

Descriptive evaluation of the Connections Program in New York City and
Long Island, NY:

Final Descriptive Evaluation Report for Phoenix Houses of New York

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Prepared by

Tiffany Goldberg, Phoenix Houses, Inc. of New York

Lloyd A. Goldsamt, Rory Meyers College of Nursing, New York University

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Structured Abstract: “A Descriptive Evaluation of the *Connections* program in New York City and Long Island”

The *Connections* program was implemented at Phoenix House, a substance abuse treatment facility in New York City and Long Island, NY. The program worked with clients who are low-income, at-risk individuals and families, where a significant substance use disorder (SUD) is present and has led the person to be admitted to residential, long-term treatment. *Connections* provided a combination of interventions targeting marriage and relationship education and skills to help our participants improve relationships and parenting skills and increase their economic stability and self-sufficiency. Participants completed the Within My Reach (WMR) curriculum, and eight-session intervention that seeks to improve relationships, as well as workshops of parenting and financial stability. Assessments of parenting attitudes and skills, parenting, and financial stability, were conducted at program enrollment, immediately following completion of the WMR curriculum, and one month following program completion.

The study took place at three Phoenix House residential treatment sites, one located in New York City and Two located in Long Island, NY (part of the NYC metropolitan area). A total of 1,134 participants enrolled in the *Connections* program and 603 completed all baseline and follow-up assessments. The study used data from nFORM (a survey instrument capturing demographic characteristics and assessing substance use, relationship experiences, parenting and financial stability) and the WMR assessment tools, which covered a broad range of relationship attitudes and skills, as well as parenting and financial stability.

The primary research question was whether improvements in relationship skills are associated with participation in the *Connections* program, including both attitudes toward healthy relationships and skills associated with these relationships. Analyses included both pre-post changes in outcomes for the overall sample as well as subgroups based upon demographic characteristics related to the variables being analyzed, which controlled for pre-test scores on each outcome variable. Separate analyses focused on the dose of the intervention (number of sessions completed). Secondary research questions were whether participation in the *Connections* program is associated with improved financial and parenting outcomes, using the same analytic plans. Seven scales were computed from nFORM and WMR assessment measures to evaluate changes in target outcomes: Relationship Stability, Positive Attitudes Toward Relationships, Skills for Health Relationships, Financial Stability, Employability, Investment in Parenting Role, and Parenting Skills.

Of the seven scales, three showed low levels of reliability and were not included in the analyses. These included the scales measuring financial stability, investment in parenting role, and parenting skills. Significant improvement was seen in the positive attitude toward relationships scale. No changes were seen in the other two relationship scales (although the relationship stability scale was near statistical significance). We also analyzed the relationship between the dose of each intervention and the outcome scales associated with the intervention topic. For these analyses, correlations were modest and none reached statistical significance.

We also compared outcome scores across subgroups of participants to see if changes in the outcome measures of the *Connections* program were associated with participant demographics. These analyses aimed to look at participant characteristics that might be associated with outcomes. While we found no differences between any subgroups on the post-intervention relationship scales when controlling for pre-intervention scale scores, significant differences were seen based on employment, where those who were employed had higher post-intervention scale scores than those who weren't employed.

In conclusion, participation in the *Connections* program was associated with modest improvements in some areas. While improvements in relationships were one of the program's aims, it is possible that participants' improved employability will lead to improved relationships over time. Study limitations included a relatively high level of attrition between assessment points and a relationship education curriculum that focused primarily on marital relationships, even though participants were more often in committed, unmarried relationships.

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Descriptive Evaluation of the Connections in New York City and Long Island

I. INTRODUCTION

A. Introduction and study overview

Couples and families where one or more members are struggling with a substance use disorder (SUD) often experience high levels of stress and conflict, compounded by mental health problems, financial worries, employment and housing instability, domestic violence, legal problems, and other issues that both complicate recovery from addiction and place great strain on marriages and relationships. Many (but by no means all) individuals with a SUD have themselves grown up in families that were characterized by multiple social, behavioral, and emotional challenges, resulting in dysfunctional relationship patterns (including neglect and abuse)(Vanderminden et al, 2019); combined with the usually early onset of substance abuse and addiction in adolescence and the long-term preoccupation with drugs and alcohol, these learning experiences prevent many individuals with an SUD from developing effective relationship, communication, and conflict resolution skills (Temple et al., 2013). With or without the skill set for a stable, healthy relationship or marriage, most adults will eventually seek intimate relationships in their lives, and it is crucial to the health and well-being of partners and children, and eventually the recovery of the person with a SUD that they develop and practice functional cognitive, behavioral, and emotional skills; without them, the stress and conflict within a dysfunctional relationship may compound and act as a trigger for relapse to drug or alcohol use.

At Phoenix House, a large SUD treatment program in New York City and Long Island, NY, many clients have experienced these challenges in both their families of origin and their current intimate relationships. For clients who have, or will have, children, these challenges continue across generations (Neppi et al, 2020). Interventions that improve intimate relationships have the potential to halt this intergenerational pattern as well as reduce substance use and other social and behavioral problems. For this reason, we developed the *Connections* program.

The *Connections* program included group and individual workshops focused on relationship education, parenting and financial stability, all issues that interact to maintain the problems described above. An evidence-based curriculum called Within My Reach (WMR) was selected to address intimate relationships. WMR includes sessions covering the benefits of marriage, affection and intimacy, communication skills, conflict resolution and stress and anger management. In addition, locally-developed parenting and financial stability workshops were added, allowing us to address additional areas that affected, and were affected by, intimate relationships. All program services were delivered in residential treatment settings operated by Phoenix House. *Connections* programming was available on a voluntary basis to all residential

clients in each facility. Facilities were located in New York City and Long Island, and were easily accessible to clients and their families who resided in communities where the prevalence of substance use and related issues are common.

The *Connections* program worked with Phoenix House clients who are low-income, at-risk individuals and families, where a significant SUD is present and has led the person to be admitted to residential, long-term treatment. *Connections* provided a combination of interventions targeting marriage and relationship education and skills to help our participants improve relationships and parenting skills and increase their economic stability and self-sufficiency.

Participants completed the Within My Reach (WMR) curriculum, as well as additional workshops on parenting and financial stability. Assessments were conducted at program enrollment, immediately following completion of the WMR curriculum, and one month following program completion. Below we describe our intervention, including the various components, its implementation, and our target population. We then describe the outcomes evaluation that we conducted to determine the association between participating in the *Connections* program and relationship attitudes and skills, parenting and financial stability.

B. Description of the intended intervention

The Phoenix House's *Connections* program serves low-income individuals (approximately 90% of Phoenix House residential clients receive public benefits) who are struggling with substance abuse and addiction. These clients, all of whom were eligible to participate in the *Connections* program, were full-time residents of our community-based drug treatment rehabilitation programs in New York City and on Long Island. The goals of the *Connections* program were to (1) encourage and enable participants to develop the skills and knowledge needed to create and/or sustain healthy relationships and marriages and (2) to support the economic self-sufficiency, recovery and well-being of participants and their spouses or significant others to promote healthy partner relationships and families.

INTENDED COMPONENTS

The primary intervention is the Within My Reach (WMR) curriculum, which focuses on improving intimate relationships. The WMR curriculum was developed by PREP, Inc., a company dedicated to the development and dissemination of evidence-based relationship education curricula, and includes eight one-hour group sessions which are delivered face-to-face by Phoenix House staff who are trained intervention specialists. The WMR curriculum includes content in the following areas: effective communication, conflict resolution, partner compatibility, and healthy vs. unhealthy relationship patterns. Additional intervention components that were made available to participants who completed the WMR curriculum focused on parenting and vocational skills. These additional interventions were developed by Phoenix House staff to meet the specific needs of substance abusing clients residing in New York City, Nassau and Suffolk Counties (e.g., providing linkages to specific sources of benefits, training, employment, etc.). Both the parenting and vocational sessions are delivered face-to-face

by masters-level Phoenix House staff who received specific training in the content and implementation of each of these locally-developed interventions , and each session lasts approximately one hour, with additional sessions as appropriate for vocational training. Participants are eligible to receive each of these interventions upon completion of the WMR curriculum, and both the vocational and parenting sessions are completely voluntary.

PLANNED DOSAGE AND IMPLEMENTATION SCHEDULE

The WMR intervention consists of 7 group sessions (an 8th session has recently been added as suggested by the program developer), each of which lasts approximately one hour. Initially, these sessions were administered weekly with rolling enrollment. During the second year of the project, however, we increased the frequency of sessions to twice per week so that participants who were receiving 30 days of residential treatment were able to complete the full intervention. The session content did not change, but the new schedule substantially reduced attrition as participants could complete the full WMR intervention while they were residential clients (prior to this change, clients who were discharged could not return to the facility to complete the intervention).

INTENDED DELIVERY

Sessions were delivered face-to-face in a group format, with an average of 6 participants attending each group. Sessions take place at each Phoenix House residential facility, in space dedicated for group interventions. A single trained facilitator delivers each intervention session. Participants can join the intervention at any time and complete the 8 sessions in the order in which they are delivered.

TARGET POPULATION

All Phoenix House residential clients were eligible to participate in the *Connections* program.

Table I.1 Description of intended intervention components and target populations

Component	Curriculum and Content	Dosage and Schedule	Delivery	Target Population
Within My Reach (WMR)	The WMR curriculum includes content in effective communication, conflict resolution, partner compatibility and health vs. unhealthy relationship patterns	8 one-hour sessions, delivered 2x/week over 4 weeks in Long Island and 1x/week in Long Island City Rolling admission (participants can enter intervention at any session)	Group sessions with an average of six participants per group, delivered by a single Phoenix House facilitator who is trained in WMR	All Phoenix House residential clients at the four participating Phoenix House facilities

Component	Curriculum and Content	Dosage and Schedule	Delivery	Target Population
Parenting	The Building Bridges curriculum focuses on parenting skills, including child development, communication and behavior management.	Single one-hour group session	Face-to-face with trained facilitator	All participants who complete WMR
Vocational Skills	Content developed by Phoenix House staff, reflecting local (NYC, Nassau and Suffolk Counties) context, including interview skills, self-presentation, and commonly asked interview questions.	Single one-hour session; follow-up as needed based on participant plans (e.g., external program enrollment)	Face-to-face with trained facilitator (individual sessions if requested)	All participants who have completed at least 3 sessions of WMR
Financial Seminar and Case Management	Financial curriculum focused on credit, types of loans and budgeting.	1 hour session once per month for three months	Group sessions (individual sessions if requested)	All participants who have completed at least 3 sessions of WMR

EDUCATION AND TRAINING OF STAFF

There are five Connections clinical staff and their credentials include master's degrees in Social Work and certifications in alcohol and substance abuse counseling. Outside of Continuing Education credits they must obtain to maintain their permits and licenses, they also receive the following trainings to enhance their clinical skills and knowledge of the program in which they operate. All staff are master's level mental health professionals and all are trained in the Within My Reach Curriculum. Fidelity checks are performed throughout the year by leadership to ensure consistent provision. Training in parenting, vocational and financial skills is provided by internal Phoenix House staff.

