

The Community Healthy Marriage Initiative Evaluation

Impacts of a Community Approach to Strengthening Families

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Technical Supplement



THE COMMUNITY HEALTHY MARRIAGE INITIATIVE EVALUATION

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TECHNICAL SUPPLEMENT

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OPRE Report 2012–34B

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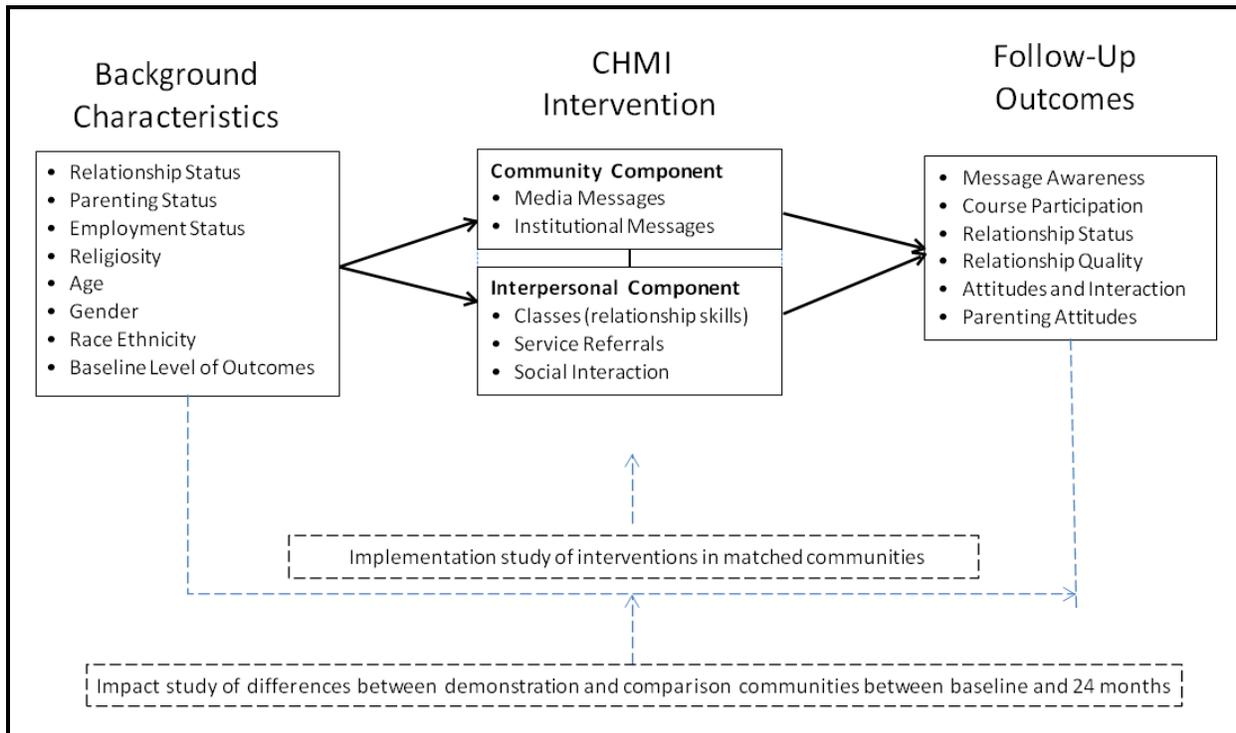
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1. OVERVIEW OF EVALUATION DESIGN

This report is a technical supplement to The Community Healthy Marriage Initiative Evaluation: Impacts of a Community Approach to Strengthening Families. It provides additional detail about the research design and analytic methods that were used in the impact analyses and additional supplemental analyses that explore other aspects of the demonstration.

The conceptual model in Figure 1-1 offers a schematic of the Community Healthy Marriage Initiative (CHMI) evaluation and the way in which CHMI was hypothesized to affect key outcomes. The extensive and concentrated set of community healthy marriage (CHM) services can attract people in the community to participate in relationship skills classes and to hear messages from CHM grantees and their partners. Individuals and couples participating in the program might interact with peers and family members in ways that alter norms or the way couples relate to each other. The range of CHM activities, along with the interactions among participants and nonparticipants, might generate improved couple and child outcomes.

Figure 1-1. CHMI Evaluation Conceptual Model



The primary data for the analysis consisted of before and after surveys of a representative sample of 18- to 49-year-olds residing in the three demonstration and three matched comparison communities. Undertaken in 2007 and 2009, the surveys covered attitudes about marriage and family life, household and marital status, quality of couple relationships, income and earnings, and measures of child well-being. The sample used for the impact analysis consisted of 2,985 respondents interviewed in both 2007 and 2009. A supplemental list-based sample of participants provided specific information about those who had chosen to participate in CHM activities. CHMI impacts reflect differential change in outcomes in demonstration communities relative to comparison communities.

1.1 Selection of Demonstration and Comparison Communities

The evaluation included six communities, three of which had substantial ACF grant funding to support healthy relationship and marriage education and related services and three of which were comparison communities, each matched to a particular demonstration community. The demonstration communities were chosen from among 36 ACF grantees that were expected to integrate varied methods that support healthy relationships and marriages community-wide. Throughout the report, these grantees are referred to as CHM grantees. Selection criteria for inclusion in the evaluation included the following:

- level of funding (minimum of \$900,000 per year for 5 years)
- concentration of resources within a small geographic area
- plans with potential to affect a significant share of households in the community
- strength of the initiative and partnership
- demonstrated need in terms of marriage and poverty statistics
- existence of a counterfactual or appropriate comparison community

Three communities—sections of Dallas, Texas; St. Louis, Missouri; and Milwaukee, Wisconsin—were chosen based on these criteria. Each community has a population between 100,000 and 200,000, the services were concentrated in 5 to 10 ZIP codes, and each community had \$5 to \$11 million of investment in healthy relationship and marriage education and related activity over 5 years. Grantee reports of participation relative to the number of households in their service areas and grant funding are presented in Table 1-1.

Table 1-1. Number of Participants in Relationship Services in CHMI Evaluation Demonstration Communities, by Grantee: September 2006 through September 2011

Type of Activity	Dallas		St. Louis		Milwaukee
	Alliance for North Texas Healthy Effective Marriages	Friendship West Baptist Church	St. Louis Healthy Marriage Coalition	Better Family Life	Center for Self-Sufficiency
Participants ^a	18,366	14,618	10,388	22,269	11,379
Households ^b	68,450		73,345		46,049
Funding ^c	\$7.5M		\$11M		\$5M
Funding/participant ^d	\$227		\$337		\$439

Sources: (a) Participant numbers from Final Grantee Reports provided by ACF Office of Family Assistance (OFA). (b) Authors' tabulations of 2000 census data. (c) Provided by ACF OFA. (d) Authors' calculations based on OFA data for grantee funding and grantee participants.

In any nonexperimental design, the choice of comparisons is crucial. As in experimental or randomized designs, the objective in choosing a comparison group is to represent, as closely as possible, the counterfactual—that is, what would have happened in the absence of the demonstration. The process of selecting comparison communities involved three steps:

1. identifying a set of matching communities within the same state (if possible) based on census data and geography,
2. exploring the existence of other marriage grantees in the comparison area, and
3. verifying with the community that they believed the matched comparison was a similar community.

Choosing appropriate comparison communities is complicated. Because the scope of each intervention was community-wide, an appropriate comparison was a community that was similar in all respects but that did not have a healthy relationship and marriage intervention. Well-matched comparison communities offered one way to determine how demonstration communities would have changed without grant funding.

Known challenges to the community selection process included longitudinal changes that may vary by community and the need to control for differences in actual relationship/marriage-related activities between communities.

In selecting comparison communities, communities were matched on geographic region, similarly sized cities, marriage rates, poverty levels, unemployment rates, and racial/ethnic composition. In addition, care was taken to select comparison communities with relatively low levels of marriage-related programming at baseline.

The demonstration and comparison community pairs that we selected were:

Demonstration Community	Comparison Community
Dallas, Texas	Fort Worth, Texas
St. Louis, Missouri	Kansas City, Missouri
Milwaukee, Wisconsin	Cleveland, Ohio

Table 1-2 shows selected demographics of the demonstration and comparison communities.

Table 1-2. Characteristics of Demonstration and Comparison Communities

	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Population, 2000	223,943	100,051	179,656	140,468	138,924	124,313
% under 18	32	32	26	29	36	30
% non-Hispanic white	9	16	24	21	16	16
% black	37	45	71	64	77	80
% Hispanic	52	35	1	10	4	1
% persons below poverty level	28	28	27	27	31	32
% unemployment (16 years of age and older)	11	11	16	13	15	14
% married (15 years of age or older)	43	45	30	32	30	27

Source: Census 2000

1.2 Sampling Design

The CHMI baseline sample was designed as a two-stage stratified random sample. In the first stage, we purchased address lists from the U.S. Postal Service of all households located within the specified ZIP codes for each of the six communities. The ZIP codes defined “service areas,” or the areas where CHM programs expected to focus service delivery. The address lists formed the sampling frame for each community. The sampling frame was stratified by three variables: 1) access to CHM providers, 2) age, and 3) race/ethnicity (in Dallas and Fort Worth only, where diversity was more evident). We expected the stratification variables to be correlated to outcome variables, including rates of marriage formation and dissolution, attitudes toward marriage, and financial well-being. Stratification served the purposes of controlling the variance on the selected variables (by ensuring the population distribution was preserved in the selected sample), forming groups for

oversampling, and ensuring a geographic spread of the sample cases across the service areas.

Initial sample sizes were calculated based on the desired number of completed interviews in each community and estimated eligibility, screening, and interview completion rates. Households were selected for the sample using systematic sampling applied to a geographically ordered list. To increase our ability to detect demonstration effects based on access to CHM services, we implemented modest oversampling of households in the demonstration communities that were “closest” to the CHM providers. The selected sample was divided into replicates, or random subsamples, that were released to the field as necessary to maintain a high response rate while achieving the desired number of completed interviews. We targeted 700 completed interviews in each demonstration community and 600 completed interviews in each comparison community.

In the second stage of sample selection, interviewers randomly selected a household member to respond to the survey from among those who were eligible (defined as being between the ages of 18 and 49) and living in the household. For questions about child well-being, one child was randomly selected (called the “focal child”) from among those 18 or under living in the household.

For the follow-up data collection, subjects who had completed a baseline interview were contacted using contact information gathered in the baseline interview. Interviewers verified the identity of the respondent using date of birth and address information.

Table 1-3 shows the sample size, number of completed interviews, and response rate in each community.

1.3 Participant Sample

In the follow-up data collection, the longitudinal sample of community members was supplemented with a sample of individuals who had participated in CHM services between 2008 and 2010. The sample was a simple random sample of participants sampled from lists provided by the grantees. Participants were located using contact information provided by the programs. Table 1-4 shows the number of interviews conducted and the weighted response rates.

Table 1-3. Sample Size, Completed Interviews, and Response Rate by Community

	Sample Size	Completed Interviews: Baseline	Weighted Response Rate, %	Completed Interviews: Follow-Up	Weighted Response Rate, %
Demonstration Communities					
Dallas	2,251	726	61.7	518	68.7
St. Louis	2,627	746	64.9	472	66.7
Milwaukee	2,372	766	60.3	602	78.9
Comparison Communities					
Fort Worth	1,848	606	62.5	435	73.6
Kansas City	1,936	603	67.8	486	79.7
Cleveland	2,100	577	63.3	472	80.8
Total	13,134	4,024	63.2	2,985	73.6

Table 1-4. Sample Size, Completed Interviews, and Weighted Response Rate for Participant Sample: Demonstration Communities

	Sample Size	Completed Interviews	Weighted Response Rate, %
Dallas	400	211	47.6
St. Louis	400	276	66.6
Milwaukee	400	235	61.1
Total	1,200	722	53.7

2. DATA COLLECTION PROCEDURES

This chapter describes data collection, including instrument development, human subjects protection, field procedures, response rates, and weighting.

2.1 Survey Instrument Development

The data collection plan for this evaluation involved baseline and follow-up surveys, administered approximately 24 months apart. Developing the baseline survey instrument for the CHMI evaluation was an iterative process involving collaboration between RTI International/Urban Institute project staff and ACF staff. We began developing the instrument's framework by selecting key questions from other surveys such as the Census, National Survey of Families and Households, and Building Strong Families. Additional questions were taken from other surveys conducted by RTI, including the Evaluation of the Serious and Violent Offender Reentry Initiative, Los Angeles Family and Neighborhood Survey, and others. Still other questions were newly created for use on this survey. The questions we chose were based on ACF's informational needs, project objectives, and key measures related to participation in various CHM programs.

Once the questions were selected, we formatted the instrument and edited it for length, content, and flow. RTI/Urban worked with ACF to create several drafts leading to a finalized instrument. All of the information collection instruments used in the study were approved by the federal Office of Management and Budget (OMB). Upon ACF and OMB approval, the paper version of the instrument was programmed for use in computer-assisted personal interviewing (CAPI), resulting in a 13-module survey that was roughly 40 minutes long. The length varied depending on each respondent's demographic profile, specifically the respondent's relationship status at the time of the interview, number of children, and employment status. Questions and response categories were designed to be at an appropriate reading level to ensure that respondents would be able to understand the content fully.

The questionnaire collected data on the following topics:

- household composition
- awareness of media messages
- receipt of services
- relationship status and attitudes
- social ties
- relationship quality

- child well-being
- respondent characteristics and background
- spouse/partner characteristics and background
- nonresident parent characteristics and background
- household self-sufficiency
- contact information for future surveys
- household observations

The full baseline and follow-up instruments are included in Appendix A.

2.2 Human Subjects Protection

This study and both baseline and follow-up survey instruments were reviewed and approved by RTI's Institutional Review Board (IRB) and The Urban Institute's IRB . Procedures for informed consent and protection of confidentiality are described in the following section on the interview protocols. Respondents received a \$25 incentive payment for completing each interview, which was approved by the IRB.

2.3 Baseline Interview Protocol

Field interviewers used CAPI to collect data between October 2007 and March 2008. Over 100 field interviewers were trained in a 4-day training session that covered procedures for screening households and interviewing respondents, administering informed consent, and gaining cooperation and avoiding refusals. For the most part, field interviewers lived in the communities in which they worked.

The first step in data collection was to locate the sample address using maps, personal knowledge of the region, and other tools to locate the housing unit identified as the sample address. Interviewers then validated the sample by visually checking for housing units that may have been missed or excluded.

Once the address had been located and the sample validated, interviewers made in-person contact with someone in the housing unit at each sample address. In each case, the interviewer had to confirm that s/he was speaking with an adult resident of that housing unit. An adult was defined as someone aged 18 or older or an emancipated minor. A resident was defined as someone who spent at least three nights per week at the address.

After confirming the person was an adult resident, the interviewer administered a brief screening questionnaire designed to collect household information and randomly select a

respondent for the interview based on the number of eligible residents. The screening questionnaire was approximately 5 to 10 minutes in length.

The interviewer completed the instrument, which identified the resident selected for the interview. Contact information was then collected for the screening respondent. Once the screening had been successfully completed, interviewers were instructed to proceed to the computerized interview.

In the event the housing unit was unoccupied, interviewers were instructed to verify the vacancy by speaking with an informed person such as a neighbor or landlord. If the interviewer could not access the sample address, for example, because of gates or security guards, additional steps were taken to address the specific problem.

When possible, interviewers moved directly from the screening questionnaire to the interview at the time of contact. However, if the selected respondent was unavailable, the interviewer was instructed to make an appointment or choose an appropriate time to return. Once underway, the interview had to proceed in a specified manner.

2.3.1 Privacy

The CHMI evaluation protected respondents' right to privacy in a number of ways, one of which was the requirement that all interviews be conducted in a private setting. A private setting was defined as a location in which the interview could not be overheard or seen by anyone other than the respondent and the interviewer. Most often, interviews were conducted in the respondent's housing unit. However, interviewers were permitted to make alternative arrangements if necessary, providing that they could guarantee privacy. In addition, the evaluation took steps to maintain the confidentiality of the collected data. Data were stored on RTI's internal, firewall-protected network, and access was restricted through Windows authentication and share access permissions. Laptops used for data collection were fully encrypted and password protected. Up-to-date virus protection was maintained on all servers and laptops. Field staff were trained on the importance of maintaining confidentiality of all study materials, and compliance was verified during field observations by supervisors.

2.3.2 Informed Consent

Prior to the administration of the questionnaire, interviewers read to respondents a detailed informed consent sheet. This sheet informed each respondent of his or her rights, indicated what to expect from the interview, provided resources for the respondent (access to project staff, helpline numbers), and informed the respondent of the risks and benefits of the study. The sheet referenced the incentive amount of \$25 to be delivered once the interview was completed and asked the respondent if he or she agreed to participate. If the respondent

refused, the interview was terminated. If he or she agreed to participate, the interview proceeded.

2.3.3 Consent to Use Computer-Assisted Audio Recording (CARI)

The interview was conducted using a laptop computer. As part of the study's quality control efforts, portions of each interview were recorded on the laptop using CARI technology, unless the respondent refused the process. Prior to activating the recording device, the interviewer asked each respondent if s/he consented to being recorded. A total of 93 percent of respondents agreed to the recording process.

2.3.4 Questionnaire

Following the consent to use CARI, the interviewer administered the questionnaire. The amount of time to complete interviews varied depending on the respondent's specific demographic, marital, and parental status. Interviews were conducted in both English and Spanish, depending on the respondent's preference. Feedback was provided to interviewers as necessary to ensure adherence to protocols.

2.4 Follow-Up Interview Protocol

Although the methods used for the follow-up data collection were largely the same as those used at baseline, there were a few differences. The main changes were modifications to the survey instrument based on feedback from baseline. For the follow-up, we adjusted questions that were poorly understood by respondents or confusing to administer and edited or expanded some response categories. Questions that were found to be unnecessary to the research objectives were removed. Changes were minimized to ensure consistency between baseline and follow-up.

In addition, follow-up questions that asked about program participation and awareness of services and messaging efforts were customized for the continuing longitudinal sample and the participant sample, and the skip patterns were modified to accommodate this.

Follow-up data collection was conducted between October 2009 and March 2010. Table 2-1 provides the weighted response rates for the follow-up data collection, and Table 2-2 displays the total number of interviews in each sample for baseline and follow-up.

Table 2-1. Follow-Up Weighted Response Rates

Follow-Up	Percent	
	Panel Sample	Participant Sample
Overall	73.6	53.7
Dallas	68.7	47.6
St. Louis	66.7	66.6
Milwaukee	78.9	61.1
Fort Worth	73.6	
Kansas	79.7	
Cleveland	80.8	

Table 2-2. Number of Interviews in Each Sample at Baseline and Follow-Up

City	Panel Sample		Participant Sample
	Baseline	Follow-Up	
Overall	4,024	2,985	722
Dallas	726	518	211
St. Louis	746	472	276
Milwaukee	766	602	235
Fort Worth	606	435	—
Kansas City	603	486	—
Cleveland	577	472	—

3. MEASUREMENT

To assess the impact of CHM activities, we collected survey data on background characteristics of respondents, exposure to healthy relationship and marriage services and activities, and respondent outcomes. As illustrated in the conceptual framework (Figure 1-1), the outcomes of interest are exposure to messaging and participation in CHM activities, relationship status and quality, relationship attitudes and interactions, and parenting and child well-being. We hypothesized that CHM activities, including classes, workshops, and media and outreach, would lead to greater improvements in outcomes in the demonstration communities relative to the comparison communities.

Most questions in the survey were drawn from other national surveys to enable us to compare this sample with others. Certain questions were drawn from other ongoing studies of the impact of marriage and relationship education, again to facilitate comparisons.

In this chapter, we describe the measures used in the impact analyses, including outcomes of interest and demographic variables used in the models. For each outcome, we describe the questions and measurement approach, and present descriptive tables from the baseline data to illustrate initial outcomes in the surveyed communities. In most cases, we used individual survey items to measure outcomes, but for particular outcomes that required multi-item composite measures, we describe our procedures for creating scales or indices.

3.1 Measuring Participation in Classes and Exposure to Messaging

A primary outcome is whether individuals living in the demonstration communities participated in CHM activities, specifically classes or workshops about marriage and relationship education. We were also interested in whether they had more exposure to messaging about marriage and relationship education, both over time and as compared with the comparison communities.

3.1.1 Measuring Participation in Classes

Questions about participation in marriage and relationship education were straightforward. At baseline, respondents were asked if they had ever participated in marriage and relationship education classes and whether they had participated in them in the past 18 months. At follow-up, respondents were asked if they had participated in classes since they responded to the previous survey. Additional questions asked whether respondents were interested in marriage and relationship education classes or parenting classes, whether they suggested the classes to others, and whether they accessed other services as a result of participating in marriage and relationship classes (i.e., received assistance with referrals to other needed services).

Table 3-1 defines the meaning of key variables, including participation, interest in classes, and suggestions to others. Table 3-2 shows descriptive tabulations for the baseline levels of participation variables, both overall and by matched community pair.¹ There was significant interest in both relationship and parenting classes in demonstration and comparison communities at baseline. This is an important indicator that the demonstration and comparison communities have similar levels of interest in the intervention.

Table 3-1. Description of Participation Measures

Participation

- Participated in a Class in the Last 18 Months. Respondents indicated whether they attended a relationship education course in the previous 18 months.
- Receipt of Other Services. Respondents indicated whether they received other help as a result of enrollment in relationship education courses, including help getting Medicaid or health services, signing up for Supplemental Security Income, finding a job, solving a financial problem, buying a house, and finding additional services or counseling, among other help.
- Relationship Class Interest. Respondents were asked how interested they would be in attending relationship education classes if they were available. This item was scored on a 1-to-4 scale, with 1 indicating “not at all interested” and 4 indicating “very interested.” In the analysis, “not at all interested” was combined with “not very interested,” and “somewhat interested” was combined with “very interested” to create a binary measure, 0 for “not at all/not very interested” and 1 for “somewhat/very interested.”
- Parenting Class Interest. Respondents were asked how interested they would be in attending parenting classes if they were available. This item was scored on a 1-to-4 scale, with 1 indicating “not at all interested” and 4 indicating “very interested.” In the analysis “not at all interested” was combined with “not very interested,” and “somewhat interested” was combined with “very interested” to create a binary measure, 0 for “not at all/not very interested” and 1 for “somewhat/very interested.”
- Suggested Classes to Someone. Respondents indicated via a simple yes/no binary measure if they had suggested (in the last 18 months) to someone they knew to attend relationship education classes or get help to improve their relationship with their spouse, partner, or children.

¹ Tables in this chapter present “overall” measures that reflect all study participants and measures for each of the three matched community pairs: Dallas/Ft. Worth, St. Louis/Kansas City, and Milwaukee/Cleveland.

Table 3-2. Levels of Participation at Baseline, Overall and by Community Pair

Participation and Interest	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Participated in courses in last 18 months	5	5	5	9	6	4	3
Received help from participation	2	2	3	2	3	2	2
Interested in relationship classes (somewhat or very interested)	80	84	87	78	80	79	77
Interested in parenting classes (somewhat or very interested)	94	96	94	89	94	95	92
Suggested classes to someone	33	30	29	34	40	31	34

Source: Tabulations of baseline data by authors.

3.1.2 Exposure to Messaging

Questions about exposure were also straightforward; they asked about respondents' exposure to messaging about healthy relationships, the salience of the messaging to them, whether they spoke to anyone about the messaging, and about name recognition for specific program locations and lead organizations. Specific questions are presented in Table 3-3. The questions about name recognition, whether for the specific program or organization, were not ideal given midcourse name changes and the multi-organizational service delivery networks that were not always identified by the lead organization. Baseline levels of exposure to messaging overall and by community pairs are presented in Table 3-4. Differences in awareness of advertising and classes were modest and not systematically linked to demonstration community status.

Table 3-3. Description of Exposure to Messaging Measures

Exposure to Messaging

- Awareness of Advertising. This was a single item asking all respondents if they were aware of advertising in their community promoting healthy relationships.
- Awareness of Class Locations. This was a single item asking all respondents if they were aware of locations in their community where healthy relationship education classes were available.
- Spoke to Peer about Messaging. This was a single item asking respondents if they had spoken with "someone, such as a friend, family member, or someone at work, about the message of this advertising."

Table 3-4. Levels of Exposure to Messaging at Baseline, Overall and by Community Pair

Messaging	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Aware of advertising promoting healthy relationships?	24	16	15	29	25	31	31
Aware of classes to improve relationships?	31	33	25	34	27	33	32
Spoke to peer about this messaging	10	9	7	12	9	10	13

Source: Tabulations of baseline data by authors.

3.2 Measuring Relationship Status and Quality

One outcome of interest was relationship status and possible changes in relationship status between baseline and follow-up. Based on questions about their marital and relationship status, respondents were initially broken into five mutually exclusive groups:

- *Married*—Respondents indicated being married.
- *Partnered, Cohabiting*—Respondents indicated being in a romantic relationship and listed a partner in their household.
- *Partnered, Not Cohabiting*—Respondents indicated being in a romantic relationship but did not indicate living with their partner.
- *Dating*—Respondents indicated being in a romantic relationship but had been involved for 3 months or less.
- *Single*—Respondents indicated that they were not currently in a romantic relationship.

For the purpose of the regression, a dummy variable was created for “married” respondents, another dummy variable was created for those who were “partnered” (both cohabitating and not), and those who were “dating” or “single” were grouped as “no relationship.” Table 3-5 provides percentages of participants in each city who indicated relationship status. Although the proportion married varied widely across communities the rates were similar for demonstration and comparison community pairs. A few other differences emerged, such as the higher rate of cohabitation and lower rate of noncohabiting partners in Milwaukee than in Cleveland.

Table 3-5. Percentages of Participants in Each City Who Indicated Relationship Status

Marital Status	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Married	29	44	37	25	25	14	15
Cohabiting	10	8	5	9	11	19	10
Partnered	18	15	9	23	18	20	26
Dating	6	5	5	5	4	8	11
Single	37	28	44	37	43	39	39

Source: Tabulations of baseline data by authors.

The relationship quality section of the survey was originally conceptualized around the 10 domains of healthy marriage set forth by the ACF-commissioned *Child Trends* compendium on healthy marriage (Bronte-Tinkew et al., 2004). In connection with the compendium, researchers were asked to identify the key conceptual and measurement issues that pertain to defining and measuring healthy marriage. Based on a review of existing measures and related literature, the researchers recommended that a comprehensive definition of healthy marriage (and corresponding measures) comprises the following 10 domains:

- marital satisfaction
- communication
- conflict/conflict resolution
- lack of violence
- fidelity
- interaction/time together
- intimacy/emotional support
- couple commitment
- commitment to children
- duration

These 10 domains were used as an organizing framework for the relationship quality section of the CHMI evaluation survey. In designing this survey section, single- and multi-item measures pertaining to these concepts were drawn from various sources, including clinical instruments measuring various relationship quality/adjustment issues and other healthy marriage/relationship surveys. Previously tested/established measures were included where available. In other instances, new measures were created for the CHMI survey. In operationalizing these measures of relationship quality and dimensions of relationships relevant to intervention outcomes, we used a combination of established scales/indexes, newly created indexes, and single-item measures.

3.2.1 Established Measures

The key established measures of relationship characteristics and quality include the following:

- Quality of Marriage Index, “QMI” (Norton, 1983)
- Revised Conflict Tactics Scale—Negotiation Subscale, “CTS2-Negotiation” (Straus et al., 1996)
- “Sources of Conflict” battery from the National Survey of Families and Households (NSFH)
- Partner Violence Screen (PVS)/Woman Abuse Screening Tool (WAST) (Brown et al., 1996; Feldhaus et al., 1997)

Most of these instruments have evolved from clinical settings and have been administered and studied extensively, especially for middle-class, predominantly white populations. These measures have been refined over time and have shown high internal consistency and reliability for predicting clinical outcomes. The NSFH “Sources of Conflict” items have been fielded in large-scale surveys of low-income populations.

In keeping with prior research, we found high levels of internal consistency for these measures in the CHMI baseline sample, with Cronbach’s alphas ranging from 0.70 to 0.91. For a detailed overview of how these indexes are constructed, see Appendix B. Table 3-6 describes the relationship quality measures we used.

3.2.2 Empirical Testing and Newly Created Measures

After constructing and validating established measures, we performed confirmatory empirical testing for two main purposes:

1. To determine how many and which of the 10 conceptual domains of healthy marriage (per *Child Trends*) are empirically distinct in the CHMI baseline sample.
2. To identify items that comprise the distinct domains and may be candidates for inclusion in summary scales or indexes.

Although empirical results of this testing were considered in developing the measures, it is important to note that both empirical and conceptual distinctions informed decisions about the final set of baseline measures of relationship quality.

Factor analysis on these measures suggests that only three empirically distinct dimensions of relationship quality emerge from the data. The first factor accounts for the majority of variation in survey responses and descriptively comprises 6 of the 10 domains of healthy marriage/relationships (see Table 3-7). The second and third factors explain smaller, although about equal, amounts of the variation in survey responses and can be described as including the concepts of interpartner violence/conflict/conflict resolution and fidelity, respectively.

Table 3-6. Relationship Quality Measures

Relationship Quality
<ul style="list-style-type: none"> ▪ Quality of Marriage Index. This index is a compilation of five items measuring the strength of the relationship among people who are married, cohabiting, or in a close romantic relationship. Items ranged from 1 to 5, “strongly disagree” to “strongly agree” and measured agreement with the following statements. My relationship is (1) strong, (2) stable, (3) makes me happy, (4) I feel like part of a team, and (5) we have a good relationship. Responses were averaged across these five items to create the index score. An increase between survey rounds indicated that the relationship was stronger. ▪ Global Satisfaction. Respondents answered a single question rating their overall relationship happiness on a 1 to 10 scale, ranging from “not at all happy” to “perfectly happy.” ▪ Positive Conflict Behavior Index. This index is a combination of five individual items, scored 1 to 4, ranging from “strongly disagree” to “strongly agree.” Items included the following: “Partner understands what respondent is going through,” “Couple can keep a sense of humor when arguing,” “Partner can calm respondent when upset,” “Partner can let go of negative feelings,” and “Partner makes sacrifices for relationship.” Responses to these items were then averaged to create the index score. An increase between survey rounds indicated that couples were able to handle conflict more positively. ▪ Avoidance of Negative Conflict Behavior Index. Five items measuring the couples’ ability to avoid negative conflict in the relationship were used to create this index. Ranging from 1 to 4, “strongly disagree” to “strongly agree,” respondents were asked to respond to whether the following negative actions characterized their relationship: “Fights involve grabbing or pushing,” “Partner blames respondent for problems,” “Partner controls access to money,” “Partner is jealous and possessive,” and “Partner makes respondent feel inadequate.” A higher score indicated that couples were better at avoiding the negative behaviors listed above. Responses from each of the five measures were averaged to create the index score. An increase between survey rounds indicated that couples were able to more successfully avoid negative behaviors. ▪ Fidelity. Two items were used to measure fidelity. Respondents were asked if they had been unfaithful to their partner in the past, as well as the likelihood that their partner had been unfaithful to them. The first item was a simple binary yes/no measure, indicating whether they had been unfaithful to their partner. The second was a range from “definitely yes” to “definitely no” about whether they thought their partner had been unfaithful to them. For the analysis, a new yes/no binary outcome measure was created by combining “definitely yes” and “probably yes” together and “definitely no” and “probably no” together. ▪ Intimate Partner Violence. Intimate partner violence was measured using four separate items asking the respondent about violent incidents in their relationship: <ul style="list-style-type: none"> – How often have you been hit, kicked, punch, or hurt? A 1-to-4 scale ranging from “often” to “never.” For this analysis, we created a binary measure, indicating whether they had ever been hit. – How often have you hit your partner? A 1-to-4 scale ranging from “often” to “never.” For this analysis, we created a binary measure, indicating whether they had ever hit their partner. – How often do you feel safe in the relationship? A 1-to-4 scale ranging from “all of the time” to “never.” For this analysis, we created a binary measure whether they felt safe “all of the time.”

Table 3-7. Overview of Empirically Distinct Domains of Healthy Relationships in CHMI Baseline Data

Factor/Domain 1	Factor/Domain 2	Factor/Domain 3
Marital satisfaction	Violence	Fidelity
Interaction/time together	Conflict/conflict resolution	
Communication		
Intimacy/emotional support		
Couple commitment		

From the exploratory factor analysis, we determined that the three domains of relationship satisfaction, fidelity, and interpersonal conflict were distinct. Although conceptual distinctions remain relevant for interpreting results (i.e., for understanding the mechanisms through which the intervention achieves impact), this exploratory analysis suggests that composite measures can be used to efficiently assess relationship quality and related characteristics at baseline. We decided to use composite measures of positive and negative conflict behavior as well, because marriage and relationship education focuses on improving conflict resolution skills. Tabulations of the relationship quality measures we used are presented in Table 3-8. More detail on the factor analysis is presented in Appendix C.

3.2.3 Measuring Marriage Attitudes and Interaction

To measure attitudes toward relationships and marriage, we drew items from other healthy marriage and community surveys, including the Building Strong Families survey, the Los Angeles Family and Neighborhood Study, and the Oklahoma Marriage Initiative survey. The evaluation survey contained three main batteries of questions that probe respondents on their attitudes about various aspects of relationships and marriage. Respondents were asked in the first battery about their personal beliefs about what is ideal; the second battery asked respondents about their propensity toward certain behaviors; and the third battery asked respondents about their perceptions of healthy marriages and relationships and how relationships influence child well-being. The first two batteries covered three main topics: 1) nonmarital cohabitating, 2) nonmarital childbearing/child rearing, and 3) seeking help for relationship troubles. The third battery of eight questions covered topics ranging from the importance of a happy, healthy marriage to whether children do better when raised by married parents.

Table 3-8. Levels of Relationship Quality at Baseline, Overall and by Community Pair

Relationship Quality Measures	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Quality of marriage index score (1–5)	4.27	4.35	4.26	4.33	4.21	4.14	4.20
Quality of marriage index global happiness rating (1–10)	8.00	8.49	7.93	7.93	7.83	7.49	7.62
Positive conflict index score (1–4)	3.25	3.25	3.21	3.37	3.21	3.16	3.25
Negative conflict avoidance index score (1–4)	3.44	3.41	3.40	3.52	3.46	3.37	3.45
Have you ever been hit, kicked, punched, hurt	11%	11%	12%	10%	7%	12%	13%
Have you ever hit your partner	12%	10%	10%	16%	12%	13%	18%
Always feel safe in the relationship	79%	75%	72%	87%	85%	74%	84%
Spouse/partner is faithful to respondent	76%	81%	74%	79%	75%	68%	67%
Respondent is faithful to partner	82%	86%	82%	87%	82%	75%	77%

^a For all measures, a higher average level represents a more favorable or desired outcome. For example, a higher average level of the infidelity index reflects a lower reported level of infidelity. See Appendix B for more details.

^b Number of observations ranges from 2,394 to 2,417 (given narrow range, individual n's are not reported).

Source: Tabulations of baseline data by authors.

To measure interactions about relationships, we asked respondents whether they had discussed their relationship with peers. We also asked whether the peer with whom the respondent interacted most had attended a class. Descriptions of each measure are presented in Table 3-9, and baseline levels of attitude measures are presented in Table 3-10.

Table 3-9. Relationship Attitude and Interaction Measures

Relationship Attitudes

- **Marriage Opinions.** An index comprising six questions asking about respondents' approval of particular practices—living together before marriage, living together but not intending to marry, father or mother having a baby without marrying, divorce, and a couple raising children without marrying. These six items were scored from 1 to 5—"strongly approve" to "strongly disapprove." Scores from each of the six items were averaged to create the index score. A higher score indicated disapproval of these practices.
- **Marriage Practices.** An index that asked respondents how likely they personally were to live with their partner before marriage, live with a partner who does not want to marry, have a baby outside of marriage, raise children without being married, and raise children in a marriage. The index was scored 1 to 4, ranging from "very likely" to "not at all likely." Scoring on the final item (raise children in a marriage) was reversed when the index was created. Scores were averaged across all five measures. A higher score reflected less likelihood of engaging in these practices.
- **Marriage Attitudes.** Attitudes toward marriage were measured using two individual items, not combined or scored together. The items were "A happy healthy marriage is one of the most important things in life," and "Children do better if raised by married parents." Both items were scored 1 to 4, from "strongly disagree" to "strongly agree." A higher score indicated stronger agreement with the statements.

Interactions

- **Relationship Discussed with Peers.** Respondents were asked if they had discussed their relationship concerns with anyone in the last 6 months. Responses were recorded with a simple binary yes/no measure.
- **Peer Attendance.** This was also a simple binary yes/no measure, indicating whether the peer with whom the respondent spoke the most also attended a class.

3.2.4 Parenting and Child Well-Being

Some of the justification for CHM activities relied on supporting more stable, healthy environments for children to improve their well-being. Although some programs offered parenting classes in addition to relationship and marriage skills development, parenting and child well-being are less proximal outcomes than participation. Nonetheless, we measured parenting stress and child well-being, as described in Table 3-11. Levels of these measures at baseline are presented in Table 3-12. The baseline data show commonalities within community pairs.

Table 3-10. Levels of Marriage Attitude and Interaction Measures at Baseline

Marriage Practices, Attitudes, and Interactions	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Marriage opinions index score (1–5)	2.68	2.69	2.74	2.70	2.69	2.66	2.55
Marriage practices index score (1–4)	2.37	2.36	2.40	2.45	2.39	2.29	2.31
Healthy marriage is one of the most important things in life (1–4)	3.59	3.70	3.73	3.52	3.50	3.48	3.50
Children do better if raised by married parents (1–4)	2.83	3.05	2.88	2.68	2.81	2.70	2.70
Spoke to peer about relationship in last 6 months	52%	40%	49%	57%	59%	59%	60%
Person spoke to most with attended a class	17%	12%	18%	23%	18%	14%	15%

Source: Tabulations of baseline data by authors.

Table 3-11. Parenting and Child Well-Being Measures

Parenting

- **Parenting Stress Index.** Respondents indicating that they were the biological or adoptive parent of a child in their household were asked a series of questions about their parenting experience. The five items used in this index were the following: “Being a parent is harder than respondent thought,” “Respondent feels trapped by parental responsibilities,” “Respondent finds caring for children to be more work than pleasure,” “Respondent is worn out and tired from raising a family,” and “Respondent is satisfied with their relationship with their child.” These items were scored from 1 to 4, on a scale of strength of agreement. A higher score was interpreted as less stress in parenting.
- **Positive School Behavior.** Parents report that their child 1) has never repeated a grade, 2) has never been suspended or expelled, 3) does well or very well on schoolwork, 4) is involved in extracurricular activities, and 5) was absent 5 or fewer days in the previous school year. The score ranged from 0 to 5, where 5 means that the child displays all five positive behaviors.
- **Negative Behavior.** Parental report that their adolescent child has ever 1) had to go to juvenile court, 2) had a problem with alcohol or drugs, 3) been in trouble with the police, 4) done something illegal to get money, 5) dropped out of school before graduating, or 6) been pregnant or gotten someone pregnant. These questions were asked of parents with a focal child who was 14 years of age or older. The score ranged from 0 to 6, where 6 means parents reported none of the behaviors, and 0 means parent reported all of the behaviors.

Table 3-12. Levels of Parenting and Child Well-Being Outcomes at Baseline, Overall and by Community Pair^a

Parenting and Child Well-Being	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Parenting stress index score ^b (1–4)	2.61	2.66	2.73	2.60	2.59	2.52	2.49
Positive child behavior ^c (0–5)	2.19	2.25	2.16	2.16	2.13	2.14	2.19
Lack of negative child behavior ^d (0–6)	5.71	5.73	5.64	5.56	5.90	5.69	5.67

^a Number of observations ranged from 1,654 to 1,787 (given narrow range, individual n's are not reported).

^b Possible scores ranged from 1 (lowest level of parental stress) to 4 (highest level of parental stress).

^c Possible scores ranged from 0 (child exhibits no positive school behaviors in index) to 5 (child exhibits all 5 positive school behaviors in index).

^d Includes only focal children aged 14 or older (n = 350).

Source: Tabulations of baseline data by authors.

3.3 Factor Analysis of Multi-item Scales

The evaluation baseline and follow-up questionnaires contained six multi-item scales designed to measure important constructs in relationship research, plus two child behavior indexes. Composite scale measures were derived by combining responses to the items, either by weighting individual survey items or by computing the mean item score. Combining responses helped cancel out the measurement error present in any single item, leading to a more precise measure of the intended construct.

Although most of the multi-item scales were drawn from other studies or from academic research, the reliability of some of the measures may not have been tested previously. If scale items tap the same construct, then responses to the individual items should be correlated with one another. One way to test scale structure is to conduct a factor analysis, a statistical technique for decomposing the sources of common variance in a set of items.

To ensure that our scales were psychometrically sound, we subjected scale items to a principal factor analysis. If the items are measuring a single construct, then 1) the analysis should yield a single underlying factor and 2) the individual items should have factor loadings (correlations with the factor) exceeding 0.30. The presence of a dominant factor is indicated by an eigenvalue (a measure of the amount of variance attributable to the factor) greater than 1.

Our factor analyses were based on respondents completing baseline surveys. Sample sizes were smaller for scales that were applicable only to parents or adults currently involved in

relationships. The factor analysis results are summarized in Table 3-13 for six key study outcomes.

These results show that all six relationship quality scales tapped a single predominant factor. All factor loadings exceeded 0.30. The Quality of Marriage Index was highly internally consistent with large factor loadings for all items. In both the Marriage Opinions and Marriage Practices scales, three additional candidate items were removed from the scales because of low loadings on the primary factor. For the child behavior scales, the properties of the indices were not as good. Because these measures were not primary outcomes and applied to smaller subgroups of respondents, we did not expend as much effort to develop better indices.

3.4 Covariates

Eight covariates were used in the multivariate analysis of the data: gender, race/ethnicity, age, religiosity, employment status, education, parenting status, and relationship status. All covariates were created from baseline data. The items used to create the covariates are presented in Tables 3-14 through 3-20, as are the frequencies overall and by community. Race/ethnicity was created based on two survey questions:

1. Do you consider yourself Hispanic, Latino, or Spanish? (Yes or No)
2. Do you consider yourself: white, black or African American, American Indian or Alaskan Native, Asian, Native Hawaiian or Other Pacific Islander, some other race?

In the regressions we used binary (0 to 1) variables for Hispanic, black, and white. Black was the omitted category; therefore, blacks are the reference group. See Table 3-15.

Age was based on the respondent's reported age at baseline, divided into two categories: over 30 and under 29. See Table 3-16.

Religiosity was defined by respondents' frequency of attending religious services. The survey item provided respondents the choice of eight categories ranging from less than once a year to several times per week. A binary variable was then created defining frequent (at least once a week) or infrequent attendees (less than once a week). See Table 3-17.

Employment status was created using a yes/no question: "Are you now employed at a job or business?" See Table 3-18.

Education level was classified by the highest level of education completed by the respondent. Respondents selected the most appropriate description of their education from a list of options. See Table 3-19.

Table 3-13. Factor Loadings and Eigenvalues for Multi-item Scales

Item	Quality of Marriage Index	Positive Conflict Index	Negative Conflict Index	Marriage Opinions	Marriage Practices	Parenting Stress	Positive Child Behavior	Negative Child Behavior
V1	0.83	0.71	0.49	0.62	0.61	0.47	0.38	0.39
V2	0.86	0.65	0.64	0.66	0.53	0.56	0.49	0.71
V3	0.88	0.71	0.35	0.78	0.60	0.60	-0.06	0.73
V4	0.86	0.48	0.58	0.74	0.33	0.55	0.56	0.69
V5	0.82	0.59	0.65	0.39	0.50		0.31	0.59
V6				0.53				0.45
Eigenvalue	3.62	2.01	1.52	2.47	1.41	1.23	0.77	3.03
N	2,390	2,340	2,386	3,869	3,914	1,770	1,031	349

Table 3-14. Gender

Gender	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Male	46	51	47	43	44	40	44
Female	54	49	53	57	56	60	56
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

Table 3-15. Race/Ethnicity

Race/ Ethnicity	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
White	13	4	9	20	20	16	16
Black	56	27	42	74	65	78	80
Hispanic	29	68	48	3	13	4	1
Other	2	1	1	3	2	2	3
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

Table 3-16. Age

Age	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
30+	55	57	56	55	57	52	46
Under 29	45	43	44	45	43	48	54
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

Table 3-17. Religiosity

Religiosity	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Less than weekly	52	43	51	62	48	56	64
At least weekly	48	57	49	38	52	44	36
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

Table 3-18. Employment Status

Employment Status	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Not employed	36	32	39	33	34	34	47
Employed	64	68	61	67	66	66	53
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

Table 3-19. Education Level

Highest Level of Education	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Less than high school	29	44	31	15	24	21	23
High school—GED	31	26	38	26	30	38	34
Some college	27	26	23	28	31	30	27
Bachelor's	8	3	6	14	10	8	13
Master's/PhD	5	1	2	17	5	3	4
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

Parenting status was created based on several survey items, including whether the respondents self-identified as a parent of a child living in their household, whether they live with all their children, and the age(s) of the children living in the household. Respondents

were considered a “parent” in this binary variable if they had and lived with any of their minor children. If they had no children, lived with none of their children, or only had children over 18, they were not considered “parents” in the regression. See Table 3-20.

