

Table 1.1 Characteristics of New Hope Mothers at Baseline

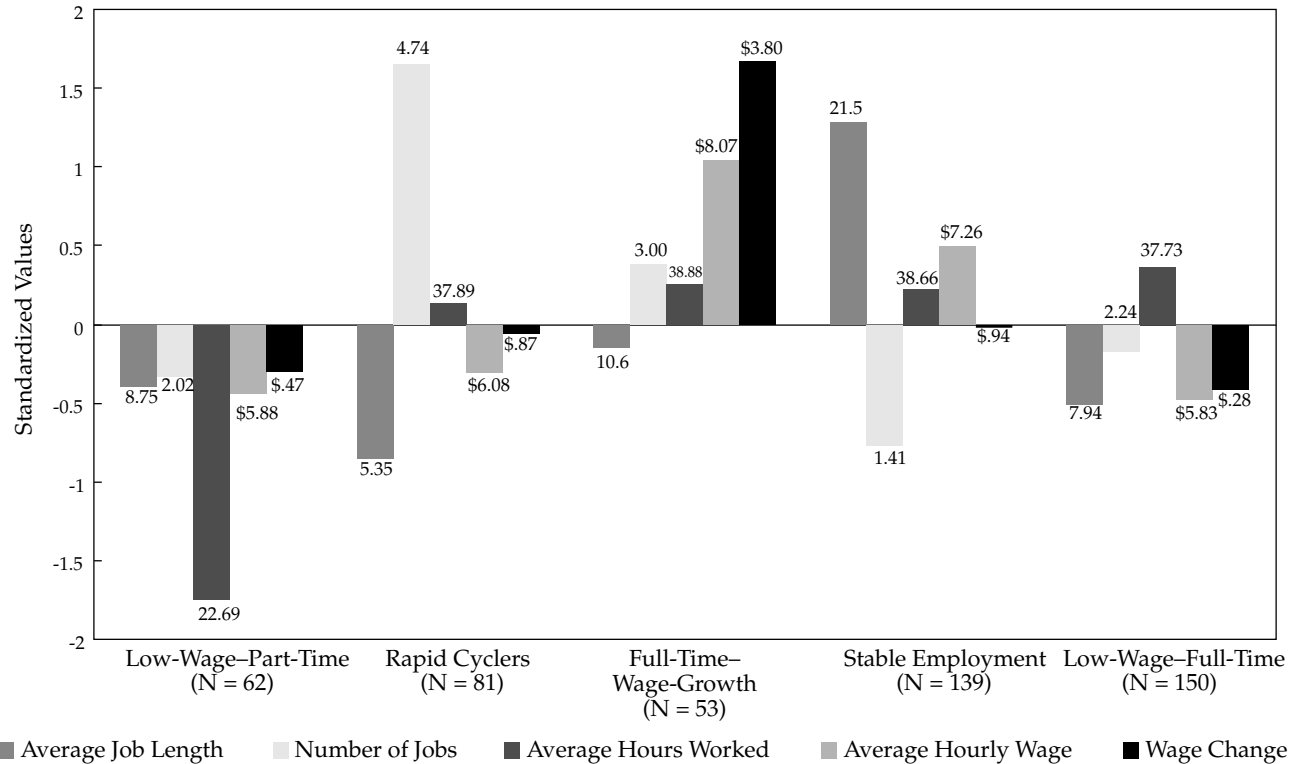
Variable	Percentage or Mean (Standard Deviation)
Mother's age in years	28.8 (6.4)
Ethnicity	
African American	56.5%
Latina	26.4
White	13.6
Native American	3.4
Single-mother household	88.1
Three or more children	47.5
Youngest child two years old or younger	49.7
Currently working	40.2
Ever worked full-time	83.1
Currently receiving government assistance ^a	84.4
Has high school diploma or GED	51.0
Has access to a car	44.2
Child age in years	5.2 (2.89)
Child female	47.7%

Source: Authors' compilation.

Note: N = 696.

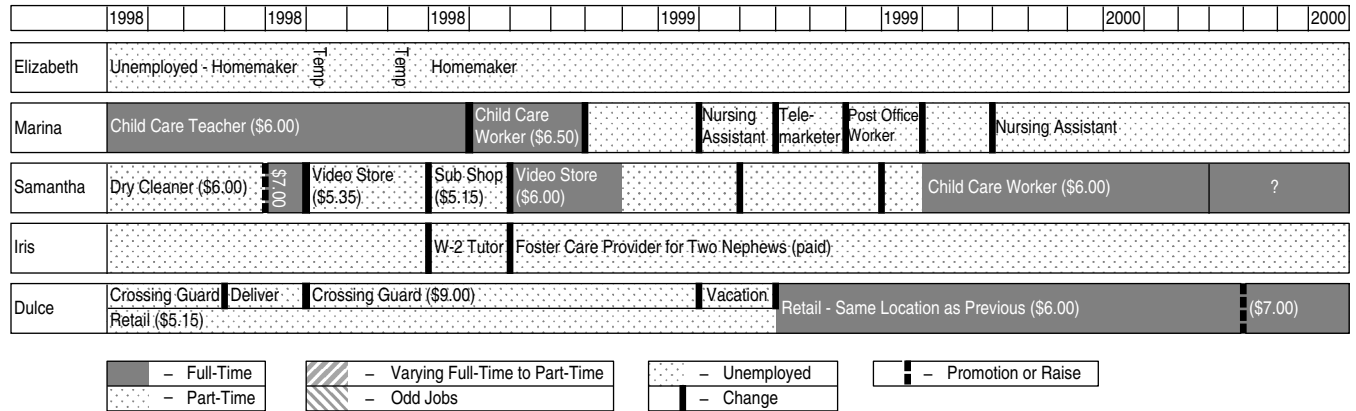
^aIncludes any of the following: AFDC (welfare), general assistance, food stamps, Medicaid.

Figure 2.1 Cluster Subgroups of Work Pathways



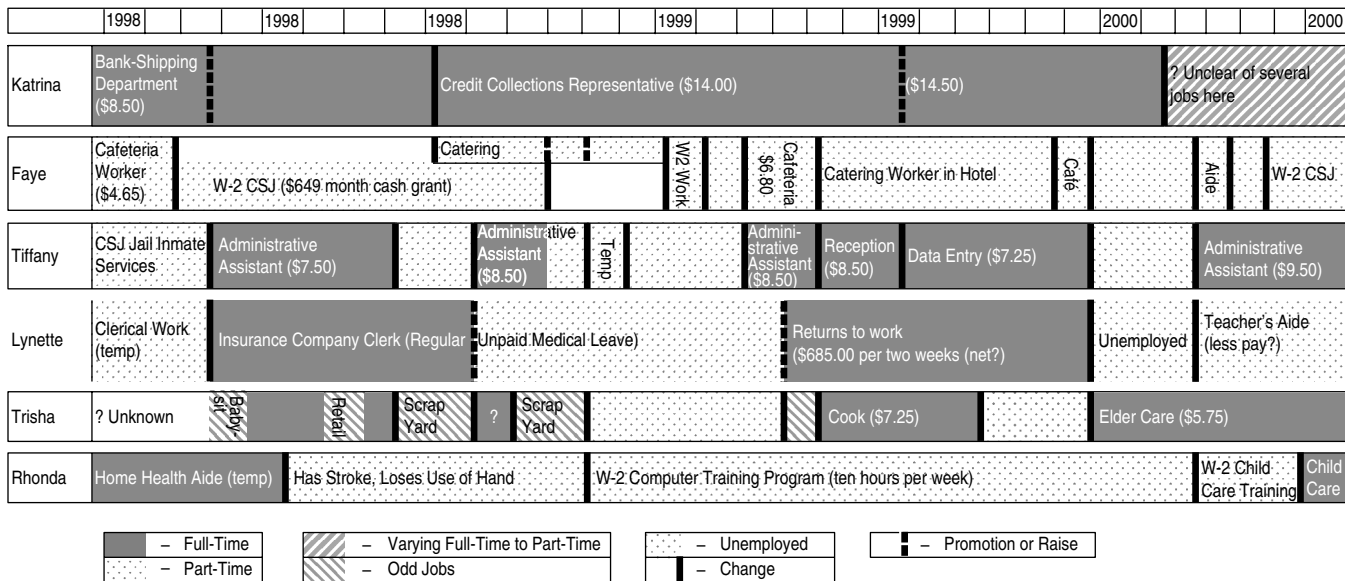
Source: Authors' compilation.

