

Interim Survey of Youth: Item-by-Item Justification

Question Number	Question	Source	Justification
SECTION 1: EDUCATION			
1	Are you currently attending or enrolled in regular school?	NLSY97, modified	Q1-2b School enrollment is an important mediating factor for the influence of low-poverty areas on youth. Information on specific school and location is gathered in the Parent-on-Youth module of the household survey.
2	Are you attending school full-time or part-time?	Original	
2a	What grade or year of school are you currently attending?	NLSY97	
2b	Are you attending a two-year college, a four-year college, or a trade or business school?	NLSY97	
3	When were you last enrolled in regular school—what was the month and year?	NLSY97	Q3-4 School leaving is a major educational outcome. These questions address how long the youth has been out of school and the reasons he/she left. We will also gain information on prior spells of leaving for those currently enrolled. The MTO treatment may affect school leaving in two different ways. Youth whose schooling changes as a result of an MTO move may become more engaged in education in a setting where it is valued more, so that school leaving is reduced. On the other hand, youth moving from inner-city neighborhoods may get left behind academically and become more likely to leave before graduation.
4	What was the main reason you left at that time?	NLSY97	
5	During [the/your last high] school year, how often [are/were] you late for school?	SPD98, modified	Q5-6 These questions measure attitude toward school in terms of the behavioral indicators of attendance and tardiness. The answers will be used in composite indicators of school performance and attitudes toward/engagement in education.
6	During [the/your last high] school year, how many days [have you been/were] you absent from school?	NLSY97	

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7	[Have you ever taken/Did you ever take] any classes in algebra, geometry, or other advanced math?	NLSY97, modified	Q7-8 These questions ask the academic track being followed by the youth in school and use Math as the primary measure of progress. Self-reported grades will become part of a composite indicator of school performance.
7a	What subjects are you taking or have you completed in math?	Original	
8	Overall, what grades did you receive [last year/the last full year of school you completed]? Were they...	Original, similar to NLSY97	
9 9a 9b 9c 9d 9e	Thinking about [your school/when you were last in school], in general, how much do you agree with each of the following statements about your school and teachers: — The teachers [are/were] interested in students. — Disruptions by other students [get/got] in the way of my learning. — There [is/was] a lot of cheating on tests and assignments. — Discipline [is/was] fair. — I [feel/felt] safe at this school.	NLSY97	Q9-10b These questions extend the measurement of engagement in education (see Q5-6 above). The indicators will be combined into scales of school engagement.
10 10a 10b	Next, I'd like to ask some more questions about school. In general, how true are each of the following statements? Are they not at all true, not very true, sort of true, or very true for you during the last school year? —I [work/worked] very hard on my schoolwork. —I [pay/paid] attention in class.	SPD98 SPD98	
11	About how much time [do/did] you spend each week on homework outside of school?	NLSY79	Q11-12a These questions address schoolwork and habits related to homework. Attention to homework may be enhanced by the MTO move, both because of changes in housing and because of changes in parenting.
11a	Which of the following categories is closest to the amount of time you [spend/spent] on homework outside of school each week?	NLSY79	

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12	How much additional reading [do/did] you do each week on your own outside of school or work—not in connection to schoolwork?	NLSY79	
12a	Which of the following categories is closest to the amount of time you [spend/spent] reading on your own outside of school or work each week?	NLSY79	
13	[Did you take/Have you taken] any Advanced Placement (AP) exams?	NLSY97	Q13-14 These questions extend the measurement of academic track (see Q7-8 above). They also look forward to college enrollment, a key educational outcome.
14	Have you taken the SAT or ACT test?	NLSY97	
15	[Other than your regular school, which we’ve already talked about,] since September 2000, have you participated in any training program that lasted at least two weeks, that was designed to help you find a job, improve your job skills, or learn a new job?	NLSY97, modified	Q15-18 Moves to low-poverty areas may affect the likelihood of a youth’s job training through differences in peer pressure and differences in the availability of training programs
16	What kind of training was that?	Original	
17	How many weeks did you participate in that training during the period since September 2000?	Original	
18	During those weeks how many hours a week did you usually spend in this training program?	Original	
SECTION 2: EMPLOYMENT AND EARNINGS			
1	Last week, did you do any work for pay?	CPS	Q1-12, 17-19b These questions are a slightly modified version of the standard Current Population Survey questions designed to measure current labor market status, hours of work, occupation, industry, and rate of pay. Several questions have been added to take better account of the casual, sporadic employment typical of a low-income population and particularly of its youth.

