



Institute for
Research on
Poverty

UNIVERSITY OF WISCONSIN-MADISON

2018–2020 Child Support Policy Research Agreement Task 11A:

**Wisconsin Parents Survey
Final Field Report**

Lisa Klein Vogel
Institute for Research on Poverty
University of Wisconsin–Madison

June 2021

The research reported in this paper was supported by the Child Support Research Agreement between the Wisconsin Department of Children and Families and the Institute for Research on Poverty. The views expressed here are those of the author alone. The author thanks Judi Bartfeld, Lawrence Berger, and Daniel R. Meyer for their helpful comments and James Spartz and Dawn Duren for their assistance in preparing this report. The author extends special thanks to University of Wisconsin Survey Center (UWSC) Project Director Karen Zoladz for her assistance and careful documentation of survey processes in UWSC's *Wisconsin Parent's Study: Sample Description and Response Rate Report*, which served as a helpful data source for this report.

I. INTRODUCTION

Across the United States, over 40 percent of marriages are estimated to end in divorce (Aughinbaugh et al., 2013). When a married couple with children divorces, courts make determinations about whether and how children are to divide their time across parents. Until recently, nationally and within Wisconsin, courts typically awarded placement of children solely to mothers. These trends have shifted in recent years, however, and shared placement arrangements, defined in Wisconsin as arrangements in which children spend at least 25 percent of their time with each parent (Wisconsin Department of Children and Families, 2021), are on the rise. In Wisconsin, shared placement increased from 14 percent of divorces involving children in the early 1990s to 50 percent of such cases of in 2010 (Meyer et al., 2017). Despite this increase in prevalence of shared placement arrangements, research is limited on how well the arrangements work for families and the extent to which families adhere to court-ordered arrangements. This report documents the survey data collection processes conducted as part of a study that aimed to fill this research gap by Wisconsin parents about their placement experiences.

A. Study Overview

The Wisconsin Parents Study was conducted by the University of Wisconsin Survey Center (UWSC) on behalf of Dr. Judith Bartfeld and Dr. Lawrence Berger of the University of Wisconsin-Madison's Institute for Research on Poverty (IRP). The survey was funded through a cooperative agreement between IRP and the Wisconsin Department and Children and Families (DCF), Bureau of Child Support (BCS). This cooperative research agreement, referred to as the Child Support Policy Research Agreement (CSPRA) (Daniel R. Meyer, Principal Investigator) supports an array of data collection and research activities related to the child support system.

The Wisconsin Parents Study was conducted to support two data analyses conducted as Task 11 of the 2018–2020 CSPRA – Task 11B, *Stability in Placement Arrangements*, and Task 11C, *Satisfaction with Placement Arrangements*. The survey entered the field February 19, 2020 and concluded October 29, 2020. Ultimately, data from the survey will be combined with other administrative records in order to facilitate a broader range of analyses. All data collection activities were overseen and approved by the University of Wisconsin-Madison’s Institutional Review Board (IRB).

B. Research Partners

1. The University of Wisconsin Survey Center

The UWSC is a department of the College of Letters and Science at the University of Wisconsin–Madison. It is supported by the College and revenue generated from contractual work. The UWSC serves the survey research needs of University of Wisconsin faculty, staff, and administration; faculty at other universities, federal, state, and local governmental agencies; and not-for-profit organizations. Its mission is to assist researchers by providing the highest quality survey research services and as such, the Survey Center provides a complete range of survey research capabilities. Professor Jen Dykema is the Faculty Director of the UWSC and Karen Zoladz served as Project Director on this project.

2. The Institute for Research on Poverty

IRP is a nonpartisan research institution within the University of Wisconsin–Madison’s College of Letters and Science. IRP’s mission is to advance the understanding of the causes and consequences of poverty and inequality by producing rigorous research, training scholars, engaging with policymakers and practitioners, and widely disseminating evidence. Professor Katherine Magnuson is the Faculty Director of IRP. IRP faculty Dr. Judith Bartfeld and Dr.

Lawrence Berger served as co-investigators on this project, and Dr. Daniel R. Meyer as served as Principal Investigator for the cooperative agreement that funds this project in addition to other child support research activities.

C. Roadmap to the Report

This report describes each aspect of the survey design and administration process. First, we describe the Wisconsin Parents Study sample, including how potentially eligible parents were identified and selected, as well as subgroups of interest for this study. We then discuss the process through which the questionnaire was developed. Next, we describe data collection processes, including staffing and training; survey administration and field procedures; and data processing. Finally, we provide information about completion patterns and response rates. All study materials and data collection tools are also included as appendices.

II. STUDY SAMPLE

A. Sample Frame

The Wisconsin Parents Study sample consisted of divorced mothers and fathers from the 30th and 33rd Cohorts of the Court Record Data (CRD) project. The CRD is a sample of child support-related cases filed in 21 Wisconsin counties,¹ which IRP has been collecting since 1984. It includes either all divorce cases in a county or a random sample of such cases within a county; IRP researchers have sample weights available for use to make the sample representative of all cases within a county when sampling is used. The CRD allows IRP to research a range of child support policy issues that cannot be addressed solely using data from the child support administrative records system, the Kids Information Data System (KIDS). Examples of data that

¹The 21 counties are: Calumet, Clark, Dane, Dodge, Dunn, Green, Jefferson, Juneau, Kewaunee, Marathon, Milwaukee, Monroe, Oneida, Ozaukee, Price, Racine, Richland, St. Croix, Sheboygan, Waukesha, and Winnebago.

are uniquely available in the CRD include details about physical placement arrangements and additional details of child support orders beyond regular support (such as orders for health insurance); and parental income and other financial records on which child support orders are based. In addition, the CRD's long historical record allows analysis of important changes in these and other areas over time.

CRD Cohort 30 consists of cases filed from July 2009 to August 2010, and Cohort 33 includes cases filed in 2013. The IRP research team defined the sample frame as couples who started divorce proceedings in 2009-2010 (Cohort 30) or in 2013 (Cohort 33), and who had at least one child age 6 or younger at the time of petition.² Parents included in the sample frame were all age 18 or older. In total, the sample frame included 1,199 sample members who met these criteria, including:

- 1) Mothers and fathers within these CRD cohorts who had a court order for shared placement (i.e., an arrangement in which the child or children are to spend at least 25 percent of time with each parent) at the time of their final divorce judgment (n= 878 parents representing 439 couples).
- 2) Mothers from these cohorts who had sole placement at the time of their final divorce judgment (n= 321).

We focused on shared placement mothers and fathers and mothers with sole placement for several reasons. For shared placement cases, we included both parents because shared placement living arrangements were an area of particular focus for the study and including both parents' perspectives helped to provide the most insight into family experiences with such arrangements. Additionally, we planned a fully in-person interview design using interviewers based in Wisconsin; the barriers to moving out of state with a shared placement arrangement made it reasonably likely both parents would still be in the state, and thus reachable for an

²The criteria of including only cases with at least one child age six or younger at the time of petition ensured that all sampled cases included at least one child under age 18 at the time of data collection.

interview, even seven to ten years after divorce. Based on previous data collection experiences with comparable populations, we also anticipated a relatively high likelihood of successfully reaching both parents in these cases.

For sole parent placement cases, we included mothers with sole placement in order to facilitate comparisons between mothers with shared placement and mothers with sole placement. We excluded fathers from sole mother placement cases because of our experiences with past data collection efforts that occurred in much closer proximity to the divorce. During past efforts that occurred one to four years after the divorce - a much shorter period than the seven to eleven year period of the current survey - we successfully interviewed a far smaller share of fathers with mother sole placement than either mothers with sole placement or mothers and fathers with shared placement; those we did reach were quite different on a number of dimensions than the original sample, which made it difficult to reach valid conclusions about this group. We expect these challenges would be even greater now, both because of the longer time period and the likelihood that we would lose even more sample members living out of state. In short, past experience suggested that reaching these fathers was likely to be very difficult; we would likely achieve a very low response rate; and those fathers we could successfully reach would not be representative of the full group. We opted, instead to maximize sample size among the other three sample groups (shared placement mothers, shared placement fathers, and sole placement mothers) given available resources.

IRP provided UWSC with a sample file for processing in fielding. The sample file included the names and contact information of sample members, and basic information about the other parent included on the divorce petition as well as all children on the case. Prior to sharing the sample with UWSC, IRP staff selected the youngest child from each case's the court record

as the case's *focal child*. Due to time constraints, the research team asked detailed batteries of questions about one child only per case (i.e., the focal child), in addition to limited questions about all children. Because the youngest children were six or under at time of divorce petition, all focal children were 17 or younger at the time of the survey.

B. Eligibility Criteria

All sample members selected for an interview met the aforementioned sample frame criteria. However, several factors could render a sample member ineligible if identified once their case had entered the field, including:

- 1) If the sample member was found to have reconciled romantically with their co-parent (i.e., the other parent from whom they had divorced as indicated on the court record) at the time of the interview. Sample members were considered romantically reconciled if they had remarried, or if they lived together outside of a “nesting” co-parenting arrangement (i.e., an arrangement in which children remain in the family home and co-parents rotate in and out of the home),
- 2) If the interviewer learned that sample member was deceased or physically unable to complete the interview, or
- 3) If the focal child was deceased at the time of the interview, or if the focal child's other parent was deceased at the time of the interview.

In total, 32 sample members were determined ineligible during the study's field period.

III. THE INTERVIEW INSTRUMENT

A. Questionnaire Development Process

The interview instrument (Appendix 1) was developed collaboratively by researchers at IRP and UWSC. The IRP research team began the questionnaire development process in early 2019. The content of the instrument was designed to address the topics specified in the cooperative agreement—stability of placement arrangements and satisfaction with those arrangements—as well as a broader set of questions relevant to understanding the circumstances

of divorced parents and their children. Survey constructs were generated through a collaborative review of previous data collection instruments with comparable populations, as well as a review of recent literature. Many survey items were replicated or adapted from other studies to facilitate comparisons (Appendix 2); others were newly developed by the research team.

After the IRP team developed an initial draft, in Summer of 2019, the UWSC provided expert review of the draft instrument, and also developed a series of complex calendaring questions in order to collect detailed information on the living arrangement of a focal child according to the latest legal agreement as well as what actually happens in everyday life.

B. Questionnaire Sections

The Wisconsin Parents Study survey included 20 sections, each focused on a specific aspect of the survey respondent's life and family. A brief overview of each section is provided in Table 1.

C. Computerized Survey Instrument Programming and Testing

After determining the content of the questionnaire and wording of survey items, UWSC staff commenced programming of the computerized survey tool. The Wisconsin Parents Study survey was conducted using a computer-assisted personal interviewing (CAPI) system, later modified to allow interviewers to complete surveys by telephone (referred to as computer-assisted telephone interviewing (CATI)-by-CAPI). The survey was programmed in the English language only. The CAPI software employed by the UWSC is CASES 5.6 provided by the Computer-Assisted Survey Methods Program at the University of California-Berkeley. The CASES program provides a comprehensive range of computer assisted interviewing tools. As a fully-featured package, CASES has all the programs necessary to install sample (including importing pre-existing data into the sample records), prepare a data collection instrument,

monitor survey progress, automatically send into the field those cases that require calling at a specific time or date (i.e. automatic call scheduling), code and clean data, produce reports, and output data into rectangular files for analysis.

Within the CASES program, survey text appears question-by-question on a computer screen for the interviewer to read to the respondent. Routing through the interview is based on pre-programmed skip logic, and question wording can be conditionally adapted according to answers given previously in the interview. The system allows for pre-coded questions, open-ended questions, and combinations of the two. In addition, the computer allows only valid responses to be entered; when an invalid response is entered, the computer asks the interviewer to re-enter the response. In order to facilitate the collaborative standardized interviewing technique used for this project, flexible menu screens were developed. These screens allowed the interviewer to roster information and individuals in the most natural order for the respondent, rather than an order predetermined by the researchers.

Following initial programming, UWSC staff performed extensive testing of a practice version of the instrument, looking for typographical and grammatical errors, testing each skip pattern and response option, and re-testing any items that have been updated. IRP staff reviewed and tested the practice instrument prior to fielding via remote connection using Windows Server.

Table 1. Wisconsin Parents Study Instrument Sections

Section	Title	Description
i	Introduction and Consent	Interviewers read aloud information about the study background and statements of informed consent. The instrument provided a prompt for the interviewer to pause and ask sample members if they had any questions about the study. Prior to starting the interview, the interviewer also asked for permission to audio record the interview and to contact the sample member in the future.
A	Focal Child Identification	In this section, the interviewer asked about the focal child's social characteristics (i.e., age and sex); time since last contact between the respondent and focal child and focal child and other parent; and the focal child's living arrangements.
B	Relationship Status and Parent Reconciliation	This section focused on the respondent's current relationship status, as well as about other (non-current) post-divorce romantic relationships. If the respondent indicated having re-married the focal child's other parent, the instrument screened the respondent out as ineligible for survey completion.
C	Sibling Roster	This section collected information about the names, social characteristics, and living arrangements of the focal child's siblings, age 18 or younger.
D	Household Roster	This section gathered information about all other members of the respondent's household not already identified (i.e., other than the focal child, focal children's siblings age 18 or younger, and respondent's spouse or romantic partner), including each person's age and relationship to the respondent.
E	Focal Child Health	This section asked about focal child's physical health and emotional health in the last 12 months. It also gathered information about the focal child's long-term health conditions (if any) and health insurance coverage.
F	Focal Child Education	This section collected information about the focal child's current or most recent educational experiences, including current or most recent grade, type of educational institution attended, and school performance.
G	Focal Child Living Arrangements	This section gathered a detailed battery of questions about the focal child's court-ordered placement arrangement, as well as the child's actual living arrangements, in the last 12 months. These included: (1) How the parents came to the court-ordered arrangement; the respondent's satisfaction with the amount of time and living arrangements specified in the court agreement (and perceptions of the other parent's satisfaction), as well as satisfaction with the process for determining living arrangements; and perceptions of factors the court considered in determining living arrangements. (2) Changes to these legal agreements since the original divorce agreement was finalized and satisfaction with the process and outcomes of any changes.

Section	Title	Description
		<p>(3) What the legal agreement specifies for the focal child’s living arrangements within a typical month, including detailed information on with whom the child spends each night and on what days for each week within a given month.</p> <p>(4) What the legal agreement specifies for how the focal child spends holidays, vacations, and atypical months.</p> <p>(5) Whether and how the focal child’s actual living arrangements differed from the legal agreement, and perceptions of how actual living arrangements aligned with the court order.</p> <p>(6) Whether and how the COVID-19 pandemic affected the focal child’s actual living arrangements on a temporary or ongoing basis.</p> <p>(7) The respondent’s feelings (and perception of the other parent’s feelings) about flexibility of arrangements and amount of time spent with the focal child.</p> <p>(8) Transportation arrangements for the focal child between the respondent’s home and the focal child’s other parent’s home.</p> <p>(9) The respondent’s perceptions of the focal child’s feelings about going to the focal child’s other parent.</p> <p>(10) Frequency and format of contact between the focal child and respondent (when the focal child is with the other parent) and the focal child and other parent (when the focal child is with the respondent).</p>
H	Parenting Practices	This section asked about the respondent’s perceptions on quality of the relationships between the focal child and respondent, and the focal child and parent, as well as the respondent’s perception of changes to parenting quality before and after divorce. It also gathered information on engagement in the focal child’s activities and care needs, as well as parental stress.
I	Co-Parenting and Co-Parent Communication	This section collected information on each parent’s involvement in making decisions about the focal child’s life and care; alignment between parenting practices across parents’ homes; and whether and how the distribution of parenting responsibilities changed post- divorce. It gathered data on frequency and modes of communication between the respondent and the other parent in the last 12 months; perceptions of the interpersonal and co-parenting relationship with the other parent currently and pre-divorce; conflict between the respondent and other parent; and the COVID-19 pandemic’s effect on co-parenting. It also asked about factors contributing to the respondent and other parent’s divorce.
J	Child Rearing Expenses	This section focused on formal child support orders between the respondent and focal child’s other parent; court orders for insurance, medical care, child care; child support received or paid; and satisfaction with

Section	Title	Description
		orders. It also gathered information on the distribution of expenses across parents beyond those included in a court order, as well as satisfaction with, and perceptions of fairness, of allocation of expenses.
K	Housing	This section gathered information about housing arrangements for the respondent, focal child, and focal child's other parent since the divorce, including information about other adults and children who reside at the other parent's home.
L	Employment	This section asked about current employment status and employment arrangements in the last 12 months for the respondent and focal child's other parent. It included typical work schedule, hours worked, schedule flexibility, and rate of pay, as well as how financial obligations for children have affected career choices, and the impact of the pandemic on the respondent's employment.
M	Economic Well-Being	This section gathered information on the respondent's financial situation, including financial hardships experienced (overall and due to the COVID-19 pandemic); overall satisfaction with his or her current financial situation; and perception of financial well-being changes post-divorce.
N	Income	This section asked about the respondent's total income in the previous calendar year, as well as total income for the respondent's spouse and the focal child's other parent; the respondent's assets and debts; and the respondent and other parent's use of child tax credits.
O	Social Characteristics	This section asked the respondent about his or her demographic characteristics, including age, race, ethnicity, and education, as well as other experiences, such as criminal history and co-residence with parents during childhood.
P	Respondent Health	This section gathered information about the respondent's own physical and emotional health, as well as whether the respondent has a work-limiting disability.
Q	Other Parent's Social Characteristics	This section collected the focal child's other parent's demographic characteristics, including age, race, ethnicity, and education, as well as criminal history.
R	Other Parent's Health	This section asked about the focal child's other parent's physical and emotional health, as well as whether the other parent has a work-limiting disability.
S	Contact Information	This section gathered information on various methods of reaching the respondent in the future, including contact information for two additional people who could help locate the respondent in the future if needed.

D. Within-Field Instrument Changes

The Wisconsin Parents Study survey instrument underwent a number of modifications after initially entering the field. These modifications were prompted by a combination of ongoing monitoring of the interview process, as well as the unprecedented context of the COVID-19 pandemic. In order to understand the experience of COVID-19 in the lives of Wisconsin parents, the study team added items to address pandemic-related changes to shared placement arrangements and co-parenting approach; comfort level with how the focal child's other parent has handled the pandemic and conflict between parents about pandemic-related health precautions; and experiences of job disruption or economic hardship due to the pandemic. There are two important timing considerations related to the analysis of these COVID-related questions. First, because the questions were added after the survey was already in the field, they were asked only of respondents who completed the survey after the questions were added to the survey, not of respondents who completed the survey prior to the addition of the questions. Additionally, we interviewed respondents from a time period early in the pandemic until a period approximately eight months after the pandemic began. Public health conditions evolved throughout this time period, and it is possible that these changes affected co-parenting relationships and placement arrangements. Therefore, respondents answered these questions under conditions and contexts that varied depending on the date the interview occurred. Table 2 summarizes the changes made to the instrument and the effective date of each change.

Table 2. Wisconsin Parents Study Within-Field Instrument Modifications

Date of Change	Item (Section)	Change
February 28, 2020	A12 (Focal Child Identification)	For instances in which the focal child had not had any in-person contact with their other parent in the last 12 months, a skip pattern was added to avoid asking subsequent question A13, which was determined illogical for this circumstance (i.e., A13 asked about which parent the focal child primarily resided with in the last 12 months).
February 28, 2020	H12 – H13 (Parenting Practices)	For instances in which the focal child had not had any in-person contact with their other parent in the last 12 months, a skip pattern was added to avoid asking these items, which were determined illogical for this circumstance (i.e., asked about in-person parenting practices in the last 12 months).
February 28, 2020	H12 – H13 (Parenting Practices)	For instances in which the focal child had not had any in-person contact with their other parent in the last 12 months, a skip pattern was added to avoid asking these items, which were determined illogical for this circumstance (i.e., asked about in-person parenting practices in the last 12 months).
February 28, 2020	I17 - I21 (Co-Parenting and Co-Parent Communication)	For instances in which the focal child had not had any in-person contact with their other parent in the last 12 months, a skip pattern was added to avoid asking these items, which were determined illogical for this circumstance (i.e., they asked conflict related to in-person parenting behaviors).
February 28, 2020	J9 (Child-Related Expenses)	Optional text was added for instances in which the child was too old to need paid child care.
March 9, 2020	L9 (Employment)	Response field modified to allow decimal places.
March 20, 2020	F1 (Focal Child’s Education)	In response to the COVID-19 pandemic, added text to clarify that “attendance” encompasses enrollment and does not require in-person attendance.
March 20, 2020	Throughout Section G (Focal Child’s Living Arrangements)	In response to the COVID-19 pandemic, throughout this section, questions about the child’s living arrangements were adapted from a physical calendar approach to be used in person, to a parallel series of questions intended to gather the same information via telephone. References to the calendar were removed and each of these changes is denoted by the programming instruction “IF CXC”, meaning “if CATI-by-CAPI” (i.e., if the interview was administered via telephone).
March 24, 2020	D2 (Household Roster)	Added lead-in text to clarify question’s target population (i.e., adults other than the respondent, adult children, and romantic partner).
March 24, 2020	CON1ncxc (Contact Information)	Added an item confirming spelling of the respondent’s name prior to check mailing.
April 1, 2020	Section G (Focal Child’s Living Arrangements) and H (Parenting Practices)	In response to the COVID-19 pandemic, throughout these sections, added text to clarify that “typical” arrangements refers to “whatever was most common or usual over the past year.”

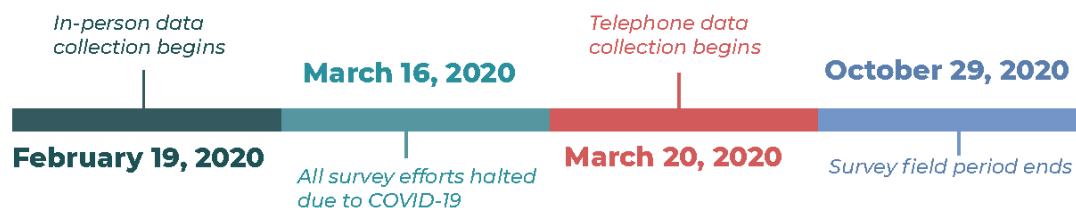
Date of Change	Item (Section)	Change
April 1, 2020	G47 - G49 (Focal Child's Living Arrangements)	Added a series of questions about whether the respondent and focal child's other parent discussed or made any changes to the focal child's living arrangements schedule due to the COVID-19 pandemic, and if so, how arrangements changed.
April 1, 2020	I6 – I9 (Co-Parenting and Co-Parent Communication)	Added text to clarify that these questions refer specifically to schedule conflicts, <i>not</i> pandemic-related concerns.
April 1, 2020	I27 – I29 (Co-Parenting and Co-Parent Communication)	Added a series of questions about whether and how the respondent and focal child's other parent's approach to parenting as a team changed due to the COVID-19 pandemic, and whether the respondent experienced this change as positive or negative.
April 1, 2020	I16a – I16e; I18 – I19 (Co-Parenting and Co-Parent Communication)	In response to the COVID-19 pandemic, added text to clarify that the series refers to typical or usual rules and communication practices over the past year.
April 1, 2020	I17b (Co-Parenting and Co-Parent Communication)	Added a question asking about the respondent's comfort with the focal child's other parent's parenting practices related to the COVID-19 pandemic.
April 1, 2020	I20f (Co-Parenting and Co-Parent Communication)	Added a question asking about conflict between the respondent and the focal child's other parent' about COVID-19 pandemic-related health precautions.
April 1, 2020	J10 (Child-Related Expenses)	Added an alternate question wording option for satisfaction with arrangements when the respondent does not have a current order for child support.
April 1, 2020	L6a (Employment)	Added a series of questions about whether and how the COVID-19 pandemic affected the respondent's employment.
April 1, 2020	M1 – M1a (Economic Well-Being)	Added question text to M1 clarifying the reference period as a typical month in the past year, and added a question asking whether the respondent's difficulty covering expenses and paying bills has changed due to the COVID-19 pandemic.
April 1, 2020	N1, N4 and N4 (Income)	Added "\$0" as an acceptable response option.
August 7, 2020	Introduction and consent	Modified text describing the incentive amount and survey length.

IV. DATA COLLECTION

A. Timing and Overview

The Wisconsin Parents Study began as an in-person interview effort with interviewers first attempting to reach study participants by telephone to schedule in-person interviews, then following up with parents who could not be reached by telephone in-person. However, due to the onset of the COVID-19 pandemic, in-person contact and interview efforts ceased on March 16, 2020. The University of Wisconsin-Madison's Office of the Vice Chancellor for Research and Graduate Education (VCRGE) ended all travel for research-related purposes on that date, consistent with public health directives, and the prohibition lasted beyond the conclusion of the study's field period. UWSC staff quickly shifted the survey to a telephone-administered format, and by March 20, 2020, staff began conducting Wisconsin Parents Study interviews exclusively via phone (Figure 1).

Figure 1. Shared Placement Study Field Period



The data collection process consisted of three primary components, described in detail in subsequent sections of this report:

- An advance letter, containing a \$5 bill to introduce the study and explain that an interviewer would be in contact soon,
- A 60-minute interview (conducted in-person until March 16, 2020, and via telephone thereafter)

- A \$50 cash post-incentive handed by the interviewer to the participant (if conducted in-person) or a \$50 check mailed by UWSC staff to the participant (if conducted via telephone) immediately after the interview. Post-incentive checks increased to \$100 starting August 10, 2020 in an effort to boost response rates.

B. Wisconsin Parents Study Pretest

The data collection process began with a pretest of the draft survey instrument, which was conducted by from December 3 to December 12, 2019. During the pretest, staff who supervise CAPI interviewers, as well as the UWSC project director, conducted the interview from start to finish with non-sample members in order to obtain estimates of the length of time needed to complete the survey, ensure that questions were understood as intended, and identify any issues related to functionality.

