THE SUPPORTING HEALTHY MARRIAGE EVALUATION

A FAMILY-STRENGTHENING PROGRAM FOR LOW-INCOME FAMILIES

Final Impacts from the Supporting Healthy Marriage Evaluation

TECHNICAL SUPPLEMENT

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Supporting Healthy Marriage

A Family-Strengthening Program for Low-Income Families: Final Impacts from the Supporting Healthy Marriage Evaluation, Technical Supplement

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Overview

The Supporting Healthy Marriage (SHM) evaluation was launched in 2003 to test the effectiveness of a skills-based relationship education program designed to help low- and modest-income married couples strengthen their relationships and to support more stable and more nurturing home environments and more positive outcomes for parents and their children. The evaluation was led by MDRC with Abt Associates and other partners, and it was sponsored by the Administration for Children and Families, in the U.S. Department of Health and Human Services.

SHM was a voluntary, yearlong, marriage education program for lower-income, married couples who had children or were expecting a child. The program provided group workshops based on structured curricula; supplemental activities to build on workshop themes; and family support services to address participation barriers, connect families with other services, and reinforce curricular themes. The study's random assignment design compared outcomes for families who were offered SHM's services with outcomes for a similar group of families who were not offered SHM's services but could access other services in the community.

This technical supplement accompanies the evaluation's 30-month impact report, which presents the estimated impacts of the SHM program on outcomes that were the longer-term targets of the intervention.[1] This supplement provides additional details about the study's research design, data sources, methods used to construct the outcome and subgroup measures, and analytic approach for the 30-month impact analysis. It also presents a series of sensitivity and robustness tests of the impact estimates presented in the 30-month impact report. In addition, it presents a more detailed set of results generated when the impacts were estimated separately by local SHM program and by subgroup. Lastly, it presents a set of supplemental analyses conducted to examine impacts on child, parenting, and adult outcomes by child age and impacts on child and parenting outcomes by measurement source.

[1]Lundquist, Erika, JoAnn Hsueh, Amy E. Lowenstein, Kristen Faucetta, Daniel Gubits, Charles Michalopoulos, and Virginia Knox. 2014. *A Family-Strengthening Program for Low-Income Families: Final Impacts from the Supporting Healthy Marriage Evaluation.* OPRE Report 2014-09A. Washington, DC: U.S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research and Evaluation.

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The Authors

Appendix A

Sample Intake Period and Number of Couples Randomly Assigned, by Local SHM Program

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Appendix Table A.1 presents the sample intake period and number of couples randomly assigned to the program and control groups in the Supporting Healthy Marriage (SHM) evaluation at study entry, by local SHM program.

The Supporting Healthy Marriage Evaluation

Appendix Table A.1

Sample Intake Period and Number of Couples Randomly Assigned, by Local SHM Program

Program Location	Sample Intake Period	Program Group	Control Group	Total Research Sample Size
Bronx	Mar 2008 to Dec 2009	399	400	799
Oklahoma City	Feb 2007 to Mar 2009	497	504	1,001
Orlando	Jan 2008 to Oct 2009	401	400	801
Pennsylvania[a]	Apr 2008 to Dec 2009	337	340	677
Seattle	May 2008 to Dec 2009	337	341	678
Shoreline[b]	Mar 2008 to Dec 2009	390	392	782
Texas[c]	Oct 2007 to Apr 2009	398	402	800
Wichita	Oct 2007 to Dec 2009	379	381	760
Sample size (all programs)		3,138	3,160	6,298[d]

SOURCE: MDRC calculations based on the SHM management information system (MIS data).

NOTES: [a]The Pennsylvania program offered services in Bethlehem and Reading. Intake in Bethlehem started in June 2008 and ended in July 2009. Intake in Reading started in April 2008 and ended in December 2009.

[b]The Shoreline program was located in a suburb of Seattle.

[c]The Texas program offered services in El Paso and San Antonio. Intake in both locations started in October 2007. Intake ended in El Paso in April 2009 and ended in San Antonio in February 2009.

[d]In Oklahoma, on the initiative of the program, 200 additional couples were enrolled in the SHM study beyond the original enrollment target number. The Oklahoma program funded these 200 couples' enrollment, program participation, and 12-month follow-up activities. The 30-month follow-up activities were not funded for these couples. Therefore, while these couples are part of the SHM study, they were not included in the fielded 30-month follow-up sample. In addition, three couples withdrew from the study before fielding began for the 30-month follow-up, bringing the total fielded 30-month follow-up sample down to 6,095 couples from the original 6,298 enrolled.

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Appendix B

Data Sources Used in This Report

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Appendix B summarizes the procedures and the rationale for those procedures that were used to collect data for the Supporting Healthy Marriage (SHM) evaluation. The data collection activities across the life of the study consisted of six components:

1. A set of baseline information forms, administered to all adult research participants, in person, at the time of study entry
2. A 12-month follow-up survey, administered to adult participants either over the telephone or in person
3. A 12-month observational study, in which a subset of families in the SHM evaluation participated in videotaped couple interactions and parent-child interactions
4. A 30-month follow-up adult survey, administered either over the phone or in person
5. A 30-month follow-up youth survey, administered to focal children ages 8 years, 6 months, to 17 years, 11 months, either over the phone or in person
6. A 30-month follow-up set of direct child assessments, administered in person, to focal children ages 2 years to 8 years, 5 months.

Baseline and 12-Month Follow-Up Data Collection Activities

This appendix focuses mainly on the 30-month follow-up data collection activities. The baseline and 12-month data collection activities are summarized briefly here and are described in more detail in Appendix B of the technical supplement to the SHM 12-month report.[1]

Baseline Data Collection Activities

When enrolling in the SHM study, and before being randomly assigned to the program group or the control group, all study participants completed a number of baseline data collection activities. The baseline data were collected for a variety of purposes, including assessment of eligibility for study participation and of the extent to which random assignment created comparable research groups. The data were also used to describe the population being served, to define and conduct analyses involving key subgroups, to check for response bias, to increase the precision of estimated impacts, and to better understand the mechanisms underlying intervention impacts. The components of the baseline data collection were (1) an eligibility form, (2) a

[1] Hsueh et al. (2012b).

baseline information form, (3) a self-administered questionnaire, (4) a child information form, and (5) a contact information form.

12-Month Follow-Up Data Collection Activities

To assess the short-term impacts of the SHM program on couples and their families approximately 12 months after couples applied for the program, two types of data were collected from both the program group and the control group. First, all adult participants were asked to complete a 12-month follow-up survey, in which they reported on a host of items concerning their marital relationship and their children's well-being, their participation in marriage education services, their parenting skills, and their employment status and economic well-being. Second, a subset of families was also selected across both research groups to participate in a series of videotaped observations of couple, coparenting, and parent-child interactions at the 12-month follow-up, during which relationship and parenting behaviors were observed.

30-Month Follow-Up Data Collection Activities

To assess the longer-term impacts of the SHM program on couples and their families approximately 30 months after couples applied for the program, three types of data were collected from both the program group and the control group. First, all adult participants were asked to complete a 30-month follow-up survey, in which they reported on an expanded set of items concerning their marital relationship and their own children's well-being, their participation in marriage education services, their parenting skills, and their employment and economic well-being. Second, to gather additional information about child adjustment and well-being and parenting behaviors, data were collected from children directly, via either a 30-month youth survey or 30-month direct child assessments.

A feature of the SHM 30-month evaluation is that the constructs examined in the impact analysis draw on information from the different data sources described above. For example, for a young focal child, the construct of children's self-regulation was measured using parent reports and two direct child assessments. A complete discussion of how multiple data sources were used in the 30-month impact analysis for parenting and child outcomes can be found in Appendix D.

30-Month Follow-Up Survey Interview with Adults

Approximately 30 months after enrolling in SHM, a professionally trained interviewer from Abt SRBI attempted to contact all adult participants[2] by telephone to ask them to complete the 30-month follow-up survey. (Appendix L presents the adult survey instrument.) This 50-minute survey was designed to collect information about the impacts of the SHM program at 30 months. As an incentive for completing the survey, program group members were given $30, and control group members were given $50. Control group members received a larger incentive payment because their smaller personal investment in the study might have made them less likely to participate in long-term follow-up. The larger incentive for the control group might explain why control group response rates are higher than program group response rates. Appendix Table B.1 shows the final response rates for the 30-month follow-up adult survey.

In order to facilitate examination of the same outcomes over time, the 30-month survey instrument replicates the questions on the 12-month survey to a large extent. Its major divergence from the earlier survey is that it includes an expanded set of items about parenting and child outcomes.

The survey questions were designed to measure outcomes that were hypothesized to be related to the direct objectives of the SHM intervention (that is, marital quality), those that captured other aspects of family functioning that might have been influenced by the intervention (such as parenting behaviors and child adjustment and well-being), as well as mediators of SHM impacts on those outcomes (such as adult psychological well-being and the family's economic circumstances).[3] The adult survey provides information in the domains of marital stability, marital quality, domestic abuse, adult well-being, coparenting and parenting, and child adjustment and well-being. Appendix Figure B.1 shows these outcomes within the SHM program model and theory of change. The arrow that runs along the top of the figure and connects the SHM program model to child adjustment and well-being reflects the referrals that couples received for services that might have benefited their children directly.

[2]In Oklahoma, on the initiative of the program, 200 additional couples were enrolled in the SHM study beyond the original enrollment target number. The Oklahoma program funded these 200 couples' enrollment, program participation, and 12-month follow-up activities. The 30-month follow-up activities were not funded for these couples. Therefore, while these couples are part of the SHM study, they were not included in the fielded 30-month follow-up sample. In addition, three couples withdrew from the study before fielding began for the 30-month follow-up, bringing the total fielded 30-month follow-up sample down to 6,095 couples from the original 6,298 enrolled.

[3]For a detailed discussion of the conceptual model and theory of change underlying the SHM project, see Lundquist et al. (2014).

The Supporting Healthy Marriage Evaluation

Appendix Table B.1

Response Rates: 30-Month Adult Survey

Target Group	Fielded Sample (Number)		Survey Respondents (Number)		Response Rate (%)	
	Program Group	Control Group	Program Group	Control Group	Program Group	Control Group
Men	3,039	3,056	2,182	2,306	71.8	75.5
Women	3,039	3,056	2,414	2,467	79.4	80.7
Couples	3,039	3,056	2,504[a]	2,550[a]	82.4	83.4

SOURCE: Final response-rate tables from Abt SRBI.

NOTE: [a]The sample sizes show the number of couples for whom at least one spouse completed the survey.

When answering survey questions about parenting and child adjustment and well-being, respondents were asked to report on a *focal child.* After baseline data collection, for each couple, a child under the age of 14 who was living at home or who was in utero at study entry was selected to be the focus of survey questions related to parenting practices, father engagement, and child adjustment and well-being at the 12-month and 30-month follow-up points; the focus of videotaped observations of coparenting and parent-child interactions at the 12-month follow-up point; and the focus of the youth survey and direct child assessments at the 30-month follow-up point. In the Oklahoma City and Seattle programs, because couples were eligible for SHM only if they were expecting a baby or had a baby younger than 3 months of age at study entry, this infant was selected as the focal child. In the remaining six local SHM programs, the focal child was selected at random from all the children younger than 14 who were living in the home at study entry.

Not all families in the study had a focal child. Among 420 families who were not assigned a focal child at study entry, 42 percent declined to provide information about their children; 39 percent did not have any children younger than 14; and 19 percent submitted information about their children only after the process for focal child selection was completed. Some additional families did not have a focal child available for the 30-month follow-up activities because a pregnancy did not result in a live birth or because the child was deceased, because they refused to provide information about their child, or because they had lost contact with their child.

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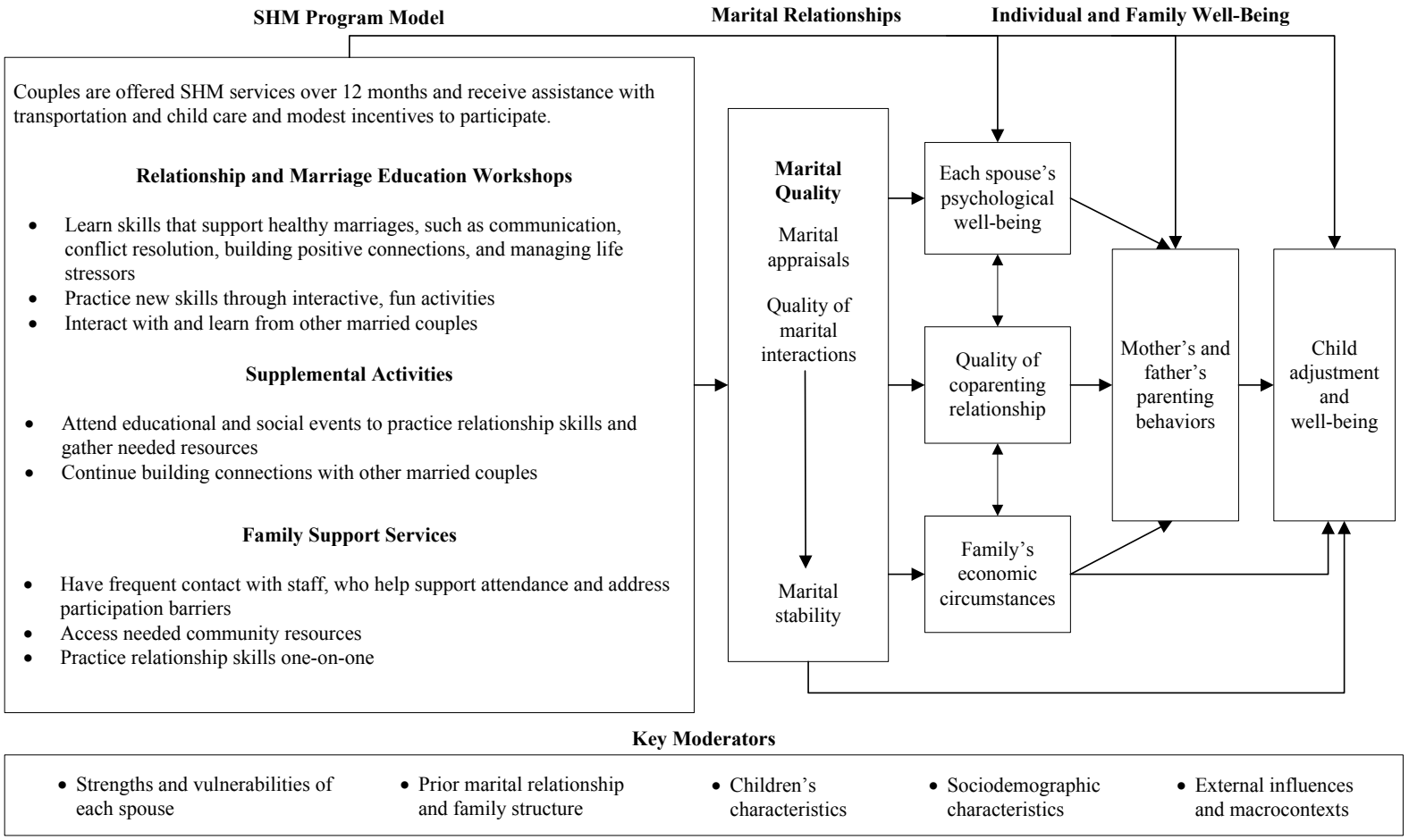
Appendix Figure B.1

The SHM Program Model and Theory of Change



The survey was administered with a mixed-mode method, consisting of a combination of computer-assisted telephone interviews (CATI) and computer-assisted in-person interviews (CAPI). Respondents were first contacted by phone, and interviews were attempted using CATI. If respondents were not available by phone, an interviewer visited them at home for an in-person interview conducted using CAPI. When answering questions that were deemed to be sensitive (such as questions about domestic violence and marital distress), respondents were given the option of using a self-administered technology that allowed them to respond using a touch-tone telephone or laptop computer to key in their answers. In doing so, the responses were kept private from anyone in the home who might have been listening as the respondent completed the interview.

30-Month Follow-Up Survey Interview with Older Children

After at least one parent had completed the 30-month adult survey and given consent for the couple's child to be surveyed, focal children ages 8 years, 6 months, to 17 years, 11 months, were contacted by a professionally trained interviewer from Abt SRBI and were invited to complete the 30-month youth survey. Focal children were asked for informed assent[4] at the beginning of the survey. (Appendix M presents the youth survey instrument.) This 30-minute survey was designed to collect information about child adjustment and well-being, parenting, and children's perceptions of and reactions to their parents' relationship. The incentive payment was $25 for both the program group and the control group. Appendix Table B.2 shows the final response rates for the 30-month follow-up youth survey.

As with the adult survey, measures included in the youth survey were prioritized based on their relevance to the SHM intervention and study population. To the extent possible, measures were drawn from national surveys and experimental evaluations, and they had been tested and validated in prior research with low-income and racially and ethnically diverse populations. Measures were reviewed by academic experts in the field of child development research, who offered intensive consultation during the development of the youth survey.

The survey questions were designed to measure aspects of family functioning that might have been influenced by the SHM intervention, namely, parenting (including parental supportiveness of the focal child) and child adjustment and well-being (including children's social-emotional well-being and cognitive and academic performance). Appendix Figure B.1 shows these outcomes within the SHM program model and theory of change.

[4] "Assent" is a term used to express willingness to participate in research by those who are too young to give informed consent but who are old enough to understand the general terms of the research, its expected risks and possible benefits, and the activities expected of them as subjects. For a child to participate in the SHM youth survey interview, both informed consent from the child's parent or guardian and informed assent from the child were required.

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Appendix Table B.2

Response Rates: 30-Month Youth Survey

Target Group	Fielded Sample[a] (Number)		Survey Respondents (Number)		Response Rate (%)	
	Program Group	Control Group	Program Group	Control Group	Program Group	Control Group
Focal children between the ages of 8 years, 6 months, and 17 years, 11 months	802	837	554	580	69.1	69.3

SOURCE: Final response-rate tables from Abt SRBI.

NOTE: [a]The 30-month fielded sample includes focal children whose families responded to the 12- and/or 30-month follow-up activities, as well as focal children whose families did not respond to one or both of these activities. At the 12-month follow-up, families reported if their focal child had been lost (through death or failed pregnancies) and also confirmed or corrected their focal child's date of birth. Because this information was not available for families who did not respond to the 12-month follow-up, adjustments were made to calculations of the 30-month fielded sample number to account for the number of focal children in nonrespondent families who might have been lost between baseline and the 12-month follow-up and to calculations of the ages of nonrespondent focal children. The fielded sample number was calculated by reducing the number of children in nonrespondent families by the rate at which focal children were lost in the respondent sample, which was 1 percent. The age of focal children in the nonrespondent sample was calculated by adding 32 months (the median length of time to the 30-month follow-up in the respondent sample) to each child's age at baseline.

30-Month Direct Assessments of Younger Children

After at least one parent had responded to the 30-month adult survey, parents with focal children ages 2 years to 8 years, 5 months, were asked for permission to assess their focal child. A trained assessor from Abt SRBI came to the participant's home to conduct the assessments. The parent signed a consent form on behalf of the child. After attempting to arrange a comfortable space in the home that had minimal distractions, the assessor then administered the assessment protocols.

The child assessments used in the SHM evaluation were designed to capture children's self-regulatory and cognitive skills. The assessments were tested and validated in prior research. These assessments have their own documentation and established scoring methods.[5] Appendix Table B.3 shows the final response rates for the 30-month direct child assessments.

[5]For information on how these assessments were scored in this analysis, see "Primary Outcomes: Direct Child Assessment Measures" in Appendix E.

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Appendix Table B.3

Response Rates: 30-Month Direct Child Assessments

Target Group	Fielded Sample[a] (Number)		Assessment Respondents[b,c] (Number)		Response Rate (%)	
	Program Group	Control Group	Program Group	Control Group	Program Group	Control Group
Focal children between the ages of 2 years and 8 years, 5 months	2,009	1,965	1,295	1,244	64.5	63.3

SOURCE: Final response-rate tables from Abt SRBI.

NOTES: [a]The 30-month fielded sample includes focal children whose families responded to the 12- and/or 30-month follow-up activities, as well as focal children whose families did not respond to one or both of these activities. At the 12-month follow-up, families reported if their focal child had been lost (through death or failed pregnancies) and also confirmed or corrected their focal child's date of birth. Because this information was not available for families who did not respond to the 12-month follow-up, adjustments were made to calculations of the 30-month fielded sample number to account for the number of focal children in nonrespondent families who might have been lost between baseline and the 12-month follow-up and to calculations of the ages of nonrespondent focal children. The fielded sample number was calculated by reducing the number of children in nonrespondent families by the rate at which focal children were lost in the respondent sample, which was 1 percent. The age of focal children in the nonrespondent sample was calculated by adding 32 months (the median length of time to the 30-month follow-up in the respondent sample) to each child's age at baseline.

[b]The sample sizes include all children whose parents consented to the assessments and whose homes were visited by an assessor, including children who started but did not finish one or more assessments, those who refused to begin one or more assessments for which they were eligible, and those for whom the assessments were inappropriate because of a developmental disability or language barrier. Nine children refused all of the assessments, and five others were not administered any assessments because of a developmental disability or language barrier.

[c]Direct child assessment data were collected from children as young as 1 year, 11 months, of age.

Direct Assessments of Children's Self-Regulatory Skills

Depending on a child's age, one of two assessments of self-regulatory skills was administered. Younger children received the Walk-A-Line[6] assessment, and older children received the Head-Toes-Knees-Shoulders[7] assessment. In addition, every assessor was instructed to complete a Bierman assessor report[8] after leaving the participant's home.

[6]Kochanska et al. (1996).

[7]Ponitz, McClelland, Matthews, and Morrison (2009).

[8]Bierman et al. (2008).

Walk-A-Line Task

The Walk-A-Line task was administered to children ages 2 years to 3 years, 5 months. The task assesses children's effortful and inhibitory control, defined as the ability to voluntarily inhibit a dominant response (such as interrupting others when you have something to say) to activate a subdominant response (such as waiting for your turn to speak). More specifically, the task captures children's behavioral self-regulation, which draws on cognitive self-regulatory skills, by assessing children's ability to slow down gross motor activity. The assessor asked the child to walk along a straight line on a mat placed on the floor without stepping off the line until he or she reached the end. After successfully completing this baseline walk, the child was asked to walk the line twice more, walking "really slowly" (instructions for slow trial A) and "really slowly, as slowly as you can" (instructions for slow trial B). The assessor timed each of the child's walks.

Head-Toes-Knees-Shoulders Task

The Head-Toes-Knees-Shoulders task was administered to children ages 3 years, 6 months, to 8 years, 5 months. The task assesses behavioral self-regulation and three key dimensions of cognitive self-regulation: attentional focusing, working memory, and inhibitory control. The task is similar to the game of Simon Says. The child was instructed to do the opposite of what the assessor said: the child was told to touch his or her head when the interviewer said, "Touch your toes," and vice versa. The first 10 items in the assessment involved only head and toes. Children who performed adequately on this first portion continued to a more difficult portion of the assessment, which added a knees-shoulders task.

Bierman Assessor Report

Within a short time after leaving the child's home, the assessor completed the Bierman assessor report. This 13-item report measures children's task orientation during the assessments and captures behavioral and cognitive dimensions of children's self-regulatory skills, as well as the capacity for goal orientation. Items are rated on a 4-point scale, with different response options available for each item. An example item is: Focal child is "Careful, interested in accuracy," with the response options: "1: Child is frequently haphazard and unfocused when answering items"; "2: Child is careless at times"; "3: Child is generally careful but interest flags, particularly at end of testing session"; and "4: Child takes the time to look and appears to make thoughtful choices, particularly on hard items." The Bierman assessor report was developed for

use in a randomized controlled trial of an intervention in Head Start classrooms and was based on a longer assessment that was tested and validated in prior research.[9]

Direct Assessments of Children's Cognitive Skills

Children's cognitive skills were assessed in the SHM evaluation using tests of receptive vocabulary.[10] The assessments were assigned based on the child's primary language, as reported by their parent(s) on the 30-month adult survey (Appendix L). English speakers received the Peabody Picture Vocabulary Test,[11] and Spanish speakers received the Spanish version of this test, Test de Vocabulario en Imágenes Peabody.[12] Children were offered these tests if they were between ages 2 years and 4 years, 11 months.

PEABODY PICTURE VOCABULARY TEST

The Peabody Picture Vocabulary Test, 4th edition (PPVT-4), is a test of receptive vocabulary. The child is shown a card with four pictures on it and is instructed to point to the picture that matches a word spoken by the assessor. The PPVT is a well-established, validated, and widely used instrument for assessing young children's vocabulary.

TEST DE VOCABULARIO EN IMÁGENES PEABODY

The Test de Vocabulario en Imágenes Peabody (TVIP) is based on the PPVT and is an assessment of Spanish vocabulary. The child is shown a plate with four pictures on it and is asked to point to the picture that matches a Spanish word spoken by the assessor. The TVIP has also been validated and used extensively in prior research.

[9]Bierman et al. (2008); Smith-Donald, Raver, Hayes, and Richardson (2007).

[10]"Receptive vocabulary" refers to all of the words that an individual recognizes and understands upon hearing or reading them, regardless of whether he or she can produce those words.

[11]Dunn and Dunn (2007).

[12]For the TVIP, see Dunn, Padilla, Lugo, and Dunn (1986). Speaking either English or Spanish was an eligibility requirement for adult study participants' enrollment in SHM. For more information on the administration of both the PPVT and the TVIP, see "Measures of Children's Cognitive Skills" in Appendix E.

Appendix C

Comparison of Baseline Characteristics Across Research Groups

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Appendix C compares the characteristics of sample members in the program group with those in the control group as measured at study entry in the Supporting Healthy Marriage (SHM) evaluation, and discusses the extent and significance of differences between the two groups. This comparison is typically done in random assignment studies to assess the extent to which random assignment created comparable research groups.

In a random assignment study, the expectation is that the characteristics of the program and control groups should be similar when they enter the study — "at baseline." To examine the extent to which this assumption was valid, the baseline characteristics of program and control group members were compared. To assess whether any of the differences in baseline characteristics between the two groups are statistically significant, a p-value of less than 10 percent was used. That is, when a difference between the two research groups was found to be statistically significant at this level, it indicated that the difference is so large that the probability that it would have occurred had there been no true differences between the two research groups is less than 10 percent.

Even if the two research groups were similar, however, some statistically significant differences in their baseline characteristics might be found. The chances of this occurring increase as the number of comparisons that are conducted increases. If, for example, 10 independent characteristics are examined, there is a 65 percent chance that one of the tests will be found to be statistically significant at the 10 percent level purely by chance.[1] To guard against the possibility of drawing the wrong conclusions about the extent of differences between the program and control groups, a test of joint significance of the differences across all the baseline characteristics was performed. This test was conducted by using the baseline characteristics of the full SHM sample and running a logistic regression to predict research group status.

As shown in Appendix Table C.1 and in line with expectations, the characteristics of the program group and control group were similar at baseline. Statistically significant differences were found for only two of the comparisons that were performed. Further, a test of joint significance of the differences across all the baseline characteristics showed that the research groups were not systematically different from one another on the set of observed characteristics. Appendix Table C.2 describes the characteristics that were included in the comparison.

[1]For a discussion of the multiple comparisons problem and the approach used by the SHM team to address it, see "Adjusting for Multiple Comparisons" in Appendix D.

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Appendix Table C.1

Comparison of Selected Characteristics Between Program and Control Group Couples at Study Entry

Characteristic[a]	Program Group	Control Group	Difference
Demographics			
Race/ethnicity (%)			
Both spouses Hispanic	43.5	43.3	0.2
Both spouses African-American, non-Hispanic	11.0	11.5	-0.5
Both spouses white, non-Hispanic	20.7	20.3	0.3
Other/multiracial	24.8	24.8	-0.1
Both spouses have at least a high school diploma (%)	50.7	49.9	0.7
Average age (years)	31.3	31.6	-0.3
Both spouses born in the United States (%)	54.1	54.3	-0.1
Family characteristics			
Expecting a child (%)	30.8	30.0	0.8
Couple has a child between the ages of (%)			
Prenatal to 1 year, 11 months	62.1	58.8	3.2 **
2 years to 9 years, 11 months	62.1	63.2	-1.0
10 years or older	30.2	31.4	-1.2
Average number of children in the household	2.0	2.0	0.0
Average number of years married	6.0	6.4	-0.4 **
Married at the time of random assignment (%)	81.1	82.4	-1.3
Either spouse married previously (%)	30.2	30.3	-0.2
Stepfamily (%)	27.1	25.7	1.4
Economic status (%)			
Men's earnings			
$0	8.8	9.0	-0.2
$1 to $14,999	28.8	29.1	-0.3
$15,000 to $24,999	26.4	27.2	-0.8
$25,000 or over	36.0	34.6	1.4
Women's earnings			
$0	33.9	32.7	1.2
$1 to $14,999	40.6	41.9	-1.3
$15,000 to $24,999	13.9	13.6	0.3
$25,000 or over	11.5	11.7	-0.2
Either spouse currently employed	81.9	80.9	1.1
Income less than 200% of FPL	82.3	82.2	0.1
Marital appraisals (%)			
Men report happy or very happy in marriage	80.9	80.1	0.8
Women report happy or very happy in marriage	75.0	75.1	-0.1
Men report marriage in trouble	54.9	55.5	-0.5
Women report marriage in trouble	56.5	57.6	-1.1

(continued)

Appendix Table C.1 (continued)

Characteristic[a]	Program Group	Control Group	Difference
Adult well-being (%)			
Either spouse has psychological distress	23.4	23.6	-0.3
Either spouse reports substance abuse problem	20.3	21.4	-1.0
Sample size[b] (couples)	3,138	3,160	

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-square tests were used for categorical variables, and two-tailed t-tests were used for continuous variables.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The SHM fielded 30-month sample was smaller than the fielded sample at baseline. In Oklahoma, on the initiative of the program, 200 additional couples were enrolled in the SHM study beyond the original enrollment target number. The Oklahoma program funded these 200 couples' enrollment, program participation, and 12-month follow-up activities. The 30-month follow-up activities were not funded for these couples. Therefore, while these couples are part of the SHM study, they were not included in the fielded 30-month follow-up sample. In addition, three couples withdrew from the study before fielding began for the 30-month follow-up, bringing the total fielded 30-month follow-up sample down to 6,095 couples from the original 6,298 enrolled. The comparison presented here includes the original sample of 6,298 couples because they reflect the full sample at study entry, when random assignment was conducted.

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Appendix Table C.2

Definitions of the Demographic and Socioeconomic Characteristics of Couples in the SHM Evaluation Sample at Study Entry

Characteristic	How Defined
Race/ethnicity	Couples are categorized as Hispanic, white, or African-American if both spouses self-selected that race/ethnicity. The "other/multiracial" category includes couples who are of different race/ethnicity (70 percent), couples in which at least one spouse has more than one race/ethnicity (15 percent), couples in which both of these conditions are true (8 percent), and couples who both self-identified as only Asian, Pacific Islander, Native American, or other (8 percent).
Both spouses born in the United States[a]	Each spouse was asked whether he or she was born in the United States.
Both spouses received a high school diploma	Each spouse was asked to identify the highest credential completed. Individuals were considered to have a high school diploma if they completed high school or any college. Individuals who received a General Educational Development (GED) certificate are not considered to have received a high school diploma.
Age	Average age is calculated using the date of birth provided by each spouse.
Currently employed	Each spouse was asked whether he or she was currently working in a job for pay.
Income less than 200% of FPL	FPL = federal poverty level. The poverty level was calculated using federal poverty guidelines for the year that the couple entered the study.
Expecting a child	A couple was defined as expecting a child if the woman said that she was pregnant.
Child age	The couple was asked to report the dates of birth of all of the children currently living in their household. Each child's age was calculated at the time of random assignment. Couples were included in each category for which they had a child in the age range.
Average number of children in the household	The number of children is the woman's response to the question of how many children under age 18 live in her household at least half of the time.
Average number of years married[a]	This number represents the mean of the woman's and the man's response. Years married is calculated using responses at enrollment for all couples, including those couples who gave a response on the 12-month or 30-month survey that they were not married at the time of enrollment.
Married at the time of random assignment	Information about marital status at enrollment comes from retrospective questions asked at the 12-month and 30-month follow-ups. (The question was a late addition to the SHM 12-month survey and, therefore, was also asked to a subset of couples on the 30-month survey.) In total, 90 percent of couples were retrospectively asked whether they were married at the time of their enrollment in the SHM study, and the percentages in Appendix Table C.1 reflect the responses of all these couples.

(continued)

Appendix Table C.2 (continued)

Characteristic	How Defined
Either spouse married previously[a]	Each spouse was asked to report whether they had been married before they married their current spouse.
Stepfamily	A family is considered a stepfamily if either spouse responded that any child in the household was his or her stepchild.
Happiness in marriage	Individuals are categorized as happy in their marriage if they rated their happiness as 5, 6, or 7 on a scale of 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."
Marriage in trouble	Individuals are categorized as reporting marriage in trouble if they responded affirmatively to the question "In the past year, have you ever thought your marriage was in trouble?"
Psychological distress	Psychological distress is measured using the Kessler 6, which is a quantifier of nonspecific psychological distress. It includes six questions, such as "During the past 30 days, how often did you feel: So sad that nothing could cheer you up? Nervous? Restless or fidgety?" Each item is rated on a scale from 0 to 4, where a higher score indicates more frequent distress. The items are summed, and the individual is considered to be distressed if this sum is greater than 12. See Kessler et al. (2003).
Substance abuse	Substance abuse is measured using three questions from the CAGE Questionnaire and three similar questions adapted for drug use. These include the following: "Have you ever felt you should cut down on your drinking/drug use?"; "Have people annoyed you by complaining about your drinking/drug use?"; "Have you ever felt bad or guilty about your drinking/drug use?" See Ewing (1984).
Either spouse age 23 or younger (%)	Individuals were asked to report their age. This item indicates whether either of the individuals in the couple was under 23 years of age.
Husband/wife's earnings (%)	Individuals were asked to report their income in the past year. Each characteristic represents a range in income: no earnings, $1 to $14,999; $15,000 to $24999; and $25,000 or more.
Positive interactions in marriage	This number represents the mean of the woman's and man's responses to seven questions about the frequency with which the respondent has positive interactions with their spouse. Values are on a scale from 1 to 4, with higher values indicating higher frequencies of positive interactions.
Commitment to couple	This number represents the mean of the woman's and man's responses to six questions about their perceptions about their spouse's commitment to the relationship and family. Values are on a scale from 1 to 4, with higher values indicating higher levels of commitment.
Hostile conflict resolution	This number represents the mean of the woman's and man's responses to three questions about the frequency and severity of arguments or conflicts in the past year. Values are on a scale from 1 to 4, with higher values indicating higher levels of severity or frequency.
Infidelity (%)	Individuals are categorized as reporting infidelity if they reported that they believed that their spouse was cheating or if they reported having arguments with their spouse about other men or women.

(continued)

Appendix Table C.2 (continued)

Characteristic	How Defined
Disagreements about raising children	Individuals were asked to rate how frequently they disagreed with their spouse about raising children, on a scale of 1 to 4, where 1 = "Never" and 4 = "Often."
Spouse completely committed to raising children (%)	Individuals are categorized as having agreed that their spouse was committed to raising their children, if they responded with values of 1 or 2, on a scale of 1 to 4, where 1 = "Strongly Agree" and 4 = "Strongly Disagree."
Child's condition or behavior stresses marriage (%)	Individuals were asked whether any of their children had a condition or behavior that stressed the marital relationship.
Focal child's condition or behavior demands extra attention (%)	Families were asked at baseline whether their focal child had a condition or behavior that demanded extra attention.

NOTES: [a]In Oklahoma City, this question was not included on the SHM baseline information form but was asked on the SHM 12-month and 30-month follow-up surveys.

Appendix D

Analytic Approach for the SHM 30-Month Impact Analysis

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In the Supporting Healthy Marriage (SHM) evaluation, a random assignment research design was used to estimate the effects of the SHM program on the outcomes of interest. Impact estimates for study outcomes are presented in the SHM 30-month impact report.[1] Appendix D provides details on how the 30-month impact analysis was performed, including a discussion of (1) the methods used to estimate program impacts on adult outcomes, (2) the methods used to estimate program impacts on parenting and child outcomes, (3) the approach used to estimate impacts by local program and by subgroup, (4) the procedures used to handle missing data, and (5) the approach used to adjust for multiple comparisons.

Analytic Approach for Estimating Program Impacts on Marital Quality and Other Adult Outcomes

The impact estimates calculated in the 30-month impact report are often referred to as "intent-to-treat" (ITT) estimates because they were derived by comparing all the sample members in the program group with all the sample members in the control group, regardless of whether or how long individuals were engaged in SHM services.[2] For an explanation of why ITT estimates rather than "treatment-on-treated" (TOT) estimates were calculated, see the technical supplement to the SHM 12-month impact report.[3]

The main analysis presented in the 30-month impact report consists of impact estimates that are pooled across all eight local SHM programs.[4] For outcomes defined at the individual level, each individual was weighted equally in the impact analysis. Likewise, for outcomes defined at the couple level, each couple was weighted equally in the impact analysis.

Ordinary least squares (OLS) estimation was used to calculate impacts for both continuous and binary outcomes, using covariates that were expected to increase the statistical precision of the estimated impacts because theory or prior research evidence suggested that they were correlated with the outcomes of interest. Estimates were produced using the general linear modeling (GLM) procedure in SAS — SAS's PROC GLM. Weights were not used in the main impact analysis to correct for nonresponse or sample selection criteria; as a sensitivity analysis, however, weighted results are presented in Appendix F.

[1] Lundquist et al. (2014).

[2] ITT impact estimates provide an unbiased estimate of the effects of offering the package of SHM program services to study participants. However, some people might be interested in the impacts of the program for those who actually received SHM program services; these are often referred to as "treatment-on-treated" (TOT) impact estimates, or the impacts per program participant.

[3] Hsueh et al. (2012b), Appendix D.

[4] Lundquist et al. (2014). For estimated impacts on the primary outcomes when each local SHM program is weighted equally, see Appendix I in the present report.

The following covariates were included in the estimation model for adult outcomes, representing the following baseline characteristics of couples in the SHM evaluation: local SHM program; a series of dummy indicators for men's and women's earnings; a series of dummy indicators signaling whether both spouses are Hispanic, non-Hispanic African-American, or mixed race or other race; whether the couple was expecting a child or had a child who was younger than age 2; whether the couple had a child between ages 2 and 9; whether the couple had a child age 10 or older; whether either spouse was age 23 or younger; whether either spouse was at risk for depression; whether both spouses had at least a high school diploma; the number of years that the couple had been married; whether either spouse had a substance abuse problem; the month that the couple was randomly assigned in the evaluation; whether a step-child of either spouse was present in the household; the couple's average reported commitment to couple and family;[5] the couple's average reported positive marital interactions; the couple's average reported concerns and arguments about infidelity; the couple's average reported destructive tactics for conflict resolution; the husband's and wife's reported marital happiness; and the husband's and wife's reports about whether they thought that their marriage was in trouble.

The regression models took the following form:

$$Y_i = \alpha + \beta E_i + \gamma X_i + e_i$$

where Y_i is the outcome for husband, wife, or couple i; E_i indicates whether couple i was assigned to the program group; X_i is a set of baseline characteristics, including indicators for local SHM programs; e_i is a random mean-zero error term; α is the intercept; γ is the set of coefficients on the covariates; and the coefficient β provides the impact estimate. For multi-category outcomes, impacts were estimated using chi-squared tests that were not covariate-adjusted.

For each impact estimate, a two-tailed t-statistic was used to test the null hypothesis that the impact estimate equals 0. The associated p-value — which reflects the probability that an estimated impact or a larger one could have occurred if the true impact was equal to 0 — is used to help judge the effectiveness of the program. A p-value level of 0.10 on two-tailed t-tests was used to identify statistically significant impact estimates.

Estimated impacts of the SHM program were also translated into standardized effect sizes by dividing the impact estimate by the standard deviation of the outcome measure for the control group.

[5]"Couple's average reported commitment to couple and family" captures the respondent's level of commitment to his/her children and confidence in his/her spouse and the strength and longevity of their relationship.

Analytic Approach for Estimating Program Impacts on Parenting and Child Outcomes

The methods used to estimate program impacts on parenting and child outcomes at the 30-month follow-up closely matched the approach used to estimate impacts on marital quality and other adult outcomes, with one noteworthy exception: multiple data sources were used to measure each outcome of interest in the models for most primary parenting outcomes and all primary child outcomes. The 30-month impact analysis for parenting and child outcomes also combined focal children of different ages (those ages 2 years to 17 years, 11 months) in the same analysis and included different data sources for children of different ages.

Multiple sources of data on both parenting and child adjustment and well-being were gathered at the 30-month follow-up. The 30-month adult survey included an expanded set of questions about parenting and child well-being, from which both paternal and maternal reports were drawn. Data collection at the 30-month follow-up also included a youth survey and four direct assessments of younger children's cognitive and self-regulatory skills, each of which was appropriate for children of a specific age group. The result of this data collection effort was that each parenting outcome of interest (such as paternal supportiveness) could be measured by up to two different data sources (for example, a paternal report and a child report). Similarly, each child outcome of interest (such as self-regulation) could be measured by up to four different data sources (for example, a paternal report, a maternal report, and two direct child assessments). Appendix Table D.1 shows the data sources used to measure primary and secondary[6] coparenting and parenting outcomes, by child age. Appendix Table D.2 shows the measurement sources for primary and secondary child outcomes, by child age.

Rather than separately examining SHM's impacts on outcomes defined by data source or child age, information across data sources was combined, and children of different ages were pooled to produce a single impact estimate for each outcome. Each of the data sources described above was used as a separate indicator of the parenting or child outcome of interest, such that each parenting outcome had up to two measures in the impact analysis and each child outcome had up to four.[7] This approach has been used successfully in prior studies and was employed by the research team for several reasons.[8] First, all the measures used in the impact analysis were selected and intended to tap comparable constructs of interest across children of

[6]The distinction between primary and secondary outcomes is discussed below in this appendix and in Appendix E.

[7]Because the research team chose to include two different scores from the Walk-A-Line direct child assessment in the impact analysis involving child outcomes, a child could have had as many as five measures included in the analysis of impacts on children's self-regulatory skills. For more information, see Appendix E.

[8]See Morris, Duncan, and Clark-Kauffman (2005) and Duncan, Morris, and Rodrigues (2011).

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Appendix Table D.1

Measurement Sources for 30-Month Coparenting and Parenting Outcomes, by Child Age

Outcome[a]	2 Yrs to 4 Yrs, 11 Mos			5 Yrs to 8 Yrs, 5 Mos			8 Yrs, 6 Mos, to 10 Yrs, 11 Mos			11 Yrs to 17 Yrs, 11 Mos		
	P	M	C	P	M	C	P	M	C	P	M	C
Primary outcomes												
Cooperative coparenting	✓	✓		✓	✓		✓	✓		✓	✓	
Parental supportiveness	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Involvement	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Warmth	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Parental responsiveness	✓	✓		✓	✓		✓	✓		✓	✓	✓
Parental hostility toward child	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓
Parental harsh discipline	✓	✓		✓	✓		✓	✓		✓	✓	
Secondary outcomes												
Reports of spending time with spouse and children	✓	✓		✓	✓		✓	✓		✓	✓	
Reports that parent could raise children just as well without spouse	✓	✓		✓	✓		✓	✓		✓	✓	
Frequency of disagreements about child-rearing	✓	✓		✓	✓		✓	✓		✓	✓	
Parental monitoring				✓	✓		✓	✓		✓	✓	
Adolescent disclosure									✓			✓
Parental engagement	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓

SOURCES: Based on the SHM 30-month adult and youth surveys.

NOTES: P = paternal report, drawn from the 30-month adult survey; M = maternal report, drawn from the 30-month adult survey; C = child report, drawn from the 30-month youth survey.

[a]Appendix E describes how these outcomes are defined.

The Supporting Healthy Marriage Evaluation

Appendix Table D.2

Measurement Sources for 30-Month Child Outcomes, by Child Age

Outcome[a]	2 Yrs to 3 Yrs, 5 Mos							3 Yrs, 6 Mos, to 4 Yrs, 11 Mos							5 Yrs to 8 Yrs, 5 Mos							8 Yrs, 6 Mos, to 10 Yrs, 11 Mos							11 Yrs to 17 Yrs, 11 Mos						
	P	M	C	B	W	H	P/T	P	M	C	B	W	H	P/T	P	M	C	B	W	H	P/T	P	M	C	B	W	H	P/T	P	M	C	B	W	H	P/T
Primary outcomes																																				
Self-regulation	✓	✓		✓	✓			✓	✓		✓		✓		✓	✓		✓		✓				✓						✓					
Internalizing behavior problems	✓	✓						✓	✓						✓	✓						✓	✓	✓					✓	✓	✓				
Externalizing behavior problems	✓	✓						✓	✓						✓	✓						✓	✓	✓					✓	✓	✓				
Cognitive and academic performance							✓							✓	✓	✓						✓	✓	✓					✓	✓	✓				
Secondary outcomes																																				
Social competence	✓	✓						✓	✓						✓	✓								✓						✓					
Delinquent activities engaged in																														✓					
Children's reports of interparental conflict																								✓						✓					
Children's reports of interparental positive interactions																								✓						✓					
Overt distress	✓	✓						✓	✓						✓	✓						✓	✓	✓					✓	✓	✓				
Behavioral dysregulation	✓	✓						✓	✓						✓	✓						✓	✓	✓					✓	✓	✓				
Negative family representations																								✓						✓					
Behavioral involvement	✓	✓						✓	✓						✓	✓						✓	✓	✓					✓	✓	✓				
Attributions of self-blame																								✓						✓					

SOURCES: Based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: P = paternal report, drawn from the 30-month adult survey; M = maternal report, drawn from the 30-month adult survey; C = child report, drawn from the 30-month youth survey; B = direct child assessment: Bierman assessor report; W = direct child assessment: Walk-A-Line; H = direct child assessment: Head-Toes-Knees-Shoulders; P/T = direct child assessment: Peabody Picture Vocabulary Test (PPVT)/Test de Vocabulario en Imágenes Peabody (TVIP).

[a]Appendix E describes how these outcomes are defined.

different ages. Second, using multiple data sources to measure a given outcome for a single parent or child can both reduce measurement error in the outcome and improve its validity by providing a more comprehensive picture of an individual's behavior.[9] Third, this approach maximizes statistical power and was used because there was not strong evidence to suggest that the effects of marital quality (or those of a marriage education program) on parenting and child outcomes vary by child age or are limited to particular measurement sources. In a supplemental set of analyses (Appendix K), the SHM team explored whether impacts on parenting and child outcomes varied by child age and also examined impacts on these outcomes by measurement source.

To facilitate including multiple measurement sources with different scales in the same analysis, all measures of parenting and child outcomes with multiple measurement sources were first standardized by measurement source (that is, they were transformed to have a mean of 0 and a standard deviation of 1), using control group means and standard deviations.[10] In keeping with the approach used to estimate impacts on marital quality and other adult outcomes, OLS estimation was used to estimate impacts on parenting and child outcomes at the 30-month follow-up, with covariates included in the models to increase the statistical precision of the impacts. Estimates were produced using SAS's PROC SURVEYREG, with standard errors adjusted to account for the clustering of measures by family (that is, the nonindependence of indicators of each outcome).

In addition to the covariates that were included in the estimation models for marital quality and other adult outcomes, three more covariates were included in the models for parenting and child outcomes, representing the following parent-reported baseline characteristics of focal children in the SHM evaluation: whether the focal child was female, focal child age (defined as age at baseline plus a constant to reflect the average number of months to the 30-month follow-up),[11] and whether the focal child had a disability or behaved in ways that

[9]See Kraemer et al. (2003) and Kuo, Mohler, Raudenbush, and Earls (2000).

[10]All but two primary parenting outcomes (cooperative coparenting and parental harsh discipline) had multiple measurement sources. Because these two outcomes were based on single measures, they were not standardized before being included in the impact analysis. The method used to estimate program impacts on these outcomes was identical to that used to estimate program impacts on marital quality and other adult outcomes.

[11]The focal child age covariate was calculated slightly differently than the descriptive measure of focal child age that is presented in Table 3 and described in Appendix Table B.3 in Lundquist et al. (2014). The focal child age covariate was calculated by adding a constant reflecting the average time between random assignment and the date of the direct child assessments to the child's age at baseline, whereas the focal child age variable shown in Table 3 was calculated by taking the difference between the date of the first parent's 30-month survey and the child's date of birth. The focal child age covariate was calculated this way because the child's age at follow-up could be correlated with the outcomes of interest. Nevertheless, because one of the measures of children's cognitive skills was based on raw scores on a direct assessment of children's receptive vocabulary skills (the Peabody Picture Vocabulary Test [PPVT] / Test de Vocabulario en Imágenes Peabody

(continued)

demanded extra attention. Because questions about the coparenting relationship were not specific to the focal child, of these three covariates, only the one for disability status was included in the models used to estimate program impacts on coparenting outcomes.[12]

The regression models took a similar form to those used to estimate impacts on marital quality and other adult outcomes:

$$Y_{ij} = \alpha + \beta E_{ij} + \gamma X_{ij} + e_{ij}$$

but whereas Y_i was the outcome for husband, wife, or couple i in the adult impact analysis, Y_{ij} was the outcome for measurement source i in family j in the impact analysis for parenting and child outcomes. As is the case in the analysis of impacts on marital quality and other adult outcomes, a p-value of 0.10 was used to identify statistically significant impacts. Because impacts on all but two primary parenting outcomes and all primary child outcomes were estimated using standardized measures, the impact estimates presented in the impact report are effect sizes.[13]

Methods for Estimating Impacts by Local SHM Program and by Subgroup

Along with estimating pooled impacts for the full research sample, impacts were also estimated across local SHM programs and across several subgroups. Split-sample analysis was used to estimate the results presented in the 30-month impact report.[14] A second approach — impact analysis with full interaction models — was used as a sensitivity check of the robustness of the split-sample subgroup results. Both the split-sample and the full interaction subgroup results are shown in Appendix J.

Split-Sample Impact Analysis

Split-sample impact analyses were conducted by dividing the sample by program location or subgroup characteristic and then estimating impacts for each subset of the sample. For example, impacts were estimated for the Bronx SHM program using only data for Bronx sample members, for the Orlando SHM program using only data for Orlando sample members,

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[TVIP]), it was important to control for child age at the time of the assessments in the impact analysis, rather than simply to control for child age at baseline.

[12]The disability covariate was included in these models because having a child with a disability can put a strain on the coparenting relationship (Floyd and Zmich, 1991).

[13]As noted above, the cooperative coparenting and parental harsh discipline measures were not standardized before being included in the impact analysis. Therefore, the impact estimates for these two outcomes reflect raw mean differences between the program and control groups, not effect sizes.

[14]Lundquist et al. (2014).

and so on. The regression model for each subsample was the same as that for the entire sample, except that the variables used to create the subgroup were excluded from the covariate list. The impacts and standard errors from the subgroup regressions were then used to generate an H-statistic in order to compare impacts across local SHM programs and across subgroups. The H-statistic is used to assess whether the difference in impacts between the subgroups (as opposed to the difference between the program and control group members in each subgroup) is statistically significant. The p-value associated with the H-statistic reflects the probability that observed differences in impacts between subgroups could have been generated if the true impacts were identical across local programs or subgroups. Differences are considered statistically significant if the p-value level is 0.10 or smaller.

The H-statistic is defined as:

$$H_T = \sum_j (v_j)(\theta_j - \theta)^2$$

where $= \frac{\sum_j v_j \theta_j}{\sum_j v_j}$,

H_T = weighted sum of squares of the effect-size estimates (θ_j) about the weighted mean effect (θ)

v_j = inverse of the variance of the impact estimate for subgroup j

H_T has approximately a χ^2 distribution with J (the total number of subgroups defined by the moderating characteristic) – 1 degree of freedom.[15]

This split-sample approach was also used in the estimation of impacts by child age (Appendix K).

Impact Analysis with Full Interaction Models as Sensitivity Check

A potential shortcoming of a split-sample approach is that differences in impacts across subgroups might be due to factors that are correlated with the subgroup characteristic. For example, if sample members of a certain race or ethnicity tend to be clustered in local programs that targeted families with young children, a split-sample analysis of differences in impacts by race/ethnicity might find effects that are actually attributable to differences in children's ages. This is important in SHM because the characteristics of families differed substantially across local programs.

[15]The definition of the H-statistic is from Greenberg, Meyer, and Wiseman (1994).

Appendix Tables J.18 to J.20 in the technical supplement to the 12-month impact report show that a number of key baseline characteristics varied substantially by subgroup.[16] For example, as shown in Appendix Table J.18 of the 12-month technical supplement, Hispanic couples were more likely to be in the moderate or high marital distress subgroups, while white couples were more likely to be in the low marital distress subgroup. Furthermore, as shown in the 30-month impact report, sample members' characteristics differed substantially across local SHM programs.[17] Because the subgroups varied systematically across local SHM programs and on a number of other characteristics, it would be difficult using split-sample analytic methods to draw firm conclusions about whether observed differences in impact estimates were driven by the subgroup characteristics of interest or by other, associated characteristics of sample members, differences in local programs, or some other combination of these factors.

In an attempt to isolate SHM's effects on the subgroups of interest, a supplemental analysis adjusted the subgroup impact estimates by taking into account how the impacts varied with other observable characteristics of the sample (referred to as the "full interaction model"). The technical supplement to the 12-month impact report includes details about how this analysis was conducted and how results of the analysis were interpreted.[18]

Missing Data

This section explains how missing data were handled in the impact analysis.

Covariates

Although all participants were asked to complete baseline forms at intake, the SHM evaluation is still missing some baseline data. Overall, 17 percent of the adult survey respondent sample were missing at least one covariate that was included in the impact analysis for adult outcomes, though the extent to which data were missing for any given covariate used in the impact analysis ranged from 0 to 6 percent of sample members. To account for missing data on covariates, the research team used a single stochastic imputation using SAS's PROC MI to impute missing covariate values.[19] This method assigns values to missing variables using a regression model that predicts the value of the missing variable based on other characteristics of the sample member and the responses of other study participants who are similar.

[16]Hsueh et al. (2012b).

[17]Lundquist et al. (2014), Table 2.

[18]Hsueh et al. (2012b).

[19]Single stochastic imputation adds a random error term to every imputed value, so that the data do not have artificially low variability. This varying component is randomly drawn from a distribution with the same variance as the observed values.

Depending on how a covariate was created, the team dealt with missing baseline data slightly differently:

1. **For covariates that were based on spouses' responses to a single item** (for example, the number of years that the couple had been married or the husband's earnings or the wife's earnings), values were imputed at the couple level, such that both spouses had identical values for each covariate. The values were generated based on an indicator for treatment group status and a number of variables from the baseline information forms, including those for couples' race/ethnicity and other demographic characteristics.

2. **For covariates that were scales based on several baseline items** (for example, couple's average reported commitment to relationship), imputation was performed at the item level for individuals before the scales were created. Scales were then constructed from these imputed items. The imputation model included an indicator for treatment group status and all the items in the covariate scales, including those that captured respondents' mental health and marital quality.

Subgroup Variables

In defining subgroups by race/ethnicity and family poverty level, values were not imputed if the couple was missing data that were needed to determine subgroup membership; couples without sufficient information were dropped from the subgroup analysis. The marital-distress subgroups were created from five marital-distress scales. (Appendix J presents additional information about how these subgroups were created.) Each of the marital-distress scales was created for individuals if at least two-thirds of the items were available. A couple-level measure of each scale was made by taking the mean of the husband's and wife's scale scores; if only one spouse had a nonmissing score, then that spouse's value was used. If any of the scale scores were missing for both spouses, the marital-distress subgroups were not created.

Outcomes

MDRC's general practice is to not assign values for outcomes that are missing information, though an exception is made in some cases when outcomes are scales that are created from several items and most of the items are not missing. The treatment of missing outcome data for the SHM 30-month impact analysis followed this general practice.

Several types of missing outcome data were encountered on outcomes collected at the 30-month follow-up point. Among the questions with missing data, some were meant to be part of multi-item scales; some were meant to be the sole variables used in individual-level out-

comes; and some were meant to be combined with the spouses' answers to the same questions, to create couple-level outcomes. The three types of missing data were handled differently, as follows:

- **For missing items that were components of either multi-item scales (for example, perceived positive communication skills) or binary measures that were based on multi-item scales (for example, reports of any physical assault),** the outcome was created (by either taking the average of the items or constructing the binary outcome) if at least two-thirds of the items were present.
- **For outcomes that were created as individual-level binary measures based on one or two items,** outcomes were not created if the component item(s) was(were) missing.
- **Outcomes that were created as couple-level binary measures based on one or two items from each spouse** were generally created using the information from one spouse if data were available from only one spouse.

Appendix E describes detailed rules for specific outcomes.

To try to understand the implications of data that are missing because of nonresponse, Appendix F presents the results of a nonresponse bias analysis.

Adjusting for Multiple Comparisons

SHM was intended to influence many aspects of family functioning, and many outcomes were examined in order to determine whether the program was effective. As a result, analyses were conducted to make inferences about the program's overall effectiveness, given that multiple outcomes were examined. This section describes the approach employed by the SHM team to address the "multiple comparisons problem" in the 30-month impact analysis, including:

- A description of the multiple comparisons problem and its relevance to the SHM impact analysis
- The team's approach to interpreting the results of the statistical adjustments that were used
- Methodological details of the SHM adjustments for multiple comparisons and the results of each of these adjustments

The Multiple Comparisons Problem

Like the results of most policy evaluations, the SHM 30-month impact results are characterized in terms of statistical significance.[20] A statistically significant impact estimate is one that is unlikely to have been the result of a truly ineffective program. When an impact estimate is statistically significant at the 10 percent level, for example, that means there is less than a 10 percent chance that a program with a true effect of zero would have generated such a large impact estimate.

Drawing inferences about the effectiveness of a program can become complicated when multiple outcomes are examined. Increasing the number of impact estimates examined increases the likelihood that at least one estimate will be statistically significant by chance, even if the program had no true effect. It is this issue that is commonly referred to as the "multiple comparisons problem." For example, if 30 independent outcomes are examined, there is a 96 percent chance that at least one of them will be statistically significant at the 10 percent level purely by chance, even if the program is completely ineffective.[21] As a result, it can be difficult to assess the statistical evidence of a program's effectiveness when many outcomes are examined but only some outcomes have statistically significant impacts.

The SHM Approach to the Multiple Comparisons Problem

The SHM evaluation examined evidence of SHM's effects on a range of outcomes and also examined evidence of differences in effects by several moderating characteristics. To guard against the possibility of drawing unwarranted conclusions about the effectiveness of SHM and about the groups for whom the program is more effective or less effective, several strategies were used. Together, these methods allowed for greater confidence when answering the question of whether the SHM program had an effect on the main study outcomes, as well as other questions, such as whether the impacts varied by moderating characteristic. Descriptions of the four strategies follow.

First, the main impact analysis was limited to 30 prespecified core outcomes. These were outcomes that were deemed most likely to be affected by a successful marriage education program and that have substantial policy significance. When conducting a multiple comparisons adjustment, limiting the set of outcomes considered reduces the evidence required to conclude that impacts on each outcome are significant. These 30 outcomes (hereafter referred to as "primary outcomes") were used exclusively to make inferences about the program's effective-

[20] Lundquist et al. (2014).

[21] The probability of at least one significant result is calculated by taking $1-(1-0.10)^{30}$.

ness. Additional outcomes were considered "secondary"[22] and were not used to answer the first-order question of whether SHM was effective.[23]

Second, outcomes were grouped into six domains[24] (marital stability, marital quality, domestic abuse, adult well-being, coparenting and parenting,[25] and child adjustment and well-being), and a single test of statistical significance was conducted on each domain. Each domain consists of outcomes that are conceptually related and that have similar policy implications — for instance, couple's report of relationship happiness and relationship trouble in the past year plus men's and women's reports of positive communication skills, warmth and support, and negative behavior and emotions all indicated whether the program had effects on marital quality. Each outcome appears in only one domain. These domains were determined based on the SHM logic model,[26] the conceptual meaning and policy relevance of outcomes, and consultations with experts in the field of marriage education.

Third, domain statistics (domain p-values) were adjusted for multiple comparisons (adjusted to account for the fact that six domains were examined). The adjusted p-values were calculated to help guide interpretation of the results. The method for these adjustments is described in the sections that follow. The goal of the adjustment was to ensure that there was only a 10 percent chance of finding a statistically significant impact in one or more domains if SHM had a true effect of zero for each domain.

Fourth and finally, the number of subgroups examined in the impact analysis was also intentionally kept small and prespecified. Results were examined across only four primary moderating characteristics — three sets of subgroups and the eight SHM programs. Estimated impacts on child outcomes were also examined by a fifth moderating characteristic, child age, in an effort to help characterize the impacts on child outcomes in the pooled sample. An analysis of impacts on child outcomes by child age was included in the team's analysis plan, but it was not included in the multiple comparisons adjustment plan for the subgroup analysis because the analysis of impacts on child outcomes by child age was intended only to be exploratory. The team later decided to conduct a multiple comparisons adjustment for the impacts by child age to help inform the interpretation of the results, given their potential importance. Therefore, this adjustment for multiple comparisons was conducted separately and is discussed separately below in this appendix.

[22]For more information on decisions about categorizing outcomes as primary and secondary, see Appendix E.

[23]For impacts on secondary outcomes, see Lundquist et al. (2014), Appendix D.

[24]See Appendix Table D.3.

[25]From here to the end of this appendix, "parenting" is used as shorthand for "coparenting and parenting."

[26]See Appendix Figure B.1.

Interpretation of the Adjustment for Multiple Comparisons

The strategies discussed above allowed the SHM team to draw appropriate inferences about program impacts, even though multiple outcomes were examined. The adjusted p-value for a hypothesized effect was used to determine the team's level of confidence that the results did not occur by chance. The adjusted p-value was not the only evidence used to interpret results, however. Further analysis was conducted to determine how to characterize the magnitude of the results, to understand the relationships between findings, and to rule out possible sources of bias. The remainder of this section describes the precise definition of an adjusted p-value and its role in the interpretation of impacts both when it is significant and when it is not significant.

Statistical tests of a single hypothesized effect considered in isolation look for evidence against a single null hypothesis — for instance, the hypothesis that a program had no true impact on a domain. The p-value for a single hypothesized effect considered in isolation is the probability that an effect greater than or equal to the magnitude observed would have occurred if the true effect were zero. Statistical tests of a single hypothesized effect within a group of related hypotheses (a "family of hypotheses") look for evidence against several null hypotheses.[27] (These several null hypotheses are every combination of hypotheses that includes the hypothesis of interest.) The adjusted p-value for a single hypothesized effect within a group of related hypotheses is the probability that effects greater than or equal to the magnitude observed could have occurred under the null hypothesis, where that probability is highest.[28]

For example, consider the calculation of the adjusted p-value for some hypothesis A (the impact on the marital-quality domain) in a family of three hypotheses: A, B, and C (where B = the impact on the adult well-being domain and C = the impact on the stability domain). To calculate the adjusted p-value for A, a multiple comparisons procedure will consider every combination of null hypotheses that include A:

- The probability of the effects on A occurring if the true effect of A = 0
- The probability of the effects on A and B occurring if the true effect of A = 0 and B = 0

[27]This is true only for adjustments that control the *familywise error rate,* a concept that is explained below in the section "The Westfall-Young Step-Down Permutation Procedure."

[28]While all methods of multiple comparisons adjustment adhere to this formula, some employ shortcuts by bypassing tests that are less stringent than tests already completed. For instance, the Bonferroni method multiplies each raw p-value by the number of tests in the family of hypotheses; this single test is more conservative than the test of a minimum p-value statistic taken across all groups of hypotheses.

- The probability of the effects on A and C occurring if the true effect of A = 0 and C = 0
- The probability of the effects on A, B, and C occurring if the true effect of A = 0, B = 0, and C = 0

The adjusted p-value for A is the maximum of these four probabilities. If that maximum is lower than the established threshold of significance, the researcher can reject all four null hypotheses. (The adjusted p-values for B and C are calculated using the same process.)

A hypothesized effect passes the adjustment for multiple comparisons if the probability of the observed effects happening by chance is lower than some predetermined threshold for all null hypotheses. When the adjusted p-value for a domain is statistically significant, the research team has confidence that the effects were likely caused by the program. The interpretation of the effect is then based on its magnitude and its relationship with other observed effects.

When the adjusted p-value for a domain is not statistically significant, the team does not have confidence that the results did not occur by chance. However, because the adjusted p-values are influenced by the definition of the family of hypotheses and by the method of adjustment chosen, a non-statistically significant adjusted p-value provides less information than does a non-statistically significant result for most other statistical tests. Because of this, the team might treat hypotheses that have low but nonsignificant adjusted p-values and estimated magnitudes with potential policy significance as worthy of further investigation.

Description of Adjustments for Multiple Comparisons Performed for the SHM 30-Month Impact Analysis

For the purpose of addressing the multiple comparisons problem, the 30 prespecified outcomes were grouped into six outcome domains (Appendix Table D.3). Domains were created from outcomes that were conceptually related and had similar policy implications; for instance, all outcomes that could provide evidence that SHM had an effect on children were grouped into the child well-being and adjustment domain.

Outcomes that had relevance to multiple domains were organized according to their unique or most important theoretical or policy significance. For instance, coparenting was placed in the parenting domain because its implications for parenting were considered greater than its implications for marital quality. Likewise, infidelity was placed in the marital-quality domain because it was seen as more conceptually related to marital quality than to domestic abuse.

The following sections describe in detail how adjustments for multiple comparisons were conducted to inform three questions in the impact analysis:

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Appendix Table D.3

Outcomes Included in Each 30-Month Domain

Domain	Outcomes[a]
Marital stability	Baseline relationships are still intact at 30 months
Marital quality	Couple's average report of relationship happiness Either spouse reported marriage in trouble Men's report of warmth and support Women's report of warmth and support Men's report of positive communication skills Women's report of positive communication skills Men's report of negative behavior and emotions Women's report of negative behavior and emotions Neither spouse reports infidelity
Domestic abuse	Men's report of psychological abuse Women's report of psychological abuse Men's report of any physical assault Women's report of any physical assault
Adult well-being	Men's psychological distress Women's psychological distress
Coparenting and parenting	Men's report of cooperative coparenting Women's report of cooperative coparenting Maternal supportiveness of child Paternal supportiveness of child Maternal responsiveness to child Paternal responsiveness to child Maternal hostility toward child Paternal hostility toward child Maternal harsh discipline Paternal harsh discipline
Child adjustment and well-being	Self-regulation Internalizing behavior problems Externalizing behavior problems Cognitive and academic performance

NOTES: Only primary outcomes were adjusted for multiple comparisons and are included in this table. See Appendix E for information on the distinction between primary and secondary outcomes.

[a]See Appendix E for information on the construction of these outcomes.

1. On which outcome domains did SHM have a statistically significant effect?

2. Do impacts differ across any of the four primary moderators (local programs, level of marital distress at study entry, income relative to poverty level at study entry, and race/ethnicity)?

3. Do impacts on child adjustment and well-being outcomes differ according to child age?

On which outcome domains did SHM have an effect?

For each of the six outcome domains, a single statistical test was performed to determine whether SHM had a statistically significant effect on the outcome domain. The six statistical tests produced six unadjusted p-values, which were then adjusted to take into account the analysis of the other five domains by implementing the Westfall-Young step-down permutation procedure (described in the final section of this appendix).

Calculation of Unadjusted Domain Statistics

One type of domain statistical test (the "composite test") was used to calculate unadjusted p-values for four of the outcome domains (marital stability,[29] marital quality, domestic abuse, and adult well-being); a second type of test (the "multivariate analysis of covariance [MANCOVA] test," or multiple analysis of variance with covariates) was used for the remaining two outcome domains (parenting and child adjustment and well-being). While the composite test is more likely to detect a pattern of impacts when outcomes in a domain have consistent impacts, the MANCOVA test is more likely to detect a pattern of impacts when only a few outcomes have larger impacts. As a result, the composite test was used with domains whose outcomes were more conceptually similar (where it was expected that impacts would be consistent across outcomes), while the MANCOVA test was used for domains whose outcomes covered a broader conceptual range (where it was expected that impacts might differ across outcomes). The two tests are described below.

THE COMPOSITE TEST

Statistical tests were conducted on the domains of marital quality, marital stability, domestic abuse, and adult well-being, using the composite test — that is, creating an average of all outcomes in the domain and then testing for impacts on the composite outcome (which was defined at the couple level).

[29]The stability domain is included in the discussion of the composite test, but a domain composite did not need to be created because there was only one outcome in this domain.

For each domain, a composite outcome was defined as the unweighted average of all the outcomes in the domain.[30] The composite outcome was created when any outcome was nonmissing for a couple; as a result, couples in which only one spouse completed a survey had composite measures composed of outcomes for only the respondent spouse.

The composite outcome was then regressed on treatment status and baseline covariates[31] to obtain an impact estimate on the composite. A two tailed t-test on the composite impact estimate was used as the statistical test of whether SHM had an effect on the domain. The p-value from this test is the unadjusted p-value for that domain.

THE MANCOVA TEST

Statistical tests of overall impact on the parenting and child adjustment and well-being domains were calculated using the multivariate analysis of covariance (MANCOVA) test. In this test, a MANCOVA was performed for the outcomes in the domain, and differences in means by treatment status across all outcomes in the domain were simultaneously tested for statistical significance.

In the SHM analysis, the MANCOVA was performed using the MANOVA option in SAS's PROC GLM procedure. The MANCOVA can be thought of as a two-step procedure: first, it identifies the linear combination of outcomes in each domain that results in the most significant impact, adjusting for covariates. Next, it determines the probability (that is, the unadjusted p-value) of some linear combination of outcomes having an impact as great as or greater than the one identified under the joint null hypothesis of zero impacts for all outcomes. To account for the fact that the procedure chooses an optimal linear combination, it compares the impact to a broader t^2 distribution (that is, the F distribution), rather than a t distribution.[32]

The MANCOVA procedure requires that observations have nonmissing values for all outcomes. In order to avoid discarding data, parenting outcomes were imputed for families with at least one nonmissing parenting outcome, and child well-being outcomes were imputed for families with at least one nonmissing child well-being outcome.[33,34] Then, the average was

[30]Prior to averaging, outcomes were standardized to have a mean of 0 and a standard deviation of 1 and were reversed as needed so that impacts were expected to be positive.

[31]A complete list of the covariates used in this analysis can be found above in the section "Analytic Approach for Estimating Program Impacts on Marital Quality and Other Adult Outcomes."

[32]One implication of using the F distribution for statistical testing is that the MANCOVA approach has less power than the composite approach when the optimal linear combination identified by MANCOVA is similar to an unweighted average of all outcomes.

[33]This single stochastic imputation was conducted using the Markov Chain Monte Carlo method with noninformative priors in SAS's PROC MI. The imputation predicted the value of each outcome based on treatment status, focal child age, focal child gender, primary and secondary outcomes from the 12-month follow-up that are related to parent-reported parenting and child well-being, the primary and secondary

(continued)

taken of all actual and imputed reports that were appropriate for each parent or child, based on child age.[35] The inclusion of imputed data in the MANCOVA procedure differs from the approach used to calculate the primary impact estimates for parenting and child outcomes. Imputed data were not used in the main impact analysis because missing values are acceptable when performing significance tests on individual outcomes.[36] The imputation did not affect the magnitude or statistical significance of impacts on parenting and child outcomes.

The outcome averages were used as the dependent variables in the MANCOVA, which controlled for the same set of covariates that was used to estimate the impacts on parenting and child outcomes shown in the impact report. The p-value for the MANCOVA test of overall impact is the unadjusted p-value for the domain.

Adjustment for Multiple Domains

As described above, a single p-value was calculated for each domain, indicating how likely the combined impacts on outcomes in that domain would be if there were no real effects on the domain. However, because an improbable spurious finding still had six chances to occur, further adjustment was needed to account for the presence of six domains. To do this, the Westfall-Young step-down permutation procedure (described in the final section of this appendix) was used to adjust the domain p-values for the performance of six statistical tests. The unadjusted and adjusted p-values for the six statistical tests are shown in Appendix Table D.4.

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parenting and child well-being outcomes from the 30-month follow-up, and the primary outcomes from all other 30-month follow-up domains.

[34]For outcomes with multiple reporters, maternal, paternal, and child reports were imputed separately, but child reports from the youth survey were imputed using the same correlation structure as direct child assessments. For instance, child reports of academic performance from the youth survey were placed into the same correlation structure as PPVT/TVIP scores, which captured children's cognitive skills. The same correlation structure was used to impute reports for children of all ages. After imputing missing values for each report, all reports for each parenting and child outcome were standardized and combined.

[35]For instance, parents were only asked to report on the academic performance of children who were age 5 or older, while information on children's cognitive and academic performance was collected directly from children of all ages, either via direct assessments or the youth survey. As a result, the measure of cognitive and academic performance for children younger than 5 included only real or imputed direct child assessment scores, not imputed parent reports. In contrast, if the mother of a child who was age 5 years or older had answered questions about the child's academic performance but the father and child had not, the cognitive and academic performance measure for that child would be the average of the mother's response, the imputed value of the father's response, and the imputed value of the child's response.

[36]A full description of the approach used to calculate impacts on parenting and child outcomes can be found above in the section "Analytic Approach for Estimating Program Impacts on Parenting and Child Outcomes," which also presents a complete list of the covariates used in this analysis.

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Appendix Table D.4

Domain-Level Tests for Estimated Impacts in the Pooled Sample, with Unadjusted P-Values and P-Values Adjusted for Multiple Comparisons

Domain	Test[a]	Unadjusted P-Value	Adjusted P-Value[b]
Marital quality	Composite	0.000 ***	0.000 ***
Domestic abuse	Composite	0.000 ***	0.001 ***
Adult well-being	Composite	0.001 ***	0.005 ***
Coparenting and parenting	MANCOVA	0.198	0.475
Child adjustment and well-being	MANCOVA	0.395	0.636
Marital stability	Composite	0.977	0.978

SOURCE: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]One type of domain statistical test (the "composite test") was used to calculate unadjusted p-values for four of the outcome domains (marital stability, marital quality, domestic abuse, and adult well-being), and a second type of test (the "multivariate analysis of covariance [MANCOVA] test") was used for the remaining two outcome domains (parenting and child well-being).

[b]The adjusted p-value was calculated using the Westfall-Young method (Westfall, Tobias, and Wolfinger [2011]), described in detail in Appendix D.

Based on these results, the research team concluded that SHM had an impact on marital quality, domestic abuse, and adult well-being but could not conclude with confidence that SHM had an impact on parenting, child well-being, or marital stability.

Do impacts differ across moderating characteristics?

The second analysis in which multiple comparisons methods were used was in the examination of impact differences based on four primary moderating characteristics: local program, level of marital distress at study entry, income relative to poverty level at study entry, and race/ethnicity. For each of these four primary moderating characteristics, a single statistical test was performed to determine whether there was a statistically significant difference in impacts for different values of each moderating characteristic (for example, whether impacts differed for couples who exhibited high, moderate, and low marital distress at baseline). The test was restricted to outcome domains with impacts that were statistically significant after adjusting for multiple comparisons in the full sample analysis.

In order to examine impact differences, a "supercomposite" outcome (defined at the couple level) was created by averaging standardized composites of the three domains that were found to have statistically significant adjusted p-values: marital quality, domestic abuse, and adult well-being. For each of the four primary moderating characteristics, a statistical test of differences in impacts on the supercomposite outcome was then conducted. For example, for local programs, the statistical test was a test of whether average impacts in the eight local programs were statistically significantly different from each other. This test of impact differences produced an unadjusted p-value. That p-value was then adjusted for the presence of four primary moderating characteristics.

Adjustment for Multiple Moderating Characteristics

After calculating the probability of impacts differing for each moderating characteristic by chance (that is, the unadjusted p-value), the Westfall-Young step-down permutation procedure was used to account for the performance of four statistical tests. The unadjusted and adjusted p-values for the four statistical tests are shown in Appendix Table D.5. The results do not provide evidence that impacts differed by income relative to poverty level, race, or local program.[37] While the unadjusted p-value for differences in impacts by marital distress is significant — which may suggest that impacts of SHM differed by levels of marital distress — the p-value was no longer significant after adjustment for multiple comparisons.

Do impacts on child adjustment and well-being outcomes differ according to child age?

The third analysis in which multiple comparisons methods were used was in the examination of impact differences based on child age. Because child age was not a primary moderating characteristic of interest, it was not included in the adjustment for multiple comparisons of differences by moderator. Instead, a slightly different approach was taken to adjust for multiple comparisons in the impacts on child outcomes by child age.

For each of the four child well-being outcomes, a single statistical test was performed to determine whether there was a statistically significant difference in impacts on the outcome by child age. The p-value from this test of impact differences was the unadjusted p-value that was then adjusted for the presence of multiple comparisons.

[37]Had an adjusted p-value been significant for impact differences by any moderating characteristic (that is, a statistically significant adjusted p-value), the next step would have been to identify the domains in which the impact differences occurred. A multiple comparisons procedure also would have been employed at this step. Because the adjusted p-value was not significant for any moderating characteristic, this step of the analysis was not conducted.

