PARENT-CHILD RELATION		582	2.57	(.85)	1.143	5	2.57	(.85)	2.53	2.60	0.01
NEGRELF2	Negative relations, all ch, w2		268	2.54	(.82)	1	5.01	2.54	(.82)	2.52	2.56	0.00
NEGSCAF3	YA: MEAN SCORE: PERCEIVED NEGATIVE RELATIONS WITH PCD, F3		237	2.74	(.81)	1	5	2.74	(.81)	2.73	2.76	0.01
ACPSCAF2	MEAN SCORE: ACCEPT/INVOLVE SUBSCALE F2		562	3.40	(.46)	1.222	4	3.40	(.47)	3.39	3.42	0.00
ACPSCAF3	YA: MEAN SCORE: PARENTAL ACCEPTANCE/INVOLVEMENT, F3		237	3.36	(.60)	1	4	3.36	(.60)	3.35	3.37	0.00
YMONF2	Youth parental monitor, all ch, w2		564	3.18	(.68)	1	4	3.19	(.68)	3.17	3.21	0.01
MONSCAF3	YA: MEAN SCORE: YOUTH REPORT OF PARENTAL MONITORING, F3		316	3.29	(.77)	1	4	3.29	(.77)	3.28	3.32	0.00
PSYSCAF2	MEAN SCORE: PSYCH AUTONOMY SUBSCALE, F2		562	2.46	(.54)	1	4	2.46	(.55)	2.43	2.49	0.00
PSYSCAF3	YA: MEAN SCORE: PSYCHOLOGICAL AUTONOMY GRANTING, F3		238	2.88	(.78)	1	4	2.88	(.78)	2.86	2.90	(0.00)
PIQ34A	PI: Overall health of child		244	4.25	(.93)	1	5	4.25	(.93)	4.23	4.27	(0.00)
EPI22A	PI: WOULD YOU RATE CHILD A/B OVERALL HLTH AS, F3		181	4.05	(.95)	1	5	4.05	(.95)	4.03	4.07	(0.00)
UTPBSTOT	UTexas: TOTAL PBI (P)		534	3.96	(.47)	2.56	5	3.95	(.47)	3.93	3.97	(0.00)
PPBSAF2	Ch:A Polit Pos Beh Scale, F2		274	3.85	(.52)	2.12	5	3.85	(.53)	3.84	3.87	(0.00)

(continued)

Appendix Table A.2 continued

Variable	Label	Before Imputation					After Imputation					Diff
		N	Miss	Mean	Std Dev	Min	Max	Estimate	Std Error	Min Mean	Max Mean	
PPBSAF3	PA: CH-A/B: MEAN POS BEHAVR SCL: INCL 25 QUES, F3	187	3.81	(.56)	1.208	5	3.80	(.56)	3.79	3.82	(0.00)	
NPPBSAF3	PA: CH-A/B: MEAN NEW POS BEH SCL, F3	184	3.74	(.54)	1.167	5	3.74	(.54)	3.73	3.76	(0.00)	
UTPEXT1	Parent rpt of prob behavior:externalizing	534	2.57	(.73)	1	5	2.56	(.72)	2.55	2.59	(0.01)	
PEXTAF2	Mean:Ch A PROBBEH:externalizing, F2	274	2.32	(.71)	1	5	2.32	(.71)	2.30	2.33	(0.00)	
PEXTAF3	PA: CH-A/B: MEAN PROBLEM BEH SCL - EXTERNALIZING, F3	187	2.35	(.75)	1	5	2.36	(.75)	2.34	2.38	0.01	
UTPINT1	Parent rpt of prob behavior:internalizing	535	2.07	(.76)	1	5	2.06	(.76)	2.03	2.10	(0.00)	
PINTAF2	Mean:Ch A PROBBEH:internalizing, F2	293	2.39	(.63)	1	4.8	2.40	(.63)	2.38	2.41	0.01	
PINTAF3	PA: CH-A/B: MEAN PROBLEM BEH SCL - INTERNALIZING, F3	184	2.34	(.67)	1	5	2.33	(.67)	2.32	2.34	(0.00)	
SASEEF1	sa ch:ever susp,exp,exc since RA?	439	20.21	(40.19)	0	100	13.69	(40.59)	12.75	14.99	(6.53)	
PIQ110AA	PI:Chd suspend/expelled from schl	245	0.27	(.44)	0	1	0.26	(.44)	0.26	0.27	(0.00)	
epi91a	PI: CHLD A/B EVR SUSPEND/EXCL/EXPEL FROM SCHL, F3 recoded	154	0.35	(.48)	0	1	0.34	(.47)	0.33	0.35	(0.01)	
PIQ110BA	PI:Chd have to go to juvenile crt	246	0.04	(.20)	0	1	0.04	(.19)	0.04	0.05	(0.00)	
epi91b	PI: CHLD A/B EVR GO TO JUVENILE COURT, F3 recoded	153	0.11	(.32)	0	1	0.11	(.32)	0.11	0.12	0.00	
PIQ110CA	PI:Chd have drug/alcohol problem	248	0.01	(.12)	0	1	0.02	(.12)	0.01	0.02	0.00	
epi91c	PI: CHLD A/B EVR HAVE PRB W/ALC OR DRGS, F3 recoded	153	0.04	(.20)	0	1	0.04	(.20)	0.04	0.05	0.00	
PIQ110DA	PI:Chd get into trouble w/police	246	0.04	(.19)	0	1	0.04	(.19)	0.03	0.04	0.00	
epi91d	PI: CHLD A/B EVR GET INTO TROUBLE W/POLICE, F3 recoded	151	0.11	(.32)	0	1	0.11	(.32)	0.11	0.12	0.00	
epi91e	PI: CHLD A/B EVR DO SOMETHG ILLEGAL GET MONEY, F3 recoded	154	0.04	(.19)	0	1	0.04	(.19)	0.03	0.04	(0.00)	
epi91f	PI: CHLD A/B EVR DROP OUT OF SCHL B4 GRADUATE, F3 recoded	298	0.08	(.27)	0	1	0.10	(.29)	0.09	0.10	0.02	
epi91g	PI: CHLD A/B EVR GET PREGNANT/SOME1 ELSE PREG, F3 recoded	298	0.07	(.25)	0	1	0.08	(.26)	0.07	0.08	0.01	
TPBSTOT	PBS: Total (T)	679	3.59	(.65)	1.667	4.92	3.59	(.65)	3.54	3.64	(0.00)	
PBSSCAF2	MEAN SCORE: POSITIVE BEHAVIOR SCALE	560	3.59	(.69)	1.68	5	3.58	(.69)	3.54	3.60	(0.02)	
pbsscaf3	TS: Mean Score: Positive Behavior Total, F3	552	3.61	(.68)	1.44	4.96	3.61	(.68)	3.58	3.66	0.01	
TPBEXT	SSRS_PB: Externalizing (T)	679	2.12	(.85)	1	4.833	2.12	(.82)	2.06	2.15	(0.01)	
EXTSCAF2	MEAN SCORE: EXTERNALIZING SUBSCALE	559	2.08	(.85)	1	4.833	2.10	(.84)	2.06	2.11	0.01	
extscaf3	TS: Mean Score: Externalizing, F3	551	2.06	(.88)	1	4.833	2.06	(.88)	2.01	2.08	0.00	
TPBINT	SSRS_PB: Internalizing (T)	681	2.25	(.60)	1	4.167	2.25	(.62)	2.21	2.29	(0.00)	
INNSCAF2	MEAN SCORE: INTERNALIZING SUBSCALE	562	2.26	(.68)	1	4.667	2.26	(.66)	2.21	2.29	0.00	
innscaf3	TS: Mean Score: Internalizing, F3	559	2.30	(.68)	1	4.333	2.29	(.68)	2.26	2.33	(0.01)	
TQ14	Disciplinary action	678	2.64	(1.42)	0	5	2.65	(1.39)	2.59	2.73	0.00	
T2Q15	T2: FREQUEN OF DISCIPLINARY ACTION	556	2.42	(1.39)	1	5	2.45	(1.34)	2.41	2.52	0.02	
ECOSCAF2	MEAN SCORE: EC/FIN STRESS MEASURE	564	2.73	(1.30)	1	5	2.73	(1.30)	2.69	2.78	(0.00)	
ECOSCAF3	YA: MEAN SCORE: ECONOMIC AND FINANCIAL STRESS MEASURE, F3	315	2.48	(1.25)	1	5	2.48	(1.25)	2.42	2.51	0.01	
FRIEND	24m friendship scale mean score - all ag	581	4.15	(.63)	1.625	5	4.15	(.63)	4.13	4.17	0.00	
FRIENDF2	MEAN SCORE: LONE/FRIEND SUBSCALE	270	4.15	(.69)	1.375	5	4.15	(.69)	4.14	4.17	0.00	
FRSCAF3	YA: MEAN SCORE: LONLINESS AND DISSATISFACTION, F3	235	4.17	(.64)	1.5	5	4.16	(.65)	4.15	4.18	(0.00)	
HOPSCAF2	MEAN SCORE: TOTAL CHILD HOPE	567	4.71	(.92)	1.5	6	4.72	(.92)	4.69	4.75	0.01	
HOPSCAF3	YA: MEAN SCORE: TOTAL HOPE, F3	239	3.86	(.77)	1.333	5	3.87	(.78)	3.86	3.89	0.00	
HOSPHF2	CH/YTH PHYSCL HOST-INT STORY 1&2 SCORE,W	273	1.19	(1.31)	0	4	1.19	(1.31)	1.14	1.24	0.00	
HPHSCLF3	YI: MEAN SCORE: HOSTILE PHYSICAL INTENT, F3	235	0.22	(.24)	0	1	0.22	(.24)	0.21	0.22	0.00	
HOSSOF2	CH/YTH SOCIAL HOST-INT STORY 3&4 SCORE,W	275	1.93	(1.33)	0	4	1.93	(1.33)	1.88	1.97	0.00	
HSCSCLF3	YI: MEAN SCORE: HOSTILE SOCIAL INTENT, F3	239	0.44	(.31)	0	1	0.44	(.31)	0.43	0.45	(0.00)	
YTHSCAF2	MEAN SCORE: TOTAL DELINQ YOUTH MEAS	563	1.16	(.26)	1	2.929	1.18	(.29)	1.17	1.19	0.02	
dqyself3	YC: Mean Score: Total Delinquency Items, F3	486	0.24	(.30)	0	1.933	0.24	(.30)	0.23	0.25	0.00	
rrpsclf3	YC: Mean Score: Romantic Relationship, F3	629	0.72	(.26)	0	1	0.71	(.27)	0.70	0.73	(0.01)	
bcnself3	YC: Mean Score: Frequency of Birth Control, F3	928	1.35	(.83)	0	4	1.41	(.85)	1.33	1.46	0.06	
TACAD	SSRS: Academic (T)	681	3.24	(.96)	1.1	5	3.23	(.96)	3.16	3.27	(0.01)	
ACDSCAF2	MEAN SCORE:SUM /NONMISS ACAD SUBSCALE	565	3.17	(1.00)	1	5	3.18	(1.01)	3.10	3.23	0.00	
acdscaf3	TS: Mean Score: Academic Subscale, F3	557	3.18	(.97)	1	5	3.18	(.94)	3.13	3.23	(0.00)	
TCSTOT	Classroom Skills: Total	679	3.78	(.97)	1	5	3.79	(.97)	3.75	3.85	0.01	
CLASCAF2	MEAN SCORE:CLASS SKILLS SCALE	562	3.67	(1.02)	1	5	3.65	(1.02)	3.59	3.70	(0.02)	
clascaf3	TS: Mean Score: Classroom Skills Total, F3	554	3.71	(1.01)	1	5	3.72	(1.01)	3.67	3.78	0.01	

(continued)