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			This sequence will allow us to estimate impacts on all the standard measures of labor market status and activity (e.g., employment and unemployment, weekly hours and earnings, hourly wage rate) for youth that have entered the labor market. Moves to low- or moderate-poverty neighborhoods can be expected to influence these outcomes, because the availability and type of jobs in such neighborhoods are substantially different than those in high-poverty neighborhoods. The supply of low-wage labor competing for such jobs is also likely to be much smaller in those neighborhoods.
2	What is the main reason that you did not work for pay last week?	MTO Boston	
3	Last week, did you have more than one job, including part-time and weekend work?	CPS	
3a	How many jobs did you have last week?	CPS	
4	How many hours do you usually work per week at your (main) job? (By main job, we mean the one at which you usually work the most hours.)	CPS	
4a	Do you usually work 35 hours or more per week at your main job?	CPS	
5	When did you first start working at your main job?	NLSY79	
6	For your (main) job, what is the easiest way for you to report your total earnings before taxes or other deductions: hourly, weekly, annually, or on some other basis?	CPS	

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7	Do you usually receive overtime pay, tips, or commissions?	CPS	
7a	What is your hourly rate of pay (on this job)?	CPS	
8	(At your main job,) how much do you usually receive just in overtime pay, tips, commissions, before taxes or other deductions?	CPS	
8a	Is that...	CPS	
9	(Excluding overtime pay, tips and commissions), what is your hourly rate of pay (on this job)?	CPS	
10	(Including overtime pay, tips, and commissions), what are your usual (weekly/biweekly/monthly/annual) earnings on (this) job, before taxes or other deductions?	CPS	
11	How many weeks a year do you get paid for?	CPS	<p>Q12 As a mediating factor, this question measures the impact of location on the availability of social contacts that are useful in finding work. The residents of low-poverty areas are likely to value work more highly for youth who are not in school. But in the new neighborhood, the respondent may not have contacts (social networks) that are useful for finding employment.</p> <p>Q13-16 This is a part of the standard CPS sequence of questions to determine whether the respondent is unemployed according to the BLS definition and to measure the intensity of job search. We would expect the same factors discussed above in relation to employment and earnings also to affect</p>
12	I'd like to ask you how you found the (main) job you have now. What is the most important source of information you used to find this job?	3CITY	
13	Have you been doing anything to find work during the past four weeks?	CPS	

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			Unemployment and job search behavior.
14	What are all the things you have done to find work during the past four weeks?	CPS	
15	Last week, could you have started a job if one had been offered?	CPS	
16	Why not?	CPS	
17	Since September 2000, [have you done any/are you doing] (other) work as an employee for which you were paid?	NLSY79, modified	Q17-19b See above, at Q1
17a	How many other jobs have you worked as an employee since September 2000?	Original	
18a	For each employer you have had since September 2000, please tell us what kind of work you did?	Original	
18b	When did you first start working at this job?	NLSY79	
18c	Are you currently working for this employer?	NLSY79	
18d	When did you stop working for this employer?	NLSY79	
18e	How much [do/did] you usually earn per week from this employer?	NLSY79, modified	
18f	How many hours per week [do/did] you usually work at this job?	NLSY79	

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Question Number	Question	Source	Justification
19	During the past month have you worked as a freelancer—doing things like babysitting or mowing lawns—or worked by yourself, for example, running your own business?	NLSY	Q19-19b These questions measure informal employment, which may be a more important source of income to youth than to adults.
19a	In the last month how many hours did you usually work at these small jobs?	Original	
19b	In the past month, approximately how much have you earned doing these small jobs?	Original	
SECTION 3: DELINQUENCY AND RISKY BEHAVIOR			
1	Now I would like to ask you a few questions about cigarette smoking. Have you ever smoked a cigarette?	NLSY97	Q1-3 This sequence of questions measures the prevalence and intensity of tobacco use among sample youth. The teen years are known to be the critical time when smoking addiction is established. Residents of high-poverty neighborhoods are more likely to be tobacco-dependent than residents of low-poverty neighborhoods. Tobacco use could be affected by moves to low-poverty neighborhoods through several mechanisms. Depression and stress are correlated with tobacco use; social norms about tobacco use could change; and exposure to cigarette advertising, particularly advertising targeted at minority groups, will decline.
2	During the past 30 days, on how many days did you smoke a cigarette?	NLSY97	
3	When you smoked during the past 30 days, how many cigarettes did you usually smoke each day?	NLSY97	

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4	Next I would like to ask you some questions about drinking alcoholic beverages, including beer, wine, or liquor. Have you ever had a drink of alcoholic beverage? By a drink we mean a can or bottle of beer, a glass of wine, a mixed drink, or a shot of liquor. Do not include childhood sips that you might have had from an older person's drink.	NLSY97	<p>Q4-8</p> <p>These questions measure alcohol use and its possible effect on school or work performance. As with tobacco use, residents of high-poverty neighborhoods are more likely to be alcohol-dependent than residents of low-poverty neighborhoods. Alcohol use among youth could be affected by moves to low-poverty neighborhoods through several mechanisms, including reduced depression and stress or reduced use/pressure for use among peers.</p>
5	During the past 30 days, on how many days did you have one or more drinks of an alcoholic beverage?	NLSY97	
6	In the last 30 days, on the days that you drank alcohol, about how many drinks did you usually have?	NLSY97	
7	During the past 30 days, about how many days did you have 5 or more drinks on the same occasion? By occasion, we mean at the same time or within hours of each other.	NLSY97	
8	In the last 30 days, how many days have you had something alcoholic to drink, such as beer, wine or hard liquor right before or during school or work hours?	NLSY97	
9	Have you ever used marijuana—that is grass or pot—in your lifetime?	NLSY97	<p>Q9-15</p> <p>These questions measure exposure to and use of a range of illegal drugs and other controlled substances. Q11 measures possible effect on school or work performance, while Q14-15 measure involvement in drug distribution.</p>