Figure 2.2 Low-Wage-Part-Time Group



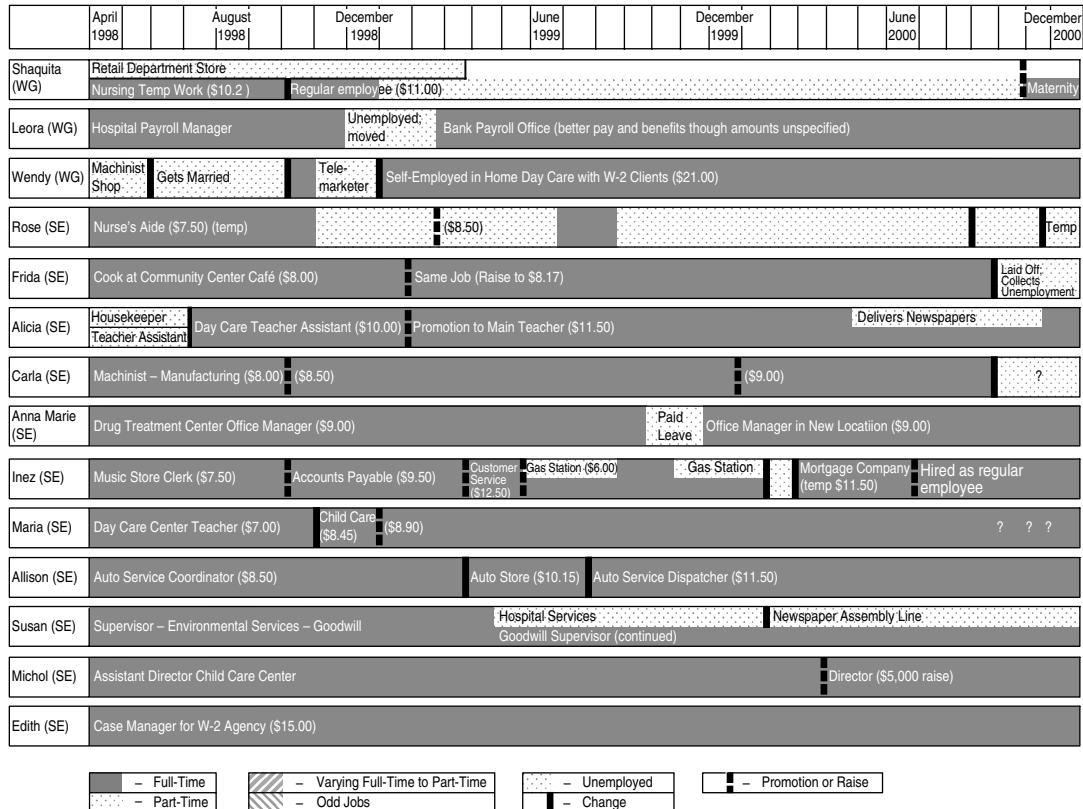
Source: Authors' compilation.

Figure 2.3 Rapid Cyclers Group



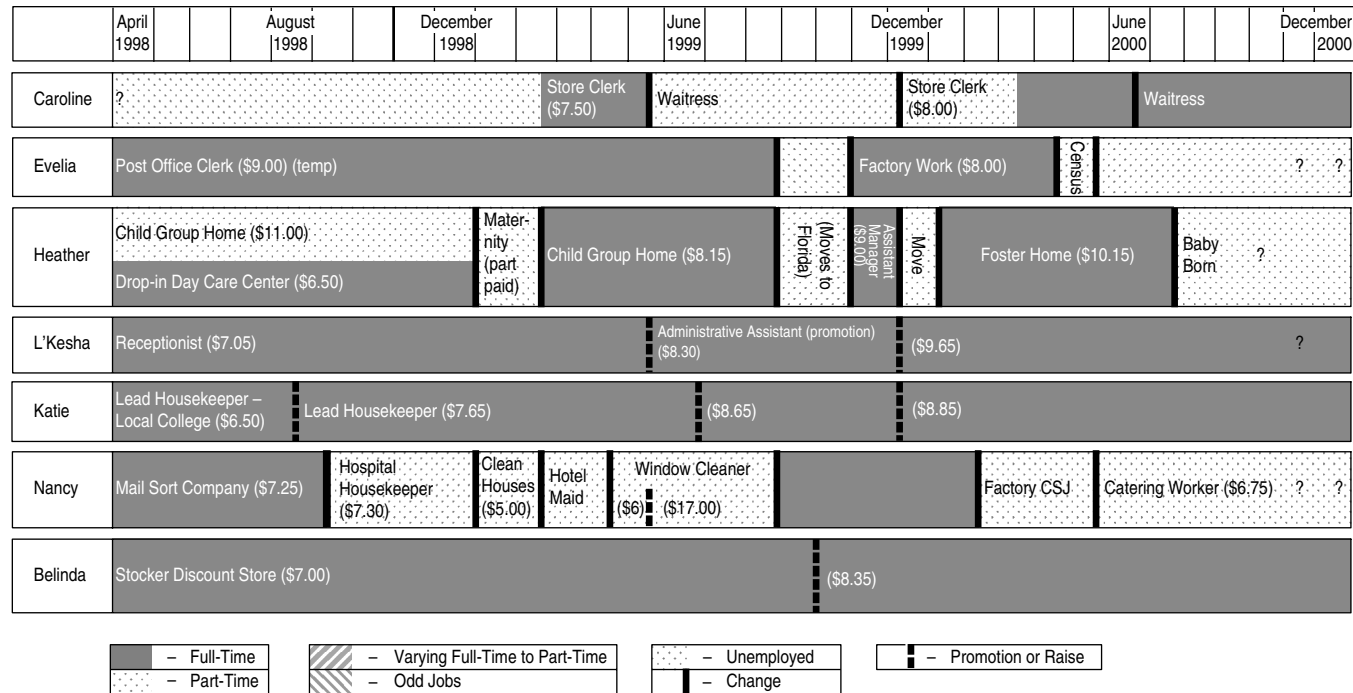
Source: Authors' compilation.

Figure 2.4 The Full-Time–Wage-Growth Group (WG) and the Stable Employment (SE) Group



Source: Authors' compilation.

Figure 2.5 Low-Wage–Full-Time Group



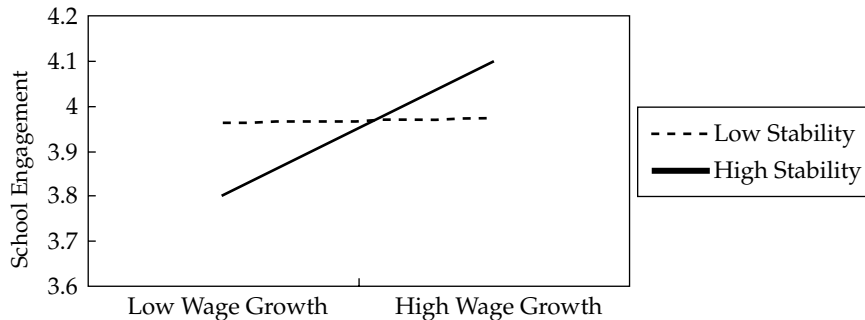
Source: Authors' compilation.

Table 2.1 Average Employment Characteristics at Sixty-Month Follow-up for Five Work Pathway Groups

	Low-Wage- Part-Time	Rapid Cyclers	Full-Time- Wage-Growth	Stable Employment	Low-Wage- Full-Time	Total	f	p
Job duration (months)	20.47	18.45	35.31	37.19	22.32	27.68	8.211	<.001
Weekly hours	33.83	39.53	37.51	38.37	36.52	37.37	3.387	<.01
Hourly wage	\$8.82	\$9.71	\$11.56	\$9.60	\$8.48	\$9.53	7.037	<.001
Wage change	\$0.89	\$2.37	\$1.92	\$2.11	\$2.28	\$2.03	0.742	ns
N	41	58	59	98	103	359		

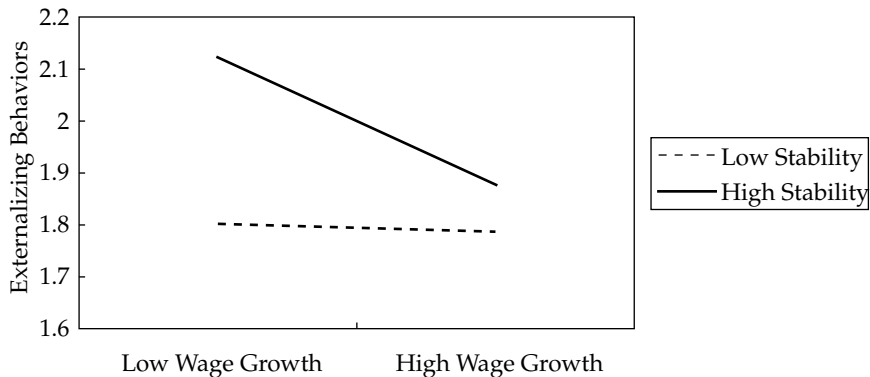
Source: Authors' compilation.

Figure 3.1 Interaction of Wage Growth and Job Stability Predicting Teacher-Reported School Engagement



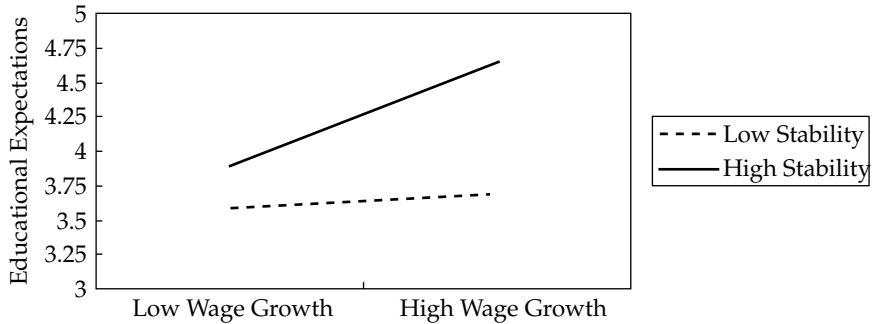
Source: Authors' compilation.