Appendix Table A.2 continued

Variable	Label	Before Imputation					After Imputation					diff
		N	Miss	Mean	Std Dev	Min	Max	Estimate	Std Error	Min Mean	Max Mean	
tg6a_r	TS: REMEDIAL SERVICES, NEEDS - F1 recoded 1,0	709	0.34	(.48)	0	1	0.35	(.48)	0.32	0.37	0.01	
t2q6a_r	TS: REMEDIAL SERVICES, NEEDS - F2 recoded 1,0	594	0.33	(.47)	0	1	0.33	(.47)	0.30	0.36	0.00	
etsq6a_r	TS: REMEDIAL SERVICES, NEEDS - F3 recoded 1,0	588	0.35	(.48)	0	1	0.35	(.48)	0.34	0.37	0.00	
MRLNGF2	MEAN:Teach rpt ch/yth:rding/oral/written	604	2.85	(1.08)	1	5	2.84	(1.08)	2.77	2.91	(0.01)	
mrlngf3	TS:Mock report card - reading oral written, F3	579	2.93	(1.06)	1	5	2.93	(1.04)	2.89	2.98	0.01	
T2Q16D	T2:STUDENT MATH PERFORMANCE	617	2.83	(1.11)	1	5	2.84	(1.11)	2.77	2.90	0.01	
etsq12d	TS: MATH PERFORMANCE-CAT, F3	684	2.77	(1.17)	1	5	2.77	(1.12)	2.72	2.86	0.00	
T2Q16E	T2:STUDENT SOCIAL STUDIES PERFORMANCE	673	2.92	(.97)	1	5	2.90	(.97)	2.85	2.99	(0.02)	
etsq12e	TS: SOC STUD PERFORMANCE-CAT, F3	697	2.87	(1.06)	1	5	2.85	(1.06)	2.78	2.92	(0.02)	
T2Q16F	T2:STUDENT SCIENCE PERFORMANCE	670	2.90	(.99)	1	5	2.88	(.98)	2.83	2.95	(0.02)	
etsq12f	TS: SCIENCE PERFORMANCE-CAT, F3	711	2.80	(1.05)	1	5	2.80	(1.05)	2.74	2.87	0.01	
UTACHMT	School Achievement Level	447	3.97	(1.11)	1	5	3.96	(1.12)	3.92	3.98	(0.01)	
CAPLITF2	CHD PAR PERCEPT SCHL WORK LITERACY, F2	248	3.57	(1.00)	1	5	3.57	(1.01)	3.54	3.59	0.01	
CAPLITF3	PI: MEAN SCORE: LITERACY- CHILD A/B, F3	188	3.64	(1.03)	1	5	3.65	(1.03)	3.62	3.66	0.00	
CAPMATF2	CHD PAR PERCEPT SCHL WORK MATH	248	3.66	(1.05)	1	5	3.66	(1.06)	3.64	3.68	0.00	
EPI124B	PI: A/B - CHILD MATH PERFORMANCE, F3	188	3.62	(1.09)	1	5	3.62	(1.09)	3.61	3.63	(0.00)	
SAVSEF1	sa ch:ever spec ed since RA?	438	15.48	(36.20)	0	100	15.56	(36.27)	14.83	16.70	0.09	
PIQ108BA	PI:Chd in special education	246	0.16	(.37)	0	1	0.15	(.36)	0.14	0.16	(0.01)	
EPI89BA	PI: 88B RECORD CHILD A/B, F3	154	0.18	(.38)	0	1	0.17	(.38)	0.17	0.18	(0.00)	
PIQ108CA	PI:Chd repeat a grade	245	0.16	(.37)	0	1	0.16	(.37)	0.15	0.16	(0.00)	
EPI89CA	PI: 89C RECORD CHILD A/B, F3	154	0.20	(.40)	0	1	0.20	(.40)	0.19	0.21	(0.00)	
PIQ108FA	PI:Chd receive poor school grades	254	0.27	(.45)	0	1	0.28	(.45)	0.27	0.28	0.00	
EPI89FA	PI: 89F RECORD CHILD A/B, F3	154	0.34	(.47)	0	1	0.34	(.47)	0.33	0.34	(0.00)	
SPRAGDF2	PI: SC CHD A IN POS SCHL PROG, F2	254	0.39	(.30)	0	1	0.39	(.30)	0.38	0.40	(0.00)	
SPRAGDF3	PI: MEAN SCORE: POSITIVE SCHOOL PROGRESS-CHILD A/B, F3	167	0.40	(.31)	0	1	0.40	(.30)	0.39	0.40	(0.00)	
utwsbrf3	Mean:WJ Broad Reading stand sc, w3	327	92.57	(14.50)	40	149	92.58	(14.53)	92.18	93.17	0.01	
WJSS22	WOODCOCK-JOHNSON STANDARD SCORE1: LETTER-	324	96.27	(19.58)	13	183	96.25	(19.67)	95.46	97.11	(0.02)	
WJSS23	WOODCOCK-JOHNSON STANDARD SCORE2: COMPREH	332	98.06	(16.18)	48	154	98.15	(16.20)	97.87	98.46	0.09	
WJSS25	WOODCOCK-JOHNSON STANDARD SCORE4: PROBLEM	328	97.46	(17.04)	12	156	97.47	(16.92)	96.71	97.95	0.00	
EWJSS25	96MO: WJ STANDARD SCORE4: PROBLEMS	331	94.14	(13.10)	21	141	94.12	(13.14)	93.85	94.43	(0.02)	
WJSS24	WOODCOCK JOHNSON STANDARD SCORE3: CALCULA	348	89.43	(19.15)	19	148	89.37	(19.17)	88.79	90.25	(0.06)	
MATSCAF2	MEAN SCORE: SELFPERCEP MATH	269	5.81	(1.05)	1	7	5.80	(1.04)	5.77	5.83	(0.01)	
MTHSCAF3	YA: MEAN SCORE: MATH EXPECTANCY, F3	313	5.20	(1.32)	1	7	5.20	(1.31)	5.15	5.24	0.00	
ENGSCAF2	MEAN SCORE: SELFPERCEP ENG	269	5.82	(1.04)	1.125	7	5.82	(1.04)	5.80	5.85	0.00	
ENGSCAF3	YA: MEAN SCORE: ENGLISH EXPECTANCY, F3	314	5.62	(1.16)	1	7	5.62	(1.16)	5.59	5.65	0.00	
ENVSCAF2	MEAN SCORE: SCHOOL ENVIRONMENT SCALE, F2	563	3.98	(.95)	1	5	3.98	(.95)	3.95	4.01	0.00	
ENVSCAF3	YA: MEAN SCORE: SCHOOL ENVIRONMENTAL SCALE, F3	245	3.79	(.93)	1	5	3.79	(.93)	3.76	3.81	(0.00)	
YWORKF2	UTexas Youth Work Att, F2	562	4.27	(.65)	1.25	5	4.26	(.66)	4.24	4.28	(0.00)	
WRKSCAF3	YA: MEAN SCORE: ATTITUDES ABOUT WORK, F3	315	3.27	(.47)	1	4	3.27	(.47)	3.26	3.28	0.01	
OASPHSC	own ed aspir:completing hs	810	4.33	(1.05)	1	5	4.32	(1.06)	4.28	4.36	(0.01)	
YIQ45A	How sure you will finish high school	557	4.61	(.79)	1	5	4.61	(.79)	4.59	4.63	0.00	
EYIQ47A	YI: HOW SURE FINISH HS, F3	230	4.61	(.76)	1	5	4.61	(.75)	4.59	4.62	(0.00)	
OASPLA	own ed aspir:going to college	810	4.07	(1.17)	1	5	4.06	(1.19)	4.00	4.12	(0.02)	
YIQ45B	How sure you will go to college	557	4.34	(.98)	1	5	4.34	(.98)	4.27	4.37	(0.01)	
EYIQ47B	YI: HOW SURE GO COLLEGE, F3	231	4.25	(1.00)	1	5	4.24	(1.01)	4.22	4.26	(0.00)	
OASPLC	own ed aspir:completing college	810	3.86	(1.31)	1	5	3.84	(1.34)	3.78	3.92	(0.02)	
YIQ45C	How sure you will finish college	557	4.19	(1.10)	1	5	4.19	(1.10)	4.13	4.21	(0.00)	
EYIQ47C	YI: HOW SURE FINISH COLLEGE, F3	230	4.19	(1.07)	1	5	4.20	(1.07)	4.18	4.21	0.01	
OCPREXP	OCCUPATIONAL EXPECTATION: PRESTIGE SCORE	649	56.47	(17.17)	16.78	86.05	56.45	(17.35)	55.61	57.26	(0.02)	
EXSEIF2	COMBINED CHILD AND YOUTH EXPECTATION - S	420	64.42	(20.18)	23	97	64.18	(20.28)	63.58	64.73	(0.24)	
EYO382C	EYO: EYI Q38 Total Based SEI	322	65.26	(20.24)	23	97	65.33	(20.29)	64.18	66.41	0.08	
OPTSCAF3	YA: MEAN SCORE: OPTIMISM FOR FUTURE, F3	315	4.55	(.78)	2	6	4.56	(.78)	4.53	4.58	0.00	

Appendix Table A.2 continued

Variable	Label	Before Imputation					After Imputation				
		N	Mean	Std Dev	Min	Max	Estimate	Std Error	Min Mean	Max Mean	diff
FBINDF2	UTexas Ind Future Beliefs	559	3.95	(.55)	1.333	5	3.95	(.55)	3.92	3.97	(0.00)
FBCOMF2	UTexas COM Future Beliefs	559	4.56	(.47)	2	5	4.56	(.47)	4.54	4.58	0.00
mn_math	MPS Mean math std test score	639	2.00	(.86)	1	4	2.00	(.84)	1.93	2.07	(0.00)
mn_lang	MPS Mean language std test score	643	2.26	(.90)	1	4	2.26	(.91)	2.23	2.37	(0.00)
mn_read	MPS Mean reading std test score	640	2.52	(.88)	1	4	2.52	(.89)	2.48	2.61	(0.00)
ever_ret	Ever Retained flag - from MPS school data	408	0.24	(.42)	0	1	0.23	(.42)	0.21	0.25	(0.00)
P120AF1	CORRECTED-PST YR TAKE LESSONS-F1	539	2.26	(1.40)	1	5	2.27	(1.41)	2.21	2.35	0.01
PLESSNF2	PA: CH-A/B MEAN FREQ TAKE LESSONS NOT SPORTS F2 - PAST YEAR (SCHL+SUMR)	260	1.96	(1.11)	1	5	1.96	(1.11)	1.92	1.98	0.00
EPAQ5A	PA: CH-A/B TAKE LESSONS NOT SPORTS, F3	184	2.06	(1.35)	1	5	2.05	(1.34)	2.03	2.08	(0.01)
P120BF1	CORRECTED-PLAY SPORT SPRT LSSNS- F1	539	2.25	(1.42)	1	5	2.26	(1.42)	2.23	2.28	0.01
PCOACHF2	PA: CH-A/B MEAN FREQ PLAYS ORGANIZED SPORTS F2 - PAST YEAR (SCHL+SUMR)	260	2.18	(1.29)	1	5	2.17	(1.28)	2.13	2.20	(0.01)
EPAQ5B	PA: CH-A/B SPORT/LESSONS W/COACH/INSTRC, F3	183	2.52	(1.48)	1	5	2.50	(1.48)	2.48	2.52	(0.01)
P120EF1	CORRECTED-PST YR:CLUBS/YOUTH GROUPS-F1	540	1.94	(1.29)	1	5	1.95	(1.29)	1.89	2.05	0.01
PCLUBSF2	PA: CH-A/B MEAN FREQ GOES TO CLUB/ YTH GRP/ CHURCH GRP F2 - PAST YEAR (SCHL+SUMR)	260	2.23	(1.29)	1	5	2.23	(1.28)	2.20	2.27	0.00
EPAQ5C	PA: CH-A/B CLUB/YTH GRP/CHURCH GRP, F3	183	2.27	(1.41)	1	5	2.26	(1.41)	2.24	2.29	(0.01)
P120DF1	CORRECTED-PST YR:SUNDAY SCHOOL-F1	540	2.76	(1.36)	1	5	2.76	(1.38)	2.72	2.80	(0.01)
PSUNDYF2	PA: CH-A/B MEAN FREQ GOES TO SUNDAY SCHL/ REL SERVICES F2 - PAST YEAR (SCHL+SUMR)	261	2.75	(1.31)	1	5	2.74	(1.30)	2.70	2.78	(0.01)
EPAQ5D	PA: CH-A/B SUN SCHL/REL SERVICES, F3	184	2.56	(1.33)	1	5	2.55	(1.33)	2.52	2.57	(0.01)
P120FF1	CORRECTED-PST YR REC CENTERS-F1	540	2.28	(1.43)	1	5	2.29	(1.43)	2.23	2.36	0.01
PRECF2	PA: CH-A/B MEAN FREQ GOES TO REC/COMM CTRS W/ADLT SUPERVIS F2 - PAST YEAR (SCHL+SUMR)	260	2.37	(1.43)	1	5	2.37	(1.42)	2.33	2.40	(0.00)
EPAQ5E	PA: CH-A/B REC/COMM CTRS W/ADLT SUPERVIS, F3	187	2.40	(1.43)	1	5	2.40	(1.43)	2.37	2.45	0.00
PA2Q4F	Child go to program to help w/school/hw	269	2.27	(1.53)	1	5	2.26	(1.53)	2.23	2.30	(0.01)
EPAQ5F	PA: CH-A/B PRG HELP W/HW OUT SCHL TIME, F3	188	2.34	(1.49)	1	5	2.34	(1.49)	2.31	2.39	0.00
EPAQ5I	PA: CH-A/B SCHOOL CLUBS/ORGS, F3	189	1.69	(1.13)	1	5	1.68	(1.12)	1.66	1.71	(0.01)
EPAQ5J	PA: CH-A/B BAND/CHOIR/ORCH/CHORUS ANYWHERE, F3	190	1.86	(1.30)	1	5	1.84	(1.30)	1.82	1.89	(0.01)
PVOLSVF2	PA: CH-A/B MEAN FREQ VOLUNTEER SVS F2 - PAST YEAR (SCHL+SUMR)	262	1.61	(.96)	1	5	1.60	(.96)	1.58	1.62	(0.01)
EPAQ5P	PA: CH-A/B SERVICE/VOLUNTEER ACTIVITIES, F3	189	1.85	(1.15)	1	5	1.85	(1.14)	1.83	1.87	(0.00)
PA2Q7F	Summer, child to to summer school	292	2.19	(1.66)	1	5	2.17	(1.67)	2.13	2.22	(0.02)
EPAQ6A	PA: CH-A/B GO TO SUMMER SCHOOL, F3	194	1.65	(1.34)	1	5	1.64	(1.34)	1.62	1.66	(0.01)
EPAQ5G	PA: CH-A/B BABYSIT SIBL/REL/NGHD KIDS, F3	189	2.11	(1.31)	1	5	2.11	(1.31)	2.08	2.14	0.00
pchoof1_r	PA: CH-A/B CHORES - CLEAN HOUSE/MOW GRASS F1 - REVERSE CODED	538	3.33	(.90)	1	5	3.34	(.90)	3.32	3.38	0.01
EPAQ5H	PA: CH-A/B CHORES - CLEAN HOUSE/MOW GRASS, F3	185	3.96	(1.25)	1	5	3.95	(1.25)	3.92	3.97	(0.00)
PWORKF2	PA: CH-A/B MEAN FREQ WORK FOR PAY OUTSIDE HOME F2 - PAST YEAR (SCHL+SUMR)	264	1.40	(.88)	1	5	1.39	(.89)	1.36	1.42	(0.01)
PHANGF2	PA: CH-A/B MEAN FREQ HANG OUT W/FRIENDS NO ADULT) F2 - PAST YEAR (SCHL+SUMR)	262	2.89	(1.47)	1	5	2.90	(1.47)	2.88	2.92	0.01
EPAQ5O	PA: CH-A/B HANG OUT W/FRIENDS W/O ADULT, F3	190	3.16	(1.45)	1	5	3.16	(1.46)	3.15	3.19	0.00
PAPACF2	MEAN:Parent aprvl ch/yth activities, F2	279	2.82	(1.17)	1	5	2.82	(1.16)	2.78	2.87	0.00
APASCLF3	PE: MEAN SCORE: APPROVED STRUCTURED ACTIVITIES SCHL YR- CHILD A/B,F3	277	4.11	(.82)	1	5	4.11	(.81)	4.09	4.12	0.00
OLESSNF2	YA: MEAN FREQ TAKE LESSONS NOT SPORTS F2 - PAST YEAR (SCHL+SUMR)	555	2.04	(1.11)	1	5	2.04	(1.12)	1.99	2.06	(0.01)
EYIQ1	YI: TAKE LESSONS NOT SPORTS, F3	313	2.39	(1.51)	1	5	2.41	(1.51)	2.36	2.47	0.01
OCOACHF2	YA: MEAN FREQ PLAYS ORGANIZED SPORTS F2 - PAST YEAR (SCHL+SUMR)	555	2.49	(1.37)	1	5	2.47	(1.36)	2.41	2.51	(0.02)
EYIQ2	YI: SPORT/LESSONS W/COACH/INSTRC, F3	313	2.71	(1.62)	1	5	2.70	(1.63)	2.64	2.74	(0.02)
OSUNDYF2	YA: MEAN FREQ GOES TO SUNDAY SCHL/ REL SERVICES F2 - PAST YEAR (SCHL+SUMR)	555	2.94	(1.28)	1	5	2.89	(1.28)	2.86	2.94	(0.04)
EYIQ4	YI: SUN SCHL/REL SERVICES, F3	313	2.42	(1.40)	1	5	2.43	(1.41)	2.40	2.47	0.01
OCLUBSF2	YA: MEAN FREQ GOES TO CLUB/ YTH GRP/ CHURCH GRP F2 - PAST YEAR (SCHL+SUMR)	555	2.09	(1.22)	1	5	2.06	(1.23)	2.01	2.09	(0.03)
EYIQ3	YI: CLUB/YTH GRP/CHURCH GRP, F3	313	2.13	(1.44)	1	5	2.12	(1.45)	2.10	2.17	(0.00)
ORECF2	YA: MEAN FREQ GOES TO REC/COMM CTRS W/ADLT SUPERVIS F2 - PAST YEAR (SCHL+SUMR)	555	2.36	(1.41)	1	5	2.32	(1.40)	2.26	2.36	(0.04)
EYIQ5	YI: REC/COMM CTRS W/ADLT SUPERVIS, F3	314	2.39	(1.46)	1	5	2.39	(1.45)	2.33	2.44	(0.00)
YIQ6	Schl Yr Program help w/school/homework	556	2.06	(1.51)	1	5	2.04	(1.51)	1.97	2.11	(0.01)
EYIQ6	YI: PRG HELP W/HW OUT SCHL TIME, F3	316	2.23	(1.54)	1	5	2.24	(1.54)	2.21	2.26	0.01
EYIQ10	YI: LEAD ACT IE STDT GOVT/DBAT/DRAMA, F3	314	1.73	(1.24)	1	5	1.72	(1.24)	1.70	1.75	(0.01)
EYIQ11	YI: MUSICAL ACT IE BAND/CHOIR/ORCH, F3	314	2.05	(1.47)	1	5	2.06	(1.47)	2.04	2.10	0.01
OVOLSVF2	YA: MEAN FREQ VOLUNTEER SVS F2 - PAST YEAR (SCHL+SUMR)	788	1.73	(1.11)	1	5	1.72	(1.12)	1.68	1.80	(0.01)