Pretest interviews were conducted with divorced parent volunteers who had either shared or sole placement of their children. UWSC recruited parents with shared and sole placement using local Facebook parent and community pages. Interviews took part in a private interview room at the UWSC on the UW-Madison campus. In total, 10 people completed the interview: 3 shared placement mothers, 4 shared placement fathers, and 3 sole placement mothers. All interviews were recorded. On average, the interview lasted 55 minutes. Pretest participants were provided a \$50 cash incentive at the conclusion of the interview, and parking passes were provided to participants for a nearby lot when needed.

The pretest interview was followed by a short debriefing, during which UWSC staff asked pretest participants about difficulties they might have had providing a response to questions within the instrument (Appendix 3). The research team anticipated that questions about how placement arrangements are supposed to work, and how they work in reality, might be especially difficult for some participants. As a result, most of the debriefing focused on this series of questions and the paper calendaring tools (Appendix 4) provided to respondents for

reference. A summary of feedback garnered through the pretest debriefings is provided in Appendix 5.

C. Interviewer Training and Monitoring

Following the pretest, UWSC supervisory staff commenced the process of hiring and training CAPI (field) interviewers.

1. Hiring and Training

UWSC has detailed protocols for hiring, monitoring, and training an expert staff of field interviewers. UWSC contracts with professional field interviewers and also hires and trains its own field interviewing staff. All interviewers are trained and supervised by UWSC, which manages all aspects of the projects, including programming of the instrument, sample distribution and collection, sample management and reporting, incentives, data collection, data verification, and delivery. UWSC uses fully encrypted laptop computers for all CAPI projects. All interviews were recorded on the laptop for quality control.

Interviewers for the Wisconsin Parents Study attended a 5-day in-person training, which lasted from February 10 through 14, 2020. It covered the history of the UWSC and importance of survey research; the fundamentals of data collection, including specific CASES software training; response-sensitive standardized interviewing techniques; and refusal aversion.

Following this more general information on survey procedures, interviewers were briefed on the Wisconsin Parents Study background, procedures, and data collection instrument. The training also included time to practice and role-play interacting with sample members. At the end of the training, the new employees went through a mock interview with an experienced UWSC staff member, who observed and evaluated their performance. Only after passing the mock interview were interviewers allowed to call actual respondents.

2. *Transitioning to Telephone*

When the COVID-19 pandemic began, at the direction of UW-Madison leadership, UWSC halted all in-person data collection efforts, and Wisconsin Parents Study project supervisors developed and enacted plans to transition to phone-based data collection. To support interviewers through this transition, UWSC project supervisors presented a webinar on changes to protocols. The webinar took place on March 20, 2020, and all project interviewing staff were required to attend. Each interviewer also conducted a mock-interview over the phone with an experienced UWSC staff member prior to commencing data collection by telephone.

3. *Quality Control*

UWSC performs quality control of all interviewers' work on an ongoing basis. Quality control of interviewers is implemented through review of audio recordings of interviews. Each interviewer is monitored for an entire interview and followed up with a monitoring evaluation at a minimum of every four weeks. The monitoring evaluation critiques the interviewer on data collection protocols such as verbatim reading and recording, probing methods, objectivity, pace, rapport, appropriate refusal aversion technique, and any study-specific protocols.

All Wisconsin Parents Study interviewers attended a weekly team conference call in which field supervisors gave an update on the progress of the study and reviewed any protocol or administration issues observed across interviewers. Supervisors also conducted a weekly one-on-one call with each interviewer to provide individualized feedback on performance and advise on next steps with their caseloads. In addition, quality control specialists reviewed all notes left by the interviewer during their contact attempts or while conducting the interview. If needed, feedback on protocol or interview administration was given to the interviewer during their one-on-one calls. Any data re-codes were flagged for review by the programmer and project director.

D. Sample Management

Cases were assigned to geographic clusters based on the best known address for the sample member, then randomly assigned to interviewers who worked within each geographic cluster (fielding dates and cases fielded shown in Table 3). As the field period progressed, cases that had not yet completed the interview were gradually re-assigned to the higher producing interviewers to maximize the number of interviews conducted.

Table 3. Sample Fielded

Release Date	Number of Cases in Batch	Cumulative Cases Released
February 19, 2020	720	720
March 18, 2020	23	743
April 27, 2020	456	1,199

Source: UWSC's Wisconsin Parent's Study: Sample Description and Response Rate Report (Author: Karen Zoladz).

A. Survey Administration Process

1. Contact and survey attempt process

Prior to initiating contact with sample members, UWSC sent an advance letter (Appendix 6) to each sample member with a known address. The letter explained the purpose of the study and let the sample member know that an interviewer would be contacting them. The letter also included a \$5 cash pre-incentive and informed the sample member that they would receive a \$50 post-incentive for completing the interview. During the period in which interviews were completed in person, extra copies of the letter were supplied to field interviewers to use in situations where the sample member did not receive the mailed letter.

After the advance letter was sent, UWSC field interviewers attempted to contact sample members via telephone. If interviewers were unable to schedule an interview appointment by phone, during the period in which interviews were completed in person, they also attempted to reach sample members by text message and in-person doorstep visits. Interviewers did not

contact sample members more frequently than every other day. In total, the number of contact attempts per case varied from 1 to 45 contact attempts. The average number of contact attempts per case was 8.3 attempts.

UWSC field interviewers were provided several additional tools to aid their in-field interview efforts. UWSC created a glossy, tri-fold brochure (Appendix 7) specifically for the Wisconsin Parents Study. The brochure included information about the study, how the data would be used, and contact information for UWSC headquarters. Interviewers were trained to use this brochure during in-person recruitment and to offer it to respondents interested in more information about the study.

Additionally, during the in-person data collection phase of the project, interviewers left behind ‘goodie bags’ when they made a doorstep visit and the sample member was not at home. The goodie bag contained the brochure, a business card with the interviewer’s study cell phone number and the study toll-free number, a note explaining that they stopped by while the respondent was out, and a roll of Lifesavers candy. Typically, interviewers left the goodie bag on the first doorstep visit, though interviewers could leave a second goodie bag at their discretion.

Finally, during the in-person data collection phase of the project, UWSC provided interviewers with printed cards (Appendix 8) with contact information for 2-1-1, the 24-hour national hotline for people in need of assistance with family, health, and social services, including housing and food. Interviewers were trained to hand this card to the respondent if the respondent asked about services or resources in the area.

2. *Obtaining consent*

At the start of each interview, interviewers administered an informed consent script verbally and obtained permission to audio record the interview for quality control purposes. If a

sample member refused to provide permission to record, the interviewer entered that information into the computer, which terminated the recording but allowed the interviewer to proceed with the survey. However, if the sample member refused to consent to the interview as a whole, the interviewer ceased the survey process and coded the interview as a refusal.

3. *Refusal conversion*

Throughout the study field period, UWSC attempted to convert those who were initially reluctant to participate in the interview. Reluctant cases were allowed to “cool-off” for at least two weeks before sending a letter (Appendix 9) explaining the importance of the respondent to the study. The case was then assigned to a different interviewer, who attempted to convert the respondent. In August 2020, UWSC sent a special refusal conversion mailing to sample members who had not yet completed the survey, including both sample members who had previously refused as well as those whom interviewers had been unable to reach. This special mailing alerted sample members that the post-incentive for survey completed had increased from \$50 to \$100 (Appendix 10).

4. *Interview completion and incentive payments*

At the end of an in-person interview, field interviewers provided respondents with \$50 in cash on site. Cash was provided in an envelope to the respondent; the interviewer confirmed the cash amount with the respondent and obtained an electronic signature of receipt at the time of distribution. For telephone-administered surveys, respondents were mailed a check upon completion of the interview (Appendix 11). Checks were mailed approximately one to two weeks after survey completion. For both in-person and telephone-administered interviews, incentives were provided only to respondents who completed the survey in full.

In August of 2020, UWSC and IRP decided to increase the post-incentive payment amount to \$100 as a potential means to boost response rates, and developed a new mail correspondence informing sample members who had not yet completed the survey of this change. On August 10, 2020, this mailing was sent to 142 sample members who had previously refused to complete the survey or who had not yet completed the interview. The mailing also included a contact form (Appendix 12), which sample members could complete and return with updated contact information. Interviewers began sharing notification of the incentive increase by telephone as a recruitment tool on August 5, 2020, immediately following IRB approval of the change; therefore, all respondents who completed the survey on August 5, 2020 or later received a post-incentive of \$100.

5. *Locating procedures*

The UWSC Tracing and Locating Department supports projects by obtaining telephone numbers or addresses of sample members. Locating methods include using nation-wide credit bureau databases, fee-for-service locator websites, professional web-based information resources, and other investigative research methods. UWSC tracing staff keep abreast of innovations in information retrieval and evaluates new products and services in search of new ways to find sample members.

V. DATA DELIVERIES

A. Delivery Schedule

UWSC provided IRP staff with three data deliveries in total – two interim deliveries, and a final dataset (Table 4).

Table 4. Schedule of Data Deliveries

Delivery Date	Number of Completed Interviews Included in Delivery
March 3, 2020	51
April 13, 2020	220*
December 23, 2020	640*

*Inclusive of all cases included in previous data deliveries.

Source: UWSC’s Wisconsin Parent’s Study: Sample Description and Response Rate Report (Author: Karen Zoladz).

B. Delivery Content

Interim deliveries and the final delivery included a dataset (SAS), a codebook, and an MS Excel spreadsheet with open-ended responses and interviewer notes. The final data delivery included the following:

- **Final response rate report:** A report documenting survey procedures and final response rates, titled *UWSC’s Wisconsin Parent’s Study: Sample Description and Response Rate Report* (Author: Karen Zoladz)
- **Sample outcomes dataset:** A data set containing each original sampled unit and final disposition code for each. Information about the number of cases in the selected sample within each disposition code is incorporated into the tables in the section about “Response Rates” below.
- **Dataset containing survey responses:** A final cleaned data set with close-ended responses from all complete and partially complete surveys
- **Codebook:** A document containing the question wording, allowed responses, and frequencies for each survey item
- **Open-ended response file:** A text file of any open-ended responses (written on the survey by the respondent which were transcribed verbatim by the data entry operator/open-ended responses and interviewer notes collected during the interview).
- **Instruments:** An electronic MS Word version of the instrument was maintained collaboratively by UWSC and IRP to incorporate changes to question wording, skip patterns, and corrected errors; the data delivery included the final instrument version. The electronic CASES instrument is also archived at UWSC.
- **Field materials:** Electronic copies of all field materials, including advance letters and all follow-up letters, show cards, project brochure, and 2-1-1 card.

VI. FINAL COMPLETION RATES AND RESPONSE RATES

This section summarizes the final outcomes for each case fielded as part of the Wisconsin Parents Study sample, as well as the survey’s final response rates. The UWSC uses AAPOR response rate reporting methods, as described at: <https://www.aapor.org/Education-Resources/For-Researchers/Poll-Survey-FAQ/Response-Rates-An-Overview.aspx>

A. Final Case Dispositions

Table 5 summarizes the final disposition of all cases fielded in the sample, both for the sample as a whole, and disaggregated by sample subgroups. Each case within the sample was assigned final disposition code, either by the instrument automatically at the conclusion of a case (i.e., for completed surveys) or by a UWSC supervisor (i.e., for non-complete cases).

Table 5. Final Case Dispositions by Specific Outcome

Final Disposition	AAPOR Code	Shared placement fathers	Shared placement mothers	Sole placement mothers	All Sample N (%)
Interview (Category 1)					
Complete	1100	230 (52.4%)	237 (54.0%)	170 (53.0%)	637 (53.1%)
Partial Complete	1200	1 (0.2%)	2 (0.5%)	0 (0.0%)	3 (0.3%)
Eligible, non-interview (Category 2)					
Known respondent refusal	2112	49 (11.2%)	53 (12.1%)	36 (11.2%)	138 (11.5%)
Household-level refusal	2111	13 (3.0%)	11 (2.5%)	10 (3.1%)	34 (2.8%)
Break-off	2120	0 (0.0%)	1 (0.2%)	0 (0.0%)	1 (0.1%)
Non-contact	2200	104 (23.7%)	99 (22.6%)	72 (22.4%)	275 (22.9%)
Respondent away/unavailable	2250	27 (6.2%)	22 (5.0%)	23 (7.2%)	72 (6.0%)
Unknown Eligibility, non-interview (Category 3)					
Respondent language problem	2332	1 (0.2%)	1 (0.2%)	2 (0.6%)	4 (0.3%)
Household-level language problem	2331	1 (0.2%)	1 (0.2%)	0 (0.0%)	2 (0.2%)
Incarcerated	2322	1 (0.2%)	0 (0.0%)	0 (0.0%)	1 (0.1%)
Not eligible (Category 4)					
Deceased	2310	3 (0.7%)	1 (0.2%)	1 (0.3%)	5 (0.4%)
Physically or mentally unable/incompetent	2320	1 (0.2%)	0 (0.0%)	1 (0.3%)	2 (0.2%)
Out of sample	4100	8 (1.8%)	11 (2.5%)	6 (1.9%)	25 (2.1%)
TOTAL		439 (100%)	439 (100%)	321 (100%)	1,199 (100%)

Source: UWSC calculations.

B. Study Response Rates

Next, Table 6 summarizes the final response rate calculations for the Wisconsin Parents Study, both for the sample as a whole, and disaggregated by sample subgroups. The overall study response rate was 54.8%. UWSC used AAPOR Response Rate 2 to calculate this rate as shown below.

AAPOR Response Rate 2

$$\frac{\text{\# of completed interviews} + \text{\# of partial completed interview}}{((\text{Complete interviews}) + (\text{Eligible, non-interview}) + (\text{Unknown Eligibility, non-interview}))}$$

$$\frac{640}{(640 + 520 + 7 = 1,167)}$$

$$640 / 1,167 = 54.8\%$$

Table 6. Final Sample Disposition and Response Rate by Placement Type (N=1,199)

Final Disposition	Shared placement fathers	Shared placement mothers	Sole placement mothers	All Sample
Completed Interview (Category 1)	231	239	170	640
Eligible, non-interview (Category 2)	193	186	141	520
Unknown Eligibility, non-interview (Category 3)	3	2	2	7
Not Eligible (Category 4)	12	12	8	32
Totals	439	439	321	1,199
Final response rate (RR2)	54.1%	56.0%	54.3%	54.8%

Source: UWSC calculations.

C. Completion Rates within Shared Placement Couples

The Wisconsin Parents Survey included 439 couples with shared placement arrangements. Table 7 summarizes completion rates within these shared placement couples. Most commonly, both parents completed the survey; in other instances, either the mother or father completed but the other parent did not, or neither parent took part.

Table 7. Survey Completion Within Shared Placement Couples (n=439 couples)

Shared Placement Parent Completion Status	N (%)
Both parents	143 (32.6%)
Neither parent	115 (26.2%)
Mother only	94 (21.4%)
Father only	87 (19.8%)
TOTAL	439

Source: IRP calculations.

D. Characteristics of Survey Respondents and Nonrespondents

A source of potential concern in survey-based data collection efforts is non-response bias, which can occur if sample members who respond to the survey request are different in meaningful ways from those who do not respond (Groves, 2006). To identify areas of potential difference between Wisconsin Parents Survey respondents and non-respondents, we compared information on several key measures available through the CRD for each Wisconsin Parents Study sample group. These measures included: (1) mother’s income at the time of final judgment; (2) father’s income at the time of final judgment; (3) the number of children included on the couple’s court record; (4) length of marriage, in years; and (4) mean age of youngest (focal) child at time of the final divorce judgment. These measures are summarized in Table 8. Data are weighted to the population of all divorces in CRD counties. This comparison shows that respondents and non-respondents had no significant differences in the number of children or age of youngest child; respondents in the shared placement subsamples (mothers and fathers) had slightly longer marriages than the nonrespondents (a difference of less than a year); and that in each subsample, respondents had higher average incomes for than nonrespondents.

Table 8. Mean Characteristics of Sample Members by Completion Status

Characteristic at final judgment	Respondents	Nonrespondents	Significance
Shared placement fathers			
Father's income at final judgment (mean)	\$ 56,198	\$45,516	***
<i>Sample size</i>	205	181	
Mother's income at final judgment (mean)	\$39,553	\$34,965	°
<i>Sample size</i>	198	178	
Number of children	1.9	1.8	°
<i>Sample size</i>	230	209	
Length of marriage (years)	8.4	7.7	*
<i>Sample size</i>	227	206	
Age of youngest child (years)	4.4	4.3	°
<i>Sample size</i>	230	209	
Shared placement mothers			
Father's income at final judgment (mean)	\$54,418	\$47,454	*
<i>Sample size</i>	211	175	
Mother's income at final judgment (mean)	\$39,892	\$34,500	*
<i>Sample size</i>	202	174	
Number of children	1.8	1.8	°
<i>Sample size</i>	237	202	
Length of marriage (years)	8.4	7.6	**
<i>Sample size</i>	237	202	
Age of youngest child (years)	4.5	4.2	°
<i>Sample size</i>	235	198	
Sole placement mothers			
Father's income at final judgment (mean)	\$39,239	\$30,572	**
<i>Sample size</i>	132	106	
Mother's income at final judgment (mean)	\$29,132	\$25,722	°
<i>Sample size</i>	132	122	
Number of children	2.0	1.9	°
<i>Sample size</i>	170	151	
Length of marriage (years)	8.0	7.6	°
<i>Sample size</i>	168	150	
Age of youngest child (years)	3.8	4.0	°
<i>Sample size</i>	170	151	

Source: IRP calculations

***/**/* Statistically significant difference at the .01/.05/.10 level; ° No statistically significant difference.

E. Completed Surveys per Month

Table 9 summarizes the number of surveys completed each month of the field period.

Table 9. Number of Completes by Month (does not include partials)

Month	TOTAL
February 2020	48
March 2020	142
April 2020	97
May 2020	122
June 2020	63
July 2020	23
August 2020	43
September 2020	69
October 2020	30
TOTAL	637

Source: UWSC calculations.

F. Refusals to Consent to Specific Study Activities

Finally, Table 10 displays the number participants who completed the survey, but refused to allow particular requests, including the request to record the interview for quality control purposes and consent to contact the respondent in the future.

Table 10. Refusals to Study Activity Requests

Consent Item	Shared placement fathers	Shared placement mothers	Sole placement mothers	All Sample
Recording for quality control purposes only	1	0	3	4
Contact in the future	4	3	1	8

Source: UWSC calculations.

REFERENCES

Aughinbaugh, A., Robles, O., and Sun, H. (2013). "Marriage and divorce: patterns by gender, race, and educational attainment," *Monthly Labor Review*, U.S. Bureau of Labor Statistics, <https://doi.org/10.21916/mlr.2013.32>.

Groves, R. M. (2006). Nonresponse rates and nonresponse bias in household surveys. *Public opinion quarterly*, 70(5), 646-675.

Meyer, Daniel R., Maria Cancian and Steven T. Cook. (2017). "The Growth in Shared Custody in the United States: Patterns and Implications." *Family Court Review* 55(4): 500–12.

Wisconsin Department of Children and Families (2021, April 20). *Custody and Placement*. <https://dcf.wisconsin.gov/cs/roles/custody>

APPENDICES

APPENDIX 1: Wisconsin Parents Study Interview Instrument	31
APPENDIX 2: Wisconsin Parents Study Interview: Replicated and Adapted Items	145
APPENDIX 3: Wisconsin Parents Study Pretest Debriefing Script	147
APPENDIX 4: Wisconsin Parents Study Calendaring Tools	151
APPENDIX 5: Wisconsin Parents Study: Pretest Debriefing Feedback	178
APPENDIX 6: Wisconsin Parents Study Advance Letter	186
APPENDIX 7: Wisconsin Parents Study Brochure	188
APPENDIX 8: Wisconsin Parents Study 211 Cards.....	191
APPENDIX 9: Wisconsin Parents Study Refusal Letters (\$50 Version)	193
APPENDIX 10: Wisconsin Parents Study Refusal Letters (\$100 Version)	195
APPENDIX 11: Wisconsin Parents Study Thank You Letters.....	197
APPENDIX 12: Wisconsin Parent’s Study Contact Form	199

APPENDIX 1

Wisconsin Parents Study Interview Instrument

Wisconsin Parents Questionnaire

CSRA (2018-2020) Task 11A

Version 9

April 20, 2020

Table of Contents

Introduction and Consent	34
Section A. Focal Child Identification	36
Section B. Relationship Status and Parental Reconciliation	41
Section C. Sibling Roster	43
Section D. Household Roster	45
Section E. Focal Child Health.....	48
Section F. Focal Child’s Education.....	51
Section G. Focal Child’s Living Arrangements.....	53
Section H. Parenting Practices	83
Section I. Co-Parenting and Co-Parent Communication	90
Section J. Child-Related Expenses.....	109
Section K. Housing	117
Section L. Employment	120
Section M. Economic Well-Being	124
Section N. Income.....	128
Section O. Social Characteristics	134
Section P: Respondent Health.....	136
Section Q. Other Parent’s Social Characteristics.....	137
Section R: Other Parent’s Health.....	139
Section S. Contact Information.....	140

Introduction and Consent

cnfscrip1. Thank you for meeting with me today. Before we begin, I want to tell you a little more about the study and your rights as a participant. Wisconsin Parents is a study of divorced families with children in Wisconsin. The main purpose of this study is to gather information that will help us to better understand the living arrangements, needs, and circumstances of divorced families.

Your participation will involve completing an interview that will last about an hour. The study team may also contact you in the future about additional interviews. You can decide whether you want to participate in those additional interviews at that time.

During this interview, please keep in mind that your participation is completely voluntary and you can withdraw at any time. Some questions may make you feel uncomfortable. If you prefer not to answer a question, just tell me so, and I will go onto the next question. There are no direct benefits to participation, however your participation will help researchers better understand the lives and needs of parents like you.

<1> CONTINUE

cnfscrip2. If you agree to take part in this study, it means you agree it is okay for staff of the University of Wisconsin Institute for Research on Poverty to link information that we learn from you during the interview with administrative data from Wisconsin state agencies about your employment and earnings, child support orders, your child's schooling, benefits or services you may receive from public programs, and experiences with the criminal justice and child welfare systems. The information we learn from you during the interview will be summarized and written up in a report to the State of Wisconsin, but this report will not in any way affect your benefits. Also, the report to the state will NOT identify you personally.

All of your answers will be kept completely confidential. They are saved in computer code, and at no time will your name or other identifying information be used in any reports or papers. We take every precaution to protect your identifying information and will notify you in the rare event of a breach of confidentiality. In addition, the research team may be required to share information if you report evidence of child abuse or neglect, or to keep you from getting hurt or hurting someone else.

For completing the interview, we will give you \$50.

Do you have any questions before we begin?

[button] PHONE NUMBERS

If you have questions about the study, you can contact the project director, Karen Zoladz at 608-265-9866.

If you are not satisfied with the response of the research team, have more questions, or want to talk with someone about your rights as a research participant, you should contact the Education Research and Social & Behavioral Science IRB office at 608-263-2320.

<1> CONTINUE

cnfsrpt3. For quality control purposes, we would like to record the interview. This will only be used to make sure that the person asking the questions is doing a good job.

May I have your permission to record this interview?

(IF NEEDED: Only project supervisors will have access to the recording, and it will only be used to assure the interview was completed.)

<1> YES
<2> NO

cnfsrpt4. May we have your permission to contact you in the future about another interview?

(IF NEEDED: You can agree to be contacted again, but then decide whether you want to participate in another interview at that time. You can choose not to be part of the study at any point.)

<1> YES
<2> NO

Section A. Focal Child Identification

A1. We obtained your name from public records of parents who filed for divorce in the state of Wisconsin having young children. Your case included [a child named/children named:

PS5

LIST ALL CHILDREN ON THE RECORD, FIRST AND LAST.

[IF MORE THAN ONE CHILD] Throughout this interview, I'll ask some questions about all of your children. We also randomly selected one of your children to ask some additional questions about. My computer randomly selected [FOCAL CHILD] for these additional questions. **[ENDIF]**

Is [focal child—FIRST NAME ONLY] your child?

- <1> YES
- <2> NO
- <3> CHILD IS DECEASED [goto DOD, then INELIG to end interview]
- <4> EDIT CHILD'S NAME

A2. What is [FOCAL CHILD]'s gender?

PS5

- <1> MALE
- <2> FEMALE
- <3> NON-BINARY
- <d> DON'T KNOW
- <r> REFUSED

A3. How old is [FOCAL CHILD]?

PS5

- <0-17> YEARS OLD
- <d> DON'T KNOW
- <r> REFUSED

A4. Now I have a few questions about [FOCAL CHILD]'s [mother/father].

PS5 Is [OTHER PARENT] still living?

(INTERVIEWER: THIS QUESTION IS ABOUT THE OTHER PARENT. IF THE NAME IS SAME AS SELECTED CHILD, ASK R HOW YOU SHOULD REFER TO THIS PERSON. YOU CAN EDIT PARENT NAME HERE OR BACK UP AND EDIT CHILD'S NAME)

- <1> YES
- <2> NO [**goto DOD**]
- <3> EDIT PARENT'S NAME

DOD. I'm sorry to hear that. In what month and year did [he/she] die?

- PS5
- <1-12> MONTH
 - <2009-2020> YEAR
 - <d> DON'T KNOW
 - <r> REFUSED

[goto INELIG and END INTERVIEW if FOCAL CHILD OR OTHER PARENT IS DECESAED]

INELIG. I'm sorry we won't be able to continue the interview. Thank you very much for your time today.

INTERVIEWER: HAND OVER INCENTIVE

- <1> CONTINUE

A5. In what year did you last have contact of any kind, including phone calls, text messages, letters, emails, video chat, or in- person contact with [OTHER PARENT]?