Figure 3.2 Interaction of Wage Growth and Job Stability Predicting Teacher-Reported Externalizing Behavior Problems



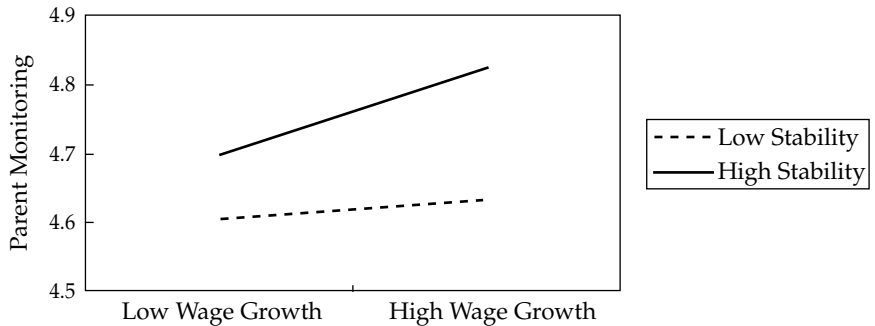
Source: Authors' compilation.

Figure 3.3 Interaction of Wage Growth and Job Stability Predicting Parent-Reported Educational Expectations



Source: Authors' compilation.

Figure 3.4 Interaction of Wage Growth and Job Stability Predicting Parent Monitoring



Source: Authors' compilation.

Table 3.1 OLS Regression Results Predicting Child and Parent Outcomes from Membership in the Full-Time–Wage-Growth Group

Outcomes	Contrast Group and Direction of Association	Unstandardized Coefficient (Standard Error) and p Level	Standardized Coefficient
Two-year child outcomes			
Teacher			
School engagement	No-work group higher	.59(.26)*	.12
School performance	No-work group higher	.53(.25)*	.11
Acting-out behaviors			
Withdrawn behaviors	No-work group lower	−.42(.18)*	−.13
Parent			
School performance			
Acting-out behaviors	Low-wage–part-time group higher	.30(.14)*	.14
Withdrawn behaviors			
Five-year child outcomes (controlling for parallel two-year outcome)			
Teacher			
School performance			
Acting-out behaviors			
Withdrawn behaviors			
Parent			
School performance	Rapid cyclers lower	−.37(.17)*	−.12
Acting-out behaviors			
Withdrawn behaviors	Stable employment group higher	.24(.10)*	.18

Two-year parent-reported mediators			
Parenting stress	Low-wage–part-time group higher;	.48(.21)*	.15
	rapid cyclers higher;	.45(.18)*	.16
	low-wage–full-time group higher	.36(.15)*	.16
Time pressure	Low-wage–full-time group lower	–.27(.15) [†]	–.14
Depression	Low-wage–part-time group higher;	5.12(2.46)*	.14
	rapid cyclers higher	4.82(2.34)*	.16
Self-reported warmth	Low-wage–full-time group lower	–.40(.20)*	–.13
Observed warmth			
Monitoring			

Source: Authors' compilation.

Notes: All analyses control for background characteristics gathered before random assignment, including those representing child's sex, child's age, parent's age, whether the parent has access to a car, whether the parent received AFDC as a child, parent's income, whether the parent graduated from high school or received a GED, whether the parent currently received AFDC, whether the parent worked full-time in the prior quarter, race-ethnicity, single-adult household, whether three or more children resided in the household, whether a child younger than two lived in the household, and the New Hope experimental variable. In addition, analyses control for maternal depression and perceived job quality, measured at twenty-four months. (These constructs were unavailable at baseline.)

* $p < .05$

[†] $p < .10$

Table 3.2 OLS Regression Results Predicting Child and Parent Outcomes from Membership in the Rapid Cyclers Group

Outcomes	Contrast Group and Direction of Association	Unstandardized Coefficient (Standard Error) and p Level	Standardized Coefficient
Two-year child outcomes			
Teacher			
School engagement	No-work group higher	.55(.27)*	.11
School performance	Low-wage–full-time group lower	–.35(.18) [†]	–.17
Acting-out behaviors			
Withdrawn behaviors	No-work group lower; stable employment group higher	–.33(.15)* .26(.10)**	–.10 .21
Parent			
School performance			
Acting-out behaviors	Low-wage–part-time group higher	.21(.13) [†]	.10
Withdrawn behaviors	Low-wage–part-time group higher	.27(.13)*	.12
Five-year child outcomes (controlling for parallel two-year outcome)			
Teacher			
School performance	No-work group higher; stable employment group higher	1.02(.38)** .41(.24) [†]	.19 .19
Acting-out behaviors	Low-wage–full-time group lower; stable employment group lower	–.38(.18)* –.37(.19) [†]	–.18 –.19
Withdrawn behaviors	No-work group lower	–.48(.24)*	–.14

(continued)

Table 3.2 OLS Regression Results Predicting Child and Parent Outcomes from Membership in the Rapid Cyclor Group (Continued)

Outcomes	Contrast Group and Direction of Association	Unstandardized Coefficient (Standard Error) and p Level	Standardized Coefficient
Parent			
School performance	Full-time–wage-growth group higher;	.37(.17)*	.11
	stable employment group higher	.46(.16)**	.19
Acting-out behaviors			
Withdrawn behaviors	Stable employment group higher	.21(.09)*	.16
Two-year parent-reported mediators			
Parenting stress	Full-time–wage-growth group lower;	-.45(.18)*	-.13
	stable employment group lower	-.33(.17) [†]	-.14
Time pressure	No-work group lower;	-.47(.28) [†]	-.11
	low-wage–full-time group lower	-.34(.12)**	-.18
Depression	Full-time–wage-growth group lower;	-4.82(2.34)*	-.13
	stable employment group lower	-5.22(1.93)**	-.20
Self-reported warmth			
Observed warmth	No-work group lower	-.33(.19) [†]	-.10
Monitoring			

Source: Authors' compilation.

*p < .05

**p < .01

[†]p < .10

Table 4.1 OLS Regression Coefficients for Job Quality Dimensions Predicting Change in Child and Parent Outcomes Between the Twenty-Four-Month and Sixty-Month Follow-up Assessments

Outcome	Occupational Complexity			Perceived Job Quality			Job Stress		
	b	SE _b	β	b	SE _b	β	b	SE _b	β
Child behavior									
School performance (parent report)									
School performance (teacher report)									
Externalizing (parent report)				-.16	.05	-.19**			
Internalizing (parent report)									
Externalizing (teacher report)									
Internalizing (teacher report)							.20	.08	.23*
Positive behavior (teacher report)									
Positive behavior (parent report)	.06	.03	.10*						
Parent well-being									
Depression							1.31	.76	.11†
Parenting stress	-.08	.05	-.11†						
Time pressure				-.16	.09	-.12†			

Source: Authors' compilation.

Note: b = unstandardized coefficient; SE = standard error; β = standardized coefficient. All outcomes are change scores representing change in the construct from twenty-four- to sixty-month assessment points; nonsignificant coefficients are not reported in the table. The number of job benefits does not appear as a predictor in the table because there were no statistically significant associations between that variable and the outcome variables of interest.

†p < .10; *p < .05; **p < .01

Table 5.1 OLS Regression Coefficients for Work Schedules Predicting Child and Parent Outcomes at the Twenty-Four-Month Follow-up

Dependent Variables	Unstandardized Coefficient (Standard Error) [Standardized Coefficient]		
	Variable Standard Schedule	Fixed Nonstandard Schedule	Variable Nonstandard Schedule
Teacher-reported child outcomes			
School engagement	.21 [†] (.11) [.11]	-.03 (.15) [-.01]	-.44* (.23) [-.12]
School performance	-.01 (.18) [-.00]	-.12 (.15) [-.05]	-.42* (.20) [-.12]
Externalizing behavior problems	-.11 (.14) [-.04]	-.10 (.12) [-.04]	.45* (.24) [.14]
Internalizing behavior problems	.23 (.17) [.08]	-.09 (.09) [-.06]	.11 (.12) [.05]
Parent-reported child outcomes			
School performance	-.21 (.17) [-.06]	.07 (.14) [.03]	-.31 (.20) [-.07]
Externalizing behavior problems	.06 (.13) [.03]	-.01 (.17) [-.01]	.15 (.17) [.05]
Internalizing behavior problems	-.08 (.12) [-.03]	-.22 [†] (.12) [-.12]	-.28 [†] (.16) [-.10]
Aspects of family functioning			
Maternal stress	-.11 (.10) [-.04]	-.24* (.10) [-.12]	.01 (.16) [.00]
Regularity of mealtimes	-.45** (.14) [-.17]	-.07 (.14) [-.03]	-.29 (.18) [-.09]
Maternal perceived time pressure	-.07 (.14) [-.02]	.25 [†] (.14) [.11]	.11 (.19) [.03]

Source: Authors' compilation.

Notes: The reference category for work schedule comparisons is the group of low-income mothers who were working fixed standard schedules in the prior week.