Appendix Table A.2 continued

Variable	Label	Before Imputation					After Imputation				
		N	Mean	Std Dev	Min	Max	Estimate	Std Error	Min Mean	Max Mean	diff
EYIQ16	YI: SERVICE/VOLUNTEER ACTIVITIES, F3	315	1.95	(1.32)	1	5	1.95	(1.32)	1.92	2.00	(0.01)
YIQ28	Summer school/program help w/school	560	2.12	(1.68)	1	5	2.08	(1.68)	2.05	2.11	(0.04)
EYIQ17	YI: GO TO SUMMER SCHOOL, F3	313	1.74	(1.50)	1	5	1.72	(1.50)	1.66	1.79	(0.01)
OHANGF2	YA: MEAN FREQ HANG OUT W/FRIENDS NO ADULT) F2 - PAST YEAR (SCHL+SUMR)	556	3.76	(1.47)	1	5	3.72	(1.47)	3.70	3.75	(0.04)
EYIQ15	YI: HANG OUT W/FRIENDS W/O ADULT, F3	316	3.90	(1.43)	1	5	3.92	(1.43)	3.88	3.96	0.02
ACTSCAF2	MEAN SCORE: ACT FRIENDS MEASURE	566	3.33	(.76)	1	5	3.33	(.76)	3.31	3.35	0.00
ACTSCAF3	YA: MEAN SCORE: ACTIVITIES OF FRIENDS, F3	313	3.27	(.87)	1	5	3.27	(.87)	3.24	3.30	0.00
UTOBSIT	UTexas: OC Freq Babysitting(1-4)	809	2.29	(1.19)	1	4	2.28	(1.19)	2.24	2.31	(0.01)
EYIQ9	YI: BABYSIT SIBL/REL/NGHD KIDS, F3	313	2.77	(1.49)	1	5	2.74	(1.48)	2.72	2.77	(0.02)
EYIQ22	YI: REGULAR RESP CARE OTH CHLD HH, F3	313	0.51	(.50)	0	1	0.50	(.50)	0.49	0.52	(0.01)
UTOCHORR	UTexas: OC total wk freq of chores - R	809	2.38	(.62)	1	4	2.38	(.62)	2.34	2.42	(0.00)
EYIQ8	YI: CHORES - CLEAN HOUSE/MOW GRASS, F3	313	4.38	(.97)	1	5	4.36	(.98)	4.31	4.39	(0.02)
yiql4_r	Schl Yr Work for pay away from home; recoded 0/1	793	0.36	(.48)	0	1	0.36	(.48)	0.34	0.39	0.00
EYIQ33	YI: LST SCHL YR WRK NOT PARENTS/HH, F3	231	0.29	(.45)	0	1	0.29	(.45)	0.27	0.30	0.00
yiql35_r	Summer work for pay away from home; recoded 0/1	789	0.37	(.48)	0	1	0.38	(.48)	0.35	0.40	0.01
EYIQ28	YI: LST SUMM, PAID WORK BY NOT PAR/HH, F3	229	0.34	(.48)	0	1	0.35	(.47)	0.33	0.36	0.00
CHMINFFE	exp:mos in inf/home-based care, f1	187	8.86	(9.45)	0	24	8.73	(9.46)	8.53	8.84	(0.13)
AMOHMEF2	months in home-based care whole year5	281	5.43	(5.25)	0	12	5.49	(5.24)	5.41	5.60	0.06
CHMFORFE	exp:mos in formal care, f1	187	7.59	(9.40)	0	24	7.72	(9.44)	7.54	7.86	0.13
AMOFRMF2	mos in formal care in whole year5	293	3.11	(4.59)	0	12	3.06	(4.61)	2.97	3.14	(0.05)
AMOUSPF2	months in unsupervised care whole year5	277	2.89	(4.60)	0	12	2.85	(4.60)	2.76	2.91	(0.04)
C91	HOW OFTEN STRESSED	107	2.75	(.98)	1.00	4.00	2.76	(.98)	2.73	2.78	0.01
PIQ161	PI: Felt stressed in past month	130	2.49	(.90)	1.00	5.00	2.49	(.90)	2.45	2.51	0.01
EPI149	PI: HOW OFTEN STRESSED, F3	96	2.59	(.92)	1.00	4.00	2.59	(.91)	2.57	2.60	(0.00)
P15	HAVE ENOUGH TIME	117	2.62	(1.23)	1.00	5.00	2.62	(1.23)	2.59	2.64	0.00
PIQ184	PI: Feeling rushed	135	3.29	(1.07)	1.00	5.00	3.29	(1.07)	3.27	3.32	0.00
EPI159	PI: HOW OFTEN RUSHED, F3	97	3.34	(1.09)	1.00	5.00	3.33	(1.10)	3.29	3.36	(0.01)
SLIVF1	Recoded P sat. w/ standard of living, 24mths	194	3.60	(1.02)	1.00	5.00	3.60	(1.02)	3.56	3.66	0.00
SLIVF2	FEELINGS ABOUT STANDARD OF LIVING AT 60	132	3.77	(1.04)	1.00	5.00	3.77	(1.03)	3.76	3.80	0.00
EPI163	PI: OVERALL STANDARD OF LIVING,F3	101	3.57	(1.17)	1.00	5.00	3.57	(1.17)	3.54	3.60	(0.01)
JBQUALF1	MEAN SCORE: JOB BENEFITS, F1 run	107	0.39	(.40)	0.00	1.00	0.39	(.40)	0.38	0.40	(0.01)
JBQUALF2	REF JOB QUALITY SCALE 60 MOS, F2	205	0.65	(.40)	0.00	1.00	0.64	(.41)	0.62	0.65	(0.01)
JBQUALF3	PI: MEAN SCORE: BENEFITS, F3	235	0.64	(.39)	0.00	1.00	0.59	(.40)	0.57	0.61	(0.05)
PIQ71	PI: Had to juggle many responsibilities	206	2.68	(1.03)	1.00	4.00	2.70	(1.03)	2.65	2.74	0.03
EPI57	PI: HW OFT PULLED APART FR JUGGLING ALL RESP, F3	238	2.63	(.95)	1.00	4.00	2.66	(.95)	2.64	2.68	0.03
PCESDF1	pcg measure of depression cesd	119	16.91	(11.36)	0.00	54.00	17.03	(11.27)	16.75	17.36	0.12
PCESDF2	SUM: Feelings of depression, F2	139	15.10	(10.76)	0.00	52.00	15.28	(10.84)	14.96	15.59	0.18
PCESDF3	PA: SUM Feelings of depression, F3	98	17.41	(11.22)	0.00	56.00	17.34	(11.16)	17.00	17.55	(0.07)
PHOPEF1	pcg state hope scale	123	2.90	(.55)	1.00	4.00	2.89	(.55)	2.89	2.90	(0.00)
HOPEFC2	Hope State Scale, F2	143	3.02	(.54)	1.00	4.00	3.01	(.54)	3.00	3.03	(0.00)
HOPEFC3	PA: MEAN PSYCHOLOGICAL WELL-BEING: HOPE, F3	98	2.93	(.59)	1.00	4.00	2.93	(.58)	2.92	2.94	0.00
HHINCMF1	PI: Total Family Income F1 - past month 12	200	19772	10348	0	84000	19902	10331	19720	20182	130
HHINCMF2	1999 total gross income of family, F2	176	21914	16447	0	100000	21211	16476	20743	21616	-703
HHINCF3	HOUSEHOLD INCOME FROM 8 YR SURVEY WITH MEANS IMPUTED FOR THOSE GIVING RANGE	152	26617	21325	0	145000	26698	21714	26191	27221	81
TERNSY12	TOTAL ERN+EITC+SUP YEARS 1-2	0	8943	6861	0	43641	8943	47073545	8943	8943	0
TERNSY35	TOTAL ERN+EITC+SUP YEARS 3-5	0	12114	8495	0	37605	12114	72157263	12114	12114	0
TERNSY68	TOTAL ERN+EITC+SUP YEARS 6-8	0	13326	11088	0	48058	13326	1E+08	13326	13326	0
TQEMPY12	TOTAL QTRS EMP YEAR 1-2	0	2.87	(1.29)	0.00	4.00	2.87	(1.67)	2.87	2.87	0.00
TQEMPY35	TOTAL QTRS EMP YEAR 3-5	0	2.96	(1.36)	0.00	4.00	2.96	(1.84)	2.96	2.96	0.00
TQEMPY68	TOTAL QTRS EMP YEAR 6-8	0	2.66	(1.56)	0.00	4.00	2.66	(2.43)	2.66	2.66	0.00
LASTWAGE		223	7.34	(3.29)	1.12	60.00	7.33	(3.26)	7.16	7.41	(0.01)
JBWAGEF2	HOURLY WAGE OF REF JOB 60 MOS, F2	205	9.59	(4.04)	0.08	50.00	9.63	(4.31)	9.52	9.74	0.04