Table 3-20. Parenting Status

Parenting Status	Percent						
	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Not a parent	58	46	52	67	62	67	66
Parent	42	54	48	33	38	33	34
Total	100	100	100	100	100	100	100

Source: Tabulations of baseline data by authors.

4. SAMPLE EQUIVALENCE AND BASELINE CHARACTERISTICS

4.1 Sample Equivalence

The sampling design identified a matched comparison community for each demonstration community, selected similar census tracts in each community, and randomly selected adults from households in those areas. The survey weights further adjusted for differential probabilities of selecting respondents and for any disparities in survey completion rates. The survey design should, therefore, provide geographically and demographically similar sets of respondents in each community that can be compared to derive estimates of the impact of the demonstrations. Demographics of the demonstration and comparison communities are presented in Table 4-1.

Table 4-1. Respondent Characteristics Across the Six Communities

Characteristic	Overall	Dallas	Fort Worth	St. Louis	Kansas City	Milwaukee	Cleveland
Average age, years	32	32	33	32	32	32	31
% male	46	51	47	43	44	41	44
% non-Hispanic black	56	27	42	74	65	78	80
% Hispanic	27	68	48	3	13	4	1
% non-Hispanic white	13	4	9	20	20	16	16
% born outside the United States	20	44	33	4	9	2	4
% unemployed	19	15	14	17	20	22	28
% did not complete high school	29	44	31	15	24	21	23
% receiving public assistance (M)	32	41	43	42	47	57	62
% receiving public assistance (F)	47	24	35	32	28	44	42

Source: Tabulations of baseline data by authors.

Before performing intervention analyses, we conducted a further test of the equivalence of the follow-up samples. This test involved a propensity score (PS) analysis of the baseline characteristics of respondents in each matched community pair. In this analysis, the PS is the probability that a respondent was a member of the demonstration group rather than the comparison group. PSs were estimated by logistic regression, regressing group membership (1 = demonstration community, 0 = comparison community) on the following baseline characteristics: married, presence of any children, household income, and demographic variables (age, gender, white, and Hispanic). In addition, to checking for any attitudinal

differences, we included scores for the Marriage Opinions Index and the Marriage Practices Index.

Given the large number of variables in the model, the most informative way to examine group comparability is to compute the estimated PS for each respondent and plot the resulting distributions for each group. If the groups are equivalent, then the group distributions should be very similar and exhibit a high degree of overlap in PSs.

The resulting plots are shown in Figures 4-1 through 4-3 for Dallas/Fort Worth, St. Louis/Kansas City, and Milwaukee/Cleveland, respectively. All three plots show the same distinctive pattern in that the group distributions lie nearly on top of each other, and the ranges of PSs closely overlap. This occurred largely because few variables were related to group status, as would be expected for comparable groups. The c-statistics for these models, a measure of the extent to which predictors are related to group status, were all 0.63 or smaller. With the exception of an income effect in Dallas/Fort Worth, the only characteristics with statistically significant effects were the race and ethnicity indicators. In the St. Louis/Kansas City and Milwaukee/Cleveland plots, where the majority of respondents were black, race and ethnicity effects produced the humps in the plots.

Figure 4-1. Distribution of Estimated Propensity Scores for All Dallas and Fort Worth

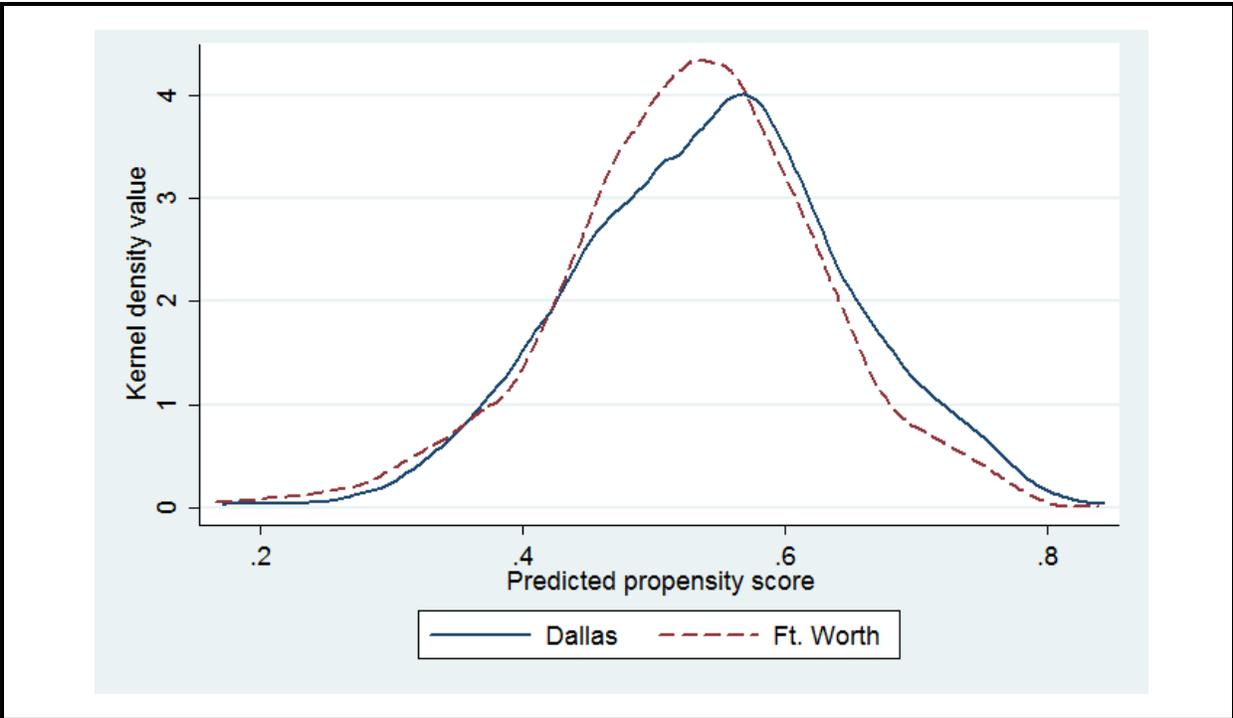


Figure 4-2. Distribution of Estimated Propensity Scores for All St. Louis and Kansas City

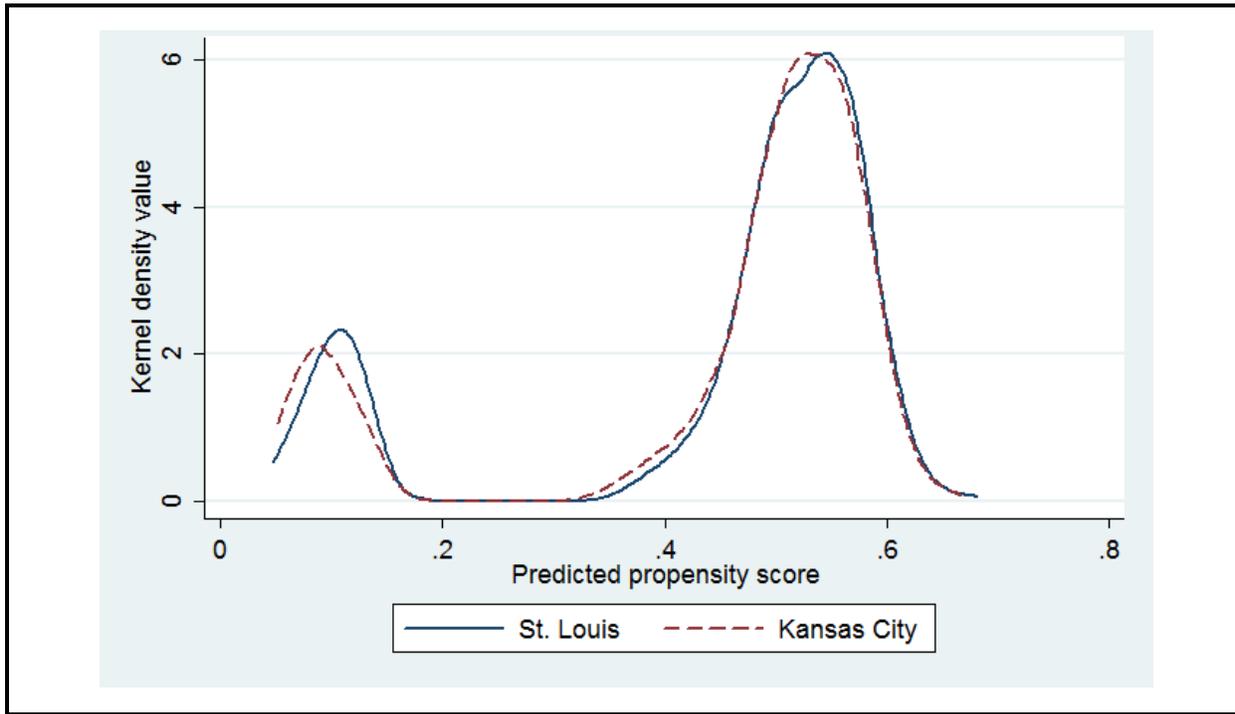
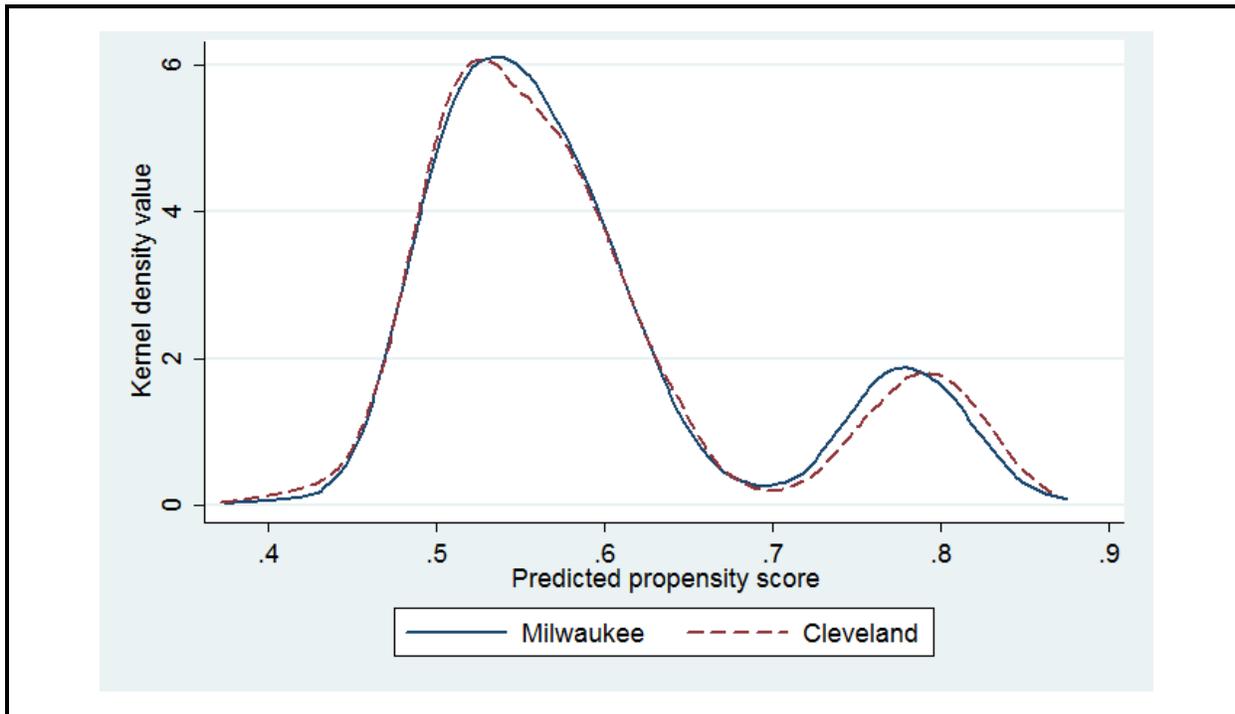


Figure 4-3. Distribution of Estimated Propensity Scores for All Milwaukee and Cleveland



These results indicate that respondents in each community were balanced with respect to key covariates prior to the CHM intervention. Therefore, no further adjustments needed to be made to the survey weights before conducting the intervention analyses.

4.2 Weighting

The baseline sample for the evaluation was designed as a two-stage stratified random sample. In the first stage, we purchased address lists from the U.S. Postal Service of all households located within the specified ZIP codes for each of the six communities. The ZIP codes defined “service areas,” or the areas where grantees proposed to focus service delivery and matched areas within the comparison communities. The address lists formed the sampling frame for each community. Households were selected for the sample using systematic sampling. In the second stage of sample selection, interviewers randomly selected a household member to respond to the survey from among those who were eligible, defined as being between the ages of 18 and 49. The age range 18 to 49 was selected because it was associated with the outcomes of interest, including family formation and parenting. For questions about child well-being, one child (called the “focal child”) was randomly selected from among those aged 18 or younger living in the household.

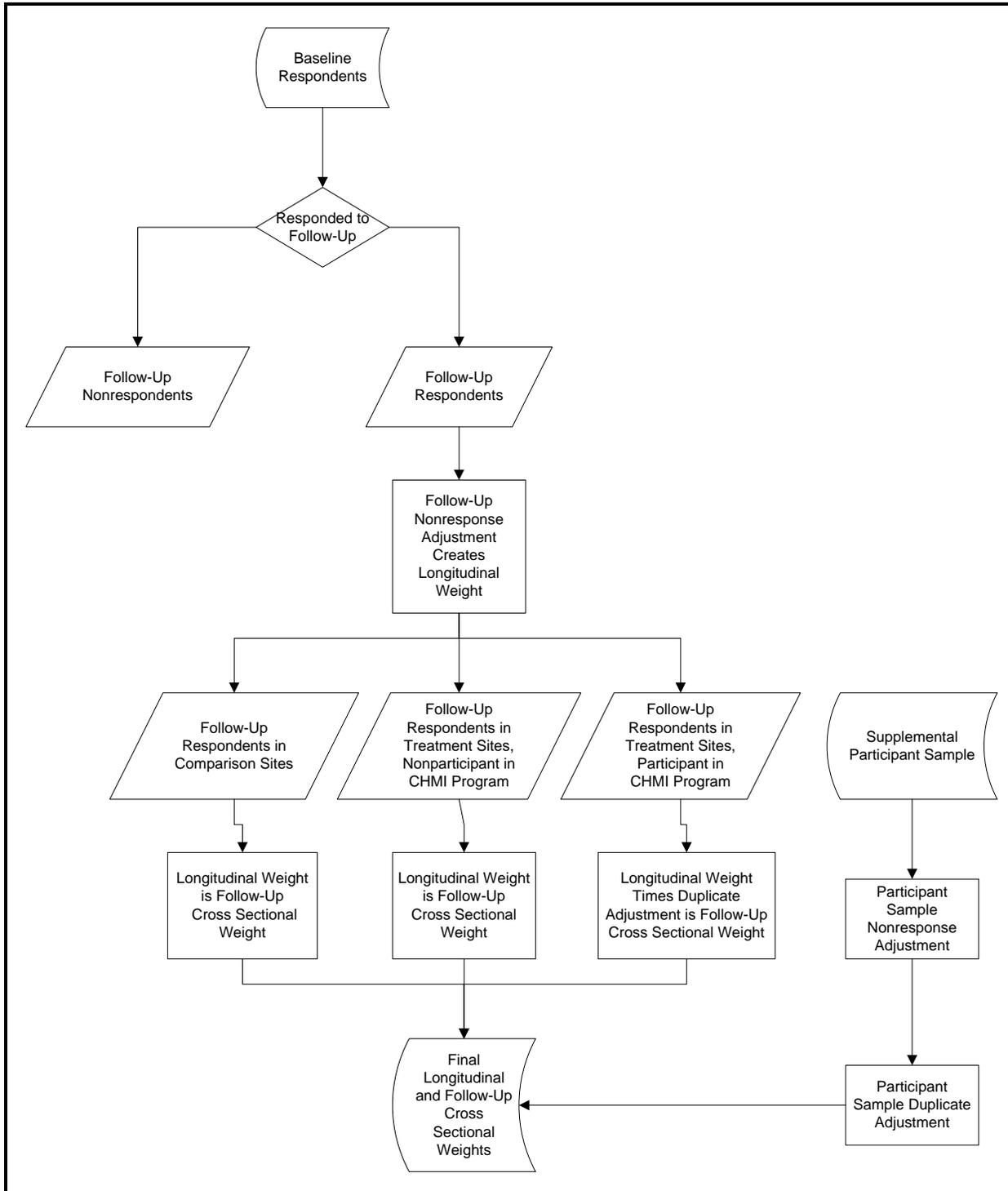
After data collection, we reexamined the match between the respondent data and census distributions for race, gender, and age category. Weights were developed to allow the production of representative estimates of the service area. At baseline, one set of weights was developed to adjust for the probability of an address being sampled, the eligibility of household members, and the probability of being selected in a particular household. Finally, those weights were adjusted for the nonresponse observed in the baseline survey.

For the follow-up data collection, we started with respondents from the baseline data collection and supplemented the sample with CHM participants. To allow for both longitudinal analyses of the continuing sample and cross-sectional analysis of all follow-up interviewees (including the participant sample), we created two sets of weights. For continuing respondents who responded to both baseline and follow-up surveys, the original weights from baseline were adjusted for follow-up nonresponse to create a longitudinal weight. This weight was used for all analyses in the impact report and for analyses of the longitudinal sample in many of the analyses in this technical supplement.

A second set of weights was created to allow cross-sectional analysis of follow-up data including the participant sample. For respondents in the comparison communities and those in the demonstration communities who did not participate in CHM programming, these are the same as their longitudinal weights. For demonstration community respondents who did participate in services, the weight was adjusted for their duplicate presence in both the longitudinal and participant sampling frame. Finally, for participants, a weight was constructed that represented the probability of being sampled, an adjustment for

nonresponse, and an adjustment factor that accounts for the overrepresentation of participants in the follow-up data. The weighting process is shown in Figure 4-4.

Figure 4-4. Follow-Up Data Weighting Process



5. ANALYTIC METHODS

A variety of statistical methods were used to estimate CHM impacts. In this chapter we provide technical details about these methods. We also introduce several techniques that were used in the supplemental analyses presented in Chapter 6. Evaluating the impacts of CHM demonstration services involves determining whether the overall CHM initiative (including its services, community activities, and media outreach) altered marriage, household structure, relationship quality, and child outcomes in the community as a whole. The CHMI impact evaluation report focused on this question (Bir et al., 2012). It used survey data to compare changes in family life outcomes in demonstration and paired comparison communities between the early demonstration period and the period 2 years after the initial implementation of the demonstrations. In this chapter we provide details about the way we implemented the difference-in-difference (DD) approach to estimate impacts, the way we adjusted impacts in a multivariate framework, how we calculated effect sizes, and how we addressed the issue of multiple comparisons.

We also describe methods that we used to address supplemental questions. For example, demonstration grantees were interested in impacts in smaller service areas within their original service areas. They wanted to know whether there were impacts in their most concentrated areas of service delivery. For this analysis, we used the same DD methods as we did in the impact report, altering only the definition of the demonstration and comparison communities. We describe the approach to this analysis in Section 5.4 and present the results in Section 6.1.

To examine causality further within this nonexperimental study, we also used an instrumental variable (IV) approach. This two-stage approach predicts participation as a first stage and changes in other outcomes that may result from participation as a second stage. Given that participants may be more motivated to seek relationship education or differ from others in another systematic way, we used an instrument that was related to participation but not to other outcomes to control for selection. In this case, we hypothesized that distance to CHM providers would relate to participation but would not relate to other outcomes like relationship quality. Because it is possible that, over time, more people were attending healthy relationship education classes and improving their relationships, assessing whether these increases occurred more in areas closer to CHM activity would allow us to link the changes in outcomes to CHM activities. We present this analysis approach in Section 5.5, and we present the results in Section 6.2.

Much of our original analysis focused on the impact of the demonstration in stimulating participation. An additional facet of demonstration activities relates to the impact of attending classes on participant outcomes. It is possible that participation rates did not increase because of the presence of CHM services, but those who participated in CHM

activities had greater benefits than those who participated in similar services in comparison communities. We used PS methods to look at the impacts of participation. Supplemental analyses determined the impact of participation in CHM demonstration classes, relative to a matched comparison group, and then a separate analysis examined the impact of participation in any relationship education class, relative to a matched comparison group. These analyses are described in Sections 5.6 and 6.3.

5.1 Approaches to Analyzing CHMI Impacts

5.1.1 The DD Approach

The CHMI impact evaluation report presented estimates of how the CHM intervention changed family, relationship, and child outcomes in demonstration communities relative to communities that were similar except for the receipt of large, federally funded grants to conduct healthy marriage activities. Developing these estimates involved the use of standard DD methods. The DD method tabulated the changes in mean outcomes in demonstration and comparison communities between baseline and follow-up data collection. In implementing DD in the impact evaluation analyses, we used two approaches: 1) straightforward comparisons of changes in mean differences between matched demonstration and comparison communities and 2) regression-adjusted ANCOVA analyses of individuals by experimental or comparison communities.

To test for potential impacts, we calculated differences between demonstration/comparison pairs with respect to changes in relationship outcomes. We did this for the overall populations and by population subgroups by age, sex, and initial couple and household relationships. To test for the statistical significance of any observed advantage of demonstration communities, we used t-tests.

5.1.2 Analysis of Covariance

The general analysis of covariance (ANCOVA) model used to estimate CHMI effects had the following specification:

$$Y_{ij} = A + B1 T_{ij} + B2 P_{ij} + Bk X_{ijk} + u_{ij}, \quad (5.1)$$

where Y_{ij} is follow-up outcome for individual i in community j

A is the intercept term

T_{ij} is a demonstration community indicator coded 1 for demonstration communities and 0 otherwise

P_{ij} is the baseline value of the outcome

X_{ijk} is the vector of covariates

B_1 , B_2 , and B_k are estimated regression coefficients

U_{ij} is an error term

The econometric specification of these equations differed with the outcome variable of interest. For continuous variables, we used ordinary least squares. For categorical variables, we used logistic regression. The covariates in this model included the baseline measure of the outcome, age, gender, race, ethnicity, relationship status, parenting status, educational attainment, religiosity, and employment status.

Of primary interest in the model is coefficient B_1 , which estimates the effect of the CHM programs. The ANCOVA models were weighted to account for unequal sample selection probabilities and for the likelihood of completing the follow-up survey.

In the impact report, we estimated these equations for each community pair because of differences in the way that CHM services were implemented in each demonstration community and differences between the community pairs. We used outcome measures for the same individuals for the baseline and follow-up periods for the longitudinal sample. This model allows the adjustment of the impacts for any compositional differences between demonstration and comparison communities.

5.1.3 Effect Size

Survey outcomes were measured using many different multi-item scales, single items with multiple response options, and binary measures. The variety of potential outcome values makes it difficult to gauge the size of group differences. To facilitate comparisons across different outcomes, we translated treatment impacts into effect sizes. An effect size is a standardized measure of the relative magnitude of the difference between two scores (Cohen, 1988). For continuous measures, the effect size (Cohen's d) is the outcome difference between two groups divided by the pooled standard deviation of the outcome measure. For binary measures, the effect size (Cohen's h) is the arcsine transformed value of the logit difference between two percentages. Both variants yield the same fraction of a standard deviation metric so that binary and continuous outcomes may be directly compared. According to Cohen's interpretive guidelines, an effect size of 0.20 represents a small effect, while 0.50 is considered to be medium, and effect sizes of 0.80 or larger are considered to be large. We used the same approach to calculating effect sizes for the impact analyses and for the supplemental analyses.

5.1.4 Multiple Comparisons

Examining effects on many outcomes increases the chance of an impact being significant by chance when the set of outcomes is examined as a whole. Two approaches to issues of multiple comparisons are widely used. One is to account statistically for the entire set of outcomes being compared, essentially requiring a higher burden of statistical proof when

multiple outcomes are examined simultaneously. A second approach is to focus the analysis on a small set of core outcomes to limit the number of comparisons being made simultaneously.

For the CHMI impact evaluation, we used this second approach and relied on a small set of outcomes in a limited number of key domains. The primary outcome domains included participation and interest in services, relationship status and quality, parenting, child well-being, awareness of services and messages, opinions and attitudes, and peer interactions. These domains were selected during the design phase to limit the possibility of detecting significant impacts by chance.

In addition, to minimize the number of variables tested, we used composite measures rather than testing each individual question. This technique was used for relationship quality, parenting, and marriage opinions and practices and is discussed in the measurement discussion in Section 3.

We also limited the set of outcomes tested and used composite measures rather than individual items in the supplemental analyses.

5.2 Supplemental Analysis Approaches

5.2.1 DD Analysis of Areas with Concentrated Services

In the impact report, we followed the original evaluation design and compared outcomes for sample members residing in ZIP codes where demonstration sponsors initially planned to concentrate services with sample members residing in ZIP codes with similar characteristics in comparison communities. However, the planned targeted areas were not necessarily the areas that actually attracted participants. For this reason, we developed additional supplemental estimates based on the ZIP codes in which concentrated CHM services actually took place. These subareas were identified based on information from the demonstration sponsors on the highest levels of participation by adults (i.e., people over 18). The matched comparison subareas were also a subset of the ZIP codes from the original analysis, rematched on demographic variables to the composition of the subarea demonstration ZIP codes. The demonstration subareas were usually 2 ZIP codes instead of the 5 to 10 that constituted the original planned service areas. Appendix D shows maps of demonstration and comparison communities with ZIP codes and provider locations identified.

5.2.2 The IV Approach

An additional supplemental analysis estimated impacts among those who participated in CHM services. Simply comparing changes in outcomes of those who did and did not participate in relationship skills and marriage education classes may not capture the net

impact of participation because participants are likely to differ systematically from nonparticipants in ways that were not observed.

To address selection bias, we used IVs in this analysis. We used geographic proximity of CHM services as the instrument. It plausibly influences participation but should not have any particular effect on changes in family life outcomes other than through the effect on participation. The first stage estimated the effects of geographic proximity on participation. The second stage estimated the effect of predicted participation (based on the first stage) on family and economic outcomes. To the extent that geographic proximity is a strongly significant predictor of participation and it is uncorrelated with the errors in the second-stage equation, IV should yield asymptotically unbiased estimates of participation on outcomes. Geographic proximity as an IV predicting participation has been used in a variety of studies (Card, 1995; Kling, 2001; Nichols & Özek, 2010; Herbst & Tekin, 2010).

In addition to predicting participation based on proximity to CHM classes, we included an extensive set of baseline variables that might be expected to affect participation, including age, race, sex, education, ethnicity, marriage and couple relationships, number of children, relationship quality, church attendance, household living arrangements, and attitudes about relationship education and counseling. If geographic proximity is a valid instrument and strongly predicts participation, the IV strategy should purge the estimates of the selection problem.

One important advantage of applying IV in this context is that the first-stage results are of intrinsic interest. The factors that influence participation and the role, if any, that geographic proximity plays in participation outcomes are programmatically relevant issues.

There are two potential concerns about the IV strategy. First, geographic proximity may be a weak predictor of participation. In this case, we cannot identify the effects of CHMI through an exogenous variable. Second, geographic proximity may have effects on family and other outcomes in addition to the effect on participation, which makes the IVs estimator invalid. This second concern—that the instrument directly influences outcomes, not just indirectly through participation—is testable when the instruments strongly predict participation. However, when instruments are weak, we cannot test the instrument's validity.

5.2.3 PS Modeling

A PS is the estimated probability that a respondent is a member of the treatment group, conditional on observed characteristics. Weighting for PSs is at least as good at reducing bias as any other method of conditioning on observable characteristics (Rosenbaum & Rubin, 1983). PSs are widely used in nonexperimental settings. We used PSs for several purposes. First, we used PSs to compare the baseline propensities of individuals in the

sample (see Section 4.1). Second, we used PSs to identify a comparison group for a cross-sectional analysis of the follow-up data including the participant sample (as a lack of baseline measures limited our ability to use DD). Third, we used PSs to examine the effect of participation in CHM activities in an analysis of treatment on the treated.

To help evaluate baseline sample equivalence, we examined a general PS model to ensure that estimated PSs for the two groups had similar distributions in matched pairs of demonstration and comparison communities. For the second two analyses, we used exogenous variables to estimate the probability of participation. To find impacts of participation, we compared outcomes of participants and nonparticipants with the same probability of participation. The CHMI evaluation data offer a large set of baseline characteristics, including baseline relationship quality, attitudes about relationships and marriage, and attitudes about attending marriage education classes. Because studies suggest that richer sets of variables affecting participation improve the accuracy of impact estimates, we used a wide array of baseline data for longitudinal analysis and a robust set of covariates for cross-sectional analyses.

To implement the PS approach effectively, the PSs should satisfy two main properties. First, they should be bounded away from zero and one; cases with probabilities of treatment of zero and one cannot be compared with other cases, because there can be no “control” case with probability one and no “treatment” case with probability zero. Second, the distributions of PSs for treatment and control groups had to exhibit good “overlap,” or common support, to ensure we are comparing cases that are otherwise alike (except for treatment status). The set of available predictors together should predict the probability of participation. If predictors are all weak, reweighting would produce no change in estimates of impact. The PSs used in this supplemental analysis met all of these criteria.

6. SUPPLEMENTAL IMPACT ANALYSIS RESULTS

In this chapter, we present the results of several analyses that we undertook to extend the impact analysis presented in the impact evaluation report (Bir et al., 2012). The following central results were reported in the impact report:

1. CHM grantees did not increase the rate of participation in relationship skills and marriage education classes; that is, residents in the ZIP codes targeted by CHM grantees did not show significantly higher levels of participation than residents in ZIP codes with similar characteristics in matched comparison communities.
2. Residents in the targeted ZIP codes in CHM communities did not experience any advantage over residents in similar ZIP codes in comparison communities with respect to increased relationship stability, relationship quality, or other measured family strengthening outcomes.

The core and subgroup analyses in the impact report found only a few small scattered effects—no pattern of effects—attributable to CHM services. These analyses were based on all respondents living in the demonstration and comparison communities regardless of the amount of exposure respondents in the demonstration communities had to CHM activities. However, stronger effects might emerge if the analyses focused on respondents who were directly engaged in the program, especially the relationship skills classes (treatment on the treated).

In this chapter, we present the results of four analyses that we undertook to expand and extend the impact analysis presented in the companion impact report. Each analysis focuses on a particular way to measure exposure to CHM activities and to find the impacts of such exposure. Each method has its strengths and weaknesses, but no method discussed in this chapter estimates the overall impact of CHMI. These analyses are intended to supplement the impact analyses and answer the subsequent questions that a reader may have after reading the impact report.

The supplemental questions and analyses are as follows:

1. First, we looked at whether there were impacts within geographic areas that had more concentrated levels of CHM services relative to matched comparison areas. This analysis answered the question: did smaller areas with more CHMI services and participants demonstrate a larger impact?
2. Second, we examined distance to a CHM provider as a possible IV for CHM participation. This analysis answered two questions: were people who lived closer to CHM providers more likely to participate in CHM activities and is there a detectable impact on outcomes overall?
3. Third, we assessed the effect of attending CHM classes. Although participation rates were similar in the matched pairs of demonstration and comparison communities, did CHM classes have more of an impact on participants than other class offerings?

4. Fourth, we examined the effect of attending any classes (in demonstration or comparison communities) on outcomes. This analysis answers the question: does any type of relationship education class participation in the CHM study have an impact on participants?

These analyses focused on a narrower set of outcomes identified by the research team as most likely to be influenced by demonstration services. These outcomes were

- relationship status (marriage, cohabitation, and close romantic relationships),
- recommended classes to others,
- discussed their relationship with others,
- discussed attending a class with others,
- respondent felt safer in their relationship,
- quality of marriage index,
- global satisfaction index,
- positive conflict behaviors index,
- lack of negative conflict behaviors index, and
- parenting stress index.

6.1 Concentrated Services Analysis

The CHMI logic model assumes that a community impact would be generated from geographically concentrated services. Although the evaluation population sample was targeted to areas (ZIP codes) of the community that were expected to receive concentrated CHM services, changes in grantees' program delivery strategy meant that services were not equally concentrated across all the identified ZIP codes. To assess whether more concentrated services in a geographic area might be related to demonstration impacts, we reanalyzed the data for specific areas where there were more concentrated services.

The approach to this analysis is described in Section 5.2.1. Focusing on a subset of ZIP codes resulted in a demonstration group of 626 individuals and a comparison group of 668 across all communities. Impacts for each demonstration/comparison pair group are summarized in Table 6-1.

Table 6-1. CHMI Impacts in ZIP Codes with Concentrated Services

	Overall	Dallas	St. Louis	Milwaukee
Married	0	0	0	0
Have you suggested these classes to anyone you know?	0	0	0	0
Did you talk with anyone about your relationship concerns in the last 6 months?	0	0	0	0
Think about the person you spoke with the most. Did this person attend a class?	0	0	0	0
Quality of Marriage Index Score (1–5)	0	0	0	0
QMI global satisfaction rating (1–10)	0	—	0	0
Positive Conflict Behavior Index Score (1–4)	0	0	0	0
Negative Conflict Avoidance Index Score (1–4)	0	0	0	0
Frequency of feeling safe in the relationship	0	0	0	0
Parenting Stress Index Score (1–4)	0	0	++	0

— Negative effect, $p < 0.10$

++ Positive effect, $p < 0.05$

This analysis showed only two statistically significant findings—a negative effect on the “QMI global satisfaction rating” in Dallas and a positive effect on the parenting index in St. Louis. The change in Dallas is in a negative direction—the opposite of what would be expected for ZIP codes with concentrated services. Overall, the findings from this analysis are consistent with the primary findings presented in the companion impact report: there was no consistent pattern of impacts on key outcome measures in areas in which CHM activities were more concentrated.

6.2 Impact of Geographic Proximity to CHM Providers

Another hypothesis tested was whether CHMI impacts would be larger for those with more geographic access to CHM providers. That is, as CHM grantees offered increasingly more services, would the reduction in the distance one had to travel to participate in services increase participation by reducing a barrier to service. Our second supplemental analysis was designed to test this hypothesis using distance as an IV as described in Section 5.2.2.

Over time, distance between surveyed households and providers actually increased because of both respondents moving out of the service area over time² (though movers who reported distances of 100 miles to the nearest provider were dropped from this analysis) and changes in demonstration implementation strategies such that a smaller number of organizations provided more services relative to the expectation at baseline, limiting “coverage” areas. A summary of three distance measures, in miles, is reported in Table 6-2.

Table 6-2. Descriptive Statistics on Available Distance Measures, in Miles

Variable	Mean	Std. Dev.	Min	Max
Distance to nearest provider at baseline	0.644	0.570	0.026	4.554
Distance from baseline address to nearest provider at follow-up	1.342	0.771	0.0716	3.147
Distance to nearest provider at follow-up	1.756	4.297	0.0236	93.479

The first-stage linear regression results in Table 6-3 capture the relationships between the instruments and attending relationship classes in the demonstration communities. Coefficients on potential instruments are listed in the first three rows, and robust t statistics are in parentheses. The distance measures do not perform as expected in predicting more participation from residents living closest to CHM service providers. The weak instrument test for a set of excluded instruments is the F statistic for the null that all coefficients are zero; in no case do these alternative specifications of distance pass the weak instrument test, nor are they close to the thresholds given by Stock and Yogo (2002).

Further exploration using nonparametric regression showed very irregular patterns in the dependence of participation on distance from “treatment” locations that vary by community, but no statistically significant pattern.

Several factors may explain the lack of a relationship between participation and the distance to CHM service providers. It is possible that there may have been enough providers even at baseline so that geographic proximity was not a barrier to access. Translated into distance measures, at baseline, the mean distance to a CHM provider was 0.64 miles, and at follow-up, it was 1.3 miles. These are not large distances. A second factor may be that faith-based organizations accounted for nearly 60 percent of the participants drawn from the community

² Twenty percent of the sample in demonstration communities moved out of their original ZIP code between baseline and follow-up. This is consistent with annual moving rates of the low-income population (Census bureau, <http://www.census.gov/hhes/migration/files/cps/cps2011/tab10.xls>). Thirty-four respondents (2.1%) moved more than 100 miles, and another 50 (3.1%) moved between 10 and 100 miles.

Table 6-3. First-Stage Regressions of IV Models (Demonstration Communities)

Instrument	Participation		
	(1)	(2)	(3)
Distance to nearest provider at baseline	-1.16e-05 (8.30e-06)		
Distance between baseline address and follow-up provider location		0.0119 (0.00945)	
Distance to nearest provider at follow-up			-0.000163 (0.00169)
Married	0.0906*** (0.0208)	0.0896*** (0.0208)	0.0897*** (0.0210)
Not married but in a relationship	0.0329** (0.0165)	0.0330** (0.0165)	0.0320* (0.0168)
White	-0.0171 (0.0217)	-0.0189 (0.0216)	-0.0194 (0.0221)
Hispanic	2.25e-05 (0.0218)	-0.00651 (0.0211)	-0.00526 (0.0214)
Has children	0.0376** (0.0160)	0.0349** (0.0160)	0.0324** (0.0161)
Age	-0.0119 (0.0150)	-0.0116 (0.0150)	-0.0133 (0.0152)
Male	0.0265* (0.0157)	0.0267* (0.0157)	0.0271* (0.0159)
Years education	0.00503 (0.00373)	0.00545 (0.00375)	0.00488 (0.00380)
Attends church at least once a month	0.0785*** (0.0146)	0.0784*** (0.0146)	0.0758*** (0.0148)
Employed	-0.00280 (0.0153)	-0.00343 (0.0153)	-0.00113 (0.0155)
Constant	-0.0424 (0.0494)	-0.0727 (0.0523)	-0.0474 (0.0499)
Observations	1,573	1,573	1,540
F statistic for instrument	1.96	1.56	0.01

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

samples, and affiliation with such organizations may not depend on proximity. Whatever the reason, geographic proximity turned out to be a weak predictor of participation. Because the instruments were weak, we did not proceed with further testing.

6.3 Impact of Attending CHM Classes—Treatment-on-the-Treated Analyses

The main impact analyses in our evaluation focused on the overall effectiveness of CHM demonstration services. The sample for those analyses was adult respondents between 18 and 49 years of age in the demonstration and comparison communities. The full representative community sample was used because any of those adults could have been exposed to some facets of CHM even if they did not attend healthy marriage and relationship education classes sponsored by the CHM grantees. In this section, we report on a supplemental analysis examining the effects on those who attended one or more CHM relationship skills classes. In the evaluation literature, this is referred to as the effect of treatment on the treated. The demonstration group was defined as adults from the demonstration communities who attended at least one CHM relationship class. In each of the demonstration communities, approximately 10 percent of the sampled adults reported that they took one or more classes during the 18-month period between the baseline and follow-up surveys. In order to estimate treatment effects, the comparison group was reweighted so that it represented adults who would have been most likely to choose to participate in CHM classes if these classes had been offered in their communities. To derive the appropriate weights, we developed a PS model for program attendance that contrasts the demonstration and comparison groups. The covariates in the propensity model included two indicators of likely participation—reporting attendance in similar types of classes in a period prior to the baseline survey and the level of interest reported in attending relationship classes at baseline (1=not interested at all, 4=very interested). The covariate set also included baseline indicators for married respondents, those with children, employment status, frequency of church attendance, and demographic characteristics (age, gender, race, ethnicity, and educational attainment). Respondents were pooled across all demonstration communities.

The attendance propensity model results are shown in Table 6-4. Respondents were especially likely to have attended a CHM relationship education class during the intervention period if they had attended similar classes before. More than half (54 percent) of the demonstration group had attended classes prior to the baseline interview. Respondents expressing greater interest in relationship classes were also more likely to attend as were those who reported regularly attending church. Adults in relationships were more likely to attend than unattached respondents. Demographic factors had little influence on the probability of attendance. Instead, attenders seemed to have a general interest in improving their relationships, as evidenced by their previous participation in these kinds of programs and a high level of interest in attending relationship classes. As shown in Figure 6-1, PSs for CHM attenders were fairly evenly distributed across the spectrum, while the peaked line indicates small PSs for most of the comparison group.

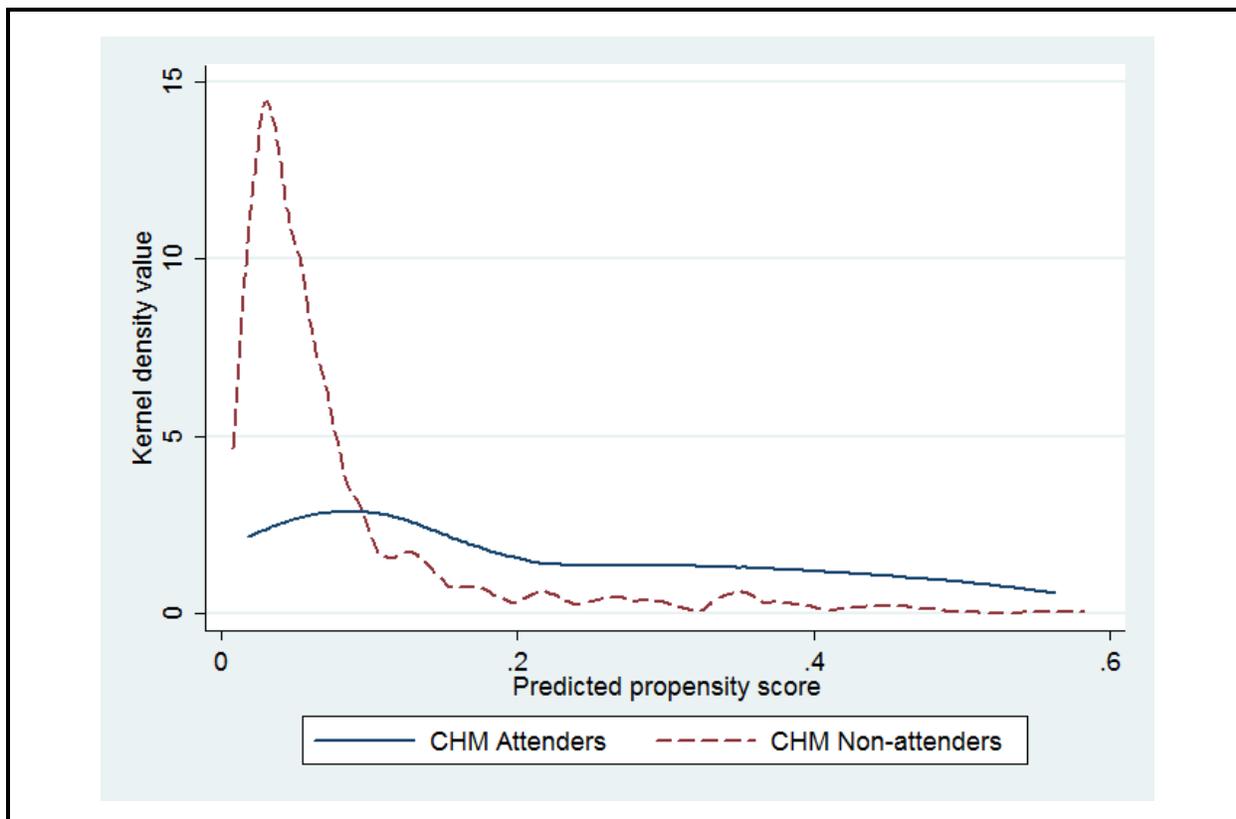
Table 6-4. Propensity Score Estimates for Probability that a Respondent Participated in Relationship Education Classes During Previous 18 Months

Effect of Predictors on Propensity to Attend CHM Classes	Coefficient
Interested in classes	0.703**
Ever attended classes	1.795***
Married	0.858***
Not married but in a relationship	0.478*
White	-0.216
Hispanic	0.085
Has children	0.255
Years of education	0.001
Attends church at least once a month	0.806***
Employed	0.079
Age category	-0.007
Male	0.365*
Constant	-4.544
Observations	1,592

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

We examined the impact of CHM marriage and relationship education class attendance on marriage and nine other key outcomes identified as most likely to be affected by such attendance. Treatment effects for attenders were estimated by multivariate ANCOVA regression models containing the same set of covariates as the propensity model, the baseline value of the outcome, and an indicator for demonstration group status. The results were weighted using estimated probabilities from the propensity model. Members of the demonstration group all received weights of 1 because they had attended CHM classes. The weights for comparison group members were $PS/(1-PS)$ (Schafer and Kang, 2008). The weighting scheme serves to contrast the demonstration group with the comparison group members with similar characteristics and similar levels of interest in relationship classes. The impact of CHM class attendance is summarized in Table 6-5.

Figure 6-1. Predicted Probability of Being a Likely Attender of Classes



Over time, there was little change in outcomes for those who did not attend class. The most striking result is the positive and significant relationship between attending classes and getting married. According to these results, the adjusted estimate is for participation in classes to raise the proportion married by 0.21, or an effect size of 0.44. If this effect represented a causal impact, then each additional 10 participants in classes would mean two additional marriages.