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Appendix Table D.5

Estimated Differences in Impacts, by Moderating Characteristics, with Unadjusted P-Values and P-Values Adjusted for Multiple Comparisons

Moderating Characteristic	Unadjusted P-Value	Adjusted P-Value[b]
Level of marital distress at random assignment[a]	0.056 *	0.205
Income relative to poverty level at random assignment[a]	0.383	0.746
Race/ethnicity[a]	0.571	0.802
Local program	0.834	0.833

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

In order to estimate impact differences by moderating characteristics, a "supercomposite" outcome (defined at the couple level) was created. This was done by averaging standardized composites of the three domains that were found to have statistically significant adjusted p-values: marital quality, domestic abuse, and adult well-being. See the text of this appendix for more information.

[a]See Appendix J for detailed notes on the construction of these subgroups.

[b]The adjusted p-value was calculated using the Westfall-Young method (Westfall, Tobias, and Wolfinger [2011]), described in detail in Appendix D.

Adjustment for Multiple Child Well-Being Outcomes

After calculating the probability of impacts differing for each child well-being outcome by chance (that is, the unadjusted p-value), the Westfall-Young step-down permutation procedure was used to account for the performance of four statistical tests. The unadjusted and adjusted p-values for the four statistical tests are shown in Appendix Table D.6. While some unadjusted p-values for differences in impacts by child age are significant, the pattern is not strong enough to remain statistically significant after adjustment for multiple comparisons.

The Westfall-Young Step-Down Permutation Procedure

For a single statistical test, the p-value is the probability of observing the result if the null hypothesis[38] is true. The p-value also represents the allowed Type I error (or "false posi-

[38]The null hypotheses for the statistical tests in this appendix are (when testing for an impact) that the true impact equals zero or (when testing for differences in impacts) that all impacts are equal across groups.

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Appendix Table D.6

Estimated Differences in Impacts on Child Adjustment and Well-Being Outcomes, by Child Age, with Unadjusted P-Values and P-Values Adjusted for Multiple Comparisons

Outcome[a]	Unadjusted P-Value	Adjusted P-Value[b]
Internalizing behavior problems	0.047 **	0.146
Self-regulation	0.062 *	0.157
Externalizing behavior problems	0.386	0.605
Cognitive and academic performance	0.910	0.905

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

See Appendix K for detailed notes on the construction of the child age subgroups.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]The adjusted p-value was calculated using the Westfall-Young method (Westfall, Tobias, and Wolfinger [2011]), described in detail in Appendix D.

tive") rate. For a set (or family) of statistical tests, the maximum probability that at least one test with no true effect will have a statistically significant result, taken over all possible combinations of true and false tests, is known as the "familywise error rate."

Without the use of a multiple comparisons procedure, the familywise error rate increases as the number of tests in a set of tests increases. The multiple comparisons procedure used by the research team serves to control the familywise error rate at a 10 percent level when statistical significance is determined on the basis of adjusted (rather than unadjusted) p-values. That is, for the set of tests included in the multiple comparisons procedure, the probability that at least one true null hypothesis will be falsely rejected is 10 percent at most. The specific procedure used for the SHM impact analysis is the Westfall-Young step-down permutation procedure.[39] This is a resampling method. It creates a large number of permutation replicate samples in which SHM couples are randomly reassigned to either the treatment or the control group. By comparing impacts in these replicate samples with the observed impact findings, the Westfall-Young procedure takes into account any correlations between statistical tests that may exist.

[39]For more information on the procedure, see Westfall, Tobias, and Wolfinger (2011), Chapter 16.

This procedure was performed to adjust tests of impacts on the six outcome domains, to adjust differential impact estimates for the four moderators, and to adjust differential impact estimates for the four child adjustment and well-being outcomes by child age. The procedure is described below, using tests for impacts on the six outcome domains as an example.

Description of Procedure

First, six domain tests are conducted in the manner described above, producing six observed p-values. Next, 20,000 permutation replicate samples are formed. In each permutation replicate sample, treatment and control status is randomly reassigned to all families in the full SHM sample. Then, in each replicate sample, six domain impact tests are performed, using the same procedures used to calculate the observed impacts (the composite and MANCOVA tests discussed above), to generate six unadjusted p-values. The permutation reassignment implies that the impacts on all domains in all replicates are expected to be zero and, therefore, that the distribution of replicate p-values is expected to be uniform for each domain.

If the program had no true effect, randomly assigned treatment and control status at baseline would have no more effect on outcome domains than randomly assigned treatment and control status in the replicate samples. As a result, the impacts estimated by baseline treatment status would be unlikely to be larger than the great majority of impacts estimated by replicate treatment statuses. This logic applies to impacts on a single domain, but it also applies to the most significant impact on any domain: if the program had no true effects, the most significant impact by baseline treatment status is unlikely to be larger than the most significant impact by replicate treatment status in the great majority of replicates.

This reasoning can be used to examine the domain with the most significant observed program impact (that is, the domain with the smallest unadjusted p-value) to see how likely it would be to occur by chance. The probability of any domain having an unadjusted p-value at least as small as the smallest observed unadjusted p-value can be calculated by counting the replicates in which at least one p-value was lower than the lowest observed p-value and dividing by 20,000 — the total number of replicates. If this percentage is below 10 percent, the procedure determines that there was an impact on the most significant domain that was unlikely to occur by chance.

To make inferences about the particular domains on which the program had impacts, this procedure can be extended. If the domain with the most significant result has an adjusted p-value that is statistically significant, the observed p-value for the second most significant domain is then compared with the replicate p-values for all but the most significant domain in each of the 20,000 iterations. If this fraction is also below 10 percent, the procedure determines that the impacts on the second most significant domain are statistically significant, and it moves on to consider the third most significant domain, accounting for random p-values from all but

the first and second most significant domains. If the procedure reaches a domain where the fraction is greater than or equal to 10 percent, the impacts on that domain and on all less significant domains are not statistically significant. The probability that any domain without true impacts will be found significant by this procedure is held at 10 percent.

The following notation describes the calculation of each of the six adjusted p-values:

A, B, C, D, E, F = six outcome domains of interest, ordered from lowest unadjusted p-value to highest unadjusted p-value (A has the smallest unadjusted p-value; F has the highest unadjusted p-value).

$p_{A,0}^{unadj}, p_{B,0}^{unadj}, p_{C,0}^{unadj}, p_{D,0}^{unadj}, p_{E,0}^{unadj}, p_{F,0}^{unadj}$ = unadjusted p-values from the six domain tests. The 0 denotes that these p-values are from the original sample with the actual treatment and control status.

For the first replicate sample, the p-values are

$p_{A,1}^{unadj}, p_{B,1}^{unadj}, p_{C,1}^{unadj}, p_{D,1}^{unadj}, p_{E,1}^{unadj}, p_{F,1}^{unadj}$

For the r[th] replicate sample, the p-values are

$p_{A,r}^{unadj}, p_{B,r}^{unadj}, p_{C,r}^{unadj}, p_{D,r}^{unadj}, p_{E,r}^{unadj}, p_{F,r}^{unadj}$

Note that these p-values are usually not in order within a replicate sample, as the ordering A to F is defined for the original sample.

In calculating the adjusted p-value for a particular domain, denoted domain *k*, the procedure considers the p-values from the replicates for the set of domains with an observed p-value greater than or equal to $p_{k,0}^{unadj}$. The procedure counts the number of replicates where the minimum p-value in the set of domains is less than or equal to $p_{k,0}^{unadj}$.

The expression R_k denotes the fraction of replicates in which the minimum p-value in the considered set is less than the observed p-value for domain *k*.

$$R_k = \frac{1}{20{,}000} * \sum_{r=1}^{20{,}000} \mathbb{1}\left\{\min\left(p_{k,r}^{unadj}, \ldots, p_{F,r}^{unadj}\right) \leq p_{k,0}^{unadj}\right\}$$

where $\mathbb{1}$ = 1 if the bracketed condition is true and = 0 otherwise.

The adjusted p-values are defined as follows:

$$p_A^{adj} = R_A$$

$$p_B^{adj} = \max\left\{p_A^{adj}, R_B\right\}$$

$$p_C^{adj} = \max\left\{p_B^{adj}, R_C\right\}$$

$$p_D^{adj} = \max\left\{p_C^{adj}, R_D\right\}$$

$$p_E^{adj} = \max\left\{p_D^{adj}, R_E\right\}$$

$$p_F^{adj} = \max\left\{p_E^{adj}, R_F\right\}$$

Appendix E

Construction of Participation, Primary, and Secondary Outcomes

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Appendix E describes the construction of the participation, primary, and secondary outcomes examined in the SHM evaluation at the 30-month follow-up. More specifically, it presents the following:

1. An explanation of the distinction between 30-month primary and secondary outcomes
2. An overview of the analytic approach used to establish 30-month outcome measures
3. Results of analyses used to establish primary outcome measures
4. Results of analyses used to establish secondary outcome measures
5. Details about the construction of participation outcomes
6. Details about the construction of primary outcomes
7. Details about the construction of secondary outcomes

The Distinction Between Primary and Secondary Outcomes

Before discussing how the SHM outcome measures were created, it is worth highlighting a distinction that was influential in the SHM 30-month impact analysis: that between primary and secondary outcomes. The SHM analytic strategy was greatly influenced by concerns about the "multiple comparisons problem:"[1] that is, the more comparisons that are made, the more spurious statistically significant impact estimates are likely to arise. To guard against the possibility of drawing incorrect conclusions about the effectiveness of SHM, the impact analysis presented in the SHM 30-month impact report was limited to a relatively small number of primary outcomes. Rather than examining all possible outcomes of interest, the analysis was limited to 30 prespecified primary outcomes. Reducing the number of primary outcomes reduces the chance of a spurious finding of statistical significance.

Secondary outcomes are viewed as less central to the overall story about the effectiveness of SHM, even though assessing impacts on these outcomes was still of interest. There are a number of reasons why an outcome might have been designated secondary rather than primary. For example, outcomes were designated secondary if they were indirect targets of SHM that were expected to be affected only if SHM first had an effect on one of the primary outcome domains. Other outcomes were designated secondary because the literature substantiating the

[1]For a discussion of the multiple comparisons problem and the approach used by the SHM team to address it, see "Adjusting for Multiple Comparisons" in Appendix D.

links between marital quality and the outcomes is somewhat weak or the reliability and validity of the measures are somewhat questionable. While impacts on primary outcomes are discussed in the SHM 30-month impact report, impacts on secondary outcomes are shown in Appendix D of that report and did not affect the conclusions made about the study.[2]

Analytic Approach Used to Establish 30-Month Outcome Measures

Based on literature and prior research, the SHM research team identified a set of outcomes to measure the effectiveness of the SHM program in influencing the quality of marital relationships, family functioning, and child adjustment and well-being. From the follow-up surveys of adults (Appendix L) and older children (Appendix M), a set of items was proposed as possible indicators of each of the outcomes. These items were used to construct measures of the underlying outcomes of interest. Scores from direct assessments administered to the youngest children in the sample were also used to create child outcome measures.

The sets of survey items associated with each outcome ranged from a single question to over a dozen questions. In cases where multiple items could be used to measure an outcome, measurement work was conducted to inform the construction of the outcome measure. This measurement work involved conducting exploratory and confirmatory factor analyses, calculating alphas to evaluate the internal consistency of the proposed measures, testing for measurement equivalence across key groups, and examining correlations with other key outcomes of interest to establish construct validity. This section outlines the team's approach to each of these steps. All decisions about measure construction were made before conducting the 30-month impact analysis.

The analytic approach used to establish outcome measures varied by outcome. For survey-reported outcome measures, as described in greater detail below in this appendix, factor analysis was used to inform the construction of both primary and secondary outcomes, but only primary parenting and child outcomes were subjected to tests of measurement equivalence and construct validity. The construct validity of primary marital-quality outcomes was evaluated and reported in the technical supplement to the SHM 12-month impact report.[3] Tests of measurement equivalence and construct validity were not conducted for secondary outcomes because these outcomes were not central to the 30-month impact analysis. For outcome measures based on direct child assessments, tests of construct validity were conducted. Additional details about the measurement work reported here are available on request.

[2]See Lundquist et al. (2014).

[3]See correlations among marital-quality measures reported in Hsueh et al. (2012b), Appendix Tables E.9 and E.10.

Research Samples and Preparation of Survey-Reported Data

The data consist of 9,369 adult responses to the SHM 30-month adult survey and 1,134 responses to the SHM 30-month youth survey. The measurement work outlined below was conducted with nine subsamples of survey-reported data: (1) men's reports of marital quality and adult well-being, (2) women's reports of marital quality and adult well-being, (3) fathers' reports of coparenting and parenting behaviors, (4) mothers' reports of coparenting and parenting behaviors, (5) fathers' reports of child adjustment and well-being, (6) mothers' reports of child adjustment and well-being, (7) children's reports of paternal parenting behaviors, (8) children's reports of maternal parenting behaviors, and (9) children's reports of child adjustment and well-being. Men's and women's reports are treated separately because they reflect different measurement sources.

In preparation for measurement work, survey-reported variables were reverse-coded, if necessary, to ensure that higher response categories reflected stronger endorsements of the construct.

Factor Analytic Estimation Method

Because virtually all the items included in the SHM 30-month follow-up surveys are categorical (either ordinal or dichotomous) in nature, the research team opted to use an alternative estimation method involving polychoric correlations and unweighted least squares (ULS) estimation to conduct factor analytic work. The more commonly used approach involving Pearson correlations and maximum likelihood (ML) estimation was used at the 12-month follow-up point. This decision was based on evidence that ML estimation does not perform as well with categorical variables because these methods assume that the observed variables are continuous and normally distributed.[4] These assumptions are violated when the observed variables are discrete (as is the case with ordinal scales), which can result in underestimated factor loadings and biased standard error estimates — especially when the number of response categories is small (five or fewer).[5] A more appropriate estimation method to use when ordered categorical variables have five or fewer response categories relies on polychoric correlations, which estimate the linear relationships between unobserved continuous variables, given the observed ordinal data. Calculation of polychoric correlations is based on the idea that the observed discrete values are the result of an unobserved underlying continuous distribution (a latent-response distribution). An important, if untestable, assumption behind all these methods is that each item included in the factor analysis reflects an underlying continuous, normally distributed variable.

[4]Bollen (1989).
[5]Flora and Curran (2004).

Adult and Coparenting Outcomes

Factor Analytic Work

The term "adult outcomes" is used to refer to the outcomes of marital stability, marital quality, and adult well-being that were examined at the 30-month follow-up. Because the adult and coparenting outcomes at the 30-month follow-up are nearly identical to those included in the 12-month report, the measurement work for these outcomes consisted solely of running confirmatory factor analysis (CFA) models on the full samples of men and women, using SAS's PROC CALIS, to confirm that the measurement of these outcomes continued to be strong. As further confirmation of the measures, the CFAs were also run with the more traditional approach used at the 12-month follow-up, involving Pearson correlations and ML estimation. For more detail, see the technical supplement to the 12-month impact report.[6]

Parenting and Child Outcomes

Factor Analytic Work

As a first step in conducting factor analytic work for parenting and child outcomes, the parenting and child subsamples were randomly split in half. One half was used for exploratory factor analysis (EFA), and the other half was used for CFA. The use of random subsets of data allowed for separate treatment of exploratory and confirmatory analyses. To ensure an equivalent distribution of respondents across local programs, samples were stratified by program before being randomly split in half. In addition, because children in the SHM sample span a wide age range and those of certain ages were concentrated in particular programs, samples were stratified by child age to ensure an equivalent distribution of respondents across child age groups.

For both primary and secondary parenting and child outcomes, EFA models were run on the first half of the sample, using SAS's PROC CALIS. The goal of these EFA models was to explore whether and how the proposed items loaded on the latent factors of interest. Promax rotation was specified, which allowed the factors in each model to be correlated. Each set of EFA results was evaluated according to several criteria: (1) to guide interpretation (that is, which of several models was most appropriate for the data) and to inform the decision about how many factors to retain in the next stage of the analysis, both the number of eigenvalues greater than 1.00 and model fit indices were used; (2) the size of the factor loadings was evaluated, using a standard of 0.40 as a minimum cutoff; and (3) the results were compared against theory and measurement work from prior research.

[6]Hsueh et al. (2012b), Appendix E.

Items with loadings that fell below the 0.40 cutoff were excluded from further analyses, unless they were considered theoretically central to the construct of interest. In cases where the relevance of an item with a low loading was unclear, Cronbach's alphas for the construct of interest were calculated both with and without the item in question, to evaluate whether excluding it would improve the internal consistency of the construct.[7] In some cases, an iterative process was used, such that the EFA model was rerun with problematic or weak items excluded from the model, to see whether the exclusion of certain items produced a stronger set of results. These additional pieces of information were used to inform whether to keep or drop items with low loadings and questionable relevance to the construct at hand.

After having identified a reliable set of items and factors, CFA was used to test the final EFA results on the second half of the sample using SAS's PROC CALIS. Each item was forced to load on just one factor in these models. In keeping with standard practice, CFA results were evaluated by examining the size of the factor loadings, with loadings of 0.40 or higher considered acceptable, and the size of two model fit indices: the Bentler-Bonett Normed Fit Index (NFI) and the standardized root mean square residual (SRMR). Standard rules of thumb suggest that NFI values greater than or equal to 0.95 and SRMR values less than or equal to 0.08 indicate good model fit.[8] A final CFA model was run on the full sample to confirm the validity of the model, the results of which were evaluated using the same criteria as above. Finally, Cronbach's alphas were calculated for the full sample to evaluate the internal consistency of the proposed composite outcome measures.

Tests of Measurement Equivalence

For primary parenting and child outcome measures, the final step before constructing the measures was to conduct tests of measurement equivalence to examine (1) whether the factor structure for each parent- and child-reported CFA model for parenting and child outcomes was consistent across children of different ages and (2) whether the factor structure for each parent-reported CFA model for child outcomes was consistent across fathers and mothers. Measurement equivalence establishes whether a given set of measures taps a latent construct in similar ways across groups or time points.[9] By testing for measurement equivalence, the SHM team was able to establish whether the items that loaded on each factor did so in statistically similar ways across fathers and mothers and across children of different ages.

To test for measurement equivalence, each CFA model in which factor loadings were free to vary across groups (child age groups, fathers and mothers) was compared with a more

[7] An alpha of 0.70 or above is typically considered an indicator of good internal consistency.

[8] See Schreiber et al. (2006). Other common fit statistics that rely on the chi-squared distribution are invalid when using polychoric correlations and, therefore, were not used.

[9] Guttmannova, Szanyi, and Cali (2008); Schmitt and Kuljanin (2008).

restrictive model in which factor loadings were constrained to be equal across groups. The magnitude of the change in NFI (the NFI difference) between the two models was used to determine whether the fit of the model in which factor loadings were constrained to be equal across groups was significantly worse than that of the unconstrained model. An NFI difference equal to or smaller than 0.014 was considered an indication that the null hypothesis of equivalence should not be rejected.[10]

In the few cases where the tests showed evidence of measurement inequivalence, tests of partial measurement equivalence were conducted to identify the extent of the inequivalence and the items that were the source of it. Correlations with other outcome measures were run to determine whether the measurement differences resulted in different patterns of association across groups. When the patterns of association were similar (for example, statistically significant correlations of similar magnitude), the research team concluded that the measures captured similar constructs across groups and could be treated as such in the impact analysis.

Tests of Construct Validity

In order to establish the construct validity of the primary parenting and child outcome measures, correlations with other key outcome measures were examined. Specifically, correlations were run (1) within each of these domains (for example: Are measures of parenting related to each other in expected ways?); (2) across measurement sources (Do maternal-, paternal-, and child-reported measures of each child outcome show expected associations?); and (3) across domains (Are parenting measures related in predictable ways to measures of marital stability, marital quality, adult well-being, and child adjustment and well-being?). These correlations captured the extent to which the primary parenting and child outcome measures showed associations that were in the expected direction and of the expected size. They also shed light on the extent to which the multiple measurement sources of each parenting and child outcome captured the same underlying construct. The direction and magnitude of the correlations were compared with prior measurement work involving parenting and child outcomes.

Construction of Outcome Measures

On confirmation of the final item list and factor structure, all but one of the composite measures were created by taking the average of the items that loaded on the corresponding factor. For the composite that was an aggregate of multiple constructs (parental supportiveness), the measure was created by taking the average of the items that loaded on the relevant factors. Appendix Tables E.1 to E.5 show descriptive statistics — including scales, Cronbach's

[10]Based on work by Cheung and Rensvold (2002).

alphas, means, and standard deviations — for the primary and secondary outcomes described below in this appendix. (The tables for Appendix E can be found at the end of this appendix.)

Results of Analyses to Establish Primary 30-Month Outcome Measures

Primary Outcomes: Marital Quality and Adult Well-Being

Factor Analytic Work

Appendix Tables E.6 to E.11 present the results of CFA models, based on survey-reported items from the adult survey, for six of the nine primary adult outcomes included in the 30-month impact analysis: warmth and support, positive communication skills, negative behavior and emotions, psychological abuse, physical assault, and psychological distress.[11] The analyses were run separately for men and women. Fit indices suggest that the models provided a good fit to the data for both men and women. In light of this, the final measures were constructed using the items listed in Tables E.6 to E.11. See individual tables for information about these items, factor loadings, and model fit indices.[12]

Primary Outcomes: Coparenting and Parenting

Factor Analytic Work

Appendix Tables E.12 to E.18 present the results of final CFA models, based on survey-reported items from the adult and youth surveys, that were used to identify four of the five primary coparenting and parenting outcomes included in the 30-month impact analysis: cooperative coparenting and parental supportiveness, responsiveness, and hostility.[13] The CFA models were conducted using parent reports from the adult survey and child reports from the youth survey, with models run separately for fathers and mothers. For parent-reported items, the items

[11]Three primary adult outcomes that were created from the responses of one or both spouses to single survey items are not included here but are described below in the section "Construction of Primary 30-Month Outcomes."

[12]The factor loadings differ somewhat from those presented in Hsueh et al. (2012b) because of differences in the method used: maximum likelihood (ML) estimation in the 12-month impact analysis and unweighted least squares (ULS) estimation in the 30-month impact analysis. In addition, because CFA models were run separately for men and women at the 30-month follow-up, the presentation of the results differs: one set of factor loadings in the 12-month technical supplement and two sets in this 30-month technical supplement.

[13]The primary parenting outcomes of paternal and maternal harsh discipline were created from single survey items and are not included here but are described below in the section "Construction of Primary 30-Month Outcomes."

reflect fathers' and mothers' perceptions of their coparenting relationship with their spouse and their own parenting. For child-reported items, the items reflect focal children's perceptions of their fathers' and mothers' parenting. The CFA results are presented by measurement source and outcome. For example, Appendix Table E.13 presents the results of CFAs conducted with eight items that capture parents' perceptions of their own supportiveness of their child, and Appendix Table E.14 presents the results of CFAs conducted with eight items that capture children's perceptions of their parents' supportiveness. Some items differed for children of different ages. Therefore, in order to have the same age groups represented across all parent- and child-reported parenting outcomes, CFAs for each outcome were conducted separately for children in up to four different age groups.[14]

Model fit indices suggested that the models provided a good fit to the data for fathers' and mothers' reports of their coparenting relationship and their own parenting and children's reports of their fathers' and mothers' parenting. In light of this, four of the five primary coparenting and parenting measures were constructed using the items listed in Tables E.12 to E.18. See individual tables for information about items, factor loadings, and model fit indices.

Tests of Measurement Equivalence

After establishing the measurement models for parental supportiveness, parental responsiveness, and parental hostility, tests of measurement equivalence were conducted to examine whether the factor structure for each parent- and child-reported CFA model was consistent across children of different ages. The results are described below.

To test for equivalence across age groups, the SHM team used the following age categories: (1) ages 5 years to 8 years, 5 months; (2) ages 8 years, 6 months, to 10 years, 11 months; and (3) ages 11 years to 17 years, 11 months.[15] These age ranges were selected to correspond roughly with the following key developmental stages, across which the measurement and meaning of measures might vary: (1) early school age, (2) middle childhood, and (3) preadolescence and adolescence. Because certain items were different for children between ages 2 years and 4 years, 11 months, these children were excluded from this analysis.

For both parent and child reports of **supportiveness,** there was evidence of measurement equivalence across child age groups (NFI difference = 0.002 for paternal reports and 0.004 for maternal reports; 0.007 for child reports of fathers and 0.001 for child reports of mothers).

[14]Although the vast majority of focal children in the sample were between ages 2 years and 17 years, 11 months, 2 percent of those whose parents had parenting outcome data fell outside this range; 78 were as young as 1 year, 6 months, and one was as old as 18 years, 5 months.

[15]For child-reported items, because children in age category 1 were too young to receive the youth survey, tests of equivalence across age groups were conducted only across age categories 2 and 3.

For parent reports of **responsiveness,** results suggest that there was measurement equivalence across age groups (NFI difference = 0.005 for paternal reports and 0.006 for maternal reports). A test of measurement equivalence across age groups could not be conducted for child reports of parental responsiveness because these items were asked only of children between ages 11 years and 17 years, 11 months. For both parent and child reports of **hostility,** there was evidence of measurement equivalence across age groups (NFI difference = 0.001 for paternal reports and 0.001 for maternal reports; 0.000 for child reports of fathers and 0.004 for child reports of mothers). Taken together, these results suggest that there was equivalence in the measurement of primary parenting outcomes across a wide age range of children.

Tests of Construct Validity

Correlations were run to establish the construct validity of survey-reported primary parenting outcome measures. Correlations among these measures revealed statistically significant associations of small to moderate size (ranging from 0.05 to 0.67 in absolute value) that were in the expected direction. These relationships were consistent across both the measurement sources (paternal, maternal, and child reports) and four child age groups (ages 2 years to 4 years, 11 months; ages 5 years to 8 years, 5 months; ages 8 years, 6 months, to 10 years, 11 months; and ages 11 years to 17 years, 11 months). Statistically significant correlations among paternal, maternal, and child reports of each outcome measure were positive and of small size (ranging from 0.12 to 0.32 across the four age groups), suggesting that while there was consistency across reporters in the measurement of these outcomes, each data source captured unique variance in the outcome of interest. Finally, correlations between primary parenting outcomes and the primary outcomes of marital stability, marital quality, adult well-being, and child adjustment and well-being showed statistically significant associations of small to moderate size (ranging from 0.04 to 0.50 in absolute value) that were in the expected direction. These relationships were consistent across both the measurement sources (paternal, maternal, and child reports of parenting outcomes) and child age groups. The magnitudes of these correlations were consistent with those found in prior research.[16] Taken together, the results provide evidence of construct validity for the survey-reported primary parenting outcome measures.

Primary Outcomes: Survey-Reported Measures of Child Adjustment and Well-Being

Factor Analytic Work

Appendix Tables E.19 to E.22 present the results of final CFA models — based on survey-reported items from the adult and youth surveys — that were used to identify three of the

[16]See, for example, Carlson and McLanahan (2006) and Krishnakumar and Buehler (2000).

four primary child outcomes and one of the nine secondary child outcomes included in the 30-month impact analysis: self-regulation, social competence, internalizing behavior problems, and externalizing behavior problems.[17] Social competence, a secondary outcome, was included in the measurement models with self-regulation, a primary outcome.[18] The results are presented by measurement source and outcome, using parent-reported items from the 30-month adult survey and child-reported items from the 30-month youth survey. Parent-reported results are presented separately for fathers and mothers of children between ages 2 years and 17 years, 11 months; child-reported results are presented for children between ages 8 years, 6 months, and 17 years, 11 months.[19] For example, Appendix Table E.19 presents the results of CFAs conducted with 19 adult-reported items that capture paternal and maternal perceptions of children's self-regulation and social competence, and Appendix Table E.20 presents the results of a CFA conducted with 21 child-reported items that capture the focal child's perceptions of his or her own self-regulation and social competence. Because some measurement sources were collected only for children of certain ages and some survey items differed for children of different ages, CFAs were conducted separately for different age groups. Model fit indices suggested that the models provided a good fit to the data, for paternal-, maternal-, and child-reported measures. In light of this, the final measures were constructed using the items listed in Appendix Tables E.19 to E.22. See individual tables for information about items, factor loadings, and model fit indices.

Tests of Measurement Equivalence

After establishing the measurement models for child self-regulation and social competence and child internalizing and externalizing behavior problems, tests of measurement equivalence were conducted to examine (1) whether the factor structure for each parent-reported CFA model was consistent across fathers and mothers and (2) whether the factor structure for each parent- and child-reported CFA model was consistent across children of different ages. The results are described below.

For tests of measurement equivalence in parent-reported measures across fathers and mothers, there were two groups: fathers and mothers. For tests of measurement equivalence in parent-reported measures across children of different ages, the age groups varied depending on

[17]The primary child outcome of cognitive and academic performance was based on scores from two direct child assessments as well as paternal, maternal, and child reports that were created from single survey items. These measures are not included here but are described below in the sections "Primary Outcomes: Direct Child Assessment Measures" and "Construction of Primary 30-Month Outcomes."

[18]The survey items for social competence and self-regulation were included in the same measurement models because the constructs are conceptually related to each other and the research team was unsure about which items would load on each construct.

[19]Although the vast majority of focal children in the sample were between ages 2 years and 17 years, 11 months, 1 percent of those with child outcome data fell outside this range; 59 were as young as 1 year, 10 months.

the outcome.[20] For tests of measurement equivalence in child-reported measures across children of different ages, the age groups were (1) 8 years, 6 months, to 10 years, 11 months, and (2) 11 years to 17 years, 11 months. As noted above, these age ranges were selected to correspond roughly with four key developmental stages, across which the measurement and meaning of measures might vary.[21]

For parent-reported **self-regulation and social competence,** results suggest that there was measurement equivalence across fathers' and mothers' reports (NFI difference = 0.001) and across children of different ages (NFI difference = 0.003 for paternal reports and 0.001 for maternal reports). For child-reported **self-regulation and social competence,** there was evidence of measurement *inequivalence* by child age (NFI difference = 0.034), suggesting that the measurement of these constructs differed somewhat for older children and younger children. Specifically, there was evidence of measurement equivalence for self-regulation and social competence when six of the self-regulation items were allowed to vary across the two groups (NFI difference = 0.013). For parent-reported **internalizing and externalizing behavior problems,** results suggest that there was measurement equivalence across fathers' and mothers' reports (NFI difference = 0.002 for children ages 2 years to 3 years, 11 months, and for children ages 4 years to 17 years, 11 months) and across children of different ages (NFI difference = 0.013 for paternal reports and 0.014 for maternal reports). For child-reported **behavior problems,** there was evidence of measurement *inequivalence* by child age (NFI difference = 0.018), suggesting that the measurement of these constructs differed somewhat for older children and younger children. Specifically, there was evidence of measurement equivalence for behavior problems when two of the externalizing behavior problems items were allowed to vary across the two groups (NFI difference = 0.014).

Taken together, the results for parent-reported measures suggest that there was equivalence in the measurement of primary child outcomes across fathers and mothers and a wide age range of children. To further explore the age-related measurement differences in child-reported outcomes, the SHM team examined correlations among child-reported measures of self-regulation, social competence, internalizing and externalizing behavior problems, and academic performance separately for children in each age group. The pattern of associations was similar across the two age groups and suggested that, despite these measurement differences, the

[20]For self-regulation and social competence, the age groups were (1) 2 years to 4 years, 11 months, and (2) 5 years to 8 years, 5 months. For behavior problems, the age groups were (1) 4 years to 8 years, 5 months; (2) 8 years, 6 months, to 10 years, 11 months; and (3) 11 years to 17 years, 11 months. Because certain behavior problems items were different for children ages 2 years to 3 years, 11 months, these children were excluded from this analysis.

[21]Early childhood/preschool age (2 years to 4 years, 11 months); early school age (5 years to 8 years, 5 months, or 4 years to 8 years, 5 months); middle childhood (8 years, 6 months, to 10 years, 11 months); and preadolescence and adolescence (11 years to 17 years, 11 months).

measures of children's self-regulation, social competence, and internalizing and externalizing behavior problems captured similar constructs across age groups and could be treated as such in the impact analysis.

Tests of Construct Validity

Correlations were run to establish the construct validity of survey-reported primary child outcome measures. Correlations among these measures revealed statistically significant associations of small to moderate size (ranging from 0.15 to 0.76 in absolute value) that were in the expected direction. These relationships were consistent across both the measurement sources (paternal, maternal, and child reports) and four child age groups (ages 2 years to 4 years, 11 months; ages 5 years to 8 years, 5 months; ages 8 years, 6 months, to 10 years, 11 months; and ages 11 years to 17 years, 11 months). Positive, statistically significant correlations among paternal, maternal, and child reports of each outcome measure were also of small to moderate size (ranging from 0.20 to 0.63 across the four age groups), suggesting that while there was consistency across reporters in the measurement of these outcomes, each data source captured unique variance in the outcome of interest. Finally, correlations between primary child outcomes and the primary outcomes of marital stability, marital quality, adult well-being, and parenting showed statistically significant associations of small to moderate size (ranging from 0.04 to 0.51 in absolute value) that were in the expected direction. These relationships were consistent across both the measurement sources (paternal, maternal, and child reports of child outcomes) and child age groups. The magnitudes of these correlations were consistent with those found in prior research.[22] Taken together, the results provide evidence of construct validity for the survey-reported primary child outcome measures.

Primary Outcomes: Direct Child Assessment Measures

In addition to the survey-reported measures of children's cognitive and academic skills and self-regulatory skills, direct child assessments were also used to examine whether the SHM program influenced these outcomes. While some assessments yielded a single score that reflected a commonly accepted outcome measure used in prior research, other assessments could be scored in multiple ways. The SHM team reviewed prior empirical evidence and literature related to the validity and reliability of the proposed outcomes. The team also conducted a series of tests aimed at creating outcome measures that provided the best available representation of the underlying constructs of interest and that were congruent with the measures of these constructs derived from the parent reports in the 30-month adult survey and with other related SHM outcome measures, such as marital quality and parenting. Decisions

[22]See, for example, Gardner, Dishion, and Connell (2008) and Schoppe-Sullivan, Schermerhorn, and Cummings (2007).

about the final construction of the measures were made by weighing the results of the team's analyses and prior empirical evidence.

The measurement work summarized here was conducted on the final SHM 30-month follow-up direct child assessments file with data collected from 2,539 focal children. Different tests were conducted specific to the conditions unique to each of the assessments administered.

Measures of Children's Cognitive Skills

SCORING DECISIONS

The Peabody Picture Vocabulary Test (PPVT) and its Spanish-language counterpart, Test de Vocabulario en Imágenes Peabody (TVIP), provided measures of cognitive skills for children ages 2 years to 4 years, 11 months. (For more information about the administration of these assessments, see Appendix B.) When deciding which scores to include in the impact analysis, the research team considered several key properties of these measures and several key questions, including which of the two tests to use for children who received both the PPVT and the TVIP, whether to use raw scores or scores that were standardized by age, and whether and how the measures were correlated with other SHM outcomes. Of the children who received each of these assessments, 16 percent were missing a PPVT score, and 33 percent were missing a TVIP score, because they refused to complete the assessment or did not pass the training portion of the assessment or because of assessor error.[23]

Under certain circumstances, bilingual children received both the PPVT and the TVIP. Children who had two or more errors in the first set of the PPVT were also administered the TVIP. In order to determine which of the two scores to assign to the 35 children who had both PPVT and TVIP scores, the SHM research team considered (1) the fact that bilingual children were administered the TVIP only if they performed poorly at the beginning of the PPVT (suggesting that the TVIP was the more appropriate score for these children) and (2) these children's actual scores on the two assessments. A comparison of these children's standardized PPVT and TVIP scores revealed that, in all but five cases, children scored higher on the TVIP than on the PPVT. In keeping with the approach that other researchers have used when faced with both PPVT and TVIP scores for the same children, the higher of the two standard scores was used in the impact analysis for children who had both.[24] In cases in which the PPVT and TVIP standard scores were identical or the only scores available were raw scores (as was the case for one child under 2.5 years of age), TVIP scores were used.

[23]The difference in the percentages of children who were missing PPVT and TVIP scores is partly a function of the fact that many more children were eligible for the PPVT (1,456) than for the TVIP (366).

[24]Raver et al. (2011).

Raw PPVT and TVIP scores were calculated by subtracting the total number of errors between basal and ceiling from the item number of the last item administered and were standardized by child age, using tables provided by the publisher.[25] The tables include standardization rates for children ages 2.5 years and above. However, children as young as 2 years old were administered these assessments in the SHM sample. Therefore, SHM children younger than 2.5 years have only raw scores, while the rest of the children who completed these assessments have both raw and standardized scores. In order to evaluate the extent to which raw and standardized scores were comparable, correlations between the two were examined for both the PPVT and the TVIP for children 2.5 years and older. Raw and standardized scores for both assessments were significantly and highly correlated (PPVT raw and standardized scores: 0.79; TVIP raw and standardized scores: 0.77). Since the use of standardized scores allows for comparisons with other studies, standardized scores were used in the impact analysis for children who had them (those 2.5 years and older). Raw scores were used for children younger than 2.5 years. In total, four cognitive assessment scores were used in the impact analysis to measure young children's cognitive and academic performance: PPVT raw scores, PPVT standardized scores, TVIP raw scores, and TVIP standardized scores.

TESTS OF CONSTRUCT VALIDITY

The construct validity of the PPVT and TVIP measures was examined by looking at correlations between these scores and measures of children's self-regulatory skills and behavior problems, parenting, marital quality, and marital stability. PPVT and TVIP scores showed significant correlations of small to moderate size with direct assessments of children's self-regulatory skills (with correlations ranging from 0.09 to 0.52) and small, significant correlations that were generally in the expected direction with some parent-reported measures of children's self-regulatory skills and behavior problems, as well as some parenting measures (ranging from 0.06 to 0.14 in absolute value).

Measures of Children's Self-Regulatory Skills

SCORING DECISIONS

The Walk-A-Line task, the Head-Toes-Knees-Shoulders task, and the Bierman assessor report were used to gather data on the self-regulatory skills of children under the age of 8 years, 6 months, at the 30-month follow-up. (For more information about the administration of these

[25] In the PPVT, the basal is defined as the last item in the lowest set with fewer than two errors. If the lowest set is Set 1, then Set 1 becomes the basal set, even if it contains two or more errors. The ceiling is defined as the last item in the lowest set with eight incorrect responses. In the TVIP, the basal is defined as the last item in the highest series of eight consecutive correct answers. The ceiling is defined as the last item in the lowest series of eight consecutive items with six incorrect responses (Dunn and Dunn, 2007; Dunn, Padilla, Lugo, and Dunn, 1986).

three assessments, see Appendix B.) Head-Toes-Knees-Shoulders and the Bierman report each produce a single score that is easily interpreted and established in the literature.[26] In contrast, a number of different approaches to scoring the Walk-A-Line task have been used in prior research.[27] The research team conducted a series of tests to inform the decision about which score to use.

Walk-A-Line Task

In the Walk-A-Line task (Appendix B), the child is asked to walk along a line on a mat (the baseline walk) and then to walk it two more times, walking more slowly than the first time (the slow-trial walks). The assessor timed the child's walks, and a score was later calculated as the average difference in duration between the baseline walk and each slow walk, reflecting the average number of seconds, to the hundredths place, by which the child was able to slow down. In the SHM sample, the Walk-A-Line assessment was attempted with 1,238 children, and 562 (45 percent) of those children achieved both a valid baseline walk and at least one valid slow walk. Of the children who received Walk-A-Line, 55 percent were missing a valid score because they either refused or did not complete the task successfully, had a developmental disability or language barrier that made the assessment inappropriate, or because of assessor error.

In prior research, Walk-A-Line scores have been derived in several different ways: (1) as the duration that it took the child to complete the task when given instructions to walk as slowly as possible (when asked to walk slowly only once),[28] (2) as the mean duration of the two slow walks,[29] (3) as the average difference in duration between the baseline walk and each slow walk,[30] and (4) as the average percentage by which children were able to reduce their speed on successive walks.[31]

Three different continuous Walk-A-Line scores were considered for use in the SHM impact analysis:

- Simple-difference score — the average difference between each slow trial and the baseline trial

[26]Bierman et al. (2008); Ponitz, McClelland, Matthews, and Morrison (2009).

[27]See, for example, Liew, McTigue, Barrois, and Hughes (2008) and Martin, Razza, and Brooks-Gunn (2011).

[28]Liew, McTigue, Barrois, and Hughes (2008).

[29]Kochanska et al. (1996); Kochanska, Murray, and Coy (1997).

[30]Martin, Razza, and Brooks-Gunn (2011); McCabe and Brooks-Gunn (2007).

[31]Bierman et al. (2008).

- Percentage-reduction score — the average percentage by which children reduced their speed across the two slow trials, comparing each slow trial with the baseline trial

- Average speed across the two slow trials

Of these three, the research team determined that either the simple-difference score or the percentage-reduction score would be the most informative, as they capture what the assessment was designed to test: the extent to which children can exert effortful and inhibitory control to slow down gross motor activity.

To determine which of these two scores to use, correlations were examined between each Walk-A-Line score, the Bierman score, and parent-reported measures of self-regulation, as well as with PPVT/TVIP scores and parent-reported measures of behavior problems, parenting, marital quality, and marital stability. In most cases, these correlations were small and not significant.

In the absence of a strong relationship between either of the Walk-A-Line scores and other key SHM outcomes, the team considered the differences between the simple-difference score and the percentage-reduction score. Because the calculation of the percentage-reduction score involves dividing the difference between the duration of each slow trial and the baseline trial by the duration of the baseline trial, it penalizes children who walk slowly in the baseline trial and walk even more slowly in each of the slow trials, compared with those who walk faster in the baseline trial and slow down in each of the slow trials.[32] In light of this, the team decided to use the simple-difference score as the best available measure of children's effortful control based on the Walk-A-Line task. Since 55 percent of the Walk-A-Line sample did not complete a valid baseline walk and at least one slow walk, these children did not have a simple-difference score. Because difficulty completing one or more valid walks is likely an indication of poor effortful-control skills, a binary measure that captured whether or not the child had a valid Walk-A-Line score was also included in the impact analysis, in order to retain the full sample of children with whom administration of the Walk-A-Line task was attempted.

Head-Toes-Knees-Shoulders Task

The Head-Toes-Knees-Shoulders task (Appendix B) is an assessment of children's behavioral self-regulatory skills. It was scored by giving two points for each correct item, one point for each self-corrected item, and no points for each incorrect item. The score was calculat-

[32]In contrast, for children who *speed up* instead of slowing down between the baseline trial and each slow-trial walk, the percentage-reduction score penalizes children who walk faster in the baseline trial relative to those who walk more slowly.

ed by summing the points across all 20 items. Of the children who were offered Head-Toes-Knees-Shoulders, 4 percent were missing a valid score because they refused to complete the task or because of assessor error.[33]

Bierman Assessor Report

The Bierman assessor report (Appendix B) is an assessor-reported measure of children's task orientation. The measure was scored by taking the mean score across the 13 items. Of the children who received the Bierman assessor report, 2 percent were missing a valid Bierman score because of assessor error.

Tests of Construct Validity

The construct validity of the Walk-A-Line measure was evaluated by examining correlations with the Bierman score and parent-reported measures of self-regulation, as well as with PPVT/TVIP scores and parent-reported measures of behavior problems, parenting, marital quality, and marital stability. In most cases, these correlations were small and not significant. Nevertheless, Walk-A-Line was included as an outcome measure in the impact analysis because its validity has been demonstrated in previous studies and it is a widely accepted measure of children's self-regulatory skills.[34]

The construct validity of the Head-Toes-Knees-Shoulders measure was evaluated by examining correlations with other SHM outcome measures. In the SHM sample, the Head-Toes-Knees-Shoulders score showed low-to-moderate significant associations with other direct child assessment measures of self-regulation and cognitive development (correlations of 0.39 with the Bierman score, 0.52 with the PPVT raw score, and 0.36 with the TVIP raw score). The Head-Toes-Knees-Shoulders score also had smaller but significant correlations with parent-reported measures of children's self-regulation and behavior problems, ranging from 0.08 to 0.16 in absolute value. There were small (around 0.10) but significant correlations with several parenting and marital-quality outcomes, which were generally in the expected direction.

The construct validity of the Bierman measure was evaluated by examining correlations with other SHM measures of children's self-regulatory skills, as well as with measures of behavior problems, cognitive performance, parenting, marital quality, and marital stability. Bierman scores showed modest but significant correlations with these other measures. The highest correlations, ranging from 0.21 to 0.41, were with other direct child assessment measures and parent-reported measures of children's self-regulation, while there were lower correlations (ranging from 0.03 to 0.15 in absolute value) with parent-reported measures of

[33]Head-Toes-Knees-Shoulders scoring allowed scores of zero. In the other assessments, a score of zero would not be counted as a valid score.

[34]See, for example, Kochanska, Murray, and Coy (1997) and McCabe and Brooks-Gunn (2007).

behavior problems, parenting, marital quality, and marital stability. These were generally in the expected direction.

Results of Analyses to Establish Secondary 30-Month Outcome Measures

This section of Appendix E describes the results of analyses conducted to establish a set of secondary 30-month outcome measures.[35] Factor analytic work was not conducted for secondary marital-quality and adult well-being outcomes because all of these outcomes were based on one or two items.

Secondary Outcomes: Coparenting and Parenting

Factor Analytic Work

Appendix Tables E.23 to E.25 present the results of CFA models, based on survey-reported items from the adult and youth surveys, that were used to identify three of the six secondary coparenting and parenting outcomes included in the 30-month impact analysis: disagreements about child-rearing, parental monitoring, and adolescent disclosure.[36] The results of the analysis are presented by measurement source, using parent reports from the 30-month adult survey and child reports from the 30-month youth survey, and by outcome. Factor loadings are presented separately for fathers and mothers. For parent-reported measures, the items reflect fathers' and mothers' perceptions of the couple's coparenting relationship and their own parenting. For child-reported measures, the items reflect focal children's perceptions of the amount of communication that they have with their father and mother. Some items differed for children of different ages, so CFAs for each outcome were conducted separately for children in up to three different age groups.[37] Model fit indices suggested that the models provided an acceptable-to-good fit to the data for fathers' and mothers' reports of the couple's coparenting relationship and their own parenting and for children's reports of their communication with their father and mother. In light of this, the final measures were constructed using the items listed in Tables E.23 to E.25. See individual tables for a full list of items, factor loadings, and model fit indices.

[35]Results of the impact analyses conducted with these secondary outcomes can be found in Lundquist et al. (2014), Appendix D.

[36]Men's and women's reports of three secondary coparenting and parenting outcomes that were created from single survey items are not included here but are described below in the section "Construction of Secondary 30-Month Outcomes."

[35]Although the vast majority of focal children in the sample were between ages 2 years and 17 years, 11 months, 2 percent of those whose parents had parenting outcome data fell outside this range; 78 were as young as 1 year, 6 months, and one was as old as 18 years, 5 months.

Secondary Outcomes: Child Adjustment and Well-Being

Factor Analytic Work

Appendix Tables E.26 to E.29 present the results of CFA models, based on survey-reported items from the adult and youth surveys, that were used to identify eight of the nine secondary child outcomes included in the 30-month impact analysis: delinquent activities engaged in, two measures of children's perceptions of marital quality / interparental conflict, and five measures of children's reactivity to interparental conflict.[38] The results are presented by measurement source, using child reports from the 30-month youth survey and parent reports from the 30-month adult survey, and by outcome. Child-reported results are presented for children between ages 8 years, 6 months, and 17 years, 11 months; parent-reported results are presented separately for fathers and mothers of children between ages 2 years, 7 months, and 17 years, 11 months. Child-reported items reflect focal children's reports of their own adjustment and well-being and their perceptions of and reactivity to their parents' marital relationship. Parent-reported items reflect fathers' and mothers' perceptions of their focal child's reactivity to their marital relationship. Because some items differed for children of different ages, CFAs were conducted separately for different age groups. Model fit indices suggested that the models provided an acceptable-to-good fit to the data for child-, paternal-, and maternal-reported measures. In light of this, the final measures were constructed using the items listed in Tables E.26 to E.29. See individual tables for a full list of items, factor loadings, and model fit indices.

Construction of Participation Outcomes

This section describes how the participation outcomes were constructed. Participation in marriage or relationship education or support services was measured using data from the 12-month follow-up adult survey and the 30-month follow-up adult survey. Although the SHM management information system (MIS) captures more detailed information about program group members' participation in services, it does not include information for control group members; thus, the survey data are more useful for comparing the participation of the SHM program and control groups. Since both spouses typically attended relationship services together, participation was examined at the couple level.[39]

[38]One secondary child outcome, social competence, was included in the factor analytic work for primary child outcomes. (For more information, see "Primary Outcomes: Survey-Reported Measures of Child Adjustment and Well-Being," above.)

[39]Respondents were asked how often they attended these services with their spouse. Among the 30-month follow-up sample, 82 percent of those who responded to this question on the 12-month survey and 61 percent of those who responded to this question on the 30-month survey said that they always attended with their spouse.

The 30-month participation measures are nearly identical to the 12-month participation measures. At the 12-month follow-up, respondents were asked about services that they had attended since their enrollment in the study, while at the 30-month follow-up they were asked about services that they had attended in the past year. The summaries below describe the construction of both the 12-month and the 30-month participation measures.

Number of Times Attended Group Relationship Services

This categorical outcome measures the number of times that couples reported attending marriage or relationship skills classes or workshops in a group session. Individual respondents reported the number of times that they attended workshops in up to two programs. The survey question captures this information in ranges (1 time, 2 to 5 times, 6 to 10 times, and more than 10 times). If the respondent reported attending no programs, a value of zero was assigned. The midpoint value of the response range was imputed for number of times attended (with a value of 11 imputed for responses of "more than 10 times"); the values were summed across programs for each respondent (when responses were given for more than one program); and then responses were averaged across the two spouses to create one measure for the couple. (If only one spouse's record was available, that record was used.) The average number of times attended was then used to assign couples to the appropriate range category (1 to 5 times, 6 to 10 times, or more than 10 times). If both spouses refused to answer, answered "Don't Know," or had missing values for all source items (but did not indicate that they had not attended any programs), the outcome was coded as missing. This outcome was measured for all survey respondents who were not widowed. Among the final 30-month respondent sample, data were missing on both the 12-month and 30-month measures for less than 1 percent of respondent couples.

Number of Times Attended One-on-One Relationship Services

This categorical outcome measures the number of times that couples reported attending one-on-one services to help with their marriage or relationship (such as marital therapy, counseling, or couples' counseling) with or without their spouse. The question asks the respondent to exclude contacts with any SHM staff member — specifically, with family support coordinators. This is because meetings with family support coordinators were not intended to be therapeutic in nature but rather to check in about SHM program participation, to address couples' needs through referrals to services in the community, and to provide coaching on the key skills and principles from the workshop curriculum. Individual respondents reported the number of times they attended up to two services. The survey question captures this information in ranges (1 time, 2 to 5 times, 6 to 10 times, and more than 10 times). Imputation was handled the same way as for group relationship services, described above. The average number of times attended was then used to assign couples to the appropriate range category (1 to 5 times, 6 to 10 times, or more than 10 times). This outcome was measured for all survey respondents who were not

widowed. Among the final sample, data were missing on both the 12-month and 30-month measures for less than 1 percent of respondent couples.[40]

Construction of Primary 30-Month Outcomes

Primary Outcomes: Marital Stability, Marital Quality, and Adult Well-Being

Husbands' and wives' reports for the primary outcomes of marital stability, marital quality, and adult well-being were drawn from the 30-month adult survey. Descriptive statistics for these outcomes — including scales, Cronbach's alphas, means, and standard deviations — are reported in Appendix Table E.1. Outcomes were not created for respondents with more than one-third of the items missing. Individuals could refuse to answer a particular question or could skip questions for which they were unsure of the answer. Such responses occurred only rarely. Data were missing on each measure for less than 1 percent of respondents who received the questions; exceptions to this are noted below.

Married

This binary outcome is examined at the couple level and was measured for all survey respondents. It measures sample members' responses to a single question about their current relationship status. This question asks respondents to indicate whether they are currently "married to" or "in a committed relationship or romantically involved with" the person who was their partner at the time of enrollment. Other response options were "separated," "divorced," "had marriage annulled," "broken up" (which was offered only if the respondent reported not being married at baseline), and "widowed." Respondents were considered married if they reported being either married or in a committed relationship or romantically involved with the same partner as at baseline. Both spouses' responses were taken into account when creating this binary indicator. If either respondent indicated that the couple was not married or in a committed relationship, the outcome was coded with a negative (0) response. If both spouses refused to answer or answered "Don't Know," the outcome was coded as missing. If one spouse did not answer, refused to answer, or answered "Don't Know" and the other spouse answered in the affirmative, then the affirmative (1) outcome was created.

[40]Hsueh et al. (2012b). The percentage missing on the 12-month measure that is reported here is different from the percentage missing that is reported in the technical supplement to the 12-month impact report because there were 30-month respondents who did not complete the 12-month survey.

Couples' Average Report of Relationship Happiness

This outcome is examined at the couple level and was measured for survey respondent couples who were still married or in a committed relationship at the 30-month follow-up and had had some contact with each other in the past three months. The outcome captures sample members' responses to a direct question about how happy they are with their marriage, on a scale of 1 to 7. If both spouses responded to this question, the average of the responses was used. If only one spouse responded, the single response was used. If both spouses did not answer the question, refused to answer, or answered "Don't Know," the outcome was coded as missing for that couple. Among survey respondent couples, 17 percent were not asked this question because they reported being separated, divorced, or widowed, or having had their marriage annulled, or because they reported that they had had no contact with each other in the past three months.

Either Spouse Reported Marriage in Trouble

This binary outcome is examined at the couple level and was measured for survey respondent couples in which neither spouse was widowed and neither reported having gotten divorced or having had their marriage annulled more than three months earlier. An early version of the survey skipped this question for respondents who had been separated or living apart for more than three months. The outcome measures whether either respondent had thought that their marriage was in trouble in the past three months. If either spouse answered by saying that the couple had "Divorced more than three months ago," the item was coded as missing. In the absence of a divorce response, the following logic was used to code responses. If either spouse indicated that he or she had thought that their marriage was in trouble, an affirmative response was coded (indicating that the couple endorsed a statement about their marriage being in trouble). If one spouse indicated that he or she had not thought that their marriage was in trouble and the other spouse did not answer, refused to answer, or answered "Don't Know," a negative response was coded (indicating that the couple did not endorse a statement about their marriage being in trouble). If both spouses indicated that they had not thought that their marriage was in trouble, a negative response was coded. If both spouses did not answer the question, refused to answer, or answered "Don't Know," the item was coded as missing for that couple. Of respondent couples, 10 percent were missing this measure because they had gotten divorced or had their marriage annulled more than three months earlier, were widowed, or had received the early version of the survey that skipped this question for couples who had been separated or living apart for three months.[41]

[41]Less than 1 percent of respondents were missing data because they had received an early version of the survey.

Reports of Warmth and Support

This outcome is examined separately for men and women and was measured for 30-month survey respondents who were still married or in a committed relationship with the same partner as at baseline and had had some contact with each other in the past three months. The scale measuring warmth and support was created by taking the average of the responses to seven items aimed at capturing warmth and support in the couple relationship (Appendix Table E.6). Of survey respondents, 15 percent were not asked this set of questions because they reported being separated, divorced, or widowed, or having had their marriage annulled, or because they reported that they had had no contact with their spouse in the past three months.

Reports of Positive Communication Skills

This outcome is examined separately for men and women and was measured for survey respondents who were not widowed at the 30-month follow-up and had had some contact with each other in the past three months.[42] The scale measuring positive communication skills was created by taking the average of the responses to seven items aimed at capturing how the couple communicates during disagreements (Appendix Table E.7). Of survey respondents, 4 percent were not asked this set of questions because they reported being widowed or having had no contact with their spouse in the past three months.

Reports of Negative Behavior and Emotions

This outcome is examined separately for men and women and was measured for survey respondents who were not widowed at the 30-month follow-up and had had some contact with each other in the past three months.[43,44] The scale measuring negative behavior and emotions was created by taking the average of the responses to seven items aimed at capturing negative interactions that occur during disagreements (Appendix Table E.8). Of survey respondents, 4 percent were not asked this set of questions because they reported being widowed or having had no contact with their spouse in the past three months.

[42]This scale was created for individuals who were divorced or separated or had had their marriage annulled. Separate factor analyses and Cronbach's alphas for this group revealed that the scale hung together approximately as well as it did for individuals who were still in intact couples.

[43]Two of the items were skipped in an early version of the survey for respondent couples who were separated or divorced or had had their marriage annulled.

[44]This scale was created for individuals who were divorced or separated or had had their marriage annulled. Separate factor analyses and Cronbach's alphas for this group revealed that the scale hung together approximately as well as it did for individuals who were still in intact couples.

Neither Spouse Reported Infidelity

This binary outcome is examined at the couple level and was measured for survey respondent couples in which neither spouse was widowed and neither reported having gotten divorced or having had their marriage annulled more than three months before the date of the 30-month survey interview. An early version of the survey skipped these questions if the respondent couple had separated or had begun living apart more than three months earlier. The outcome measures whether either respondent reported cheating on the spouse with someone else or whether either respondent believed that the spouse had "definitely" cheated with someone else in the past three months. The fidelity outcome was created only if information was collected from either spouse about each spouse's infidelity behavior. (The word "collected" refers to all responses except nonanswers, refusals to answer, and "Don't Know" responses.) For example, if both spouses refused to respond to the question about whether the woman had cheated, the item was coded as missing for that couple. Of survey respondent couples, 11 percent were not asked this set of questions because they reported having gotten divorced (or, for early respondents, having separated or begun living apart) or having had their marriage annulled more than three months earlier.[45] Data on this measure were missing for just over 1 percent of respondent couples who received these questions.

Reports of Psychological Abuse

This outcome is examined separately for men and women and was measured for survey respondents who were not widowed at the 30-month follow-up. An early version of the survey skipped these questions if the respondent reported having separated, gotten divorced, had their marriage annulled, or begun living apart from the spouse more than three months earlier.[46] The scale for psychological abuse was created by taking the average of the responses to six items that captured the presence of psychological abuse in the couple relationship (Appendix Table E.9). Of survey respondents, 2 percent were not asked this set of questions because they reported being widowed or because they had received the early version of the survey and were separated or divorced, had had their marriage annulled, or had begun living apart more than three months earlier.[47]

[45]Less than 1 percent of respondents were missing data because they had received the early version of the survey.

[46]Nevertheless, this scale was created for individuals who were divorced or separated or had had their marriage annulled. Separate factor analyses and Cronbach's alphas for this group revealed that the scale hung together approximately as well as it did for individuals who were still in intact couples.

[47]One percent of respondents were missing data because they had received an early version of the survey.

Reports of Any Physical Assault

This binary outcome is examined separately for men and women and was measured for survey respondents who were not widowed at the 30-month follow-up. An early version of the survey skipped this question if the respondent reported having separated, gotten divorced, had their marriage annulled, or begun living apart from the spouse more than three months earlier.[48] The outcome uses answers to five questions drawn from the revised Conflict Tactics Scale to measure respondents' reports of instances of physical assault in the past three months (Appendix Table E.10).[49] The decision was made to create a binary outcome reflecting the presence or absence of physical assault because it is more easily interpreted than a scale and because there was relatively little variation in a measure created from the average of the five items. If the respondent indicated one or more instances of assault in response to this set of questions, a response of 1 was coded. If the respondent indicated zero instances of assault in response to all these questions, a response of 0 was coded. Of survey respondents, 2 percent were not asked this set of questions because they reported being widowed or because they had received the early version of the survey and were separated, divorced, had had their marriage annulled, or had begun living apart more than three months earlier.[50]

Individual Psychological Distress

This outcome is examined separately for men and women and was measured for all individuals, regardless of relationship status and whether they had contact with their spouse. The individual psychological distress scale was created by taking the average of the responses to six items drawn from the K6 Mental Health Screening Tool, a measure of individual psychological distress.[51] The six items are shown in Appendix Table E.11.

Primary Outcomes: Coparenting and Parenting

All coparenting and parenting outcomes are examined and were created separately for fathers and mothers, unless otherwise noted. Paternal and maternal reports were drawn from the 30-month adult survey, and child reports were drawn from the 30-month youth survey. Descriptive statistics for these outcomes — including scales, Cronbach's alphas, means, and standard deviations — are reported in Appendix Table E.2. Questions about coparenting were asked of

[48]Nevertheless, this scale was created for individuals who were divorced or separated or had had their marriage annulled. Separate factor analyses and Cronbach's alphas for this group revealed that the scale hung together approximately as well as it did for individuals who were still in intact couples.

[49]Straus, Hamby, Boney-McCoy, and Sugarman (1996).

[50]One percent of respondents were missing data because they had received an early version of the survey.

[51]A slightly adapted version of the K6 Mental Health Screening Tool (Kessler et al., 2003) was administered to study participants, in which the response scale was modified from a 5-point scale to a 4-point scale, ranging from "never" to "often."

adult survey respondents who had a child living in their house, were not widowed, and had had some contact with their spouse in the past three months. Of adult survey respondents, 5 percent were not asked coparenting questions because they did not meet these eligibility criteria at the 30-month follow-up. Questions about parenting were asked of adult survey respondents who had a focal child with whom they were in contact. Of adult survey respondents, 10 percent were not asked parenting questions because they did not meet these eligibility criteria at the 30-month follow-up. Unless otherwise indicated below, each parenting outcome was measured twice for each parent, using a parent report and a child report. Individuals could refuse to answer a particular question or could skip questions for which they were unsure of the answer. These responses occurred only rarely; among parents for whom these measures were appropriate, less than 1 percent of fathers and mothers were missing one or more measurement sources. Scale scores were not calculated for respondents with more than one-third of the items missing.

Reports of Cooperative Coparenting

Paternal and maternal reports of cooperative coparenting were included as separate outcomes in the impact analysis. The measure was created at the parent level by averaging five parent-reported items. It captures supportive and cooperative aspects of shared child-rearing activities and responsibilities (Appendix Table E.12).

Parental Supportiveness of Child

Paternal and maternal supportiveness of the focal child were included as separate outcomes in the impact analysis. Two subconstructs were included in each of these outcomes: warmth and involvement (each reported by fathers, mothers, and children). Parental warmth measures parents' expressions of positive affect, love, affection, acceptance, and admiration for their child, while parental involvement measures the degree to which parents spend time with their children, as well as their interest in their children's activities. Both the parent- and the child-reported supportiveness outcomes were created by taking the average of eight items measuring warmth and involvement. Appendix Table E.13 shows the parent-reported items; Appendix Table E.14 shows the child-reported items.

Parental Responsiveness to Child

Paternal and maternal responsiveness to the focal child were included as separate outcomes in the impact analysis. Parental responsiveness behaviors range from dismissive responses to sensitive reactions to a child's initiations and needs. The parent-reported measures were created by taking the average of three items (Appendix Table E.15). The child-reported measure was created by taking the average of five items (Appendix Table E.16).

Parental Hostility Toward Child

Paternal and maternal hostility toward the focal child were included as separate outcomes in the impact analysis. Parental hostility measures the extent to which parents exhibit coercive, angry, and negative emotions toward their child. The parent-reported measures were created by taking the average of three items (Appendix Table E.17). The child-reported measure was created by taking the average of four items (Appendix Table E.18).

Parental Harsh Discipline

Paternal and maternal reports were used to measure parental harsh discipline. This outcome is based on a single parent-reported item: how often the respondent has "hit, spanked, grabbed, or used physical punishment with [focal child]" over the past month. The original item was measured on a 4-point scale, where 1 indicated "Every day or almost every day"; 2 indicated "A few times a week"; 3 indicated "A few times this past month"; and 4 indicated "Never." The final measures were reverse-coded, so that higher response categories reflect stronger endorsements of the item.

Primary Outcomes: Child Adjustment and Well-Being

Child outcome measures were derived from parent reports drawn from the 30-month adult survey, child reports drawn from the 30-month youth survey, and direct child assessments. Descriptive statistics for primary child outcomes — including scales, Cronbach's alphas, means, and standard deviations — are presented in Appendix Table E.3. Outcomes were not created for respondents with more than one-third of the items missing. Among children for whom these measures were appropriate, less than 1 percent of respondents were missing one measurement source or more. (Exceptions are noted below.)

Self-Regulation

This outcome is measured using three direct child assessment scores and paternal, maternal, and child reports. The direct child assessment scores were based on the Walk-A-Line task (administered to children ages 2 years to 3 years, 5 months); the Head-Toes-Knees-Shoulders task (administered to children ages 3 years, 6 months, to 8 years, 5 months); and the Bierman assessor report (collected for children ages 2 years to 8 years, 5 months).[52] Paternal and maternal reports were collected for children ages 2 years to 8 years, 5 months; child reports were collected for children ages 8 years, 6 months, to 17 years, 11 months. The parent-reported measures were created by taking the average of 10 items aimed at capturing the ability of children to manage their behaviors, emotions, and attention in response to a given situation

[52]For more information on each of these direct child assessments, see Appendix B.

(Appendix Table E.19). The child-reported measure was created by taking the average of 16 items (Appendix Table E.20).

Internalizing Behavior Problems

This outcome is measured using paternal, maternal, and child reports. Paternal and maternal reports were collected for children ages 2 years to 17 years, 11 months, and child reports were collected for children ages 8 years, 6 months, to 17 years, 11 months. The paternal- and maternal-reported measures were created by taking the average of eight items for children ages 2 years to 3 years, 11 months, and 12 items for children ages 4 years to 17 years, 11 months, that were aimed at capturing the child's feelings of anxiety and depression (Appendix Table E.21). The child-reported measure was created by taking the average of 12 items (Appendix Table E.22).

Externalizing Behavior Problems

This outcome is measured using paternal, maternal, and child reports. Paternal and maternal reports were collected for children ages 2 years to 17 years, 11 months, and child reports were collected for children ages 8 years, 6 months, to 17 years, 11 months. The paternal- and maternal-reported measures were created by taking the average of 14 items for children ages 2 years to 3 years, 11 months, and 15 items for children ages 4 years to 17 years, 11 months that were aimed at capturing such behaviors as aggression, acting out, and hyperactivity (Appendix Table E.21). The child-reported measure was created by taking the average of 9 items (Appendix Table E.22).

Cognitive and Academic Performance

This outcome is measured using two direct child assessment scores and paternal, maternal, and child reports. The direct child assessment scores were based on the PPVT and the TVIP (administered to children ages 2 years to 4 years, 11 months).[53] Paternal and maternal reports were collected for children ages 5 years to 17 years, 11 months; child reports were collected for children ages 8 years, 6 months, to 17 years, 11 months. The paternal- and maternal-reported measures were based on a single item: "Based on your knowledge of [focal child's] schoolwork, how well is he/she currently doing in school?" The original item was measured on a 5-point scale: 1 indicated "Very well"; 2 indicated "Well"; 3 indicated "Somewhat well"; 4 indicated "Not well at all"; and 5 indicated "[Focal child] dropped out of school." The child-reported measure was also based on a single item: "Overall, what grades did you receive [last year / the last full year of school you completed]?" The original item was measured on an 8-

[53]For more information on each of these direct child assessments, see Appendix B.

point scale: 1 indicated "Mostly As (90-100) / Exceeds expectations"; 2 indicated "About half As and half Bs (85-89)"; 3 indicated "Mostly Bs (80-84) / Meets expectations"; 4 indicated "About half Bs and half Cs (75-79)"; 5 indicated "Mostly Cs (70-74) / Needs improvement"; 6 indicated "About half Cs and half Ds (65-69)"; 7 indicated "Mostly Ds (60-64) / Does not meet expectations / Unsatisfactory"; and 8 indicated "Mostly below D (below 60)." The final paternal-, maternal-, and child-report measures were reverse-coded, so that higher response categories reflect stronger endorsements of the items. Among children for whom these measures were appropriate, less than 1 percent of respondents were missing paternal and/or maternal reports, and 5 percent of respondents were missing child reports.

Construction of Secondary 30-Month Outcomes

Secondary Outcomes: Marital Quality and Adult Well-Being

Secondary marital-quality and adult outcomes were derived from individual husband reports and wife reports drawn from the 30-month adult survey. Descriptive statistics are not presented for these outcomes because they are binary outcomes that were measured as percentages in the impact analysis. Data were missing on each measure for less than 1 percent of respondents who received these questions. (Exceptions are noted below.)

Satisfaction in Marital Relationship

This set of outcomes is examined separately for men and women. Questions about all but two of the marital satisfaction outcomes were asked of adult survey respondents who were still married or in a committed relationship at the 30-month follow-up and had had some contact with their spouse in the past three months. Questions about communication and handling of disagreements were asked of adult survey respondents who were not widowed at the 30-month follow-up and who had had some contact with their spouse in the past three months. Of adult survey respondents, 15 percent were not asked marital-satisfaction questions because they did not meet these eligibility criteria at the 30-month follow-up. The set of outcomes comprises six single-item outcomes aimed at capturing the respondent's satisfaction with six key aspects of the relationship. Original questions were presented to respondents on a scale of 1 to 4, where 1 indicated "Very satisfied" and 4 indicated "Very dissatisfied." Final outcomes were recoded to represent a dichotomous satisfied/dissatisfied set of responses. If a respondent reported feeling "Somewhat satisfied" or "Very satisfied," an affirmative response was coded (indicating that the respondent felt satisfied with that specified aspect of the marriage).

Communication. This outcome is based on a single item: "How satisfied are you with the way you and [spouse] communicate?"

Handling of disagreements. This outcome is based on a single item: "How satisfied are you with the way you and [spouse] handle your disagreements?"

Time spent together. This outcome is based on a single item: "How satisfied are you with the amount of time you spend together as a couple?"

Sex life. This outcome is based on a single item: "How satisfied are you with your sex life?"

Division of chores. This outcome is based on a single item: "How satisfied are you with how you divide household chores?"

Handling of finances. This outcome is based on a single item: "How satisfied are you with the way that you and [spouse] handle your finances together?"

Marital Closeness

Questions about marital closeness were asked of adult survey respondents who were still married or in a committed relationship at the 30-month follow-up and had had some contact with their spouse in the past three months. Of adult survey respondents, 15 percent were not asked marital-closeness questions because they did not meet these eligibility criteria at the 30-month follow-up.

Report of spending time alone as a couple at least weekly. This outcome is examined separately for men and women. It is based on a single item: "In the last month, how often did you and [spouse] spend time together as a couple alone?" Responses to the original item were on a scale of 1 to 5, where 1 indicated "Daily" and 5 indicated "Never," and were recoded to represent a dichotomous often / not often set of responses. If respondents reported that they spent time together as a couple alone "Once a week" or more, an affirmative response was coded (indicating that the respondent had spent time with the spouse "Once a week," "2-3 times a week," or "Daily" in the past month).

Report of talking daily with spouse about their day. This outcome is examined separately for men and women. It is based on a single item: "In the last month, how often did you and [spouse] talk about things that happened during your day?" Responses to the original item were on a scale of 1 to 5, where 1 indicated "Daily" and 5 indicated "Never," and were recoded to represent a dichotomous often / not often set of responses. If respondents reported that they spoke "Daily" with their spouse about things that happened during the day, an affirmative response was coded.

Relationship Quality

Report of having a serious disagreement sometimes or often in the past month. This item was asked of adult survey respondents who reported not being widowed and having had some contact with their spouse in the past three months. Of adult survey respondents, 4 percent were not asked this question because they did not meet these eligibility criteria at the 30-month follow-up. This outcome is examined separately for men and women. It is based on a single item: "In the last month, how often did you and [spouse] have a serious disagreement?" Responses to the original item were on a scale of 1 to 4, where 1 indicated "Often" and 4 indicated "Never," and were recoded to represent a dichotomous often / not often set of responses. If a respondent reported that the couple had had a serious conflict at least "Sometimes," an affirmative response was coded (indicating that the respondent and spouse had argued "Sometimes" or "Often" in the past month).

Reported discussion of divorce with someone in the past three months. This item was asked of adult survey respondents who reported not being widowed and not having gotten divorced or had their marriage annulled more than three months earlier. Of adult survey respondents, 8 percent were not asked this question because they did not meet these eligibility criteria. This outcome is examined separately for men and women. It is based on a single item: "In the last three months, have you spoken to anyone about the possibility that you and [spouse] might separate or divorce?" The outcome was structured dichotomously. Data were missing on this measure for 9 percent of men and 9 percent of women who received the questions.

Severe Physical Assault

This outcome is examined separately for men and women.[54] Questions about severe physical assault were asked of adult survey respondents who reported not being widowed. Of adult survey respondents, less than 1 percent were not asked these questions because they did not meet this eligibility criterion at the 30-month follow-up. The outcome comprises two items that aim to capture any instance of severe physical assault within the couple. Each respondent was asked to report the number of times that the spouse had (1) used "a knife, gun, or weapon on you" or had (2) "choked, slammed, kicked, burned, or beat you" in the past three months. The final outcome was structured to represent a dichotomous set of responses. If the respondent indicated one or more instances of assault in response to either of these questions, an affirmative response was coded (indicating that one or more instances of severe physical assault had occurred in the past three months). If the respondent indicated zero instances of assault in response to both questions, a negative response was coded. The outcome was coded as missing

[54]Although severe physical assault is a primary outcome in the SHM 12-month impact analysis (Hsueh et al., 2012a), the decision was made to include it as a secondary outcome in the 30-month analysis.

if the respondent reported zero instances for one question and did not answer, refused to answer, or answered "Don't know" in response to the other question. Data were missing on this measure for 2 percent of men and 3 percent of women who received the questions.

Spousal Report of Substance Abuse

This outcome is examined separately for men and women as spousal reports, as opposed to self-reports. Questions about substance abuse were asked of adult survey respondents who reported not being widowed. Of adult survey respondents, less than 1 percent were not asked these questions because they did not meet this eligibility criterion at the 30-month follow-up. Respondents were asked whether their spouse, because of alcohol or drug use, had had any problems in the past three months (1) getting along with family or friends or (2) keeping a job. The final outcome was structured dichotomously. If the respondent indicated that the spouse had had difficulty either getting along with family or friends or keeping a job in the past three months (or both), an affirmative response was coded. If the respondent indicated that the spouse had had no substance abuse problems in response to both questions, a negative response was coded. The outcome was coded as missing if the respondent reported no problems for one question and did not answer, refused to answer, or answered "Don't know" in response to the other question. Data were missing on this measure for 4 percent of men and 6 percent of women who received the questions.

Secondary Outcomes: Coparenting and Parenting

Secondary coparenting and parenting outcomes were derived from parent reports drawn from the 30-month adult survey and/or child reports drawn from the 30-month youth survey. Descriptive statistics for these outcomes — including scales, Cronbach's alphas, means, and standard deviations — are presented in Appendix Table E.4. The eligibility criteria for secondary coparenting and parenting outcomes were the same as those for primary coparenting and parenting outcomes, with one exception. Questions about coparenting were asked of adult survey respondents who had a child living in their house, were not widowed, and had had some contact with their spouse in the past three months. Of adult survey respondents, 5 percent were not asked coparenting questions because they did not meet these eligibility criteria at the 30-month follow-up. Questions about parenting were asked of adult survey respondents who had a focal child with whom they were in contact. Of adult survey respondents, 10 percent were not asked parenting questions because they did not meet these eligibility criteria at the 30-month follow-up. The exception to these rules was for the single item used in the parental engagement outcome, which was asked if the respondent reported having a focal child, regardless of whether he or she was in contact with that child. Of adult survey respondents, 8 percent were not asked the parental-engagement question because they did not meet this eligibility criterion at the 30-month follow-up. Outcomes were not created for respondents with more than one-third of the

items missing. Among parents for whom these measures were appropriate, less than 1 percent of fathers and mothers were missing one or more measurement sources. (Exceptions are noted below.)

Reports of Spending Time Together with Spouse and Children

This outcome is examined separately for fathers and mothers. It is based on a single item: "In the last month, how often did you and [spouse] spend time together with your children?" Responses to the original item were on a scale of 1 to 5, where 1 indicated "Daily" and 5 indicated "Never," and were recoded to represent a dichotomous often / not often set of responses. If the respondent reported spending time with the spouse and children "2-3 times a week" or more, an affirmative response was coded (indicating that the respondent had spent time with them "2-3 times a week" or "Daily" in the past month).

Reports That Parent Could Raise Children Just as Well Without Spouse

This outcome is examined separately for fathers and mothers. It is based on a single item that asked respondents to report how strongly they agreed or disagreed with the statement: "I could/can raise our kids just as well without [spouse]." Responses to the original item were on a scale of 1 to 4, where 1 indicated "Strongly agree" and 4 indicated "Strongly disagree," and were recoded to represent a dichotomous agree/disagree set of responses. If a respondent "Agreed" or "Strongly agreed" that he or she could raise their children without the spouse, an affirmative response was coded.

Reports of Frequency of Disagreements About Child-Rearing

This outcome is examined separately for fathers and mothers. It was created by averaging the responses to five questions aimed at capturing the frequency of disagreements between respondents about coparenting (Appendix Table E.23). Among parents for whom these measures were appropriate, 1 percent of fathers and 2 percent of mothers were missing the outcome.