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			All these risky behaviors are more likely to occur among youth in high-poverty areas and to be less frequent (although hardly absent) in low-poverty neighborhoods.
10	On how many days have you used marijuana during the past 30 days?	NLSY97	
11	In the last 30 days, how many times have you used marijuana right before or during school or work hours?	NLSY97	
12	Excluding marijuana and alcohol, have you ever used any other drugs like cocaine or crack or heroin, or any other substance not prescribed by a doctor, in order to get high or to achieve an altered state?	NLSY97, modified	
13	During the past 12 months, about how many times have you used any of these drugs or other substances?	NLSY97, modified	
14	Have you ever sold or helped sell marijuana (pot, grass), hashish (hash) or other drugs such as heroin, cocaine, or LSD?	NLSY97	
15	During the past 12 months, how many times have you sold or helped sell marijuana, hashish, or other drugs?	NLSY97	

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16	The next few questions are about fighting, violence, and gangs. Again remember all your responses are confidential.	Original	<p>Q16-16f</p> <p>These questions measure the youth's involvement in violence. Along with the questions on gang participation, these are indicators of serious delinquency and even criminal behavior.</p> <p>These questions measure the youth's involvement in property crime, from small-scale offenses (under \$50) to more significant ones like auto theft. The items will be combined into a scale and tested for differences among the three random-assignment groups. MTO research in Baltimore has shown reduced involvement in violent crime but some (marginally significant) increase in property crime for youth in the MTO experimental group.</p> <p>The MTO treatment is expected to have substantial effects on youth involvement in criminal behavior, due to reduced exposure to violence or gangs and to the differences in peer behavior in low-poverty neighborhoods.</p>
16a	Have you ever purposefully damaged or destroyed property that did not belong to you?	NLSY97	
16b	Have you ever stolen something from a store or something that didn't belong to you worth less than \$50?	NLSY97	
16c	Have you ever stolen something from a store, person, or house, or something that did not belong to you worth \$50 or more including stealing a car?	NLSY97	
16d	Have you ever committed other property crimes such as fencing, receiving, possessing or selling stolen property, or cheated someone by selling them something that was worthless or worth much less than what you said it was?	NLSY97	

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16e	Have you ever attacked someone with the idea of seriously hurting them, or had a situation end up in a serious fight, or assault of some kind?	NLSY97	
16f	Have you ever been arrested by the police or taken into custody for an illegal or delinquent offense (do not include minor traffic violations)?	NLSY97	Q16f This question measures direct contact with law enforcement. Self-reports by youth have been shown to be reliable on this subject. The MTO treatment may affect encounters with police in at least two divergent ways. On the one hand, greater educational engagement and employment opportunities may reduce the temptation of criminal behavior. But on the other hand, patterns of policing in low-poverty areas (such as racial profiling) may bring greater police attention to minority youth, even youth that have moved there.
17	Have you ever carried a gun in the past 12 months? (When we say gun, we mean any firearm other than a rifle or shotgun.)	NLSY97, modified	Q17-18a These questions extend the measurement of the youth's involvement in violence with specific reference to gun possession. Carrying of firearms is a strong behavioral indicator of exposure to and risk of violence. (Also see Q16-16f)
18	How many times have you carried a gun in the past 12 months?	NLSY97	
18a	Which category best describes the number of times you've carried a gun in the last 12 months?	NLSY97	
19	Are there any gangs in your neighborhood or where you go to school? By gangs we mean a group that hangs out together, wears gang colors or clothes, has set clear boundaries of its territory or turf, protects its members and turf against other rival gangs through fighting or threats.	NLSY97	Q19-21a These questions focus specifically on gang activity, involvement of peers, and the youth's own possible involvement. We would expect that youth living in low-poverty neighborhoods would report markedly different incidences of gang contact and involvement, unless they continue to be active with peers in their old (high-poverty) neighborhoods. (Q 14-15 in Section 5 below measure continued ties.)