Table I.2. Staff training and development to support intervention components

Frequency	Treatment Provision	Frequency	Health and Safety	Frequency	Program Policy and Procedures	Frequency	State and Federal Regulations
Annual	Abuse and Neglect: What to Look For and How to Respond	Annual	Fire Safety	Annual	Corporate Compliance and Ethics	Annual	HIPAA Do's and Don'ts: Electronic Communication and Social Media
Annual	Calm Every Storm	Bi-Annual	Infection Control	Annual	New York Personnel Policies and Procedures	Annual	Justice Center Training
Annual	Crisis Management	Annual	Infection Control: New York State Mandatory Course	Annual	NY Code of Conduct	Annual	SAPT Block Grant: Prioritizing Admissions
Bi-Annual	Cultural Competence	Bi-Annual	New York CPR/First Aid/AED Class	Annual	NY_Policies_Medical_Medication Self-Administration		
Bi-Annual	Customer Service	2X yearly	New York Narcan In-Service	Annual	Phoenix House IT Security Awareness		
One-time	De-escalating Hostile Clients	2x yearly	Phoenix House Narcan Nasal Injector with Dr. Nordstrom	Annual	Sexual Harassment for Employees		
Annual	Empire BCBS/Anthem Model of Care Training	One-time	PHT Medication Management Training	One-time	Welcome to Relias: The Game Elements Tour		
One-time	Fostering Patient Success: From Assessment to Treatment	Annual	Workplace Emergencies and Natural Disasters: An Overview	One-time	Welligent EHR Fundamentals		
Bi-Annual	Introduction to Trauma-InFORMed Care						
Annual	Navigating the Ethics of Dual Relationships for Clinicians						
Annual	Overview of Psychopharmacology						
Annual	Promoting Treatment Engagement with Behavioral Health Disorders						

II. OUTCOMES STUDY

A. Research questions

The *Connections* program aimed to understand the association between program participation and improvement in relationship skills immediately post-intervention and one month following the intervention, including both attitudes toward healthy relationships and skills associated with these relationships. Specifically, we sought to determine whether participation in the program was associated with the following:

For all participants:

- Increased relationship stability
- More positive attitudes toward relationships
- Learning skills for healthy relationships
- Improved financial stability
- Enhanced employability

For participants with children:

- Increased relationship stability with co-parents (if applicable)
- Increased investment in parenting (if applicable)
- Increased parenting skills

B. Study design

1. Sample formation

We elected to serve all Phoenix House residential clients, all of whom were receiving treatment for SUD, rather than form a comparison or control group. Therefore, our sample consists of all Phoenix House residential clients, across four different facilities: Jay Street (closed in 2017), Long Island City, Ronkonkoma, and Hauppauge. As residents in an inpatient SUD treatment program, all participants have been diagnosed with substance use disorder, typically alcohol, opioids and/or cocaine use disorders. Many, but not all, Phoenix House clients are involved in a committed romantic relationships, although rates of marriage are relatively low (see demographic data in Table III.5, below). Our target sample size was 1,400 individuals (350 per year for four years of active recruitment), which was the estimated number of Phoenix House residential clients in these facilities over the five years of the project, each of whom would complete a written informed consent prior to enrollment in the program. All clients are provided with information about the intervention and no penalty is imposed on those who decline to participate. Clients who were interested completed the baseline assessment and were then

enrolled in the next available WMR session at their site. Enrollment in the study began in July, 2016 and ended in December, 2019.

The original proposal was approved by the Phoenix House Foundation IRB, although on November, 2018 the IRB deemed to project to be exempt from review as it was an evaluation of ongoing Phoenix House programming.

2. Data collection

Data were collected using online and paper surveys administered at intake, program completion and one-month follow-up. Data collection began in September 2016 and ended in December 2019. Instruments included the Within My Reach workshop survey (the primary assessment instrument associated with the WMR intervention) and the nFORM applicant characteristics, entry and exit surveys (provided by ACF). The WMR workshop survey consisted of 29 questions about healthy relationships. Each question was phrased as a statement answered using a five-point Likert scale ranging from strongly agree to strongly disagree. An additional 12 questions focused on parenting (for clients who had children) and 32 questions focused on financial stability. The nFORM entry and exit surveys, developed by the U.S. Administration for Children and Families, is a group of related assessments that include demographics (the applicant characteristic survey), and groups of questions focused on parenting, economic stability, marriage/relationships and personal development. The data sources, administration schedules, modes of data collection and data collection time periods are described in table III.1.

Table III.1. Data Collection Sources and Timing

Data Source	Timing of Data Collection	Mode of Data Collection	Start and End Date of Data Collection
Intervention Participants	At enrollment	Online survey (nFORM ACS, nFORM Entry survey, WMR Pre)	September, 2016 through December, 2019
Intervention Participants	At completion of WMR Intervention	Online survey (WMR Post)	October, 2016 through December, 2019
Intervention Participants	One month post-WMR intervention	Online survey (nFORM Exit Survey, WMR one-month Follow-up)	November, 2016 through December, 2019

3. Analytic sample, outcomes, and descriptive statistics

In this section, we describe the sample of individuals who participated in the *Connections* program. We describe how the analytic sample was constructed, how our outcome variables were constructed, and statistics describing the individuals who participated in the *Connections* program.

Analytic Sample

To calculate our analytic sample we included all participants who had enrolled in the program through December 31, 2019. This timeframe allowed for participants to complete the

intervention and all data collection in time to be included in this report. As shown in table III.2 below, 1,429 participants enrolled in the *Connections* program.

Attrition

We calculated attrition as the percentage of enrolled participants who did not complete each assessment instrument at each time point. All 1,429 participants enrolled in the *Connections* program completed the nFORM Applicant Characteristic Survey, which was a requirement for enrollment. A total of 1,419 of these participants completed the nFORM entry survey (0.8% attrition) and 1,186 completed the nFORM exit survey (17.1% attrition). A total of 1,177 participants completed the pre-intervention WMR assessment (17.7% attrition), 603 completed the post-intervention assessment (57.8% attrition) and 600 completed the one-month follow-up assessment. (58.0% attrition).

We believe that the primary reason for attrition was that the *Connections* program was not initially aligned with the clinical treatment protocols. Many Phoenix House clients were in residential treatment for 28 days, after which they were discharged from their facility. Therefore, participants who enrolled in the *Connections* program when they had been in treatment for a period of time would leave the facility prior to completing the *Connections* program. Our initial intervention and evaluation protocols assumed that participants would return to complete their programming after discharge. When this turned out to be incorrect, we made two changes to the program. First, in consultation with the developers of the WMR curriculum, we adjusted the intervention schedule to deliver the eight WMR session over a four week period, rather than weekly. Second, we enrolled participants as close as possible to the date they were admitted to the facility, which made it more likely that participants would be in residential care for all of the WMR sessions, and therefore be available to complete the assessment instruments at the appropriate times.

Table III.2. Outcomes Study Analytic Sample

Number of Individuals	nFORM		WMR	
	n	Attrition rate	n	Attrition rate
Enrolled in Program	1429	NA	NA	NA
Completed Entry/Pre	1419	0.8%	1177	17.7%
Completed Exit/Post	1186	17.1%	603	57.8%
Completed FU	NA	NA	600	58.0%

Source: nFORM, WMR raw data files

Outcome Measures

We used items from both the nFORM and WMR surveys to develop scaled outcome measures that align with our research questions. For each topic area (relationships, economic stability, parenting) we reviewed the relevant items in our surveys and selected specific items that represented each of the topic areas we were interested in. The resulting scales included individual questions from one or both measures. Where appropriate, we reverse coded individual questions so that higher values always represented a greater degree of the outcome variable being

measured. Table III.3 shows the variables that are included in each scale, as well as how each was coded to determine the overall scale score.

Table III.3. Outcome measures used to answer the outcomes study research questions

Scale	Description of the outcome measure	Timing of measure
Relationship stability Range: 5-20	<p><i>A scale containing five questions from nFORM answered “(1) strongly agree” to “(4) strongly disagree.” The items were reverse coded and summed so that higher scores indicate greater relationship stability.</i></p> <ol style="list-style-type: none"> 1. I trust my partner/spouse completely 2. My partner/spouse knows and understands me 3. I can count on my partner/spouse to be there for me 4. I feel appreciated by my partner/spouse 5. My partner/spouse expresses love and affection toward me 	Entry, Post-intervention
Positive attitude toward relationships Range: 10-49	<p><i>A scale containing ten questions (nine from WMR and one from nFORM). The WMR questions were answered using a 5-point Likert scale ranging from “(1) strongly disagree” to “(5) strongly agree.” The nFORM question was answered using a 4-point Likert scale ranging from “(1) strongly agree” to “(4) strongly disagree.”</i></p> <p><i>The items were reverse coded and summed so that higher scores indicate a more positive attitude toward relationships.</i></p> <p>WMR Questions:</p> <ol style="list-style-type: none"> 1. I am comfortable being myself in relationships 2. I am able to make informed decisions when selecting a partner 3. I know how to set realistic goals and expectations in my romantic relationships 4. I am able to choose a trustworthy, dependable partner 5. I am aware of communication danger signs in a relationship and what steps to take to change those patterns 6. I am dedicated to participating in a strong, long-term, committed relationship 7. I know what I want in and from a romantic relationship 8. I feel good about my prospects to make a relationship work for a lifetime 9. I have a good idea how to solve problems when they come up in relationships <p>nFORM question:</p> <ol style="list-style-type: none"> 10. view our marriage/relationship as lifelong 	Entry, Post-intervention

Scale	Description of the outcome measure	Timing of measure
Skills for healthy relationships Range: 13-62	<p><i>A 13-item scale containing ten questions from WMR and three from nFORM. The WMR questions were answered using a 5-point Likert scale ranging from “(1) strongly disagree” to “(5) strongly agree.” The nFORM questions were answered using a 4-point scale ranging from “(1) almost every day” to “(4) less than once a month.”</i></p> <p><i>The items were reverse coded and summed so that higher scores indicate a more positive attitude toward relationships.</i></p> <p>WMR Questions:</p> <ol style="list-style-type: none"> 1. I have the ability to set limits about what I want and need in a romantic relationship 2. I can communicate how I want to be treated in all of my relationships 3. I am comfortable sharing my feelings with others 4. I am able to clearly communicate my wishes and desires in my romantic relationships 5. I am able to set aside a specific time to talk about issues in my relationships 6. I use time outs when necessary to calm things down 7. I only speak for myself when communicating 8. I listen to the other person without interrupting 9. I am able to make clear decisions and take action in romantic relationships rather than just letting things happen 10. I have the skills a person needs to make a relationship last <p>nFORM questions:</p> <ol style="list-style-type: none"> 11. How often do you and your partner/spouse talk to each other about the day? 12. How often do you and your partner/spouse laugh together? 13. How often do you and your partner/spouse participate in an activity we both enjoy? 	Entry, Post-intervention
Financial stability Range: 4-7	<p><i>A four-item scale derived from four nFORM questions. Three were yes/no questions and one question was answered “never” to “very often.”</i></p> <p><i>The score was calculated by summing questions 1-3 and then adding the reverse-coded value of question 4. Higher scores indicated greater financial stability.</i></p> <p>Questions answered yes/no:</p> <ol style="list-style-type: none"> 1. Do you have a checking account? 2. Do you have a savings account? 3. Do you use a budget to plan your spending? <p>Question answered “(1) never” to “(4) very often”:</p> <ol style="list-style-type: none"> 4. How often do you find it difficult to pay your bills? 	Entry, Post-intervention

Scale	Description of the outcome measure	Timing of measure
Employability Range: 14-50	<p><i>A scale containing 15 questions from nFORM.</i></p> <p><i>The score was calculated by summing the scores from all 15 questions. Questions 1 to 6 and 9 to 15 were reverse coded. Higher scores indicated greater employability.</i></p> <p><i>Six questions answered “(1) strongly agree” to “(4) strongly disagree”:</i></p> <ol style="list-style-type: none"> 1. I have good job skills 2. I know where to find job openings 3. I know how to apply for a job 4. I feel confident in my ability to conduct an effective job search for a job I want 5. I feel confident in my interviewing skills 6. I would like to get a job <p><i>One yes/no question (values of 1 for yes, 0 for no):</i></p> <ol style="list-style-type: none"> 7. Do you have an updated resume that you can give to employers? <p><i>One “check all that apply” question.</i></p> <ol style="list-style-type: none"> 8. “What is your current employment status?” assigned values as follows: <ol style="list-style-type: none"> 8a. Full-time employment (4) 8b. Part-time employment (3) 8c. Employed, but number of hours changes from week to week (3) 8d. Temporary, occasional or seasonal employment, or odd jobs for pay (2) 8e. Not currently employed (1) <p><i>Seven questions answered “(1) not at all” to “(3) a lot”. “Some people experience challenges that make it hard to find or keep a good job. How much do the following make it hard for you to find or keep a job?”:</i></p> <ol style="list-style-type: none"> 9. Do not have reliable transportation 10. Do not have the right clothes for a job 11. Do not have documentation for legal employment 12. Do not have good enough childcare or family help 13. Have a criminal record 14. Do not have the right skills or education for good jobs 15. Have substance abuse or mental health problems 	Entry, Post-intervention
Investment in parenting role Range: 4-16	<p><i>A scale containing four nFORM questions answered “(1) never” to “(4) often”.</i></p> <p><i>The score was calculated by reverse coding all four items and summing them. Higher scores indicated a greater investment in the parenting role.</i></p> <p><i>How often does each of the following happen in your family?:</i></p> <ol style="list-style-type: none"> 1. I am happy being with my child 2. My child and I are very close to each other 3. I try to comfort my child when he/she is upset 4. I spend time with my child doing what he/she likes to do 	Entry, Post-intervention

Scale	Description of the outcome measure	Timing of measure
Parenting skills Range: 3-12	<p>A scale containing three nFORM questions answered “(1) never” to “(4) every day or almost every day”.</p> <p>The score was calculated by reverse coding all three items and summing them. Higher scores indicated greater parenting skills.</p> <p>“Over the past month, how often did you...”:</p> <ol style="list-style-type: none"> 1. Hit, spank, grab or use physical force with your child? 2. Yell, shout or scream at your child? 3. Talk to your child about what he/she did wrong? 	Entry, Post-intervention

Reliability of Outcome Measures

For each of the scales described above, we assessed the internal consistency by computing Cronbach Alpha scores separately for entry and exit data. Internal consistency was generally good, with the exception of the financial stability, parenting skills scales, and investment in parenting roles (exit only) which had lower alpha levels. The Cronbach’s Alpha for each scale is shown in table III.4.