PS5 <2009-2020> YEAR

- <98> **IF VOLUNTEERED: CURRENTLY MARRIED** [goto INELIG]
- <99> **IF VOLUNTEERED: CURRENTLY LIVING TOGETHER (NOT NESTING)** [goto INELIG]
- <d> DON'T KNOW
- <r> REFUSED

[IF A5 > 2018 goto A5a, else goto A6]

A5a. Some questions in the interview ask about the past 12 months, or since about this same time last year, which was [FILL WITH MONTH YEAR ONE YEAR AGO].

Since [MONTH YEAR], did you have any **in-person** contact with [OTHER PARENT]?

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

A6. **[IF A5a NOT ASKED:** Some questions in the interview ask about the past 12 months, or since about this same time last year, which was [FILL WITH MONTH YEAR ONE YEAR AGO].] **[ENDIF]** Since [MONTH YEAR], did [FOCAL CHILD] live with you **all** the time, did [he/she] live with [OTHER PARENT] **all** the time, did [he/she] live with you **part** of the time and with [OTHER PARENT] **part** of the time, or did [he/she] have some other living arrangement?

P55

<1> LIVED WITH RESPONDENT ALL OF THE TIME [**goto A10**]
<2> LIVED WITH OTHER PARENT ALL OF THE TIME [**goto A7**]
<3> LIVED WITH R PART-TIME/OTHER PARENT PART-TIME [**goto A13**]
<4> **VOLUNTEERED:** LIVED WITH R PART-TIME/SOMEONE ELSE PART-TIME (**SPECIFY**) [**goto A10**]
<5> **VOLUNTEERED:** LIVED WITH OTHER PARENT PART-TIME/SOMEONE ELSE PART-TIME [**goto A7**]

<6> **VOLUNTEERED** LIVED WITH BOTH TOGETHER ALL OF THE TIME (PARENTS LIVED TOGETHER) [**goto B1**]
<7> **VOLUNTEERED:** LIVED WITH R PART-TIME AND BOTH TOGETHER PART-TIME [**goto B1**]
<8> **VOLUNTEERED:** LIVED WITH OTHER PARENT PART-TIME AND BOTH TOGETHER PART-TIME [**goto B1**]
<9> SOMEONE OTHER ARRANGEMENT (**SPECIFY**) [**goto A7**]

<d> DON'T KNOW [**goto A7**]
<r> REFUSED[**goto A7**]

A7. Since [MONTH YEAR], did you have **any** contact with [FOCAL CHILD]?

P55

<1> YES [**goto A7a**]
<2> NO [**goto A8**]

<d> DON'T KNOW [**goto A9**]
<r> REFUSED [**goto A9**]

A7a. Since [MONTH YEAR], did you have any **in-person** contact with [FOCAL CHILD]?

PS5

<1> YES [goto A9]
<2> NO [goto A8]

<d> DON'T KNOW [goto A9]
<r> REFUSED [goto A9]

A8. We know that there are many reasons why some parents may rarely or never see their children. We're trying to understand each individual story on this. What would you say are the reasons why you have not had in-person contact with [FOCAL CHILD] since [MONTH YEAR]?

<1> SPECIFY

<d> DON'T KNOW
<r> REFUSED

A9. In what month and year did [FOCAL CHILD] last live in the same household with you?

PS5

<1-12> MONTH
<2008-2020> YEAR [goto B1]

<99> NEVER SINCE DIVORCE [goto B1]

<d> DON'T KNOW [goto B1]
<r> REFUSED [goto B1]

A10. Since [MONTH YEAR], did [OTHER PARENT] have **any** contact with [FOCAL CHILD]?

PS5

<1> YES [goto A10a]
<2> NO [goto A11]

<d> DON'T KNOW [goto A12]
<r> REFUSED [goto A12]

A10a. Since [MONTH YEAR], did [OTHER PARENT] have any **in-person** contact with [FOCAL CHILD]?

P55

- <1> YES [goto A12]
- <2> NO [goto A11]

- <d> DON'T KNOW [goto A12]
- <r> REFUSED [goto A12]

A11. We know that there are many reasons why some parents may rarely or never see their children. We're trying to understand each individual story on this. What would you say are the reasons why [OTHER PARENT] has not had in-person contact with [FOCAL CHILD] since [MONTH YEAR]?

- <1> SPECIFY

- <d> DON'T KNOW
- <r> REFUSED

A12. In what month and year did [FOCAL CHILD] last live in the same household with [OTHER PARENT]?

P55

- <1-12> MONTH
- <2008-2020> YEAR [goto B1]

- <99> NEVER SINCE DIVORCE [goto B1]

- <d> DON'T KNOW [goto B1]
- <r> REFUSED [goto B1]

A13. Thinking about the time since [MONTH YEAR], is it more like [FOCAL CHILD] had a home with each parent or more like [he/she] lived with you and visited [his/her] [mother/father], or more like [he/she] lived with [his/her] [mother/father] and visited you?

P55

- <1> HOME WITH EACH PARENT
- <2> HOME WITH RESPONDENT, VISITED OTHER PARENT
- <3> HOME WITH OTHER PARENT, VISITED RESPONDENT
- <4> **VOLUNTEERED:** HOME WITH ONE PARENT, DID NOT VISIT THE OTHER

- <d> DON'T KNOW
- <r> REFUSED

Section B. Relationship Status and Parental Reconciliation

B1. Next are some questions about your marital status. Are you currently married, are you divorced or separated from your spouse, or are you widowed?

PS5

- <1> MARRIED
- <2> DIVORCED [goto B3]
- <3> SEPARATED [goto B3]
- <4> WIDOWED [goto B3]

- <d> DON'T KNOW
- <r> REFUSED

[IF B1=1 AND A5=2018 or earlier, goto B4; code B2 as 2

B2. Are you currently married to [OTHER PARENT] or someone else?

PS5

- <1> OTHER PARENT [goto INELIG]
- <2> SOMEONE ELSE [goto B4]

- <d> DON'T KNOW
- <r> REFUSED

B3. Have you re-married since your divorce from [OTHER PARENT]?

PS5

- <1> YES
- <2> NO [goto B5]

- <d> DON'T KNOW
- <r> REFUSED

B4. Including your [IF B1=1] current [ELSE] most recent [ENDIF] marriage, how many times have you been re-married since your divorce from [OTHER PARENT]?

New

- <1-5> NUMBER OF MARRIAGES

- <d> DON'T KNOW
- <r> REFUSED

FOR B5-B7: [IF B1=1 AND B3 ne 1, FILL: "other than your current spouse"]

[IF B1=1 AND B3=1, FILL: "other than your current or prior spouse"]

[IF B1 ne 1 AND B3 ne 1, FILL: "other than your prior spouse"]

B5. Since you and [OTHER PARENT] divorced, [other than your current spouse,] have you had any ongoing romantic relationships?

PSS

- <1> YES
- <2> NO [goto C1intro]

- <d> DON'T KNOW [goto C1intro]
- <r> REFUSED [goto C1intro]

B6. [Other than your current spouse/Including any romantic partners you currently have,] how many of these romantic partners have you introduced to your children?

New

- <1-10> NUMBER OF PARTNERS

- <d> DON'T KNOW
- <r> REFUSED

B7. [Other than your current spouse/Including any romantic partners you currently have,] how many of these romantic partners have you lived with?

New

- <0-10> NUMBER OF PARTNERS

- <d> DON'T KNOW
- <r> REFUSED

[IF B1=1, goto C1intro]

B8. Are you currently living with a romantic partner?

PSS

- <1> YES
- <2> NO [goto C1intro]

- <d> DON'T KNOW [goto C1intro]
- <r> REFUSED [goto C1intro]

[IF B8=1 AND A5<=2019, goto C1intro; code B9 as 2]

B9. Is this romantic partner [OTHER PARENT] or someone else?

PSS

- <1> OTHER PARENT [goto INELIG]
- <2> SOMEONE ELSE

- <d> DON'T KNOW
- <r> REFUSED

Section C. Sibling Roster

C1intro. The next questions ask about [FOCAL CHILD]'s siblings who are 18 years old or younger.

<1> CONTINUE

[IF NO SIBLINGS 18 OR UNDER FROM COURT RECORD, goto C2]

C1. According to our records, [FOCAL CHILD] has the following siblings who are 18 years old or younger from your marriage to [OTHER PARENT]:

PS5

LIST NAME/SEX OF SBILING/AGE OF SIBLING

[include siblings who are 18 years old or younger]

Is all of this information correct?

<1> YES **[goto C2]**

<2> NO, EDIT INFORMATION **[SIBedit]**

SIBedit. **INTERVIEWER:** EDIT SIBLING INFORMATION

<#> NAME, SEX, AGE

<1> EDIT INFORMATION

<2> ADD SIBLING

<9> DONE

C2. Does [FOCAL CHILD] have any siblings who are 18 years old or younger from your marriage to [OTHER PARENT] **[IF SIBLINGS ON COURT RECORD: who I missed]**?

PS5

<1> YES, ADD SIBLING **[goto SIBedit]**

<2> NO **[goto C3]**

[IF NO SIBLINGS 18 OR UNDER GOTO D1]

C3@#. **[IF MORE THAN 1 SIBLING:]** Now I'm going to ask about the living arrangement for each of [FOCAL CHILD]'s siblings from your marriage to [OTHER PARENT] who are 18 years old or younger.

P55

First/Next is [SIBLING]. **[ENDIF]**

[IF 1 SIBLING:] Now I'm going to ask about the living arrangement for [SIBLING]. **[ENDIF]**

Since [MONTH YEAR], did [SIBLING] live with you **all** the time, did [he/she] live with [OTHER PARENT] **all** the time, did [he/she] live with you **part** of the time and with [OTHER PARENT] **part** of the time, or did [he/she] have some other living arrangement?

- <1> LIVED WITH RESPONDENT ALL OF THE TIME
- <2> LIVED WITH OTHER PARENT ALL OF THE TIME
- <3> LIVED WITH R PART-TIME/OTHER PARENT PART-TIME
- <4> **VOLUNTEERED:** LIVED WITH R PART-TIME/SOMEONE ELSE PART-TIME (SPECIFY)
- <5> **VOLUNTEERED:** LIVED WITH OTHER PARENT PART-TIME/SOMEONE ELSE PART-TIME
- <6> **VOLUNTEERED** LIVED WITH BOTH TOGETHER ALL OF THE TIME (PARENTS LIVED TOGETHER)
- <7> **VOLUNTEERED:** LIVED WITH R PART-TIME AND BOTH TOGETHER PART-TIME
- <8> **VOLUNTEERED:** LIVED WITH OTHER PARENT PART-TIME AND BOTH TOGETHER PART-TIME
- <9> SOMEONE OTHER ARRANGEMENT (SPECIFY)

- <d> DON'T KNOW
- <r> REFUSED

[REPEAT C3 FOR EACH SIBLING AGE 18 OR YOUNGER; THEN goto D1]

Section D. Household Roster

D1. The next questions ask about other children or adults who live in your household.

PS5

Earlier you told me that [a spouse/a romantic partner/an adult child] lives with you in your household. [ENDIF]

Do any other adults age 18 or older currently live in your household? Include any adult children who live in your household.

(INTERVIEWER: IF ADULT CHILD IS AWAY AT COLLEGE, BUT LIVES WITH R WHEN NOT IN SCHOOL (ON BREAKS), INCLUDE THEM AS LIVING IN THE HOUSEHOLD)

- <1> YES
- <2> NO [goto D4]
- <d> DON'T KNOW [goto D4]
- <r> REFUSED [goto D4]

D2. Not including yourself, [and your spouse/romantic partner/adult child], how many other adults currently live in your household?

PS5

- <1-10> ADULTS
- <d> DON'T KNOW [goto D4]
- <r> REFUSED [goto D4]

ASK D3 FOR EACH ADULT

D3@# [IF D2 < 1] I'd like to ask you about each adult. [ENDIF]

PS5

How is this/this first/the next person related to you?

- <1> ADULT CHILD
- <2> PARENT
- <3> PARENT-IN-LAW
- <4> GRANDPARENT
- <5> BROTHER OR SISTER
- <6> AUNT OR UNCLE
- <7> OTHER RELATIVE
- <8> ROMANTIC PARTNER
- <9> OTHER NON-RELATIVE
- <d> DON'T KNOW
- <r> REFUSED

D4. Other than [[FOCAL CHILD]/fill full sibling names where C3=1, 3, 4, 6, 7, or 8], do any children under age 18 currently live with you?

PS5

- <1> YES
- <2> NO [goto D8]

- <d> DON'T KNOW [goto D8]
- <r> REFUSED [goto D8]

D5. How many other children currently live in your household?

PS5

- <1-10> CHILDREN
- <d> DON'T KNOW [goto D8]
- <r> REFUSED [goto D8]

ASK D6-D7 FOR EACH CHILD

D6@#. [IF D5 >1] I'd like to ask you about each child. [ENDIF]

PS5

What is this/the first/the next child's age?

- <0-17> YEARS OLD
- <d> DON'T KNOW
- <r> REFUSED

D7@# How is this child related to you?

PS5

- <1> BIOLOGICAL OR ADOPTED CHILD
- <2> STEP-CHILD
- <3> BROTHER OR SISTER
- <4> NIECE OR NEPHEW
- <5> FRIEND'S CHILD
- <6> PARTNER'S CHILD
- <7> OTHER RELATIVE
- <8> OTHER NON-RELATIVE

- <d> DON'T KNOW
- <r> REFUSED

D8. Other than [FOCAL CHILD]/fill full sibling names(under 18)], do you have any other biological or adopted children under age 18 who **do not** live with you?

PS5

- <1> YES
- <2> NO [goto E1]

- <d> DON'T KNOW [goto E1]
- <r> REFUSED [goto E1]

D9. How many other biological or adopted children under age 18 do you have who **do not** live with you?

PS5

- <1-10> CHILDREN
- <d> DON'T KNOW [goto E1]
- <r> REFUSED [goto E1]

D10. How old is [the youngest of] your biological or adopted child[ren] who does not live with you?

- <0-17> YEARS OLD
- <d> DON'T KNOW
- <r> REFUSED

Section E. Focal Child Health

[IF A7=2, goto E_NC, ELSE skip to E1]

E_NC. Earlier you said that you have not had any contact with [FOCAL CHILD] in the past year. I'd like to still ask a series of questions about how [FOCAL CHILD] is doing. It is okay if there are questions that you are not able to answer.

<1> CONTINUE

E1. The next sets of questions ask specifically about [FOCAL CHILD] and how [he/she] is doing. First, I have some questions about <his/her> health.

PS5

In general, over the past 12 months, that is, since [MONTH YEAR], has [FOCAL CHILD]'s **physical** health been excellent, very good, good, fair, or poor?

<1> EXCELLENT
<2> VERY GOOD
<3> GOOD
<4> FAIR
<5> POOR

<d> DON'T KNOW
<r> REFUSED

E2. Since [MONTH YEAR], has [FOCAL CHILD]'s **emotional** health been excellent, very good, good, fair, or poor?

PS5

<1> EXCELLENT
<2> VERY GOOD
<3> GOOD
<4> FAIR
<5> POOR

<d> DON'T KNOW
<r> REFUSED

E3. Does [FOCAL CHILD] have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

EUSILC

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

E4. Since [MONTH YEAR], was [FOCAL CHILD] covered by **any** health insurance or health coverage plan all of the time, part of the time, or none of the time?

New

- <1> ALL OF THE TIME [goto E6a]
- <2> PART OF THE TIME
- <3> NONE OF THE TIME [goto E6a]

- <d> DON'T KNOW
- <r> REFUSED

E5. Currently, is [FOCAL CHILD] covered by **any** health insurance or health coverage plan?

New

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

[FOR E6a, b, c, and d, as soon as R answers Yes, skip to F1intro]

E6a. Which of the following health insurance coverage [does/did] [FOCAL CHILD] have [right now/last time <he/she> had coverage]?

NSCH16

Insurance from a current or former employer or union?

- <1> YES [goto E6a2]
- <2> NO [goto E6b]

- <d> DON'T KNOW [goto E6b]
- <r> REFUSED [goto E6b]

E6a2. Whose current or former employer or union provides this coverage? Yours, [OTHER PARENT]'s, or someone else's?

NSCH16

- <1> RESPONDENT [goto F1intro]
- <2> OTHER PARENT[goto F1intro]
- <3> SOMEONE ELSE[goto F1intro]

- <d> DON'T KNOW [goto F1intro]
- <r> REFUSED [goto F1intro]

E6b. (Which of the following health insurance coverage [does/did] [FOCAL CHILD] have [right now/last time [he/she] had coverage]?)

Insurance purchased directly from an insurance company?

- <1> YES [goto F1intro]

<2> NO

<d> DON'T KNOW

<r> REFUSED

E6c. (Which of the following health insurance coverage [does/did] [FOCAL CHILD] have [right now/last time <he/she> had coverage]?)

Badgercare, Medicaid, Medical Assistance, or any kind of government assistance plan for those with low incomes or a disability?

<1> YES **[goto F1intro]**

<2> NO

<d> DON'T KNOW

<r> REFUSED

E6d. (Which of the following health insurance coverage [does/did] [FOCAL CHILD] have [right now/last time <he/she> had coverage]?)

Any other kind of insurance?

<1> YES (SPECIFY)

<2> NO

<d> DON'T KNOW

<r> REFUSED

Section F. Focal Child's Education

F1intro. The next questions are about [FOCAL CHILD]'s schooling.

PS5

<1> CONTINUE

[IF CURRENT MONTH = JUNE, JULY, OR AUGUST goto F1a, ELSE goto F1]

F1a. Currently, is [FOCAL CHILD] on summer break?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

F1. **[IF F1a=1]** During the most recent school year, did [she/he] attend school?

[ELSE]Currently, is [he/she] attending school? Answer yes if [he/she] is enrolled in school, even if [he/she] is not currently attending because of school closures. **[ENDIF]**

<1> YES **[goto F4]**

<2> NO

<d> DON'T KNOW **[goto F4]**

<r> REFUSED **[goto F4]**

F2. Why didn't [FOCAL CHILD] attend school since [MONTH YEAR]?

New

INTERVIEWER: CODE RESONSE

<1> CHILD GRADUATED AND HAS NOT ENROLLED IN ADDITIONAL SCHOOLING.

<2> CHILD WAS EXPELLED FROM SCHOOL

<3> CHILD DROPPED OUT OF SCHOOL

<4> CHILD HAS BEEN HOME SCHOOLED SINCE [MONTH YEAR]

<5> ANOTHER REASON (SPECIFY)

<d> DON'T KNOW

<r> REFUSED

F3. In what month and year did [FOCAL CHILD] last attend school?

New

<1-12> MONTH

<2000-2020> YEAR

<d> DON'T KNOW

<r> REFUSED

F4. **[IF F1a ne 1 AND F1=1]** What grade in school is [FOCAL CHILD] in now?

PS5

[ELSE] What grade in school did [FOCAL CHILD] attend most recently? **[ENDIF]**

(INTERVIEWER: IF CHILD IS HOMESCHOOLED, SELECT 17, EVEN IF R MENTIONS THEIR GRADE LEVEL IN HOMESCHOOL.)

- <1-12> GRADE 1-12
- <13> KINDERGARTEN
- <14> SPECIAL EDUCATION
- <15> GED CLASS
- <16> ANY YEAR OF COLLEGE
- <17> CHILD WAS HOMESCHOOLED

- <d> DON'T KNOW
- <r> REFUSED

[IF F2=4 OR F4=17, SKIP to F6]

F5. **[IF F1a ne 1 AND F1=1]** Is [his/her] current school a Wisconsin public school, a Wisconsin private school, or a school outside of Wisconsin?

PS5

[ELSE] Was the school [he/she] attended most recently a Wisconsin public school, a Wisconsin private school, or a school outside of Wisconsin? **[ENDIF]**

- <1> WISCONSIN PUBLIC SCHOOL
- <2> WISCONSIN PRIVATE SCHOOL
- <3> OUTSIDE OF WISCONSIN

- <d> DON'T KNOW
- <r> REFUSED

[IF F1=1 or 3, goto F6, ELSE goto G1]

[IF CURRENT MONTH = DEC, JAN, FEB, MAR, APRIL, MAY use present tense, ELSE use past tense]

F6. Based on your knowledge [FOCAL CHILD]'s schoolwork, including [his/her] report cards, how well is/did [he/she] doing/do overall during the 2019-2020 school year? Would you say not at all well, a little well, somewhat well, very well, or extremely well?

PS5

- <1> NOT AT ALL WELL
- <2> A LITTLE WELL
- <3> SOMEWHAT WELL
- <4> VERY WELL
- <5> EXTREMELY WELL

- <d> DON'T KNOW
- <r> REFUSED

Section G. Focal Child's Living Arrangements

G1. For the next question, please think about your divorce from [OTHER PARENT].

What month and year was your divorce from [OTHER PARENT] final?

<1-12> MONTH

<2009-2020> YEAR

<d> DON'T KNOW

<r> REFUSED

G4. Now think about the living arrangement for [FOCAL CHILD] that was stated in your original divorce agreement with [OTHER PARENT].

Was this arrangement decided by the courts or did you and [OTHER PARENT] come to a mutual agreement that was then approved by the courts?

<1> COURT DETERMINED ARRANGEMENT [goto G5]

<2> MUTUAL AGREEMENT [goto G4a]

<3> **VOLUNTEERED: CHILD DECIDED** [goto G5]

<4> **VOLUNTEERED: DECIDED BY MEDIATION** [goto G5]

<d> DON'T KNOW [goto G5]

<r> REFUSED [goto G5]

G4a. Did you use mediation to come to an agreement?

(IF NEEDED: Do not include court-mandated counseling or parenting classes.)

<1> YES [goto G5a]

<2> NO

<d> DON'T KNOW

<r> REFUSED

G4b. Did you use court-mandated counseling or parenting classes to come to an agreement?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

G5a. Now think about the **amount of time** that [FOCAL CHILD] was to stay with you according to the original divorce agreement. Was the amount of time that [FOCAL CHILD] was to stay with you about the amount you wanted, more than you wanted, or less than you wanted?

- <1> ABOUT THE AMOUNT WANTED
- <2> MORE THAN
- <3> LESS THAN

- <d> DON'T KNOW
- <r> REFUSED

G5b. Now think about the **amount of time** that [FOCAL CHILD] was to stay with [OTHER PARENT] according to the original divorce agreement. Do you think the amount of time that [FOCAL CHILD] was to stay with [OTHER PARENT] was about the amount [OTHER PARENT] wanted, more than [he/she] wanted, or less than [he/she] wanted?

- <1> ABOUT THE AMOUNT WANTED
- <2> MORE THAN
- <3> LESS THAN

- <d> DON'T KNOW
- <r> REFUSED

G6sc. **INTERVIEWER: HAND SHOWCARD 1 TO RESPONDENT.**

- <1> CONTINUE

G6. **SHOWCARD 1**

At the time of your divorce, how satisfied were you with [FOCAL CHILD]'s living arrangement in the divorce agreement? Not at all, a little, somewhat, very or extremely?

- <1> NOT AT ALL
- <2> A LITTLE
- <3> SOMEWHAT
- <4> VERY
- <5> EXTREMELY

- <d> DON'T KNOW
- <r> REFUSED

G6oe. Can you tell me why you said that?

- <1> SPECIFY

- <d> DON'T KNOW
- <r> REFUSED

G8. **SHOWCARD 1**

Regardless of the actual arrangement, how satisfied are you with **the process** that was used to establish the [FOCAL CHILD]'s living arrangement in the original divorce agreement?

(Not at all, a little, somewhat, very or extremely?)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

G8oe. Can you tell me why you said that?

<1> SPECIFY

<d> DON'T KNOW

<r> REFUSED

G9a. **SHOWCARD 1**

In your original divorce agreement, how important were each of the following in determining the living arrangement for [FOCAL CHILD]?

[IF G4=1:] In your original divorce agreement, how important do you think each of the following was to the court in determining the living arrangement for [FOCAL CHILD]?
[endif]

How important was your work schedule or [OTHER PARENT]'s work schedule in determining the living arrangement?

Not at all, a little, somewhat, very or extremely?

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

G9b. **SHOWCARD 1**

(In your original divorce agreement, how important were each of the following in determining the living arrangement for [FOCAL CHILD]?)

[IF G4=1:] (In your original divorce agreement, how important do you think each of the following was to the court in determining the living arrangement for [FOCAL CHILD]?)
[endif]

How important were the caregiving roles you and [OTHER PARENT] had before the divorce?

(Not at all, a little, somewhat, very or extremely?)

- <1> NOT AT ALL
- <2> A LITTLE
- <3> SOMEWHAT
- <4> VERY
- <5> EXTREMELY

- <d> DON'T KNOW
- <r> REFUSED

G9c. **SHOWCARD 1**

(In your original divorce agreement, how important were each of the following in determining the living arrangement for [FOCAL CHILD]?)

[IF G4=1:] (In your original divorce agreement, how important do you think each of the following was to the court in determining the living arrangement for [FOCAL CHILD]?)
[endif]

How important was the financial situation of you or [OTHER PARENT]?

(Not at all, a little, somewhat, very or extremely?)

- <1> NOT AT ALL
- <2> A LITTLE
- <3> SOMEWHAT
- <4> VERY
- <5> EXTREMELY

- <d> DON'T KNOW
- <r> REFUSED

G9d. **SHOWCARD 1**

(In your original divorce agreement, how important were each of the following in determining the living arrangement for [FOCAL CHILD]?)

[IF G4=1:] (In your original divorce agreement, how important do you think each of the following was to the court in determining the living arrangement for [FOCAL CHILD]?)
[endif]

How important was where you and [OTHER PARENT] would be living?

(Not at all, a little, somewhat, very or extremely?)