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20	Do any of your brothers, sisters, cousins, or friends belong to a gang?	NLSY97	
21	Have you ever belonged to a gang?	NLSY97	
21a	In the past 12 months, have you been a member of a gang?	NLSY97	
22	Have you ever had sexual intercourse, that is, made love, had sex, or gone all the way?	SPD98	<p>Q22-34 These questions address teen dating, sexual activity and attendant risks. Age of first sexual activity is likely to be considerably younger for MTO youth living in high-poverty areas than for those who have moved, although this will be affected by whether they continue to be involved with peers in their old (high-poverty) neighborhoods. Q24-25 focus on risk reduction behaviors directed at sexually transmitted diseases (STDs) and at pregnancy. Considering the range of ages in this sample (12-19), we would expect sexual activity to be reported by many or most of the older youth. However, the MTO treatment could affect use of condoms (through educational differences and differences in peer groups) and would likely reduce risk-taking around pregnancy (due to greater educational engagement and attainment as well as better employment opportunities for both young women and young men).</p>
23	How old were you when you had sexual intercourse for the first time?	SPD98	
24	How many partners have you had sexual intercourse with in the past 12 months—that is, since this time last year?	NLSY97	
25	The last time you had sexual intercourse did you or your partner use a condom?	SPD98	
26	The last time you had sexual intercourse did you or your partner use any other method to prevent pregnancy?	SPD98	
27	Have you ever been pregnant? (Consider all pregnancies, even if no child was born.)	NLSY97	<p>Q27-30 These questions measure current and past pregnancies and childbearing for young women in the youth sample. Teen childbearing greatly increases the likelihood of future poverty for young women.</p>
28	Are you pregnant now?	NLSY97	
29	Not counting a current pregnancy, how many times have you been pregnant? (Please include pregnancies that did not result in live births)	NLSY97	

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30	Now we would like to ask the outcomes of your previous pregnancies. How many of your pregnancies have resulted in children born alive to you?	NLSY97	The MTO treatment is expected to reduce the incidence of both pregnancies and live births among teens who move to low-poverty areas, as a result of educational differences, differences in Peer groups, greater educational attainment, and better employment opportunities.
31	Have you ever gotten someone pregnant?	Original	Q31-31a These questions, for young women who have had children, measures the receipt of cash assistance for their own children. Community norms in low-poverty areas would be likely to discourage dependence on public assistance for young mothers and encourage them to continue school or work, compared to the community norms affecting sample youth living in high-poverty areas.
31a	How many times have you gotten someone pregnant?	SPD98, modified	
32	Is someone pregnant with your child now?	SPD98, modified	Q32-34 These questions measure current and past pregnancies resulting from the sexual activity of young men in the youth sample. For reasons noted above (Q20-25 and Q26-28), we expect fewer pregnancies and live births if the young men from the MTO treatment group are involved with their female peers living in low-poverty neighborhoods. But continued involvement with peers from the old high-poverty neighborhood may reduce or eliminate such an effect.
33	How many children have you ever fathered? Please only count live births and do not count current pregnancy.	SPD98, modified	
34	Now I'd like to ask you about cash assistance for which some families receive money on a regular basis. For example, they may get a monthly check. Some people call this assistance "welfare", AFDC, TANF or "public aid." Are you currently receiving this type of cash assistance from the government for yourself and your	3CITY	Q34 This question measures receipt of cash benefits for own children. Young mothers living in low-poverty neighborhoods would be expected to have a lower rate of benefits receipt and be more likely to be in school or working, due to different

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	[child/children]?		community norms.
SECTION 4: HEALTH			
1	Now I'd like to ask you some questions about your health. In general, how is your health: excellent, very good, good, fair, or poor?	NLSY97	Q1 This question measures the general health of sampled youth, a key outcome variable in the study. Findings from the MTO Boston study suggest that general health status improves with moves to low-poverty areas, and health status is highly correlated with current medical conditions and with future mortality experience. MTO moves can affect health outcomes through; reduction in stress associated with living in a high-poverty area, leading to improvements in mental health; a safer environment; reduced exposure to persons engaged in drug use; and greater optimism about the future, leading to increased use of preventive health care.
2	Have you ever been told by a doctor or other health professional that you had asthma?	NHIS99	Q2-12 These questions measure the incidence of asthma among youth in the study population. Asthma incidence is known to be higher in high-poverty communities and communities with decayed housing stock, possibly due to crowding, poor air quality, stress, and exposure to allergens from cockroaches, mites, cats, mice, and cigarette smoke. Children and adolescents are particularly vulnerable. Unlike many other chronic health problems, asthma is highly sensitive to current environmental conditions; the MTO Boston research suggests reductions due to moves out of public housing.
3	During the past 12 months, have you had an episode of asthma or an asthma attack?	NHIS99	
3a	During the past three months, have you used prescription	NHIS99	

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	inhalers? Do not include over-the-counter inhalers like Primatene Mist.		
4	During the past 12 months, have you had a wheezing or whistling sound in your chest?	NHIS99	
5	How many attacks of wheezing or whistling have you had in your chest during the past 12 months?	NHIS99	
6	During the past 12 months, has your sleep been disturbed due to wheezing or whistling?	NHIS99	
7	During the past 12 months, how often on average has your sleep been disturbed due to wheezing or whistling?	NHIS99	
8	During the past 12 months, has your chest sounded wheezy during or after exercise or physical activity?	NHIS99	
9	During the past 12 months, has your wheezing ever been severe enough to limit your speech to only 1 or 2 words at a time between breaths?	NHIS99	
10	During the past 12 months, how many times have you gone to the doctor's office or the hospital emergency room for one or more of these attacks of wheezing or whistling?	NHIS99	
11	During the past 12 months, how much did you limit your usual activities due to wheezing or whistling? Would you say...	NHIS99, modified	
12	During the past 12 months, how many days of work and school did you miss due to wheezing or whistling?	NHIS99	
13	What is your height in feet and inches?	AH	Q13-14 These questions will be used to measure obesity, a basic health outcome with higher incidence in low-