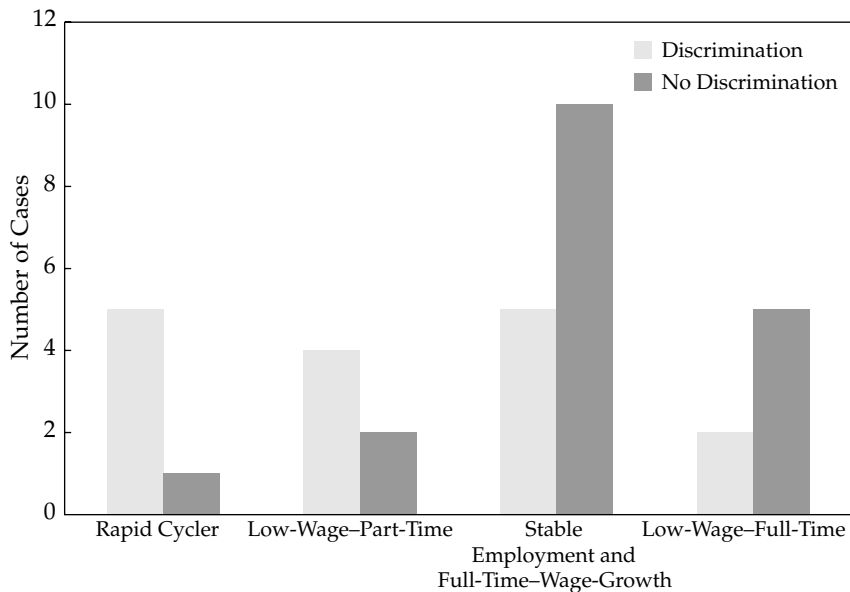
[†]p < .10; *p < .05; **p < .01; ***p < .001

Table 5.2 Prevalence of Themes Relating to Perceived Costs and Benefits of Working Nonstandard Hours and Variable Shifts in NHES Sample

Perceived Costs and Benefits of Working Nonstandard Hours and Variable Shifts	Prevalence of Themes in NHES Sample
Benefits of working nonstandard hours	
Financial and material gains associated with working overtime hours, multiple jobs, or nonstandard hours	50.0
Ability to maintain financial independence from others and governmental assistance when working overtime hours, multiple jobs, or nonstandard hours	35.0
Working overtime hours, multiple jobs or nonstandard hours because of stigmas associated with welfare use	17.5
Easier work requirements and demands during nonstandard hours	10.0
Mothers work nonstandard hours because their partners prefer that mothers are home during daytime hours	10.0
Ease of balancing work and family demands when working nonstandard hours	35.0
Use and preference for informal child care arrangements	30.0
Costs of working nonstandard hours	
Fatigue and stress	42.5
Time away from children and home during evenings, nights, and weekends	50.0
Nonstandard schedules result in mismatch in work schedule with partner and time away from partner	10.0
Unsafe work conditions during nonstandard hours	5.0
Transportation difficulties during early morning or late night commute	7.5
Difficulties arranging child care during nonstandard hours	32.5
Lack of financial gain associated with working overtime hours, multiple jobs, or nonstandard hours	7.5
Lack of employment opportunities that do not require nonstandard hours	10.0
Costs of working variable shifts	
Dislike of inconsistent and unstable work hours and schedules	27.5
Benefits of working variable shifts	
Preference for flexibility in work schedules and ability to manage family demands and emergencies when necessary	55.0

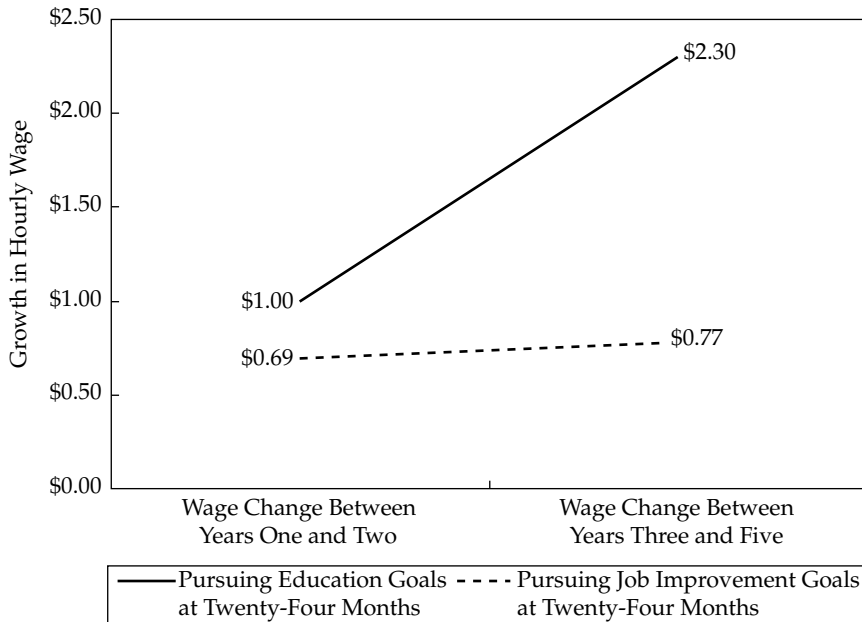
Source: Authors' compilation.

Figure 6.1 Discrimination Cases, by Work Pathway Group



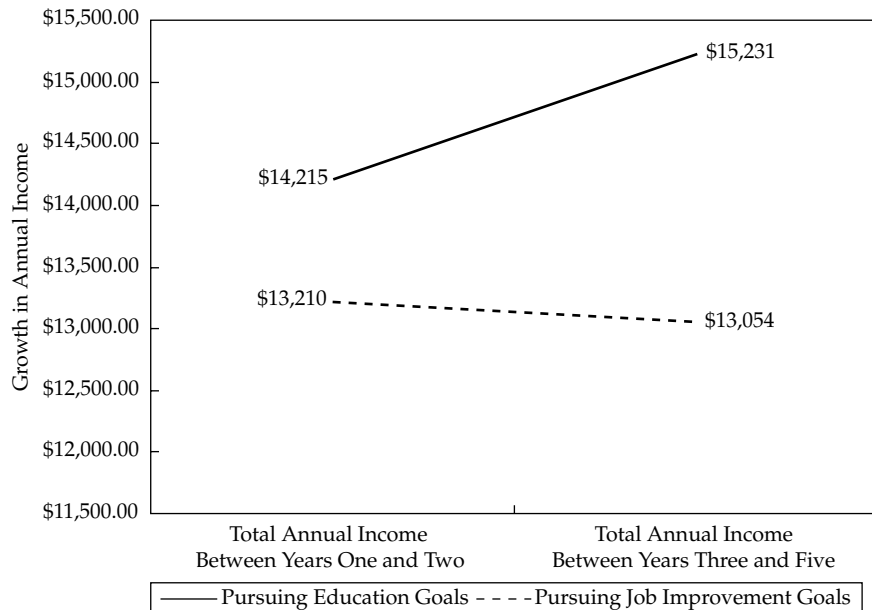
Source: Authors' compilation.

Figure 7.1 Comparison of the Association Between Job Improvement and Education Goals and Subsequent Wage Growth



Source: Authors' compilation.

Figure 7.2 Comparison of the Association Between Job Improvement and Education Goals and Change in Total Annual Income, Years Two to Five



Source: Authors' compilation.

Table 7.1 Goals That Respondents Reported Pursuing at the Twenty-Four-Month Follow-up

	Number of Respondents	
Educational goals	214	55%
Complete or continue education	202	52
Upgrade job skills	20	5
Learn to speak English	5	1
Job goals	165	43
Obtain specific or better job	134	35
Start or improve own business	37	10
Have more flexible work schedule	1	0
Financial goals	122	32
Buy a house	63	16
Improve housing situation	36	9
Improve financial situation	33	9
Buy a car or other costly item	16	4
Family goals	63	16
Provide for family	37	10
Children to do well	19	5
Get married or have baby	8	2
More time with spouse or children	1	0
Personal goals	39	10
General personal growth	29	8
Solve an immediate problem	6	2
Volunteer or be a role model	3	1
Control weight	2	1

Source: Authors' compilation.

Note: N = 386. Number of respondents varies owing to missing data for the wage-change measures.

Table 7.2 OLS Regression Coefficients Predicting Job Characteristics at Sixty Months from Stated Goals at Twenty-Four Months

	Education Goals	Job Improvement Goals	Family Financial Goals	Other Family Goals	N R ² Adjusted R ²
Hourly wage	Ns.	-0.72 (0.36)* -0.12	Ns.	Ns.	281 .25 .20***
Wage change between two and five years	0.98 (0.50) [†] 0.13	-1.10 (0.47)* -0.15	Ns.	Ns.	318 0.14 0.08***
Job duration	Ns.	Ns.	Ns.	Ns.	291 0.22 0.17***
Weekly hours	Ns.	Ns.	Ns.	Ns.	286 0.10 0.04 [†]
Job benefits	Ns.	Ns.	Ns.	Ns.	295 0.23 0.17***
Benefits change between two and five years	Ns.	Ns.	Ns.	0.41 (0.24) [†] 0.08	317 0.39 0.35***

Source: Authors' compilation.