<1> NOT AT ALL
<2> A LITTLE
<3> SOMEWHAT
<4> VERY
<5> EXTREMELY

<d> DON'T KNOW
<r> REFUSED

G9e. **SHOWCARD 1**

(In your original divorce agreement, how important were each of the following in determining the living arrangement for [FOCAL CHILD]?)

[IF G4=1:] (In your original divorce agreement, how important do you think each of the following was to the court in determining the living arrangement for [FOCAL CHILD]?)
[endif]

How important were new romantic relationships that you or [OTHER PARENT] were involved in?

(Not at all, a little, somewhat, very or extremely?)

<1> NOT AT ALL
<2> A LITTLE
<3> SOMEWHAT
<4> VERY
<5> EXTREMELY

<d> DON'T KNOW
<r> REFUSED

G9f. **SHOWCARD 1**

(In your original divorce agreement, how important were each of the following in determining the living arrangement for [FOCAL CHILD]?)

[IF G4=1:] (In your original divorce agreement, how important do you think each of the following was to the court in determining the living arrangement for [FOCAL CHILD]?)
[endif]

How important was the potential child support order in determining the living arrangement?

(Not at all, a little, somewhat, very or extremely?)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

G9g. We would like to know what the most important factor was in determining the living arrangement for [FOCAL CHILD], whether it is something we just asked about or something else.

In your original divorce agreement, what was the **most** important factor in determining the living arrangement for [FOCAL CHILD]?

<1> SPECIFY

<d> DON'T KNOW

<r> REFUSED

G10. Since the original divorce agreement was finalized, has the living arrangement for [FOCAL CHILD] been legally changed?

<1> YES

<2> NO [goto G15]

<d> DON'T KNOW [goto G15]

<r> REFUSED [goto G15]

G11. How many times has the living arrangement for [FOCAL CHILD] been changed in court?

<1-10> TIMES

<d> DON'T KNOW

<r> REFUSED

G12. In what month and year was [this/the most recent] change made in court?

<1-12> MONTH

<2009-2020> YEAR

<d> DON'T KNOW

<r> REFUSED

G13. **[IF MORE THAN 1:]** Thinking about the most recent change, was **[else]** Was **[endif]** this change decided by the courts or did you and [OTHER PARENT] come to a mutual agreement?

<1> COURT DETERMINED ARRANGEMENT

<2> MUTUAL AGREEMENT

<d> DON'T KNOW

<r> REFUSED

G14. **[IF MORE THAN 1:]** Thinking about the most recent change, was **[else]** Was **[endif]** this change more like what you wanted, more like what [OTHER PARENT] wanted, or what you both wanted?

<1> RESPONDENT WANTED

<2> OTHER PARENT WANTED

<3> BOTH WANTED

<d> DON'T KNOW

<r> REFUSED

G15intro. For the next questions, please think about your current legal agreement for the living arrangement for [FOCAL CHILD]. First I will ask you about what living arrangements for [FOCAL CHILD] are like in a typical month, according to the legal agreement. Then, I will ask you about months that are different from the typical month, according to the legal agreement.

<1> CONTINUE

G15. Sometimes a living arrangement may follow the same schedule from week-to-week, or every two-week period may be the same, or every month may be the same. According to your current legal agreement, what is the typical schedule for when [FOCAL CHILD] stays with you and when [he/she] stays with [OTHER PARENT]?

In your legal agreement, is the typical schedule for [FOCAL CHILD] the same every week, the same every two-week period, the same every month, or something different?

(INTERVIEWER: IF CHILD STAYS WITH OTHER PARENT SOME MONTHS, BUT NOT ALL MONTHS, ENTER '5'.)

- <1> EVERY WEEK IS THE SAME [goto G16]
- <2> EVERY TWO-WEEK PERIOD IS THE SAME [goto G16]
- <3> EVERY MONTH IS THE SAME [goto G16]
- <4> SOMETHING DIFFERENT (SPECIFY) [goto G16]
- <5> **VOLUNTEERED: CHILD DOES NOT STAY WITH OTHER PARENT IN A TYPICAL MONTH [goto G15a]**
- <6> **VOLUNTEERED: CHILD DOES NOT STAY WITH RESPONDENT IN A TYPICAL MONTH [goto G15a]**
- <7> **RECODE: R INDICATED NO SCHEDULE SPECIFIED IN LEGAL AGREEMENT**

- <d> DON'T KNOW [goto G16]
- <r> REFUSED [goto G16]

[IF G15=5 or 6; ELSE goto G16]

G15a. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with someone other than you or [OTHER PARENT] in a typical month?

- <1> YES
- <2> NO [goto G17]

- <d> DON'T KNOW [goto G17]
- <r> REFUSED [goto G17]

[IF G15=5 AND G15a=2,d, or r AUTO-FILL G16 as RESPONDENT. IF G15=6 and G15a=2, d, or AUTO-FILL G16 as OTHER PARENT]

G16. **[IF IN-PERSON:]**

Now, I'm going to hand you a blank month and ask that you mark when [FOCAL CHILD] is supposed to be with you and when [FOCAL CHILD] is supposed to be with [OTHER PARENT], according to your current legal agreement.

INTERVIEWER: HAND OVER CALENDAR SHEET AND PEN

According to your current legal agreement, what is the living arrangement for [FOCAL CHILD]?

First, mark when [FOCAL CHILD] is supposed to stay overnight with you. Next, mark when [FOCAL CHILD] is supposed to stay overnight with [OTHER PARENT]. If [FOCAL CHILD] is supposed to stay overnight with someone else, please mark that on the calendar as well.

[IF G15=1:] Since you said the schedule is the same each week, you only need to fill out the first week on the calendar.

[IF G15=2:] Since you said the schedule is the same every two weeks, you only need to fill out the first two weeks on the calendar.

[ENDIF]

[IF CXC:]

Now, I would like to know when [FOCAL CHILD] is supposed to be with you and when [FOCAL CHILD] is supposed to be with [OTHER PARENT], according to your current legal agreement.

According to your current legal agreement, what is the living arrangement for [FOCAL CHILD]?

[IF G15=1:] Since you said the schedule is the same each week, for each day of the week, I would like to know if [FOCAL CHILD] is supposed to stay overnight with you, with [OTHER PARENT] or with someone else, according to your current legal agreement.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?) **[ENDIF]**

[IF G15=2:] Since, you said the schedule is the same every two weeks, for each day of that two-week period, I would like to know if [FOCAL CHILD] is supposed to stay overnight with you, with [OTHER PARENT] or with someone else, according to your current legal agreement.

First, think about week 1 of your schedule.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 2 of your schedule.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?) **[ENDIF]**

Now, I would like to know when [FOCAL CHILD] is supposed to be with you and when [FOCAL CHILD] is supposed to be with [OTHER PARENT], according to your current legal agreement.

[ELSE]

Think about your schedule for a typical month, or 4-week period. I would like to know if [FOCAL CHILD] is supposed to stay overnight with you, with [OTHER PARENT] or with someone else, according to your current legal agreement.

First, think about week 1 of your schedule.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 2 of your schedule.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 3 of your schedule.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 4 of your schedule.

Let's start with Monday. According to your current legal agreement, is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Is [FOCAL CHILD] supposed to stay overnight with you, [OTHER PARENT] or someone else?) **[ENDIF]**

[IF G15=5 AND G15a=1:] (INTERVIEWER: R SAID CHILD DOES NOT STAY WITH OTHER PARENT IN TYPICAL MONTH. YOU SHOULD ONLY SELECT R OR SOMEONE ELSE BELOW, EVEN IF CHILD STAYS WITH OTHER PARENT SOME MONTHS)

[IF G15=6 AND G15a=1:] (INTERVIEWER: R SAID CHILD DOES NOT STAY WITH THEM IN TYPICAL MONTH. YOU SHOULD ONLY SELECT OTHER PARENT OR SOMEONE ELSE BELOW, EVEN IF CHILD STAYS WITH R SOME MONTHS)

(IF CHILD STAYS AT RESIDENCE AND PARENTS GO BACK AND FORTH:
Think about the times you are supposed to stay with the child.)

	MON	TUE	WED	THUR	FRI	SAT	SUN
WEEK 1	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE
WEEK 2	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE
WEEK 3	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE
WEEK 4	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE

G16Ver. **INTERVIEWER: VERIFY CALENDAR ENTRY**

[IF SAME EVERY WEEK (G15=1):] To confirm, the legal order says that each week [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

[IF SAME EVERY TWO WEEKS (G15=2):] To confirm, during week 1, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

During week 2, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

[ALL ELSE]

To confirm, during week 1, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

During week 2, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

During week 3, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

During week 4, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

- <1> INFOMRATION IS CORRECT
- <2> GO BACK TO CALENDAR TO EDIT

G17. Sometimes schedules differ from month to month because of vacations, holidays, or other reasons. In your current legal agreement, are there any months in which [FOCAL CHILD] is supposed to spend more nights with you or [OTHER PARENT] than **[IF G15=5 or 6 AND G15a ne 1]** the typical monthly schedule**][ELSE]**the schedule you described**[ENDIF]**?

- <1> YES
- <2> NO **[goto G21]**

- <d> DON'T KNOW **[goto G21]**
- <r> REFUSED **[goto G21]**

G18. According to your legal arrangement, in which months is [FOCAL CHILD] supposed to spend extra nights with either you or [OTHER PARENT] than the typical monthly schedule?

(IF NEEDED: We are interested in times when [FOCAL CHILD] may spend more time with you or [OTHER PARENT] than usual. Do not count times when you may change which nights [FOCAL CHILD] spends with you, but not the amount of nights.)

INTERVIEWER: SELECT ALL THAT APPLY. IF R SAYS 'SUMMER', CONFIRM THEY MEAN JUNE, JULY, AND AUGUST. IF IT IS A HOLIDAY THAT CAN FALL IN DIFFERENT MONTHS (EASTER), SELECT JUST ONE OF THE MONTHS.

- <1> JANUARY
- <2> FEBRUARY
- <3> MARCH
- <4> APRIL
- <5> MAY
- <6> JUNE
- <7> JULY
- <8> AUGUST
- <9> SEPTEMBER
- <10> OCTOBER
- <11> NOVEMBER
- <12> DECEMBER

- <13> **VOLUNTEERED:** OTHER (SPECIFY)

- <d> DON'T KNOW [goto G21]
- <r> REFUSED[goto G21]

[REPEAT G19-G20 FOR EACH MONTH SELECTED IN G18]

G19@# Think about [MONTH THAT R SAYS IS DIFFERENT/SUMMER/THE OTHER SITUATION YOU DESCRIBED]. Compared to the typical monthly schedule you described, is [FOCAL CHILD] supposed to spend extra nights with you, or extra nights with [OTHER PARENT], according to your legal agreement?

- <1> RESPONDENT
- <2> OTHER PARENT

- <d> DON'T KNOW [goto next month]
- <r> REFUSED [goto next month]

G20@#. About how many additional nights?

[IF G18=13 ALLOW UP TO 90 NIGHTS] <1-30> NIGHTS

<d> DON'T KNOW
<r> REFUSED

G20a. According to your legal arrangement, are there any other times when [FOCAL CHILD] is supposed to spend extra nights with either you or [OTHER PARENT]?

<1> YES (SPECIFY)
<2> NO

<d> DON'T KNOW
<r> REFUSED

G21. How satisfied are you with [FOCAL CHILD]'s living arrangement in the current legal agreement? Not at all, a little, somewhat, very or extremely?

<1> NOT AT ALL
<2> A LITTLE
<3> SOMEWHAT
<4> VERY
<5> EXTREMELY

<d> DON'T KNOW
<r> REFUSED

[IF A7, A7a A10 OR A10a=2, SKIP G22intro – G29]

G22intro. Sometimes the living arrangements for children can differ in everyday life from what was legally arranged. For the next questions, please think about the actual living arrangement for [FOCAL CHILD] over the past year, even if that is different from your legal agreement. First, I will ask you about the actual living arrangements in a typical month. Then, I'll ask about months that were different. By typical, we mean whatever was most common or usual over the past year.

<1> CONTINUE

G23. **[IF IN-PERON:]** Is the actual schedule in a typical month the same as you filled out earlier, when we talked about the legal arrangement, or is the actual typical monthly schedule different?

[IF CXC:] Is the actual schedule in a typical month the same as the legal arrangement we talked about earlier, or is the actual typical monthly schedule different?

[ENDIF]

(IF NEEDED: By typical, we mean whatever was most common or usual over the past year.)

<1> ACTUAL IS SAME AS LEGAL **[goto G25]**
<2> ACTUAL IS DIFFERENT FROM LEGAL **[goto G22]**

<d> DON'T KNOW **[goto G22]**

<r> REFUSED **[goto G22]**

G22. In everyday life, what has been the typical schedule for when [FOCAL CHILD] stays with you and when [he/she] stays with [OTHER PARENT]? In everyday life, has the typical schedule for [FOCAL CHILD] been the same every week, the same every two-week period, the same every month, or something different?

(IF NEEDED: By typical, we mean whatever was most common or usual over the past year.)

(INTERVIEWER: IF CHILD STAYS WITH OTHER PARENT SOME MONTHS, BUT NOT ALL MONTHS, ENTER '5'.)

<1> EVERY WEEK IS THE SAME
<2> EVERY TWO-WEEK PERIOD IS THE SAME
<3> EVERY MONTH IS THE SAME
<4> SOMETHING DIFFERENT (SPECIFY)
<5> **VOLUNTEERED:** CHILD DOES NOT STAY WITH OTHER PARENT IN A TYPICAL MONTH
<6> **VOLUNTEERED:** CHILD DOES NOT STAY WITH RESPONDENT IN A TYPICAL MONTH

<d> DON'T KNOW

<r> REFUSED

[IF G22=5 or 6; ELSE goto G24]

G22a. Over the past year, has [FOCAL CHILD] stayed overnight with someone other than you or [OTHEP PARENT] in a typical month?

(IF NEEDED: Do not include things like when a child stays overnight with friends, unless it is a regular or typical part of the schedule.)

<1> YES

<2> NO [goto G25]

<d> DON'T KNOW [goto G25]

<r> REFUSED [goto G25]

G24. **[IF IN-PERSON:]**

I'm going to hand you a blank month and ask that you mark when [FOCAL CHILD] is with you and when [FOCAL CHILD] is with [OTHER PARENT].

INTERVIEWER: HAND OVER CALENDAR SHEET AND PEN

Over the past year, since [MONTH YEAR], what has been the typical living arrangement for [FOCAL CHILD]? By typical, we mean whatever was most common or usual over the past year. First, mark when [FOCAL CHILD] usually stayed overnight with you. Next, mark when [FOCAL CHILD] usually stayed overnight with [OTHER PARENT]. If [FOCAL CHILD] typically stayed overnight with someone else, please mark that on the calendar as well.

[IF G22=1:] Since you said the schedule is the same each week, you only need to fill out the first week on the calendar.

[IF G22=2:] Since you said the schedule is the same every two weeks, you only need to fill out the first two weeks on the calendar.

[ENDIF]

[IF CXC:]

Now, I would like to know when [FOCAL CHILD] is with you and when [FOCAL CHILD] is with [OTHER PARENT].

Over the past year, since [MONTH YEAR], what has been the typical living arrangement for [FOCAL CHILD]? By typical, we mean whatever was most common or usual over the past year.

[IF G22=1:] Since you said the schedule is the same each week, for each day of the week, I would like to know when [FOCAL CHILD] usually stayed overnight with you, when [FOCAL CHILD] usually stayed overnight with [OTHER PARENT] or when [FOCAL CHILD] usually stayed overnight with someone else.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?) **[ENDIF]**

[IF G22=2:] Since, you said the schedule is the same every two weeks, for each day of that two-week period, I would like to know when [FOCAL CHILD] usually stayed overnight with you, when [FOCAL CHILD] usually stayed overnight with [OTHER PARENT] or when [FOCAL CHILD] usually stayed overnight with someone else.

First, think about week 1 of your schedule.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 2 of your schedule.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?) **[ENDIF]**

[ELSE]

Think about your schedule for a typical month, or 4-week period over the past year. I would like to know when [FOCAL CHILD] usually stayed overnight with you, when [FOCAL CHILD] usually stayed overnight with [OTHER PARENT] or when [FOCAL CHILD] usually stayed overnight with someone else.

First, think about week 1 of your schedule.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 2 of your schedule.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 3 of your schedule.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?)

Now, think about week 4 of your schedule.

Let's start with Monday. According to your typical living arrangement over the past year, did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?

What about Tuesday? Wednesday? Thursday? Friday? Saturday? Sunday?

(Did [FOCAL CHILD] usually stay overnight with you, [OTHER PARENT] or someone else?) [ENDIF]

[IF G22=5 AND G22a=1:] (INTERVIEWER: R SAID CHILD DOES NOT STAY WITH OTHER PARENT IN TYPICAL MONTH. YOU SHOULD ONLY SELECT R OR SOMEONE ELSE BELOW, EVEN IF CHILD STAYS WITH OTHER PARENT SOME MONTHS)

[IF G22=6 AND G2a=1:] (INTERVIEWER: R SAID CHILD DOES NOT STAY WITH THEM IN TYPICAL MONTH. YOU SHOULD ONLY SELECT OTHER PARENT OR SOMEONE ELSE BELOW, EVEN IF CHILD STAYS WITH R SOME MONTHS)

(IF CHILD STAYS AT RESIDENCE AND PARENTS GO BACK AND FORTH:
Think about the times you are staying with the child.)

(IF NEEDED: Do not include things like when a child stays overnight with friends, unless it is a regular or typical part of the schedule.)

	MON	TUE	WED	THUR	FRI	SAT	SUN
WEEK 1	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE
WEEK 2	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE
WEEK 3	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE
WEEK 4	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R	<input type="checkbox"/> R
	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP	<input type="checkbox"/> OP
	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE	<input type="checkbox"/> SE

G24Ver. INTERVIEWER: VERIFY CALENDAR ENTRY

[IF SAME EVERY WEEK (G22=1):] To confirm, each week [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT on [DAYS], and stays with someone else on [DAYS].

[IF SAME EVERY TWO WEEKS (G22=2):] To confirm, during week 1, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT on [DAYS], and stays with someone else on [DAYS].

During week 2, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT on [DAYS], and stays with someone else on [DAYS].

[ALL ELSE]

To confirm, during week 1, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT on [DAYS], and stays with someone else on [DAYS].

During week 2, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT on [DAYS], and stays with someone else on [DAYS].

During week 3, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

During week 4, [FOCAL CHILD] stays with you on [DAYS], stays with [OTHER PARENT] on [DAYS], and stays with someone else on [DAYS].

- <1> INFORMATION IS CORRECT
- <2> GO BACK TO CALENDAR TO EDIT

G25. Sometimes schedules differ from month to month because of vacations, holidays, or other reasons. We're interested in the actual schedule over the past year, which might be the same or different from the legal agreement.

In the past year, since [MONTH YEAR], were there any months in which [FOCAL CHILD] spent more nights with you or [OTHER PARENT] than [IF G22=5 or 6 AND G22a ne 1] the typical monthly schedule][ELSE]the schedule you described[ENDIF]?

- <1> YES
- <2> NO [goto G47]
- <d> DON'T KNOW [goto G47]
- <r> REFUSED [goto G47]

[REPEAT G26 –G26a FOR EACH MONTH, STARTING WITH MONTH OF INTERVIEW AND PREVIOUS YEAR]

G26@#. **[IF IN-PERSON:]**
INTERVIEWER: USE CALENDAR DISPLAY.

For these next questions, we have a calendar of the previous year to help you recall times when your schedule was different. If you use a personal calendar, you are welcome to look at that as well.

[IF CXC:]

For these next questions, I am going to ask about times during the previous year when your schedule was different. If you use a personal calendar, you are welcome to look at that as well.

[ENDIF]

[FOR 1st and 2nd MONTH]: Think about [MONTH YEAR]. Were the living arrangements about like the typical schedule you described, or did [FOCAL CHILD] spend more nights with you than your typical schedule, or more nights with [OTHER PARENT] than your typical schedule?

[FOR 3rd-12th MONTH]: What about [MONTH YEAR]?

(Were the living arrangements about like the typical schedule you described, or did [FOCAL CHILD] spend more nights with you than your typical schedule, or more nights with [OTHER PARENT] than your typical schedule?)

- <1> TYPICAL SCHEDULE **[goto next month]**
- <2> MORE NIGHTS WITH RESPONDENT **[goto G26a]**
- <3> MORE NIGHTS WITH OTHER PARENT **[goto G26a]**
- <4> **VOLUNTEERED:** MORE NIGHTS WITH SOMEONE ELSE **[goto G26a]**

- <d> DON'T KNOW **[goto next month]**
- <r> REFUSED **[goto next month]**

G26a@#. About how many additional nights?

- <1-30> NIGHTS

- <d> DON'T KNOW **[goto next month]**
- <r> REFUSED **[goto next month]**

[IF G26=4 goto G26b@#; ELSE goto next month]

G26b@#. How many of the **[FILL G26a]** nights that were spent with someone else were supposed to be spent with you?

RESPONDENT:

- <0-30> NIGHTS

- <d> DON'T KNOW
- <r> REFUSED

How many of these nights were supposed to be spent with [OTHER PARENT]?

OTHER PARENT:

- <0-30> NIGHTS

- <d> DON'T KNOW
- <r> REFUSED

G47. Did you and [OTHER PARENT] **discuss** making any changes to [FOCAL CHILD]'s schedule in response to the COVID-19 outbreak? We are interested in whether you discussed changes, regardless of if you made changes or not.

- <1> YES
- <2> NO [goto G29sc]
- <d> DON'T KNOW [goto G29sc]
- <r> REFUSED [goto G29sc]

G48. Did you and [OTHER PARENT] **make** any changes to [FOCAL CHILD]'s schedule in response to the COVID-19 outbreak? We are interested in whether you made any changes in response to the outbreak, regardless of if they were temporary or ongoing.

- <1> YES
- <2> NO [goto G29sc]
- <d> DON'T KNOW [goto G29sc]
- <r> REFUSED [goto G29sc]

G49. Briefly describe the changes you made to [FOCAL CHILD]'s schedule.

- <1> SPECIFY
- <d> DON'T KNOW [goto G29sc]
- <r> REFUSED [goto G29sc]

G29sc. **INTERVIEWER: HAND SHOWCARD 2 TO RESPONDENT.**

- <1> CONTINUE

G29. **SHOWCARD 2**

Which of the following are ways you and [OTHER PARENT] currently handle major holidays with [FOCAL CHILD]:

Alternate holidays every other year, split the holiday in half, where [FOCAL CHILD] spends part of the day with each parent, schedule time for each parent to celebrate the holiday with [FOCAL CHILD] on different days, assign fixed holidays, where each parent celebrates the same holidays with [FOCAL CHILD] each year, celebrate the holidays together, decide on a holiday-by-holiday basis each year, or something else?

INTERVIEWER: SELECT ALL THAT APPLY. ENTER 'x' TO EXIT.

- <1> ALTERNATE HOLIDAYS
- <2> SPLIT HOLIDAYS IN HALF
- <3> SCHEDULE A HOLIDAY TWICE
- <4> ASSIGN FIXED HOLIDAYS
- <5> CELEBRATE TOGETHER
- <6> HOLIDAY-BY-HOLIDAY BASIS
- <7> SOMETHING ELSE (SPECIFY)

- <d> DON'T KNOW
- <r> REFUSED

G30. Now think about the **amount of time** that [FOCAL CHILD] stayed with you over the past year. Was the amount of time that [FOCAL CHILD] stayed with you about the amount you wanted, more than you wanted, or less than you wanted?

- <1> ABOUT THE AMOUNT WANTED
- <2> MORE THAN
- <3> LESS THAN

- <d> DON'T KNOW
- <r> REFUSED

G31. Now think about the **amount of flexibility** of [FOCAL CHILD]'s living arrangement over the past year, did the living arrangement have the right amount of flexibility, too much flexibility, or not enough flexibility?

- <1> ABOUT THE RIGHT AMOUNT
- <2> TOO MUCH
- <3> NOT ENOUGH

- <d> DON'T KNOW
- <r> REFUSED

G32sc. **INTERVIEWER: HAND SHOWCARD 1 TO RESPONDENT.**

<1> CONTINUE

G32. **SHOWCARD 1**

Over the past year, how satisfied were you with [FOCAL CHILD]'s living arrangement? Not at all, a little, somewhat, very or extremely?

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

G32oe. Can you tell me why you said that?

<1> SPECIFY

<d> DON'T KNOW

<r> REFUSED

G33. **SHOWCARD 1**

Over the past year, how satisfied do you think [FOCAL CHILD] was with [his/her] living arrangement?

(Not at all, a little, somewhat, very or extremely?)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

G33oe. Can you tell me why you said that?

<1> SPECIFY

<d> DON'T KNOW

<r> REFUSED

G34. **SHOWCARD 1**

Over the past year, how satisfied do you think [OTHER PARENT] was with [FOCAL CHILD]'s living arrangement?

(Not at all, a little, somewhat, very or extremely?)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

G35. Now, think about the amount of time [FOCAL CHILD] actually spent with each parent over the past year, compared to what is specified in the legal order. Overall, would you say that [FOCAL CHILD] spent more time with you than the legal order calls for, more time with other parent, or about the same amount of time as is specified in the legal order?

<1> MORE TIME WITH RESPONDENT

<2> MORE TIME WITH OTHER PARENT

<3> SAME AMOUNT AS LEGAL ORDER [**goto G36**]

<d> DON'T KNOW [**goto G36**]

<r> REFUSED [**goto G36**]

G35a. Would you say [he/she] spent a little more or a lot more time with [you/OTHER PARENT] than the legal order calls for?

<1> A LITTLE MORE

<2> A LOT MORE

<d> DON'T KNOW

<r> REFUSED

G35oe. Can you tell me why [FOCAL CHILD] spent more time with [you/OTHER PARENT] than the legal order called for?