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			income populations in the U.S. Obesity is an acknowledged problem starting in childhood. Moves to low-poverty neighborhoods may reduce obesity through several mechanisms: lower incidence of depression and stress; behavioral changes (like exercise); different social norms about eating habits.
14	What is your weight?	AH	
15	In the past 12 months, have you had any accidents or injuries that required medical attention?	NLSY79	Q15-20 These questions measure the incidence of accidents and injuries among youth in the sample. It is hypothesized that low-poverty neighborhoods are safer, and there is less exposure to violence.
16	How many such accidents or injuries requiring medical attention have you had in the past 12 months?	NLSY79	
17	What was the cause of [that/the first/the second/etc.] accident/injury requiring medical attention?	NLSY79, modified	
18	(Other than [that/those] already mentioned), have you had any serious accident or injury during the past 12 months which limited your usual activities but did not require medical attention?	Original	
19	How many of these accidents or injuries did you have during the past 12 months? Remember, these are ones that did not require medical attention but did limit your usual activities.	Original	
20	What was the cause of [that/the first/the second/etc.] accident/injury not requiring medical attention?	NLSY79, modified	
21	On how many of the past seven days did you exercise or participate in physical activity for at least 20 minutes that made you sweat and breathe hard, such as basketball, soccer, running, swimming, fast bicycling, fast dancing, or similar aerobic activities?	YRBSS	Q21-22 These questions provides an indicator of the youth's level of exercise, which is related to general health (as noted under Q1 above) and to obesity (as noted under Q13-14 above).

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22	On how many of the past seven days did you participate in physical activity for at least <u>30</u> minutes that did <u>not</u> make you sweat or breathe hard, such as fast walking, slow bicycling, skating, pushing a lawn mower, or mopping floors?	YRBSS	
SECTION 5: NEIGHBORHOOD AND SOCIAL NETWORKS			
1	Which of the following statements best describes how satisfied you are with your neighborhood? Would you say you are...	MTO Baseline	Q1 As a mediating factor, greater neighborhood satisfaction may reduce mobility and lengthen exposure to low-poverty neighborhoods. If youth are not satisfied with low-poverty locations, they may put pressure on the household head to move, or they may move themselves—either moving in with friends/relatives or living on their own (if older). Greater satisfaction with low-poverty locations suggests more adjustment to the life changes involved.
2	Now I have a few questions about discrimination. Sometimes people feel they are discriminated against, or treated badly or differently because of their race, ethnicity, color, language, or the country they came from. In the past year, please tell me if you felt discriminated against in any of the following places... —In your own neighborhood? —When you were at school? —When you wanted service in a store or restaurant in your neighborhood?	PHDCN	Q2 Respondent perceptions of discrimination are both an outcome of interest in their own right and a mediating factor for other outcomes. As a mediating factor, discrimination is an important aspect of the social environment. Youth may be subject to particular surveillance by police, storeowners, and/or neighbors. If living in a low-poverty neighborhood increases the experience of discrimination, it may lead the youth to spend less time there and shorten his/her exposure to this type of community, thereby influencing impacts on virtually all of the outcomes considered in the study.
3	During the past 30 days, have you seen people using or selling illegal drugs in your neighborhood?	Original	Q3-4a These questions measure the youth's observations

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3a	How often have you seen people using or selling illegal drugs in your neighborhood in the past month?	Original	of drug activity and violence in the neighborhood. These may be important contributors to fear and may also carry a greater likelihood of involvement with drugs and exposure to violence. In prior research with the MTO sample, fear of crime and victimization were identified as factors with pervasive effects on people's lives. In addition to strongly motivating their desire to move, concerns about crime may affect youths' willingness to interact with their community. Stress and fear may also affect their mental health (e.g., anxiety and depression), with possible impacts on their educational achievement and/or employability.
4	During the past 30 days, have you heard gunshots in your neighborhood?	Original	
4a	How often during the past month have you heard gunshots in your neighborhood?	NLSY97	
5	In the past 12 months, how often did you get into a serious physical fight?	AH	Q5-6e These questions measure the youth's direct involvement in physical violence and his/her exposure to violence, including victimization. The MTO treatment is designed to reduce both involvement and victimization, by fostering moves to low-poverty neighborhoods where these are lower-probability events.
5a	The last time you were in a physical fight, where did it occur?	AH	
6	During the past 12 months, how often did any of the following things happen—never, once, or more than once?	AH, modified	
6a	—You saw someone shoot or stab another person. Would you say...	AH	
6b	—Someone pulled a knife or gun on you. Would you say...	AH	
6c	—Someone shot you. Would you say...	AH	
6d	—Someone cut or stabbed you. Would you say...	AH	
6e	—You were jumped. Would you say...	AH	