Table III.4 Reliability of Outcome Measures

Scale	Variables	Cronbach Alpha - Entry	Cronbach Alpha - Exit
Relationship stability	nFORM C12a, C12b, C12c, C12d, C12e	.885	.884
Positive attitude toward relationships	WMR3, WMR6, WMR8, WMR9, WMR10, WMR18, WMR22, WMR24, WMR28, nFORMC15	.853	.832
Skills for healthy relationships	WMR1, WMR2, WMR4, WMR7, WMR11, WMR12, WMR14, WMR15, WMR21, WMR23, nFORMC13a, nFORMC13b, nFORMC13c	.781	.770
Financial stability	nFORMB1a, nFORMB1b, nFORMB1c, nFORMB2	.547	.531
Employability	nFORMB3b, nFORMB3c, nFORMB3d, nFORMB3e, nFORMB3f, nFORMB3g, nFORMB4, nFORMB6a, nFORMB12a, nFORMB12b, nFORMB12c, nFORMB12d, nFORMB12e, nFORMB12f, nFORMB12g	.765	.750
Investment in parenting role	nFORMA2aa, nFORMA2ab, nFORMA2ac, nFORMA2ad	.797	.501
Parenting skills	nFORMA2ba, nFORMA2bb, nFORMA2bc	.471	.300

Sample Characteristics

As expected, participants in the *Connections* program are representative of the Phoenix House client population. Most participants (84.3%) were between the ages of 25 and 54, and more than two thirds (67.3%) were male. More than half (56.9%) were white, a quarter (25.6%) were African-American, and 20.1% were Latinx. Nearly two thirds (65.9%) reported living in a

residential facility, although this reflects the fact that most participants were Phoenix House residential clients, and therefore did not indicate their housing status outside of the program.

Only 37.9% reported having a current romantic partner. Nearly two thirds (63.6%) had never married, and slightly more than half (52.2%) had at least one child. Among those with children, the mean number of children was 1.86, with a range of 1-9. Education levels were also consistent with the overall Phoenix House population, with 19.2% having less than a high school education and 41.0% having a high school diploma or GED. Nearly all (87.8%) were unemployed at program entry.

Overall, participants reported being in good health, with 48.9% reporting that their health was very good or excellent, and an additional 34.7% reporting that their health was good.

Sample characteristics are shown in table III.5.

Table III.5 Characteristics of participants in the outcomes study at baseline

Participant Characteristic	Mean (s.d.)/% at baseline	Data Source
Age (n=1423)		nFORM ACS
Under 18	0.1%	
18-20	1.4%	
21-24	5.1%	
25-34	36.2%	
35-44	27.7%	
45-54	22.4%	
55-64	7.0%	
65 or older	0.2%	
Gender (n=1423)		nFORM ACS
Male	67.3%	
Female	32.7%	
Ethnicity (n=1429)		nFORM ACS
Latinx	20.1%	
Non-Latinx	79.9%	
Race (n=1429)		nFORM ACS
American Indian/Alaska Native	2.4%	
Asian	1.6%	
Black/African-American	25.6%	
Native Hawaiian/Pacific Islander	0.7%	
White	56.9%	
Other	15.1%	
Current Living Situation (n=1404)		nFORM ACS
Own home	2.7%	
Rent	9.8%	

Participant Characteristic	Mean (s.d.)/% at baseline	Data Source
Rent-free (someone else rents/owns home)	11.9%	
Shelter, halfway house, treatment center	65.9%	
Streets, car, abandoned building	3.3%	
Other	6.3%	
Partner Status (n=1197)		nFORM ACS
No current partner	62.1%	
Romantically involved on a steady basis	27.7%	
On-again off-again relationship	10.2%	
Marital Status (n=1390)		nFORM ACS
Married	10.2%	
Engaged	3.4%	
Separated	8.5%	
Divorced	12.9%	
Widowed	1.5%	
Never married	63.6%	
Children (n=1307)		nFORM ACS
Mean number	0.95 (1.3)	
Range	0-9	
Have at least one child	52.2%	
Mean number	1.86 (1.2)	
Education (highest degree) (n=1362)		nFORM ACS
No degree or diploma	19.2%	
GED	22.1%	
High school	18.9%	
Vocational/technical school	6.9%	
Some college (no degree)	16.2%	
Associate's degree	7.4%	
Bachelor's degree	7.4%	
Master's/advanced degree	1.9%	
Employment Status (n=1429)		nFORM ACS
Full-time	5.9%	
Part-time	1.8%	
Hours change from week to week	0.7%	
Temporary, seasonal, odd jobs	1.5%	
Unemployed	87.8%	
Income (past month) (n=1360)		nFORM ACS
<\$500	85.8%	
\$500 or more	14.2%	

Participant Characteristic	Mean (s.d.)/% at baseline	Data Source
How would you describe your health? (n=1401)		nFORM ACS
Excellent	17.8%	
Very good	31.1%	
Good	34.7%	
Fair	12.3%	
Poor	3.3%	

Source: nFORM Applicant Characteristics Survey

C. Findings and analysis approach

In this section, we present our approach to data analysis and the results of all analyses conducted. We present data on pre-post differences in each the outcome scales described above, the “dosage” of the intervention components (number of sessions, number of hours), associations between outcomes and “dosage” of the intervention, and comparisons of subgroups of participants based upon demographic differences. Our key findings showed an association between program participation and attitudes toward relationships and employability. No relationship was seen between outcomes and intervention dosage, but one subgroup difference was statistically significant. Response rates varied across scales, as can be seen in the differing sample sizes in the tables below.

C.1 Primary research questions

The primary research question is whether participation in the *Connections* program was associated with relationship skills post-intervention and one month following the intervention, including both attitudes toward healthy relationships and skills associated with these relationships. Analyses will include and control for, when necessary, the dose of the intervention (number of sessions completed) and demographic characteristics (gender, relationship status, children, etc.).

As described above, we developed seven scales to address the overall research question of whether the *Connections* program was associated with positive changes in each domain. Our overall research question is therefore operationalized in the following seven research questions.

- I. Was participation in the Connections program associated with more positive attitudes toward relationships, measured at post-intervention?
- II. Was participation in the Connections program associated with better skills for healthy relationships, measured at post-intervention?
- III. Was participation in the Connections program associated with improved financial stability, measured at post-intervention?
- IV. Was participation in the Connections program associated with improved employability, measured at post-intervention?

- V. Was participation in the Connections program associated with improved relationship strength and stability with co-parents, measured at post-intervention?
- VI. Was participation in the Connections program associated with increased investment in parenting, measured at post-intervention?
- VII. Was participation in the Connections program associated with increased parenting skills, measured at post-intervention?

These questions were addressed by conducting within-groups t-tests comparing scale scores at program entry and post-intervention. Our hypotheses were that participation in the *Connections* program would be associated with higher scores in each of these seven areas. In supplemental analyses (see section C.4, Subgroup Analyses, below) we controlled for pre-intervention scores of participants relating to each outcome scale.

As shown in Table III.4, above, three of these scales (Financial Stability, Investment in Parenting Role, and Parenting Skills, did not achieve Cronbach-alpha reliability levels of 0.7 or higher, which was our criteria for inclusion in analyses. Therefore, data on these scales are not included in this report.

Of the seven scales that comprise our outcome measures, significant increases were seen in the positive attitude toward relationships scale and in the employability scales. No changes were seen in the other two relationship scales (although the relationship stability scale was near statistical significance). This pattern is consistent when only participants with children are included in the analyses (data not shown). The results of these analyses for the full sample can be seen in table III.6.

Table III.6. Pre-post comparisons of summary scale scores.

Scale	Sample Size	Mean baseline score	Mean post-intervention score	t, significance
Relationship stability	234	16.46	16.85	1.96, p=.052, ns
Positive attitude toward relationships	98	38.52	42.36	6.23, p<.001
Skills for healthy relationships	103	42.13	46.57	0.54, p=.591, ns
Employability	696	35.40	36.63	5.85, p<.001

C.2 Dose of the intervention

To further explore the associations between the *Connections* program and our outcome measures, we computed measures of the “dose” of each intervention component. For these analyses, we defined dose in two ways: the number of sessions and the total time in sessions. We included total time because sessions could differ substantially in length. We then calculated the dose separately for the WMR, Parenting and Financial Stability sessions.

For the WMR sessions, which were the primary component of the *Connections* program, the mean number of sessions was 6.57, while the median was 7.0. The full WMR intervention was 8 one-hour sessions, and 35.9% of participants attended 8 or more sessions (61.3% attended at least 7 sessions). For parenting sessions, the mean number of sessions was 5.46 and the median

was 5.0. The mean number of financial stability sessions was 3.49 and the median was 3.0. For WMR and parenting sessions were almost always one hour long, and therefore the number of hours closely matches the number of sessions for each of these interventions. Financial stability sessions were more variable, with each session lasting about one hour and 15 minutes. The mean, median and range for each of these variables can be seen in table III.7.

Table III.7 “Dose” of intervention components (n=14230)

Intervention	WMR		Parenting		Financial Stability	
	Sessions	Hours	Sessions	Hours	Sessions	Hours
Mean	6.57	6.73	5.46	5.52	3.49	4.38
Median	7.0	7.0	5.0	5.0	3.0	3.0
Range	1-28	1-28	1-22	1-22	1-15	1-24

Note: Two participants had data that were incorrectly recorded and were therefore not included in these analyses

C.3 Relationship between intervention dose and outcomes

We analyzed the relationship between the dose of each intervention and the outcome scales associated with the intervention topic. Because the number of sessions and number of hours were similar, we used number of sessions as the measure of dose in these analyses. For these analyses, we computed bivariate correlations between the dose of each intervention component and the score on the post-intervention outcome scales associated with that intervention. For relationships, we used the number of WMR sessions, the post-intervention relationship stability scale, the post-intervention positive attitude toward relationship scale, and the skills for healthy relationships scale. For these analyses, correlations were modest and none reached statistical significance. These results can be seen in table III.8.

Table III.8 Correlations between WMR sessions and relationship outcome scales

Outcome Scale	Correlation with WMR dose	Significance
Relationship stability (n=315)	.093	p=.100, ns
Positive attitude toward relationships (n=179)	.011	p=.887, ns
Skills for health relationships (n=182)	-.052	p=.482, ns

ns = not statistically significant

For financial stability, we used the post-intervention employability scale. Again, the correlation was modest and did not reach statistical significance. These results can be seen in table III.9.