<1> SPECIFY

<d> DON'T KNOW

<r> REFUSED

G36. How closely parents follow a legal order can change over time. Would you say you and [OTHER PARENT] follow your legal order more closely now, less closely now or about the same as when you were first divorced?

<1> MORE CLOSELY

<2> LESS CLOSELY

<3> ABOUT THE SAME

<d> DON'T KNOW

<r> REFUSED

[IF A7, A7a, A10 OR A10a=2, SKIP G37 – G39]

G37. The next questions are about how [FOCAL CHILD] goes back and forth from your home to [OTHER PARENT]'s home.

New

Is [FOCAL CHILD] able to get from your home to [OTHER PARENT]'s on [his/her] own, or does [he/she] need someone else to transport [him/her] there?

<1> CAN GET THERE ON OWN

<2> NEEDS TRANSPORTATION

<d> DON'T KNOW

<r> REFUSED

G38. What form of transportation does [FOCAL CHILD] typically use to get from your home to [OTHER PARENT]'s home – a car, bus, walking, bike, or something else?

Aus

<1> CAR

<2> BUS

<3> WALK

<4> BIKE

<5> SOMETHING ELSE (SPECIFY)

<d> DON'T KNOW

<r> REFUSED

G39. About how long does this take?

<1-90> NUMBER

UNIT:

<1> MINUTES

<2> HOURS

<d> DON'T KNOW

<r> REFUSED

G40. About how many miles is it from your home to [OTHER PARENT]'s home?

<1-3000> MILES

<d> DON'T KNOW

<r> REFUSED

[IF A7=2 or A10=2 goto H1]

[IF noinpers_r=1 or noinpers_op=1 goto G43SC]

G41. How does [FOCAL CHILD] seem to feel going to [OTHER PARENT]'s home?

Generally distressed or sad, generally excited or happy, sometimes distressed or sad and sometimes excited or happy, or generally neutral?

Aus

<1> GENERALLY DISRESSED OR SAD

<2> GENERALLY EXCITED OR HAPPY

<3> SOMETIMES SAD, SOMETIMES HAPPY

<4> GENERALLY NEUTRAL

<d> DON'T KNOW

<r> REFUSED

G42. How does [FOCAL CHILD] seem to feel coming back from [OTHER PARENT]'s home?

Aus

Generally distressed or sad, generally excited or happy, sometimes distressed or sad and sometimes excited or happy, or generally neutral?

- <1> GENERALLY DISRESSED OR SAD
- <2> GENERALLY EXCITED OR HAPPY
- <3> SOMETIMES SAD, SOMETIMES HAPPY
- <4> GENERALLY NEUTRAL
- <d> DON'T KNOW
- <r> REFUSED

G43sc. **INTERVIEWER: HAND SHOWCARD 3 TO RESPONDENT.**

- <1> CONTINUE

[IF noinpers_op=1 goto G45]

G43. **SHOWCARD 3**

Aus

For the next questions, please think about what has been typical or most common over the past year. On days when [FOCAL CHILD] is **not** staying with you, how many of the days are you usually in communication with [FOCAL CHILD], such as by phone, email, Skype or video chat, or text messaging? None of the days, a few of the days, some of the days, most of the days, or all of the days?

- <1> NONE OF THE DAYS
- <2> A FEW OF THE DAYS
- <3> SOME OF THE DAYS
- <4> MOST OF THE DAYS
- <5> ALL OF THE DAYS

- <d> DON'T KNOW
- <r> REFUSED

[IF noinpers_r=1 goto H1]

G44. **SHOWCARD 3**

On days when [FOCAL CHILD] is **not** staying with you, how many of the days do you see [FOCAL CHILD] in person?

(None of the days, a few of the days, some of the days, most of the days, or all of the days?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> NONE OF THE DAYS
- <2> A FEW OF THE DAYS
- <3> SOME OF THE DAYS
- <4> MOST OF THE DAYS
- <5> ALL OF THE DAYS

- <d> DON'T KNOW
- <r> REFUSED

G45. **SHOWCARD 3**

On days when [FOCAL CHILD] is staying with you, how many of the days is [OTHER PARENT] usually in communication with [FOCAL CHILD]?

(None of the days, a few of the days, some of the days, most of the days, or all of the days?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> NONE OF THE DAYS
- <2> A FEW OF THE DAYS
- <3> SOME OF THE DAYS
- <4> MOST OF THE DAYS
- <5> ALL OF THE DAYS

- <d> DON'T KNOW
- <r> REFUSED

[IF noinpers_op=1 goto H1]

G46. **SHOWCARD 3**

On days when [FOCAL CHILD] is staying with you, how many of the days does [OTHER PARENT] see [FOCAL CHILD] in-person?

(None of the days, a few of the days, some of the days, most of the days, or all of the days?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

<1> NONE OF THE DAYS

<2> A FEW OF THE DAYS

<3> SOME OF THE DAYS

<4> MOST OF THE DAYS

<5> ALL OF THE DAYS

<d> DON'T KNOW

<r> REFUSED

Section H. Parenting Practices

H1. The next questions ask about the relationships you and [OTHER PARENT] have with [FOCAL CHILD], and how you parent [FOCAL CHILD].

CSPED

The first questions ask about your relationship with [FOCAL CHILD] overall. In general, would you say that your relationship with [FOCAL CHILD] is poor, fair, good, very good, or excellent?

- <1> POOR
- <2> FAIR
- <3> GOOD
- <4> VERY GOOD
- <5> EXCELLENT

- <d> DON'T KNOW
- <r> REFUSED

H2. Do you think [FOCAL CHILD] will grow up to say that you were a poor, fair, good, very good, or excellent parent to [him/her]?

CSPED

- <1> POOR
- <2> FAIR
- <3> GOOD
- <4> VERY GOOD
- <5> EXCELLENT

- <d> DON'T KNOW
- <r> REFUSED

H3. Overall, do you think you are a better parent to [FOCAL CHILD] since your divorce, a worse parent, or is your parenting about the same?

New

- <1> BETTER
- <2> WORSE
- <3> ABOUT THE SAME

- <d> DON'T KNOW
- <r> REFUSED

H4. The next questions ask about [OTHER PARENT]'s relationship with [FOCAL CHILD] overall.

In general, would you say that [OTHER PARENT]'s relationship with [FOCAL CHILD] is poor, fair, good, very good, or excellent?

New

- <1> POOR
- <2> FAIR
- <3> GOOD
- <4> VERY GOOD
- <5> EXCELLENT

- <d> DON'T KNOW
- <r> REFUSED

H5. Do you think [FOCAL CHILD] will grow up to say that [OTHER PARENT] was a poor, fair, good, very good, or excellent parent to [him/her]?

New

- <1> POOR
- <2> FAIR
- <3> GOOD
- <4> VERY GOOD
- <5> EXCELLENT

- <d> DON'T KNOW
- <r> REFUSED

H6. Overall, do you think [OTHER PARENT] is a better parent to [FOCAL CHILD] since your divorce, a worse parent, or is [his/her] parenting about the same?

New

- <1> BETTER
- <2> WORSE
- <3> ABOUT THE SAME

- <d> DON'T KNOW
- <r> REFUSED

H7. Next we have some questions about [FOCAL CHILD]'s schooling. Since [MONTH YEAR], did you ever attend a meeting, appointment or conference with [FOCAL CHILD]'s teacher?

Aus

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

H8. Since [MONTH YEAR], did [OTHER PARENT] ever attend a meeting, appointment or conference with [FOCAL CHILD]'s teacher?

Aus

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

[IF H7 AND H8=1, goto H9, ELSE goto H10]

H9. Since [MONTH YEAR], did you and [OTHER PARENT] ever attend a meeting, appointment or conference with [FOCAL CHILD]'s teacher together?

Aus

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

H10. The next questions are about the time you spend with [FOCAL CHILD].

Since [MONTH YEAR], did you ever go to a school or class event that [FOCAL CHILD] was involved in, such as a play, dance, sports event, field trip or science fair?

PS5

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

H11. Since [MONTH YEAR], did [OTHER PARENT] ever go to a school or class event that [FOCAL CHILD] was involved in, such as a play, dance, sports event, field trip or science fair?

PS5

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

[IF A7, A7a, A10 OR A10a=2, goto H15sc]

[IF A5<=2018 OR A5a=2 goto H14sc]

[IF H9 AND H10=1, goto H12, ELSE goto H13]

H12. Since [MONTH YEAR], did you, [OTHER PARENT], and [FOCAL CHILD] ever go together to a school or class event, such as a play, dance, sports event, field trip or science fair?

PS5

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

H13. Since [MONTH YEAR], did you, [OTHER PARENT], and [FOCAL CHILD] all get together for a birthday, holiday, or other special event at the same time?

PS5

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

H14sc. **INTERVIEWER: HAND SHOWCARD 4 TO RESPONDENT.**

<1> CONTINUE

H14a. **SHOWCARD 4**

P55

For the next questions, please think about what has been typical or most common over the past year.

Since [MONTH YEAR], who is usually responsible for doing each of the following things for [FOCAL CHILD]?

Since [MONTH YEAR], who is usually responsible for staying home to care for [FOCAL CHILD] when [he/she] is sick?

Would you say usually you, usually [OTHER PARENT], it depends on which parent [FOCAL CHILD] is with, or it depends on which parent is available?

- <1> USUALLY RESPONDENT
- <2> USUALLY OTHER PARENT
- <3> DEPENDS ON WHO CHILD IS WITH
- <4> DEPENDS ON WHICH PARENT IS AVAILABLE
- <5> **VOLUNTEERED:** RESPONSIBILITY OF BOTH, TOGETHER
- <6> **VOLUNTEERED:** USUALLY THE RESPONSIBILITY OF SOMEONE ELSE
- <7> **VOLUNTEERED:** NO ONE
- <8> NOT APPLICABLE; CHILD WAS NOT SICK.
- <d> DON'T KNOW
- <r> REFUSED

H14b. **SHOWCARD 4**

Since [MONTH YEAR], who is usually responsible for taking [FOCAL CHILD] to the doctor or dentist?

(Would you say usually you, usually [OTHER PARENT], it depends on which parent [FOCAL CHILD] is with, or it depends on which parent is available?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> USUALLY RESPONDENT
- <2> USUALLY OTHER PARENT
- <3> DEPENDS ON WHO CHILD IS WITH
- <4> DEPENDS ON WHICH PARENT IS AVAILABLE
- <5> **VOLUNTEERED:** RESPONSIBILITY OF BOTH, TOGETHER
- <6> **VOLUNTEERED:** USUALLY THE RESPONSIBILITY OF SOMEONE ELSE
- <7> **VOLUNTEERED:** NO ONE
- <8> NOT APPLICABLE; CHILD DID NOT VISIT DOCTOR/DENTIST
- <d> DON'T KNOW
- <r> REFUSED

H14d. **SHOWCARD 4**

Since [MONTH YEAR], who is usually responsible for taking [FOCAL CHILD] to activities they are involved in, such as sports team practice, music lessons, or after-school activities?

(Would you say usually you, usually [OTHER PARENT], it depends on which parent [FOCAL CHILD] is with, or it depends on which parent is available?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> USUALLY RESPONDENT
- <2> USUALLY OTHER PARENT
- <3> DEPENDS ON WHO CHILD IS WITH
- <4> DEPENDS ON WHICH PARENT IS AVAILABLE
- <5> **VOLUNTEERED:** RESPONSIBILITY OF BOTH, TOGETHER
- <6> **VOLUNTEERED:** USUALLY THE RESPONSIBILITY OF SOMEONE ELSE
- <7> **VOLUNTEERED:** NO ONE
- <8> NOT APPLICABLE; CHILD IS NOT INVOLVED IN ACTIVITIES
- <d> DON'T KNOW
- <r> REFUSED

H15sc. **INTERVIEWER: HAND SHOWCARD 5 TO RESPONDENT.**

- <1> CONTINUE

H15a. **SHOWCARD 5**

Having a child can sometimes be stressful. The next questions are about how having children has been for you and the ways in which you have had to adjust your life.

During the past year, how often have you felt that being a parent is harder than you thought it would be?

Never, rarely, sometimes, very often, or extremely often?

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> VERY OFTEN
- <5> EXTREMELY OFTEN
- <d> DON'T KNOW
- <r> REFUSED

H15b. **SHOWCARD 5**

During the past year, how often have you felt trapped by your responsibilities as a parent?

(Never, rarely, sometimes, very often, or extremely often?)

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> VERY OFTEN
- <5> EXTREMELY OFTEN

- <d> DON'T KNOW
- <r> REFUSED

H15c. **SHOWCARD 5**

During the past year, how often have you felt that taking care of your (child/children) is more work than pleasure?

(Never, rarely, sometimes, very often, or extremely often?)

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> VERY OFTEN
- <5> EXTREMELY OFTEN

- <d> DON'T KNOW
- <r> REFUSED

H15d. **SHOWCARD 5**

During the past year, how often have you felt tired, worn out, or exhausted from raising a family?

(Never, rarely, sometimes, very often, or extremely often?)

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> VERY OFTEN
- <5> EXTREMELY OFTEN

- <d> DON'T KNOW
- <r> REFUSED

Section I. Co-Parenting and Co-Parent Communication

I1sc. **INTERVIEWER: HAND SHOWCARD 6 TO RESPONDENT.**

<1> CONTINUE

I1a. **SHOWCARD 6**

First, I have some questions about how you and [OTHER PARENT] make long-term decisions about [FOCAL CHILD]'s life. For each of the following items, I will ask you how involved you are in each type of decision, and how involved [OTHER PARENT] is.

How involved are you in decisions about [FOCAL CHILD]'s schooling?

Not at all involved, a little involved, somewhat involved, very involved, or extremely involved?

- <1> NOT AT ALL INVOLVED
- <2> A LITTLE INVOLVED
- <3> SOMEWHAT INVOLVED
- <4> VERY INVOLVED
- <5> EXTREMELY INVOLVED

- <d> DON'T KNOW
- <r> REFUSED

I1b. **SHOWCARD 6**

How involved is [OTHER PARENT] in decisions about [FOCAL CHILD]'s schooling?

(Not at all involved, a little involved, somewhat involved, very involved, or extremely involved?)

- <1> NOT AT ALL INVOLVED
- <2> A LITTLE INVOLVED
- <3> SOMEWHAT INVOLVED
- <4> VERY INVOLVED
- <5> EXTREMELY INVOLVED

- <d> DON'T KNOW
- <r> REFUSED

I1c. **SHOWCARD 6**

How involved are you in decisions about [FOCAL CHILD]'s health care?

(Not at all involved, a little involved, somewhat involved, very involved, or extremely involved?)

- <1> NOT AT ALL INVOLVED
- <2> A LITTLE INVOLVED
- <3> SOMEWHAT INVOLVED
- <4> VERY INVOLVED
- <5> EXTREMELY INVOLVED

- <d> DON'T KNOW
- <r> REFUSED

I1d. **SHOWCARD 6**

How involved is [OTHER PARENT] in decisions about [FOCAL CHILD]'s health care?

(Not at all involved, a little involved, somewhat involved, very involved, or extremely involved?)

- <1> NOT AT ALL INVOLVED
- <2> A LITTLE INVOLVED
- <3> SOMEWHAT INVOLVED
- <4> VERY INVOLVED
- <5> EXTREMELY INVOLVED

- <d> DON'T KNOW
- <r> REFUSED

[IF R HAS A SPOUSE/ROMANTIC PARTNER goto I2, ELSE goto I3]

I2. **SHOWCARD 6**

Since [MONTH YEAR], how involved has your [husband/wife/partner] been in decisions about [FOCAL CHILD]'s everyday life?

(Not at all involved, a little involved, somewhat involved, very involved, or extremely involved?)

- <1> NOT AT ALL INVOLVED
- <2> A LITTLE INVOLVED
- <3> SOMEWHAT INVOLVED
- <4> VERY INVOLVED
- <5> EXTREMELY INVOLVED

- <d> DON'T KNOW
- <r> REFUSED

[IF A5<=2018, goto I14]

I3sc. **INTERVIEWER: HAND SHOWCARD 7 TO RESPONDENT.**

<1> CONTINUE

I3. **SHOWCARD 7**

The next questions are about how often you and [OTHER PARENT] are in contact about your [child/children]. Please answer these questions thinking about [the child/ the children] you have with [OTHER PARENT], including [FOCAL CHILD], <other kid's first names>.

P55

Please think about what has been typical or most common over the past year.

Since [MONTH YEAR], how often did you and [OTHER PARENT] communicate, in-person, by phone, by text, or by email, about your children?

Never, once, a few times, about once a month, more than once a month, about once a week, or more than once a week?

- <1> NEVER
- <2> ONCE
- <3> A FEW TIMES
- <4> ABOUT ONCE A MONTH
- <5> MORE THAN ONCE A MONTH
- <6> ABOUT ONCE A WEEK
- <7> MORE THAN ONCE A WEEK

- <d> DON'T KNOW
- <r> REFUSED

[IF I3=2-7 or A5a =2 goto I4, ELSE goto I6]

I4.

SHOWCARD 7

PS5

Since [MONTH YEAR] how often did you spend time with [OTHER PARENT] **along with** any of your children, other than incidental time in dropping off or picking up your child?

(Never, once, a few times, about once a month, more than once a month, about once a week, or more than once a week?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> NEVER
- <2> ONCE
- <3> A FEW TIMES
- <4> ABOUT ONCE A MONTH
- <5> MORE THAN ONCE A MONTH
- <6> ABOUT ONCE A WEEK
- <7> MORE THAN ONCE A WEEK

- <d> DON'T KNOW
- <r> REFUSED

I5a.

SHOWCARD 7

Ahrons

Since [MONTH, YEAR], how often did you and [OTHER PARENT] help each other with household tasks?

(Never, once, a few times, about once a month, more than once a month, about once a week, or more than once a week?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> NEVER
- <2> ONCE
- <3> A FEW TIMES
- <4> ABOUT ONCE A MONTH
- <5> MORE THAN ONCE A MONTH
- <6> ABOUT ONCE A WEEK
- <7> MORE THAN ONCE A WEEK

- <d> DON'T KNOW
- <r> REFUSED

I5b. **SHOWCARD 7**

Ahrons

Since [MONTH, YEAR], how often did you and [OTHER PARENT] spend time together without the children, such as going out for a meal or taking part in an activity?

(Never, once, a few times, about once a month, more than once a month, about once a week, or more than once a week?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> NEVER
- <2> ONCE
- <3> A FEW TIMES
- <4> ABOUT ONCE A MONTH
- <5> MORE THAN ONCE A MONTH
- <6> ABOUT ONCE A WEEK
- <7> MORE THAN ONCE A WEEK

- <d> DON'T KNOW
- <r> REFUSED

I5d. **SHOWCARD 7**

Ahrons

Since [MONTH, YEAR], how often did you and [OTHER PARENT] give each other gifts, such as a birthday or holiday present?

(Never, once, a few times, about once a month, more than once a month, about once a week, or more than once a week?)

(IF NEEDED: Please think about what has been typical or most common over the past year.)

- <1> NEVER
- <2> ONCE
- <3> A FEW TIMES
- <4> ABOUT ONCE A MONTH
- <5> MORE THAN ONCE A MONTH
- <6> ABOUT ONCE A WEEK
- <7> MORE THAN ONCE A WEEK

- <d> DON'T KNOW
- <r> REFUSED

16. Since [MONTH YEAR], has [OTHER PARENT] ever wanted to make a temporary change in the parenting schedule for [FOCAL CHILD/the children] – for example, due to a scheduling conflict with work or travel?

New

(IF NEEDED: We are asking about changes in response to a scheduling conflict. Do not include changes that were made in response to concerns around the COVID-19 outbreak.)

- <1> YES
- <2> NO [goto I8]
- <d> DON'T KNOW [goto I8]
- <r> REFUSED [goto I8]

17. Since [MONTH YEAR], when [OTHER PARENT] has wanted to make a temporary change in the parenting schedule for [FOCAL CHILD]/the children], how often did you go out of your way to accommodate any changes? Never, a few times, sometimes, most times, or always?

New

(IF NEEDED: We are asking about changes in response to a scheduling conflict. Do not include changes that were made in response to concerns around the COVID-19 outbreak.)

- <1> NEVER
- <2> A FEW TIMES
- <3> SOMETIMES
- <4> MOST TIMES
- <5> ALWAYS
- <d> DON'T KNOW
- <r> REFUSED

18. Since [MONTH YEAR], have **you** ever wanted to make a temporary change in the parenting schedule for [FOCAL CHILD]/your children] – for example, due to a scheduling conflict with work or travel?

(IF NEEDED: We are asking about changes in response to a scheduling conflict. Do not include changes that were made in response to concerns around the COVID-19 outbreak.)

- <1> YES
- <2> NO [goto I14]
- <d> DON'T KNOW [goto I14]
- <r> REFUSED [goto I14]

I9. Since [MONTH YEAR], when **you** have wanted to make a temporary change in the parenting schedule for [FOCAL CHILD/the children], how often did [OTHER PARENT] go out of his/her way to accommodate any changes? Never, a few times, sometimes, most times, or always?

New

(**IF NEEDED:** We are asking about changes in response to a scheduling conflict. Do not include changes that were made in response to concerns around the COVID-19 outbreak.)

- <1> NEVER
- <2> A FEW TIMES
- <3> SOMETIMES
- <4> MOST TIMES
- <5> ALWAYS

- <d> DON'T KNOW
- <r> REFUSED

I14. The next questions ask you to think about your relationship with [OTHER PARENT] overall.

New

How would you rate your current relationship with [OTHER PARENT]? Poor, fair, good, very good, or excellent?

- <1> POOR
- <2> FAIR
- <3> GOOD
- <4> VERY GOOD
- <5> EXCELLENT

- <d> DON'T KNOW
- <r> REFUSED

I15. How would you describe you and [OTHER PARENT] as a parenting team? Poor, fair, good, very good, or excellent?

New

- <1> POOR
- <2> FAIR
- <3> GOOD
- <4> VERY GOOD
- <5> EXCELLENT
- <6> **VOLUNTEERED: DO NOT THINK OF SELVES AS PARENTING TEAM**

- <d> DON'T KNOW
- <r> REFUSED

I27. Has the way you and [OTHER PARENT] parent as a team changed at all because of the COVID-19 outbreak?

- <1> YES
- <2> NO [goto I16sc]
- <d> DON'T KNOW [goto I16sc]
- <r> REFUSED [goto I16sc]

I28. Briefly describe how it has changed.

- <1> SPECIFY
- <d> DON'T KNOW
- <r> REFUSED

I29. Would you say this change has been generally positive, generally negative, or neither positive nor negative?

- <1> POSITIVE
- <2> NEGATIVE
- <3> NEITHER
- <d> DON'T KNOW
- <r> REFUSED

[IF A7, A7a, A10 OR A10a=2, goto I17]

I16sc. **INTERVIEWER: HAND SHOWCARD 8 TO RESPONDENT.**

- <1> CONTINUE

I16a. **SHOWCARD 8**

PS5

The next series of questions ask about rules you and [OTHER PARENT] have for [FOCAL CHILD]. Please think about the **typical or usual** rules you and [OTHER PARENT] have had for [FOCAL CHILD] over the past year.

First is TV and screen time.

How similar are the rules you and [OTHER PARENT] have for [FOCAL CHILD] about TV and screen time in each of your homes? Not at all, a little, somewhat, very, or extremely?

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

I16b. **SHOWCARD 8**

PS5

How similar are the rules you and [OTHER PARENT] have for [FOCAL CHILD] about curfew and bedtime?

(Not at all, a little, somewhat, very, or extremely?)

(IF NEEDED: Please think about the typical or usual rules you and [OTHER PARENT] have had for [FOCAL CHILD] over the past year.)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

I16c. **SHOWCARD 8**

P55

(How similar are the rules you and [OTHER PARENT] have for [FOCAL CHILD] about homework, behavior at school, and school attendance?)

How about homework, behavior at school, and school attendance?

(Not at all, a little, somewhat, very, or extremely?)

(IF NEEDED: Please think about the typical or usual rules you and [OTHER PARENT] have had for [FOCAL CHILD] over the past year.)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

I16d. **SHOWCARD 8**

P55

(How similar are the rules you and [OTHER PARENT] have for [FOCAL CHILD] about household chores?)

How about household chores?

(Not at all, a little, somewhat, very, or extremely?)

(IF NEEDED: Please think about the typical or usual rules you and [OTHER PARENT] have had for [FOCAL CHILD] over the past year.)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

I16e. **SHOWCARD 8**

P55

(How similar are the rules you and [OTHER PARENT] have for supervision of [FOCAL CHILD]?)

How about supervision of [FOCAL CHILD]?

(Not at all, a little, somewhat, very, or extremely?)

(IF NEEDED: Please think about the typical or usual rules you and [OTHER PARENT] have had for [FOCAL CHILD] over the past year.)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

[IF A5<=2018 OR A10=2 OR A10a=2, goto I19]

I17. **SHOWCARD 8**

New

Overall, how comfortable are you with [OTHER PARENT]'s parenting practices?

(Not at all, a little, somewhat, very, or extremely?)

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

I17b. **SHOWCARD 8**

New

How comfortable are you with [OTHER PARENT]'s parenting related to handling the COVID-19 outbreak?

(Not at all, a little, somewhat, very, or extremely?)

- <1> NOT AT ALL
- <2> A LITTLE
- <3> SOMEWHAT
- <4> VERY
- <5> EXTREMELY

- <d> DON'T KNOW
- <r> REFUSED

I17a. Overall, how would you describe how strict you and [OTHER PARENT] are as parents?

New

[OTHER PARENT] is much more strict, somewhat more strict, a little more strict, are you both about the same, are you a little more strict, somewhat more strict, or much more strict?