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7	Outside of school, about how many friends do you have who you either hang out with, talk to on the phone, or get together with socially?	NCSR	Q7-9c These questions measure various aspects of peer relationships for the sampled youth. They ask about the number of friends and some of the activities with which those friends are involved.
8	Outside of school, how often do you either talk on the phone, hang out, or get together with [this friend/these friends]—most every day, a few times a week, a few times a month, about once a month, or less than once a month?	NCSR	
9	Which of the following things [does your friend/do your friends] ever do?	NCSR	
9a	—[Does your friend/do your friends] ever get involved in school activities like school clubs, teams, or projects?	NCSR	
9b	—[Does your friend/do your friends] ever use marijuana or other drugs?	NCSR	Q10-12c These questions ask the youth's view of whether he/she is still living in the original public housing neighborhood from which the family was recruited for MTO. For youth who have changed neighborhoods, the items measure the persistence of friendships with peers from the high-poverty area. While the continuation of old friendships may offer social and emotional support for youth, in the longer run they may prolong or impede adaptation to the new neighborhood. Visits from those friends may also be a source of friction with new neighbors.
9c	—[Does your friend/do your friends] carry a knife, gun, or weapon?	NCSR	
10	Thinking about your current neighborhood, would you say it is the same neighborhood as [BASELINE ADDRESS] or a different neighborhood from [BASELINE ADDRESS]?	MTO NY	
11	Do you still have friends in your old neighborhood, when you lived at [BASELINE ADDRESS]?	Original	
12a	During the past year, how often have you gone back to visit friends in your old neighborhood?	MTO NY, modified	
12b	During the past year, how often have they come to visit you?	Original	

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13	Many churches, synagogues, and other places of worship have special activities for teenagers—such as youth groups, Bible classes, or choir. In the past 12 months, how often did you attend such youth activities?	AH	Q13 This question measures the mediating factor of religious attendance. The youth's participation in church-based activity reveals another aspect of his/her social links and activity.
14	How many adults do you have in your life who you feel comfortable talking to about personal problems?	NCSR, modified	Q14-15 This sequence measures the presence of positive adult role models as a mediating factor. In addition to capturing the concept of a "role model" (e.g. having adults working in the community) with local Census characteristics, these items measure specific adult support. It is hypothesized that the presence of positive adult role models will assist the youth's transition to the low-poverty neighborhood and his/her educational progress.
15	How many adults do you have in your life who care a lot about how you turn out and who will help you if you get into trouble.	NCSR, modified	
16	Do you live with your mother?	Original	Q16-19 These questions measure the youth's view of support, monitoring, and discipline by the mother or other primary caregiver. (If not the mother, that person is identified at the beginning of the sequence.) For youth between 12 and 15, it would be expected that this person would still be fairly closely involved in the daily life and activities. The MTO treatment could affect support, monitoring, and discipline by changing the parent's sense of safety (which may influence their parenting style and therefore their children's activities). It could also bring the parent to be more involved with the youth's educational progress.
16a	Who is the adult who lives with you and knows the most about your activities?		
17	Who is the person who took care of you the most while you were growing up?		

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Question Number	Question	Source	Justification
18	When you think about how your [MOTHER/RELATIONSHIP IN Q16a or 17] acts toward you, in general, would you say your [MOTHER/RELATIONSHIP IN Q16a or 17] is very supportive, somewhat supportive, or not very supportive?	NLSY97	
19	How much does your [MOTHER/RELATIONSHIP IN Q16a or 17] know...	NLSY97	
19a	—about your close friends’, that is, who they are? Do you think (s)he...		
19b	—about where you are when you are not at home? Do you think (s)he...		
19c	—about who your teachers are and what you are doing in school? Do you think (s)he...		
20	When you were growing up, in general, was he very supportive, somewhat supportive, or not very supportive of you?	NLSY97	Q20-21c These questions measure the youth’s contact with his/her father. Most MTO households originally consisted of single mothers with children, and there is no prior information on fathers in these cases. Other youth will report regarding the father as a member of the current household. It is hypothesized that the MTO treatment could lead to changes in the relationship between the father and the mother and/or child.
20a	In the past 12 months, how often have you seen your father?	3CITY	
21	How much does your [FATHER/RELATIONSHIP IN Q16a or 17] know...	NLSY97	
21a	—about your close friends’, that is, who they are? Do you think (s)he...	NLSY97	
21b	—about where you are when you are not at home? Do you think (s)he...	NLSY97	
21c	—about who your teachers are and what you are doing in school? Do you think (s)he...	NLSY97	