Although these effects on actual participants are not inconsistent with the findings in the impact report based on whole communities, the results should be approached with caution because they depend on the applicability of nonexperimental methods. We used an array of variables that could capture differences unrelated to class participation. However, one possible unmeasured characteristic (“intend to marry”) might be causing both more participation and more marriage. We examined impacts on several variables that might be linked to the effect of participation on marriage. The quality of marriage index (which also captures relationship quality in other couple relationships) is especially plausible in this regard, because positive impacts on relationship quality could serve as a mechanism for participation affecting marriage. In addition, the analyses indicate that attenders were more apt than “likely attenders” in comparison communities to suggest classes to people they knew ($p < 0.001$) and more likely to talk to someone about relationship concerns ($p < 0.001$). We cannot know if people who are likely to attend CHM classes are also likely

Table 6-5. The Impact of CHM Attendance on Outcomes

Outcome	Mean				Impact		Effect Size
	Attendees		Nonattendees		Diff-in-Diff	ANCOVA	
	Base-line	Follow-Up	Base-line	Follow-Up			
Relationship Status							
Married	38%	48%	36%	36%	10%	21%***	0.44
Course Recommendation							
Have you suggested these classes to anyone you know?	60%	70%	42%	45%	7%	22%***	0.45
Interactions							
Did you talk with anyone about your relationship concerns in the last 6 months?	68%	80%	56%	55%	12%	26%***	0.57
Think about the person you spoke with the most. Did this person attend a class?	32%	38%	18%	23%	1%	12%	0.26
Quality of Marriage							
Index score (1–5)	4.29	4.16	4.19	4.13	–0.07	–0.02	–0.02
QMI global satisfaction rating (1–10)	8.08	7.79	7.73	7.68	–0.24	0.12	0.05
Positive Conflict Behavior							
Index score (1–4)	3.28	3.23	3.24	3.16	0.02	0.04	0.06
Negative Conflict Avoidance							
Index score (1–4)	3.41	3.35	3.41	3.45	–0.11	–0.11*	–0.18
Intimate Partner Violence							
Frequency of feeling safe in the relationship	78%	74%	76%	74%	–11%	–4%	–0.09
Parenting Index							
Index score (1–4)	2.53	2.62	2.48	2.54	0.03	0.03	0.04
Observations	146	146	1,428	1,428			

* p < 0.10, ** p < 0.05, *** p < 0.01.

to recommend classes and talk about their relationships or if participation in CHM services is the cause of this higher level of communication about relationship issues and classes.

The analysis in this section examined the impact of attending CHM relationship classes compared with likely attenders in comparison communities. Some likely attenders may have been involved in other classes that included many of the elements of the CHM classes. This may have diluted the estimated CHM effects in the analysis. We examine the effect of participating in any relationship education classes in any community in the next section.

6.4 Impact of Attending Any Relationship Skills Classes

All of the comparison communities also offered some form of relationship skills training, although their services had substantially less federal funding and may not have been as intensive as those in demonstration communities. Similarity between demonstration and comparison community respondents is apparent by the levels of participation reported in the follow-up survey (Table 6-6). Slightly less than 10 percent of all sampled adults reported participating in relationship classes in both the demonstration and comparison communities.

Table 6-6. Percentage of Adults Reporting at Follow-Up That They Had Participated in a Relationship Skills Program in the Previous 18 Months, by Community

Community Pair	Community Type, Percent	
	Demonstration	Comparison
Dallas/Fort Worth	8.5	9.4
St. Louis/Kansas City	10.0	9.9
Milwaukee/Cleveland	9.1	5.5

The goal of this supplemental analysis was to assess the effect participation in relationship skills classes in general had, regardless of where they were offered. We analyzed this question in the same way as the previous analyses by first estimating a propensity model and then estimating ANCOVA impact models for outcomes that might be affected by class participation. This analysis assumes that the effect of classes is the same in either the demonstration or comparison communities.

6.4.1 Attender Propensity Model

Table 6-7 shows the estimated coefficients propensity model for the probability of participating in marriage and relationship education classes during the period between the baseline and follow-up surveys. All the analyses use doubly robust methods that involve weighting based on the PSs. Like the analysis in the previous section, several baseline

Table 6-7. Propensity Score Estimates for Probability that a Respondent Participated in Any Relationship Skills Classes During Previous 18 Months

Effect of Predictors on Propensity to Attend Relationship Skills Classes	Coefficient
Interested in classes	0.313
Ever attended classes	1.536 ^{***}
Married	0.905 ^{***}
Not married but in a relationship	0.536 ^{**}
White	-0.132
Hispanic	0.169
Has children	0.094
Years of education	0.063 [*]
Attends church at least once a month	0.910 ^{***}
Employed	0.011
Age category	-0.044
Male	0.280 [*]
Constant	-5.028
Observations	2,934

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

characteristics were strongly and significantly correlated with subsequent participation. The most influential factor was previous participation (prior to baseline) in these types of classes. Respondents who had taken classes before were especially likely to take them again. Partnered respondents, either married or unmarried, were more likely to enroll in classes than those who were not involved in relationships at baseline. Those who reported attending church services weekly were also more likely to participate in classes. The likelihood of participating increased with educational attainment and was slightly higher for men than for women. The self-reported degree of interest in classes had a small positive influence, although much of the impact of this variable may have been reflected in previous participation. The c-statistic for this model, a measure of the extent to which predictors are related to group status, was 0.76. The propensity model results were used to derive weights for the impact analyses.

6.4.2 Attender Impacts on Relationship Outcomes

At baseline, across all communities, 21.7 percent of the sample was married. Eighty-six percent of the married respondents remained married at the time of the follow-up survey. The follow-up marriage rate for the entire sample increased to 24.7 percent, reflecting the

finding that there were twice as many new marriages as marital dissolutions during the follow-up interval. The baseline marriage rate was 39 percent among respondents who subsequently attended relationship classes and 20 percent among those who did not attend. Estimates of the impact of participating in skills classes on key relationship outcomes are summarized in Table 6-8. The table contrasts attenders and nonattenders, showing for both the DD estimates, ANCOVA-adjusted results, and effect sizes for each outcome after propensity weighting.

The adjusted results indicate that participating in relationship classes in any of the communities had a favorable and statistically significant effect on marriage, producing a marriage rate 13 percent higher than would be expected for similar individuals who did not participate. An effect of this size, however, would have little impact on community-wide marriage rates because it applies to a small percentage of the adult population.

The effect size of 0.27 is smaller than the 0.44 effect size found on the impact of participation on marriage in demonstration communities. Although even this smaller impact is statistically significant, caution is appropriate when interpreting the finding. The effect may not be causal if some unobserved factor led to both higher participation and more marriages. The analysis does consider many key variables affecting participation, including whether the individual attended classes prior to the baseline survey, which controls for interest in classes of this type. Nonetheless, individuals who intended to marry in the near future may have been more likely to attend classes. Thus, it is difficult to distinguish whether intent to marry causes participation in classes or participation in classes encourages marriage.

As noted above, the positive effects on marriage are consistent with the impact report findings that are based on changes in marriage rates among all members of the community—both participants and nonparticipants. Recall that less than 10 percent of the adult population participated in relationship skills classes in the relevant period and that changes in participation were similar in demonstration and comparison communities.

Among those aware of the availability of classes, participation also appears to have increased recommendations to others and conversations with them about relationship concerns. A smaller but still favorable result was to encourage others to attend classes. However, class participation had no discernible effect on outcomes among those with partners. Outcomes included various measures of relationship quality, marital conflict or violence, and parenting stress.

Table 6-8. Effects of Participation in Relationship Classes on Relationship Outcomes

Outcome	Mean				Impact		
	Participants		Non-participants		Diff-in-Diff	ANCOVA	Effect Size
	Base-line	Follow-Up	Base-line	Follow-Up			
Relationship Status							
Married	0.39	0.45	0.37	0.37	0.06	13%***	0.27
Course Recommendation							
Have you suggested these classes to anyone you know?	0.59	0.69	0.42	0.45	0.07	22%***	0.45
Interactions							
Did you talk with anyone about your relationship concerns in the last 6 months?	0.67	0.77	0.59	0.59	0.10	19%***	0.41
Think about the person you spoke with the most. Did this person attend a class?	0.30	0.37	0.19	0.22	0.04	12%**	0.27
Quality of Marriage							
Index score (1–5)	4.26	4.19	4.21	4.20	-0.07	-0.05	-0.06
QMI global satisfaction rating (1–10)	7.96	7.80	7.79	7.90	-0.27	-0.10	-0.05
Positive Conflict Behavior							
Index score (1–4)	3.31	3.26	3.24	3.23	-0.03	0.01	0.02
Negative Conflict Avoidance							
Index score (1–4)	3.43	3.43	3.44	3.48	-0.04	-0.08	-0.14
Intimate Partner Violence							
Frequency of feeling safe in the relationship	0.79	0.77	0.80	0.77	0.01	0%	0.00
Parenting Index							
Index score (1–4)	2.53	2.64	2.56	2.60	0.07	0.05	0.07
Observations	261	261	2,678	2,679			

* $p < 0.10$, ** $p < 0.05$, *** $p < 0.01$.

6.5 Supplemental Analysis Summary

In this chapter, we have described four supplemental analyses of the CHMI data. Few program effects were found in the impact report for all adults in targeted areas. These supplemental analyses focus on respondents within the demonstration and comparison communities who were the most engaged in program activities. Our objective was to

determine whether more direct program involvement was associated with more favorable effects for a subset of the key outcomes evaluated in the impact report.

The demonstration communities did not always offer the same level of services over their entire service areas. We therefore repeated our previous analyses restricted to smaller geographic areas reported by grantees as having the most concentrated services. We found no evidence of impacts in this first supplemental analysis.

Our second supplemental analysis was also concerned with the role of geographic access to services. This was grounded in an IV approach, using the distance from a respondent's residence to the nearest CHM provider as the instrument. However, the distances were quite small and were not strongly associated with attendance at CHM programs. The distance instrument proved to be too weak to support further analysis using this approach.

The last two supplemental analyses focused on the impact of relationship skills education. The third analysis looked specifically at attending CHMI grantee relationship skills classes. After discovering that the prevalence of these classes was similar in the comparison communities, we extended the model to include classes offered in either the demonstration or comparison communities in the fourth analysis. Outcomes for attenders were contrasted with those for PS-weighted likely attenders with similar characteristics.

The results of these analyses are similar for both the CHMI grantee and all-community models. Adults most likely to attend relationship skills classes were frequent church attenders, were involved in a relationship (either marital or nonmarital), and had previously enrolled in similar education programs. The most striking finding in these analyses was that adjusted follow-up marriage rates were considerably higher for attenders than for comparison likely attenders. Class attenders were also more likely to suggest classes to others and to talk with others about relationship concerns. However, attending these programs had little impact on such key areas as marriage quality, conflict behavior, or parenting stress.

The marriage effect should be interpreted with caution because respondents intending to get married may have been more likely to choose to attend the relationship classes in the first place. Even among individuals with the same observed characteristics, those expecting to marry in the near future may have decided to attend classes, while those not expecting to marry did not. Moreover, these effects would have little impact on community-wide marriage rates because they apply to less than 10 percent of the adult population.

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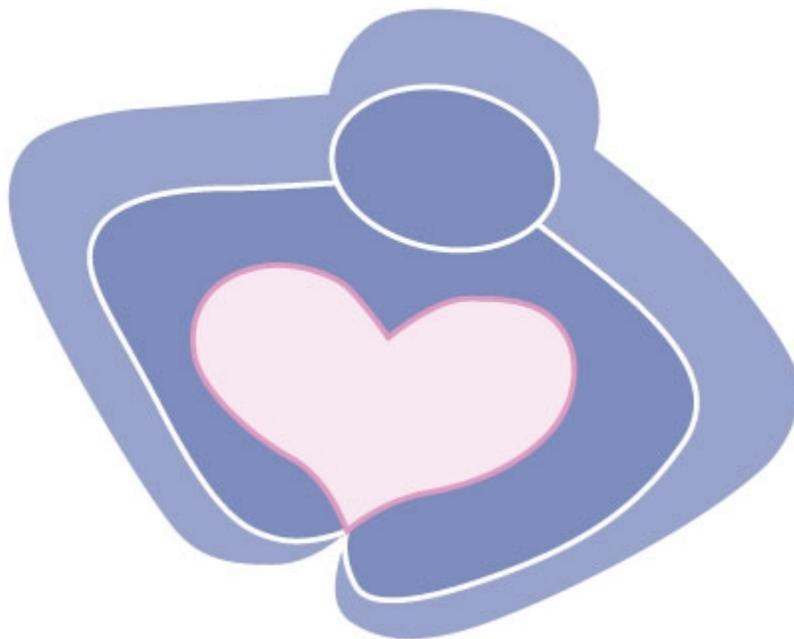
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APPENDIX A
BASELINE AND FOLLOW-UP SURVEY INSTRUMENTS

Study of Community Family Life Draft 5 Questionnaire

Conducted as part of the Evaluation of the
Community Healthy Marriage Initiative



April 2007

Sponsored by
Administration for Children and Families
U.S. Department of Health and Human Services

Prepared by
RTI International and The Urban Institute

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A. INTRODUCTION AND HOUSEHOLD COMPOSITION

Household Composition

A1. INTERVIEWER: PLEASE ENTER INFORMATION ABOUT ALL HOUSEHOLD MEMBERS FROM THE PAPER SCREENER. THIS INFORMATION WILL BE USED TO VERIFY THAT THE CORRECT RESPONDENT WAS SELECTED AND TO SELECT A FOCAL CHILD FOR LATER QUESTIONS.

A	B	C	D
Roster number	Age	Gender	Reason Excluded (enter code)
		1 = Male 2 = Female d = DK r = RF	
1	□□□	□	□
2	□□□	□	□
3	□□□	□	□
4	□□□	□	□
5	□□□	□	□
6	□□□	□	□
7	□□□	□	□
8	□□□	□	□
9	□□□	□	□

Informed Consent

A2. INTERVIEWER: LOOK AROUND YOU IN ALL DIRECTIONS. ARE YOU OUT OF EARSHOT OF OTHER PEOPLE INCLUDING PEOPLE WHO MAY BE IN AN ADJACENT ROOM OR OUTSIDE?

FOR AN INTERVIEW SETTING TO BE CONSIDERED PRIVATE, YOU MUST BE CERTAIN THAT THE QUESTIONS YOU READ AND THE RESPONDENT'S ANSWERS CANNOT BE: (1) OVERHEARD, OR (2) ASCERTAINED BY SOMEONE LOOKING THROUGH A WINDOW. ARE YOU CONFIDENT THE INTERVIEW SETTING IS PRIVATE?

YES	1	A4
NO	2	A3

A3. INTERVIEWER: BECAUSE YOU HAVE INDICATED THE INTERVIEW SETTING IS NOT PRIVATE, YOU CANNOT PROCEED WITH THE INTERVIEW. YOU WILL NEED TO BREAK-OFF THE INTERVIEW AND RESCHEDULE FOR A TIME WHEN YOU CAN CONDUCT THE INTERVIEW IN PRIVATE.

A4. INTERVIEWER: HAND R INTERVIEW CONSENT FORM.

SAY: Before we begin, I would like to explain the study and what we are asking you to do. This document is called a consent form, and I'm going to read it out loud to you. After I'm done reading it, I will answer any questions you may have.

A5. INTERVIEWER: READ THE CONSENT FORM TO THE RESPONDENT. IF R AGREES TO PARTICIPATE IN THE INTERVIEW, ACKNOWLEDGE AGREEMENT BELOW. GIVE R AN **UNSIGNED** COPY OF THE INTERVIEW CONSENT FORM.

R CONSENTED TO THE INTERVIEW	1	A5a
R REFUSED THE INTERVIEW	2	A5rf

A5rf. YOU MAY NOT PROCEED WITH THE INTERVIEW BECAUSE YOU HAVE INDICATED THAT THE R DID NOT GIVE CONSENT. IF THE R IS WILLING TO DO THE INTERVIEW AT A LATER TIME, SET A NEW APPOINTMENT. IF NOT, CONSULT WITH YOUR FS REGARDING REFUSAL CONVERSION.

A5a. We are using a special quality control system on this project. The system runs on the computer and may record what you and I say to each other during several different parts of the interview. Neither you nor I will know when the computer is recording what we say. The recording will be reviewed by people at RTI to monitor my work. The recordings will be used only for those purposes, and will be kept confidential. May we use this quality control system during your interview?

R CONSENTED TO CARI	1	CONTINUE
R REFUSED CARI	2	DISABLE CARI AND CONTINUE

Relationship to Respondent

A7_intro:IF R IS NOT SOLE HOUSEHOLD MEMBER: First, I have some (additional) questions about the people who live in this household. Because households are different, this information will help me to know which questions apply to you.

A7. What is the first name of the (GENDER) who is (AGE)? I just need to have a way of referring to (him/her).

PROBE: Initials are fine.

A	B	C	D	E
Roster number (FILL)	Gender (WILL FILL)	Age (WILL FILL)	First Name (RECORD FIRST NAME)	Relationship (Enter Code) How is (NAME) related to you?
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Relationship codes:

- 1 SPOUSE
- 2 PARTNER (BOY/GIRLFRIEND)
- 3 RESPONDENT'S MOTHER
- 4 RESPONDENT'S FATHER
- 5 PARENT-IN-LAW
- 6 BIOLOGICAL OR ADOPTED CHILD
- 7 STEPCHILD
- 8 FOSTER CHILD
- 9 GRANDCHILD
- 10 NIECE/NEPHEW
- 11 BROTHER/SISTER
- 12 AUNT/UNCLE
- 13 COUSIN
- 14 GRANDMOTHER OF RESPONDENT
- 15 GRANDFATHER OF RESPONDENT
- 16 SON-IN-LAW, DAUGHTER-IN-LAW OF RESPONDENT
- 17 NOT-RELATED ADULT/ROOMATE
- 18 NOT-RELATED CHILD
- 19 OTHER (SPECIFY) _____

Created

IF SPOUSE OR PARTNER IS THE SAME SEX AS RESPONDENT:

A8. Just to confirm, are you involved in a romantic relationship with (SPOUSE/PARTNER)?

YES	1	
NO	2	INTERVIEWER: RETURN TO GRID AND CORRECT RELATIONSHIP CODE
DK	d	
RF	r	

Created

A9. IF SPOUSE/PARTNER PRESENT IN HOUSEHOLD AND IF NUMBER OF PEOPLE IN HOUSEHOLD AGE 16+ =>4: Besides you and (SPOUSE/PARTNER), are any of the people in this household married to each other or living together in a romantic relationship?

IF SPOUSE/PARTNER NOT PRESENT IN HOUSEHOLD AND IF NUMBER OF PEOPLE IN HOUSEHOLD AGE 16+ =>3: Are any of the people in this household married to each other or living together in a romantic relationship?

YES	1	
NO	2	Section B
DK	d	
RF	r	

Created

A10. How many (other) couples are living in this household?

NUMBER OF COUPLES	_ _	
DK	d	
RF	r	

B. AWARENESS OF MEDIA MESSAGES AND SERVICES

ATS

B1. This set of questions is about how you get information. In the past 30 days, about how often have you watched television? Would you say...

Every day	1	
4-6 times a week	2	
2-3 times a week	3	
Once a week	4	
Less than once a week, or	5	
Never	6	
DK	d	
RF	r	

Created

B2. In the past 30 days, about how often have you listened to the radio? Would you say...

Every day	1	
4-6 times a week	2	
2-3 times a week	3	
Once a week	4	
Less than once a week, or	5	
Never	6	
DK	d	
RF	r	

ATS

B3. In the past 30 days, about how often have you read a newspaper? Would you say...

Every day	1	
4-6 times a week	2	
2-3 times a week	3	
Once a week	4	
Less than once a week, or	5	
Never	6	
DK	d	
RF	r	

B4. Have you ever heard of (ANY OF THE FOLLOWING/THE FOLLOWING) organization(s) in your community?

		YES	NO	DK	RF
A	IF SITE = MILWAUKEE Center for Self Sufficiency: The Milwaukee Marriage Partnership	1	2	d	r
B	IF SITE = ST. LOUIS Better Family Life: Healthy Marriage Education Project	1	2	d	r
C	IF SITE = ST LOUIS St. Louis Healthy Marriage Coalition	1	2	d	r
D	IF SITE = DALLAS Strong Families Dallas	1	2	d	r
E	IF SITE = DALLAS LIFE Matters Healthy Marriage Initiative	1	2	d	r
F	IF SITE = CLEVELAND Operation Keepsake	1	2	d	r
G	IF SITE = CLEVELAND Strong Start for Cuyahoga's Families				
H	IF SITE = KANSAS CITY Healthy Families Counseling and Support: Tender Beginnings Plus	1	2	d	r
I	IF SITE = FT. WORTH Texas Healthy Marriage Development Project	1	2	d	r

Created

B5. Are you aware of any advertising promoting healthy marriage, healthy relationships, or responsible parenting in your community?

YES	1	
NO	2	B10
DK	d	
RF	r	

Created

B6. What was the theme or message of that advertising?

INTERVIEWER: CODE ALL MENTIONS

Marriage is good/ beneficial to children and adults	1	
Being a responsible father/mother is important	2	
We care about you and your family	3	
We can help you with marriage/ relationships/ children	4	
Other (specify)	5	
DK	d	
RF	r	

Created

B7. Now I'm going to ask you a few questions about the advertisement(s) you saw.
Where did you see or hear (THIS ADVERTISING/THESE ADVERTISEMENTS)?

INTERVIEWER: READ LIST IF NECESSARY. CODE ALL MENTIONS.

Television	1	
Radio	2	
Internet/web	3	
Billboard/poster	4	
Transportation signage	5	
Flier/brochure	6	
Other (specify)	7	
DK	d	
RF	r	

ATS

B8. How much do you agree with the statement: "The message of (THIS ADVERTISING/THESE ADVERTISEMENTS) is important to me." Do you...

Strongly Agree	1	
Agree	2	
Disagree, or	3	
Strongly Disagree	4	
DK/No Opinion	d	
RF	r	

ATS

B9. Did you talk to someone, such as a friend, a family member or someone at work about the message of this advertising?

YES	1	
NO	2	
DK	d	
RF	r	

Created

B10. Are you aware of any groups or places in your community that offer classes or workshops to help people improve their relationships with their spouse or partner?

YES	1	
MAYBE, NOT SURE, I THINK SO	2	
NO	3	
DK	d	
RF	r	

Created

B11. Are you aware of any groups or places in your community that offer classes or workshops to help people improve their relationships with their children?

YES	1	
MAYBE, NOT SURE, I THINK SO	2	
NO	3	
DK	d	
RF	r	

C. RELATIONSHIP STATUS AND ATTITUDES

CHECK C1. IS A SPOUSE LISTED IN THE HOUSEHOLD GRID?

YES	1	C7
NO	2	
DK	d	
RF	r	

TX

C1. Next, I'd like to ask you about some of the relationships you've had in your life. What is your marital status? Are you...

INTERVIEWER: SHOW RESPONSE CARD C1 TO R.

Married	1	
Separated	2	CHECK C2
Divorced	3	CHECK C2
Widowed	4	CHECK C2
Never Been Married	5	CHECK C2
DK	d	
RF	r	

C2. What is the main reason that you and (SPOUSE) are not living together?

Marital problems/not getting along	1	
Spouse working in different city	2	
Spouse in armed forces	3	
Spouse living in another country	4	
Spouse incarcerated	5	
Other (Specify) _____	6	
DK	d	
RF	r	

CHECK C2. IS A PARTNER LISTED IN THE HOUSEHOLD GRID?

YES	1	C6
NO	2	
DK	d	
RF	r	

BSF

IF NO SPOUSE OR PARTNER LISTED IN THE HOUSEHOLD GRID:

C3. Are you currently involved in a romantic relationship with someone?

YES	1	
NO	2	CHECK C3
DK	d	CHECK C3
RF	r	CHECK C3

BSF/FF

C4. Would you say you are romantically involved on a steady basis, or are you in an on-again, off-again relationship?

Steady relationship	1	
On again, off again relationship	2	
DK	d	
RF	r	

BSF

C5. What is your current partner's first name?

PROBE: I just need to have some way of referring to (him/her). Initials are fine.

FIRST NAME OF PARTNER	_____	STORE NAME
DK	d	
RF	r	

C5a. RECORD PARTNER'S GENDER. IF NOT OBVIOUS ASK: Just to confirm, is this person male or female?

MALE	1	
FEMALE	2	

BSF

C6. IF R NOT IN SAME-SEX RELATIONSHIP:

What do you think the chances are that you will marry (PARTNER) in the future? Would you say...

IF R IS IN SAME-SEX RELATIONSHIP: Assume same-sex marriages or civil unions were recognized in your state. What are the chances that you would marry (PARTNER) in the future? Would you say...

INTERVIEWER: SHOW RESPONSE CARD C6 TO R.

No chance	1	
A little chance	2	
A 50-50 chance	3	
A pretty good chance, or	4	
An almost certain chance?	5	
DK	d	
RF	r	

Created

C7. IF CHECK C1 = 1 OR C1 = 1 (MARRIED): About how long have you and (SPOUSE) been married?

IF CHECK C2 = 1 OR C3 = 1 (PARTNERED OR DATING): About how long have you and (PARTNER) been together?

YEARS AND MONTHS	_ _ MONTHS _ _ YEARS	
DK	d	
RF	r	

CHECK C3. CREATE RELATIONSHIP VARIABLE:

IF CHECK C1 = 1, THEN RESPONDENT = MARRIED AND CO-HABITATING
(HENCEFORTH "MARRIED.")

IF CHECK C2 = 1, THEN RESPONDENT = PARTNERED AND CO-HABITATING
(HENCEFORTH "PARTNERED.")

IF C3 = 1 AND C4 = 1 AND C7 = > 3 MONTHS, THEN RESPONDENT = PARTNERED BUT
NOT CO-HABITATING (HENCEFORTH "DATING.")

IF C3 = 2, THEN RESPONDENT = NOT MARRIED, PARTNERED OR CO-HABITATING
(HENCEFORTH "SINGLE.")

IF C1 = 1 OR 2, THEN RESPONDENT = MARRIED BUT LIVING APART, (HENCEFORTH
"MARRIED.")

LAFANS (modified)

C8. Next I'd like to ask about your opinions regarding marriage and relationships. For each of the following statements, please tell me if you strongly approve, approve, disapprove, or strongly disapprove. If you don't know or aren't sure, please just say so.

[INTERVIEWER: CODE, "IT DEPENDS" AS "NEITHER AGREE NOR DISAGREE"]

INTERVIEWER: SHOW RESPONSE CARD C8 TO R.

		Strongly Approve	Approve	VOL: NEITHER A/D	Disap- prove	Strongly Disap- prove	DK	RF
A	A couple lives together before they decide about getting married.	1	2	3	4	5	d	r
B	A couple decides to live together even though they do not intend to get married.	1	2	3	4	5	d	r
C	A woman has a baby without being married.	1	2	3	4	5	d	r
D	A man fathers a child without being married to the baby's mother.	1	2	3	4	5	d	r
E	A couple with children divorces because their marriage is not satisfying.	1	2	3	4	5	d	r
F	A couple raises their children without being married.	1	2	3	4	5	d	r
G	A couple raises their children in a marriage.	1	2	3	4	5	d	r
H	A couple facing a hard time in their relationship seeks help through their families, friends, place of worship, or counselor.	1	2	3	4	5	d	r
I	A couple facing a hard time in their relationship does not seek help.	1	2	3	4	5	d	r

LA FANS (modified)

C9. Regardless of your current situation and what you think is ideal, how likely would you be to do the following? (READ LIST) Would you say very likely, somewhat likely, somewhat unlikely, or not likely at all?

INTERVIEWER: SHOW RESPONSE CARD C9 TO R.

		Very Likely	Somewhat Likely	Somewhat Unlikely	Not Likely at All	DK	RF
A	Live with a partner before you decide about getting married.	1	2	3	4	d	r
B	Live with a partner who does not want to marry you.	1	2	3	4	d	r
C	(Have/ Father) a baby without being married.	1	2	3	4	d	r
D	Divorce if you were in an unhealthy relationship and you had children.	1	2	3	4	d	r
E	Raise your children without being married.	1	2	3	4	d	r
F	Raise your children in a marriage.	1	2	3	4	d	r
G	Seek help if facing hard times in your relationship from your families, friends, church, or counselor.	1	2	3	4	d	r
H	Participate in premarital or other relationship skills classes.	1	2	3	4	d	r

TX (modified)

C10. These next statements are about marriage and commitment. For each one, please tell me if you strongly agree, agree, disagree, or strongly disagree.

INTERVIEWER: SHOW RESPONSE CARD C10 TO R.

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
A	A healthy, happy marriage is one of the most important things in life.	1	2	3	4	d	r
B	Unmarried parents living with children are not as likely to stay together as married parents.	1	2	3	4	d	r
C	Most first marriages end in divorce.	1	2	3	4	d	r
D	Even bad relationships can be improved through more effort and better skills.	1	2	3	4	d	r
E	Children do better if raised by married parents.	1	2	3	4	d	r
F	People in happy marriages do not argue.	1	2	3	4	d	r
G	Most married people will cheat on their spouse at least once.	1	2	3	4	d	r
H	Premarital and marriage education classes can improve marriages.	1	2	3	4	d	r

D. RECEIPT OF SERVICES

Created

D1. IF MARRIED:

Before you were married, did you attend any classes or workshops about marriage or receive premarital counseling?

YES	1	
NO	2	
DK	d	
RF	r	

Created

D2. IF MARRIED: Since you've been married, have you ever attended classes about couple relationships or marriage, or have you ever received individual marriage or relationship counseling?

IF NOT MARRIED: Have you ever attended classes about couple relationships or marriage, or have you ever received individual marriage or relationship counseling?

YES	1	
NO	2	D20
DK	d	
RF	r	

BSF (modified)

D3. IF MARRIED: In the past eighteen months, that is, since (INSERT MONTH/YEAR) have you attended any classes, workshops, or group sessions to help you improve your relationship with (SPOUSE/PARTNER)? These sessions would have included other people, not just you and (SPOUSE/PARTNER).

IF NOT MARRIED: In the past eighteen months, that is since (INSERT MONTH/YEAR) have you attended any classes, workshops, or groups to help you improve your relationship with a spouse or partner? These sessions would have included other people, not just you and your partner.

YES	1	
NO	2	D20
DK	d	
RF	r	

BSF

D4. About how many classes, workshops, or group sessions did you attend in the past eighteen months?

PROBE: Your best estimate is fine.

NUMBER OF SESSIONS	_ _	IF 00, GO TO D20
DK	d	
RF	r	

BSF

D5. IF D4=1:

About how long did the class, workshop, or group session last?

IF D4 > 1:

About how long did each class, workshop, or group session usually last?

PROBE: In other words, for how many hours did you meet each time?

INTERVIEWER: ENTER NUMBER OF HOURS AND MINUTES

NUMBER OF HOURS		
NUMBER OF MINUTES		
DK	d	
RF	r	

Created

IF MARRIED, PARTNERED, OR DATING:

D6. Did you attend these classes with (SPOUSE/PARTNER), someone else, or by yourself?

IF SINGLE: Did you attend these classes with a partner, or by yourself?

With spouse/partner	1	
Someone else	2	D8
By myself	3	D8
DK	d	
RF	r	

Created

D7. How often did your spouse or partner attend the classes with you? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D7 TO R.

All of the time	1	
Most of the time	2	
Some of the time	3	
Rarely or never	4	
DK	d	
RF	r	

Created

D8. Did you attend some or all of the classes or workshops that were offered or did you stop attending before the classes were over?

Attended some or all	1	D10
Stopped attending	2	
DK	d	
RF	r	

Created

D9. Why did you stop attending the classes or workshops?

CODE ALL THAT APPLY

Not interested	1	
Not helpful	2	
Spouse/partner objected	3	
Transportation difficulties	4	
Child care difficulties	5	
Work interfered	6	
Conflict with instructor	7	
Conflict with participants	8	
Don't agree with discussions/message	9	
Other (Specify) _____	10	
DK	d	
RF	r	

Created

D10. Where did you attend these classes?

PROBE: Who offered or hosted the classes?

Church (Specify) _____	1	
CHMI program name	2	
Other (Specify) _____	3	
DK	d	
RF	r	

Created

D11. As best you can remember, which topics were discussed during the classes?

CODE ALL THAT APPLY

Anger management	1	
Communication	2	
Conflict resolution	3	
Expectations about marriage	4	
Avoiding divorce	5	
Family values	6	
Children / responsible parenting	7	
Dealing with stress/ crises/ life changes	8	
Financial issues / managing money	9	
Extended family relationships	10	
Sexual intimacy / problems	11	
Forgiveness	12	
Gender roles	13	
Relationship history/ past relationships	14	
Religion	15	
Importance of having friends / others to rely on	16	
Trust	17	
Other (Specify) _____	18	
DK	d	
RF	r	

Created

D12. How did you first hear about these classes?

PROBE: Who told you about the classes?

Friend	1	
Church	2	
Spouse	3	
Other family member	4	
Saw poster/billboard/literature	5	
Internet search	6	
Saw/heard other advertisement	7	
Referred by court	8	
Referred by other service agency	9	
Other (Specify)_____	10	
DK	d	
RF	r	
IF SINGLE, GO TO D16		

Created

D13. IF MARRIED, PARTNERED, OR DATING: How much did your relationship with (SPOUSE/PARTNER) improve as a result of the classes or workshops? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D13 TO R.

A great deal	1	
Somewhat	2	
Very little	3	
Not at all	4	D16
DK	d	
RF	r	

Created

D14. What knowledge or skills did you learn that helped you improve your relationship with (SPOUSE/PARTNER)?

Communication	1	
Conflict resolution	2	
Anger management	3	
Changed expectations about relationships	4	
Divorce avoidance	5	
Religious beliefs or practices	6	
Raising / managing children	7	
Importance of fidelity	8	
Financial management	9	
Dealing with extended family	10	
Forgiveness	11	
Dealing with gender roles	12	
Dealing with sexual intimacy/ problems	13	
Dealing with past relationships	14	
Dealing with stress/ crises/ life changes	15	
Building social network/ having people to rely on	16	

Developing trust/ being more trustworthy	17	
Developing/ teaching family values	18	
Other (Specify) _____	19	
DK	d	
RF	r	

Created

D15. Is the improvement in your relationship ongoing, did it last a little while, or not long at all?

On-going	1	
A little while	2	
Not long at all	3	
DK	d	
RF	r	

Created

D16. IF SINGLE: Did you talk about what you learned in the class or workshop with any neighbors, family, or friends?

IF MARRIED, PARTNERED, OR DATING: Not including (SPOUSE/PARTNER), did you talk about what you learned in the class or workshop with any neighbors, family, or friends?

YES	1	
NO	2	D18
DK	d	
RF	r	

Created

D17. About how many people did you talk with about what you learned?

NUMBER OF PEOPLE	<input type="text"/> <input type="text"/> <input type="text"/>	
DK	d	
RF	r	

Created

D18. As part of the class or workshop, did you receive help with any of the following? (READ LIST)

PROBE: Did you get help with...

		YES	NO	DK	RF
A	Getting Medicaid or health services	1	2	d	r
B	Signing up for SSI (Supplemental Security Income)	1	2	d	r
C	Finding a job	1	2	d	r
D	A financial problem	1	2	d	r
E	Buying a house	1	2	d	r
F	Finding additional services or counseling you may need	1	2	d	r
G	Anything else? (SPECIFY) _____	1	2	d	r

Created

D19. Did the classes or workshops help you improve your relationship with other people in your life, such as your friends, employer, teachers, or others in the community?

YES	1	
NO	2	
DK	d	
RF	r	

Created

D20. IF SINGLE: Suppose that you could attend classes or workshops in your neighborhood free of charge that would help you have a healthy relationship with a spouse or partner. How interested would you be in attending?

IF MARRIED OR PARTNERED: Suppose that you could attend classes or workshops in your neighborhood free of charge that would help you [strengthen your marriage with (SPOUSE)/improve your relationship with (PARTNER)]. How interested would you be in attending? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D20 TO R.

Very interested	1	
Somewhat interested	2	
Not very interested	3	
Not interested at all	4	
DK/not sure/it depends	d	
RF	r	

Created

IF D20=NOT VERY INTERESTED OR NOT INTERESTED AT ALL:

D21. Why would you (HAVE LITTLE INTEREST/NO INTEREST) in attending these classes?

CODE ALL THAT APPLY

Need to watch children	1	
Other family responsibilities	2	
No time	3	
Lack transportation	4	
Work interferes	5	
Privacy concerns/my own business	6	
Spouse not interested/ would object	7	
Don't need/want services/relationship fine	8	
Currently receiving marriage/ relationship services from another source	9	
Just not interested	10	
Other (Specify)_____	11	
DK	d	
RF	r	

Created

IF BIOLOGICAL/ADOPTIVE CHILDREN IN HOUSEHOLD:

D22. Suppose that you could attend classes or workshops free of charge in your neighborhood that would help you strengthen your relationship with your (child/ children). How interested would you be in attending? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D22 TO R.

Very interested	1	CHECK D1
Somewhat interested	2	CHECK D1
Not very interested	3	
Not interested at all	4	
DK/not sure/it depends	d	CHECK D1
RF	r	

Created

IF D22=NOT VERY INTERESTED OR NOT INTERESTED AT ALL:

D23. Why would you (HAVE LITTLE INTEREST/NO INTEREST) in attending these classes?

CODE ALL THAT APPLY

Need to watch children	1	
Other family responsibilities	2	
No time	3	
Lack transportation	4	
Work interferes	5	
Privacy concerns/my own business	6	
Spouse not interested/ would object	7	
Don't need/want services/relationship with children fine	8	
Currently receiving parenthood services from another source	9	
Just not interested	10	
Other (Specify) _____	11	
DK	d	
RF	r	

CHECK D1. DOES D2 = NO?

YES	1	D28
NO	2	
DK	d	
RF	r	

BSF

D24. IF MARRIED, PARTNERED, OR DATING: In the past eighteen months, that is since (INSERT MONTH/YEAR), did you meet with a counselor, psychologist, psychiatrist, social worker or clergy member to work on your relationship with (SPOUSE/PARTNER) in sessions that were not part of a workshop, class, or group? In other words, sessions that did not include other people besides you and (SPOUSE/PARTNER).

IF SINGLE: In the past eighteen months, that is since (INSERT MONTH/YEAR), did you meet with a counselor, psychologist, psychiatrist, social worker or clergy member to work on your relationship with a spouse or partner in sessions that were not part of a workshop, class, or group? In other words, sessions that did not include other people besides you and (SPOUSE/PARTNER).

YES	1	
NO	2	D28
DK	d	
RF	r	

BSF

D25. In the past eighteen months, about how many times did you meet with this person to work on your (marriage/relationship)?

NUMBER OF TIMES	_ _	
DK	d	
RF	r	

BSF

D26. IF D25 = 1:

About how long did the session with this person last?

IF D25>1:

About how long did each session with this person usually last?

INTERVIEWER: ENTER NUMBER OF HOURS AND MINUTES

Number of hours	_ _	
Number of minutes	_ _	
DK	d	
RF	r	

Created

D27. Did you attend these sessions with (SPOUSE/PARTNER), someone else, or by yourself?

With spouse/partner	1	
Someone else	2	
By myself	3	
DK	d	
RF	r	

Created

D28. In the past eighteen months, that is since (FILL DATE) have you suggested to anyone that they attend classes or get help to improve their relationship with their spouse, partner, or children?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D29. In the past eighteen months, did you receive regular visits to your home from someone working for an agency or program?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D30. In the past eighteen months, have you participated in any classes, groups, or workshops to help you improve your parenting skills?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D31. In the past eighteen months, have you taken any classes to finish high school, get a GED, or learn English?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D32. In the past eighteen months, have you received services to help you manage your anger or avoid committing domestic violence?

YES	1	
NO	2	
DK	d	
RF	r	

E. SOCIAL TIES

Created

E1. IF SINGLE: In the past six months, have you talked with anyone about marriage, divorce, having children or relationship issues? This could be about marriage or relationships in general or about your own marriage or relationship.

IF MARRIED/ PARTNERED: In the past six months, have you talked with anyone besides (SPOUSE/PARTNER) about marriage, divorce, having children or relationship issues? This could be about marriage or relationships in general or about your own marriage or relationship.

YES	1	
NO	2	E15
DK	d	
RF	r	

Created

E2. About how many people did you talk with about marriage or relationships in the past six months?

Number of people	<input type="text"/>	
DK	d	
RF	r	

Created

E3. Think about the person you talked with **most** about marriage and relationships. As far as you know, has this person participated in any classes or workshops about marriage or relationships in the past 18 months, that is since (FILL DATE)?

PROBE: Do not include sessions that were not part of a workshop, class, or group.

YES	1	
NO	2	
DK	d	
RF	r	

Created

E4. We will not contact this person, but we do need a general way of knowing how close this person lives to you. In what city and state does this person live? (RECORD CITY)

CITY	<input type="text"/>	
DK	d	
RF	r	

E4a. RECORD STATE (ENTER STATE OR USE LOOKUP TOOL)

STATE	<input type="text"/>	
DK	d	
RF	r	

Created

IF CITY AND STATE IN SAMPLE AREA:

E5. What street does this person live on?

Street name	_____	
DK	d	
RF	r	

Created

E6. And what is the name of the nearest crossing street?

PROBE: By crossing street, I mean the street that forms the nearest intersection to this person.

Crossing street name	_____	
DK	d	
RF	r	

Created

E7. IF MORE THAN ONE PERSON MENTIONED IN E2: Now I'd like you to think about the person you talked with the **second most** often about marriage or relationships. As far as you know, has this person participated in any classes or workshops about marriage or relationships in the past 18 months?

PROBE: Do not include sessions that were not part of a workshop, class, or group.

YES	1	
NO	2	
DK	d	
RF	r	

Created

E8. We will not contact this person, but we do need a general way of knowing how close this person lives to you. In what city and state does this person live? (RECORD CITY)

City	_____	
DK	d	
RF	r	

E8a. RECORD STATE (ENTER STATE OR USE LOOKUP TOOL)

State	_____	
DK	d	
RF	r	

Created

E9. IF CITY AND STATE IN SAMPLE AREA: What street does this person live on?

Street name	_____	
DK	d	
RF	r	

Created

E10. And what is the name of the nearest crossing street?

PROBE: By crossing street, I mean the street that forms the nearest intersection to this person.

Crossing street name	_____	
DK	d	
RF	r	

Created

E11. Now I have some additional questions about the person you talked with **most** about marriage and relationships in the past six months. What is this person's first name? I just need a way of referring to him or her.

Person's first name	_____	
DK	d	
RF	r	

OMI (modified)

E12. How is (NAME) related to you? For example, mother, father, friend, neighbor, someone you work with, a clergy person, or someone else?

Mother	1	
Father	2	
Daughter	3	
Son	4	
Sister	5	
Brother	6	
Mother-in-law	7	
Father-in-law	8	
Grandmother	9	
Grandfather	10	
Other relative	11	
Friend	12	
Neighbor	13	
Co-worker	14	
Church/clergy	15	
Psychologist/psychiatrist/other counselor	16	
Other (Specify) _____	17	
DK	d	
RF	r	

OMI (modified)

E13. Now I have some questions about how (NAME) would react if you made certain choices or decisions in life. Even if you think it is extremely unlikely that you would do these things, try to imagine how (NAME) would react if you did. If you have already made these choices, tell me how (NAME) did react. How do you think (NAME) would react if you decided to ...(READ LIST)?

INTERVIEWER: SHOW RESPONSE CARD E13 TO R.

		Strongly Approve	Approve	VOL: NEITHER A/D	Disapprove	Strongly Disapprove	DK	RF
A	Live with a partner before you decide about getting married.	1	2	3	4	5	d	r
B	Live with a partner who does not want to marry you.	1	2	3	4	5	d	r
C	Have or father a baby without being married.	1	2	3	4	5	d	r
D	Divorce if you were in an unhealthy relationship and you had children.	1	2	3	4	5	d	r
E	Raise your children without being married.	1	2	3	4	5	d	r
F	Raise your children in a marriage.	1	2	3	4	5	d	r
G	Seek help if facing hard times in your relationship from your family, friends, place of worship, or counselor.	1	2	3	4	5	d	r
H	Participate in premarital or other relationship skills classes.	1	2	3	4	5	d	r

Created

E14. When you talked with (NAME) about marriage and relationships, did you ever talk about specific problems you were having?

YES	1	
NO	2	
DK	d	
RF	r	

Created

E15. IF SINGLE: When it comes to personal choices about things like marriage, living together, and having children, how much does the opinion of others, not including a spouse or partner, affect your behavior or decisions? Would you say...

IF MARRIED/ PARTNERED: When it comes to personal choices about things like marriage, living together, and having children, how much does the opinion of others, not including (SPOUSE/PARTNER), affect your behavior or decisions? Would you say...

INTERVIEWER: SHOW RESPONSE CARD E15 TO R.

A great deal	1	
Somewhat	2	
Very little	3	
Not at all	4	E18
DK	d	
RF	r	

Created

E16. Whose opinion regarding your personal choices affects or your behavior and decisions?

CODE ALL THAT APPLY

Mother	1	
Father	2	
Daughter	3	
Son	4	
Sister	5	
Brother	6	
Mother-in-law	7	
Father-in-law	8	
Grandmother	9	
Grandfather	10	
Other relative (Specify) _____	11	
Friend	12	
Neighbor	13	
Co-worker	14	
Church/clergy	15	
Psychologist/psychiatrist/other counselor	16	
Other (Specify) _____	17	
DK	d	
RF	r	

Created

E17. Regardless of your current situation, how do you think these people would react if you told them you planned to raise a child without ever marrying the child's (INSERT mother/father)? Would your (INSERT MENTION FROM E16) strongly approve, approve, disapprove, or strongly disapprove?

INTERVIEWER: SHOW RESPONSE CARD E17 TO R.