Appendix Table A.2 continued

Variable	Label	Before Imputation					After Imputation					
		N	Miss	Mean	Std Dev	Min	Max	Estimate	Std Error	Min Mean	Max Mean	diff
WAGEF3	HOURLY WAGE YR 8	194		11.48	(6.33)	0.51	70.00	11.28	(6.29)	11.12	11.49	(0.19)
TWWY12	TOTAL AFDC/W2 YEARS 1-2	0	2630	2344		0	13743	2630	5496192	2630	2630	0
TWWY35	TOTAL AFDC/W2 YEARS 3-5	0	752	1452		0	7502	752	2107485	752	752	0
TWWY68	TOTAL AFDC/W2 YEARS 6-8	0	1364	3318		0	21351	1364	11008448	1364	1364	0
TFSY12	TOTAL FOOD STAMPS YEARS 1-2	0	1912	1467		0	7425	1912	2153392	1912	1912	0
TFSY35	TOTAL FOOD STAMPS YEARS 3-5	0	1161	1375		0	6378	1161	1891304	1161	1161	0
TFSY68	TOTAL FOOD STAMPS YEARS 6-8	0	3249	4562		0	24814	3249	20814245	3249	3249	0
UTMTHSF1	UTexas: material hardship	194		1.27	(1.36)	0.00	6.00	1.28	(1.34)	1.24	1.33	0.01
HARDSHF2	MATERIAL HARDSHIP SCALE AT 60 MOS, F2	134		0.18	(.23)	0.00	1.00	0.18	(.23)	0.17	0.18	(0.00)
HARDSHF3	PI: MEAN SCORE: MATERIAL HARDSHIP, F3	100		0.17	(.22)	0.00	1.00	0.17	(.22)	0.17	0.17	(0.00)
UTFDISF1	UTexas: food insufficiency	194		1.72	(.70)	1.00	4.00	1.73	(.70)	1.69	1.77	0.01
UTFINSF2	UT food insufficiency, F2	135		1.57	(.75)	1.00	4.00	1.57	(.75)	1.56	1.60	(0.00)
EPI166	PI: PRIOR MONTH - ENOUGH FOOD?, F3	97		3.46	(.75)	1.00	4.00	3.46	(.75)	3.44	3.48	0.00
UTFINSF1	UTexas: financial strain	194		2.47	(.95)	1.00	4.00	2.46	(.94)	2.44	2.52	(0.00)
UTFINWF1	UTexas: financial worries	194		2.93	(1.24)	1.00	5.00	2.95	(1.24)	2.91	2.99	0.02
WRYTOTF2	TOTAL FINANCIAL WORRY INDEX 60 MOS, F2	133		2.52	(1.21)	1.00	5.00	2.53	(1.21)	2.50	2.56	0.01
WRYTOTF3	PI: MEAN SCORE: FINANCIAL WORRY, F3	95		2.48	(1.16)	1.00	5.00	2.48	(1.16)	2.45	2.52	0.00
FWBINDF2	FINANCIAL WELLBEING INDEX 60 MOS, F2	136		16.31	(4.77)	5.00	25.00	16.30	(4.78)	16.13	16.44	(0.01)
LASTHRS		223		37.17	(10.65)	2.00	87.23	37.14	(10.67)	36.73	37.63	(0.03)
PIQ66	PI: # of hours/week usually work at this	191		37.27	(9.72)	4.00	80.00	37.14	(9.75)	36.65	37.73	(0.13)
EPI54	PI: AVERAGE HOURS/WEEK WORKED, F3	187		37.44	(12.18)	0.00	98.00	37.59	(12.17)	37.14	38.05	0.15
UTRGRTF1	UTexas: regularity of routine	341		4.90	(1.60)	3.00	9.00	4.92	(1.61)	4.85	5.01	0.02
FAMROTF2	Reg of family routines, F2	170		3.81	(.75)	1.00	5.00	3.81	(.75)	3.78	3.84	(0.00)
FAMROTF3	PA: MEAN: REG OF FAMILY ROUTINES, F3	155		3.57	(.77)	1.00	5.00	3.57	(.77)	3.54	3.60	0.00
PIQ26	PI: R overall health	132		3.45	(1.12)	1.00	5.00	3.43	(1.12)	3.41	3.46	(0.02)
EPI15	PI: HLTH SC - RELATIVE TO OTH PPLE YOUR AGE,F3	95		3.21	(1.14)	1.00	5.00	3.21	(1.14)	3.19	3.23	(0.00)

SOURCE: New Hope MIS client-tracking data base and New Hope two, five, and eight-year surveys.



## Appendix B Tables



The New Hope Project

Appendix Table B.1

Unweighted Impacts on Social Behavior for Full Sample

Outcome	Range	Program Group	Control Group	Difference	P-Value	Effect Size <sup>a</sup>
<b>Positive behavior scale</b>						
Parent report (25 questions)	1=never 5=all of the time	3.85	3.77	0.08 *	0.069	0.14
Parent report (New scale)	1=never 5=all of the time	3.78	3.71	0.08 *	0.058	0.14
Teacher report	1=never 5=all of the time	3.61	3.61	0.00	0.984	0.00
<b>Problem behavior scale</b>						
Externalizing -- parent	1=never 5=all of the time	2.34	2.36	-0.02	0.683	-0.03
Externalizing -- teacher	1=never 5=all of the time	2.04	2.06	-0.02	0.816	-0.02
Internalizing -- parent	1=never 5=all of the time	2.30	2.37	-0.07	0.158	-0.11
Internalizing -- teacher	1=never 5=all of the time	2.31	2.29	0.02	0.699	0.04
<b>Social relationships</b>						
Peer relationships -- child	1=always true 5=not true at all	4.23	4.11	0.12 ***	0.008	0.18
Hostile intent total -- child	0=benign 4=hostile	0.30	0.32	-0.01	0.388	-0.06
Hostile intent physical	0=benign 2=hostile	0.22	0.23	-0.01	0.598	-0.04
Hostile intent social	0=benign 2=hostile	0.43	0.45	-0.02	0.393	-0.06
Peer conventional behaviors -- child	1=none of them 5=all of them	3.31	3.22	0.10	0.128	0.11
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.92	3.81	0.11 **	0.041	0.14
<b>Risky behavior</b>						
Trouble index -- parent	0=no, 1=yes	0.12	0.11	0.00	0.793	0.02
Delinquent behavior -- child	1=never 5=five or more times	0.24	0.24	0.00	0.982	0.00

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Parent reports were available for 938 children, teacher reports were available for 544 children, and child reports were available for 861 children. Actual sample sizes for individual measures may vary as a result of missing data. Only children ages 12 and older were asked about delinquent behavior, resulting in 610 reports from children.

<sup>a</sup>The effect size is the difference between program-and control group-outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

**The New Hope Project**  
**Appendix Table B.2**  
**Unweighted Impacts on Social Behavior by Child Gender**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Between Boys and Girls <sup>o</sup>
<b>Boys</b>							
<b>Positive behavior scale</b>							
Parent report (25 questions)	1=never, 5=all of the time	3.83	3.70	0.13 **	0.023	0.23	0.143
Parent report (New scale)	1=never 5=all of the time	3.76	3.62	0.13 **	0.016	0.24	0.108
Teacher report	1=never 5=all of the time	3.47	3.45	0.02	0.808	0.03	0.750
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.34	2.44	-0.10	0.158	-0.14	0.102
Externalizing -- teacher	1=never 5=all of the time	2.16	2.18	-0.02	0.838	-0.02	0.999
Internalizing -- parent	1=never 5=all of the time	2.29	2.38	-0.10	0.171	-0.14	0.535
Internalizing -- teacher	1=never 5=all of the time	2.35	2.32	0.03	0.737	0.04	0.877
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.26	4.09	0.17 **	0.010	0.26	0.285
Hostile intent total -- child	1=always true 5=not true at all	0.33	0.33	0.00	0.833	-0.02	0.603
Hostile intent physical	1=always true 5=not true at all	0.24	0.26	-0.02	0.336	-0.10	0.329
Hostile intent social	1=always true 5=not true at all	0.46	0.43	0.02	0.456	0.08	0.055 †
Peer conventional behaviors	1=none of them 5=all of them	3.39	3.31	0.08	0.362	0.09	0.720
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.91	3.79	0.11	0.136	0.15	0.811

(continued)

Appendix Table B.2 (continued)

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Between Boys & Girls <sup>b</sup>
<b>Boys</b>							
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.14	0.14	0.00	0.896	0.01	0.832
Delinquent behavior -- child	1=never 5=five or more times	0.26	0.28	-0.02	0.639	-0.07	0.497
<b>Girls</b>							
<b>Positive behavior scale</b>							
Parent report (25 questions)	1=never 5=all of the time	3.87	3.85	0.01	0.812	0.02	0.143
Parent report (new scale)	1=never 5=all of the time	3.80	3.80	0.01	0.867	0.02	0.108
Teacher report	1=never 5=all of the time	3.75	3.76	-0.02	0.835	-0.03	0.750
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.34	2.27	0.07	0.358	0.09	0.102
Externalizing -- teacher	1=never 5=all of the time	1.92	1.95	-0.02	0.845	-0.02	0.999
Internalizing -- parent	1=never 5=all of the time	2.32	2.35	-0.03	0.603	-0.05	0.535
Internalizing -- teacher	1=never 5=all of the time	2.27	2.26	0.01	0.905	0.02	0.877
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.19	4.12	0.07	0.282	0.11	0.285
Hostile intent total -- child	0=benign 4=hostile	0.28	0.30	-0.02	0.304	-0.09	0.603
Hostile intent physical	0=benign 2=hostile	0.20	0.19	0.01	0.710	0.03	0.329
Hostile intent social	0=benign 2=hostile	0.41	0.47	-0.06 **	0.038	-0.19	0.055 †

(continued)

**Appendix Table B.2 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Between Boys & Girls <sup>b</sup>
<b>Girls</b>							
<b>Social relationships</b>							
Peer conventional behaviors	1=none of them 5=all of them	3.24	3.12	0.12	0.154	0.14	0.720
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.93	3.84	0.09	0.233	0.11	0.811
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.09	0.08	0.01	0.588	0.04	0.832
Delinquent behavior -- child	1=never 5=five or more times	0.21	0.19	0.02	0.605	0.05	0.497

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For boys, parent reports were available for 478 children, teacher reports were available for 270 children, and child reports were available for 435 children. For girls, parent reports were available for 460 children; teacher reports were available for 274 children, and child reports were available for 429 children. Actual sample sizes for individual measures may vary as a result of missing data. Only children ages 12 and older were asked about delinquent behavior, resulting in 304 reports from boys and 306 reports from girls.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

**The New Hope Project**  
**Appendix Table B.3**  
**Unweighted Impacts on Social Behavior by Child Age**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b><u>Ages 9 to &lt; 13</u></b>							
<b>Positive behavior scale</b>							
Parent report (25 questions)	1=never 5=all of the time	3.87	3.86	0.01	0.831	0.02	0.261
Parent report (New scale)	1=never 5=all of the time	3.80	3.79	0.01	0.873	0.02	0.192
Teacher report	1=never 5=all of the time	3.62	3.56	0.05	0.481	0.08	0.834
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.27	2.31	-0.04	0.641	-0.05	0.800
Externalizing -- teacher	1=never 5=all of the time	2.11	2.19	-0.08	0.455	-0.09	0.742
Internalizing -- parent	1=never 5=all of the time	2.29	2.28	0.01	0.909	0.01	0.230
Internalizing -- teacher	1=never 5=all of the time	2.32	2.33	-0.01	0.920	-0.01	0.876
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.22	4.08	0.14 **	0.037	0.21	0.794
Hostile intent total -- child	1=always true 5=not true at all	0.31	0.32	-0.01	0.564	-0.06	0.669
Hostile intent physical	1=always true 5=not true at all	0.22	0.24	-0.01	0.578	-0.06	0.973
Hostile intent social	1=always true 5=not true at all	0.43	0.44	-0.01	0.767	-0.03	0.486
Peer conventional behaviors	1=none of them 5=all of them	3.61	3.51	0.10	0.254	0.11	0.902
Child efficacy (Hope scale)	1=none of the time 6=all of the time	4.06	3.87	0.19 **	0.021	0.25	0.118

(continued)

**Appendix Table B.3 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b><u>Ages 9 to &lt; 13</u></b>							
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.06	0.05	0.01	0.345	0.06	0.727
Delinquent behavior -- child	1=never 5=five or more times	0.18	0.20	-0.02	0.634	-0.06	0.794
<b><u>Ages 13 and older</u></b>							
<b>Positive behavior scale</b>							
Parent report (25 questions)	1=never 5=all of the time	3.83	3.73	0.11 *	0.072	0.19	0.261
Parent report (New scale)	1=never 5=all of the time	3.77	3.66	0.12 **	0.042	0.21	0.192
Teacher report	1=never 5=all of the time	3.67	3.65	0.03	0.772	0.04	0.834
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.40	2.41	-0.01	0.900	-0.01	0.800
Externalizing -- teacher	1=never 5=all of the time	1.89	1.92	-0.03	0.809	-0.03	0.742
Internalizing -- parent	1=never 5=all of the time	2.30	2.42	-0.11	0.107	-0.17	0.230
Internalizing -- teacher	1=never 5=all of the time	2.24	2.27	-0.03	0.759	-0.04	0.876
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.24	4.13	0.11 *	0.076	0.18	0.794
Hostile intent total -- child	0=benign 4=hostile	0.29	0.31	-0.03	0.231	-0.12	0.669
Hostile intent physical	0=benign 2=hostile	0.20	0.21	-0.02	0.497	-0.06	0.973
Hostile intent social	0=benign 2=hostile	0.43	0.47	-0.04	0.203	-0.13	0.486

(continued)



**Appendix Table B.3 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b><u>Ages 13 and older</u></b>							
<b>Social relationships</b>							
Peer conventional behaviors	1=none of them 5=all of them	3.07	2.99	0.08	0.368	0.10	0.902
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.80	3.78	0.01	0.876	0.02	0.118
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.16	0.16	0.00	0.883	0.02	0.727
Delinquent behavior -- child	1=never 5=five or more times	0.25	0.26	0.00	0.892	-0.02	0.794

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For ages 9 to less than 13, parent reports were available for 380 children, teacher reports were available for 267 children, and child reports were available for 363 children. For ages 13 and older, parent reports were available for 486 children, teacher reports were available for 254 children, and child reports were available for 442 children. Actual sample sizes for individual measures may vary as a result of missing data. Only children ages 12 and older were asked about delinquent behavior, resulting in 136 reports from the younger group and 439 reports from the older group.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