Note: Coefficients are presented as unstandardized (standard error) with standardized coefficient on the second line. All models include DV (dependent variable) at twenty-four months and these measures at baseline: age; education (high school degree, GED, or better); ethnicity (African-American, Hispanic); single-adult with children in household; three or more children; youngest child age two years or younger; ever worked full-time; receiving AFDC, general assistance, food stamps, or Medicaid; income in the past year under \$5,000; access to a car; in an AFDC household as a child; New Hope experiment. "Ns." is not statistically significant.

[†]p < .10; *p < .05; ***p < .001

Table 7.3 OLS Regression Predicting Personal and Family Characteristics at Sixty Months from Stated Goals at Twenty-Four Months

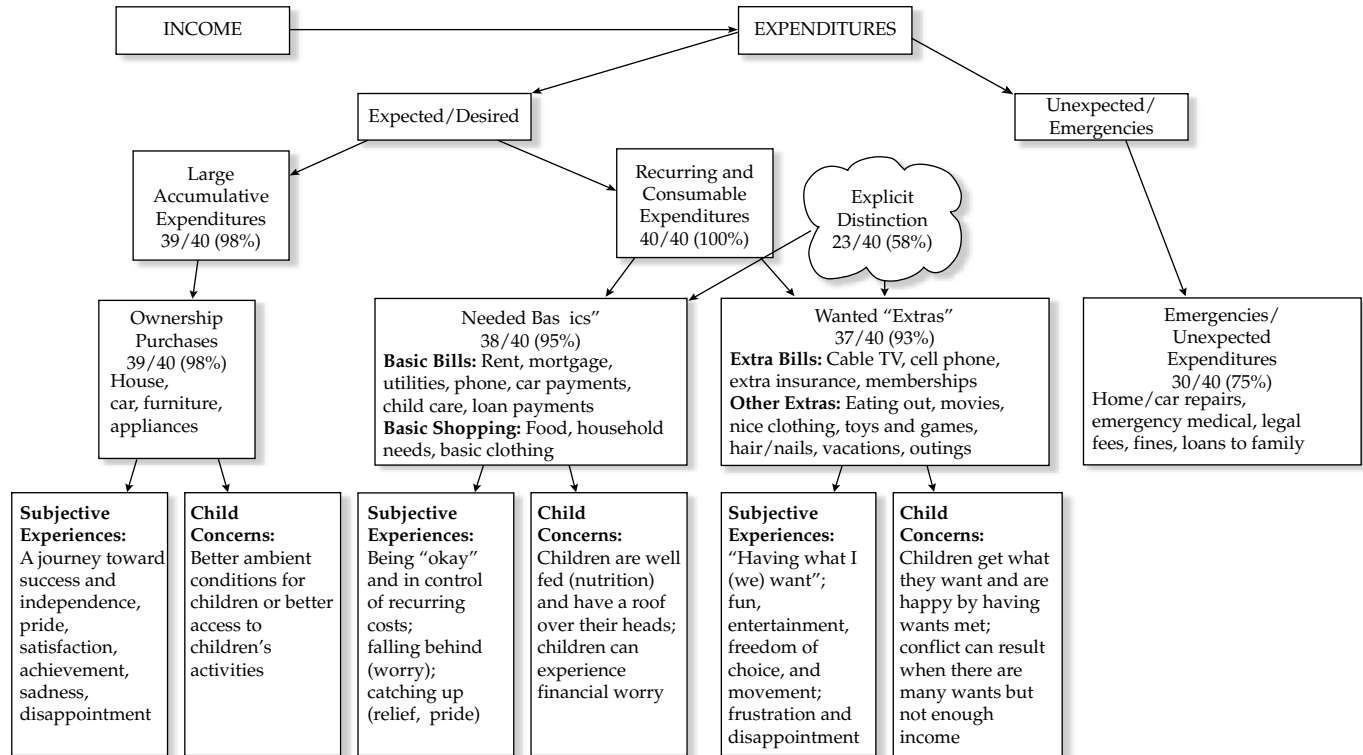
	Education Goals	Job Goals	Financial Goals	Family Goals	N R ² Adjusted R ²
Financial worry	Ns.	Ns.	0.26 (.13)* 0.10	Ns.	339 0.32 0.28***
Happiness with standard of living	Ns.	Ns.	-0.24 (.11) [†] -0.11	Ns.	338 0.17 0.12***
Worsened housing condition between two and five years	-0.23 (0.11)* -0.09	Ns.	Ns.	Ns.	311*** 0.66 0.64
Total income change between three and five years	Ns.	-\$1,266 (\$656) [†] -0.08	\$1,161 (\$661) [†] 0.07	Ns.	402 0.45 0.42***
Highest grade	Ns.	Ns.	Ns.	.74 (.22)** .17	311 .37 .33***

Source: Authors' compilation.

Note: Coefficients are presented as unstandardized (standard error) with standardized coefficient on the second line. All models include DV (dependent variable) at twenty-four months and these measures at baseline: age; education (high school degree, GED, or better); ethnicity (African-American, Hispanic); single-adult with children in household; three or more children; youngest child age two years or younger; ever worked full-time; receiving AFDC, general assistance, food stamps, or Medicaid; income in the past year under \$5,000; access to a car; in an AFDC household as a child; New Hope experiment. "Ns." is not statistically significant.

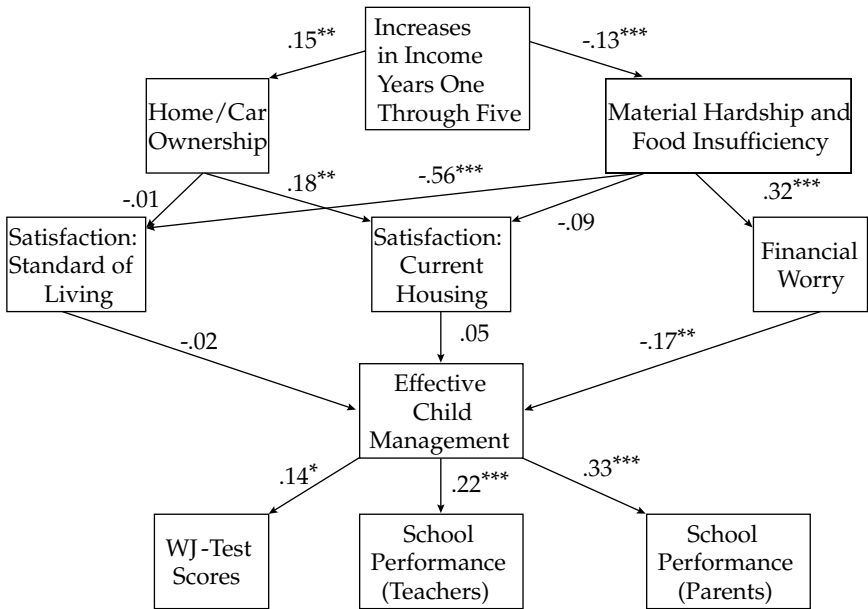
[†]p < .10; *p < .05; **p < .01; ***p < .001

Figure 8.1 The Organization of Expenditures for the Forty Women in the NHES Sample



Source: Authors' compilation.

Figure 8.2 The Relations of Changes in Family Income over Five Years to Family Processes and Children’s Academic Outcomes, Assessed at the End of the Five Years

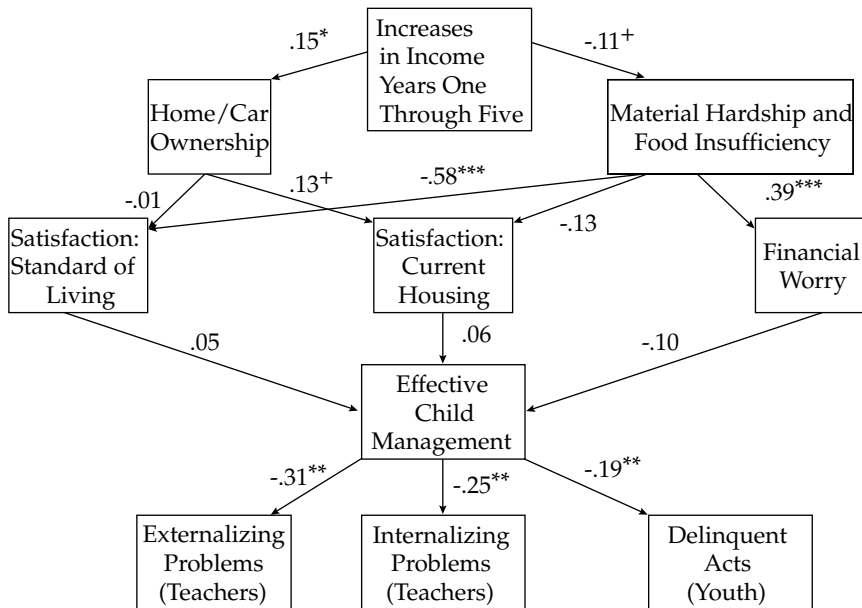


Source: Authors' compilation.

Note: Model fit: $\chi^2(25, N = 328) = 38.526, p < .05$; CFI = .991; RMSEA = .040; low 90% = .008; high 90% = .06. Analyses control for demographic, human capital, and maternal characteristics (including maternal depressive symptoms) and for initial income at the beginning of the study period (quarter one).

* $p < .10$; ** $p < .05$; *** $p < .01$

Figure 8.3 The Relations of Changes in Family Income Over Five Years to Family Processes and Children’s Behavioral Outcomes, Assessed at the End of the Five Years



Source: Authors' compilation.