		Strongly Approve	Approve	VOL: NEITHER A/D	Disapprove	Strongly Disapprove	DK	RF
A	Mother	1	2	3	4	5	d	r
B	Father	1	2	3	4	5	d	r
C	Daughter	1	2	3	4	5	d	r
D	Son	1	2	3	4	5	d	r
E	Sister	1	2	3	4	5	d	r
F	Brother	1	2	3	4	5	d	r
G	Mother-in-law	1	2	3	4	5	d	r
H	Father-in-law	1	2	3	4	5	d	r
I	Grandmother	1	2	3	4	5	d	r
J	Grandfather	1	2	3	4	5	d	r
K	Other relative	1	2	3	4	5	d	r
L	Friend	1	2	3	4	5	d	r
M	Neighbor	1	2	3	4	5	d	r
N	Co-worker	1	2	3	4	5	d	r
O	Church/ clergy	1	2	3	4	5	d	r
P	Psychologist/psychiatrist/ other counselor	1	2	3	4	5	d	r
Q	Other (Specify) _____	1	2	3	4	5	d	r

Created

E18. IF MARRIED, PARTNERED, OR DATING: When you have concerns about your relationship, how often do you (READ LIST). Would you say frequently, sometimes, seldom, or never?

INTERVIEWER: SHOW RESPONSE CARD E18 TO R.

		FREQUENTLY	SOMETIMES	SELDOM	NEVER	DK	RF
A	Share concerns with family or friends	1	2	3	4	d	r
B	Seek advice from family or friends	1	2	3	4	d	r
C	Seek professional counseling	1	2	3	4	d	r
D	Speak to your pastor or religious leader	1	2	3	4	d	r

LA FANS (modified)

E19. Now I'm going to read you some statements which may or may not be true of your community. For each statement tell me whether you strongly agree, agree, disagree, or strongly disagree.

PROBE: By community, I mean the people around you.

INTERVIEWER: SHOW RESPONSE CARD E19 TO R.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DK	RF
A	People in this community marry before having children.	1	2	3	4	d	r
B	People in this community see few people in happy marriages that their children can look up to.	1	2	3	4	d	r
C	Men in the community are not good role models or mentors.	1	2	3	4	d	r
D	In this community, grandparents and other relatives help parents to raise families.	1	2	3	4	d	r
E	I feel safe in this community.	1	2	3	4	d	r
F	You can count on adults in this community to watch out that children are safe and do not get into trouble.	1	2	3	4	d	r
G	People in this community ask each other for advice about personal things such as relationships and parenting.	1	2	3	4	d	r

SIPP

E20. If you or someone in your household had a problem with which you needed help, for example, sickness or moving...(READ LIST) Would you say all the help needed, most of the help needed, very little of the help needed, or no help?

INTERVIEWER: SHOW RESPONSE CARD E20 TO R.

		All the help needed	Most of the help needed	Very little of the help needed	No help	DK	RF
A	How much help would you expect to get from family?	1	2	3	4	d	r
B	How much help would you expect to get from friends?	1	2	3	4	d	r
C	How much help would you expect to get from other people in the community besides family and friends, such as a social agency or a church?	1	2	3	4	d	r

Created

E21. About how many people would turn to you for help or advice if they had a problem? IF MARRIED OR PARTNERED: Do not include (SPOUSE/PARTNER) in this number.

Number of people		
DK		
RF		

Created

E22. Now I would like you to think about your family and close friends. How many of them are married? Would you say...

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

Created

E23. How many of your family and close friends have children but were never married?

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

Created

E24. How many of your family and close friends have ever participated in classes or workshops about marriage or relationships?

PROBE: Do not include sessions that were not part of a workshop, class, or group.

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

Created

E25. How many of your family and close friends are employed?

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

F. RELATIONSHIP QUALITY

CHECK F1. INTERVIEWER CHECK: IS RESPONDENT SINGLE?

YES	1	Section G
NO	2	
DK	d	
RF	r	

QMI Index (edited)

F1. The next questions are about your relationship with (SPOUSE/PARTNER). Please think about (SPOUSE/PARTNER) and tell me if you strongly agree, agree, disagree, or strongly disagree with the following statements:

INTERVIEWER: SHOW RESPONSE CARD F1 TO R.

		Strongly Agree	Agree	VOL: NEITHER A/D	Dis- agree	Strongly Disagree	DK	RF
A	We have a good relationship.	1	2	3	4	5	d	r
B	My relationship with (SPOUSE/PARTNER) is very stable.	1	2	3	4	5	d	r
C	My relationship with (SPOUSE/PARTNER) is strong.	1	2	3	4	5	d	r
D	My relationship with (SPOUSE/PARTNER) makes me happy.	1	2	3	4	5	d	r
E	I really feel like part of a team with (SPOUSE/PARTNER).	1	2	3	4	5	d	r

Quality of Marriage Index

F2. On the scale from 1 to 10 where 1 means not at all happy and 10 means perfectly happy, which number best describes your happiness with your relationship?

Not at all happy	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
Perfectly happy	10	
DK	d	
RF	r	

SHM

F3. There are good sides and bad sides to most relationships. First, thinking only about the good side of your relationship, on a scale from 1 to 5, where 1 is not at all good and 5 is completely good, how would you rate the good side of your relationship?

Not at all good	1	
	2	
	3	
	4	
Completely good	5	
DK	d	
RF	r	

SHM

F4. Now, thinking about only the bad side of your relationship, on a scale from 1 to 5, where 1 is completely bad and 5 is not at all bad, how would you rate the bad side of your relationship?

Completely bad	1	
	2	
	3	
	4	
Not at all bad	5	
DK	d	
RF	r	

BSF

F5. In the past month, about how many times did you and (SPOUSE/PARTNER) go out together—just the two of you—to do something fun?

Number of times	_ _	
DK	d	
RF	r	

BSF

F6. Now, I am going to read you some statements about things couples may experience when they are together. For each one, tell me if it happens often, sometimes, rarely, or never. When I have problems, (SPOUSE/PARTNER) really understands what I'm going through. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

BSF

F7. Even when arguing we can keep a sense of humor. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

BSF

F8. (SPOUSE/PARTNER) is good at calming me when I get upset. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

Created

F9. When we argue, our fights sometimes turn ugly and we grab or push each other. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

KY BHMP

F10. (SPOUSE/PARTNER) is able to truly let go of negative feelings toward me. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

KY BHMP

F11. (SPOUSE/PARTNER) makes personal sacrifices for the good of the relationship. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

NLSY

F12. (SPOUSE/PARTNER) blames me for (his/her) problems. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

TX HM edited

F13. (SPOUSE/PARTNER) controls access to money. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

TX HM

F14. (SPOUSE/PARTNER) becomes jealous or possessive. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

TX HM

F15. (SPOUSE/PARTNER) makes me feel inadequate. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

NFSH

F16. The following is a list of subjects on which couples often have disagreements. How often, if at all, in the last year have you and (SPOUSE/PARTNER) had disagreements about the following? (READ LIST)

Would you say never, less than once a month, several times a month, once a week or almost every day?

INTERVIEWER: SHOW RESPONSE CARD F16 TO R.

		Never	Less than once a month	Several times a month	Once a week	Almost every day	DK	RF
A	IF MARRIED / PARTNERED: Household tasks	1	2	3	4	5	d	r
B	Money	1	2	3	4	5	d	r
C	Spending time together	1	2	3	4	5	d	r
D	Having a(nother) child	1	2	3	4	5	d	r
E	Sex	1	2	3	4	5	d	r
F	IF MARRIED: In-laws	1	2	3	4	5	d	r
G	IF CHILDREN IN HH: The children	1	2	3	4	5	d	r

DAS-8

F17. For each of these questions, please tell me how often it is true for you and (SPOUSE/PARTNER)? (READ LIST)

Would you say always, most of the time, more often than not, occasionally, rarely, or never?

INTERVIEWER: SHOW RESPONSE CARD F17 TO R.

		Always	Most of the time	More often than not	Occasionally	Rarely	Never	DK	RF
A	How often do you and your partner agree on displays of affection?	1	2	3	4	5	6	d	r
B	How often have you discussed or considered divorce, separation, or ending your current relationship?	1	2	3	4	5	6	d	r
C	In general, how often do you think that things between you and your partner are going well?	1	2	3	4	5	6	d	r
D	How often do you confide in your partner?	1	2	3	4	5	6	d	r
E	How often you regret getting into your current relationship?	1	2	3	4	5	6	d	r
F	How often do you and your partner calmly discuss something?	1	2	3	4	5	6	d	r
G	How often do you and your partner work together on something?	1	2	3	4	5	6	d	r

CTS 2 (edited)

F18. No matter how well a couple gets along, there are times when they disagree, get annoyed, want different things from each other, or just have spats or fights. Please tell me how often each of the following happened in the last year. If any of the following did not happen please say never.

In the past year, how often did (SPOUSE/PARTNER)...

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

		Often	Sometimes	Rarely	Never	DK	RF
A	Show you (he/she) cared even though you disagreed	1	2	3	4	d	r
B	Show respect for your feelings about an issue	1	2	3	4	d	r
C	Say (he/she) was sure you could work out a problem	1	2	3	4	d	r
D	Explain (his/her) side of a disagreement to you	1	2	3	4	d	r
E	Suggest a compromise to a disagreement	1	2	3	4	d	r
F	Agree to try a solution to a disagreement that you suggested	1	2	3	4	d	r

Partner Violence Screen

F19. Sometimes couples have fights that turn physical. In the past year, how often did any of these things happen? (READ LIST) Would you say often, sometimes, rarely, or never?

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

		Often	Sometimes	Rarely	Never	DK	RF
A	In the past year, how often have you been hit, kicked, punched or otherwise hurt by (SPOUSE/PARTNER)?	1	2	3	4	d	r
B	In the past year, how often have you hit, kicked, punched or otherwise hurt (SPOUSE/PARTNER)?	1	2	3	4	d	r

Partner Violence Screen

F20. How often do you feel safe in your relationship with (SPOUSE/PARTNER)? Would you say...

INTERVIEWER: SHOW RESPONSE CARD F20 TO R.

All of the time	1	
Most of the time	2	
Some of the time	3	
Never	4	
DK	d	
RF	r	

Partner Violence Screen

F21. Is there a partner from a previous relationship making you feel unsafe now?

YES	1	
NO	2	
DK	d	
RF	r	

BSF modified

F22. In the past year, did you need to see a doctor because of a fight with (SPOUSE/PARTNER)? Please include times when you needed to see a doctor, even if you didn't go.

YES	1	
NO	2	
DK	d	
RF	r	

BSF

F23. Here are some statements about relationships and marriage. For each one, please tell me if you strongly agree, agree, disagree, or strongly disagree.

(SPOUSE/PARTNER) encourages or helps me to do things that are important to me.

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

BSF

F24. I am satisfied with my sexual relationship with (SPOUSE/PARTNER).

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

BSF

F25. My friends and relatives support my relationship with (SPOUSE/ PARTNER).

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

Kurdek

F26. I've put a lot of energy and effort into my (MARRIAGE/RELATIONSHIP).

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

Kurdek

F27. My current relationship comes close to matching what I would consider to be my ideal (MARRIAGE/RELATIONSHIP).

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

Nock

F28. I would find it difficult to leave (SPOUSE/PARTNER) because of pressure to stay together.

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

BSF

F29. Sometimes couples are not always faithful to each other. Has (SPOUSE/PARTNER) ever cheated on you with someone else? Is that...

PROBE: "Cheating" is whatever it means to you.

IF RESPONDENT ANSWERS "DON'T KNOW" DO NOT PROBE.

INTERVIEWER: SHOW RESPONSE CARD F29 TO R.

Definitely yes,	1	
Probably yes	2	
Probably no	3	
Definitely no?	4	
DK	d	
RF	r	

BSF modified

F30. Have you cheated on (SPOUSE/PARTNER) with someone else?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

F31. Do you think (SPOUSE/PARTNER) will cheat on you in the future? Would you say...

INTERVIEWER: SHOW RESPONSE CARD F29 TO R.

Definitely yes,	1	
Probably yes	2	
Probably no	3	
Definitely no	4	
DK	d	
RF	r	

BSF modified

F32. Do you think you will cheat on (SPOUSE/PARTNER) in the future?

INTERVIEWER: SHOW RESPONSE CARD F29 TO R.

Definitely yes,	1	
Probably yes	2	
Probably no	3	
Definitely no	4	
DK	d	
RF	r	

G. CHILD WELL-BEING

CHECK G1. ARE THERE CHILDREN UNDER 18 LIVING IN THE HOUSEHOLD?

YES	1	
NO	2	SKIP TO H
DK	d	
RF	r	

G2. Just to confirm, are you or (SPOUSE/ PARTNER) the biological or adoptive parent of (the child/ at least one of the children) in this household?

YES	1	
NO	2	SKIP TO MODULE H
DK	d	
RF	r	

G3 Is respondent Biological/adoptive parent?	G4 Gender	G5 Age	G6 Is spouse/partner biological/adoptive parent?
Are you the biological or adoptive (MOTHER/FATHER) of (NAME)?	IF MISSING: Is this child male or female?	IF MISSING: What is this child's age? INTERVIEWER: ENTER "00" IF CHILD < 1	IF MARRIED/ PARTNERED/ DATING: Is (SPOUSE/ PARTNER) the biological or adoptive (MOTHER/ FATHER) of (NAME)?
1. YES 2. NO d. DK r. RF	WILL FILL FROM ROSTER	WILL FILL FROM ROSTER	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
New Child	1 MALE		1. YES

G3 Is respondent Biological/adoptive parent?	G4 Gender	G5 Age	G6 Is spouse/partner biological/adoptive parent?
1. YES 2. NO d. DK r. RF	2 FEMALE d DK r RF	_ _ _	2. NO d. DK r. RF
New Child 1. YES 2. NO d. DK r. RF	1 MALE 2 FEMALE d DK r RF	_ _ _	1. YES 2. NO d. DK r. RF

COMPUTER WILL RANDOMLY SELECT ONE CHILD FROM AMONG THOSE OF WHOM RESPONDENT OR SPOUSE/PARTNER IS THE BIOLOGICAL OR ADOPTIVE PARENT.

G7. IF MORE THAN ONE CHILD IN HH: The computer has selected (NAME) for me to ask about.

CONTINUE	1	
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Created

G8. Does (CHILD) attend school?

PROBE: By school I mean kindergarten through college.

YES	1	
NO	2	G16
DK	d	
RF	r	

Created

G9. What grade is (CHILD) in?

Kindergarten	0	
Enter grade 1-12	_ _ _	
Special education (not graded)	13	
College	14	G28
Other (Specify) _____	15	
DK	d	
RF	r	

LAFANS

G10. How many schools has (CHILD) attended in total since (HE/SHE) first started school?

PROBE: Include current school and all other schools attended this year and in other school years. If applicable, also include schools outside the U.S.

NUMBER OF SCHOOLS	_ _ _	IF 01 SKIP TO CHECK G2
DK	d	
RF	r	

Created

IF G10 > 1:

G11. How many schools has (CHILD) attended in the past two years?

PROBE: Include current school and all other schools attended in the past two years. If applicable, also include schools outside the U.S.

NUMBER OF SCHOOLS	__ __	
DK	d	
RF	r	

CHECK G2. IS CHILD'S GRADE > K?

YES	1	
NO	2	G16
DK	d	
RF	r	

LAFANS

G12. During the current school year did you participate in any of the following activities at (CHILD)'s school?

Did you... (READ LIST)?

		YES	NO	DK	RF
A	Volunteer in the classroom, school office, or library?	1	2	d	r
B	Request a conference with (CHILD)'s teacher?	1	2	d	r
C	Attend a school event in which (CHILD) participated?	1	2	d	r
D	Volunteer to help at a school event such as a field trip, dance, fund-raising event, or other activity?	1	2	d	r
E	Attend a PTA, PTO, or other such meeting?	1	2	d	r

LA FANS

G13. These next questions are about (CHILD).

		YES	NO	DK	RF
A	Has (CHILD) ever repeated a grade?	1	2	d	r
B	Has (CHILD) ever been suspended or expelled from school?	1	2	d	r
C	Is (CHILD) currently involved in any clubs, teams, extracurricular programs or groups, either at school or outside of school?	1	2	d	r

New Hope (modified)

G14. Based on your knowledge of (CHILDS)'s school work, including (HIS/HER) most recent report cards, how is (HE/SHE) doing in school overall? Would you say not well at all, below average, average, well, or very well?

INTERVIEWER: SHOW RESPONSE CARD G14 TO R.

NOT WELL AT ALL	1	
BELOW AVERAGE	2	
AVERAGE	3	
WELL	4	
VERY WELL	5	
DK	d	
RF	r	

Created

G15. Please think about the last year of school that (CHILD) completed. About how many days was (HE/SHE) absent? Would you say...

PROBE: This could be due to sickness, family emergencies, vacations, or other circumstances.

INTERVIEWER: SHOW RESPONSE CARD G15 TO R.

0 days	1	
1-5 days	2	
6-10 days	3	
11-15 days	4	
More than 15 days	5	
DK	d	
RF	r	

G16. Now I'd like to ask about your hopes for (CHILD's) schooling. First, how far would you like to see (CHILD) go in school? Would you like (HIM/HER) to complete some high school, finish high school, finish technical school after high school, complete some college, finish college, or higher?

INTERVIEWER: SHOW RESPONSE CARD G16 TO R.

SOME HIGH SCHOOL	1	
FINISH HIGH SCHOOL	2	
FINISH TECHNICAL SCHOOL	3	
SOME COLLEGE	4	
FINISH COLLEGE	5	
HIGHER (GRADUATE DEGREE)	6	
DK	d	
RF	r	

LA FANS

G17. In the past week, about how many times have you praised or shown physical affection to (CHILD) for doing something worthwhile? Would that be never, once, several times, or almost every day?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

NEVER	1	
ONCE	2	
SEVERAL TIMES	3	
ALMOST EVERY DAY	4	
DK	d	
RF	r	

LA FANS

G18. In the past week, how many times have you told another adult for example, a friend or relative something positive about (CHILD)? Would that be never, once, several times, or almost every day?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

NEVER	1	
ONCE	2	
SEVERAL TIMES	3	
ALMOST EVERY DAY	4	
DK	d	
RF	r	

LA FANS

IF CHILD = 1 -10 YEARS OF AGE:

G19. How often in the past week, did you or other family members get a chance to read to (CHILD)?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

NEVER	1	
ONCE	2	
SEVERAL TIMES	3	
ALMOST EVERY DAY	4	
VOLUNTERED: CHILD READS INDEPENDENTLY	5	
DK	d	
RF	r	

Moore

G20. In a typical week, how many days do you eat at least one meal with (CHILD)?

One day	1	
Two days	2	
Three days	3	
Four days	4	
Five days	5	
Six days	6	
Seven days	7	
DK	d	
RF	r	

LAFANS (modified)

IF CHILD AGE 1+

G21. Sometimes children misbehave. When (CHILD) misbehaves, what do you do?

IF NECESSARY PROBE: What do you do to discipline (CHILD), do you take away privileges, put (HIM/HER) in a 'time out,' send (HIM/HER) to (HIS/HER) room, spank, or something else?

CODE ALL THAT APPLY

GROUND CHILD/ DON'T LET HIM/HER GO OUT OR GO OUT TO PLAY	1	
SPANK CHILD	2	
TALK WITH CHILD	3	
SCOLD OR YELL AT CHILD	4	
GIVE HIM/HER HOUSEHOLD CHORES	5	
IGNORE IT	6	
PUT CHILD IN ROOM/ SEND CHILD TO ROOM FOR LESS THAN 1 HOUR	7	
PUT CHILD IN ROOM/ SEND CHILD TO ROOM FOR MORE THAN 1 HOUR	8	
MAKE CHILD GO TO BED	9	
TELL OTHER PARENT	10	
TAKE AWAY ALLOWANCE	11	
TAKE AWAY TV OR OTHER PRIVILEGES	12	
GIVE CHILD A "TIME OUT"	13	
HOLD CHILD UNTIL (HE/SHE) IS CALM	14	
OTHER (SPECIFY)	15	
DK	d	
RF	r	

Created

IF G21 = SPANK, ASK G22. ELSE, SKIP TO G23

G22. In the past week, how often have you had to spank (CHILD)?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

Never	1	
Once	2	
Several Times	3	
Almost Every Day	4	
DK	d	
RF	r	

Created

G23. IF G21 = SPANK, FILL:

In the past week, how often have you had to discipline (CHILD) in other ways?

IF G21 IS NOT EQUAL TO SPANK, FILL:

In the past week, how often have you had to discipline (CHILD)?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

Never	1	
Once	2	
Several Times	3	
Almost Every Day	4	
DK	d	
RF	r	

CHECK G3. IS CHILD 6 YEARS OF AGE OR OLDER?

YES	1	
NO	2	G30
DK	d	
RF	r	

LAFANS

G24. How many of (CHILD)'s friends' names do you know? Would you say you know all of the names of (HIS/HER) friends, most, some, or none?

INTERVIEWER: SHOW RESPONSE CARD G24 TO R.

ALL	1	
MOST	2	
SOME	3	
NONE	4	
NO FRIENDS	5	G26
DK	d	
RF	r	

LAFANS

G25. Think about the parents of (CHILD)'s friends. How many of them do you know? Would you say you know all of their parents, most, some or none?

INTERVIEWER: SHOW RESPONSE CARD G25 TO R.

ALL	1	
MOST	2	
SOME	3	
NONE	4	
DK	d	
RF	r	

LAFANS

G26. How often do you know who (CHILD) is with when (HE/SHE) is not at home? Would that be...

INTERVIEWER: SHOW RESPONSE CARD G26 TO R.

All of the time	1	
Most of the time	2	
Some of the time	3	
None of the time	4	
DK	d	
RF	r	

LAFANS

IF CHILD IS IN SCHOOL (G8 = 1)

G27. How often do you check to make sure (CHILD) has completed (HIS/HER) homework? Would that be...

INTERVIEWER: SHOW RESPONSE CARD G27 TO R.

Less than once a month or never	1	
About once a month	2	
A few times a month	3	
At least a few times a week	4	
Every day or every night	5	
Every time child has homework assigned	6	
DK	d	
RF	r	

CHECK G4. IS CHILD 14 YEARS OF AGE OR OLDER?

YES	1	
NO	2	G30
DK	d	
RF	r	

New Hope

G28. Raising children can be difficult these days. Have there ever been any of the following problems with (CHILD)?

					IF YES, Has this happened in the past two years?	
A	Being suspended, excluded, or expelled from school?	YES NO DK RF	1 2 d r	A1	YES NO DK RF	1 2 d r
B	Having to go to juvenile court?	YES NO DK RF	1 2 d r	B1	YES NO DK RF	1 2 d r
C	Having a problem with alcohol or drugs?	YES NO	1 2	C1	YES NO	1 2

					IF YES, Has this happened in the past two years?	
		DK RF	d r		DK RF	d r
D	Getting into trouble with the police?	YES NO DF RF	1 2 d r	D1	YES NO DK RF	1 2 d r
E	Doing something illegal to get money?	YES NO DK RF	1 2 d r	E1	YES NO DK RF	1 2 d r
F	Dropping out of school before graduating?	YES NO DK RF	1 2 d r	F1	YES NO DK RF	1 2 d r
G	Getting pregnant or getting someone pregnant?	YES NO DK RF	1 2 d r	G1	YES NO DK RF	1 2 d r

Created

G29. For each of the following statements, please tell me if you strongly agree, agree, disagree, or strongly disagree.

INTERVIEWER: SHOW RESPONSE CARD G29 TO R.

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
A	I don't really talk about marriage or relationships with (CHILD).	1	2	3	4	d	r
B	I strongly discourage (CHILD) from having children before marriage.	1	2	3	4	d	r
C	I think (CHILD) will probably have or father a baby before getting married.	1	2	3	4	d	r
D	I think (CHILD) will probably get married.	1	2	3	4	d	r
E	I think (CHILD) will probably have a good job.	1	2	3	4	d	r
F	I am confident that (CHILD) knows about dating in a healthy way.	1	2	3	4	d	r
G	I am confident that (CHILD)'s romantic relationships will be stable and healthy.	1	2	3	4	d	r

G30. For this statement, please tell me if you strongly agree, agree, disagree, or strongly disagree: Overall, I am satisfied with my relationship with (CHILD).

INTERVIEWER: SHOW RESPONSE CARD G29 TO R.

Strongly Agree	1	
Agree	2	
Disagree	1	
Strongly disagree	2	
DK	d	
RF	r	

FF

G31. Now I'm going to read some statements about being a parent. Please tell me if you strongly agree, agree, disagree, or strongly disagree with each one.

INTERVIEWER: SHOW RESPONSE CARD G29 TO R.

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
A	Being a parent is harder than I thought it would be.	1	2	3	4	d	r
B	I feel trapped by my responsibilities as a parent.	1	2	3	4	d	r
C	I find that taking care of my child(ren) is much more work than pleasure.	1	2	3	4	d	r
D	I often feel tired, worn out, or exhausted from raising a family.	1	2	3	4	d	r

H. RESPONDENT CHARACTERISTICS AND BACKGROUND

SHM (modified)

H1. These next questions are about your background. Do you consider yourself Hispanic, Latino(a) or Spanish?

YES	1	
NO	2	
DK	d	
RF	r	

SHM/NSAF/Census 2010

H2. Do you consider yourself...

INTERVIEWER: CHOOSE ONE OR MORE RACES TO INDICATE WHAT THE RESPONDENT REPORTS ABOUT HIM OR HERSELF. IF R SAYS "NATIVE AMERICAN," VERIFY BY ASKING: "I am recording this as 'American Indian'—is that right?" (IF YES, CODE "3"]

White or Caucasian	1	
Black or African American	2	
American Indian or Alaskan Native	3	
Asian	4	
Native Hawaiian or Other Pacific Islander	5	
Some other race	6	
DK	d	
RF	r	

NSAF

H3. In what country were you born?

UNITED STATES	1	H5
PUERTO RICO	2	H5
OTHER U.S. TERRITORY (AMERICAN SAMOA, GUAM, MARSHALL ISLANDS, NORTHERN MARIANAS ISLANDS, OR U.S. VIRGIN ISLANDS)	3	H5
MEXICO	4	
PHILIPPINES	5	
INDIA	6	
CHINA	7	
VIETNAM	8	
CUBA	9	
KOREA	10	
CANADA	11	
EL SALVADOR	12	
GERMANY	13	
DOMINICAN REPUBLIC	14	
UNITED KINGDOM	15	
JAMAICA	16	
COLOMBIA	17	
GUATEMALA	18	
OTHER COUNTRY (SPECIFY) _____	19	
DK	d	
RF	r	

NSAF (modified)

H4. In what year did you first come to live in the United States?

SPECIFIC YEAR	_ _ _ _	
DK	d	
RF	r	

H4a. IF H4= DK: How many years ago did you first come to live in the United States?

# OF YEARS AGO	_ _	
DK	d	
RF	r	

NSAF (modified)

H5. What is the highest grade or level of school you have ever completed?

IF ANSWER IS HIGH SCHOOL DIPLOMA, PROBE: Do you have a high school diploma or GED?

NONE	1	
8 TH GRADE OR LESS	2	
SOME HIGH SCHOOL	3	
GED	4	
HIGH SCHOOL DIPLOMA	5	
VOCATIONAL/TECHNICAL/BUSINESS CERTIFICATE OR DIPLOMA	6	
SOME COLLEGE	7	
ASSOCIATE'S DEGREE (AA; AS)	8	
BACHELOR'S DEGREE (BA; BS)	9	
GRADUATE/PROFESSIONAL DEGREE (MA; MS; PHD; EDD; MEDICINE/MD; DENTISTRY/DDS; LAW/JJ/LLB; ETC.)	10	
DK	d	
RF	r	

NSAF

H6. Now I'd like to ask a few questions about your employment. Are you now employed at a job or business?

INTERVIEWER: IF R HAS A JOB BUT IS TEMPORARILY NOT WORKING BECAUSE OF SICKNESS, VACATION, STRIKE, BAD WEATHER, ETC, COUNT AS EMPLOYED.

YES	1	H9
NO	2	
DK	d	
RF	r	

NSAF

H7. During the past four weeks, have you taken steps to look for work?

YES	1	
NO	2	
DK	d	
RF	r	

NSAF

H8. What is the main reason you are not working now?

ILL OR DISABLED AND UNABLE TO WORK	1	
RETIRED	2	
TAKING CARE OF HOME/FAMILY/CHILDREN	3	
GOING TO SCHOOL	4	
CANNOT FIND WORK	5	
SUITABLE JOB NOT AVAILABLE	6	
NOT INTERESTED IN WORKING	7	
PREGNANCY/CHILDBIRTH	8	
ON LAYOFF (TEMPORARY OR INDEFINITE)	9	
JOB ENDED	10	
NEW JOB TO BEGIN WITHIN 30 DAYS	11	
OTHER (SPECIFY) _____	12	
DK	d	
RF	r	
ALL RESPONSES GO TO H16		

NSAF

IF WORKING:

H9. How many jobs do you have?

NUMBER OF JOBS	_ _	
DK	d	
RF	r	

NSAF (modified)

H10. IF H9=1 (ONE JOB): What kind of work do you do, that is, what is your occupation?

IF H9 = >1 (MORE THAN ONE JOB): Let's talk about your main job – the job at which you work the most hours. What kind of work do you do, that is, what is your occupation?

OCCUPATION	_____	
DK	d	
RF	r	

NSAF (modified)

H11. IF H9=1: How long have you been working at your current job?

IF H9>1: How long have you been working at your main job?

INTERVIEWER: IF LESS THAN ONE YEAR, PROBE FOR NUMBER OF MONTHS. IF LESS THAN ONE MONTH, ENTER 1 MONTH.

	RECORD YEARS AND MONTHS:	
YEARS	_ _	
MONTHS	_ _	
DK	d	
RF	r	

CPS

H12. Including overtime pay, tips and commissions, what are your usual monthly earnings on this job, before taxes and other deductions?

PROBE: What is your best estimate of your monthly earnings before taxes or other deductions?

MONTHLY EARNINGS	\$ _ _ , _ _ _	
DK	d	
RF	r	

BSF

H13. INTERVIEWER: PLEASE ENTER HOW RESPONDENT PROVIDED THE AMOUNT

BEFORE TAXES WITHOUT PROBING	1	
BEFORE TAXES AFTER PROBING	2	
AFTER TAXES	3	
NOT SURE	4	

BSF

H14. IF H12 = DK/RF: I just need to know a range. Can you tell me if it was...

\$500 or less	1	
\$501 - \$750	2	
\$751 - \$1000	3	
\$1001 - \$1250	4	
\$1251 - \$1500	5	
\$1501 - \$1750	6	
\$1751 - \$2000	7	
\$2001 - \$2500	8	
\$2501 - \$3000	9	
\$3001 - \$3500	10	
\$3501 - \$4000	11	
\$4001 - \$4500	12	
\$4501 - \$5000	13	
\$5001 - \$6000	14	
More than \$6000	15	
DK	d	
RF	r	

CPS

H15. IF H9=1: How many hours per week do you usually work at your job?

IF H9>1: How many hours per week do you usually work at your main job?

HOURS WORKED	_ _	
DK	d	
RF	r	

Created

H16. What were your total earnings in 2006 before taxes and other deductions? Please include tips, commissions, overtime pay and government benefits such as TANF or disability payments.

PROBE: If you had more than one job, include your total earnings from all your jobs during 2006.

PROBE: I can help you add it up if you want to think out loud.

INSTRUCTION: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES, ENTER THAT AMOUNT

AMOUNT	\$ _ _ _ _ , _ _ _ _ .00	
DK	d	H18
RF	r	H18

BSF

H17. INTERVIEWER: PLEASE ENTER HOW RESPONDENT PROVIDED THE AMOUNT

BEFORE TAXES WITHOUT PROBING	1	
BEFORE TAXES AFTER PROBING	2	
AFTER TAXES	3	
NOT SURE	4	

BSF

H18. IF H16 = DK/RF: I just need to know a range. Can you tell me if it was...

INSTRUCTION: STOP READING WHEN RESPONDENT PROVIDES RANGE

\$1000 or less	1	
\$1,001 - \$5,000	2	
\$5,001 - \$10,000	3	
\$10,001 - \$30,000	4	
\$30,001 - \$40,000	5	
\$40,001 - \$50,000	6	
\$50,001 - \$60,000	7	
\$60,001 - \$70,000	8	
\$70,001 - \$80,000	9	
\$80,001 - \$90,000	10	
\$90,001 - \$100,000	11	
More than \$100,000	12	
DK	d	
RF	r	

BSF

H19. Now I have some questions about your family when you were growing up. Before you turned 18, most of the time did you live with...

INTERVIEWER: SHOW RESPONSE CARD H19 TO R.

Both your biological or adoptive mother and your biological or adoptive father	1	
Your biological or adoptive mother only	2	
Your biological or adoptive father only	3	
Neither of your biological or adoptive parents	4	
DK	d	
RF	r	

BSF

H20. Were your biological or adoptive parents ever married to each other?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

H21. These next questions are about you.

IF MARRIED OR SEPARATED:

How many times have you been married, including your present marriage?

IF DIVORCED, WIDOWED:

How many times have you been married?

NUMBER OF MARRIAGES	_ _	
DK	d	
RF	r	

Created

H22. Do you have any children, either biological or adopted, who are not living with you?

YES	1	
NO	2	SKIP TO H24
DK	d	
RF	r	

H23. How many of your children not living with you are under age 18?

NUMBER OF CHILDREN LIVING APART	_ _	
DK	d	
RF	r	

Nock

H24. The next few questions ask about your religious beliefs and practices. About how often do you attend religious services? Would you say...

INTERVIEWER: SHOW RESPONSE CARD H24 TO R.

Never	1	H27
Less than once a year	2	
About once or twice a year	3	
Several times a year	4	
About once a month	5	
Nearly every week	6	
Every week	7	
Several times a week	8	
DK	d	
RF	r	
IF R = SINGLE, GO TO H26		

Nock (modified)

H25. IF MARRIED OR PARTNERED: How often do you and (SPOUSE/PARTNER) attend services together? Would you say...

INTERVIEWER: SHOW RESPONSE CARD H25 TO R.

Never	1	
From time to time	2	
Usually	3	
Always	4	
DK	d	
RF	r	

Created

H26. Does your place of worship offer premarital counseling, marriage counseling, or marriage education classes to people who are interested in these services?

YES	1	
NO	2	
7.1 DK	d	
RF	r	

I. SPOUSE/PARTNER CHARACTERISTICS AND BACKGROUND

CHECK I1. IS RESPONDENT MARRIED, PARTNERED, OR DATING?

YES	1	
NO	2	SECTION J
DK	d	
RF	r	

SHM (modified)

I1. Now I have some questions about (SPOUSE/PARTNER). Is (SPOUSE/PARTNER) Hispanic, Latino(a) or Spanish?

YES	1	
NO	2	
DK	d	
RF	r	

SHM/NSAF/Census 2010

I2. Is (SPOUSE/PARTNER)...

INTERVIEWER: CHOOSE ONE OR MORE RACES TO INDICATE WHAT THE RESPONDENT REPORTS ABOUT SPOUSE/PARTNER. IF R SAYS "NATIVE AMERICAN," VERIFY BY ASKING: "I am recording this as 'American Indian'—is that right?" (IF YES, CODE "3")

White or Caucasian	1	
Black or African American	2	
American Indian or Alaskan Native	3	
Asian	4	
Native Hawaiian or Other Pacific Islander	5	
Some other race	6	
DK	d	
RF	r	

NSAF

I3. In what country was (SPOUSE/PARTNER) born?

PROBE: What area of the world is (SPOUSE/PARTNER) from? For example: Mexico, Central America, South America, Middle East, Asia, Africa, Europe, Caribbean, or Canada.

UNITED STATES	1	I5
PUERTO RICO	2	I5
OTHER U.S. TERRITORY (AMERICAN SAMOA, GUAM, MARSHALL ISLANDS, NORTHERN MARIANAS ISLANDS, OR U.S. VIRGIN ISLANDS)	3	I5
MEXICO	4	
PHILIPPINES	5	
INDIA	6	
CHINA	7	
VIETNAM	8	
CUBA	9	
KOREA	10	

CANADA	11	
EL SALVADOR	12	
GERMANY	13	
DOMINICAN REPUBLIC	14	
UNITED KINGDOM	15	
JAMAICA	16	
COLOMBIA	17	
GUATEMALA	18	
OTHER COUNTRY (SPECIFY) _____	19	
DK	d	
RF	r	

NSAF (modified)

14. In what year did (SPOUSE/PARTNER) first come to live in the United States?

SPECIFIC YEAR	_ _ _ _	
DK	d	
RF	r	

14a. IF 14=DK: How many years ago did (SPOUSE/PARTNER) first come to live in the United States?

# OF YEARS AGO	_ _	
DK	d	
RF	r	

NSAF (modified)

15. What is the highest grade or level of school (SPOUSE/PARTNER) has ever completed?

IF ANSWER IS HIGH SCHOOL DIPLOMA, PROBE: Does (SPOUSE/PARTNER) have a high school diploma or GED?

NONE	1	
8 TH GRADE OR LESS	2	
SOME HIGH SCHOOL	3	
GED	4	
HIGH SCHOOL DIPLOMA	5	
VOCATIONAL/TECHNICAL/BUSINESS CERTIFICATE OR DIPLOMA	6	
SOME COLLEGE	7	
ASSOCIATE'S DEGREE (AA; AS)	8	
BACHELOR'S DEGREE (BA; BS)	9	
GRADUATE/PROFESSIONAL DEGREE (MA; MS; PHD; EDD; MEDICINE/MD; DENTISTRY/DDS; LAW/JJ/LLB; ETC.)	10	
DK	d	
RF	r	

NSAF

16. Now I'd like to ask a few questions about (SPOUSE/PARTNER)'s employment. Is (SPOUSE/PARTNER) now employed at a job or business?

INTERVIEWER: IF SPOUSE/PARTNER HAS A JOB BUT IS TEMPORARILY NOT WORKING BECAUSE OF SICKNESS, VACATION, STRIKE, BAD WEATHER, ETC, COUNT AS EMPLOYED.

YES	1	I10
NO	2	
DK	d	
RF	r	

NSAF

17. During the past four weeks, has (SPOUSE/PARTNER) taken steps to look for work?

YES	1	
NO	2	
DK	d	
RF	r	

NSAF

18. What is the main reason (SPOUSE/PARTNER) is not working now?

ILL OR DISABLED AND UNABLE TO WORK	1	
RETIRED	2	
TAKING CARE OF HOME/FAMILY/CHILDREN	3	
GOING TO SCHOOL	4	
CANNOT FIND WORK	5	
SUITABLE JOB NOT AVAILABLE	6	
NOT INTERESTED IN WORKING	7	
PREGNANCY/CHILDBIRTH	8	
ON LAYOFF (TEMPORARY OR INDEFINITE)	9	
JOB ENDED	10	
NEW JOB TO BEGIN WITHIN 30 DAYS	11	
SPOUSE/ PARTNER INCARCERATED	12	
OTHER (SPECIFY) _____	13	
DK	d	
RF	r	
ALL RESPONSES GO TO I16		

NSAF

IF WORKING:

19. How many jobs does (SPOUSE/PARTNER) have?

NUMBER OF JOBS		
DK	d	
RF	r	

NSAF

- I10.** IF I9=1: What kind of work does (HE/SHE) do; that is, what is (HIS/HER) occupation?
 IF I9>1: Now, let's talk about (SPOUSE/PARTNER)'s main job – the job at which (HE/SHE) works the most hours. What kind of work does (HE/SHE) do; that is, what is (HIS/HER) occupation?

OCCUPATION	_____	
DK	d	
RF	r	

- I11.** IF I9=1: How long has (SPOUSE/PARTNER) been working at (HIS/HER) current job?
 IF I9>1: How long has (SPOUSE/PARTNER) been working at (HIS/HER) main job?

INTERVIEWER: IF LESS THAN ONE YEAR, PROBE FOR NUMBER OF MONTHS. IF LESS THAN ONE MONTH, ENTER 1 MONTH.

	RECORD YEARS AND MONTHS:	
YEARS	_ _	
MONTHS	_ _	
DK	d	
RF	r	

CPS

- I12.** Including overtime pay, tips and commissions, what are (SPOUSE/PARTNER'S) usual monthly earnings on this job, before taxes and other deductions?

PROBE: What is your best estimate of (HIS/HER) monthly earnings before taxes or other deductions?

MONTHLY EARNINGS	\$ _ _ , _ _ _	
DK	d	
RF	r	

BSF

- I13.** INTERVIEWER: PLEASE ENTER HOW RESPONDENT PROVIDED THE AMOUNT

BEFORE TAXES WITHOUT PROBING	1	
BEFORE TAXES AFTER PROBING	2	
AFTER TAXES	3	
NOT SURE	4	

BSF

- I14.** IF I12 = DK/RF: I just need to know a range. Can you tell me if it was...

\$500 or less	1	
\$501 - \$750	2	
\$751 - \$1000	3	
\$1001 - \$1250	4	
\$1251 - \$1500	5	
\$1501 - \$1750	6	
\$1751 - \$2000	7	
\$2001 - \$2500	8	

\$2501 - \$3000	9	
\$3001 - \$3500	10	
\$3501 - \$4000	11	
\$4001 - \$4500	12	
\$4501 - \$5000	13	
\$5001 - \$6000	14	
More than \$6000	15	
DK	d	
RF	r	

CPS

I15. How many hours per week does (SPOUSE/PARTNER) usually work at (HIS/HER) main job?

HOURS WORKED	_ _ _ _	
DK	d	
RF	r	

Created

I16. What were (SPOUSE/PARTNER'S) total earnings in 2006 before taxes and other deductions? Please include tips, commissions, overtime pay and government benefits such as TANF or disability payments.

PROBE: If (SPOUSE/PARTNER) had more than one job, include (HIS/HER) total earnings from all jobs during 2006.

PROBE: I can help you add it up if you want to think out loud.

INSTRUCTION: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES, ENTER THAT AMOUNT

AMOUNT	\$ _ _ _ _ , _ _ _ _ .00	
DK	d	
RF	r	

BSF

I17. INTERVIEWER: PLEASE ENTER HOW RESPONDENT PROVIDED THE AMOUNT

BEFORE TAXES WITHOUT PROBING	1	
BEFORE TAXES AFTER PROBING	2	
AFTER TAXES	3	
NOT SURE	4	

BSF

I18. IF I16 = DK/RF: I just need to know a range. Can you tell me if it was...

INSTRUCTION: STOP READING WHEN RESPONDENT PROVIDES RANGE

\$1000 or less	1	
\$1,001 - \$5,000	2	
\$5,001 - \$10,000	3	
\$10,001 - \$30,000	4	

\$30,001 - \$40,000	5	
\$40,001 - \$50,000	6	
\$50,001 - \$60,000	7	
\$60,001 - \$70,000	8	
\$70,001 - \$80,000	9	
\$80,001 - \$90,000	10	
\$90,001 - \$100,000	11	
More than \$100,000	12	
DK	d	
RF	r	

BSF

I19. Now I have some questions about (SPOUSE/PARTNER'S) family when (HE/SHE) was growing up. Before (SPOUSE/PARTNER) turned 18, most of the time did (HE/SHE) live with...

INTERVIEWER: SHOW RESPONSE CARD I19 TO R.

Both (HIS/HER) biological or adoptive mother and (his/her) biological or adoptive father,	1	
(HIS/HER) biological or adoptive mother only	2	
(HIS/HER) biological or adoptive father only	3	
Neither of (HIS/HER) biological or adoptive parents?	4	
DK	d	
RF	r	

BSF

I20. Were (HIS/HER) biological or adoptive parents ever married to each other?

YES	1	
NO	2	
DK	d	
RF	r	

CHECK I2. IS SPOUSE/PARTNER THE BIOLOGICAL OR ADOPTIVE PARENT OF (CHILD)?

YES	1	I21
NO	2	
7.2 NO FOCAL CHILD	3	I23
7.3 DK	d	
RF	r	

CHECK I3. INTERVIEWER: IS SPOUSE/PARTNER CO-HABITATING WITH RESPONDENT OR IS SPOUSE/PARTNER THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD)?

YES	1	
NO	2	I23
7.4 DK	d	
RF	r	

I21. How satisfied are you with the relationship (SPOUSE/PARTNER) has with (CHILD)?
Would you say...

INTERVIEWER: SHOW RESPONSE CARD I21 TO R.

Very satisfied	1	
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	
DK	d	
RF	r	

I22. Now I have some questions about (SPOUSE/PARTNER'S) relationship with (CHILD). For each of the following statements, please tell me if you strongly agree, agree, disagree, or strongly disagree.

INTERVIEWER: SHOW RESPONSE CARD I22 TO R.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DK	RF
A	BSF IF SPOUSE IS BIOLOGICAL/ADOPTIVE PARENT: I believe (SPOUSE/PARTNER) is a good parent.	1	2	4	5	d	r
B	FF I am critical of the things (SPOUSE/PARTNER) does with (CHILD).	1	2	4	5	d	r
C	BSF I feel good about (SPOUSE/PARTNER)'s judgment about what is right for (CHILD).	1	2	4	5	d	r
D	FF If I had to go away for one week and could not take (CHILD) with me, I would trust (SPOUSE/PARTNER) to take care of (CHILD).	1	2	4	5	d	r

Created

I23. These next questions are about (SPOUSE/PARTNER).

IF MARRIED:

How many times has (SPOUSE) been married, including your present marriage?

IF COHABITATING OR DATING:

How many times has (PARTNER) been married, if at all?