Parental Monitoring

This outcome is examined separately for fathers and mothers who reported having a focal child between ages 5 years and 17 years, 11 months. It was created by averaging the responses to four questions aimed at capturing how frequently parents knew about the activities and habits of their children across three age groups (Appendix Table E.24).

Adolescent Disclosure

This outcome is examined separately for fathers and mothers and is based on child reports for children between ages 8 years, 6 months, and 17 years, 11 months. The adolescent-disclosure measure reflects the average of eight items aimed at capturing the amount of communication between parents and their children across two age groups (Appendix Table E.25).

Parental Engagement

This outcome is examined separately for fathers and mothers and is measured using paternal, maternal, and child reports. It comprises a single item asked of both adult reporters and children about each parent separately: "In the last month, how often did you spend at least an hour with [father/mother]?" (for child reports) and "During the past month, about how often did you spend one hour or more a day with [focal child]?" (for adult reports). Responses to the original adult-reported items were on a scale of 1 to 5, where 1 indicated "Every day or nearly every day" and 5 indicated "Not at all." Responses to the original child-reported item were on a scale of 1 to 4, where 1 indicated "Every day or almost every day" and 4 indicated "Never." Scores on both items were recoded to represent a dichotomous often / not often set of responses. If the respondent reported spending at least an hour with his or her parents or children "A few times a week" or more, an affirmative response was coded (indicating that the respondent had spent time with his or her family "A few times a week" or "Every day or nearly every day" in the past month).

Secondary Outcomes: Child Adjustment and Well-Being

Secondary child outcomes were derived from parent reports drawn from the 30-month adult survey and/or child reports drawn from the 30-month youth survey. Descriptive statistics for these outcomes — including scales, Cronbach's alphas, means, and standard deviations — are presented in Appendix Table E.5. Outcomes were not created for respondents with more than one-third of the items missing. Among children for whom these measures were appropriate, less than 1 percent of respondents were missing one measurement source or more. (Exceptions are noted below.)

Social Competence

This outcome is examined for children ages 2 years to 17 years, 11 months, and is measured using paternal, maternal, and child reports. The paternal- and maternal-reported measures were created by taking the average of nine items aimed at capturing children's interpersonal competence with peers, prosocial behavior, and dimensions of friendship quality (Appendix Table E.19). The child-reported measure was created by taking the average of five items (Appendix Table E.20).

Delinquent Activities Engaged In

This outcome is examined for children ages 11 years to 17 years, 11 months, and is measured using child reports. It captures the percentage of delinquent activities that children engaged in and was created by taking the average of five binary items, each of which captured whether the child participated in a delinquent activity, such as truancy and vandalism (Appendix Table E.26). Original items asked respondents to report the frequency with which they participated in these activities, and the final measure used binary versions of these items; any reported incidence of the activity resulted in an affirmative value.

Children's Reports of Interparental Conflict

This outcome is examined for children ages 8 years, 6 months, to 17 years, 11 months, and is measured using child reports. Aimed at capturing children's perceptions of conflict between their parents (Appendix Table E.27), it was created by taking an average of seven items for children ages 8 years, 6 months, to 10 years, 11 months, and nine items for children ages 11 years to 17 years, 11 months. Among children for whom this measure was appropriate, 17 percent of respondents ages 8 years, 6 months, to 10 years, 11 months, and 14 percent of respondents ages 11 years to 17 years, 11 months, were missing child reports. These percentages include children who indicated that they did not see their parents argue.

Children's Reports of Interparental Positive Interactions

This outcome is examined for children ages 8 years, 6 months, to 17 years, 11 months, and is measured using child reports. Aimed at capturing children's perceptions of positive interactions between their parents (Appendix Table E.27), it was created by taking the average of four items for children ages 8 years, 6 months, to 10 years, 11 months, and five items for children ages 11 years to 17 years, 11 months. Among children for whom this measure was appropriate, 5 percent of respondents ages 8 years, 6 months, to 10 years, 11 months, and 4 percent of respondents ages 11 years to 17 years, 11 months, were missing child reports. These percentages include children who indicated that they did not see their parents argue.

Overt Distress

This outcome is examined for children ages 2 years, 7 months, to 17 years, 11 months, and is measured using paternal, maternal, and child reports. The paternal- and maternal-reported measures were created by taking an average of three items aimed at capturing children's emotional distress in response to interparental conflict (Appendix Table E.28). The child-reported measure was created by taking an average of four items (Appendix Table E.29). Among children for whom this measure was appropriate, 21 percent of respondents were missing paternal reports, 20 percent were missing maternal reports, and 21 percent were

missing the child report. These percentages include children who indicated that they did not see their parents argue and those whose parents indicated that they did not argue in front of their children.

Behavioral Dysregulation

This outcome is examined for children ages 2 years, 7 months, to 17 years, 11 months, and is measured using paternal, maternal, and child reports. The paternal- and maternal-reported measures were created by taking the average of three items aimed at capturing children's lack of self-control and "acting-out" behavior when seeing their parents argue (Appendix Table E.28). The child-reported measure was created by taking the average of two items (Appendix Table E.29). Among children for whom this measure was appropriate, 22 percent of respondents were missing paternal reports, 21 percent were missing maternal reports, and 22 percent were missing the child report. These percentages include children who indicated that they did not see their parents argue and those whose parents indicated that they did not argue in front of their children.

Negative Family Representations

This outcome is examined for children ages 8 years, 6 months, to 17 years, 11 months, and is measured using child reports. It was created by taking the average of two items aimed at capturing children's appraisals of interparental conflict as having deleterious consequences for the welfare of the family (Appendix Table E.29). Among children for whom this measure was appropriate, 22 percent of respondents were missing the child report. This percentage includes children who indicated that they did not see their parents argue.

Behavioral Involvement

This outcome is examined for children ages 2 years, 7 months, to 17 years, 11 months, and is measured using paternal, maternal, and child reports. The paternal-, maternal-, and child-reported measures were created by taking an average of two items aimed at capturing children's behavioral involvement in parents' conflicts. Appendix Table E.28 shows the parent-reported items for two age groups; Appendix Table E.29 shows the child-reported items. Among children for whom this measure was appropriate, 22 percent of respondents were missing paternal reports, 21 percent were missing maternal reports, and 22 percent were missing the child report. These percentages include children who indicated that they did not see their parents argue and those whose parents indicated that they did not argue in front of their children.

Attributions of Self-Blame

This outcome is examined for children ages 8 years, 6 months, to 17 years, 11 months, and is measured using child reports. It was created by taking the average of three items aimed at capturing children's expectations that they are to blame for interparental conflict and that the conflict will affect their own well-being and their relationships with their parents (Appendix Table E.29). Among children for whom this measure was appropriate, 20 percent were missing the child report. This percentage includes children who indicated that they did not see their parents argue.

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The Supporting Healthy Marriage Evaluation

Appendix Table E.1

Descriptive Statistics for Primary 30-Month Outcomes: Marital Stability, Marital Quality, and Adult Well-Being

Outcome[a]	Scale[b]	Number of Items[c]	Alpha	Mean	Standard Deviation
Relationship status					
Married	%	1-2	–	–	–
Marital appraisals					
Couples' average report of relationship happiness	1-7	1-2	–	5.86	1.14
Either spouse reported marriage in trouble	%	1-2	–	–	–
Warmth and support in relationship					
Men's report of warmth and support	1-4	7	0.86	3.53	0.45
Women's report of warmth and support	1-4	7	0.89	3.42	0.54
Positive communication skills in relationship					
Men's report of positive communication skills	1-4	7	0.81	3.25	0.59
Women's report of positive communication skills	1-4	7	0.85	3.21	0.65
Negative interactions in relationship					
Men's report of negative behavior and emotions	1-4	7	0.89	2.11	0.78
Women's report of negative behavior and emotions	1-4	7	0.89	2.08	0.80
Fidelity					
Neither spouse reported infidelity	%	2	–	–	–
Psychological abuse and physical assault					
Men's report of psychological abuse	1-4	6	0.76	1.28	0.47
Women's report of psychological abuse	1-4	6	0.78	1.26	0.47
Men's report of any physical assault	%	5	–	–	–
Women's report of any physical assault	%	5	–	–	–
Individual psychological distress					
Men's psychological distress[d]	1-4	6	0.85	1.91	0.71
Women's psychological distress[d]	1-4	6	0.86	2.01	0.75

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: [a]For more information, see "Construction of 30-Month Outcomes" in this appendix.

[b]Each outcome that is measured as a percentage is based on a binary measure and captures the percentage of couples or respondents who endorsed the outcome.

[c]Outcomes that are based on one or two items are based on either one or both spouses' responses to a single question, depending on which responses were available.

[d]A measure of individual psychological distress was created from responses to a slightly adapted version of the K6 Mental Health Screening Tool (Kessler et al., 2003) that was administered to study participants, in which the response scale was modified from a 5-point scale to a 4-point scale.

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Appendix Table E.2

Descriptive Statistics for Primary 30-Month Outcomes: Coparenting and Parenting

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale	Number of Items	Alpha	Mean	Standard Deviation
Coparenting							
Men's cooperative coparenting	Paternal report	NA[d]	1-4	5	0.88	3.43	0.60
Women's cooperative coparenting	Maternal report	NA[d]	1-4	5	0.90	3.27	0.71
Parenting							
Paternal supportiveness of child[e]	Paternal report	2 years to 4 years, 11 months	1-4	8	0.88	3.49	0.53
	Paternal report	5 years to 8 years, 5 months	1-4	8	0.86	3.50	0.51
	Paternal report	8 years, 6 months, to 10 years, 11 months	1-4	8	0.83	3.38	0.53
	Paternal report	11 years to 17 years, 11 months	1-4	8	0.87	3.16	0.63
	Child report	8 years, 6 months, to 10 years, 11 months	1-4	8	0.72	2.98	0.74
	Child report	11 years to 17 years, 11 months	1-4	8	0.77	2.76	0.79
Maternal supportiveness of child[e]	Maternal report	2 years to 4 years, 11 months	1-4	8	0.81	3.76	0.32
	Maternal report	5 years to 8 years, 5 months	1-4	8	0.79	3.73	0.34
	Maternal report	8 years, 6 months, to 10 years, 11 months	1-4	8	0.80	3.59	0.41
	Maternal report	11 years to 17 years, 11 months	1-4	8	0.83	3.41	0.51
	Child report	8 years, 6 months, to 10 years, 11 months	1-4	8	0.69	3.16	0.65
	Child report	11 years to 17 years, 11 months	1-4	8	0.70	2.96	0.67
Paternal responsiveness to child[f]	Paternal report	2 years to 4 years, 11 months	1-4	3	0.69	3.46	0.57
	Paternal report	5 years to 8 years, 5 months	1-4	3	0.75	3.51	0.55
	Paternal report	8 years, 6 months, to 10 years, 11 months	1-4	3	0.69	3.50	0.51
	Paternal report	11 years to 17 years, 11 months	1-4	3	0.77	3.37	0.62
	Child report	11 years to 17 years, 11 months	1-4	5	0.67	3.23	0.56
Maternal responsiveness to child[f]	Maternal report	2 years to 4 years, 11 months	1-4	3	0.64	3.58	0.49
	Maternal report	5 years to 8 years, 5 months	1-4	3	0.68	3.60	0.48
	Maternal report	8 years, 6 months, to 10 years, 11 months	1-4	3	0.67	3.54	0.50
	Maternal report	11 years to 17 years, 11 months	1-4	3	0.66	3.54	0.49
	Child report	11 years to 17 years, 11 months	1-4	5	0.54	3.33	0.49

(continued)

Appendix Table E.2 (continued)

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale	Number of Items	Alpha	Mean	Standard Deviation
Paternal hostility toward child	Paternal report	2 years to 4 years, 11 months	1-4	3	0.73	1.87	0.76
	Paternal report	5 years to 8 years, 5 months	1-4	3	0.76	1.81	0.72
	Paternal report	8 years, 6 months, to 10 years, 11 months	1-4	3	0.76	1.77	0.69
	Paternal report	11 years to 17 years, 11 months	1-4	3	0.77	1.62	0.65
	Child report	8 years, 6 months, to 10 years, 11 months	1-4	4	0.78	1.49	0.50
	Child report	11 years to 17 years, 11 months	1-4	4	0.84	1.55	0.56
Maternal hostility toward child	Maternal report	2 years to 4 years, 11 months	1-4	3	0.72	2.07	0.80
	Maternal report	5 years to 8 years, 5 months	1-4	3	0.77	2.10	0.78
	Maternal report	8 years, 6 months, to 10 years, 11 months	1-4	3	0.77	1.95	0.75
	Maternal report	11 years to 17 years, 11 months	1-4	3	0.81	1.85	0.74
	Child report	8 years, 6 months, to 10 years, 11 months	1-4	4	0.78	1.57	0.49
	Child report	11 years to 17 years, 11 months	1-4	4	0.81	1.65	0.52
Paternal harsh discipline[g]	Paternal report	2 years to 4 years, 11 months	1-4	1	–	1.38	0.65
	Paternal report	5 years to 8 years, 5 months	1-4	1	–	1.18	0.43
	Paternal report	8 years, 6 months, to 10 years, 11 months	1-4	1	–	1.11	0.36
	Paternal report	11 years to 17 years, 11 months	1-4	1	–	1.07	0.32
Maternal harsh discipline[g]	Maternal report	2 years to 4 years, 11 months	1-4	1	–	1.41	0.68
	Maternal report	5 years to 8 years, 5 months	1-4	1	–	1.24	0.51
	Maternal report	8 years, 6 months, to 10 years, 11 months	1-4	1	–	1.12	0.35
	Maternal report	11 years to 17 years, 11 months	1-4	1	–	1.06	0.26

(continued)

Appendix Table E.2 (continued)

The Supporting Healthy Marriage Evaluation

Appendix Table E.3

Descriptive Statistics for Primary 30-Month Outcomes: Child Adjustment and Well-Being

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale/ Range	Number of Items	Alpha	Mean	Standard Deviation
Self-regulation[d]	Paternal report	2 years to 8 years, 5 months	1-3	10	0.83	2.31	0.40
	Maternal report	2 years to 8 years, 5 months	1-3	10	0.84	2.27	0.41
	Bierman assessor report	2 years to 8 years, 5 months	1-4	13	–	3.37	0.70
	WAL difference score	2 years to 3 years, 5 months	–	–	–	0.41	2.27
	WAL valid score (binary)	2 years to 3 years, 5 months	0-1	–	–	0.46	0.50
	HTKS score	3 years, 6 months, to 8 years, 5 months	0-40	–	–	20.72	16.38
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	16	0.85	3.11	0.47
Internalizing behavior problems	Paternal report	2 years to 3 years, 11 months	1-3	8	0.69	1.21	0.25
	Maternal report	2 years to 3 years, 11 months	1-3	8	0.65	1.18	0.22
	Paternal report	4 years to 17 years, 11 months	1-3	12	0.82	1.25	0.29
	Maternal report	4 years to 17 years, 11 months	1-3	12	0.83	1.26	0.31
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	12	0.84	1.74	0.47
Externalizing behavior problems	Paternal report	2 years to 3 years, 11 months	1-3	14	0.83	1.36	0.30
	Maternal report	2 years to 3 years, 11 months	1-3	14	0.82	1.38	0.31
	Paternal report	4 years to 17 years, 11 months	1-3	15	0.88	1.31	0.33
	Maternal report	4 years to 17 years, 11 months	1-3	15	0.90	1.34	0.36
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	9	0.78	1.59	0.44
Cognitive and academic performance[d]	PPVT raw score	2 years to 2 years, 5 months	–	–	–	23.63	14.35
	PPVT standardized score	2 years, 6 months, to 4 years, 11 months	20-160	–	–	96.67	16.22
	TVIP raw score	2 years to 2 years, 5 months	–	–	–	5.77	5.17
	TVIP standardized score	2 years, 6 months, to 4 years, 11 months	55-145	–	–	97.41	14.95
	Paternal report	5 years to 17 years, 11 months	1-5	1	–	4.42	0.78
	Maternal report	5 years to 17 years, 11 months	1-5	1	–	4.38	0.82
	Child report	8 years, 6 months, to 17 years, 11 months	1-8	1	–	6.42	1.36

(continued)

Appendix Table E.3 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: WAL = Walk-A-Line; HTKS = Heads-Toes-Knees-Shoulders; PPVT = Peabody Picture Vocabulary Test; TVIP = Test de Vocabulario en Imágenes Peabody.

[a]For more information, see "Construction of 30-Month Outcomes" in this appendix.

[b]Paternal and maternal reports were drawn from the 30-month adult survey, and child reports were drawn from the 30-month youth survey. The Bierman assessor report, WAL, HTKS, and PPVT/TVIP were administered as direct child assessments. See Appendix B for detailed descriptions of these sources.

[c]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 percent were outside this range (59 were as young as 1 year, 10 months).

[d]"Scale/Range" is provided only for measures with a defined scale or range. The number of items is provided only for survey-based measures. Alphas are provided only for measures that are based on more than one item and for which factor analytic work was conducted.

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Appendix Table E.4

Descriptive Statistics for Secondary 30-Month Outcomes: Coparenting and Parenting

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale	Number of Items	Alpha	Mean	Standard Deviation
Coparenting							
Men's report of spending time together with spouse and child(ren) at least a few times a week[d]	Paternal report	NA[e]	%	1	–	–	–
Women's report of spending time together with spouse and child(ren) at least a few times a week[d]	Maternal report	NA[e]	%	1	–	–	–
Men's report that he could raise the child(ren) just as well without spouse[d]	Paternal report	NA[e]	%	1	–	–	–
Women's report that she could raise the child(ren) just as well without spouse[d]	Maternal report	NA[e]	%	1	–	–	–
Men's report of frequency of disagreements about child-rearing	Paternal report	NA[e]	1-4	5	0.87	2.73	0.88
Women's report of frequency of disagreements about child-rearing	Maternal report	NA[e]	1-4	5	0.84	2.65	0.87
Parental Monitoring							
Paternal monitoring[f]	Paternal report	5 years to 8 years, 5 months	1-4	4	0.79	3.60	0.58
	Paternal report	8 years, 6 months, to 10 years, 11 months	1-4	4	0.82	3.59	0.54
	Paternal report	11 years to 17 years, 11 months	1-4	4	0.84	3.41	0.64
Maternal monitoring[f]	Maternal report	5 years to 8 years, 5 months	1-4	4	0.69	3.79	0.42
	Maternal report	8 years, 6 months, to 10 years, 11 months	1-4	4	0.78	3.78	0.42
	Maternal report	11 years to 17 years, 11 months	1-4	4	0.83	3.64	0.51

(continued)

Appendix Table E.4 (continued)

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale	Number of Items	Alpha	Mean	Standard Deviation
Adolescent disclosure							
Adolescent disclosure to father	Child report	8 years, 6 months, to 10 years, 11 months	1-4	8	0.82	2.95	0.72
	Child report	11 years to 17 years, 11 months	1-4	8	0.86	2.74	0.77
Adolescent disclosure to mother	Child report	8 years, 6 months, to 10 years, 11 months	endix.	8	0.76	3.17	0.61
	Child report	11 years to 17 years, 11 months	1-4	8	0.81	3.03	0.65
Parental engagement							
Paternal report of spending time with focal child	Paternal report	2 years to 17 years, 11 months	%	1	–	–	–
at least a few times a week[d]	Child report	8 years, 6 months, to 17 years, 11 months	%	1	–	–	–
Maternal report of spending time with focal child	Maternal report	2 years to 17 years, 11 months	%	1	–	–	–
at least a few times a week[d]	Child report	8 years, 6 months, to 17 years, 11 months	%	1	–	–	–

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys.

NOTES: [a]For more information, see "Construction of 30-Month Outcomes" in this appendix.

[b]Paternal and maternal reports were drawn from the 30-month adult survey, and child reports were drawn from the 30-month youth survey. See Appendix B for detailed descriptions of these sources.

[c]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 2 percent fell outside this range (70 were as young as 1 year, 6 months, and 1 was as old as 18 years, 5 months).

[d]An alpha, mean, and standard deviation are not provided for this outcome because it is measured as a percentage.

[e]Information on coparenting was collected from adult survey respondents who were not widowed, who had had some contact with their spouse in the past three months, and who had a child living in the household (this child did not have to be a focal child) at the 30-month follow-up.

[f]The items used to create this outcome were originally on a 5-point scale but were rescaled to be on a 4-point scale before being averaged to create each measure.

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Appendix Table E.5

Descriptive Statistics for Secondary 30-Month Outcomes: Child Adjustment and Well-Being

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale	Number of Items	Alpha	Mean	Standard Deviation
Social competence and delinquency							
Social competence	Paternal report	2 years to 8 years, 5 months	1-3	9	0.86	2.58	0.37
	Maternal report	2 years to 8 years, 5 months	1-3	9	0.85	2.58	0.37
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	5	0.63	3.15	0.51
Delinquent activities engaged in[d]	Child report	11 years to 17 years, 11 months	%	5	–	–	–
Perceptions of marital quality/ interparental conflict							
Child(ren)'s reports of interparental conflict	Child report	8 years, 6 months, to 10 years, 11 months	1-4	7	0.79	1.73	0.56
	Child report	11 years to 17 years, 11 months	1-4	9	0.85	1.67	0.50
Children's reports of interparental positive interactions	Child report	8 years, 6 months, to 10 years, 11 months	1-4	4	0.86	3.07	0.81
	Child report	11 years to 17 years, 11 months	1-4	5	0.90	3.15	0.76
Reactivity to interparental conflict							
Overt distress	Paternal report	2 years, 7 months, to 4 years, 11 months	1-4	3	0.73	1.70	0.73
	Maternal report	2 years, 7 months, to 4 years, 11 months	1-4	3	0.75	1.68	0.75
	Paternal report	5 years to 17 years, 11 months	1-4	3	0.75	1.84	0.78
	Maternal report	5 years to 17 years, 11 months	1-4	3	0.77	1.84	0.80
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	4	0.73	1.87	0.72
Behavioral dysregulation	Paternal report	2 years, 7 months, to 4 years, 11 months	1-4	3	0.65	1.61	0.69
	Maternal report	2 years, 7 months, to 4 years, 11 months	1-4	3	0.68	1.63	0.74
	Paternal report	5 years to 17 years, 11 months	1-4	3	0.78	1.40	0.63
	Maternal report	5 years to 17 years, 11 months	1-4	3	0.81	1.39	0.66
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	2	0.52	1.18	0.39
Negative family representations	Child report	8 years, 6 months, to 17 years, 11 months	1-4	2	0.66	1.75	0.87

(continued)

Appendix Table E.5 (continued)

Outcome[a]	Source[b]	Focal Child's Age Range[c]	Scale	Number of Items	Alpha	Mean	Standard Deviation
Behavioral involvement	Paternal report	2 years, 7 months, to 4 years, 11 months	1-4	2	0.66	1.95	0.97
	Maternal report	2 years, 7 months, to 4 years, 11 months	1-4	2	0.62	1.90	0.96
	Paternal report	5 years to 17 years, 11 months	1-4	2	0.69	2.13	1.00
	Maternal report	5 years to 17 years, 11 months	1-4	2	0.74	2.14	1.04
	Child report	8 years, 6 months, to 17 years, 11 months	1-4	2	0.60	2.09	0.89
Attributions of self-blame	Child report	8 years, 6 months, to 17 years, 11 months	1-4	3	0.69	1.46	0.54

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys.

NOTES: [a]For more information, see "Construction of 30-Month Outcomes" in this appendix.

[b]Paternal and maternal reports were drawn from the 30-month adult survey, and child reports were drawn from the 30-month youth survey. See Appendix B for detailed descriptions of these sources.

[c]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 percent were outside this range (59 were as young as 1 year, 10 months).

[d]An alpha, mean, and standard deviation are not provided for this outcome because it is measured as a percentage.

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Appendix Table E.6

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Warmth and Support, Based on the 30-Month Adult Survey

Item[a]	Factor Loading	
	Men	Women
The respondent feels appreciated by the spouse[b]	0.92	0.92
The spouse expresses love and affection toward the respondent[b]	0.87	0.85
The spouse knows and understands the respondent[b]	0.83	0.85
The respondent can count on the spouse to be there for him/her[b]	0.79	0.83
The respondent trusts the spouse completely[b]	0.77	0.78
In the last month, the spouse listened to the respondent when he/she needed someone to talk to[c]	0.69	0.80
In the last month, the couple enjoyed doing even ordinary, day-to-day things together[c]	0.59	0.67

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 0.99, standardized root mean square residual (SRMR) = 0.06; for women, NFI = 1.00, SRMR = 0.04.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

[c]The original response categories for the items (before reverse-coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

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Appendix Table E.7

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Positive Communication Skills, Based on the 30-Month Adult Survey

Item	Factor Loading	
	Men	Women
In the last month		
The couple was good at working out their differences[a,b]	0.82	0.84
The respondent felt respected even when the couple disagreed[a,b]	0.80	0.86
When the couple had a serious disagreement, they worked on it together to find a resolution[a,b]	0.78	0.83
When the couple had a serious disagreement, they discussed their disagreements respectfully[a,b]	0.72	0.78
During arguments, the couple was good at taking breaks when they needed them[a,b]	0.71	0.73
When the couple argues, past hurts got brought up again[c]	0.54	0.56
The spouse understands that there are times when the respondent does not feel like talking and times when he/she does[a,d]	0.48	0.56

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.03; for women, NFI = 1.00; SRMR = 0.02.

[a]Items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before-reverse coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

[c]The response categories for the item are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

[d]The original response categories for the items (before-reverse coding) are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

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Appendix Table E.8

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Negative Behavior and Emotions, Based on the 30-Month Adult Survey

Item[a,b]	Factor Loading	
	Men	Women
In the last month, the spouse was rude and mean to the respondent when they disagreed	0.86	0.88
In the last month, the spouse seemed to view the respondent's words or actions more negatively than he/she meant them to be	0.81	0.81
In the last three months, the spouse has blamed the respondent for his/her problems	0.80	0.78
In the last month, the couple's arguments became very heated	0.80	0.83
In the last three months, the spouse has yelled or screamed at the respondent	0.77	0.79
In the last month, small issues suddenly became big arguments	0.76	0.78
In the last month, the couple stayed mad at one another after an argument	0.73	0.76

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.04; for women, NFI = 1.00; SRMR = 0.04.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before-reverse coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

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Appendix Table E.9

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Psychological Abuse, Based on the 30-Month Adult Survey

Item[a,b]	Factor Loading	
	Men	Women
In the last three months, how often		
The spouse threatened to hurt the respondent or the child(ren)	0.81	0.82
The spouse tried to keep the respondent from seeing or talking with friends or family	0.79	0.82
The spouse kept money from the respondent, made him/her ask for money, or took his/her money	0.76	0.79
The spouse accused the respondent of having an affair	0.75	0.74
The spouse made the respondent feel stupid	0.74	0.78
The respondent felt afraid that his/her spouse would hurt him/her	0.73	0.78

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.03; for women, NFI = 1.00; SRMR = 0.04.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

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Appendix Table E.10

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Physical Assault, Based on the 30-Month Adult Survey

Item[a]	Factor Loading	
	Men	Women
In the past three months, how many times did the spouse		
Push, shove, hit, slap, or grab the respondent?	0.93	0.94
Choke, slam, kick, burn, or beat the respondent?	0.89	0.96
Use a knife, gun, or weapon on the respondent?	0.88	0.91
Throw something at the respondent?	0.87	0.86
Use threats or force (like hitting, holding down, or using a weapon) to make the respondent have sex?	0.77	0.83

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTE: Model-fit statistics: for men, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.06; for women, NFI = 1.00; SRMR = 0.03.

[a]The response categories for the items are as follows: 1 = zero times; 2 = one time; 3 = two times; 4 = three to five times; 5 = six or more times.

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Appendix Table E.11

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Psychological Distress, Based on the 30-Month Adult Survey

Item[a,b]	Factor Loading	
	Men	Women
During the past month, how often the respondent felt		
Hopeless	0.86	0.88
Worthless	0.84	0.83
So sad that nothing could cheer him/her up	0.78	0.79
Restless or fidgety	0.75	0.74
Nervous	0.74	0.74
That everything was an effort	0.65	0.71

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.04; for women, NFI = 0.99; SRMR = 0.05.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

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Appendix Table E.12

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Cooperative Coparenting, Based on the 30-Month Adult Survey

Item[a]	Factor Loading	
	Men	Women
During a rough day with the child(ren), the respondent can turn to the spouse for support and advice[b]	0.90	0.90
The spouse acts like the kind of parent the respondent wants for his/her child(ren)[b]	0.89	0.91
When the respondent has to make rules for the child(ren), the spouse backs him/her up[b]	0.86	0.85
When there is a problem with the child(ren), the couple works out a good solution together[b]	0.85	0.87
How well the couple gets along when it comes to parenting[c]	0.77	0.80

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.02; for women, NFI = 1.00; SRMR = 0.02.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

[c]The original response categories for the items (before reverse-coding) are as follows: 1 = we get along very well; 2 = we get along okay; 3 = we do not get along well at all.

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Appendix Table E.13

Confirmatory Factor Analysis Loadings for Paternal and Maternal Supportiveness, Based on the 30-Month Adult Survey

Focal Child's Age Group, Factor, and Item[a]	Factor Loading	
	Fathers	Mothers
Ages 2 years to 4 years, 11 months		
Parental involvement		
About how often in the past month has the respondent		
Played inside with games or toys with the focal child?[b]	0.91	0.86
Spent one or more hours a day with the focal child?[c]	0.88	0.86
Read books or told stories to the focal child?[b]	0.74	0.79
Sung songs or nursery rhymes with the focal child?[b]	0.70	0.74
Took the focal child for a walk or to play outside?[b]	0.69	0.52
Parental warmth[b]		
Over the past month, how often has the respondent		
Laughed with the focal child?	0.99	0.95
Praised the focal child or told him/her that the respondent appreciated something that he/she did?	0.90	0.86
Told the focal child that the respondent loves him/her?	0.88	0.97
Ages 5 years to 8 years, 5 months		
Parental involvement		
About how often in the past month has the respondent		
Spent time with the focal child doing one of his/her favorite activities, like shopping, playing a sport, going to a movie, watching TV, or playing videogames?[b]	0.82	0.66
Spent one or more hours a day with the focal child?[c]	0.80	0.77
Read a book with the focal child or talked about a book he/she was reading?[b]	0.66	0.68
Talked with the focal child about school, grades, and/or other things that he/she does at school?[b]	0.76	0.70
Talked with the focal child about his/her friends?[b]	0.67	0.69
Parental warmth[b]		
Over the past month, how often has the respondent		
Laughed with the focal child?	0.94	0.87
Praised the focal child or told him/her that the respondent appreciated something that he/she did?	0.89	0.86
Told the focal child that the respondent loves him/her?	0.90	0.92

(continued)

Appendix Table E.13 (continued)

Focal Child's Age Group, Factor, and Item[a]	Factor Loading	
	Fathers	Mothers
Ages 8 years, 6 months, to 10 years, 11 months		
Parental involvement		
About how often in the past month has the respondent		
Spent time with the focal child doing one of his/her favorite activities, like shopping, playing a sport, or going to a movie, play, museum, or concert?[b,d]	0.80	0.79
Spent one or more hours a day with the focal child?[c]	0.71	0.72
Talked about a book the focal child was reading?[b,e]	0.68	0.66
Talked with the focal child about school, grades, and/or other things that he/she does at school?[b]	0.87	0.84
Talked with the focal child about his/her friends or dating relationships?[b,f]	0.62	0.61
Parental warmth[b]		
Over the past month, how often has the respondent		
Laughed with the focal child?	0.91	0.91
Praised the focal child or told him/her that the respondent appreciated something that he/she did?	0.82	0.82
Told the focal child that the respondent loves him/her?	0.80	0.91
Ages 11 years to 17 years, 11 months		
Parental involvement		
About how often in the past month has the respondent		
Spent time with the focal child doing one of his/her favorite activities, like shopping, playing a sport, or going to a movie, play, museum, or concert?[b]	0.80	0.75
Spent one or more hours a day with the focal child?[c]	0.69	0.73
Talked about a book the focal child was reading?[b]	0.70	0.66
Talked with the focal child about school, grades, and/or other things that he/she does at school?[b]	0.87	0.84
Talked with the focal child about his/her friends or dating relationships?[b]	0.63	0.63
Parental warmth[b]		
Over the past month, how often has the respondent		
Laughed with the focal child?	0.94	0.92
Praised the focal child or told him/her that the respondent appreciated something that he/she did?	0.89	0.83
Told the focal child that the respondent loves him/her?	0.81	0.84

(continued)

Appendix Table E.13 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics for children's ages:

2 years to 4 years, 11 months: for fathers, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.04; for mothers, NFI = 0.98, SRMR = 0.06.

5 years to 8 years, 5 months: for fathers, NFI = 0.99; SRMR = 0.04; for mothers, NFI = 0.99; SRMR = 0.06.

8 years, 6 months, to 10 years, 11 months: for fathers, NFI = 0.99; SRMR = 0.06; for mothers, NFI = 0.99; SRMR = 0.05.

11 years to 17 years, 11 months: for fathers, NFI = 0.99; SRMR = 0.05; for mothers, NFI = 0.99; SRMR = 0.04.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = every day or almost every day; 2 = a few times a week; 3 = a few times this past month; 4 = never.

[c]The original response categories for the items (before reverse-coding) are as follows: 1 = every day or nearly every day; 2 = a few times a week; 3 = a few times in the last month; 4 = only once or twice; 5 = not at all.

[d]Parents of focal children ages 8 years, 6 months, to 8 years, 11 months, were asked the version of this question that was asked of parents of children ages 5 years to 8 years, 5 months ("Spent time with the focal child doing one of his/her favorite activities, like shopping, playing a sport, going to a movie, watching TV, or playing videogames").

[e]Parents of focal children ages 8 years, 6 months, to 8 years, 11 months, were asked the version of this question that was asked of parents of children ages 5 years to 8 years, 5 months ("Read a book with the focal child or talked about a book he/she was reading").

[f]Parents of focal children ages 8 years, 6 months, to 8 years, 11 months, were asked the version of this question that was asked of parents of children ages 5 years to 8 years, 5 months ("Talked with the focal child about his/her friends").

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Appendix Table E.14

Confirmatory Factor Analysis Loadings for Paternal and Maternal Supportiveness, Based on the 30-Month Youth Survey

Focal Child's Age Group, Factor, and Item[a]	Factor Loading	
	Fathers	Mothers
Ages 8 years, 6 months, to 10 years, 11 months		
Parental involvement		
In the last month		
Did the respondent go to a movie, play, museum, or concert with the parent?[b]	0.66	0.61
How often did the respondent spend at least an hour with the parent?[c]	0.65	0.63
Did the respondent go with the parent on an outing to a library, park, or playground?[b]	0.64	0.59
Did the respondent play a sport or outdoor game or go to a sporting event with the parent?[b]	0.61	0.62
Did the respondent work on a project or do homework for school with the parent?[b]	0.58	0.63
Did the respondent go shopping with the parent?[b]	0.45	0.52
Parental warmth[d]		
How often does the parent		
Tell the respondent that he/she is doing a good job?	0.83	0.92
Praise the respondent for behaving well?	0.66	0.75
Ages 11 years to 17 years, 11 months		
Parental involvement		
In the last month		
Did the respondent go to a movie, play, museum, or concert with the parent?[b]	0.55	0.53
How often did the respondent spend at least an hour with the parent?[c]	0.66	0.69
Did the respondent go with the parent on an outing to a library, park, or playground?[b]	0.54	0.63
Did the respondent play a sport or outdoor game or go to a sporting event with the parent?[b]	0.49	0.65
Did the respondent work on a project or do homework for school with the parent?[b]	0.72	0.68
Did the respondent go shopping with the parent?[b]	0.64	0.58
Parental warmth[d]		
How often does the parent		
Tell the respondent that he/she is doing a good job?	0.91	0.96
Praise the respondent for behaving well?	0.75	0.85

(continued)

Appendix Table E.14 (continued)

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics for children's ages:

8 years, 6 months, to 10 years, 11 months: for fathers, normed fit index (NFI) = 0.98; standardized root mean square residual (SRMR) = 0.08 ; for mothers, NFI = 0.99; SRMR = 0.05.

11 years to 17 years, 11 months: for fathers, NFI = 0.98; SRMR = 0.06; for mothers, NFI = 0.99; SRMR = 0.06.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the item (before reverse-coding) are as follows: 1 = yes; 2 = no.

[c]The original response categories for the item (before reverse-coding) are as follows: 1 = every day or almost every day; 2 = a few times a week; 3 = a few times this past month; 4 = never.

[d]The original response categories for the items (before reverse coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

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Appendix Table E.15

Confirmatory Factor Analysis Loadings for Paternal and Maternal Responsiveness, Based on the 30-Month Adult Survey

Focal Child's Age Group and Item[a,b]	Factor Loading	
	Fathers	Mothers
Ages 2 years to 4 years, 11 months		
During the past month, how often the respondent has		
Taken the focal child's thoughts and feelings into account when they disagreed	0.84	0.81
Considered the focal child's thoughts and feelings when making rules for him/her	0.79	0.81
Explained his/her reasons when the respondent wanted the focal child to do something or not do something	0.58	0.50
Ages 5 years to 8 years, 5 months		
During the past month, how often the respondent has		
Taken the focal child's thoughts and feelings into account when they disagreed	0.82	0.83
Considered the focal child's thoughts and feelings when making rules for him/her	0.86	0.75
Explained his/her reasons when the respondent wanted the focal child to do something or not do something	0.64	0.62
Ages 8 years, 6 months, to 10 years, 11 months		
During the past month, how often the respondent has		
Taken the focal child's thoughts and feelings into account when they disagreed	0.85	0.95
Considered the focal child's thoughts and feelings when making rules for him/her	0.81	0.70
Explained his/her reasons when the respondent wanted the focal child to do something or not do something	0.56	0.55
Ages 11 years to 17 years, 11 months		
During the past month, how often the respondent has		
Taken the focal child's thoughts and feelings into account when they disagreed	0.84	0.80
Considered the focal child's thoughts and feelings when making rules for him/her	0.82	0.84
Explained his/her reasons when the respondent wanted the focal child to do something or not do something	0.71	0.56

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics for all age groups: for fathers, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.00; for mothers, NFI = 1.00; SRMR = 0.00.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = always; 2 = usually; 3 = sometimes; 4 = almost never; 5 = never.

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Appendix Table E.16

Confirmatory Factor Analysis Loadings for Paternal and Maternal Responsiveness, Based on the 30-Month Youth Survey

Focal Child's Age Group and Item	Factor Loading	
	Fathers	Mothers
Ages 11 years to 17 years, 11 months		
The respondent's parent understands him/her[a,b]	0.87	0.89
The respondent's parent respects his/her feelings[a,b]	0.85	0.90
The respondent trusts his/her parent[a,b]	0.85	0.90
The respondent's parent trusts his/her judgment[a,b]	0.77	0.93
The respondent doesn't get much attention at home from his/her parent[c]	0.55	0.45

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics: for fathers, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.01; for mothers, NFI = 1.00; SRMR = 0.01.

[a]Items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

[c]The response categories for the item are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

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Appendix Table E.17

Confirmatory Factor Analysis Loadings for Paternal and Maternal Hostility, Based on the 30-Month Adult Survey

Focal Child's Age Group and Item[a,b]	Factor Loading	
	Fathers	Mothers
Ages 2 years to 4 years, 11 months		
Over the past month, how often has the respondent		
Lost his/her temper with the focal child?	0.93	0.96
Yelled, shouted, screamed at, or threatened the focal child because the respondent was mad at him/her?	0.72	0.67
Argued with the focal child?	0.66	0.66
Ages 5 years to 8 years, 5 months		
Over the past month, how often has the respondent		
Lost his/her temper with the focal child?	0.88	0.93
Yelled, shouted, screamed at, or threatened the focal child because the respondent was mad at him/her?	0.73	0.71
Argued with the focal child?	0.76	0.74
Ages 8 years, 6 months, to 10 years, 11 months		
Over the past month, how often has the respondent		
Lost his/her temper with the focal child?	0.86	0.93
Yelled, shouted, screamed at, or threatened the focal child because the respondent was mad at him/her?	0.76	0.66
Argued with the focal child?	0.76	0.79
Ages 11 years to 17 years, 11 months		
Over the past month, how often has the respondent		
Lost his/her temper with the focal child?	0.92	0.90
Yelled, shouted, screamed at, or threatened the focal child because the respondent was mad at him/her?	0.79	0.79
Argued with the focal child?	0.74	0.81

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics for all age groups: for fathers, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.00; for mothers, NFI = 1.00; SRMR = 0.00.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = every day or almost every day; 2 = a few times a week; 3 = a few times this past month; 4 = never.

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Appendix Table E.18

Confirmatory Factor Analysis Loadings for Paternal and Maternal Hostility, Based on the 30-Month Youth Survey

Focal Child's Age Group and Item[a]	Factor Loading	
	Fathers	Mothers
Ages 8 years, 6 months, to 10 years, 11 months		
The respondent yells at the parent	0.83	0.75
The parent gets really mad at the respondent	0.79	0.80
The parent screams or yells at the respondent	0.77	0.90
The parent and the respondent argue	0.70	0.71
Ages 11 years to 17 years, 11 months		
The respondent yells at the parent	0.81	0.84
The parent gets really mad at the respondent	0.82	0.84
The parent screams or yells at the respondent	0.84	0.89
The parent and the respondent argue	0.76	0.79

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics for children ages:

8 years, 6 months, to 10 years, 11 months: for fathers, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.05; for mothers, NFI = 0.99; SRMR = 0.04.

11 years to 17 years, 11 months: for fathers, NFI = 1.00; SRMR = 0.03; for mothers, NFI = 1.00; SRMR = 0.04.

[a]The response categories for the items are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

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Appendix Table E.19

Confirmatory Factor Analysis Loadings for Child Self-Regulation and Social Competence, Based on the 30-Month Adult Survey

Focal Child's Age Group, Factor, and Item[a,b]	Factor Loading	
	Fathers	Mothers
Ages 2 years to 8 years, 5 months		
Self-regulation		
The focal child		
Is obedient and follows rules	0.80	0.79
Waits his/her turn during activities	0.75	0.72
Is able to concentrate or focus on an activity	0.72	0.68
Sticks with an activity until it is finished	0.69	0.66
Usually does what the respondent tells him/her to do	0.69	0.71
Thinks before acting	0.67	0.68
Is patient when he/she wants something	0.63	0.59
Stops and calms down when frustrated or upset	0.60	0.63
Accepts things not going his or her way	0.58	0.65
Copes well with disappointment or frustration	0.48	0.51
Social competence		
The focal child		
Cooperates	0.86	0.85
Is helpful to others	0.82	0.75
Understands other people's feelings	0.77	0.77
Gets along well with other kids	0.77	0.73
Shares with others	0.75	0.73
Expresses needs and feelings appropriately	0.75	0.75
Resolves problems with other children on his or her own	0.72	0.69
Shows concern for other people's feelings	0.71	0.72
Is admired and well liked by other kids	0.67	0.65

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for fathers, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.05; for mothers, NFI = 0.98; SRMR = 0.06.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = very true; 2 = somewhat true; 3 = not true.

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Appendix Table E.20

Confirmatory Factor Analysis Loadings for Child Self-Regulation and Social Competence, Based on the 30-Month Youth Survey

Focal Child's Age Group, Factor, and Item	Factor Loading
Ages 8 years, 6 months, to 17 years, 11 months	
Self-regulation	
How often the respondent	
Follows the rules[a,b]	0.72
Thinks before he/she acts[a,b]	0.69
Controls his/her anger when people are angry with him/her[a,b]	0.68
Does what he/she is asked to do[a,b]	0.66
Is patient when waiting when he/she wants something[a,b]	0.65
Stops and calms down when he/she is frustrated or upset[a,b]	0.62
Controls his/her anger when there is a disagreement[a,b]	0.60
Waits his/her turn during activities[a,b]	0.58
Accepts it when things do not go his/her way[a,b]	0.56
Asks about a rule in a nice way when someone tells him/her a rule that he/she thinks is unfair[a,b]	0.55
Fights or argues with adults[c]	0.55
Copes well with disappointment or frustration[a,b]	0.53
Ignores kids who are fooling around in class[a,b]	0.49
Yells and screams when he/she disagrees with his/her mother and father[c]	0.45
Sticks with an activity until it is finished[a,b]	0.44
Whines or complains when he/she gets upset[c]	0.40
Social competence[a,b]	
How often the respondent	
Shows respect for teachers and neighbors	0.69
Tries to understand other people's feelings	0.56
Gets along well with other kids	0.56
Tries to work out problems with classmates, family, or friends	0.53
Helps other kids at school with things like homework, sports, or other activities	0.48

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics: normed fit index (NFI) = 0.98; standardized root mean square residual (SRMR) = 0.05.

[a]Items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

[c]The response categories for the items are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

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Appendix Table E.21

Confirmatory Factor Analysis Loadings for Child Behavior Problems, Based on the 30-Month Adult Survey

Focal Child's Age Group, Factor, and Item[a,b]	Factor Loading	
	Fathers	Mothers
Ages 2 years to 3 years, 11 months		
Internalizing behavior problems		
The focal child		
Cries too much	0.75	0.74
Is easily confused or seems to be in a fog	0.75	0.65
Is rather high strung, tense, and nervous	0.70	0.72
Is unhappy, sad, or depressed	0.66	0.61
Is too fearful or anxious	0.62	0.59
Is too dependent on others	0.60	0.52
Is withdrawn or does not get involved with others	0.57	0.43
Clings to adults	0.52	0.51
Externalizing behavior problems		
The focal child		
Has a very strong temper and loses it easily	0.70	0.72
Is disobedient at home	0.68	0.69
Is stubborn, sullen, or irritable	0.67	0.68
Is impulsive or acts without thinking	0.66	0.66
Demands a lot of attention	0.65	0.61
Breaks things on purpose	0.64	0.59
Bullies or is cruel or mean to others	0.62	0.61
Argues too much	0.62	0.65
Is restless or overly active and cannot sit still	0.61	0.58
Has difficulty concentrating and paying attention	0.60	0.57
Has trouble getting along with other children	0.60	0.60
Has sudden changes in mood or feelings	0.56	0.57
Does not seem to feel sorry after misbehavior	0.54	0.51
Cheats or tells lies	0.53	0.49
Ages 4 years to 17 years, 11 months		
Internalizing behavior problems		
The focal child		
Cries too much	0.58	0.63
Is easily confused or seems to be in a fog	0.74	0.71
Is rather high strung, tense, and nervous	0.77	0.83
Is unhappy, sad, or depressed	0.71	0.71
Is too fearful or anxious	0.71	0.69
Is too dependent on others	0.66	0.67
Is withdrawn or does not get involved with others	0.54	0.56
Clings to adults	0.45	0.46
Has obsessions	0.60	0.60
Feels worthless or inferior	0.75	0.72
Has sudden changes in mood or feelings	0.71	0.77
Feels or complains that no one loves him or her	0.69	0.68

(continued)

Appendix Table E.21 (continued)

Focal Child's Age Group, Factor, and Item[a,b]	Factor Loading	
	Fathers	Mothers
Externalizing behavior problems		
The focal child		
Has a very strong temper and loses it easily	0.78	0.77
Is disobedient at home	0.73	0.76
Is stubborn, sullen, or irritable	0.78	0.80
Is impulsive or acts without thinking	0.80	0.82
Demands a lot of attention	0.63	0.67
Breaks things on purpose	0.70	0.80
Bullies or is cruel or mean to others	0.72	0.72
Argues too much	0.74	0.78
Is restless or overly active and cannot sit still	0.65	0.70
Has difficulty concentrating and paying attention	0.69	0.73
Has trouble getting along with other children	0.69	0.74
Does not seem to feel sorry after misbehavior	0.61	0.61
Cheats or tells lies	0.69	0.66
Has trouble getting along with teachers	0.73	0.70
Is disobedient at school	0.72	0.70

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics for children ages:

2 years to 3 years, 11 months: for fathers, normed fit index (NFI) = 0.98; standardized root mean square residual (SRMR) = 0.06; for mothers, NFI = 0.97; SRMR = 0.07.

4 years to 17 years, 11 months: for fathers, NFI = 0.98; SRMR = 0.06; for mothers, NFI = 0.98; SRMR = 0.06.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = very true; 2 = somewhat true; 3 = not true.

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Appendix Table E.22

Confirmatory Factor Analysis Loadings for Child Behavior Problems, Based on the 30-Month Youth Survey

Focal Child's Age Group, Factor, and Item[a,b]	Factor Loading
Ages 8 years, 6 months, to 17 years, 11 months	
Internalizing behavior problems	
The respondent	
Feels unhappy or sad	0.72
Has bad things happen to him/her	0.68
Feels very tired	0.66
Feels like crying	0.65
Is scared by lots of things	0.65
Gets picked on by others	0.65
Has trouble sleeping	0.65
Has bad dreams	0.64
Can't do anything right	0.62
Worries about things	0.59
Feels that nothing is fun for him/her	0.55
Is afraid of doing badly	0.47
Externalizing behavior problems	
The respondent	
Argues a lot	0.80
Has trouble concentrating or paying attention	0.74
Can't sit still	0.63
Picks on others	0.61
Is disobedient at school	0.58
Lies or cheats	0.57
Acts too young for his/her age	0.56
Talks too much	0.54
Brags a lot	0.54

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics: normed fit index (NFI) = 0.97; standardized root mean square residual (SRMR) = 0.05.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

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Appendix Table E.23

Confirmatory Factor Analysis Loadings for Men's and Women's Reports of Disagreements about Child-Rearing, Based on the 30-Month Adult Survey

Focal Child's Age Group and Item[a,b]	Factor Loading	
	Men	Women
Ages 2 years to 17 years, 11 months		
How often the respondent and spouse disagree about		
Who does child care tasks	0.90	0.86
How money is spent on the child(ren)	0.86	0.84
The activities that the child(ren) participate in	0.86	0.82
The amount of time each parent spends with the child(ren)	0.84	0.80
Setting rules for or disciplining the child(ren)	0.63	0.56

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics: for men, normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.03; for women, NFI = 1.00; SRMR = 0.03.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

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Appendix Table E.24

Confirmatory Factor Analysis Loadings for Paternal and Maternal Monitoring, Based on the 30-Month Adult Survey

Focal Child's Age Group and Item[a,b]	Factor Loading	
	Fathers	Mothers
Ages 5 years to 8 years, 5 months		
Over the past month, how often did the respondent know		
Where the focal child spent his/her free time?	0.85	0.86
Which TV programs the focal child watched?	0.79	0.61
Whether the focal child had finished his/her schoolwork or studying?	0.78	0.80
How the focal child spent his/her money or allowance?	0.76	0.78
Ages 8 years, 6 months, to 10 years, 11 months		
Over the past month, how often did the respondent know		
Where the focal child spent his/her free time?	0.93	0.90
Which TV programs the focal child watched?	0.76	0.74
Whether the focal child had finished his/her schoolwork or studying?	0.78	0.78
How the focal child spent his/her money or allowance?	0.75	0.81
Ages 11 years to 17 years, 11 months		
Over the past month, how often did the respondent know		
Where the focal child spent his/her free time?	0.86	0.89
Which TV programs the focal child watched?	0.75	0.75
Whether the focal child had finished his/her schoolwork or studying?	0.82	0.79
How the focal child spent his/her money or allowance?	0.83	0.85

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics, for children ages:

5 years to 8 years, 5 months: for fathers, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.04; for mothers, NFI = 1.00; SRMR = 0.02.

8 years, 6 months, to 10 years, 11 months: for fathers, NFI = 1.00; SRMR = 0.03; for mothers, NFI = 1.00; SRMR = 0.03.

11 years to 17 years, 11 months: for fathers, NFI = 1.00; SRMR = 0.01; for mothers, NFI = 1.00; SRMR = 0.02.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = always; 2 = usually; 3 = sometimes; 4 = almost never; 5 = never.

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Appendix Table E.25

Confirmatory Factor Analysis Loadings for Adolescent Disclosure to Fathers and Mothers, Based on the 30-Month Youth Survey

Focal Child's Age Group and Item[a]	Factor Loading	
	Fathers	Mothers
Ages 8 years, 6 months, to 10 years, 11 months		
When the respondent is feeling sad, he/she lets the parent know[b]	0.85	0.94
When the respondent is angry about something, he/she lets the parent know[b]	0.84	0.88
The respondent lets the parent know when he/she is feeling happy[b]	0.73	0.85
When the respondent has a problem, he/she talks to the parent about it[b]	0.64	0.65
The respondent tells the parent that the respondent loves and cares for him/her[b]	0.57	0.63
In the last month, did the respondent[c]		
Talk about things he/she is doing in school with the parent?	0.51	0.57
Talk about his/her schoolwork or grades with the parent?	0.47	0.59
Ask the parent for help with friends?	0.44	0.50
Ages 11 years to 17 years, 11 months		
When the respondent is feeling sad or depressed, he/she lets the parent know[b]	0.89	0.87
When the respondent is angry about something, he/she lets the parent know[b]	0.83	0.85
The respondent lets the parent know when he/she is feeling happy[b]	0.78	0.87
When the respondent has a problem, he/she talks to the parent about it[b]	0.72	0.74
The respondent tells the parent that the respondent loves and cares for him/her[b]	0.71	0.75
In the last month, did the respondent[c]		
Talk about things he/she is doing in school with the parent?	0.56	0.67
Talk about his/her schoolwork or grades with the parent?	0.53	0.67
Ask the parent for help with friends?	0.42	0.54

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics for children ages:

8 years, 6 months, to 10 years, 11 months: for fathers, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.10; for mothers, NFI = 0.99; SRMR = 0.09.

11 years to 17 years, 11 months: for fathers, NFI = 1.00; SRMR = 0.09; for mothers, NFI = 0.99; SRMR = 0.08.

[a]Items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

[c]The original response categories for the items (before reverse-coding) are as follows: 1 = yes; 2 = no.

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Appendix Table E.26

Confirmatory Factor Analysis Loadings for Delinquent Activities Engaged In, Based on the 30-Month Youth Survey

Focal Child's Age Group and Item	Factor Loading
Ages 11 years to 17 years, 11 months	
In the last year, how many times has the respondent	
Gotten into a fight and hit, kicked or hurt someone?[a]	0.77
Been suspended from school?[a]	0.75
Purposely damaged or destroyed property that did not belong to him/her or stolen something worth $50 or more?[b]	0.71
Skipped school, cut classes without his/her parents' permission, or refused to go to school?[a]	0.59
Run away?[b]	0.54

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics: normed fit index (NFI) = 1.00; standardized root mean square residual (SRMR) = 0.04.

[a]The original items were recoded into dichotomous variables, with response categories of 0 = never, and 1 = one or more times, so that the final delinquency measure would capture the proportion of delinquent activities that the respondent had engaged in. The original response categories for the items (before recoding) are as follows: 1 = never; 2 = once or twice; 3 = more than two times.

[b]The original items were recoded into dichotomous variables, with response categories of 0 = never, and 1 = one or more times, so that the final delinquency measure would capture the proportion of delinquent activities that the respondent had engaged in. The original items (before recoding) asked the respondent if he/she had engaged in the delinquent activity and, if so, how many times.

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Appendix Table E.27

Confirmatory Factor Analysis Loadings for Child Perceptions of Marital Quality/ Interparental Conflict, Based on the 30-Month Youth Survey

Focal Child's Age Group, Factor, and Item	Factor Loading
Ages 8 years, 6 months, to 10 years, 11 months	
Children's reports of interparental conflict	
When the respondent's mother and father have a disagreement, how often do they discuss it nicely?[a]	0.80
When the respondent's mother and father disagree, do they work it out?[a]	0.75
How often does the respondent see his/her mother and father argue?[b,c]	0.67
The respondent's mother and father still act mean after they have had an argument[b,c]	0.64
How often do the respondent's mother and father complain about each other?[b,c]	0.63
When the respondent's mother and father argue, they say mean things to each other?[b,c]	0.62
How often have the respondent's mother and father broken or thrown things during an argument?[b,c]	0.45
Children's reports of interparental positive interactions[b,c]	
The respondent's mother and father like each other	0.87
How often do the respondent's mother and father have fun together?	0.86
How often do the respondent's mother and father smile at each other?	0.83
How often do the respondent's mother and father laugh together?	0.83
Ages 11 years to 17 years, 11 months	
Children's reports of interparental conflict	
When the respondent's mother and father have a disagreement, how often do they discuss it nicely?[a]	0.79
When the respondent's mother and father disagree, do they work it out?[a]	0.72
How often does the respondent see his/her mother and father argue?[b,c]	0.70
The respondent's mother and father still act mean after they have had an argument[b,c]	0.72
How often do the respondent's mother and father complain about each other?[b,c]	0.65
When the respondent's mother and father argue, they say mean things to each other?[b,c]	0.77
How often have the respondent's mother and father broken or thrown things during an argument?[b,c]	0.63
How often do one or both of the respondent's parents hit or push the other?[b,c]	0.70
How often do the respondent's parents scream or yell at each other when they are angry?[b,c]	0.69
Children's reports of interparental positive interactions[b,c]	
The respondent's mother and father like each other	0.87
How often do the respondent's mother and father have fun together?	0.81
How often do the respondent's mother and father smile at each other?	0.89
How often do the respondent's mother and father laugh together?	0.87
How often do the respondent's mother and father work as a team?	0.88

(continued)

Appendix Table E.27 (continued)

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics for children ages:

8 years, 6 months, to 10 years, 11 months: normed fit index (NFI) = 0.97; standardized root mean square residual (SRMR) = 0.10.

11 years to 17 years, 11 months: NFI = 0.98; SRMR = 0.09.

[a]The response categories for the items are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

[b]Items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[c]The original response categories for the items (before reverse-coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

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Appendix Table E.28

Confirmatory Factor Analysis Loadings for Child Reactivity to Interparental Conflict, Based on the 30-Month Adult Survey

Focal Child's Age Group, Factor, and Item[a,b]	Factor Loading	
	Fathers	Mothers
Ages 2 years, 7 months, to 4 years, 11 months		
Overt distress		
In the last month, when the respondent and spouse argued, how often the focal child		
Appeared anxious or worried	0.87	0.87
Appeared upset	0.84	0.91
Was not able to calm down after the argument	0.68	0.71
Behavioral dysregulation		
In the last month, when the respondent and spouse argued, how often the focal child		
Yelled at one or both parents or other family members	0.75	0.84
Started hitting, pushing, slapping, or throwing things at one or both parents or other family members	0.72	0.79
Caused trouble, acted out, or misbehaved	0.68	0.67
Behavioral involvement		
In the last month, when the respondent and spouse argued, how often the focal child		
Tried to get one or both parents' attention, such as signaling to be picked up or bringing up other things	1.00	0.95
Tried to hug or kiss one or both parents	0.63	0.62
Ages 5 years to 17 years, 11 months		
Overt distress		
In the last month, when the respondent and spouse argued, how often the focal child		
Appeared anxious or worried	0.85	0.88
Appeared upset	0.86	0.87
Was not able to calm down	0.72	0.74
Behavioral dysregulation		
In the last month, when the respondent and spouse argued, how often the focal child		
Yelled at one or both parents or other family members	0.90	0.89
Started hitting, pushing, or yelling at one or both parents or other family members	0.85	0.91
Caused trouble, acted out, or misbehaved	0.79	0.82
Behavioral involvement		
In the last month, when the respondent and spouse argued, how often the focal child		
Tried to distract one or both parents by bringing up other things	0.86	0.86
Tried to comfort one or both parents	0.77	0.84

(continued)

Appendix Table E.28 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Model-fit statistics for children ages:

2 years, 7 months, to 4 years, 11 months: for fathers, normed fit index (NFI) = 0.99; standardized root mean square residual (SRMR) = 0.06; for mothers, NFI = 0.98; SRMR = 0.06.

5 years to 17 years, 11 months: for fathers, NFI = 0.99; SRMR = 0.05; for mothers, NFI = 1.00; SRMR = 0.04.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = often; 2 = sometimes; 3 = hardly ever; 4 = never.

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Appendix Table E.29

Confirmatory Factor Analysis Loadings for Child Reactivity to Interparental Conflict, Based on the 30-Month Youth Survey

Focal Child's Age Group, Factor, and Item[a,b]	Factor Loading
Ages 8 years, 6 months, to 17 years, 11 months	
Overt distress	
When the respondent's mother and father argue, the respondent feels	
Scared	0.87
Unsafe	0.74
Sad	0.71
Angry	0.61
Behavioral dysregulation	
When the respondent's mother and father argue, the respondent	
Yells at or says unkind things to people in his/her family	0.85
Hits, kicks, slaps, or throws things at people in his/her family	0.75
Negative family representations	
When the respondent's mother and father argue, the respondent worries	
That they might break up or get divorced	0.78
That one of them will get hurt	0.78
Behavioral involvement	
When the respondent's mother and father argue, the respondent	
Tries to distract them by bringing up other things	0.88
Tries to comfort one or both of them	0.60
Attributions of self-blame	
When the respondent's mother and father argue, the respondent feels	
Caught in the middle	0.85
That it's about him/her	0.67
That it's his/her fault	0.61

SOURCE: MDRC calculations based on the SHM 30-month youth survey.

NOTES: Model-fit statistics: normed fit index (NFI) = 0.97; standardized root mean square residual (SRMR) = 0.07.

[a]All items were reverse-coded to ensure that higher response categories reflect stronger endorsements of the items.

[b]The original response categories for the items (before reverse-coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

Appendix F

Nonresponse Bias and Sensitivity Analyses

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The Supporting Healthy Marriage (SHM) 30-month impact report contains impact estimates that are calculated for families who responded to the 30-month follow-up adult survey, the 30-month follow-up youth survey, and the 30-month direct child assessments.[1] Appendix F examines (1) the extent to which nonresponse threatens the internal validity of the impact estimates and (2) the degree to which using weights to adjust for nonresponse changes the impact estimates.

The use of a random assignment design means that the SHM program and control groups were expected to be similar when they first entered the study. The main strength of this design is that any differences that emerge after random assignment can be attributed to the sample members' treatment group status. However, because follow-up data were not collected from all study participants in the evaluation, nonresponse bias could weaken the extent to which causal inferences can be drawn and the generalizability of the study's findings in the following ways:

- **There could be systematic differences in the baseline characteristics of program and control group members who responded to the 30-month follow-up data collection activities.** If there are systematic differences that make the two groups not well matched at the time of random assignment, then it would not be possible to disentangle any preexisting differences between the two research groups from differences at follow-up that are attributable to treatment group status.

- **There could be systematic differences in the baseline characteristics of the individuals who responded to the 30-month follow-up data collection activities and those who did not.** If there are differences between sample members who responded and those who did not, then the impact results for the respondent samples may not be generalizable to the full SHM sample;[2] the results may be valid only for the group that responded to a particular data collection effort.

The results of the nonresponse bias analysis presented in this appendix suggest that the impact analysis for outcomes assessed with the 30-month adult survey, youth survey, and direct child assessments are, indeed, internally valid. That is, there is no evidence to suggest that nonresponse bias compromised the extent to which causal inferences about the effectiveness of the SHM program can be drawn from the respondent samples. However, as is often the case

[1]Lundquist et al. (2014). The 30-month follow-up adult survey is shown in Appendix L. The 30-month follow-up youth survey is shown in Appendix M.

[2]The *full SHM sample* is the sample of study participants who were randomly assigned to either the SHM program group or the control group at study entry.

when participation in follow-up data collection activities is optional, there are differences in the baseline characteristics of the respondent samples and the full SHM research sample. When impacts are estimated using weights intended to account for the absence of follow-up data on nonrespondents, the results change very little from the unweighted impact estimates. These weights account only for observed baseline characteristics, however, and do not account for unobserved characteristics (such as motivation to improve one's marriage). Hence, it is unknown whether and how much impact estimates would have differed had data been collected for all couples who were randomly assigned in the study.

This appendix first briefly describes the flow of sample members through the data collection activities at the 30-month follow-up point, including the selection of a focal child for each family. Then the appendix presents the results of the nonresponse bias analysis for the adult survey, youth survey, and direct child assessment respondent samples.

Selection and Response Rates for the 30-Month Follow-Up Adult Survey, Youth Survey, and Direct Child Assessments

The 30-month data collection included attempts to contact both spouses of 6,095 couples who were enrolled in the study.[3] A total of 9,369 individuals (77 percent of the fielded sample)[4] responded to the 30-month adult survey. If at least one spouse of a couple responded to the adult survey, then an attempt was made to collect information from the selected focal child of the couple.[5] If the selected focal child was between ages 2 years and 8 years, 5 months, an attempt was made to administer direct child assessments to the child. The homes of a total of 2,539 focal children (64 percent of the eligible sample) were visited for the purpose of collecting direct child assessment data, after receiving parental consent to do so. If the selected focal child was between ages 8 years, 6 months, and 17 years, 11 months, an attempt was made to administer a youth survey to the child. A total of 1,134 focal children (69 percent of the eligible sample) were administered the youth survey, after receiving parental consent to do so. Appendix Figure F.1 shows the number of respondent and nonrespondent families to these data collection efforts.

[3]For complete details about the 30-month data collection activities, see Appendix B.

[4]The *fielded sample* is the sample of study participants who were the target of 30-month data collection activities.

[5]After baseline data collection, for each couple, a child under the age of 14 who was living at home at study entry (which could have included an unborn child) was selected to be the "focal child" for purposes of 12-month and 30-month data collection. In the Oklahoma City and Seattle programs, the newborn baby or child in utero who made a couple eligible for the program was selected as the focal child. In the remaining local SHM programs, the focal child was selected at random from all the children younger than 14 who were living in the home at study entry. Of the 6,095 families included in the 30-month data collection, 473 families did not have a focal child for data collection. For further details about the selection of focal children, see Appendix B.

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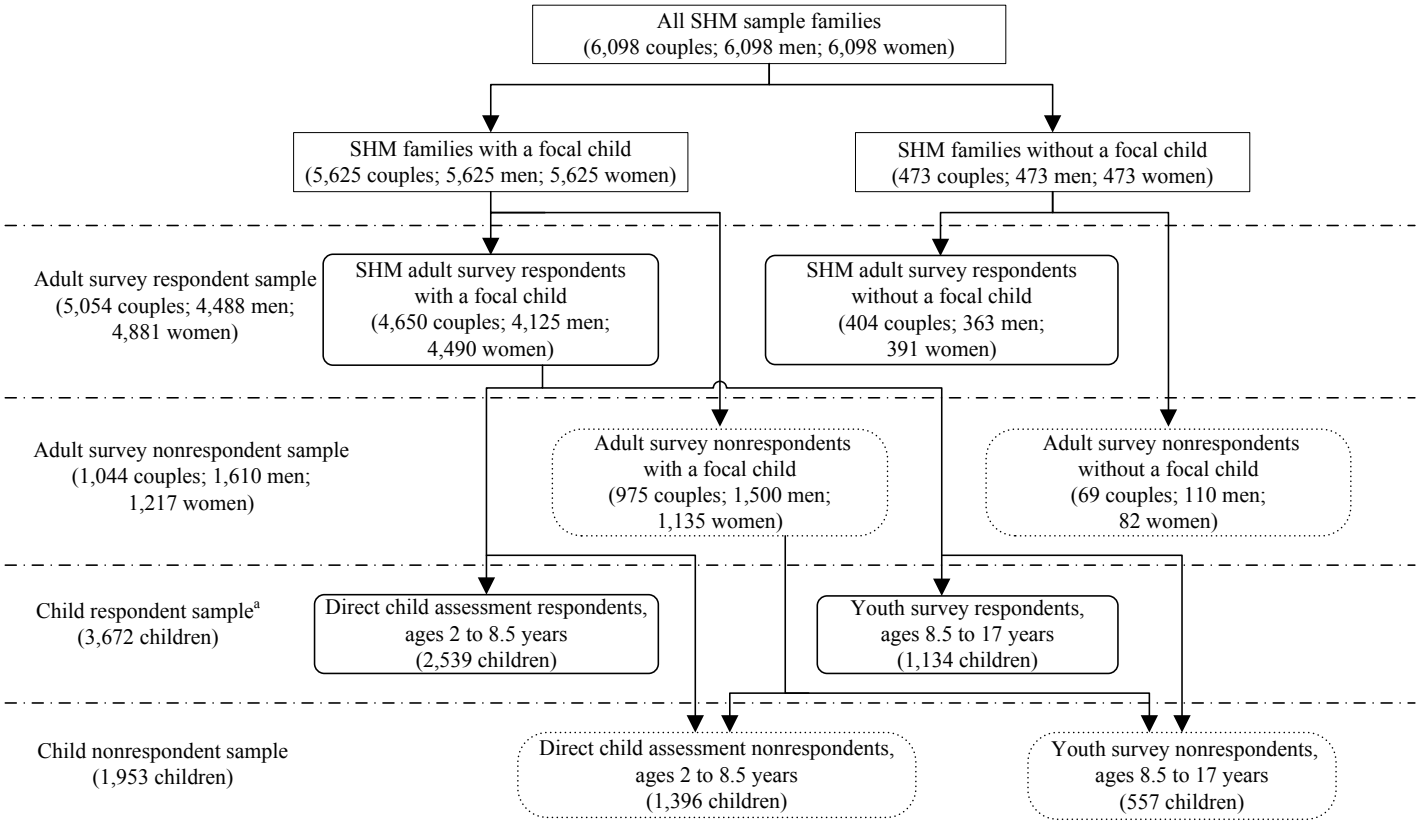
Appendix Figure F.1

Flow of Study Participants Through 30-Month Data Collection Activities



SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTE: [a]One child received both the direct child assessments and the youth survey and is included as a respondent to both.

Nonresponse Bias

The analysis of nonresponse bias presented here assesses potential bias in the research samples for the 30-month adult survey, youth survey, and direct child assessments by addressing three questions:

- **Are there systematic differences in the baseline characteristics of program and control group families in the respondent samples?** To examine this, comparisons were conducted between the baseline characteristics of the research groups in each of the respondent samples.
- **Are there systematic differences in the baseline characteristics of those families who completed the 30-month adult survey, youth survey, and/or direct child assessments, respectively, and those who did not?** To examine this, comparisons were conducted between the baseline characteristics of respondent and nonrespondent families in each of the three samples.
- **Do impact estimates change when weights are used to adjust for the presence of nonresponse?** To explore this question, an analysis was performed assessing the sensitivity of the impact estimates when the respondent sample was weighted to be representative of the full SHM sample.

In addressing these questions, a *respondent to the adult survey* was defined as someone who was administered the survey, even if not all items were completed. A *respondent family to the youth survey* was defined as a family whose focal child was administered the survey, even if not all items were completed. A *respondent family to the direct child assessments* was defined as a family whose home was visited for the purpose of collecting direct child assessment data from the focal child, after receiving parental consent to do so.[6] *Nonrespondent families to the youth survey* were defined as families whose focal child was the appropriate age for the youth survey but for whom no survey items were completed (because no parent responded to the adult survey, parental consent to administer the youth survey was not obtained, or the focal child refused the youth survey). *Nonrespondent families to the direct child assessment* data collection effort were families whose focal child was the appropriate age for the assessments but whose homes were not visited for the purpose of collecting direct child assessment data (because either

[6]Almost all 2,539 respondents to the direct child assessments produced at least one usable assessment score. A total of 2,523 children produced at least one usable score; 9 children refused all assessments; 5 children had no assessments administered because of developmental disability (4 children) or language barrier (1 child); and 2 children attempted one or more assessments but failed the training portion and did not advance to the test items.

no parent responded to the adult survey or parental consent to conduct the direct child assessments was not obtained). For the results of additional analyses conducted to assess potential sources of bias in the direct child assessments, using a slightly different sample from the one used here, see Appendix G.

Comparability of Research Groups in Respondent Samples

This section describes four comparisons of the baseline characteristics of program and control group respondent families. The results of these comparisons indicate that there were no systematic differences between program and control group respondents at the time of study entry. This section also compares the response rates in the 30-month data collection with the What Works Clearinghouse (WWC) standards (described below) for assessing nonresponse bias. The 30-month response rates in the SHM evaluation meet the highest standards of the WWC for producing internally valid evidence.

Comparison of Research Groups in the Adult Survey Respondent Sample

Selected baseline characteristics of program and control group adult survey respondents were compared. Characteristics that were measured with binary and continuous variables were compared using t-tests, while characteristics that were measured with multi-category categorical variables were compared using chi-squared tests. Measures for race/ethnicity and husbands' and wives' earnings were treated as multi-category categorical variables, and measures for child age and local program were treated as binary variables. Comparisons were conducted separately for women (Appendix Table F.1) and men (Appendix Table F.2). Both tables show that the program and control groups were generally similar at study entry. To confirm that there were no systematic differences between adult survey respondents in the program and control groups, a logistic regression was run using baseline variables to predict research group status among survey respondents. The analysis was conducted separately for women and men. A joint test indicated that the baseline characteristics collectively did not significantly predict research group status (p-values = 0.895 for women and 0.986 for men). These test results indicate that there were no systematic differences in observed baseline characteristics between program and control group adult survey respondents.