Note: Model fit: $\chi^2(25, N = 222) = 25.413$, ns.; CFI = 1.00; RMSEA = .009; low 90% = .00; high 90% = .05. The reduced sample is due in part to the delinquency items being asked of only the older children in the sample (ages nine and older). Analyses control for demographic, human capital, and maternal characteristics (including maternal depressive symptoms) and for initial income at the beginning of the study period (quarter one).

+ $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 8.1 OLS Regression Coefficients Predicting Income and Rates of Change in Income from Work Pathway Group Membership

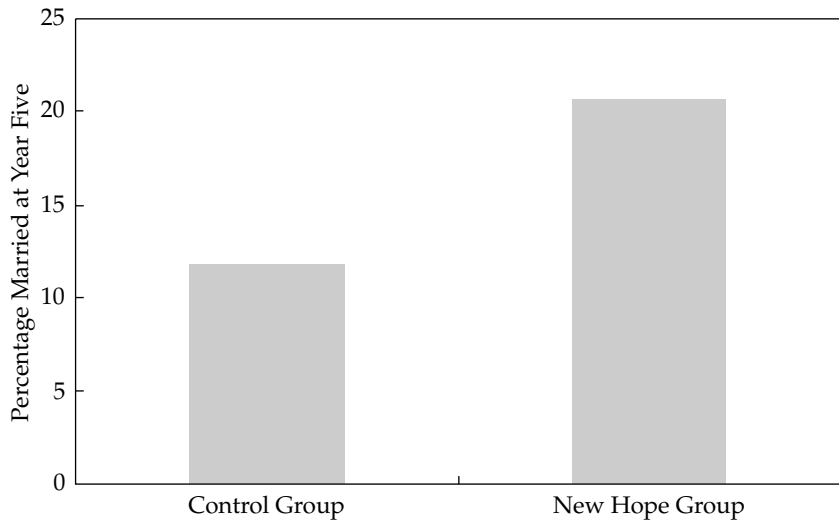
Comparison Group	Average Annual Income Estimates, Years One and Two ^a	Rate of Change in Income, Years One and Two b (SE)	Average Annual Income Estimates, Years Three to Five ^a	Rate of Change in Income, Years Three to Five b (SE)
Comparing full-time–wage-growth group to all other Pathway Groups				
No-work	\$10,874	-.15*	\$10,346	-0.02
Low-wage–part-time	9,868	-.29**	10,398	0.04
Rapid cyclers	13,277	-.18*	15,039	0.16*
Stable employment	17,248	-0.03	18,190	0.13
Low-wage–full-time	13,142	-0.22**	13,806	0.01
Comparing rapid cyclers to all other Pathway Groups				
No-work		-0.05		-0.11+
Low-wage–part-time		-0.14*		-0.10
Full-time–wage-growth	17,099	0.16*	17,961	-0.14*
Stable employment		0.20**		-0.07
Low-wage–full-time		0.00		-0.19*

Notes: The top panel summarizes the analyses comparing the significance of the estimated average rate of change in income (slope) across years one and two and years three through five, and the estimated average income at quarter nine for women in the full-time–wage-growth group to all other groups. The bottom panel summarizes the results for women in the rapid cyclist group versus all other groups. The coefficients are interpreted as the rate of change in any given cluster membership in comparison to the reference group. A negative coefficient reflects a slower rate of change than that experienced by members in the reference group; a positive coefficient reflects a more rapid increase in income as compared to that experienced by the reference group.

^aEstimated marginals, adjusted for baseline covariates and experimental treatment group membership.

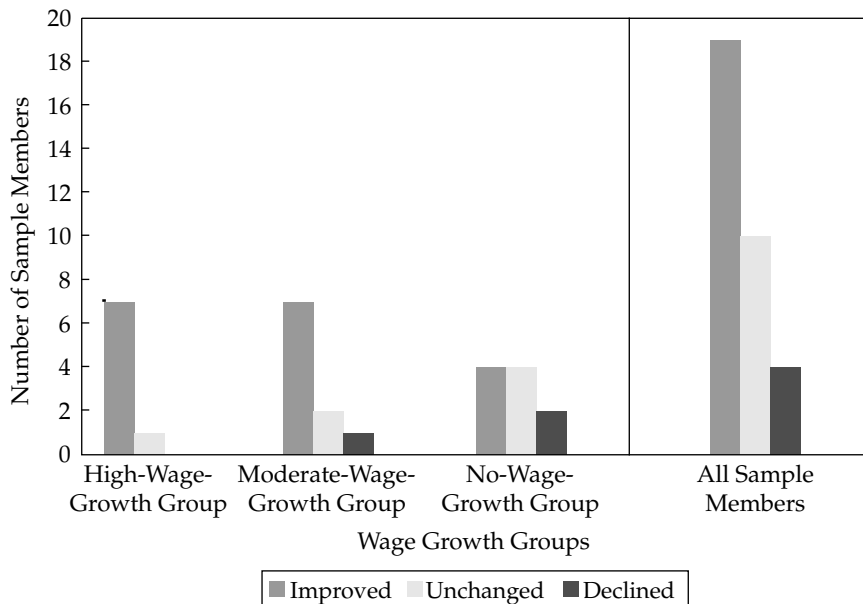
+p < .10; *p < .05; **p < .01

Figure 9.1 The New Hope Impact on Marriage at Year Five for Never-Married Mothers



Source: Authors' compilation.

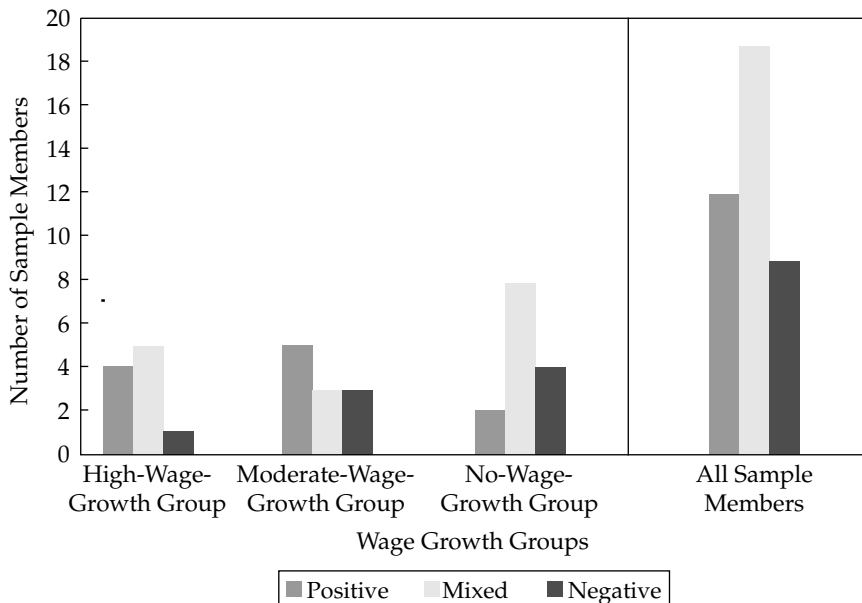
Figure 9.2 Improvement in Relationship Quality for Sample Members with More Than One Relationship over the Study Period



Source: Authors' compilation.

Note: The number of sample members in the wage-growth groups does not equal the number of all sample members because some sample members were missing wage-growth data.

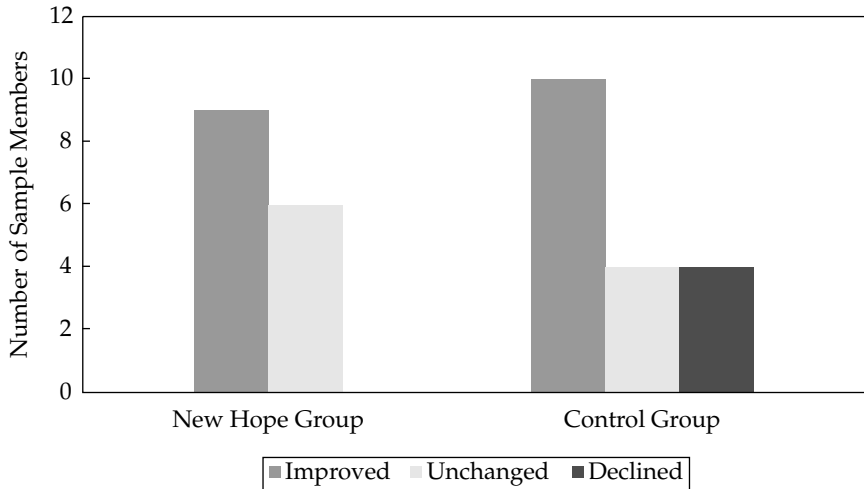
Figure 9.3 The Quality of the Current or Most Recent Relationship for All Sample Members



Source: Authors' compilation.