- <1> OTHER PARENT IS MUCH MORE STRICT
- <2> OTHER PARENT IS SOMEWHAT MORE STRICT
- <3> OTHER PARENT IS A LITTLE MORE STRICT
- <4> BOTH ABOUT THE SAME
- <5> RESPONDENT IS A LITTLE MORE STRICT
- <6> RESPONDENT IS SOMEWHAT MORE STRICT
- <7> RESPONDENT IS MUCH MORE STRICT

- <d> DON'T KNOW
- <r> REFUSED

I18. When [FOCAL CHILD] is staying with [OTHER PARENT], how often do you and [OTHER PARENT] communicate about day-to-day decisions related to [FOCAL CHILD], such as decisions related to things like homework, eating, bedtime, and social activities?

New

Never, rarely, sometimes, very often, or extremely often?

(IF NEEDED: Please think about what has been typical or most common over the past year.)

<1> NEVER
<2> RARELY
<3> SOMETIMES
<4> VERY OFTEN
<5> EXTREMELY OFTEN

<d> DON'T KNOW
<r> REFUSED

[IF A5<=2018 goto I21. If A7=2 OR A7a=2, goto I20sc]

I19. When [FOCAL CHILD] is staying with **you**, how often do you and [OTHER PARENT] communicate about day-to-day decisions related to [FOCAL CHILD], such as decisions related to things like homework, eating, bedtime, and social activities?

New

Never, rarely, sometimes, very often, or extremely often?

(IF NEEDED: Please think about what has been typical or most common over the past year.)

<1> NEVER
<2> RARELY
<3> SOMETIMES
<4> VERY OFTEN
<5> EXTREMELY OFTEN

<d> DON'T KNOW
<r> REFUSED

I20sc. **INTERVIEWER: HAND SHOWCARD 9 TO RESPONDENT.**

<1> CONTINUE

I20a. **SHOWCARD 9**

The next questions are about issues that sometimes cause conflict between parents.

In the past year, since [MONTH YEAR], how much conflict has there been between you and [OTHER PARENT] in each of the following areas? Please only include conflict that was expressed to each other, not unspoken differences of opinion.

Since [MONTH YEAR], how much conflict has there been with day-to-day parenting decisions related to things like homework, eating, bedtime, TV and screen time, and social activities?

None, a little, some, quite a bit, or a great deal?

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

I20b. **SHOWCARD 9**

Since [MONTH YEAR], how much conflict has there been with decisions related to [FOCAL CHILD]'s schooling?

(None, a little, some, quite a bit, or a great deal?)

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

I20c. **SHOWCARD 9**

(Since [MONTH YEAR], how much conflict has there been with decisions related to [FOCAL CHILD]'s health and health care?)

Decisions related to [FOCAL CHILD]'s health and health care?

(None, a little, some, quite a bit, or a great deal?)

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

I20d. **SHOWCARD 9**

(Since [MONTH YEAR], how much conflict has there been with how much time [FOCAL CHILD] spends with each parent?)

How much time [FOCAL CHILD] spends with each parent?

(None, a little, some, quite a bit, or a great deal?)

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

I20e. **SHOWCARD 9**

(Since [MONTH YEAR], how much conflict has there been about child support and child-related expenses?)

Child support and child-related expenses?

(None, a little, some, quite a bit, or a great deal?)

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

I20f. **SHOWCARD 9**

Since **March 2020**, how much conflict has there been about precautions or behaviors in response to the COVID-19 outbreak?

(None, a little, some, quite a bit, or a great deal?)

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

[IF A7=2, goto I22]

I21. In the past year, since [MONTH YEAR], how often did you criticize or say bad things about [OTHER PARENT] to [FOCAL CHILD]?

Never, rarely, sometimes, very often, or extremely often?

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> VERY OFTEN
- <5> EXTREMELY OFTEN

- <d> DON'T KNOW
- <r> REFUSED

[IF A10=2, goto I23]

I22. In the past year, since [MONTH YEAR], how often do you think [OTHER PARENT] criticizes or says bad things about you to [FOCAL CHILD]?

Never, rarely, sometimes, very often, or extremely often?

- <1> NEVER
- <2> RARELY
- <3> SOMETIMES
- <4> VERY OFTEN
- <5> EXTREMELY OFTEN

- <d> DON'T KNOW
- <r> REFUSED

I23. The next questions ask you to think back to the year before your divorce proceedings began.

In the year before your divorce proceedings began, who typically held the lead role on most parenting activities and responsibilities? Mostly you, mostly [OTHER PARENT], or were activities and responsibilities shared equally?

Amato

(IF NEEDED: By 'before your divorce proceedings began' we mean before either person filed for divorce or separation.)

- <1> MOSTLY RESPONDENT
- <2> MOSTLY OTHER PARENT
- <3> SHARED EQUALLY **[goto I24]**
- <4> **VOLUNTEERED: DO NOT RECALL [goto I24]**

- <d> DON'T KNOW **[goto I24]**
- <r> REFUSED **[goto I24]**

I23a. Would you say [you/OTHER PARENT] played a little larger, somewhat larger, or a much larger role on most parenting activities and responsibilities?

- <1> A LITTLE LARGER
- <2> SOMEWHAT LARGER
- <3> MUCH LARGER

- <d> DON'T KNOW
- <r> REFUSED

I24. In the year before your divorce proceedings began, how much conflict was there between you and [OTHER PARENT]? None, a little, some, quite a bit, or a great deal?

(**IF NEEDED:** By 'before your divorce proceedings began' we mean before either person filed for divorce or separation.)

Amato

- <1> NONE
- <2> A LITTLE
- <3> SOME
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW
- <r> REFUSED

I25. Whose decision was it to get divorced – mostly yours, mostly [OTHER PARENT]'s, or both of you equally?

Amato

- <1> MOSTLY RESPONDENT
- <2> MOSTLY OTHER PARENT
- <3> BOTH EQUALLY
- <4> **VOLUNTEERED: DO NOT RECALL**

- <d> DON'T KNOW
- <r> REFUSED

I26a. Did any of the following factors contribute to your divorce?

Did different approaches to parenting contribute to your divorce?

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

I26b. Did drinking or drug use contribute to your divorce?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

I26c. (Did physical abuse contribute to your divorce?)

Physical abuse?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

I26d. (Did growing unhappy with the relationship contribute to your divorce?)

Growing unhappy with the relationship?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

I26e. (Did infidelity contribute to your divorce?)

Infidelity?

(IF NEEDED: By infidelity we mean cheating or having an affair.)

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

Section J. Child-Related Expenses

J1intro. Formal child support is money that a parent pays for the children's support through the child support agency or connected to a legal child support order. First, I'm going to ask about formal child support you paid or received since [MONTH YEAR] for [FOCAL CHILD], <first names of other children>.

Then, I'm going to ask you about how you and [OTHER PARENT] share other expenses related to ([FOCAL CHILD]/the children).

<1> CONTINUE

J1. Separate from any alimony payments ordered by the court, do you and [OTHER PARENT] have a formal child support order in place?

<1> YES

<2> NO [goto J7]

<d> DON'T KNOW [goto J7]

<r> REFUSED [goto J7]

J2. Does this order specify that you pay [OTHER PARENT] formal child support or that [OTHER PARENT] pays you formal child support?

<1> RESPONDENT PAYS OTHER PARENT

<2> OTHER PARENT PAY RESPONDENT

<3> SOME OTHER ARRANGEMENT [goto J7]

<d> DON'T KNOW [goto J7]

<r> REFUSED [goto J7]

J3. Since [MONTH YEAR], how much of the formal support that you [owe/were owed] have you [paid/received]? None, less than half, about half, more than half, or all?

<1> NONE

<2> LESS THAN HALF

<3> ABOUT HALF

<4> MORE THAN HALF

<5> ALL

<d> DON'T KNOW

<r> REFUSED

P55

P55

J7. Does a current court order address who is to pay for health insurance for ([FOCAL CHILD] / the children)?

- <1> YES
- <2> NO [goto J8]
- <d> DON'T KNOW [goto J8]
- <r> REFUSED [goto J8]

J7a. Does it specify that you are to pay, [OTHER PARENT] is to pay or that you are to share the cost?

(IF NEEDED: We are interested in knowing what the current court order says, even if that is not what happens in everyday life.)

- <1> RESPONDENT IS TO PAY
- <2> OTHER PARENT IS TO PAY
- <3> SHARE COST
- <d> DON'T KNOW
- <r> REFUSED

J8. Not including health insurance, does a current court order address who is to pay for other medical expenses for ([FOCAL CHILD] / the children), such as copays for doctor's visits or medication?

- <1> YES
- <2> NO [goto J9]
- <d> DON'T KNOW [goto J9]
- <r> REFUSED [goto J9]

J8a. Does it specify that you are to pay, [OTHER PARENT] is to pay or that you are to share the cost?

(IF NEEDED: We are interested in knowing what the current court order says, even if that is not what happens in everyday life.)

- <1> RESPONDENT IS TO PAY
- <2> OTHER PARENT IS TO PAY
- <3> SHARE COST
- <d> DON'T KNOW
- <r> REFUSED

- J9. Does a current court order address who is to pay for work-related child care?
- (INTERVIEWER: IF CHILD IS TOO OLD FOR CHILDCARE, ASK WHETHER IT WAS ADDRESSED IN THE COURT ORDER EVEN IF IT IS NOT RELEVANT: ‘Does a current court order address who is to pay for work-related child care even if child care is not needed?’)**
- <1> YES
- <2> NO [goto J10]
- <d> DON’T KNOW [goto J10]
- <r> REFUSED [goto J10]
- J9a. Does it specify that you are to pay, [OTHER PARENT] is to pay or that you are to share the cost?
- (IF NEEDED: We are interested in knowing what the current court order says, even if that is not what happens in everyday life.)**
- <1> RESPONDENT IS TO PAY
- <2> OTHER PARENT IS TO PAY
- <3> SHARE COST
- <d> DON’T KNOW
- <r> REFUSED
- J10. **[IF J1=1]** Overall, how satisfied are you with the current child support order?
- [ELSE]** You indicated that there is not currently an order for child support. Overall, how satisfied are you with this arrangement? **[ENDIF]**
- Not at all satisfied, a little satisfied, somewhat satisfied, very satisfied, or extremely satisfied?
- <1> NOT AT ALL SATISFIED
- <2> A LITTLE SATISFIED
- <3> SOMEWHAT SATISFIED
- <4> VERY SATISFIED
- <5> EXTREMELY SATISFIED
- <d> DON’T KNOW
- <r> REFUSED
- J11sc. **INTERVIEWER: HAND SHOWCARD 10 TO RESPONDENT.**
- <1> CONTINUE

J11a. **SHOWCARD 10**

Now, think back over the past 12 months, since [MONTH YEAR]. Please tell me how you and [OTHER PARENT] have paid for each of the following items. We want to know about payments for these kinds of items that are in addition to any regular child support that was paid [IF R HAS CHILDREN AGE 18 OR OLDER] Please only think about who paid for these items for ([FOCAL CHILD] /your children who are under the age of 18). [ENDIF]Since [MONTH YEAR], how have you and [OTHER PARENT] paid for clothing and shoes for ([FOCAL CHILD)/the children)?

You paid for all of the expenses, you shared the expenses but you paid more, you and [OTHER PARENT] split the expenses about evenly, you shared but [OTHER PARENT] paid more, or [OTHER PARENT] paid all of the expenses?

- <1> YOU PAID FOR ALL OF THE EXPENSES
- <2> YOU SHARED THE EXPENSES, BUT YOU PAID MORE
- <3> YOU AND THE OTHER PARENT SPLIT THE EXPENSES ABOUT EVENLY
- <4> YOU SHARED, BUT THE OTHER PARENT PAID MORE
- <5> THE OTHER PARENT PAID ALL OF THE EXPENSES
- <6> **VOLUNTEERED:** HAVE NOT HAD THIS EXPENSE IN PAST YEAR
- <d> DON'T KNOW
- <r> REFUSED

J11b. **SHOWCARD 10**

Since [MONTH YEAR], how have you and [OTHER PARENT] paid for school-related expenses?

(You paid for all of the expenses, you shared the expenses but you paid more, you and [OTHER PARENT] split the expenses about evenly, you shared but [OTHER PARENT] paid more, or [OTHER PARENT] paid all of the expenses?)

(IF NEEDED: We want to know about payments for these kinds of items that are in addition to any regular child support that was paid)

- <1> YOU PAID FOR ALL OF THE EXPENSES
- <2> YOU SHARED THE EXPENSES, BUT YOU PAID MORE
- <3> YOU AND THE OTHER PARENT SPLIT THE EXPENSES ABOUT EVENLY
- <4> YOU SHARED, BUT THE OTHER PARENT PAID MORE
- <5> THE OTHER PARENT PAID ALL OF THE EXPENSES
- <6> **VOLUNTEERED:** HAVE NOT HAD THIS EXPENSE IN PAST YEAR
- <d> DON'T KNOW
- <r> REFUSED

J11c. **SHOWCARD 10**

(Since [MONTH YEAR], how have you and [OTHER PARENT] paid for music lessons, sports team fees, or other activities?)

What about music lessons, sports team fees, or other activities?

(You paid for all of the expenses, you shared the expenses but you paid more, you and [OTHER PARENT] split the expenses about evenly, you shared but [OTHER PARENT] paid more, or [OTHER PARENT] paid all of the expenses?)

(IF NEEDED: We want to know about payments for these kinds of items that are in addition to any regular child support that was paid)

- <1> YOU PAID FOR ALL OF THE EXPENSES
- <2> YOU SHARED THE EXPENSES, BUT YOU PAID MORE
- <3> YOU AND THE OTHER PARENT SPLIT THE EXPENSES ABOUT EVENLY
- <4> YOU SHARED, BUT THE OTHER PARENT PAID MORE
- <5> THE OTHER PARENT PAID ALL OF THE EXPENSES
- <6> **VOLUNTEERED:** HAVE NOT HAD THIS EXPENSE IN PAST YEAR

- <d> DON'T KNOW
- <r> REFUSED

J11d. **SHOWCARD 10**

(Since [MONTH YEAR], how have you and [OTHER PARENT] paid for health insurance for the children?)

Health insurance for ([FOCAL CHILD]/the children)?

(You paid for all of the expenses, you shared the expenses but you paid more, you and [OTHER PARENT] split the expenses about evenly, you shared but [OTHER PARENT] paid more, or [OTHER PARENT] paid all of the expenses?)

(IF NEEDED: We want to know about payments for these kinds of items that are in addition to any regular child support that was paid)

- <1> YOU PAID FOR ALL OF THE EXPENSES
- <2> YOU SHARED THE EXPENSES, BUT YOU PAID MORE
- <3> YOU AND THE OTHER PARENT SPLIT THE EXPENSES ABOUT EVENLY
- <4> YOU SHARED, BUT THE OTHER PARENT PAID MORE
- <5> THE OTHER PARENT PAID ALL OF THE EXPENSES
- <6> **VOLUNTEERED:** HAVE NOT HAD THIS EXPENSE IN PAST YEAR

- <d> DON'T KNOW
- <r> REFUSED

J11e. **SHOWCARD 10**

(Since [MONTH YEAR], how have you and [OTHER PARENT] paid for other medical expenses for the children, such as copays for doctor's visits or medication?)

Not including health insurance, other medical expenses for the children, such as copays for doctor's visits or medication?

(You paid for all of the expenses, you shared the expenses but you paid more, you and [OTHER PARENT] split the expenses about evenly, you shared but [OTHER PARENT] paid more, or [OTHER PARENT] paid all of the expenses?)

(IF NEEDED: We want to know about payments for these kinds of items that are in addition to any regular child support that was paid)

- <1> YOU PAID FOR ALL OF THE EXPENSES
- <2> YOU SHARED THE EXPENSES, BUT YOU PAID MORE
- <3> YOU AND THE OTHER PARENT SPLIT THE EXPENSES ABOUT EVENLY
- <4> YOU SHARED, BUT THE OTHER PARENT PAID MORE
- <5> THE OTHER PARENT PAID ALL OF THE EXPENSES
- <6> **VOLUNTEERED:** HAVE NOT HAD THIS EXPENSE IN PAST YEAR

- <d> DON'T KNOW
- <r> REFUSED

J11f. **SHOWCARD 10**

(Since [MONTH YEAR], how have you and [OTHER PARENT] paid for work-related child care?)

Work-related child care?

(You paid for all of the expenses, you shared the expenses but you paid more, you and [OTHER PARENT] split the expenses about evenly, you shared but [OTHER PARENT] paid more, or [OTHER PARENT] paid all of the expenses?)

(IF NEEDED: We want to know about payments for these kinds of items that are in addition to any regular child support that was paid)

- <1> YOU PAID FOR ALL OF THE EXPENSES
- <2> YOU SHARED THE EXPENSES, BUT YOU PAID MORE
- <3> YOU AND THE OTHER PARENT SPLIT THE EXPENSES ABOUT EVENLY
- <4> YOU SHARED, BUT THE OTHER PARENT PAID MORE
- <5> THE OTHER PARENT PAID ALL OF THE EXPENSES
- <6> **VOLUNTEERED:** HAVE NOT HAD THIS EXPENSE IN PAST YEAR

- <d> DON'T KNOW
- <r> REFUSED

J12. The next questions ask about other expenses [OTHER PARENT] might have contributed to for your household as a whole.

PS5

Other than money paid as part of a formal child support, alimony, or maintenance order, since [MONTH YEAR], did [OTHER PARENT] contribute to any other expenses for your household, such as rent, utilities, or your family's cell phone bill?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

J13. Since [MONTH YEAR], not including formal child support, did [OTHER PARENT] provide any food, clothing, or other things [FOCAL CHILD] needed, during times that [FOCAL CHILD] was staying with you?

<1> YES

<2> NO

<d> DON'T KNOW

<r> REFUSED

J14. Overall, thinking about all of the expenses ([FOCAL CHILD]/your children) (has/have) and all of the ways you and [OTHER PARENT] have contributed to these expenses, how satisfied are you with the way you and [OTHER PARENT] have shared the expenses for [FOCAL CHILD] (and [his/her] siblings) since [MONTH YEAR]? Not at all satisfied, a little satisfied, somewhat satisfied, very satisfied, or extremely satisfied?

PS5

<1> NOT AT ALL SATISFIED

<2> A LITTLE SATISFIED

<3> SOMEWHAT SATISFIED

<4> VERY SATISFIED

<5> EXTREMELY SATISFIED

<d> DON'T KNOW

<r> REFUSED

New

J15. Overall, how fair do you feel the way you and [OTHER PARENT] have shared the expenses for [FOCAL CHILD] (and [his/her] siblings) since [MONTH YEAR] has been? Not at all fair, a little fair, somewhat fair, very fair, or extremely fair?

- <1> NOT AT ALL FAIR
- <2> A LITTLE FAIR
- <3> SOMEWHAT FAIR
- <4> VERY FAIR
- <5> EXTREMELY FAIR

- <d> DON'T KNOW
- <r> REFUSED

J15oe. Can you tell me why you said that?

- <1> SPECIFY
- <d> DON'T KNOW
- <r> REFUSED

Section K. Housing

K1. The next questions ask about housing arrangements for you and ([FOCAL CHILD)/your children).

PS5

Since your divorce, how many times have you moved to a different home?

<0-20> TIMES

<d> DON'T KNOW

<r> REFUSED

K2. Since your divorce, how many times has [OTHER PARENT] moved to a different home?

PS5

(**IF NEEDED:** Your best guess is fine).

<0-20> TIMES

<d> DON'T KNOW

<r> REFUSED

K3. Do you currently own or rent your home, do you live in the home of a friend or relative, or do you have some other living arrangement?

PS5

<1> OWN

<2> RENT

<3> LIVE IN THE HOME OF FRIEND/RELATIVE

<4> SOME OTHER LIVING ARRANGEMENT (**SPECIFY**)

<d> DON'T KNOW

<r> REFUSED

K4. Do either you or [OTHER PARENT] currently live in the home you had together as a family?

PS5

<1> YES, RESPONDENT LIVES IN HOME

<2> YES, OTHER PARENT LIVES IN HOME

<3> NO

<d> DON'T KNOW

<r> REFUSED

K5. Does [FOCAL CHILD] have [his/her] own room in your home?

- <1> YES
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

PS5

K6. Does [FOCAL CHILD] have [his/her] own room in [OTHER PARENT]'s home?

- <1> YES
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

PS5

K7. Thinking about [FOCAL CHILD]'s personal belongings, such as clothing and personal hygiene items, to what extent does [FOCAL CHILD] need to bring [his/her] personal items back and forth between your house and [OTHER PARENT]'s house?

Would you say [FOCAL CHILD] brings none of [his/her] personal items back and forth, a few personal items, some personal items, most personal items, or all of [his/her] personal items?

- <1> NONE
- <2> A FEW
- <3> SOME
- <4> MOST
- <5> ALL
- <d> DON'T KNOW
- <r> REFUSED

PS5

K8. The next questions ask about living arrangements at [OTHER PARENT]'s home.

Other than [FOCAL CHILD] and [focal child siblings' first names], do any children under age 18 **usually** live in the same household with [OTHER PARENT]?

- <1> YES
- <2> NO **[goto K11]**
- <d> DON'T KNOW **[goto K11]**
- <r> REFUSED **[goto K11]**

PS5

K9. Other than [FOCAL CHILD] and [focal child siblings' first names], are any of these [OTHER PARENT]'s biological or adopted children?

PS5

- <1> YES
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

K10. Are any of these [OTHER PARENT]'s step-children?

PS5

- <1> YES
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

K11. Other than [FOCAL CHILD] and [focal child siblings' first names], does [OTHER PARENT] have any biological or adopted children under the age of 18 who **do not** usually live with [him/her]?

PS5

- <1> YES
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

K12. Is [OTHER PARENT] currently married?

- <1> YES **[goto L1]**
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

K13. Does [OTHER PARENT] currently live with a romantic partner?

- <1> YES
- <2> NO
- <d> DON'T KNOW
- <r> REFUSED

Section L. Employment

L1. Next I have some questions about work you might have done for pay since [MONTH YEAR]. By “work” I mean any **paid** jobs you have, including part-time or full-time jobs, self-employment, or employment in the military.

PS5

Since [MONTH YEAR], did you do any work for pay?

- <1> YES
- <2> NO [goto L7]
- <d> DON'T KNOW [goto L7]
- <r> REFUSED [goto L7]

L2. Since [MONTH YEAR], how would you describe your typical work schedule? Was it a regular, first-shift schedule, a regular second- or third-shift schedule, or were your hours irregular or unpredictable?

PS5

- <1> FIRST-SHIFT SCHEDULE
- <2> SECOND- OR THIRD-SHIFT SCHEDULE
- <3> IRREGULAR OR UNPREDICTABLE
- <d> DON'T KNOW
- <r> REFUSED

L3. Since [MONTH YEAR], did you work mostly full-time or mostly part-time?

PS5

- <1> MOSTLY FULL-TIME [goto L4]
- <2> MOSTLY PART-TIME [goto L3a]
- <d> DON'T KNOW [goto L4]
- <r> REFUSED [goto L4]

L3a. About how many hours did you work each week?

- <1-60> HOURS
- <d> DON'T KNOW
- <r> REFUSED

L4. In your main job since [MONTH YEAR], were you paid by the hour, were you salaried, or were you paid on some other basis?

CPS

- <1> HOURLY
- <2> SALARIED
- <3> OTHER BASIS (SPECIFY) [goto L6]
- <d> DON'T KNOW [goto L6]
- <r> REFUSED [goto L6]

L5. What was your base [hourly wage rate/annual salary] at this job?

CPS

<\$1-250000> DOLLARS

UNIT:

- <1> PER HOUR
- <2> PER YEAR
- <d> DON'T KNOW
- <r> REFUSED

L6. Since [MONTH YEAR], how flexible has your main job been if you needed to take time off, leave early, or make changes to your schedule due to issues related to your child(ren) or child care?

CPS

Not at all flexible, a little flexible, somewhat flexible, very flexible, or extremely flexible?

- <1> NOT AT ALL FLEXIBLE
- <2> A LITTLE FLEXIBLE
- <3> SOMEWHAT FLEXIBLE
- <4> VERY FLEXIBLE
- <5> EXTREMELY FLEXIBLE
- <d> DON'T KNOW
- <r> REFUSED

L6a. As a result of the COVID-19 outbreak, many people have lost jobs or needed to change how much or where they work. Did the outbreak have any impact on your employment?

- <1> YES
- <2> NO [goto L7]
- <d> DON'T KNOW [goto L7]
- <r> REFUSED [goto L7]

L6oe. Please briefly describe what impact the outbreak has had on your employment.

<1> SPECIFY

L7. Since [MONTH YEAR], did [OTHER PARENT] do any work for pay?

PS5

<1> YES
<2> NO [goto L9]
<d> DON'T KNOW [goto L9]
<r> REFUSED [goto L9]

L8. Since [MONTH YEAR], did [OTHER PARENT] work mostly full-time or mostly part-time?

PS5

<1> MOSTLY FULL-TIME
<2> MOSTLY PART-TIME
<d> DON'T KNOW
<r> REFUSED

L9. Thinking about the full period of time since your divorce, how much do you think that your financial obligations to your child(ren) have affected the choices you have made about your work and career?

New

Not at all, a little, somewhat, quite a bit, or a great deal?

<1> NOT AT ALL [goto L10]
<2> A LITTLE
<3> SOMEWHAT
<4> QUITE A BIT
<5> A GREAT DEAL

<d> DON'T KNOW [goto L10]
<r> REFUSED [goto L10]

L9oe. Can you tell me why you said that?

<1> SPECIFY

<d> DON'T KNOW
<r> REFUSED

New

L10. Thinking about the full period of time since your divorce, how much do you think that the amount of time you spend parenting your child(ren) has affected the choices you have made about your work and career?