**The New Hope Project**  
**Appendix Table B.4**  
**Eight-Year Impacts on Social Behaviors**  
**by Number of Potential Parental Barriers to Employment<sup>d</sup>**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b><u>No potential barriers</u></b>							
<b>Positive behavior scale</b>							
Parent report	3.9	3.8	0.15	0.131	3.9	0.26	0.618
Parent report (new scale)	3.8	3.7	0.12	0.193	3.3	0.23	0.712
Teacher report	3.7	3.7	-0.02	0.906	-0.5	-0.02	0.52
<b>Problem behavior scale</b>							
Externalizing -- parent	2.2	2.3	-0.13	0.244	-5.9	-0.18	0.543
Externalizing -- teacher	2.0	2.0	-0.01	0.926	-0.8	-0.02	0.173
Internalizing -- parent	2.3	2.3	-0.08	0.438	-3.3	-0.11	0.245
Internalizing -- teacher	2.3	2.1	0.16	0.309	7.5	0.24	0.349
<b>Social relationships</b>							
Peer relationships -- child	4.3	4.1	0.21 **	0.037	5.2	0.33	0.544
Hostile intent total -- child	0.3	0.3	-0.05	0.138	-14.1	-0.22	0.603
Hostile intent physical	0.2	0.2	-0.03	0.350	-14.0	-0.14	0.866
Hostile intent social	0.4	0.5	-0.06	0.171	-13.4	-0.20	0.557
Peer conventional behaviors	3.2	3.3	-0.02	0.868	-0.7	-0.03	0.546
Child efficacy (Hope scale)	3.9	3.8	0.03	0.786	0.8	0.04	0.036 ††
<b>Risky behavior</b>							
Trouble index -- parent	0.1	0.1	0.00	0.846	5.0	0.02	0.675
Delinquent behavior -- child	0.2	0.3	-0.09 **	0.031	-35.5	-0.31	0.072 †
Sample Size (teacher report)	135						
Sample Size (parent report)	212						
Sample Size (child report)	202						

(continued)

**Appendix Table B.4 (continued)**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b>One potential barrier</b>							
<b>Positive behavior scale</b>							
Parent report	3.8	3.8	0.03	0.683	0.8	0.05	0.618
Parent report (new scale)	3.8	3.7	0.04	0.592	1.0	0.07	0.712
Teacher report	3.7	3.7	0.05	0.636	1.4	0.08	0.520
<b>Problem behavior scale</b>							
Externalizing -- parent	2.4	2.4	0.02	0.788	1.0	0.03	0.543
Externalizing -- teacher	2.0	1.9	0.06	0.648	3.3	0.07	0.173
Internalizing -- parent	2.3	2.3	-0.03	0.716	-1.2	-0.04	0.245
Internalizing -- teacher	2.2	2.3	-0.06	0.581	-2.4	-0.08	0.349
<b>Social relationships</b>							
Peer relationships -- child	4.2	4.1	0.09	0.209	2.2	0.14	0.544
Hostile intent total -- child	0.3	0.3	-0.01	0.818	-1.9	-0.03	0.603
Hostile intent physical	0.2	0.2	-0.01	0.717	-4.7	-0.04	0.866
Hostile intent social	0.5	0.5	0.00	0.98	0.2	0.00	0.557
Peer conventional behaviors	3.3	3.2	0.03	0.787	0.9	0.03	0.546
Child efficacy (Hope scale)	3.9	3.9	-0.01	0.924	-0.2	-0.01	0.036 ††
<b>Risky behavior</b>							
Trouble index -- parent	0.1	0.1	0.02	0.236	24.1	0.13	0.675
Delinquent behavior -- child	0.3	0.2	0.03	0.468	15.1	0.11	0.072 †
Sample Size (teacher reports)	205						
Sample Size (parent reports)	357						
Sample Size (child reports)	337						

(continued)

Appendix Table B.4 (continued)

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b>Two potential barriers or more</b>							
<b>Positive behavior scale</b>							
Parent report	3.8	3.8	0.07	0.358	1.9	0.13	0.618
Parent report (new scale)	3.8	3.7	0.10	0.177	2.7	0.18	0.712
Teacher report	3.6	3.4	0.18	0.115	5.3	0.27	0.52
<b>Problem behavior scale</b>							
Externalizing -- parent	2.4	2.4	-0.02	0.863	-0.8	-0.02	0.543
Externalizing -- teacher	2.0	2.3	-0.31 **	0.045	-13.4	-0.36	0.173
Internalizing -- parent	2.2	2.5	-0.24 **	0.017	-9.6	-0.35	0.245
Internalizing -- teacher	2.3	2.5	-0.12	0.310	-4.8	-0.17	0.349
<b>Social Relationships</b>							
Peer relationships -- child	4.2	4.0	0.18 **	0.024	4.5	0.28	0.544
Hostile intent total -- child	0.3	0.3	-0.02	0.464	-6.0	-0.09	0.603
Hostile intent physical	0.2	0.2	-0.01	0.704	-5.0	-0.05	0.866
Hostile intent social	0.4	0.4	-0.03	0.390	-7.1	-0.10	0.557
Peer conventional behaviors	3.4	3.2	0.17	0.166	5.2	0.19	0.546
Child efficacy (Hope scale)	4.1	3.7	0.33 ***	0.002	8.8	0.43	0.036 ††
<b>Risky Behavior</b>							
Trouble index -- parent	0.1	0.1	0.00	0.977	-0.5	0.00	0.675
Delinquent behavior -- child	0.3	0.2	0.04	0.523	15.4	0.12	0.072 †
Sample Size (teacher reports)	174						
Sample Size (parent reports)	284						
Sample Size (child reports)	271						

(continued)

### Appendix Table B.4 (continued)

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the outcomes for both groups combined. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>Woodcock-Johnson scores are age-standardized with a mean of 100 and a standard deviation of 15.

<sup>c</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>d</sup>These results are based on unweighted data.

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Appendix Table B.5

Unweighted Impacts on Parenting and Parent-Child Relations for the Survey Sample

Outcome	Range	Program Group	Control Group	Difference	P-Value	Effect Size <sup>a</sup>
<b>Effective child management</b>	1=low, 5=high	4.01	3.86	0.15 ***	0.003	0.23
Problems with control	1=never 6=all of the time	2.08	2.33	-0.25 ***	0.001	-0.24
Parenting stress	1=not at all true 5=very true	1.75	1.93	-0.17 ***	0.005	-0.21
<b>Positive youth-parent relations</b>						
Child-reported positive relations	1=not at all true 5=very true	4.27	4.23	0.04	0.500	0.05
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.36	3.35	0.01	0.725	0.02
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.30	3.29	0.01	0.857	0.01
<b>Negative youth-parent relations</b>						
Child-reported negative relations	1=not at all true 5=very true	2.73	2.75	-0.02	0.733	-0.02
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.90	2.86	0.05	0.422	0.06
<b>Warm and structured parenting</b>						
Regularity of family routines	1=almost never 5=almost always	3.61	3.54	0.07	0.319	0.09
<b>Parenting behavior</b>						
Monitoring	1=never, 6=always	4.74	4.70	0.03	0.644	0.04

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Parent reports were available for 902 children, and child reports were available for 860 children. Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

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Appendix Table B.6

Unweighted Impacts on Parenting and Parent-Child Relations by Child Gender

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Between Boys and Girls <sup>b</sup>
<b>Boys</b>							
<b>Effective child management</b>	1=low, 5=high	3.97	3.78	0.19 ***	0.004	0.30	0.252
Problems with control	1=never 6=all of the time	2.08	2.41	-0.33 ***	0.001	-0.32	0.174
Parenting stress	1=not at all true 5=very true	1.78	2.03	-0.25 ***	0.005	-0.30	0.138
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.27	4.26	0.01	0.867	0.02	0.888
Child-reported acceptance and involvement	1=strongly disagree, 4=strongly agree	3.34	3.41	-0.07	0.219	-0.12	0.077 †
Child-reported monitoring	1=strongly disagree, 4=strongly agree	3.19	3.21	-0.01	0.859	-0.02	0.719
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.66	2.72	-0.06	0.441	-0.08	0.548
Child-reported autonomy	1=strongly disagree 1=strongly disagree	2.86	2.83	0.03	0.713	0.04	0.719
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.67	4.63	0.04	0.659	0.05	0.749

(continued)

\*

**Appendix Table B.6 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Girls</b>							
<b>Effective child management</b>	1=low, 5=high	4.03	3.94	0.09	0.181	0.13	0.252
Problems with control	1=never 6=all of the time	2.09	2.22	-0.13	0.192	-0.13	0.174
Parenting stress	1=not at all true 5=very true	1.74	1.81	-0.07	0.368	-0.09	0.138
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.25	4.22	0.03	0.726	0.04	0.888
Child-reported acceptance and involvement	1=strongly disagree, 4=strongly agree	3.37	3.30	0.07	0.195	0.12	0.077 †
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=low, 5=high 1=not at all true 5=very true	2.79	2.78	0.01	0.926	0.01	0.548
Child-reported autonomy	1=strongly disagree 1=strongly disagree	2.95	2.88	0.07	0.356	0.09	0.719
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.79	4.79	0.00	0.998	0.00	0.749

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For boys, parent reports were available for 460 children, and child reports were available for 432 children. For girls, parent reports were available for 442 children, and child reports were available for 428 children. Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control group-outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.



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Appendix Table B.7

Unweighted Impacts on Parenting and Parent-Child Relations by Child Age

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 9 to &lt; 13</b>							
<b>Effective child management</b>	1=low, 5=high	4.01	3.96	0.04	0.526	0.07	0.143
Problems with control	1=never 6=all of the time	2.09	2.17	-0.08	0.450	-0.08	0.061 †
Parenting stress	1=not at all true 5=very true	1.65	1.78	-0.13	0.134	-0.15	0.811
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.47	4.42	0.05	0.419	0.07	0.906
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.56	3.54	0.02	0.682	0.04	0.848
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.51	3.47	0.04	0.581	0.05	0.715
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.62	2.61	0.01	0.917	0.01	0.836
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.88	2.94	-0.06	0.510	-0.08	0.073 †
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.95	4.99	-0.05	0.619	-0.05	0.330

(continued)

**Appendix Table B.7 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b><u>Ages 13 and older</u></b>							
<b>Effective child management</b>	1=low, 5=high	3.98	3.79	0.19 ***	0.007	0.30	0.143
Problems with control	1=never 6=all of the time	2.06	2.43	-0.36 ***	0.001	-0.36	0.061 †
Parenting stress	1=not at all true 5=very true	1.87	2.03	-0.16 *	0.086	-0.19	0.811
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.11	4.07	0.04	0.658	0.05	0.906
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.19	3.18	0.01	0.921	0.01	0.848
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.14	3.15	0.00	0.985	0.00	0.715
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.83	2.84	-0.02	0.844	-0.02	0.836
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.93	2.78	0.15 **	0.041	0.19	0.073 †
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.58	4.49	0.09	0.389	0.10	0.330

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For ages 9 to less than 13, parent reports were available for 372 children, and child reports were available for 363 children. For ages 13 and older, parent reports were available for 469 children, and child reports were available for 441 children. Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

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**Appendix Table B.8**  
**Eight-Year Impacts on Parenting and Parent-Child Relations**  
**by Number of Potential Parental Barriers to Employment<sup>a</sup>**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b><u>No potential barriers</u></b>							
<b>Effective child management</b>	4.1	3.9	0.21 *	0.065	5.5	0.32	0.532
Problems with control	2.0	2.3	-0.36 **	0.019	-15.4	-0.35	0.459
Parenting stress	1.7	2.0	-0.29 **	0.025	-15.0	-0.35	0.597
<b><u>Positive youth-parent relations</u></b>							
Child-reported positive relations	4.3	4.2	0.09	0.495	2.1	0.12	0.881
Child-reported acceptance and involvement	3.3	3.3	0.06	0.536	1.8	0.10	0.220
<b><u>Negative youth-parent relations</u></b>							
Child-reported negative relations	2.7	2.7	0.00	0.981	-0.1	0.00	0.734
Child-reported autonomy	2.9	2.8	0.04	0.780	1.3	0.05	0.678
<b><u>Warm and structured parenting</u></b>							
Regularity of family routines	3.6	3.6	0.03	0.821	0.8	0.04	0.385
<b><u>Parenting behavior</u></b>							
Monitoring	4.7	4.8	-0.10	0.477	-2.1	-0.11	0.241
Sample Size (parent reports)	197						
Sample Size (child reports)	201						

(continued)

**Appendix Table B.8 (continued)**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b>One potential barrier</b>							
<b>Effective child management</b>	4.0	3.9	0.08	0.335	1.9	0.12	0.532
Problems with control	2.1	2.2	-0.14	0.263	-6.2	-0.14	0.459
Parenting stress	1.8	2.0	-0.15	0.138	-7.7	-0.18	0.597
<b>Positive youth-parent relations</b>							
Child-reported positive relations	4.2	4.2	0.01	0.907	0.2	0.01	0.881
Child-reported acceptance and involvement	3.3	3.4	-0.10	0.144	-3.1	-0.17	0.220
<b>Negative youth-parent relations</b>							
Child-reported negative relations	2.8	2.7	0.05	0.587	1.8	0.06	0.734
Child-reported autonomy	2.9	2.8	0.01	0.875	0.5	0.02	0.678
<b>Warm and structured parenting</b>							
Regularity of family routines	3.5	3.6	-0.07	0.513	-2.1	-0.10	0.385
<b>Parenting behavior</b>							
Monitoring	4.7	4.7	-0.04	0.767	-0.8	-0.04	0.241
Sample Size (parent reports)	322						
Sample Size (child reports)	337						

(continued)

**Appendix Table B.8 (continued)**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>d</sup>
<b><u>Two potential barriers or more</u></b>							
<b>Effective child management</b>	3.974	3.797	0.178	**	0.044	4.683	0.273
Problems with control	2.067	2.387	-0.320	**	0.018	-13.394	-0.312
Parenting stress	1.773	1.909	-0.136		0.179	-7.145	-0.165
<b>Positive youth-parent relations</b>							
Child-reported positive relations	4.314	4.288	0.026		0.770	0.604	0.036
Child-reported acceptance and involvement	3.446	3.397	0.049		0.473	1.429	0.081
<b>Negative youth-parent relations</b>							
Child-reported negative relations	2.693	2.756	-0.063		0.571	-2.302	-0.078
Child-reported autonomy	3.003	2.869	0.134		0.209	4.684	0.173
<b>Warm and structured parenting</b>							
Regularity of family routines	3.670	3.519	0.150		0.200	4.269	0.196
<b>Parenting behavior</b>							
Monitoring	4.832	4.627	0.204		0.128	4.415	0.218
Sample Size (parent reports)	267						
Sample Size (child reports)	270						

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the outcomes for both groups combined. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>Woodcock-Johnson scores are age-standardized with a mean of 100 and a standard deviation of 15.