Table III.9 Correlations between Financial Stability sessions and financial stability outcome data

Outcome Scale	Correlation with WMR dose	Significance
Employability (n=790)	-.082	p=.022, ns

C4. Subgroup Analyses

We compared outcome scores across subgroups of participants to see if changes in outcomes were different for different groups based upon participant demographics. These analyses aimed to look at participant characteristics that might be associated with outcomes. For each of these

analyses, we used analysis of covariance (ANCOVA) to determine subgroup differences on outcome scales while controlling for the participant's score on the pre-intervention assessment of the scale (e.g., we used the pre-intervention scale scores as covariates). We used age and gender as subgroup characteristics for all analyses. Age is recorded as a categorical variable on the nFORM Applicant Characteristics Survey. We therefore dichotomized age into younger (18-34) and older (35-64) participants. In addition to these subgroups, we included a subgroup of relationship status for the analyses focused on relationships. This variable was dichotomized to having a current romantic partner vs. not having a current romantic partner. For financial stability analyses, we added a dichotomous variable of employment (any work from full-time to seasonal) vs. no employment.

We found no differences between any subgroups on the three post-intervention relationship scales when controlling for pre-intervention scale scores. These results can be seen in tables 3.10.

Table III.10 Comparisons of Relationship scales across participant subgroups

Subgroup	Relationship Stability				Positive Attitudes Toward Relationship				Skills For Healthy Relationships			
	N	Sum of Squares	F	Significance	N	Sum of Squares	F	Significance	N	Sum of Squares	F	Significance
Age	234	8.71	1.36	p=.244, ns	98	22.20	0.88	p=.352, ns	103	11.15	0.38	p=.541, ns
Gender	234	4.01	0.63	p=.430, ns	98	10.31	0.40	p=.5526, ns	89	16.58	0.52	p=.474, ns
Romantic Partner	162	6.74	1.01	p=.316, ns	75	0.004	0.00	p=.990, ns	67	4.97	0.16	p=.687, ns

Note: Includes participants who completed at least one WMR session. The degrees of freedom for each model equals 1. Therefore the mean squares equal the sum of squares and are not reported.

Includes participants who completed at least one Parenting session

For the financial scales, no differences were found in post-intervention scale scores based on age or gender, controlling for pre-intervention scale scores. However, significant differences were seen based on employment, where those who were employed had higher post-intervention scale scores than those who weren't employed (39.8 vs. 35.7 on the employability scale). These differences were statistically significant when controlling for pre-intervention scale scores, as can be seen in table III.11.

Table III.11 Comparisons of Financial scales across participant subgroups

Subgroup	Employability			
	N	Sum of Squares	F	Significance
Age	696	11.9	0.566	p=.452, ns
Gender	696	20.7	0.99	p=.320, ns
Employment	691	812.3	41.9	p<.001

Note: Includes participants who completed at least one Financial Stability session

III. DISCUSSION AND CONCLUSIONS

These analyses show that overall the *Connections* program was associated with some, but not all, of our intervention targets. Higher scores were seen on scales measuring attitudes toward relationships and employability. No change was seen in relationship stability or skills for healthy relationships. Low reliability scores on the financial stability scale and the two parenting scales prevented us from presenting analysis using these scales. Although this pattern of results is somewhat unclear, it is possible that intervention targets that were more concrete, such as job skills, financial management were more strongly associated with program participation.

Participants reported that they liked the WMR workshops. On a five-point Likert scale, ranging from “(1) strongly disagree to “(5) strongly agree, on items such as “The facilitator(s) encouraged me and created a safe environment,” they recommended their facilitators with a score of 4.79 on the post-intervention assessment and 4.71 on the follow-up assessment. Anecdotal reports to other project staff confirm the positive response to the *Connections* program in general and specifically to each of the intervention components.

Noteworthy is the improvement in the employability scale. Employment is a major concern for substance using populations, and difficulties securing employment can be major obstacles to emotional stability following substance abuse treatment. Phoenix House clients frequently describe employment as their primary concern following treatment, and it is possible that improvements in employability, to the extent they can be maintained after discharge, could support success in other areas, including relationships and parenting. In short, we believe it is possible that the changes in financial security we found might facilitate other types of security and stability.

It is also possible that possible improvement on one scale may have been limited by ceiling effects, where high initial scores on a scale make it difficult to show improvement in later scale scores. For example, scores on the relationship stability scale (which approached statistical significance – $p=.052$ – in spite of this) averaged 16.85 out of a possible 20 on the post-intervention assessment. It should be noted, however, that ceiling effects were not likely for other scales, and in fact the employability scale showed significant improvement while still remaining near the middle of their possible ranges.

The *Connections* program had a number of limitations, both in terms of program design and implementation. Most importantly, the program was not initially aligned with the clinical timelines followed in Phoenix House residential facilities, which resulted in high rates of attrition. Future implementation of healthy relationship programs operating within a substance use disorder treatment facility should be incorporated as part of standard programming, allowing better integration into the overall pattern of clinical care provided in these facilities. In addition, the WMR intervention emphasized traditional marriage, while many Phoenix House clients have romantic relationships that, while long-lasting and intimate, are not marriages. Anecdotal reports suggest that some of the curriculum content was therefore difficult for participants to relate to, and this content was sometimes challenging for the facilitators to present in a more-relevant

manner. Future curricula will be adapted prior to implementation so that they reflect the relationships and other relevant circumstances (e.g., financial context) of Phoenix House clients. For example, intervention content will be modified to describe romantic relationships in general, rather than only marital relationships, and assessment tools will also reflect this new language. In addition, we hope to modify vocational content to reflect the financial circumstances (e.g., increasing the focus on budgeting and decreasing the focus on mortgages) and parenting circumstances (e.g., blended families, non-biological children) of our clients.

There were also concrete limitations associated with the design of the study. Most important, this study did not follow a rigorous experimental design. We elected to make the intervention available to all Phoenix House residential clients, without establishing criteria for being in an intimate relationship or being a parent. We also elected to emphasize clinical concerns over research methods. For example, we did not include extensive observation of intervention sessions, which we believed would be clinically inappropriate, and therefore we do not have a rigorous assessment of program fidelity. We also did not have resources to hire a research team, other than our local evaluator, that would be independent of the intervention team, and therefore assessment measures, while completed electronically, may be more prone to social desirability. While these decisions may impact the validity of our findings, they also represent the real world conditions under which this intervention will be implemented in the future, and thus reflect the actual limitations that will be faced by the *Connections* program in the future.

In conclusion, the *Connections* program was associated with modest improvements in some areas, with more improvement seen in financial outcomes than in either relationship or parenting outcomes. While improvements in relationships were one of the program aims, it is possible that participants' improved employability will lead to improved relationships over time.

IV. REFERENCES

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V. APPENDICES

A. Logic model (or theory of change) for program

GOALS	INPUTS →	TARGET → POPULATION	ACTIVITIES →	OUTPUTS →	OUTCOMES
(1) To encourage and enable the development of knowledge and skills to create and/or sustain healthy marriages/ partnerships and relationships; (2) To support the economic self-sufficiency, recovery, and well-being of participants to promote healthy relationships and families. (3) To improve parenting skills and readiness to assume responsibility for children.	<ul style="list-style-type: none"> Program staffing Staff training and supervision Funding/Budget Grantee and Community Resources (treatment, housing, etc) COAF/Phoenix House Expertise Community Partner Services 	<ul style="list-style-type: none"> Individuals with substance use disorders in residential treatment at Phoenix Houses of New York, including: <ul style="list-style-type: none"> ○ Clients who are married or in committed relationships ○ Individuals who are single ○ Clients who are custodial or non-custodial parents 	<ul style="list-style-type: none"> Participation in evidence-based Relationship Education: <ul style="list-style-type: none"> -WMR (singles) -WOR (couples) -Co-parenting Partner Education and Support Financial Literacy/ Stability Services <ul style="list-style-type: none"> -Individual support -Finding Paths to Prosperity (FPP) Job Readiness Preparation Family Care Management Referrals <ul style="list-style-type: none"> -Resource education -Parenting Education -Phoenix Fathers -Building Bridges 	<ul style="list-style-type: none"> WMR: 700 clients enrolled WOR: 65 couples enrolled Co-parenting: 2 sessions x 150 clients Financial literacy/ stability: 150 clients supported individually; FPP enrollment: 300 clients Economic mobility: 150 clients served or referred to employment services Parenting: 100 parents, varied number of sessions Partner support and education sessions – 2 sessions for 65 partners 	Short/Intermediate <ul style="list-style-type: none"> Singles improve healthy relationship skills Couples improve relationship skills Parents improve co-parenting relationship Participants will stabilize and improve their financial situation Participants will improve readiness for employment Participants improve parenting skills Long-Term: <ul style="list-style-type: none"> Improved Marriage / Relationship, Child and Family Well-being Increased family assets and economic status

B. Process / Implementation analysis

N/A

C. Outcomes study data cleaning and preparation

N/A – these analyses were discussed in the narrative.

D. Attrition analyses and tables

Table D.1. Attrition Analysis for Relationship Stability Scale

	Analytic sample (n, % retained pre to post)	Enrolled sample (n, % retained pre to post)	Chi-square, Significance
Sample size (n, %)	234, 16.4%	1195, 83.6%	
Gender			
Male	59.4%	68.6%	
Female	40.6%	31.4%	X²=7.54, p=.006
Age			
18-34	44.4%	43.0%	
34 and older	55.6%	57.0%	X ² =0.172, NS
Ethnicity (%)			
Latinx	15.0%	21.3%	X²=4.88, p=.027
Race (%)			
White	60.2%	53.9%	
Black	25.1%	25.2%	
Other	14.7%	20.9%	X ² =5.13, NS
Income >\$500 (%)	16.9%	13.6%	X ² = 1.66, NS

Table D.2 Attrition Analysis for Attitudes Toward Healthy Relationships Scale

	Analytic sample (n, % retained pre to post)	Enrolled sample (n, % retained pre to post)	Chi-square, Significance
Sample size (n, %)	98, 6.9%	1331, 93.1%	
Gender			
Male	59.2%	67.7%	
Female	40.8%	32.3%	X ² =3.00, NS
Age			
18-34	38.8%	43.5%	
34 and older	61.2%	56.5%	X ² =0.85, NS
Ethnicity (%)			
Latinx	15.3%	20.6%	X ² =1.60, NS
Race (%)			
White	61.9%	61.0%	
Black	24.7%	21.6%	
Other	13.4%	17.4%	X ² = 3.13, NS
Income >\$500 (%)	13.4%	14.3%	X ² = 0.05, NS

Table D.3 Attrition Analysis for Relationship Skills Scale

	Analytic sample (n, % retained pre to post)	Enrolled sample (n, % retained pre to post)	Chi-square, Significance
Sample size (n, %)	103, 7.2%	1326 92.8%	
Gender			
Male	55.3%	68.0%	
Female	44.7%	32.0%	X²=6.97, p=.008
Age			
18-34	37.9%	43.6%	
34 and older	62.1%	56.4%	X ² =1.30, NS
Ethnicity (%)			
Latinx	16.5%	20.6%	X ² =0.97, NS
Race (%)			
White	62.4%	54.4%	
Black	23.8%	25.3%	
Other	13.9%	10.4%	X ² =3.18, NS
Income >\$500 (%)	11.0%	14.4%	X ² = 0.90, NS

Table D.4 Attrition Analysis for Employability Scale

	Analytic sample (n, % retained pre to post)	Enrolled sample (n, % retained pre to post)	Chi-square, Significance
Sample size (n, %)	696, 48.7%	733, 51.3%	
Gender			
Male	66.2%	68.1%	
Female	33.8%	31.9%	X ² =0.61, NS
Age			
18-34	43.2%	43.2%	
34 and older	56.8%	56.8%	X ² =0.00, NS
Ethnicity (%)			
Latinx	22.5%	17.9%	X²=4.71, p=.030
Race (%)			
White	58.6%	51.4%	
Black	23.0%	27.2%	
Other	18.4%	21.4%	X²=7.18, p=.028
Income >\$500 (%)	16.5%	11.9%	X² = 5.80, p=.016

E. Outcomes analyses

N/A – these analyses were discussed in the narrative.