NUMBER OF MARRIAGES			
DK			
RF			

TX

I24. Does (SPOUSE/PARTNER) have any children, either biological or adopted, from any previous relationships?

YES	1	
NO	2	
DK	d	
RF	r	

J. NON-RESIDENTIAL PARENT CHARACTERISTICS AND BACKGROUND

CHECK J1. HAS A FOCAL CHILD BEEN SELECTED?

YES	1	
NO	2	SKIP TO SECTION K
DK	d	
RF	r	

CHECK J2a. IS R THE BIOLOGICAL OR ADOPTIVE PARENT OF FOCAL CHILD?

YES	1	
NO	2	SKIP TO J1
DK	d	
RF	r	

CHECK J2b. IS SPOUSE/PARTNER THE BIOLOGICAL OR ADOPTIVE PARENT OF FOCAL CHILD?

YES	1	
NO	2	SKIP TO J1
DK	d	
RF	r	

CHECK J3. IS SPOUSE/PARTNER LIVING WITH RESPONDENT?

YES	1	SKIP TO SECTION K
NO	2	SKIP TO J1
DK	d	
RF	r	

IF J2b = 1 AND J3 =1 (S/P IS BIO PARENT AND LIVING WITH R) GO TO SECTION K
 IF J2b = 1 AND J3 =2 (S/P IS BIO PARENT BUT NOT LIVING WITH R) GO TO J1
 IF J2a = 2 (R IS NOT BIO PARENT) GO TO J1
 IF J2b = 2 (S/P IS NOT BIO PARENT) GO TO J1

J1a. Next I would like to ask some questions about (CHILD'S) biological (MOTHER/ FATHER).
 Is this person currently living or deceased?

LIVING	1	CONTINUE
DECEASED	2	SKIP TO SECTION K
DK	d	SKIP TO SECTION K
RF	r	SKIP TO SECTION K

Created

J1. What is the first name of (CHILD'S) biological (MOTHER/FATHER). I just need a way of referring to (HIM/HER) in the next few questions. If you don't know, please just say so.

BIOLOGICAL PARENT'S NAME	_____	
DK	d	SECTION K
RF	r	

BSF

J2. IF R IS MALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD):
Did you and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies you as the legal father of (CHILD)? Or, has a court ruled that you are (CHILD)'s father?

IF R IS FEMALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD):
Did you and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies him as the legal father of (CHILD)? Or, has a court ruled that he is (CHILD)'s father?

IF (SPOUSE/PARTNER) IS MALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD): Did (SPOUSE/PARTNER) and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies him as the legal father of (CHILD)? Or, has a court ruled that he is (CHILD)'s father?

IF R IS FEMALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD):
Did (SPOUSE/ PARTNER) and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies him as the legal father of (CHILD)? Or, has a court ruled that he is (CHILD)'s father?

IF NECESSARY, SAY: You usually sign a birth certificate in the hospital shortly after the baby is born or sometimes a little bit later.

YES	1	
NO	2	
DOESN'T KNOW WHO BIOLOGICAL PARENT IS	3	SECTION K
7.5 DK	d	
RF	r	

FF

J3. The next question is about time (NON-RESIDENT BIOLOGICAL PARENT'S NAME) spends with (CHILD). In the past month, how often has (NON-RESIDENT BIOLOGICAL PARENT'S NAME) spent one or more hours a day with (CHILD)? Was it...

INTERVIEWER: SHOW RESPONSE CARD J3 TO R.

Everyday or almost every day,	1	
A few times a week,	2	
A few times in the past month,	3	
Once or twice, or	4	
Never	5	
DK	D	
RF	R	

NSFH

J4. How much influence does (NON-RESIDENT BIOLOGICAL PARENT'S NAME) have in making major decisions about (CHILD), such as (HIS/HER) education, medical care, and religion? Would you say...

A great deal	1	
Some	2	
None	3	
DK	D	
REF	R	

BSF

J5. Do you have a legal agreement or child support order that requires (NON-RESIDENT BIOLOGICAL PARENT'S NAME) to provide financial support for (CHILD)?

YES	1	
NO	2	
7.6 DK	d	
RF	r	

Created

J6. Overall, how satisfied are you with amount of money that (NON-RESIDENT BIOLOGICAL PARENT'S NAME) contributes to the cost of raising (CHILD)? Would you say...

INTERVIEWER: SHOW RESPONSE CARD J6 TO R.

Very satisfied	1	
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	
DK	D	
RF	R	

K. HOUSEHOLD SELF-SUFFICIENCY

NSAF/Census 2010 (modified)

K1. I'd like to ask a few questions about your current living arrangement. Is this home or apartment...

owned by you or someone in this household <u>with</u> a mortgage or loan?	1	
owned by you or someone in this household free and clear (<u>without</u> a mortgage or loan)?	2	
rented, or	3	
occupied without payment of rent?	4	
DK	d	
RF	r	

NSAF

K2. How long have you lived in this home?

INTERVIEWER: RECORD NUMBER OF YEARS AND MONTHS.

MONTHS		
YEARS		
DK	d	
RF	r	

Standard

K3. What language is spoken most often in this home?

ENGLISH	1	
SPANISH	2	
OTHER (SPECIFY) _____	3	
DK	d	
RF	r	

BSF

K4. The next questions are about financial difficulties you may have experienced in the past 12 months. Please tell me if there has been a time during the past 12 months when...

		YES	NO	DK	RF
A	IF RENTING OR OWN WITH MORTGAGE: You could not pay the full amount of the (rent/ mortgage) that you were supposed to pay?	1	2	d	r
B	You had service turned off by the water, gas, or electric company, or the oil company would not deliver oil because you could not afford to pay the bill?	1	2	d	r
C	IF RENTING OR OWN WITH MORTGAGE: You were evicted from your home or apartment because you could not pay the (rent/ mortgage)?	1	2	d	r

Created

K5. For the purpose of this study, it is important to learn the total income received by all members of your household in (PAST MONTH). This includes money from jobs and any other sources. What was your household's total income last month before taxes and other deductions? Please include tips, commissions, overtime pay and government benefits such as TANF or disability payments.

PROBE: I can help you add it up if you want to think out loud.

INSTRUCTION: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES, ENTER THAT AMOUNT

AMOUNT	\$ _ _ _ , _ _ _ _ .00	
DK	d	
RF	r	

BSF

K6. INTERVIEWER: PLEASE ENTER HOW RESPONDENT PROVIDED THE AMOUNT.

BEFORE TAXES WITHOUT PROBING	1	
BEFORE TAXES AFTER PROBING	2	
AFTER TAXES	3	
NOT SURE	4	

BSF

K7. IF K5 = DK OR RF: I just need to know a range. Can you tell me if it was...

INSTRUCTION: STOP READING WHEN RESPONDENT PROVIDES RANGE

\$500 or less	1	
\$501 - \$750	2	
\$751 - \$1000	3	
\$1001 - \$1250	4	
\$1251 - \$1500	5	
\$1501 - \$1750	6	
\$1751 - \$2000	7	
\$2001 - \$2500	8	
\$2501 - \$3000	9	
\$3001 - \$3500	10	
\$3501 - \$4000	11	
\$4001 - \$4500	12	
\$4501 - \$5000	13	
\$5001 - \$6000	14	
More than \$6000	15	
DK	d	
RF	r	

BSF (modified)

K8. Next I'm going to read a list of income sources. For each, tell me if anyone in your household received income from this source in the past month.

PROBE: Did you or anyone in your household receive income from this source in the past month?

INTERVIEWER: FOLLOW UP WITH K9-K10 AS DIRECTED.

				K9. Was this income received by you or by someone else in your household?		K10. How much did (you/ that person) receive in (FILL INCOME SOURCE) in the past month?
A	Cash welfare, also known as TANF, or Temporary Aid for Needy Families? You may have received this benefit as an electronic transfer, a check or on a bank or debit card.	YES→ K9a NO→ K8b DK→ K8b RF→ K8b	1 2 d r	R Someone else DK RF All go to K10a	1 2 d r	\$ _ _ _ , _ _ _ _ .00 DK RF
B	Food stamp benefits? You may have received this benefit as coupons or as an EBT or debit card.	YES→ K9b NO→ K8c DK→ K8c RF→ K8c	1 2 d r	R Someone else DK RF All go to K10b	1 2 d r	\$ _ _ _ , _ _ _ _ .00 DK RF
C	Disability insurance such as Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)? Please include electronically transferred benefits or debit cards.	YES→ K9c NO→ K8d DK→ K8d RF→ K8d	1 2 d r	R Someone else DK RF All go to K10c	1 2 d r	\$ _ _ _ , _ _ _ _ .00 DK RF
D	Unemployment insurance benefits or UI?	YES→ K9d NO→ K8e DK→ K8e RF→ K8e	1 2 d r	R Someone else DK RF All go to K10d	1 2 d r	\$ _ _ _ , _ _ _ _ .00 DK RF
E	Child support payments that are part of a legal agreement or court order? These are payments that the child's parent is legally required to pay.	YES→ K9e NO→ K8f DK→ K8f RF→ K8f	1 2 d r	R Someone else DK RF All go to K10e	1 2 d r	\$ _ _ _ , _ _ _ _ .00 DK RF
F	Money from friends or relatives who do not live with you?	YES→ K9f NO→ K11 DK→ K11 RF→ K11	1 2 d r	R Someone else DK RF All go to K10f	1 2 d r	\$ _ _ _ , _ _ _ _ .00 DK RF

BSF

K11. IF SINGLE/DATING: Do you own a car, truck, or other vehicle?

IF MARRIED/PARTNERED: Do you or (SPOUSE/PARTNER) own a car, truck or other vehicle?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

K12. Are you currently covered by Medicaid, CHILDREN'S HEALTH INSURANCE (FILL STATE/LOCAL NAMES), or any other government program that pays for medical care?

YES	1	
NO	2	
DK	d	
RF	r	

Created

IF CHILDREN IN HOUSEHOLD:

K13. (Is the child/ Are any of the children) in this household covered by Medicaid, the Children's Health Insurance Program (FILL STATE/LOCAL NAMES), or any other government program that pays for medical care?

YES	1	
NO	2	
DK	d	
RF	r	

IF CHILDREN IN HOUSEHOLD:

K14. Are any of the children in this household limited in the kind or amount of activities or school work they can do because of a physical, mental, or emotional problem?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

K15. In general, would you say your health is...

INTERVIEWER: SHOW RESPONSE CARD K15 TO R.

Excellent	1	
Very good	2	
Good	3	
Fair, or	4	
Poor	5	
DK	d	
RF	r	
IF SINGLE, GO TO SECTION L		

BSF

K16. IF MARRIED, PARTNERED, OR DATING: In general, would you say (SPOUSE/
PARTNER'S) health is...

INTERVIEWER: SHOW RESPONSE CARD K15 TO R.

Excellent	1	
Very good	2	
Good	3	
Fair, or	4	
Poor	5	
DK	d	
RF	r	

L. CONTACT INFORMATION

L1. Finally, I would like to get some information from you in case you are randomly selected for a follow-up interview in about 18 months. If you choose to participate in the follow-up interview, you will receive \$25 for your participation.

First, what is your full name?

(ENTER FIRST NAME)

FIRST NAME		
DK	d	
RF	r	

L2. (ENTER MIDDLE NAME)

MIDDLE NAME		
DK	d	
RF	r	

L3. (ENTER LAST NAME)

LAST NAME		
DK	d	
RF	r	

L4a. Let me verify your address. (READ PRELOADED ADDRESS ALOUD). Is this correct?

YES	1	L5
NO	2	
DK	d	
RF	r	

L4b. IF NO PRELOADED ADDRESS IS AVAILABLE OR IF ADDRESS IS INCORRECT ASK:
What is your current address? (RECORD ADDRESS)

L5. Do you have a telephone number at this address?

YES	1	
NO	2	L7
DK	d	L7
RF	r	L7

L6. What is your phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L7. Do you have another telephone number, such as a cell phone or pager?

YES	1	
NO	2	L9
DK	d	L9
RF	r	L9

L8. What is this number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L9. Are you planning to move in the next 18 months?

YES	1	
NO	2	L11
DK	d	L11
RF	r	L11

L10. Where are you planning to move?

ADDRESS OR LOCATION	_____	

DK	d	
RF	r	

L11. (IF EMPLOYED) Can you tell me the name of the place where you work, and the address where it is located?

(RECORD EMPLOYER NAME)

EMPLOYER NAME	_____	
DK	d	
RF	r	

L12. (RECORD STREET ADDRESS OF PLACE OF EMPLOYMENT)

STREET ADDRESS	_____	
DK	d	
RF	r	

L13. (RECORD CITY OF EMPLOYMENT)

CITY	_____	
DK	d	
RF	r	

L14. What is your telephone number at work?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L15a. What is your date of birth?

DATE OF BIRTH	__M__ / __D__ / ____Y ____	
DK	d	
RF	r	

L15b. What is your Social Security Number?

SSN	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L16. In the event we have difficulty finding you in 18 months, I need to collect contact information on up to three people who will know your whereabouts and who could help us contact you to be interviewed.

What is the name of the first person who would know how to reach you?

(ENTER FIRST NAME)

FIRST NAME	_____	
DK	d	
RF	r	

L17. (ENTER MIDDLE NAME)

MIDDLE NAME	_____	
DK	d	
RF	r	

L18. (ENTER LAST NAME)

LAST NAME	_____	
DK	d	
RF	r	

L19. What is this person's address? If you don't know the exact address, please tell me a street name or a neighborhood.

(INTERVIEWER: BE SURE TO PROBE FOR A BLDG AND/OR APT NUMBER)
(RECORD STREET ADDRESS OF CONTACT)

STREET ADDRESS	_____	
DK	d	
RF	r	

L20. (RECORD CITY)

CITY	_____	
DK	d	
RF	r	

L21. (RECORD STATE)

STATE	_____	
DK	d	
RF	r	

L22. Does this person have a phone number?

YES	1	
NO	2	L24
DK	d	L24
RF	r	L24

L23. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L24. Does this person have a second phone number, such as a cell phone?

YES	1	
NO	2	L26
DK	d	L26
RF	r	L26

L25. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L26. Does this person have a work phone number?

YES	1	
NO	2	L28
DK	3	L28
RF	4	L28

L27. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L28. What is this person's relationship to you?

SPOUSE	1	
MOTHER	2	
FATHER	3	
STEP-MOTHER	4	
STEP-FATHER	5	
BROTHER OR STEP-BROTHER	6	
SISTER OR STEP-SISTER	7	
SON OR STEP-SON	8	
DAUGHTER OR STEP-DAUGHTER	9	
GRANDPARENT	10	
AUNT OR UNCLE	11	
COUSIN	12	
BOYFRIEND, GIRLFRIEND, SIGNIFICANT OTHER	13	
FRIEND	14	
NEIGHBOR OR FORMER NEIGHBOR	15	
COWORKER OR FORMER COWORKER	16	
OTHER (SPECIFY) _____	17	
DK	d	
RF	r	

L29. Is there anyone else who would know how to reach you?

YES	1	
NO	2	END
DK	d	END
RF	r	END

L30. What is the name of another person who would know how to reach you?

(ENTER FIRST NAME)

FIRST NAME	_____	
DK	d	
RF	r	

L31. (ENTER MIDDLE NAME)

MIDDLE NAME	_____	
DK	d	
RF	r	

L32. (ENTER LAST NAME)

LAST NAME	_____	
DK	d	
RF	r	

L33. What is this person's address? If you don't know the exact address, please tell me a street name or a neighborhood.

(INTERVIEWER: BE SURE TO PROBE FOR A BLDG AND/OR APT NUMBER.)
(RECORD STREET ADDRESS OF CONTACT)

STREET ADDRESS	_____	
DK	d	
RF	r	

L34. (RECORD CITY)

CITY	_____	
DK	d	
RF	r	

L35. (RECORD STATE)

STATE	_____	
DK	d	
RF	r	

L36. Does this person have a phone number?

YES	1	
NO	2	L38
DK	d	L38
RF	r	L38

L37. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L38. Does this person have a second phone number, such as a cell phone?

YES	1	
NO	2	L40
DK	d	L40
RF	r	L40

L39. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L40. Does this person have a work phone number?

YES	1	
NO	2	L42
DK	3	L42
RF	4	L42

L41. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L42. What is this person's relationship to you?

SPOUSE	1	
MOTHER	2	
FATHER	3	
STEP-MOTHER	4	
STEP-FATHER	5	
BROTHER OR STEP-BROTHER	6	
SISTER OR STEP-SISTER	7	
SON OR STEP-SON	8	
DAUGHTER OR STEP-DAUGHTER	9	
GRANDPARENT	10	
AUNT OR UNCLE	11	
COUSIN	12	
BOYFRIEND, GIRLFRIEND, SIGNIFICANT OTHER	13	
FRIEND	14	
NEIGHBOR OR FORMER NEIGHBOR	15	
COWORKER OR FORMER COWORKER	16	
OTHER (SPECIFY) _____	17	
DK	d	
RF	r	

L43. Is there anyone else who would know how to reach you?

YES	1	
NO	2	END
DK	d	END
RF	r	END

L44. What is the name of the third person who would know how to reach you?

(ENTER FIRST NAME)

FIRST NAME	_____	
DK	d	
RF	r	

L45. (ENTER MIDDLE NAME)

MIDDLE NAME	_____	
DK	d	
RF	r	

L46. (ENTER LAST NAME)

LAST NAME		
DK	d	
RF	r	

L47. What is this person's address? If you don't know the exact address, please tell me a street name or a neighborhood.

(INTERVIEWER: BE SURE TO PROBE FOR A BLDG AND/OR APT NUMBER.)
(RECORD STREET ADDRESS OF CONTACT)

STREET ADDRESS		
DK	d	
RF	r	

L48. (RECORD CITY)

CITY		
DK	d	
RF	r	

L49. (RECORD STATE)

STATE		
DK	d	
RF	r	

L50. Does this person have a phone number?

YES	1	
NO	2	L52
DK	d	L52
RF	r	L52

L51. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L52. Does this person have a second phone number, such as a cell phone?

YES	1	
NO	2	L54
DK	d	L54
RF	r	L54

L53. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L54. Does this person have a work phone number?

YES	1	
NO	2	L56
DK	3	L56
RF	4	L56

L55. What is that phone number, starting with the area code?

PHONE NUMBER	_ _ _ _ - _ _ _ _ - _ _ _ _ _	
DK	d	
RF	r	

L56. What is this person's relationship to you?

SPOUSE	1	
MOTHER	2	
FATHER	3	
STEP-MOTHER	4	
STEP-FATHER	5	
BROTHER OR STEP-BROTHER	6	
SISTER OR STEP-SISTER	7	
SON OR STEP-SON	8	
DAUGHTER OR STEP-DAUGHTER	9	
GRANDPARENT	10	
AUNT OR UNCLE	11	
COUSIN	12	
BOYFRIEND, GIRLFRIEND, SIGNIFICANT OTHER	13	
FRIEND	14	
NEIGHBOR OR FORMER NEIGHBOR	15	
COWORKER OR FORMER COWORKER	16	
OTHER (SPECIFY) _____	17	
DK	d	
RF	r	

L_end. That was our last question. Thank you for your participation in this study!

Someone from RTI might contact you by phone or by mail to briefly verify the quality of my work.

You might also be randomly selected to be interviewed again in 18 months. You can decide at that time whether or not you wish to participate.

Before I leave, I want to give you this card with toll-free helpline numbers. Some people have found these to be useful.

I also need to give you your \$25 incentive payment, and I need to ask you to initial a receipt.

M. HOUSEHOLD OBSERVATION

IF NECESSARY SAY: "I have a few administrative things I have to do on my computer that will take me a few minutes. Why don't we take a break until I'm finished."

INTERVIEWER: YOU SHOULD NOW ANSWER THE HOUSEHOLD OBSERVATION MODULE. PLEASE ANSWER THESE QUESTIONS THE BEST YOU CAN. YOU SHOULD ANSWER BASED ON WHAT YOU KNOW OR HAVE SEEN SO FAR. DO NOT EXPLORE THE HOME MORE THAN YOU ALREADY HAVE IN ORDER TO ANSWER THESE QUESTIONS.

M1. ENVIRONMENT INSIDE HOME IS UNSAFE FOR YOUNG CHILDREN. ONE OR MORE POTENTIALLY DANGEROUS HEALTH OR STRUCTURAL HAZARDS.

EXAMPLE: FRAYED ELECTRICAL WIRES, MICE OR RATS, GLASS, POISONS, FALLING PLASTER, BROKEN STAIRS, PEELING PAINT, CLEANING MATERIALS LEFT OUT, FLAMES AND HEAT WITHIN REACH OF YOUNG CHILD.

YES	1	
NO	2	
NO CHANCE TO OBSERVE	3	

M2. ENVIRONMENT OUTSIDE HOME (YARD, PATIO, ENTRYWAY OR PORCH, HALLS AND STAIRS) IS UNSAFE FOR YOUNG CHILDREN.

EXAMPLE: UNLIT ENTRANCE OR STAIRWAY, BROKEN STEPS, BROKEN GLASS, BROKEN TOYS, LARGE DITCHES, ALCOHOL OR DRUG PARAPHERNALIA.

YES	1	
NO	2	
NO CHANCE TO OBSERVE	3	

M3. DID R APPEAR TO UNDERSTAND THE QUESTIONS YOU ASKED?

YES	1	
NO	2	

M4. WAS THE RESPONDENT'S SPOUSE/PARTNER IN THE ROOM OR IN THE NEXT ROOM AT ANY TIME WHILE YOU WERE INTERVIEWING THE RESPONDENT?

YES	1	
NO	2	SECTION N
NO CHANCE TO OBSERVE	3	

M5. HOW LIKELY IS IT THAT THE SPOUSE/PARTNER OVERHEARD ALL OR PART OF THE INTERVIEW?

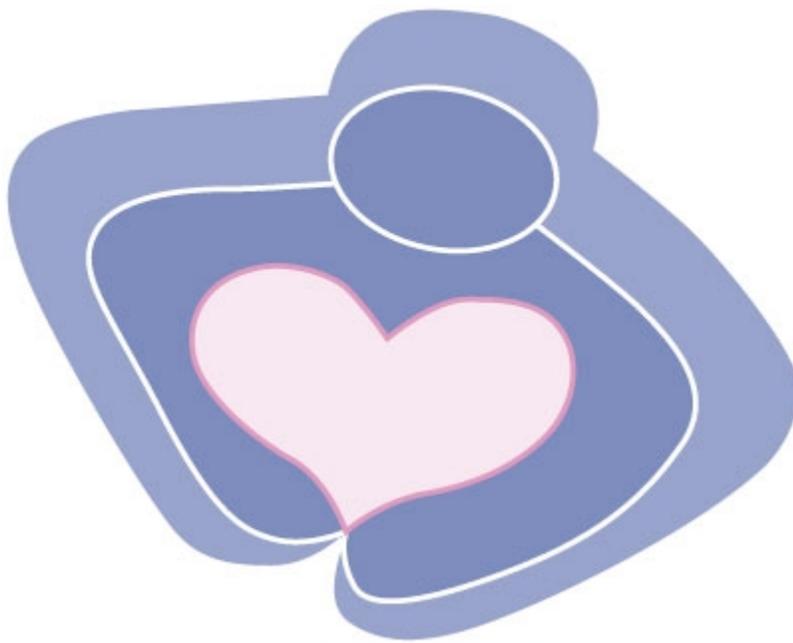
VERY LIKELY	1	
SOMEWHAT LIKELY	2	
NOT VERY LIKELY	3	
NOT LIKELY AT ALL	4	
DK	d	
RF	r	

M_end.

ARE YOU ALL DONE? ONCE YOU CONTINUE YOU WILL NOT BE ABLE TO GET BACK INTO THIS CASE.

Study of Community Family Life Round 2 Questionnaire

Conducted as part of the Evaluation of the
Community Healthy Marriage Initiative



April 2009

Sponsored by
Administration for Children and Families
U.S. Department of Health and Human Services

Prepared by
RTI International and The Urban Institute

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CAPI INTERVIEW
A. ELIGIBILITY AND HOUSEHOLD COMPOSITION

A1. Before we begin, I just need to verify that I'm speaking with the correct person.

CONTINUE	1	
----------	---	--

A1a. IF DOB PRELOAD IS NOT BLANK: What is your date of birth?

INTERVIEWER: DOES THE DOB PROVIDED BY THE RESPONDENT MATCH THE DOB FROM CASE INFORMATION: <DOB>?

INTERVIEWER: IF R DOES NOT KNOW OR REFUSES, ATTEMPT TO ADDRESS CONCERNS. IF R STILL DOES NOT ANSWER, RECORD "NO".

YES, DATES ARE SAME	1	GO TO A1d
NO DATE OF BIRTH AVAILABLE	2	GO TO A1b
NO, DATES ARE DIFFERENT	3	GO TO A1b

A1b. At any time within the past three years or so, did you live on <STREET NAME> in <CITY>, zip code <ZIP CODE>?

INTERVIEWER: DOES THE STREET NAME MATCH THE STREET NAME FROM CASE INFORMATION: <Street>?

INTERVIEWER: IF R DOES NOT KNOW OR REFUSES, ATTEMPT TO ADDRESS CONCERNS. IF R STILL DOES NOT ANSWER, RECORD "NO".

YES, ADDRESS IS A MATCH	1	GO TO Section A
NO ADDRESS AVAILABLE	2	GO TO A1c
NO, ADDRESS IS NOT A MATCH	3	GO TO A1c

A1c. I'm sorry, it appears I've located the wrong person. We won't be able to include you in the study. Thank you for your time.

TERMINATE INTERVIEW

A1d. Thank you. Let's begin the interview.

A1e. INTERVIEWER: IS THIS A TELEPHONE INTERVIEW? YOU **MUST** HAVE YOUR SUPERVISOR'S PERMISSION TO INTERVIEW BY TELEPHONE.

YES	1	GO TO A4_ph
NO	2	CONTINUE

A2. INTERVIEWER: ONCE YOU HAVE SET UP FOR THE INTERVIEW, LOOK AROUND YOU IN ALL DIRECTIONS. ARE YOU OUT OF EARSHOT OF OTHER PEOPLE INCLUDING PEOPLE WHO MAY BE IN AN ADJACENT ROOM OR OUTSIDE?

FOR AN INTERVIEW SETTING TO BE CONSIDERED PRIVATE, YOU MUST BE CERTAIN THAT THE QUESTIONS YOU READ AND THE RESPONDENT'S ANSWERS CANNOT BE: (1) OVERHEARD, OR (2) ASCERTAINED BY SOMEONE LOOKING THROUGH A WINDOW. ARE YOU CONFIDENT THE INTERVIEW SETTING IS PRIVATE?

YES	1	A4
NO	2	A3

A3. INTERVIEWER: BECAUSE YOU HAVE INDICATED THE INTERVIEW SETTING IS NOT PRIVATE, YOU CANNOT PROCEED WITH THE INTERVIEW. YOU WILL NEED TO BREAK-OFF THE INTERVIEW AND RESCHEDULE FOR A TIME WHEN YOU CAN CONDUCT THE INTERVIEW IN PRIVATE.

A4_ph. IF TELEPHONE INTERVIEW:

~~As I said,~~ I would like to start by explaining the study and what we are asking you to do. I'm going to read a document called a consent form out loud to you. After I'm done reading it, I will answer any questions you may have.

A4. IF IN-PERSON INTERVIEW:

INTERVIEWER: HAND R INTERVIEW CONSENT FORM.

I would like to start by explaining the study and what we are asking you to do. This document is called a consent form, and I'm going to read it out loud to you. After I'm done reading it, I will answer any questions you may have.

A5_ph. IF TELEPHONE INTERVIEW:

INTERVIEWER: READ THE CONSENT FORM TO THE RESPONDENT. IF R AGREES TO PARTICIPATE IN THE INTERVIEW, ACKNOWLEDGE AGREEMENT BELOW.

R CONSENTED TO THE INTERVIEW	1	A5a
R REFUSED THE INTERVIEW	2	A4rf

A5. IF IN-PERSON INTERVIEW:

INTERVIEWER: READ THE CONSENT FORM TO THE RESPONDENT. IF R AGREES TO PARTICIPATE IN THE INTERVIEW, ACKNOWLEDGE AGREEMENT BELOW. GIVE R AN UNSIGNED COPY OF THE INTERVIEW CONSENT FORM.

R CONSENTED TO THE INTERVIEW	1	A5a
R REFUSED THE INTERVIEW	2	A4rf

A5rf. YOU MAY NOT PROCEED WITH THE INTERVIEW BECAUSE YOU HAVE INDICATED THAT THE R DID NOT GIVE CONSENT. IF THE R IS WILLING TO DO THE INTERVIEW AT A LATER TIME, SET A NEW APPOINTMENT. IF NOT, CONSULT WITH YOUR FS REGARDING REFUSAL CONVERSION.

A5a (CARICONSENT) We are using a special quality control system on this project. The system runs on the computer and may record what you and I say to each other during several different parts of the interview. Neither you nor I will know when the computer is recording what we say. The recording will be reviewed by people at RTI to monitor my work, and will be kept confidential. You may participate in the interview even if you do not consent to the recordings. May we use this quality control system during your interview?

R CONSENTED TO CARI	1	CONTINUE
R REFUSED CARI	2	DISABLE CARI AND CONTINUE

A5b. I need to begin by asking some questions about the current status of your household. In total, how many people live in this household, including yourself? Please include children and anyone who spends at least 3 nights a week here.

NUMBER IN HOUSEHOLD	_ _ _	
DK	d	
REF	r	

IF MORE THAN 9 RESIDENTS:

A5c. Are all of these people related?

YES	1	C5
NO	2	THANK R AND CODE 141 – GROUP QUARTERS
DK	d	
REF	r	

A5d. How many of the people living in this household are male?

MALES IN HOUSEHOLD	_ _ _	
DK	d	
REF	r	

A5e. How many are female?

FEMALES IN HOUSEHOLD	_ _ _	
DK	d	
REF	r	

INTERVIEWER: CHECK THAT THE NUMBER OF MALES AND FEMALES EQUAL THE TOTAL IN A1. IF NOT, REVIEW WITH PARTICIPANT.

A7_intro. I need to make a list of the people who live here. Because households are different, this information will help me to know which questions apply to you.

INTERVIEWER: RECORD RESULTS FROM A10 AND A11 IN THE ROSTER

ROSTER LOOP

IF MALES IN HOUSEHOLD: What is the name of the oldest male? IF RESPONDENT IS MALE: Please remember to include yourself.

What is NAME'S age?

How is this person related to you?

What is the name of the next oldest male?

What is NAME'S age?

How is this person related to you?

QUESTIONS LOOP TO COLLECT ROSTER INFORMATION FOR ALL MALES IN HOUSEHOLD

IF FEMALES IN HOUSEHOLD: What is the name of the oldest female? IF RESPONDENT IS FEMALE: Please remember to include yourself.

What is NAME'S age?

How is this person related to you?

What is the name of the next oldest female?

What is NAME'S age?

How is this person related to you?

QUESTIONS LOOP TO COLLECT ROSTER INFORMATION FOR ALL FEMALES IN HOUSEHOLD

A	B	C	D	E
Roster number (WILL FILL)	Gender	Age	First Name (RECORD FIRST NAME OR INITIALS)	Relationship (Enter Code)
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

Relationship codes:

- | | | | |
|----|-----------------------------|----|-----------------------------|
| 20 | SPOUSE | 11 | BROTHER/ SISTER |
| 21 | PARTNER (BOY/GIRLFRIEND) | 12 | AUNT/ UNCLE |
| 22 | PARTICIPANT'S MOTHER | 13 | COUSIN |
| 23 | PARTICIPANT'S FATHER | 14 | GRANDMOTHER |
| 24 | PARENT-IN-LAW | 15 | GRANDFATHER |
| 25 | BIOLOGICAL OR ADOPTED CHILD | 16 | SON-IN-LAW/ DAUGHTER-IN-LAW |
| 26 | STEPCHILD
ROOMMATE | 17 | NOT-RELATED ADULT/ |
| 27 | FOSTER CHILD | 18 | NOT RELATED CHILD |
| 28 | GRANDCHILD | 19 | OTHER (SPECIFY) |
| 29 | NIECE/NEPHEW | | |

A5g. I have listed...

INTERVIEWER: READ AGES AND GENDERS FROM ROSTER (E.G. MALE WHO IS 45)
 REVIEW ROSTER FOR ACCURACY AND COMPLETENESS. MAKE NECESSARY
 CORRECTIONS.

A5h. Is there anyone living at this address whom I have NOT listed?

PROBE: Do not include anyone who sleeps here less than three nights a week.

YES	1	INTERVIEWER: YOU WILL NOW BE RETURNED TO THE QUESTION ABOUT THE NUMBER OF PEOPLE IN THE HOUSEHOLD TO BEGIN MAKING CORRECTIONS.
NO	2	A5j
DK	d	
REF	r	

A5j. Just to confirm, is this primary place of residence for everyone I have listed? That is, do all of them sleep here at least three nights a week?

YES	1	
NO	2	INTERVIEWER: YOU WILL NOW BE RETURNED TO THE QUESTION ABOUT THE NUMBER OF PEOPLE IN THE HOUSEHOLD TO BEGIN MAKING CORRECTIONS.
DK	d	
REF	r	

Created

IF SPOUSE OR PARTNER IS THE SAME SEX AS PARTICIPANT:

A8. Just to confirm, are you involved in a romantic relationship with (SPOUSE/PARTNER)?

YES	1	
NO	2	INTERVIEWER: RETURN TO GRID AND CORRECT RELATIONSHIP CODE
DK	d	
RF	r	

Created

A9. IF SPOUSE/PARTNER PRESENT IN HOUSEHOLD AND IF NUMBER OF PEOPLE IN HOUSEHOLD AGE 16+ =>4: Besides you and (SPOUSE/PARTNER), are any of the people in this household married to each other or living together in a romantic relationship?

IF SPOUSE/PARTNER NOT PRESENT IN HOUSEHOLD AND IF NUMBER OF PEOPLE IN HOUSEHOLD AGE 16+ =>3: Are any of the people in this household married to each other or living together in a romantic relationship?

YES	1	
NO	2	Section B
DK	d	
RF	r	

Created

A10. How many (other) couples are living in this household?

NUMBER OF COUPLES	_ _	
DK	d	
RF	r	

B. AWARENESS OF MEDIA MESSAGES AND SERVICES

ATS

B1. This set of questions is about how you get information. In the past 30 days, about how often have you watched television? Would you say...

INTERVIEWER: SHOW RESPONSE CARD B1 TO RESPONDENT

Every day	1	
4-6 times a week	2	
2-3 times a week	3	
Once a week	4	
Less than once a week, or	5	
Never	6	
DK	d	
RF	r	

Created

B2. In the past 30 days, about how often have you listened to the radio? Would you say...

INTERVIEWER: SHOW RESPONSE CARD B1 TO RESPONDENT

Every day	1	
4-6 times a week	2	
2-3 times a week	3	
Once a week	4	
Less than once a week, or	5	
Never	6	
DK	d	
RF	r	

ATS

B3. In the past 30 days, about how often have you read a newspaper? Would you say...

INTERVIEWER: SHOW RESPONSE CARD B1 TO RESPONDENT

Every day	1	
4-6 times a week	2	
2-3 times a week	3	
Once a week	4	
Less than once a week, or	5	
Never	6	
DK	d	
RF	r	

B4. Have you ever heard of (ANY OF THE FOLLOWING/THE FOLLOWING) organization(s) in your community?

		YES	NO	DK	RF
A	IF SITE = MILWAUKEE Center for Self Sufficiency: The Milwaukee Marriage Partnership	1	2	d	r
B	IF SITE = ST. LOUIS Better Family Life: Healthy Marriage Education Project	1	2	d	r
C	IF SITE = ST LOUIS St. Louis Healthy Marriage Coalition	1	2	d	r
D	IF SITE = DALLAS Strong Families Dallas	1	2	d	r
E	IF SITE = DALLAS LIFE Matters Healthy Marriage Initiative	1	2	d	r
F	IF SITE = CLEVELAND Operation Keepsake	1	2	d	r
G	IF SITE = CLEVELAND Strong Start for Cuyahoga's Families				
H	IF SITE = KANSAS CITY Healthy Families Counseling and Support: Tender Beginnings Plus	1	2	d	r
I	IF SITE = FT. WORTH Texas Healthy Marriage Development Project	1	2	d	r

Created

B5. Are you aware of any advertising promoting healthy marriage, healthy relationships, or responsible parenting in your community?

YES	1	
NO	2	B10
DK	d	
RF	r	

Created

B6. What was the theme or message of that advertising?

INTERVIEWER: CODE ALL MENTIONS

MARRIAGE IS GOOD/ BENEFICIAL TO CHILDREN AND ADULTS	1	
BEING A RESPONSIBLE FATHER/MOTHER IS IMPORTANT	2	
WE CARE ABOUT YOU AND YOUR FAMILY	3	
WE CAN HELP YOU WITH MARRIAGE/ RELATIONSHIPS/ CHILDREN	4	
OTHER (SPECIFY)	5	
DK	d	
RF	r	

Created

B7. Now I'm going to ask you a few questions about the advertising with the theme (ADVERTISING MENTIONED). Where did you see or hear this advertising?

INTERVIEWER: READ LIST IF NECESSARY. CODE ALL MENTIONS.

TELEVISION	1	
RADIO	2	
INTERNET/WEB	3	
BILLBOARD/POSTER	4	
TRANSPORTATION SIGNAGE	5	
FLIER/BROCHURE	6	
OTHER (SPECIFY)	7	
DK	d	
RF	r	

ATS

B9. Did you talk to someone, such as a friend, a family member or someone at work about the message of this advertising?

YES	1	
NO	2	
DK	d	
RF	r	

Created

B10. Are you aware of any groups or places in your community that offer classes or workshops to help people improve their relationships with their spouse or partner?

[INTERVIEWER NOTE: THE RESPONDENT MUST HAVE A SPECIFIC PLACE IN MIND IN ORDER FOR YOU TO RECORD A RESPONSE OF YES OR MAYBE.]

YES	1	
MAYBE, NOT SURE, I THINK SO	2	
NO	3	
DK	d	
RF	r	

Created

B11. Are you aware of any groups or places in your community that offer classes or workshops to help people improve their relationships with their children?

[INTERVIEWER NOTE: THE RESPONDENT MUST HAVE A SPECIFIC PLACE IN MIND IN ORDER FOR YOU TO RECORD A RESPONSE OF YES OR MAYBE.]

YES	1	
MAYBE, NOT SURE, I THINK SO	2	
NO	3	
DK	d	
RF	r	

C. RELATIONSHIP STATUS AND ATTITUDES

CHECK C1. IS A SPOUSE LISTED IN THE HOUSEHOLD GRID?

YES	1	CHECK C2
NO	2	
DK	d	
RF	r	

TX

C1. Next, I'd like to ask you about some of the relationships you've had in your life. What is your marital status? Are you...

INTERVIEWER: SHOW RESPONSE CARD C1 TO R.

Married	1	
Separated	2	CHECK C2
Divorced	3	CHECK C2
Widowed	4	CHECK C2
Never been married	5	CHECK C2
DK	d	
RF	r	

C2. What is the main reason that you and your spouse (~~SPOUSE~~) are not living together?

MARITAL PROBLEMS/NOT GETTING ALONG	1	
SPOUSE WORKING IN DIFFERENT CITY	2	
SPOUSE IN ARMED FORCES	3	
SPOUSE LIVING IN ANOTHER COUNTRY	4	
SPOUSE INCARCERATED	5	
OTHER (SPECIFY) _____	6	
DK	d	
RF	r	

CHECK C2. IS THE RESPONDENT A PARTICIPANT OR A CONTINUING RESPONDENT?

PARTICIPANT	1	IF CHECK C1 = 1 OR C1 = 1 (MARRIED), SKIP TO C6a IF C1 = 2, 3, 4, or 5 (NOT MARRIED), SKIP TO CHECK C5
CONTINUING	2	

CHECK C3. IS THE CONTINUING RESPONDENT MARRIED, SEPARATED, DIVORCED, WIDOWED, OR NEVER BEEN MARRIED?

Married	1	
Separated	2	CHECK C4
Divorced	3	CHECK C4
Widowed	4	CHECK C4
Never been married	5	CHECK C5
DK	d	
RF	r	

CHECK C3A. WAS RESPONDENT MARRIED IN ROUND 1?

YES	1	
NO	2	C6a

C2a. Are you married to the same person you were married to when we last interviewed you in (INSERT MONTH AND YEAR OF LAST INTERVIEW)?

YES	1	IF SPOUSE IS LISTED IN ROSTER, GO TO C7, ELSE GO TO C6a
NO	2	IF SPOUSE IS LISTED IN ROSTER, GO TO C7, ELSE GO TO C6a
DK	d	
RF	r	

CHECK C4. WAS RESPONDENT MARRIED IN ROUND 1 BUT IS NOT MARRIED IN ROUND 2?

YES	1	
NO	2	CHECK C5

BSF (modified)

C2b. IF R IS SEPARATED, DIVORCED: Our records show that when we last interviewed you in (INSERT MONTH AND YEAR OF LAST INTERVIEW) you were married. Why are you and your spouse no longer together?

INTERVIEWER: CODE ALL MENTIONS

R CHEATED/WAS UNFAITHFUL	1	
R WENT TO JAIL/PRISON	2	
R WAS ABUSIVE/VIOLENT	3	
R USED DRUGS/ALCOHOL	4	
R HAD FINANCIAL PROBLEMS/COULD NOT KEEP JOB	5	
R WAS NOT A GOOD PARENT	6	
SPOUSE CHEATED/WAS UNFAITHFUL	7	
SPOUSE WENT TO JAIL/PRISON	8	
SPOUSE WAS ABUSIVE/VIOLENT	9	
SPOUSE USED DRUGS/ALCOHOL	10	
SPOUSE HAD FINANCIAL PROBLEMS/COULD NOT KEEP JOB	11	
SPOUSE WAS NOT A GOOD PARENT	12	

ARGUMENTS/FIGHTS/POOR COMMUNICATION	13	
OTHER (SPECIFY)	14	
DK	d	
RF	r	

CHECK C5. IS A PARTNER LISTED IN THE HOUSEHOLD GRID?

YES	1	IF R = PARTICIPANT, SKIP TO C6 IF R = CONTINUING, SKIP TO C2C
NO	2	C3
DK	d	
RF	r	

C2c. You mentioned that (PARTNER) is living with you. Was (PARTNER) living with you when we last interviewed you in (INSERT MONTH AND YEAR OF LAST INTERVIEW)?

YES	1	C6
NO	2	C6
DK	d	
RF	r	

BSF

IF NO SPOUSE OR PARTNER LISTED IN THE HOUSEHOLD GRID:

C3. Are you currently involved in a romantic relationship with someone?

YES	1	
NO	2	C7A
DK	d	
RF	r	

CHECK C7. IS THE RESPONDENT A PARTICIPANT OR A CONTINUING RESPONDENT?

PARTICIPANT	1	C4
CONTINUING	2	

CHECK C7A. WAS THE RESPONDENT INVOLVED IN A ROMANTIC RELATIONSHIP IN ROUND 1?

YES	
NO	C4

C3a. Are you romantically involved with the same person you were involved with when we last interviewed you in (INSERT MONTH AND YEAR OF LAST INTERVIEW)?

YES	1	
NO	2	
DK	d	
RF	r	

BSF/FF

C4. Would you say you are romantically involved on a steady basis, or are you in an on-again, off-again relationship?

STEADY RELATIONSHIP	1	
ON AGAIN, OFF AGAIN RELATIONSHIP	2	
DK	d	
RF	r	

BSF

C5. What is your current partner's first name?

PROBE: I just need to have some way of referring to (him/her). Initials are fine.

FIRST NAME OF PARTNER	_____	STORE NAME
DK	d	
RF	r	

C5a. RECORD PARTNER'S GENDER. IF NOT OBVIOUS ASK: Just to confirm, is this person male or female?

MALE	1	
FEMALE	2	

BSF

C6. IF R NOT IN SAME-SEX RELATIONSHIP:

What do you think the chances are that you will marry (PARTNER) in the future? Would you say...

IF R IS IN SAME-SEX RELATIONSHIP: Assume same-sex marriages or civil unions were recognized in your state. What are the chances that you would marry (PARTNER) in the future? Would you say...

INTERVIEWER: SHOW RESPONSE CARD C6 TO R.

No chance	1	
A little chance	2	
A 50-50 chance	3	
A pretty good chance, or	4	
An almost certain chance?	5	
DK	d	
RF	r	

C6a. IF R IS MARRIED BUT SPOUSE IS NOT LISTED IN ROSTER:

What is (SPOUSE'S) name?

FIRST NAME OF SPOUSE	_____	STORE NAME
DK	d	
RF	r	

C6b. RECORD PARTNER'S GENDER. IF NOT OBVIOUS ASK: Just to confirm, is this person male or female?

MALE	1	
FEMALE	2	

Created

C7. IF CHECK C1 = 1 OR C1 = 1 (MARRIED): About how long have you and (SPOUSE) been married?
 IF CHECK ~~C2~~ C5 = 1 OR C3 =1 (PARTNERED OR DATING): About how long have you and (PARTNER) been together?

YEARS AND MONTHS	__ __ MONTHS __ __ YEARS	
DK	d	
RF	r	

Created

C7a. IF CHECK C1 = 1 OR C1 = 1 (MARRIED): Have you ever been married to someone else besides (SPOUSE)?
 IF CHECK C5 = 1 OR C3 =1 OR 2 (NOT MARRIED): Have you ever been married?