<sup>c</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>d</sup>These results are based on unweighted data.

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Appendix Table B.9

Unweighted Impacts on Children's Activities for the Survey Sample

Outcome	Range	Program Group	Control Group	Difference	P-Value	Effect Size <sup>a</sup>
<b>Structured activities - Past year</b>		1=never 5=about every day				
Total structured activities: Parent report		2.41	2.30	0.11 *	0.087	0.12
Religious class or activity		2.67	2.44	0.23 **	0.024	0.17
Total structured activities: Child report		2.46	2.37	0.09	0.161	0.11
Religious class or activity		2.43	2.40	0.03	0.769	0.02
<b>Social activities - School year + summer</b>		1=never 5=about every day				
Hang out with friends: Parent report		3.25	3.07	0.18 *	0.073	0.13
Hang out with friends: Child report		4.07	3.74	0.33 ***	0.002	0.23
<b>Other activities - Past year</b>		1=never 5=about every day				
Service and volunteer: Parent report		1.91	1.79	0.12	0.165	0.10
Service and volunteer: Child report		2.06	1.85	0.21 **	0.026	0.16
Band/Choir: Parent report		1.89	1.82	0.07	0.417	0.06
Band/Choir: Child report		2.13	1.98	0.15	0.159	0.10

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Parent reports were available for 910 children, and child reports were available for 783 children. Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

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Appendix Table B.10

Unweighted Impacts on Children's Activities by Child Gender

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Boys and Girls <sup>b</sup>
<b>Boys</b>							
<b>Structured activities - Past year</b>		1=never 5=about every day					
Total structured activities: Parent report		2.43	2.37	0.06	0.447	0.07	0.298
Religious class or activity		2.63	2.51	0.12	0.360	0.09	0.175
Total structured activities: Child report		2.49	2.44	0.05	0.605	0.05	0.345
Religious class or activity		2.42	2.40	0.03	0.849	0.02	0.970
<b>Social activities - School year + summer</b>		1=never 5=about every day					
Hang out with friends: Parent report		3.33	3.25	0.08	0.597	0.05	0.231
Hang out with friends: Child report		4.16	3.88	0.28 *	0.060	0.19	0.533
<b>Other activities - Past year</b>		1=never 5=about every day					
Service and volunteer: Parent report		1.82	1.77	0.04	0.676	0.04	0.472
Service and volunteer: Child report		1.95	1.76	0.19	0.143	0.15	0.771
Band/Choir: Parent report		1.71	1.76	-0.05	0.686	-0.04	0.130
Band/Choir: Child report		1.92	1.96	-0.03	0.819	-0.02	0.062 †

(continued)

**Appendix Table B.10 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Boys and Girls <sup>b</sup>
<b><u>Girls</u></b>							
<b>Structured activities - Past year</b>		1=never 5=about every day					
Total structured activities: Parent report		2.41	2.22	0.19 **	0.035	0.21	0.298
Religious class or activity		2.73	2.35	0.37 ***	0.004	0.28	0.175
Total structured activities: Child report		2.55	2.38	0.17 *	0.060	0.20	0.345
Religious class or activity		2.44	2.41	0.04	0.806	0.03	0.970
<b>Social activities - School year + summer</b>		1=never 5=about every day					
Hang out with friends: Parent report		3.18	2.87	0.31 **	0.018	0.21	0.231
Hang out with friends: Child report		4.00	3.59	0.41 ***	0.008	0.28	0.533
<b>Other activities - Past year</b>		1=never 5=about every day					
Service and volunteer: Parent report		1.98	1.82	0.16	0.173	0.14	0.472
Service and volunteer: Child report		2.17	1.92	0.25 *	0.076	0.19	0.771
Band/Choir: Parent report		2.09	1.87	0.22 *	0.096	0.17	0.130
Band/Choir: Child report		2.35	1.98	0.37 **	0.020	0.25	0.062 †

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For boys, parent reports were available for 466 children, and child reports were available for 391 children. For girls, parent reports were available for 444 children, and child reports were available for 392 children. Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.



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Appendix Table B.11

Unweighted Impacts on Children's Activities by Child Age

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b>Ages 9 to &lt; 13</b>							
<b>Structured activities - Past year</b>		1=never 5=about every day					
Total structured activities: Parent report		2.54	2.45	0.09	0.330	0.10	0.558
Religious class or activity		2.82	2.64	0.18	0.205	0.14	0.287
Total structured activities: Child report		2.33	2.27	0.06	0.512	0.07	0.589
Religious class or activity		2.59	2.56	0.03	0.864	0.02	0.804
<b>Social activities - School year + summer</b>		1=never 5=about every day					
Hang out with friends: Parent report		2.82	2.67	0.15	0.348	0.10	0.734
Hang out with friends: Child report		3.77	3.33	0.44 **	0.013	0.31	0.222
<b>Other activities - Past year</b>		1=never 5=about every day					
Service and volunteer: Parent report		1.71	1.71	0.00	0.984	0.00	0.057 †
Service and volunteer: Child report		2.07	1.89	0.18	0.243	0.14	0.641
Band/Choir: Parent report		2.09	2.09	0.00	0.993	0.00	0.505
Band/Choir: Child report		2.33	2.11	0.22	0.187	0.15	0.851

(continued)

**Appendix Table B.11 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Age Groups <sup>b</sup>
<b><u>Ages 13 and older</u></b>							
<b>Structured activities - Past year</b>		1=never 5=about every day					
Total structured activities: Parent report		2.33	2.15	0.17 *	0.065	0.19	0.558
Religious class or activity		2.56	2.17	0.39 ***	0.005	0.30	0.287
Total structured activities: Child report		2.37	2.24	0.13	0.139	0.15	0.589
Religious class or activity		2.30	2.21	0.08	0.557	0.06	0.804
<b>Social activities - School year + summer</b>		1=never 5=about every day					
Hang out with friends: Parent report		3.60	3.38	0.22 *	0.095	0.15	0.734
Hang out with friends: Child report		4.30	4.11	0.18	0.124	0.13	0.222
<b>Other activities - Past year</b>		1=never 5=about every day					
Service and volunteer: Parent report		2.12	1.78	0.34 ***	0.006	0.29	0.057 †
Service and volunteer: Child report		2.09	1.81	0.28 **	0.029	0.21	0.641
Band/Choir: Parent report		1.76	1.64	0.13	0.253	0.10	0.505
Band/Choir: Child report		2.03	1.84	0.18	0.215	0.12	0.851

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For ages 9 to less than 13, parent reports were available for 375 children, and child reports were available for 330 children. For ages 13 and older, parent reports were available for 474 children, and child reports were available for 413 children. Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

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Appendix Table B.12

**Eight-Year Impacts on Children's Activities by Number of Potential Parental Barriers to Employment<sup>a</sup>**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>b</sup>	P-Value for Difference Across Barrier Groups <sup>c</sup>
<b><u>No potential barriers</u></b>							
<b>Total structured activities - Past year</b>							
Parent report	2.5	2.2	0.35 ***	0.008	16.2	0.39	0.236
Religious class or activity: Parent report	2.8	2.3	0.47 **	0.023	20.3	0.35	0.561
Child report	2.5	2.3	0.19	0.228	8.0	0.22	0.846
Religious class or activity: Child report	2.6	2.4	0.25	0.280	10.6	0.18	0.402
<b>Social activities - School year + summer</b>							
Hang out with friends: Parent report	3.2	3.2	0.00	0.987	0.1	0.00	0.065 †
Hang out with friends: Child report	3.9	3.7	0.19	0.429	5.1	0.13	0.155
<b>Other activities - Past year</b>							
Service and volunteer: Parent report	2.1	1.8	0.27	0.138	15.2	0.24	0.294
Service and volunteer: Child report	2.2	2.0	0.26	0.212	13.3	0.20	0.894
Band/Choir: Parent report	2.2	1.7	0.56 ***	0.002	32.9	0.43	0.002 ††
Band/Choir: Child report	2.6	1.7	0.89 ***	0.000	52.7	0.60	0.001 †††
Sample Size (parent reports)	210						
Sample Size (child reports)	189						

(continued)

**Appendix Table B.12 (continued)**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b>One potential barrier</b>							
<b>Total structured activities - Past year</b>							
Parent report	2.4	2.3	0.15	0.147	6.7	0.16	0.236
Religious class or activity: Parent report	2.6	2.3	0.30 *	0.069	12.7	0.22	0.561
Child report	2.4	2.4	0.08	0.442	3.3	0.09	0.846
Religious class or activity: Child report	2.4	2.3	0.08	0.657	3.5	0.06	0.402
<b>Social activities - School year + summer</b>							
Hang out with friends: Parent report	3.2	3.1	0.10	0.562	3.2	0.07	0.065 †
Hang out with friends: Child report	4.3	3.7	0.58 ***	0.000	15.6	0.41	0.155
<b>Other activities - Past year</b>							
Service and volunteer: Parent report	1.7	1.7	-0.01	0.967	-0.3	0.00	0.294
Service and volunteer: Child report	2.0	1.7	0.34 **	0.022	20.3	0.26	0.894
Band/Choir: Parent report	1.6	1.9	-0.24 *	0.092	-12.9	-0.19	0.002 ††
Band/Choir: Child report	2.0	2.1	-0.03	0.875	-1.4	-0.02	0.001 †††
Sample Size (parent reports)	356						
Sample Size (child reports)	304						

(continued)

**Appendix Table B.12 (continued)**

Outcome	Program Group	Control Group	Difference	P-Value for Difference	% Impact	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<b><u>Two potential barriers or more</u></b>							
<b>Total structured activities - Past year</b>							
Parent report	2.4	2.4	0.05	0.712	2.0	0.05	0.236
Religious class or activity: Parent report	2.7	2.5	0.16	0.407	6.5	0.12	0.561
Child report	2.5	2.3	0.12	0.284	5.3	0.15	0.846
Religious class or activity: Child report	2.3	2.4	-0.15	0.445	-6.2	-0.11	0.402
<b>Social activities - School year + summer</b>							
Hang out with friends: Parent report	3.4	2.8	0.60 ***	0.002	21.1	0.41	0.065 †
Hang out with friends: Child report	3.9	3.8	0.13	0.487	3.5	0.09	0.155
<b>Other activities - Past year</b>							
Service and volunteer: Parent report	2.1	1.8	0.27 *	0.091	14.8	0.24	0.294
Service and volunteer: Child report	2.1	1.9	0.23	0.184	12.2	0.18	0.894
Band/Choir: Parent report	2.0	1.9	0.10	0.575	5.4	0.08	0.002 ††
Band/Choir: Child report	2.1	2.0	0.08	0.678	3.9	0.05	0.001 †††
Sample Size (parent reports)	281						
Sample Size (child reports)	252						

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the outcomes for both groups combined. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>Woodcock-Johnson scores are age-standardized with a mean of 100 and a standard deviation of 15.

<sup>c</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>d</sup>These results are based on unweighted data.