F. Data collection instruments

OMB Control No.: 0970-0460

Expiration Date: 07/31/2018

Respondent ID #: _____
Date: _____

**HEALTHY MARRIAGE/ RESPONSIBLE
FATHERHOOD PROGRAM**

**APPLICANT
CHARACTERISTICS**

PRIVACY

Thank you for your help with this important study. This survey asks questions about your demographic characteristics, financial well-being, health, and what brought you to the program. Your name will not be on the survey and your answers will be private to the extent permitted by law. We want you to know that:

1. Your participation in this survey is voluntary.
2. We hope that you will answer all the questions, but you may skip any questions you do not wish to answer.
3. The answers you give will be kept private to the extent permitted by law.

THE PAPERWORK REDUCTION ACT OF 1995

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The information requested in this survey will be used to document how programs receiving HMRF grant funding operate and describe participant outcomes. The data gathered will allow ACF to better monitor grantee progress and performance. In accordance with the requirements of the Privacy Act of 1974, as amended ([5 U.S.C. 552a](#)), ACF/OPRE established system of records titled: 09-80-0361 OPRE Research and Evaluation Project Records, HHS/ACF/OPRE. A Federal Register Notice ([80 FR 17893](#)) announced the system.

SECTION A: DEMOGRAPHIC CHARACTERISTICS

A1. Are you male or female?

¹ Male

² Female

A2. What is your current age?

MARK ONE ONLY

¹ Under 18 years old

² 18 – 20 years

³ 21 – 24 years

⁴ 25 – 34 years

⁵ 35 – 44 years

⁶ 45 – 54 years

⁷ 55 – 64 years

⁸ 65 years or older

A3. What is your ethnicity?

¹ Hispanic or Latino

² Not Hispanic or Latino **GO TO A5**

A4a. Where were you born?

MARK ONE ONLY

¹ In the United States

² Outside the United States. In what country were you born? _____

A4b. Where was your mother born?

MARK ONE ONLY

¹ In the United States

² Outside the United States. In what country was your mother born? _____

A4c. Where was your father born?

MARK ONE ONLY

¹ In the United States

² Outside the United States. In what country was your father born? _____

A5. Which of the following best describes your race?

MARK ONE OR MORE

- 1 American Indian or Alaska Native
- 2 Asian
- 3 Black or African-American
- 4 Native Hawaiian or other Pacific Islander
- 5 White
- 6 Other (Please specify) _____

A6a. Which language is spoken in your home most of the time?

- 1 English **GO TO B1**
- 2 Spanish
- 3 Other. Please specify _____

A6b. How well do you speak English?

MARK ONE ONLY

- 1 Very well
- 2 Well
- 3 Not well
- 4 Not at all

SECTION B: FINANCIAL WELL-BEING

[ASK IF A2 = 2, 3, 4, 5, 6, 7, 8]

B1. In the past month, have you or anyone in your household received the following types of assistance?

MARK ONE BOX IN EACH ROW

	YES	NO
a. Temporary Assistance for Needy Families (TANF)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Supplemental Security Income (SSI).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Social Security Disability Insurance (SSDI).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
d. Supplemental Nutrition Assistance Program (SNAP) / Food stamps	1 <input type="checkbox"/>	2 <input type="checkbox"/>
e. Women, Infants, and Children (WIC).....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
f. Unemployment insurance.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
g. Housing choice voucher (sometimes called Section 8)	1 <input type="checkbox"/>	2 <input type="checkbox"/>
h. Cash assistance.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
i. Child support.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>
j. Other (Please specify)..... _____	1 <input type="checkbox"/>	2 <input type="checkbox"/>

B2. What is your current living situation?

MARK ONE ONLY

- 1 Own home
- 2 Rent
- 3 Live rent-free (a relative or someone else rents/owns the home)
- 4 Live in shelter, halfway house, or treatment center
- 5 Live on streets, car, abandoned building, or other place not meant for sleeping
- 6 Other (Please specify) _____

B3. Are you currently in school or college?

- 1 Yes
- 2 No **GO TO B5**

B4. What is your current grade?

MARK ONE ONLY

- ¹ Less than 9th grade
- ² 9th grade
- ³ 10th grade
- ⁴ 11th grade
- ⁵ 12th grade
- ⁶ College

GO TO B6a

B5. What is the highest degree, diploma, or certification you have earned?

MARK ONE ONLY

- ¹ No degree or diploma earned
- ² High school General Education Development or GED
- ³ High school diploma
- ⁴ Vocational/technical certification
- ⁵ Some college but no degree completion
- ⁶ Associate's degree
- ⁷ Bachelor's degree
- ⁸ Master's degree/Advanced degree

B6a. What is your current employment status?

MARK ALL THAT APPLY

- ¹ Full-time employment (usually work 35 or more hours a week)
- ² Part-time employment (usually work 1 – 34 hours a week)
- ³ Employed, but number of hours changes from week to week
- ⁴ Temporary, occasional, or seasonal employment, or odd jobs for pay
- ⁵ Not currently employed

[GO TO C4a or C4b IF B4 = 1, 2, 3, 4, 5]

[SKIP IF B4 = 1, 2, 3, 4, 5]

B6b. Are you...

MARK ONE BOX IN EACH ROW

	YES	NO
a. Actively looking for work?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
b. Retired?	1 <input type="checkbox"/>	2 <input type="checkbox"/>
c. Disabled?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>

[SKIP IF B4 = 1, 2, 3, 4, 5]

B7. In the past 30 days, how much money did you make?

Please include tips, bonuses, commissions, and regular overtime pay and count all money you received before taxes and deductions. If you held more than one job, include your total earnings from all of your work during the past 30 days. Do not include the earnings of other people who live with you.

Your best estimate is fine.

MARK ONE ONLY

- 1 Less than \$500
- 2 \$500 – \$1,000
- 3 \$1,001 – \$2,000
- 4 \$2,001 – \$3,000
- 5 \$3,001 – \$4,000
- 6 \$4,001 – \$5,000
- 7 More than \$5,000

[SKIP IF B4 = 1, 2, 3, 4, 5]

B8. Do you have health insurance (either through your job, your partner’s job, your parents’ job, Medicaid, Medicare, or a health exchange)?

MARK ONE ONLY

- 1 Yes
- 0 No
- d I don’t know

[SKIP IF B4 = 1, 2, 3, 4, 5]

B9. Do you have other benefits through your job, such as paid vacation leave, paid sick leave, or life insurance?

MARK ONE ONLY

- ¹ Yes
- ² No
- ^d I don't know

[SKIP IF B4 = 1, 2, 3, 4, 5]

B10. When did you first start working in the job you have now? If you have more than one job, think about the job for which you worked the most hours during the past 30 days.

____/____ MONTH / YEAR

[SKIP IF B4 = 1, 2, 3, 4, 5]

B11. Please list your two most recent employers.

[SKIP IF B4 = 1, 2, 3, 4, 5]

B12. Some people experience challenges that make it hard to find or keep a good job.

How much do the following make it hard for you to find or keep a job?

MARK ONE BOX IN EACH ROW

	NOT AT ALL	A LITTLE	A LOT
a. Do not have reliable transportation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Do not have right clothes for a job (including uniforms)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Do not have documentation for legal employment (e.g., birth certificate)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Do not have good enough childcare or family help	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Have a criminal record	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Do not have the right skills or education for good jobs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Have substance use or mental health problems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

SECTION C: FAMILY STATUS

[SKIP IF B4 = 1, 2, 3, 4, 5]

C1. What is your current marital status?

MARK ONE ONLY

- 1 Married
- 2 Engaged
- 3 Separated
- 4 Divorced
- 5 Widowed
- 6 Never married

GO TO C4a or C4b

[SKIP IF B4 = 1, 2, 3, 4, 5]

C2. What is your current partner status?

MARK ONE ONLY

- 1 No current partner (unpartnered) **GO TO C4a or C4b**
- 2 I am romantically involved with someone on a steady basis
- 3 I am involved in an on-again and off-again relationship

[SKIP IF B4 = 1, 2, 3, 4, 5]

C3. How much of the time do you live with your partner?

MARK ONE ONLY

- 1 All of the time
- 2 Most of the time
- 3 Some of the time
- 4 None of the time

[ASK IF A1 = 2]

C4a. Are you currently pregnant?

- 1 Yes
- 0 No

[ASK IF A1 = 1]

C4b. Is anyone currently pregnant with your child?

- 1 Yes
- 0 No

[SKIP IF B4 = 1, 2, 3, 4, 5]

C5. How many children do you have who are under 21 years old? Do not include current pregnancies.

_____ NUMBER OF CHILDREN

[ASK IF B4 = 1, 2, 3, 4, 5]

C5a. How many children do you have? Do not include current pregnancies.

_____ NUMBER OF CHILDREN

[SKIP IF B4 = 1, 2, 3, 4, 5]

C6. How many of these are your biological or legally adopted children?

_____ NUMBER OF BIOLOGICAL OR LEGALLY ADOPTED CHILDREN

[SKIP IF B4 = 1, 2, 3, 4, 5]

C7. How many of your biological or legally adopted children live with you all or most of the time?

_____ NUMBER OF CHILDREN THAT LIVE WITH YOU ALL OR MOST OF THE TIME

[ASK IF C1 = 1 or 2 OR C2 = 2 OR 3]

[SKIP IF B4 = 1, 2, 3, 4, 5]

C8. Are you a mother/father figure to any of your partner's children?

¹ Yes

² No

³ My partner has no children

[ASK IF A2 = 1 OR 2]

C9. What is your current foster care status?

MARK ONE ONLY

¹ I have never been in foster care

² I left foster care over six months ago

³ I recently (in the past 6 months) left foster care

⁴ I am currently in foster care

⁵ Not sure

SECTION D: HEALTH AND WELL-BEING

D1. In general, how would you describe your health?

MARK ONE ONLY

- 1 Excellent
- 2 Very good
- 3 Good
- 4 Fair
- 5 Poor

SECTION E: ABOUT THE PROGRAM

[SKIP IF B4 = 1, 2, 3, 4, 5]

E1. How or where did you hear about [PROGRAM]?

MARK ALL THAT APPLY

- ¹ Word of mouth (friends, family, acquaintances)
- ² Newspaper ad, billboards, or a flyer
- ³ Radio ad or a TV spot
- ⁴ Internet ad or social media such as Facebook, Twitter
- ⁵ Government agency, such as the Office of Child Support Enforcement, TANF, WIC, Child Welfare (CPS), parole/probation office, other agency
- ⁶ Community organization, such as a school, hospital, maternity clinic, doctor’s office, place of worship, Head Start, or Healthy Start center
- ⁷ Program staff or event
- ⁸ Other (Please specify) _____

[SKIP IF B4 = 1, 2, 3, 4, 5]

E2. Why did you choose to enroll in this program?

MARK ONE ONLY

- ¹ To learn about being a better parent
- ² To learn how to improve my personal relationships
- ³ To find a job or a better job
- ⁴ My friends were coming
- ⁵ My spouse/partner asked me to come
- ⁶ My parole/probation officer told me to enroll in a program like this
- ⁷ A court ordered me to enroll in a program like this
- ⁸ Other (Please specify) _____

Thank you for completing this survey!

OMB Control No.: 0970-0460
Expiration Date: 07/31/2018



Respondent ID #: _____
Date: _____

HEALTHY MARRIAGE PROGRAM
PRE-PROGRAM SURVEY
For Adult-Focused Programs
PRIVACY

Thank you for your help with this important study. This survey includes questions about your parenting, relationships, economic stability, well-being, and program experiences. Your name will not be on the survey and your responses will remain private to the extent permitted by law. We want you to know that:

- 1. Your participation in this survey is voluntary.
- 2. We hope that you will answer all the questions, but you may skip any questions you do not wish to answer.
- 3. The answers you give will be kept private to the extent permitted by law.