YES	1	
NO	2	C7c
DK	d	
RF	r	

Created

C7b. How many times have you been married?

TIMES MARRIED	__ __ TIMES	
DK	d	
RF	r	

Created

C7c. Since you were 18 years old, how many times have you lived with a partner without being married for a period of three months or more?

TIMES LIVED TOGETHER	__ __ TIMES	
DK	d	
RF	r	

CHECK C7. CREATE RELATIONSHIP VARIABLE:

IF CHECK C1 = 1, THEN RESPONDENT = MARRIED AND CO-HABITATING (HENCEFORTH "MARRIED.")

IF CHECK C5 = 1, THEN RESPONDENT = PARTNERED AND CO-HABITATING (HENCEFORTH "PARTNERED.")

IF C3 = 1 AND C4 = 1 AND C7 = > 3 MONTHS, THEN RESPONDENT = PARTNERED BUT NOT CO-HABITATING (HENCEFORTH "DATING.")

IF C3 = 2, THEN RESPONDENT = NOT MARRIED, PARTNERED OR CO-HABITATING (HENCEFORTH "SINGLE.")

IF C1 = 1 OR 2, THEN RESPONDENT = MARRIED BUT LIVING APART, (HENCEFORTH "MARRIED.")

LAFANS (modified)

C8. Next I'd like to ask about your opinions regarding marriage and relationships. For each of the following statements, please tell me if you strongly approve, approve, disapprove, or strongly disapprove. If you don't know or aren't sure, please just say so.

[INTERVIEWER: CODE, "IT DEPENDS" AS "NEITHER AGREE NOR DISAGREE"]

INTERVIEWER: SHOW RESPONSE CARD C8 TO R.

		Strongly Approve	Approve	VOL: NEITHER A/D	Disap- prove	Strongly Disap- prove	DK	RF
A	A couple lives together before they decide about getting married.	1	2	3	4	5	d	r
B	A couple decides to live together even though they do not intend to get married.	1	2	3	4	5	d	r
C	A woman has a baby without being married.	1	2	3	4	5	d	r
D	A man fathers a child without being married to the baby's mother.	1	2	3	4	5	d	r
E	A couple with children divorces because their marriage is not satisfying.	1	2	3	4	5	d	r
F	A couple raises their children without being married.	1	2	3	4	5	d	r
G	A couple raises their children in a marriage.	1	2	3	4	5	d	r

		Strongly Approve	Approve	VOL: NEITHER A/D	Disapprove	Strongly Disapprove	DK	RF
H	A couple facing a hard time in their relationship seeks help through their families, friends, place of worship, or counselor.	1	2	3	4	5	d	r
I	A couple facing a hard time in their relationship does not seek help.	1	2	3	4	5	d	r

LA FANS (modified)

C9. Regardless of your current situation and what you think is ideal, how likely would you be to do the following? (READ LIST) Would you say very likely, somewhat likely, somewhat unlikely, or not likely at all?

INTERVIEWER: SHOW RESPONSE CARD C9 TO R.

		Very Likely	Somewhat Likely	Somewhat Unlikely	Not Likely at All	DK	RF
A	Live with a partner before you decide about getting married.	1	2	3	4	d	r
B	Live with a partner who does not want to marry you.	1	2	3	4	d	r
C	(Have/ Father) a baby without being married.	1	2	3	4	d	r
D	Divorce if you were in an unhealthy relationship and you had children.	1	2	3	4	d	r
E	Raise your children without being married.	1	2	3	4	d	r
F	Raise your children in a marriage.	1	2	3	4	d	r
G	Seek help if facing hard times in your relationship from your families, friends, church, or counselor.	1	2	3	4	d	r
H	Participate in premarital or other relationship skills classes.	1	2	3	4	d	r

TX (modified)

C10. These next statements are about marriage and commitment. For each one, please tell me if you strongly agree, agree, disagree, or strongly disagree.

INTERVIEWER: SHOW RESPONSE CARD C10 TO R.

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
A	A healthy, happy marriage is one of the most important things in life.	1	2	3	4	d	r
B	Unmarried parents living with children are not as likely to stay together as married parents.	1	2	3	4	d	r

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
C	Most first marriages end in divorce.	1	2	3	4	d	r
D	Even bad relationships can be improved through more effort and better skills.	1	2	3	4	d	r
E	Children do better if raised by married parents.	1	2	3	4	d	r
F	People in happy marriages do not argue.	1	2	3	4	d	r
G	Most married people will cheat on their spouse at least once.	1	2	3	4	d	r
H	Premarital and marriage education classes can improve marriages.	1	2	3	4	d	r
I	People are better off financially if they are married.	1	2	3	4	d	r
J	Needing to keep government benefits like Welfare and Food Stamps can discourage couples from getting married.	1	2	3	4	d	r

Created

C11. Sometimes couples decide *not* to get married so they do not lose public benefits, such as Welfare, Medicaid, Food Stamps, WIC, or the Earned Income Tax Credit. Among people you know, does this happen...

INTERVIEWER: SHOW RESPONSE CARD C11 TO RESPONDENT

A great deal of the time	1	
Some of the time	2	
Hardly ever	3	
Never	4	
DK	d	
RF	r	

D. RECEIPT OF SERVICES

CHECK D1. IS RESPONDENT A PARTICIPANT OR A CONTINUING RESPONDENT?

PARTICIPANT	1	D1
CONTINUING	2	CONTINUE

CHECK D2. IS RESPONDENT MARRIED IN ROUND 2 BUT WAS NOT MARRIED IN ROUND 1?

YES	1	D1
NO	2	D2

Created

D1. IF MARRIED:

Before you were married, did you attend any classes or workshops about marriage or receive premarital counseling?

YES	1	
NO	2	
DK	d	
RF	r	

Created

D2. IF MARRIED: Since you've been married, have you ever attended classes about couple relationships or marriage, or have you ever received individual marriage or relationship counseling?

IF NOT MARRIED: Have you ever attended classes about couple relationships or marriage, or have you ever received individual marriage or relationship counseling?

YES	1	
NO	2	D20 IF CONTINUING RESPONDENT, CHECK D3 IF PARTICIPANT
DK	d	
RF	r	

CHECK D3. IS RESPONDENT A PARTICIPANT OR A CONTINUING RESPONDENT?

PARTICIPANT	1	CONTINUE
CONTINUING	2	D3

D2a. Our records show that you attended classes about couple relationships or marriage sometime since January 2006. Is that correct?

YES	1	D4
NO	2	D20
DK	d	
RF	r	

BSF (modified)

D3. IF MARRIED: Since we last interviewed you in (MONTH AND YEAR), have you attended any classes, workshops, or groups to help you improve your relationship with a spouse or partner? These sessions would have included other people, not just you and a spouse or partner.

IF NOT MARRIED: Since we last interviewed you in (MONTH AND YEAR), have you attended any classes, workshops, or groups to help you improve your relationship with a spouse or partner? These sessions would have included other people, not just you and a spouse or partner.

YES	1	
NO	2	D20
DK	d	
RF	r	

D3a. Did you attend the classes or workshop to work on your relationship with your **current** spouse/ partner?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D4. IF CONTINUING RESPONDENT: About how many classes, workshops, or group sessions did you attend since (INSERT MONTH AND YEAR OF LAST INTERVIEW)?

IF PARTICIPANT: About how many classes, workshops, or group sessions did you attend since January 2006?

PROBE: Your best estimate is fine.

NUMBER OF SESSIONS	_ _ _	IF 00, GO TO D20
DK	d	
RF	r	

BSF

D5. IF D4=1:
About how long did the class, workshop, or group session last?

IF D4 > 1:
About how long did each class, workshop, or group session usually last?

PROBE: In other words, for how many hours did you meet each time?

INTERVIEWER: ENTER NUMBER OF HOURS AND MINUTES

NUMBER OF HOURS	_ _ _	
NUMBER OF MINUTES	_ _ _	
DK	d	
RF	r	

Created

IF MARRIED, PARTNERED, OR DATING:

D6. Did you attend these classes with (SPOUSE/PARTNER), someone else, or by yourself?

IF SINGLE: Did you attend these classes with a partner, or by yourself?

WITH SPOUSE/PARTNER	1	
SOMEONE ELSE	2	D7a
BY MYSELF	3	D7a
DK	d	
RF	r	

Created

D7. How often did SPOUSE/ PARTNER/ your spouse or partner attend the classes with you?
Would you say...

INTERVIEWER: SHOW RESPONSE CARD D7 TO R.

All of the time	1	
Most of the time	2	
Some of the time	3	
Rarely or never	4	
DK	d	
RF	r	

Created

D7a. Why did you (AND SPOUSE/PARTNER) attend the classes or workshops?

PROBE: For what reason did you sign up for the classes or workshops?

CODE FIRST THREE MENTIONS

REQUIRED BEFORE MARRIAGE IN RELIGIOUS INSTITUTION	1	
PLANNING TO GET MARRIED/THOUGHT WOULD HELP	2	
HAVING PROBLEMS IN MY MARRIAGE/RELATIONSHIP/ TO IMPROVE MARRIAGE/RELATIONSHIP	3	
WANTED TO AVOID FUTURE PROBLEMS/HAVE HEALTHY MARRIAGE OR RELATIONSHIP	4	
JUST CURIOUS/INTERESTED	5	
RECOMMENDED BY FAMILY MEMBER, CLERGY, FRIEND	6	
SIGNED UP FOR SOMETHING ELSE/ DIDN'T REALIZE CLASSES/WORKSHOPS WERE A PART	7	
OFFERED CASH, PRIZES, OTHER INCENTIVES TO ENROLL	8	
REQUIRED OR ENCOURAGED BY COURT	9	
REQUIRED OR ENCOURAGED BY JOB/TREATMENT PROGRAM/SCHOOL/OTHER	10	
CLASSES/WORKSHOPS WERE FREE	11	
PROMISED REFERRAL TO OTHER SERVICES	12	
OTHER (SPECIFY) _____	13	
DK	d	
RF	r	

Created

D8. Did you attend some or all of the classes or workshops offered or did you stop attending before the classes were over?

ATTENDED SOME OR ALL	1	D10
STOPPED ATTENDING	2	
DK	d	
RF	r	

Created

D9. Why did you stop attending the classes or workshops?

CODE ALL THAT APPLY

NOT INTERESTED	1	
NOT HELPFUL	2	
SPOUSE/PARTNER OBJECTED	3	
TRANSPORTATION DIFFICULTIES	4	
CHILD CARE DIFFICULTIES	5	
WORK INTERFERED	6	
CONFLICT WITH INSTRUCTOR	7	
CONFLICT WITH PARTICIPANTS	8	
DON'T AGREE WITH DISCUSSIONS/MESSAGE	9	
OTHER (SPECIFY) _____	10	
DK	d	
RF	r	

Created

D10. Where did you attend these classes?

PROBE: Who offered or hosted the classes?

CHURCH (SPECIFY) _____	1	
COMMUNITY CENTER/ REC CENTER	4	
SCHOOL	5	
COUNSELOR/ THERAPIST'S OFFICE	6	
SOCIAL SERVICE AGENCY/ GOV'T AGENCY	7	
HOSPITAL	8	
JAIL/PRISON	9	
OTHER (SPECIFY) _____	3	
DK	d	
RF	r	

Created

D11. As best you can remember, what topics were discussed during the classes?

CODE ALL THAT APPLY

ANGER MANAGEMENT	1	
COMMUNICATION	2	
CONFLICT RESOLUTION	3	
EXPECTATIONS ABOUT MARRIAGE	4	
AVOIDING DIVORCE	5	
FAMILY VALUES	6	

CHILDREN / RESPONSIBLE PARENTING	7	
DEALING WITH STRESS/ CRISES/ LIFE CHANGES	8	
FINANCIAL ISSUES / MANAGING MONEY	9	
EXTENDED FAMILY RELATIONSHIPS	10	
SEXUAL INTIMACY / PROBLEMS	11	
FORGIVENESS	12	
GENDER ROLES	13	
RELATIONSHIP HISTORY/ PAST RELATIONSHIPS	14	
RELIGION	15	
IMPORTANCE OF HAVING FRIENDS / OTHERS TO RELY ON	16	
TRUST	17	
OTHER (SPECIFY)_____	18	
DK	d	
RF	r	

Created

D12. How did you first hear about these classes?

PROBE: Who told you about the classes?

FRIEND	1	
CHURCH	2	
SPOUSE	3	
OTHER FAMILY MEMBER	4	
SAW POSTER/BILLBOARD/LITERATURE	5	
INTERNET SEARCH	6	
SAW/HEARD OTHER ADVERTISEMENT	7	
REFERRED BY COURT	8	
REFERRED BY OTHER SERVICE AGENCY	9	
OTHER (SPECIFY)_____	10	
DK	d	
RF	r	

Created

D12a. Were you encouraged by someone in your personal life, other than your partner, to participate in these classes?

YES	1	
NO	2	D13
DK	d	
RF	r	

Created

D12b. Who encouraged you to participate in the classes?

CODE ALL THAT APPLY

FRIEND	1	
FAMILY MEMBER	2	
PASTOR OR RELIGIOUS LEADER	3	
CO-WORKER	4	
NO ONE	5	
OTHER (SPECIFY)_____	6	

DK	d	
RF	r	
IF SINGLE, GO TO D16		

Created

D13. IF MARRIED, PARTNERED, OR DATING: How much did your relationship with SPOUSE/ PARTNER/ your spouse or partner improve as a result of the classes or workshops? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D13 TO R.

A great deal	1	
Somewhat	2	
Very little	3	
Not at all	4	D16
DK	d	
RF	r	

Created

D14. What knowledge or skills did you learn that helped you improve your relationship with SPOUSE/PARTNER/ a spouse or partner?

COMMUNICATION	1	
CONFLICT RESOLUTION	2	
ANGER MANAGEMENT	3	
CHANGED EXPECTATIONS ABOUT RELATIONSHIPS	4	
DIVORCE AVOIDANCE	5	
RELIGIOUS BELIEFS OR PRACTICES	6	
RAISING / MANAGING CHILDREN	7	
IMPORTANCE OF FIDELITY	8	
FINANCIAL MANAGEMENT	9	
DEALING WITH EXTENDED FAMILY	10	
FORGIVENESS	11	
DEALING WITH GENDER ROLES	12	
DEALING WITH SEXUAL INTIMACY/ PROBLEMS	13	
DEALING WITH PAST RELATIONSHIPS	14	
DEALING WITH STRESS/ CRISES/ LIFE CHANGES	15	
BUILDING SOCIAL NETWORK/ HAVING PEOPLE TO RELY ON	16	
DEVELOPING TRUST/ BEING MORE TRUSTWORTHY	17	
DEVELOPING/ TEACHING FAMILY VALUES	18	
OTHER (SPECIFY) _____	19	
DK	d	
RF	r	

Created

D15. Is the improvement in your relationship ongoing, did it last a little while, or not long at all?

ON-GOING	1	
A LITTLE WHILE	2	
NOT LONG AT ALL	3	
DK	d	
RF	r	

Created

D16. IF SINGLE: Did you talk about what you learned in the class or workshop with any neighbors, family, or friends?

IF MARRIED, PARTNERED, OR DATING: Not including SPOUSE/ PARTNER/ your spouse or partner did you talk about what you learned in the class or workshop with any neighbors, family, or friends?

YES	1	
NO	2	D18
DK	d	
RF	r	

Created

D17. About how many people did you talk with about what you learned?

NUMBER OF PEOPLE	_ _	
DK	d	
RF	r	

Created

D18. As part of the class or workshop, did you receive help with any of the following? (READ LIST)

PROBE: Did you get help with...

		YES	NO	DK	RF
A	Getting Medicaid or health services	1	2	d	r
B	Signing up for SSI (Supplemental Security Income)	1	2	d	r
C	Finding a job	1	2	d	r
D	A financial problem	1	2	d	r
E	Buying a house	1	2	d	r
F	Finding additional services or counseling you may need	1	2	d	r
G	Anything else? (SPECIFY) _____	1	2	d	r

Created

D19. Did the classes or workshops help you improve your relationship with other people in your life, such as your friends, employer, teachers, or others in the community?

YES	1	
NO	2	
DK	d	
RF	r	

Created

IF RESPONDENT HAS BIOLOGICAL/ADOPTIVE CHILDREN:

D19a. Did the classes or workshops help you to improve your relationship with your child(ren)?

YES	1	
NO	2	D19d
DK	d	
RF	r	

Created

D19b. Why do you think these improvements happened? Was it...

INTERVIEWER: SHOW RESPONSE CARD D19b TO RESPONDENT

Because you learned skills in the class that changed how you parent?	1	
Because you learned skills that improved your relationship with your spouse or partner?	2	
Both of the above?	3	
DK	d	
RF	r	

Created

D19c. What knowledge or skills did you learn that helped you improve your relationship with your child(ren)?

CODE ALL THAT APPLY

COMMUNICATION WITH PARTNER	1	
CONFLICT RESOLUTION WITH PARTNER	2	
ANGER MANAGEMENT WITH PARTNER	3	
CHANGED EXPECTATIONS ABOUT RELATIONSHIPS	4	
COMMUNICATION WITH CHILDREN	5	
CONFLICT RESOLUTION WITH CHILDREN	6	
ANGER MANAGEMENT WITH CHILDREN	7	
DEALING WITH STRESS/ CRISES/ LIFE CHANGES	8	
BUILDING SOCIAL NETWORK/ HAVING PEOPLE TO RELY ON	9	
DEVELOPING TRUST/ BEING MORE TRUSTWORTHY	10	
DEVELOPING/ TEACHING FAMILY VALUES	11	
OTHER (SPECIFY) _____	12	
DK	d	
RF	r	

HRME Evaluation

D19d. Overall, would you say the classes or workshop was too long, about right, or too short?

TOO LONG	1	
ABOUT RIGHT	2	
TOO SHORT	3	
DK	d	
RF	r	

Created

D19e. How would you rate the teacher or facilitator of the classes? Would you say he or she was...

INTERVIEWER: SHOW RESPONSE CARD D19e TO RESPONDENT

Excellent	1	
Good	2	
Only Fair	3	
Poor	4	
DK	d	
RF	r	

HRME Evaluation

D19f. Would you recommend these classes to others?

YES	1	
NO	2	
DK	d	
RF	r	

Created

D20. IF SINGLE: Suppose that you could attend classes or workshops in your neighborhood free of charge that would help you have a healthy relationship with a spouse or partner. How interested would you be in attending?

IF MARRIED OR PARTNERED: Suppose that you could attend classes or workshops in your neighborhood free of charge that would help you [strengthen your marriage with (SPOUSE)/improve your relationship with (PARTNER)]. How interested would you be in attending? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D20 TO R.

Very interested	1	
Somewhat interested	2	
Not very interested	3	
Not interested at all	4	
DK/NOT SURE/IT DEPENDS	d	
RF	r	

Created

IF D20=NOT VERY INTERESTED OR NOT INTERESTED AT ALL:

D21. Why would you (HAVE LITTLE INTEREST/NO INTEREST) in attending these classes?

CODE ALL THAT APPLY

NEED TO WATCH CHILDREN	1	
OTHER FAMILY RESPONSIBILITIES	2	
NO TIME	3	
LACK TRANSPORTATION	4	
WORK INTERFERES	5	
PRIVACY CONCERNS/MY OWN BUSINESS	6	
SPOUSE NOT INTERESTED/ WOULD OBJECT	7	
DON'T NEED/WANT SERVICES/RELATIONSHIP FINE	8	
CURRENTLY RECEIVING MARRIAGE/ RELATIONSHIP SERVICES FROM ANOTHER SOURCE	9	
JUST NOT INTERESTED	10	
OTHER (SPECIFY)_____	11	
DK	d	
RF	r	

Created

IF BIOLOGICAL/ADOPTIVE CHILDREN IN HOUSEHOLD:

D22. Suppose that you could attend classes or workshops free of charge in your neighborhood that would help you strengthen your relationship with your (child/ children). How interested would you be in attending? Would you say...

INTERVIEWER: SHOW RESPONSE CARD D22 TO R.

Very interested	1	CHECK D4 D4
Somewhat interested	2	CHECK D4 D4
Not very interested	3	
Not interested at all	4	
DK/NOT SURE/IT DEPENDS	d	CHECK D4 D4
RF	r	

Created

IF D22=NOT VERY INTERESTED OR NOT INTERESTED AT ALL:

D23. Why would you (HAVE LITTLE INTEREST/NO INTEREST) in attending these classes?

CODE ALL THAT APPLY

NEED TO WATCH CHILDREN	1	
OTHER FAMILY RESPONSIBILITIES	2	
NO TIME	3	
LACK TRANSPORTATION	4	
WORK INTERFERES	5	
PRIVACY CONCERNS/MY OWN BUSINESS	6	
SPOUSE NOT INTERESTED/ WOULD OBJECT	7	
DON'T NEED/WANT SERVICES/RELATIONSHIP WITH CHILDREN FINE	8	
CURRENTLY RECEIVING PARENTHOOD SERVICES FROM ANOTHER SOURCE	9	

JUST NOT INTERESTED	10	
OTHER (SPECIFY)_____	11	
DK	d	
RF	r	

CHECK D4: DOES D2 = NO?

YES	1	D28
NO	2	
DK	d	
RF	r	

BSF

D24. IF CONTINUING RESPONDENT AND MARRIED, PARTNERED, OR DATING: Since we last interviewed you in (MONTH AND YEAR), did you meet with a counselor, psychologist, psychiatrist, social worker or clergy member to work on your relationship with a spouse or partner in sessions that were not part of a workshop, class, or group? In other words, sessions that did not include other people besides you and your spouse or partner.

IF CONTINUING RESPONDENT AND SINGLE: Since we last interviewed you in (MONTH and YEAR), did you meet with a counselor, psychologist, psychiatrist, social worker or clergy member to work on your relationship with a spouse or partner in sessions that were not part of a workshop, class, or group?

IF PARTICIPANT AND MARRIED, PARTNERED, AND DATING: Since January 2006, did you meet with a counselor, psychologist, psychiatrist, social worker or clergy member to work on your relationship with a spouse or partner in sessions that were not part of a workshop, class, or group? In other words, sessions that did not include other people besides you and a spouse or partner.

IF PARTICIPANT AND SINGLE: Since January 2006, did you meet with a counselor, psychologist, psychiatrist, social worker or clergy member to work on your relationship with a spouse or partner in sessions that were not part of a workshop, class, or group?

YES	1	
NO	2	D28
DK	d	
RF	r	

D24a. Did you attend these meetings to work on your relationship with your **current** spouse/partner?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D25. Since (INSERT MONTH AND YEAR OF LAST INTERVIEW), about how many times did you meet with this person to work on your (marriage/relationship)?

IF PARTICIPANT, TIME FRAME IS "SINCE JANUARY 2006..."

NUMBER OF TIMES	_ _ _	
DK	d	
RF	r	

BSF

D26. IF D25 = 1:

About how long did the session with this person last?

IF D25>1:

About how long did each session with this person usually last?

INTERVIEWER: ENTER NUMBER OF HOURS AND MINUTES

NUMBER OF HOURS	_ _ _	
NUMBER OF MINUTES	_ _ _	
DK	d	
RF	r	

Created

D27. Did you attend these sessions with SPOUSE/ PARTNER/ a spouse or partner, someone else, or by yourself?

WITH SPOUSE/PARTNER	1	
SOMEONE ELSE	2	
BY MYSELF	3	
DK	d	
RF	r	

Created

D28. Since (INSERT MONTH AND YEAR OF LAST INTERVIEW), have you suggested to anyone that they attend classes or get help to improve their relationship with their spouse, partner, or children?

IF PARTICIPANT, TIME FRAME IS "SINCE JANUARY 2006..."

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D29. Since (INSERT MONTH AND YEAR OF LAST INTERVIEW), did you receive regular visits to your home from someone working for an agency or program?

IF PARTICIPANT, TIME FRAME IS "SINCE JANUARY 2006..."

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D30. Since (INSERT MONTH AND YEAR OF LAST INTERVIEW), have you participated in any classes, groups, or workshops to help you improve your parenting skills?

IF PARTICIPANT, TIME FRAME IS "SINCE JANUARY 2006..."

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D31. Since (INSERT MONTH AND YEAR OF LAST INTERVIEW), have you taken any classes to finish high school, get a GED, or learn English?

IF PARTICIPANT, TIME FRAME IS "SINCE JANUARY 2006..."

YES	1	
NO	2	
DK	d	
RF	r	

BSF

D32. Since (INSERT MONTH AND YEAR OF LAST INTERVIEW), have you received services to help you manage your anger or avoid committing domestic violence?

IF PARTICIPANT, TIME FRAME IS "SINCE JANUARY 2006..."

YES	1	
NO	2	
DK	d	
RF	r	

E. SOCIAL TIES

Created

E1. IF SINGLE: In the past six months, have you talked with anyone about marriage, divorce, having children or relationship issues? This could be about marriage or relationships in general or about your own marriage or relationship.

IF MARRIED/ PARTNERED: In the past six months, have you talked with anyone besides (SPOUSE/PARTNER) about marriage, divorce, having children or relationship issues? This could be about marriage or relationships in general or about your own marriage or relationship.

YES	1	
NO	2	E15
DK	d	
RF	r	

Created

E2. About how many people did you talk with about marriage or relationships in the past six months?

NUMBER OF PEOPLE	<input type="text"/>	<input type="text"/>	<input type="text"/>
DK	d		
RF	r		

Created

E3. Think about the person you talked with **most** about marriage and relationships. As far as you know, has this person participated in any classes or workshops about marriage or relationships in the past 18 months, that is since (FILL DATE)?

PROBE: Do not include sessions that were not part of a workshop, class, or group.

YES	1	
NO	2	
DK	d	
RF	r	

Created

E4. We will not contact this person, but we do need a general way of knowing how close this person lives to you. In what city and state does this person live? (RECORD CITY)

CITY	<input type="text"/>	
DK	d	
RF	r	

E4a. RECORD STATE (ENTER STATE OR USE LOOKUP TOOL)

STATE	<input type="text"/>	
DK	d	
RF	r	

Created

IF CITY AND STATE IN SAMPLE AREA:

E5. What street does this person live on?

STREET NAME	_____	
DK	d	
RF	r	

Created

E6. And what is the name of the nearest crossing street?

PROBE: By crossing street, I mean the street that forms the nearest intersection to this person.

CROSSING STREET NAME	_____	
DK	d	
RF	r	

Created

E7. IF MORE THAN ONE PERSON MENTIONED IN E2: Now I'd like you to think about the person you talked with the **second most** often about marriage or relationships. As far as you know, has this person participated in any classes or workshops about marriage or relationships in the past 18 months?

PROBE: Do not include sessions that were not part of a workshop, class, or group.

YES	1	
NO	2	
DK	d	
RF	r	

Created

E8. We will not contact this person, but we do need a general way of knowing how close this person lives to you. In what city and state does this person live? (RECORD CITY)

CITY	_____	
DK	d	
RF	r	

E8a. RECORD STATE (ENTER STATE OR USE LOOKUP TOOL)

STATE	_____	
DK	d	
RF	r	

Created

E9. IF CITY AND STATE IN SAMPLE AREA: What street does this person live on?

STREET NAME	_____	
DK	d	
RF	r	

Created

E10. And what is the name of the nearest crossing street?

PROBE: By crossing street, I mean the street that forms the nearest intersection to this person.

CROSSING STREET NAME	_____	
DK	d	
RF	r	

Created

E11. Now I have some additional questions about the person you talked with most about marriage and relationships in the past six months. What is this person's first name? I just need a way of referring to him or her.

PERSON'S FIRST NAME	_____	
DK	d	
RF	r	

OMI (modified)

E12. How is (NAME) related to you? For example, mother, father, friend, neighbor, someone you work with, a clergy person, or someone else?

MOTHER	1	
FATHER	2	
DAUGHTER	3	
SON	4	
SISTER	5	
BROTHER	6	
MOTHER-IN-LAW	7	
FATHER-IN-LAW	8	
GRANDMOTHER	9	
GRANDFATHER	10	
OTHER RELATIVE	11	
FRIEND	12	
NEIGHBOR	13	
CO-WORKER	14	
CHURCH/CLERGY	15	
PSYCHOLOGIST/PSYCHIATRIST/OTHER COUNSELOR	16	
OTHER (SPECIFY) _____	17	
DK	d	
RF	r	

OMI (modified)

E13. Now I have some questions about how (NAME) would react if you made certain choices or decisions in life. Even if you think it is extremely unlikely that you would do these things, try to imagine how (NAME) would react if you did. If you have already made these choices, tell me how (NAME) did react. How do you think (NAME) would react if you decided to ...(READ LIST)?

INTERVIEWER: SHOW RESPONSE CARD E13 TO R.

		Strongly Approve	Approve	VOL: NEITHER A/D	Disapprove	Strongly Disapprove	DK	RF
A	Live with a partner before you decide about getting married.	1	2	3	4	5	d	r
B	Live with a partner who does not want to marry you.	1	2	3	4	5	d	r
C	Have or father a baby without being married.	1	2	3	4	5	d	r
D	Divorce if you were in an unhealthy relationship and you had children.	1	2	3	4	5	d	r
E	Raise your children without being married.	1	2	3	4	5	d	r
F	Raise your children in a marriage.	1	2	3	4	5	d	r
G	Seek help if facing hard times in your relationship from your family, friends, place of worship, or counselor.	1	2	3	4	5	d	r
H	Participate in premarital or other relationship skills classes.	1	2	3	4	5	d	r

Created

E14. When you talked with (NAME) about marriage and relationships, did you ever talk about specific problems you were having?

YES	1	
NO	2	
DK	d	
RF	r	

Created

E15. IF SINGLE: When it comes to personal choices about things like marriage, living together, and having children, how much does the opinion of others, not including a spouse or partner, affect your behavior or decisions? Would you say...

IF MARRIED/ PARTNERED: When it comes to personal choices about things like marriage, living together, and having children, how much does the opinion of others, not including (SPOUSE/PARTNER), affect your behavior or decisions? Would you say...

INTERVIEWER: SHOW RESPONSE CARD E15 TO R.

A great deal	1	
Somewhat	2	
Very little	3	
Not at all	4	E18
DK	d	
RF	r	

Created

E16. Not including a spouse or partner, whose opinion regarding your personal choices affects your behavior and decisions?

INTERVIEWER: IF RESPONDENT ANSWERS "GOD" PROBE, "WHOSE OPINION BESIDES GOD'S AFFECTS YOUR BEHAVIOR OR DECISIONS?"

IF RESPONDENT ANSWERS "ME" OR "SELF", PROBE, "WHOSE OPINION BESIDES YOUR OWN AFFECTS YOUR BEHAVIOR OR DECISIONS?"

CODE ALL THAT APPLY

MOTHER	1	
FATHER	2	
DAUGHTER	3	
SON	4	
SISTER	5	
BROTHER	6	
MOTHER-IN-LAW	7	
FATHER-IN-LAW	8	
GRANDMOTHER	9	
GRANDFATHER	10	
OTHER RELATIVE (SPECIFY) _____	11	
FRIEND	12	
NEIGHBOR	13	
CO-WORKER	14	
CHURCH/CLERGY	15	
PSYCHOLOGIST /PSYCHIATRIST/OTHER COUNSELOR	16	
OTHER (SPECIFY) _____	17	
NO ONE/NOBODY	18	E18
DK	d	E18
RF	r	E18

Created

E17. Regardless of your current situation, how do you think these people would react if you told them you planned to raise a child without ever marrying the child's (INSERT mother/father)? Would your (INSERT MENTION FROM E16) strongly approve, approve, disapprove, or strongly disapprove?

INTERVIEWER: SHOW RESPONSE CARD E17 TO R.

		Strongly Approve	Approve	VOL: NEITHER A/D	Disapprove	Strongly Disapprove	DK	RF
A	MOTHER	1	2	3	4	5	d	r
B	FATHER	1	2	3	4	5	d	r
C	DAUGHTER	1	2	3	4	5	d	r
D	SON	1	2	3	4	5	d	r
E	SISTER	1	2	3	4	5	d	r
F	BROTHER	1	2	3	4	5	d	r
G	MOTHER-IN-LAW	1	2	3	4	5	d	r
H	FATHER-IN-LAW	1	2	3	4	5	d	r
I	GRANDMOTHER	1	2	3	4	5	d	r
J	GRANDFATHER	1	2	3	4	5	d	r
K	OTHER RELATIVE	1	2	3	4	5	d	r
L	FRIEND	1	2	3	4	5	d	r
M	NEIGHBOR	1	2	3	4	5	d	r
N	CO-WORKER	1	2	3	4	5	d	r
O	CHURCH/ CLERGY	1	2	3	4	5	d	r
P	PSYCHOLOGIST/ PSYCHIATRIST/ OTHER COUNSELOR	1	2	3	4	5	d	r
Q	OTHER (SPECIFY)_____	1	2	3	4	5	d	r

Created

E18. IF MARRIED, PARTNERED, OR DATING: When you have concerns about your relationship, how often do you (READ LIST). Would you say frequently, sometimes, seldom, or never?

INTERVIEWER: SHOW RESPONSE CARD E18 TO R.

		FREQUENTLY	SOMETIMES	SELDOM	NEVER	DK	RF
A	Share concerns with family or friends	1	2	3	4	d	r
B	Seek advice from family or friends	1	2	3	4	d	r
C	Seek professional counseling	1	2	3	4	d	r
D	Speak to your pastor or religious leader	1	2	3	4	d	r

LA FANS (modified)

E19. Now I'm going to read you some statements which may or may not be true of your community. For each statement tell me whether you strongly agree, agree, disagree, or strongly disagree.

By community, I mean the people around you.

INTERVIEWER: SHOW RESPONSE CARD E19 TO R.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DK	RF
A	People in this community marry before having children.	1	2	3	4	d	r
B	People in this community see few people in happy marriages that their children can look up to.	1	2	3	4	d	r
C	Men in the community are not good role models or mentors.	1	2	3	4	d	r
D	In this community, grandparents and other relatives help parents to raise families.	1	2	3	4	d	r
E	I feel safe in this community.	1	2	3	4	d	r
F	You can count on adults in this community to watch out that children are safe and do not get into trouble.	1	2	3	4	d	r
G	People in this community ask each other for advice about personal things such as relationships and parenting.	1	2	3	4	d	r

SIPP

E20. If you or someone in your household had a problem with which you needed help, for example, sickness or moving...(READ LIST) Would you say all the help needed, most of the help needed, very little of the help needed, or no help?

INTERVIEWER: SHOW RESPONSE CARD E20 TO R.

		All the help needed	Most of the help needed	Very little of the help needed	No help	DK	RF
A	How much help would you expect to get from family?	1	2	3	4	d	r
B	How much help would you expect to get from friends?	1	2	3	4	d	r
C	How much help would you expect to get from other people in the community besides family and friends, such as a social agency or a church?	1	2	3	4	d	r

Created

E21. About how many people would turn to **you** for help or advice if they had a problem? Do not include any children under 18 in this number. IF MARRIED OR PARTNERED: Do not include (SPOUSE/PARTNER) in this number.

NUMBER OF PEOPLE		
DK		
RF		

Created

E22. Now I would like you to think about your family and close friends. How many of them are married? Would you say...

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

Created

E23. How many of your family and close friends have children but were never married?

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

Created

E24. How many of your family and close friends have ever participated in classes or workshops about marriage or relationships?

PROBE: Do not include sessions that were not part of a workshop, class, or group.

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

Created

E25. How many of your family and close friends are employed?

INTERVIEWER: SHOW RESPONSE CARD E22 TO R.

All of them	1	
Most of them	2	
Some of them	3	
None of them	4	
DK	d	
RF	r	

F. RELATIONSHIP QUALITY

CHECK F1: IS RESPONDENT SINGLE?

YES	1	Section G
NO	2	
DK	d	
RF	r	

QMI Index (edited)

F1. The next questions are about your relationship with (SPOUSE/PARTNER). Please think about (SPOUSE/PARTNER) and tell me if you strongly agree, agree, disagree, or strongly disagree with the following statements:

INTERVIEWER: SHOW RESPONSE CARD F1 TO R.

		Strongly Agree	Agree	VOL: NEITHER A/D	Dis- agree	Strongly Disagree	DK	RF
A	We have a good relationship.	1	2	3	4	5	d	r
B	My relationship with (SPOUSE/PARTNER) is very stable.	1	2	3	4	5	d	r
C	My relationship with (SPOUSE/PARTNER) is strong.	1	2	3	4	5	d	r
D	My relationship with (SPOUSE/PARTNER) makes me happy.	1	2	3	4	5	d	r
E	I really feel like part of a team with (SPOUSE/PARTNER).	1	2	3	4	5	d	r

Quality of Marriage Index

F2. On the scale from 1 to 10 where 1 means not at all happy and 10 means perfectly happy, which number best describes your happiness with your relationship?

NOT AT ALL HAPPY	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
PERFECTLY HAPPY	10	
DK	d	
RF	r	

SHM

F3. There are good sides and bad sides to most relationships. First, thinking only about the good side of your relationship, on a scale from 1 to 5, where 1 is not at all good and 5 is completely good, how would you rate the good side of your relationship?

NOT AT ALL GOOD	1	
	2	
	3	
	4	
COMPLETELY GOOD	5	
DK	d	
RF	r	

SHM

F4. Now, thinking about only the bad side of your relationship, on a scale from 1 to 5, where 1 is completely bad and 5 is not at all bad, how would you rate the bad side of your relationship?

COMPLETELY BAD	1	
	2	
	3	
	4	
NOT AT ALL BAD	5	
DK	d	
RF	r	

BSF

F5. In the past month, about how many times did you and (SPOUSE/PARTNER) go out together—just the two of you—to do something fun?

NUMBER OF TIMES	_ _ _	
DK	d	
RF	r	

BSF

F6. Now, I am going to read you some statements about things couples may experience when they are together. For each one, tell me if it happens often, sometimes, rarely, or never. When I have problems, (SPOUSE/PARTNER) really understands what I'm going through. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

BSF

F7. Even when arguing we can keep a sense of humor. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

BSF

F8. (SPOUSE/PARTNER) is good at calming me when I get upset. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

Created

F9. When we argue, our fights sometimes turn ugly and we grab or push each other. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

KY BHMP

F10. After we argue, (SPOUSE/PARTNER) is able to truly let go of ~~negative~~ bad feelings toward me. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

KY BHMP

F11. (SPOUSE/PARTNER) makes personal sacrifices for the good of the relationship. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

NLSY

F12. (SPOUSE/PARTNER) blames me for (his/her) problems. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

TX HM edited

F13. (SPOUSE/PARTNER) controls access to money. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

TX HM

F14. (SPOUSE/PARTNER) becomes jealous or possessive. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

TX HM

F15. (SPOUSE/PARTNER) makes me feel like I'm not good enough. Would you say...

INTERVIEWER: SHOW RESPONSE CARD F6 TO R.

Often	1	
Sometimes	2	
Rarely	3	
Never	4	
DK	d	
RF	r	

NFSH

F16. The following is a list of subjects on which couples often have disagreements. In the last year, how often, if at all, have you and (SPOUSE/PARTNER) had disagreements about the following? (READ LIST)

Would you say never, less than once a month, several times a month, once a week or almost every day?

INTERVIEWER: SHOW RESPONSE CARD F16 TO R.

		NEVER	LESS THAN ONCE A MONTH	SEVERAL TIMES A MONTH	ONCE A WEEK	ALMOST EVERY DAY	DK	RF
A	IF MARRIED / PARTNERED: Household tasks	1	2	3	4	5	d	r
B	Money	1	2	3	4	5	d	r
C	Spending time together	1	2	3	4	5	d	r
D	Having a(nother) child	1	2	3	4	5	d	r
E	Sex	1	2	3	4	5	d	r
F	IF MARRIED: In-laws	1	2	3	4	5	d	r
G	IF CHILDREN IN HH: The children	1	2	3	4	5	d	r

F17_alt. IF INTERVIEW IS BEING CONDUCTED BY TELEPHONE:

For each of these questions, please tell me how often it is true for you and (SPOUSE/PARTNER)? (READ LIST)

Would you say often, sometimes, rarely, or never?

		Always	Occasionally	Rarely	Never	DK	RF
A	How often do you and your partner agree on displays of affection?	1	2	5	6	d	r
B	How often have you discussed or considered divorce, separation, or ending your current relationship?	1	2	5	6	d	r
C	In general, how often do you think that things between you and your partner are going well?	1	2	5	6	d	r
D	How often do you confide in your partner?	1	2	5	6	d	r
E	How often you regret getting into your current relationship?	1	2	5	6	d	r
F	How often do you and your partner calmly discuss something?	1	2	5	6	d	r
G	How often do you and your partner work together on something?	1	2	5	6	d	r

DAS-8

F17. For each of these questions, please tell me how often it is true for you and (SPOUSE/PARTNER)? (READ LIST)

Would you say always, most of the time, more often than not, occasionally, rarely, or never?

INTERVIEWER: SHOW RESPONSE CARD F17 TO R.

		Always	Most of the time	More often than not	Occasionally	Rarely	Never	DK	RF
A	How often do you and your partner agree on displays of affection?	1	2	3	4	5	6	d	r
B	How often have you discussed or considered divorce, separation, or ending your current relationship?	1	2	3	4	5	6	d	r

		Always	Most of the time	More often than not	Occasionally	Rarely	Never	DK	RF
C	In general, how often do you think that things between you and your partner are going well?	1	2	3	4	5	6	d	r
D	How often do you confide in your partner?	1	2	3	4	5	6	d	r
E	How often you regret getting into your current relationship?	1	2	3	4	5	6	d	r
F	How often do you and your partner calmly discuss something?	1	2	3	4	5	6	d	r
G	How often do you and your partner work together on something?	1	2	3	4	5	6	d	r

CTS 2 (edited)

F18. No matter how well a couple gets along, there are times when they disagree, get annoyed, want different things from each other, or just have spats or fights. Please tell me how often each of the following happened in the last year. If any of the following did not happen please say never.

In the past year, how often did (SPOUSE/PARTNER)...

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

		Often	Sometimes	Rarely	Never	DK	RF
A	Show you (he/she) cared even though you disagreed	1	2	3	4	d	r
B	Show respect for your feelings about an issue	1	2	3	4	d	r
C	Say (he/she) was sure you could work out a problem	1	2	3	4	d	r
D	Explain (his/her) side of a disagreement to you	1	2	3	4	d	r
E	Suggest a compromise to a disagreement	1	2	3	4	d	r
F	Agree to try a solution to a disagreement that you suggested	1	2	3	4	d	r

Partner Violence Screen

F19. Sometimes couples have fights that turn physical. In the past year, how often did any of these things happen? (READ LIST) Would you say often, sometimes, rarely, or never?

INTERVIEWER: SHOW RESPONSE CARD F18 TO R.

		Often	Sometimes	Rarely	Never	DK	RF
A	In the past year, how often have you been hit, kicked, punched or otherwise hurt by (SPOUSE/PARTNER)?	1	2	3	4	d	r
B	In the past year, how often have you hit, kicked, punched or otherwise hurt (SPOUSE/PARTNER)?	1	2	3	4	d	r

Partner Violence Screen

F20. How often do you feel safe in your relationship with (SPOUSE/PARTNER)? Would you say...

INTERVIEWER: SHOW RESPONSE CARD F20 TO R.

All of the time	1	
Most of the time	2	
Some of the time	3	
Never	4	
DK	d	
RF	r	

Partner Violence Screen

F21. Is there a partner from a previous relationship making you feel unsafe now?

YES	1	
NO	2	
DK	d	
RF	r	

BSF modified

F22. In the past year, did you need to see a doctor because of a fight with (SPOUSE/PARTNER)? Please include times when you needed to see a doctor, even if you didn't go.

YES	1	
NO	2	
DK	d	
RF	r	

BSF

F23. Here are some statements about relationships and marriage. For each one, please tell me if you strongly agree, agree, disagree, or strongly disagree.

(SPOUSE/PARTNER) encourages or helps me to do things that are important to me.

INTERVIEWER: SHOW RESPONSE CARD F23 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

BSF

F24. I am satisfied with my sexual relationship with (SPOUSE/PARTNER).

INTERVIEWER: SHOW RESPONSE CARD F23 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

BSF

F25. My friends and relatives support my relationship with (SPOUSE/ PARTNER).

INTERVIEWER: SHOW RESPONSE CARD F23 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

Kurdek

F26. I've put a lot of energy and effort into my (MARRIAGE/RELATIONSHIP).

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

INTERVIEWER: SHOW RESPONSE CARD F23 TO R.

Kurdek

F27. My current relationship comes close to matching what I would consider to be my ideal (MARRIAGE/RELATIONSHIP).

INTERVIEWER: SHOW RESPONSE CARD F23 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

Nock

F28. I would find it difficult to leave (SPOUSE/PARTNER) because of pressure to stay together.

INTERVIEWER: SHOW RESPONSE CARD F23 TO R.

Strongly agree	1	
Agree	2	
Disagree	3	
Strongly disagree	4	
DK	d	
RF	r	

BSF

F29. Sometimes couples are not always faithful to each other. Has (SPOUSE/PARTNER) ever cheated on you with someone else? Is that...

PROBE: "Cheating" is whatever it means to you.

IF RESPONDENT ANSWERS "DON'T KNOW" DO NOT PROBE.

INTERVIEWER: SHOW RESPONSE CARD F29 TO R.