## Appendix C Tables





The New Hope Project

Table C.1

Impacts on Social Behavior by Ethnicity

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b><u>African-American</u></b>							
<b>Positive behavior scale</b>							
Parent report (25 questions)	1 = never 5 = all of the time	3.82	3.73	0.09 *	0.099	0.16	0.859
Parent report (New scale)	1 = never 5 = all of the time	3.75	3.67	0.09 *	0.090	0.16	0.951
Teacher report <sup>c</sup>	1 = never 5 = all of the time	3.60	3.63	-0.03	0.736	-0.04	0.927
<b>Problem behavior scale</b>							
Externalizing -- parent	1 = never 5 = all of the time	2.34	2.34	0.01	0.907	0.01	0.431
Externalizing -- teacher <sup>c</sup>	1 = never 5 = all of the time	2.14	2.05	0.09	0.378	0.10	0.280
Internalizing -- parent	1 = never 5 = all of the time	2.25	2.38	-0.13 **	0.038	-0.20	0.048 ††
Internalizing -- teacher <sup>c</sup>	1 = never 5 = all of the time	2.26	2.26	-0.01	0.944	-0.01	0.836
<b>Social relationships</b>							
Peer relationships -- child	1 = always true 5 = not true at all	4.21	4.11	0.10	0.107	0.15	0.386
Hostile intent total -- child	1 = always true 5 = not true at all	0.34	0.34	0.01	0.736	0.03	0.848
Hostile intent physical	1 = always true 5 = not true at all	0.24	0.23	0.01	0.692	0.04	0.820
Hostile intent social	1 = always true 5 = not true at all	0.45	0.44	0.00	0.872	0.01	0.927

(continued)

**Table C.1 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b><u>African-American</u></b>							
<b>Social relationships</b>							
Peer conventional behaviors	1 = always true 5 = not true at all	3.36	3.28	0.08	0.315	0.09	0.683
Child efficacy (Hope scale)	1 = none of the time 6 = all of the time	3.99	3.87	0.12 *	0.094	0.16	0.220
<b>Risky behavior</b>							
Trouble index -- parent	0 = no 1 = yes	0.13	0.12	0.01	0.423	0.07	0.343
Delinquent behavior -- child	1 = never 5 = five or more times	0.21	0.23	-0.02	0.601	-0.06	0.522
<b><u>Hispanic</u></b>							
<b>Positive behavior scale</b>							
Parent report (25 questions)	1 = never 5 = all of the time	3.92	3.82	0.10	0.193	0.19	0.859
Parent report (New scale)	1 = never 5 = all of the time	3.86	3.77	0.09	0.229	0.17	0.951
Teacher report <sup>c</sup>	1 = never 5 = all of the time	3.63	3.61	0.02	0.901	0.02	0.927
<b>Problem behavior scale</b>							
Externalizing -- parent	1 = never 5 = all of the time	2.23	2.33	-0.10	0.393	-0.13	0.431
Externalizing -- teacher <sup>c</sup>	1 = never 5 = all of the time	1.91	2.06	-0.15	0.363	-0.17	0.280
Internalizing -- parent	1 = never 5 = all of the time	2.42	2.29	0.12	0.268	0.19	0.048 ††
Internalizing -- teacher <sup>c</sup>	1 = never 5 = all of the time	2.31	2.28	0.03	0.806	0.04	0.836

(continued)

**Table C.1 (continued)**

<b>Social relationships</b>							
Peer relationships -- child	1 = always true 5 = not true at all	4.16	4.16	0.01	0.953	0.01	0.386
Hostile intent total -- child	0 = benign 4 = hostile	0.32	0.32	0.00	0.984	0.00	0.848
Hostile intent physical	0 = benign 2 = hostile	0.20	0.20	0.00	0.982	0.00	0.820
Hostile intent social	0 = benign 2 = hostile	0.45	0.45	0.00	0.992	0.00	0.927
Peer conventional behaviors	1 = none of them, 5 = all of them	3.22	3.20	0.02	0.866	0.02	0.683
Child efficacy (Hope scale)	1 = none of the time 6 = all of the time	3.79	3.82	-0.03	0.748	-0.04	0.220
<b>Risky behavior</b>							
Trouble index -- parent	0=no 1 = yes	0.08	0.09	-0.01	0.550	-0.07	0.343
Delinquent behavior -- child	1 = never 5 = five or more times	0.21	0.19	0.02	0.687	0.06	0.522

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For African-Americans, all reports were available for 615 children. For Hispanics all reports were available for 334 children. Only children ages 12 and older were asked about Delinquent Behavior resulting in 433 reports from African-Americans and 233 reports from Hispanics.

<sup>a</sup>The effect size is the difference between program and control group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>c</sup>Teacher-reported impacts were calculated on a subset of imputed data. That subset included only data for children that had at least one completed teacher survey across the three waves (N=484 African-American; 258 Hispanic).

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Table C.2

Eight-Year Impacts on Social Behaviors by Number of Potential Parental Barriers to Employment<sup>d</sup>

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<u>No Potential Barriers</u>							
<b>Positive Behavior Scale</b>							
Parent report	1=never 5=all of the time	3.87	3.77	0.10	0.282	0.18	0.847
Parent report (New scale)	1=never 5=all of the time	3.81	3.72	0.09	0.303	0.17	0.829
Teacher report <sup>d</sup>	1=never 5=all of the time	3.65	3.65	0.01	0.939	0.01	0.913
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.21	2.33	-0.12	0.305	-0.16	0.656
Externalizing -- teacher <sup>d</sup>	1=never 5=all of the time	2.00	2.04	-0.04	0.733	-0.05	0.715
Internalizing -- parent	1=never 5=all of the time	2.27	2.33	-0.06	0.552	-0.09	0.383
Internalizing -- teacher <sup>d</sup>	1=never 5=all of the time	2.28	2.23	0.05	0.717	0.07	0.717
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.28	4.12	0.16	0.149	0.24	0.856
Hostile intent total -- child	0=benign 4=hostile	0.32	0.34	-0.02	0.426	-0.11	0.832
Hostile intent physical	0=benign 2=hostile	0.20	0.23	-0.02	0.491	-0.10	0.921
Hostile intent social	0=benign 2=hostile	0.43	0.45	-0.02	0.620	-0.07	0.776
Peer conventional behaviors	1=none of them 5=all of them	3.20	3.27	-0.06	0.577	-0.07	0.499

(continued)

**Table C.2 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.86	3.85	0.01	0.899	0.02	0.077 †††
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.1	0.1	0.0	0.612	0.06	0.752
Delinquent behavior -- child	1=never 5=five or more times	0.2	0.2	0.0	0.324	-0.16	0.423
Sample Size	268						
<u>One potential barrier</u>							
<b>Positive behavior scale</b>							
Parent report	1=never 5=all of the time	3.82	3.78	0.04	0.540	0.07	0.847
Parent report (new scale)	1=never 5=all of the time	3.75	3.71	0.04	0.520	0.07	0.829
Teacher report <sup>d</sup>	1=never 5=all of the time	3.68	3.64	0.05	0.655	0.07	0.913
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.38	2.37	0.01	0.905	0.01	0.656
Externalizing -- teacher <sup>d</sup>	1=never 5=all of the time	2.01	1.96	0.05	0.721	0.05	0.715
Internalizing -- parent	1=never 5=all of the time	2.31	2.34	-0.03	0.723	-0.04	0.383
Internalizing -- teacher <sup>d</sup>	1=never 5=all of the time	2.23	2.30	-0.07	0.463	-0.10	0.717

(continued)

**Table C.2 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.22	4.13	0.09	0.241	0.13	0.856
Hostile Intent Total -- child	0=benign 4=hostile	0.33	0.33	0.00	0.957	-0.01	0.832
Hostile Intent physical	0=benign 2=hostile	0.21	0.22	-0.01	0.733	-0.04	0.921
Hostile Intent social	0=benign 2=hostile	0.45	0.45	0.01	0.855	0.02	0.776
Peer Conventional behaviors	1=none of them 5=all of them	3.27	3.26	0.01	0.894	0.02	0.499
Child efficacy (Hope scale)	1=none of the time 6=all of the time	3.85	3.85	0.00	0.978	0.00	0.077 †††
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.13	0.11	0.02	0.257	0.13	0.752
Delinquent behavior -- child	1=never, 5=five or more times	0.24	0.23	0.01	0.731	0.05	0.423
Sample Size	432						
<u>Two Potential Barriers or More</u>							
<b>Positive behavior scale</b>							
Parent report	1=never 5=all of the time	3.86	3.78	0.08	0.307	0.14	0.847
Parent report (new scale)	1=never 5=all of the time	3.80	3.71	0.09	0.214	0.17	0.829
Teacher report <sup>d</sup>	1=never	3.58	3.50	0.08	0.461	0.11	0.913
<b>Problem behavior scale</b>							
Externalizing -- parent	1=never 5=all of the time	2.38	2.43	-0.05	0.661	-0.06	0.656
Externalizing -- teacher <sup>d</sup>	1=never 5=all of the time	2.07	2.18	-0.11	0.437	-0.12	0.715

(continued)

Table C.2 (continued)

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
Internalizing -- parent	1=never 5=all of the time	2.24	2.44	-0.20 **	0.045	-0.30	0.383
Internalizing -- teacher <sup>d</sup>	1=never 5=all of the time	2.31	2.38	-0.07	0.458	-0.11	0.717
<b>Social relationships</b>							
Peer relationships -- child	1=always true 5=not true at all	4.19	4.07	0.12	0.154	0.18	0.856
Hostile intent total -- child	0=benign 4=hostile	0.32	0.34	-0.02	0.517	-0.08	0.832
Hostile intent physical	0=benign 2=hostile	0.23	0.23	-0.01	0.833	-0.03	0.921
Hostile intent social	0=benign 2=hostile	0.42	0.44	-0.03	0.445	-0.09	0.776
Peer conventional behaviors	1=none of them 5=all of them	3.35	3.24	0.12	0.264	0.13	0.499
Child efficacy (Hope scale)	1=none of the time 6=all of the time	4.07	3.78	0.29 ***	0.007	0.37	0.077 †††
<b>Risky behavior</b>							
Trouble index -- parent	0=no, 1=yes	0.13	0.13	0.00	0.981	0.00	0.752
Delinquent behavior -- child	1=never 5=five or more times	0.29	0.25	0.04	0.428	0.14	0.423
Sample Size	336						

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>c</sup>These results are based on imputed data. 61 children were missing baseline information that was used to determine parental barrier status. Thus, the sample for these results draws from 1036 children.

<sup>d</sup>Teacher-reported impacts were calculated on a subset of imputed data. That subset included only data for children that had at least one completed teacher survey across the three waves (No barrier group = 220; one barrier group = 344; two or more barriers group = 277).

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Table C.3

Impacts on Parenting and Parent-Child Relations by Ethnicity

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b><u>African-American</u></b>							
<b>Effective child management</b>	1=low, 5=high	4.05	3.84	0.21 **	0.011	0.24	0.379
Problems with control	1=never 6=all of the time	2.12	2.38	-0.26 ***	0.009	-0.24	0.392
Parenting stress	1=not at all true 5=very true	1.78	1.95	-0.17 *	0.058	-0.19	0.472
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.29	4.22	0.07	0.318	0.09	0.189
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.35	3.37	-0.01	0.800	-0.02	0.478
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.27	3.28	0.00	0.960	0.00	0.607
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.80	2.78	0.02	0.770	0.03	0.608
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.86	2.82	0.04	0.568	0.05	0.228
<b>Warm and structured parenting</b>							
Regularity of family routines	1=almost never 5=almost always	3.53	3.52	0.01	0.874	0.02	0.742
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.71	4.68	0.03	0.705	0.04	0.974

(continued)



**Table C.3 ( continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b>Hispanic</b>							
<b>Effective child management</b>	1=low, 5=high	4.13	4.05	0.08	0.536	0.09	0.379
Problems with control	1=never	2.02	2.12	-0.10	0.543	-0.09	0.392
Parenting stress	6=all of the time 1=not at all true 5=very true	1.72	1.78	-0.06	0.617	-0.07	0.472
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.21	4.31	-0.10	0.351	-0.14	0.189
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.32	3.41	-0.09	0.330	-0.14	0.478
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.31	3.37	-0.07	0.504	-0.09	0.607
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.73	2.64	0.09	0.432	0.12	0.608
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.84	2.96	-0.12	0.283	-0.15	0.228
<b>Warm and structured parenting</b>							
Regularity of family routines	1=almost never 5=almost always	3.73	3.67	0.06	0.614	0.08	0.742
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.80	4.76	0.04	0.793	0.04	0.974

(continued)

### Table C.3 ( continued)

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For African-Americans, all reports were available for 615 children. For Hispanics all reports were available for 334 children. The family level measure of Regularity of Family Routines is available for 377 African-American families and 206 Hispanic families.

<sup>a</sup>The effect size is the difference between program and control group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

**The New Hope Project**  
**Table C.4**  
**Eight-Year Impacts on Parenting and Parent-Child Relations**  
**by Number of Potential Parental Barriers to Employment<sup>d</sup>**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>c</sup>
<u>No potential barriers</u>							
<b>Effective child management</b>	1=low, 5=high	4.14	3.88	0.26 **	0.035	0.30	0.646
Problems with control	1=never 6=all of the time	2.04	2.33	-0.29 **	0.050	-0.28	0.577
Parenting stress	1=not at all true 5=very true	1.69	1.92	-0.23 *	0.056	-0.27	0.742
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.25	4.20	0.04	0.718	0.06	0.993
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.32	3.30	0.02	0.812	0.04	0.562
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.35	3.32	0.03	0.804	0.03	0.722
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.74	2.75	-0.01	0.935	-0.02	0.797
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.86	2.84	0.03	0.827	0.04	0.854
<b>Warm and structured parenting</b>							
Regularity of family routines	1=almost never 5=almost always	3.61	3.60	0.02	0.894	0.02	0.524
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.71	4.76	-0.05	0.706	-0.05	0.629
Sample Size	268						

(continued)

Table C.4 (continued)

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>c</sup>
<u>One potential barrier</u>							
<b>Effective child management</b>	1=low, 5=high	4.03	3.91	0.12	0.20	0.14	0.646
Problems with control	1=never 6=all of the time	2.13	2.25	-0.12	0.30	-0.11	0.577
Parenting stress	1=not at all true 5=very true	1.82	1.94	-0.12	0.24	-0.14	0.742
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.26	4.23	0.03	0.74	0.04	0.993
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.31	3.36	-0.06	0.41	-0.09	0.562
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.25	3.20	0.05	0.553	0.07	0.722
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.78	2.74	0.04	0.630	0.06	0.797
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.86	2.84	0.03	0.758	0.03	0.854
<b>Warm and structured parenting</b>							
Regularity of family routines	1=almost never 5=almost always	3.54	3.57	-0.03	0.765	-0.04	0.524
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.7	4.7	0.0	0.980	0.00	0.629
Sample Size	432						

(continued)

Table C.4 (continued)

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>c</sup>
<u>Two potential barriers or more</u>							
<b>Effective child management</b>	1=low, 5=high	4.08	3.88	0.20 *	0.079	0.23	0.646
Problems with control	1=never 6=all of the time	2.06	2.33	-0.27 *	0.058	-0.26	0.577
Parenting stress	1=not at all true 5=very true	1.77	1.90	-0.12	0.221	-0.15	0.742
<b>Positive youth-parent relations</b>							
Child-reported positive relations	1=not at all true 5=very true	4.31	4.28	0.03	0.719	0.04	0.993
Child-reported acceptance and involvement	1=strongly disagree 4=strongly agree	3.44	3.39	0.04	0.527	0.07	0.562
Child-reported monitoring	1=strongly disagree 4=strongly agree	3.33	3.38	-0.05	0.603	-0.06	0.722
<b>Negative youth-parent relations</b>							
Child-reported negative relations	1=not at all true 5=very true	2.70	2.75	-0.05	0.642	-0.06	0.797
Child-reported autonomy	1=strongly disagree 4=strongly agree	2.98	2.88	0.10	0.333	0.12	0.854
<b>Warm and structured parenting</b>							
Regularity of family routines	1=almost never 5=almost always	3.69	3.55	0.15	0.214	0.19	0.524
<b>Parenting behavior</b>							
Monitoring	1=never, 6=always	4.79	4.67	0.12	0.357	0.13	0.629
Sample Size	336						

(continued)

**Table C.4 (continued)**

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>Woodcock-Johnson scores are age-standardized with a mean of 100 and a standard deviation of 15.