THE PAPERWORK REDUCTION ACT OF 1995

Public reporting burden for this collection of information is estimated to average 25 minutes per response, including the time for reviewing instructions, gathering and maintaining the data needed, and reviewing the collection of information. An agency may not conduct or sponsor, and a person is not required to respond to, a collection of information unless it displays a currently valid OMB control number. The information requested in this survey will be used to document how programs receiving HMRF grant funding operate and describe participant outcomes. The data gathered will allow ACF to better monitor grantee progress and performance. In accordance with the requirements of the Privacy Act of 1974, as amended ([5 U.S.C. 552a](#)), ACF/OPRE established system of records titled: 09-80-0361 OPRE Research and Evaluation Project Records, HHS/ACF/OPRE. A Federal Register Notice ([80 FR 17893](#)) announced the system.

SECTION A: PARENTING

We would like to get a sense of who you are as a parent. We realize that children are different and may require different parenting.

Questions in this section are about your child—or if you have more than one child, your two youngest children—under the age of 21.

A1a. Do you have any children who are under 21 years old? Please only include your biological children or children you have legally adopted.

MARK ONE ONLY

- ¹ Yes, I have one child who is younger than age 21
- ² Yes, I have more than one child who is younger than age 21 GO TO A1c
- ³ No, I have no children
- ⁴ No, all my children are 21 years or older

GO TO B1

A1b. What is your child’s first name or initials?

_____ [CHILD1] GO TO A1d

A1c. What is your youngest child’s first name or initials?

_____ [CHILD1]

A1d. How old is [CHILD 1]?

_____ YEARS

A1e. Does [CHILD1] live with you all or most of the time?

- ¹ Yes, he or she lives with me all or most of the time
- ⁰ No, he or she does not live with me all or most of the time IF A1a = 2, GO TO A4; ELSE GO TO B1

A2. Please answer questions in A2 for [CHILD 1] only.

A2a. Please tell us how often you’ve felt or acted this way in the past month with [CHILD1].

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. I am happy being with [CHILD 1]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. [CHILD 1] and I are very close to each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I try to comfort [CHILD 1] when he/she is upset	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I spend time with [CHILD 1] doing what he/she likes to do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A2b. Over the past month, how often did you...

MARK ONE BOX IN EACH ROW

	NEVER	1-3 TIMES A MONTH	1-3 TIMES A WEEK	EVERY DAY OR ALMOST EVERY DAY
a.....hit, spank, grab, or use physical punishment with [CHILD 1]?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b..... yell, shout, or scream at [CHILD 1] because you were mad at him/her?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c..... talk to [CHILD 1] about what he/she did wrong?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A3. How much do you agree or disagree with the following statement? [CHILD 1]'s other parent and I work well together as parents.

MARK ONE ONLY

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

If A1a = 2, continue to A4; else, go to question A7.

A4. Now think about your next youngest biological or legally adopted child. A4a. What is your next youngest child's first name or initials?

_____ [CHILD2]

A4b. How old is [CHILD 2]?

_____ YEARS

A4c. Does [CHILD2] live with you all or most of the time?

- 1 Yes, he or she lives with me all or most of the time → GO TO A5a
- 0 No, he or she does not live with me all or most of the time → GO TO B1

Please answer questions in A5 for [CHILD 2] only.

A5a. Please tell us how often each of the following happens in your family.

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. I am happy being with [CHILD 2]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. [CHILD 2] and I are very close to each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I try to comfort [CHILD 2] when he/she is upset	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I spend time with [CHILD 2] doing what he/she likes to do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A5b. Over the past month, how often did you...

MARK ONE BOX IN EACH ROW

	NEVER	1-3 TIMES A MONTH	1-3 TIMES A WEEK	EVERY DAY OR ALMOST EVERY DAY
a.hit, spank, grab, or use physical punishment with [CHILD 2]?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b.yell, shout, or scream at [CHILD 2] because you were mad at him/her?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c.talk to [CHILD 2] about what he/she did wrong?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A6. How much do you agree or disagree with the following statement? [CHILD 2]'s other parent and I work well together as parents.

MARK ONE ONLY

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

A7. In the past month, how often have you felt overwhelmed by your parenting responsibilities?

MARK ONE ONLY

- 1 Never
- 2 Hardly ever 3 Sometimes 4 Often

GO TO QUESTION B1 ON THE NEXT PAGE

SECTION B: ECONOMIC STABILITY

B1. Currently, do you...

MARK ONE BOX IN EACH ROW

	YES	NO
a. Have a checking account?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Have a savings account?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Use a budget to plan your spending?	1 <input type="checkbox"/>	0 <input type="checkbox"/>

B2. How often do you find it difficult to pay your bills?

MARK ONE ONLY

- 1 Never
- 2 Once in a while
- 3 Somewhat often
- 4 Very often

B3. How much do you agree or disagree with each of the statements below?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
a. I would like to learn new job skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
b. I have good job skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
c. I know where to find job openings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
d. I know how to apply for a job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
e. I feel confident in my ability to conduct an effective job search for a job I want	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
f. I feel confident in my interviewing skills ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
g. I would like to get a job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
h. I would like to get a better job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
i. I am usually on time for work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
j. If I'm not going to go to work, I let my supervisor know ahead of time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>

B4. Do you have an updated resume that you can give to employers?

¹ Yes

⁰ No

GO TO QUESTION C1 ON THE NEXT PAGE

SECTION C: MARRIAGE/RELATIONSHIPS

C1. How much do you agree or disagree with the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. It is better for children if their parents are married....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Living together is just the same as being married	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C2. Are you currently in a relationship (whether you are married or unmarried)?

- 1 Yes
- 0 No GO TO D1

C3. Which of the following statements best describes your relationship with your current partner?

MARK ONE ONLY

- 1 We are married
- 2 We are romantically involved on a steady basis
- 3 We are involved in an on-again and off-again relationship

C4. How much of the time do you live with your partner?

MARK ONE ONLY

- 1 All of the time
- 2 Most of the time
- 3 Some of the time
- 4 None of the time

C5. This question is about your relationship with your partner/spouse. During the PAST MONTH, how often did the following happen?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. My partner/spouse and I were good at working out our differences.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I felt respected even when my partner/spouse and I disagreed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. When my partner/spouse and I had a serious disagreement, we worked on it together to find a resolution.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. When my partner/spouse and I had a serious disagreement, we discussed our disagreements respectfully.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. During arguments, my partner/spouse and I were good at taking breaks when we needed them....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. When my partner/spouse and I argued, past hurts got brought up again.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. My partner/spouse understands that there are times when I do not feel like talking and times when he/she does.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C6. During the PAST MONTH, how often has the following happened?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. My partner/spouse was rude or mean to me when we disagreed.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. My partner/spouse seemed to view my words or actions more negatively than I meant them to be.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Our arguments became very heated.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Small issues suddenly became big arguments. .	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. My partner/spouse or I stayed mad at one another after an argument.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C7. In the PAST MONTH, how often has the following happened?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. My partner/spouse blamed me for his/her problems.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. My partner/spouse yelled or screamed at me. ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C8. How satisfied are you with the way you and your partner/spouse handle conflict?

MARK ONE ONLY

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Not at all satisfied

C9. How much do you agree or disagree with the following statements about your partner/spouse?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. I trust my partner/spouse completely.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. My partner/spouse knows and understands me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I can count on my partner/spouse to be there for me.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I feel appreciated by my partner/spouse.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. My partner/spouse expresses love and affection toward me.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C10. In the past month, how often have you and your partner/spouse done the following things?

MARK ONE BOX IN EACH ROW

	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	LESS OFTEN
a. Talk to each other about the day.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Laugh together.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Participate together in an activity we both enjoy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C11. How satisfied are you with your current relationship?

MARK ONE ONLY

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Not satisfied

C12. How much do you agree or disagree with this statement? I view our marriage/relationship as lifelong.

MARK ONE ONLY

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

GO TO QUESTION D1 ON THE NEXT PAGE

SECTION D: PERSONAL DEVELOPMENT

D1. This question is about feelings you may have experienced recently. During the PAST 30 DAYS, how often have you felt...

MARK ONE BOX IN EACH ROW

	NONE OF THE TIME	A LITTLE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
a. Nervous?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Hopeless?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Restless or fidgety?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. So depressed that nothing could cheer you up?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. That everything was an effort?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Worthless?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

THANK YOU FOR COMPLETING THIS SURVEY!

OMB Control No.: 0970-0460

Expiration Date: 07/31/2018



Respondent ID #: _____ Date: _____

HEALTHY MARRIAGE PROGRAM

POST-PROGRAM SURVEY

For Adult-Focused Programs

PRIVACY

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2. We hope that you will answer all the questions, but you may skip any questions you do not wish to answer.
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SECTION A: PARENTING

We would like to get a sense of who you are as a parent. We realize that children are different and may require different parenting.

Questions in this section are about your child—or if you have more than one child, your two youngest children—under the age of 21.

A1a. Do you have any children who are under 21 years old? Please only include your biological children or children you have legally adopted.

MARK ONE ONLY

- ¹ Yes, I have one child who is younger than age 21
- ² Yes, I have more than one child who is younger than age 21 GO TO A1c
- ³ No, I have no children
- ⁴ No, all my children are 21 years or older

GO TO B1

A1b. What is your child's first name or initials?

_____ [CHILD1] **GO TO A1d**

A1c. What is your youngest child's first name or initials?

_____ [CHILD1]

A1d. How old is [CHILD 1]?

_____ YEARS

A1e. Does [CHILD1] live with you all or most of the time?

- ¹ Yes, he or she lives with me all or most of the time
- ⁰ No, he or she does not live with me all or most of the time **IF A1a = 2, GO TO A4; ELSE GO TO B1**

A2. Please answer questions in A2 for [CHILD 1] only.

A2a. Please tell us how often you've felt or acted this way in the past month with [CHILD1].

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. I am happy being with [CHILD 1]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. [CHILD 1] and I are very close to each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I try to comfort [CHILD 1] when he/she is upset	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I spend time with [CHILD 1] doing what he/she likes to do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A2b. Over the past month, how often did you...

MARK ONE BOX IN EACH ROW

	NEVER	1 – 3 TIMES A MONTH	1 – 3 TIMES A WEEK	EVERY DAY OR ALMOST EVERY DAY
a. hit, spank, grab, or use physical punishment with [CHILD 1]?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. yell, shout, or scream at [CHILD 1] because you were mad at him/her?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. talk to [CHILD 1] about what he/she did wrong?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A3. How much do you agree or disagree with the following statement? [CHILD 1]'s other parent and I work well together as parents.

MARK ONE ONLY

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

[IF A1a = 2, CONTINUE TO A4; ELSE, GO TO QUESTION A7.]

A4. Now think about your next youngest biological or legally adopted child. A4a. What is your next youngest child's first name or initials?

_____ [CHILD2]

A4b. How old is [CHILD 2]?

_____ YEARS

A4c. Does [CHILD2] live with you all or most of the time?

- Yes, he or she lives with me all or most of the time GO TO A5a
- No, he or she does not live with me all or most of the time GO TO B1

Please answer questions in A5 for [CHILD 2] only.

A5a. Please tell us how often each of the following happens in your family.

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. I am happy being with [CHILD 2]	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. [CHILD 2] and I are very close to each other	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I try to comfort [CHILD 2] when he/she is upset	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I spend time with [CHILD 2] doing what he/she likes to do.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A5b. Over the past month, how often did you...

MARK ONE BOX IN EACH ROW

	NEVER	1 – 3 TIMES A MONTH	1 – 3 TIMES A WEEK	EVERY DAY OR ALMOST EVERY DAY
a. hit, spank, grab, or use physical punishment with [CHILD 2]?.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. yell, shout, or scream at [CHILD 2] because you were mad at him/her?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. talk to [CHILD 2] about what he/she did wrong?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

A6. How much do you agree or disagree with the following statement? [CHILD 2]’s other parent and I work well together as parents.

MARK ONE ONLY

- Strongly agree
- Agree
- Disagree
- Strongly disagree

A7. In the past month, how often have you felt overwhelmed by your parenting responsibilities?

MARK ONE ONLY

- ¹ Never
- ² Hardly ever
- ³ Sometimes
- ⁴ Often

GO TO QUESTION B1 ON THE NEXT PAGE

SECTION B: ECONOMIC STABILITY

B1. Currently, do you...

MARK ONE BOX IN EACH ROW

	YES	NO
a. Have a checking account?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Have a savings account?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
c. Use a budget to plan your spending?	1 <input type="checkbox"/>	0 <input type="checkbox"/>

B2. How often do you find it difficult to pay your bills?