Comparison of Research Groups in the Youth Survey Respondent Sample

Selected baseline characteristics of the program and control group parents of youth survey respondents were compared (Appendix Table F.3). Characteristics that were measured with binary and continuous variables were compared using t-tests, while characteristics that were

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Appendix Table F.1

Comparison of Selected Baseline Characteristics Between Program and Control Groups Among Adult Survey Respondents, Women

Characteristic[a]	Program Group	Control Group	Difference
Socioeconomic characteristics (%)			
Race/ethnicity			
Both spouses Hispanic	45.7	43.4	2.3
Both spouses African-American, non-Hispanic	10.6	11.0	-0.4
Both spouses white, non-Hispanic	20.2	21.0	-0.8
Other/multiracial	23.4	24.5	-1.1
Both spouses have at least a high school diploma	51.4	50.6	0.8
Either spouse age 23 or younger	21.4	20.0	1.4
Husband's earnings			
$0	8.3	8.9	-0.5
$1-14,999	27.7	28.6	-0.9
$15,000-24,999	27.1	27.2	-0.1
$25,000 or more	36.8	35.3	1.5
Wife's earnings			
$0	33.5	32.3	1.2
$1-14,999	41.0	41.8	-0.9
$15,000-24,999	14.3	13.7	0.5
$25,000 or more	11.3	12.2	-0.9
Family characteristics			
Couple has a child between the ages of (%)			
Prenatal to 1 year, 11 months	59.7	57.3	2.3
2 years to 9 years, 11 months	63.9	64.1	-0.3
10 years or older	31.3	32.6	-1.3
Average number of years married	6.3	6.5	-0.2
Stepfamily (%)	25.6	26.0	-0.4
Marital appraisals			
Men report happy or very happy in marriage (%)	81.5	80.7	0.8
Women report happy or very happy in marriage (%)	75.4	75.3	0.0
Couple's average reported positive interaction in marriage[b]	2.88	2.86	0.02
Couple's average reported commitment to couple[b]	3.44	3.43	0.01
Couple's average reported hostile conflict resolution[b]	2.30	2.31	-0.01
Either spouse reports concerns or arguments about infidelity (%)	1.9	1.9	0.0
Men report marriage in trouble (%)	54.8	55.3	-0.4
Women report marriage in trouble (%)	55.6	56.9	-1.2
Adult well-being (%)			
Either spouse has psychological distress	23.0	23.3	-0.3
Either spouse reports substance abuse problem	19.3	21.2	-1.9

(continued)

Appendix Table F.1 (continued)

Characteristic[a]	Program Group	Control Group	Difference
Coparenting and parenting			
Men's reported frequency of disagreements about raising child(ren)[b]	2.13	2.10	0.03
Women's reported frequency of disagreements about raising child(ren)[b]	2.23	2.21	0.01
Men report spouse not committed to raising child(ren) (%)	4.2	4.7	-0.5
Women report spouse not committed to raising child(ren) (%)	8.9	9.3	-0.4
Child adjustment and well-being (%)			
Men report having child whose condition or behaviors stress marital relationship	18.5	20.9	-2.4 *
Women report having child whose condition or behaviors stress marital relationship	22.7	23.2	-0.5
Focal child's condition or behaviors demand extra attention	11.4	12.1	-0.7
Local SHM program (%)			
Bronx	12.5	12.7	-0.3
Oklahoma City	13.2	13.0	0.2
Orlando	13.7	13.7	0.1
Pennsylvania	11.9	10.5	1.4
Seattle	9.7	11.0	-1.3
Shoreline	12.9	12.8	0.2
Texas	13.1	13.3	-0.1
Wichita	13.0	13.1	-0.1
Month of random assignment[c]	21.9	21.9	-0.1
Sample size (women)	2,414	2,467	

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

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Appendix Table F.2

Comparison of Selected Baseline Characteristics Between Program and Control Groups Among Adult Survey Respondents, Men

Characteristic[a]	Program Group	Control Group	Difference
Socioeconomic characteristics (%)			
Race/ethnicity			
Both spouses Hispanic	45.5	43.5	2.0
Both spouses African-American, non-Hispanic	11.1	11.1	-0.1
Both spouses white, non-Hispanic	20.3	21.2	-0.9
Other/multiracial	23.2	24.2	-1.0
Both spouses have at least a high school diploma	52.0	51.1	0.9
Either spouse age 23 or younger	19.9	19.9	0.0
Husband's earnings			
$0	8.5	9.0	-0.5
$1-14,999	27.0	27.8	-0.8
$15,000-24,999	27.3	27.5	-0.2
$25,000 or more	37.3	35.8	1.5
Wife's earnings			
$0	33.2	32.3	0.9
$1-14,999	40.5	42.1	-1.6
$15,000-24,999	14.4	13.5	0.9
$25,000 or more	11.9	12.0	-0.2
Family characteristics			
Couple has a child between the ages of (%)			
Prenatal to 1 year, 11 months	59.3	56.6	2.8 *
2 years to 9 years, 11 months	63.9	65.1	-1.2
10 years or older	31.7	33.0	-1.3
Average number of years married	6.5	6.6	-0.1
Stepfamily (%)	25.3	25.8	-0.5
Marital appraisals			
Men report happy or very happy in marriage (%)	81.6	80.5	1.2
Women report happy or very happy in marriage (%)	75.6	75.2	0.4
Couple's average reported positive interaction in marriage[b]	2.88	2.86	0.02
Couple's average reported commitment to couple[b]	3.44	3.43	0.01
Couple's average reported hostile conflict resolution[b]	2.29	2.31	-0.02
Either spouse reports concerns or arguments about infidelity (%)	1.8	1.9	0.0
Men report marriage in trouble (%)	54.4	55.5	-1.1
Women report marriage in trouble (%)	55.0	56.0	-1.0
Adult well-being (%)			
Either spouse has psychological distress	22.9	23.0	-0.2
Either spouse reports substance abuse problem	18.7	20.5	-1.8

(continued)

Appendix Table F.2 (continued)

Characteristic[a]	Program Group	Control Group	Difference
Coparenting and parenting			
Men's reported frequency of disagreements about raising child(ren)[b]	2.13	2.10	0.03
Women's reported frequency of disagreements about raising child(ren)[b]	2.23	2.23	0.01
Men report spouse not committed to raising child(ren) (%)	4.4	4.6	-0.2
Women report spouse not committed to raising child(ren) (%)	8.6	9.0	-0.4
Child adjustment and well-being (%)			
Men report having child whose condition or behaviors stress marital relationship	19.0	21.1	-2.2 *
Women report having child whose condition or behaviors stress marital relationship	22.6	23.7	-1.1
Focal child's condition or behaviors demand extra attention	11.1	12.2	-1.1
Local SHM program (%)			
Bronx	12.4	12.8	-0.3
Oklahoma City	13.2	12.7	0.6
Orlando	14.1	14.0	0.1
Pennsylvania	11.8	10.6	1.2
Seattle	9.1	10.3	-1.2
Shoreline	12.4	13.1	-0.7
Texas	13.6	13.4	0.3
Wichita	13.3	13.2	0.1
Month of random assignment[c]	21.9	21.9	-0.1
Sample size (men)	2,182	2,306	

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

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Appendix Table F.3

Comparison of Selected Baseline Characteristics Between Program and Control Groups Among Parents of Youth Survey Respondents, Couples

Characteristic[a]	Program Group	Control Group	Difference
Socioeconomic characteristics (%)			
Race/ethnicity			
Both spouses Hispanic	63.0	59.3	3.6
Both spouses African-American, non-Hispanic	9.6	13.1	-3.5
Both spouses white, non-Hispanic	13.2	12.3	1.0
Other/multiracial	14.2	15.2	-1.1
Both spouses have at least a high school diploma	44.9	42.1	2.8
Either spouse age 23 or younger	3.3	4.3	-1.1
Husband's earnings			
$0	8.9	9.9	-1.0
$1-14,999	24.5	24.5	0.0
$15,000-24,999	29.2	29.3	-0.1
$25,000 or more	37.4	36.3	1.1
Wife's earnings			
$0	34.4	34.9	-0.5
$1-14,999	38.2	39.1	-0.9
$15,000-24,999	15.4	14.9	0.5
$25,000 or more	12.0	11.1	0.9
Family characteristics			
Couple has a child between the ages of (%)			
Prenatal to 1 year, 11 months	23.2	19.2	3.9
2 years to 9 years, 11 months	79.7	77.8	2.0
10 years or older	65.0	64.9	0.1
Average number of years married	9.9	9.9	-0.1
Stepfamily (%)	38.1	37.9	0.3
Marital appraisals			
Men report happy or very happy in marriage (%)	78.0	77.8	0.1
Women report happy or very happy in marriage (%)	69.9	65.6	4.3
Couple's average reported positive interaction in marriage[b]	2.76	2.75	0.01
Couple's average reported commitment to couple[b]	3.35	3.33	0.02
Couple's average reported hostile conflict resolution[b]	2.40	2.37	0.02
Either spouse reports concerns or arguments about infidelity (%)	2.0	2.0	0.0
Men report marriage in trouble (%)	61.0	56.9	4.1
Women report marriage in trouble (%)	59.1	60.7	-1.6
Adult well-being (%)			
Either spouse has psychological distress	28.2	26.9	1.3
Either spouse reports substance abuse problem	21.2	21.3	-0.1

(continued)

Appendix Table F.3 (continued)

Characteristic[a]	Program Group	Control Group	Difference
Coparenting and parenting			
Men's reported frequency of disagreements about raising child(ren)[b]	2.46	2.31	0.15 **
Women's reported frequency of disagreements about raising child(ren)[b]	2.52	2.56	-0.04
Men report spouse not committed to raising child(ren) (%)	4.8	5.7	-0.9
Women report spouse not committed to raising child(ren) (%)	13.1	13.5	-0.4
Child adjustment and well-being (%)			
Men report having child whose condition or behaviors stress marital relationship	25.6	26.7	-1.2
Women report having child whose condition or behaviors stress marital relationship	30.8	32.0	-1.2
Focal child's condition or behaviors demand extra attention	15.4	16.3	-0.8
Local SHM program (%)			
Bronx	13.2	15.0	-1.8
Oklahoma City[c]	0.0	0.0	0.0
Orlando	13.4	12.8	0.6
Pennsylvania	22.0	21.4	0.6
Seattle[c]	0.0	0.0	0.0
Shoreline	14.8	14.1	0.7
Texas	20.4	19.8	0.6
Wichita	16.3	16.9	-0.7
Month of random assignment[d]	22.9	22.7	0.2
Sample size (couples)	554	580	

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]All focal children in the Oklahoma City and Seattle programs were under age 1 or in utero at baseline. Therefore, no focal children from these programs were old enough to be included in the youth survey.

[d]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

measured with multi-category categorical variables were compared using chi-squared tests. Measures for race/ethnicity and husbands' and wives' earnings were treated as multi-category categorical variables, and measures for child age and local program were treated as binary variables. The table shows that the two groups were generally similar at study entry. To confirm that there were no systematic differences between youth survey respondents in the program and control groups, a logistic regression was run using baseline variables to predict research group status among survey respondents. A joint test indicated that the baseline characteristics collectively did not significantly predict research group status (p-value = 0.822). This is consistent with a null hypothesis of no systematic differences in observed baseline characteristics between program and control group youth survey respondents.

Comparison of Research Groups in the Direct Child Assessments Respondent Sample

Selected baseline characteristics were compared for program and control group parents of respondents to the direct child assessments (Appendix Table F.4). Characteristics that were measured with binary and continuous variables were compared using t-tests, while characteristics that were measured with multi-category categorical variables were compared using chi-squared tests. Measures for race/ethnicity and husbands' and wives' earnings were treated as multi-category categorical variables, and measures for child age and local program were treated as binary variables. The table shows that the two groups were generally similar at study entry. To confirm that there were no systematic differences between respondents to the direct child assessments in the program and control groups, a logistic regression was run using baseline variables to predict research group status among survey respondents. A joint test indicated that the baseline characteristics collectively did not significantly predict research group status (p-value = 0.492). This is consistent with a null hypothesis of no systematic differences in observed baseline characteristics between program and control group respondents to the direct child assessments.

What Works Clearinghouse (WWC) Evidence Standards

The U.S. Department of Education's WWC has developed evidence standards for studies of the effectiveness of interventions. In developing these standards, data simulations were performed to examine the potential for overall sample attrition and differential attrition between program and control groups to bias the estimates of intervention impacts. From these simulations, a set of numerical cutoff points was derived to assist in determining the potential for bias

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Appendix Table F.4

Comparison of Selected Baseline Characteristics Between Program and Control Groups Among Parents of Direct Child Assessment Respondents, Couples

Characteristic[a]	Program Group	Control Group	Difference
Socioeconomic characteristics (%)			
Race/ethnicity			
Both spouses Hispanic	42.2	39.1	3.1
Both spouses African-American, non-Hispanic	8.8	8.5	0.3
Both spouses white, non-Hispanic	23.1	24.6	-1.5
Other/multiracial	25.9	27.8	-1.9
Both spouses have at least a high school diploma	55.0	53.1	1.9
Either spouse age 23 or younger	29.6	26.8	2.8
Husband's earnings			
$0	5.8	7.4	-1.6
$1-14,999	28.3	28.5	-0.2
$15,000-24,999	27.5	27.8	-0.2
$25,000 or more	38.4	36.3	2.1
Wife's earnings			
$0	32.5	30.5	2.0
$1-14,999	42.7	44.1	-1.3
$15,000-24,999	14.2	13.8	0.5
$25,000 or more	10.6	11.7	-1.1
Family characteristics			
Couple has a child between the ages of (%)			
Prenatal to 1 year, 11 months	77.5	76.5	1.0
2 years to 9 years, 11 months	61.7	63.4	-1.7
10 years or older	14.2	15.4	-1.2
Average number of years married	4.5	4.8	-0.2
Stepfamily (%)	18.8	19.6	-0.8
Marital appraisals			
Men report happy or very happy in marriage (%)	83.3	82.6	0.7
Women report happy or very happy in marriage (%)	78.1	78.8	-0.8
Couple's average reported positive interaction in marriage[b]	2.91	2.91	0.00
Couple's average reported commitment to couple[b]	3.47	3.47	0.00
Couple's average reported hostile conflict resolution[b]	2.25	2.27	-0.03
Either spouse reports concerns or arguments about infidelity (%)	1.8	1.8	0.0
Men report marriage in trouble (%)	52.9	53.3	-0.4
Women report marriage in trouble (%)	54.0	54.7	-0.8
Adult well-being (%)			
Either spouse has psychological distress	21.0	21.5	-0.5
Either spouse reports substance abuse problem	17.0	20.4	-3.5 **

(continued)

Appendix Table F.4 (continued)

Characteristic[a]	Program Group	Control Group	Difference
Coparenting and parenting			
Men's reported frequency of disagreements about raising child(ren)[b]	2.03	1.97	0.06
Women's reported frequency of disagreements about raising child(ren)[b]	2.11	2.08	0.03
Men report spouse not committed to raising child(ren) (%)	3.4	3.8	-0.4
Women report spouse not committed to raising child(ren) (%)	7.3	7.8	-0.5
Child adjustment and well-being (%)			
Men report having child whose condition or behaviors stress marital relationship	14.3	17.5	-3.3 **
Women report having child whose condition or behaviors stress marital relationship	16.9	18.8	-1.9
Focal child's condition or behaviors demand extra attention	8.4	8.7	-0.3
Local SHM program (%)			
Bronx	9.1	7.2	1.9 *
Oklahoma City	19.7	20.1	-0.4
Orlando	13.5	14.8	-1.3
Pennsylvania	10.1	7.2	2.9 **
Seattle	13.5	15.0	-1.5
Shoreline	13.1	13.7	-0.6
Texas	9.5	10.3	-0.8
Wichita	11.5	11.8	-0.3
Month of random assignment[c]	21.6	21.4	0.2
Sample size (couples)	1,296	1,243	

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

in a study.[7] Under the WWC protocol, attrition levels above these cutoff points present a potential threat to the internal validity of a study. The attrition levels for the various analytic samples used to produce the main SHM impact results (pooled across programs) were compared with these cutoff points. For example, the analytic sample for 30-month couple-level outcomes has an overall attrition rate of 17 percent from the baseline sample and a difference in response rates between program and control groups of 0.8 percentage point. In the WWC standards at 17 percent overall attrition, differential attrition of less than 5.8 percentage points meets the conservative standard for the designation "Meets WWC evidence standards without reservation." In all cases, the SHM analytic samples were in the region that met the standards for the designation "Meets WWC evidence standards without reservation," using the conservative upper boundary for this region.[8]

Comparability of Respondents and Nonrespondents

This section describes comparisons of the baseline characteristics of respondent and nonrespondent families. As is often the case when participation in follow-up data collection activities is optional, the results of these comparisons indicate that there were statistically significant differences between respondents and nonrespondents.

Comparison of Respondents and Nonrespondents to the Adult Survey

Comparisons of selected baseline characteristics of adult survey respondents and nonrespondents are shown for women and men in Appendix Tables F.5 and F.6, respectively. An indicator for adult survey response was regressed on baseline variables (separately for women and men), and then a test of the joint significance of the baseline variables was performed. The tests show that the baseline coefficients as a group significantly predicted survey response (p-values = less than 0.001 for both women and men), indicating that there were systematic differences between respondents and nonrespondents to the adult survey.

Adult survey respondents and nonrespondents had statistically significant differences on most observed baseline characteristics. Many of these differences were not large, however. The couple characteristics that were most strongly associated with survey response were age (with fewer respondents reporting that either spouse was age 23 or younger) and not having a child in utero or under age 2 at baseline. Compared with nonrespondents, adult survey respondents were less economically disadvantaged (more respondents had a high school diploma

[7]What Works Clearinghouse (2012).

[8]The results of this analysis are available from the authors on request.

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Appendix Table F.5

Comparison of Selected Baseline Characteristics Between Adult Survey Respondents and Nonrespondents, Women

Characteristic[a]	Respondents	Nonrespondents	Difference	
Socioeconomic characteristics (%)				
Race/ethnicity				***
Both spouses Hispanic	44.6	39.5	5.1	
Both spouses African-American, non-Hispanic	10.8	12.8	-1.9	
Both spouses white, non-Hispanic	20.6	20.1	0.6	
Other/multiracial	24.0	27.7	-3.7	
Both spouses have at least a high school diploma	51.0	47.9	3.2	**
Either spouse age 23 or younger	20.7	30.5	-9.8	***
Husband's earnings				***
$0	8.6	9.9	-1.3	
$1-14,999	28.2	31.8	-3.7	
$15,000-24,999	27.1	25.8	1.4	
$25,000 or more	36.1	32.5	3.6	
Wife's earnings				
$0	32.9	35.0	-2.1	
$1-14,999	41.4	40.8	0.6	
$15,000-24,999	14.0	13.0	1.0	
$25,000 or more	11.7	11.2	0.6	
Family characteristics				
Couple has a child between the ages of (%)				
Prenatal to 1 year, 11 months	58.5	67.2	-8.7	***
2 years to 9 years, 11 months	64.0	58.0	6.0	***
10 years or older	32.0	26.7	5.3	***
Average number of years married	6.4	5.4	1.0	***
Stepfamily (%)	25.8	28.5	-2.6	*
Marital appraisals				
Men report happy or very happy in marriage (%)	81.1	78.4	2.7	**
Women report happy or very happy in marriage (%)	75.4	74.0	1.4	
Couple's average reported positive interaction in marriage[b]	2.87	2.86	0.01	
Couple's average reported commitment to couple[b]	3.43	3.41	0.02	
Couple's average reported hostile conflict resolution[b]	2.31	2.36	-0.05	***
Either spouse reports concerns or arguments about infidelity (%)	1.9	1.9	-0.1	***
Men report marriage in trouble (%)	55.0	55.7	-0.7	
Women report marriage in trouble (%)	56.3	59.8	-3.6	**
Adult well-being (%)				
Either spouse has psychological distress	23.2	24.6	-1.5	
Either spouse reports substance abuse problem	20.2	22.9	-2.7	**

(continued)

Appendix Table F.5 (continued)

Characteristic[a]	Respondents	Nonrespondents	Difference	
Coparenting and parenting				
Men's reported frequency of disagreements about raising child(ren)[b]	2.11	2.04	0.08	**
Women's reported frequency of disagreements about raising child(ren)[b]	2.22	2.13	0.09	***
Men report spouse not committed to raising child(ren) (%)	4.4	4.6	-0.2	
Women report spouse not committed to raising child(ren) (%)	9.1	6.9	2.3	***
Child adjustment and well-being (%)				
Men report having child whose condition or behaviors stress marital relationship	19.7	19.1	0.6	
Women report having child whose condition or behaviors stress marital relationship	23.0	21.8	1.2	
Focal child's condition or behaviors demand extra attention	11.7	9.4	2.4	
Local SHM program (%)				
Bronx	12.6	13.0	-0.4	
Oklahoma City	13.1	25.6	-12.6	***
Orlando	13.7	9.4	4.3	***
Pennsylvania	11.2	9.3	1.9	**
Seattle	10.4	12.1	-1.8	*
Shoreline	12.9	10.9	1.9	*
Texas	13.2	11.0	2.2	**
Wichita	13.1	8.6	4.5	***
Month of random assignment[c]	21.9	22.3	-0.4	
Sample size (women)	4,881	1,417		

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

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Appendix Table F.6

Comparison of Selected Baseline Characteristics Between Adult Survey Respondents and Nonrespondents, Men

Characteristic[a]	Respondents	Nonrespondents	Difference	
Socioeconomic characteristics (%)				
Race/ethnicity				***
Both spouses Hispanic	44.4	40.9	3.5	
Both spouses African-American, non-Hispanic	11.1	11.7	-0.6	
Both spouses white, non-Hispanic	20.8	19.9	0.9	
Other/multiracial	23.7	27.6	-3.9	
Both spouses have at least a high school diploma	51.5	47.3	4.2	***
Either spouse age 23 or younger	19.9	30.3	-10.4	***
Husband's earnings				***
$0	8.7	9.3	-0.6	
$1-14,999	27.4	33.1	-5.7	
$15,000-24,999	27.4	25.4	2.0	
$25,000 or more	36.5	32.2	4.4	
Wife's earnings				
$0	32.8	34.7	-1.9	
$1-14,999	41.3	41.2	0.1	
$15,000-24,999	14.0	13.3	0.7	
$25,000 or more	11.9	10.8	1.2	
Family characteristics				
Couple has a child between the ages of (%)				
Prenatal to 1 year, 11 months	57.9	66.7	-8.8	***
2 years to 9 years, 11 months	64.5	58.0	6.5	***
10 years or older	32.4	26.9	5.5	***
Average number of years married	6.5	5.4	1.2	***
Stepfamily (%)	25.5	28.6	-3.0	**
Marital appraisals				
Men report happy or very happy in marriage (%)	81.0	79.0	2.0	*
Women report happy or very happy in marriage (%)	75.4	74.2	1.2	
Couple's average reported positive interaction in marriage[b]	2.87	2.85	0.03	*
Couple's average reported commitment to couple[b]	3.44	3.40	0.04	***
Couple's average reported hostile conflict resolution[b]	2.30	2.36	-0.06	***
Either spouse reports concerns or arguments about infidelity (%)	1.8	1.9	-0.1	***
Men report marriage in trouble (%)	55.0	55.8	-0.8	
Women report marriage in trouble (%)	55.5	60.9	-5.4	***
Adult well-being (%)				
Either spouse has psychological distress	23.0	24.9	-1.9	
Either spouse reports substance abuse problem	19.6	23.8	-4.2	***

(continued)

Appendix Table F.6 (continued)

Characteristic[a]	Respondents	Nonrespondents	Difference	
Coparenting and parenting				
Men's reported frequency of disagreements about raising child(ren)[b]	2.12	2.04	0.07	**
Women's reported frequency of disagreements about raising child(ren)[b]	2.23	2.12	0.11	***
Men report spouse not committed to raising child(ren) (%)	4.5	4.4	0.0	
Women report spouse not committed to raising child(ren) (%)	8.8	8.3	0.5	
Child adjustment and well-being (%)				
Men report having child whose condition or behaviors stress marital relationship	20.1	18.1	2.0	
Women report having child whose condition or behaviors stress marital relationship	23.2	21.5	1.6	
Focal child's condition or behaviors demand extra attention	11.7	11.4	0.3	
Local SHM program (%)				
Bronx	12.6	12.9	-0.3	
Oklahoma City	13.0	23.2	-10.3	***
Orlando	14.1	9.4	4.7	***
Pennsylvania	11.2	9.6	1.6	*
Seattle	9.7	13.4	-3.7	***
Shoreline	12.8	11.5	1.3	
Texas	13.5	10.8	2.7	***
Wichita	13.2	9.2	4.1	***
Month of random assignment[c]	21.9	22.3	-0.4	*
Sample size (men)	4,488	1,810		

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

and were employed)[9] and were more likely to report strain within the family and on the marriage. (Respondents reported disagreements with the partner about child-rearing due to common marital stressors, and the feeling that their partners were not committed to raising the children.) Despite this, respondents were also less likely to report that they had a substance abuse problem and were more likely to report being committed to their marriage; they said that they were happy in their marriage and that they interacted positively with their partner. Adult survey respondents and nonrespondents also differed in their family structure: respondents had been married longer and had older children.

Comparison of Respondents and Nonrespondents to the Youth Survey

Comparisons of selected baseline characteristics of parents of youth survey respondents and nonrespondents are shown in Appendix Table F.7.[10] An indicator for youth survey response was regressed on baseline variables, and then a test of the joint significance of the baseline variables was performed. The tests show that the baseline coefficients as a group significantly predicted survey response (p-value = less than 0.001), indicating that there were systematic differences between respondents and nonrespondents to the youth survey.

Youth survey respondents and nonrespondents differed on most of the observed baseline characteristics. For example, compared with nonrespondents, families with youth survey respondents were less socioeconomically disadvantaged; more parents of respondents were employed.[11] Youth survey respondent families were also less likely than nonrespondent families to report strain in their marriages (had a higher commitment to the couple, a lower frequency of reporting that their marriage was in trouble, and a lower frequency of reports of infidelity), and

[9]Respondents and nonrespondents with $0 earnings were unemployed, and those with more than $0 earnings were employed. The comparison of the percentages of respondents and nonrespondents who were employed is based on the percentage in each group with $0 earnings, where a smaller percentage with $0 earnings reflects that a larger percentage were employed.

[10]To estimate which families had a focal child who would have been the appropriate age for the youth survey at the 30-month follow-up, the number of nonrespondent families was calculated using child age at baseline. In the 12-month and 30-month adult surveys, respondent families reported whether their focal child had been lost (through death or a failed pregnancy) and also confirmed or corrected their focal child's date of birth. Because this information was not available for nonrespondent families, it is possible that small numbers of focal children in nonrespondent families either had been lost by the 30-month follow-up or were a different age than originally reported. No adjustments were made to the calculation of the nonrespondent sample based on this possibility. This differs from the calculation of the fielded sample used in the response rates reported in Appendix B; for more information, see Appendix Tables B.2 and B.3.

[11]Respondents and nonrespondents with $0 earnings were unemployed, and those with more than $0 earnings were employed. The comparison of the percentages of respondents and nonrespondents who were employed is based on the percentage in each group with $0 earnings, where a smaller percentage with $0 earnings reflects that a larger percentage were employed.

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Appendix Table F.7

Comparison of Selected Baseline Characteristics Between Parents of Youth Survey Respondents and Nonrespondents, Couples

Characteristic[a]	Respondents	Nonrespondents	Difference	
Socioeconomic characteristics (%)				
Race/ethnicity				***
Both spouses Hispanic	61.1	48.9	12.2	
Both spouses African-American, non-Hispanic	11.4	14.7	-3.3	
Both spouses white, non-Hispanic	12.8	13.8	-1.1	
Other/multiracial	14.7	22.5	-7.8	
Both spouses have at least a high school diploma	43.5	45.2	-1.7	
Either spouse age 23 or younger	3.8	3.6	0.2	
Husband's earnings				***
$0	9.4	14.2	-4.8	
$1-14,999	24.5	27.1	-2.7	
$15,000-24,999	29.3	23.5	5.8	
$25,000 or more	36.8	35.2	1.7	
Wife's earnings				
$0	34.7	36.6	-2.0	
$1-14,999	38.7	35.4	3.3	
$15,000-24,999	15.1	13.4	1.8	
$25,000 or more	11.5	14.6	-3.1	
Family characteristics				
Couple has a child between the ages of (%)				
Prenatal to 1 year, 11 months	21.2	17.5	3.7	*
2 years to 9 years, 11 months	78.8	76.6	2.1	
10 years or older	64.9	66.9	-1.9	
Average number of years married	9.9	8.6	1.3	***
Stepfamily (%)	38.0	49.3	-11.3	***
Marital appraisals				
Men report happy or very happy in marriage (%)	77.9	72.2	5.7	**
Women report happy or very happy in marriage (%)	67.7	64.4	3.4	
Couple's average reported positive interaction in marriage[b]	2.76	2.69	0.06	**
Couple's average reported commitment to couple[b]	3.34	3.30	0.04	**
Couple's average reported hostile conflict resolution[b]	2.38	2.51	-0.12	***
Either spouse reports concerns or arguments about infidelity (%)	2.0	2.0	-0.1	**
Men report marriage in trouble (%)	58.9	66.9	-8.0	***
Women report marriage in trouble (%)	60.0	70.0	-10.0	***
Adult well-being (%)				
Either spouse has psychological distress	27.5	32.1	-4.6	**
Either spouse reports substance abuse problem	21.2	25.1	-3.9	*

(continued)

Appendix Table F.7 (continued)

Characteristic[a]	Respondents	Nonrespondents	Difference	
Coparenting and parenting				
Men's reported frequency of disagreements about raising child(ren)[b]	2.38	2.35	0.04	
Women's reported frequency of disagreements about raising child(ren)[b]	2.54	2.47	0.07	
Men report spouse not committed to raising child(ren) (%)	5.2	9.1	-3.9	***
Women report spouse not committed to raising child(ren) (%)	13.3	10.7	2.6	
Child adjustment and well-being (%)				
Men report having child whose condition or behaviors stress marital relationship	26.1	28.7	-2.6	
Women report having child whose condition or behaviors stress marital relationship	31.4	30.9	0.5	
Focal child's condition or behaviors demand extra attention	15.9	19.7	-3.9	
Local SHM program (%)				
Bronx	14.1	26.2	-12.1	***
Oklahoma City[c]	0.0	0.0	0.0	
Orlando	13.1	11.9	1.2	
Pennsylvania	21.7	11.3	10.4	***
Seattle[c]	0.0	0.0	0.0	
Shoreline	14.5	11.0	3.5	**
Texas	20.1	22.4	-2.3	
Wichita	16.6	17.1	-0.5	
Month of random assignment[d]	22.8	22.8	0.0	
Sample size (couples)	1,134	557		

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]All focal children in the Oklahoma City and Seattle programs were under age 1 or in utero at baseline. Therefore, no focal children from these programs were old enough to be included in the youth survey.

[d]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

they were less likely to report being depressed or having a substance abuse problem. Families with respondents to the youth survey also differed structurally from nonrespondent families, in that parents tended to have been married longer and were less likely to report having stepfamily members present in the household.

Comparison of Respondents and Nonrespondents to the Direct Child Assessments

Comparisons of selected baseline characteristics of parents of respondents and nonrespondents to the direct child assessments are shown in Appendix Table F.8.[12] An indicator for child assessment response was regressed on baseline variables, and then a test of the joint significance of the baseline variables was performed. The tests show that the baseline coefficients as a group significantly predicted child assessment response (p-value = less than 0.001), indicating that there were systematic differences between respondents and nonrespondents to the direct child assessments.

The direct child assessment respondents and nonrespondents differed on most baseline characteristics. For example, compared with nonrespondents, families with direct child assessment respondents were compositionally different: couples in the respondent group tended to be older, had been married longer, and were less likely to have stepfamily members present in the household. Respondent families also tended to be less socioeconomically disadvantaged. (In a larger proportion of respondent families than nonrespondent families, at least one parent was employed at baseline,[13] and both parents had attained at least a high school diploma.) Respondent families also tended to report less marital strain than nonrespondent families. (Respondent families were less likely to report that either or both parents had a substance abuse problem and were less likely to report infidelity; they also reported a higher level of commitment to the couple.)

[12]The number of nonrespondent families was calculated using child age information collected at baseline to estimate which families had a focal child who would have been the appropriate age for the direct child assessments at the 30-month follow-up. In the 12-month and 30-month adult surveys, respondent families reported if their focal child had been lost (through death or failed pregnancies) and also confirmed or corrected their focal child's date of birth. Because this information was not available for nonrespondent families, it is possible that small numbers of focal children in nonrespondent families had either been lost by the 30-month follow-up or were a different age than originally reported. No adjustments were made to the calculation of the nonrespondent sample based on this possibility. This differs from the calculation of the fielded sample used in the response rates reported in Appendix B; for more information, see Appendix Tables B.2 and B.3.

[13]Respondents and nonrespondents with $0 earnings were unemployed, and those with more than $0 earnings were employed. The comparison of the percentages of respondents and nonrespondents who were employed is based on the percentage in each group with $0 earnings, where a smaller percentage with $0 earnings reflects that a larger percentage were employed.

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Appendix Table F.8

Comparison of Selected Baseline Characteristics Between Parents of Direct Child Assessment Respondents and Nonrespondents, Couples

Characteristic[a]	Respondents	Nonrespondents	Difference	
Socioeconomic characteristics (%)				
Race/ethnicity				***
Both spouses Hispanic	40.7	33.5	7.2	
Both spouses African-American, non-Hispanic	8.6	12.4	-3.8	
Both spouses white, non-Hispanic	23.9	23.5	0.4	
Other/multiracial	26.8	30.6	-3.8	
Both spouses have at least a high school diploma	54.1	51.2	2.9	*
Either spouse age 23 or younger	28.2	38.9	-10.7	***
Husband's earnings				***
$0	6.6	8.6	-2.0	
$1-14,999	28.4	34.8	-6.4	
$15,000-24,999	27.6	26.2	1.5	
$25,000 or more	37.4	30.5	6.9	
Wife's earnings				
$0	31.5	34.1	-2.6	
$1-14,999	43.4	43.4	0.0	
$15,000-24,999	14.0	13.0	1.0	
$25,000 or more	11.1	9.6	1.6	
Family characteristics				
Couple has a child between the ages of (%)				
Prenatal to 1 year, 11 months	77.0	80.2	-3.2	**
2 years to 9 years, 11 months	62.5	55.6	6.9	***
10 years or older	14.8	11.5	3.3	***
Average number of years married	4.7	3.9	0.7	***
Stepfamily (%)	19.2	22.0	-2.8	**
Marital appraisals				
Men report happy or very happy in marriage (%)	83.0	81.1	1.8	
Women report happy or very happy in marriage (%)	78.4	78.3	0.2	
Couple's average reported positive interaction in marriage[b]	2.91	2.91	0.00	
Couple's average reported commitment to couple[b]	3.47	3.45	0.02	*
Couple's average reported hostile conflict resolution[b]	2.26	2.32	-0.06	***
Either spouse reports concerns or arguments about infidelity (%)	1.8	1.9	-0.1	**
Men report marriage in trouble (%)	53.0	55.1	-2.1	
Women report marriage in trouble (%)	54.4	56.3	-2.0	
Adult well-being (%)				
Either spouse has psychological distress	21.2	21.9	-0.7	
Either spouse reports substance abuse problem	18.7	22.1	-3.4	**

(continued)

Appendix Table F.8 (continued)

Characteristic[a]	Respondents	Nonrespondents	Difference	
Coparenting and parenting				
Men's reported frequency of disagreements about raising child(ren)[b]	2.00	1.93	0.07	**
Women's reported frequency of disagreements about raising child(ren)[b]	2.10	2.03	0.07	*
Men report spouse not committed to raising child(ren) (%)	3.6	3.9	-0.3	
Women report spouse not committed to raising child(ren) (%)	7.5	6.1	1.5	*
Child adjustment and well-being (%)				
Men report having child whose condition or behaviors stress marital relationship	15.9	15.2	0.7	
Women report having child whose condition or behaviors stress marital relationship	17.9	16.7	1.2	
Focal child's condition or behaviors demand extra attention	8.6	7.5	1.1	
Local SHM program (%)				
Bronx	8.2	10.1	-2.0	**
Oklahoma City	19.9	19.9	0.0	
Orlando	14.1	13.0	1.2	
Pennsylvania	8.7	6.3	2.4	***
Seattle	14.2	20.8	-6.6	***
Shoreline	13.4	11.7	1.7	
Texas	9.9	8.4	1.5	
Wichita	11.6	9.9	1.7	*
Month of random assignment[c]	21.5	21.7	-0.2	
Sample size (couples)	2,539	1,396		

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: To assess differences across research groups, chi-squared tests were used for race/ethnicity and earnings, and two-tailed t-tests were used for all other characteristics.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]Appendix Table C.2 describes how these characteristics are defined.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the characteristic.

[c]Month of random assignment reflects the number of months after the local program was initiated that an individual was randomly assigned to either the program group or the control group.

Sensitivity of Impact Estimates to Weighting for Nonresponse

Given evidence that the respondent samples differed from the nonrespondent samples on baseline characteristics, this analysis examined the sensitivity of the impact estimates when the respondent samples were weighted to be representative of the observed baseline characteristics of the full SHM sample.

The weights adjusting for nonresponse were generated with the following steps. First, the probability that a sample member would respond to the appropriate survey or assessment was calculated by modeling response to the survey or assessment as a function of a set of baseline characteristics.[14] In all, 16 prediction regressions for outcomes and subsamples were run to calculate predicted probabilities of response. Then, an individual's weight adjustment was calculated by dividing the overall probability of a response by the individual's or family's predicted probability of response.[15,16] Higher weights were thus given to individuals and families with characteristics that were underrepresented among the respondent samples. A new set of impact estimates was then calculated by incorporating the weights.

Given evidence of differences between respondents and nonrespondents, some analysts would estimate impacts using nonresponse adjustment weights. As a sensitivity analysis, this appendix shows the estimated impacts when using such weights. The sensitivity analysis adjusts only for differences in observed characteristics between respondents and nonrespondents; it cannot rule out the possibility of nonresponse bias being introduced in the impact estimates due

[14]The baseline characteristics that were used to develop the weights include the following: study participant's gender; local SHM program; month of random assignment; husband's and wife's earnings (ranging from $1 to $14,999 per year; $15,000 to $24,999 per year; and $25,000 or more per year); whether both spouses were white, Hispanic, non-Hispanic African-American, or other/multiracial; number of years the couple was married; whether the couple had a child prenatal to age 1, a child between ages 2 and 9, and/or a child age 10 or older; whether both spouses had at least a high school diploma; whether a stepchild of either spouse was present in household; couples' average reported commitment to couple and family; couples' average reported hostile conflict resolution; whether either spouse was age 23 or younger; whether either spouse experienced psychological distress; whether either spouse reported a substance abuse problem; couples' average reported positive interaction in marriage; whether either spouse reported concerns/arguments about infidelity; whether the husband or wife reported that their marriage was in trouble; and husband's and wife's reported marital happiness. Except for the coparenting outcome, weights were also based on the focal child's age and whether the focal child had a condition or behaviors that demanded extra attention. Coparenting excluded these characteristics because families did not need a focal child to have a coparenting outcome.

[15]For the couple-level outcomes, couples' responses, rather than individuals' responses, were weighted. Similarly, for parenting and child outcomes, family-unit responses, rather than individuals' responses, were weighted. Additional details about the creation of nonresponse weights are available from the authors on request.

[16]Child outcome weights were calculated and adjusted based on the above listed baseline covariates and response levels within the age groups defined for that outcome. For a description of these age groups, see Appendix E.

to differences in unobserved characteristics between the groups (such as the motivation to improve one's marriage or the willingness to forgive a spouse's behaviors).

To assess the extent to which the weighted and unweighted impact estimates differed from each other, confidence intervals were used. Here, 95 percent confidence intervals were calculated to represent the uncertainty surrounding the impact estimates. If the confidence intervals for the impact estimates showed considerable overlap when calculated with and without weights for nonresponse, this would be evidence that the impact estimates did not differ substantially from each other and that the unweighted impact estimates were not sensitive to weighting. If, however, the confidence intervals did not show considerable overlap, this would be evidence that the impact estimates were sensitive to weighting.

Appendix Table F.9 shows the unweighted and weighted impact estimates on the primary adult outcomes. The weighted estimates are representative of the observed characteristics of the full SHM research sample. Appendix Table F.10 shows the unweighted and weighted impact estimates for the primary coparenting, parenting, and child outcomes. The weighted estimates weight the respondent sample to be representative of the sample of SHM families with focal children.[17] Both tables include estimates of 95 percent confidence intervals for the unweighted and weighted impact estimates. A comparison of the confidence intervals for the unweighted and weighted impact estimates suggests that weighting did little to change the impact estimates in any of the outcome domains.

Conclusion

The nonresponse bias analysis shows no evidence of systematic differences between the program and control groups, but it does show evidence of differences between respondents and nonrespondents. The results of the sensitivity analysis, however, suggest that the impact estimates do not change much when weighted to reflect the baseline characteristics of the full SHM sample. Nonetheless, some caution is needed because there may still be important unobserved differences between the respondent and nonrespondent samples that are unaccounted for.

[17]Of the 6,095 families included in the 30-month data collection, 473 did not have a focal child.

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Appendix Table F.9

Estimated Impacts on 30-Month Adult Outcomes for the Respondent Sample, Unweighted and Weighted to the Full SHM Sample

	Unweighted						Weighted					
	Program	Control	Difference		95% CI		Program	Control	Difference		95% CI	
Outcome[a]	Group	Group	(Impact)	P-Value	LB	UB	Group	Group	(Impact)	P-Value	LB	UB
Relationship status												
Married[b](%)	81.5	81.5	0.0	0.977	-2.0	2.1	81.5	81.4	0.1	0.919	-2.0	2.2
Marital appraisals												
Couple's average report of relationship happiness[c]	5.94	5.79	0.15 ***	0.000	0.09	0.21	5.93	5.79	0.14 ***	0.000	0.08	0.20
Either spouse reported marriage in trouble (%)	42.8	47.3	-4.5 ***	0.001	-7.2	-1.9	42.9	47.2	-4.3 ***	0.001	-7.0	-1.7
Warmth and support in relationship[d]												
Men's report of warmth and support	3.55	3.50	0.05 ***	0.000	0.02	0.07	3.55	3.50	0.05 ***	0.000	0.02	0.07
Women's report of warmth and support	3.45	3.40	0.05 ***	0.001	0.02	0.08	3.45	3.40	0.05 ***	0.001	0.02	0.08
Positive communication skills in relationship[d]												
Men's report of positive communication skills	3.29	3.22	0.06 ***	0.000	0.03	0.10	3.29	3.22	0.06 ***	0.000	0.03	0.09
Women's report of positive communication skills	3.24	3.18	0.06 ***	0.000	0.03	0.09	3.24	3.18	0.06 ***	0.000	0.03	0.10
Negative interactions in relationship[d]												
Men's report of negative behavior and emotions	2.07	2.15	-0.08 ***	0.000	-0.11	-0.04	2.07	2.15	-0.07 ***	0.000	-0.11	-0.03
Women's report of negative behavior and emotions	2.04	2.13	-0.09 ***	0.000	-0.13	-0.05	2.04	2.13	-0.09 ***	0.000	-0.13	-0.05
Fidelity												
Neither spouse reported infidelity (%)	92.4	90.9	1.5 *	0.063	-0.1	3.1	92.4	90.9	1.5 *	0.063	-0.1	3.1
Psychological abuse physical assault												
Men's report of psychological abuse[d]	1.26	1.30	-0.05 ***	0.000	-0.07	-0.02	1.26	1.30	-0.04 ***	0.001	-0.07	-0.02
Women's report of psychological abuse[d]	1.24	1.28	-0.04 ***	0.006	-0.06	-0.01	1.24	1.28	-0.04 ***	0.005	-0.06	-0.01
Men's report of any physical assault (%)	9.4	10.4	-1.0	0.239	-2.8	0.7	9.5	10.3	-0.8	0.367	-2.6	1.0
Women's report of any physical assault (%)	7.0	8.2	-1.2	0.114	-2.7	0.3	7.1	8.2	-1.1	0.140	-2.7	0.4

(continued)

Appendix Table F.9 (continued)

Outcome[a]	Unweighted Program Group	Unweighted Control Group	Unweighted Difference (Impact)		Unweighted P-Value	Unweighted 95% CI LB	Unweighted 95% CI UB	Weighted Program Group	Weighted Control Group	Weighted Difference (Impact)		Weighted P-Value	Weighted 95% CI LB	Weighted 95% CI UB
Individual psychological distress[d]														
Men's report of psychological distress	1.90	1.93	-0.03		0.101	-0.07	0.01	1.90	1.93	-0.03		0.117	-0.07	0.01
Women's report of psychological distress	1.98	2.04	-0.06	***	0.002	-0.10	-0.02	1.98	2.04	-0.06	***	0.002	-0.10	-0.02
Sample size[e]														
Couples	2,497	2,537												
Men	2,182	2,304												
Women	2,413	2,464												

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: 95% CI = 95 percent confidence intervals around the impact estimates.
LB and UB = lower bound and upper bound of the 95 percent confidence interval.
Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.
Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.
Rounding may cause slight discrepancies in sums and differences.
Three sets of weights are used in this table: (1) relationship status, marital appraisal, and fidelity outcomes use weights based on couple-level survey response (that is, at least one member of the couple responded); (2) men's report outcomes use weights based on men's survey response; and (3) women's report outcomes use weights based on women's survey response.
[a]See Appendix E for detailed notes on the construction of these outcomes.
[b]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.
[c]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."
[d]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.
[e]Some outcomes in this table were available for all respondents, and some were available only for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table F.10

Estimated Impacts on 30-Month Coparenting, Parenting, and Child Outcomes for the Respondent Samples, Unweighted and Weighted to the Full SHM Sample

	Unweighted						Weighted					
	Program	Control	Difference		95% CI		Program	Control	Difference		95% CI	
Outcome[a]	Group	Group	(Impact)	P-Value	LB	UB	Group	Group	(Impact)	P-Value	LB	UB
Coparenting relationship[b]												
Men's report of cooperative coparenting	3.45	3.42	0.03 *	0.073	0.00	0.06	3.45	3.42	0.03	0.130	-0.01	0.06
Women's report of cooperative coparenting	3.28	3.25	0.03	0.177	-0.01	0.06	3.28	3.25	0.03	0.150	-0.01	0.07
Parenting[c]												
Paternal supportiveness of child	-0.01	0.00	-0.02	0.571	-0.07	0.04	-0.02	0.00	-0.02	0.427	-0.08	0.03
Maternal supportiveness of child	0.02	0.00	0.02	0.466	-0.03	0.07	0.02	0.00	0.01	0.602	-0.04	0.07
Paternal responsiveness to child	0.03	0.00	0.03	0.369	-0.03	0.08	0.03	0.00	0.03	0.285	-0.03	0.09
Maternal responsiveness to child	0.04	0.00	0.04	0.168	-0.02	0.09	0.04	0.00	0.04	0.152	-0.02	0.10
Paternal hostility toward child	0.00	0.00	0.00	0.947	-0.06	0.06	0.00	0.00	0.00	0.922	-0.06	0.06
Maternal hostility toward child	0.01	0.00	0.01	0.860	-0.05	0.06	0.00	0.00	0.00	0.946	-0.06	0.05
Paternal harsh discipline[b]	1.23	1.27	-0.04 **	0.012	-0.07	-0.01	1.23	1.27	-0.04 **	0.020	-0.07	-0.01
Maternal harsh discipline[b]	1.26	1.29	-0.03 *	0.073	-0.06	0.00	1.26	1.29	-0.03 *	0.063	-0.06	0.00
Child adjustment and well-being[c]												
Self-regulation	0.04	0.00	0.03 *	0.092	-0.01	0.08	0.03	0.00	0.02	0.282	-0.02	0.07
Internalizing behavior problems	-0.03	0.00	-0.03	0.199	-0.08	0.02	-0.03	0.00	-0.03	0.177	-0.08	0.01
Externalizing behavior problems	-0.04	0.00	-0.04 *	0.092	-0.09	0.01	-0.05	0.00	-0.05 *	0.065	-0.09	0.00
Cognitive and academic performance	0.05	0.01	0.04	0.154	-0.02	0.10	0.04	0.00	0.04	0.172	-0.02	0.09
Sample size												
Men[d]	2,072	2,163										
Women[d]	2,227	2,290										
Children	2,263	2,285										

(continued)

Appendix Table F.10 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: 95% CI = 95 percent confidence intervals around the impact estimates.

LB and UB = lower bound and upper bound of the 95 percent confidence interval.

Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

Nine sets of weights are used in this table. Men's and women's reports of cooperative coparenting, paternal and maternal harsh discipline, self-regulation, and cognitive and academic performance outcomes each use a unique set of weights based on response to the data sources for each outcome. Paternal supportiveness of child, responsiveness to child, and hostility toward child outcomes use a common set of weights (reflecting the common data sources of these outcomes), as do the maternal version of these outcomes. Likewise, internal and external behavior problems use a common set of weights. Additional details on the construction of nonresponse weights are available from the authors.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[c]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[d]Information on the quality of the coparenting relationship was collected only from couples who were either together or in contact at the 30-month follow-up. Information on parenting was collected only from men and women who had a focal child at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix G

Diagnostic Tests to Assess Potential Analytic Problems

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Appendix G discusses two potential sources of bias in the 30-month impact analysis of the Supporting Healthy Marriage (SHM) evaluation. The first, *truncation bias,* can occur when married couples separate or divorce over the 30-month follow-up period. The second, *sources of bias in the direct child assessments,* can occur if there are systematic differences between the program and control groups in the proportion or characteristics of children who have valid direct child assessment scores (that is, usable, nonmissing scores) or if there are systematic differences between children who did and did not receive valid scores. After discussing these two potential sources of bias, this appendix explains the approaches used to test for this bias and the results of these tests. The tests did not produce any substantial evidence of either type of bias.

The Analytic Issues Raised by Truncation by Separation

One strength of a random assignment research design is that it allows researchers to make causal inferences about the effectiveness of an intervention. Because the program group and the control group are very similar when they first enter the study, any subsequent differences in outcomes between them after random assignment can reliably be attributed to the program. (For comparisons of baseline characteristics across program and control groups in the SHM evaluation, see Appendix C.) However, if certain outcomes can be defined or are available only for a subset of sample members — such as couples who remained married at the follow-up point — and the likelihood of being in that subset is influenced by the intervention, then the strength of the random assignment research design can be undermined, and impact estimates could be biased. This potential threat is commonly referred to as "truncation bias" in program evaluation research.[1]

Potential Sources of Truncation Bias

The potential for truncation bias exists in many of the SHM evaluation's follow-up measures. The survey-derived measures of relationship happiness, marriage in trouble, warmth and support, and fidelity are missing for adult survey respondents who were separated or divorced or had their marriages annulled, because these couples were not asked questions about the quality of their marital relationship on the 30-month survey.[2] Similarly, the child outcome measures of self-regulation, internalizing behavior problems, externalizing behavior problems, and cognitive and academic performance are missing for focal children of adult survey respondents who did not have contact with their child, both because these parents were not asked

[1]Truncation bias in the evaluation of marriage education initiatives is discussed in detail in McConnell, Stuart, and Devaney (2008).

[2]Marriage in trouble and fidelity are missing only for survey respondents who had been divorced for more than three months.

questions about their children's outcomes on the 30-month follow-up survey and because their children were not contacted for direct follow-up.

In the present study, truncation bias could occur in one of several ways. If, for example, the intervention influenced the extent to which couples in the program group stayed together at the 30-month follow-up point, truncation bias could be an issue for key outcomes of interest that cannot be defined for couples who have split up. Alternatively, the SHM program might not have influenced the number of couples for whom key marital-quality measures are available, but it might have influenced the types of couples for whom the measures are available. For instance, among couples with distressed marriages, the program might have encouraged one subset of couples to stay together while it encouraged another subset to split up. If the SHM program led to different types of couples remaining intact in the program and control groups, that would lead to biased impact estimates.

Truncation bias also could be an issue affecting the SHM child outcome measures. For example, if parents have split up by the 30-month follow-up, they may be less likely to have their children participate in the direct child assessments or complete a youth survey. It could also be an issue if the parents have lost contact with their focal child, because the child outcomes cannot be measured for families in which the parents have no contact with the child.

Approach to Assessing Potential Truncation Bias

Potential truncation bias was assessed in the 30-month follow-up data by investigating sample members who had or did not have the key marital-quality and child outcome measures available. The tests outlined below were performed separately for marital-quality outcome measures and child outcome measures. Families without a focal child[3] were excluded from the tests of the child outcome measures.

- **Test 1.** The first step was an analysis of whether the SHM program affected the percentage of couples who had a nonmissing value for each marital-quality and child outcome measure or who had at least one child outcome measure. In the survey respondent sample, SHM's impact on the number of sample members with key outcomes available was tested using an ordinary least squares (OLS) regression model, which included an indicator for sample members' research group status and a set of covariates for the sample's baseline characteristics. The dependent variables were a set of indicators for whether or not a respondent had nonmissing outcome data. For the marital-

[3]Families might be without a focal child if they opted not to provide information about their children, if they refused follow-up about their children, or if they were expecting a child when they enrolled in the study but the pregnancy did not result in a live birth and they had no other children.

quality outcomes, these regressions were run for men and women separately and by local SHM program. For the child outcomes, regressions were run for all families pooled and by local SHM program. If the SHM program had a significant impact on the number of respondents who were missing key outcomes of interest, this would constitute evidence of truncation bias.

- **Test 2.** The second step was checking for significant differences in the baseline characteristics of program and control group sample members who had the key marital-quality and child outcome measures available at the 30-month follow-up. This step investigated the potential for bias that might occur if the intervention did not affect the number of couples who stayed together but did affect the types of couples who stayed together. A logistic regression was conducted in which baseline variables were used to predict the research group status of respondents with nonmissing outcome data. For the marital quality outcomes, this was analyzed for men and women separately and by local SHM program. For the child outcomes, a regression was run for all families pooled and by local SHM program. If there were statistically significant differences in the baseline characteristics of program and control group members for whom the key outcome measures were available, that would provide evidence of truncation bias.

Analyses to Assess Potential Truncation Bias

For both marital-quality outcomes and child outcomes, the results of Tests 1 and 2 did not provide any statistically significant evidence of truncation bias at the 30-month follow-up point. Furthermore, no significant differences were found in the baseline characteristics of program and control group members for whom key marital-quality outcomes were available among survey respondents. Similarly, no significant differences were found in the baseline characteristics of program and control group members for whom key child outcomes were available among survey respondents and direct child assessment participants.

Analyses to Assess Potential Sources of Bias in Direct Child Assessments

As described in Appendix B, four direct assessments of young children's self-regulatory and cognitive skills were administered at the SHM 30-month follow-up.[4] This section presents the results of analyses aimed at further assessing potential sources of bias in these data.

Certain factors make direct child assessment data more prone to bias than other data sources. Specifically, there are several reasons why a child who agreed to participate in the direct child assessments might not have received a valid (usable, nonmissing) score on one or more assessments. These include that (1) the child might have refused to complete the activity, (2) the child might have failed the training portion of an activity and therefore not advanced to the test items, (3) administration errors on the part of the assessor might have affected the child's score, and (4) the child may have had a developmental disability or language barrier that made it difficult for him or her to participate in the assessments. These factors could introduce bias into the impact estimates in one of two ways:

- **There could be systematic differences between program and control group children who have direct child assessment scores.** If there are systematic differences that made the two research groups dissimilar at the time of random assignment, then it would not be possible to disentangle any preexisting differences between the two groups from differences at follow-up that are attributable to treatment group status. In that case, any impacts found in the direct child assessment measures would not necessarily be attributable to treatment group status, and the internal validity of the impact estimates would be undermined.

- **There could be systematic differences between children who have direct child assessment scores and those who do not.** If there are differences in the self-regulatory skills and behavior problems of children who did and did not receive a valid score, the impact results for the respondent sample of children may not be generalizable to the full SHM sample; the results may be valid only for the group that scored on each of the assessments.

[4]The four assessments are Walk-A-Line, Head-Toes-Knees-Shoulders, the Bierman assessor report, and the Peabody Picture Vocabulary Test (PPVT) / Test de Vocabulario en Imágenes Peabody (TVIP). For information on how these assessments were scored, see Appendix B. Although the PPVT and TVIP are considered one assessment in the SHM 30-month impact report (Lundquist et al., 2014), they are treated separately in the tests reported in this appendix.

Appendix Table G.1 shows that there is substantial variation in the percentages of children who received a valid score on each direct child assessment. The research team conducted three sets of tests to identify potential sources of bias related to whether or not children received a valid score on each of these assessments. This analysis is similar to the nonresponse bias analysis described in Appendix F, but it involved a somewhat different sample. For the analysis described here, the sample included all eligible children whose homes were visited by an assessor, regardless of whether any assessments were successfully completed, and the respondent sample consisted of children with at least one valid assessment score. The first set of tests examined whether there were differences in the percentages of program and control group children who received a valid score on each assessment. The second set of tests looked for differences in the demographic characteristics (child age at study entry and gender and parental race/ethnicity) of program and control group children who received a valid score. These two tests addressed questions concerning internal validity. The third set of tests investigated whether there were differences in the self-regulatory skills (as measured by direct child assessments and parent reports) and behavior problems (as measured by parent reports) of children who did and did not receive a valid score. This test investigated questions concerning generalizability. If the first of these tests (which was considered the most important) uncovered evidence of bias, the plan was to extend the investigation to determine which of the following four reasons for invalid data was the source of the bias: refusals, failure to complete training, administration errors, and developmental disability or language barrier.

1. Differences in the percentages of program and control group children with a valid score

No statistically significant differences were found in the percentages of program and control group children who received valid scores on any of the direct child assessments. This suggests that the results of the impact analysis on the child outcome measures derived from these scores can be reasonably attributed to the effects of the SHM program. This finding indicated that individual tests of the four potential reasons for why a child might not have received a valid score were not required, and it provided support for the internal validity of the impact estimates involving direct child assessments.

2. Differences in the demographic characteristics of program and control group children with a valid score

Among the children with a valid score on each direct child assessment, tests were conducted to look for differences between program and control group children in their age at study entry, their gender, and the race/ethnicity of their parents. No differences were found in

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Appendix Table G.1

30-Month Direct Child Assessments: Percentages of Children with a Valid Score

Measure[a]	Eligible Children (Number)	Children with a Valid Score (Number)	Children with a Valid Score (%)
Walk-A-Line[b]	1,238	562	45.4
Head-Toes-Knees-Shoulders	1,295	1,246	96.2
Bierman Assessor Report	2,490	2,440	98.0
Peabody Picture Vocabulary Test (PPVT)	1,456	1,217	83.6
Test de Vocabulario en Imágenes Peabody (TVIP)	366	245	66.9
Sample size	2,539		

SOURCE: MDRC calculations based on the SHM 30-month direct child assessments.

NOTES: [a]Appendix B describes the direct child assessments, and Appendix E describes how they were scored.

[b]The percentage of children with a valid Walk-A-Line score is low because children had to complete both a valid baseline walk and at least one valid slow walk in order to receive a score, and the rules for completing a valid walk were exacting. The child had to position his or her feet precisely at the starting line, wait for the assessor to say "Go," and walk down a six-foot long, six-inch wide line, such that every footstep touched the line. A violation of any of these rules resulted in an invalid walk. A substantial share of children in the sample were unable to do all of these things, which could, in part, have to do with the fact that the assessment was administered to children as young as 2 years of age. The Walk-A-Line assessment is generally used with children ages 3 years and older but has been used with those as young as 22 months of age (Kochanska, Murray, and Harlan, 2000).

the demographic characteristics of program and control group children with valid scores, lending further support to the idea that the impact estimates involving direct assessments were internally valid.

3. Differences in the self-regulatory skills and behavior problems of children with a valid score and those without

Among children whose homes were visited by an assessor and who were offered each of the direct child assessments, tests were conducted for differences between those with a valid score and those without. These tests were conducted using other direct child assessment scores for which the same children were eligible. For instance, the children with and without a valid score on the Peabody Picture Vocabulary Test (PPVT) were compared via their scores for Walk-A-Line, Head-Toes-Knees-Shoulders, and the Bierman assessor report. In addition, children with and without a valid score on each assessment were compared via their father-reported and mother-reported self-regulatory skills and internalizing and externalizing behavior problems.

In general, children with valid scores on the direct child assessments had higher scores on direct assessment and parent-reported measures of self-regulatory skills than those without valid scores. Children with valid PPVT scores had significantly higher Bierman scores and significantly fewer paternal- and maternal-reported internalizing behavior problems than those without valid PPVT scores — but no significant differences on Walk-A-Line, Head-Toes-Knees-Shoulders, or parent-reported measures of self-regulatory skills or externalizing behavior problems. Children with valid TVIP scores had significantly higher Head-Toes-Knees-Shoulders, Bierman, and paternal- and maternal-reported self-regulatory skills scores than those without valid TVIP scores, but there were no significant differences on Walk-A-Line or parent-reported behavior problems. Children with valid Walk-A-Line scores had significantly higher Bierman and paternal- and maternal-reported self-regulatory skills scores than those without valid Walk-A-Line scores.[5] There were no significant differences in parent-reported measures of behavior problems. Children with valid Head-Toes-Knees-Shoulders scores had significantly higher Bierman and paternal-reported self-regulatory skills scores than those without a valid Head-Toes-Knees-Shoulders score, but there were no significant differences in maternal-reported self-regulatory skills or parent-reported behavior problems. There were no significant differences in the self-regulatory skills or behavior problems of children with a valid Bierman

[5]In light of the evidence that children with a valid Walk-A-Line score had significantly better self-regulatory skills than those without a valid score, and given that only 45 percent of children received a valid Walk-A-Line score, the decision was made to include a dummy variable in the impact analysis that captured whether or not the child had a valid Walk-A-Line score, in addition to the continuous Walk-A-Line measure. This additional measure of children's self-regulatory skills allowed for the inclusion of the full sample of children in the impact analysis for child self-regulation.

score and those without. This is not surprising, since the Bierman was completed for all children who started (but did not necessarily finish) at least one of the direct child assessments.

This pattern of differences suggests that children who failed to score on one or more of the direct child assessments likely had poorer self-regulatory skills than children with valid assessment scores. None of these differences threaten the internal validity of the impact analysis, although they may have implications for the generalizability of the results to the full SHM sample.

Appendix H

Estimated Impacts, by Local SHM Program

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Appendix H presents estimated impacts, by local SHM program, on participation outcomes (Appendix Table H.1); primary adult outcomes (Appendix Table H.2); and coparenting, parenting, and child outcomes (Appendix Table H.3). Whereas Appendix Tables F.1 and F.2 in the 30-month impact report[1] focus on statistically significant differences in impacts across local programs (indicated by daggers in the rightmost column of each table), the tables in Appendix H show additional information, including program group means, standard errors, and statistical significance levels associated with impact estimates for each local program (indicated by stars [asterisks]). The difference tests provide an indication of whether there are significant differences in impacts across all local programs but do not indicate which pairs of programs show significant differences. As was found at the 12-month follow-up,[2] SHM's impacts at 30 months are generally consistent across local programs, despite some variation in participation, implementation features, and characteristics of the couples and the programs themselves. Information on the methods used to estimate program impacts by local SHM program is presented in Appendix D.

[1]Lundquist et al. (2014).
[2]Hsueh et al. (2014a).

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Appendix Table H.1

Estimated Impacts on Couples' Participation in Relationship Services 12 Months After Study Entry and 12 Months Before the 30-Month Survey, by Local SHM Program

Outcome[a]	Bronx	Oklahoma City	Orlando	Pennsylvania	Seattle	Shoreline	Texas	Wichita	Local Program Difference[b]
12 months after study entry									
Receipt of group relationship services[c] (%)	***	***	***	***	***	***	***	***	
Number of times attended									
0	-61.6	-68.9	-75.8	-70.9	-57.8	-69.3	-57.1	-70.0	†††
1-5	1.4	-2.5	3.7	3.9	-1.1	-0.5	-6.5	1.2	
6-10	34.5	31.4	26.9	24.8	28.7	30.4	18.1	18.7	†††
More than 10	25.7	40.1	45.2	42.2	30.2	39.4	45.5	50.1	†††
Receipt of one-on-one relationship services[d] (%)				[ ]				** [ ]	
Number of times attended									
0	-1.0	-3.5	-1.4	-0.4	2.1	-0.6	-5.4	-3.4	
1-5	-0.9	0.9	0.4	-0.3	3.5	0.9	-1.0	2.4	
6-10	2.2	1.6	1.7	-0.5	-3.9	1.9	2.7	0.6	
More than 10	-0.2	1.0	-0.6	1.2	-1.7	-2.2	3.7	0.4	††
12 months before the 30-month survey[e]									
Receipt of group relationship services[c] (%)	[ ]	[ ]	[ ]	[***]	[ ]	[**]		[ ]	
Number of times attended									
0	0.7	-1.3	1.1	-8.2	-0.6	5.4	2.2	-0.2	††
1-5	0.4	0.4	0.3	3.7	-0.1	-1.1	-4.1	-0.5	
6-10	-0.8	2.2	-1.1	2.4	0.9	-4.0	0.4	0.0	††
More than 10	-0.3	-1.2	-0.3	2.1	-0.2	-0.3	1.5	0.6	

(continued)

Appendix Table H.1 (continued)

Outcome[a]	Bronx	Oklahoma City	Orlando	Pennsylvania	Seattle	Shoreline	Texas	Wichita	Local Program Difference[b]
Receipt of one-on-one relationship services[d] (%)	[ ]	[ ]		[ ]	[ ]		[ ]		
Number of times attended									
0	2.5	0.5	-0.1	0.5	4.4	0.7	2.0	3.7	
1-5	-0.4	-2.1	-0.2	-1.8	-2.7	0.8	-1.1	-0.4	
6-10	-2.1	1.9	-0.3	0.6	-0.7	-0.8	0.0	-3.0	
More than 10	0.0	-0.3	0.6	0.7	-1.0	-0.6	-0.9	-0.3	
Sample size[f] (couples)	639	654	687	551	529	641	673	660	

SOURCES: MDRC calculations based on the SHM 12-month and 30-month adult surveys.

NOTES: Program impacts were calculated separately for each local SHM program using chi-square tests. Impacts were then estimated for each category, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members, and these impact estimates were examined for differences across local programs.

If the percentage of cells with expected counts of less than five is 20 percent or more, then the stars for the significance level are enclosed in square brackets [*]. This is a warning that the significance level is not considered reliable due to small sample size. Empty brackets [ ] indicate a warning that the nonsignificant test result is not considered reliable due to small sample size.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Tests of differences in impact estimates across local SHM programs were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[c]"Group relationship services" includes marriage or relationship skills education services that are conducted in a group session and received with a spouse.

[d]"One-on-one relationship services" includes services received outside SHM with or without a spouse.

[e]The 30-month adult survey asks about services received in the 12 months before the survey, not services received since random assignment.

[f]The numbers in this table are calculated for the 30-month adult survey respondent sample. The information about participation in services in the 12 months after random assignment comes from the 12-month adult survey. These data are missing for the 410 couples in the 30-month respondent sample who did not respond to the 12-month survey.

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Appendix Table H.2

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Local SHM Program

Outcome[a]	Bronx Program Group	Bronx Control Group	Bronx Difference (Impact)	Bronx Effect Size[b]	Bronx Standard Error	Local Program Difference[c]
Relationship status						
Married[d] (%)	76.4	79.7	-3.3	-0.08	3.2	
Marital appraisals						
Couple's average report of relationship happiness[e]	5.66	5.62	0.05	0.04	0.10	
Either spouse reported marriage in trouble (%)	57.8	56.0	1.8	0.04	3.9	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.37	3.42	-0.05	-0.10	0.04	
Women's report of warmth and support	3.32	3.27	0.05	0.10	0.05	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.12	3.10	0.02	0.03	0.05	
Women's report of positive communication skills	3.09	3.07	0.02	0.03	0.05	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.33	2.30	0.03	0.04	0.06	
Women's report of negative behavior and emotions	2.20	2.30	-0.11	-0.13 *	0.06	
Fidelity						
Neither spouse reported infidelity (%)	83.2	85.0	-1.8	-0.06	3.0	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.35	1.41	-0.05	-0.11	0.05	
Women's report of psychological abuse[f]	1.30	1.32	-0.02	-0.04	0.04	
Men's report of any physical assault (%)	14.5	13.3	1.2	0.04	3.0	†
Women's report of any physical assault (%)	7.2	11.0	-3.8	-0.13	2.4	
Individual psychological distress[f]						
Men's psychological distress	1.98	1.98	0.00	0.00	0.06	
Women's psychological distress	2.07	2.10	-0.03	-0.04	0.06	
Sample size[g]						
Couples	315	324				
Men	271	294				
Women	301	314				

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Oklahoma City Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Local Program Difference[c]
Relationship status							
Married[d] (%)	89.4	86.8	2.6	0.07		2.4	
Marital appraisals							
Couple's average report of relationship happiness[e]	6.16	6.03	0.13	0.11	*	0.07	
Either spouse reported marriage in trouble (%)	34.0	37.9	-3.9	-0.08		3.7	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.65	3.56	0.09	0.18	***	0.03	
Women's report of warmth and support	3.55	3.53	0.02	0.05		0.04	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.35	3.29	0.06	0.10		0.04	
Women's report of positive communication skills	3.35	3.30	0.05	0.08		0.05	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.01	2.08	-0.08	-0.09		0.05	
Women's report of negative behavior and emotions	1.95	2.02	-0.07	-0.09		0.05	
Fidelity							
Neither spouse reported infidelity (%)	97.3	94.6	2.6	0.09		1.7	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.22	1.24	-0.02	-0.05		0.03	
Women's report of psychological abuse[f]	1.18	1.22	-0.04	-0.08		0.03	
Men's report of any physical assault (%)	8.3	9.2	-0.9	-0.03		2.3	†
Women's report of any physical assault (%)	6.7	6.9	-0.1	0.00		2.0	
Individual psychological distress[f]							
Men's psychological distress	1.81	1.83	-0.03	-0.04		0.05	
Women's psychological distress	1.87	1.91	-0.04	-0.06		0.05	
Sample size[g]							
Couples	326	328					
Men	289	291					
Women	318	319					

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Orlando Program Group	Orlando Control Group	Orlando Difference (Impact)	Orlando Effect Size[b]		Orlando Standard Error	Local Program Difference[c]
Relationship status							
Married[d] (%)	84.3	84.6	-0.3	-0.01		2.7	
Marital appraisals							
Couple's average report of relationship happiness[e]	6.04	5.86	0.17	0.15	**	0.08	
Either spouse reported marriage in trouble (%)	42.2	50.3	-8.1	-0.16	**	3.6	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.60	3.55	0.05	0.10	*	0.03	
Women's report of warmth and support	3.48	3.41	0.07	0.14	*	0.04	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.30	3.20	0.10	0.16	**	0.04	
Women's report of positive communication skills	3.28	3.16	0.11	0.18	**	0.05	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.09	2.19	-0.11	-0.14	**	0.05	
Women's report of negative behavior and emotions	1.98	2.10	-0.12	-0.15	**	0.05	
Fidelity							
Neither spouse reported infidelity (%)	94.4	93.1	1.3	0.05		2.0	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.25	1.30	-0.05	-0.11		0.03	
Women's report of psychological abuse[f]	1.22	1.22	0.00	0.00		0.03	
Men's report of any physical assault (%)	11.9	8.4	3.6	0.12		2.4	†
Women's report of any physical assault (%)	5.1	6.2	-1.1	-0.04		1.8	
Individual psychological distress[f]							
Men's psychological distress	1.84	1.95	-0.11	-0.16	**	0.05	
Women's psychological distress	1.92	2.03	-0.11	-0.15	**	0.05	
Sample size[g]							
Couples	342	345					
Men	308	323					
Women	331	336					

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Pennsylvania Program Group	Pennsylvania Control Group	Pennsylvania Difference (Impact)	Pennsylvania Effect Size[b]	Pennsylvania Standard Error	Local Program Difference[c]
Relationship status						
Married[d] (%)	84.3	87.2	-2.9	-0.08	2.9	
Marital appraisals						
Couple's average report of relationship happiness[e]	6.16	6.00	0.15	0.13 *	0.08	
Either spouse reported marriage in trouble (%)	29.2	30.3	-1.1	-0.02	3.7	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.67	3.63	0.04	0.07	0.04	
Women's report of warmth and support	3.56	3.53	0.03	0.06	0.04	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.48	3.43	0.05	0.08	0.04	
Women's report of positive communication skills	3.43	3.38	0.04	0.07	0.05	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	1.69	1.75	-0.06	-0.07	0.06	
Women's report of negative behavior and emotions	1.75	1.83	-0.08	-0.09	0.06	
Fidelity						
Neither spouse reported infidelity (%)	94.3	95.6	-1.3	-0.04	2.0	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.17	1.20	-0.03	-0.06	0.04	
Women's report of psychological abuse[f]	1.15	1.20	-0.05	-0.11	0.03	
Men's report of any physical assault (%)	7.0	5.7	1.3	0.05	2.3	†
Women's report of any physical assault (%)	6.6	6.4	0.2	0.01	2.2	
Individual psychological distress[f]						
Men's psychological distress	1.72	1.77	-0.05	-0.06	0.07	
Women's psychological distress	1.91	1.95	-0.04	-0.05	0.07	
Sample size[g]						
Couples	290	261				
Men	258	244				
Women	287	258				

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Seattle Program Group	Seattle Control Group	Seattle Difference (Impact)	Seattle Effect Size[b]	Seattle Standard Error	Local Program Difference[c]
Relationship status						
Married[d] (%)	73.8	72.9	0.9	0.02	3.7	
Marital appraisals						
Couple's average report of relationship happiness[e]	5.99	5.79	0.20	0.17 **	0.09	
Either spouse reported marriage in trouble (%)	47.6	51.1	-3.5	-0.07	4.5	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.55	3.54	0.01	0.02	0.04	
Women's report of warmth and support	3.50	3.44	0.06	0.12	0.05	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.20	3.22	-0.02	-0.04	0.05	
Women's report of positive communication skills	3.18	3.11	0.07	0.11	0.06	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.22	2.17	0.05	0.06	0.07	
Women's report of negative behavior and emotions	2.09	2.22	-0.13	-0.16 *	0.07	
Fidelity						
Neither spouse reported infidelity (%)	90.3	89.5	0.8	0.03	2.9	
Psychological abuse and physical assault[g]						
Men's report of psychological abuse[f]	1.30	1.36	-0.06	-0.12	0.05	
Women's report of psychological abuse[f]	1.25	1.32	-0.07	-0.15 *	0.04	
Men's report of any physical assault (%)	10.4	10.7	-0.3	-0.01	3.0	†
Women's report of any physical assault (%)	8.3	9.8	-1.5	-0.05	2.6	
Individual psychological distress[f]						
Men's psychological distress	1.91	1.89	0.02	0.03	0.07	
Women's psychological distress	1.87	1.97	-0.10	-0.14	0.06	
Sample size[g]						
Couples	246	283				
Men	198	237				
Women	234	271				

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Shoreline Program Group	Shoreline Control Group	Shoreline Difference (Impact)	Shoreline Effect Size[b]		Shoreline Standard Error	Local Program Difference[c]	
Relationship status								
Married[d] (%)	82.4	81.4	1.1	0.03		2.9		
Marital appraisals								
Couple's average report of relationship happiness[e]	5.76	5.74	0.01	0.01		0.09		
Either spouse reported marriage in trouble (%)	34.9	41.7	-6.8	-0.14	*	3.8		
Warmth and support in relationship[f]								
Men's report of warmth and support	3.55	3.49	0.06	0.11		0.04		
Women's report of warmth and support	3.46	3.40	0.06	0.12		0.04		
Positive communication skills in relationship[f]								
Men's report of positive communication skills	3.32	3.25	0.07	0.12	*	0.04		
Women's report of positive communication skills	3.24	3.24	0.01	0.01		0.05		
Negative interactions in relationship[f]								
Men's report of negative behavior and emotions	2.05	2.19	-0.14	-0.18	***	0.05		
Women's report of negative behavior and emotions	2.04	2.10	-0.06	-0.08		0.06		
Fidelity								
Neither spouse reported infidelity (%)	96.3	93.7	2.6	0.09		1.9		
Psychological abuse and physical assault								
Men's report of psychological abuse[f]	1.25	1.27	-0.02	-0.04		0.03		
Women's report of psychological abuse[f]	1.21	1.28	-0.08	-0.15	**	0.03		
Men's report of any physical assault (%)	5.7	9.4	-3.7	-0.13		2.2		†
Women's report of any physical assault (%)	5.7	6.0	-0.3	-0.01		1.9		
Individual psychological distress[f]								
Men's psychological distress	1.86	1.98	-0.12	-0.16	**	0.06		
Women's psychological distress	2.01	2.09	-0.08	-0.11		0.06		
Sample size[g]								
Couples	317	324						
Men	271	303						
Women	312	315						

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Texas Program Group	Texas Control Group	Texas Difference (Impact)	Texas Effect Size[b]		Texas Standard Error	Local Program Difference[c]	
Relationship status								
Married[d] (%)	82.5	82.1	0.4	0.01		2.8		
Marital appraisals								
Couple's average report of relationship happiness[e]	6.00	5.74	0.26	0.22	***	0.09		
Either spouse reported marriage in trouble (%)	50.2	52.1	-1.8	-0.04		3.8		
Warmth and support in relationship[f]								
Men's report of warmth and support	3.53	3.41	0.12	0.22	***	0.04		
Women's report of warmth and support	3.37	3.32	0.05	0.10		0.05		
Positive communication skills in relationship[f]								
Men's report of positive communication skills	3.30	3.19	0.11	0.17	**	0.04		
Women's report of positive communication skills	3.25	3.14	0.11	0.18	**	0.05		
Negative interactions in relationship[f]								
Men's report of negative behavior and emotions	2.06	2.13	-0.07	-0.09		0.05		
Women's report of negative behavior and emotions	2.05	2.22	-0.17	-0.21	***	0.06		
Fidelity								
Neither spouse reported infidelity (%)	93.7	90.1	3.6	0.12		2.2		
Psychological abuse and physical assault								
Men's report of psychological abuse[f]	1.24	1.30	-0.06	-0.12		0.04		
Women's report of psychological abuse[f]	1.26	1.27	-0.01	-0.02		0.04		
Men's report of any physical assault (%)	5.7	12.2	-6.6	-0.23	***	2.4		†
Women's report of any physical assault (%)	7.5	10.3	-2.8	-0.10		2.3		
Individual psychological distress[f]								
Men's psychological distress	1.99	1.90	0.09	0.12		0.06		
Women's psychological distress	1.99	2.10	-0.11	-0.15	*	0.06		
Sample size[g]								
Couples	334	339						
Men	297	308						
Women	316	327						

(continued)

Appendix Table H.2 (continued)

Outcome[a]	Wichita Program Group	Wichita Control Group	Wichita Difference (Impact)	Wichita Effect Size[b]	Wichita Standard Error	Local Program Difference[c]
Relationship status						
Married[d] (%)	76.5	77.4	-1.0	-0.02	3.3	
Marital appraisals						
Couple's average report of relationship happiness[e]	5.69	5.51	0.18	0.15 *	0.10	
Either spouse reported marriage in trouble (%)	46.6	55.7	-9.1	-0.18 **	4.0	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.50	3.43	0.07	0.13 *	0.04	
Women's report of warmth and support	3.37	3.27	0.10	0.19 *	0.05	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.21	3.15	0.06	0.10	0.05	
Women's report of positive communication skills	3.11	3.03	0.08	0.13	0.06	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.18	2.29	-0.11	-0.14 *	0.06	
Women's report of negative behavior and emotions	2.19	2.27	-0.08	-0.09	0.06	
Fidelity						
Neither spouse reported infidelity (%)	89.5	84.9	4.5	0.16	2.8	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.29	1.34	-0.06	-0.11	0.04	
Women's report of psychological abuse[f]	1.33	1.38	-0.05	-0.09	0.04	
Men's report of any physical assault (%)	11.7	13.8	-2.0	-0.07	2.8	†
Women's report of any physical assault (%)	8.6	10.0	-1.4	-0.05	2.3	
Individual psychological distress[f]						
Men's psychological distress	2.04	2.10	-0.06	-0.08	0.06	
Women's psychological distress	2.15	2.19	-0.04	-0.06	0.06	
Sample size[g]						
Couples	327	333				
Men	290	304				
Women	314	324				

(continued)

Appendix Table H.2 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Program impacts were calculated separately for each local SHM program, using an ordinary least squares model controlling for pre-random assignment characteristics of sample members. Impact estimates were then examined for differences across local programs.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences in impact estimates across local SHM programs were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the respective outcomes.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each local program, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