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Question Number	Question	Source	Justification
SECTION 6: EMOTIONS			
1 1a 1b 1c 1d 1e 1f 1g	In the past 30 days, how often have you had the following experiences? Would you say... —How often did you feel so depressed that nothing could cheer you up? —How often did you feel nervous? —How often did you feel restless or fidgety? —How often did you feel hopeless? —How often did you feel worthless? —How often did you feel that everything was an effort?	NCSR	Q1-1g These items comprise a scale of non-specific psychological distress, with a broad range outside particular psychiatric disorders. Item selection was originally done for the National Health Interview Survey that included extensive psychometric evaluation, with choices made from an initial set of over 1000 items through a combination of expert review and statistical analysis. Our further research in this area has indicated that positively oriented items (e.g. confident, optimistic, happy, full of life) have substantially less information content, and are not recommended.
2	Have you ever in your life had a time lasting a few days or longer when most of the day you felt sad, empty or depressed?	NCSR-AS	Q2-16f These questions are a new sequence of items about depression and generalized anxiety currently being used as part of the <i>NATIONAL COMORBIDITY SURVEY REPLICATION: ADOLESCENT SUPPLEMENT</i> (NCSR-AS), being administered to 10,000 6-12th grade students in the U.S during 2001. There are four segments to the sequence: a set of screening questions to establish the language in which the respondent views the problem; questions measuring episode intensity; questions measuring severity; and a set of questions on symptoms.
3	During the times of this sort, did you ever feel discouraged about how things were going in your life?	NCSR-AS	The NCSR-AS items included here serve as a set of screens for a longer battery of items designed to produce the first national estimates for youth of psychiatric disorders such as major depressive episode and generalized anxiety disorder. By administering the initial items in this sequence to the MTO youth sample, we can use the national data for the complete set of items to develop a scale based on statistical prediction relating the number of symptoms from the initial sequence to the diagnosis from the full set of questions. This will allow us to conduct analyses of predicted depression diagnoses with youth, as we already

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Question Number	Question	Source	Justification
3a,3b	During the times of being sad, empty, or depressed did you ever lose interest and become really bored with most things like school, work, hobbies, and other things that are usually fun for you, like listening to music, watching TV, movies , or playing computer games, or going out with friends?	NCSR-AS	
4	Have you ever had any time lasting a few days or longer when most of the day you felt very discouraged or hopeless about how things were going in your life?	NCSR-AS	
5	During times like this, did you ever lose interest and become really bored with most things like school, work, hobbies, and other things that are usually fun for you, like listening to music, watching TV, or playing computer games, or going out with friends?	NCSR-AS	
6	Have you ever had any time lasting a few days or longer when you lost interest and became bored with most things that you usually enjoy like work, hobbies, and personal relationships?	NCSR-AS	
7	Was there ever a time when you felt this way most of the day almost every day for two weeks or longer?	NCSR-AS	
7a	What is the longest period of time you ever had when you became really bored with most things you usually enjoy?	NCSR-AS	
8	Did you ever have a period in time when you felt (sad/discouraged/really bored) that lasted most of the day, almost every day, or for two weeks or longer?	NCSR-AS	
8a	How long was the longest period of time you ever had when you were (sad/discouraged/really bored) most of the day?	NCSR-AS	

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Question Number	Question	Source	Justification
9	Did you ever have a year or more in your life when just about every month you had a time lasting several days or longer when you felt (sad/discouraged/really bored)?	NCSR-AS-4	
9a	Think of the times lasting several days or longer when (this problem/these problems) with your mood (was/were) most severe and frequent. During those times, did your feelings of (sadness/discouragement/boredom) usually last less than one hour a day, between 1-3 hours a day, between 3 and 5 hours, or more than 5 hours?	NCSR-AS	
10	Think of times lasting two weeks or longer when (this problem/these problems) with your mood (was/were) most severe and frequent. During those times, did your feelings of (sadness/discouragement/boredom) usually last less than one hour a day, between 1-3 hours a day, between 3 and 5 hours, or more than 5 hours?	NCSR-AS	
11	How strong were your bad feelings during those times—mild, moderate, severe, or very severe?	NCSR-AS	
12	How often during those times, did you feel so bad that nothing could cheer you up—often, sometimes, not very often, or never?	NCSR-AS	
13	How often during those times did you feel so bad that you could not carry out your daily activities—often, sometimes, not very often, or never?	NCSR-AS	
14	People who have times of feeling (sad/discouraged/really bored) often have other problems at the same time. These include things like changes in sleep, eating, energy, the ability to keep their mind on things, feeling badly about themselves, and other problems. Did you	NCSR-AS	

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Question Number	Question	Source	Justification
	ever have any of these problems during the time when you were (sad/discouraged/or really bored)?		
15	In answering the next questions, think about the time (several days/two weeks) or longer during that episode when your (sadness/or/discouragement/or/boredom) and other problems were worst. During that time, which of the following problems did you have <u>most of the day or most every day</u> :	NCSR-AS	
15a	Did you feel sad, empty or depressed for most of the day?	NCSR-AS	
15b	During that time, did you feel discouraged about how things were going in your life?	NCSR-AS	
15c	Did you sleep a lot more than usual?	NCSR-AS	
15d	On most days did you feel that you didn't have much energy?	NCSR-AS	
15e	On most days did you have a lot more trouble keeping your mind on things than is normal for you?	NCSR-AS	
15f	Did you lose your self-confidence?	NCSR-AS	
16	Did you have a time of being (sad/or/discouraged/or/bored) with some of the other problems lasting (several days or longer/two weeks or longer) in the past twelve months?	NCSR-AS	
17	Did you ever have a time in your life when you were "a worrier"—that is, when you worried a lot more about things than other people with the same problems as you?	NCSR-AS	Q17-28g These questions measure anxiety as an aspect of the outcome mental health. This sequence was chosen from the NCSR-AS as specifically suitable for our purposes, since it allows the study of lifetime and 12-month prevalence of disorders. After the screening questions (17-19), there are three sections to this sequence: type of anxiety; duration; and past year symptoms. Respondents are asked only about issues of particular concern to them and the actual