Not at all, a little, somewhat, quite a bit, or a great deal?

- <1> NOT AT ALL [**goto M1sc**]
- <2> A LITTLE
- <3> SOMEWHAT
- <4> QUITE A BIT
- <5> A GREAT DEAL

- <d> DON'T KNOW [**goto M1sc**]
- <r> REFUSED [**goto M1sc**]

L10oe. Can you tell me why you said that?

- <1> SPECIFY

- <d> DON'T KNOW
- <r> REFUSED

Section M. Economic Well-Being

M1sc. **INTERVIEWER: HAND SHOWCARD 11 TO RESPONDENT.**

<1> CONTINUE

M1. **SHOWCARD 11**

The next questions ask how you are feeling about your financial situation.

Over the past year, how difficult has it been to cover your expenses and pay all your bills in a typical month?

Not at all, a little, somewhat, very or extremely?

<1> NOT AT ALL

<2> A LITTLE

<3> SOMEWHAT

<4> VERY

<5> EXTREMELY

<d> DON'T KNOW

<r> REFUSED

M1a. Since the COVID-19 outbreak, has covering your expenses and paying all your bills become more difficult, less difficult or stayed about the same?

<1> MORE DIFFICULT

<2> LESS DIFFICULT

<3> STAYED ABOUT THE SAME

<d> DON'T KNOW

<r> REFUSED

M2. **SHOWCARD 11**

Overall, thinking of your assets, debts, and savings, how satisfied are you with your current personal financial situation?

Not at all, a little, somewhat, very or extremely?

- <1> NOT AT ALL
- <2> A LITTLE
- <3> SOMEWHAT
- <4> VERY
- <5> EXTREMELY

- <d> DON'T KNOW
- <r> REFUSED

M3. **SHOWCARD 11**

SLED

Suppose that you have an emergency expense that costs \$400 dollars. Based on your current financial situation, how confident are you that you could come up with the money to pay the bill and make ends meet within 30 days?

(Not at all, a little, somewhat, very or extremely?)

- <1> NOT AT ALL
- <2> A LITTLE
- <3> SOMEWHAT
- <4> VERY
- <5> EXTREMELY

- <d> DON'T KNOW
- <r> REFUSED

M4sc. **INTERVIEWER: HAND SHOWCARD 12 TO RESPONDENT.**

- <1> CONTINUE

M4. **SHOWCARD 12**

For the next question, please think about how your financial situation compares to your situation while you were married to [OTHER PARENT]. Would you say that your financial situation right now is much better, somewhat better, a little better, about the same, a little worse, somewhat worse, or much worse?

- <1> MUCH BETTER
- <2> SOMEWHAT BETTER
- <3> A LITTLE BETTER
- <4> ABOUT THE SAME
- <5> A LITTLE WORSE
- <6> SOMEWHAT WORSE
- <7> MUCH WORSE

- <d> DON'T KNOW
- <r> REFUSED

M5. **SHOWCARD 12**

New

Now, please think about how your current financial situation compares to [OTHER PARENT]'s current financial situation. Would you say that your financial situation right now is much better than [OTHER PARENT]'s, somewhat better, a little better, about the same, a little worse, somewhat worse, or much worse?

- <1> MUCH BETTER
- <2> SOMEWHAT BETTER
- <3> A LITTLE BETTER
- <4> ABOUT THE SAME
- <5> A LITTLE WORSE
- <6> SOMEWHAT WORSE
- <7> MUCH WORSE

- <d> DON'T KNOW
- <r> REFUSED

M6. These next questions are about the food eaten in your household in the last 12 months, since [MONTH YEAR], and whether you were able to afford the food you need.

In the past 12 months, was there ever a time when you did not have enough money to buy food that you and your family needed?

- <1> YES
- <2> NO [goto Nintro]

- <d> DON'T KNOW [goto Nintro]
- <r> REFUSED [goto Nintro]

M7. Since [MONTH YEAR], how often did this happen? Almost every month, some months, but not every month, or in only one or two months?

- <1> ALMOST EVERY MONTH
- <2> SOME MONTHS, BUT NOT EVERY MONTH
- <3> ONLY ONE OR TWO MONTHS

- <d> DON'T KNOW
- <r> REFUSED

Section N. Income

Nintro. The next questions are about income that you [and your spouse] received during [PREVIOUS YEAR], that is between January 1st and December 31st [PREVIOUS YEAR].

CSPED

<1> CONTINUE

N1. Let's start with the total income you earned from all jobs combined during [PREVIOUS YEAR]. Including money you earned from wages, salaries, tips, and commissions about how much did you earn before taxes, from all jobs in [PREVIOUS YEAR]?

INTERVIEWER: DO NOT PROBE ON DK/R

<\$0-999,999> DOLLARS

<d> DON'T KNOW [goto N1sc]

<r> REFUSED [goto N1sc]

N1sc. **INTERVIEWER: HAND SHOWCARD 13 TO RESPONDENT.**

<1> CONTINUE

N1r. **SHOWCARD 13**

Just a range is fine. Can you tell me if it was between any of these ranges?

(Your best guess is fine.)

<1> LESS THAN \$10,000

<2> \$10,001-\$20,000

<3> \$20,001-\$30,000

<4> \$30,001-\$40,000

<5> \$40,001-\$50,000

<6> \$50,001-\$60,000

<7> \$60,001-\$70,000

<8> \$70,001-\$80,000

<9> \$80,001-\$100,000

<10> MORE THAN \$100,000

<d> DON'T KNOW

<r> REFUSED

N2. From January through December of [PREVIOUS YEAR], did you receive any disability insurance income, such as Supplemental Security Income, SSI, or Social Security Disability Income, SSDI?

CSPED

- <1> YES
- <2> NO [goto N4]
- <d> DON'T KNOW [goto N4]
- <r> REFUSED [goto N4]

N3. From January through December of [PREVIOUS YEAR], how much money did you receive in disability income?

New

INTERVIEWER: DO NOT PROBE ON DK/R

- <\$1-99,999> DOLLARS
- <d> DON'T KNOW [goto N3sc]
- <r> REFUSED [goto N3sc]

N3sc. **INTERVIEWER: HAND SHOWCARD 14 TO RESPONDENT.**

- <1> CONTINUE

N3r. **SHOWCARD 14**

Just a range is fine. Can you tell me if it was between any of these ranges?

(Your best guess is fine.)

- <1> LESS THAN \$1,000
- <2> \$1,001-\$5,000
- <3> \$5,001-\$10,000
- <4> \$10,001-\$20,000
- <5> \$20,001-\$30,000
- <6> MORE THAN \$30,000

- <d> DON'T KNOW
- <r> REFUSED

[IF CURRENTLY MARRIED goto N4, ELSE goto N5]

N4. Including money from wages, salaries, tips, and commissions about how much did your current spouse earn before taxes, from all jobs in [PREVIOUS YEAR]?

New

INTERVIEWER: DO NOT PROBE ON DK/R

<\$0-999,999> DOLLARS

<d> DON'T KNOW [goto N4sc]

<r> REFUSED [goto N4sc]

N4sc. **INTERVIEWER: HAND SHOWCARD 13 TO RESPONDENT.**

<1> CONTINUE

N4r. **SHOWCARD 13**

Just a range is fine. Can you tell me if it was between any of these ranges?

(Your best guess is fine.)

<1> LESS THAN \$10,000

<2> \$10,001-\$20,000

<3> \$20,001-\$30,000

<4> \$30,001-\$40,000

<5> \$40,001-\$50,000

<6> \$50,001-\$60,000

<7> \$60,001-\$70,000

<8> \$70,001-\$80,000

<9> \$80,001-\$100,000

<10> MORE THAN \$100,000

<d> DON'T KNOW

<r> REFUSED

N5. Approximately how much money do you think [OTHER PARENT] earned before taxes, from all jobs in [PREVIOUS YEAR]?

New

INTERVIEWER: DO NOT PROBE ON DK/R

<\$0-999,999> DOLLARS

<d> DON'T KNOW [goto N5sc]

<r> REFUSED [goto N5sc]

N5sc. **INTERVIEWER: HAND SHOWCARD 13 TO RESPONDENT.**

<1> CONTINUE

N5r. **SHOWCARD 13**

Just a range is fine. Can you tell me if it was between any of these ranges?

(Your best guess is fine.)

- <1> LESS THAN \$10,000
- <2> \$10,001-\$20,000
- <3> \$20,001-\$30,000
- <4> \$30,001-\$40,000
- <5> \$40,001-\$50,000
- <6> \$50,001-\$60,000
- <7> \$60,001-\$70,000
- <8> \$70,001-\$80,000
- <9> \$80,001-\$100,000
- <10> MORE THAN \$100,000

- <d> DON'T KNOW
- <r> REFUSED

N6. If you added up all of the money you [and your spouse] have in checking accounts, saving accounts, money market accounts, CDs, and other assets easily converted to cash, how much money do you think you would have?

New

INTERVIEWER: DO NOT PROBE ON DK/R

<\$0-999,999> DOLLARS

- <d> DON'T KNOW [goto N6sc]
- <r> REFUSED [goto N6sc]

N6sc. **INTERVIEWER: HAND SHOWCARD 13 TO RESPONDENT.**

<1> CONTINUE

N6r. **SHOWCARD 13**

Just a range is fine. Can you tell me if it was between any of these ranges?

(Your best guess is fine.)

- <1> LESS THAN \$10,000
- <2> \$10,001-\$20,000
- <3> \$20,001-\$30,000
- <4> \$30,001-\$40,000
- <5> \$40,001-\$50,000
- <6> \$50,001-\$60,000
- <7> \$60,001-\$70,000
- <8> \$70,001-\$80,000
- <9> \$80,001-\$100,000
- <10> MORE THAN \$100,000

- <d> DON'T KNOW
- <r> REFUSED

N7. Do you have a pension plan or retirement plan, such as a 401K, 403A, 403B, or 457B plan, offered by your current or former employer or union?

New

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

N8. **[IF N7=1]** Not including any retirement plans from an employer or union, **[ENDIF]** do you have any dedicated retirement savings accounts, such as an IRA?

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

N9. **[IF N8=1]** Not including any dedicated retirement accounts, **[ENDIF]** do you have any money in stocks, bonds, CDs, or mutual funds?

New

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

New

N11. Do you own or co-own your own business?

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

N12. On your tax return for 2019, did you or will you claim a child tax credit for [FOCAL CHILD]?

<1> YES [goto N14]
<2> NO [goto N13]

<d> DON'T KNOW [goto N14]
<r> REFUSED [goto N14]

N13. Did or will [OTHER PARENT] claim a child tax credit for [FOCAL CHILD]?

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

N14. On your tax return for 2019, did you or will you claim Earned Income Tax Credit with [FOCAL CHILD] as a qualifying child?

<1> YES [goto O1]
<2> NO [goto N15]
<3> DOES NOT KNOW WHAT THE EITC IS. [goto O1]

<r> REFUSED [goto N15]

N15. Did or will [OTHER PARENT] claim Earned Income Tax Credit with [FOCAL CHILD] as a qualifying child?

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

Section O. Social Characteristics

O1. Next are some questions about you and your background.

P55

What is the highest level of education you have completed?

- <1> GRADE 1-8
- <2> GRADE 9-11, NO HIGH SCHOOL DIPLOMA OR GED
- <3> GRADE 12/HIGH SCHOOL DIPLOMA
- <4> GED/HSED
- <5> SOME COLLEGE OR TECHNICAL SCHOOL, BUT NO DEGREE
- <6> TWO YEAR COLLEGE OR ASSOCIATE'S DEGREE
- <7> FOUR YEAR COLLEGE OR BACHELOR'S DEGREE
- <8> MASTER'S DEGREE (MA, MS, MEng, Med, MSW, MBA)
- <9> PROFESSIONAL DEGREE (MD, DDS, DVM, LLB, JD)
- <10> DOCTORATE (PhD, EdD)

- <d> DON'T KNOW
- <r> REFUSED

O2. Did you live with both of your biological or adoptive parents from the time you were born until age 14?

CSPED

- <1> YES
- <2> NO
- <3> **VOLUNTEERED: ONE PARENT DIED BEFORE AGE 14.**

- <d> DON'T KNOW
- <r> REFUSED

O3. Are you of Hispanic origin such as Mexican American, Latin American, Puerto Rican, or Cuban?

P55

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

O4sc. **INTERVIEWER: HAND SHOWCARD 15 TO RESPONDENT.**

- <1> CONTINUE

O4. **SHOWCARD 15**

PS5

Which of the following describe your race? American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White, or something else?

INTERVIEWER: CODE ALL THAT APPLY

- <1> AMERICAN INDIAN OR ALASKA NATIVE
- <2> ASIAN
- <3> BLACK OR AFRICAN AMERICAN
- <4> NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- <5> WHITE
- <6> SOMETHING ELSE (SPECIFY)

- <d> DON'T KNOW
- <r> REFUSED

O5. How old are you?

PS5

- <18-99> YEARS OLD

- <d> DON'T KNOW
- <r> REFUSED

O7. Have you ever been convicted of a crime?

CSPED

- <1> YES
- <2> NO[goto P1]

- <d> DON'T KNOW [goto P1]
- <r> REFUSED [goto P1]

O8. Have you ever been incarcerated in a jail or prison?

CSPED

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

Section P: Respondent Health

P1. The next questions ask for a little more information about how you are doing.

PS5

In general, is your **physical** health excellent, very good, good, fair, or poor?

- <1> EXCELLENT
- <2> VERY GOOD
- <3> GOOD
- <4> FAIR
- <5> POOR

- <d> DON'T KNOW
- <r> REFUSED

P2. In general, is your **emotional** health excellent, very good, good, fair, or poor?

PS5

- <1> EXCELLENT
- <2> VERY GOOD
- <3> GOOD
- <4> FAIR
- <5> POOR

- <d> DON'T KNOW
- <r> REFUSED

P3. Do you have a disability that limits your ability to work?

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

Section Q. Other Parent's Social Characteristics

Q1. Next are some questions about [OTHER PARENT]'s background.

PS5

What is the highest level of education [OTHER PARENT] has completed?

- <1> GRADE 1-8
- <2> GRADE 9-11, NO HIGH SCHOOL DIPLOMA OR GED
- <3> GRADE 12/HIGH SCHOOL DIPLOMA
- <4> GED/HSED
- <5> SOME COLLEGE OR TECHNICAL SCHOOL, BUT NO DEGREE
- <6> TWO YEAR COLLEGE OR ASSOCIATE'S DEGREE
- <7> FOUR YEAR COLLEGE OR BACHELOR'S DEGREE
- <8> MASTER'S DEGREE (MA, MS, MEng, Med, MSW, MBA)
- <9> PROFESSIONAL DEGREE (MD, DDS, DVM, LLB, JD)
- <10> DOCTORATE (PhD, EdD)

- <d> DON'T KNOW
- <r> REFUSED

Q2. Is [OTHER PARENT] of Hispanic origin such as Mexican American, Latin American, Puerto Rican, or Cuban?

PS5

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

Q3sc. **INTERVIEWER: HAND SHOWCARD 15 TO RESPONDENT.**

- <1> CONTINUE

Q3. **SHOWCARD 15**

PS5

Which of the following describe [OTHER PARENT]'s race? American Indian or Alaska Native, Asian, Black or African American, Native Hawaiian or other Pacific Islander, White or something else?

INTERVIEWER: CODE ALL THAT APPLY

- <1> AMERICAN INDIAN OR ALASKA NATIVE
- <2> ASIAN
- <3> BLACK OR AFRICAN AMERICAN
- <4> NATIVE HAWAIIAN OR OTHER PACIFIC ISLANDER
- <5> WHITE
- <6> SOMETHING ELSE (SPECIFY)

- <d> DON'T KNOW
- <r> REFUSED

Q4. Has [OTHER PARENT] ever been convicted of a crime?

CSPED

- <1> YES
- <2> NO[goto R1]

- <d> DON'T KNOW [goto R1]
- <r> REFUSED [goto R1]

Q5. Has [OTHER PARENT] ever been incarcerated in a jail or prison?

CSPED

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

Section R: Other Parent's Health

R1. The next questions ask for a little more information about how you think [OTHER PARENT] is doing.

P55

In general, do you think [OTHER PARENT]'s **physical** health is excellent, very good, good, fair, or poor?

<1> EXCELLENT
<2> VERY GOOD
<3> GOOD
<4> FAIR
<5> POOR

<d> DON'T KNOW
<r> REFUSED

R2. In general, do you think [OTHER PARENT]'s **emotional** health is excellent, very good, good, fair, or poor?

P55

<1> EXCELLENT
<2> VERY GOOD
<3> GOOD
<4> FAIR
<5> POOR

<d> DON'T KNOW
<r> REFUSED

R3. Does [OTHER PARENT] have a disability that limits [his/her] ability to work?

<1> YES
<2> NO

<d> DON'T KNOW
<r> REFUSED

Section S. Contact Information

CONintro. Next, I would like to update our records with your current contact information.

<1> CONTINUE

CON1@id. What is the best address to reach you at?

[IMPORT ADDRESSES]

<#> SELECT ADDRESS
<0> ADD NEW ADDRESS

<d> DON'T KNOW
<r> REFUSED

[IF CXC]:

CON1exc. Is this the address we should mail your \$50 check to?

<1> YES
<2> NO, ENTER DIFFERENT ADDRESS

[IF CXC]:

CON1ncxc. I would like to verify the spelling of your first and last name for the check.

We have:

FIRST:
LAST:

CON2@id. What is the best phone number to reach you at?

[IMPORT NUMBERS]

<#> SELECT NUMBER
<0> ADD NEW NUMBER

<d> DON'T KNOW
<r> REFUSED

[IF phonetype = cell, ask CON2txt]

CON2txt. Can we text you at that number?

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

CON3@id. Is there another phone number to reach you?

[IMPORT NUMBERS]

- <#> SELECT NUMBER
- <0> ADD NEW NUMBER

- <999> DOES NOT HAVE ANOTHER TELEPHONE NUMBER

- <d> DON'T KNOW
- <r> REFUSED

[IF phonetype = cell, ask CON3txt]

CON3txt. Can we text you at that number?

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

CON4@id. What is your email address?

[IMPORT EMAILS]

- <#> SELECT EMAIL ADDRESS
- <0> ADD NEW EMAIL ADDRESS

- <999> DOES NOT HAVE AN EMAIL ADDRESS

- <d> DON'T KNOW
- <r> REFUSED

CON5. Some people use a different name on Facebook. What is your profile name on Facebook?

(IF NEEDED: We want to make sure we are able to invite you to participate in the future. We may use this to help us contact you in the future.)

NAME ON FILE: FIRST NAME LAST NAME

- <1> R USES NAME ON FILE
- <2> R USES ANOTHER NAME (SPECIFY)
- <3> R DOES NOT USE FACEBOOK [goto CONIntro2]

- <d> DON'T KNOW [goto CONIntro2]
- <r> REFUSED [goto CONIntro2]

CON5a. If we are not able to reach you in other ways, may the study director message you through Facebook?

(IF NEEDED: The study director will not attempt to 'friend' you. This would be a private message that would go into your non-friend message box as a way to get in touch with you if we cannot reach you by phone, email, or in-person.)

- <1> YES
- <2> NO

- <d> DON'T KNOW
- <r> REFUSED

CONIntro2. Finally, I would like to get the contact information for someone who will always know how to reach you. Can you give me the name, address, and phone number of two close friends or relatives who do not live with you and who will know how to get in touch with you if you move. Also please remember that what you have told me is confidential and that we will not be sharing any of your answers to today's questions with these people.

- <1> CONTINUE

CON6@id. Can you give me the name of someone who will always know where you are?

[IMPORT PEOPLE]

- <#> SELECT PERSON
- <0> ADD NEW PERSON

- <d> DON'T KNOW
- <r> REFUSED

CON6r. What is the relationship of this person to you?
(NAME is your...)

[DROP DOWN MENU OF RELATIONSHIPS]

CON7@id. What is [NAME]'s full address?

[IMPORT ADDRESSES]

<#> SELECT ADDRESS
<0> ADD NEW ADDRESS

<d> DON'T KNOW
<r> REFUSED

CON8@id. What is [NAME]'s phone number?

[IMPORT NUMBERS]

<#> SELECT NUMBER
<0> ADD NEW NUMBER

<d> DON'T KNOW
<r> REFUSED

CON9@id. Is there another phone number to reach them?

[IMPORT NUMBERS]

<#> SELECT NUMBER
<0> ADD NEW NUMBER

<999> DOES NOT HAVE ANOTHER TELEPHONE NUMBER
<d> DON'T KNOW
<r> REFUSED

CON10@id. What is the name of another person who will always know where you are?

[IMPORT PEOPLE]

<#> SELECT PERSON
<0> ADD NEW PERSON

<d> DON'T KNOW
<r> REFUSED

CON10r. What is the relationship of this person to you?
(NAME is your...)
[DROP DOWN MENU OF RELATIONSHIPS]

CON11@id. What is [NAME]'s full address?

[IMPORT ADDRESSES]

<#> SELECT ADDRESS

<0> ADD NEW ADDRESS

<d> DON'T KNOW

<r> REFUSED

CON12@id. What is [NAME]'s phone number?

[IMPORT NUMBERS]

<#> SELECT NUMBER

<0> ADD NEW NUMBER

<d> DON'T KNOW

<r> REFUSED

CON13@id. Is there another phone number to reach them?

[IMPORT NUMBERS]

<#> SELECT NUMBER

<0> ADD NEW NUMBER

<999> DOES NOT HAVE ANOTHER TELEPHONE NUMBER

<d> DON'T KNOW

<r> REFUSED

END. That is the last question I have for you today. Thank you so much for your time!

<1> END INTERVIEW

APPENDIX 2

Wisconsin Parents Study Interview: Replicated and Adapted Items

The table below serves as a crosswalk between the codes used to denote replicated or adapted questionnaire items, as indicated in Appendix 1, and the source of these items. In Appendix 1, each questionnaire item replicated or modified from another source has a small box to the left containing a brief label. Each label, and each label's corresponding source, is provided below.

Table A2.1: Wisconsin Parents Study Questionnaire Item Sources

Wisconsin Parents Study Questionnaire Label	Source Questionnaire
Ahrns	The Coparent Divorce Research Project
Amato	National Survey of Families and Households
AUS	Child Support Longitudinal Study
CSPED	Child Support Noncustodial Parent Employment Demonstration
EUSILC	Family Resources Survey
NSCH16	National Survey of Children's Health, 2016
PS5	Parent Survey 5
SHED	Survey of Household Economics and Decision-making

APPENDIX 3

Wisconsin Parents Study Pretest Debriefing Script

We greatly appreciate your participation. Thanks so much. I have just a few follow-up questions I would like to ask you to help us understand how the interview went.

1. First, did you have any problems or issues answering our questions today?
2. In the interview, we asked about the living arrangement schedule for your child that is stated in your legal agreement. We began by asking what the typical schedule is supposed to be like, according to that agreement: *is it the same every week, the same every two-week period, the same every month, or something different?* Did you have any problems answering this question?
3. We then asked you to write out what your typical schedule is supposed to be like on a paper copy of a calendar month. Did you have any problems determining what your typical schedule is supposed to be, according to the legal agreement, or when to indicate that your child was with you or with their other parent?
 - 3a. Did you have any problems using the paper calendar provided?
 - 3b. In your opinion, how useful was the calendar?
4. We also asked about times when the schedule, according to the legal agreement, differs from that typical schedule. The question went, "*Sometimes schedules differ from month to month because of vacations, holidays, or other reasons. In your current legal agreement, are there any months in which your child is supposed to spend more nights with your or their other parent than the schedule you described?*"

We then asked you in which months this is true. For each of those months, we asked if the child was supposed to spend more nights with you or with their other parent, and we asked how many additional nights. The question went, "*Think about July. Compared to the typical monthly schedule you described, is the child supposed to spend extra nights with you or extra nights with their other parent? About how many additional nights?*"

Did you have any problems answering this question?
5. We also asked you to think about your typical actual schedule, which may or may not be the same as the legal arrangement. We again asked: "*is it the same every week, the same every two-week period, the same every month, or something different?*"

How difficult was it for you to describe your typical actual schedule?

6. We also asked about times when you don't follow that typical schedule. The question went, *"Sometimes schedules differ from month to month because of vacations, holidays, or other reasons. In the past year, since December 2018, were there any months in which the child spent more nights with you or their other parent than the schedule you described?"*

If you answered yes, then for each month of the previous year, we asked if there were months where the child spent more nights with you or their other parent.

"Think about January 2019. Were the living arrangements about like the typical schedule you described, or did the child spend more nights with you than your typical schedule, or more nights with the other parent than your typical schedule?"

Think about February 2019. What about March 2019, etc.

In your opinion, how helpful was it to go through each month of the previous year? Do you think it helped you remember times where your schedule was different that you may not have recalled otherwise?

7. For months where you didn't follow the typical schedule, we also asked about how many additional nights the child spent with you or with their other parent. Did you have any problems answering this question?
8. We then asked about holidays specifically:

"Which of the following best describes how you and the other parent currently handle holidays with your child:

Alternate holidays every other year, split the holiday in half, where your child spends part of the day with each parent, schedule time for each parent to celebrate the holiday with your child on different days, assign fixed holidays, where each parent celebrates the same holidays with your child each year, celebrate the holidays together, decide on a holiday-by-holiday basis each year, or something else?"

Did you have any problems answering this question?

9. Overall, how difficult did you find it to answer a separate series of questions about your legal agreement, and the schedule you follow in practice?

10. We asked you a series of questions about conflict you may have with the other parent. For instance, we asked “*In the past year, since December 2018, how much conflict has there been between you and the other parent with day-to-day parenting decisions related to things like homework, eating, bedtime, TV and screen time, and social activities?*” We then asked about conflict in other areas, like decisions related to schooling, health, and time spent with each parent, and child support.