The Supporting Healthy Marriage Evaluation

Appendix Table H.3

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Local SHM Program

Outcome[a,b]	Bronx Program Group[c]	Bronx Control Group[c]	Bronx Difference (Impact)	Bronx Effect Size[d]		Bronx Standard Error	Local Program Difference[e]
Coparenting[f]							
Men's report of cooperative coparenting	3.34	3.38	-0.04	-0.06		0.05	
Women's report of cooperative coparenting	3.22	3.24	-0.02	-0.04		0.05	
Parenting[g]							
Paternal supportiveness of child	-0.27	-0.09	-0.18	-0.18	*	0.10	
Maternal supportiveness of child	-0.22	-0.07	-0.15	-0.15		0.10	
Paternal responsiveness to child	-0.03	0.09	-0.13	-0.13		0.09	
Maternal responsiveness to child	0.04	0.01	0.04	0.04		0.08	††
Paternal hostility toward child	-0.21	-0.08	-0.13	-0.13		0.09	
Maternal hostility toward child	-0.06	-0.19	0.13	0.13		0.08	
Paternal harsh discipline[f]	1.17	1.20	-0.03	-0.04		0.05	
Maternal harsh discipline[f]	1.15	1.13	0.03	0.04		0.04	
Child adjustment and well-being[g]							
Self-regulation	0.02	0.11	-0.09	-0.09		0.07	
Internalizing behavior problems	-0.12	-0.08	-0.03	-0.03		0.07	
Externalizing behavior problems	-0.16	-0.14	-0.02	-0.02		0.08	
Cognitive and academic performance	-0.01	-0.06	0.05	0.05		0.09	
Sample size							
Men[h]	249	268					
Women[h]	261	286					
Children	249	260					

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Oklahoma City Program Group[c]	Oklahoma City Control Group[c]	Oklahoma City Difference (Impact)	Oklahoma City Effect Size[d]	Oklahoma City Standard Error	Local Program Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.55	3.53	0.02	0.03	0.04	
Women's report of cooperative coparenting	3.43	3.43	0.01	0.01	0.05	
Parenting[g]						
Paternal supportiveness of child	0.26	0.30	-0.04	-0.04	0.07	
Maternal supportiveness of child	0.36	0.24	0.12	0.12 **	0.05	
Paternal responsiveness to child	0.07	0.01	0.06	0.06	0.08	
Maternal responsiveness to child	0.09	-0.04	0.13	0.13	0.08	††
Paternal hostility toward child	0.20	0.17	0.03	0.03	0.08	
Maternal hostility toward child	0.17	0.19	-0.02	-0.02	0.08	
Paternal harsh discipline[f]	1.48	1.54	-0.06	-0.10	0.06	
Maternal harsh discipline[f]	1.56	1.62	-0.06	-0.11	0.06	
Child adjustment and well-being[g]						
Self-regulation	-0.08	-0.17	0.08	0.08 **	0.04	
Internalizing behavior problems	-0.26	-0.18	-0.08	-0.08 *	0.05	
Externalizing behavior problems	0.09	0.11	-0.01	-0.01	0.06	
Cognitive and academic performance	0.10	0.10	0.00	0.00	0.09	
Sample size						
Men[h]	282	281				
Women[h]	307	305				
Children	317	315				

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Orlando Program Group[c]	Orlando Control Group[c]	Orlando Difference (Impact)	Orlando Effect Size[d]		Orlando Standard Error	Local Program Difference[e]
Coparenting[f]							
Men's report of cooperative coparenting	3.51	3.49	0.02	0.04		0.04	
Women's report of cooperative coparenting	3.34	3.31	0.02	0.04		0.05	
Parenting[g]							
Paternal supportiveness of child	0.04	0.02	0.02	0.02		0.07	
Maternal supportiveness of child	0.13	0.09	0.04	0.04		0.07	
Paternal responsiveness to child	0.01	0.03	-0.02	-0.02		0.08	
Maternal responsiveness to child	0.01	0.17	-0.16	-0.16	**	0.08	††
Paternal hostility toward child	0.03	0.03	0.00	0.00		0.08	
Maternal hostility toward child	0.02	-0.03	0.04	0.04		0.08	
Paternal harsh discipline[f]	1.25	1.26	-0.01	-0.01		0.04	
Maternal harsh discipline[f]	1.26	1.30	-0.04	-0.07		0.04	
Child adjustment and well-being[g]							
Self-regulation	0.09	0.03	0.06	0.06		0.06	
Internalizing behavior problems	0.00	-0.05	0.05	0.05		0.06	
Externalizing behavior problems	-0.05	-0.03	-0.02	-0.02		0.06	
Cognitive and academic performance	0.06	0.09	-0.03	-0.03		0.08	
Sample size							
Men[h]	288	309					
Women[h]	315	317					
Children	316	329					

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Pennsylvania Program Group[c]	Pennsylvania Control Group[c]	Pennsylvania Difference (Impact)	Pennsylvania Effect Size[d]	Pennsylvania Standard Error	Local Program Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.61	3.61	0.00	0.00	0.04	
Women's report of cooperative coparenting	3.48	3.44	0.04	0.06	0.05	
Parenting[g]						
Paternal supportiveness of child	-0.02	0.11	-0.14	-0.14 *	0.08	
Maternal supportiveness of child	-0.05	-0.12	0.07	0.07	0.08	
Paternal responsiveness to child	0.14	0.17	-0.02	-0.02	0.09	
Maternal responsiveness to child	0.14	0.08	0.05	0.05	0.09	††
Paternal hostility toward child	-0.27	-0.28	0.02	0.02	0.08	
Maternal hostility toward child	-0.20	-0.25	0.05	0.05	0.09	
Paternal harsh discipline[f]	1.05	1.09	-0.04	-0.06	0.03	
Maternal harsh discipline[f]	1.18	1.18	0.00	0.00	0.04	
Child adjustment and well-being[g]						
Self-regulation	0.21	0.25	-0.04	-0.04	0.07	
Internalizing behavior problems	-0.14	-0.21	0.07	0.07	0.07	
Externalizing behavior problems	-0.31	-0.37	0.07	0.07	0.07	
Cognitive and academic performance	0.02	0.04	-0.02	-0.02	0.07	
Sample size						
Men[h]	245	224				
Women[h]	264	236				
Children	266	223				

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Seattle Program Group[c]	Seattle Control Group[c]	Seattle Difference (Impact)	Seattle Effect Size[d]	Seattle Standard Error	Local Program Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.46	3.48	-0.02	-0.03	0.06	
Women's report of cooperative coparenting	3.26	3.26	0.00	-0.01	0.07	
Parenting[g]						
Paternal supportiveness of child	0.20	0.26	-0.07	-0.07	0.10	
Maternal supportiveness of child	0.34	0.43	-0.09	-0.09	0.06	
Paternal responsiveness to child	0.04	0.02	0.02	0.02	0.10	
Maternal responsiveness to child	0.00	0.07	-0.07	-0.07	0.10	††
Paternal hostility toward child	0.04	-0.02	0.07	0.07	0.12	
Maternal hostility toward child	-0.06	-0.07	0.01	0.01	0.09	
Paternal harsh discipline[f]	1.35	1.34	0.01	0.02	0.06	
Maternal harsh discipline[f]	1.28	1.34	-0.06	-0.11	0.06	
Child adjustment and well-being[g]						
Self-regulation	-0.22	-0.24	0.02	0.02	0.06	
Internalizing behavior problems	-0.23	-0.17	-0.07	-0.07	0.06	
Externalizing behavior problems	0.06	0.00	0.06	0.06	0.07	
Cognitive and academic performance	-0.16	-0.25	0.10	0.10	0.12	
Sample size						
Men[h]	191	226				
Women[h]	226	253				
Children	233	256				

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Shoreline Program Group[c]	Shoreline Control Group[c]	Shoreline Difference (Impact)	Shoreline Effect Size[d]	Shoreline Standard Error	Local Program Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.44	3.34	0.10	0.14 **	0.05	
Women's report of cooperative coparenting	3.27	3.21	0.06	0.09	0.05	
Parenting[g]						
Paternal supportiveness of child	-0.03	-0.11	0.09	0.09	0.08	
Maternal supportiveness of child	0.00	-0.05	0.05	0.05	0.07	
Paternal responsiveness to child	0.11	0.07	0.05	0.05	0.07	
Maternal responsiveness to child	0.18	0.00	0.18	0.18 **	0.07	††
Paternal hostility toward child	-0.09	-0.05	-0.04	-0.04	0.07	
Maternal hostility toward child	0.02	0.02	0.00	0.00	0.07	
Paternal harsh discipline[f]	1.14	1.15	-0.01	-0.02	0.03	
Maternal harsh discipline[f]	1.20	1.18	0.02	0.03	0.03	
Child adjustment and well-being[g]						
Self-regulation	0.25	0.25	0.00	0.00	0.05	
Internalizing behavior problems	0.02	0.04	-0.02	-0.02	0.06	
Externalizing behavior problems	-0.07	-0.01	-0.06	-0.06	0.06	
Cognitive and academic performance	0.04	0.06	-0.02	-0.02	0.07	
Sample size						
Men[h]	265	283				
Women[h]	295	296				
Children	299	295				

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Texas Program Group[c]	Texas Control Group[c]	Texas Difference (Impact)	Texas Effect Size[d]	Texas Standard Error	Local Program Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.36	3.30	0.06	0.09	0.05	
Women's report of cooperative coparenting	3.15	3.10	0.05	0.07	0.05	
Parenting[g]						
Paternal supportiveness of child	-0.03	-0.09	0.06	0.06	0.07	
Maternal supportiveness of child	-0.06	-0.07	0.01	0.01	0.07	
Paternal responsiveness to child	0.07	-0.08	0.15	0.15 **	0.08	
Maternal responsiveness to child	0.03	-0.14	0.17	0.17 **	0.07	††
Paternal hostility toward child	0.03	-0.07	0.10	0.10	0.07	
Maternal hostility toward child	0.09	0.17	-0.07	-0.07	0.08	
Paternal harsh discipline[f]	1.12	1.18	-0.06	-0.10	0.04	
Maternal harsh discipline[f]	1.11	1.15	-0.04	-0.07	0.03	
Child adjustment and well-being[g]						
Self-regulation	0.14	0.05	0.09	0.09	0.07	
Internalizing behavior problems	0.19	0.29	-0.10	-0.10	0.08	
Externalizing behavior problems	-0.02	0.09	-0.11	-0.11	0.07	
Cognitive and academic performance	0.08	0.07	0.01	0.01	0.06	
Sample size						
Men[h]	274	287				
Women[h]	291	295				
Children	287	303				

(continued)

Appendix Table H.3 (continued)

Outcome[a,b]	Wichita Program Group[c]	Wichita Control Group[c]	Wichita Difference (Impact)	Wichita Effect Size[d]	Wichita Standard Error	Local Program Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.33	3.28	0.04	0.07	0.06	
Women's report of cooperative coparenting	3.10	3.07	0.03	0.04	0.06	
Parenting[g]						
Paternal supportiveness of child	-0.19	-0.19	0.00	0.00	0.08	
Maternal supportiveness of child	-0.16	-0.21	0.05	0.05	0.08	
Paternal responsiveness to child	-0.22	-0.21	-0.01	-0.01	0.09	
Maternal responsiveness to child	-0.15	-0.13	-0.02	-0.02	0.09	††
Paternal hostility toward child	0.31	0.27	0.03	0.03	0.09	
Maternal hostility toward child	0.02	0.15	-0.13	-0.13 *	0.07	
Paternal harsh discipline[f]	1.27	1.31	-0.05	-0.08	0.05	
Maternal harsh discipline[f]	1.27	1.31	-0.05	-0.08	0.05	
Child adjustment and well-being[g]						
Self-regulation	-0.03	-0.03	0.01	0.01	0.06	
Internalizing behavior problems	0.16	0.19	-0.03	-0.03	0.07	
Externalizing behavior problems	0.12	0.23	-0.11	-0.11	0.07	
Cognitive and academic performance	0.07	-0.09	0.17	0.17 **	0.08	
Sample size						
Men[h]	279	285				
Women[h]	293	304				
Children	303	313				

(continued)

Appendix Table H.3 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Program impacts were calculated separately for each local SHM program, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for differences across local programs.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across local SHM programs were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each local program, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix I

Estimated Impacts: Individual-Level, Couple-Level, and SHM Programs Weighted Equally

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Appendix I presents the results of additional analyses involving alternate specifications of models that estimate impacts on primary adult, coparenting, parenting, and child outcomes. The impacts on primary individual-level adult outcomes presented in the SHM 30-month impact report[1] are reported separately for men and women. Appendix Table I.1 presents impact estimates for an alternate specification of these models, in which impacts on individual-level adult outcomes were pooled across men and women.

Some of the adult outcomes in the 30-month impact report are measured at the couple level. As an alternate specification of these models, impact estimates on couple-level adult outcomes were run separately for men and women (Appendix Table I.2).

Finally, when the 30-month report shows impact estimates that are pooled across all eight local SHM programs, each individual is weighted equally. To account for differences in sample sizes and program characteristics across local programs, the SHM team conducted a supplemental set of analyses — in which each local program was weighted equally — of impacts on primary adult outcomes (Appendix Table I.3) and impacts on coparenting, parenting, and child outcomes (Appendix Table I.4).

With few exceptions, the results of these alternately specified models are consistent with those presented in the 30-month impact report, suggesting that the 30-month impact estimates are robust to variations in model specification.

[1]Lundquist et al. (2014).

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Appendix Table I.1

Estimated Impacts on Individual-Level Adult Outcomes at the 30-Month Follow-Up, Pooled for Men and Women

Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error
Warmth and support in relationship[c]						
Individual's report of warmth and support	3.50	3.45	0.05	0.10	***	0.01
Positive communication skills in relationship[c]						
Individual's report of positive communication skills	3.26	3.20	0.06	0.10	***	0.01
Negative interactions in relationship						
Individual's report of negative behavior and emotions[c]	2.05	2.14	-0.09	-0.11	***	0.02
Psychological abuse and physical assault						
Individual's report of psychological abuse[c]	1.25	1.29	-0.04	-0.08	***	0.01
Individual's report of any physical assault (%)	8.2	9.3	-1.1	-0.04	*	0.6
Individual psychological distress[c]						
Individual's psychological distress	1.94	1.99	-0.05	-0.07	***	0.02
Sample size[d] (individuals)	4,595	4,768				

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Standard errors were adjusted for nonindependence of men and women when pooled in the impact analysis.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[d]Some outcomes in this table were available for all respondents, and some were only available for those who were still together with their spouse at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table I.2

Estimated Impacts on Couple-Level Adult Outcomes at the 30-Month Follow-Up, Separately for Men and Women

Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error
Relationship status (%)					
Men report being married	87.6	86.4	1.2	0.03	1.0
Women report being married	83.4	83.5	-0.1	0.00	1.0
Marital appraisals					
Men's average report of relationship happiness[c]	6.06	5.95	0.10	0.08 ***	0.03
Women's average report of relationship happiness[c]	5.87	5.68	0.20	0.15 ***	0.04
Men reported marriage in trouble (%)	27.1	31.9	-4.8	-0.10 ***	1.3
Women reported marriage in trouble (%)	34.7	39.2	-4.5	-0.09 ***	1.4
Fidelity (%)					
Men reported no infidelity	96.1	94.9	1.3	0.06 **	0.6
Women reported no infidelity	94.3	94.3	0.0	0.00	0.7
Sample size[d]					
Men	2,180	2,301			
Women	2,406	2,455			

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of the couple-level versions of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[d]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table I.3

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, Local SHM Programs Weighted Equally

Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error
Warmth and support in relationship[c]						
Men's report of warmth and support	3.55	3.50	0.05	0.09	***	0.01
Women's report of warmth and support	3.45	3.40	0.05	0.10	***	0.02
Positive communication skills in relationship[c]						
Men's report of positive communication skills	3.29	3.22	0.06	0.10	***	0.02
Women's report of positive communication skills	3.24	3.18	0.06	0.10	***	0.02
Negative interactions in relationship[c]						
Men's report of negative behavior and emotions	2.08	2.15	-0.07	-0.09	***	0.02
Women's report of negative behavior and emotions	2.04	2.13	-0.09	-0.12	***	0.02
Psychological abuse and physical assault						
Men's report of psychological abuse[c]	1.26	1.30	-0.05	-0.10	***	0.01
Women's report of psychological abuse[c]	1.24	1.28	-0.04	-0.08	***	0.01
Men's report of any physical assault (%)	9.4	10.4	-1.0	-0.03		0.9
Women's report of any physical assault (%)	7.0	8.2	-1.2	-0.04		0.8
Individual psychological distress[c]						
Men's psychological distress	1.90	1.93	-0.03	-0.04		0.02
Women's psychological distress	1.98	2.04	-0.06	-0.09	***	0.02
Sample size[d]						
Men	2,182	2,304				
Women	2,413	2,464				

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Estimates were calculated using ordinary least squares, were weighted so that each local SHM program contributes equally to the impact estimates, and were regression-adjusted for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[d]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table I.4

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, Local SHM Programs Weighted Equally

Outcome[a,b]	Program Group	Control Group	Difference (Impact)	Effect Size[c]		Standard Error
Coparenting[d]						
Men's report of cooperative coparenting	3.45	3.42	0.03	0.04	*	0.02
Women's report of cooperative coparenting	3.28	3.25	0.03	0.04		0.02
Parenting[e]						
Paternal supportiveness of child	-0.02	0.01	-0.02	-0.02		0.03
Maternal supportiveness of child	0.02	0.00	0.02	0.02		0.03
Paternal responsiveness to child	0.03	0.00	0.03	0.03		0.03
Maternal responsiveness to child	0.04	0.00	0.04	0.04		0.03
Paternal hostility towards child	0.00	0.00	0.00	0.00		0.03
Maternal hostility towards child	0.01	0.00	0.01	0.01		0.03
Paternal harsh discipline[d]	1.23	1.27	-0.04	-0.07	**	0.02
Maternal harsh discipline[d]	1.26	1.29	-0.03	-0.05	*	0.02
Child adjustment and well-being[e]						
Self-regulation	0.03	0.00	0.03	0.03		0.02
Internalizing behavior problems	-0.03	-0.01	-0.03	-0.03		0.02
Externalizing behavior problems	-0.04	-0.01	-0.04	-0.04		0.02
Cognitive and academic performance	0.05	0.01	0.04	0.04		0.03
Sample size						
Men[f]	2,072	2,163				
Women[f]	2,227	2,290				
Children	2,263	2,285				

(continued)

Appendix Table I.4 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Estimates were calculated using ordinary least squares, were weighted so that each local SHM program contributed equally to the impact estimates, and were regression-adjusted for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[d]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[e]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[f]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

Appendix J

Primary Subgroup Analyses

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As presented in the Supporting Healthy Marriage (SHM) 30-month impact report, the analysis includes three primary subgroups of couples defined by the following characteristics at study entry: level of marital distress, family income-to-poverty level, and race/ethnicity.[1] Appendix J presents more detailed information about the impact estimates on primary outcomes for subgroups of the research sample (using the split-sample approach). It also describes how these subgroups were defined. In addition, this appendix presents the results of a subgroup analysis using the full interaction approach as a sensitivity check on the robustness of the split-sample subgroup results. It presents information about how the subgroup characteristics correspond with each other and with other characteristics of the sample. Lastly, it discusses the comparability of the results of the split-sample and the full interaction approaches to the subgroup analysis. (Information about the differences between the split-sample and the full interaction approaches to the subgroup analysis is presented in Appendix D.)

While Appendix Tables G.1 to G.6 in the 30-month impact report[2] focus on statistically significant differences in impacts across subgroup levels (indicated by daggers in the rightmost column of each table), the tables in Appendix J show additional information, including program group means, standard errors, and statistical significance levels associated with impact estimates for each subgroup level (indicated by stars [asterisks]). The difference tests for each subgroup provide an indication of whether there are significant differences in impacts across all subgroup levels but do not indicate which pairs of subgroup levels show significant differences.

Level of Marital Distress

Appendix Tables J.1 to J.4 show the results of the split-sample and full interaction approaches to estimating subgroup impacts of the SHM program, by couples' levels of marital distress at study entry. (The tables for Appendix J can be found at the end of this appendix.)

Couples were sorted into three groups identified by low, moderate, and high levels of marital distress, based on their reports of marital distress when they entered the study. In line with prior marital process research — which points to the importance of taking a multifaceted approach to characterizing positive and negative processes that may operate within marriages[3] — marital distress at study entry was measured by a cumulative index of risk (and absence of protective) processes in marital relationships.

[1]Lundquist et al. (2014).
[2]Lundquist et al. (2014).
[3]Fincham, Stanley, and Beach (2007).

Indicators of risk and protective processes in the marital relationship at study entry were created from husbands' and wives' responses to 27 items on a self-administered baseline questionnaire, which were used to create five composite scales: (1) positive marital interactions, (2) frequency of disagreements, (3) commitment to couple and family relationships, (4) destructive conflict resolution tactics, and (5) concerns and arguments about infidelity.[4] In addition, two questions capturing study participants' marital appraisals — including how happy spouses reported being in their marriages and whether they thought that their marriage was in trouble in the past year — were considered on their own as separate indicators of protective and risk relationship dimensions. Appendix Table J.5 presents constituent items and descriptive information (means, standard deviations, and internal consistencies) for each of these five composite scales.

To create a cumulative marital distress index at baseline, husbands' and wives' scores on the five composite scales and two questions discussed above were averaged to create couple-level indicators of protective and risk relationship dimensions. In line with many studies employing cumulative risk indices, a couple's overall level of marital distress was calculated as a count of the seven couple-level risk factors that were present (or, conversely, protective factors that were absent) in the marital relationship at study entry.

The scores on the cumulative risk index ranged from zero to seven points. The average score for the cumulative risk index for marital distress at study entry in the sample was 2.3, with a standard deviation of 2.3. Based on this, the sample was divided into three subgroup levels, by couples' index scores, with the goal of identifying approximately 33 percent of couples for each level of risk for marital distress at study entry. The subgroup levels were defined as follows:

- **Low marital distress.** Couples displaying no risks for marital distress (31 percent)
- **Moderate marital distress.** Couples displaying one to three risks for marital distress (37 percent)
- **High marital distress.** Couples displaying four or more risks for marital distress (31 percent)

If more than one-third of the items in a marital distress construct were missing for both the husband and the wife, the construct was not created. Less than 2 percent of couples included in the 30-month impact analysis were not assigned to a marital distress subgroup because of

[4]For information on the construction of these composite measures, see Hsueh et al. (2012b), Appendix J.

missing data on the marital distress constructs. For a complete description of the creation of the marital distress subgroups, see the technical supplement to the SHM 12-month impact report.[5]

Family Income-to-Poverty Level

Appendix Tables J.6 to J.9 show the results of the split-sample and full interaction model approaches to estimating subgroup impacts of the SHM program by the family's income-to-poverty level.

To define subgroups based on families' income at baseline, the following three groups were created: (1) those with incomes below 100 percent of the federal poverty line (FPL), (2) those with incomes between 100 percent and less than 200 percent of the FPL, and (3) those with incomes that were at or above 200 percent of the FPL.

A family's income-to-poverty level was calculated by dividing the family's total annual household income by the federal poverty guideline for the family's household size and the year that the couple was randomly assigned in the study. The baseline information forms asked respondents to report their total household income, including such sources as earnings, public assistance, and family or friends. Adults reported either a specific value or a range of values in $5,000 or $10,000 increments, ranging from $0 to "$70,000 or more." If household income was reported as a range, the family's total annual household income was calculated as though the income was at the midpoint of that range. The number of adults and children living in the household was also collected through reports on the baseline information forms. If a wife was pregnant at the time of random assignment, the unborn child was included in the household size.

Wives' baseline reports were the primary source of information used to define couples' family income-to-poverty subgroup status, except when insufficient information was available. For these cases, husbands' baseline reports were used. For cases in which neither spouse reported family income and household size, the couple was not included in the impact analysis by income-to-poverty level.

In the local SHM program that operated in Oklahoma City, a family's income-to-poverty level was calculated slightly differently because participants completed a different set of baseline information forms. In Oklahoma City, participants were not asked how many adults lived in the household or their total household income at study entry. Rather, families' total household incomes were calculated from husbands' and wives' reports of their individual earnings, which were reported in $5,000 increments up to $24,999. Individuals were also given the option of reporting that they earned "between $25,000 and $34,999" or "$35,000 or more."

[5]Hsueh et al. (2012b), Appendix J.

Total household income was the sum of the midpoints of the husband's and wife's earnings. If either spouse was missing earnings or the couple did not report the number of children in their household, the couple was not included in the impact analysis by income-to-poverty level.

As a proxy for household size in Oklahoma City, it was assumed that each household had two adults (as did 77 percent of households in the other SHM locations). Therefore, household size was calculated as two adults plus the number of children reported living in the household (including the unborn child if the wife was pregnant). To assess the extent to which the modified approach to calculating families' income-to-poverty level might have affected couples' subgroup membership in Oklahoma City, a check of the consistency of values using the two approaches discussed above was conducted in the other SHM locations. The results suggest that there is a fairly high level of agreement about families' income-to-poverty level when calculated using the two approaches ($r = 0.77$), suggesting that the approach used in Oklahoma City closely approximates the approach used in the other local SHM programs. Less than 4 percent of couples included in the 30-month impact analysis were not assigned to an income-to-poverty subgroup because of missing data on the poverty construct.

Race/Ethnicity

Appendix Tables J.10 to J.13 show the results of the split-sample and full interaction model approaches to estimating subgroup impacts of the SHM program by couples' racial and ethnic backgrounds.

Four categories were created to define subgroups of couples based on their racial or ethnic composition: (1) both spouses identified as Hispanic; (2) both spouses identified as African-American, non-Hispanic; (3) both spouses identified as white, non-Hispanic; and (4) all other couples. These categories were created using two questions on the baseline information form, as answered by both husbands and wives at study entry: "Do you consider yourself Spanish/Hispanic/Latino?" and "Do you consider yourself (select all that apply) . . . White? Black/African-American? Asian? American Indian or Alaskan Native? Native Hawaiian or Pacific Islander? Other?"

Couples were considered to be Hispanic if both spouses considered themselves to be Hispanic, regardless of their responses to the race item. Couples were considered to be African-American, non-Hispanic, if both spouses selected "black/African-American," if neither spouse selected any other racial category, and if neither spouse selected "Hispanic." Couples were considered to be white, non-Hispanic, if both spouses selected "white," if neither spouse selected any other racial category, and if neither spouse selected "Hispanic." Couples were categorized as other/multiracial if they did not fit into any of the above categories. If one spouse was missing race/ethnicity data but the other spouse's responses made it clear which category

the couple belonged in, the couple was put into that category. For example, if the husband's responses on the race/ethnicity questions were missing but the wife's responses indicated that she was Asian and not Hispanic, then the couple was put into the other/multiracial category. If both spouses were missing race/ethnicity information or if one spouse's responses were not sufficient to determine how the couple should be categorized, then the couple was not included in the impact analysis by race/ethnicity. Less than 1 percent of couples who were included in the 30-month impact analysis were dropped from the analysis by race/ethnicity because of missing race/ethnicity data.

Correspondence Among Subgroup Characteristics of Interest

As discussed in detail in Appendix D, two approaches were used in the impact analysis involving subgroups — a split-sample approach and a full interaction model approach — to estimate how the effects of the SHM program might vary by subgroup characteristics of interest. These two approaches were used because the characteristics of the sample differed substantially across local SHM programs.[6] In addition, the subgroups varied systematically on a number of other baseline characteristics.[7]

Comparability of Results of Split-Sample and Full Interaction Approaches

While the results of the split-sample approach to impact differences by primary moderators did not provide conclusive evidence of impact differences for any of the subgroups examined, they did suggest that the program had greater effects on marital quality for couples experiencing marital distress at study entry. In general, the full interaction approach confirmed the results of the split-sample approach, indicating that differences in impacts by marital distress at study entry were unlikely to be driven by other family characteristics related to baseline marital quality. Impacts were mostly consistent across levels of primary moderators, and the overall pattern of impact differences by moderator was weak enough to have occurred by chance. However, the results suggest that SHM impacts may have been greater for couples who experienced moderate to severe marital distress at study entry, holding all else equal. This was particularly true for men: differences in impacts by marital distress were significant for couple rates of infidelity and for husbands' reports of negative behavior and emotions, positive communication skills, and psychological abuse. While the evidence of impact differences by marital distress remains inconclusive — both because the pattern of results was not strong enough to

[6]For characteristics of couples in the SHM evaluation by local program at study entry, see Lundquist et al. (2014), Table 2.

[7]For more information, see Hsueh et al. (2012b), Appendix Tables J.18 to J.20.

remain statistically significant after an adjustment for multiple comparisons was made and because the full interaction models were exploratory — the results point to potential areas for further investigation in terms of effectively targeting marriage education services.[8]

[8]For further discussion of these results, see Lundquist et al. (2014).

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Appendix Table J.1

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Level of Marital Distress at Study Entry: Subgroup Analysis Using Split Samples

	Low Marital Distress					
Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	90.4	90.4	0.0	0.00	1.4	
Marital appraisals						
Couple's average report of relationship happiness[e]	6.35	6.22	0.13	0.11 ***	0.04	
Either spouse reported marriage in trouble (%)	25.6	30.2	-4.6	-0.09 **	2.3	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.71	3.65	0.06	0.11 ***	0.02	
Women's report of warmth and support	3.66	3.61	0.05	0.10 **	0.02	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.47	3.46	0.01	0.02	0.02	†††
Women's report of positive communication skills	3.47	3.45	0.02	0.03	0.03	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	1.83	1.81	0.02	0.02	0.03	†††
Women's report of negative behavior and emotions	1.76	1.80	-0.04	-0.05	0.03	
Fidelity						
Neither spouse reported infidelity (%)	95.3	96.0	-0.7	-0.02	1.1	†
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.14	1.15	-0.01	-0.02	0.02	††
Women's report of psychological abuse[f]	1.13	1.14	-0.02	-0.04	0.02	
Men's report of any physical assault (%)	6.1	6.0	0.1	0.00	1.3	
Women's report of any physical assault (%)	3.7	5.1	-1.4	-0.05	1.1	
Individual psychological distress[f]						
Men's psychological distress	1.73	1.72	0.00	0.00	0.03	
Women's psychological distress	1.78	1.85	-0.07	-0.09 **	0.03	
Sample size[g]						
Couples	778	800				
Men	697	737				
Women	767	778				

(continued)

Appendix Table J.1 (continued)

Outcome[a]	Moderate Marital Distress: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married[d] (%)	83.5	81.9	1.6	0.04		1.7	
Marital appraisals							
Couple's average report of relationship happiness[e]	6.02	5.85	0.17	0.15	***	0.05	
Either spouse reported marriage in trouble (%)	41.3	45.9	-4.6	-0.09	*	2.4	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.57	3.52	0.05	0.10	**	0.02	
Women's report of warmth and support	3.48	3.42	0.05	0.10	**	0.02	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.34	3.23	0.12	0.18	***	0.03	†††
Women's report of positive communication skills	3.29	3.22	0.08	0.12	***	0.03	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.02	2.14	-0.12	-0.15	***	0.04	†††
Women's report of negative behavior and emotions	1.98	2.10	-0.13	-0.16	***	0.04	
Fidelity							
Neither spouse reported infidelity (%)	93.7	91.0	2.7	0.09	**	1.3	†
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.22	1.30	-0.08	-0.16	***	0.02	††
Women's report of psychological abuse[f]	1.21	1.27	-0.06	-0.12	***	0.02	
Men's report of any physical assault (%)	8.4	9.8	-1.4	-0.05		1.4	
Women's report of any physical assault (%)	7.0	7.6	-0.6	-0.02		1.3	
Individual psychological distress[f]							
Men's psychological distress	1.91	1.95	-0.04	-0.05		0.03	
Women's psychological distress	1.94	2.03	-0.09	-0.12	***	0.03	
Sample size[g]							
Couples	890	936					
Men	787	853					
Women	863	914					

(continued)

Appendix Table J.1 (continued)

Outcome[a]	High Marital Distress: Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	70.0	72.2	-2.2	-0.06	2.3	
Marital appraisals						
Couple's average report of relationship happiness[e]	5.31	5.12	0.19	0.16 **	0.08	
Either spouse reported marriage in trouble (%)	63.6	68.8	-5.2	-0.10 **	2.6	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.34	3.26	0.08	0.16 ***	0.03	
Women's report of warmth and support	3.17	3.08	0.09	0.17 **	0.04	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.03	2.93	0.09	0.15 ***	0.04	†††
Women's report of positive communication skills	2.94	2.84	0.10	0.16 ***	0.04	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.40	2.56	-0.16	-0.20 ***	0.04	†††
Women's report of negative behavior and emotions	2.40	2.53	-0.13	-0.17 ***	0.04	
Fidelity						
Neither spouse reported infidelity (%)	87.4	84.5	2.9	0.10	2.0	†
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.41	1.49	-0.08	-0.16 **	0.03	††
Women's report of psychological abuse[f]	1.39	1.42	-0.03	-0.07	0.03	
Men's report of any physical assault (%)	13.9	16.5	-2.6	-0.09	2.0	
Women's report of any physical assault (%)	10.2	12.6	-2.3	-0.08	1.7	
Individual psychological distress[f]						
Men's psychological distress	2.03	2.13	-0.10	-0.13 **	0.04	
Women's psychological distress	2.21	2.26	-0.06	-0.08	0.04	
Sample size[g]						
Couples	786	763				
Men	662	679				
Women	741	736				

(continued)

Appendix Table J.1 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Program impacts were calculated separately for each subgroup level, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for significant differences across subgroups.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.2

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Level of Marital Distress at Study Entry: Subgroup Analysis Using Split Samples

	Low Marital Distress					
Outcome[a,b]	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.66	3.64	0.02	0.03	0.03	
Women's report of cooperative coparenting	3.55	3.54	0.01	0.02	0.03	
Parenting[g]						
Paternal supportiveness of child	0.24	0.17	0.06	0.06	0.04	†
Maternal supportiveness of child	0.16	0.11	0.05	0.05	0.05	
Paternal responsiveness to child	0.16	0.10	0.06	0.06	0.05	
Maternal responsiveness to child	0.06	0.02	0.03	0.03	0.05	
Paternal hostility toward child	-0.01	-0.04	0.04	0.04	0.05	
Maternal hostility toward child	-0.04	-0.07	0.03	0.03	0.05	
Paternal harsh discipline[f]	1.27	1.32	-0.05	-0.08	0.03	
Maternal harsh discipline[f]	1.29	1.33	-0.04	-0.07	0.03	
Child adjustment and well-being[g]						
Self-regulation	0.05	0.00	0.05	0.05	0.03	
Internalizing behavior problems	-0.20	-0.19	-0.01	-0.01	0.04	
Externalizing behavior problems	-0.13	-0.12	0.00	0.00	0.04	
Cognitive and academic performance	0.10	0.09	0.01	0.01	0.05	
Sample size						
Men[h]	680	712				
Women[h]	732	746				
Children	704	724				

(continued)

Appendix Table J.2 (continued)

Outcome[a,b]	Moderate Marital Distress: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]		Standard Error	Subgroup Difference[e]
Coparenting[f]							
Men's report of cooperative coparenting	3.50	3.45	0.05	0.07	*	0.03	
Women's report of cooperative coparenting	3.32	3.30	0.02	0.03		0.03	
Parenting[g]							
Paternal supportiveness of child	0.03	0.03	0.00	0.00		0.05	†
Maternal supportiveness of child	0.01	0.04	-0.03	-0.03		0.04	
Paternal responsiveness to child	0.06	0.03	0.03	0.03		0.05	
Maternal responsiveness to child	0.05	0.02	0.03	0.03		0.05	
Paternal hostility toward child	0.01	0.00	0.01	0.01		0.05	
Maternal hostility toward child	-0.04	-0.04	0.00	0.00		0.05	
Paternal harsh discipline[f]	1.24	1.26	-0.02	-0.03		0.03	
Maternal harsh discipline[f]	1.24	1.27	-0.03	-0.05		0.03	
Child adjustment and well-being[g]							
Self-regulation	0.02	0.01	0.01	0.01		0.03	
Internalizing behavior problems	-0.04	-0.04	0.00	0.00		0.04	
Externalizing behavior problems	-0.07	-0.03	-0.03	-0.03		0.04	
Cognitive and academic performance	0.06	0.01	0.05	0.05		0.05	
Sample size							
Men[h]	753	795					
Women[h]	805	840					
Children	811	839					

(continued)

Appendix Table J.2 (continued)

Outcome[a,b]	High Marital Distress: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]		Standard Error	Subgroup Difference[e]
Coparenting[f]							
Men's report of cooperative coparenting	3.19	3.13	0.06	0.09		0.04	
Women's report of cooperative coparenting	2.95	2.89	0.06	0.10		0.04	
Parenting[g]							
Paternal supportiveness of child	-0.30	-0.20	-0.10	-0.10	*	0.06	†
Maternal supportiveness of child	-0.09	-0.13	0.05	0.05		0.05	
Paternal responsiveness to child	-0.12	-0.13	0.01	0.01		0.06	
Maternal responsiveness to child	0.03	-0.04	0.07	0.07		0.05	
Paternal hostility toward child	0.00	0.06	-0.06	-0.06		0.05	
Maternal hostility toward child	0.09	0.10	-0.01	-0.01		0.05	
Paternal harsh discipline[f]	1.17	1.22	-0.05	-0.08	*	0.03	
Maternal harsh discipline[f]	1.24	1.25	-0.01	-0.01		0.03	
Child adjustment and well-being[g]							
Self-regulation	0.05	-0.01	0.06	0.06		0.04	
Internalizing behavior problems	0.12	0.21	-0.09	-0.09	*	0.05	
Externalizing behavior problems	0.06	0.14	-0.08	-0.08	*	0.05	
Cognitive and academic performance	0.01	-0.07	0.08	0.08		0.05	
Sample size							
Men[h]	606	621					
Women[h]	679	669					
Children	709	689					

(continued)

Appendix Table J.2 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Program impacts were calculated separately for each subgroup level, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for significant differences across subgroups.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.3

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Level of Marital Distress at Study Entry: Subgroup Analysis with Full Interactions

	Low Marital Distress					
Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	89.6	89.2	0.5	0.01	1.6	
Marital appraisals						
Couple's average report of relationship happiness[e]	6.33	6.21	0.11	0.10 *	0.05	
Either spouse reported marriage in trouble (%)	27.5	32.0	-4.5	-0.09 *	2.5	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.70	3.65	0.05	0.09 *	0.02	
Women's report of warmth and support	3.64	3.58	0.06	0.11 **	0.03	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.48	3.46	0.02	0.03	0.03	†
Women's report of positive communication skills	3.45	3.43	0.02	0.03	0.03	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	1.83	1.81	0.01	0.01	0.04	††
Women's report of negative behavior and emotions	1.76	1.82	-0.06	-0.07	0.04	
Fidelity						
Neither spouse reported infidelity (%)	93.6	95.3	-1.7	-0.06	1.3	††
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.15	1.16	-0.01	-0.02	0.02	†
Women's report of psychological abuse[f]	1.13	1.17	-0.03	-0.06	0.02	
Men's report of any physical assault (%)	6.2	6.6	-0.4	-0.01	1.5	
Women's report of any physical assault (%)	3.2	5.8	-2.6	-0.09 *	1.2	
Individual psychological distress[f]						
Men's psychological distress	1.79	1.77	0.02	0.02	0.04	
Women's psychological distress	1.84	1.93	-0.09	-0.12 **	0.04	
Sample size[g]						
Couples	778	800				
Men	697	737				
Women	767	778				

(continued)

Appendix Table J.3 (continued)

Outcome[a]	Moderate Marital Distress: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	83.9	81.7	2.1	0.05		2.4	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.99	5.82	0.17	0.15	***	0.07	
Either spouse reported marriage in trouble (%)	41.8	46.9	-5.1	-0.10	**	3.4	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.57	3.51	0.05	0.10	**	0.03	
Women's report of warmth and support	3.47	3.41	0.05	0.11	**	0.04	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.34	3.22	0.12	0.19	***	0.04	†
Women's report of positive communication skills	3.29	3.20	0.09	0.14	***	0.04	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.03	2.16	-0.12	-0.16	***	0.05	††
Women's report of negative behavior and emotions	1.99	2.11	-0.12	-0.15	***	0.05	
Fidelity							
Neither spouse reported infidelity (%)	93.7	90.7	2.9	0.10	**	1.8	††
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.22	1.30	-0.08	-0.17	***	0.03	†
Women's report of psychological abuse[f]	1.22	1.27	-0.06	-0.12	***	0.03	
Men's report of any physical assault (%)	8.5	10.2	-1.7	-0.06		2.1	
Women's report of any physical assault (%)	6.9	7.7	-0.8	-0.03		1.7	
Individual psychological distress[f]							
Men's psychological distress	1.92	1.96	-0.05	-0.06		0.05	
Women's psychological distress	1.95	2.05	-0.10	-0.13	***	0.05	
Sample size[g]							
Couples	890	936					
Men	787	853					
Women	863	914					

(continued)

Appendix Table J.3 (continued)

Outcome[a]	High Marital Distress: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	71.1	73.2	-2.2	-0.06		3.1	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.36	5.14	0.22	0.19	***	0.10	
Either spouse reported marriage in trouble (%)	61.3	67.1	-5.8	-0.12	**	4.0	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.35	3.28	0.08	0.15	***	0.04	
Women's report of warmth and support	3.19	3.10	0.09	0.17	***	0.05	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.03	2.95	0.08	0.12	**	0.05	†
Women's report of positive communication skills	2.96	2.85	0.10	0.17	***	0.05	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.39	2.54	-0.15	-0.19	***	0.06	††
Women's report of negative behavior and emotions	2.38	2.51	-0.13	-0.16	***	0.06	
Fidelity							
Neither spouse reported infidelity (%)	88.9	84.9	4.0	0.14	**	2.4	††
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.41	1.47	-0.07	-0.14	**	0.04	†
Women's report of psychological abuse[f]	1.38	1.40	-0.02	-0.05		0.04	
Men's report of any physical assault (%)	13.8	15.4	-1.7	-0.06		2.8	
Women's report of any physical assault (%)	10.8	11.9	-1.0	-0.04		2.3	
Individual psychological distress[f]							
Men's psychological distress	1.96	2.07	-0.10	-0.14	**	0.06	
Women's psychological distress	2.14	2.16	-0.02	-0.03		0.06	
Sample size[g]							
Couples	786	763					
Men	662	679					
Women	741	736					

(continued)

Appendix Table J.3 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Impact estimates from these subgroup analyses were calculated using an ordinary least squares model that included a program dummy, covariates created from pre-random assignment characteristics of sample members (including dummy variables for the other subgroups being tested), and a series of interaction terms between the program group dummy and the covariates.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

The Supporting Healthy Marriage Evaluation

Appendix Table J.4

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Level of Marital Distress at Study Entry: Subgroup Analysis with Full Interactions

	Low Marital Distress					
Outcome[a,b]	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.64	3.62	0.02	0.03	0.03	
Women's report of cooperative coparenting	3.53	3.51	0.03	0.04	0.03	
Parenting[g]						
Paternal supportiveness of child	0.19	0.11	0.08	0.08	0.05	††
Maternal supportiveness of child	0.07	0.03	0.05	0.05	0.05	
Paternal responsiveness to child	0.17	0.10	0.07	0.07	0.05	
Maternal responsiveness to child	0.06	-0.01	0.07	0.07	0.06	
Paternal hostility toward child	-0.05	-0.10	0.06	0.06	0.05	
Maternal hostility toward child	-0.09	-0.09	0.00	0.00	0.05	
Paternal harsh discipline[f]	1.18	1.24	-0.06	-0.10 *	0.03	
Maternal harsh discipline[f]	1.19	1.23	-0.05	-0.08	0.03	
Child adjustment and well-being[g]						
Self-regulation	0.13	0.09	0.04	0.04	0.04	
Internalizing behavior problems	-0.15	-0.14	-0.01	-0.01	0.04	†
Externalizing behavior problems	-0.14	-0.11	-0.03	-0.03	0.04	
Cognitive and academic performance	0.08	0.08	0.00	0.00	0.05	
Sample size						
Men[h]	680	712				
Women[h]	732	746				
Children	704	724				

(continued)

Appendix Table J.4 (continued)

Outcome[a,b]	Moderate Marital Distress: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.49	3.44	0.05	0.07 *	0.04	
Women's report of cooperative coparenting	3.31	3.29	0.03	0.04	0.05	
Parenting[g]						
Paternal supportiveness of child	0.03	0.01	0.01	0.01	0.07	††
Maternal supportiveness of child	0.01	0.03	-0.02	-0.02	0.07	
Paternal responsiveness to child	0.04	0.00	0.04	0.04	0.07	
Maternal responsiveness to child	0.05	0.01	0.04	0.04	0.07	
Paternal hostility toward child	0.04	0.02	0.01	0.01	0.07	
Maternal hostility toward child	-0.02	-0.02	0.00	0.00	0.07	
Paternal harsh discipline[f]	1.22	1.23	-0.01	-0.02	0.04	
Maternal harsh discipline[f]	1.21	1.24	-0.03	-0.05	0.04	
Child adjustment and well-being[g]						
Self-regulation	0.05	0.05	0.00	0.00	0.05	
Internalizing behavior problems	-0.04	-0.02	-0.02	-0.02	0.05	†
Externalizing behavior problems	-0.04	0.02	-0.05	-0.05	0.06	
Cognitive and academic performance	0.07	0.03	0.04	0.04	0.07	
Sample size						
Men[h]	753	795				
Women[h]	805	840				
Children	811	839				

(continued)

Appendix Table J.4 (continued)

Outcome[a,b]	High Marital Distress: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.21	3.16	0.05	0.08	0.05	
Women's report of cooperative coparenting	2.99	2.93	0.06	0.09	0.06	
Parenting[g]						
Paternal supportiveness of child	-0.26	-0.14	-0.11	-0.11 **	0.09	††
Maternal supportiveness of child	0.00	-0.05	0.05	0.05	0.08	
Paternal responsiveness to child	-0.10	-0.10	-0.01	-0.01	0.09	
Maternal responsiveness to child	0.04	0.00	0.04	0.04	0.08	
Paternal hostility toward child	-0.02	0.07	-0.09	-0.09	0.09	
Maternal hostility toward child	0.09	0.08	0.01	0.01	0.08	
Paternal harsh discipline[f]	1.19	1.22	-0.04	-0.06	0.05	
Maternal harsh discipline[f]	1.26	1.26	0.00	0.00	0.05	
Child adjustment and well-being[g]						
Self-regulation	0.05	0.00	0.05	0.05	0.06	
Internalizing behavior problems	0.02	0.14	-0.12	-0.12 ***	0.07	†
Externalizing behavior problems	0.04	0.13	-0.09	-0.09 **	0.07	
Cognitive and academic performance	0.03	-0.02	0.05	0.05	0.08	
Sample size						
Men[h]	606	621				
Women[h]	679	669				
Children	709	689				

(continued)

Appendix Table J.4 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Impact estimates from these subgroup analyses were calculated using an ordinary least squares model that included a program dummy, covariates created from pre-random assignment characteristics of sample members (including dummy variables for the other subgroups being tested), and a series of interaction terms between the program group dummy and the covariates.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

The Supporting Healthy Marriage Evaluation

Appendix Table J.5

Composite Scales and Items for Adult-Reported Marital-Quality Measures at Study Entry

Composite Scale and Items
Commitment to couple and family relationships[a,b] (M = 3.43, SD = 0.42, α = 0.85)
The respondent can count on the spouse to be there for him/her
The respondent views the relationship as lifelong
The spouse is the type of parent the respondent wants for his/her children
The respondent believes the relationship can stay strong even through hard times
The spouse is completely committed to being there for the children
The respondent's family respects and values the respondent's marriage
Frequency of disagreements[c] (M = 2.30, SD = 0.55, α = 0.79)
How often do the respondent and spouse have arguments about
Household chores
Sex
Spending time together
Managing money, bills, and debt
In-laws, other relatives, and friends
Religion
Raising children
Destructive conflict resolution tactics (M = 2.32, SD = 0.68, α = 0.84)
The couple's arguments get very heated[a,e]
In the past year, how often has the spouse[c]
Yelled or screamed at the respondent?
Blamed the respondent for his/her problems?
Concerns and arguments about infidelity (M = 1.87, SD = 0.71, α = 0.68)
The respondent worries about the spouse cheating[a,b]
How often do the respondent and spouse argue about other women or men?[c]
Positive marital interactions (M = 2.87, SD = 0.58, α = 0.92)
It is hard for the respondent to talk with the spouse about the important things in their life[d]
The respondent and the spouse get along well together[a,e]
The respondent and the spouse have similar views about what is important in life[a,e]
The respondent is satisfied with the way the couple handles their problems and disagreements[a,e]
The couple enjoys doing even ordinary, day-to-day things together[a,e]
The spouse expresses love and affection toward the respondent[a,e]
The spouse listens to the respondent when the respondent needs someone to talk to[a,e]

(continued)

Appendix Table J.5 (continued)

SOURCE: MDRC calculations based on the SHM baseline information forms.

NOTES: M = mean; SD = standard deviation; α = Cronbach's alpha.

[a]Item(s) was(were) reverse-coded to ensure that higher response categories reflect stronger endorsements.

[b]The original response categories for the item(s) (before reverse-coding) are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

[c]The response categories for the item(s) are as follows: 1 = never; 2 = hardly ever; 3 = sometimes; 4 = often.

[d]The response categories for the item are as follows: 1 = strongly agree; 2 = agree; 3 = disagree; 4 = strongly disagree.

[e]The original response categories for the item (before reverse-coding) are as follows: 1 = all of the time; 2 = most of the time; 3 = some of the time; 4 = none of the time.

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Appendix Table J.6

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Income Relative to Poverty Level at Study Entry: Subgroup Analysis Using Split Samples

	Less Than 100% of FPL					
Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	79.9	77.1	2.8	0.07	1.8	†
Marital appraisals						
Couple's average report of relationship happiness[e]	5.93	5.86	0.07	0.06	0.05	
Either spouse reported marriage in trouble (%)	46.4	48.2	-1.8	-0.04	2.2	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.55	3.51	0.04	0.07 *	0.02	
Women's report of warmth and support	3.43	3.40	0.03	0.05	0.03	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.30	3.23	0.07	0.11 ***	0.03	
Women's report of positive communication skills	3.21	3.14	0.07	0.11 **	0.03	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.08	2.15	-0.08	-0.09 **	0.03	
Women's report of negative behavior and emotions	2.06	2.14	-0.09	-0.11 **	0.03	
Fidelity						
Neither spouse reported infidelity (%)	90.6	89.3	1.3	0.04	1.4	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.27	1.34	-0.07	-0.14 ***	0.02	††
Women's report of psychological abuse[f]	1.26	1.33	-0.06	-0.13 ***	0.02	
Men's report of any physical assault (%)	9.2	12.0	-2.8	-0.10 *	1.5	
Women's report of any physical assault (%)	7.7	9.8	-2.1	-0.07 *	1.3	
Individual psychological distress[f]						
Men's psychological distress	1.96	2.00	-0.04	-0.05	0.03	
Women's psychological distress	2.04	2.11	-0.07	-0.09 **	0.03	
Sample size[g]						
Couples	1,013	1,018				
Men	867	904				
Women	982	982				

(continued)

Appendix Table J.6 (continued)

Outcome[a]	100% to Less Than 200% of FPL: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	82.6	84.2	-1.6	-0.04		1.6	†
Marital appraisals							
Couple's average report of relationship happiness[e]	5.96	5.76	0.20	0.17	***	0.05	
Either spouse reported marriage in trouble (%)	41.4	47.1	-5.8	-0.12	***	2.1	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.54	3.50	0.05	0.09	**	0.02	
Women's report of warmth and support	3.47	3.39	0.08	0.16	***	0.02	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.27	3.21	0.07	0.11	***	0.03	
Women's report of positive communication skills	3.27	3.19	0.08	0.12	***	0.03	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.06	2.16	-0.10	-0.13	***	0.03	
Women's report of negative behavior and emotions	2.00	2.13	-0.13	-0.16	***	0.03	
Fidelity							
Neither spouse reported infidelity (%)	93.5	90.6	2.9	0.10	**	1.3	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.24	1.31	-0.07	-0.14	***	0.02	††
Women's report of psychological abuse[f]	1.23	1.25	-0.03	-0.05		0.02	
Men's report of any physical assault (%)	10.1	10.0	0.1	0.00		1.4	
Women's report of any physical assault (%)	6.8	7.4	-0.5	-0.02		1.2	
Individual psychological distress[f]							
Men's psychological distress	1.88	1.92	-0.04	-0.06		0.03	
Women's psychological distress	1.96	2.03	-0.07	-0.10	**	0.03	
Sample size[g]							
Couples	974	972					
Men	877	905					
Women	939	952					

(continued)

Appendix Table J.6 (continued)

Outcome[a]	200% or More of FPL: Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married (%)[d]	82.8	85.2	-2.4	-0.06	2.3	†
Marital appraisals						
Couple's average report of relationship happiness[e]	5.85	5.69	0.16	0.14 **	0.07	
Either spouse reported marriage in trouble (%)	37.8	43.8	-6.0	-0.12 *	3.2	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.60	3.51	0.09	0.17 ***	0.03	
Women's report of warmth and support	3.45	3.41	0.04	0.08	0.04	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.30	3.24	0.06	0.09	0.04	
Women's report of positive communication skills	3.24	3.20	0.04	0.07	0.04	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.07	2.10	-0.03	-0.04	0.05	
Women's report of negative behavior and emotions	2.06	2.13	-0.07	-0.08	0.05	
Fidelity						
Neither spouse reported infidelity (%)	94.0	94.0	0.0	0.00	1.7	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.24	1.23	0.02	0.03	0.03	††
Women's report of psychological abuse[f]	1.22	1.21	0.01	0.02	0.03	
Men's report of any physical assault (%)	7.3	7.9	-0.6	-0.02	1.9	
Women's report of any physical assault (%)	5.7	5.8	-0.1	0.00	1.6	
Individual psychological distress[f]						
Men's psychological distress	1.79	1.80	-0.01	-0.01	0.05	
Women's psychological distress	1.87	1.94	-0.07	-0.10	0.05	
Sample size[g]						
Couples	421	443				
Men	365	404				
Women	406	431				

(continued)

Appendix Table J.6 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: FPL = federal poverty level. The poverty level was calculated using federal poverty guidelines for the year that the couple entered the study.

Program impacts were calculated separately for each subgroup level, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for significant differences across subgroups.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

The Supporting Healthy Marriage Evaluation

Appendix Table J.7

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Income Relative to Poverty Level at Study Entry: Subgroup Analysis Using Split Samples

	Less Than 100% of FPL					
Outcome[a,b]	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.45	3.40	0.04	0.06	0.03	
Women's report of cooperative coparenting	3.26	3.23	0.03	0.04	0.03	
Parenting[g]						
Paternal supportiveness of child	-0.07	-0.05	-0.02	-0.02	0.05	
Maternal supportiveness of child	-0.08	-0.06	-0.03	-0.03	0.05	†
Paternal responsiveness to child	0.03	0.00	0.03	0.03	0.05	
Maternal responsiveness to child	-0.01	-0.04	0.03	0.03	0.05	
Paternal hostility toward child	-0.08	-0.04	-0.04	-0.04	0.05	
Maternal hostility toward child	-0.06	-0.11	0.05	0.05	0.04	††
Paternal harsh discipline[f]	1.18	1.24	-0.05	-0.09 **	0.03	
Maternal harsh discipline[f]	1.22	1.23	-0.01	-0.01	0.02	
Child adjustment and well-being[g]						
Self-regulation	0.02	-0.01	0.03	0.03	0.04	
Internalizing behavior problems	0.01	0.09	-0.08	-0.08 **	0.04	
Externalizing behavior problems	-0.04	0.04	-0.08	-0.08 **	0.04	
Cognitive and academic performance	0.01	-0.11	0.12	0.12 ***	0.04	††
Sample size						
Men[h]	825	827				
Women[h]	885	891				
Children	909	899				

(continued)

Appendix Table J.7 (continued)

Outcome[a,b]	100% to Less Than 200% of FPL					
	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.43	3.41	0.02	0.02	0.03	
Women's report of cooperative coparenting	3.27	3.25	0.02	0.02	0.03	
Parenting[g]						
Paternal supportiveness of child	0.00	-0.02	0.02	0.02	0.04	
Maternal supportiveness of child	0.08	-0.01	0.09	0.09 **	0.04	†
Paternal responsiveness to child	0.04	0.01	0.03	0.03	0.04	
Maternal responsiveness to child	0.08	0.03	0.05	0.05	0.04	
Paternal hostility toward child	0.02	-0.01	0.03	0.03	0.05	
Maternal hostility toward child	-0.01	0.08	-0.09	-0.09 *	0.04	††
Paternal harsh discipline[f]	1.24	1.26	-0.02	-0.04	0.03	
Maternal harsh discipline[f]	1.26	1.30	-0.04	-0.07	0.03	
Child adjustment and well-being[g]						
Self-regulation	0.06	0.02	0.04	0.04	0.03	
Internalizing behavior problems	-0.04	-0.04	0.00	0.00	0.04	
Externalizing behavior problems	-0.06	0.00	-0.05	-0.05	0.04	
Cognitive and academic performance	0.08	0.03	0.04	0.04	0.04	††
Sample size						
Men[h]	829	857				
Women[h]	881	894				
Children	900	891				

(continued)

Appendix Table J.7 (continued)

Outcome[a,b]	200% or More of FPL: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.51	3.47	0.04	0.06	0.04	
Women's report of cooperative coparenting	3.33	3.32	0.02	0.02	0.04	
Parenting[g]						
Paternal supportiveness of child	0.05	0.16	-0.10	-0.10	0.07	
Maternal supportiveness of child	0.12	0.16	-0.04	-0.04	0.05	†
Paternal responsiveness to child	-0.01	-0.02	0.00	0.00	0.07	
Maternal responsiveness to child	0.04	0.06	-0.02	-0.02	0.06	
Paternal hostility toward child	0.15	0.07	0.07	0.07	0.07	
Maternal hostility toward child	0.18	0.07	0.11	0.11	0.07	††
Paternal harsh discipline[f]	1.28	1.31	-0.03	-0.06	0.04	
Maternal harsh discipline[f]	1.31	1.34	-0.02	-0.04	0.04	
Child adjustment and well-being[g]						
Self-regulation	0.04	0.03	0.00	0.00	0.05	
Internalizing behavior problems	-0.14	-0.15	0.01	0.01	0.05	
Externalizing behavior problems	-0.08	-0.12	0.04	0.04	0.05	
Cognitive and academic performance	0.12	0.22	-0.11	-0.11	0.07	††
Sample size						
Men[h]	350	389				
Women[h]	378	412				
Children	373	395				

(continued)

Appendix Table J.7 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: FPL = federal poverty level. The poverty level was calculated using federal poverty guidelines for the year that the couple entered the study.

Program impacts were calculated separately for each subgroup level, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for significant differences across subgroups.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.8

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Income Relative to Poverty Level at Study Entry: Subgroup Analysis with Full Interactions

	Less Than 100% of FPL					
Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	81.7	78.4	3.3	0.08 *	1.8	†
Marital appraisals						
Couple's average report of relationship happiness[e]	5.91	5.83	0.09	0.07	0.05	
Either spouse reported marriage in trouble (%)	45.0	48.0	-3.1	-0.06	2.3	
Warmth and support in relationship[f]						
Men's report of warmth and support	3.55	3.50	0.05	0.10 **	0.02	
Women's report of warmth and support	3.43	3.40	0.04	0.07	0.03	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.32	3.23	0.09	0.14 ***	0.03	
Women's report of positive communication skills	3.24	3.15	0.08	0.13 ***	0.03	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.06	2.15	-0.09	-0.11 **	0.04	
Women's report of negative behavior and emotions	2.03	2.13	-0.10	-0.12 ***	0.04	
Fidelity						
Neither spouse reported infidelity (%)	91.6	89.9	1.7	0.06	1.4	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.25	1.32	-0.07	-0.14 ***	0.02	
Women's report of psychological abuse[f]	1.25	1.31	-0.06	-0.13 ***	0.02	
Men's report of any physical assault (%)	8.8	11.8	-2.9	-0.10 **	1.5	
Women's report of any physical assault (%)	7.5	9.7	-2.2	-0.08 *	1.3	
Individual psychological distress[f]						
Men's psychological distress	1.93	1.98	-0.05	-0.07	0.03	
Women's psychological distress	2.02	2.09	-0.07	-0.09 **	0.04	
Sample size[g]						
Couples	1,013	1,018				
Men	867	904				
Women	982	982				

(continued)

Appendix Table J.8 (continued)

Outcome[a]	100% to Less Than 200% of FPL: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	81.8	83.1	-1.4	-0.03		2.5	†
Marital appraisals							
Couple's average report of relationship happiness[e]	5.90	5.67	0.23	0.19	***	0.08	
Either spouse reported marriage in trouble (%)	43.4	49.1	-5.7	-0.11	**	3.2	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.52	3.48	0.04	0.09	**	0.03	
Women's report of warmth and support	3.45	3.35	0.10	0.19	***	0.04	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.26	3.19	0.07	0.12	***	0.04	
Women's report of positive communication skills	3.25	3.17	0.08	0.13	***	0.04	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.08	2.18	-0.11	-0.14	***	0.05	
Women's report of negative behavior and emotions	2.02	2.16	-0.14	-0.17	***	0.05	
Fidelity							
Neither spouse reported infidelity (%)	92.3	89.5	2.8	0.10	**	1.9	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.25	1.32	-0.07	-0.14	***	0.03	
Women's report of psychological abuse[f]	1.23	1.27	-0.03	-0.07		0.03	
Men's report of any physical assault (%)	10.2	10.5	-0.3	-0.01		2.1	
Women's report of any physical assault (%)	7.0	7.8	-0.9	-0.03		1.8	
Individual psychological distress[f]							
Men's psychological distress	1.89	1.92	-0.04	-0.05		0.05	
Women's psychological distress	1.97	2.04	-0.07	-0.10	**	0.05	
Sample size[g]							
Couples	974	972					
Men	877	905					
Women	939	952					

(continued)

Appendix Table J.8 (continued)

Outcome[a]	200% or More of FPL: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	80.9	84.0	-3.0	-0.08		3.3	†
Marital appraisals							
Couple's average report of relationship happiness[e]	5.85	5.61	0.24	0.20	***	0.10	
Either spouse reported marriage in trouble (%)	40.7	47.9	-7.2	-0.14	**	4.4	
Warmth and support in relationship[f]							
Men's report of warmth and support	3.57	3.48	0.09	0.18	***	0.04	
Women's report of warmth and support	3.41	3.35	0.06	0.11		0.05	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.29	3.22	0.07	0.12	*	0.05	
Women's report of positive communication skills	3.21	3.18	0.03	0.05		0.06	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.07	2.12	-0.05	-0.07		0.07	
Women's report of negative behavior and emotions	2.08	2.16	-0.08	-0.09		0.07	
Fidelity							
Neither spouse reported infidelity (%)	92.7	92.9	-0.1	0.00		2.5	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.25	1.25	0.00	0.00		0.04	
Women's report of psychological abuse[f]	1.23	1.23	0.00	0.00		0.04	
Men's report of any physical assault (%)	7.2	8.3	-1.1	-0.04		2.7	
Women's report of any physical assault (%)	5.3	5.8	-0.5	-0.02		2.4	
Individual psychological distress[f]							
Men's psychological distress	1.81	1.84	-0.03	-0.04		0.06	
Women's psychological distress	1.89	1.97	-0.08	-0.11		0.06	
Sample size[g]							
Couples	421	443					
Men	365	404					
Women	406	431					

(continued)

Appendix Table J.8 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: "FPL" = federal poverty level. The poverty level was calculated using federal poverty guidelines for the year that the couple entered the study.

Impact estimates from these subgroup analyses were calculated using an ordinary least squares model that included a program dummy, covariates created from pre-random assignment characteristics of sample members (including dummy variables for the other subgroups being tested), and a series of interaction terms between the program group dummy and the covariates.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.9

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Income Relative to Poverty Level at Study Entry: Subgroup Analysis with Full Interactions

	Less Than 100% of FPL					
Outcome[a,b]	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.45	3.41	0.04	0.06	0.03	
Women's report of cooperative coparenting	3.27	3.24	0.03	0.05	0.03	
Parenting[g]						
Paternal supportiveness of child	-0.03	-0.03	0.00	0.00	0.05	
Maternal supportiveness of child	-0.03	-0.01	-0.01	-0.01	0.05	†
Paternal responsiveness to child	0.04	0.00	0.04	0.04	0.05	
Maternal responsiveness to child	0.02	-0.03	0.05	0.05	0.05	
Paternal hostility toward child	-0.09	-0.01	-0.08	-0.08 *	0.05	†
Maternal hostility toward child	-0.05	-0.09	0.04	0.04	0.05	††
Paternal harsh discipline[f]	1.16	1.21	-0.05	-0.09 *	0.03	
Maternal harsh discipline[f]	1.19	1.21	-0.02	-0.04	0.02	
Child adjustment and well-being[g]						
Self-regulation	0.07	0.04	0.04	0.04	0.04	
Internalizing behavior problems	-0.04	0.06	-0.10	-0.10 ***	0.04	
Externalizing behavior problems	-0.05	0.04	-0.09	-0.09 ***	0.04	
Cognitive and academic performance	0.07	-0.04	0.11	0.11 ***	0.05	†††
Sample size						
Men[h]	825	827				
Women[h]	885	891				
Children	909	899				

(continued)

Appendix Table J.9 (continued)

Outcome[a,b]	100% to Less Than 200% of FPL					
	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.41	3.38	0.02	0.04	0.04	
Women's report of cooperative coparenting	3.25	3.21	0.03	0.05	0.05	
Parenting[g]						
Paternal supportiveness of child	-0.03	-0.04	0.01	0.01	0.07	
Maternal supportiveness of child	0.06	-0.03	0.09	0.09 **	0.06	†
Paternal responsiveness to child	0.03	0.00	0.03	0.03	0.07	
Maternal responsiveness to child	0.08	0.01	0.06	0.06	0.07	
Paternal hostility toward child	0.00	-0.02	0.02	0.02	0.07	†
Maternal hostility toward child	-0.02	0.07	-0.09	-0.09 **	0.07	††
Paternal harsh discipline[f]	1.21	1.23	-0.03	-0.05	0.04	
Maternal harsh discipline[f]	1.22	1.26	-0.03	-0.06	0.04	
Child adjustment and well-being[g]						
Self-regulation	0.07	0.05	0.03	0.03	0.05	
Internalizing behavior problems	-0.06	-0.04	-0.02	-0.02	0.06	
Externalizing behavior problems	-0.04	0.02	-0.06	-0.06 **	0.06	
Cognitive and academic performance	0.07	0.04	0.03	0.03	0.07	†††
Sample size						
Men[h]	829	857				
Women[h]	881	894				
Children	900	891				

(continued)

Appendix Table J.9 (continued)

Outcome[a,b]	200% or More of FPL: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.50	3.42	0.08	0.12 *	0.05	
Women's report of cooperative coparenting	3.29	3.25	0.04	0.06	0.06	
Parenting[g]						
Paternal supportiveness of child	0.03	0.08	-0.06	-0.06	0.09	
Maternal supportiveness of child	0.04	0.10	-0.05	-0.05	0.08	†
Paternal responsiveness to child	-0.01	-0.03	0.01	0.01	0.09	
Maternal responsiveness to child	0.02	0.05	-0.03	-0.03	0.09	
Paternal hostility toward child	0.14	0.04	0.10	0.10	0.09	†
Maternal hostility toward child	0.13	0.05	0.07	0.07	0.09	††
Paternal harsh discipline[f]	1.22	1.23	-0.02	-0.03	0.05	
Maternal harsh discipline[f]	1.24	1.26	-0.02	-0.04	0.06	
Child adjustment and well-being[g]						
Self-regulation	0.11	0.10	0.01	0.01	0.06	
Internalizing behavior problems	-0.09	-0.09	0.00	0.00	0.07	
Externalizing behavior problems	-0.08	-0.09	0.01	0.01	0.07	
Cognitive and academic performance	0.07	0.20	-0.13	-0.13 **	0.09	†††
Sample size						
Men[h]	350	389				
Women[h]	378	412				
Children	373	395				

(continued)

Appendix Table J.9 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: FPL = federal poverty level. The poverty level was calculated using federal poverty guidelines for the year that the couple entered the study.

Impact estimates from these subgroup analyses were calculated using an ordinary least squares model that included a program dummy, covariates created from pre-random assignment characteristics of sample members (including dummy variables for the other subgroups being tested), and a series of interaction terms between the program group dummy and the covariates.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.10

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Race/Ethnicity: Subgroup Analysis Using Split Samples

	Both Hispanic					
Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	84.8	86.1	-1.3	-0.03	1.4	
Marital appraisals						
Couple's average report of relationship happiness[e]	6.08	5.92	0.16	0.14 ***	0.04	
Either spouse reported marriage in trouble (%)	39.1	41.4	-2.3	-0.05	2.0	††
Warmth and support in relationship[f]						
Men's report of warmth and support	3.57	3.52	0.06	0.11 ***	0.02	††
Women's report of warmth and support	3.46	3.42	0.04	0.08 **	0.02	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.37	3.29	0.08	0.12 ***	0.02	
Women's report of positive communication skills	3.34	3.28	0.06	0.10 ***	0.02	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	1.93	2.01	-0.08	-0.10 ***	0.03	
Women's report of negative behavior and emotions	1.92	2.04	-0.12	-0.15 ***	0.03	
Fidelity						
Neither spouse reported infidelity (%)	94.0	93.5	0.5	0.02	1.1	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.20	1.26	-0.06	-0.12 ***	0.02	
Women's report of psychological abuse[f]	1.20	1.23	-0.04	-0.07 **	0.02	
Men's report of any physical assault (%)	7.2	8.5	-1.3	-0.05	1.2	
Women's report of any physical assault (%)	6.2	7.6	-1.4	-0.05	1.1	†
Individual psychological distress[f]						
Men's psychological distress	1.86	1.89	-0.03	-0.04	0.03	
Women's psychological distress	1.96	2.03	-0.06	-0.09 **	0.03	
Sample size[g]						
Couples	1,123	1,094				
Men	987	999				
Women	1,097	1,068				

(continued)

Appendix Table J.10 (continued)

Outcome[a]	Both African-American: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	78.7	77.0	1.7	0.04		3.5	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.66	5.59	0.07	0.06		0.11	
Either spouse reported marriage in trouble (%)	56.2	56.1	0.1	0.00		4.3	††
Warmth and support in relationship[f]							
Men's report of warmth and support	3.41	3.47	-0.06	-0.12		0.04	††
Women's report of warmth and support	3.33	3.28	0.05	0.10		0.05	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.16	3.12	0.04	0.07		0.05	
Women's report of positive communication skills	3.11	3.01	0.10	0.16	*	0.06	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.34	2.31	0.03	0.04		0.07	
Women's report of negative behavior and emotions	2.22	2.29	-0.07	-0.09		0.07	
Fidelity							
Neither spouse reported infidelity (%)	86.0	87.3	-1.3	-0.04		3.1	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.35	1.39	-0.04	-0.08		0.05	
Women's report of psychological abuse[f]	1.33	1.29	0.04	0.09		0.04	
Men's report of any physical assault (%)	12.1	12.0	0.1	0.00		3.1	
Women's report of any physical assault (%)	8.7	8.1	0.6	0.02		2.6	†
Individual psychological distress[f]							
Men's psychological distress	1.86	1.96	-0.09	-0.13		0.06	
Women's psychological distress	1.95	2.10	-0.15	-0.21	**	0.06	
Sample size[g]							
Couples	268	282					
Men	240	255					
Women	255	271					

(continued)

Appendix Table J.10 (continued)

Outcome[a]	Both White: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	81.2	79.6	1.6	0.04		2.4	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.92	5.74	0.17	0.15	**	0.07	
Either spouse reported marriage in trouble (%)	37.7	44.1	-6.3	-0.13	**	3.0	††
Warmth and support in relationship[f]							
Men's report of warmth and support	3.61	3.52	0.08	0.16	***	0.03	††
Women's report of warmth and support	3.53	3.46	0.07	0.14	**	0.03	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.30	3.23	0.07	0.11	*	0.04	
Women's report of positive communication skills	3.28	3.17	0.10	0.16	**	0.04	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.05	2.16	-0.10	-0.13	**	0.04	
Women's report of negative behavior and emotions	2.04	2.07	-0.04	-0.05		0.05	
Fidelity							
Neither spouse reported infidelity (%)	95.3	90.8	4.5	0.15	***	1.7	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.23	1.24	-0.02	-0.04		0.03	
Women's report of psychological abuse[f]	1.24	1.26	-0.02	-0.05		0.03	
Men's report of any physical assault (%)	9.4	10.7	-1.4	-0.05		2.0	
Women's report of any physical assault (%)	7.5	6.1	1.4	0.05		1.6	†
Individual psychological distress[f]							
Men's psychological distress	1.91	1.94	-0.03	-0.04		0.04	
Women's psychological distress	1.98	2.00	-0.02	-0.02		0.04	
Sample size[g]							
Couples	504	531					
Men	441	487					
Women	486	515					

(continued)

Appendix Table J.10 (continued)

Outcome[a]	Other/Multiracial: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	76.9	76.6	0.3	0.01		2.3	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.78	5.65	0.14	0.12	*	0.07	
Either spouse reported marriage in trouble (%)	46.3	57.6	-11.2	-0.23	***	2.8	††
Warmth and support in relationship[f]							
Men's report of warmth and support	3.53	3.48	0.05	0.10	*	0.03	††
Women's report of warmth and support	3.42	3.36	0.07	0.12	*	0.03	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.18	3.13	0.05	0.08		0.04	
Women's report of positive communication skills	3.09	3.07	0.02	0.03		0.04	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.22	2.32	-0.10	-0.12	**	0.05	
Women's report of negative behavior and emotions	2.17	2.28	-0.11	-0.14	**	0.05	
Fidelity							
Neither spouse reported infidelity (%)	90.5	87.0	3.5	0.12	*	1.9	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.33	1.40	-0.07	-0.14	**	0.03	
Women's report of psychological abuse[f]	1.28	1.36	-0.09	-0.18	***	0.03	
Men's report of any physical assault (%)	12.4	13.0	-0.6	-0.02		2.1	
Women's report of any physical assault (%)	7.2	11.5	-4.3	-0.15	**	1.7	†
Individual psychological distress[f]							
Men's psychological distress	1.95	2.00	-0.04	-0.06		0.04	
Women's psychological distress	2.02	2.10	-0.08	-0.10	*	0.04	
Sample size[g]							
Couples	590	622					
Men	503	555					
Women	563	602					

(continued)

Appendix Table J.10 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Couples are categorized as Hispanic, white, or African-American if both spouses self-selected that race/ethnicity. Sixty-three percent of couples in the category "other/multiracial" are mixed-race couples.

Program impacts were calculated separately for each subgroup level, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for significant differences across subgroups.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.11

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Race/Ethnicity: Subgroup Analysis Using Split Samples

	Both Hispanic					
Outcome[a,b]	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.49	3.46	0.02	0.03	0.02	
Women's report of cooperative coparenting	3.33	3.29	0.04	0.06	0.03	
Parenting[g]						
Paternal supportiveness of child	-0.02	-0.01	0.00	0.00	0.04	
Maternal supportiveness of child	-0.04	-0.05	0.01	0.01	0.04	†
Paternal responsiveness to child	0.12	0.06	0.06	0.06	0.04	
Maternal responsiveness to child	0.09	0.01	0.08	0.08 *	0.04	
Paternal hostility toward child	-0.10	-0.13	0.04	0.04	0.04	
Maternal hostility toward child	-0.01	-0.04	0.03	0.03	0.04	
Paternal harsh discipline[f]	1.12	1.16	-0.04	-0.06 *	0.02	
Maternal harsh discipline[f]	1.16	1.19	-0.03	-0.06 *	0.02	
Child adjustment and well-being[g]						
Self-regulation	0.19	0.14	0.04	0.04	0.03	
Internalizing behavior problems	0.00	0.02	-0.02	-0.02	0.04	
Externalizing behavior problems	-0.16	-0.09	-0.06	-0.06 *	0.03	
Cognitive and academic performance	0.04	0.03	0.01	0.01	0.04	
Sample size						
Men[h]	942	939				
Women[h]	1,024	986				
Children	1,011	983				

(continued)

Appendix Table J.11 (continued)

Outcome[a,b]	Both African-American: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.41	3.37	0.04	0.05	0.06	
Women's report of cooperative coparenting	3.24	3.21	0.03	0.04	0.06	
Parenting[g]						
Paternal supportiveness of child	-0.14	-0.08	-0.06	-0.06	0.10	
Maternal supportiveness of child	-0.08	-0.14	0.07	0.07	0.09	†
Paternal responsiveness to child	0.00	0.03	-0.04	-0.04	0.11	
Maternal responsiveness to child	-0.12	-0.12	0.00	0.00	0.10	
Paternal hostility toward child	-0.15	-0.01	-0.14	-0.14	0.10	
Maternal hostility toward child	-0.16	-0.12	-0.04	-0.04	0.09	
Paternal harsh discipline[f]	1.33	1.34	-0.01	-0.02	0.06	
Maternal harsh discipline[f]	1.37	1.35	0.02	0.04	0.06	
Child adjustment and well-being[g]						
Self-regulation	0.06	0.00	0.05	0.05	0.07	
Internalizing behavior problems	-0.17	-0.08	-0.10	-0.10	0.07	
Externalizing behavior problems	-0.19	-0.13	-0.06	-0.06	0.08	
Cognitive and academic performance	-0.02	-0.13	0.11	0.11	0.09	
Sample size						
Men[h]	221	241				
Women[h]	230	255				
Children	223	239				

(continued)

Appendix Table J.11 (continued)

Outcome[a,b]	Both White: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.46	3.38	0.08	0.12 *	0.04	
Women's report of cooperative coparenting	3.28	3.27	0.01	0.01	0.04	
Parenting[g]						
Paternal supportiveness of child	0.06	0.04	0.02	0.02	0.06	
Maternal supportiveness of child	0.16	0.03	0.14	0.14 **	0.06	†
Paternal responsiveness to child	-0.09	-0.08	-0.01	-0.01	0.07	
Maternal responsiveness to child	0.04	0.03	0.01	0.01	0.06	
Paternal hostility toward child	0.20	0.24	-0.04	-0.04	0.07	
Maternal hostility toward child	0.09	0.15	-0.06	-0.06	0.06	
Paternal harsh discipline[f]	1.31	1.38	-0.07	-0.12 *	0.04	
Maternal harsh discipline[f]	1.33	1.40	-0.06	-0.11	0.04	
Child adjustment and well-being[g]						
Self-regulation	-0.11	-0.13	0.02	0.02	0.04	
Internalizing behavior problems	-0.05	-0.02	-0.04	-0.04	0.05	
Externalizing behavior problems	0.16	0.20	-0.03	-0.03	0.05	
Cognitive and academic performance	0.15	0.05	0.11	0.11	0.07	
Sample size						
Men[h]	423	457				
Women[h]	464	488				
Children	480	497				

(continued)

Appendix Table J.11 (continued)

Outcome[a,b]	Other/Multiracial Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.39	3.39	0.01	0.01	0.04	
Women's report of cooperative coparenting	3.20	3.20	0.00	0.00	0.04	
Parenting[g]						
Paternal supportiveness of child	-0.01	0.03	-0.03	-0.03	0.06	
Maternal supportiveness of child	0.08	0.16	-0.08	-0.08	0.05	†
Paternal responsiveness to child	-0.06	-0.03	-0.03	-0.03	0.07	
Maternal responsiveness to child	0.01	0.03	-0.01	-0.01	0.06	
Paternal hostility toward child	0.12	0.07	0.05	0.05	0.07	
Maternal hostility toward child	0.05	0.01	0.04	0.04	0.06	
Paternal harsh discipline[f]	1.31	1.33	-0.02	-0.03	0.04	
Maternal harsh discipline[f]	1.31	1.34	-0.03	-0.05	0.04	
Child adjustment and well-being[g]						
Self-regulation	-0.07	-0.10	0.03	0.03	0.04	
Internalizing behavior problems	-0.02	-0.01	-0.01	-0.01	0.05	
Externalizing behavior problems	0.07	0.05	0.03	0.03	0.05	
Cognitive and academic performance	0.05	-0.06	0.11	0.11	0.07	
Sample size						
Men[h]	475	518				
Women[h]	517	553				
Children	537	559				

(continued)

Appendix Table J.11 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Couples are categorized as Hispanic, white, or African-American if both spouses self-selected that race/ethnicity. Sixty-three percent of couples in the category "other/multiracial" are mixed-race couples.