MARK ONE ONLY

- 1 Never
- 2 Once in a while
- 3 Somewhat often
- 4 Very often

B3. How much do you agree or disagree with each of the statements below?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	NOT APPLICABLE
a. I would like to learn new job skills	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
b. I have good job skills.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
c. I know where to find job openings	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
d. I know how to apply for a job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
e. I feel confident in my ability to conduct an effective job search for a job I want	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
f. I feel confident in my interviewing skills ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	
g. I would like to get a job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
h. I would like to get a better job	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
i. I am usually on time for work	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>
j. If I'm not going to go to work, I let my supervisor know ahead of time	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	na <input type="checkbox"/>

B4. Do you have an updated resume that you can give to employers?

- ¹ Yes
- ⁰ No

B5a. What is your current employment status?

MARK ALL THAT APPLY

- ¹ Full-time employment (usually work 35 or more hours a week)
- ² Part-time employment (usually work 1 – 34 hours a week)
- ³ Employed, but number of hours changes from week to week
- ⁴ Temporary, occasional, or seasonal employment, or odd jobs for pay
- ⁵ Not currently employed

B5b. Are you...

MARK ONE BOX IN EACH ROW

	YES	NO
a. Actively looking for work?	¹ <input type="checkbox"/>	⁰ <input type="checkbox"/>
b. Retired?	¹ <input type="checkbox"/>	⁰ <input type="checkbox"/>
c. Disabled?	¹ <input type="checkbox"/>	⁰ <input type="checkbox"/>
d. In school full or part time?	¹ <input type="checkbox"/>	⁰ <input type="checkbox"/>

[IF B5a = 1, 2, 3, OR 4]

B6. When did you first start working in the job you have now? If you have more than one job, think about the job for which you worked the most hours during the past 30 days.

|_|_|/|_|_|_|_| MONTH / YEAR

B7. Some people experience challenges that make it hard to find or keep a good job. How much do the following make it hard for you to find or keep a job?

MARK ONE BOX IN EACH ROW

	NOT AT ALL	A LITTLE	A LOT
a. Do not have reliable transportation.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
b. Do not have right clothes for a job (including uniforms)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
c. Do not have documentation for legal employment (e.g., birth certificate)	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
d. Do not have good enough childcare or family help	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
e. Have a criminal record.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
f. Do not have the right skills or education for good jobs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>
g. Have substance use or mental health problems	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>

GO TO QUESTION C1 ON THE NEXT PAGE

SECTION C: HEALTHY MARRIAGE/RELATIONSHIPS

C1. How much do you agree or disagree with the following statements?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. It is better for children if their parents are married....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Living together is just the same as being married ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C2. What is your current marital status?

MARK ONE ONLY

- 1 Married
- 2 Engaged
- 3 Separated
- 4 Divorced
- 5 Widowed
- 6 Never married

GO TO C5

C3. Are you currently in a relationship?

- 1 Yes
- 0 No **GO TO D1**

C4. What is your current partner status?

MARK ONE ONLY

- 1 I am romantically involved with someone on a steady basis
- 2 I am involved in an on-again and off-again relationship

C5. How much of the time do you live with your partner?

MARK ONE ONLY

- 1 All of the time
- 2 Most of the time
- 3 Some of the time
- 4 None of the time

C6. This question is about your relationship with your partner/spouse. During the PAST MONTH, how often did the following happen?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. My partner/spouse and I were good at working out our differences.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. I felt respected even when my partner/spouse and I disagreed.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. When my partner/spouse and I had a serious disagreement, we worked on it together to find a resolution.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. When my partner/spouse and I had a serious disagreement, we discussed our disagreements respectfully.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. During arguments, my partner/spouse and I were good at taking breaks when we needed them.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
f. When my partner/spouse and I argued, past hurts got brought up again.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
g. My partner/spouse understands that there are times when I do not feel like talking and times when he/she does.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C7. During the PAST MONTH, how often has the following happened?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. My partner/spouse was rude or mean to me when we disagreed.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. My partner/spouse seemed to view my words or actions more negatively than I meant them to be.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Our arguments became very heated.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. Small issues suddenly became big arguments. ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. My partner/spouse or I stayed mad at one another after an argument.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C8. In the PAST MONTH, how often has the following happened?

MARK ONE BOX IN EACH ROW

	NEVER	HARDLY EVER	SOMETIMES	OFTEN
a. My partner/spouse blamed me for his/her problems.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. My partner/spouse yelled or screamed at me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C9. How satisfied are you with the way you and your partner/spouse handle conflict?

MARK ONE ONLY

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Not at all satisfied

C10. Sometimes couples are not faithful to each other. Has your partner/spouse cheated on you with someone else since the program began?

MARK ONE ONLY

- 1 Definitely yes
- 2 Probably yes
- 3 Probably no
- 4 Definitely no

C11. Have you cheated on your partner/spouse with someone else since the program began?

MARK ONE ONLY

- 1 Yes
- 0 No

C12. How much do you agree or disagree with the following statements about your partner/spouse?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. I trust my partner/spouse completely.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. My partner/spouse knows and understands me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. I can count on my partner/spouse to be there for me.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
d. I feel appreciated by my partner/spouse. ...	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
e. My partner/spouse expresses love and affection toward me.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C13. In the past month, how often have you and your partner/spouse done the following things?

MARK ONE BOX IN EACH ROW

	ALMOST EVERY DAY	ONCE OR TWICE A WEEK	ONCE OR TWICE A MONTH	LESS OFTEN
a. Talk to each other about the day.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Laugh together.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Participate together in an activity we both enjoy.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

C14. How satisfied are you with your current relationship?

MARK ONE ONLY

- 1 Very satisfied
- 2 Somewhat satisfied
- 3 Not satisfied

C15. How much do you agree or disagree with this statement? I view our marriage/relationship as lifelong.

MARK ONE ONLY

- 1 Strongly agree
- 2 Agree
- 3 Disagree
- 4 Strongly disagree

GO TO QUESTION D1 ON THE NEXT PAGE

SECTION D: PERSONAL DEVELOPMENT

D1. This question is about feelings you may have experienced recently. During the PAST 30 DAYS, how often have you felt...

MARK ONE BOX IN EACH ROW

	NONE OF THE TIME	A LITTLE OF THE TIME	SOME OF THE TIME	MOST OF THE TIME	ALL OF THE TIME
a. Nervous?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
b. Hopeless?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
c. Restless or fidgety?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
d. So depressed that nothing could cheer you up?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
e. That everything was an effort?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
f. Worthless?	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

GO TO QUESTION E1 ON THE NEXT PAGE

SECTION E: PROGRAM PERCEPTIONS

E1. Since you began attending the program, have you obtained any of the following?

MARK ALL THAT APPLY

- 1 High school diploma/GED
- 2 Vocational/technical certification
- 3 Other (Please specify): _____
- 4 None of the above

E2. How much do you agree or disagree with the following statements about the program?

MARK ONE BOX IN EACH ROW

	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
a. Since attending the program, I know how to handle my money and bills better.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
b. Since attending the program, I feel more confident that I have the skills necessary to be an effective parent.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>
c. Since attending the program, I know how to handle conflict with my partner/spouse better.....	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>

E3. Since completing the program, have you...

MARK ONE BOX IN EACH ROW

	YES	NO
a. Ended a relationship that was <i>emotionally</i> unhealthy or abusive?	1 <input type="checkbox"/>	0 <input type="checkbox"/>
b. Ended a relationship that was just not working for you?	1 <input type="checkbox"/>	d <input type="checkbox"/>
c. Ended a relationship that was <i>physically</i> unhealthy or abusive?	1 <input type="checkbox"/>	d <input type="checkbox"/>

E4. Overall, how much would you say that this program has helped you?

MARK ONE ONLY

- 1 A lot
- 2 Some
- 3 Not at all

E5. Please share any other thoughts about this program.

THANK YOU FOR COMPLETING THIS SURVEY!

WITHIN MY REACH PRE ASSESSMENT

Start of Block: Default Question Block

Q103 SINGLES PRE-TEST

Q50 Thank you for your willingness to provide us with some information about you and your relationship. This survey will take you anywhere from 5 to 20 minutes to complete. We want you to know that your responses to the following questions are strictly confidential.

The information is used to improve services for singles taking relationship education workshops. Please be comfortable sharing your thoughts.

Q1 First Name

Q101 First initial of last name

Q102 Date of Birth

Q2 Today's date:

Q51 Your sex.

- Male (1)
- Female (2)
- Do not wish to answer (3)

End of Block: Default Question Block

Start of Block: WITHIN MY REACH WORKSHOP SURVEY PRE ASSESSMENT

Q6 WITHIN MY REACH WORKSHOP SURVEY PRE ASSESSMENT

Please answer each question below by indicating how strongly you agree or disagree with the idea expressed.

Q4 1. I have the ability to set limits about what I want and need in a romantic relationship.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

Q7 2. I can communicate how I want to be treated in all of my relationships.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)
-

Q8 3. I am comfortable being myself in my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q9 4. I am comfortable sharing my feelings with others.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

Q10 5. If I were in a relationship that was physically or emotionally unsafe, I would know how to get help.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q11 6. I am able to make informed decisions when selecting a partner.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q12 7. I am able to clearly communicate my wishes and desires in my romantic relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q13 8. I know how to set realistic goals and expectations in my romantic relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q14 9. I am able to choose a trustworthy, dependable partner.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q15 10. I am aware of communication danger signs in a relationship and what steps to take to change those patterns.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

Q16 11. I am able to set aside a specific time to talk about issues in my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q17 12. I use time outs when necessary to calm things down.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q18 13. I am able to identify the hidden issues in my relationships and address them with clear and open communication.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

Q19 14. I only speak for myself when communicating.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q20 15. I listen to the other person without interrupting.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q21 16. I avoid arguing if I am "under the influence."

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q22 17. I am able to forgive in my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q23 18. I am dedicated to participating in a strong, long-term, committed relationship.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q24 19. I have a strong support network.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q25 20. I recognize the value of having a strong support network.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q26 21. I am able to make clear decisions and take action in romantic relationships rather than just letting things happen.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q27 22. I know what I want in and from a romantic relationship.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

Q29 23. I have the skills a person needs to make a relationship last.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q30 24. I feel good about my prospects to make a relationship work for a lifetime.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q31 25. I would have sex with someone that I had no plans to ever talk to again.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q32 26. Living together is a good way to test a relationship before marriage.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q33 27. In relationships, it's important to just do what feels good.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

Q34 28. I have a good idea how to solve problems when they come up in relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q35 29. Having sex with someone is a decision that should be given a lot of thought.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

End of Block: WITHIN MY REACH WORKSHOP SURVEY PRE ASSESSMENT

Start of Block: PARENTING EDUCATION GROUP: PRE ASSESSMENT

Q36 PARENTING EDUCATION GROUP: PRE ASSESSMENT

Thank you for your willingness to provide us with some information about you and your relationship with your child(ren) and co-parent(s). This survey will only take a few minutes to answer. We want you to know that your responses to the following questions are strictly confidential.

Q44 Do you have children who are 18 years old or younger?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: End of Block If Do you have children who are 18 years old or younger? = No

Skip To: End of Block If Do you have children who are 18 years old or younger? = Do not wish to answer

Q45 Have you had contact with at least one of your children in the past 6 months?

- Yes (1)
 - No (2)
 - N/A (3)
 - Do not wish to answer (4)
-

Q46 1. I believe that it's okay to have doubts and questions about whether I am able to take care of my child(ren) after treatment.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q47 2. I can almost always tell what my child is thinking and feeling just by what he or she says.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q48 3. I understand how my addiction has affected my child(ren).

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q52 4. I use positive discipline with my children (teaching, time-outs, no hitting , no cursing at them, appropriate consequences for breaking rules, etc.)

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q53 5. I have a good relationship with my child.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)
- N/A (5)
- Do not wish to answer (6)

Q55 6. I think about my children's needs, feelings, and reactions before I act or make decisions.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q56 7. I tell my child(ren) that I love them.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q57 8. I cooperate with my child(ren)'s other parent(s) when it comes to childrearing, even if we don't get along.