How difficult was it to answer these questions?

- 10a. When you answered these questions, were you thinking about conflict that may have been expressed between you and the other parent, or about times that you may have disagreed but didn’t necessarily express it?

11. We also asked about how you and the other parent share expenses for the child. We said, “*Now, think back over the past 12 months. Please tell me how you and other parent have paid for each of the following items. We want to know about payments for these kinds of items that are in addition to any regular child support that was paid.*”

We asked about different kinds of expenses, like medical expenses, and like music lessons, sports fees, or other activities. For each category we asked *if you paid for all the expenses, you shared the expenses but you paid more, you and the other parent split the expenses about evenly, you shared but the other parent paid more, or the other parent paid all of the expenses.*

How hard was it to answer these questions?

- 11a. Did you find it difficult to differentiate between regular child support, and spending on these kinds of items?

- 11b. Did you feel you knew enough about the other parent’s spending to answer, or did you feel like you were guessing?

12. Is there anything important that we missed, something you think we should have asked you but didn’t?

13. Do you have any other thoughts or feedback about the interview process or our questions?

APPENDIX 4

Wisconsin Parents Study Calendaring Tools

Appendix 4a:

Typical Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Week 1							
Week 2							
Week 3							
Week 4							



Calendar

January 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1 New Year's Day	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21 Martin Luther King, Jr. Day	22	23	24	25	26
27	28	29	30	31	1	2

February 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14 Valentine's Day	15	16
17	18	19	20	21	22	23
24	25	26	27	28	1	2

March 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
24	25	26	27	28	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17 Saint Patrick's Day	18	19	20	21	22	23
24	25	26	27	28	29	30
31	1	2	3	4	5	6

April 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1 April Fool's Day	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 Easter	22	23	24	25	26	27
28	29	30	1	2	3	4

May 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4
5	6	7	8	9	10	11
12 Mother's Day	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27 Memorial Day	28	29	30	31	1

June 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16 Father's Day	17	18	19	20	21	22
23	24	25	26	27	28	29
30	1	2	3	4	5	6

July 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	1	2	3	4 Independence Day	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	1	2	3

August 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Labor Day	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	1	2	3	4	5

October 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31 Halloween	1	2

November 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11 Veterans Day	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28 Thanksgiving Day	29	30

December 2019

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25 Christmas	26	27	28
29	30	31 New Year's Eve	1	2	3	4

January 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 New Year's Day	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20 Martin Luther King, Jr. Day	21	22	23	24	25
26	27	28	29	30	31	1

February 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14 Valentine's Day	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

March 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17 Saint Patrick's Day	18	19	20	21
22	23	24	25	26	27	28
29	30	31	1	2	3	4

April 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	31	1 April Fool's Day	2	3	4
5	6	7	8	9	10	11
12 Easter	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	1	2

May 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	1	2
3	4	5	6	7	8	9
10 Mother's Day	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25 Memorial Day	26	27	28	29	30
31	1	2	3	4	5	6

June 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
31	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21 Father's Day	22	23	24	25	26	27
28	29	30	1	2	3	4

July 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
28	29	30	1	2	3	4 Independence Day
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

August 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28	29	30	31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31	1	2	3	4	5

September 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
30	31	1	2	3	4	5
6	7 Labor Day	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	1	2	3

October 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
27	28	29	30	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31 Halloween

November 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11 Veterans Day	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26 Thanksgiving Day	27	28
29	30	1	2	3	4	5

December 2020

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
29	30	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25 Christmas	26
27	28	29	30	31 New Year's Eve	1	2

APPENDIX 5

Wisconsin Parents Study: Pretest Debriefing Feedback



Memo

Project Heading: P1421 Wisconsin Parents
Memo Title: Pretest and Debriefing Summary Results
File Name: P1291_PretestDebrief_Summary_V1.docx
Date: 12/19/19
To: Judi Bartfeld
From: UWSC

This memo describes the results of this pretest for the Wisconsin Parents Study.

Overview

From December 3 – December 12, 2019, UWSC conducted an interview and short debriefing with 10 volunteers. On average, the interview lasted about 55 minutes.

Typical Living Arrangement in the Legal Agreement

Debriefing Questions:

In the interview, we asked about the living arrangement schedule for your child that is stated in your legal agreement. We began by asking what the typical schedule is supposed to be like, according to that agreement: *is it the same every week, the same every two-week period, the same every month, or something different?* Did you have any problems answering this question?

We then asked you to write out what your typical schedule is supposed to be like on a paper copy of a calendar month. Did you have any problems determining what your typical schedule is supposed to be, according to the legal agreement, or when to indicate that your child was with you or with their other parent?

We also asked about times when the schedule, according to the legal agreement, differs from that typical schedule. The question went, “*Sometimes schedules differ from month to month because of vacations, holidays, or other reasons. In your current legal agreement, are there any months in which your child is supposed to spend more nights with your or their other parent than the schedule you described?*”

We then asked you in which months this is true. For each of those months, we asked if the child was supposed to spend more nights with you or with their other parent, and we asked how many additional nights. The question went, “*Think about July. Compared to the typical monthly schedule you described, is the child supposed to spend extra nights with you or extra nights with their other parent? About how many additional nights?*”

Did you have any problems answering this question?

Feedback:

- No one reported any difficulty in answering what their typical schedule is supposed to be like, according to their legal agreement (*same every week, same every two weeks, etc*).
- No one reported problems in recalling which months may differ from that typical schedule in the legal agreement or indicating how many days.
- No one reported any difficulty in knowing when to indicate that the child spent the night with one parent or the other.

Use of Paper Calendar

Debriefing Questions:

Did you have any problems using the paper calendar provided?

In your opinion, how useful was the calendar?

Feedback:

- No one indicated any problems using the paper calendar, however it was most useful to those with more complicated shared placement schedules.
- For most shared placement cases, respondents reported that using the calendar was much easier than trying to articulate the schedule verbally. However, several respondents indicated that they think of their week as starting on Monday and so it took a little extra thought to fill out our calendar, which started the week on Sunday.
- Those with very simple schedules (for example, child sees other parent two Saturdays a month) did not find the calendar particularly helpful as it would have been just as easy to answer aloud. These respondents were still willing to fill out the calendar and did not indicate that it was tedious, just not as useful for their situations.

- There were two cases where the child does not see the other parent in a typical month. As is, the instrument still asked them to fill out the calendar, which was awkward.

UWSC Recommendations:

- Start the ‘typical schedule’ calendar month on Monday, instead of Sunday.
- For situations where the child does not see the other parent in a typical month, we could ask a follow-up question about whether the child stays overnight with anyone else in a

typical month, according to the legal agreement. If not, then we would skip G16 altogether.

- Consider allowing the interviewer to make a judgment call about whether to ask the respondent to fill out the calendar when the schedule is very simple. Regardless of whether the respondent fills out the calendar, the interviewer would verbally verify what they entered into the instrument before moving forward.

Living Arrangement in Everyday Life

Debriefing Questions:

We also asked you to think about your typical actual schedule, which may or may not be the same as the legal arrangement. We again asked: *“is it the same every week, the same every two-week period, the same every month, or something different?”*

How difficult was it for you to describe your typical actual schedule?

We also asked about times when you don’t follow that typical schedule. The question went, *“Sometimes schedules differ from month to month because of vacations, holidays, or other reasons. In the past year, since December 2018, were there any months in which the child spent more nights with you or their other parent than the schedule you described?”*

If you answered yes, then for each month of the previous year, we asked if there were months where the child spent more nights with you or their other parent.

“Think about January 2019. Were the living arrangements about like the typical schedule you described, or did the child spend more nights with you than your typical schedule, or more nights with the other parent than your typical schedule?”

Think about February 2019. What about March 2019, etc.

In your opinion, how helpful was it to go through each month of the previous year? Do you think it helped you remember times where your schedule was different that you may not have recalled otherwise?

For months where you didn’t follow the typical schedule, we also asked about how many additional nights the child spent with you or with their other parent. Did you have any problems answering this question?

Feedback:

- No one reported problems describing their actual schedule.
- However, one person noted that indicating when the child spent the ‘night’ made it seem like the child was with the other parent more often. In this specific case, the teenager would go to the other parent’s house just to sleep on nights when that parent was

supposed to have placement, and then go back to the other parent's home in the morning to shower and get ready for school.

- Almost all respondents found it helpful to go through each month of the previous year and indicate whether their schedule was different. Several respondents indicated that it helped them recall a time that they didn't otherwise remember. Several respondents also indicated that it was helpful that they could refer to their personal calendar when answering this question.
- Some respondents wanted to report times when the parents swapped days, but the child did not actually spend more nights with one parent or the other. One participant wanted to report a time when the child spent days with another relative.
- No one reported problems indicating the number of additional night spent with the parent, though several respondents would answer with a range (*I would say 3 to 4 nights*), indicating that their answers were ballpark estimates.

UWSC Recommendations:

- Consider adding an option to G26 to allow interviewers to code times when the child spent nights with someone else. For example:
 <4> **IF VOLUNTEERED:** CHILD SPENT NIGHTS WITH SOMEONE ELSE
 We would not need to ask how many nights the child spent with this person, unless desired.
- Consider adding optional text that the interviewer can read if the respondent wants to report times when they swapped days. For example:
 (IF NEEDED: We are just interested in times when the child spent more days than usual with you or their other parent. Do not include times when you may have switched which days the child stayed with you or the other parent, but the overall number of days was about the same.)

Holidays

Debriefing Question:

We then asked about holidays specifically:

“Which of the following best describes how you and the other parent currently handle holidays with your child:

Alternate holidays every other year, split the holiday in half, where your child spends part of the day with each parent, schedule time for each parent to celebrate the holiday with your child on different days, assign fixed holidays, where each parent celebrates the same holidays with your child each year, celebrate the holidays together, decide on a holiday-by-holiday basis each year, or something else?”

Did you have any problems answering this question?

Feedback:

- Overall, respondents did not report problems answering this question. However, several respondents indicated that it depended on the holiday. For example, major holidays like Thanksgiving and Christmas were scheduled with each parent, whereas for minor holidays, the child spent it with whichever parent the day fell on.

UWSC Recommendation:

- We could leave this item as is, though one alternative would be to allow multiple answers at this item.

Conflict

Debriefing Questions:

We asked you a series of questions about conflict you may have with the other parent. For instance, we asked “*In the past year, since December 2018, how much conflict has there been between you and the other parent with day-to-day parenting decisions related to things like homework, eating, bedtime, TV and screen time, and social activities?*” We then asked about conflict in other areas, like decisions related to schooling, health, and time spent with each parent, and child support.

How difficult was it to answer these questions?

When you answered these questions, were you thinking about conflict that may have been expressed between you and the other parent, or about times that you may have disagreed but didn’t necessarily express it?

Feedback:

- Several respondents indicated that they were not sure what we meant by ‘conflict’. In other words, they were not sure what to include or count.
- When asked about the kind of conflict they were thinking about, 6 respondents indicated expressed conflict only, 3 respondents said disagreement that was not expressed, and 1 said they were thinking about both types when answering.

UWSC Recommendation:

- Consider a more specific definition of conflict. What would you like the respondent to include?

Sharing Expenses

Debriefing Questions:

We also asked about how you and the other parent share expenses for the child. We said, “Now, think back over the past 12 months. Please tell me how you and other parent have paid for each of the following items. We want to know about payments for these kinds of items that are in addition to any regular child support that was paid.”

We asked about different kinds of expenses, like medical expenses, and like music lessons, sports fees, or other activities. For each category we asked *if you paid for all the expenses, you shared the expenses but you paid more, you and the other parent split the expenses about evenly, you shared but the other parent paid more, or the other parent paid all of the expenses.*

How hard was it to answer these questions?

Did you find it difficult to differentiate between regular child support, and spending on these kinds of items?

Did you feel you knew enough about the other parent’s spending to answer, or did you feel like you were guessing?

Feedback:

- None of the parents reported an issue differentiating between regular child support and other types of spending. All but one parent felt they knew enough about the other parent’s spending to answer.

General Feedback

- Several respondents mentioned that the selected child (the youngest) was the “easier” child and that their answers to child-related questions would have been different if we had selected the other child.
- One respondent indicated they would have liked to explain a little more about how their child is doing, beyond rating their physical and mental health. They would have liked an open-ended follow-up to explain why they rated their child’s health the way they did.
- Several respondents mentioned that the “since the year before your divorce” reference period was a bit confusing for them. They had been separated for many years before the divorce was final. In this way, they were unsure which period of time to be thinking about.
- Some of the questions seemed to not apply or were difficult to answer in situations where the other parent does not see the child regularly.
 - o **UWSC Recommendation:** We currently skip some questions if the other parent has not had *any* contact with the child in the past year (A10). However, we don’t specify what kind of contact. It is possible that the child did not see or spend time with the other parent, but still technically had contact (by phone, text, email, etc). We may want to consider being more specific about the type of contact at this

item, so that we can skip questions that wouldn't apply. Similarly, at A5, we combine in-person contact with other types of contact between parents. There may be items we would want to skip because the parents have not had any in-person contact in the past year. For example, I3-I9 and I16a-I20e are being asked, even if the parents only contact was one phone call in the past year.

Question-specific Issues:

- G4a: some respondents went through counseling or a court-mandated class to come to an agreement about the living arrangement for the child. They were unsure whether this counted as mediation or not.
- G9 series: some respondents answered 'no' to the entire series. We may want to add an open-ended item at the end of this series to capture what was the most important factor in determining the living arrangement.
- G41 and G42: Recommend adding a neutral option
 - o How does [FOCAL CHILD] seem to feel going to [OTHER PARENT]'s home? Generally distressed or sad, generally excited or happy, or sometimes distressed or sad and sometimes excited or happy, or generally neutral?
- I7: the response options seemed awkward for many respondents. Perhaps we could use: "Never, a few times, sometimes, most times, or always".
- J11 series: recommend adding a 'not applicable' or 'have not had this expense in the past year' option.
- N4: recommend adding the word "current" to say, "current spouse". Some respondents were unclear who we were talking about since we had asked the majority of questions about their ex.
- N6: one respondent wanted to answer 'zero' at this item. Should we change the range to allow a zero response?
- O4 and Q3: recommend adding 'something else' option for race.

Suggestions for additional questions

- Social support/network: two participants suggested asking about other family or friends that may help with transportation, appointments, etc. for the child. If this is of interest, I can compile example questions.
- Separation: two participants had long separations and suggested we ask about that.
- Child's Opinion: one participant suggested asking a more in-depth question about what the child's ideal living arrangement would be and why. In this situation, the child was unhappy with the back and forth and wanted to live primarily with one parent.

APPENDIX 6
Wisconsin Parents Study Advance Letter

Dear [Name of Participant]

We want to talk with you about being a part of the Wisconsin Parents Study! Your unique point of view is very valuable.

Wisconsin Parents is an important study of divorced families with children in Wisconsin. In this study, we want to talk to divorced parents to learn about their daily lives. We will use this information to help us learn about the living arrangements, needs, and circumstances of divorced families.

You have a special chance to tell researchers about your life and make your voice heard. Your experiences and opinions are very important to us and can help us better understand the lives and needs of parents like you. The information you share with us can have the power to help inform policy makers and shape programs for divorced parents throughout the state.

In the next few weeks, you will receive a telephone call from one of our interviewers at the University of Wisconsin Survey Center. This person works for the university and will explain that the interview takes about 1 hour. The interviewer will help find a place and time that is comfortable for you to do the interview or we may be able to complete the interview over the phone, if necessary. You do not have to take part in the interview and you can stop the interview at any time if you choose.

We will give you \$50 to thank you for participating in the interview.

Because this is a scientific study being conducted by the University of Wisconsin, your participation will not affect benefits you may now receive or may receive in the future.

If you have any questions or to set-up an interview, please call the University of Wisconsin Survey Center. The toll-free telephone number is 1-888-259-5434 or email us at study@uwsc.wisc.edu.

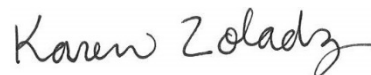
We look forward to talking with you!



Daniel Meyer
Principal Investigator
Professor, UW-Madison



Judith Bartfeld
Co-Investigator
Professor, UW-Madison



Karen Zoladz
Senior Project Director
University of Wisconsin Survey Center

P.S. We might not have your current phone number. Give us a call on our toll-free line at 1-888-259-5434. We try to have a human answering the phone but if we don't pick up, just leave a message – thanks!

APPENDIX 7
Wisconsin Parents Study Brochure

ABOUT US

WHAT IS THE WISCONSIN PARENTS STUDY?

The Wisconsin Parents Study is an important study about divorced families in Wisconsin. We want to talk with divorced parents to learn about their daily lives.

Researchers are interested in learning about the living arrangements, needs, and circumstances of divorced families.

WHAT IS INVOLVED?

We would like to interview you in-person about your unique experiences as a parent.

The interview takes about 1-hour and you will receive \$50 cash for your time.

Participating in this study is an opportunity for you to share your opinions and experiences as a parent.

CONTACT US

Wisconsin Parents Study

1-888-259-5434

study@uwsc.wisc.edu

We would be happy to talk with you about any questions you may have about the study.



475 North Charter Street
Sterling Hall B607
Madison, WI 53706-1582

www.uwsc.wisc.edu



WHY YOUR PARTICIPATION IS SO IMPORTANT!

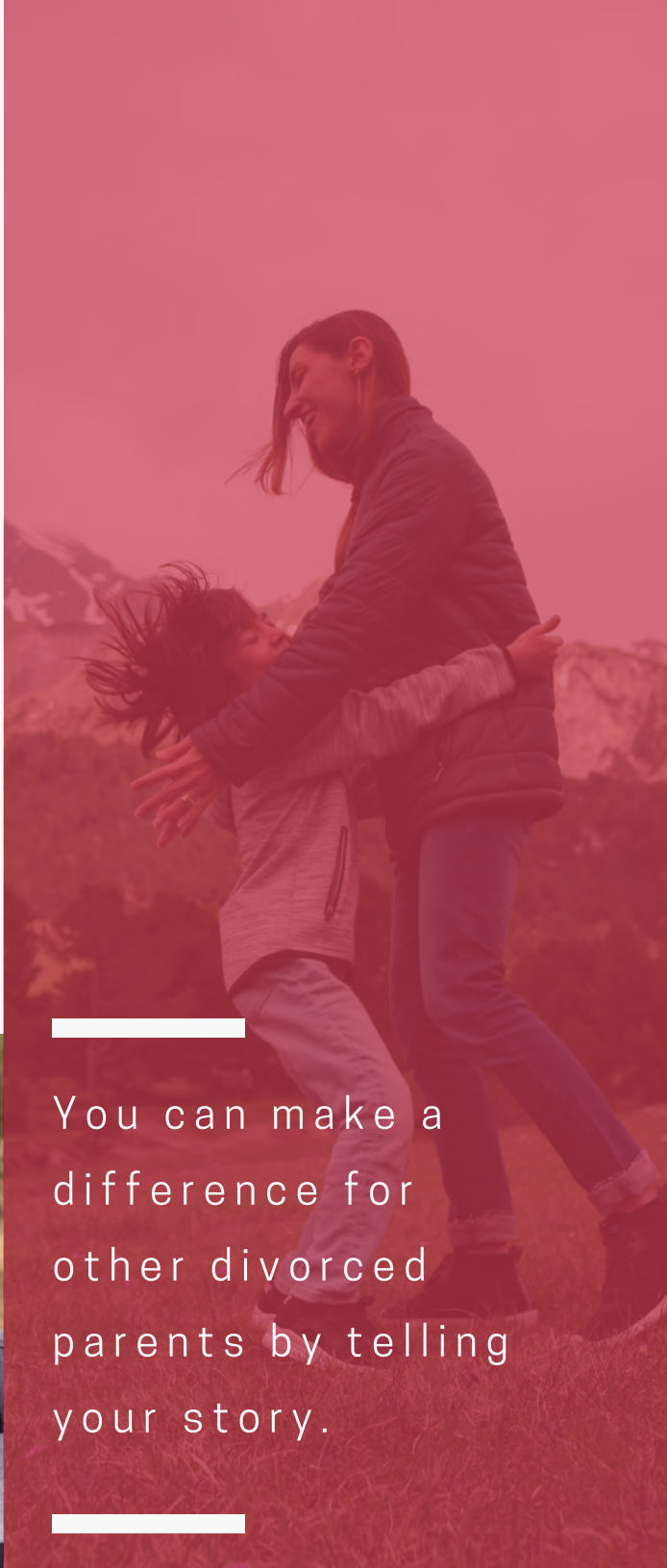
This research will provide important information about how divorced families manage these days and how to best serve the needs and interests of parents like YOU.

Researchers are interested in which services and programs may be most helpful to you.

BE INTERVIEWED AND RECEIVE \$50 CASH!



You can make a difference for other divorced parents by telling your story.



The information you share with us can have the power to help inform policy makers and shape programs for divorced parents throughout the state.



APPENDIX 8
Wisconsin Parents Study 211 Cards

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

2-1-1 is a 24-hour, national hotline for people who need assistance with family, health and social services.

From any phone dial: **211** or
1-866-211-3380 (toll-free).

Website: **www.211.org**

APPENDIX 9

Wisconsin Parents Study Refusal Letters (\$50 Version)

DATE

Dear [Name of Participant],

We recently tried contacting you to ask for your help with our study of Wisconsin parents. Your experiences and opinions as a parent are extremely valuable to us, and we are writing to ask for your participation in the Wisconsin Parents Study. This study is being conducted by researchers at the University of Wisconsin-Madison, with funding from the Wisconsin Department of Children and Families.

Originally, we had hoped to talk with you in-person. However, due to the COVID-19 outbreak, we are currently conducting interviews by phone instead. We might not have your current phone number, so please give us a call on our toll-free line at 1-888-259-5434. We try to have a human answering the phone but if we don't pick up, just leave a message – it is a confidential voicemail.

With your participation, the Wisconsin Parents Study will help researchers as well as the people who make policy and run programs learn how divorced parents manage these days and learn about the living arrangements, needs, and circumstances of divorced families.

**As a token of our appreciation for participating in the interview,
we would like to give you \$50.**

Participation in the study is confidential and voluntary. You do not have to take part in the interview and you may choose not to answer any question or to stop the interview at any time.

An interviewer from the University of Wisconsin Survey Center will contact you soon to answer any questions you may have and to set a time to talk with you. You may also call the University of Wisconsin Survey Center toll free at 1-888-259-5434 or email us at study@uwsc.wisc.edu.

We've also enclosed a brochure with some additional information about the study. While the brochure indicates that the interviews would be in person, we are currently doing all interviews by phone. You can also check us out online at: <https://uwsc.wisc.edu/the-wisconsin-parents-study>

Sincerely,



Karen Zoladz
Senior Project Director, University of Wisconsin Survey Center

APPENDIX 10

Wisconsin Parents Study Refusal Letters (\$100 Version)

DATE

Dear [Name of Participant],

Recently, I tried contacting you to ask for your help with the Wisconsin Parents Study, which seeks to learn how divorced parents are managing these days and understand the living arrangements, needs, and circumstances of divorced families. Your experiences and opinions as a parent matter to researchers and the people who make policies and run programs.

I know you may not be interested in participating for any number of reasons – you are very busy, the topic of the study might not interest you, you may not believe the results are actually used – but **I really do need your help**. The results of the study simply will not be as useful without your participation.

Originally, we had hoped to talk with you in-person. However, due to the COVID-19 outbreak, **we are currently conducting interviews by phone**.

Here are some next steps I am hoping you will consider:

- I may not have a good phone number to reach you! I have enclosed a short contact form for you to complete and mail back to us in the postage-paid envelope provided.
- If you prefer, you can fill out the form online by entering this URL into a web browser:
<https://www.study.uwsc.wisc.edu/wiparents>

In appreciation for participating in the interview, we would give you \$100.

The interview takes about 75 minutes and we can do it at a time that is convenient for you. Your participation in the study is confidential and voluntary. You do not have to take part in the interview and you may choose not to answer any question or to stop the interview at any time.

If you have any questions, please call the University of Wisconsin Survey Center toll free at 1-888-259-5434 or email us at study@uwsc.wisc.edu. You can also check us out online at: <https://uwsc.wisc.edu/the-wisconsin-parents-study>

Sincerely,



Karen Zoladz

Senior Project Director, University of Wisconsin Survey Center

APPENDIX 11

Wisconsin Parents Study Thank You Letters

DATE

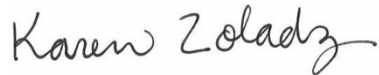
Dear [Name of Participant],

Thank you for completing the telephone interview for the Wisconsin Parents Study. With your help, researchers will gain a better understanding of the lives and needs of parents like you. As an expression of our appreciation, we have enclosed a check for \$100. We have also enclosed a copy of the consent information, for your records.

If you have any questions about the study, please call the University of Wisconsin Survey Center. The toll-free telephone number is 1-888-259-5434 or email us at study@uwsc.wisc.edu.

Thank you again for your help with this important study.

Sincerely,

A handwritten signature in black ink that reads "Karen Zoladz". The signature is written in a cursive, flowing style.

Karen Zoladz
Senior Project Director
University of Wisconsin Survey Center

APPENDIX 12
Wisconsin Parent's Study Contact Form



We want to contact you!

We would like to invite you to participate in a telephone interview for the Wisconsin Parents Study. Please help us stay in touch!

We currently have the following information for you:

First Last
123 Anywhere St., Any City, State 55888
666-555-2222

You will receive
\$100 for your
participation!

If any information is missing or incorrect, provide the correct or additional information in the box below and mail this form back to us in the postage-paid envelope:

Name:

Street:

City:

State: Zip code:

Home phone: - -

Cell phone: - -

Email:



CONTACT US:

1-888-259-5434
study@uwsc.wisc.edu