Program impacts were calculated separately for each subgroup level, using an ordinary least squares model adjusting for pre-random assignment characteristics of sample members. Impact estimates were then examined for significant differences across subgroups.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.12

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Race/Ethnicity: Subgroup Analysis with Full Interactions

	Both Hispanic					
Outcome[a]	Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	83.9	84.2	-0.3	-0.01	4.1	
Marital appraisals						
Couple's average report of relationship happiness[e]	6.01	5.84	0.17	0.15 ***	0.12	
Either spouse reported marriage in trouble (%)	42.8	43.7	-0.9	-0.02	5.3	††
Warmth and support in relationship[f]						
Men's report of warmth and support	3.55	3.50	0.06	0.11 **	0.05	††
Women's report of warmth and support	3.43	3.39	0.04	0.08	0.06	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.35	3.25	0.10	0.16 ***	0.06	
Women's report of positive communication skills	3.32	3.23	0.09	0.14 **	0.07	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.02	2.10	-0.09	-0.11 **	0.08	
Women's report of negative behavior and emotions	1.96	2.11	-0.15	-0.19 ***	0.08	
Fidelity						
Neither spouse reported infidelity (%)	92.9	92.8	0.1	0.00	2.9	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.22	1.29	-0.07	-0.14 **	0.05	
Women's report of psychological abuse[f]	1.20	1.26	-0.06	-0.12 **	0.05	††
Men's report of any physical assault (%)	8.8	9.0	-0.2	-0.01	3.5	
Women's report of any physical assault (%)	6.1	7.8	-1.7	-0.06	2.9	†
Individual psychological distress[f]						
Men's psychological distress	1.87	1.91	-0.03	-0.04	0.08	
Women's psychological distress	1.96	2.06	-0.09	-0.13 **	0.08	
Sample size[g]						
Couples	1,123	1,094				
Men	987	999				
Women	1,097	1,068				

(continued)

Appendix Table J.12 (continued)

Outcome[a]	Both African-American: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	79.5	78.7	0.9	0.02		4.6	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.65	5.63	0.02	0.02		0.14	
Either spouse reported marriage in trouble (%)	53.2	53.0	0.1	0.00		5.8	††
Warmth and support in relationship[f]							
Men's report of warmth and support	3.43	3.50	-0.06	-0.12		0.06	††
Women's report of warmth and support	3.34	3.30	0.04	0.07		0.07	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.19	3.17	0.02	0.03		0.07	
Women's report of positive communication skills	3.11	3.05	0.06	0.09		0.08	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.23	2.23	0.00	0.00		0.09	
Women's report of negative behavior and emotions	2.20	2.25	-0.05	-0.06		0.09	
Fidelity							
Neither spouse reported infidelity (%)	87.5	89.5	-2.0	-0.07		3.7	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.34	1.33	0.00	0.00		0.06	
Women's report of psychological abuse[f]	1.33	1.27	0.06	0.13		0.06	††
Men's report of any physical assault (%)	9.1	11.3	-2.2	-0.08		3.9	
Women's report of any physical assault (%)	8.8	7.6	1.2	0.04		3.1	†
Individual psychological distress[f]							
Men's psychological distress	1.84	1.92	-0.08	-0.11		0.08	
Women's psychological distress	1.92	2.07	-0.15	-0.20	**	0.08	
Sample size[g]							
Couples	268	282					
Men	240	255					
Women	255	271					

(continued)

Appendix Table J.12 (continued)

Outcome[a]	Both White: Program Group	Control Group	Difference (Impact)	Effect Size[b]		Standard Error	Subgroup Difference[c]
Relationship status							
Married (%)[d]	80.3	79.2	1.2	0.03		2.9	
Marital appraisals							
Couple's average report of relationship happiness[e]	5.91	5.66	0.25	0.21	***	0.09	
Either spouse reported marriage in trouble (%)	39.5	49.0	-9.5	-0.19	**	3.8	††
Warmth and support in relationship[f]							
Men's report of warmth and support	3.58	3.49	0.09	0.17	**	0.04	††
Women's report of warmth and support	3.52	3.39	0.13	0.24	***	0.04	
Positive communication skills in relationship[f]							
Men's report of positive communication skills	3.27	3.21	0.06	0.10		0.05	
Women's report of positive communication skills	3.26	3.15	0.11	0.17	**	0.05	
Negative interactions in relationship[f]							
Men's report of negative behavior and emotions	2.02	2.13	-0.11	-0.14	*	0.06	
Women's report of negative behavior and emotions	2.04	2.08	-0.04	-0.05		0.06	
Fidelity							
Neither spouse reported infidelity (%)	94.1	89.6	4.5	0.16	**	2.1	
Psychological abuse and physical assault							
Men's report of psychological abuse[f]	1.22	1.25	-0.03	-0.06		0.03	
Women's report of psychological abuse[f]	1.25	1.26	-0.02	-0.03		0.03	††
Men's report of any physical assault (%)	9.0	11.1	-2.0	-0.07		2.5	
Women's report of any physical assault (%)	8.0	6.8	1.2	0.04		2.1	†
Individual psychological distress[f]							
Men's psychological distress	1.92	1.95	-0.03	-0.04		0.05	
Women's psychological distress	1.99	1.99	0.00	0.00		0.05	
Sample size[g]							
Couples	504	531					
Men	441	487					
Women	486	515					

(continued)

Appendix Table J.12 (continued)

Outcome[a]	Other/Multiracial Program Group	Control Group	Difference (Impact)	Effect Size[b]	Standard Error	Subgroup Difference[c]
Relationship status						
Married[d] (%)	79.7	79.1	0.6	0.01	3.6	
Marital appraisals						
Couple's average report of relationship happiness[e]	5.81	5.63	0.18	0.15 **	0.11	
Either spouse reported marriage in trouble (%)	43.7	55.4	-11.6	-0.23 ***	4.5	††
Warmth and support in relationship[f]						
Men's report of warmth and support	3.54	3.47	0.08	0.14 **	0.04	††
Women's report of warmth and support	3.42	3.36	0.06	0.12 *	0.05	
Positive communication skills in relationship[f]						
Men's report of positive communication skills	3.22	3.16	0.06	0.09	0.05	
Women's report of positive communication skills	3.12	3.11	0.01	0.02	0.06	
Negative interactions in relationship[f]						
Men's report of negative behavior and emotions	2.14	2.26	-0.11	-0.14 **	0.07	
Women's report of negative behavior and emotions	2.12	2.21	-0.10	-0.12 **	0.07	
Fidelity						
Neither spouse reported infidelity (%)	91.4	87.0	4.4	0.15 **	2.7	
Psychological abuse and physical assault						
Men's report of psychological abuse[f]	1.30	1.37	-0.07	-0.14 **	0.04	
Women's report of psychological abuse[f]	1.26	1.34	-0.08	-0.16 ***	0.04	††
Men's report of any physical assault (%)	10.7	12.7	-2.0	-0.07	2.9	
Women's report of any physical assault (%)	6.8	11.2	-4.4	-0.15 ***	2.6	†
Individual psychological distress[f]						
Men's psychological distress	1.93	1.97	-0.05	-0.06	0.07	
Women's psychological distress	2.02	2.07	-0.05	-0.07	0.07	
Sample size[g]						
Couples	590	622				
Men	503	555				
Women	563	602				

(continued)

Appendix Table J.12 (continued)

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Couples are categorized as Hispanic, white, or African-American if both spouses self-selected that race/ethnicity. Sixty-three percent of couples in the category "other/multiracial" are mixed-race couples.

Impact estimates from these subgroup analyses were calculated using an ordinary least squares model that included a program dummy, covariates created from pre-random assignment characteristics of sample members (including dummy variables for the other subgroups being tested), and a series of interaction terms between the program group dummy and the covariates.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[c]Tests of differences across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]The scale ranges from 1 to 7, where 1 = "completely unhappy" and 7 = "completely happy."

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcomes.

[g]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table J.13

Estimated Impacts on Coparenting, Parenting, and Child Outcomes at the 30-Month Follow-Up, by Race/Ethnicity: Subgroup Analysis with Full Interactions

Outcome[a,b]	Both Hispanic					
	Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.48	3.46	0.03	0.04	0.07	
Women's report of cooperative coparenting	3.32	3.27	0.05	0.08	0.07	
Parenting[g]						
Paternal supportiveness of child	0.00	0.00	0.00	0.00	0.11	
Maternal supportiveness of child	0.00	0.00	0.01	0.01	0.10	
Paternal responsiveness to child	0.09	0.04	0.05	0.05	0.11	
Maternal responsiveness to child	0.07	0.03	0.05	0.05	0.11	
Paternal hostility toward child	0.03	-0.07	0.10	0.10 *	0.12	††
Maternal hostility toward child	0.03	0.01	0.02	0.02	0.11	
Paternal harsh discipline[f]	1.17	1.17	0.00	-0.01	0.06	
Maternal harsh discipline[f]	1.18	1.22	-0.04	-0.07	0.07	
Child adjustment and well-being[g]						
Self-regulation	0.13	0.13	0.00	0.00	0.08	
Internalizing behavior problems	-0.05	-0.03	-0.02	-0.02	0.09	
Externalizing behavior problems	-0.11	-0.01	-0.09	-0.09 **	0.09	
Cognitive and academic performance	0.04	0.03	0.00	0.00	0.11	
Sample size						
Men[h]	942	939				
Women[h]	1,024	986				
Children	1,011	983				

(continued)

Appendix Table J.13 (continued)

Outcome[a,b]	Both African-American: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.41	3.38	0.04	0.06	0.08	
Women's report of cooperative coparenting	3.23	3.20	0.03	0.05	0.08	
Parenting[g]						
Paternal supportiveness of child	-0.06	-0.01	-0.05	-0.05	0.12	
Maternal supportiveness of child	0.02	-0.09	0.11	0.11	0.11	
Paternal responsiveness to child	0.06	0.04	0.03	0.03	0.13	
Maternal responsiveness to child	-0.12	-0.17	0.05	0.05	0.13	
Paternal hostility toward child	-0.22	0.00	-0.22	-0.22 **	0.13	††
Maternal hostility toward child	-0.18	-0.06	-0.12	-0.12	0.12	
Paternal harsh discipline[f]	1.28	1.33	-0.05	-0.09	0.08	
Maternal harsh discipline[f]	1.37	1.34	0.03	0.06	0.08	
Child adjustment and well-being[g]						
Self-regulation	0.14	0.01	0.13	0.13 **	0.08	
Internalizing behavior problems	-0.16	-0.03	-0.14	-0.14 **	0.09	
Externalizing behavior problems	-0.20	-0.10	-0.10	-0.10	0.10	
Cognitive and academic performance	-0.04	-0.02	-0.02	-0.02	0.13	
Sample size						
Men[h]	221	241				
Women[h]	230	255				
Children	223	239				

(continued)

Appendix Table J.13 (continued)

Outcome[a,b]	Both White: Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.41	3.32	0.09	0.13 *	0.05	
Women's report of cooperative coparenting	3.24	3.21	0.03	0.05	0.06	
Parenting[g]						
Paternal supportiveness of child	-0.04	-0.02	-0.03	-0.03	0.08	
Maternal supportiveness of child	0.07	-0.02	0.09	0.09	0.07	
Paternal responsiveness to child	-0.08	-0.07	-0.01	-0.01	0.08	
Maternal responsiveness to child	0.09	0.03	0.07	0.07	0.08	
Paternal hostility toward child	-0.03	0.13	-0.17	-0.17 **	0.08	††
Maternal hostility toward child	0.01	0.04	-0.04	-0.04	0.08	
Paternal harsh discipline[f]	1.17	1.28	-0.11	-0.19 **	0.05	
Maternal harsh discipline[f]	1.19	1.24	-0.05	-0.08	0.05	
Child adjustment and well-being[g]						
Self-regulation	-0.01	-0.05	0.04	0.04	0.06	
Internalizing behavior problems	-0.03	0.03	-0.06	-0.06	0.06	
Externalizing behavior problems	0.10	0.13	-0.03	-0.03	0.06	
Cognitive and academic performance	0.14	0.10	0.03	0.03	0.09	
Sample size						
Men[h]	423	457				
Women[h]	464	488				
Children	480	497				

(continued)

Appendix Table J.13 (continued)

Outcome[a,b]	Other/Multiracial Program Group[c]	Control Group[c]	Difference (Impact)	Effect Size[d]	Standard Error	Subgroup Difference[e]
Coparenting[f]						
Men's report of cooperative coparenting	3.39	3.36	0.03	0.04	0.06	
Women's report of cooperative coparenting	3.21	3.20	0.01	0.02	0.07	
Parenting[g]						
Paternal supportiveness of child	-0.02	0.00	-0.02	-0.02	0.09	
Maternal supportiveness of child	0.03	0.08	-0.06	-0.06	0.08	
Paternal responsiveness to child	-0.03	-0.04	0.02	0.02	0.10	
Maternal responsiveness to child	0.05	0.01	0.04	0.04	0.09	
Paternal hostility toward child	0.03	0.02	0.01	0.01	0.10	††
Maternal hostility toward child	0.02	-0.03	0.04	0.04	0.09	
Paternal harsh discipline[f]	1.23	1.27	-0.04	-0.08	0.06	
Maternal harsh discipline[f]	1.23	1.25	-0.02	-0.03	0.06	
Child adjustment and well-being[g]						
Self-regulation	0.02	-0.01	0.02	0.02	0.06	
Internalizing behavior problems	-0.03	0.01	-0.04	-0.04	0.08	
Externalizing behavior problems	0.03	0.00	0.02	0.02	0.08	
Cognitive and academic performance	0.07	-0.02	0.09	0.09	0.11	
Sample size						
Men[h]	475	518				
Women[h]	517	553				
Children	537	559				

(continued)

Appendix Table J.13 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Couples are categorized as Hispanic, white, or African-American if both spouses self-selected that race/ethnicity. Sixty-three percent of couples in the category "other/multiracial" are mixed-race couples.

Impact estimates from these subgroup analyses were calculated using an ordinary least squares model that included a program dummy, covariates created from pre-random assignment characteristics of sample members (including dummy variables for the other subgroups being tested), and a series of interaction terms between the program group dummy and the covariates.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

Rounding may cause slight discrepancies in sums and differences.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources were included in the impact analysis. The outcomes were standardized by source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level. For more information on the sources included in each outcome, see Appendix Tables D.1 (coparenting and parenting outcomes) and D.2 (child outcomes).

[c]A negative subgroup program or control group mean indicates that the subgroup program or control group mean is less than the mean for the entire sample. Likewise, a positive subgroup program or control group mean indicates that the subgroup program or control group mean is greater than the mean for the entire sample.

[d]For unstandardized outcomes, effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group. For standardized outcomes, the impact estimate is already an effect size.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[f]The scale ranges from 1 to 4, where higher scores indicate higher levels of the outcome.

[g]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 to 2 percent were outside this range. Depending on the outcome, parenting and child outcomes were available for between 59 and 78 children who were as young as 1 year, 6 months, and 1 who was as old as 18 years, 5 months.

[h]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The men's and women's sample sizes in this table reflect the sample sizes for the outcomes with the least missing data for each subgroup, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

Appendix K

Estimated Impacts on Child, Parenting, and Adult Outcomes, by Child Age and by Measurement Source

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As described in Appendix D, the analysis of impacts on child and parenting outcomes in the pooled sample included a wide age range of children (those ages 2 years to 17 years, 11 months). Although the evidence base does not provide strong evidence that the effects of marital quality or a marriage education program on child and parenting outcomes should necessarily vary by child age, there are developmental differences across children of different ages that raise the question of whether impacts in the pooled sample might have masked important variation by child age. Therefore, an examination of whether SHM program impacts vary by child age seemed warranted. In addition, the use of multiple measurement sources in the impact analyses for child and parenting outcomes was based on the assumption that different measures of the same outcome were comparable across children of different ages. To test these questions, the research team examined impacts on child and parenting outcomes both by child age and by measurement source. To shed further light on the impacts on child and parenting outcomes by child age, the team also examined impacts on adult outcomes by child age. This appendix presents the results of these analyses.

Impact Analysis by Child Age

The approach to the impact analysis by child age mirrored the split-sample approach used in the other subgroup analyses. To test for variation in impacts on child, parenting, and adult outcomes by child age, the sample was divided into three age groups of children, and impacts were calculated for each age subset in the same way that they were in the pooled analysis involving child, parenting, and adult outcomes.[1] The impacts and standard errors from the subgroup regressions were used to generate an H-statistic in order to compare impacts across age groups. The three age groups were selected to correspond roughly with key developmental periods and the age cutoffs used to define different measurement sources: (1) 2 years to 4 years, 11 months (early childhood / preschool age); (2) 5 years to 8 years, 5 months (early school age); and (3) 8 years, 6 months, to 17 years, 11 months (middle childhood, preadolescence, and adolescence). For more information on the approach used to estimate impacts by child age, see Appendix D.

Impacts on Child Outcomes

The results of the analysis of impacts on child outcomes by child age (Appendix Table K.1) suggest that the effects of SHM were somewhat stronger for the youngest children in the sample: those ages 2 years to 4 years, 11 months. Statistically significant differences in impacts

[1] As was the case in the pooled impact analysis, impacts on outcomes with multiple measurement sources were generated using standardized measures. These impact estimates are effect sizes. Impacts on other outcomes were generated using unstandardized measures. Effect sizes for these impact estimates were calculated by dividing the impact estimate by the control group standard deviation.

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Appendix Table K.1

Estimated Impacts on Child Outcomes at the 30-Month Follow-Up, by Child Age: Subgroup Analysis Using Split Samples

Outcome[a,b,c]	2 Years to 4 Years, 11 Months Impact[d] (Effect Size)	Standard Error	5 Years to 8 Years, 5 Months Impact[d] (Effect Size)	Standard Error	8 Years, 6 Months, to 17 years, 11 Months Impact[d] (Effect Size)	Standard Error	Subgroup Difference[e]
Child adjustment and well-being							
Self-regulation	0.07 ***	0.03	-0.02	0.04	-0.04	0.06	†
Internalizing behavior problems	-0.10 ***	0.03	0.02	0.05	0.00	0.04	††
Externalizing behavior problems	-0.08 **	0.03	0.00	0.05	-0.02	0.04	
Cognitive and academic performance	0.03	0.05	0.04	0.05	0.06	0.04	
Children (program and control group totals)	2,166		978		1,358		

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys and direct child assessments.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Appendix E describes how these outcomes are defined.

[b]Multiple measurement sources (maternal reports, paternal reports, child reports, and/or direct child assessments) were used to measure each of the outcomes included in the impact analysis. The outcomes were standardized by measurement source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level.

[c]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 percent were outside this range (59 were as young as 1 year, 10 months).

[d]Program and control group means are not presented because they are less relevant to the interpretation of program impacts. The impact estimates presented are effect sizes.

[e]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

across the three age groups were found for children's self-regulatory skills and internalizing behavior problems. In addition, statistically significant improvements in children's self-regulatory skills and decreases in internalizing and externalizing behavior problems were larger for the youngest children in the sample than for the pooled sample of children.[2] To reduce the chance of a spurious conclusion, a supplemental set of analyses was conducted to adjust the impacts by child age for multiple comparisons (Appendix D). Although the impacts on the youngest children appear promising and warrant further investigation, the pattern of results was not strong enough to remain statistically significant once the adjustments for multiple comparisons were made. In light of this, the results should be treated as suggestive but inconclusive.

Impacts on Parenting Outcomes

A parallel set of analyses was run to examine program impacts on parenting outcomes by child age. These analyses were conducted both to explore whether the impacts on parenting outcomes in the pooled sample varied by child age and to shed light on the results of the impacts on child outcomes by child age — specifically, to see whether there is a similar pattern. Results of these analyses (Appendix Table K.2) suggest that there is some evidence of variation in impacts on parenting outcomes by child age but no clear pattern of effects. A statistically significant difference across the three age groups was found for paternal hostility, and the magnitude of the impacts suggests that the program may have been more effective at reducing hostility for fathers of children between ages 5 years and 8 years, 5 months, than for fathers of younger or older children. Statistically significant increases in women's reports of cooperative coparenting and paternal responsiveness to the focal child were larger for parents of the youngest children in the sample than they were for the pooled sample of parents, and a significant reduction in paternal harsh discipline was larger for fathers of children in the middle age group than for the pooled sample of fathers.[3] However, only three out of ten outcomes show statistically significant impacts, and only one test of differences across age groups is significant. Furthermore, because multiple comparisons adjustments were not applied to these analyses, they should be treated as exploratory.

Impacts on Adult Outcomes

To help inform the interpretation of the results of impacts on child and parenting outcomes by child age, impacts on adult outcomes by child age were also explored; as such, multiple comparisons adjustments were not applied to these analyses. The results (Appendix

[2]For estimated impacts on child adjustment and well-being in the pooled sample, see Lundquist et al. (2014), Table 10.

[3]For estimated impacts on coparenting and parenting in the pooled sample, see Lundquist et al. (2014), Table 9.

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Appendix Table K.2

Estimated Impacts on Coparenting and Parenting Outcomes at the 30-Month Follow-Up, by Child Age: Subgroup Analysis Using Split Samples

Outcome[a,b]	2 Years to 4 Years, 11 Months Impact[c] (Effect Size)	Standard Error	5 Years to 8 Years, 5 Months Impact[c] (Effect Size)	Standard Error	8 Years, 6 Months, to 17 Years, 11 Months Impact[c] (Effect Size)	Standard Error	Subgroup Difference[d]
Coparenting							
Men's report of cooperative coparenting	0.06	0.02	0.03	0.04	0.01	0.03	
Women's report of cooperative coparenting	0.08 **	0.03	0.04	0.04	0.03	0.04	
Parenting[e]							
Paternal supportiveness of child	-0.01	0.04	-0.07	0.06	-0.02	0.05	
Maternal supportiveness of child	0.02	0.03	-0.04	0.06	0.00	0.05	
Paternal responsiveness to child	0.10 **	0.04	-0.02	0.06	-0.04	0.05	
Maternal responsiveness to child	0.05	0.05	0.04	0.07	0.00	0.05	
Paternal hostility toward child	-0.05	0.05	-0.08	0.06	0.07	0.05	†
Maternal hostility toward child	-0.01	0.05	0.00	0.07	0.01	0.05	
Paternal harsh discipline	-0.05	0.03	-0.12 **	0.03	-0.05	0.02	
Maternal harsh discipline	-0.08	0.03	-0.07	0.03	0.00	0.02	
Sample size[f] (program and control group totals)							
Men	1,874		863		1,248		
Women	2,088		934		1,329		

(continued)

Appendix Table K.2 (continued)

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Appendix E describes how the parenting outcomes are defined.

[b]For all outcomes except coparenting and harsh discipline, multiple measurement sources (maternal reports, paternal reports, and/or child reports) were included in the impact analysis. The outcomes were standardized by measurement source using control group means and standard deviations. Standard errors were adjusted to account for nonindependence of measures at the family level.

[c]For the purpose of comparison with estimated impacts on coparenting and parenting in the pooled sample (see Table 9 in Lundquist et al., 2014), the impact estimates presented are effect sizes. These are calculated by dividing the impact of the program by the standard deviation for the control group.

[d]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[e]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 2 percent fell outside this range (78 were as young as 1 year, 6 months, and 1 was as old as 18 years, 5 months).

[f]Information on the quality of the coparenting relationship was only collected from couples who were either together or in contact at the 30-month follow-up. Information on parenting was only collected from men and women who had a focal child at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

Table K.3) suggest that SHM may have been more effective at improving the marital quality and adult well-being of couples with children under the age of 8.5 years than those with older children but that the impacts were not concentrated in one age group. This pattern of results stands in contrast to those for child outcomes, where the strongest effects of SHM were found for the youngest children in the sample. Taken together, the results do not suggest that the somewhat larger impacts on child outcomes for the youngest children in the sample resulted from differential program impacts on parenting skills or adult outcomes.

Impact Analysis by Measurement Source

To explore SHM impacts on child and parenting outcomes by measurement source, impacts were estimated on each measurement source separately. For child outcomes, impacts were calculated for each of ten measurement sources. For parenting outcomes measured using multiple measurement sources, impacts were calculated for three different sources. The impact analysis by measurement source tested whether impacts within each source were statistically significant. Tests for whether differences in impacts across measurement sources were statistically significant were not conducted. Therefore, this analysis should be considered exploratory in nature. The magnitude of the impact on each outcome measure was compared across measurement sources and with the impacts in the pooled sample, for consistency. The regression models were similar to those for the pooled sample, except that each model included only one measurement source, which meant that the standard errors did not have to be adjusted for the nonindependence of measures. Impacts were estimated using unstandardized child and parenting outcome measures. In order to compare impacts across measurement sources and with those in the pooled sample, effect sizes were calculated by dividing the impact estimate by the control group standard deviation.

Impacts on Child Outcomes

The results of the analysis of impacts on child outcomes by measurement source are shown for survey-reported measures (Appendix Table K.4), for direct assessments of self-regulatory skills (Appendix Table K.5), and for direct assessments of cognitive skills (Appendix Table K.6). Across all 19 impact estimates, only two are statistically significant: reductions were found for paternal-reported measures of children's internalizing behavior problems and their externalizing behavior problems. The sample sizes, however, are quite variable, ranging from 171 to 4,367, which could have made it harder to detect statistically significant impacts. The size of the impacts suggests that the magnitude of the effects found in the pooled sample (effect sizes of 0.03 and 0.04 in absolute value) is generally consistent across measurement sources (effect sizes ranging from 0.02 to 0.19 in absolute value, with most falling between 0.04 and 0.06).

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Appendix Table K.3

Estimated Impacts on Adult Outcomes at the 30-Month Follow-Up, by Child Age: Subgroup Analysis Using Split Samples

Outcome[a]	2 Years to 4 Years, 11 Months Impact[b] (Effect size)	Standard Error	5 Years to 8 Years, 5 months Impact[b] (Effect size)	Standard Error	8 Years, 6 Months, to 17 Years, 11 months Impact[b] (Effect size)	Standard Error	Subgroup Difference[c]
Relationship status							
Married[d] (%)	0.01	1.6	-0.04	2.4	-0.01	1.9	
Marital appraisals							
Couple's average report of relationship happiness	0.10 ***	0.04	0.20 ***	0.07	0.07	0.06	
Either spouse reports marriage in trouble (%)	-0.03	2.0	-0.24 ***	3.1	-0.06	2.5	††
Warmth and support in relationship							
Men's report of warmth and support	0.08 **	0.02	0.09 *	0.03	0.12 **	0.03	
Women's report of warmth and support	0.09 **	0.02	0.18 ***	0.03	0.04	0.03	
Positive communication skills in relationship							
Men's report of positive communication skills	0.12 ***	0.02	0.12 **	0.04	0.05	0.03	
Women's report of positive communication skills	0.07 *	0.03	0.11 *	0.04	0.13 ***	0.03	
Negative interactions in relationship							
Men's report of negative behavior and emotions	-0.09 **	0.03	-0.19 ***	0.05	-0.03	0.04	
Women's report of negative behavior and emotions	-0.10 **	0.03	-0.22 ***	0.05	-0.07	0.04	
Fidelity							
Neither spouse reported infidelity (%)	0.07 *	1.2	0.13 *	1.9	-0.05	1.5	†
Psychological abuse and physical assault							
Men's report of psychological abuse	-0.07 *	0.02	-0.18 ***	0.03	-0.06	0.02	
Women's report of psychological abuse	-0.08 **	0.02	-0.11 *	0.03	-0.03	0.02	
Men's report of any physical assault (%)	0.04	1.3	-0.18 **	2.1	-0.08	1.6	††
Women's report of any physical assault (%)	-0.02	1.2	-0.13 **	1.7	-0.02	1.4	

(continued)

Appendix Table K.3 (continued)

Outcome[a]	2 Years to 4 Years, 11 Months Impact[b] (Effect size)	Standard Error	5 Years to 8 Years, 5 months Impact[b] (Effect size)	Standard Error	8 Years, 6 Months, to 17 Years, 11 months Impact[b] (Effect size)	Standard Error	Subgroup Difference[c]
Individual psychological distress							
Men's psychological distress	-0.08 **	0.03	-0.03	0.05	-0.02	0.04	
Women's psychological distress	-0.09 **	0.03	-0.14 **	0.05	-0.03	0.04	
Sample size[e] (program and control group totals)							
Couples	2,261		986		1,375		
Men	1,988		893		1,233		
Women	2,191		950		1,337		

SOURCE: MDRC calculations based on the SHM 30-month adult survey.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]See Appendix E for detailed notes on the construction of these outcomes.

[b]For the purpose of comparison with estimated impacts on adult outcomes in the pooled sample (see Tables 5 to 8 in Lundquist et al., 2014), the impact estimates presented are effect sizes. These are calculated by dividing the impact of the program by the standard deviation for the control group.

[c]Tests of differences in impact estimates across subgroup levels were conducted, and statistical significance levels are indicated as follows: ††† = 1 percent; †† = 5 percent; † = 10 percent.

[d]This includes couples who, at follow-up, were still married or still in a committed relationship with the same partner they had when they entered the study.

[e]Some outcomes in this table were available for all respondents, and some were only available for couples who were still together at the 30-month follow-up. The sample sizes in this table reflect the sample sizes for the outcomes with the least missing data, although the sample sizes were similar across outcomes. See Appendix E for more information on the criteria used to determine respondent eligibility for each outcome.

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Appendix Table K.4

Estimated Impacts on Child Outcomes at the 30-Month Follow-Up, by Measurement Source: Survey-Reported Measures

Outcome[a,b]	Paternal Report[c] Control Group	Impact	Effect Size[d]	Standard Error	Maternal Report[c] Control Group	Impact	Effect Size[d]	Standard Error	Child Report[c] Control Group	Impact	Effect Size[d]	Standard Error
Child adjustment and well-being												
Self-regulation[e]	2.30	0.02	0.04	0.01	2.26	0.02	0.05	0.01	3.11	-0.01	-0.03	0.03
Internalizing behavior problems[e]	1.24	-0.02	-0.06 *	0.01	1.24	-0.01	-0.04	0.01	1.73	0.03	0.06	0.03
Externalizing behavior problems[e]	1.34	-0.02	-0.06 *	0.01	1.36	-0.02	-0.05	0.01	1.59	0.01	0.02	0.03
Cognitive and academic performance[f]	4.40	0.04	0.05	0.03	4.35	0.05	0.06	0.03	6.38	0.08	0.06	0.08
Children (program and control group totals)	3,924				4,367				1,134			

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Appendix E describes how these outcomes are defined.

[b]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 percent were outside this range (59 were as young as 1 year, 10 months).

[c]Paternal and maternal reports were drawn from the 30-month adult survey, and child reports were drawn from the 30-month youth survey. For self-regulation, paternal and maternal reports were collected for children between the ages of 2 years and 8 years, 5 months. For internalizing and externalizing behavior problems, paternal and maternal reports were collected for children between the ages of 2 years and 17 years, 11 months. For cognitive and academic performance, paternal and maternal reports were collected for children between the ages of 5 years and 17 years, 11 months. For all outcomes, child reports were collected for children between the ages of 8 years, 6 months, and 17 years,11 months."

[d]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[e]The scale ranges from 1 to 3 for paternal and maternal reports and from 1 to 4 for the child report, where higher scores reflect higher levels of the outcome.

[f]The scale ranges from 1 to 5 for paternal and maternal reports and from 1 to 8 for the child report, where higher scores reflect higher levels of the outcome.

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Appendix Table K.5

Estimated Impacts on Child Outcomes at the 30-Month Follow-Up, by Measurement Source: Direct Assessments of Children's Self-Regulatory Skills

	Walk-A-Line[c]								Head-Toes-Knees-Shoulders[d]				Bierman[e]			
	Difference Score				Valid Score											
Outcome[a,b]	Control Group	Impact	Effect Size[f]	Standard Error	Control Group	Impact	Effect Size[f]	Standard Error	Control Group	Impact	Effect Size[f]	Standard Error	Control Group	Impact	Effect Size[f]	Standard Error
Child adjustment and well-being[g]																
Self-regulation	0.51	-0.19	-0.08	0.19	0.44	0.04	0.08	0.03	21.01	-0.57	-0.04	0.66	3.35	0.03	0.04	0.02
Children (program and control group totals)	562				1,221				1,246				2,440			

SOURCE: MDRC calculations based on the SHM 30-month direct child assessments.

NOTES: Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Appendix E describes how the child outcomes are defined, and Appendix B describes the direct child assessments.

[b]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 percent were outside this range (59 were as young as 1 year, 10 months).

[c]The Walk-A-Line task was administered to children between the ages of 2 years and 3 years, 5 months.

[d]The Head-Toes-Knees-Shoulders task was administered to children between the ages of 3 years, 6 months, and 8 years, 5 months.

[e]The Bierman Assessor Report was collected for children between the ages of 2 years and 8 years, 5 months.

[f]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[g]The Walk-A-Line difference score reflects the average difference in duration between the baseline trial and each slow trial (reflecting the average number of seconds by which the child was able to slow down). The Walk-A-Line valid score is a binary measure that captures the proportion of children who received a valid Walk-A-Line difference score. The Head-Toes-Knees-Shoulders score ranges from 0 to 40, where higher scores reflect higher levels of self-regulation. The Bierman score ranges from 1 to 4, where higher scores reflect higher levels of self-regulation.

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Appendix Table K.6

Estimated Impacts on Child Outcomes at the 30-Month Follow-Up, by Measurement Source: Direct Assessments of Children's Cognitive Skills

Outcome[a,b]	PPVT Raw Score[c] Control Group	Impact	Effect Size[d]	Standard Error	PPVT Standard Score[c] Control Group	Impact	Effect Size[d]	Standard Error	TVIP Standard Score[c] Control Group	Impact	Effect Size[d]	Standard Error
Child adjustment and well-being[e]												
Cognitive and academic performance	23.23	0.77	0.06	2.44	96.82	-0.31	-0.02	0.93	96.05	2.55	0.19	2.14
Children (program and control group totals)	171				1,044				215			

SOURCE: MDRC calculations based on the SHM 30-month direct child assessments.

NOTES: PPVT = Peabody Picture Vocabulary Test; TVIP = Test de Vocabulario en Imágenes Peabody.

Estimates were regression-adjusted using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Appendix E describes how the child outcomes are defined, and Appendix B describes the direct child assessments.

[b]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 1 percent were outside this range (59 were as young as 1 year, 10 months).

[c]The PPVT and TVIP were administered to children between the ages of 2 years and 4 years, 11 months.

[d]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[e]The PPVT and TVIP scores were derived by subtracting the total number of errors from the item number of the last item administered. The estimated impact on the TVIP raw score is not presented because the number of children with TVIP raw scores was too small to estimate a program impact. PPVT and TVIP standard scores were standardized by child age and range from 20 to 160 for the PPVT and from 55 to 145 for the TVIP.

Impacts on Parenting Outcomes

The results of the analysis of impacts on parenting outcomes by measurement source are shown in Appendix Table K.7. Across all 12 impact estimates, only one is statistically significant: an increase was found for maternal reports of maternal responsiveness to the focal child. The size of the impacts suggests that the magnitude of the effects found in the pooled sample (effect sizes ranging from 0.00 to 0.07 in absolute value) is generally consistent across measurement sources (effect sizes ranging from 0.00 to 0.11 in absolute value, with most falling between 0.00 and 0.05).

The Supporting Healthy Marriage Evaluation

Appendix Table K.7

Estimated Impacts on Parenting Outcomes at the 30-Month Follow-Up, by Measurement Source

Outcome[a,b,c]	Paternal Report[d] Control Group	Impact	Effect Size[e]	Standard Error	Maternal Report[d] Control Group	Impact	Effect Size[e]	Standard Error	Child Report[d] Control Group	Impact	Effect Size[e]	Standard Error
Parenting[f]												
Paternal supportiveness of child	3.42	-0.01	-0.02	0.02	–	–	–	–	2.84	-0.01	-0.01	0.05
Maternal supportiveness of child	–	–	–	–	3.66	0.01	0.03	0.01	3.03	0.00	0.00	0.04
Paternal responsiveness to child	3.44	0.03	0.05	0.02	–	–	–	–	3.26	-0.06	-0.11	0.04
Maternal responsiveness to child	–	–	–	–	3.56	0.02	0.05 *	0.01	3.33	0.00	0.00	0.04
Paternal hostility toward child	1.80	-0.02	-0.02	0.02	–	–	–	–	1.50	0.05	0.10	0.03
Maternal hostility toward child	–	–	–	–	2.02	-0.01	-0.02	0.02	1.61	0.04	0.08	0.03
Sample size (program and control group totals)												
Men	3,971											
Women					4,401							
Children									1,121			

SOURCES: MDRC calculations based on the SHM 30-month adult and youth surveys.

NOTES: Estimates were regression-adjusted for each data source using ordinary least squares, controlling for pre-random assignment characteristics of sample members.

Statistical significance levels are indicated as follows: *** = 1 percent; ** = 5 percent; * = 10 percent.

[a]Appendix E describes how the parenting outcomes are defined.

[b]Only outcomes that were measured using multiple measurement sources are shown here.

[c]Although the vast majority of focal children in the sample were between the ages of 2 years and 17 years, 11 months, 2 percent fell outside this range (78 were as young as 1 year, 6 months, and 1 was as old as 18 years, 5 months).

[d]Paternal and maternal reports were drawn from the 30-month adult survey, and child reports were drawn from the 30-month youth survey. Paternal and maternal reports were collected for parents of children between the ages of 2 years and 17 years, 11 months, and child reports were collected from children between the ages of 8 years, 6 months, and 17 years.

[e]Effect size is calculated by dividing the impact of the program (the difference between the means for the program group and the control group) by the standard deviation for the control group.

[f]The scale ranges from 1 to 4 for paternal, maternal, and child reports, where higher scores indicate higher levels of the outcome.

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Appendix L

Supporting Healthy Marriage
30-Month Adult Survey

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30-Month Adult Survey

Introduction

Section A **Household Structure**

Section B **Marital Status and Stability**

Section C **Marital Relationship Outcomes**

Section D **Co-Parenting and Parenting**

Section E **Parent Involvement**

Section F **Parental Well-Being**

Section G **Physical and Domestic Violence**

Section H **Child Outcomes**

Section I **Economic Security**

Section J **Participation in Services**

Section K **Locating and Demographic Information**

Section L **Contact Information**

Introduction

(ALL)

Hello this is _____. I'm calling from [survey firm name] on behalf of the Supporting Healthy Marriage project. May I please speak to (RESPONDENT NAME)?

> **INTERVIEWER**: IF NECESSARY, READ: "(RESPONDENT) has agreed to help with a study on marriages in (**CATI:** INSERT SITE).

1 RESPONDENT AVAILABLE – CONTINUE
2 RESPONDENT NOT AVAILABLE – ARRANGE CALLBACK AND ENTER CALL NOTE
8 REFUSED – ENTER DISPOSITION CODE AND CALL NOTE DESCRIBING SITUATION IN THE CALL RECORD TEXT BOX

CATI NOTE: SET IT UP TO CAPTURE DISPOSITIONS PER EACH MEMBER OF THE COUPLE. IF NONE ARE AVAILABLE COLLECT BEST TIME TO CALL BACK.

<INTRO1_2>
Hello, my name is [NAME] and I'm calling from [survey firm name], a research company in [city], [state]. I'm calling you about the Supporting Healthy Marriage study you joined about two and a half years ago. You may have already received a letter letting you know that we would be calling. Did you receive that letter?

1 YES (DISPLAY SECOND TEXT CHOICE IN PARENTHESES BELOW)
2 NO (DISPLAY FIRST TEXT CHOICE IN PARENTHESES BELOW)
7 REFUSED (DISPLAY FIRST TEXT CHOICE IN PARENTHESES BELOW)
8 DON'T KNOW (DISPLAY FIRST TEXT CHOICE IN PARENTHESES BELOW)

{**IF INTRO1_2=2**: The letter explained that} {**IF INTRO1_2=1** Good! As we mentioned in the letter,} When you joined the study, you and your [husband/wife] were each asked to complete a short questionnaire and we told you that we would be contacting each of you again to learn how you are doing.

<INTRO 2_2>
The interview will take about 50 minutes and you will receive (IF TREATMENT = [AMOUNT] / IF CONTROL=[AMOUNT]) for completing it. Your spouse will also receive (IF TREATMENT = [AMOUNT] / IF CONTROL=[AMOUNT]) for completing the survey. The interview will ask about your marriage, how well you are getting along with your spouse, your relationship with your children and your experiences [**IF R=Experimental**: with SITE Program].

Participation in this study is voluntary. **All information you provide will be kept secure and strictly confidential.** You may refuse to answer any individual questions.

Is now a good time to do the interview?

OK to continue **(SKIP TO P_S1A_DOB_2)** ..... ❑ 1
Not a good time **(SKIP to CALL BACK INFO)** ..... ❑ 2
REFUSED INTERVIEW ..... ❑ 7
DON'T KNOW ..... ❑ 8

CATI NOTE: IF REFUSED TO DO THE INTERVIEW, PLEASE BRING REFUSAL DISPOSITION SCREEN.

IF NOT A GOOD TIME:
When would be a good time to reach you? When would be a good time to do the interview?
INSTRUCTION: RECORD DATE AND TIME FOR CALL BACK

Call back date: _____

SCREENER

(ALL)
<P_S1A_DOB_2>
First I just need to verify that I am speaking with the correct person.

What is your date of birth?
INTERVIEWER: ENTER DATE USING FORMAT BELOW.
ENTER DOB EVEN IF IT MATCHES THE SAMPLE INFO

CATI NOTE: DISPLAY DOB

Respondent's Birthday: _____ / _____ / _____
MM DD YYYY
REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

CATI: COMPARE RESPONSE GIVEN TO THE BIRTH DATE ON SAMPLE FILE. IF IT AGREES WITH THE BIRTH DATE ON THE FILE, SKIP TO <P_NAME_2>. ELSE, CONTINUE.

(P_S1A_DOB_2 ≠ sample DOB)
<P_S2A_SSN_2>
What are the last 4 digits of your Social Security Number?

P_S2A RECORD LAST 4 DIGITS: ___ ___ ___ ___

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

CATI NOTE: DISPLAY LAST 4 DIGITS SSN

INTERVIEWER – ENTER SSN EVEN IF IT MATCHES THE SAMPLE INFO

CATI: COMPARE RESPONSE GIVEN TO LAST FOUR DIGITS OF SSN ON SAMPLE FILE. IF THE 4 DIGITS GIVEN BY R AGREE WITH THE NUMBER ON THE FILE, SKIP <P_NAME_2>

IF THEY DO NOT AGREE, DISCONTINUE THE INTERVIEW.

IF SSN IS MISSING IN THE SAMPLE AND THERE IS A MISMATCH IN DOB, SKIP TO DISCONTINUED TEXT.
CATI: IF INTERVIEW DISCONTINUED: I'm sorry. I was unable to pull up the correct questionnaire. I will need to check with my supervisor to look into the problem. I will re-contact you when the problem is resolved. Thank you for your time.

CATI NOTE: ANY CASES WITH MISMATCHES ON DOB AND SSN, SHOULD TERMINATE TO "UNABLE TO CONFIRM RESPONDENT'. REPORT SHOULD BE GENERATED WITH THE NEW INFO COLLECTED SO WE CAN VERIFY INFO WITH THE SITES.

<P_NAME_2>
IF INFORMATION IS CORRECT:
I would also like to make sure we have your name recorded correctly.

I have your name as …

_____ _____
First Name Last Name

INTERVIEWER: CONFIRM SPELLING OF THE FULL NAME

Is this correct?

YES **(SKIP TO P_NEWNICKNAME_2)** ..... ❑ 1
NO, (UPDATE NAME) ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

<P_ NEW_FNAME_2>
<P_ NEW_LNAME_2>

If No, What is your name? [First, Middle, Last]

INTERVIEWER: CONFIRM SPELLING OF THE FULL NAME

_____ _____
First Name Last Name

CATI NOTE: NEW NAME WILL UPDATE PROJECT DATABASE.
(All)
<P_NEWNICKNAME_2>
Are you usually called [Respondent's First Name] or do you go by another name?

INSTRUCTION: IF SAME, CONTINUE
INSTRUCTION: IF DIFFERENT NAME, CHANGE TO USUAL NAME WHICH WILL BE USED TO FILL IN THE REMAINDER OF SURVEY

PROBE: Can you spell that for me please?
(P_Newnickname_2=2)
P_NEW_NICKNAME_2 ALTERNATIVE NAME OF RESPONDENT: _____

Base for P_Spousename_2 to TOGETHER:
(P_PERSONSTATUSID_1≠7 and PNUM=1 and P_PERSONSTATUSID_2≠4 and P_USER_2≠28) or
(P_PERSONSTATUSID_2≠7 and PNUM=2 and P_PERSONSTATUSID_1≠4 and P_USER_1≠28)

<P_SPOUSENAME_2>
Our records indicate that you were married or in a relationship when you first entered the study, in (RA YEAR). Before we get started, I would like to make sure that I have the correct name of your spouse or significant other at that time.

I have the name of your <husband/wife> at that time as …

_____ _____
First Name Last Name

INTERVIEWER: CONFIRM SPELLING OF THE FULL NAME

YES **(SKIP TO P_NEWSPOUSENICKNAME_2)** ..... ❑ 1
NO, (UPDATE NAME) ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(P_spouse_name=2)
<P_NEW_SPOUSEFNAME_2>
<P_NEW_SPOUSELNAME_2>

If No, What is his/her name? [First, Middle, Last]

_____ _____
First Name Last Name

INTERVIEWER: CONFIRM SPELLING OF THE FULL NAME
CATI NOTE: NEW NAME WILL UPDATE PROJECT DATABASE.

(All)
<P_NEWSPOUSENICKNAME_2>

Is he/she usually called [BASE SPOUSE NAME] or does h/she go by another name?

INSTRUCTION: IF SAME, CONTINUE
INSTRUCTION: IF DIFFERENT NAME, CHANGE TO USUAL NAME WHICH WILL BE USED TO FILL IN THE REMAINDER OF SURVEY

PROBE: Can you spell that for me please?

P_NEW_SPOUSENICKNAME_2 ALTERNATIVE NAME OF BASE SPOUSE: _____

The following questions are about your marital status at the time you enrolled in the study

(All)
<P_MARRIED_ENROLLED>

When you enrolled in the study in [ENTER MONTH/YEAR]….
Were you and [BASELINE SPOUSE] married?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

<P_TOGETHER>
Are you and [BASE SPOUSE] currently living together most of the time?

YES ..... ❑ 1
NO ..... ❑ 2
WIDOW **(SKIP TO SCRIPT)** ..... ❑ 3

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

WIDOW SCRIPT: "I am so sorry to hear about your loss.

WAIT FOR RESPONSE. Do you think that it would be alright for me to ask you a few questions about you and your children? WAIT FOR RESPONSE, IF RESPONDENT ANSWERS "NO," SAY: "Would another time be better?"
OTHERWISE SKIP TO SECTION AA ; AFTER COMPLETING SECTIONS AA&A; SKIP TO SECTION F.

NOTE: IF WIDOW, THE OTHER MEMBER OF THE COUPLE WILL HAVE A "DECEASED" DISPOSITION.
IF P_TOGETHER = 3, MARRIAGE_FLAG WILL BE SET TO WIDOW.

Section AA: 12-month follow-up questions for those who did not complete 12 month survey

WHOSTARTEDSECTIONA FLAG:
This flag is set to the respondent's <PNUM> value if their spouse did not finish Section A (<WHOFINISHEDSECTIONA>) and started it or if neither respondent nor spouse started Section A.

Ask A1-A2F if family does not yet have a designated Focal Child, both adults did not complete the 12-Month Survey, based on values for <P_12MONTH_COMPLETE_1> and <P_12MONTH_COMPLETE_2>. <WHOSTARTEDSECTIONA> must be equivalent to the respondent's <PNUM> and the wife must still be pregnant, based on values for <PREGDUEDATETYPEID>.

PREGDUEDATETYPEID

Not Pregnant…….. 1
Pregnant, due date provided……..….2
Pregnant, no due date…….……..….3
Refused…….…… .97
Don't Know…….. 98

WHICHFOCALCHILDSELECTED

None ……...1
First Newly Born Child……..2
Child 1, ^f('CxxxFNAME')['1']^ …… ..3
Child 2, f('CxxxFNAME')['2']^ …… 4
Child 3, ^f('CxxxFNAME')['3']^ ……5
Child 4, ^f('CxxxFNAME')['4']^ ……6
Child 5, ^f('CxxxFNAME')['5']^ ……7
Child 6, ^f('CxxxFNAME')['6']^ ……8
Child 7, ^f('CxxxFNAME')['7']^ ……9
Child 8, ^f('CxxxFNAME')['8']^ …… 10
Child 9, ^f('CxxxFNAME')['9']^ …… 11
Child 10, ^f('CxxxFNAME')['10']^ … 12
Child 11, ^f('CxxxFNAME')['11']^ ……13
Child 12, ^f('CxxxFNAME')['12']^ ……14

During your last interview with us, you gave us some information about all the children living in your household. I'm going to ask you some questions about those children to make sure the information we have is correct.

A1 **TEXT FOR WIVES**: During your initial interview with {PROGRAM NAME} you were pregnant [IF PREGDUEDATE=PACKED and your estimated due date was {BABYDUE DATE}]. Did that pregnancy result in a live birth?

TEXT FOR HUSBANDS: During your initial interview with {PROGRAM NAME} your wife, <SPOUSE> was pregnant [IF PREGDUEDATE=PACKED and her estimated due date was {BABYDUE DATE}]. Did that pregnancy result in a live birth?

YES **(SKIP TO QUESTION A1a)** ..... ❑ 1
NO **(SKIP TO CONDOLENCE SCRIPT)** ..... ❑ 2
MULTIPLE BIRTHS **(SKIP TO QUESTION A1a)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION A1_30mon)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION A1_30mon)** ..... ❑ 8

Condolence Script:
I'm so sorry for your loss.

CATI NOTE:
STATUS OF FC FLAG SHOULD BE SET TO DECEASED.

(A1=1 or 3)
A1A. Congratulations! How many babies were born?

_____ Number of babies

NOTE:
LOOP THROUGH A2 THROUGH A2c FOR EACH BABY BORN BASED ON VALUE OF A1A

IF A1=1 THEN A1A IS COMPUTED TO 1.

A2_1_X ***(A1a ≥1)***
A2. What is the child's first name?
INTERVIEWER NOTES: FOR MULTIPLE BIRTHS, PLEASE COLLECT THE INFORMATION STARTING WITH THE OLDEST TO YOUNGEST.

First Name: _____
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

A2A_1_X ***(A1a ≥1)***
A2A. What is the child's last name?

Last Name: _____

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

A2b_1_X
A2b. What is the child's date of birth?

_____/_____ /_____
MM DD YY

REFUSED **(SKIP TO QUESTION A2b_1)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION A2b_1)** ..... ❑ 8

FOCALCHILD_NOB_QU: ***(A2b_1_1 = 7 or 8 and Focal Child is unset, based on <Pri_Focal_child_unborn>)***

A2b_1. Is the child between the ages of …..?

0 to 12 months ..... ❑ 1
13 to 24 Months ..... ❑ 2
25 to 30 Months ..... ❑ 3
31 to 36 Months ..... ❑ 4
37 to 47 Months ..... ❑ 5
4 to 4 years and 11 months ..... ❑ 6
5 to 7 years and 11 months ..... ❑ 7
8 to 8 years and 5 months ..... ❑ 8
8 years and 6 months to 8 years and 11 months ..... ❑ 9
9 to 9 years and 11 months ..... ❑ 10
10 to 10 years and 11 months ..... ❑ 11
11 to 11 years and 11 months ..... ❑ 12
12 to 12 years and 11 months ..... ❑ 13
13 to 13 years and 11 months ..... ❑ 14
14 to 14 years and 11 months ..... ❑ 15
15 to 15 years and 11 months ..... ❑ 16
16 years and older (up to 17 years and 11 months) ..... ❑ 17
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

A2c_X

A2c. Is the child a..?

Male ..... ❑ 1
Female ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

A2d – A2f IS FOR THE FOCAL CHILD ONLY, IF A1 = "3: MULTIPLE BIRTHS" THEN SELECT OLDEST BORN CHILD AS THE FOCAL CHILD.

A1=1 or 3 and Pri_Focal_child_unborn=1

A2d. How is the child related to [SPOUSE]?

BIOLOGICAL/ADOPTIVE CHILD ..... ❑ 1
STEP-CHILD ..... ❑ 2
FOSTER CHILD ..... ❑ 3
OTHER RELATIVE UNDER 18 ..... ❑ 4
OTHER DEPENDENT CHILD ..... ❑ 5
UNRELATED CHILD ..... ❑ 6

REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

A1=1 or 3 and Pri_Focal_child unborn=1

A2e. Is [CHILD] still living with you at least half the time?

YES **(SKIP TO QUESTION A1_30mon)** ..... ❑ 1
NO **(ASK QUESTION A2f)** ..... ❑ 2
REFUSED **(ASK QUESTION A2f)** ..... ❑ 7
DON'T KNOW **(ASK QUESTION A2f)** ..... ❑ 8

(A2e=2, 7 or 8)

A2f. And who does [CHILD] live with at least half the time? [INTERVIEWER: DO NOT READ CHOICES, HAVE RESPONDENT ANSWER AND CODE FOR RESPONSE.

Record Response: _____

SPOUSE ..... ❑ 1
BIOLOGICAL FATHER ..... ❑ 2
BIOLOGICAL MOTHER ..... ❑ 3
MATERNAL GRANDPARENT(S) ..... ❑ 4
PATERNAL GRANDPARENT(S) ..... ❑ 5
OTHER RELATIVE(S) ..... ❑ 6
FRIEND ..... ❑ 7
FOSTER CARE ..... ❑ 8
ADOPTIVE PARENT ..... ❑ 9
OTHER (SPECIFY) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

Let's get started with some questions I have for you about your family.

Section A: Household Structure

Ask A1_30mon to A5a_30mon if the respondent's base spouse finished Section A and reports no longer being together, based on values for <WHOFINISHEDSECTIONA> and <P_TOGETHER_1>/<P_TOGETHER_2>.

Read introduction script if respondent completed the 12-Month Survey or <FINAL_FOCALCHILD> is not missing, and if respondent reported having children in the household at baseline.

Now, I'd like to ask you some questions about the children that you had when you first entered the study, and any other children that you may have had since our last interview with you.

A1_30mon Since [RA DATE/DATE OF 12 MONTH INTERVIEW], have you [had/fathered] a baby? Please include any children you may have adopted since [RA DATE/DATE OF 12 MONTH INTERVIEW].

PROBE: This can be a baby you had with [BASE SPOUSE] or someone else.

YES, HAD ANOTHER CHILD/HAD OTHER CHILDREN ..... ❑ 1
NO **(SKIP TO A5_30mon)** ..... ❑ 2
MISCARRIAGE/STILL BIRTH/ABORTION/VOLUNTEERED **(SKIP TO A5_30mon)** ❑ 3
REFUSED **(SKIP TO A5_30mon)** ..... ❑ 97
DON'T KNOW **(SKIP TO A5_30mon)** ..... ❑ 98

(A1_30mon=1)
A2_30mon Since [RA DATE/DATE OF 12 MONTH INTERVIEW] how many children have you had/fathered?

NUMBER OF CHILDREN ..... _____
REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(A1_30mon=1)
A3_30mon Is [BASE SPOUSE] the [father/mother] of [this baby/these babies]?

PROBE: We are interested in babies you had or adopted since [RA DATE/DATE OF 12 MONTH INTERVIEW].

YES ..... ❑ 1
YES, BUT NOT ALL CHILDREN ..... ❑ 2
NO ..... ❑ 3
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(A1_30mon=1)
A4_30mon [Does this child/do these children] live with you at least half the time?

YES ALL CHILDREN LIVE WITH R **(SKIP TO A5_30mon)** ..... ❑ 1
YES, BUT NOT ALL OF THE CHILDREN LIVE WITH R ..... ❑ 2
NO, NONE OF THE CHILDREN LIVE WITH R **(SKIP TO A5_30mon)** ..... ❑ 3
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(A2_30mon>1 and A4_30mon≠1, 3)
A4a_30MON [IF A2_30mon IS GREATER THAN 1] How many of these children do not live with you at least half the time?

NUMBER OF CHILDREN ..... _____
REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(A1_30 mon = packed)
A5_30mon Are you currently pregnant or expecting a baby?

PROBE: This can be a baby you are expecting with [BASE SPOUSE] or someone else.

YES, EXPECTING A BABY NOW ..... ❑ 1
NO **(SKIP TO A3)** ..... ❑ 2
MISCARRIAGE/STILL BIRTH/ABORTION/VOLUNTEERED **(SKIP TO A3)** ..... ❑ 3
REFUSED **(SKIP TO A3)** ..... ❑ 97
DON'T KNOW **(SKIP TO A3)** ..... ❑ 98

(A5_30mon=1)
A5a_30mon. Is [BASE SPOUSE] the [father/mother] of [this baby/these babies]?

YES ..... ❑ 1
FOR MALES ONLY: YES, BUT NOT ALL BABIES ..... ❑ 2
NO ..... ❑ 3
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

Ask the A3 to A6A loop if respondent is the first in the couple to start and finish Section A, based on <WHOSTARTEDSECTIONA> and <WHOFINISHEDSECTIONA> values, or if respondent reports no longer being with their base spouse. These items should not be asked if children that the respondent lists in their household at Baseline or 12-Month were deceased at the date of this survey administration.

(During your initial interview with [PROGRAM NAME]/During last interview with us) you gave us some information about all the children living in your household. I'm going to ask you some questions about those children to make sure the information we have is correct.

ASK QUESTION A3-A5 FOR <u>ALL</u> CHILDREN LISTED AT BASELINE <u>and</u> ALL CHILDREN LISTED AT THE 12-MONTH FOLLOW-UP <u>*STARTING*</u> WITH FOCAL CHILD.

A3_X. Do you currently live in the same household as [CHILD]….?

All of the time **(SKIP TO A4b)** ..... ❑ 1
At least half of the time **(GO TO A3a)** ..... ❑ 2
Some of the time **(GO TO A3a)** ..... ❑ 3
None of the time **(GO TO A3a)** ..... ❑ 4
CHILD IS DECEASED **(SKIP TO CONDOLENCE SCRIPT)** ..... ❑ 5
REFUSED **(GO TO A3a)** ..... ❑ 7
DON'T KNOW **(GO TO A3a)** ..... ❑ 8

CONDOLENCE SCRIPT: I am sorry for your loss. Do you need to take a minute before we go on?
SKIP TO A3 FOR NEXT CHILD

A3a_X ***(A3=2,3,4,7,8)***
A3a. When did you stop living with [CHILD]?

PROBE: If you can remember it, we would like the date when you stopped living with [CHILD]. If you can't remember though, you can just give us the month and year.

DATE: _____/_____

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(A3=2,3,4,7,8)
A4_X. Who does child live with at least half of the time when [he/she] is not living with you?
[INTERVIEWER: DO NOT READ CHOICES, HAVE RESPONDENT ANSWER AND CODE FOR RESPONSE.]

Record Response: _____

SPOUSE ..... …❑ 1
BIOLOGICAL FATHER ..... ❑ 2
BIOLOGICAL MOTHER ..... ❑ 3

MATERNAL GRANDPARENT(S) ..... ❑ 4
PATERNAL GRANDPARENT(S) ..... ❑ 5
OTHER RELATIVE(S) ..... ❑ 6
FRIEND ..... ❑ 7
FOSTER CARE ..... ❑ 8
ADOPTIVE PARENT ..... ❑ 9
OTHER (SPECIFY) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(A3=2,3,4,7,8)
A4_1_X. Why does [CHILD] not live with you all the time?

INTERVIEWER: INSERT ANSWER AND CODE FOR RESPONSE

LEGAL CUSTODY AGREEMENT ..... ❑ 1
CHILD PROTECTIVE SERVICES/OTHER AGENCY COURT ORDERED LIVING ARRANGEMENT ..... ❑ 2
FINANCIAL PROBLEMS ..... ❑ 3
OWN HEALTH PROBLEMS ..... ❑ 4
CHILD'S HEALTH PROBLEMS ..... ❑ 5
NEIGHBORHOOD SAFETY ..... ❑ 6
INFORMAL AGREEMENT WITH OTHER CUSTODIAN ..... ❑ 7
CHILD INCARCERATED ..... ❑ 8
CHILD AWAY AT SCHOOL ..... ❑ 9
OTHER ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(A3=4,7,8)
A4a_X. In the last year, did you ever live in the same household as him/her?

YES **(GO TO A4b_1)** ..... ❑ 1
NO **(GO TO A5)** ..... ❑ 2
REFUSED **(GO TO A4b_1)** ..... ❑ 7
DON'T KNOW **(GO TO A4b_1)** ..... ❑ 8

(A3=1)
A4b_X. In the last year, did you ever live apart from [CHILD] for at least a month or more?

YES **(ASK A4b_1)** ..... ❑ 1
NO **(SKIP TO A5)** ..... ❑ 2
REFUSED **(ASK A4b_1)** ..... ❑ 7
DON'T KNOW **(ASK A4b_1))** ..... ❑ 8

A3=2, 3 or (A3=1 and A4b=1, 7, 8) or (A3=7, 8 and A4a=1,7, 8)
A4b_1_X**.** In the last year, how many months total did you and [CHILD] live apart?

Number months: _____**(NOTE: ANSWER MUST BE ≥1)**

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(***A3=4 and A4a=1,7,8)***
A4b_2_X. Including this current time of living apart, how many months have you and [CHILD] lived apart in the last year?

Number months: _____**(NOTE: ANSWER MUST BE ≥1)**

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(A3 ≠ 5 & C_DOB_x ≠ MISSING)
NOTE: C_DOB_x refers to dates of birth listed for children in the household, at baseline.
A5_X. Just to check, is his/her birthday [BIRTHDATE LISTED AT BASELINE]?

YES **(SKIP TO A3 FOR NEXT CHILD OR A7 IF ALL CHILDREN ARE COVERED)** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(C_dob_x = missing or A5=2)
A6_X. Can you please tell me his/her correct birthday?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(A6=1)
A6a_X. ENTER DATE.

Birthday: _____ / _____ / _____
MM DD YYYY

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

FOCALCHILD_NODOB_QU
BASE: A6≠1 and PRI_FOCAL_CHILD_UNBORN≠1 and PRI_FOCAL_CHILDID=X and WHOSTARTEDSECTIONA=PNUM and FOCALCHILD_NODOB_QU=missingA6a.

A6a_X. PROBE: Is the child between the ages of …?
0 to 12 months ..... ❑ 1
13 to 24 Months ..... ❑ 2
25 to 30 Months ..... ❑ 3
31 to 36 Months ..... ❑ 4
37 to 47 Months ..... ❑ 5
4 to 4 years and 11 months ..... ❑ 6
5 to 7 years and 11 months ..... ❑ 7
8 to 8 years and 5 months ..... ❑ 8
8 years and 6 months to 8 years and 11 months ..... ❑ 9
9 to 9 years and 11 months ..... ❑ 10
10 to 10 years and 11 months ..... ❑ 11
11 to 11 years and 11 months ..... ❑ 12
12 to 12 years and 11 months ..... ❑ 13
13 to 13 years and 11 months ..... ❑ 14
14 to 14 years and 11 months ..... ❑ 15
15 to 15 years and 11 months ..... ❑ 16
16 years and older (up to 17 years and 11 months) ..... ❑ 17
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

Ask A7 to A8F if respondent reports no longer being with spouse and their spouse has completed Section A or if respondent is the first to finish Section A, based on <P_TOGETHER> and <WHOFINISHEDSECTIONA> values.

A7. Are there any other children under the age of 18, including biological, adoptive, foster, step, or other children or relatives currently living in your home at least half the time **who we have not talked about**? Please include all biological, adoptive, foster, step, or other children or relatives.

YES ..... ❑ 1
NO **(SKIP TO A13)** ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(A7=1)
A8. How many children under the age of 18 are currently living in your home for at least half the time and **who I did not mention before**?

This will include biological, adoptive, foster, step, or other children or relatives currently living in your home at least half the time

Total number of children: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

If Respondent says there are children under 18 in the household who were not previously listed, ask A8A – A8F.

(A8 > 0) **A8a. What is the child's first name?**	**A8b. What is child's last name?**	**A8c. What is child's date of birth?**	**A8d. Is the child a…?**	**A8e. How is the child related to you?**	**A8f. How is the child related to [BASE SPOUSE]?**
A: First Name: _____ REFUSED.....❑ 7 DON'T KNOW.....❑ 8	Last Name: _____	____/_____/_____ MM DD YY	Male.....❑ 1 Female .....❑ 2 REFUSED .....❑ 7 DON'T KNOW.....❑ 8	Biological/adoptive child .....❑ 1 Step-child .....❑ 2 Foster child.....❑ 3 Other relative under 18.....❑ 4 Other dependent child .....❑ 5 Unrelated child .....❑ 6 REFUSED.....❑ 97 DON'T KNOW .....❑ 98	Biological/adoptive child .....❑ 1 Step-child.....❑ 2 Foster child .....❑ 3 Other relative under 18.....❑ 4 Other dependent child.....❑ 5 Unrelated child .....❑ 6 REFUSED.....❑ 97 DON'T KNOW.....❑ 98
B: First Name: _____ REFUSED.....❑ 7 DON'T KNOW.....❑ 8	Last Name: _____	____/_____/_____ MM DD YY	Male.....❑ 1 Female .....❑ 2 REFUSED .....❑ 7 DON'T KNOW.....❑ 8	Biological/adoptive child .....❑ 1 Step-child .....❑ 2 Foster child.....❑ 3 Other relative under 18.....❑ 4 Other dependent child .....❑ 5 Unrelated child .....❑ 6 REFUSED.....❑ 97 DON'T KNOW .....❑ 98	Biological/adoptive child .....❑ 1 Step-child.....❑ 2 Foster child .....❑ 3 Other relative under 18.....❑ 4 Other dependent child.....❑ 5 Unrelated child .....❑ 6 REFUSED.....❑ 97 DON'T KNOW.....❑ 98
C: First Name: _____ REFUSED.....❑ 7 DON'T KNOW.....❑ 8	Last Name: _____	____/_____/_____ MM DD YY	Male.....❑ 1 Female .....❑ 2 REFUSED .....❑ 7 DON'T KNOW.....❑ 8	Biological/adoptive child .....❑ 1 Step-child .....❑ 2 Foster child.....❑ 3 Other relative under 18.....❑ 4 Other dependent child .....❑ 5 Unrelated child .....❑ 6 REFUSED.....❑ 97 DON'T KNOW .....❑ 98	Biological/adoptive child .....❑ 1 Step-child.....❑ 2 Foster child .....❑ 3 Other relative under 18.....❑ 4 Other dependent child.....❑ 5 Unrelated child .....❑ 6 REFUSED.....❑ 97 DON'T KNOW.....❑ 98

CALCULATION OF FC_STATUS VARIABLE:
If Focal Child had not been selected, a FC_STATUS was based on information provided in this loop. <NON_RESIDENTIAL_FC> was a flag that the survey firm created and used in their CATI/CAPI survey administration, but did not provide in datasets. This flag indicated whether or not Focal Children lived in the household. Another flag, <LIVESWITHFOCALCHILD> also is used to indicate residential status of focal children, and is populated with responses from the A3 series that are determined to be about the focal child.

FC_STATUS
1 = Focal child available, asked all child questions
2 = No focal child, but other children in the household.
3 = No children at all in the household
4 = Non-Residential Focal child available, asked all child questions

LIVESWITHFOCALCHILD
1 = All of the time
2 = At least half of the time
3 = Some of the time
4 = None of the time
5 = Child is deceased
7 = Refused
8 = Don't Know
9 = Missing

Other Adults/Relatives in Households

BASE FOR A13 (Adult Household Roster):

Respondent finished Section A (WHOFINISHEDSECTIONA = PNUM) unless they report no longer being married to their base spouse (P_TOGETHER ≠ 1). The respondent must have completed the 12-Month Survey (P_12MONTH_COMPLETE = 1,3) or have a focal child (FINAL_FOCALCHILD ≠ missing), and have listed additional adults in the household at time of Baseline Survey, of whom one is a new spouse (A_SMPORIGINID_X ≠ missing and A_SMPORIGINID_X = 2,3). Respondent must also still live with their baseline spouse (A_PERSONSTATUSID_X = 1) or have indicated that they live with a new spouse (A_PERSONSTATUSID_X = 2,3)

(During your last interview with us/During the last time we spoke with your family, you gave us information about all the adults living in your household. I'm going to ask you some questions about those adults to make sure the information we have is correct.

ASK QUESTION A13 FOR ALL ADULTS LISTED AT 12-MONTH ROSTERED ADULTS

A13. Do you currently live in the same household as [ADULT]….?

YES, AT LEAST HALF OF THE TIME **(SKIP TO A9_1 once thru all adults listed)** ❑ 1
NO ❑ 2
PERSON IS DECEASED **(SKIP TO CONDOLENCE SCRIPT)** ❑ 5
REFUSED ❑ 7
DON'T KNOW**)** ❑ 8

CONDOLENCE SCRIPT: I am sorry for your loss. Do you need to take a minute before we go on?
SKIP TO A13 FOR NEXT ADULT

Base: (WHOFINISHEDSECTIONA ≠ PNUM & P_TOGETHER ≠1) OR WHOFINISHEDSECTIONA=PNUM

A9_1. Are there any other adults 18 years or older who are currently living in your home at least half the time [IF p_12 MONTH COMPLETE= 1 OR 3:] **and who I did not mention before**?

NOTE: THIS INCLUDES THE BASE SPOUSE OR NEW SPOUSE

YES ❑ 1
NO **(SKIP TO SECTION B)** ❑ 2
REFUSED ❑ 7
DON'T KNOW ❑ 8

(A9_1=1)

A9. How many adults over the age of 18, including yourself, live in your home at least half the time [IF p_12 MONTH COMPLETE= 1 OR 3:] **and who I did not mention before**?

Total number of adults: _____

REFUSED ..... ❑ -1

DON'T KNOW ..... ❑ -2

(A9 > 1)

A10. Can you tell me the first and last name of each of the adults living in your home at least half the time, their gender and their relationship to you?

	NAME	(A10d_xx=1-15) Gender	(A10e_xx=1 -15) How is (PERSON'S NAME) related to you? RELATIONSHIP TO RESPONDENT (ENTER THE NUMBER FROM THE LIST BELOW THAT CORRESPONDS TO THE RESPONSE)
A10a.	_____	Male ..... ❑ 1 Female ... ❑ 2	_____
A10b.	_____	Male ..... ❑ 1 Female ... ❑ 2	_____
A10c.	_____	Male ..... ❑ 1 Female ... ❑ 2	_____

1 – Spouse
2 – New Husband
3 – New Wife
4 – Son
5 – Daughter
6 – Mother,
7 – Mother-in-law
8 – Father
9 – Father-in-law
10 – Brother
11 – Sister
12 – Unmarried Partner
13 – Boyfriend/Girlfriend
14 – Son-in-law
15 – Daughter-in-law
16 – Niece
17 – Nephew
18 – Grandmother, Grandmother-in-law
19 – Grandfather, Grandfather-in-law
20 – Other non-related person
95 – Other (specify)
99 - Missing

Section B: Marital Status and Stability

Ask Respondent Section B if <P_TOGETHER> ≠ 3 (WIDOW)
IF P_TOGETHER = 1 WE ASK B1, B2, B3 AND B4 OF HUSBAND THEN SKIP TO NEXT SECTION.

ASK ALL OF WIVES

IF TOGETHER=(2,7,8) BASE ALL (HUSBAND/WIFES)

The next questions are about you and [BASE SPOUSE].

B1. Are you and [SPOUSE] currently…

Married? ..... ❑ 1
In a committed relationship or romantically involved ..... ❑ 6
Divorced? **(SKIP TO QUESTION B2a)**..... ❑ 2
Separated or broken up (**SKIP TO QUESTION B2a)** ..... ❑ 3
HAD MARRIAGE ANNULLED? **(SKIP TO QUESTION B2a)** ..... ❑ 4
WIDOWED (SKIP TO WIDOW SCRIPT)..... ❑ 5
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

WIDOW SCRIPT: "I am so sorry to hear about your loss.

WAIT FOR RESPONSE. Do you think that it would be alright for me to ask you a few questions about you and your children? WAIT FOR RESPONSE, IF RESPONDENT ANSWERS "NO," SAY: "Would another time be better?"
IF <B1> = 5 [WIDOW], WE SKIP TO SECTION D.

(B1=1,6,97,98)
B2. Are you and [BASE SPOUSE] currently living together…

All of the time ..... ❑ 1
Most of the time..... ❑ 2
Some of the time ..... ❑ 3
None of the time..... ❑ 4
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(B1=2,3,4 or B2=4)

B2a. [SEPARATED/MARRIAGE ANNULLED/LIVING APART] When did you and [BASE SPOUSE] start living apart?

(B1=2)

[DIVORCED] When did you and [BASE SPOUSE] get a divorce?

PROBE: If you don't know the exact date, you can just give me the month and year.

(B2A=1) ***(B2A=1)***

ENTER DATE _____/_____
MM YYYY

7=REFUSED
8=DON'T KNOW

CALCULATION OF <DIVORCE_MONTH> TAKES PLACE AFTER B2a

If Respondent reports being divorced, separated, having their marriage annulled or living apart from their spouse (B1 = 2,3,4 or B2 = 4), then <DIVORCE_MONTH> is calculated. If the calculated time between the interview date (<DATEFIN_MO> and <DATEFIN_YR>) and their date of separation (<B2A_MO> and <B2A_YR>) from <B2A> is greater than 3 months, then DIVORCE_MONTH = 1. If the calculated time is less than 3 months, then <DIVORCE_MONTH> = 2.