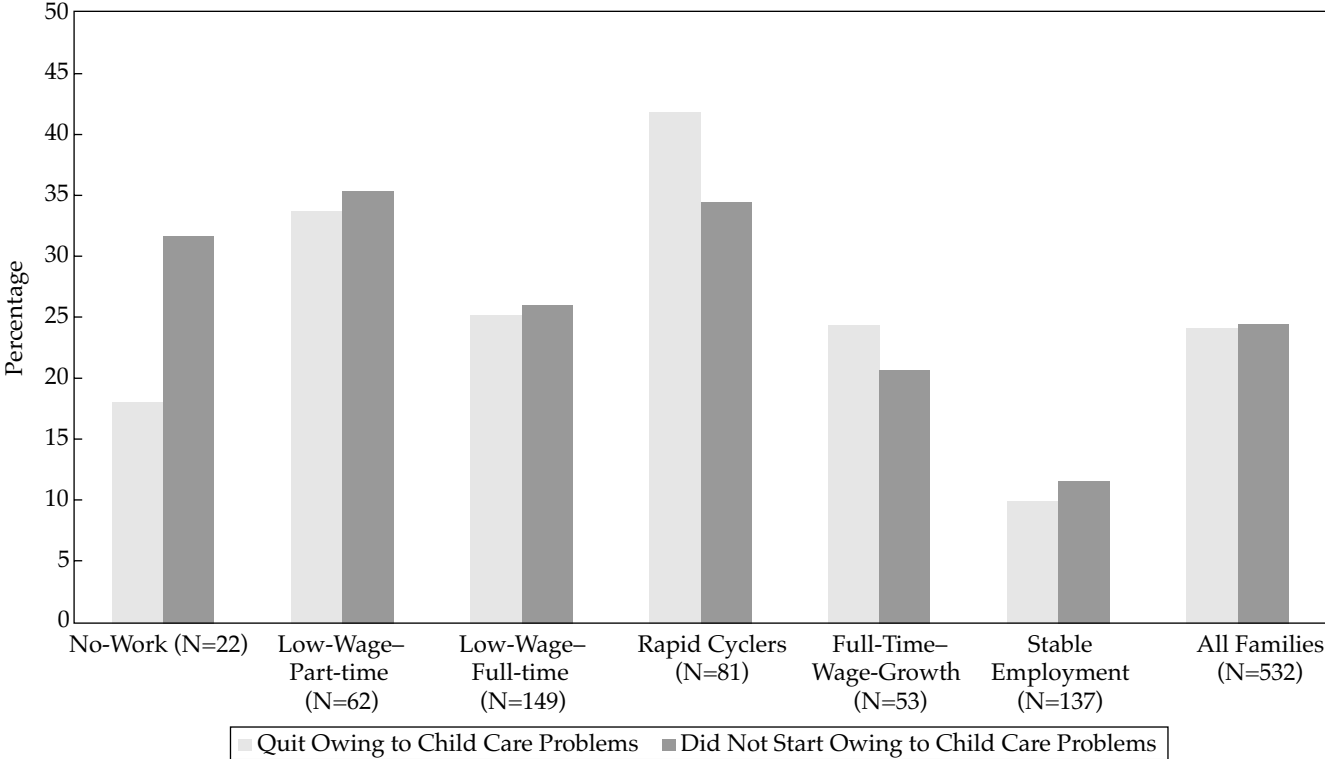
Note: The number of sample members in the wage-growth groups does not equal the number of all sample members because some sample members were missing wage-growth data.

Figure 9.4 Improvement in Relationship Quality for Sample Members with More Than One Relationship During the Study Period by Research Group



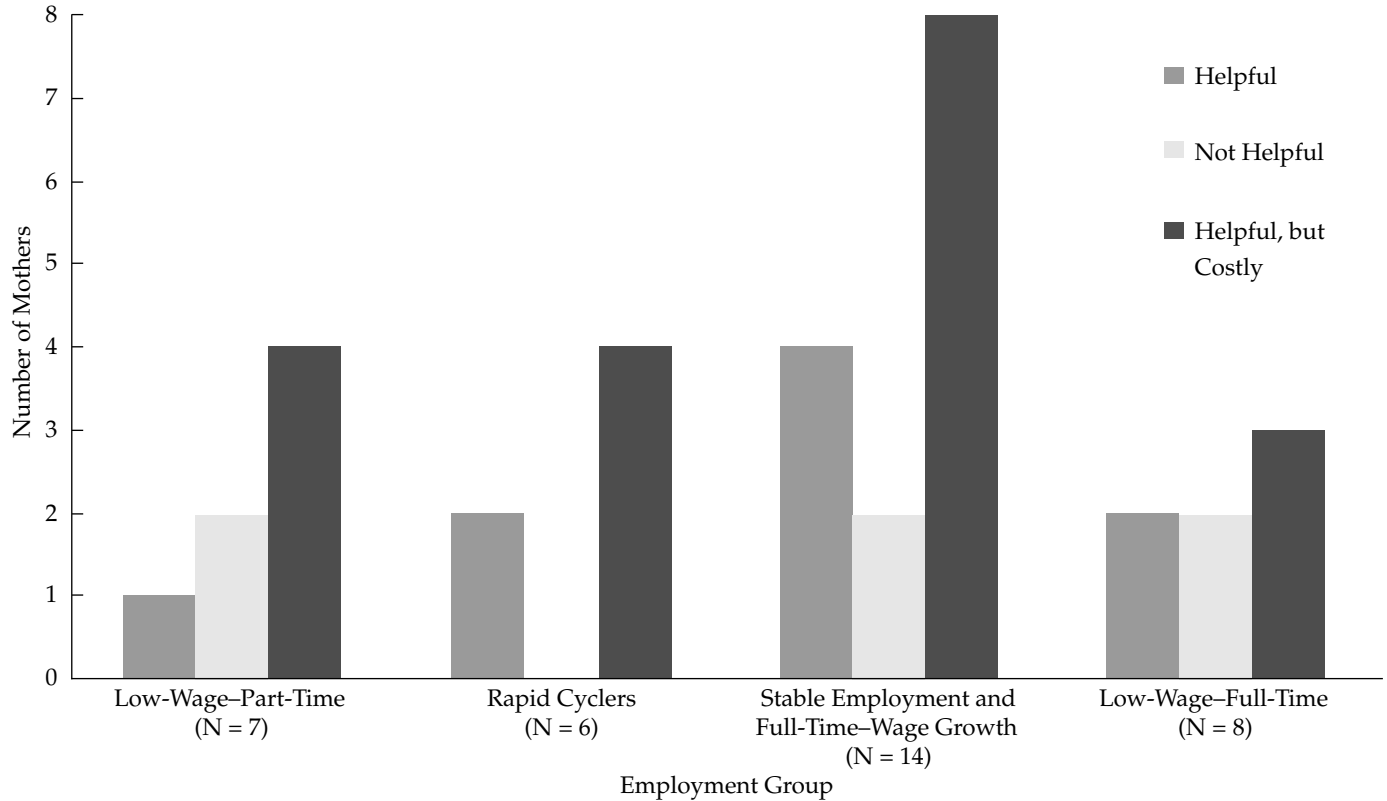
Source: Authors' compilation.

Figure 10.1 Women Who Reported Quitting or Not Starting a Job Owing to Child Care Problems at Two Years, by Work Pathway Group



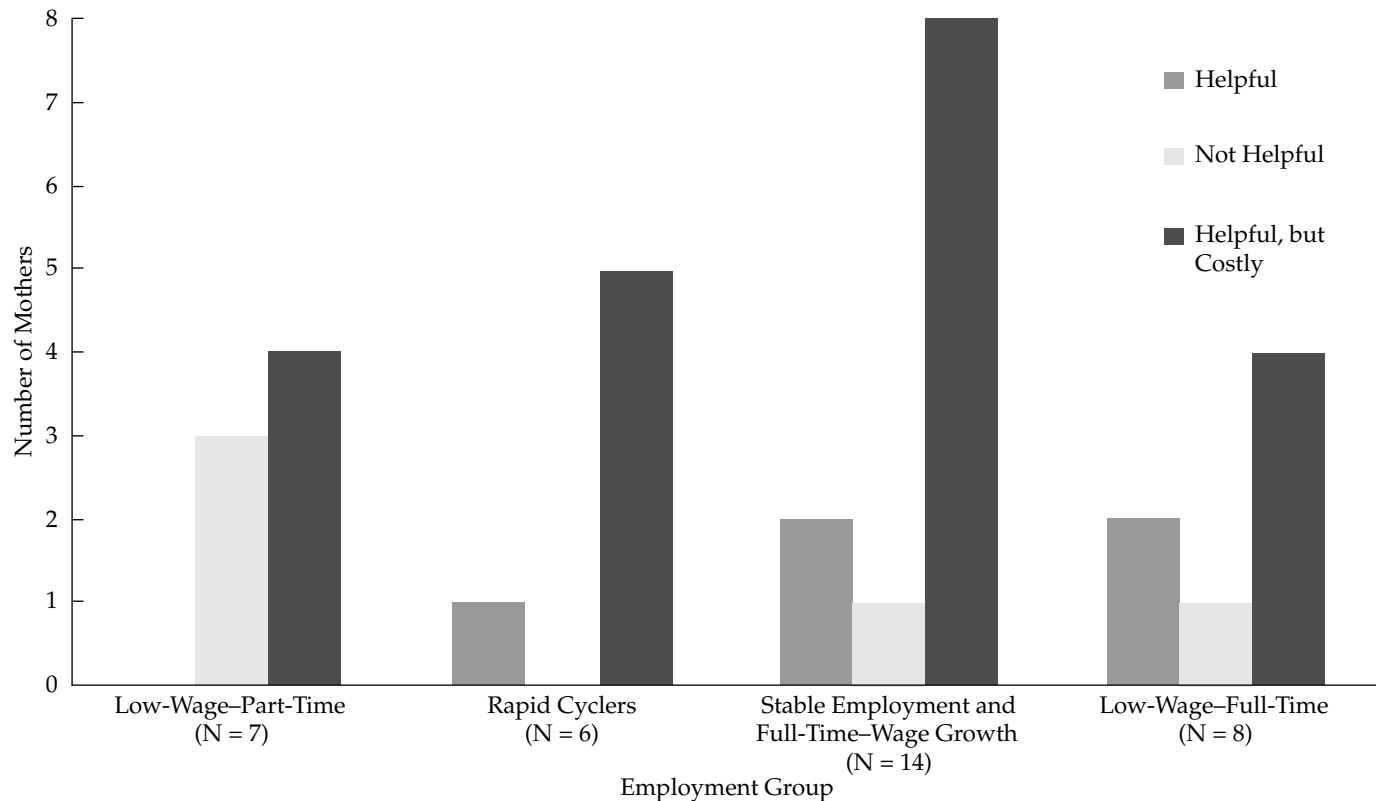
Source: Authors' compilation.