Definitely yes,	1	
Probably yes	2	
Probably no	3	
Definitely no?	4	
DK	d	
RF	r	

BSF modified

F30. Have you cheated on (SPOUSE/PARTNER) with someone else?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

F31. Do you think (SPOUSE/PARTNER) will cheat on you in the future? Would you say...

INTERVIEWER: SHOW RESPONSE CARD F29 TO R.

Definitely yes,	1	
Probably yes	2	
Probably no	3	
Definitely no	4	
DK	d	
RF	r	

BSF modified

F32. Do you think you will cheat on (SPOUSE/PARTNER) in the future?

INTERVIEWER: SHOW RESPONSE CARD F29 TO R.

Definitely yes,	1	
Probably yes	2	
Probably no	3	
Definitely no	4	
DK	d	
RF	r	

G. CHILD WELL-BEING

CHECK G1. IS RESPONDENT A PARTICIPANT OR A CONTINUING RESPONDENT?

PARTICIPANT	1	CONTINUE
CONTINUING	2	CHECK G3

CHECK G2. ARE THERE CHILDREN UNDER 18 LIVING IN THE HOUSEHOLD?

YES	1	
NO	2	SKIP TO SECTION H
DK	d	
RF	r	

G2. Just to confirm, are you or (SPOUSE/ PARTNER) the biological or adoptive parent of (the child/ at least one of the children) in this household?

YES	1	
NO	2	SKIP TO SECTION H
DK	d	
RF	r	

G3 Is respondent Biological/adoptive parent?	G4 Gender	G5 Age	G6 Is spouse/partner biological/adoptive parent?
Are you the biological or adoptive (MOTHER/FATHER) of (NAME)?	IF MISSING: Is this child male or female?	IF MISSING: What is this child's age? INTERVIEWER: ENTER "00" IF CHILD < 1	IF MARRIED/ PARTNERED/ DATING: Is (SPOUSE/ PARTNER) the biological or adoptive (MOTHER/ FATHER) of (NAME)?
1. YES 2. NO d. DK r. RF	WILL FILL FROM ROSTER	WILL FILL FROM ROSTER	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
1. YES 2. NO d. DK r. RF	FILL	FILL	1. YES 2. NO d. DK r. RF
New Child 1. YES 2. NO d. DK r. RF	1 MALE 2 FEMALE d DK r RF	_ _ _	1. YES 2. NO d. DK r. RF
New Child 1. YES 2. NO d. DK r. RF	1 MALE 2 FEMALE d DK r RF	_ _ _	1. YES 2. NO d. DK r. RF

COMPUTER WILL RANDOMLY SELECT ONE CHILD FROM AMONG THOSE OF WHOM RESPONDENT OR SPOUSE/PARTNER IS THE BIOLOGICAL OR ADOPTIVE PARENT.

G7. IF MORE THAN ONE CHILD IN HH: The computer has selected (NAME) for me to ask about.

CONTINUE	1	
----------	---	--

CHECK G3. IS RESPONDENT A PARTICIPANT OR A CONTINUING RESPONDENT?

PARTICIPANT	1	SKIP TO G7f
CONTINUING	2	CONTINUE

CHECK G3a. WAS THERE A FOCAL CHILD SELECTED IN ROUND 1?

YES	1	G7a
NO	2	SKIP TO SECTION H

Created

G7a. When we last interviewed you in (MONTH AND YEAR), we asked you some questions about your child, (CHILD'S NAME). (CHILD) is a (MALE/FEMALE) who was (AGE AT FIRST INTERVIEW) at that time. Does (CHILD) still live with you?

YES	1	CONITNUE
NO	2	CONTINUE
CHILD DIED	3	SKIP TO SECTION H
NO SUCH CHILD	4	SKIP TO SECTION H
DK	d	
RF	r	

G7a1. How old is (CHILD) now?

AGE	1	CONITNUE
-----	---	----------

CHECK G3b: DOES CHILD LIVE IN HOUSEHOLD?

YES	1	GO TO G7f
NO	2	CONTINUE

Created

G7b. Where does (CHILD) live?

WITH OTHER PARENT	1	CONTINUE
GRANDPARENT	2	CONTINUE
WITH OTHER RELATIVE	3	CONTINUE
FOSTER PARENTS	4	SKIP TO G7f
WITH HIS/HER SPOUSE	5	SKIP TO G7f
WITH HIS/HER BOYFRIEND/GIRLFRIEND	6	SKIP TO G7f
WITH HIS/HER FRIENDS	7	SKIP TO G7f
ON HIS/HER OWN	8	SKIP TO G7f
COLLEGE/UNIVERSITY	9	SKIP TO G7f
IN JAIL	10	SKIP TO G7f
MILITARY	11	SKIP TO G7f
CHILD DECEASED	12	SKIP TO G7f

OTHER (SPECIFY)	13	CONTINUE
DK	d	d
RF	r	r

Created

G7c. Why does (CHILD) no longer live with you?

BSF

G7d. In the past month, how often have you spent one or more hours a day with (CHILD)? Was it...

Everyday or almost every day	1	
A few times a week	2	
A few times in the past month	3	
Once or twice, or	4	
Never	5	
DK	d	
RF	r	

NSFH

G7e. How much influence do you have in making major decisions about (CHILD), such as (HIS/HER) education, medical care, and religion. Would you say...

A great deal	1	
Some	2	
None	3	
DK	d	
RF	r	

CHECK G4: IS RESPONDENT THE BIOLOGICAL PARENT OF FOCAL CHILD?

YES	1	CONTINUE
NO		SKIP TO G7g
DK	d	
RF	r	

Created

G7f. Thinking back to when (CHILD) was born, what was the status of your relationship with (CHILD's) biological (MOTHER/FATHER)? Were you...

Married	1	
Living together	2	
Dating	3	
Separated or divorced, or	4	
Something else?	5	
DK	d	
RF	r	

IF PARTICIPANT GO TO G8

Created

G7g. IF CONTINUING: Is (SPOUSE/PARTNER) the biological (MOTHER/FATHER) of (CHILD)?

PROBE: By "biological," I mean the "natural" or "birth" (MOTHER/FATHER).

YES	1	SKIP TO CHECK G5
NO	2	CONTINUE
DK	d	
RF	r	

CHECK G4a: IS RESPONDENT THE BIOLOGICAL PARENT OF FOCAL CHILD?

YES	1	CONTINUE
NO		SKIP TO CHECK G5
DK	d	
RF	r	

Created

G7h. Were you ever married to (CHILD's) biological (MOTHER/FATHER)?

YES	1	
NO	2	
DK	d	
RF	r	

CHECK G5: FROM G7b: DOES CHILD LIVE:

WITH RESPONDENT	0	SKIP TO G8
WITH OTHER PARENT	1	CONTINUE
GRANDPARENT	2	CONTINUE
WITH OTHER RELATIVE	3	CONTINUE
FOSTER PARENTS	4	SKIP TO G8
WITH HIS/HER SPOUSE	5	SKIP TO G8a
WITH HIS/HER BOYFRIEND/ GIRLFRIEND	6	SKIP TO G8a
WITH HIS/HER FRIENDS	7	SKIP TO G8a
ON HIS/HER OWN	8	SKIP TO G8a
COLLEGE/UNIVERSITY	9	SKIP TO G8a
IN JAIL	10	SKIP TO G8a
MILITARY	11	SKIP TO G8a
CHILD DECEASED	12	SKIP TO SECTION H
OTHER (SPECIFY)	13	CONTINUE
DK	d	d
RF	r	r

CHECK 6: Is G7d = 1, 2, 3 (THAT IS, THE RESPONDENT SPENDS TIME WITH THE CHILD AT LEAST A FEW DAYS A MONTH)

YES	1	CONTINUE
NO	2	SKIP TO SECTION H
DK	d	
RF	r	

Created

G8. These next questions are about (CHILD). Does (CHILD) attend school?

PROBE: By school I mean kindergarten through college.

YES	1	G9
NO	2	G16 CONTINUE
DK	d	
RF	r	

CHECK 7: IS (CHILD) 14 OR OLDER?

YES	1	CONTINUE
NO	2	G17
DK	d	
RF	r	

G8a. Did (CHILD) graduate from high school or does (CHILD) have a GED?

YES, HIGH SCHOOL GRAD	1	
YES, GED	2	
WORKING ON GED	3	
NO	4	
DK	d	
RF	r	

G8b. What is (CHILD) doing now? Is (CHILD)...

	YES	NO	DK	RF
G8b1. Working at a job for pay?	1	2	d	r
G8b2. Working on a GED degree?	1	2	d	r
G8b3. In the military?	1	2	d	r
G8b4 Caring for family members?	1	2	d	r
G8b5. Something else? (SPECIFY)	1	2	d	r
G8b6. IN JAIL/PRISON (VOLUNTEERED)	1	2	d	r
GO TO CHECK G10				

Created

G9. What grade is (CHILD) in?

KINDERGARTEN	0	
ENTER GRADE 1-12	_____	
SPECIAL EDUCATION (NOT GRADED)	13	
COLLEGE	14	G28

OTHER (SPECIFY) _____	15	
DK	d	
RF	r	

LAFANS

G10. How many schools has (CHILD) attended in total since (HE/SHE) first started school?

PROBE: Include current school and all other schools attended this year and in other school years. If applicable, also include schools outside the U.S.

NUMBER OF SCHOOLS	_ _	IF 01 SKIP TO CHECK G2-G8
DK	d	
RF	r	

Created

IF G10 > 1:

G11. How many schools has (CHILD) attended in the past two years?

PROBE: Include current school and all other schools attended in the past two years. If applicable, also include schools outside the U.S.

NUMBER OF SCHOOLS	_ _	
DK	d	
RF	r	

CHECK G8. IS CHILD'S GRADE > K?

YES	1	
NO	2	G16
DK	d	
RF	r	

LAFANS

G12. During the current school year did you participate in any of the following activities at (CHILD)'s school?

Did you... (READ LIST)?

		YES	NO	DK	RF
A	Volunteer in the classroom, school office, or library?	1	2	d	r
B	Request a conference with (CHILD)'s teacher?	1	2	d	r
C	Attend a school event in which (CHILD) participated?	1	2	d	r
D	Volunteer to help at a school event such as a field trip, dance, fund-raising event, or other activity?	1	2	d	r
E	Attend a PTA, PTO, or other such meeting?	1	2	d	r

LA FANS

G13. These next questions are about (CHILD).

		YES	NO	DK	RF
A	Has (CHILD) ever repeated a grade?	1	2	d	r
B	Has (CHILD) ever been suspended or expelled from school?	1	2	d	r
C	Is (CHILD) currently involved in any clubs, teams, extracurricular programs or groups, either at school or outside of school?	1	2	d	r

New Hope (modified)

G14. Based on your knowledge of (CHILDS)'s school work, including (HIS/HER) most recent report cards, how is (HE/SHE) doing in school overall? Would you say not well at all, below average, average, well, or very well?

INTERVIEWER: SHOW RESPONSE CARD G14 TO R.

NOT WELL AT ALL	1	
BELOW AVERAGE	2	
AVERAGE	3	
WELL	4	
VERY WELL	5	
DK	d	
RF	r	

Created

G15. Please think about the last year of school that (CHILD) completed. About how many days was (HE/SHE) absent? Would you say...

PROBE: This could be due to sickness, family emergencies, vacations, or other circumstances.

INTERVIEWER: SHOW RESPONSE CARD G15 TO R.

0 days	1	
1-5 days	2	
6-10 days	3	
11-15 days	4	
More than 15 days	5	
DK	d	
RF	r	

LA FANS

G17. In the past week, about how many times have you praised or shown physical affection to (CHILD) for doing something worthwhile? Would that be never, once, several times, or almost every day?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

NEVER	1	
ONCE	2	
SEVERAL TIMES	3	
ALMOST EVERY DAY	4	
DK	d	
RF	r	

LA FANS

G18. In the past week, how many times have you told another adult for example, a friend or relative something positive about (CHILD)? Would that be never, once, several times, or almost every day?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

NEVER	1	
ONCE	2	
SEVERAL TIMES	3	
ALMOST EVERY DAY	4	
DK	d	
RF	r	

LA FANS

IF CHILD = 1 -10 YEARS OF AGE:

G19. How often in the past week, did you or other family members get a chance to read to (CHILD)?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

NEVER	1	
ONCE	2	
SEVERAL TIMES	3	
ALMOST EVERY DAY	4	
VOLUNTERED: CHILD READS INDEPENDENTLY	5	
DK	d	
RF	r	

Moore

G20. In a typical week, how many days do you eat at least one meal with (CHILD)?

One day	1	
Two days	2	
Three days	3	
Four days	4	
Five days	5	
Six days	6	

Seven days	7	
DK	d	
RF	r	

LAFANS (modified)

IF CHILD AGE 1+

G21. Sometimes children misbehave. When (CHILD) misbehaves, what do you do? In other words, how do you punish or discipline (CHILD)?

CODE ALL THAT APPLY

GROUND CHILD/ DON'T LET HIM/HER GO OUT OR GO OUT TO PLAY	1	
SPANK CHILD	2	
TALK WITH CHILD	3	
SCOLD OR YELL AT CHILD	4	
GIVE HIM/HER HOUSEHOLD CHORES	5	
IGNORE IT	6	
PUT CHILD IN ROOM/ SEND CHILD TO ROOM FOR LESS THAN 1 HOUR	7	
PUT CHILD IN ROOM/ SEND CHILD TO ROOM FOR MORE THAN 1 HOUR	8	
MAKE CHILD GO TO BED	9	
TELL OTHER PARENT	10	
TAKE AWAY ALLOWANCE	11	
TAKE AWAY TV AND OTHER PRIVILEGES	12	
GIVE CHILD A "TIME OUT"	13	
HOLD CHILD UNTIL (HE/SHE) IS CALM	14	
OTHER (SPECIFY)	15	
DK	d	
RF	r	

Created

IF G21 = SPANK, ASK G22. ELSE, SKIP TO G23

G22. In the past week, how often have you had to spank (CHILD)?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

Never	1	
Once	2	
Several Times	3	
Almost Every Day	4	
DK	d	
RF	r	

Created

G23. IF G21 = SPANK, FILL:

In the past week, how often have you had to discipline (CHILD) in other ways?

IF G21 IS NOT EQUAL TO SPANK, FILL:

In the past week, how often have you had to discipline (CHILD)?

INTERVIEWER: SHOW RESPONSE CARD G17 TO R.

Never	1	
Once	2	
Several Times	3	
Almost Every Day	4	
DK	d	
RF	r	

CHECK G9. IS CHILD 6 YEARS OF AGE OR OLDER?

YES	1	
NO	2	G30
DK	d	
RF	r	

LAFANS

G24. How many of (CHILD)'s friends' names do you know? Would you say you know all of the names of (HIS/HER) friends, most, some, or none?

INTERVIEWER: SHOW RESPONSE CARD G24 TO R.

ALL	1	
MOST	2	
SOME	3	
NONE	4	
NO FRIENDS	5	G26
DK	d	
RF	r	

LAFANS

G25. Think about the parents of (CHILD)'s friends. How many of them do you know? Would you say you know all of their parents, most, some or none?

INTERVIEWER: SHOW RESPONSE CARD G24 TO R.

ALL	1	
MOST	2	
SOME	3	
NONE	4	
DK	d	
RF	r	

LAFANS

G26. How often do you know who (CHILD) is with when (HE/SHE) is not at home? Would that be...

INTERVIEWER: SHOW RESPONSE CARD G26 TO R.

All of the time	1	
Most of the time	2	
Some of the time	3	
None of the time	4	
DK	d	
RF	r	

LAFANS

IF CHILD IS IN SCHOOL (G8 = 1)

G27. How often do you check to make sure (CHILD) has completed (HIS/HER) homework? Would that be...

INTERVIEWER: SHOW RESPONSE CARD G27 TO R.

Less than once a month or never	1	
About once a month	2	
A few times a month	3	
At least a few times a week	4	
Every day or every night	5	
Every time child has homework assigned	6	
DK	d	
RF	r	

CHECK G10. IS CHILD 14 YEARS OF AGE OR OLDER?

YES	1	
NO	2	G30
DK	d	
RF	r	

New Hope

G28. Raising children can be difficult these days. Have there ever been any of the following problems with (CHILD)?

					IF YES, Has this happened in the past two years?	
A	Being suspended, excluded, or expelled from school?	YES NO DK RF	1 2 d r	A1	YES NO DK RF	1 2 d r
B	Having to go to juvenile court?	YES NO DK RF	1 2 d r	B1	YES NO DK RF	1 2 d r
C	Having a problem with alcohol or drugs?	YES NO DK RF	1 2 d r	C1	YES NO DK RF	1 2 d r
D	Getting into trouble with the police?	YES NO DF RF	1 2 d r	D1	YES NO DK RF	1 2 d r
E	Doing something illegal to get money?	YES NO DK RF	1 2 d r	E1	YES NO DK RF	1 2 d r
F	Dropping out of school before graduating?	YES NO DK RF	1 2 d r	F1	YES NO DK RF	1 2 d r
G	Getting pregnant or getting someone pregnant?	YES NO DK RF	1 2 d r	G1	YES NO DK RF	1 2 d r

Created

G29. For each of the following statements, please tell me if you strongly agree, agree, disagree, or strongly disagree.

INTERVIEWER: SHOW RESPONSE CARD G29 TO R.

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
A	I don't really talk about marriage or relationships with (CHILD).	1	2	3	4	d	r
B	I strongly discourage (CHILD) from having children before marriage.	1	2	3	4	d	r
C	I think (CHILD) will probably have or father a baby before getting married.	1	2	3	4	d	r
D	I think (CHILD) will probably get married.	1	2	3	4	d	r
E	I think (CHILD) will probably have a good job.	1	2	3	4	d	r
F	I am confident that (CHILD) knows about dating in a healthy way.	1	2	3	4	d	r
G	I am confident that (CHILD)'s romantic relationships will be stable and healthy.	1	2	3	4	d	r

Created

G29a. Does (CHILD) have any children of (HIS/HER) own?

YES	1	
NO	2	
DK	d	
RF	r	

Created

G29b. As far as you know, has (CHILD) ever attended any classes about healthy dating or healthy relationships? These classes could have been at school, at church, or somewhere else.

YES	1	
NO	2	
DK	d	
RF	r	

G30. Overall, I am satisfied with my relationship with (CHILD).

INTERVIEWER: SHOW RESPONSE CARD G29 TO R.

Strongly Agree	1	
Agree	2	
Disagree	1	
Strongly disagree	2	
DK	d	
RF	r	

FF

G31. Now I'm going to read some statements about being a parent. Please tell me if you strongly agree, agree, disagree, or strongly disagree with each one.

INTERVIEWER: SHOW RESPONSE CARD G29 TO R.

		Strongly Agree	Agree	Disagree	Strongly Disagree	DK	RF
A	Being a parent is harder than I thought it would be.	1	2	3	4	d	r
B	I feel trapped by my responsibilities as a parent.	1	2	3	4	d	r
C	I find that taking care of my child(ren) is much more work than pleasure.	1	2	3	4	d	r
D	I often feel tired, worn out, or exhausted from raising a family.	1	2	3	4	d	r

H. RESPONDENT CHARACTERISTICS AND BACKGROUND

H1a. These next questions are about your background.

CONTINUE	1	CONTINUE
----------	---	----------

CHECK H1: IS RESPONDENT A PARTICIPANT OR CONTINUING RESPONDENT?

PARTICIPANT	1	CONTINUE
CONTINUING	2	SKIP TO H5

SHM (modified)

H1. Do you consider yourself Hispanic, Latino(a) or Spanish?

YES	1	
NO	2	
DK	d	
RF	r	

SHM/NSAF/Census 2010

H2. Do you consider yourself...

INTERVIEWER: CHOOSE ONE OR MORE RACES TO INDICATE WHAT THE RESPONDENT REPORTS ABOUT HIM OR HERSELF. IF R SAYS "NATIVE AMERICAN," VERIFY BY ASKING: "I am recording this as 'American Indian'—is that right?" (IF YES, CODE "3")]

White or Caucasian	1	
Black or African American	2	
American Indian or Alaskan Native	3	
Asian	4	
Native Hawaiian or Other Pacific Islander	5	
Some other race	6	
DK	d	
RF	r	

H2a. IF PRELOAD DOB IS BLANK: What is your date of birth?

DATE OF BIRTH	__M__ / __D__ / ____Y ____	
DK	d	
RF	r	

NSAF

H3. In what country were you born?

UNITED STATES	1	H5
PUERTO RICO	2	H5
OTHER U.S. TERRITORY (AMERICAN SAMOA, GUAM, MARSHALL ISLANDS, NORTHERN MARIANAS ISLANDS, OR U.S. VIRGIN ISLANDS)	3	H5
MEXICO	4	
PHILIPPINES	5	
INDIA	6	
CHINA	7	
VIETNAM	8	
CUBA	9	
KOREA	10	
CANADA	11	
EL SALVADOR	12	
GERMANY	13	
DOMINICAN REPUBLIC	14	
UNITED KINGDOM	15	
JAMAICA	16	
COLOMBIA	17	
GUATEMALA	18	
OTHER COUNTRY (SPECIFY) _____	19	
DK	d	
RF	r	

NSAF (modified)

H4. In what year did you first come to live in the United States?

SPECIFIC YEAR	_ _ _ _	
DK	d	
RF	r	

H4a. IF H4= DK: How many years ago did you first come to live in the United States?

# OF YEARS AGO	_ _	
DK	d	
RF	r	

NSAF (modified)

H5. IF PARTICIPANT: What is the highest grade or level of school you have ever completed?
 IF CONTINUING: These next questions are about your background. What is the highest grade or level of school you have ever completed?

IF ANSWER IS HIGH SCHOOL DIPLOMA, PROBE: Do you have a high school diploma or GED?

NONE	1	
8 TH GRADE OR LESS	2	
SOME HIGH SCHOOL	3	
GED	4	
HIGH SCHOOL DIPLOMA	5	
VOCATIONAL/TECHNICAL/BUSINESS CERTIFICATE OR DIPLOMA	6	
SOME COLLEGE	7	
ASSOCIATE'S DEGREE (AA; AS)	8	
BACHELOR'S DEGREE (BA; BS)	9	
GRADUATE/PROFESSIONAL DEGREE (MA; MS; PHD; EDD; MEDICINE/MD; DENTISTRY/DDS; LAW/JJ/LLB; ETC.)	10	
DK	d	
RF	r	

NSAF

H6. Now I'd like to ask a few questions about your employment. Are you now employed at a job or business?

INTERVIEWER: IF R HAS A JOB BUT IS TEMPORARILY NOT WORKING BECAUSE OF SICKNESS, VACATION, STRIKE, BAD WEATHER, ETC, COUNT AS EMPLOYED.

YES	1	H9
NO	2	
DK	d	
RF	r	

NSAF

H7. During the past four weeks, have you taken steps to look for work?

YES	1	
NO	2	
DK	d	
RF	r	

NSAF

H8. What is the main reason you are not working now?

ILL OR DISABLED AND UNABLE TO WORK	1	
RETIRED	2	
TAKING CARE OF HOME/FAMILY/CHILDREN	3	
GOING TO SCHOOL	4	
CANNOT FIND WORK	5	
SUITABLE JOB NOT AVAILABLE	6	
NOT INTERESTED IN WORKING	7	
PREGNANCY/CHILDBIRTH	8	
ON LAYOFF (TEMPORARY OR INDEFINITE)	9	
JOB ENDED	10	
NEW JOB TO BEGIN WITHIN 30 DAYS	11	
OTHER (SPECIFY) _____	12	
DK	d	
RF	r	
ALL RESPONSES GO TO H16		

NSAF

IF WORKING:

H9. How many jobs do you have?

NUMBER OF JOBS	_ _ _	
DK	d	
RF	r	

NSAF (modified)

H10. IF H9=1 (ONE JOB): What kind of work do you do, that is, what is your occupation?

IF H9 = >1 (MORE THAN ONE JOB): Let's talk about your main job – the job at which you work the most hours. What kind of work do you do, that is, what is your occupation?

OCCUPATION	_____	
DK	d	
RF	r	

NSAF (modified)

H11. IF H9=1: How long have you been working at your current job?

IF H9>1: How long have you been working at your main job?

INTERVIEWER: IF LESS THAN ONE YEAR, PROBE FOR NUMBER OF MONTHS. IF LESS THAN ONE MONTH, ENTER 1 MONTH.

	RECORD YEARS AND MONTHS:	
YEARS	_ _ _	
MONTHS	_ _ _	
DK	d	
RF	r	

CPS

H12. Including overtime pay, tips and commissions, what are your usual monthly earnings on this job, before taxes and other deductions?

PROBE: What is your best estimate of your monthly earnings before taxes or other deductions?

MONTHLY EARNINGS	\$ _ _ , _ _ _	
DK	d	
RF	r	

BSF

H14. IF H12 = DK/RF: I just need to know a range. Can you tell me if it was...

\$500 or less	1	
\$501 - \$750	2	
\$751 - \$1000	3	
\$1001 - \$1250	4	
\$1251 - \$1500	5	
\$1501 - \$1750	6	
\$1751 - \$2000	7	
\$2001 - \$2500	8	
\$2501 - \$3000	9	
\$3001 - \$3500	10	
\$3501 - \$4000	11	
\$4001 - \$4500	12	
\$4501 - \$5000	13	
\$5001 - \$6000	14	
More than \$6000	15	
DK	d	
RF	r	

CPS

H15. IF H9=1: How many hours per week do you usually work at your job?

IF H9>1: How many hours per week do you usually work at your main job?

HOURS WORKED	_ _	
DK	d	
RF	r	

Created

H16. What were your total earnings in ~~2006~~ 2008 before taxes and other deductions? Please include tips, commissions, overtime pay and government benefits such as TANF or disability payments.

PROBE: If you had more than one job, include your total earnings from all your jobs during ~~2006~~ 2008.

PROBE: I can help you add it up if you want to think out loud.

INSTRUCTION: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES, ENTER THAT AMOUNT

AMOUNT	\$ _ _ _ _ , _ _ _ _ .00	
DK	d	H18
RF	r	H18

BSF

H18. IF H16 = DK/RF: I just need to know a range. Can you tell me if it was...

INSTRUCTION: STOP READING WHEN RESPONDENT PROVIDES RANGE

\$1000 or less	1	
\$1,001 - \$5,000	2	
\$5,001 - \$10,000	3	
\$10,001 - \$30,000	4	
\$30,001 - \$40,000	5	
\$40,001 - \$50,000	6	
\$50,001 - \$60,000	7	
\$60,001 - \$70,000	8	
\$70,001 - \$80,000	9	
\$80,001 - \$90,000	10	
\$90,001 - \$100,000	11	
More than \$100,000	12	
DK	d	
RF	r	

CHECK H2: IS RESPONDENT A PARTICIPANT OR CONTINUING RESPONDENT?

PARTICIPANT	1	CONTINUE
CONTINUING	2	SKIP TO H22

BSF

H19. Now I have some questions about your family when you were growing up. Before you turned 18, most of the time did you live with...

INTERVIEWER: SHOW RESPONSE CARD H19 TO R.

Both your biological or adoptive mother and your biological or adoptive father	1	
Your biological or adoptive mother only	2	
Your biological or adoptive father only	3	
Neither of your biological or adoptive parents	4	
DK	d	
RF	r	

BSF

H20. Were your biological or adoptive parents ever married to each other?

YES	1	
NO	2	
DK	d	
RF	r	

Created

H22. Do you have any children, either biological or adopted, who are not living with you?

YES	1	
NO	2	SKIP TO H24
DK	d	
RF	r	

Created

H23. How many of your children not living with you are under age 18?

NUMBER OF CHILDREN LIVING APART	<input type="text"/>	<input type="text"/>	<input type="text"/>
DK	d		
RF	r		

Nock

H24. The next few questions ask about your religious beliefs and practices. About how often do you attend religious services? Would you say...

INTERVIEWER: SHOW RESPONSE CARD H24 TO R.

Never	1	H27
Less than once a year	2	
About once or twice a year	3	
Several times a year	4	
About once a month	5	
Nearly every week	6	
Every week	7	
Several times a week	8	
DK	d	
RF	r	
IF R = SINGLE, GO TO H26		

Nock (modified)

H25. IF MARRIED OR PARTNERED: How often do you and (SPOUSE/PARTNER) attend services together? Would you say...

INTERVIEWER: SHOW RESPONSE CARD H25 TO R.

Never	1	
From time to time	2	
Usually	3	
Always	4	
DK	d	
RF	r	

Created

H26. Does your place of worship offer premarital counseling, marriage counseling, or marriage education classes to people who are interested in these services?

YES	1	
NO	2	
7.7 DK	d	
RF	r	

I. SPOUSE/PARTNER CHARACTERISTICS AND BACKGROUND

CHECK I1. IS RESPONDENT A PARTICIPANT OR CONTINUING RESPONDENT?

PARTICIPANT	1	SKIP TO I1
CONTINUING	2	CONTINUE

CHECK I2. IS RESPONDENT MARRIED TO, PARTNERED WITH, OR DATING A DIFFERENT PERSON THAN IN ROUND 1?

YES	1	CONTINUE
NO	2	SKIP TO I5

SHM (modified)

I1. Now I have some questions about (SPOUSE/PARTNER). Is (SPOUSE/PARTNER) Hispanic, Latino(a) or Spanish?

YES	1	
NO	2	
DK	d	
RF	r	

SHM/NSAF/Census 2010

I2. Is (SPOUSE/PARTNER)...

INTERVIEWER: CHOOSE ONE OR MORE RACES TO INDICATE WHAT THE RESPONDENT REPORTS ABOUT SPOUSE/PARTNER. IF R SAYS "NATIVE AMERICAN," VERIFY BY ASKING: "I am recording this as 'American Indian'—is that right?" (IF YES, CODE "3")]

White or Caucasian	1	
Black or African American	2	
American Indian or Alaskan Native	3	
Asian	4	
Native Hawaiian or Other Pacific Islander	5	
Some other race	6	
DK	d	
RF	r	

NSAF

I3. In what country was (SPOUSE/PARTNER) born?

PROBE: What area of the world is (SPOUSE/PARTNER) from? For example: Mexico, Central America, South America, Middle East, Asia, Africa, Europe, Caribbean, or Canada.

UNITED STATES	1	I5
PUERTO RICO	2	I5
OTHER U.S. TERRITORY (AMERICAN SAMOA, GUAM, MARSHALL ISLANDS, NORTHERN MARIANAS ISLANDS, OR U.S. VIRGIN ISLANDS)	3	I5

MEXICO	4	
PHILIPPINES	5	
INDIA	6	
CHINA	7	
VIETNAM	8	
CUBA	9	
KOREA	10	
CANADA	11	
EL SALVADOR	12	
GERMANY	13	
DOMINICAN REPUBLIC	14	
UNITED KINGDOM	15	
JAMAICA	16	
COLOMBIA	17	
GUATEMALA	18	
OTHER COUNTRY (SPECIFY) _____	19	
DK	d	
RF	r	

NSAF (modified)

I4. In what year did (SPOUSE/PARTNER) first come to live in the United States?

SPECIFIC YEAR	_ _ _ _	
DK	d	
RF	r	

I4a. IF I4=DK: How many years ago did (SPOUSE/PARTNER) first come to live in the United States?

# OF YEARS AGO	_ _	
DK	d	
RF	r	

NSAF (modified)

I5. What is the highest grade or level of school (SPOUSE/PARTNER) has ever completed?

IF ANSWER IS HIGH SCHOOL DIPLOMA, PROBE: Does (SPOUSE/PARTNER) have a high school diploma or GED?

NONE	1	
8 TH GRADE OR LESS	2	
SOME HIGH SCHOOL	3	
GED	4	
HIGH SCHOOL DIPLOMA	5	
VOCATIONAL/TECHNICAL/BUSINESS CERTIFICATE OR DIPLOMA	6	
SOME COLLEGE	7	
ASSOCIATE'S DEGREE (AA; AS)	8	
BACHELOR'S DEGREE (BA; BS)	9	
GRADUATE/PROFESSIONAL DEGREE (MA; MS; PHD; EDD; MEDICINE/MD; DENTISTRY/DDS; LAW/JJ/LLB; ETC.)	10	
DK	d	
RF	r	

NSAF

16. Now I'd like to ask a few questions about (SPOUSE/PARTNER)'s employment. Is (SPOUSE/PARTNER) now employed at a job or business?

INTERVIEWER: IF SPOUSE/PARTNER HAS A JOB BUT IS TEMPORARILY NOT WORKING BECAUSE OF SICKNESS, VACATION, STRIKE, BAD WEATHER, ETC, COUNT AS EMPLOYED.

YES	1	I9
NO	2	
DK	d	
RF	r	

NSAF

17. During the past four weeks, has (SPOUSE/PARTNER) taken steps to look for work?

YES	1	
NO	2	
DK	d	
RF	r	

NSAF

18. What is the main reason (SPOUSE/PARTNER) is not working now?

ILL OR DISABLED AND UNABLE TO WORK	1	
RETIRED	2	
TAKING CARE OF HOME/FAMILY/CHILDREN	3	
GOING TO SCHOOL	4	
CANNOT FIND WORK	5	
SUITABLE JOB NOT AVAILABLE	6	
NOT INTERESTED IN WORKING	7	
PREGNANCY/CHILDBIRTH	8	
ON LAYOFF (TEMPORARY OR INDEFINITE)	9	
JOB ENDED	10	
NEW JOB TO BEGIN WITHIN 30 DAYS	11	
SPOUSE/ PARTNER INCARCERATED	12	
OTHER (SPECIFY) _____	13	
DK	d	
RF	r	
ALL RESPONSES GO TO I16		

NSAF

IF WORKING:

19. How many jobs does (SPOUSE/PARTNER) have?

NUMBER OF JOBS		
DK	d	
RF	r	

NSAF

- I10.** IF I9=1: What kind of work does (HE/SHE) do; that is, what is (HIS/HER) occupation?
 IF I9>1: Now, let's talk about (SPOUSE/PARTNER)'s main job – the job at which (HE/SHE) works the most hours. What kind of work does (HE/SHE) do; that is, what is (HIS/HER) occupation?

OCCUPATION	_____	
DK	d	
RF	r	

- I11.** IF I9=1: How long has (SPOUSE/PARTNER) been working at (HIS/HER) current job?
 IF I9>1: How long has (SPOUSE/PARTNER) been working at (HIS/HER) main job?

	RECORD YEARS AND MONTHS:	
YEARS	_ _ _	
MONTHS	_ _ _	
DK	d	
RF	r	

CPS

- I12.** Including overtime pay, tips and commissions, what are (SPOUSE/PARTNER'S) usual monthly earnings on this job, before taxes and other deductions?

PROBE: What is your best estimate of (HIS/HER) monthly earnings before taxes or other deductions?

MONTHLY EARNINGS	\$ _ _ _ , _ _ _ _	
DK	d	
RF	r	

BSF

- I14.** IF I12 = DK/RF: I just need to know a range. Can you tell me if it was...

\$500 or less	1	
\$501 - \$750	2	
\$751 - \$1000	3	
\$1001 - \$1250	4	
\$1251 - \$1500	5	
\$1501 - \$1750	6	
\$1751 - \$2000	7	
\$2001 - \$2500	8	
\$2501 - \$3000	9	
\$3001 - \$3500	10	
\$3501 - \$4000	11	
\$4001 - \$4500	12	
\$4501 - \$5000	13	
\$5001 - \$6000	14	
More than \$6000	15	
DK	d	
RF	r	

CPS

I15. How many hours per week does (SPOUSE/PARTNER) usually work at (HIS/HER) main job?

HOURS WORKED	_ _ _	
DK	d	
RF	r	

Created

I16. What were (SPOUSE/PARTNER'S) total earnings in 2006 2008 before taxes and other deductions? Please include tips, commissions, overtime pay and government benefits such as TANF or disability payments.

PROBE: If (SPOUSE/PARTNER) had more than one job, include (HIS/HER) total earnings from all jobs during 2006 2008.

PROBE: I can help you add it up if you want to think out loud.

INSTRUCTION: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES, ENTER THAT AMOUNT

AMOUNT	\$ _ _ _ _ , _ _ _ _ .00	
DK	d	
RF	r	

BSF

I18. IF I16 = DK/RF: I just need to know a range. Can you tell me if it was...

INSTRUCTION: STOP READING WHEN RESPONDENT PROVIDES RANGE

\$1000 or less	1	
\$1,001 - \$5,000	2	
\$5,001 - \$10,000	3	
\$10,001 - \$30,000	4	
\$30,001 - \$40,000	5	
\$40,001 - \$50,000	6	
\$50,001 - \$60,000	7	
\$60,001 - \$70,000	8	
\$70,001 - \$80,000	9	
\$80,001 - \$90,000	10	
\$90,001 - \$100,000	11	
More than \$100,000	12	
DK	d	
RF	r	

CHECK I3. IS RESPONDENT A PARTICIPANT OR CONTINUING RESPONDENT?

PARTICIPANT	1	SKIP TO I19
CONTINUING	2	CONTINUE

CHECK I4. IS RESPONDENT MARRIED TO, PARTNERED WITH, OR DATING A DIFFERENT PERSON THAN IN ROUND 1?

YES	1	CONTINUE
NO	2	SKIP TO CHECK I5

BSF

I19. Now I have some questions about (SPOUSE/PARTNER'S) family when (HE/SHE) was growing up. Before (SPOUSE/PARTNER) turned 18, most of the time did (HE/SHE) live with...

INTERVIEWER: SHOW RESPONSE CARD I19 TO R.

Both (HIS/HER) biological or adoptive mother and (his/her) biological or adoptive father,	1	
(HIS/HER) biological or adoptive mother only	2	
(HIS/HER) biological or adoptive father only	3	
Neither of (HIS/HER) biological or adoptive parents?	4	
DK	d	
RF	r	

BSF

I20. Were (HIS/HER) biological or adoptive parents ever married to each other?

YES	1	
NO	2	
DK	d	
RF	r	

CHECK I5a. DOES FOCAL CHILD LIVE IN HOUSEHOLD?

YES	1	I21
NO	2	I23
7.8 NO FOCAL CHILD	3	I23
7.9 DK	d	
RF	r	

CHECK I5. IS SPOUSE/PARTNER THE BIOLOGICAL OR ADOPTIVE PARENT OF (CHILD)?

YES	1	I21
NO	2	
7.10 DK	d	
RF	r	

CHECK 13 16. INTERVIEWER: IS SPOUSE/PARTNER CO-HABITATING WITH RESPONDENT OR IS SPOUSE/PARTNER THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD)?

YES	1	
NO	2	I23
7.11 DK	d	
RF	r	

I21. How satisfied are you with the relationship (SPOUSE/PARTNER) has with (CHILD)?
Would you say...

INTERVIEWER: SHOW RESPONSE CARD I21 TO R.

Very satisfied	1	
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	
DK	d	
RF	r	

I22. Now I have some questions about (SPOUSE/PARTNER'S) relationship with (CHILD). For each of the following statements, please tell me if you strongly agree, agree, disagree, or strongly disagree.

INTERVIEWER: SHOW RESPONSE CARD I22 TO R.

		STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	DK	RF
A	BSF IF SPOUSE IS BIOLOGICAL/ADOPTIVE PARENT: I believe (SPOUSE/PARTNER) is a good parent.	1	2	4	5	d	r
B	FF I am critical of the things (SPOUSE/ PARTNER) does with (CHILD).	1	2	4	5	d	r
C	BSF I feel good about (SPOUSE/PARTNER)'s judgment about what is right for (CHILD).	1	2	4	5	d	r
D	FF If I had to go away for one week and could not take (CHILD) with me, I would trust (SPOUSE/ PARTNER) to take care of (CHILD).	1	2	4	5	d	r

Created

I23. These next questions are about (SPOUSE/PARTNER).

IF MARRIED:

How many times has (SPOUSE) been married, including your present marriage?

IF COHABITATING OR DATING:

How many times has (PARTNER) been married, if at all?

NUMBER OF MARRIAGES	_ _ _	
DK		
RF		

TX

I24. Does (SPOUSE/PARTNER) have any children, either biological or adopted, from any previous relationships?

YES	1	
NO	2	
DK	d	
RF	r	

J. NON-RESIDENTIAL PARENT CHARACTERISTICS AND BACKGROUND

CHECK J1. HAS A FOCAL CHILD BEEN SELECTED?

YES	1	
NO	2	SKIP TO SECTION K
DK	d	
RF	r	

CHECK J2a. IS R THE BIOLOGICAL OR ADOPTIVE PARENT OF FOCAL CHILD?

YES	1	
NO	2	
DK	d	
RF	r	

CHECK J2b. IS SPOUSE/PARTNER THE BIOLOGICAL OR ADOPTIVE PARENT OF FOCAL CHILD?

YES	1	
NO	2	
DK	d	
RF	r	

CHECK J3. IS SPOUSE/PARTNER LIVING WITH RESPONDENT?

YES	1	SKIP TO SECTION K
NO	2	
DK	d	
RF	r	

IF J2b = 1 AND J3 =1 (S/P IS BIO PARENT AND LIVING WITH R) GO TO SECTION K

IF J2b = 1 AND J3 =2 (S/P IS BIO PARENT BUT NOT LIVING WITH R) GO TO J1a

IF J2a = 2 (R IS NOT BIO PARENT) GO TO J1a

IF J2b = 2 (S/P IS NOT BIO PARENT) GO TO J1a

J1a. Next I would like to ask some questions about (CHILD's) biological (MOTHER/ FATHER).
Is this person currently living or deceased?

LIVING	1	CONTINUE
DECEASED	2	SKIP TO SECTION K
DK	d	SKIP TO SECTION K
RF	r	SKIP TO SECTION K

Created

J1. What is the first name of (CHILD'S) biological (MOTHER/FATHER). I just need a way of referring to (HIM/HER) in the next few questions. If you don't know, please just say so.

BIOLOGICAL PARENT'S NAME		
DK	d	SECTION K
RF	r	

BSF

J2. IF R IS MALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD):
Did you and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies you as the legal father of (CHILD)? Or, has a court ruled that you are (CHILD)'s father?

IF R IS FEMALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD):
Did you and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies him as the legal father of (CHILD)? Or, has a court ruled that he is (CHILD)'s father?

IF (SPOUSE/PARTNER) IS MALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD): Did (SPOUSE/PARTNER) and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies him as the legal father of (CHILD)? Or, has a court ruled that he is (CHILD)'s father?

IF R IS FEMALE AND IS THE BIOLOGICAL/ ADOPTIVE PARENT OF (CHILD):
Did (SPOUSE/ PARTNER) and (NON-RESIDENT BIOLOGICAL PARENT'S NAME) ever sign a birth certificate or document that identifies him as the legal father of (CHILD)? Or, has a court ruled that he is (CHILD)'s father?

IF NECESSARY, SAY: You usually sign a birth certificate in the hospital shortly after the baby is born or sometimes a little bit later.

YES	1	
NO	2	
DOESN'T KNOW WHO BIOLOGICAL PARENT IS	3	SECTION K
7.12 DK	d	
RF	r	

FF

J3. The next question is about time (NON-RESIDENT BIOLOGICAL PARENT'S NAME) spends with (CHILD). In the past month, how often has (NON-RESIDENT BIOLOGICAL PARENT'S NAME) spent one or more hours a day with (CHILD)? Was it...

INTERVIEWER: SHOW RESPONSE CARD J3 TO R.

Everyday or almost every day,	1	
A few times a week,	2	
A few times in the past month,	3	
Once or twice, or	4	
Never	5	
DK	D	
RF	R	

NSFH

J4. How much influence does (NON-RESIDENT BIOLOGICAL PARENT'S NAME) have in making major decisions about (CHILD), such as (HIS/HER) education, medical care, and religion? Would you say...

A great deal	1	
Some	2	
None	3	
DK	D	
REF	R	

BSF

J5. To your knowledge, is there a legal agreement or child support order that requires (NON-RESIDENT BIOLOGICAL PARENT'S NAME) to provide financial support for (CHILD)?

YES	1	
NO	2	
7.13 DK	d	
RF	r	

Created

J6. Overall, how satisfied are you with amount of money that (NON-RESIDENT BIOLOGICAL PARENT'S NAME) contributes to the cost of raising (CHILD)? Would you say...

INTERVIEWER: SHOW RESPONSE CARD J6 TO R.

Very satisfied	1	
Somewhat satisfied	2	
Somewhat dissatisfied	3	
Very dissatisfied	4	
DK	D	
RF	R	

K. HOUSEHOLD SELF-SUFFICIENCY

NSAF/Census 2010 (modified)

K1. I'd like to ask a few questions about your current living arrangement. Is this home or apartment...

owned by you or someone in this household <u>with</u> a mortgage or loan?	1	
owned by you or someone in this household free and clear (<u>without</u> a mortgage or loan)?	2	
rented, or	3	
occupied without payment of rent?	4	
DK	d	
RF	r	

NSAF

K2. How long have you lived in this home?

INTERVIEWER: RECORD NUMBER OF YEARS AND MONTHS.

MONTHS		
YEARS		
DK	d	
RF	r	

Standard

K3. What language is spoken most often in this home?

ENGLISH	1	
SPANISH	2	
OTHER (SPECIFY) _____	3	
DK	d	
RF	r	

BSF

K4. The next questions are about financial difficulties you may have experienced in the past 12 months. Please tell me if there has been a time during the past 12 months when...