(B1 ≠5)

B3. [**ASK INTRO ONLY IF B2=1,2,3:** Many couples who live together may not always see each other all the time due to work schedules and other conflicts.] Over the last three months, how often did you and [BASE SPOUSE] *see* each other? Was it…

Every day or almost every day ..... ❑ 1
A few times a week ..... ❑ 2
A few times a month ..... ❑ 3
1 or 2 times in the past 3 months ..... ❑ 4
Hardly ever or never ..... ❑ 5
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(B1 ≠5)

B4. Over the last three months, how often did you and [BASE SPOUSE] *talk* to each other? Was it…

Every day or almost every day ..... ❑ 1
A few times a week ..... ❑ 2
A few times a month ..... ❑ 3
1 or 2 times in the past 3 months ..... ❑ 4
Hardly ever or never ..... ❑ 5

REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

CALCULATION OF <MARRIAGE_FLAG> TAKES PLACE AFTER B4

1=MARRIED, LIVING TOGETHER: (B1=1 AND B2=1,2,3,97,98) OR (B1=6)
2=MARRIED, LIVING APART: (B1=1 AND B2=4)
3=DIVORCED: (B1=2)
4=SEPARATED: (B1=3)
5=ANNULLED: (B1=4)
6=WIDOW: (B1=5) OR P_TOGETHER=3
else MARRIAGE_FLAG=1 Married living together

BASE: P_TOGETHER ≠ 3 (Widow) and B1 ≠ 5
For Husband: P_TOGETHER ≠ 1 or MARRIAGE_FLAG ≠ 1
For Wife: MARRIAGE_FLAG = 1

B5. In the last year, have you and [BASE SPOUSE] lived apart for one or more nights? For example, this could include times when you and your spouse were not getting along or when you or your spouse traveled for work, were deployed for the military, or visited family or friends, and one or both of you did not spend the night at home as a result.

YES ..... ❑ 1
NO **(SKIP TO SECTION C)** ..... ❑ 2
REFUSED **(SKIP TO SECTION C)** ..... ❑ 7
DON'T KNOW **(SKIP TO SECTION C)** ..... ❑ 8

Base for B5A to B7:
(For Husband: P_TOGETHER ≠ 1,3 and MARRIAGE_FLAG ≠ 1
For Wife: P_TOGETHER ≠ 3 and MARRIAGE_FLAG = 1 and B1 ≠ 5 and B5 = 1)
OR
if MARRIAGE_FLAG = 2,3,4,5

B5a. **FOR OPTION 1: MARRIAGE_FLAG = 1**
OPTION 1: How many times have you and [BASE SPOUSE] lived apart for one or more nights in the last year?

FOR OPTION 2: MARRIAGE_FLAG = 2,3,4,5
OPTION 2: Including this current time of living apart, how many times have you and [BASE SPOUSE] lived apart in the last year?
[ASK OPTION 2 IN QUESTIONS B6 AND B7]

Number of times: _____ **NOTE: ANSWER MUST BE ≥1)**

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

B5A>0

B6. **OPTION 1:** Thinking about all of the times that you and [BASE SPOUSE] have lived apart in the last year, what is the total amount of time (in days or months) that you and [BASE SPOUSE] have lived apart?

OPTION 2: Thinking about all of the times that you and [BASE SPOUSE] lived apart in the last year, including this most recent spell apart, what is the total amount of time (in days or months) that you and [BASE SPOUSE] have lived apart?

PROBE: If you don't know the exact amount of time, you can just give me an estimate in days or months of how long you think you were living apart.

<B6DAY>		**<B6MONTHS>**
_____	Days and	_____ Months
(B6=1,3)		**(B6=2,3)**

INTERVIEWER NOTE: If less than 1 month, enter number of days, and enter 0 for months. If more than 1 month, enter number of months rounded to the nearest month.
Base: B6MONTHS: B5A>0 and B6= 2,3

Base: B6DAYS B5A>0 and B6 = 1,3

CATI NOTE: VALUES FOR DAYS: 0-31 / MONTHS: 0-12

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

B5A>0

B7. **OPTION 1:** For the most recent spell that you and [BASE SPOUSE] lived apart from one another, can you tell me what the main reason was for your separation?

OPTION 2: Can you tell me what the main reason is that you and [BASE SPOUSE] [IF Marital Flag=1, 2, 3 do not currently live together]? [IF MARITAL FLAG=4, divorced]?

[INTERVIEWER: DO NOT READ CHOICES, CODE FOR THE RESPONSE THE RESPONDENT GIVES. IF RESPONDENT CANNOT COME UP WITH A REASON, THEN READ LIST.]

COMMUNICATION PROBLEMS/ARGUING TOO MUCH ..... ❑ 1
FINANCIAL PROBLEMS/COULDN'T KEEP JOB ..... ❑ 2
POOR PARENTING/BAD ROLE MODEL ..... ❑ 3
ALCOHOL OR DRUG PROBLEMS ..... ❑ 4
DOMESTIC VIOLENCE OR ABUSE ..... ❑ 5
INFIDELITY/UNFAITHFULNESS/CHEATING ..... ❑ 6
WORKS FAR AWAY/BUSINESS TRAVEL ..... ❑ 7
LACK OF SUPPORT FROM FAMILY MEMBERS ..... ❑ 8
INCARCERATED/IN JAIL ..... ❑ 9
IN THE MILITARY ..... ❑ 10

OTHER SPECIFY_____) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(B7≠97,98)

B7a. Was the reason you and [BASE SPOUSE] [did/do not live together/divorced] because of you, because [BASE SPOUSE], or because of both of you?

YOU ..... ❑ 1
[BASE SPOUSE] ..... ❑ 2
BOTH ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Section C: Marital Relationship Outcomes

BASE FOR SECTION C:

IF MARRIAGE_FLAG=SEPARATED OR DIVORCED, ***SKIP ITEMS WHERE NOTED***
IF B3 = 5,97,98 AND B4 = 5,97,98, ***SKIP TO SECTION D***
B3 = HOW OFTEN DID YOU AND SPOUSE SEE EACH OTHER
B4 = HOW OFTEN DID YOU AND SPOUSE TALK TO EACH OTHER
5 = HARDLY EVER OR NEVER

C1. The next questions are about your relationship with [BASE SPOUSE]. Please tell me if you *strongly agree, agree, disagree, or strongly disagree* with the following statements.

IF MARRIAGE_FLAG=SEPARATED: We realize that you are not currently living with [BASE SPOUSE] but we would like to ask you some questions about him/her to understand what your current relationship is like.

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
(marriage_flag≠6) C1a. [BASE SPOUSE] understands that there are times when I do not feel like talking, and times when I do.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C1b. **SKIP IF DIVORCED OR SEPARATED**: I trust [BASE SPOUSE] completely.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C1c. **SKIP IF DIVORCED OR SEPARATED**: [BASE SPOUSE] knows and understands me.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C1d. **SKIP IF DIVORCED OR SEPARATED:** I am comfortable expressing how I feel about sex with [BASE SPOUSE].	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C1e. **SKIP IF DIVORCED OR SEPARATED:** I can count on [BASE SPOUSE] to be there for me.	❑1	❑2	❑3	❑4	❑7	❑8

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
(marriage_flag≠6) C1f. It is hard for me to talk with [BASE SPOUSE] about the important things in our lives.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C1g. **SKIP IF DIVORCED OR SEPARATED:** I believe this relationship can be strong even through hard times.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C1h. I feel appreciated by [BASE SPOUSE].	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C1i. **SKIP IF DIVORCED OR SEPARATED:** [BASE SPOUSE] expresses love and affection towards me.	❑1	❑2	❑3	❑4	❑7	❑8

C2. The following question is about how you and [BASE SPOUSE] feel about your children. When thinking of this question please include your biological, adoptive, and stepchildren. Please tell me if you *strongly agree, agree, disagree, or strongly disagree* with the following statement.

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
(marriage_flag≠6 and liveswithfocal≠5 and fc_status=1, 2, 4) C2a. **SKIP IF NO FC, NO REPLACEMENT, NO CHILDREN IN HH**: I could/can raise my kids just as well without [BASE SPOUSE].	❑1	❑2	❑3	❑4	❑7	❑8

C3. These next questions are about extended family, such as grandparents, parents, sisters and brothers, aunts and uncles, and so on. Please tell me if you *strongly agree, agree, disagree, or strongly disagree.*

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
(marriage_flag≠3,4,5,6) C3a. **SKIP IF DIVORCED OR SEPARATED**: I can count on [BASE SPOUSE] to help with whatever problems my extended family faces.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C3b. **SKIP IF DIVORCED OR SEPARATED**: [BASE SPOUSE] respects and values my extended family.	❑1	❑2	❑3	❑4	❑7	❑8

C4. In the last month…[READ ITEM]…Was it daily, 2-3 times a week, about once a week, about once a month, or never?

	Was it…						
	Daily	2-3 Times a Week	Once a week	Once a month	Never	REF	DK
(marriage_flag≠3,4,5,6) C4a. **SKIP IF DIVORCED OR SEPARATED:** How often did you and [BASE SPOUSE] spend time together as a couple alone?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(marriage_flag≠6 and liveswithfocal≠5 and FC_Status=1 ,2, 4) C4b. **SKIP IF NO FC, NO REPLACEMENT, NO CHILDREN IN HH**: How often did you and [BASE SPOUSE] spend time together with your children?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(marriage_flag≠6) C4c. How often did you and [BASE SPOUSE] talk about things that happened during your day.	❑1	❑2	❑3	❑4	❑5	❑7	❑8

C5. In the last month, please indicate whether each of the following happened *often*, *sometimes*, *hardly ever*, or *never.*

	Often	Sometimes	Hardly Ever	Never	REF	DK
(marriage_flag≠6) C5a. [BASE SPOUSE] listened to me when I needed someone to talk to.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C5b. **SKIP IF DIVORCED OR SEPARATED:** [BASE SPOUSE] and I have similar views about what is important in life.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C5c. **SKIP IF DIVORCED OR SEPARATED**: I did things to show [BASE SPOUSE] I value him/her.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C5d. **SKIP IF DIVORCED OR SEPARATED:** We enjoyed doing even ordinary, day-to-day things together.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5e. Small issues suddenly became big arguments.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5f. [BASE SPOUSE] and I were good at working out our differences.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5g. When we argue, past hurts got brought up again.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5h. [BASE SPOUSE] was rude and mean to me when we disagreed.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5i. [BASE SPOUSE] seemed to view my words or actions more negatively than I meant them to be.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5j. I felt respected even when we disagreed.	❑1	❑2	❑3	❑4	❑7	❑8

	Often	Sometimes	Hardly Ever	Never	REF	DK
(marriage_flag≠6) C5k. During arguments [BASE SPOUSE] and I were good at taking breaks when we needed them.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5l. [BASE SPOUSE] and I stayed mad at one another after an argument.	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C5m. Our arguments became very heated.	❑1	❑2	❑3	❑4	❑7	❑8

C6. In the last month, when you had a serious disagreement with [BASE SPOUSE], how often did you…

	Often	Sometimes	Hardly Ever	Never	REF	DK
(marriage_flag≠6) C6a. Just keep your thoughts to yourself?	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C6b. Discuss your disagreements respectfully?	❑1	❑2	❑3	❑4	❑7	❑8
(Marriage_flag≠6 and liveswithfocal≠5 and FC_Status=1,2, 4) C6c. **SKIP IF NO FC, NO REPLACEMENT, NO CHILDREN IN HH**: Argue in front of the children?	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6) C6d. Worked on it together to find a resolution?	❑1	❑2	❑3	❑4	❑7	❑8

C7. How satisfied are you with [INSERT ITEM]? Are you very satisfied, somewhat satisfied, somewhat dissatisfied, or very dissatisfied?

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	REF	DK
(marriage_flag≠6) C7a. The way you and [BASE SPOUSE] communicate?	❑1	❑2	❑3	❑4	❑7	❑8

	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied	REF	DK
(marriage_flag≠6) C7b. The way you and [BASE SPOUSE] handle your disagreements?	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C7c. **SKIP IF DIVORCED OR SEPARATED:** The amount of time you spend together as a couple?	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C7d. **SKIP IF DIVORCED OR SEPARATED:** Your sex life?	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C7e. **SKIP IF DIVORCED OR SEPARATED:** How you divide household chores?	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠3,4,5,6) C7f. **SKIP IF DIVORCED OR SEPARATED:** The way that you and [BASE SPOUSE] handle your finances together?	❑1	❑2	❑3	❑4	❑7	❑8

(marriage_flag≠6)

C8. In the last month, how often did you and [BASE SPOUSE] have a serious disagreement? Was it *often, sometimes, hardly ever, or never*?

Often ..... ❑ 1
Sometimes ..... ❑ 2
Hardly ever ..... ❑ 3
Never ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Marriage_flag≠3,4,5,6)
SKIP C9 IF DIVORCED/MARRIAGE ANNULLED/SEPARATED: The next question is about how happy or unhappy you are with your marriage to or relationship with [BASE SPOUSE].

C9. All things considered, on a scale from 1 to 7, where 1 is "completely unhappy" and 7 is "completely happy," how happy are you with your marriage to or relationship with [BASE SPOUSE]? INTERVIEWER INSTRUCTION: IF RESPONDENT SEEMS CONFUSED BY THE USE OF THE WORD MARRIAGE, OR IS HESITANT TO REPLY, INSTRUCT THE RESPONDENT TO ANSWER THE QUESTION BASED ON HIS/HER RELATIONSHIP WITH <SPOUSE>.

1	2	3	4	5	6	7
❑	❑	❑	❑	❑	❑	❑

REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

Section D: Co-Parenting and Parenting

IF NO CHILDREN IN HOUSEHOLD, SKIP TO SECTION F.
IF FC_STATUS =3, SKIP TO SECTION F
1 = FOCAL CHILD ALIVE
2= FOCAL CHILD/REPLACEMENT IS DECEASED WITH OTHER KIDS IN HH
3= FOCAL CHILD/REPLACEMENT IS DECEASED AND NO OTHER KIDS IN HH
4= NON-RESIDENTIAL FOCAL CHILD AVAILABLE
IF MARRIAGE_FLAG = 6 WIDOWED SKIP TO D5
IF B3 = 5,7,8 AND B4 = 5,7,8; SKIP TO D5
*B3 = HOW OFTEN DID YOU AND SPOUSE **SEE** EACH OTHER*
*B4 = HOW OFTEN DID YOU AND SPOUSE **TALK TO** EACH OTHER*
5 = HARDLY EVER OR NEVER
97 = REFUSED
98 = DON'T KNOW

Base for D1: If FC_STATUS=1,2,4 and MARRIAGE _FLAG≠6 and B3≠5,97,98 and B4≠5,97,98

D1. The next set of questions are about how parents work together raising their child(ren). Which of the following statements best describes your relationship with [BASE SPOUSE] when it comes to parenting?

We get along very well ..... ❑ 1
We get along okay ..... ❑ 2
We do not get along well at all ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING ..... ❑ 9

Base for D2: If FC_STATUS=1,2,4 and MARRIAGE _FLAG≠6 and B3≠5,97,98 and B4≠5,97,98

D2. For each of these items, do you *strongly agree*, *agree*, *disagree*, or *strongly disagree* with the statement:?

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
D2a. When there is a problem with the child(ren), [BASE SPOUSE] and I work out a good solution together.	❑1	❑2	❑3	❑4	❑7	❑8
D2b. [BASE SPOUSE] acts like the kind of parent I want for my child(ren).	❑1	❑2	❑3	❑4	❑7	❑8
D2c. When I'm having a rough day with the child(ren), I can turn to [BASE SPOUSE] for support and advice.	❑1	❑2	❑3	❑4	❑7	❑8

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
D2d. When I have to make rules for the child(ren), [BASE SPOUSE] backs me up.	❑1	❑2	❑3	❑4	❑7	❑8

Base for D3: If FC_STATUS=1,4 and MARRIAGE _FLAG≠6 and B3≠5,97,98 and B4≠5,97,98

D3. In the last month, how often did you talk with [BASE SPOUSE] [INSERT STATEMENT]? Was it *often, sometimes, hardly ever, or never*?

Was it…

	Often	Sometimes	Hardly Ever	Never	REF	DK
D3a. About how things went in [FOCAL CHILD]'s day	❑1	❑2	❑3	❑4	❑7	❑8
(marriage_flag≠6 and FC_status=1, 4 and B3≠5,97,98 and B4≠ 5,97,98 and focalchild_nodob_qu=5-17) D3b. [IF FC IS 37 months OR OLDER] About how [FOCAL CHILD] is doing in school/preschool/daycare	❑1	❑2	❑3	❑4	❑7	❑8
D3c. About how [FOCAL CHILD] spends his/her time	❑1	❑2	❑3	❑4	❑7	❑8

Base for D4: If FC_STATUS=1,2,4 and MARRIAGE _FLAG≠6 and B3≠5,97,98 and B4≠5,97,98

D4. Now I would like to read you a list of issues that parents may have disagreements about. For each one, please tell me how often you and [BASE SPOUSE] disagree.

How often would you say you disagree about …	Often	Sometimes	Hardly Ever	Never	REF	DK
D4a. Setting rules for or disciplining the child(ren)	❑1	❑2	❑3	❑4	❑7	❑8
D4b. The activities that the child(ren) participate in	❑1	❑2	❑3	❑4	❑7	❑8
D4c. How money is spent on the child(ren)	❑1	❑2	❑3	❑4	❑7	❑8
D4d. Who does childcare tasks	❑1	❑2	❑3	❑4	❑7	❑8
D4e. The amount of time each of you spends with the child(ren)	❑1	❑2	❑3	❑4	❑7	❑8

Now, I'd like to ask you some questions about [FOCAL CHILD]…

(FC_status=1,4 and focalchild_nodob_qu=3-17)

D5. [IF FOCAL CHILD IS OLDER THAN 24 MONTHS] During the past month, how often have you sent a card, letter, e-mail, text message, or made a phone call to [FOCAL CHILD]? Was it…

Everyday or nearly every day ..... ❑ 1
A few times a week ..... ❑ 2
A few times in the last month ..... ❑ 3
Only once or twice, or ..... ❑ 4
Not at all ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING ..... ❑ 9

(Fc_status=1, 4)

D6. During the past month, about how often did you spend one or more hours a day with [FOCAL CHILD]? Was it…

Everyday or nearly every day ..... ❑ 1
A few times a week ..... ❑ 2
A few times in the last month ..... ❑ 3
Only once or twice, or ..... ❑ 4
Not at all ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING ..... ❑ 9

NOTE: IF D5 AND D6=5 (PARENT DOES NOT HAVE CONTACT OR SEE FOCAL CHILD), SKIP TO SECTION E.

IF FOCAL CHILD IS LESS THAN 4 YEARS 11 MONTHS, ASK Q.D7
IF FOCAL CHILD IS 5 YEARS TO 8 YEARS, 11 MONTHS, SKIP TO D8.
IF FOCAL CHILD IS 9 YEARS OLD AND OLDER, SKIP TO D9.

Involvement/Engagement (4 years, 11 months or younger)

IF [FOCAL CHILD] IS 4 YEARS 11 MONTHS OLD OR YOUNGER ASK ITEMS D7a – D7e.

(D5≠5 and D6≠5 and focalchild_nodob_qu=1-6 and FC_Status=1, 4)

D7. About how often in the past month have you…

	Every Day or Almost Every Day	A Few Times a Week	A Few Times This Past Month	Never	REF	DK
D7a. Played inside with games or toys with [FOCAL CHILD]?	❑1	❑2	❑3	❑4	❑7	❑8
D7b. Taken [FOCAL CHILD] for a walk or to play outside?	❑1	❑2	❑3	❑4	❑7	❑8
D7c. Sung songs or nursery rhymes with [FOCAL CHILD]?	❑1	❑2	❑3	❑4	❑7	❑8
D7d. Read books or told stories to [FOCAL CHILD]?	❑1	❑2	❑3	❑4	❑7	❑8
D7e. Dealt with [FOCAL CHILD] when he/she did something wrong?	❑1	❑2	❑3	❑4	❑7	❑8

<D7e_never>
(D7e=4)
IF D7e is 'Never,' then ask: Was this because [FOCAL CHILD] did not do anything wrong in the past month?_____

OTHER ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Involvement/Engagement (5 years to 8 years, 11 months)

IF [FOCAL CHILD] IS 5 YEARS - 8 YEARS 11 MONTHS OLD ASK ITEM D8a – D8e.

(D5≠5 and D6≠5 and focalchild_nodob_qu=7,8,9 and FC_Status=1, 4)

D8. About how often in the past month have you…

	Every Day or Almost Every Day	A Few Times a Week	A Few Times This Past Month	Never	REF	DK
D8a. Talked with [FOCAL CHILD] about school, grades, and/or other things that he/she does at school?	❑1	❑2	❑3	❑4	❑7	❑8
D8b. Spent time with [FOCAL CHILD] doing one of his/her favorite activities, like shopping, playing a sport, going to a movie, watching TV, or playing videogames?	❑1	❑2	❑3	❑4	❑7	❑8
D8c. Talked with [FOCAL CHILD] about his/her friends?	❑1	❑2	❑3	❑4	❑7	❑8
D8d. Read a book with [FOCAL CHILD] or talked about a book he/she was reading?	❑1	❑2	❑3	❑4	❑7	❑8
D8e. Dealt with [FOCAL CHILD] when he/she did something wrong?	❑1	❑2	❑3	❑4	❑7	❑8

<D8e_never>
(D8e=4)

IF D8e is 'Never,' then ask: Was this because [FOCAL CHILD] did not do anything wrong in the past month?_____

OTHER..... ❑ 5

REFUSED ..... ❑ 7

DON'T KNOW ..... ❑ 8

Involvement/Engagement (9 years to 17 years)

IF [FOCAL CHILD] IS 9 YEARS – 17.11 YEARS OLD ASK ITEM D9a – D9e.
(D5≠5 and D6≠5 and focalchild_nodob_qu=10-17 and FC_Status=1, 4)

D9. About how often in the past month have you:

	Every Day or Almost Every Day	A Few Times a Week	A Few Times This Past Month	Never	REF	DK
D9a. Talked with [FOCAL CHILD] about school, grades, and/or other things that he/she does at school?	❑1	❑2	❑3	❑4	❑7	❑8
D9b. Spent time with [FOCAL CHILD] doing one of his/her favorite activities, like shopping, playing a sport, going to a movie, watching TV, or playing videogames?	❑1	❑2	❑3	❑4	❑7	❑8
D9c. Talked with [FOCAL CHILD] about his/her friends or dating relationships?	❑1	❑2	❑3	❑4	❑7	❑8
D9d. Talked about a book [FOCAL CHILD] was reading?	❑1	❑2	❑3	❑4	❑7	❑8
D9e. Dealt with [FOCAL CHILD] when he/she did something wrong?	❑1	❑2	❑3	❑4	❑7	❑8

<D9e_never>
(D9e=4)

IF D9e is 'Never,' then ask: Was this because [FOCAL CHILD] did not do anything wrong in the past month?_____

OTHER..... ❑ 5

REFUSED ..... ❑ 7

DON'T KNOW ..... ❑ 8

Monitoring/Supervision

NOTE: IF [FOCAL CHILD] IS 5 YEARS OLD OR OLDER ASK ITEM D10a –D10d, OTHERWISE SKIP TO D11.

(D5≠5 and D6≠5 and focalchild_nodob_qu=7-17 and FC_Status=1, 4)

D10. Over the past month, how often did you know…

Would you say it is…

	Always	Usually	Sometimes	Almost Never	Never	REF	DK
D10a. Where (FOCAL CHILD) spent his or her free time?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D10b. How (FOCAL CHILD) spent his or her money or allowance?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D10c. Whether (FOCAL CHILD) had finished his/her schoolwork or studying?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D10d. Which TV programs (FOCAL CHILD) watched?	❑1	❑2	❑3	❑4	❑5	❑7	❑8

Warmth and Harsh Discipline

(D5≠5 and D6≠5 and FC_Status=1, 4)

D11. Over the past month, how often have you…

Was it…

	Every Day or Almost Every Day	A Few Times a Week	A Few Times This Past Month	Never	REF	DK
D11a. Told [FOCAL CHILD] that you love (him/her)?	❑1	❑2	❑3	❑4	❑7	❑8
D11b. Praised [FOCAL CHILD] or told (him/her) that you appreciated something that (he/she) did?	❑1	❑2	❑3	❑4	❑7	❑8
D11c. Laughed with (FOCAL CHILD)?	❑1	❑2	❑3	❑4	❑7	❑8
D11d. Argued with [FOCAL CHILD]?	❑1	❑2	❑3	❑4	❑7	❑8
D11e. Lost your temper with [FOCAL CHILD]?	❑1	❑2	❑3	❑4	❑7	❑8
D11f. Yelled, shouted, screamed at, or threatened [FOCAL CHILD] because you were mad at (him/her)?	❑1	❑2	❑3	❑4	❑7	❑8

Was it…

	Every Day or Almost Every Day	A Few Times a Week	A Few Times This Past Month	Never	REF	DK
D11g. Hit, spanked, grabbed or used physical punishment with [FOCAL CHILD]?	❑1	❑2	❑3	❑4	❑7	❑8

(D5≠5 and D6≠5 and FC_Status=1, 4)

D12. How close do you feel to [FOCAL CHILD]? Would you say *very close, quite close, fairly close, or not very close*?

Very close ..... ❑ 1
Quite close ..... ❑ 2
Fairly close, or ..... ❑ 3
Not very close ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING ..... ❑ 9

Responsive and Empathetic Parenting

(D5≠5 and D6≠5 and FC_Status=1, 4)

D13. During the past month, how often have you….[INSERT STATEMENT]? Was it…

	Always	Usually	Sometimes	Almost Never	Never	REF	DK
D13a. Considered [FOCAL CHILD'S] thoughts and feelings when making rules for [him/her].	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D13b. Taken [FOCAL CHILD's] thoughts and feelings into account when you disagreed.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D13c. Explained your reasons to [FOCAL CHILD] for when you wanted him/her to do something or not do something?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D13d. Made decisions that affected [FOCAL CHILD] without talking it over with him/her first?	❑1	❑2	❑3	❑4	❑5	❑7	❑8

Section E: Parent Involvement

BASE FOR ENTIRE SECTION E: FC_STATUS=1,4

NOTE: THERE ARE TWO SUBSECTIONS IN SECTION E

SUBSECTION 1: FOR CASES WHERE 12-MONTH SURVEY WAS NOT COMPLETED AND FC WILL COME FROM PREGNANCY.

BASE FOR NQ2:

LIVESWITHFOCAL = missing

or

Respondent does not live with their newborn focal child
(<WHICHFOCALCHILDSELECTED> = 2 and <LIVESWITHFOCAL> = 2,4,7,8) and
WHOFINISHEDSECTIONA = respondent
or
P_TOGETHER = 1 and WHOFINISHEDSECTIONA ≠ respondent and NQ2 = missing

NQ2. Do you currently live in the same household as [CHILD]….?
NOTE: NQ2 was one of a few items added in later versions of the survey, and its responses affect receipt of the following series of additional questions (A3A_PREG to A4B_2_PREG) which were later included in Section A. Respondents who were missing NQ2 because they received an older version of the survey can have responses populated if their spouse receives a new version of the survey. Please see page 46 of this survey for more information about population of these additional Section A items.

All of the time ..... ❑ 1
At least half of the time ..... ❑ 2
Some of the time ..... ❑ 3
None of the time ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(NQ2=2,3,4,7,8) variables are: A3A_PREG AND A3A_1_PREG

A3a_preg. When did you stop living with [CHILD]?

PROBE: If you can remember it, we would like the date when you stopped living with [CHILD]. If you can't remember though, you can just give us the month and year.

DATE: _____/_____

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(NQ2=2,3,4,7,8)

A4_preg. Who does child live with at least half of the time when [he/she] is not living with you? [INTERVIEWER: DO NOT READ CHOICES, HAVE RESPONDENT ANSWER AND CODE FOR RESPONSE.]

Record Response: _____

SPOUSE ..... ❑ 1
BIOLOGICAL FATHER ..... ❑ 2
BIOLOGICAL MOTHER ..... ❑ 3
MATERNAL GRANDPARENT(S) ..... ❑ 4
PATERNAL GRANDPARENT(S) ..... ❑ 5
OTHER RELATIVE(S) ..... ❑ 6
FRIEND ..... ❑ 7
FOSTER CARE ..... ❑ 8
ADOPTIVE PARENT ..... ❑ 9
OTHER (SPECIFY) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(NQ2=2,3,4,7,8)

A4_1_preg. Why does [CHILD] not live with you all the time?

INTERVIEWER: INSERT ANSWER AND CODE FOR RESPONSE

LEGAL CUSTODY AGREEMENT ..... ❑ 1
CHILD PROTECTIVE SERVICES/OTHER AGENCY COURT ORDERED LIVING ARRANGEMENT ..... ❑ 2
FINANCIAL PROBLEMS ..... ❑ 3
OWN HEALTH PROBLEMS ..... ❑ 4
CHILD'S HEALTH PROBLEMS ..... ❑ 5
NEIGHBORHOOD SAFETY ..... ❑ 6
INFORMAL AGREEMENT WITH OTHER CUSTODIAN ..... ❑ 7
CHILD INCARCERATED ..... ❑ 8
CHILD AWAY AT SCHOOL ..... ❑ 9
OTHER ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

IF NQ2 ≠ 4-None of the time THEN SKIP TO A4b_preg
(NQ2=4, 7, 8)

A4a_preg. In the last year, did you ever live in the same household as him/her?

YES ..... ❑ 1
NO **(GO TO SUBSECTION 2)** ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(FC_STATUS =1,4 and LIVESWITHFOCAL=2,4,7,8 and WHICHFOCALCHILDSELECTED=2 and WHOFINISHEDSECTIONA=PNUM and NQ2=1)

A4b_preg. **OPTION 1:** In the last year, did you ever live apart from [CHILD] for at least a month or more?

YES **(ASK A4b_1)** ..... ❑ 1
NO **(SKIP TO SUBSECTION 2)** ..... ❑ 2
REFUSED **(SKIP TO SUBSECTION 2)** ..... ❑ 7
DON'T KNOW **(SKIP TO SUBSECTION 2)** ..... ❑ 8

(NQ2=2,3 or (NQ2=1 and A4B_PREG=1) or (NQ2=7,8 and A4A_PREG≠2)))

A4b_1_preg**.** In the last year, how many months total did you and [CHILD] live apart?

Number months: _____**(NOTE: ANSWER MUST BE ≥1)**

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

GO TO SUBSECTION 2

(NQ2=4 AND (A4a_preg=1,7,8))

A4b_2_preg. Including this current time of living apart, how many months have you and [CHILD] lived apart in the last year?

Number months: _____**(NOTE: ANSWER MUST BE ≥1)**

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

SYSTEM CALCULATION IF NQ2 LOGIC DOES NOT APPLY:

If LIVESWITHFOCAL = 2,4,7,8 and WHICHFOCALCHILDSELECTED = 2 (newly born focal child) and WHOFINISHEDSECTIONA ≠ current respondent and P_TOGETHER = 1
then NQ2 is set to the same value of NQ2 for the respondent who finished Section A;

Else if LIVESWITHFOCAL ≠ missing
then NQ2 set to the same value as LIVESWITHFOCAL

DATA WILL BE POPULATED DURING DATA PROCESSING

If Respondent does not receive NQ2, then survey proceeds to Subsection 2: If respondent is not widowed and has a focal child.

SUBSECTION 2:
BASE FOR QUESTIONS E1, E2, AND NQ1:
MARRIAGE_FLAG ≠ WIDOW

(FOCALCHILD_NODOB_QU= 3-17 AND FC_STATUS=1,4)

E1. During the past month, how many times did [BASE SPOUSE] send a card, letter, e-mail, text message, or make a phone call to [FOCAL CHILD]? Was it… [READ LIST]

NOTE: Older versions of the survey limited receipt of this question to non-widow respondents who lived with their focal child some of the time and who did not live with their spouse. This revised version of the survey allows respondents to receive this question if they are non-widows and have a focal child.

Everyday or nearly every day ..... ❑ 1
A few times a week ..... ❑ 2
A few times in the last month ..... ❑ 3
Only once or twice, or ..... ❑ 4
Not at all ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(FC_STATUS =1,4 AND MARRIAGE_FLAG ≠6)

E2. During the past month, about how often did [BASE SPOUSE] spend one or more hours with [FOCAL CHILD]? Was it…

NOTE: Older versions of the survey limited receipt of this question to non-widow respondents who lived with their focal child (who was older than 2 years of age) some of the time, did not live with their spouse. This revised version of the survey allows respondents to receive this question if they are non-widows and have a focal child.

Everyday or nearly every day ..... ❑ 1
A few times a week ..... ❑ 2
A few times in the last month ..... ❑ 3
Only once or twice, or ..... ❑ 4
Not at all ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(FC_STATUS=1,4 AND MARRIAGE_FLAG ≠ 6)

NQ1. Does [BASE SPOUSE] currently live in the same household as [CHILD]….?

NOTE: NQ1 was one of a few items added in later versions of the survey, and it is asked of all respondents who are not widowed and have a focal child. Respondents who were missing NQ1 because they received an older version of the survey can have responses populated if their spouse receives a new version of the survey.

All of the time ..... ❑ 1
At least half of the time ..... ❑ 2
Some of the time ..... ❑ 3
None of the time ..... ❑ 4

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

BASE FOR QUESTIONS E3 TO E8:

MARRIAGE_FLAG≠ WIDOW

- IF NQ2 = 1 AND NQ1 NE 1, THEN ASK E3 TO E8 WITH "TEXT" = [BASE SPOUSE].
- IF NQ2 NE 1 AND NQ1 = 1, THEN ASK E3 TO E8 WITH "TEXT" = YOU.
- IF NQ2 = 1 AND NQ1 = 1, THEN SKIP E3 TO E8, GO TO SECTION F.
- IF NQ2 NE 1 AND NQ1 NE 1, THEN ASK E3 TO E8 TWO TIMES.
  - THE FIRST LOOP WITH "TEXT" = YOU.
  - THE SECOND LOOP WITH "TEXT" = [BASE SPOUSE] AND SKIP E4.

NOTE: In an older version of the survey, the E3 to E8 series asked about the respondent's own non-residential parental involvement. Previous requirements to receive this set of items was that the respondent not live with the focal child and spouse. In the survey data taken from this series, responses are separated into information about both Respondent and spouse, if applicable. New requirements to receive these questions about the Respondent are only that they and/or their baseline spouse are unwidowed do not live with their focal child all of the time (FC_STATUS = 1,4 and LIVESWITHFOCAL ≠ 1).

Child Support Payment (all ages)

E3. Since ("TEXT") stopped living with [FOCAL CHILD] all the time, have/HAS you/HE OR SHE ever contributed money or child support for [FOCAL CHILD]'s upbringing?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

E4. Thinking about child support, do you have a *legal agreement*, an *informal agreement*, or *no agreement* at all for [FOCAL CHILD] with [BASE SPOUSE]?

Legal agreement ..... ❑ 1
Informal agreement ..... ❑ 2
No agreement ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(E3 ≠ 2)

E5. Last month, how much money for child support did (”TEXT”) give for [FOCAL CHILD]’s upbringing? Please include money that (”TEXT”) gave officially through the child support system as well as money that you/HE OR SHE gave directly to [FORMER SPOUSE]/YOU or [FOCAL CHILD].

Record Response: _____

REFUSED ..... ❑ -1
DON’T KNOW ..... ❑ -2

(E3 ≠ 2)

E6. [IF E5>0: Not counting the child support you already told me about] How much extra money did (”TEXT”) provide in the past month to help support [FOCAL CHILD]?

Record Response: _____

REFUSED ..... ❑ -1
DON’T KNOW ..... ❑ -2

(E3 ≠ 2)

E7. How often do/DOES (”TEXT”) give any money to support [FOCAL CHILD]’s upbringing?

At least once a month ..... ❑ 1
A few times a year (3-5) ..... ❑ 2
About once a month ..... ❑ 3
Less than once a year ..... ❑ 4
REFUSED ..... ❑ 7
DON’T KNOW ..... ❑ 8

E8. In the last month, have (”TEXT”) spent money on [FOCAL CHILD]’s?

	YES	NO	REF	DK
E8a. Clothes?	❑1	❑2	❑7	❑8
E8b. Medicine/health care?	❑1	❑2	❑7	❑8
E8c. Schooling/child care?	❑1	❑2	❑7	❑8
E8d. Food?	❑1	❑2	❑7	❑8

Section F: Parental Well-Being

CATI NOTE:
BASE ALL: HUSBAND AND WIFE

Financial Strain

(All)

F1. The next set of items will ask you to think about your feelings toward you and your family's financial situation. Please tell us how true the following statements are to your life. Respond with *not true at all, somewhat true, mostly true,* or *very true.*

	Not True At All	Somewhat True	Mostly True	Very True	REF	DK
F1a. I worry about paying my monthly bills.	❑1	❑2	❑3	❑4	❑7	❑8
F1b. I worry that there won't be enough money to buy clothing, household items, food, and medical care.	❑1	❑2	❑3	❑4	❑7	❑8
F1c. We never seem to have enough money to buy something we'd like to have or go somewhere just for fun.	❑1	❑2	❑3	❑4	❑7	❑8

Anxiety/Depression

(All)

F2. These next questions are about feelings you may have experienced over the past 30 days. During the past month, how often did you feel… [READ ITEM]? O*ften, sometimes, hardly ever, or never.*

	Often	Sometimes	Hardly Ever	Never	REF	DK
F2a. So sad that nothing could cheer you up?	❑1	❑2	❑3	❑4	❑7	❑8
F2b. Nervous?	❑1	❑2	❑3	❑4	❑7	❑8
F2c. Restless or fidgety?	❑1	❑2	❑3	❑4	❑7	❑8
F2d. Hopeless?	❑1	❑2	❑3	❑4	❑7	❑8
F2e. That everything was an effort?	❑1	❑2	❑3	❑4	❑7	❑8
F2f. Worthless?	❑1	❑2	❑3	❑4	❑7	❑8

Stress

(All)

F3. In the last month, how often have you [READ ITEM]? Was it *often, sometimes, hardly ever, or never*?

	Often	Sometimes	Hardly Ever	Never	REF	DK
F3a. Felt that you were unable to control the important things in your life?	❑1	❑2	❑3	❑4	❑7	❑8
F3b. Felt confident about your ability to handle your personal problems?	❑1	❑2	❑3	❑4	❑7	❑8
F3c. Felt that things were going your way?	❑1	❑2	❑3	❑4	❑7	❑8
F3d. Felt difficulties were piling up so high that you could not overcome them?	❑1	❑2	❑3	❑4	❑7	❑8

Substance abuse

(All)

F4. In the last three months, how many times have you had [AMOUNT] or more drinks of alcohol in one day? (AMOUNT=4 IF FEMALE; AMOUNT=5 IF MALE)

ENTER NUMBER OF TIMES: _____

REFUSED ..... ❑ -1

DON'T KNOW ..... ❑ -2

(All)

F5. In the last three months, did you have any problems keeping a job because of alcohol or drug use?

YES ..... ❑ 1

NO ..... ❑ 2

REFUSED ..... ❑ 7

DON'T KNOW ..... ❑ 8

(All)

F6. In the last three months, did you have any problems getting along with family or friends because of alcohol or drug use?

YES ..... ❑ 1

NO ..... ❑ 2

REFUSED ..... ❑ 7

DON'T KNOW ..... ❑ 8

(Marriage_flag≠6)

F7. [SKIP IF WIDOWED] And what about [BASE SPOUSE]? In the last three months, did he/she have any problems keeping a job because of alcohol or drug use?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Marriage_flag≠6)

F8. [SKIP IF WIDOWED] In the last three months, did [BASE SPOUSE] have any problems getting along with family or friends because of alcohol or drug use?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Section G: Physical and Domestic Violence

BASE FOR ENTIRE SECTION G:
MARRIAGE_FLAG = WIDOW, SKIP TO SECTION H

The next questions are about some difficult issues and decisions people sometimes have to deal with in their marriages and relationships. Please remember, if we come to any question you don't want to answer, just let me know and we'll skip it.

The next set of questions asks you about your marriage or relationship with [BASE SPOUSE] and you may not want anyone who is nearby to hear your answers. Please remember that all the answers you give us will be kept secure and strictly confidential.

MARRIAGE_FLAG ≠ WIDOW (6)

G1. As you are speaking with me, is there someone there with you who can overhear your answers?

NOTE: In a previous version of the survey, G1 was asked only of respondents who were still together with their base spouse or who had separated or divorced their spouse less than 3 months prior to the survey (MARRIAGE_FLAG = 1 or DIVORCE_MONTH = 2). Requirements for the latest version of the survey exclude only widowed respondents.

YES **[ASK G1a]** ..... ❑ 1
NO… **Okay. Let's continue with the survey – (GO TO LOGIC BEFORE G2)** .... ❑ 2
REFUSED **[ASK G1a]** ..... ❑ 7
DON'T KNOW **[ASK G1a]** ..... ❑ 8

(G1=1,7,8)

G1a. If you are using a push button phone, you can use the number pad on your phone to give me your answer. This may help you to feel more comfortable if you don't want to say your answer out loud. Would you like to use this technology with me?

YES ..... ❑ 1
NO… **Okay. Let's continue with the survey – (GO TO LOGIC BEFORE G2)** .... ❑ 2
REFUSED… **It's turned on. Tell me when you want to use it. Here's the first question (GO TO LOGIC BEFORE G2)** ..... ❑ 7
DON'T KNOW **(GO TO LOGIC BEFORE G2)** ..... ❑ 8

(G1a=1)

G1b. Let's try a practice question first. I'm going to ask you a question and instead of saying your answer out loud, press the number that goes with the answer you choose. If you want to change your answer at any time, just let me know. How much do you agree with the following statement: Strawberry ice cream is better than chocolate ice cream? Press 1 if you strongly agree, press 2 if you somewhat agree, press 3 if you somewhat disagree, and press 4 if you strongly disagree.

Strongly Agree ..... ❑ 1
Somewhat Agree..... ❑ 2
Somewhat Disagree..... ❑ 3
Strongly Disagree..... ❑ 4

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

G1c. According to my computer, you entered [FILL WITH ANSWER]. If you want to, you can change your answer to any of the questions I ask you; just let me know before you re-enter the number. Okay, now we'll go on with the survey.

IF MARRIAGE_FLAG=DIVORCED OR ANULLED AND DIVORCE_MONTH = YES (DIVORCED MORE THAN 3) ***THEN SKIP TO G8.***

NOTE: In a previous version of the survey, items G2 and G3 were skipped for respondents who reported being from their base spouses more than 3 months ago (DIVORCE_MONTH = 1), regardless of marital status. The latest version of the survey only skips these items if unwidowed respondents report being divorced or having their marriage annulled more than 3 months ago (MARRIAGE_FLAG = 3,5 and DIVORCE_MONTH = 1)

MARRIAGE_FLAG≠6 and not (MARRIAGE_FLAG=3,5 and DIVORCE_MONTH=1)

G2. In the last three months, have you thought about getting services or counseling to help with your marriage or relationship with [BASE SPOUSE]?

YES ..... ❑ 1
NO ..... ❑ 2
DIVORCED MORE THAN 3 MONTHS AGO (**SKIP TO G8**) ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(G2 ≠ 3)

G3. In the last three months, have you ever thought your marriage or relationship with [BASE SPOUSE] was in trouble?

YES ..... ❑ 1
NO ..... ❑ 2
DIVORCED MORE THAN 3 MONTHS AGO (**SKIP TO G8**) ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

IF MARRIAGE_FLAG=1, 2, 4 AND (G2 ≠ 3 or G3 ≠ 3) ***GO TO G4, G5 AND G5a***
ELSE; ***SKIP TO G6***

NOTE: In a previous version of the survey, G4 and G5 were only asked if the respondent answered "1: Yes" to G3. The only response to G3 that results in skipping G4 and G5 is "3: Divorced more than 3 months ago."

Base for G4 and G5:
MARRIAGE_FLAG≠6 and
not (MARRIAGE_FLAG=3,5 and DIVORCE_MONTH=1) and
G2≠3 and G3≠3 and MARRIAGE_FLAG=1,2, 4)

G4. In the last three months, have you considered [separating or] getting a divorce from [BASE SPOUSE]?

YES ..... ❑ 1

NO ..... ❑ 2
DIVORCED MORE THAN 3 MONTHS AGO (**SKIP TO G8**) ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(G4≠3)

G5. In the last three months, have you spoken to anyone about the possibility that you and [BASE SPOUSE] might [separate or] get a divorce?

YES ..... ❑ 1
NO ..... ❑ 2
DIVORCED MORE THAN 3 MONTHS AGO (**SKIP TO G8**) ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(G4≠3 and (G3=1 or G4=1 or G5=1))

G5a. Why did you decide not to [separate from or] divorce [BASE SPOUSE]**?**

NOTE: In a previous version of the survey, respondents received this item if they indicated that they had thought about or talked to someone about a divorce in G4 or G5 (G4 = 1 or G5 = 1). The latest version of the survey asks G5a of respondents if they answered affirmatively in G3, G4 or G5.

INTERVIEWER: DO NOT READ OPTIONS; INSERT ANSWER AND CODE FOR RESPONSE

IMPROVED COMMUNICATION/ARGUING LESS ..... ❑ 1
FINANCIAL SITUATION IMPROVED/EMPLOYMENT ..... ❑ 2
COULDN'T AFFORD TO SEPARATE OR DIVORCE ..... ❑ 3
BETTER PARENTING/ROLE MODEL ..... ❑ 4
WORKING ON/IMPROVING DRUG OR ALCOHOL PROBLEMS ..... ❑ 5
STOPPED DOMESTIC VIOLENCE/ABUSE ..... ❑ 6
ENDED INFIDELITY/CHEATING ..... ❑ 7
SPENDING MORE TIME AT HOME ..... ❑ 8
INCREASED SUPPORT FROM FAMILY MEMBERS ..... ❑ 9
GOT OUT OF JAIL ..... ❑ 10
INCARCERATED ..... ❑ 11
STAYED TOGETHER FOR THE KIDS ..... ❑ 12
STILL DECIDING WHETHER OR NOT TO SEPARATE/DIVORCE ..... ❑ 13
OTHER SPECIFY_____) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

NOTE: In a previous version of the survey items G6 and G7 were skipped for respondents who reported being separated (MARRIAGE_FLAG = 2,3,4,5) from their base spouses more than 3 months ago, regardless of marital status. The latest version of the survey only skips these items if respondents report being divorced more than 3 months ago (DIVORCE_MONTH = 1).

IF G4 OR G5 ≠ 3 GO TO G6
ELSE; SKIP TO G8

G6. Sometimes couples are not always sexually faithful to each other. I'm going to read a statement to you and then I'd like you to tell me which of the following responses you would say is right. In the last three months, has [BASE SPOUSE] cheated on you with someone else? Would you say…

INSTRUCTION: IF RESPONDENT ANSWERS 'DON'T KNOW' DO NOT PROBE.

Definitely yes, ❑ 1
Probably yes, ❑ 2
Definitely no, or ❑ 3
Probably no ❑ 4
DIVORCED MORE THAN 3 MONTHS AGO (**SKIP TO G8**) ❑ 5
REFUSED ❑ 7
DON'T KNOW ❑ 8

IF G6 ≠ 5 GO TO G7
ELSE; SKIP TO G8

G7. In the last three months, have you cheated on [BASE SPOUSE] with someone else?

YES ❑ 1
NO ❑ 2
DIVORCED MORE THAN 3 MONTHS AGO ❑ 3
REFUSED ❑ 7
DON'T KNOW ❑ 8

IF MARRIAGE_FLAG ≠ WIDOW, GO TO G8 AND G9

NOTE: In a previous version of the survey, G8 and G9 were skipped if the respondent reported getting divorced, separated, or began living apart from their spouse more than 3 months ago. In the latest version of the survey, these items are skipped only if the respondent is widowed.

Next I'm going to read a list of things that might have happened to you in the past three months.

G8. In the last three months how often…

	Was it…					
	Often	**Sometimes**	**Hardly Ever**	**Never**	**REF**	**DK**
G8a. .....[1]	❑1	❑2	❑3	❑4	❑7	❑8
G8b.	❑1	❑2	❑3	❑4	❑7	❑8
G8c.	❑1	❑2	❑3	❑4	❑7	❑8
G8d.	❑1	❑2	❑3	❑4	❑7	❑8
G8e.	❑1	❑2	❑3	❑4	❑7	❑8
G8f.	❑1	❑2	❑3	❑4	❑7	❑8
G8g.	❑1	❑2	❑3	❑4	❑7	❑8
G8h.	❑1	❑2	❑3	❑4	❑7	❑8
G8i.	❑1	❑2	❑3	❑4	❑7	❑8

G9. In the past three months, how many times did [BASE SPOUSE]…

	0	**1**	**2**	**3-5**	**6+**	**REF**	**DK**
G9a. .....[2]	❑1	❑2	❑3	❑4	❑5	❑7	❑8
G9b.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
G9c.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
G9d.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
G9e.	❑1	❑2	❑3	❑4	❑6	❑7	❑8

[1] Redacted items are from Tolman, R. M. (1989). The development of a measure of psychological maltreatment of women by their male partners. *Violence and Victims, 4*(3), 159-177.
[2] Redacted items are from Straus, M. A., et al. (1996). The Revised Conflict Tactics Scales (CTS2). *Journal of Family Issues,17*(3)*,* 283-316.

Section H: Child Outcomes

NOTE: In a previous version of the survey, Section H was asked of respondents regardless of how much contact they had with their focal child. Since responses to these items would not be meaningful if the respondent did not see or talk to their focal child, they are skipped in the revised survey for those who answer "Not at all" to both D5 and D6.

BASE FOR ENTIRE SECTION H:

IF (not ((D5 = MISSING AND D6 = 5) OR (D5 = 5 AND D6 = 5)))
AND
(FC_STATUS = 1, 4 AND FOCALCHILD_NODOB_QU ≠ 97, 98)

Child Reactivity to Interparental Conflict

The next questions are about [FOCAL CHILD] only:

MARRIAGE_FLAG ≠ 6 AND FOCALCHILD_NODOB_QU=4,5,6 AND (B3≠5, 97,98) AND (B4≠5,97,98))

H1. [IF FOCAL CHILD IS 2 1/2 YEARS OLD – 4 YEARS 11 MONTHS] I am going to ask you to describe [FOCAL CHILD]'s reactions to seeing arguments and disagreements between you and [BASE SPOUSE] in the last month. Tell me if [FOCAL CHILD] reacts to seeing arguments and disagreements in this way often, sometimes, hardly ever, or never.

		Often	Sometimes	Hardly Ever	Never	DO NOT ARGUE IN FRONT OF CHILDREN	REF	DK
H1a.	[FOCAL CHILD] appears upset.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1b.	[FOCAL CHILD] appears anxious or worried.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1c.	[FOCAL CHILD] is not able to calm down after you argued.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1d.	[FOCAL CHILD] starts hitting, pushing, slapping or throwing things at one or both of you or other family members.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1e.	[FOCAL CHILD] yells at one or both of you or other family members.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1f.	[FOCAL CHILD] tries to hide (for example, by holding his/her head under a blanket or by hiding in another room).	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1g.	[FOCAL CHILD] tries to get one or both of your attention, such as signaling to be picked up or bringing up other things.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1h.	[FOCAL CHILD] tries to hug or kiss one or both of you.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H1i.	[FOCAL CHILD] causes trouble, acts out, or misbehaves.	❑1	❑2	❑3	❑4	❑5	❑7	❑8

(MARRIAGE_FLAG≠6 and FOCALCHILD_NODOB_QU=7-17 AND ((B3≠5, 97,98) AND B4≠5,97,98))

H2. [IF FOCAL CHILD IS 5 YEARS OLD OR OLDER] I am going to ask you to describe [FOCAL CHILD]'s reactions to seeing arguments and disagreements between you and [BASE SPOUSE] in the last month. Tell me if [FOCAL CHILD] reacts to seeing arguments and disagreements in this way often, sometimes, hardly ever, or never.

		Often	Sometimes	Hardly Ever	Never	DO NOT ARGUE IN FRONT OF CHILDREN	REF	DK
H2a.	[FOCAL CHILD] appears upset.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2b.	[FOCAL CHILD] appears anxious or worried.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2c.	[FOCAL CHILD] is not able to calm down.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2d.	[FOCAL CHILD] tries to stay out of your way (for example, by remaining in another room or leaving the room).	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2e.	[FOCAL CHILD] causes trouble, acts out, or misbehaves.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2f.	[FOCAL CHILD] starts hitting, pushing, or yelling at one or both of you or other family members.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2g.	[FOCAL CHILD] yells at one or both of you or other family members.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2h.	[FOCAL CHILD] tries to comfort one or both of you.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
H2i.	[FOCAL CHILD] tries to distract one or both of you by bringing up other things.	❑1	❑2	❑3	❑4	❑5	❑7	❑8

FOCALCHILD_NODOB_QU=6-17

H3. [IF FOCAL CHILD IS 4 YEARS OLD OR OLDER] Now I am going to read you a list of items that describe children's behavior. This list sounds long, so bear with me. Thinking about [FOCAL CHILD]'s behavior, please tell me if the item is *very true, somewhat true, or not true* of him/her. [FOCAL CHILD]…READ STATEMENT…Is this very true, somewhat true, or not true at all?

		Very True	Somewhat True	Not True	REF	DK
H3a.	has sudden changes in mood or feelings.	❑1	❑2	❑3	❑7	❑8
H3b.	feels or complains that no one loves him or her.	❑1	❑2	❑3	❑7	❑8
H3c.	is rather high strung, tense, and nervous..	❑1	❑2	❑3	❑7	❑8
H3d.	is too fearful or anxious.	❑1	❑2	❑3	❑7	❑8
H3e.	is easily confused, or seems to be in a fog.	❑1	❑2	❑3	❑7	❑8
H3f.	feels worthless or inferior.	❑1	❑2	❑3	❑7	❑8
H3g.	has obsessions.*	❑1	❑2	❑3	❑7	❑8
H3h.	is unhappy, sad, or depressed.	❑1	❑2	❑3	❑7	❑8
H3i.	is withdrawn or does not get involved with others.	❑1	❑2	❑3	❑7	❑8
H3j.	clings to adults.	❑1	❑2	❑3	❑7	❑8
H3k.	cries too much.	❑1	❑2	❑3	❑7	❑8
H3l.	demands a lot of attention.	❑1	❑2	❑3	❑7	❑8
H3m.	is too dependent on others.	❑1	❑2	❑3	❑7	❑8
H3n.	cheats or tells lies.	❑1	❑2	❑3	❑7	❑8
H3o.	argues too much	❑1	❑2	❑3	❑7	❑8
H3p.	bullies or is cruel or mean to others	❑1	❑2	❑3	❑7	❑8
H3q.	is disobedient at home	❑1	❑2	❑3	❑7	❑8
H3r.	does not seem to feel sorry after misbehavior	❑1	❑2	❑3	❑7	❑8
H3s.	has trouble getting along with other children	❑1	❑2	❑3	❑7	❑8
H3t.	is impulsive or acts without thinking	❑1	❑2	❑3	❑7	❑8
H3u.	has a very strong temper and loses it easily	❑1	❑2	❑3	❑7	❑8

	Very True	Somewhat True	Not True	REF	DK
H3v. breaks things on purpose	❑1	❑2	❑3	❑7	❑8
H3w. is disobedient at school	❑1	❑2	❑3	❑7	❑8
H3x. has trouble getting along with teachers	❑1	❑2	❑3	❑7	❑8
H3y. has difficulty concentrating and paying attention	❑1	❑2	❑3	❑7	❑8
H3z. is not liked by other children	❑1	❑2	❑3	❑7	❑8
H3aa. is restless or overly active and cannot sit still	❑1	❑2	❑3	❑7	❑8
H3bb. is stubborn, sullen, or irritable	❑1	❑2	❑3	❑7	❑8

FOCALCHILD_NODOB_QU=1-5

H4. IF FOCAL CHILD IS 3 YEARS 11 MONTHS OLD OR YOUNGER] Now I am going to read you a list of items that describe children's behavior. This list sounds long, so bear with me. Thinking about [FOCAL CHILD]'s behavior, please tell me if the item is *very true, somewhat true, or not true* of him/her. [FOCAL CHILD]…READ STATEMENT…Is this very true, somewhat true, or not true at all?

	Very True	Somewhat True	Not True	REF	DK
H4a. has sudden changes in mood or feelings.	❑1	❑2	❑3	❑7	❑8
H4b. feels or complains that no one loves him or her.	❑1	❑2	❑3	❑7	❑8
H4c. is rather high strung, tense, and nervous..	❑1	❑2	❑3	❑7	❑8
H4d. is too fearful or anxious.	❑1	❑2	❑3	❑7	❑8
H4e. is easily confused, or seems to be in a fog.	❑1	❑2	❑3	❑7	❑8
H4f. feels worthless or inferior.	❑1	❑2	❑3	❑7	❑8
H4g. is unhappy, sad, or depressed.	❑1	❑2	❑3	❑7	❑8
H4h. is withdrawn or does not get involved with others.	❑1	❑2	❑3	❑7	❑8
H4i. clings to adults.	❑1	❑2	❑3	❑7	❑8
H4j. cries too much.	❑1	❑2	❑3	❑7	❑8
H4k. demands a lot of attention.	❑1	❑2	❑3	❑7	❑8
H4l. is too dependent on others.	❑1	❑2	❑3	❑7	❑8

		Very True	Somewhat True	Not True	REF	DK
H4m.	cheats or tells lies.	❑1	❑2	❑3	❑7	❑8
H4n.	argues too much	❑1	❑2	❑3	❑7	❑8
H4o.	bullies or is cruel or mean to others	❑1	❑2	❑3	❑7	❑8
H4p.	is disobedient at home	❑1	❑2	❑3	❑7	❑8
H4q.	does not seem to feel sorry after misbehavior	❑1	❑2	❑3	❑7	❑8
H4r.	has trouble getting along with other children	❑1	❑2	❑3	❑7	❑8
H4s.	is impulsive or acts without thinking	❑1	❑2	❑3	❑7	❑8
H4t.	has a very strong temper and loses it easily	❑1	❑2	❑3	❑7	❑8
H4u.	breaks things on purpose	❑1	❑2	❑3	❑7	❑8
H4w.	has difficulty concentrating and paying attention	❑1	❑2	❑3	❑7	❑8
H4x.	is not liked by other children	❑1	❑2	❑3	❑7	❑8
H4y.	is restless or overly active and cannot sit still	❑1	❑2	❑3	❑7	❑8
H4z.	is stubborn, sullen, or irritable	❑1	❑2	❑3	❑7	❑8

FOCALCHILD_NODOB_QU=1-8

H5. [IF FOCAL CHILD IS 8 years, 5 months old or younger] I have a few final questions for you about [FOCAL CHILD]'s behavior. Please tell me whether the following statements are *very true, somewhat true, or not true* of [FOCAL CHILD]. [FOCAL CHILD]… READ ITEM…Is that very true, somewhat true, or not true?

	Very True	Somewhat True	Not True	REF	DK
H5a. Copes well with disappointment or frustration	❑1	❑2	❑3	❑7	❑8
H5b. Accepts things not going his or her way	❑1	❑2	❑3	❑7	❑8
H5c. [FOCAL CHILD]'s feelings are easily hurt	❑1	❑2	❑3	❑7	❑8
(focalchild_nodob_qu=5,6,7,8) H5d. Controls temper when there is a disagreement	❑1	❑2	❑3	❑7	❑8
H5e. Stops and calms down when frustrated or upset	❑1	❑2	❑3	❑7	❑8
H5f. Thinks before acting	❑1	❑2	❑3	❑7	❑8
H5g. Usually does what I tell him/her to do	❑1	❑2	❑3	❑7	❑8
H5h. Is patient when he/she wants something	❑1	❑2	❑3	❑7	❑8
H5i. Is obedient and follows rules	❑1	❑2	❑3	❑7	❑8
H5j. Waits his/her turn during activities	❑1	❑2	❑3	❑7	❑8
H5k. Sticks with an activity until it is finished	❑1	❑2	❑3	❑7	❑8
H5l. Is able to concentrate or focus on an activity	❑1	❑2	❑3	❑7	❑8
H5m. Shares with others	❑1	❑2	❑3	❑7	❑8
H5n. Is helpful to others	❑1	❑2	❑3	❑7	❑8
H5o. Resolves problems with other children on his or her own	❑1	❑2	❑3	❑7	❑8
(focalchild_nodob_qu=5,6,7,8) H5p. Listens to other people's points of view	❑1	❑2	❑3	❑7	❑8
H5q. Cooperates	❑1	❑2	❑3	❑7	❑8

		Very True	Somewhat True	Not True	REF	DK
H5r.	Understands other people's feelings	❑1	❑2	❑3	❑7	❑8
H5s.	Expresses needs and feelings appropriately	❑1	❑2	❑3	❑7	❑8
H5t.	Gets along well with other kids	❑1	❑2	❑3	❑7	❑8
H5u.	Shows concern for other people's feelings	❑1	❑2	❑3	❑7	❑8
H5v.	Is admired and well liked by other kids	❑1	❑2	❑3	❑7	❑8

School Engagement

FOCALCHILD_NODOB_QU=7-17

H6. [IF FOCAL CHILD IS 5 YEARS OLD OR OLDER] Based on your knowledge of [FOCAL CHILD]'s schoolwork, how well is he/she currently doing in school?

INTERVIEWER: If respondent volunteers that child is currently not in school, ask her/him to think about the last three months that the child was in school.

Very well ..... ❑ 1
Well ..... ❑ 2
Somewhat well ..... ❑ 3
Not well at all ..... ❑ 4
FOCAL CHILD DROPPED OUT OF SCHOOL ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Section I: Economic Security

Employment
(ALL)
The next questions are about your work.

I1. Have you worked for pay at any time during the past 12 months? Please include odd jobs and temporary jobs.

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(ALL)
I2. During the past 12 months, has there been a time when you wished you were working, but could not find a job?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

IF I1=2, 7, 8, SKIP TO I11
(I1=1)
I3. How many months did you work for pay in the past 12 months?

Record Response: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(I1=1)
I4. Did you work for pay in the past month?

YES ..... ❑ 1
NO **(SKIP TO QUESTION I7)** ..... ❑ 2
REFUSED **(SKIP TO QUESTION I7)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION I7)** ..... ❑ 8

(I4=1)
I5. What were your total earnings in the past month **before taxes and other deductions**? Please include tips, commissions, and overtime pay.

PLEASE ENTER IF RESPONDENT PROVIDED THE AMOUNT IN WHOLE DOLLARS…
(I5=1)
I5AMT. Before taxes **without** probing: $ _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(I4=1)

I6. How many hours per week did you typically work last month?

(I6=1)

I6_HRS. Record Response: _____

(SKIP TO QUESTION I8)

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(I4≠1)

I7. Thinking about the last month that you did work, what were your total earnings during that month before taxes and other deductions? Please include tips, commissions, and overtime pay.

(I7=1)

I7_AMT. Record Response: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(I1=1)

I8. In the last 12 months, have you been fired or laid off from work?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(I1=1)

I9. In the last 12 months, did you have an odd job or a temporary job that ended?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(I1=1)

I10. In the last 12 months, have you had your hours cut back by your employer?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Income

Now, please tell me whether you, or other members of your household have received income from these sources in the past month. This includes anyone who you support and/or supports you and lives in your household.

I11. Did you, or other members of your household receive income from this source in the past month?

(ALL)	YES	NO	REF	DK	IF YES, *How much [INSERT INCOME SOURCE] did you receive in the past month? (I11a-g=1)*	ASK ALL: In the past 12 months, how *many months did you receive cash welfare? (ALL)*
I11a. Cash welfare which is also known as TANF, or [Local name of TANF]?	❑1	❑2	❑7	❑8	$_____	_____
I11b. Food stamp benefits?	❑1	❑2	❑7	❑8	$_____	
I11c. Disability insurance such as Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)?	❑1	❑2	❑7	❑8	$_____	
I11d. Unemployment Insurance Benefits or UI?	❑1	❑2	❑7	❑8	$_____	
(fc_status≠3) I11e. [IF FC/RC=Yes, not deceased] Child support?	❑1	❑2	❑7	❑8	$_____	
I11f. Money from friends or relatives outside of the household?	❑1	❑2	❑7	❑8	$_____	
I11g. Earnings from all family members before taxes or other deductions during the past month? Please include tips, commissions, and overtime pay.	❑1	❑2	❑7	❑8	$_____	

(ALL)

I12. In the past month, did you or other members of your household receive money from any other source, such as rent from boarders, other government benefits, or any other income we have not already talked about?

YES ..... ❑ 1
NO **(SKIP TO QUESTION I13)** ..... ❑ 2
REFUSED **(SKIP TO QUESTION I13)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION I13)** ..... ❑ 8

(I12=1)

I12a. How much money from these other sources did you or other members of your household receive in the past month?

Record Response: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

Material Hardship

(FC_status=1,2, 4)

I13. In the last month, did any of your children ever skip a meal because there wasn't enough money for food?

YES ..... ❑ 1
NO **(SKIP TO QUESTION I15)** ..... ❑ 2
REFUSED **(SKIP TO QUESTION I15)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION I15)** ..... ❑ 8
MISSING ..... ❑ 9

(I13=1)

I14. How many days did this happen in the last month?

Record Response: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(ALL)

I15. Which of these statements best describes the food eaten by you and others living in your household during the last month? We had…

We had enough of the kind of food we wanted ..... ❑ 1
We had enough but not always the kinds of food we wanted to eat ..... ❑ 2
We sometimes did not have enough to eat ..... ❑ 3
We often did not have enough to eat ..... ❑ 4
Don't Know ..... ❑ 97
REFUSED ..... ❑ 98

(ALL)

I16. In the past 12 months, has there been a time when you and your immediate family (people who were living with you at the time):

		YES	NO	REF	DK
I16a.	Had you had your phone service turned off by the telephone company because payments were not made?	❑1	❑2	❑7	❑8
I16b.	Didn't pay the full amount of the rent or mortgage?	❑1	❑2	❑7	❑8
(I16b=1) I16c.	[IF I16b=YES] Were evicted from your home or apartment for not paying the rent or mortgage?	❑1	❑2	❑7	❑8
I16d.	Had service turned off by the gas/electric company, or the oil company wouldn't deliver oil because the payments were not made?	❑1	❑2	❑7	❑8
I16e.	Had someone who needed to see a doctor or go to the hospital but could not go because there was not enough money?	❑1	❑2	❑7	❑8
I16f.	Had someone who needed to see a dentist but could not go because there was not enough money?	❑1	❑2	❑7	❑8
I16g.	Considered filing for bankruptcy?	❑1	❑2	❑7	❑8

Residential Instability

(ALL)

I17. Have you moved in the last year?

YES ..... ❑ 1
NO (SKIP TO I19) ..... ❑ 2
REFUSED (SKIP TO I19) ..... ❑ 7
DON'T KNOW (SKIP TO I19) ..... ❑ 8

(I17=1)

I18. How many times altogether have you moved in the last year, including your most recent move?

Record Response: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

SKIP I19 AND I20 IF NOT FOCAL CHILD IN HOUSEHOLD

NQ2 = 1,2,3

I19. [IF FOCAL CHILD WAS NOT BORN AT BASELINE] Is [FOCAL CHILD] living in the same house apartment as she/he was when s/he was born?

[IF FOCAL CHILD WAS BORN AS OF BASELINE] Is [FOCAL CHILD] living in the same house or apartment as she/he was in [RA MONTH/YEAR] ?

YES (SKIP TO I21) ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING ..... ❑ 9

(I19 = 2,7,8)

I20. How many times altogether has he/she moved since [RA MONTH/YEAR], including his/her most recent move?

INTERVIEWER: IF RESPONDENT VOLUNTEERS THAT THE CHILD HAS MOVED BETWEEN THE HOMES OF THE MOTHER AND FATHER DUE TO A JOINT CUSTODY AGREEMENT AND NOT BECAUSE EITHER THE FATHER OR MOTHER ACTUALLY MOVED, PLEASE TELL HIM/HER NOT TO INCLUDE THE TIMES THAT THE CHILD SPENT TIME WITH THE OTHER PARENT.

Record Response: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

Health Insurance Coverage

The next questions are about health insurance coverage.

FC_Status= 1,4

I21. Is [FOCAL CHILD] currently covered by Medicaid, [STATE/LOCAL], or any other government program that pays for medical care?

YES **(SKIP TO I23)** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING ..... ❑ 9

(I21=2,7,8)

I22. Is [FOCAL CHILD] currently covered by health insurance through your or someone else's employer, or insurance purchased directly from a private insurance company?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(ALL)

I23. Are you currently covered by Medicaid, [STATE/LOCAL], or any other government program that pays for medical care?

YES **(SKIP TO NEXT SECTION)** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(I23=2,7,8)

I24. Are you currently covered by health insurance through your or someone else's employer, or insurance purchased directly from a private insurance company?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Section J: Participation in Services

CATI NOTE:
BASE ALL: HUSBAND AND WIFE

Marriage Education Services
(marriageflag≠6)
Now I will be asking about experiences you've had and services you may have received in the last year.

J1. In the last year, have you been enrolled in any program(s) where you received services or counseling to help you work on your marriage or your relationship with [BASE SPOUSE] in a group setting? These could be by yourself or with [BASE SPOUSE]. Please include any services you got from [PROGRAM NAME].

YES **(SKIP TO J2)** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(J1=2,7,8)
J1a. In the last year, have you received marriage education, marriage counseling or mentoring services in a group setting by yourself or with [BASE SPOUSE]? Please include any services you got from [PROGRAM NAME]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(marriageflag≠6 and J1=1 or J1a=1)
J2. In the last year, how many different organizations did you go to for these services?

INTERVIEWER: RECORD TOTAL NUMBER OF PROGRAMS. IF DON'T KNOW PROBE FOR BEST ESTIMATE

Total number of programs: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

CATI NOTE: IF DON'T KNOW OR REFUSED, LOOP BACK TO QUESTION J1a.
RANGE FOR TOTAL NUMBER OF PROGRAMS IS FROM 1 TO 15.

IF J2 IS MORE THAN 2: We are only interested hearing about the 2 programs you enrolled in first.

For the <first/second > program you attended in the last year,

(Marriage_flag ≠6 and (J1=1 or J1a=1) AND J2>0)

J3. What is the name of the organization or program that provided this group class or workshop?

PROBE: Where was this class, workshop or group held?

Name of organization: _____

REFUSED ..... ❑ -1

DON'T KNOW ..... ❑ -2

CATI NOTE:
RANGE FOR TOTAL NUMBER OF PROGRAMS IS FROM 1 TO 15.
QUESTIONS J3 –J5 SHOULD BE ASKED FOR EACH PROGRAM – UP TO 2 PROGRAMS.
IF RESPONDENT'S ANSWER MORE THAN 2 DIFFERENT PROGRAMS, CATI WILL LOOP FOR 2 PROGRAMS ONLY.

DISPLAY TEXT FOR FIRST, SECOND, BASED ON THE ANSWER TO QUESTION J2.

(Marriage_flag ≠6 and (J1=1 or J1a=1) AND J2>0)

J4. [IF FIRST PROGRAM ATTENDED/ONLY PROGRAM ATTENDED] How many times did you attend these classes or workshops n the last year? Was it…

[IF SECOND PROGRAM ATTENDED] For the second program that you participated in during the last year, how many times did you attend the classes or workshops?

Once ..... ❑ 1

Two to five times ..... ❑ 2

Six to 10 times ..... ❑ 3

More than 10 times ..... ❑ 4

REFUSED ..... ❑ 7

DON'T KNOW ..... ❑ 8

(Marriage_flag ≠6 and (J1=1 or J1a=1) AND J2>0)

J5. How often did you attend with [BASE SPOUSE]? Was it…

Always ..... ❑ 1

Sometimes ..... ❑ 2

Seldom ..... ❑ 3

Never ..... ❑ 4

REFUSED ..... ❑ 7

DON'T KNOW ..... ❑ 8

CATI NOTE: BASED ON # OF PROGRAMS, LOOP BACK THRU J4–J5 TO COLLECT INFORMATION FOR SECOND PROGRAM IF APPLICABLE. QUESTION J6 SHOULD BE ASKED AFTER GOING THROUGH J4-J5 FOR FIRST TWO PROGRAMS ATTENDED.

(Marriage_flag ≠6 and (j1=1 or J1a=1) AND J2>0)

J6. Other than the <DISPLAY ANSWER FROM QUESTION J2> programs you mentioned, did you enroll in any other program to receive classes, workshops, groups, or retreats to help you work on your marriage or relationship with [BASE SPOUSE] in a group setting?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(J6=1)

J6a. In the last year, and in addition to the <DISPLAY ANSWER FROM QUESTION J2> you mentioned before, how many of these different programs did you enroll in?

INTERVIEWER: RECORD TOTAL NUMBER OF PROGRAMS. IF DON'T KNOW PROBE FOR BEST ESTIMATE

Total number of programs: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

CATI NOTE: IF DON'T KNOW OR REFUSED, LOOP BACK TO QUESTION J6.

PROGRAMMER: CALCULATE A NEW VARIABLE FOR TOTAL NUMBER OF PROGRAMS BASED ON J2 AND J6a.

(J1a≠2 and marriage_flag≠3,5,6)

J7. [If NOT J1a = NO and NOT Marrige_Flag = Divorced or Annulled] Are you *currently* receiving any services, including classes, workshops, retreats, or other group activities with or without your spouse, to help with your marriage or relationship with [BASE SPOUSE]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Now we would like you to think about programs or places where you received ***one-on-one services*** to help with your marriage or your relationship with [BASE SPOUSE]. These are services that you or your spouse may have received from a counselor or clergy. Some people call these one-on-one services marital therapy, counseling, or couples' counseling. Please do not include meetings that you, or you and your spouse had with individual staff at [PROGRAM NAME], such as meetings with your [FAMILY SUPPORT STAFF MEMBER: USE STAFF TITLE BY SITE].

(marriage_flag≠6)

J8. In the last year, did you receive one-on-one services with just you and a counselor that may have included [BASE SPOUSE]?

PROBE IF NEEDED: Some people call these one-on-one services marital therapy, counseling, or couples' counseling.

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(J8=1)

J9. In the last year, at how many places did you receive one-on-one services?

INTERVIEWER: RECORD TOTAL NUMBER OF PROGRAMS. IF DON'T KNOW PROBE FOR BEST ESTIMATE

Total number of places: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

CATI NOTE:
RANGE FOR TOTAL NUMBER OF PROGRAMS IS FROM 1 TO 15.

ASK J10 ONLY ABOUT THE FIRST PROGRAM ATTENDED. QUESTIONS J11 – J12 SHOULD BE ASKED FOR EACH PLACE/PROGRAM. DISPLAY TEXT FOR FIRST, SECOND, BASED ON THE ANSWER TO J9.

Now I am going to ask you a series of questions for each of the <DISPLAY ANSWER FROM 9> programs or places where you received one-on one services or counseling to help you work on your marriage or your relationship with [BASE SPOUSE].

IF QUESTION 9 IS MORE THAN 2: We are only interested in the first two programs you attended in the last year.

For the <first> place you received services,

(J8=1)

J10. What is the name of the place or program that provided these one-on-one services?

Name of place or program: _____

REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Marriage_flag≠6 and J8=1 and J9>0)

J11. IF FIRST PROGRAM ATTENDED/ONLY PROGRAM EVER ATTENDED] About how many times in the last year did you receive these one-on-one services to help you work on your marriage or your relationship with [BASE SPOUSE]? Was it…

Base: J11_2: J9 ≥ 2

[IF SECOND PROGRAM ATTENDED] For the second program, how many times in the last year did you receive these one-on-one services?

Once ..... ❑ 1
Two to five times ..... ❑ 2
Six to 10 times ..... ❑ 3
More than 10 times ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Marriage_flag≠6 and J8=1 and J9>0)

J12. How often did you attend this one-on-one service with [BASE SPOUSE]? Was it…

Always ..... ❑ 1
Sometimes ..... ❑ 2
Seldom ..... ❑ 3
Never ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Marriage_flag≠6 and J8=1 and J9>0)

J13. Other than the <DISPLAY ANSWER FROM J9> programs or places you mentioned, did you attend any other program to receive one-on-one services that may have included [BASE SPOUSE] to help you work on your marriage or relationship?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(J13=1)

J13a. In the last year, and in addition to the <DISPLAY ANSWER FROM J9>, at how many places did you receive these services?

INTERVIEWER: RECORD TOTAL NUMBER OF PROGRAMS. IF DON'T KNOW PROBE FOR BEST ESTIMATE

Total number of places: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

BASE FOR J14: SKIP J14 IF MARITAL FLAG=DIVORCED OR ANNULLED OR WIDOW.

(Marriage_flag≠3,5,6 and J8=1)

J14. Are you *currently* receiving any one-on-one services to help with your marriage or relationship with [BASE SPOUSE]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Base all) (except for item a and g)

J15. Now we are asking about other types of services you might have received in the last year.

There are many kinds of programs and organizations that help people find jobs, training, food, housing, childcare, health care, and help with other challenges they may face. For each of the following, please tell me whether you have spoken with anyone from an agency, program, or school, or with a social worker, case manager or counselor offering these kinds of help in the last year?

NOTE: In a previous version of the survey, widows were not asked the J15 series of items. This series is now asked of all respondents to the 30-Month Survey.