<sup>c</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>d</sup>These results are based on imputed data. 61 children were missing baseline information that was used to determine parental barrier status. Thus, the sample for these results draws from 1036 children.

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Table C.5

Impacts on Children's Activities by Ethnicity

Outcome	Range	Program Group	Control Group	Difference	P-Value	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b><u>African-American</u></b>							
<b>Structured activities - Past year</b>							
Total structured activities: Parent report	1=never 5=about every day	2.53	2.45	0.08	0.380	0.09	0.714
Religious class or activity		2.84	2.67	0.17	0.218	0.13	0.770
Total structured activities: Child report		2.54	2.48	0.06	0.451	0.08	0.854
Religious class or activity		2.61	2.63	-0.01	0.936	-0.01	0.599
<b>Social activities - School year + summer</b>							
	1=never 5=about every day						
Hang out with friends: Parent report		3.28	3.11	0.17	0.215	0.12	0.475
Hang out with friends: Child report		4.07	3.75	0.32 **	0.011	0.22	0.231
<b>Other activities - Past year</b>							
	1=never 5=about every day						
Service and volunteer: Parent report		1.96	1.80	0.17	0.105	0.15	0.115
Service and volunteer: Child report		2.10	2.03	0.07	0.612	0.05	0.702
Band/Choir: Parent report		1.97	1.90	0.07	0.557	0.06	0.956
Band/Choir: Child report		2.18	2.06	0.12	0.392	0.08	0.985

(continued)

**Table C.5 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value	Effect Size <sup>a</sup>	P-Value for Difference Across Ethnic Groups <sup>b</sup>
<b>Hispanic</b>							
<b>Structured activities - Past year</b>		1=never 5=about every day					
Total structured activities: Parent report		2.26	2.23	0.03	0.778	0.03	0.714
Religious class or activity		2.52	2.28	0.24	0.205	0.18	0.770
Total structured activities: Child report		2.36	2.32	0.04	0.720	0.05	0.854
Religious class or activity		2.33	2.21	0.11	0.546	0.08	0.599
<b>Social activities - School year + summer</b>		1=never 5=about every day					
Hang out with friends: Parent report		2.84	2.84	0.00	0.981	0.00	0.475
Hang out with friends: Child report		3.89	3.84	0.06	0.754	0.04	0.231
<b>Other activities - Past Year</b>		1=never 5=about every day					
Service and volunteer: Parent report		1.67	1.80	-0.13	0.405	-0.12	0.115
Service and volunteer: Child report		1.84	1.69	0.16	0.404	0.13	0.702
Band/Choir: Parent report		1.79	1.70	0.09	0.654	0.07	0.956
Band/Choir: Child report		2.02	1.90	0.12	0.552	0.08	0.985

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

For African-Americans, all reports were available for 615 children. For Hispanics all reports were available for 334 children.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the entire research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. If this probability is less than 10 percent, the variation in impacts is considered statistically significant. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.



**The New Hope Project**  
**Table C.6**  
**Eight-Year Impacts on Children's Activities**  
**by Number of Potential Parental Barriers to Employment<sup>c</sup>**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<u>No potential barriers</u>							
<b>Structured activities - Past year</b>							
	1=never 5=about every day						
Total structured activities: Parent report		2.45	2.19	0.26 **	0.039	0.29	0.528
Religious class or activity		2.65	2.31	0.34 *	0.089	0.25	0.854
Total structured activities: Child report		2.47	2.31	0.16	0.194	0.20	0.808
Religious class or activity		2.58	2.34	0.24	0.259	0.17	0.475
<b>Social activities - School year + summer</b>							
	1=never 5=about every day						
Hang out with friends: Parent report		3.19	3.21	-0.01	0.945	-0.01	0.220
Hang out with friends: Child report		3.94	3.79	0.15	0.496	0.10	0.490
<b>Other activities - Past year</b>							
	1=never 5=about every day						
Service and volunteer: Parent report		2.01	1.78	0.24	0.157	0.22	0.282
Service and volunteer: Child report		2.12	1.96	0.16	0.381	0.13	0.977
Band/Choir: Parent report		2.14	1.64	0.49 ***	0.003	0.38	0.005 †††
Band/Choir: Child report		2.38	1.79	0.60 ***	0.002	0.41	0.030 ††
Sample Size	268						

(continued)

**Table C.6 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<u>One potential barrier</u>							
<b>Structured activities - Past year</b>							
	1=never 5=about every day						
Total structured activities: Parent report		2.39	2.25	0.14	0.165	0.15	0.528
Religious class or activity		2.62	2.37	0.26 *	0.090	0.19	0.854
Total structured activities: Child report		2.43	2.37	0.06	0.534	0.08	0.808
Religious class or activity		2.42	2.33	0.09	0.574	0.06	0.475
<b>Social activities - School year + summer</b>							
		3.24	3.09	0.15	0.371	0.10	0.220
Hang out with friends: Parent report		4.22	3.84	0.38 **	0.026	0.26	0.490
Hang out with friends: Child report	1=never 5=about every day						
		1.73	1.76	-0.02	0.854	-0.02	0.282
<b>Other activities - Past year</b>							
		1.95	1.75	0.20	0.165	0.16	0.977
Band/Choir: Parent report		1.66	1.88	-0.21	0.130	-0.16	0.005 †††
Band/Choir: Child report		2.04	2.09	-0.06	0.744	-0.04	0.030 ††
Sample Size	432						

(continued)

**Table C.6 (continued)**

Outcome	Range	Program Group	Control Group	Difference	P-Value for Difference	Effect Size <sup>a</sup>	P-Value for Difference Across Barrier Groups <sup>b</sup>
<u>Two potential barriers or more</u>							
<b>Structured activities - Past year</b>	1=never 5=about every day						
Total structured activities: Parent report		2.43	2.37	0.06	0.610	0.07	0.528
Religious class or activity		2.70	2.51	0.18	0.332	0.14	0.854
Total structured activities: Child report		2.47	2.38	0.10	0.355	0.12	0.808
Religious class or activity		2.35	2.44	-0.09	0.605	-0.07	0.475
<b>Social activities - School year + summer</b>	1=never 5=about every day						
Hang out with friends: Parent report		3.37	2.91	0.46 **	0.016	0.32	0.220
Hang out with friends: Child report		3.91	3.81	0.10	0.595	0.07	0.490
<b>Other activities - Past year</b>	1=never 5=about every day						
Service and volunteer: Child report		2.07	1.83	0.24	0.114	0.22	0.282
Band/Choir: Parent report		2.10	1.93	0.16	0.371	0.13	0.977
Band/Choir: Child report		1.97	1.88	0.10	0.565	0.07	0.005 †††
Band/Choir: Child report		2.10	2.02	0.08	0.682	0.05	0.030 ††
Sample Size	336						

SOURCE: Calculations using data from the New Hope eight-year survey.

NOTES: Statistical significance levels are indicated as \*\*\* = 1 percent, \*\* = 5 percent, and \* = 10 percent.

Actual sample sizes for individual measures may vary as a result of missing data.

<sup>a</sup>The effect size is the difference between program-and control-group outcomes as a proportion of the standard deviation of the control group. This standard deviation is always obtained from the full research sample, even if the table shows impacts for subgroups.

<sup>b</sup>A statistical test was conducted to measure whether impacts differed significantly across the subgroup dimensions featured in this table. This p-value represents the probability that apparent variation in impacts across each of these dimensions is simply the result of random chance. Statistical significance levels are indicated as ††† = 1 percent, †† = 5 percent, and † = 10 percent.

<sup>c</sup>These results are based on imputed data. 61 children were missing baseline information that was used to determine parental barrier status. Thus, the sample for these results draws from 1036 children.



## Appendix D

### Detailed Parenting Measures

**Parental problems with control.** A five-item consistency scale from the Canadian evaluation of the Self-Sufficiency Project<sup>39</sup> was used to measure a dimension of parenting termed “control.” Using a 6-point scale, ranging from “never” to “all of the time,” parents were asked to indicate the frequency of five discipline events (e.g., how often the child ignores the parent’s punishment). The five items were selected from a larger set used in SSP on the basis of pilot testing and item analysis. The scale had a reliability coefficient of .80 indicating sufficient internal consistency.

**Parental discipline.** Nine items were taken from the SSP evaluation<sup>40</sup> to assess how often in the last week parents used disciplinary action with their child (e.g., grounding, spanking, taking away privileges). A 4-point response scale was used, ranging from “never” to “4 or more times.” An internal consistency coefficient of .83 was obtained for the scale.

**Parenting stress.** Two scales used in the New Chance evaluation<sup>41</sup> were used to assess the degree of stress or aggravation perceived by the parent in relation to interactions with the child. The first scale, a measure of general parenting stress, consisted of three items concerning negative feelings about the parental role (e.g., “I feel trapped by my responsibilities as a parent”). The second scale consisted of five items designed to measure stress specifically associated with the target child (e.g., “My child seems to be much harder to care for than most”). Both sets of items used a 5-point agreement response scale, ranging from “not at all true” to “very true.” The internal consistency coefficients for general parenting stress and child-specific parenting stress were .61 and .79 respectively. The two measures were slightly correlated ( $r=.35$ ), suggesting that different types of stress may be experienced by parents in relation to child-rearing.

**Youth-report positive parent-child relations.** The Child Evaluation of Relationship with Mother/Caregiver measure was developed as part of a study of low-income African-American families.<sup>42</sup> Children aged 6–12 indicated on a five-point scale (1= “not at all true,” 5= “very true”) how true 19 statements were about the parent, their relations with the parent, and interactions with the parent. Items were adapted from a rating instrument developed by Swanson<sup>43</sup> and revised by McLoyd et al.<sup>44</sup> Two subscales were derived, one comprised of 12 items

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<sup>39</sup>Statistics Canada, 1995.

<sup>40</sup>Statistics Canada, 1995.

<sup>41</sup>Quint, Bos, and Polit, 1997.

<sup>42</sup>McLoyd, Jayaratne, Ceballo, and Borquez, 1994.

<sup>43</sup>Swanson, 1950.

assessing perceived positive parent-child relations (e.g., “Your parent spends a lot of time talking with you”) and the other comprised of seven items tapping perceived negative parent-child (e.g., “It is hard to be pleasant and happy around your parent”). Within each of the two subscales, items were summed to create a total score, with higher scores indicating more positive or negative quality, respectively.

McLoyd and colleagues<sup>45</sup> report a high level of internal consistency for the positive and negative relations subscales,  $\alpha = .91$  and  $\alpha = .81$  respectively. Children were more consistent in their responses to items about positive interactions with the parent than items about negative interactions.

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<sup>44</sup>McLoyd, Jayaratne, Ceballo, and Borquez, 1994.

<sup>45</sup>McLoyd, Jayaratne, Ceballo, and Borquez, 1994.

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## About MDRC

MDRC is a nonprofit, nonpartisan social policy research organization dedicated to learning what works to improve the well-being of low-income people. Through its research and the active communication of its findings, MDRC seeks to enhance the effectiveness of social and education policies and programs.

Founded in 1974 and located in New York City and Oakland, California, MDRC is best known for mounting rigorous, large-scale, real-world tests of new and existing policies and programs. Its projects are a mix of demonstrations (field tests of promising new program approaches) and evaluations of ongoing government and community initiatives. MDRC's staff bring an unusual combination of research and organizational experience to their work, providing expertise on the latest in qualitative and quantitative methods and on program design, development, implementation, and management. MDRC seeks to learn not just whether a program is effective but also how and why the program's effects occur. In addition, it tries to place each project's findings in the broader context of related research — in order to build knowledge about what works across the social and education policy fields. MDRC's findings, lessons, and best practices are proactively shared with a broad audience in the policy and practitioner community as well as with the general public and the media.

Over the years, MDRC has brought its unique approach to an ever-growing range of policy areas and target populations. Once known primarily for evaluations of state welfare-to-work programs, today MDRC is also studying public school reforms, employment programs for ex-offenders and people with disabilities, and programs to help low-income students succeed in college. MDRC's projects are organized into five areas:

- Promoting Family Well-Being and Child Development
- Improving Public Education
- Promoting Successful Transitions to Adulthood
- Supporting Low-Wage Workers and Communities
- Overcoming Barriers to Employment

Working in almost every state, all of the nation's largest cities, and Canada and the United Kingdom, MDRC conducts its projects in partnership with national, state, and local governments, public school systems, community organizations, and numerous private philanthropies.