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Question Number	Question	Source	Justification
			time required (when skip patterns are followed) is relatively short.
18	Did you ever have a time in your life when you were much more nervous or anxious than most people with the same problems as you?	NCSR-AS	
19	Did you ever have a period lasting one month or longer when you were anxious or worried most days?	NCSR-AS	
20	The next questions are about that time. What kinds of things were you anxious or worried about during that time? Anything else [that made you (worried or anxious/nervous or anxious/anxious or worried)]?	NCSR-AS-AS	
21	Do you think your (worry or anxiety/nervousness or anxiety/anxiety or worry) was ever a lot stronger than it should have been?	NCSR-AS	
22	How often did you find it hard to stop your (worry or anxiety/nerves or anxiety/anxiety or worry)—often, sometimes, not very often, or never?	NCSR-AS	
23	How often were you so nervous or worried that you could not think about anything else, no matter how hard you tried—often, sometimes, not very often, or never?	NCSR-AS	
24	What is the longest number of months or years in a row you ever had when you were (worried or anxious/nervous or anxious/anxious or worried) most days?	NCSR-AS	
25	Did you ever have a time that lasted 6 months or longer?	NCSR-AS	
26	Did you ever have a time that lasted one month or longer?	NCSR-AS	

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Question Number	Question	Source	Justification
27	Think of the time lasting (one month/six months) or longer when your (worry or anxiety/nervousness/anxiety or worry) was the worst. During that time, did you have any of the following experiences?:		
27a	Did you often feel restless or on the edge?	NCSR-AS	
27b	Did you often get tired very easily?	NCSR-AS	
27c	Were you often more irritable or grouchy than usual?	NCSR-AS	
27d	Did you often have trouble concentrating or keeping your mind on what you were doing?	NCSR-AS	
27e	Did your muscles often feel tense or sore?	NCSR-AS	
27f	Did you often have trouble falling or staying asleep?	NCSR-AS	
28	In the past twelve months, did you have an episode of being (worried or anxious/nervous or anxious/anxious or worried) lasting at least one month or longer?		
29	I am going to read a list of items that describe feelings or thoughts people sometimes have. For each item that describes you now or in the past six months, please tell me if it is often true, sometimes true, or not true of you.	PHDCN-II	Q29-29n These items measure behavioral problems among youth. The list has been expanded, relative to the younger children, in order to enhance analysis at different ages. Items from PHDCN-II are a subset of the index developed by T.M. Achenbach. Parallel items are asked of parents for anti-social, headstrong, hyperactivity, immaturity, and peer problem subscales. Positive items have been added to make the sequence more comfortable for the respondent.
29a	I have trouble concentrating or paying attention. Is this very true or often true, somewhat or sometimes true, or not true of you?	PHDCN-II	
29b	I lie or cheat.	PHDCN-II	
29c	I tease others a lot.	PHDCN-II	

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Question Number	Question	Source	Justification
29d	I disobey my parents.	PHDCN-II	
29e	I have trouble sitting still.	PHDCN-II	
29f	I have a hot temper.	PHDCN-II	
29g	I would rather be alone than with others.	PHDCN-II	
29h	I hang around with kids who get into trouble.	PHDCN-II	
29i	I disobey at school.	PHDCN-II	
29j	I don't get along with other kids.		
29k	I have trouble getting along with teachers.		
SECTION 7: TIME USE			
1	What did you do the <i>hour after school</i> on _____? Please just tell us about your <i>main</i> activity	Original, modeled on the PSID-CDS Time use diary	
1a	Where were you while you were doing this activity?		
1b	Was your mother or father present during this activity?		
1c	Were there any other adults present during this activity?		
1d	Were there any other youth present during this activity?		
2	What did you do during the hour after dinner on _____ (please use the same day as Q1 above)? Please just tell us about your <i>main</i> activity in that hour.		
2a	Where were you while you were doing this activity?		
2b	Was your mother or father present during this activity?		
2c	Were there any other adults present during this activity?		
2d	Were there any other youth present during this activity?		

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Question Number	Question	Source	Justification
SECTION 8: FUTURE PLANS			
1	Think about how you see your future. What are the chances that...	MTO-NY	Q1-1c These questions provide indicators of the youth's view of his/her future in various dimensions. They provide a measure of expectations regarding education, employment, location, and family relationships. Such expectations could well be influenced by treatment, which has potential effects on all those areas.
1a	Life will turn out better for you than it has for your parents?	MTO-NY	
1b	You will complete college?	MTO-NY	
1c	You will find a stable, well-paid job as an adult?	MTO-NY	