In the last year, did you speak to anyone about…	**YES**	**NO**	**REF**	**DK**
(FC_STATUS≠3) J15a. [IF FC/RC=Yes, not deceased][or the children] Participating in any classes, groups, or workshops to help you improve your parenting skills?	❑1	❑2	❑7	❑8
J15b. Participating in a job search or job training program?	❑1	❑2	❑7	❑8
J15c. Participating in classes to finish high school, get a GED, or go to college?	❑1	❑2	❑7	❑8
J15d. Taking classes to learn English?	❑1	❑2	❑7	❑8
J15e. Getting services to help you with anger management or domestic violence issues?	❑1	❑2	❑7	❑8
J15f. Getting services to help you deal with a drug or alcohol problem?	❑1	❑2	❑7	❑8
(FC_STATUS≠3) J15g. [IF FC/RC=Yes, not deceased][or the children] Getting help finding or paying for child care while you or your spouse worked?	❑1	❑2	❑7	❑8
J15h. Getting help finding a place to live?	❑1	❑2	❑7	❑8
J15i. Getting help in receiving Food Stamps, TANF, Medicaid, or medical care?	❑1	❑2	❑7	❑8

In the last year, did you speak to anyone about…		YES	NO	REF	DK
J15j.	Getting help handling a financial emergency such as a possible eviction or if your car broke down, etc.?	❑1	❑2	❑7	❑8
J15k.	Getting services to help you deal with mental health issues?	❑1	❑2	❑7	❑8

Section K: Locating and Demographic Information

[ITEMS K1-K8 IN SECTION K SHOULD BE ASKED ONLY OF NONRESPONDERS TO THE 12-MONTH SURVEY. IF 12MONTHCOMPLETE=NO ASK K1; IF 12MONTHCOMPLETE=YES SKIP TO K9.]

(P_12month_complete=2)

I would like to find out a little bit more information about where you're from.

K1. Were you born in one of the 50 U.S. states or Washington D.C.?

INTERVIEWER INSTRUCTION: PLEASE CODE "NO" IF RESPONDENT WAS BORN IN THE TERRITORIES OF PUERTO RICO, GUAM, THE U.S. VIRGIN ISLANDS, OR NORTHERN MARIANAS.

YES **[SKIP TO K3; IF RESPONDENT RAed IN OKLAHOMA, SKIP TO K2b]** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(K1=2,7,8)

K2. Where were you born?

SPECIFY [IF RESPONDENT WAS RAed IN OK SITE, ASK K2a AND K2b; IF NOT, SKIP TO K3]

Country/US Territory: _____

REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(P_12MONTH_COMPLETE=2 and K1≠1 and SITE=4)

K2a. What year did you come to live in one of 50 U.S. states or Washington D.C?

Year: _____

REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(P_12MONTH_COMPLETE=2 and SITE=4)

K2b. Do you consider yourself Spanish, Hispanic or Latino?

YES ..... ❑ 1
NO **(SKIP TO K3)** ..... ❑ 2
REFUSED **(SKIP TO K3)** ..... ❑ 7
DON'T KNOW **(SKIP TO K3)** ..... ❑ 8

(K2b=1)

K2c. Is that…(READ LIST)?

Mexican/Mexican-American/Chicano ❑ 1
Puerto Rican ❑ 2
Cuban ❑ 3
Other Spanish/Hispanic/Latino ❑ 4
REFUSED ❑ 7
DON'T KNOW ❑ 8

(P_12month_complete=2)

K3. How well do you speak English?

Very well ❑ 1
Well ❑ 2
Not well ❑ 3
Not at all ❑ 4
REFUSED ❑ 7
DON'T KNOW ❑ 8

(P_12month_complete=2)

K4. Do you speak or understand another language or languages other than English?

YES ❑ 1
NO **[SKIP TO QUESTION K5]** ❑ 2
REFUSED **[SKIP TO QUESTION K5]** ❑ 7
DON'T KNOW **[SKIP TO QUESTION K5]** ❑ 8

(K4=1)

K4a. And what would that (those) language(s) be?

SPANISH ❑ 1
TAGALOG ❑ 2
NEPALESE ❑ 3
THAI ❑ 4
CHINESE ❑ 5
LUGANDA ❑ 6
OTHER SPECIFY: ❑ 95
REFUSED ❑ 97
DON'T KNOW ❑ 98

(K4a_X=Yes)

K4b. Do you speak [INSERT LANGUAGE FROM K3a]….(READ LIST)?
NOTE: ASK K4b FOR EACH LANGUAGE MENTIONED IN K4a

Very well ❑ 1
Somewhat well ❑ 2
Or not very well ❑ 3
REFUSED ❑ 7
DON'T KNOW ❑ 8

(K4=1)

K4c. What languages do you usually speak at home, other than English?

RECORD RESPONSE: _____

K4D. ASK: Is that… (READ LIST)?

Only [INSERT RESPONSE FROM ABOVE] ..... ❑ 1
More [INSERT RESPONSE FROM ABOVE] than English ..... ❑ 2
Both English and [INSERT RESPONSE FROM ABOVE] equally ..... ❑ 3
More English than [INSERT RESPONSE FROM ABOVE] ..... ❑ 4
Only English ..... ❑ 5

(FC_status≠3 and P_12month_complete=2)

K5. Do(es) your child(ren) speak or understand a language other than English at home?

YES ..... ❑ 1
NO ..... ❑ 2
MY CHILD(REN) IS/ARE TOO YOUNG TO SPEAK OR UNDERSTAND ANY LANGUAGE ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(site=4 and marriage_flag≠6 and P_12month_complete=2)

K6. When did you and (SPOUSE) get married?
PROBE: If you do not know the exact date, you can give me an estimate of the date that you started considering yourselves to be husband and wife.

RECORD MONTH: _____
RECORD YEAR: _____

NEVER MARRIED (SKIP TO K9) ..... ❑ 6
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(K6≠6 and site=4 and marriage_flag≠6 and P_12month_complete=2)

K7. Did you live with (SPOUSE) before you were married?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(K6≠6 and site=4 and marriage_flag≠6 and P_12month_complete=2)

K8. Prior to being married to (SPOUSE), were you married?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

[ASK MILITARY QUESTIONS TO ALL 30 MONTH SURVEY RESPONDENTS]

The next set of questions will ask about your military service.

(ALL)

K9. Have you ever served in the U.S. military?

[INTERVIEWER NOTE: RESPONDENT SHOULD INCLUDE BOTH ACTIVE AND INACTIVE MILITARY SERVICE]

PROBE: U.S. MILITARY SERVICE INCLUDES SERVICE IN THE U.S. ARMED FORCES, THE U.S. COAST GUARD, THE RESERVES, OR THE NATIONAL GUARD.

YES ..... ❑ 1
NO **(**SKIP TO QUESTION K13**)** ..... ❑ 2
REFUSED **(**SKIP TO QUESTION K13**)** ..... ❑ 7
DON'T KNOW **(**SKIP TO QUESTION K13**)** ..... ❑ 8

(K9=1)

K10. Please indicate all the ways that you have you served in the U.S. military. More than one description may apply.

Reserve (Active or Inactive) ..... ❑ 1
National Guard (Active or Inactive) ..... ❑ 2
Active duty, U.S. Armed Forces ..... ❑ 3
Other (specify) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

We would like to know when you served in the military.

(K9=1)

K11. Did you serve prior to or as of [RAD]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(K9=1

K12. Did you serve after [RAD]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

We would also like to ask you about [BASELINE SPOUSE]'s military service.

(marriage_flag≠6)

K13. Has [BASELINE SPOUSE] ever served in the U.S. military?

[INTERVIEWER NOTE: RESPONDENT SHOULD INCLUDE BOTH ACTIVE AND INACTIVE MILITARY SERVICE]

PROBE: U.S. MILITARY SERVICE INCLUDES SERVICE IN THE U.S. ARMED FORCES, THE U.S. COAST GUARD, THE RESERVES, OR THE NATIONAL GUARD.

YES ..... ❑ 1
NO **(**SKIP TO SECTION L**)** ..... ❑ 2
REFUSED **(**SKIP TO SECTION L) ..... ❑ 7
DON'T KNOW **(**SKIP TO SECTION L**)** ..... ❑ 8

(K13=1)

K14. Please indicate all the ways that [BASELINE SPOUSE] has served in the military. More than one description may apply.

Reserve (Active or Inactive) ..... ❑ 1
National Guard (Active or Inactive) ..... ❑ 2
Active duty, U.S. Armed Forces National Guard ..... ❑ 3
Other (specify) ..... ❑ 95
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

(K13=1)

K15. We would like to know when [BASELINE SPOUSE] served in the military.

Did [BASELINE SPOUSE] serve prior to or as of [RAD]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(K13=1)

K16. Did [BASELINE SPOUSE] serve after [RAD]?

YES ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Section L: Contact Information

CATI NOTE:
BASE ALL: HUSBAND AND WIFE

Thank you very much for your time. We are almost done. We will be sending you a check for [[AMOUNT] = TREATMENT/[AMOUNT] = CONTROL] within the next four weeks. To help us get back in touch with you in the future, we would like to confirm your correct address and telephone number, as well as collect the names, telephone numbers and addresses of three people who will always know how to reach you. This information will be kept strictly confidential and will only be used if we are unable to contact you.

L1. IF HOME ADDRESS IN THE SAMPLE:
Is [HOME ADDRESS] still your home address?

YES **(SKIP TO QUESTION L3)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE A HOME ADDRESS **(SKIP TO QUESTION L3)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L3)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L3)** ..... ❑ 8

IF HOME ADDRESS BLANK IN THE SAMPLE:

L2. May I please have your home address?

YES **(SKIP TO QUESTION L3)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE A HOME ADDRESS **(SKIP TO QUESTION L3)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L3)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L3)** ..... ❑ 8

RECORD HOME ADDRESS:

STREET:_____

CITY, STATE, ZIP:_____

INTERVIEWER NOTE: PROBE TO GET FULL ADDRESS AND READ IT BACK TO CONFIRM SPELLING.

L3. **IF HOME PHONE NUMBER IN THE SAMPLE:**
Is [HOME PHONE NUMBER] still your home phone number?

YES **(SKIP TO QUESTION L5)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE HOME NUMBER **(SKIP TO QUESTION L5)** ..... ❑ 3

REFUSED **(SKIP TO QUESTION L5)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L5)** ..... ❑ 8

IF HOME PHONE NUMBER BLANK IN THE SAMPLE:

L4. May I please have your home phone number, starting with the area code?

YES **(SKIP TO RECORD HOME NUMBER)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE HOME NUMBER **(SKIP TO QUESTION L5)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L5)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L5)** ..... ❑ 8

RECORD HOME NUMBER:

HOME PHONE NUMBER:_____

INTERVIEWER NOTE: READ IT BACK TO CONFIRM CORRECT NUMBER WAS RECORDED.

L5. **IF WORK PHONE NUMBER IN THE SAMPLE:**
Is [WORK PHONE NUMBER] still your work phone number, starting with the area code?

YES **(SKIP TO QUESTION L7)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE HOME NUMBER **(SKIP TO QUESTION L7)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L7)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L7)** ..... ❑ 8

IF WORK PHONE NUMBER BLANK IN THE SAMPLE:

L6. May I please have your work phone number?

YES **(SKIP TO RECORD WORK NUMBER)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE HOME NUMBER **(SKIP TO QUESTION L7)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L7)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L7)** ..... ❑ 8

RECORD WORK NUMBER:

WORK PHONE NUMBER:_____

WORK EXTENSION:_____

INTERVIEWER NOTE: READ IT BACK TO CONFIRM CORRECT NUMBER WAS RECORDED.

L7. **IF CELL PHONE NUMBER IN THE SAMPLE:**
Is [CELL PHONE NUMBER] still your cell phone number?

YES **(SKIP TO QUESTION L9)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE CELL NUMBER **(SKIP TO QUESTION L9)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L9)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L9)** ..... ❑ 8

IF CELL PHONE NUMBER BLANK IN THE SAMPLE:

L8. May I please have your cell phone number, starting with the area code?

YES **(SKIP TO RECORD CELL NUMBER)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE CELL NUMBER **(SKIP TO QUESTION L9)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L9)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L9)** ..... ❑ 8

RECORD CELL NUMBER:

CELL PHONE NUMBER:_____

INTERVIEWER NOTE: READ IT BACK TO CONFIRM CORRECT NUMBER WAS RECORDED.

L9. What is the best phone number to reach you?

Home phone **(SKIP TO QUESTION L10)** ..... ❑ 1
Work phone **(SKIP TO QUESTION L10)** ..... ❑ 2
Cell phone **(SKIP TO QUESTION L10)** ..... ❑ 3
DA phone **(SKIP TO QUESTION L10)** ..... ❑ 4
REFUSED **(SKIP TO QUESTION L10)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L10)** ..... ❑ 8

CATI NOTE: DISPLAY NUMBERS THAT WERE GIVING IN THE HOME, WORK OR CELL SECTION. DO A CHECK WITH HOME NUMBER AND DA NUMBER BEFORE DISPLAYING IT. IF HOME AND DA THE SAME, ONLY DISPLAY HOME.

L10. [IF EMAIL ADDRESS IN THE SAMPLE]
Is [EMAIL ADDRESS] still your email address?

YES **(SKIP TO QUESTION L12)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE EMAIL **(SKIP TO QUESTION L12)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L12)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L12)** ..... ❑ 8

IF EMAIL ADDRESS BLANK IN THE SAMPLE:

L11. May I please have your email address?

YES **(SKIP TO RECORD EMAIL)** ..... ❑ 1
NO ..... ❑ 2
DON'T HAVE EMAIL **(SKIP TO QUESTION L12)** ..... ❑ 3
REFUSED **(SKIP TO QUESTION L12)** ..... ❑ 7
DON'T KNOW **(SKIP TO QUESTION L12)** ..... ❑ 8

RECORD EMAIL ADDRESS:

EMAIL ADDRSSS:_____

INTERVIEWER: PLEASE RECORD EMAIL ADDRESS AND READ IT BACK TO CONFIRM SPELLING.

CONTACT #1:

IF CONTACT 1 IN THE SAMPLE:

L12. Our records show that:
CATI: DISPLAY FULL INFO OF 1st CONTACT

INTERVIEWER: VERIFY SPELLING OF NAMES AND FULL ADDRESS AND PHONE NUMBER.

is a primary person who does not live with you and will always know how to contact you. Is this correct?

YES **(SKIP TO SECOND CONTACT)** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

IF CONTACT 1 BLANK or IF L12=2, 7, 8

L13. Could you tell us the name of a primary person who does not live with you and will always know how to contact you?

YES ..... ❑ 1
NO **(SKIP TO SECOND CONTACT)** ..... ❑ 2
REFUSED **(SKIP TO SECOND CONTACT)** ..... ❑ 7
DON'T KNOW **(SKIP TO SECOND CONTACT)** ..... ❑ 8

L14. What is his/her first name? ___

L14a. What is his/her last name?_____

L15. What is (his/her) street address? _____

L15a. Is there a complex/building name? _____

L15b. Is there an apartment number? _____

L15c. In what city? _____

L15d. In what state? _____

L15e. What is the zip code? _____

L16. What's the best phone number to reach (him/her) at starting with the area code?

Telephone # with area code: (_____) _____-_____

L17. Is she/he a friend or a relative, or what is (his/her) relationship to you?
ACCEPT ONE RESPONSE ONLY.

Friend ..... ❑ 1
Relative ..... ❑ 2
Other (Specify_____)..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

CONTACT #2:

IF CONTACT 2 IN THE SAMPLE:

L18. Our records show that:
CATI: DISPLAY FULL INFO OF 2ND CONTACT

INTERVIEWER: VERIFY SPELLING OF NAMES AND FULL ADDRESS AND PHONE NUMBER.

is the name of a second person who does not live with you and will always know how to contact you. Is this correct?

YES **(SKIP TO THIRD CONTACT)** ..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

IF CONTACT 2 BLANK or IF L18=2, 7, 8

L19. Could you tell us the name of a second person who does not live with you and will always know how to contact you?

YES ..... ❑ 1
NO **(SKIP TO THIRD CONTACT)** ..... ❑ 2
REFUSED **(SKIP TO THIRD CONTACT)** ..... ❑ 7
DON'T KNOW **(SKIP TO THIRD CONTACT)** ..... ❑ 8

L20. What is his/her first name? ___

L20a. What is his/her last name?_____

L21. What is (his/her) street address? _____

L21a. Is there a complex/building name? _____

L21b. Is there an apartment number? _____

L21c. In what city? _____

L21d. In what state? _____

L21e. What is the zip code? _____

L22. What's the best phone number to reach (him/her) at starting with the area code?

Telephone # with area code: (_____) _____-_____

L23. Is she/he a friend or a relative, or what is (his/her) relationship to you?
ACCEPT ONE RESPONSE ONLY.

Friend ..... ❑ 1
Relative ..... ❑ 2
Other (Specify_____)..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

CONTACT #3:

IF CONTACT 3 IN THE SAMPLE:

L24. Our records show that:
CATI: DISPLAY FULL INFO OF 3rd CONTACT

INTERVIEWER: VERIFY SPELLING OF NAMES AND FULL ADDRESS.

is the name of a third person who does not live with you and will always know how to contact you. Is this correct?

YES **(SKIP TO SSN)**..... ❑ 1
NO ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

IF CONTACT 3 BLANK or IF L24=2,7,8

L25. Could you tell us the name of a primary person who does not live with you and will always know how to contact you?

YES ..... ❑ 1

NO **(SKIP TO SSN)** ..... ❑ 2
REFUSED **(SKIP TO SSN)** ..... ❑ 7
DON'T KNOW **(SKIP TO SSN)** ..... ❑ 8

L26. What is his/her first name? ___
L26b.What is his/her last name?_____

L27. What is (his/her) street address? _____
L27a. Is there a complex/building name? _____
L27b. Is there an apartment number? _____
L27c. In what city? _____
L27d. In what state? ___
L27e What is the zip code? _____

L28. What's the best phone number to reach (him/her) at starting with the area code?
TELEPHONE # WITH AREA CODE: (_____) _____-_____

L29. Is she/he a friend or a relative, or what is (his/her) relationship to you?
ACCEPT ONE RESPONSE ONLY.

Friend ..... ❑ 1
Relative ..... ❑ 2
Other (Specify_____) ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

CATI NOTE:
IF SSN IS MISSING IN THE SAMPLE SKIP TO SCRIPT OF SSN OTHERWISE GO TO CLOSING

Our records show that we do not have your Social Security Number. To help us be able to get back in touch with you in the future, we would like to collect your SSN. This information will be kept strictly confidential and will only be used if we are unable to contact you and to verify that we are speaking with you.

L30. What is your SSN?

RECORD NUMBER: _____

DOES NOT HAVE A SSN ..... ❑ 2
REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

GENERAL CLOSING

These are all the questions I have.

L31. IF COUPLE IS INTACT AND/OR LIVING TOGETHER. Is [BASE SPOUSE] available? I'd like to interview [him/her] too, if [he/she] is around.

If YES: Great, can you put him/her on the phone?

YES (**SKIP TO INSTRUCTION A**)_..... ❑ 1
NO **(SKIP TO INSTRUCTION B)**..... ❑ 2
REFUSED **(SKIP TO INSTRUCTION B)**..... ❑ 7
DON'T KNOW **(SKIP TO INSTRUCTION B)**..... ❑ 8

INSTRUCTION A: IF [BASE SPOUSE] IS AVAILABLE, ASK TO SPEAK TO HIM/HER. CLOSE THE CURRENT CASE AFTER LEAVING A NOTE ABOUT THIS CASE AND OPEN [SPOUSE'S] CASE.

INSTRUCTION B: IF [BASE SPOUSE] ISN'T AVAILABLE, ASK FOR THE BEST TIME TO REACH HIM/HER AND ASK THE RESPONDENT TO TELL THEM WE WILL BE CALLING. RECORD ON [BASE SPOUSE]'S CONTACT SHEET.

ADD TO END OF 30-MONTH ADULT SURVEY, PRIOR TO ASKING FOR CONSENT TO PARTICIPATION IN DIRECT CHIL D ASSESSMENTS

[IF FOCAL CHILD 8.5 YEARS OLD OR YOUNGER]
BASE: FOCALCHILD_NODOB_QU = 1 - 8
Family members sometimes speak to each other in different languages. We're interested in hearing about which languages [FOCAL CHILD] typically uses when he/she speaks with you, [BASELINE SPOUSE], and his/her friends.

<MAINLANG>

ASK IF CHLDLANGCALC=missing and NQ2=1,2,3 and FC_STATUS=1,4 and FOCALCHILD_NODOB_QU=1-8
NOTE: <CHLDLANGCALC> is a variable used by the survey firm to determine the appropriate language in which to conduct direct child assessments. L32 is asked if the survey firm was unable to provide a score for <CHLDLANGCALC>

L32. Other then English, what is the main language that (FOCAL CHILD) speaks with you, (BASE SPOUSE) or his friends?

SPANISH ..... ❑ 1
RUSSIAN ..... ❑ 2
TAGALOG..... ❑ 3
NEPALESE ..... ❑ 4
THAI ..... ❑ 5
CHINESE ..... ❑ 6
LUGANDA..... ❑ 7
VIETNAMESE ..... ❑ 8

OTHER SPECIFY: ..... ❑ 95
REFUSED ..... ❑ 97
NO OTHER LANGUAGE / ENGLISH ONLY ..... ❑ 99
REFUSED ..... ❑ 97
DON'T KNOW ..... ❑ 98

BASE: MAINLANG ≠ 97,98,99

Scale for Obtaining Parents' Report of Children's Use of Language in the Home and with Peers

CHECK ONE BOX PER LINE

<CHLDLANG1 TO CHLDLANG5>	**Only English**	**Mostly English, but sometimes my primary language**	**Both languages about equally**	**Mostly my primary language, but some English**	**Only my primary language**	**Score**
BASE: MAINLANG ≠ 97,98,99 1. What language do you speak most often with [FOCAL CHILD]?	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1	
BASE: MAINLANG ≠ 97,98,99 2. What language does [FOCAL CHILD] speak most often with you?	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1	
BASE: MAINLANG ≠ 97,98,99 3. What language does your child speak most often with other children?	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1	
Base: MARRIAGE_FLAG≠ 6 4. What language does [BASELINE SPOUSE] speak most often with your child?	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1	
Base: MARRIAGE_FLAG≠ 6 5. What language does your child speak most often with [BASELINE SPOUSE]?	❑ 5	❑ 4	❑ 3	❑ 2	❑ 1	
					Total	(5 to 25)

CLOSING Script for sample with NO Focal Child

These are all the questions I have. In appreciation for your time, we will mail you a check for (IF TREATMENT = [AMOUNT] / IF CONTROL=[AMOUNT]). You should be receiving your check within the next four weeks. Thank you so much!

CLOSING Script for FC younger than 8.5 yrs

These are all the questions I have. Your family has been selected to participate in another component of this study. It involves coming to your home to do a series of games with (FOCAL CHILD). In appreciation for your child's time, we will be giving you [AMOUNT]for participating in this additional component of the study.

<BEST TIME>
What would be the best time for your family to participate in this new activity?
CHECK ALL THAT APPLY
Weekday – morning
Weekday – afternoon
Weekday – evenings
Saturday – morning
Saturday – afternoon
Saturday – evenings
Sunday – morning
Sunday – afternoon
Sunday – evenings
REF
DK

Another interviewer will be calling you in the next couple of weeks to make arrangements to visit you and your family. She will also provide you with more information about the in home visit and would be able to answer any questions you might have.
We will mail you a check for (IF TREATMENT = [AMOUNT] / IF CONTROL=[AMOUNT]) in appreciation for your time for completing this phone interview. You should be receiving your check within the next four weeks. Thank you.

Closing SCRIPT FOR INTERVIEWER ASKING ADULT FOR VERBAL PERMISSION TO CONTACT CHILD FOR ADOLESCENT INTERVIEW

A part of the Supporting Healthy Marriage Study involves looking at household composition and the interactions that you have with different members of your family. As we went through the survey, we asked some questions about how [FOCAL CHILD] is doing, and about how you interact with him/her. At this time, I would like to ask your permission to conduct an interview with [FOCAL CHILD]. The interview will take approximately 30 minutes. To thank your child for his/her participation, we will send a [AMOUNT] check for you to give to your child.

We will be asking [FOCAL CHILD] questions about how s/he feels about different things, how s/he acts, how s/he gets along with parents, family members, and friends, and the different activities s/he might participate in. You should know that your child will be asked some sensitive questions. Some of the questions will be about substance use. Your child may also be asked about their own romantic relationships. Your child may find some of these questions too personal or uncomfortable. We will try to make sure that your child is comfortable during the interview. We will remind your child that participating in the interview is voluntary. We will remind your child that no one will see his/her answers. Your child may choose not to answer any of the questions or stop the interview at any time. You, as his or her

parent, may also stop the interview at any time. However, we do ask that you not be present in the room as your child participates in the interview. We also ask that you not listen in on another extension as we interview your child.

May I have your permission to conduct an interview with [FOCAL CHILD]?

IF NECESSARY: It is important for our research to understand your household composition and the interactions that you, and different members of your family have.

IF NECESSARY: All information is confidential to the extent allowed by the law. That means that we may have to tell someone if anything we learn could protect someone's safety. Your child may refuse to answer any question they don't want to answer.

1a. I understand. What are your concerns or questions? I would like to try and answer them for you.

INTERVIEWER REVIEW QUESTIONS AND ANSWERS WITH R. THEN CODE IF R GIVES PERMISSION OR NOT.

YES (SKIP TO 2) 01
NO GO TO 1B..... 02

1b. DOES RESPONDENT DENY PERMISSION FOR ADOLESCENT INTERVIEW?

YES (Terminate interview) **OR** ASK 1c 01
NO..... 02

1c. I understand. Perhaps you need more time to think about this request. When should I call you back? SET CALLBACK TIME.

CALL BACK DATE:_____ / _____/_____
MONTH DAY YEAR
CALL BACK TIME:_____:____ __AM ___PM
REFUSED ..... ❑ -2
DON'T KNOW ..... ❑ -1

2 (Great.) I will record that you have given me permission to conduct the interview with (FOCAL_CHILD).

RECORD PERMISSION GIVEN (SKIP TO Q3)…..01

3. During the interview with (FOCAL_CHILD), I will be asking questions that refer to 'your mother' and/or 'your father'. In these questions when I refer to 'mother' I am referring to [you/BASELINE WIFE], and by 'father' I mean [you/BASELINE HUSBAND]. For example, if I were to ask: "How often do you go shopping with your mother," would (FOCAL_CHILD) understand that I am referring to you/BASELINE MOTHER?

YES (SKIP TO 4) 01
NO (ASK 3a and 3b) 02
REFUSED..... 97

DON'T KNOW 98

3a.How does (FOCAL CHILD) refer to you? _____
3bHow does (FOCAL CHILD) refer to [BASELINE SPOUSE]_____

4. Okay that was the last question that I have for you. Thank you very much for your time. May I speak with (FOCAL_CHILD) at this time?

YES, FOCAL CHILD COMES TO PHONE	01
NO, FOCAL CHILD NOT HOME [SCHEDULE APPOINTMENT)	02 (ASK 4a)
NO, FOCAL CHILD UNAVAILABLE ENTIRE PERIOD.....	03
NO, FOCAL CHILD REFUSES [TERMINATE:]	04

4a. When would you suggest I call back to talk to [FOCAL CHILD]? RECORD CALLBACK TIME.

CALL BACK DATE:_____ / _____/_____

MONTH DAY YEAR

4b. What is the best number for us to call [FOCAL_CHILD] at?

AREA CODE: ( ) PHONE NUMBER: _____-_____

REFUSED	97
DON'T KNOW	98

4c. Would you like me to contact you first or should I call [FOCAL CHILD] directly?

CONTACT R FIRST.....	01
CONTACT FOCAL_CHILD DIRECTLY	02
EITHER OPTION IS FINE	03
REFUSED	97
DON'T KNOW	98

We will [now give you your money order for (IF TREATMENT = [AMOUNT] / IF CONTROL= [AMOUNT])/ mail your IF TREATMENT = [AMOUNT] / IF CONTROL= [AMOUNT]) check within the next four weeks] in appreciation for your time for completing this phone interview. Thank you.

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Appendix M

Supporting Healthy Marriage
30-Month Child/Youth Survey

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30-Month Child/Youth Survey

Explanation of Variables Used in Skip Logic

Introduction

Section A **Educational Engagement**

Section B **Social and Emotional Adjustment & Social Competence and Self-Regulation**
General and Prosocial Behavior
Self-Regulation
Internalizing Behaviors
Behavior Problems

Section C **Parent-Child Relationships**
Mother—Parent Involvement
Mother—Monitoring
Father—Parent Involvement
Father—Monitoring
Communication
Relationship Quality
Parent-Child Conflict
Nonresident Parent Involvement

Section D **Child and Youth Perspectives of the Parents' Relationship**
Perception of Residential and Nonresidential Inter-Parental Conflict and Marital/Relationship Quality
Child and Youth Reactions to Inter-Parental Conflict

Section E **Romantic Relationships**
Dating
Sexual Activity

Section F **Delinquency and Substance Use**
Truancy
School Behavior: School Suspension/Expulsion
Runaways
Vandalism
Substance Use

Explanation of Variables Used in Skip Logic

Focalchild_nodob_qu_clean

At the beginning of the survey, the focal child was asked to verify their date of birth. If the child provided a different date of birth, that date was used in calculating age.

Focal child age was calculated using the number of months between focal child birth date and the date of survey completion, which was then used to assign an age category. The values of the focalchild_nodob_qu_clean variable are categories of months, as seen below.

Only children in the following categories received the Youth Survey:

8: 8 to 8 Years and 5 Months
9: 8 Years and 6 Months to 8 Years and 11 Months
10: 9 to 9 Years and 11 Months
11: 10 to 10 Years and 11 Months
12: 11 to 11 Years and 11 Months
13: 12 to 12 Years and 11 Months
14: 13 to 13 Years and 11 Months
15: 14 to 14 Years and 11 Months
16: 15 to 15 Years and 11 Months
17: 16 Years or older (up to 17 and 11 Months)

Marriage_flag_1/Marriage_flag_2

These marriage flags were created separately, one for each parent, based on mothers' and fathers' responses to questions **B1** and **B2** from the **30-Month Adult Survey**. Please see section B of the adult survey for more documentation on the creation of these flags. Values for the flag are given below:

1: Married living together
2: Married living apart
3: Divorced
4: Separated
5: Annulled
6: Widow

Child_consent_1/Child_consent_2

The child consent flags were created separately, one for each parent, based on whether the parent gave consent for their children to participate on the youth survey. These dichotomous variables indicate whether parents gave consent (value of 1) or not (value of 0).

Introduction

IF CHILD IS AGES 8-10 SKIP TO INTRO B; IF CHILD IS 11 YEARS OLD OR OLDER READ INTRO A.

INTRO A: INTRODUCTION AND CONSENT SCRIPT FOR CHILDREN 11 YEARS OLD AND OLDER COMPLETING THE TELEPHONE SURVEY:

Hi [CHILD'S NAME]. *I am* [INTERVIEWER NAME] *and I am interviewer for* [SURVEY FIRM NAME]*, a research company doing a study about families. I'd like to ask you some questions for the study today. I already spoke with your Mom/Dad, and she/he told me it was OK to talk to you today.*

In this study, we are interested in finding out how young people your age think and feel about different things, such as how you feel about yourself, your family, and friends, and your life at school and home. I am going to ask you some questions about these things. There are no right or wrong answers to my questions. I am interested in your ideas and opinions. However, it is important that you understand that being in this study is completely voluntary for you. If you do not feel like answering a question, that's okay, you can just skip it and go onto the next one. If you decide you don't want to do any more, please tell me and we can stop at any time. It is OK to tell me that you want to stop.

There are minimal known risks to completing the interview, for example, you may not like some of the questions we ask. You can choose not to answer any question that makes you uncomfortable. The whole interview will take about 30 minutes and we can take a break if you need to. In addition, when we are finished with the interview, we will send your parent [AMOUNT] *on your behalf in appreciation for the time you spent participating in this study.*

No one else, including your parents, will ever know your answers to the questions I'll ask you today. You can also decide not to answer any questions that you don't want to, and you can stop the interview at any point. As I ask the questions, just interrupt me to let me know if you have a question, or if there is a question you don't want to answer. You may find some of the questions a little personal but you can choose not to answer anything that you don't want to. I will keep your answers private, unless I think that keeping the information you tell me private could potentially hurt you or hurt others.

IF YES:

> *Ok, great! This interview is completely private and is only between me and you. You should know, however, that we may tell someone some information if keeping the information confidential could potentially hurt you or hurt others.*
>
> *Please remember, there are no right or wrong answers; I am just interested in hearing your ideas and opinions. Do you have any questions before we start?*

IF NO:

> *That's OK. Do you think that you might want to participate another time?*

INTRO B: FOR CHILDREN COMPLETING THE IN-HOME SURVEY

Hi [CHILD'S NAME]. *I am* [INTERVIEWER NAME] *and I am here today to ask you some questions for a research project about families. The questions will be mostly about you, like how you feel about different things, how you act, and how you get along with your parents, brothers and sisters, and friends. It will take me about a half an hour to ask all these questions and when we're all finished, I will give your parents* [AMOUNT] *on your behalf to thank you for all your help today. Your Mom/Dad said that it was OK for me to come here to talk to you today and ask you these questions.*

Your answers will be kept private. Your Mom/Dad won't be able to hear what we're talking about and I won't tell them any of your answers, so you should be honest when you answer the questions. You can also decide to stop the interview at any time. You should know we may tell someone if keeping the information you tell me private could potentially hurt you or hurt others. Do you want to participate in the study and answer these questions now?

IF YES:

Ok, great! I have just a few more things I want to tell you before we start. As I ask the questions, just interrupt me to let me know if you have a question, or if there is a question you don't want to answer. Do you have any questions before we start?

IF NO:

That's OK. Do you think that you might want to participate another time?

INSERT CONSENT CHECK—

WAS CONSENT GIVEN:

VERBALLY	01
BY NOD OF THE HEAD OR ANOTHER NON-VERBAL FORMAT	02
NOT GIVEN	03

.

(ALL)

P3_Name_Con First, I just need to verify that I am talking to the correct person. I have your name as [FOCAL CHILD] Is that correct?

1. **Yes**
2. **No**
7. **Refused**
8. **Don't know**
9. **Missing**

Defining the [reference for mother] and [reference for father]

I spoke with [30-Month AdultPermission Granter] before I contacted you. Since we will be talking about you and your family today, I wanted to find out what you call [her/him] to make our discussion easier.

REF1. [PARENTAL PERMISSION GRANTER] said that you usually call [FEMALE SAMPLE MEMBER NAME], [INSERT MOTHER REFERENCE FROM 30 MONTH], is that correct?

YES (SKIP TO REF2)	01
NO	02
REFUSED	97
DON'T KNOW	98

REF1a. What do you call [FEMALE SAMPLE MEMBER NAME]?

_____

REF2. [PARENTAL PERMISSION GRANTER] said that you usually call [MALE SAMPLE MEMBER NAME] [INSERT FATHER REFERENCE FROM 30 MONTH], is that correct?

YES (SKIP TO REFSCRIPT)	01
NO	02
REFUSED	97
DON'T KNOW	98

REF2a. What do you call [MALE SAMPLE MEMBER NAME]?

_____

Okay, let's get started.

INTRODUCING REFERENCE TIME PERIODS (READ TO ALL CHILDREN)

During this [phone call/discussion], I will sometimes ask you about things that have happened in the last month or the last week. In order to make sure that everyone answers these questions the same way, I need to go over these time periods with you. This may even make it easier for you to answer the questions..

[IF IN-PERSON: TAKE OUT CALENDAR TO ORIENT CHILD]

When I ask you questions about the last week, I want you to think about things that happened very recently. So, today is [DAY OF WEEK] [POINT TO DAY ON CALENDAR], if I ask you about the last week, I want you to think about what happened to you in the last seven days [POINT TO DAYS ON CALENDAR IN LAST WEEK].

Can you tell me about something that might have happened to you in the last week that was exciting or fun? [WAIT FOR CHILD'S RESPONSE.]
[IF NO RESPONSE, PROBE WITH QUESTIONS, LIKE DID CHILD GO TO PARK, GO TO SCHOOL OR GO SHOPPING, ETC. ON ONE OF THESE DAYS AND POINT TO THE LAST 7 DAYS ON THE CALENDAR]
[IF CHILD OFFERS A RESPONSE: Great!]

Sometimes, I will ask you questions about things that happened in the last month.

[IF HOLIDAY CAN ANCHOR PERIOD, SAY*] Here, I want you to think about things that happened to you since [INSERT ANCHOR DATE SUCH AS MOTHERS' DAY, FATHERS' DAY, HOLIDAY] Can you tell me about something that you did between then and now that was fun or exciting? [WAIT FOR CHILD'S RESPONSE]*
[IF NO RESPONSE, PROBE WITH QUESTIONS, LIKE DID CHILD CELEBRATE WITH FAMILY, ETC. DURING THIS MONTH AND POINT TO THE ANCHOR DATE IN QUESTION ON THE CALENDAR]
[IF CHILD OFFERS A RESPONSE: Very good!]

[IF NO HOLIDAY ANCHOR PERIOD, SAY*] Here, I want you to think about things that happened to you in the month of [INSERT LAST MONTH (E.G., JUNE)].Can you tell me about something that you did in the last month that was fun or exciting? [WAIT FOR CHILD'S REPONSE]*
[IF NO RESPONSE, PROBE WITH QUESTIONS ABOUT COMMON ACTIVITIES THAT CHILDREN MIGHT DO AND POINT TO MONTH IN QUESTION ON CALENDAR.]
[IF CHILD OFFERS A RESPONSE: Very good!]

[IF ANCHOR DATE IS POSSIBLE] Okay, just as a reminder, if a question asks about the last month, I would like for you to think about things that happened since [INSERT HOLIDAY]. [RUN FINGER OVER CALENDAR TO INDICATE LAST MONTH] If I ask about the last week, I would like for you to think about things that happened since last [INSERT DAY OF WEEK].[RUN FINGER OVER CALENDAR TO INDICATE LAST SEVEN DAYS.]

[IF NO ANCHOR DATE IS POSSIBLE] Okay, just as a reminder, if a question asks about the last month, I would like for you to think about things that happened in the month of [insert month]. [RUN FINGER OVER CALENDAR TO INDICATE LAST MONTH] If I ask about the last week, I would like for you to think about things that happened since last [INSERT DAY OF WEEK].[RUN FINGER OVER CALENDAR TO INDICATE LAST SEVEN DAYS.]

IF CHILD IS 8-10 YEARS OLD OR INTERVIEWER IS COMPLETING THE SURVEY IN THE HOME (WE WANT CHILDREN TO HAVE THE OPTION OF GIVING A NON-VERBAL RESPONSE):

Also, if you want, you can point at the response instead of telling it to me, if that is easier for you.

Do you have any questions?

[ANSWER QUESTIONS ACCORDINGLY]

Section A: Educational Engagement

First, I'd like to ask you some questions about school.

(ALL)

A1. What grade in school are you currently in?

- First Grade ❑ 1
- Second Grade ❑ 2
- Third Grade ❑ 3
- Fourth Grade ❑ 4
- Fifth Grade ❑ 5
- Sixth Grade ❑ 6
- Seventh Grade ❑ 7
- Eighth Grade ❑ 8
- Ninth Grade ❑ 9
- Tenth Grade ❑ 10
- Eleventh Grade ❑ 11
- Twelfth Grade ❑ 12
- NOT ENROLLED IN SCHOOL (DO NOT DISPLAY) ❑ 13
- NOT ENROLLED IN SCHOOL, NO GED or HS DIPLOMA ❑ 14
- NOT ENROLLE D IN SCHOOL, HAS GED ❑ 15
- NOT ENROLLED IN SCHOOL, HAS HS DIPLOMA ❑ 16
- ENROLLED IN COLLEGE ❑ 17
- ENROLLED IN TECHNICAL SCHOOL/IN AN APPRENTICESHIP ❑ 18
- REFUSED ❑ 97
- DON'T KNOW ❑ 98

(A1=13,14,15,16)

A1a. IF NOT ENROLLED: When was the last time that you were in school—what was the month and year?

- Enter Month and Year ❑ 1
- Never enrolled in school ❑ 2

- REFUSED ❑ 7
- DON'T KNOW ❑ 8

(A1a=1)

A1a_mth. Select month.

- January ❑ 1

February ..... ❑ 2
March ..... ❑ 3
April ..... ❑ 4
May ..... ❑ 5
June ..... ❑ 6
July ..... ❑ 7
August ..... ❑ 8
September ..... ❑ 9
October ..... ❑ 10
November ..... ❑ 11
December ..... ❑ 12

(A1a=1)

A1a_yr. Enter year.

_____ year (Range 1990-2010)

(A1a≠2)

A2. Overall, what grades did you receive [last year/the last full year of school you completed]?

MOSTLY A'S (90-100)/4:EXCEEDS EXPECTATIONS	❑ 1
ABOUT HALF A'S AND HALF B'S (85-89)	❑ 2
MOSTLY B'S (80-84)/3:MEETS EXPECTATIONS	❑ 3
ABOUT HALF B'S AND HALF C'S (75-79)	❑ 4
MOSTLY C'S (70-74)/2:NEEDS IMPROVEMENT	❑ 5
ABOUT HALF C'S AND HALF D'S (65-69)	❑ 6
MOSTLY D'S (60-64)/1:DOES NOT MEET EXPECTATIONS/UNSATISFACTORY	❑ 7
MOSTLY BELOW D (BELOW 60)	❑ 8
OTHER (SPECIFY) _____	❑ 95
REFUSED	❑ 97
DON'T KNOW	❑ 98

(A1a≠2)

A3. During the past month, how often [have you been/were] you late for school?

Never	❑ 1
Once	❑ 2
2-3 TIMES	❑ 3
Once a week (4-5 TIMES THIS MONTH)	❑ 4
Several times a week (2-4 TIMES A WEEK)	❑ 5
Everyday (5 TIMES A WEEK)	❑ 6
REFUSED	❑ 97
DON'T KNOW	❑ 98

(A1a≠2)

A4. During the school year, how many days were you absent from school?

NUMBER OF DAYS ABSENT _____

REFUSED	❑ -1
DON'T KNOW	❑ -2

Section B. Social and Emotional Adjustment & Social Competence and Self-Regulation

General and Prosocial Behavior

Now I'd like to talk about how you act around different types of people.

(ALL)

B1. Please tell me how often you think each of the following statements is true of you. INSERT ITEM…Would you say this is true all of the time, most of the time, some of the time, or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
B1a. I show respect for teachers and neighbors.	❑1	❑2	❑3	❑4	❑7	❑8
B1b. I get along well with other kids.	❑1	❑2	❑3	❑4	❑7	❑8
B1c. I try to understand other people's feelings.	❑1	❑2	❑3	❑4	❑7	❑8
B1d. I try to work out problems with classmates, family, or friends.	❑1	❑2	❑3	❑4	❑7	❑8
B1e. I help other kids at school with things like homework, sports, or other activities	❑1	❑2	❑3	❑4	❑7	❑8
(Focalchild_nodob_qu_clean≠8, 9,10,11) B1f.……[1]	❑1	❑2	❑3	❑4	❑7	❑8

[1] Redacted item is from Schaefer, E. S., Hunter, W. M., & Edgerton, M. (1984). *Child Adaptive Behavior Index*. Princeton, NJ: Educational Testing Service.

Self-Regulation

(ALL)

B2. And how often do each of the following statements describe you? Would you say all of the time, most of the time, some of the time, or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
B2a. I wait my turn during activities.	❑1	❑2	❑3	❑4	❑7	❑8
B2b. I cope well with disappointment or frustration.	❑1	❑2	❑3	❑4	❑7	❑8
B2c. I accept it when things do not go my way.	❑1	❑2	❑3	❑4	❑7	❑8
B2d. My feelings get hurt.	❑1	❑2	❑3	❑4	❑7	❑8
B2e. When I get upset, I whine or complain.	❑1	❑2	❑3	❑4	❑7	❑8
B2f. I control my anger when there is a disagreement.	❑1	❑2	❑3	❑4	❑7	❑8
B2g. I stop and calm down when I am frustrated or upset.	❑1	❑2	❑3	❑4	❑7	❑8
B2h. I think before I act.	❑1	❑2	❑3	❑4	❑7	❑8
B2i. I do what I am asked to do.	❑1	❑2	❑3	❑4	❑7	❑8
B2j. When I want something, I am patient when waiting.	❑1	❑2	❑3	❑4	❑7	❑8
B2k. I follow the rules.	❑1	❑2	❑3	❑4	❑7	❑8
B2l. I stick with an activity until it is finished.	❑1	❑2	❑3	❑4	❑7	❑8
B2m. I can only concentrate and focus on one activity at a time.	❑1	❑2	❑3	❑4	❑7	❑8
B2n. I ignore kids who are fooling around in class.	❑1	❑2	❑3	❑4	❑7	❑8
B2o. I fight or argue with adults	❑1	❑2	❑3	❑4	❑7	❑8
B2p. I tell new kids my name without being asked to tell it.	❑1	❑2	❑3	❑4	❑7	❑8
B2q. When people are angry with me, I control my anger.	❑1	❑2	❑3	❑4	❑7	❑8
B2r. When someone tells me a rule that I think is unfair, I ask about the rule in a nice way.	❑1	❑2	❑3	❑4	❑7	❑8
B2s. When I disagree with my [reference base mother] and [reference base father], I yell and scream.	❑1	❑2	❑3	❑4	❑7	❑8

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
B2t. I ask friends for help with my problems.	❑1	❑2	❑3	❑4	❑7	❑8

Internalizing Behaviors

(ALL)

B3. All kids experience different feelings. Please tell me how often the following statements describe how you feel. INSERT ITEM… Would you say that you feel this way all the time, most of the time, some of the time or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
B3a. I am shy.	❑1	❑2	❑3	❑4	❑7	❑8
B3b. I feel like crying	❑1	❑2	❑3	❑4	❑7	❑8
B3c. Bad things happen to me	❑1	❑2	❑3	❑4	❑7	❑8
B3d. I can't do anything right.	❑1	❑2	❑3	❑4	❑7	❑8
B3e. I feel very tired.	❑1	❑2	❑3	❑4	❑7	❑8
B3f. Nothing is fun for me.	❑1	❑2	❑3	❑4	❑7	❑8
B3g. I worry about things.	❑1	❑2	❑3	❑4	❑7	❑8
B3h. I have bad dreams.	❑1	❑2	❑3	❑4	❑7	❑8
B3i. I have trouble sleeping.	❑1	❑2	❑3	❑4	❑7	❑8
B3j. Lots of things scare me.	❑1	❑2	❑3	❑4	❑7	❑8
B3k. I feel unhappy or sad.	❑1	❑2	❑3	❑4	❑7	❑8

Behavior Problems

(ALL)

B4. All kids act in different ways depending on how they're feeling. Please tell me if the following behaviors describe you all of the time, most of the time, some of the time, or none of the time..

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
B4a. I don't get along with other kids.	❑1	❑2	❑3	❑4	❑7	❑8
B4b. I lie or cheat	❑1	❑2	❑3	❑4	❑7	❑8
B4c. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4d. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4e. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4f. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4g. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4h. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4i. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4j. ……[2]	❑1	❑2	❑3	❑4	❑7	❑8
B4k. I pick on others.	❑1	❑2	❑3	❑4	❑7	❑8
B4l. ……[3]	❑1	❑2	❑3	❑4	❑7	❑8

[2] Redacted item is from Achenbach, T. M., & Edelbrock, C. S. (1983). *Manual for the Child Behavior Checklist and Revised Child Behavior Profile*. Burlington, VT: University of Vermont Dept. of Psychiatry.

[3] Redacted item is from Schaefer, E. S., Hunter, W. M., & Edgerton, M. (1984). *Child Adaptive Behavior Inventory*. Princeton, NJ: Educational Testing Service.

Section C. Parent-Child Relationships

Now I'm going to ask you some questions about how you and [REFERENCE FOR BASE MOTHER] spend time together.

((Marriage_flag_1 ≠6 and Marriage_flag_2 ≠ 6 and child_consent_1=1) or child_consent_2=1)

C1. Some kids see their moms every day and some kids don't. In the last month, how often did you see or talk to [REFERENCE FOR BASE MOTHER]?

Every day or almost every day..... ❑ 1
A few times a week..... ❑ 2
Once a week..... ❑ 3
1 or 2 times in the past month..... ❑ 4
Hardly ever or never ..... ❑ 5
REFUSED..... ❑ 7
DON'T KNOW..... ❑ 8

IF "HARDLY EVER OR NEVER", SKIP ALL QUESTIONS ABOUT THE [BASE MOTHER]-CHILD RELATIONSHIP (SKIP TO C7).

IF RESPONDENT IS AGES 8-10 YEARS OLD, SKIP C2H AND C2I.

Mother—Parent Involvement

(C1=1,2,3,4,7,8)

C2. In the last month, did you …

		YES	NO	REF	DK
C2a.	Work on a project or do homework for school with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑7	❑8
C2b.	Talk with [REFERENCE FOR BASE MOTHER] about things you're doing in school?	❑1	❑2	❑7	❑8
C2c.	Go with [REFERENCE FOR BASE MOTHER] on an outing to a library, park, or playground?	❑1	❑2	❑7	❑8
C2d.	Go shopping with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑7	❑8
C2e.	Play a sport or outdoor game, or go to a sporting event, with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑7	❑8
C2f.	Ask [REFERENCE FOR BASE MOTHER] for help with friends?	❑1	❑2	❑7	❑8
C2g.	Talk with [REFERENCE FOR BASE MOTHER] about your school work or grades?	❑1	❑2	❑7	❑8

	YES	NO	REF	DK
(Focalchild_nodob_qu_clean≠8,9,10,11) C2h. [SKIP FOR CHILDREN 8 TO 10 YEARS OLD] Talk with [REFERENCE FOR BASE MOTHER] about someone you're dating?	❑1	❑2	❑7	❑8
(Focalchild_nodob_qu_clean≠8,9,10,11,12,13,14) C2i. [SKIP FOR CHILDREN 8 TO 13 YEARS OLD] Ask [REFERENCE FOR BASE MOTHER] for advice or help on education or schooling decisions, training, or job decisions?	❑1	❑2	❑7	❑8
C2j. Go to a religious service or event, like at a church, temple, synagogue, or mosque, with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑7	❑8
C2k. Go to a movie, play, museum, or concert with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑7	❑8

(C1=1,2,3,4,7,8)

C3. When you have a problem, how often do you talk to [REFERENCE FOR BASE MOTHER] about it?

All of the time ..... ❑ 1
Most of the time ..... ❑ 2
Some of the time ..... ❑ 3
None of the time ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(C1=1,2,3,4,7,8)

C4. How often does [REFERENCE BASE MOTHER]…[INSERT ITEM]…All of the time, most of the time, some of the time, or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
C4a. Ask you about your plans for the next day?	❑1	❑2	❑3	❑4	❑7	❑8
C4b. Praise you for behaving well?	❑1	❑2	❑3	❑4	❑7	❑8
C4c. Tell you that you are doing a good job.	❑1	❑2	❑3	❑4	❑7	❑8

Mother—Monitoring

(C1=1,2,3,4,7,8)

The next questions are about what [REFERENCE FOR BASE MOTHER] knows about your friends.

C5. Has [REFERENCE FOR BASE MOTHER] met all of your friends, most of your friends, some of your friends, or none of your friends?

All ..... ❑ 1
Most ..... ❑ 2
Some ..... ❑ 3
None ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(C1=1,2,3,4,7,8)

C6. How much does [REFERENCE BASE MOTHER] know about your close friends, that is, who they are? [READ CATEGORIES]

Nothing ..... ❑ 1
Just a little ..... ❑ 2
Some things ..... ❑ 3
Most things ..... ❑ 4
Everything ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Father—Parent Involvement

((Marriage_flag_1 ≠6 and Marriage_flag_2 ≠ 6 and child_consent_2=1) or child_consent_1=1)

Now I'd like to ask you some questions about how you and [REFERENCE FOR BASE FATHER] spend time together.

C7. Some kids see their dads every day and some kids don't. In the last month, how often did you see or talk to [REFERENCE TO BASE FATHER].

Every day or almost every day ..... ❑ 1
A few times a week ..... ❑ 2
Once a week ..... ❑ 3
1 or 2 times in the past month ..... ❑ 4
Hardly ever or never ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

IF ”HARDLY EVER OR NEVER”, SKIP ALL QUESTIONS ABOUT THE [BASELINE FATHER]-CHILD RELATIONSHIP. (C8a – C8k, C9-C12)

IF RESPONDENT IS AGES 8-10 YEARS OLD, SKIP C8H AND C8I.

(C7=1,2,3,4,7,8)

C8. In the last month, did you…

	YES	NO	REF	DK
C8a. Work on a project or do homework for school with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
C8b. Talk about things you're doing in school with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
C8c. Go on an outing to a park, zoo, or playground with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
C8d. Go shopping with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
C8e. Play a sport or outdoor game, or did you go to a sporting event with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
C8f. Ask your [REFERENCE BASE FATHER] for help with friends?	❑1	❑2	❑7	❑8
C8g. Talk about your school work or grades with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
(Focalchild_nodob_qu_clean≠8,9,10,11) C8h. [SKIP FOR CHILDREN 8-10 YEARS OLD] [REFERENCE BASE FATHER] about someone you're dating?	❑1	❑2	❑7	❑8
(Focalchild_nodob_qu_clean≠8,9,10,11,12,13,14) C8i. [SKIP FOR CHILDREN 8-13 YEARS OLD] Ask [REFERENCE BASE FATHER] for advice or help on education or schooling decisions, training, or job decisions?	❑1	❑2	❑7	❑8
C8j. Go to a religious service or event, like at a church, temple, synagogue, or mosque, with [REFERENCE FOR BASE FATHER]?	❑1	❑2	❑7	❑8
C8k. Go to a movie, play, museum, or concert with [REFERENCE BASE FATHER]?	❑1	❑2	❑7	❑8
(ALL) The next question is about activities with other relatives… In the last month, did you… C8l. Go on an outing with any of your grandparents, aunts or uncles?	❑1	❑2	❑7	❑8

(C7=1,2,3,4,7,8)

C9. When you have a problem, how often do you talk to [REFERENCE FOR BASE FATHER] about it?

All of the time ..... ❑ 1
Most of the time ..... ❑ 2
Some of the time ..... ❑ 3
None of the time ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(C7=1,2,3,4,7,8)

C10. How often does [REFERENCE BASE FATHER]…[INSERT ITEM]…All of the time, most of the time, some of the time, or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
C10a. Ask you about your plans the next day?	❑1	❑2	❑3	❑4	❑7	❑8
C10b. Praise you for behaving well?	❑1	❑2	❑3	❑4	❑7	❑8
C10c. Tell you that you are doing a good job?	❑1	❑2	❑3	❑4	❑7	❑8

Father—Monitoring

The next questions are about what [REFERENCE FOR BASE FATHER] knows about your friends.

(C7=1,2,3,4,7,8)

C11. Has [REFERENCE FOR BASE FATHER] met all of your friends, most of your friends, some of your friends, or none of your friends?

All ..... ❑ 1
Most ..... ❑ 2
Some ..... ❑ 3
None ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(C7=1,2,3,4,7,8)

C12. How much does [REFERENCE BASE FATHER] know about your close friends, that is, who they are? [READ CATEGORIES]

Nothing ..... ❑ 1
Just a little ..... ❑ 2
Some things ..... ❑ 3
Most things ..... ❑ 4
Everything ..... ❑ 5
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Communication

(C1=1,2,3,4,7,8)

C13. Next, I'd like to ask about how you and [REFERENCE FOR BASE MOTHER] talk about your feelings. Please tell me if the following statements sound like something you might do: all of the time, most of the time, some of the time, or none of the time.

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
C13a. I let [REFERENCE FOR BASE MOTHER] know when I am feeling happy.	❑1	❑2	❑3	❑4	❑7	❑8
C13b. When I'm angry about something, I let [REFERENCE FOR BASE MOTHER] know.	❑1	❑2	❑3	❑4	❑7	❑8

C13c. When I am feeling sad [ADD FOR AGES 11-17:or depressed], I let [REFERENCE FOR BASE MOTHER] know	❑1	❑2	❑3	❑4	❑7	❑8
C13d. I tell [REFERENCE FOR BASE MOTHER] that I love and care for her.	❑1	❑2	❑3	❑4	❑7	❑8
C13e. [REFERENCE FOR BASE MOTHER] and I share ideas or talk about things that really matter.	❑1	❑2	❑3	❑4	❑7	❑8
C13f. It is hard for me to show [REFERENCE FOR BASE MOTHER] how I feel.	❑1	❑2	❑3	❑4	❑7	❑8

(C7=1,2,3,4,7,8)

Now I'd like to ask you about how you and [REFERENCE BASE FATHER] talk about your feelings. Please tell me if these statements sound like something you might do: all of the time, most of the time, some of the time, or none of the time.

C13g. I let [REFERENCE BASE FATHER] know when I am feeling happy	❑1	❑2	❑3	❑4	❑7	❑8
C13h. When I'm angry about something, I let [REFERENCE BASE FATHER] know.	❑1	❑2	❑3	❑4	❑7	❑8
C13i. When I am feeling sad [ADD FOR AGES 11-17: or depressed], I let [REFERENCE BASE FATHER] know.	❑1	❑2	❑3	❑4	❑7	❑8
C13j. I tell [REFERENCE FOR BASE FATHER] that I love and care for him.	❑1	❑2	❑3	❑4	❑7	❑8
C13k. [REFERENCE FOR BASE FATHER] and I share ideas or talk about things that really matter.	❑1	❑2	❑3	❑4	❑7	❑8
C13l. It is hard for me to show [REFERENCE FOR BASE FATHER] how I feel.	❑1	❑2	❑3	❑4	❑7	❑8

INTERVIEWER IF 8.5 to 10 YEARS OF AGE SKIP TO C15

(C1=1,2,3,4,7,8 and Focalchild_nodob_qu_clean≠9,10,11)

C14. Thinking about your relationship with [REFERENCE BASE MOTHER], would you strongly agree, agree, disagree, or strongly disagree with the following statements?

	Strongly Agree	Agree	Disagree	Strongly Disagree	REF	DK
C14a. I don't get much attention at home from [REFERENCE BASE MOTHER].	❑1	❑2	❑3	❑4	❑7	❑8
C14b. [REFERENCE BASE MOTHER] respects my feelings	❑1	❑2	❑3	❑4	❑7	❑8
C14c. [REFERENCE BASE MOTHER] trusts my judgment	❑1	❑2	❑3	❑4	❑7	❑8
C14d. [REFERENCE BASE MOTHER understands me	❑1	❑2	❑3	❑4	❑7	❑8
C14e. I trust [REFERENCE BASE MOTHER] .	❑1	❑2	❑3	❑4	❑7	❑8
C14f. [REFERENCE BASE MOTHER] really cares about me.	❑1	❑2	❑3	❑4	❑7	❑8

(C7=1,2,3,4,7,8 and Focalchild_nodob_qu_clean≠9,10,11)

Now, thinking about your relationship with [REFERENCE BASE FATHER], would you strongly agree, agree, disagree, or strongly disagree with the following statements?

C14g. I don't get much attention at home from [REFERENCE BASE FATHER].	❑1	❑2	❑3	❑4	❑7	❑8
C14h. [REFERENCE BASE FATHER] respects my feelings	❑1	❑2	❑3	❑4	❑7	❑8
C14i. [REFERENCE BASE FATHER] trusts my judgment	❑1	❑2	❑3	❑4	❑7	❑8
C14j. I trust [REFERENCE BASE FATHER] .	❑1	❑2	❑3	❑4	❑7	❑8
C14k. [REFERENCE BASE FATHER] really cares about me.	❑1	❑2	❑3	❑4	❑7	❑8
C14l. [REFERENCE BASE FATHER] understands me	❑1	❑2	❑3	❑4	❑7	❑8

Relationship Quality

(C1=1,2,3,4,7,8)

C15. How close do you feel to [REFERENCE FOR BASE MOTHER]? [READ CATEGORIES]

Not at all close ..... ❑ 1
Somewhat close ..... ❑ 2
Quite close ..... ❑ 3

Very close ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(C7=1,2,3,4,7,8)

C16. How close do you feel to [REFERENCE BASE FATHER]? [READ CATEGORIES]

Not at all close ..... ❑ 1
Somewhat close ..... ❑ 2
Quite close ..... ❑ 3
Very close ..... ❑ 4
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Parent-Child Conflict

(C1=1,2,3,4,7,8)

C17. In every family, there are times when people argue or don't get along. In the next section, I will read you a statement about times like this--please tell me if this happens all of the time, most of the time, some of the time, or none of the time.

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
C17a. [REFERENCE FOR BASE MOTHER] and I argue.	❑1	❑2	❑3	❑4	❑7	❑8
C17b. [REFERENCE FOR BASE MOTHER] screams or yells at me.	❑1	❑2	❑3	❑4	❑7	❑8
C17c. I yell at [REFERENCE FOR BASE MOTHER].	❑1	❑2	❑3	❑4	❑7	❑8
C17d. [REFERENCE FOR BASE MOTHER] gets really mad at me.	❑1	❑2	❑3	❑4	❑7	❑8
C17e. When I disagree with [REFERENCE BASE MOTHER] we are able to work things out.	❑1	❑2	❑3	❑4	❑7	❑8

(C7=1,2,3,4,7,8)

C18. In your relationship with [REFERENCE BASE FATHER], do the following things happen all of the time, most of the time, some of the time, or none of the time?

	All of the	Most of the time	Some of the time	None of the	REF	DK

	time			time		
C18a. [REFERENCE BASE FATHER] and I argue	❑1	❑2	❑3	❑4	❑7	❑8
C18b. [REFERENCE BASE FATHER] screams or yells at me	❑1	❑2	❑3	❑4	❑7	❑8
C18c. I yell at [REFERENCE BASE FATHER]	❑1	❑2	❑3	❑4	❑7	❑8
C18d. [REFERENCE BASE FATHER] gets really mad at me.	❑1	❑2	❑3	❑4	❑7	❑8
C18e. When I disagree with [REFERENCE BASE FATHER] we are able to work things out.	❑1	❑2	❑3	❑4	❑7	❑8

Nonresident Parent Involvement

((Marriage_flag_1 ≠6 and Marriage_flag_2 ≠ 6 and child_consent_1=1) or child_consent_2=1)

Now, I'd like to ask you a some questions about the ways that you and [REFERENCE FOR BASE MOTHER] get in touch with each other. In the last month, did you…[INSERT ITEM]…every day or almost every day, a few times a week, a few times this past month, or never?

C19. In the last month, how often did you…

	Every day or almost every day	A few times a week	A few times this past month	Never	REF	DK
C19a. Talk with [REFERENCE FOR BASE MOTHER] on the phone?	❑1	❑2	❑3	❑4	❑7	❑8
C19b. .Exchange email or text messages with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑3	❑4	❑7	❑8
C19c. Spend at least an hour with [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑3	❑4	❑7	❑8
C19d. Receive postal mail from [REFERENCE FOR BASE MOTHER]?	❑1	❑2	❑3	❑4	❑7	❑8

((Marriage_flag_1 ≠6 and Marrige_flag_2 ≠ 6 and child_consent_2=1) or child_consent_1=1)

Now, I'd like to ask you some questions about the ways that you and [REFERENCE FOR BASE FATHER] get in touch with each other. In the last month, did you…[INSERT ITEM]…every day or almost every day, a few times a week, a few times this past month, or never?

C20. In the last month, how often did you…

	Every day or almost every day	A few times a week	A few times this past month	Never	REF	DK

C20a. Talk with [REFERENCE FOR BASE FATHER] on the phone?	❑1	❑2	❑3	❑4	❑7	❑8
C20b. .Exchange email or text messages with [REFERENCE FOR BASE FATHER]?	❑1	❑2	❑3	❑4	❑7	❑8
C20c. Spend at least an hour with [REFERENCE FOR BASE FATHER]?	❑1	❑2	❑3	❑4	❑7	❑8
C20d. Receive postal mail from [REFERENCE FOR BASE FATHER]?	❑1	❑2	❑3	❑4	❑7	❑8

(Marriage_Flag_1≠6 and Marriage_Flag_2≠6 and Focalchild_nodob_qu_clean≠8,9,10,11)
Now I'd like to talk a little about how [REFERENCE FOR BASE MOTHER] and [REFERENCE FOR BASELINE FATHER] get along with each other.

C21. [SKIP TO SECTION D IF CHILD IS 8 TO 10 YEARS OLD] Can you tell me how [REFERENCE FOR BASE MOTHER] and [REFERENCE FOR BASELINE FATHER] act towards each other? Are they…

Very friendly..... ❑ 1
Somewhat friendly..... ❑ 2
Somewhat unfriendly..... ❑ 3
Very unfriendly..... ❑ 4
REFUSED..... ❑ 7
DON'T KNOW..... ❑ 8

Section D. Child and Youth Perspectives of the Parents' Relationship

Perception of Residential and Nonresidential Inter-Parental Conflict and Marital/Relationship Quality

NOTE: ITEMS D1B and D1D-D1L WILL BE ASKED ABOUT RESIDENTIAL AND NONRESIDENTIAL BASELINE PARENTS

NOTE: FOR CHILDREN WHO VOLUNTEER THAT THEY DO NOT SEE THEIR PARENTS ARGUE, THERE SHOULD BE A POSSIBLE RESPONSE OPTION "I DO NOT SEE MY PARENTS ARGUE."

D1. [IF BASE MOTHER AND BASE FATHER ARE LIVING TOGETHER:] Next, I will read you a few statements about how [REFERENCE FOR BASE MOTHER] and [REFERENCE FOR BASE FATHER] get along with each other.

[READ IF BASE MOTHER AND BASE FATHER ARE NOT INTACT:] Next, I will read you a few statements about how [REFERENCE FOR BASE MOTHER] and [REFERENCE FOR BASE FATHER] get along with each other, even if they do not live together in the same household with you.

	All of the time	Most of the time	Some of the time	None of the time	DOES NOT SEE PARENTS ARGUE	REF	DK
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1a. How often do [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] smile at each other? Would you say…	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6 and Focalchild_nodob_qu_clean≠8, 9,10,11) D1b. [SKIP IF CHILD IS 8 TO 10 YEARS OLD] How often do [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] work as a team? Would you say…	❑1	❑2	❑3	❑4	❑5	❑7	❑8

	All of the time	Most of the time	Some of the time	None of the time	DOES NOT SEE PARENTS ARGUE	REF	DK
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1c. How often do [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] laugh together?	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1d. How often do [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] complain about each other.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1e. How often do you see [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] argue.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1f. When [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] disagree, do they work it out.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1g. When [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] have a disagreement, how often do they discuss it nicely.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1h. [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] like each other	❑1	❑2	❑3	❑4	❑5	❑7	❑8

	All of the time	Most of the time	Some of the time	None of the time	DOES NOT SEE PARENTS ARGUE	REF	DK
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1i. How often have [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] broken or thrown things during an argument	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1j. [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] still act mean after they have had an argument.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1k. When [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] argue, they say mean things to each other.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6) D1l. How often do [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] have fun together.	❑1	❑2	❑3	❑4	❑5	❑7	❑8

ASK D2A AND D2B ONLY TO CHILDREN 11 YEARS OLD AND OLDER.

(Marriage_Flag_1≠6 and Marriage_Flag_2≠6 and Focalchild_nodob_qu_clean=12,13,14,15,16,17)

D2. When parents argue, they may do different types of things. Please tell me how often [REFERENCE BASE MOTHER] and [REFERENCE BASE FATHER] act the following ways--all of the time, most of the time, some of the time, or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	DOES NOT SEE PARENTS ARGUE	REF	DK
D2a. They scream or yell at each other when they are angry.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D2b. One or both hits or pushes the other.	❑1	❑2	❑3	❑4	❑5	❑7	❑8

Child and Youth Reactions to Inter-Parental Conflict

DO NOT ASK D3N TO CHILDREN WHOSE PARENTS ARE DIVORCED
(Marriage_Flag_1≠6 and Marriage_Flag_2≠6)

D3. Kids can feel a lot of different ways when parents argue. We'd like to learn about how you feel when [REFERENCE FOR BASE MOTHER] *and* [REFERENCE FOR BASE FATHER] argue.

(D3N: 9=Missing)

When* [REFERENCE FOR BASE MOTHER] *and* [REFERENCE FOR BASE FATHER]*argue…	**All of the time**	**Most of the time**	**Some of the time**	**None of the time**	**DOES NOT SEE PARENTS ARGUE**	**REF**	**DK**
D3a. I feel sad…	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3b. I feel scared…	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3c. I feel angry	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3d. I feel unsafe	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3e. I know that everything will be OK.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3f. I try to get away from them	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3g. I try to comfort one or both of them	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3h. I feel caught in the middle	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3i. I yell at or say unkind things to people in my family	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3j. I feel sorry for one [reference base mother] and/or [reference base father]	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3k. I hit, kick, slap, or throw things at people in my family	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3l. I try to distract them by bringing up other things.	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3m. I worry that one of them will get hurt	❑1	❑2	❑3	❑4	❑5	❑7	❑8
(Marriage_flag_1≠3 ,6 and Marriage_Flag_2≠3,6) D3n. * I worry that they might break up or get divorced	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3o. It's about me	❑1	❑2	❑3	❑4	❑5	❑7	❑8
D3p. It's my fault	❑1	❑2	❑3	❑4	❑5	❑7	❑8

* D3n: 9 – missing data

Section E. Romantic Relationships

IF RESPONDENT IS 8-10 YEARS OLD, SKIP TO CONCLUDING SECTION
IF RESPONDENT IS 11-13 YEARS OLD, SKIP TO SECTION F

NOTE: ITEMS IN THIS SECTION SHOULD BE ASKED OF AGES 14-17 ONLY
Some teenagers may date, that is they may have boyfriends, girlfriends or romantic partners, and others may not. This next set of questions is about any romantic relationships you may have. Since some of these questions are personal, you can choose not to answer any questions that make you uncomfortable. Please remember that all your answers are kept private and will ONLY be seen by our research staff

Dating

(focalchild_nodob_qu_clean=15,16,17)

E1. Are you currently seeing, dating, or hooking up with someone, or is there someone you think of romantically as a boyfriend or girlfriend?

Yes ..... ❑ 1
No (SKIP TO E3) ..... ❑ 2
REFUSED (SKIP TO E3)..... ❑ 97
DON'T KNOW (SKIP TO E3)..... ❑ 98

(focalchild_nodob_qu_clean=15,16,17 and E1=1)

E1a. **IF YES:** How old is he or she?

_____YEARS OLD
REFUSED..... ❑ -1
DON'T KNOW..... ❑ -2

(focalchild_nodob_qu_clean=15,16,17 and E1=1) (SPLIT INTO 2 QUESTIONS DURING PILOT)

E1b. Has [reference base mother] met your boyfriend or girlfriend?

Yes ..... ❑ 1
No ..... ❑ 2
REFUSED..... ❑ 7
DON'T KNOW..... ❑ 8

(focalchild_nodob_qu_clean=15,16,17 and E1=1)

E1b_NEW1. Has [reference base mother] met your boyfriend or girlfriend?

Yes ..... ❑ 1
No ..... ❑ 2
REFUSED..... ❑ 7

DON'T KNOW ..... ❑ 8
MISSING/PILOT DATA ..... ❑ 9

(focalchild_nodob_qu_clean=15,16,17 and E1=1)

E1b_NEW2. Has [reference base father] met your boyfriend or girlfriend?

Yes ..... ❑ 1
No ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8
MISSING/PILOT DATA ..... ❑ 9

(focalchild_nodob_qu_clean=15,16,17 and E1=1)

Thinking about your relationship with your boyfriend or girlfriend, how often do the following things happen? [READ CATEGORIES]…Does that happen all of the time, most of the time, some of the time, or none of the time?

	All of the time	Most of the time	Some of the time	None of the time	REF	DK
E2a. Small issues suddenly become big arguments	❑1	❑2	❑3	❑4	❑7	❑8
E2b. We stay mad at one another after an argument.	❑1	❑2	❑3	❑4	❑7	❑8
E2c. I scream or yell at my boyfriend or girlfriend when I am angry.	❑1	❑2	❑3	❑4	❑7	❑8
E2d. I blame my boyfriend or girlfriend for my problems.	❑1	❑2	❑3	❑4	❑7	❑8
E2e. My boyfriend or girlfriend is honest and truthful with me.	❑1	❑2	❑3	❑4	❑7	❑8
E2f. My boyfriend or girlfriend and I are good at working out our differences	❑1	❑2	❑3	❑4	❑7	❑8
E2g. My boyfriend or girlfriend is rude and mean to me when we disagree	❑1	❑2	❑3	❑4	❑7	❑8
E2h. When I have a serious disagreement with my boyfriend or girlfriend, we discuss our disagreements respectfully	❑1	❑2	❑3	❑4	❑7	❑8
E2i. I am able to talk about anything with my boyfriend or girlfriend	❑1	❑2	❑3	❑4	❑7	❑8

Sexual Activity

Some teenagers have sexual intercourse and some do not. The next questions are about some experiences you may have had. The questions are very personal, just remember that all your answers are kept private and will ONLY be seen by our research staff.

(focalchild_nodob_qu_clean=15,16,17 and E1≠1)

E3. [SKIP TO E4 IF ANSWERED YES TO E1] Have you dated anyone in the last year?

Yes ..... ❑ 1
No ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(focalchild_nodob_qu_clean=15,16,17)

E4. In the past year, have you ever had sexual intercourse, that is, made love, had sex, or gone all the way?

Yes ..... ❑ 1
No **(SKIP TO SECTION F)** ..... ❑ 2
REFUSED **(SKIP TO SECTION F)** ..... ❑ 7
DON'T KNOW **(SKIP TO SECTION F)** ..... ❑ 8

(focalchild_nodob_qu_clean=15,16,17 and E4=1)

E5. How many PARTNERS have you had sexual intercourse with in the last year?

_____PARTNERS
REFUSED ..... ❑ -1
DON'T KNOW ..... ❑ -2

(focalchild_nodob_qu_clean=15,16,17 and E4=1)

E6. When you had intercourse, did you and your partner use contraception to prevent pregnancy, or something else to protect yourself from sexually transmitted diseases?

Yes ..... ❑ 1
No ..... ❑ 2
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Section F. Delinquency and Substance Use

NOTE: QUESTIONS IN THIS SECTION SHOULD ONLY BE ASKED TO RESPONDENTS AGES 11-17

This next set of questions asks about things that some people do. Remember, all of your answers will be confidential, which means that no one who knows you will find out your answers. No one except our research staff will ever see your answers. Your answers can never be seen by the police, the courts, your family, or anyone else. If you would be more comfortable reading and answering these questions yourself, please let me know.

Truancy

(Focalchild_nodob_qu_clean=12,13,14,15,16,17 and A1a≠2)

F1. In the last year, how many times have you skipped school, cut classes without your parents' permission, or refused to go to school? Was it …

Never ..... ❑ 1
Once or twice ..... ❑ 2
More than two times ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

School Behavior: School Suspension/Expulsion

(Focalchild_nodob_qu_clean=12,13,14,15,16,17 and A1a≠2)

F2. During the past year, how many times have you been suspended from school? This includes both in-school and out-of-school suspensions.

Never ..... ❑ 1
Once or twice ..... ❑ 2
More than two times ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Focalchild_nodob_qu_clean=12,13,14,15,16,17)

F3. In the last year, how many times have you gotten into a fight and hit, kicked or hurt someone? Would you say...

Never ..... ❑ 1
Once or twice ..... ❑ 2
More than two times ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Runaways

(Focalchild_nodob_qu_clean=12,13,14,15,16,17)

F4. Have you run away in the last year?

Yes ..... ❑ 1
No (SKIP TO F5)..... ❑ 2
REFUSED..... ❑ 7
DON'T KNOW..... ❑ 8

(F4=1)

F4a. How many times have you run away?

_____NUMBER OF TIMES
REFUSED..... ❑ -1
DON'T KNOW..... ❑ -2

Vandalism

(Focalchild_nodob_qu_clean=12,13,14,15,16,17)

F5. In the last year, have you purposely damaged or destroyed property that did not belong to you or stolen something that did not belong to you worth $50 or more?

Yes ..... ❑ 1
No (SKIP TO F6)..... ❑ 2
REFUSED..... ❑ 7
DON'T KNOW..... ❑ 8

(F5=1)

F5a. How many times have you damaged or destroyed property that did not belong to you in the last year?

_____NUMBER OF TIMES
REFUSED..... ❑ -1
DON'T KNOW..... ❑ -2

Substance Use

NOTE: IF 13 YEARS OLD OR YOUNGER, SKIP TO END

NOTE: ITEMS IN THIS SECTION SHOULD BE ASKED OF AGES 14-17 ONLY

(Focalchild_nodob_qu_clean=15,16,17)

F6. In the last month, how many times have you?

F6a. Drank alcohol, such as beer or wine or other liquor?

Never (SKIP TO F6C) ..... ❑ 1
Once or twice ..... ❑ 2
More than two times ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(F6a≠1)

F6b. Had 5 or more alcoholic drinks within a couple of hours?

Never ..... ❑ 1
Once or twice ..... ❑ 2
More than two times ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

(Focalchild_nodob_qu_clean=15,16,17)

F6c. Used any of these: marijuana or hashish, cocaine, amphetamines, ecstasy, or prescription medications that were not prescribed for your use?

Never ..... ❑ 1
Once or twice ..... ❑ 2
More than two times ..... ❑ 3
REFUSED ..... ❑ 7
DON'T KNOW ..... ❑ 8

Ok, those are all the questions I have for you. Thank you very much for your time, we will be sending your incentive payment in your parent's name in appreciation for your time for completing this phone interview. It should arrive in about six weeks.

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