- Strongly Disagree (1)
 - Disagree (2)
 - Agree (3)
 - Strongly Agree (4)
 - N/A (5)
 - Do not wish to answer (6)
-

Q58 9. I am committed to supporting my child(ren) financially.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)
- N/A (5)
- Do not wish to answer (6)
-

Q59 10. I am aware of how my children's behavior affects my own thoughts, feelings, and behavior.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)
- N/A (5)
- Do not wish to answer (6)
-

Q60 11. I am careful about what values I am teaching my children by my own behavior.

- Strongly Disagree (1)
- Disagree (2)
- Agree (3)
- Strongly Agree (4)
- N/A (5)
- Do not wish to answer (6)
-

Q61 12. Please rate how satisfied you are with the relationship you have to your child's other parent (your CO-PARENT). If you have more than one child with a different parent, please think about your overall relationship satisfaction with all of your co-parents.

- Not at all satisfied (1)
- Slightly satisfied (2)
- Unsure (3)
- Satisfied (4)
- Extremely Satisfied (5)
- N/A (6)
- Do not wish to answer (7)

End of Block: PARENTING EDUCATION GROUP: PRE ASSESSMENT

Start of Block: VOCATIONAL PRE TEST

Q62 Thank you for your willingness to provide us with some information about your finances, employability, and your attitudes about finances and vocational skills. This survey will take between 15-30 minutes to complete. We want you to know that your responses to the following questions are strictly confidential.

Q64 1. Did you have any wage or salary income in the last calendar year?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Q60 2. Did you have any income or losses from a professional practice or business in the last calendar year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q61 3. Did you have any tax-exempt income in the last calendar year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q62 4. Did you have any income from rent, royalties, trusts, or other investment or business in the last calendar year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q63 5. Did you have any income from unemployment or worker's compensation in the last year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q64 6. Did you have any income from Social Security or other retirement programs in the last calendar year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q65 7. Did you have any income from TANF, food stamps, or other forms of social assistance in the last calendar year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q66 8. Did you have any income from child support or alimony in the last calendar year?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q67 9. Did you owe any child support or alimony in the last calendar year?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q69 If 9. Did you owe any child support or alimony in the last calendar year? = No

Q68 9a. Do you have a plan for paying your child support or alimony?

- Yes (1)
 - No (2)
 - N/A (3)
 - Do not wish to answer (4)
-

Q69 10. Did you pay any child support or alimony in the last calendar year?

- Yes (1)
 - No (2)
 - N/A (3)
 - Do not wish to answer (4)
-

Q70 11. Did you provide any other support in the last calendar year?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q72 If 11. Did you provide any other support in the last calendar year? = No

Q71 11a. Who did you provide this support to?

Q72 12. In the last five years has your income increased, decreased, or stayed the same?

- Increased (1)
 - Decreased (2)
 - Stayed the same (3)
 - Do not wish to answer (4)
-

Q73 13. Do you have a good idea of your income now?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q74 14. Do you have a good idea of your income for next year?

- Yes (1)
- No (2)
- Do not wish to answer (3)
-

Q75 15. Did you file a tax return for the last calendar year?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q77 If 15. Did you file a tax return for the last calendar year? = No

Skip To: Q77 If 15. Did you file a tax return for the last calendar year? = Do not wish to answer

Q76 15a. Did you file jointly or as single?

- Joint (1)
- Single (2)
- Do not wish to answer (3)
-

Q77 SAVINGS AND INVESTMENT INFORMATION

Q78 16. Over the past year, how much of what you made have you spent?

- More than I made (1)
- Less than I made (2)
- About the same as I made (3)
- Do not wish to answer (4)
-

Q79 17. Do you know how to open a checking account?

- Yes (1)
- No (2)
- Do not wish to answer (3)
-

Q80 18. Do you have a checking account?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q82 If 18. Do you have a checking account? = Yes

Skip To: Q82 If 18. Do you have a checking account? = Do not wish to answer

Q81 18a. Why do you not have a checking account?

- Do not need one (1)
- Do not know how to open one (2)
- Cannot afford one (3)
- Do not wish to answer (4)
-

Q82 19. Do you have a plan for saving and spending?

- Yes (1)
- No (2)
- Do not wish to answer (3)
-

Q83 20. Do you know how to open a savings account?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q84 21. Do you have a savings account?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q86 If 21. Do you have a savings account? = Yes

Skip To: Q89 If 21. Do you have a savings account? = Do not wish to answer

Q85 21a. Why do you not have a savings account?

- Do not need one (1)
- Do not know how to get one (2)
- Cannot afford one (3)
- Do not wish to answer (4)

Skip To: Q89 If 21a. Why do you not have a savings account? = Do not need one

Skip To: Q89 If 21a. Why do you not have a savings account? = Do not know how to get one

Skip To: Q89 If 21a. Why do you not have a savings account? = Cannot afford one

Skip To: Q89 If 21a. Why do you not have a savings account? = Do not wish to answer

Q86 How long have you had a savings account?

Q87 What type of savings account to you have? (check all that apply)

- Regular (1)
 - State-Sponsored education savings (2)
 - Money market (3)
 - Do not wish to answer (4)
-

Q88 Is it a joint account?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q89 22. How much money is enough to have in savings for emergencies?

Q90 23. In an emergency, could you borrow \$3,000 or more from friends or relatives?

- Yes (1)
 - No (2)
 - Do not wish to answer (3)
-

Q91 24. Do you have any financial plans for when you retire?

- Yes (1)
- No (2)
- Do not wish to answer (3)

End of Block: VOCATIONAL PRE TEST

Start of Block: EDUCATIONAL AND VOCATIONAL

Q92 25. Are you enrolled in school or a vocational program?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q94 If 25. Are you enrolled in school or a vocational program? = No

Skip To: Q94 If 25. Are you enrolled in school or a vocational program? = Do not wish to answer

Q93 25a. What type of school and/or vocational program are you enrolled in?

- GED (1)
 - Vocational (2)
 - Community College (3)
 - 4-year educational institution (4)
 - Do not wish to answer (5)
-

Q94 26. Do you have any education loans?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: End of Block If 26. Do you have any education loans? = No

Skip To: End of Block If 26. Do you have any education loans? = Do not wish to answer

Q95 26a. Do you have a plan for paying the loans?

- Yes (1)
- No (2)
- Do not wish to answer (3)
-

Q96 26b. Are you paying the loans now?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: End of Block If 26b. Are you paying the loans now? = Yes

Skip To: End of Block If 26b. Are you paying the loans now? = Do not wish to answer

Q97 26c. Why are you not paying the loans?

- The loans are deferred (1)
- I cannot afford to pay them (2)
- I am in school (3)
- Do not wish to answer (4)

End of Block: EDUCATIONAL AND VOCATIONAL

Start of Block: HOUSING AND MORTGAGE

Q98 27. Have you ever owned a home?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q102 If 27. Have you ever owned a home? = No

Skip To: Q99 If 27. Have you ever owned a home? = Yes

Q99 28. Do you own the home or apartment where you most recently resided?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q102 If 28. Do you own the home or apartment where you most recently resided? = No

Skip To: Q102 If 28. Do you own the home or apartment where you most recently resided? = Do not wish to answer

Q100 28a. Do you have a mortgage on your residence or do you own your residence?

- Have a mortgage (1)
- Own home outright (2)
- Don't know (3)
- Do not wish to answer (4)
-

Q101 28b. Do you have a second mortgage or home equity line of credit?

- Yes (1)
- No (2)
- Do not wish to answer (3)

Skip To: Q104 If 28b. Do you have a second mortgage or home equity line of credit? = Yes

Skip To: Q104 If 28b. Do you have a second mortgage or home equity line of credit? = No

Q102 29. Do you rent your primary residence or do you live with someone else and not pay for housing?

- Rent (1)
- Live with someone else and don't pay housing (2)
- Do not wish to answer (3)
-

Q103 30. What would be your biggest obstacle to buying a home today or after you finish treatment?

- Allocating the down payment or closing costs (1)
 - Insufficient credit score or credit history (2)
 - Too much existing debt (3)
 - Insufficient income for monthly payments (4)
 - Lack of job security or stability (5)
 - The process is too complicated (6)
 - None (7)
 - Don't know (8)
 - Do not wish to answer (9)
-

Q104 31. What is the biggest financial challenge you face right now?

Q105 32. Do you have any debt or other financial issues you'd like to share with us below?

End of Block: HOUSING AND MORTGAGE

Within My Reach Post Assessment

Start of Block: Default Question Block

Q44 SINGLES POST-TEST

Q50 Thank you for your willingness to provide us with some information about you and your relationship. Some questions will focus on romantic relationships and others are about any type of relationship. This survey will take you anywhere from 5 to 20 minutes to complete. We want you to know that your responses to the following questions are strictly confidential.

The information is used to improve services for singles taking relationship education workshops. Please be comfortable sharing your thoughts.

Q1 First Name

Q101 First initial of last name

Q102 Date of Birth

Q2 Today's date:

Q51 Your sex.

- Male (1)
- Female (2)
- Do not wish to answer (3)

End of Block: Default Question Block

Start of Block: WITHIN MY REACH WORKSHOP SURVEY POST ASSESSMENT

Q6 WITHIN MY REACH WORKSHOP SURVEY POST ASSESSMENT

Please answer each question below by indicating how strongly you agree or disagree with the idea expressed.

Q4 1. I have the ability to set limits about what I want and need in a romantic relationship.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q7 2. I can communicate how I want to be treated in all of my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q8 3. I am comfortable being myself in my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q9 4. I am comfortable sharing my feelings with others.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q10 5. If I were in a relationship that was physically or emotionally unsafe, I would know how to get help.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q11 6. I am able to make informed decisions when selecting a partner.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q12 7. I am able to clearly communicate my wishes and desires in my romantic relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q13 8. I know how to set realistic goals and expectations in my romantic relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q14 9. I am able to choose a trustworthy, dependable partner.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q15 10. I am aware of communication danger signs in a relationship and what steps to take to change those patterns.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q16 11. I am able to set aside a specific time to talk about issues in my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

17 12. I use time outs when necessary to calm things down.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q18 13. I am able to identify the hidden issues in my relationships and address them with clear and open communication.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q19 14. I only speak for myself when communicating.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q20 15. I listen to the other person without interrupting.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q21 16. I avoid arguing if I am "under the influence."

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q22 17. I am able to forgive in my relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q23 18. I am dedicated to participating in a strong, long-term, committed relationship.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q24 19. I have a strong support network.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q25 20. I recognize the value of having a strong support network.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q26 21. I am able to make clear decisions and take action in romantic relationships rather than just letting things happen.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q27 22. I know what I want in and from a romantic relationship.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q29 23. I have the skills a person needs to make a relationship last.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q30 24. I feel good about my prospects to make a relationship work for a lifetime.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q31 25. I would have sex with someone that I had no plans to ever talk to again.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q32 26. Living together is a good way to test a relationship before marriage.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q33 27. In relationships, it's important to just do what feels good.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q34 28. I have a good idea how to solve problems when they come up in relationships.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q35 29. Having sex with someone is a decision that should be given a lot of thought.

- Strongly Disagree (1)
- Disagree (2)
- Unsure (3)
- Agree (4)
- Strongly Agree (5)
- N/A (6)
- Do not wish to answer (7)

End of Block: WITHIN MY REACH WORKSHOP SURVEY POST ASSESSMENT

Start of Block: Facilitator Evaluation

Q37 Please answer the questions below to rate your facilitator(s)

Q38 1. The facilitator(s) projects a thorough knowledge of the subject.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q39 2. The facilitator(s) encouraged me and created a safe environment.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q40 3. The facilitator(s) managed the workshop times effectively.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q42 4. I would recommend this facilitator to others.

- Strongly Disagree (1)
 - Disagree (2)
 - Unsure (3)
 - Agree (4)
 - Strongly Agree (5)
 - N/A (6)
 - Do not wish to answer (7)
-

Q43 ADDITIONAL COMMENTS:

End of Block: Facilitator Evaluation