		YES	NO	DK	RF
A	IF RENTING OR OWN WITH MORTGAGE: You could not pay the full amount of the (rent/ mortgage) that you were supposed to pay?	1	2	d	r
B	You had service turned off by the water, gas, or electric company, or the oil company would not deliver oil because you could not afford to pay the bill?	1	2	d	r
C	IF RENTING OR OWN WITH MORTGAGE: You were evicted from your home or apartment because you could not pay the (rent/ mortgage)?	1	2	d	r

Created

K5. For the purpose of this study, it is important to learn the total income received by all members of your household in (PAST MONTH). This includes money from jobs and any other sources. What was your household's total income last month before taxes and other deductions? Please include tips, commissions, overtime pay and government benefits such as TANF or disability payments.

PROBE: I can help you add it up if you want to think out loud.

INSTRUCTION: IF RESPONDENT CAN ONLY REPORT EARNINGS AFTER TAXES, ENTER THAT AMOUNT

AMOUNT	\$ _ _ _ , _ _ _ _ .00	
DK	d	
RF	r	

BSF

K7. IF K5 = DK OR RF: I just need to know a range. Can you tell me if it was...

INSTRUCTION: STOP READING WHEN RESPONDENT PROVIDES RANGE

\$500 or less	1	
\$501 - \$750	2	
\$751 - \$1000	3	
\$1001 - \$1250	4	
\$1251 - \$1500	5	
\$1501 - \$1750	6	
\$1751 - \$2000	7	
\$2001 - \$2500	8	
\$2501 - \$3000	9	
\$3001 - \$3500	10	
\$3501 - \$4000	11	
\$4001 - \$4500	12	
\$4501 - \$5000	13	
\$5001 - \$6000	14	
More than \$6000	15	
DK	d	
RF	r	

BSF (modified)

K8. Next I'm going to read a list of income sources. For each, tell me if anyone in your household received income from this source in the past month.

PROBE: Did you or anyone in your household receive income from this source in the past month?

INTERVIEWER: FOLLOW UP WITH K9-K10 AS DIRECTED.

				K9. Was this income received by you or by someone else in your household?	K10. How much did (you/ that person) receive in (FILL INCOME SOURCE) in the past month?
A	Cash welfare, also known as TANF, or Temporary Aid for Needy Families? You may have received this benefit as an electronic transfer, a check or on a bank or debit card.	YES→ K9a NO→ K8b DK→ K8b RF→ K8b	1 2 d r	R Someone else DK RF All go to K10a	1 2 d r \$ _ _ _ _ , _ _ _ _ _ .00 DK RF
B	Food stamp benefits? You may have received this benefit as coupons or as an EBT or debit card.	YES→ K9b NO→ K8c DK→ K8c RF→ K8c	1 2 d r	R Someone else DK RF All go to K10b	1 2 d r \$ _ _ _ _ , _ _ _ _ _ .00 DK RF
C	Disability insurance such as Supplemental Security Income (SSI) or Social Security Disability Insurance (SSDI)? Please include electronically transferred benefits or debit cards.	YES→ K9c NO→ K8d DK→ K8d RF→ K8d	1 2 d r	R Someone else DK RF All go to K10c	1 2 d r \$ _ _ _ _ , _ _ _ _ _ .00 DK RF
D	Unemployment insurance benefits or UI?	YES→ K9d NO→ K8e DK→ K8e RF→ K8e	1 2 d r	R Someone else DK RF All go to K10d	1 2 d r \$ _ _ _ _ , _ _ _ _ _ .00 DK RF
E	Child support payments that are part of a legal agreement or court order? These are payments that the child's parent is legally required to pay.	YES→ K9e NO→ K8f DK→ K8f RF→ K8f	1 2 d r	R Someone else DK RF All go to K10e	1 2 d r \$ _ _ _ _ , _ _ _ _ _ .00 DK RF
F	Money from friends or relatives who do not live with you?	YES→ K9f NO→ K11 DK→ K11 RF→ K11	1 2 d r	R Someone else DK RF All go to K10f	1 2 d r \$ _ _ _ _ , _ _ _ _ _ .00 DK RF

BSF

K11. IF SINGLE/DATING: Do you own a car, truck, or other vehicle?
 IF MARRIED/PARTNERED: Do you or (SPOUSE/PARTNER) own a car, truck or other vehicle?

YES	1	
NO	2	
DK	d	
RF	r	

Created

IF CHILDREN IN HOUSEHOLD:

K13. (Is the child/ Are any of the children) in this household covered by Medicaid, the Children's Health Insurance Program (FILL STATE/LOCAL NAMES), or any other government program that pays for medical care?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

K12. Are you currently covered by Medicaid, CHILDREN'S HEALTH INSURANCE (FILL STATE/LOCAL NAMES), or any other government program that pays for medical care?

YES	1	
NO	2	
DK	d	
RF	r	

IF CHILDREN IN HOUSEHOLD:

K14. Are any of the children in this household limited in the kind or amount of activities or school work they can do because of a physical, mental, or emotional problem?

YES	1	
NO	2	
DK	d	
RF	r	

BSF

K15. In general, would you say your health is...

INTERVIEWER: SHOW RESPONSE CARD K15 TO R.

Excellent	1	
Very good	2	
Good	3	
Fair, or	4	
Poor	5	
DK	d	
RF	r	
IF SINGLE, GO TO SECTION L		

BSF

K16. IF MARRIED, PARTNERED, OR DATING: In general, would you say (SPOUSE/
PARTNER'S) health is...

INTERVIEWER: SHOW RESPONSE CARD K15 TO R.

Excellent	1	
Very good	2	
Good	3	
Fair, or	4	
Poor	5	
DK	d	
RF	r	

GO TO SECTION M

L_end. That was our last question. Thank you for your participation in this study!

M. HOUSEHOLD OBSERVATION

IF NECESSARY SAY: “I have a few administrative things I have to do on my computer that will take me a few minutes.

INTERVIEWER: YOU SHOULD NOW ANSWER THE HOUSEHOLD OBSERVATION MODULE. PLEASE ANSWER THESE QUESTIONS THE BEST YOU CAN. YOU SHOULD ANSWER BASED ON WHAT YOU KNOW OR HAVE SEEN SO FAR. DO NOT EXPLORE THE HOME MORE THAN YOU ALREADY HAVE IN ORDER TO ANSWER THESE QUESTIONS.

M1. DID R APPEAR TO UNDERSTAND THE QUESTIONS YOU ASKED?

YES	1	
NO	2	

M2. WAS THE RESPONDENT’S SPOUSE/PARTNER IN THE ROOM OR IN THE NEXT ROOM AT ANY TIME WHILE YOU WERE INTERVIEWING THE RESPONDENT?

YES	1	
NO	2	SECTION N
NO CHANCE TO OBSERVE	3	

M3. HOW LIKELY IS IT THAT THE SPOUSE/PARTNER OVERHEARD ALL OR PART OF THE INTERVIEW?

VERY LIKELY	1	
SOMEWHAT LIKELY	2	
NOT VERY LIKELY	3	
NOT LIKELY AT ALL	4	
DK	d	
RF	r	

M_end.

ARE YOU ALL DONE? ONCE YOU CONTINUE YOU WILL NOT BE ABLE TO GET BACK INTO THIS CASE.

APPENDIX B
DETAILS ON MULTI-ITEM MEASURES

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
Relationship Quality Index					0.85
	f6	(S/P) really understands what I'm going through.	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	BSF	
	f7	Even when arguing we can keep a sense of humor.	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	BSF	
	f8	(S/P) is good at calming me when I get upset.	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	BSF	
	f11	(S/P) makes personal sacrifices for the good of the relationship.	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	KY BHMP	
	f23	(S/P) encourages or helps me to do things that are important to me.	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = AGREE 4 = STRONGLY AGREE	BSF	
	f24	I am satisfied with my sexual relationship with (S/P).	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = AGREE 4 = STRONGLY AGREE	BSF	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
	f25	My friends and relatives support my relationship with (S/P).	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = AGREE 4 = STRONGLY AGREE	BSF	
	f26	I've put a lot of energy and effort into my (MARRIAGE/RELATIONSHIP).	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = AGREE 4 = STRONGLY AGREE	MDRCI	
	f27	My current relationship comes close to matching what I would consider to be my ideal (MARRIAGE/RELATIONSHIP).	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = AGREE 4 = STRONGLY AGREE	MDRCI	
Dyadic Adjustment Scale-8					0.82
	f17a	DAS How often do you and your partner agree on displays of affection?	1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	
	f17b	DAS How often have you discussed or considered divorce, separation, or ending your current relationship?	1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
f17c	DAS In general, how often do you think that things between you and your partner are going well?		1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	
f17d	DAS How often do you confide in your partner?		1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	
f17e	DAS How often you regret getting into your current relationship?		1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	
f17f	DAS How often do you and your partner calmly discuss something?		1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
	f17g	DAS How often do you and your partner work together on something?	1 = NEVER 2 = RARELY 3 = OCCASIONALLY 4 = MORE OFTEN THAN NOT 5 = MOST OF THE TIME 6 = ALWAYS	DAS-8	
Quality of Marriage Index					0.91
	f1a	We have a good relationship.	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = AGREE 4 = STRONGLY AGREE	QMI (modified)	
	f1b	My relationship with (S/P) is very stable.	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEITHER AGREE NOR DISAGREE (VOLUNTEERED BY R/ DO NOT READ) 4 = AGREE 5 = STRONGLY AGREE	QMI (modified)	
	f1c	My relationship with (S/P) is strong.	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEITHER AGREE NOR DISAGREE (VOLUNTEERED BY R/ DO NOT READ) 4 = AGREE 5 = STRONGLY AGREE	QMI (modified)	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
	f1d	My relationship with (S/P) makes me happy.	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEITHER AGREE NOR DISAGREE (VOLUNTEERED BY R/ DO NOT READ) 4 = AGREE 5 = STRONGLY AGREE	QMI (modified)	
	f1e	I really feel like part of a team with (S/P).	1 = STRONGLY DISAGREE 2 = DISAGREE 3 = NEITHER AGREE NOR DISAGREE (VOLUNTEERED BY R/ DO NOT READ) 4 = AGREE 5 = STRONGLY AGREE	QMI (modified)	
	f2	On the scale from 1 to 10 where 1 means not at all happy and 10 means perfectly happy, which number best describes your happiness with your relationship?	1=NOT AT ALL HAPPY... 10=PERFECTLY HAPPY	QMI (modified)	
Relationship Happiness	f2	On the scale from 1 to 10 where 1 means not at all happy and 10 means perfectly happy, which number best describes your happiness with your relationship?	1=NOT AT ALL HAPPY... 10=PERFECTLY HAPPY	QMI (modified)	NA
Good Side of Relat. Rating	f3	How would you rate the good side of your relationship?	1=NOT GOOD AT ALL... 5=COMPLETELY GOOD	SHM	NA
Bad Side of Relat. Rating	f4	How would you rate the bad side of your relationship?	1=COMPLETELY BAD... 5=NOT AT ALL BAD	SHM	NA

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
CTS2- Negotiation					0.80
	f18a	In the past year, how often did (S/P)... Show you (he/she) cared even though you disagreed	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	CTS 2 (modified)	
	f18b	In the past year, how often did (S/P)... Show respect for your feelings about an issue	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	CTS 2 (modified)	
	f18c	In the past year, how often did (S/P)... Say (he/she) was sure you could work out a problem	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	CTS 2 (modified)	
	f18d	Explain (his/her) side of a disagreement to you	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	CTS 2 (modified)	
	f18e	Suggest a compromise to a disagreement	1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	CTS 2 (modified)	
Infidelity					0.72
	f29	Sometimes couples are not always faithful to each other. Has (S/P) ever cheated on you with someone else? Is that...	1 = DEFINITELY YES 2 = PROBABLY YES 3 = PROBABLY NO 4 = DEFINITELY NO	BSF	
	f30	Have you cheated on (S/P) with someone else?	1=YES 2=NO	BSF (modified)	
	f31	Do you think (S/P) will cheat on you in the future? ...	1 = DEFINITELY YES 2 = PROBABLY YES 3 = PROBABLY NO 4 = DEFINITELY NO	BSF (modified)	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
	f32	Do you think you will cheat on (S/P) in the future?	1 = DEFINITELY YES 2 = PROBABLY YES 3 = PROBABLY NO 4 = DEFINITELY NO	BSF (modified)	
Sources of Conflict					0.69
	f16a	How often, if at all, in the last year have you and (S/P) had disagreements about household tasks?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	
	f16b	How often, if at all, in the last year have you and (S/P) had disagreements about money?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	
	f16c	How often, if at all, in the last year have you and (S/P) had disagreements about spending time together?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	
	f16d	How often, if at all, in the last year have you and (S/P) had disagreements about having a(nother) child?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
	f16e	How often, if at all, in the last year have you and (S/P) had disagreements about sex?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	
	f16f	How often, if at all, in the last year have you and (S/P) had disagreements about the In-laws?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	
	f16g	How often, if at all, in the last year have you and (S/P) had disagreements about the children?	1 = ALMOST EVERY DAY 2 = ONCE A WEEK 3 = SEVERAL TIMES A MONTH 4 = LESS THAN ONCE A MONTH 5 = NEVER	NFSH	
Times "Went Out" in Last Month	f5	In the past month, about how many times did you and (S/P) go out together—just the two of you—to do something fun?	Open-ended	BSF	NA
Exposed to IPV	f9	When we argue, our fights sometimes turn ugly and we grab or push each other.	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Created	NA
	f20	How often do you feel safe in your relationship with (S/P)?	1 = NEVER 2 = SOME OF THE TIME 3 = MOST OF THE TIME 4 = ALL OF THE TIME	Partner Violence Screen	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
	f22	In the past year, did you need to see a doctor because of a fight with (S/P)? Please include times when you needed to see a doctor, even if you didn't go.	1=YES 2=NO	BSF (modified)	
Degree of IPV					0.65
	f9	When we argue, our fights sometimes turn ugly and we grab or push each other.	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Created	
	f14	(S/P) becomes jealous or possessive.	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	TX HM	
	f19a	In the past year, how often have you been hit, kicked, punched or otherwise hurt by (S/P)?	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Partner Violence Screen	
	f19b	In the past year, how often have you hit, kicked, punched or otherwise hurt (S/P)?	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Partner Violence Screen (modified)	
	f20	How often do you feel safe in your relationship with (S/P)?	1 = NEVER 2 = SOME OF THE TIME 3 = MOST OF THE TIME 4 = ALL OF THE TIME	Partner Violence Screen (modified)	
	f22	In the past year, did you need to see a doctor because of a fight with (S/P)? Please include times when you needed to see a doctor, even if you didn't go.	1=YES 2=NO	BSF (modified)	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
Emotional and Physical Safety					0.74
f9		When we argue, our fights sometimes turn ugly and we grab or push each other. ...	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Created	
f14		(S/P) becomes jealous or possessive.	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	TX HM	
f19a		In the past year, how often have you been hit, kicked, punched or otherwise hurt by (S/P)?	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Partner Violence Screen	
f19b		In the past year, how often have you hit, kicked, punched or otherwise hurt (S/P)?	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	Partner Violence Screen (modified)	
f20		How often do you feel safe in your relationship with (S/P)?	1 = NEVER 2 = SOME OF THE TIME 3 = MOST OF THE TIME 4 = ALL OF THE TIME	Partner Violence Screen (modified)	
f22		In the past year, did you need to see a doctor because of a fight with (S/P)? Please include times when you needed to see a doctor, even if you didn't go.	1=YES 2=NO	BSF (modified)	
f12		(S/P) blames me for (his/her) problems.	1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	NLSY	

(continued)

Overview of Multi-item Measures from Table 3-13. (Relationship Characteristics/Quality) (continued)

Measure/ Index	Survey Question	Question Wording	Variable Categories and Values	Source	Alpha
f13	(S/P) controls access to money.		1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	TX HM (modified)	
f15	(S/P) makes me feel inadequate.		1 = OFTEN 2 = SOMETIMES 3 = RARELY 4 = NEVER	TX HM	
f10	(S/P) is able to truly let go of negative feelings toward me. Would you say...		1 = NEVER 2 = RARELY 3 = SOMETIMES 4 = OFTEN	KY BHMP	

Table abbreviations:

- S/P = Spouse/Partner
- BSF = Building Strong Families Survey
- KY BHMP = Kentucky Building Healthy Marriage Partnership Survey
- MDRCI = Multiple Determinants of Relationship Commitment Inventory (Kurdek, 1995)
- DAS-8 = Dyadic Adjustment Scale-8 (QLSCD, 2002)
- QMI = Quality of Marriage Index (Norton, 1983)
- SHM = Strengthening Healthy Marriage Survey (BSF Study, Mathematic Policy Research, Inc.)
- CTS 2 = Revised Conflict Tactics Scale (CTS2), Negotiation Sub-Scale (Straus et al., 1996)
- NFSH = National Survey of Families and Households
- TXHM = Texas Healthy Marriage Initiative Baseline Survey
- NLSY = National Longitudinal Survey of Youth

APPENDIX C
SUMMARY RESULTS OF FACTOR ANALYSIS:
EMPIRICAL DIMENSIONS OF RELATIONSHIP QUALITY AND
CHARACTERISTICS

Summary Results of Factor Analysis: Empirical Dimensions of Relationship Quality and Characteristics

Loadings: Factor Analysis with Orthogonal Varimax Rotation^a

	Description of Factors:			
	(1)	(2)	(3)	(4)
Measures/Items from CHMI Survey ^b :	Relation-ship Quality	Inter-partner Violence	Sources of Conflict	Infidelity
Quality of Marriage Index	0.869	0.124	0.083	0.140
Dyadic Adjustment Scale	0.847	0.087	0.180	0.149
CTS2-Negotiation Scale	0.641	-0.016	-0.029	0.038
How would you rate the good side of your relationship?	0.669	0.229	0.069	0.062
How would you rate the bad side of your relationship?	0.511	0.107	0.182	0.033
In the past month, about how many times did you and (S/P) go out together—just the two of you—to do something fun?	0.188	-0.017	0.014	-0.161
When I have problems, (S/P) really understands what I'm going through.	0.716	0.025	0.145	0.027
Even when arguing we can keep a sense of humor.	0.571	0.090	0.140	0.024
(S/P) is good at calming me when I get upset.	0.677	0.058	0.077	0.049
When we argue, our fights sometimes turn ugly and we grab or push each other.	0.261	0.605	0.140	0.039
(S/P) is able to truly let go of negative feelings toward me.	0.345	0.047	-0.020	0.075
(S/P) makes personal sacrifices for the good of the relationship.	0.706	0.046	0.009	0.065
(S/P) blames me for (his/her) problems.	0.466	0.233	0.248	0.000
(S/P) controls access to money.	0.013	0.101	0.098	0.011
(S/P) becomes jealous or possessive.	0.258	0.326	0.144	0.185
(S/P) makes me feel inadequate.	0.508	0.199	0.185	0.002
Frequency of disagreements about household tasks	0.198	0.141	0.579	0.020
Frequency of disagreements about money	0.356	0.129	0.587	0.038
Frequency of disagreements about spending time together	0.231	0.133	0.443	0.033
Frequency of disagreements about having a(nother) child	0.091	0.107	0.124	0.022

(continued)

Summary Results of Factor Analysis: Empirical Dimensions of Relationship Quality and Characteristics (continued)

Loadings: Factor Analysis with Orthogonal Varimax Rotation^a

	Description of Factors:			
	(1) Relation- ship Quality	(2) Inter- partner Violence	(3) Sources of Conflict	(4) Infidelity
Measures/Items from CHMI Survey^b:				
Frequency of disagreements about sex	0.197	0.116	0.430	0.185
Frequency of disagreements about In-laws	0.036	0.175	0.374	0.059
Frequency of disagreements the children	0.211	-0.001	0.411	0.011
In the past year, how often have you been hit, kicked, punched or otherwise hurt by (S/P)?	0.241	0.670	0.081	0.010
In the past year, how often have you hit, kicked, punched or otherwise hurt (S/P)?	0.111	0.578	0.096	0.091
How often do you feel safe in your relationship with (S/P)?	0.586	0.290	0.079	0.115
Is there a partner from a previous relationship making you feel unsafe now?	0.168	0.044	0.013	0.111
In the past year, did you need to see a doctor because of a fight with (SPOUSE/ PARTNER)?	0.209	0.193	0.092	0.042
(S/P) encourages or helps me to do things that are important to me.	0.698	0.065	-0.016	-0.061
I am satisfied with my sexual relationship with (S/P).	0.653	0.045	0.085	0.020
My friends and relatives support my relationship with (S/P).	0.563	0.147	0.094	0.081
I've put a lot of energy and effort into my (MARRIAGE/RELATIONSHIP).	0.271	-0.058	-0.004	0.066
My current relationship comes close to matching what I would consider to be my ideal (MARRIAGE/RELATIONSHIP).	0.728	0.091	0.119	0.101
I would find it difficult to leave (S/P) because of pressure to stay together.	0.191	0.001	0.035	0.019
Sometimes couples are not always faithful to each other. Has (S/P) ever cheated on you with someone else?	0.509	0.152	0.093	0.443
Have you cheated on (S/P) with someone else?	0.092	0.112	0.132	0.363
Do you think (S/P) will cheat on you in the future?	0.564	0.011	0.024	0.584
Do you think you will cheat on (S/P) in the future?	0.286	0.059	0.037	0.574

(continued)

Summary Results of Factor Analysis: Empirical Dimensions of Relationship Quality and Characteristics (continued)

Loadings: Factor Analysis with Orthogonal Varimax Rotation^a

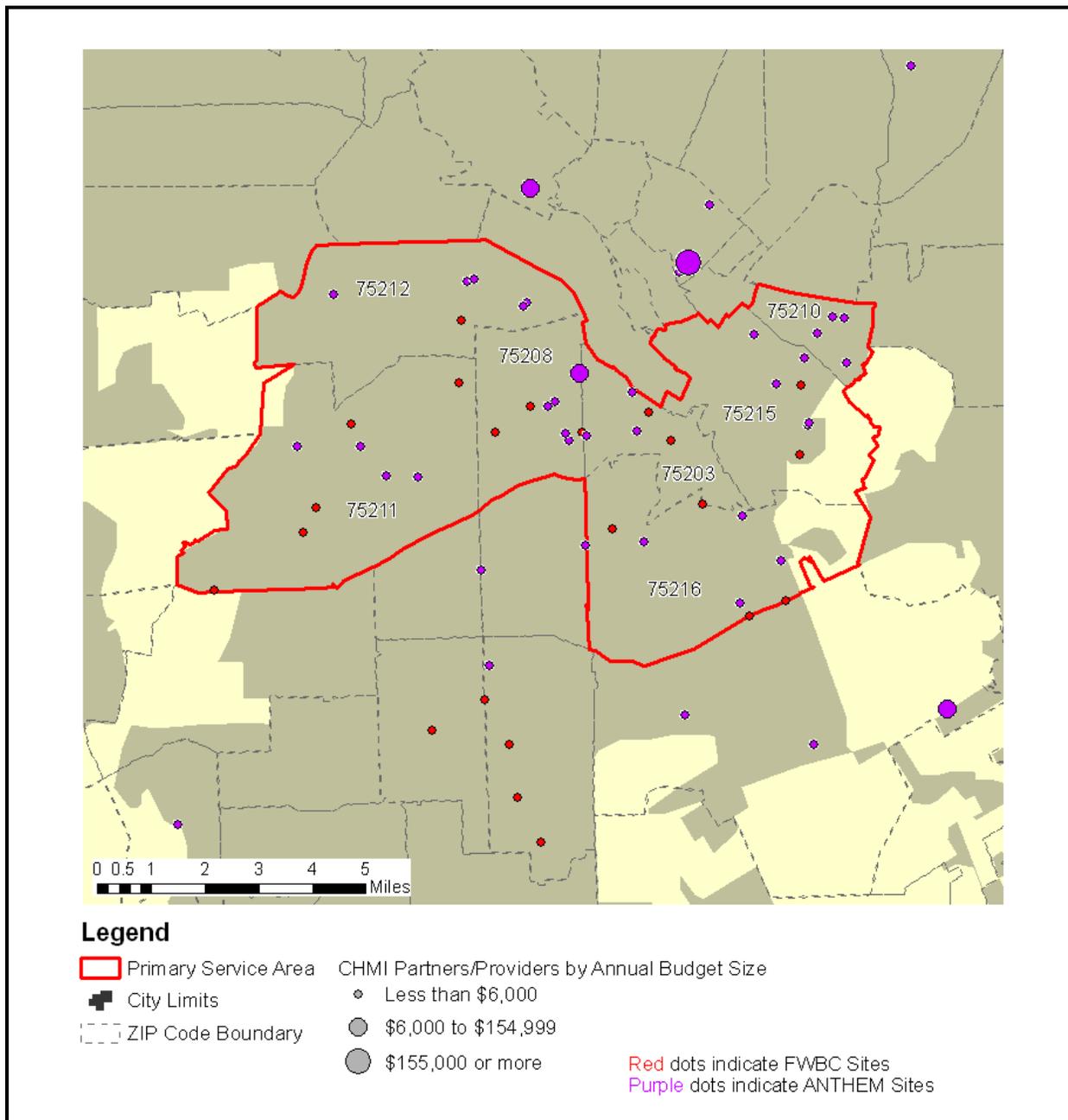
	Description of Factors:			
	(1)	(2)	(3)	(4)
Measures/Items from CHMI Survey ^b :	Relation-ship Quality	Inter-partner Violence	Sources of Conflict	Infidelity
Statistics (N=579)				
Eigenvalue	8.48	1.77	1.75	1.22
Proportion of Variance, %	56	12	12	8

^a Results shown for factors with eigenvalues of 1.00 or greater.

^b For all measures and survey items favorable or desired responses take on higher numeric values. For example, for the "Frequency of disagreements about household tasks" item, the response category "almost every day" takes the value of 1 while "never" takes the value of 5.

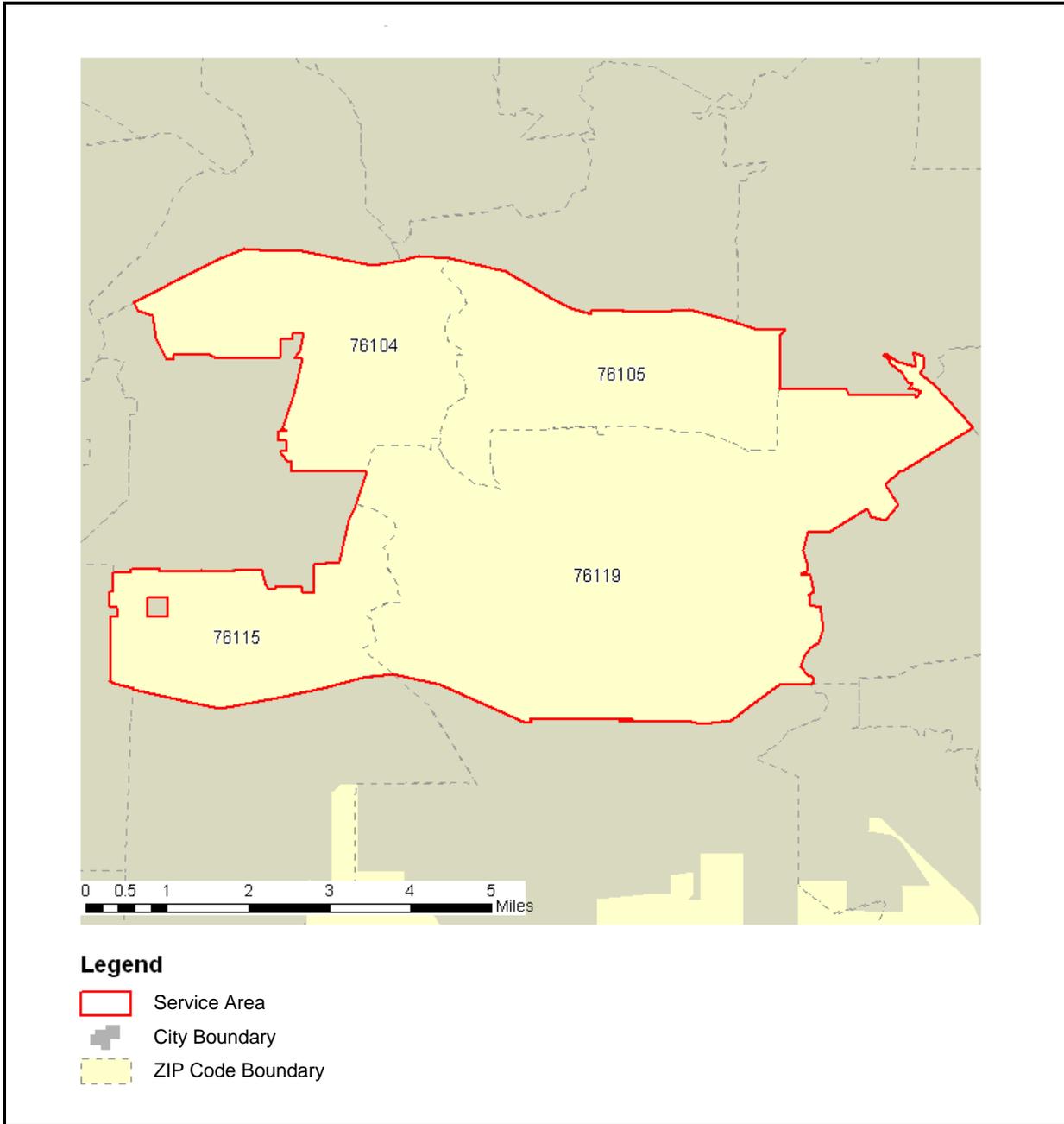
APPENDIX D
MAPS OF DEMONSTRATION COMMUNITIES AND COMPARISON
COMMUNITIES

Dallas, TX: Demonstration Community Service Area and Provider Locations



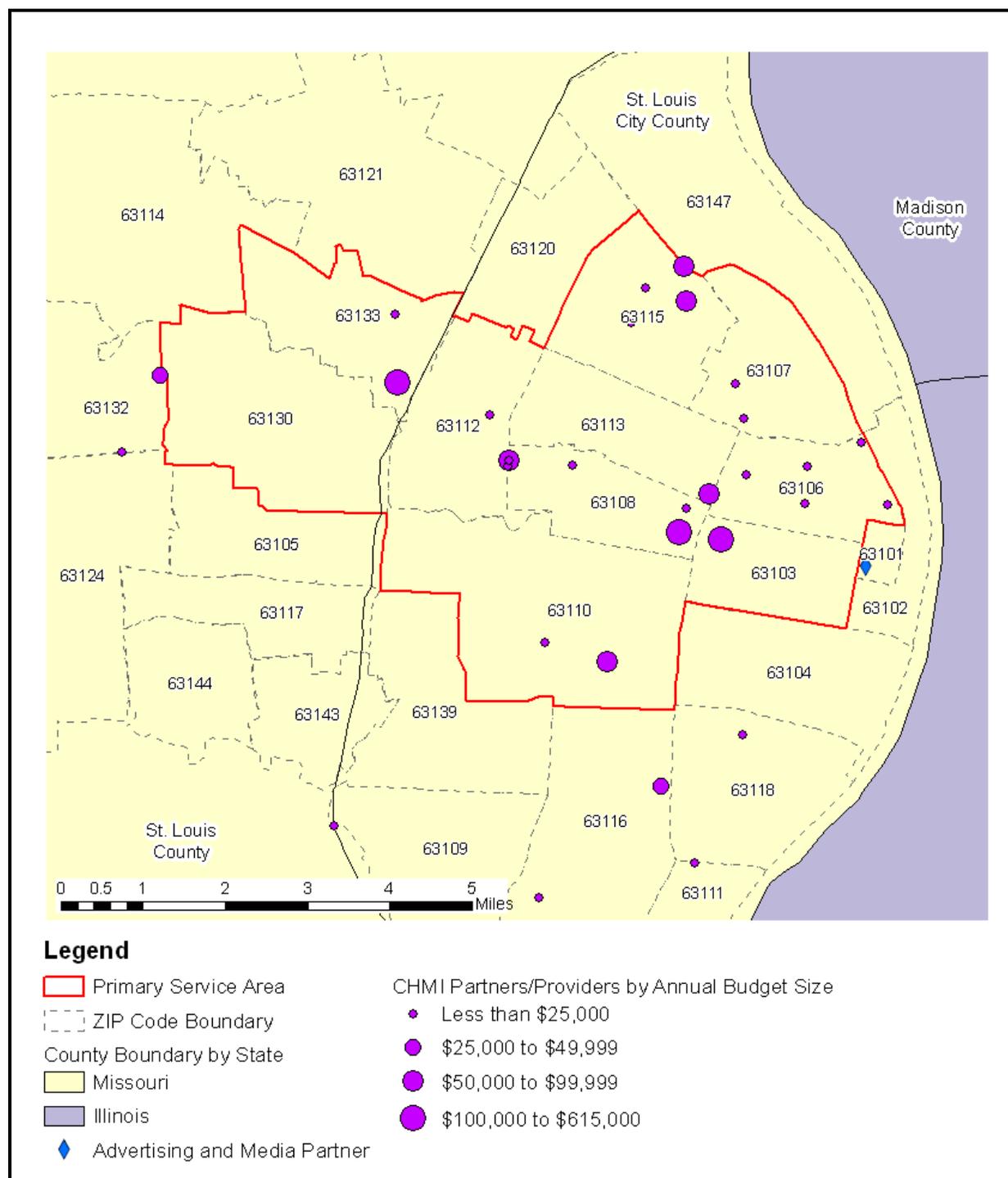
Notes: Provider locations provided by CHMI grantees at baseline, Friendship West Baptist Church (FWBC) and Anthem Strong Families Dallas (Anthem). Maps created through Geoda software based on Census data.

Fort Worth, TX: Comparison Community for Dallas, TX



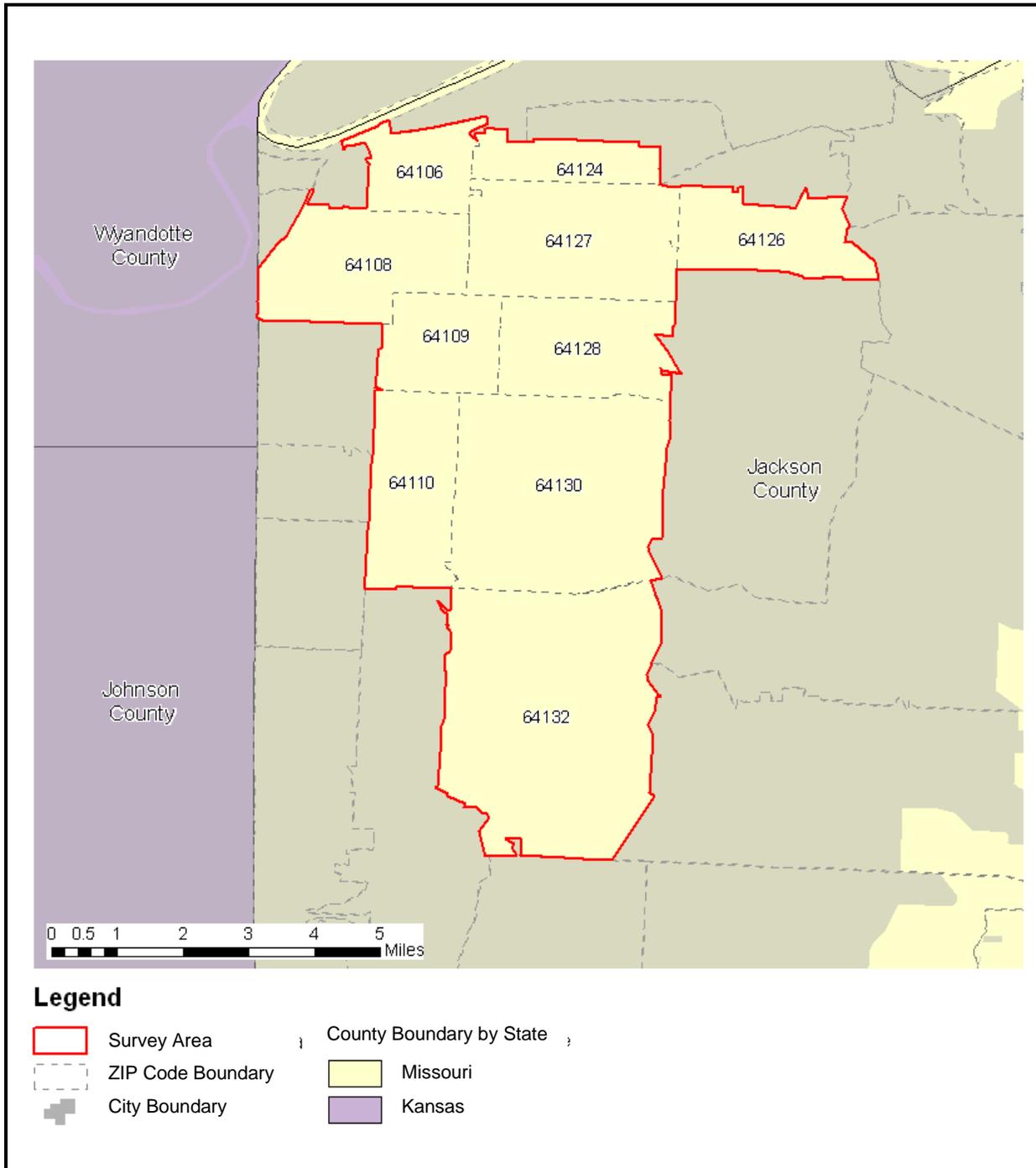
Notes: Maps created through Geoda software based on Census data.

St. Louis, MO: Demonstration Community Service Area and Provider Locations



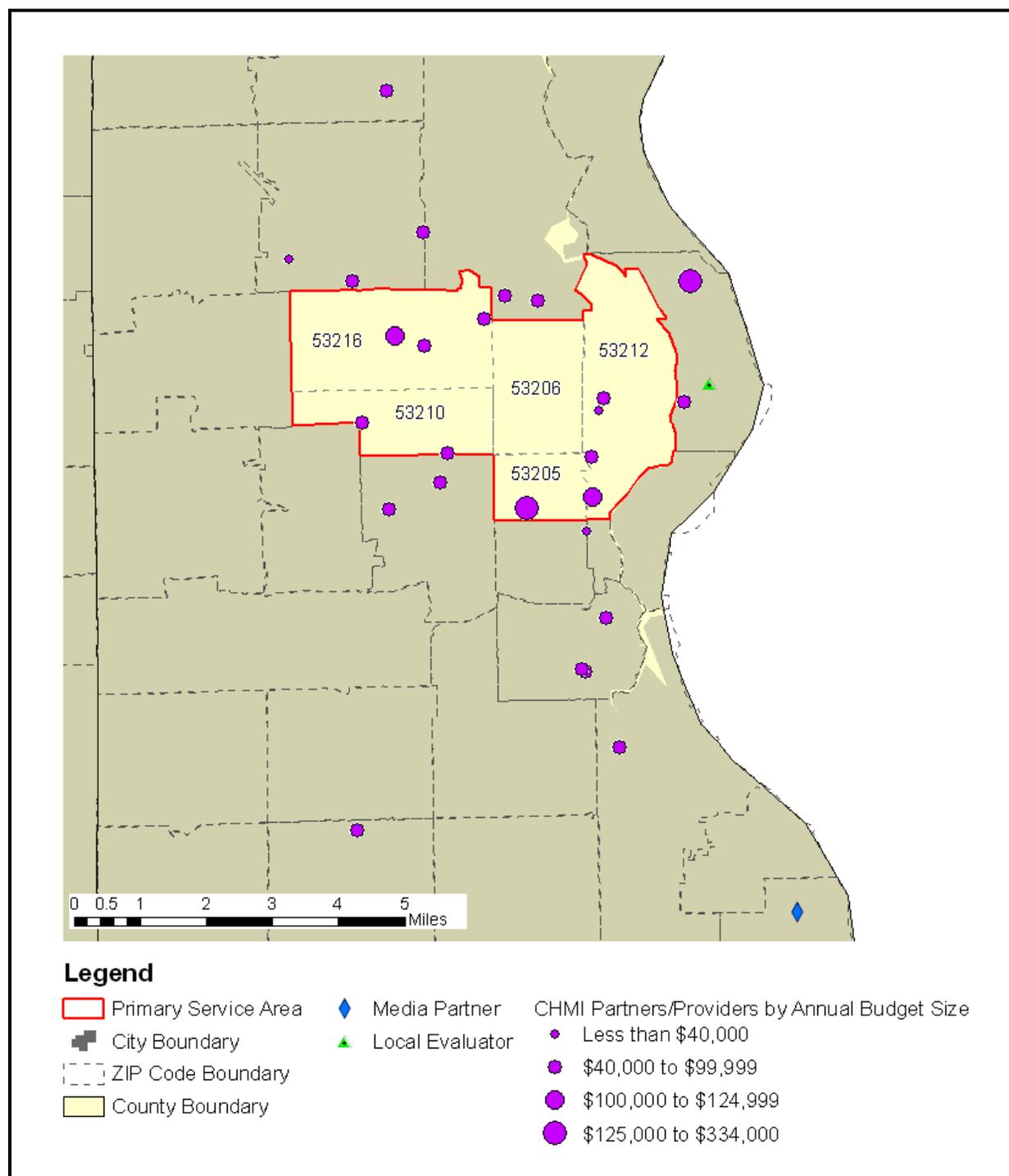
Notes: Provider locations provided by CHMI grantees at baseline. Maps created through Geoda software based on Census data.

Kansas City, MO: Comparison Community for St. Louis, MO



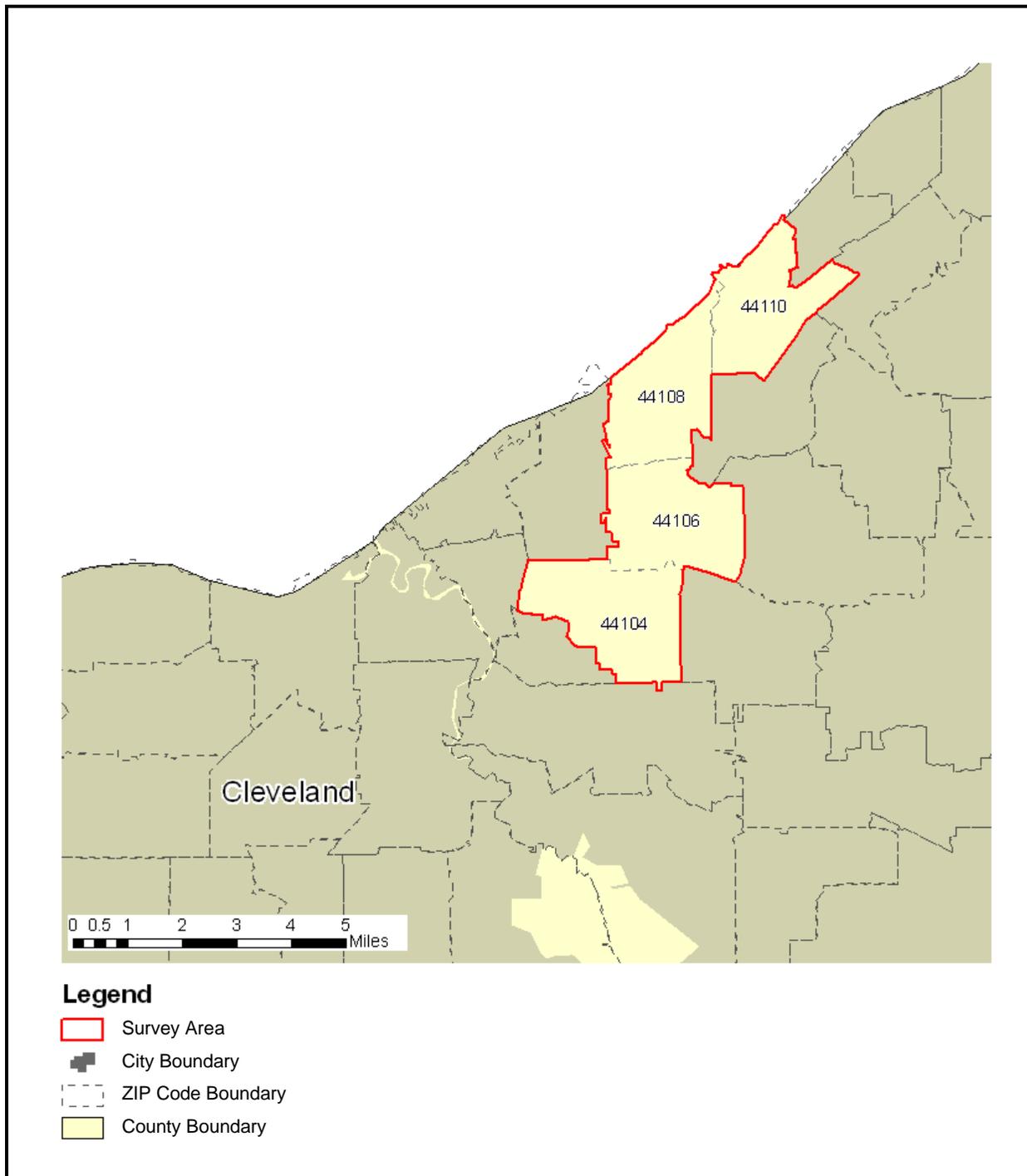
Notes: Maps created through Geoda software based on Census data.

Milwaukee, WI: Demonstration Community Service Area and Provider Locations



Notes: Provider locations provided by CHMI grantees at baseline. Maps created through Geoda software based on Census data.

Cleveland, OH: Comparison Community for Milwaukee, WI



Notes: Maps created through Geoda software based on Census data.