Figure 11.1 Mothers' Views of the Quality of Family Support, by Employment Group



Source: Authors' compilation.

Figure 11.2 Mothers' Views of the Quality of Male Partner Support, by Employment Group



Source: Authors' compilation.

Table 11.1 OLS Regression Coefficients for Social Support Availability at Five Years Predicted by Work Pathway Cluster Membership

Employment Dynamic Cluster	Unstandardized Coefficient	Standard Error	Standardized Coefficient
No-work group	.576*	.227	1.52
Full-time–wage-growth group	.367*	.173	.147
Stable employment group	.332*	.152	.183
Low-wage–full-time group	.375*	.146	.203
Rapid cycler group	.186	.167	.079

Source: Authors' compilation.

Note: The reference group is the low-wage–part-time group.

* $p < .05$; ** $p < .01$; *** $p < .001$

Table 12.1 Services Offered Through the New Hope Project and Wisconsin Works

Service	New Hope Project	Wisconsin Works and Related Federal and State Programs ^a
Job search and preparation	Provided through intensive case representation	Job search centers provided: <ul style="list-style-type: none"> • Computerized listings of job openings • Job search skills • Job preparation trainings • Job clubs
Job placement	Community service jobs in nonprofit organizations <ul style="list-style-type: none"> • Paid minimum wage • Earnings counted toward tax credits and the New Hope earnings supplements 	Three tiers of job placements that differed in compensation <ul style="list-style-type: none"> • Trial jobs (wage employment) • Community service jobs (work in exchange for benefits totaling less than minimum wage) • W-2 transition jobs (job search and preparation or educational activities in exchange for benefits)
Earnings supplements	Monthly earnings supplements <ul style="list-style-type: none"> • To bring income up to the federal poverty line • Provided to participants averaging thirty hours per week of employment over the month 	State and federal earned income tax credit <ul style="list-style-type: none"> • Available to all working participants except those in community service jobs or W-2 transition jobs
Child care	Child care subsidies <ul style="list-style-type: none"> • Available to participants with at least one dependent child under the age of thirteen and working thirty hours per week 	Child care subsidies <ul style="list-style-type: none"> • Available to persons with gross incomes at or below 185 to 200 percent of the federal poverty level

	<ul style="list-style-type: none"> • Providers reimbursed directly by New Hope, up to a maximum of 75 percent of market rate • Participants made small copayment based on income and household size 	<ul style="list-style-type: none"> • Providers directly reimbursed by W-2 program at 50 to 75 percent of market rate • Participants made small copayment based on income and household size
Health care	<p>Health insurance plans through HMOs</p> <ul style="list-style-type: none"> • Available to participants working thirty hours per week • Participants made small copayment based on income and family size 	<p>Joint state/federal medical assistance</p> <ul style="list-style-type: none"> • Available to low-income parents (Medicaid) and their children (Badgercare) • Coverage based on sliding scale of income and assets • Participants generally not required to make copayments
Case representation	<p>Intensive case representation</p> <ul style="list-style-type: none"> • Case representatives carried small caseloads • Encouraged employment, full use of services • Provided counseling, advice, and emotional support 	<p>Case management</p> <ul style="list-style-type: none"> • Case managers carried high caseloads • Focused on eligibility processing

Source: Authors' compilation.

^aDescriptions here apply to Wisconsin Works and related federal/state programs as they operated in 2000.

Table A1 Survey and Standardized Assessment Constructs Used in This Volume, from the New Hope Child and Family Study

Construct	Baseline (at random assignment)	Two-Year Follow-up	Five-Year Follow-up
Baseline covariates (used in all multivariate analyses)	<ul style="list-style-type: none"> • Race-ethnicity (dummy variables for black and Latino) • Single-adult household • More than two children • Youngest child younger than age two • Working full-time • Receiving government aid (AFDC, general assistance, food stamps, or Medicaid) • Has a high school diploma • Has a car • On AFDC as a child • Earnings in the prior year 	NA	NA

Employment

- Employed
- Earnings in last year

1. For employment across first two years:
 - Information on each of up to six jobs since baseline:
 - Start date
 - End date
 - Wages (beginning and ending)
 - Hours
 - Beginning wage
 - Total earnings from jobs, per year
 - Time grid of last seven days, including hours of employment
 - Whether variable work schedule
2. For current or most recent job:
 - Occupational complexity with people, data, and things
 - Benefits (employer-sponsored health insurance and pension plan; paid sick and vacation days)
 - Perceived opportunities for promotion and advancement
 - Learning valuable skills
 - Job security

For current or most recent job:^a

- Start date, wages, hours, duties
- Benefits (employer-sponsored health insurance and pension plan; paid sick and vacation days)
- Perceived opportunities for promotion and advancement, learning valuable skills, job security, adequate pay, and flexibility to handle emergencies
- Interpersonal conflict at work
- Exhaustion after workday
- Total earnings from jobs, per year

Income

Earned income in the past year

Total income, per year (sum of earnings, welfare, food stamps, and earnings supplements from tax credits and New Hope supplement)

Total income, per year (sum of earnings, welfare, food stamps, and earnings supplements from tax credits and New Hope supplement)

(continued)

Table A1 Survey and Standardized Assessment Constructs Used in This Book, from the New Hope Child and Family Study (*Continued*)

Construct	Baseline (at random assignment)	Two-Year Follow-up	Five-Year Follow-up
Goals and expectations for education, work, family and children, and financial and personal development	None	<p>Goals:</p> <ul style="list-style-type: none"> • Feeling good about having a paycheck • Successful role model for kids <p>Expectations:</p> <ul style="list-style-type: none"> • For high school graduation • For college attendance • For college graduation 	<p>Goals:</p> <ul style="list-style-type: none"> • Feeling good about having a paycheck • Successful role model for kids <p>Expectations:</p> <ul style="list-style-type: none"> • For high school graduation • For college attendance • For college graduation
Parent psychological well-being	None	<ul style="list-style-type: none"> • Parenting stress • Parent depressive symptoms 	<ul style="list-style-type: none"> • Parenting stress • Parent depressive symptoms
Parent economic well-being	Access to car	Parent material hardship	<ul style="list-style-type: none"> • Parent material hardship • Home and car ownership • Satisfaction with housing
Parenting practices	None	<ul style="list-style-type: none"> • Parent monitoring • Parent warmth (self-report and observed by interviewer) • Effective parenting 	<ul style="list-style-type: none"> • Parent monitoring • Parent warmth (self-report and observed by interviewer) • Effective parenting
Child care as barrier to work	None	<ul style="list-style-type: none"> • Lack of child care as reason for quitting a job • Lack of child care as reason for failing to find a job 	

Social support	None	None	Availability and reliability of social support
Child school performance and achievement	None	School: <ul style="list-style-type: none"> • Teacher-rated school engagement and performance • Parent-rated school engagement and performance 	School: <ul style="list-style-type: none"> • Teacher-rated school engagement and performance • Parent-rated school engagement and performance Standardized achievement: <ul style="list-style-type: none"> • Woodcock-Johnson Reading and Math scores
Child social behavior	None	Teacher- and parent-rated internalizing (withdrawn) and externalizing (acting-out) behaviors	<ul style="list-style-type: none"> • Teacher- and parent-rated internalizing (withdrawn) and externalizing (acting-out) behaviors • Delinquent behavior (child self-report; for ages nine or older only)
Family structure	<ul style="list-style-type: none"> • Marital and cohabiting status • Number and ages of children 	Marital and cohabiting status	Marital and cohabiting status
Service use	Current use of AFDC, general assistance, food stamps, or Medicaid	Use of work support services <ul style="list-style-type: none"> • Help from W-2 or New Hope case managers and representatives • Job placement or community service job • Earnings supplement • Child care subsidies • Health care subsidies 	NA (New Hope benefits no longer provided in later years of follow-up)

Source: Authors' compilation.

^a Data on each job since the two-year follow-up not collected.